

Outdoor Learning Framework

Hazlehead School and ELC

“When You Believe In Yourself, Anything Is Possible.”



Outdoor Learning Framework

The **Outdoor Learning Framework** has been organised by level and split by stage. Within each stage there are suggested activities to cover a range of Curriculum for Excellence Experiences and Outcomes.

Our Vision

Our vision for Outdoor Learning is that:

- All children are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum.
- We are providing regular, frequent, enjoyable and challenging opportunities for all children to learn outdoors throughout their school career and beyond.
- Teachers embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for our children.



Outdoor Learning Framework

Benefits

We believe that Outdoor Learning can supplement and enrich the curriculum of our school by providing experiences which would otherwise be impossible.

All Outdoor Learning experiences serve an educational purpose, enhancing and enriching our children's learning. Real-world learning brings the benefits of formal and informal education together and reinforces meaningful learning through acquiring knowledge and skills through real-life, practical or hands-on activities.

There are numerous benefits to Outdoor Learning for all our children such as:

- Consolidating learning through real life, practical activities.
- Aiding transition to new places and situations.



- Increasing motivation and willingness to learn.
- Developing confidence and self-awareness.
- Developing social and communication skills.
- Meeting different challenges and becoming more independent.
- Demonstrating achievement - through awards, displays and presentations.

Work that takes place outside of the classroom can provide a very powerful means of developing learning in all curriculum areas, and thus can raise attainment.

Outdoor Learning Framework

Curriculum Links

Our Outdoor Learning Activities take place during curriculum time. This includes our:

- Daily outdoor learning sessions in the school grounds.
- Forest School sessions in the playground, Messy Garden and local community.
- Working with sporting professionals, both on and off-site.
- Maintaining and developing close working links within the local community e.g. our local church, shops and park.
- Working in collaboration with local schools.
- Providing the opportunities for organised trips to support and enhance in-school learning including our 'Out and About' allocated community visits.
- Annual residential trip or activities weeks for P7 pupils.

We believe that outdoor learning often provides the most memorable learning experiences, providing children with greater independence, physical competence and developing their language and understanding of the world in which we live.

Whilst learning outside the classroom, children develop their social and leadership skills and demonstrate more involvement in their learning. This in turn has a great impact on attainment and progress across the curriculum.



Outdoor Learning Framework

Sustainability

Guided by the 17 **UN Global Goals for Sustainability**, [THE 17 GOALS | Sustainable Development](#) Scotland has placed outdoor learning and play front and centre to the delivery of learning about these goals.

At Hazlehead, we understand that outdoor learning and play provides our pupils with immersive and sensitising experiences of the natural world. It can allow pupils to develop understanding and make decisions, learn in interlinking and alternative ways and work with others in a way that is compatible with a sustainable and equitable society.

Using natural, readily available materials **stimulate creativity and imagination** by providing children with open-ended play experiences. Using flowers, shells, snow, stones, leaves and twigs to explore design, work on maths concepts and practise phonics work, along with canoeing in our local quarry and cycling through the local forest are some of the ways we create a context for learning. We believe it helps children to learn to appreciate natural beauty, be observant of their surroundings and reduce the use of throw away, single-use resources.



Outdoor Learning Framework

Self Evaluation

Self-evaluation is integral to our planning of outdoor learning experiences and to secure significant outcomes.

The 'Curriculum for Excellence Outdoor Learning' is a self-evaluation framework based on the How Good is Our School? (HGIOS) brand. This document supports our staff and volunteers to look inwards, outwards and forwards to evaluate what is working well for our learners and what we can do better.

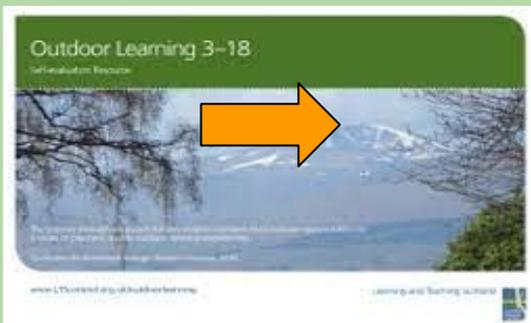


Through this approach, we will look inwards to analyse our work, look outwards to find out more about what is working well for others locally and nationally and look forward to gauge what continuous improvement might look like in the longer term.

