

# Making the Links - Curriculum Outdoors



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CURRICULUM OUTDOORS ATTAINMENT CHALLENGE (COACH)

LEARNING OUTDOORS SUPPORT TEAM (LOST)





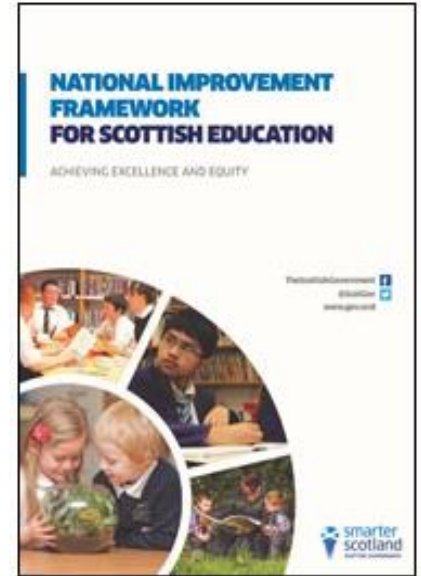
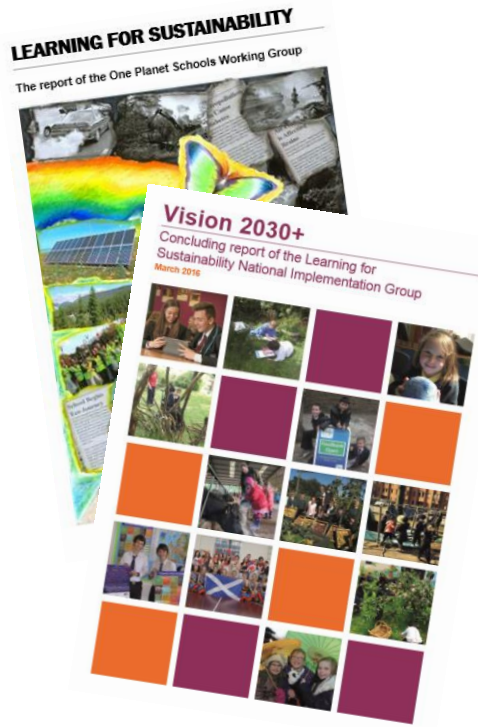
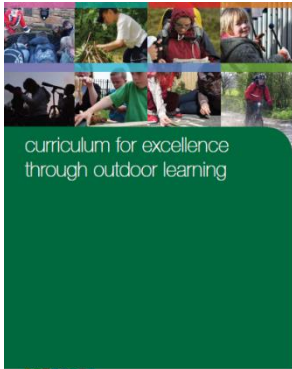
## Scottish Attainment Challenge