Effective, ongoing self-evaluation provides us with a unique and valuable picture of what is having most and least impact on learners in a single class, at a stage and within school.

It takes place within an aspirational vision for continuous school improvement where all stakeholders consider, 'How good can we be?'

Why learn outdoors?



What can we learn outdoors?

How can we learn outdoors?



Outdoor Learning Framework

Accredited Awards

At various times during our pupils' journey through the school they will work towards accredited awards for outdoor learning.

Children will work towards an ASG Life Skills Award.

These awards are a great way of recognising children's personal achievements which is a key part of Scotland's Curriculum for Excellence.

Recognising personal achievements can have a really positive effect on young people's confidence and motivation and help them connect experiences at home or in their community with all aspects of their school learning. We do this through our Shout Outs in assembly, Twitter and our school Newsletter.



Outdoor Learning Framework

Family Learning

Family learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

(Scottish Family Learning Network, 2016)

Taking learning and play outside, whether after the school day or at the weekend, can help the children become more familiar with the local environment.

We believe that Outdoor Learning provides excellent opportunities for families to work together to complete challenges and can help facilitate the development of positive family relationships, boost confidence, health and wellbeing and to simply enjoy spending time together outdoors exploring the local area.

We will provide these opportunities throughout the year with a variety of family challenges through the support of the Parent Council, Active Schools and our Community Learning Programme.



Outdoor Learning Framework

Family Learning



We offer a range of outdoor learning opportunities for families using Forest School and Coastal activity programmes with parents and children working together to learn more about the natural woodland habitat, the flora and fauna of the woodland, coastal environment and marine life. The programmes would include, learning more about nature, wildlife, habitats through a range of activities using natural materials to help build relationships, enjoy the outdoors together and provide ideas for parents do with their children in the outdoors.

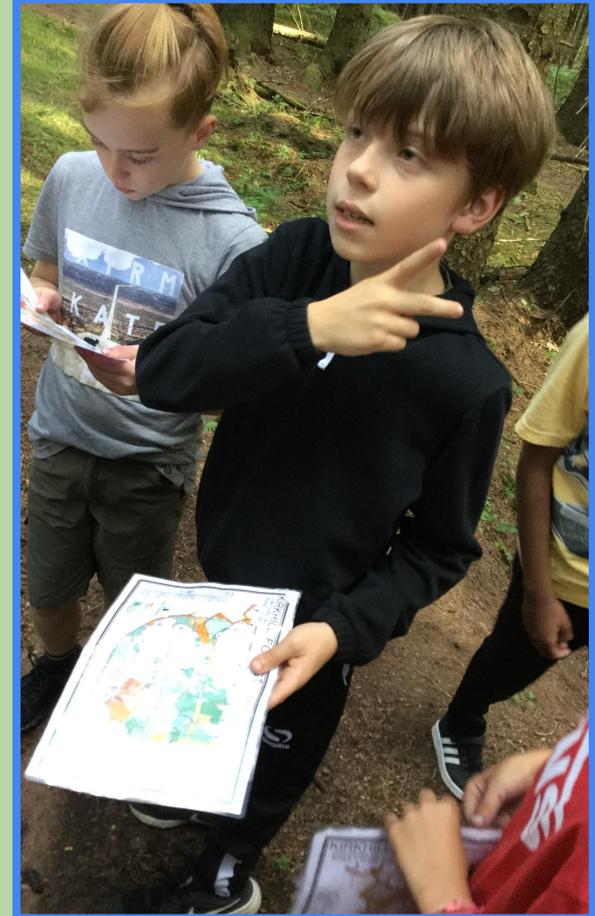
We can offer the opportunity for families to engage in the John Muir award either using a woodland or coastal theme.

When funding is available we can also engage families in residential opportunities using the outdoors

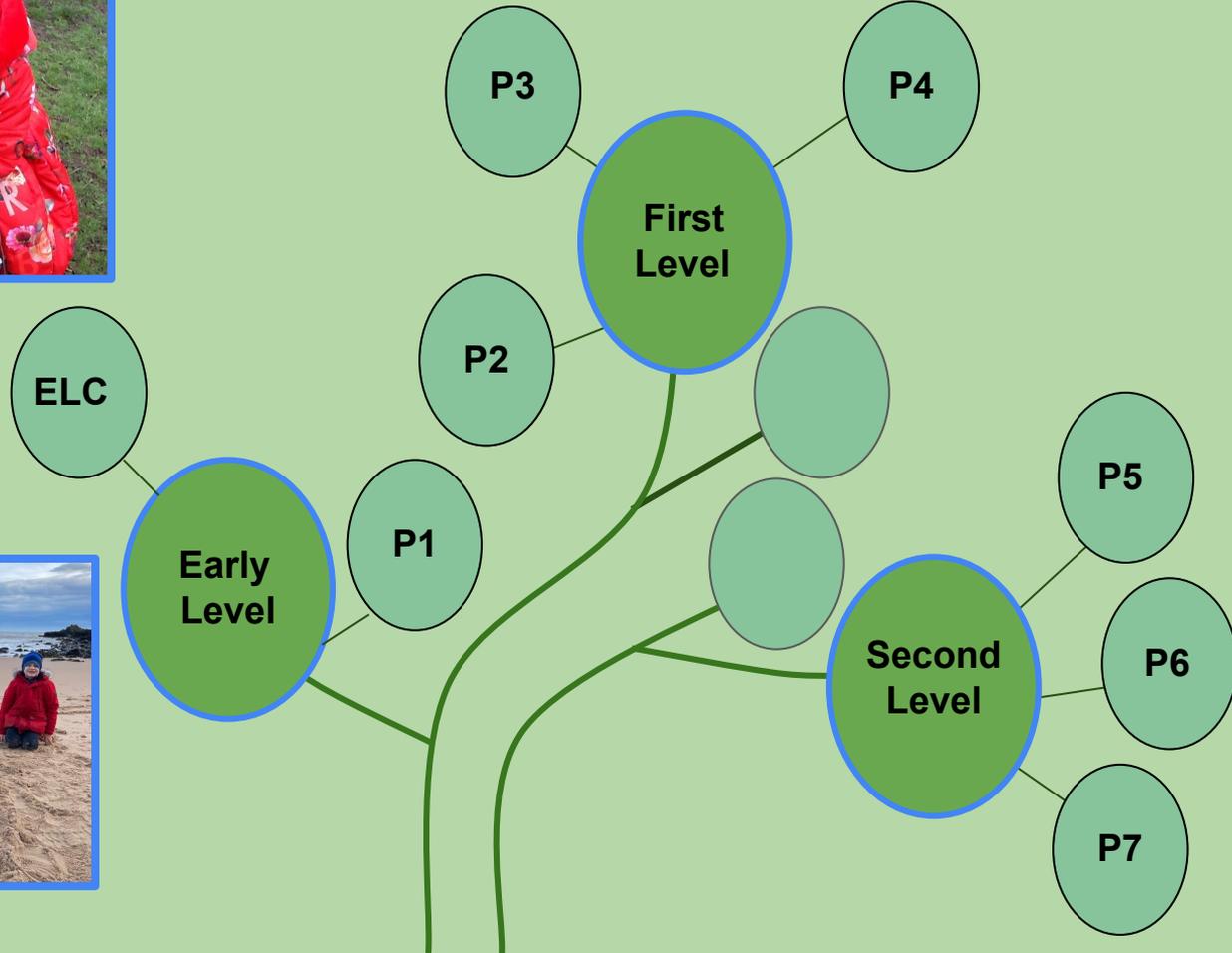
Outdoor Learning Framework

Residential Trips

- We believe that residential experiences provide a wealth of opportunities to deliver experiences and outcomes of Curriculum for Excellence, particularly those which cannot be easily achieved in the local community.
- School trips offer an opportunity for pupils to engage with teachers and school staff in a more informal setting, which helps to build trust and create personal connection.
- Spending time away from their home environment gives children opportunities to develop confidence, resilience, a sense of adventure, an appreciation of the benefits of a healthy lifestyle through physical activity and a chance to reflect on experiences and learning.
- It is our aim that residential experiences will be planned each year and Primary 7 pupils will be offered the opportunity to take part. These trips will be for a 4 night visit to, when possible, Cromdale.



Outdoor Learning Framework



ELC

Primary 1	Staying safe HWB 0-16a	Biodiversity and Interdependence SCN 0-03a & SCN 0-01a		Attaching and cutting TCH 0-10a	Food HWB 0-29a & HWB 0-30a	Local environment / Mapping & Orienteering SOC 0-07a	Conservation SOC 0-08a
Term 1	Getting ready for the outdoors - dressing appropriately. Rules & routines outdoors - Outdoor garden, Grassy Hill, Wooden Play Equipment. Messy Garden. Handwashing outside. Loose Parts Play	Recognise seasonal changes - Autumn. Experience different weather types. Mud, Mess & Magic Bird Watching	Link to risk assessments - caring for the natural environment when playing in Messy Garden (e.g. don't pull leaves/sticks off of the trees, be gentle with minibeasts, etc.).	Use loose parts during play outdoors	Social snack in the Outdoor Garden.	Follow rules & boundaries in a variety of places (Messy Garden, Hazlehead Park/Woods). Link to local trips - Hazlehead Park	Bird feeders filled and maintained.
Term 2	Tree climbing Staying safe in different weathers.	Recognise seasonal changes - Winter Experience different weather types.	Autumnal Animals - Developing understanding of hibernation	Den building - experiment using clips/pegs to attach	Social snack in the Messy Garden	Promote free exploration in a safe environment	Learn about animal habitats. Look after the birds during winter months
Term 3	Staying safe - Deepening understanding throughout the year as different outdoor opportunities arise.	Recognise seasonal changes - Spring Experience different weather types.	Minibeast hunt	Den building - experiment using ropes and string to attach.	Plant & look after simple herbs	Directional language - How do we get to ...	Plant seeds. Take part in the RSPB Big Schools' Bird Watch
Term 4	Staying safe - Deepening understanding throughout the year as different outdoor opportunities arise.	Recognise seasonal changes - Summer Experience different weather types.	Life cycles (HWB 0-50a)	Using tools. Use woodwork tools - hammer, nails, saw	Plant & look after simple vegetables	Demonstrate an understanding of a simple map of a familiar place (e.g. school grounds, ELC).	Litter picking

Primary 1

Primary 1	Staying safe HWB 0-16a	Biodiversity and Interdependence SCN 0-03a & SCN 0-01a		Attaching and cutting TCH 0-10a	Food HWB 0-29a & HWB 0-30a	Local environment / Mapping & Orienteering SOC 0-07a	Conservation SOC 0-08a
Term 1	Getting ready for the outdoors - dressing appropriately. Rules & routines outdoors including hand washing outside. Tree climbing	Recognise seasonal changes - Autumn. Leaf rubbings	Link to risk assessments - caring for the natural environment when playing in Messy Garden (e.g. don't pull leaves/sticks off of the trees, be gentle with minibeasts, etc.).	Use loose parts during play outdoors	Social snack in the Messy Garden	Follow rules & boundaries in a variety of places (Messy Garden, Hazlehead Park/Woods). Link to local trips - Walker Dam and Pets Corner.	Litter picking
Term 2	Introduction to fire safety: entering and leaving the fire area, fire circle.	Recognise seasonal changes - Winter	Hibernating animals. Animal homes (e.g. hedgehog home)	Den building - using clips/pegs	Pick potatoes. Pick brambles. Re-cap safety about picking and eating berries outdoors	Promote free exploration in a safe environment	Learn about animal habitats.
Term 3	Fires - How to stay safe around a fire. Collecting different lengths/thicknesses of stick for the fire. Practise fires	Recognise seasonal changes - Spring Plant bulbs Leaf/Tree ID	Minibeast hunts & ID	Knot tying - Overhand knot and double overhand knot Den building - using ropes and string.	Cooking over the fire - e.g. toast marshmallows Plant & look after simple vegetables	Directional language - e.g. directing a partner round an obstacle course	Plant a tree/seeds. Take part in the RSPB Big Schools' Bird Watch
Term 4	Using tools - peelers. How to stay safe when using and when around tools.	Recognise seasonal changes - Summer Plant/Flower ID (e.g. daisies, buttercups). Create a flower crown.	Life cycles (HWB 0-50a)	Using tools - peelers. Make emotion gnomes.	Plant & look after simple vegetables	Continue developing an understanding of a simple map. Look at a simple map of the Messy Garden - treasure hunt.	Learn what food waste is and 2 ways to reduce food waste at home/in school.

Primary 2

Primary 2	Staying safe HWB 1-16a	Biodiversity and Interdependence SCN 1-02a & SCN 1-03a	Attaching and cutting TCH 1-12a	Food HWB 1-30a & HWB 1-30b	Local environment / Mapping & Orienteering SOC 1-14a & SOC 1-13a	Conservation SOC 1-08a
Term 1	<p>Understand what an emergency is and what to do in the event of one (e.g. fire drill).</p> <p>Re-cap risk assessment for outdoors.</p>	Plant and care for a fruit or vegetable plant	Revise simple knots (overhand and double overhand). Introduce large ropes and develop independent cutting of string and rope with scissors.	Social snack in Messy Garden (Hand washing).	<p>Follow rules & boundaries in a variety of places (Messy Garden, Hazlehead Park/Woods).</p> <p>Link to local trips - North Burn of Rubislaw and Craigiebuckler Church).</p>	Find out about local wildlife and choose a way to help a particular species.
Term 2	<p>Revise how to stay safe near a fire - fire circle, fire helpers, etc.</p> <p>Fires in the fire pit and using tealights</p>	Sort living and non-living things in the school gardens.	Use a pistol grip hand drill to make a hole in a wood slice. Create a wood cookie Christmas decoration. Teach and use a cow hitch knot for this.	<p>Fires - practise lighting a fire using matches (tealights)</p> <p>Pick potatoes</p>	Recognise human and physical features within the school outdoor areas.	Design and create a habitat for birds (e.g. nests).
Term 3	Revision of basic tools - how to use them and be safe around them. Use peelers.	<p>Recognise some insect and bird species in the local environment.</p> <p>Leaf ID to identify tree species in our outdoor environment.</p>	Whittle a stick with a peeler. Use the stick to toast marshmallows over a fire.	Cooking over the fire - e.g. popcorn	Re-cap directional language and follow a simple map (school playground).	Take part in the RSPB Big Schools' Bird Watch Make bird feeders
Term 4	Using peelers for crafts - make a wand	Investigate camouflage. Can you camouflage your hands?	Knot tying - figure 8 knot. Craft with sticks (e.g. bow and arrow)	Plant & look after simple vegetables	Create a simple map of the Messy Garden.	Litter picking

Primary 3

Primary 3	Staying safe HWB 1-16a	Biodiversity and Interdependence SCN 1-02a	Attaching and cutting TCH 1-12a	Food HWB 1-30a & HWB 1-30b	Local environment / Mapping & Orienteering SOC 1-14a & SOC 1-13a	Conservation SOC 1-08a & SOC 1-13a
Term 1	Revise how to stay safe near a fire. Re-cap risk assessment for outdoors.	Remove the weeds from an area e.g. school garden / vegetable patch	Revise knots. Create a stickman using clove hitch and square lashing knots.	Social snack in Messy Garden. Create a healthy lunchbox using foods from all 5 food groups.	Introduce simple compass instructions. Find north with a stick using its shadow.	Learn which foods can be composted and how to create compost. Take responsibility for the school compost bin.
Term 2	Light a fire using flint and steel. Use a kelly kettle to boil water and make hot chocolate.	Grow a climbing plant that needs a structure to grow	Practice knots for attaching (reef, timber hitch). Independent use of knots to create den structures.	Use a kelly kettle to boil water and make hot chocolate.	Describe the location of features and routes on a map. Link to local area trips - Hazlehead Rose Garden and Woodend Hospital.	Research, design and build a hedgehog house.
Term 3	Tool use - introduce a new tool - whittling knife	Investigate worms/insects	Whittling - use a whittling knife to strip bark and sharpen a stick	Light a fire. Cook on the fire - toasties.	Complete a treasure hunt in the school grounds using a simple map.	Take part in the RSPB Big Schools' Bird Watch
Term 4	How to keep safe in the countryside	Predator and prey / food chains	Use a saw to cut wood for whittling with whittling knives	Light a fire. Cook on the fire - e.g. baked apples	Devise a simple map and use basic symbols in a key.	Look into achieving a Blue Peter Green Badge

Primary 4

Primary 4	Staying safe HWB 1-17a	Biodiversity and Interdependence SCN 1-03a	Attaching and cutting TCH 1-10a	Food HWB 1-30a & HWB 1-30b	Local environment / Mapping & Orienteering SOC 1-14a	Conservation HWB 1-13a
Term 1	Revision of tools and how to be safe around them - peelers, whittling knives, saw, hand drills, screwdrivers, hammers etc. Re-cap risk assessment for outdoors.	Research edible plants and herbs. Grow a selection using gardening equipment	Use a saw to cut stick into lengths. Use to create a craft, e.g. cut a stick into small pieces and use a hand drill to make a hole. Thread pieces onto a piece of string to create a necklace.	Pick brambles and cook with them.	Revise simple compass directions. Look at how to 'set' a map. Link to Out and About trips - Hazlehead Academy and Johnston Gardens	Take responsibility for organising a school litter pick.
Term 2	Continuation of fire safety - children to set up a fire circle correctly.	Learn why trees are so important for our environment. Climate & weather - record and measure the weather	Make a Journey Stick by using string to tie objects of interest onto a stick. Practice using knots from previous years to do this.	Cook on a campfire (e.g. bake brownie inside an orange)	Complete a treasure hunt around the school grounds, Messy Garden or Hazlehead Park/Woods using a map.	Find out about the Scottish Outdoor Access Code.
Term 3	Develop an understanding of what anti-social behaviour is and the effect it can have on the community e.g. littering, graffiti	Identify what wildlife can be found in our local area. Research the wildlife to find out more about them and how we can help look after it.	Investigate different types of shelter. Tarp bender shelter.	Make a small fire in a kelly kettle bowl. Light with a flint and steel. Boil water for a drink.	Navigate way around a simple orienteering course in the school grounds.	Take part in the RSPB Big Schools' Bird Watch.
Term 4	Water safety - assess hazards and risks for themselves and act appropriately.	Investigate life cycles of animals and food chains.	Investigate different types of shelter. Baker's tarp shelter	Cook on a campfire (e.g. bread).	Use natural resources to create a 3D map of the school grounds.	Evaluate the impact of waste created on the environment - What happens to all our rubbish? Link to the Hazlehead Recycling Centre.

Primary 5

Primary 5	Staying safe HWB 2-16a	Biodiversity and Interdependence SCN 2-02a & SCN 2-14a	Attaching and cutting TCH 2-10a	Food TCH 2-04a	Local environment / Mapping & Orienteering SOC 2-14a & HWB 2-25a	Conservation SOC 2-08a
Term 1	Re-cap risk assessment for outdoors. Create your own risk assessment for a task outside (e.g. using loose parts, tree climbing).	Plant & care for a flower bed (plan for wildlife-butterfly and bee friendly plants). Seasons - autumn	Design and create shelters of various sizes using tarpaulins, loose parts and natural materials.	Set up fire safety precautions. Use a pan to cook over a fire (e.g. beans).	Revise the terms "orientate" and setting a map and simple compass directions. Link to Out and About trips - Den of Maidenraig and The Bruce Cairns	Plant and care for seeds (linked to flower bed). How does this help our environment?
Term 2	Bikeability Road Safety - Be safe, be seen	Identifying and recording changes in a chosen area over a set period of time Seasons - winter	Build a bridge challenge - using natural materials and loose parts.	Use a kelly kettle to boil water over a fire. Use boiled water to make food (e.g. couscous).	Recognise symbols and features on a map.	Litter picks in the local area
Term 3	Bikeability First Aid Training - potential links with St. John's Ambulance	RSPB - make bird feeders Seasons - spring	Use whittling knives to carve a stick for a craft. E.g. make a mini tree or an animal head (e.g. fox).	RSPB - make bird feeder	Demonstrate understanding of line orienteering course (short loop) and star orienteering	Go for a sound walk- listen out for bird songs, etc. Take sound and visual recordings. (This is best done at the end of March).
Term 4	Bikeability	Investigate bees. Why are they so important for our planet? Plant bee bombs. Seasons - summer	Design and make an insect/bee hotel using hammers/nails/rope/string.	Prepare and cook something using honey (link to research on bees).	Record information accurately to produce a map showing local landmarks (Hazlehead area).	Investigate bees. Why are they so important for our planet? What can we do to help them?

Primary 6

Primary 6	Staying safe HWB 2-16a	Biodiversity and Interdependence SCN 2-02a, SCN 2-02b & SCN 2-14a	Attaching and cutting TCH 2-09a	Food TCN 2-04a	Local environment / Mapping & Orienteering SOC 2-14a & HWB 2-25a	Conservation SOC 2-08a
Term 1	Create your own risk assessment for the Messy Garden.	What is biodiversity? Why is it important?	Investigate different types of shelter. A-frame shelter. Build a shelter. Use shelter types and knots learnt over previous years. Can you select the best knot to use?	Prepare and cook food over the campfire (e.g vegetable kebabs).	Learn about the eight points of a compass and four figure grid references. Link to Out and About trips - Hazlehead Azalea Gardens and Angusfield Care Home	Discuss recycling and biodegradable materials. Make something for outside using recycled materials (e.g. a planter made from recycled paper and card).
Term 2	Survival skills - how to look after yourself if lost. E.g. make a shelter, warmth, make a stretcher, etc.	Rewilding	Investigate different types of shelter. Lean-to shelter.	Prepare and cook over a campfire (e.g. soup).	Work with a partner to plan a short loop course around the school grounds for another pair to follow.	SSPCA - how to maintain our indigenous wildlife populations
Term 3	First Aid Training Bikeability	Learn about iconic Scottish species - trees, animals, plants.	Challenge to create a tipi shelter using tarpaulins, natural materials, loose parts and string/rope/pegs. Use prior knowledge of shelters and knots.	Investigate ways to collect water in nature. Make a bottle filter to filter water.	Improve confidence in map reading and the transfer of information from map to ground.	Create a wildlife habitat friendly space in the school grounds. For example, compost heap, log and rock piles.
Term 4	Bikeability Adventure Aberdeen (Leadership)	Explore the changing nature of Scotland and it's landscapes.	Create mini furniture or mushrooms using a saw, whittling knife and a mallet.	Prepare and cook bread over the campfire (e.g bread on a stick).	Plan the most effective route so that the course is completed in the quickest time.	Water courses. Look at our local rivers and their importance (e.g. salmon).

Primary 7

Primary 7	Staying safe HWB 2-16a	Biodiversity and Interdependence SCN 2-02a, SCN 2-02b & SCN 2-14a	Attaching and cutting TCH 2-09a	Food TCN 2-04a	Local environment / Mapping & Orienteering SOC 2-14a, HWB 2-25a & MTH 2-17d	Conservation SOC 2-08a
Term 1	Create your own risk assessment for an area (e.g. the woods).	What do potatoes need to grow? Plant winter potatoes.	Re-cap different shelter types and knots. Shelter challenge- working in teams, children plan, build and review their shelters.	How to prepare my own packed lunch / picnic for a day out.	Use the eight points of a compass, four and six figure grid references, symbol and key. Link to Out and About trips - Countesswells Forest and Rubislaw Quarry	Investigate food chains and food webs.
Term 2	Staying safe at night	Use a quadrat to study the number of species in an area.	Create a catapult using sticks, elastic, rope, a spoon and an object to use in the catapult (e.g. an egg). Measure the distance the object travels.	Know how to look after a fruit or vegetable plant.	Set, read and follow a bearing. Be able to take a bearing from a map and use that bearing to find a control point.	Investigate Woodland Ecosystems. Link to our local area - Hazlehead and/or Countesswells Woods
Term 3	Anti Social behaviour and substance misuse	When is a weed not a weed? Collect nettles and make nettle tea.	Use whittling knives to carve a stick into a person with some detail (e.g. head shape, nose, eyes, etc.).	Explore different ways of cooking potatoes on a fire pit- boiled, baked, wedges, roast. (Use barbeque rack over fire if needed).	Look at environmental signs - street/road signs. Look at signs on an OS map.	Create a life size food web outside.
Term 4	Outward Bound training - how to be prepared to climb a hill, etc. Working with Mr Webster & Adventure Aberdeen	Design a wildlife area for conservation purposes. Identify plants that have a benefit/function for humans or society.	Set up a tent in preparation for going on an overnight camping trip	Prepare and cook on a campfire (e.g. lemon cake cooked in a lemon).	Combine map reading and compass skills (use Ordnance Survey Maps). Use these to plan a route to somewhere (link to Out and About trips)	Land use task - debate with different stakeholders (environmentalists, councillors, local residents, private businesses, school pupils, etc.). For example, proposed development at Hazlehead Park. Visit site and consider if it should go ahead.