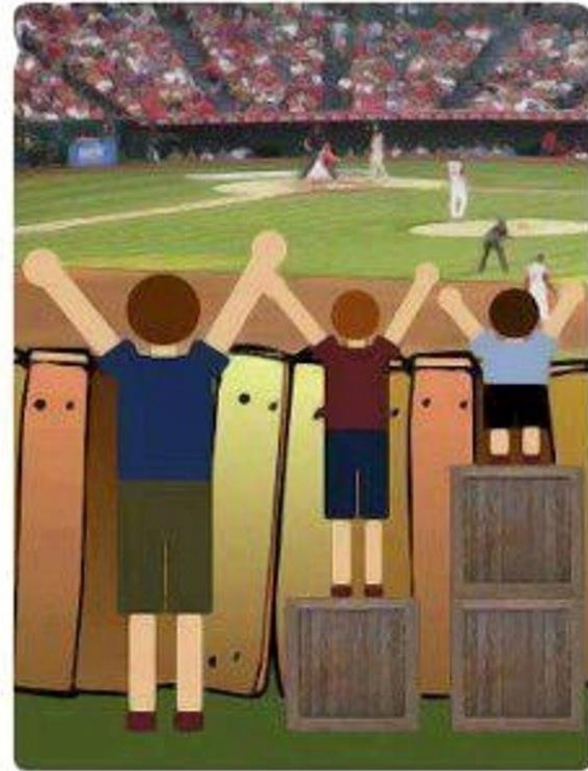
## National Improvement Framework

## Developing Young Workforce

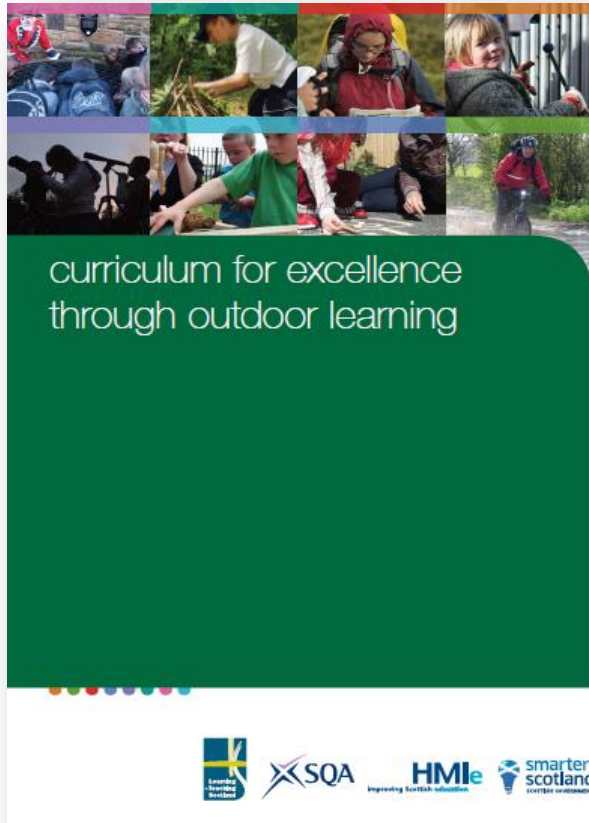
# Policy Context



# Equality or Equity



# The vision:



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

Published 2010

## Revised Standards for full & provisional registration:

3.1.3 – Employ a range of teaching strategies and resources to meet the needs and abilities of all learners.

*“skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies, and where appropriate actively seeking **outdoor learning opportunities**”*

3.2.1 – Create a safe, caring and purposeful learning environment

*“use **outdoor learning opportunities**, including direct experiences of nature and other learning within and beyond the school boundary.”*

# How Good Is Our School 4?

## 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Features of highly-effective practice:

**Outdoor** spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of **outdoor** learning and green space with wellbeing. *Page 49*

## 3.2 RAISING ATTAINMENT AND ACHIEVEMENT

Challenge questions:

What progress and achievement do children and young people gain from our outdoor learning experiences? *Page 51*

# Biophilia Wilson EO (1984)

Biophilia: The Human Bond with Other Species

**10,000 generations of  
hunter/gatherers**

**100 generations of  
farmers/settlements**



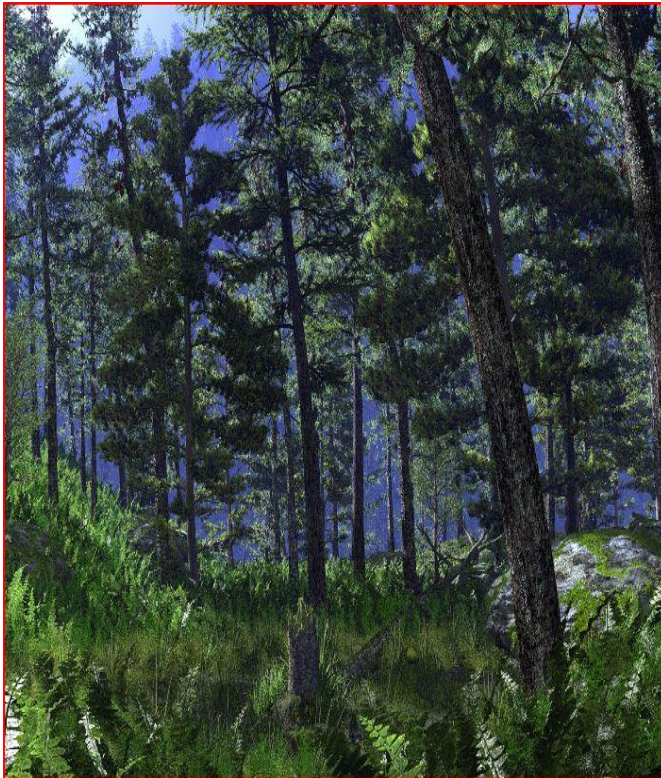
# R.S. Ulrich 1984

View through a window may influence recovery from surgery.  
Science. 1984 Apr 27;224

46 patients Pennsylvania hospital between 1972 and 1981

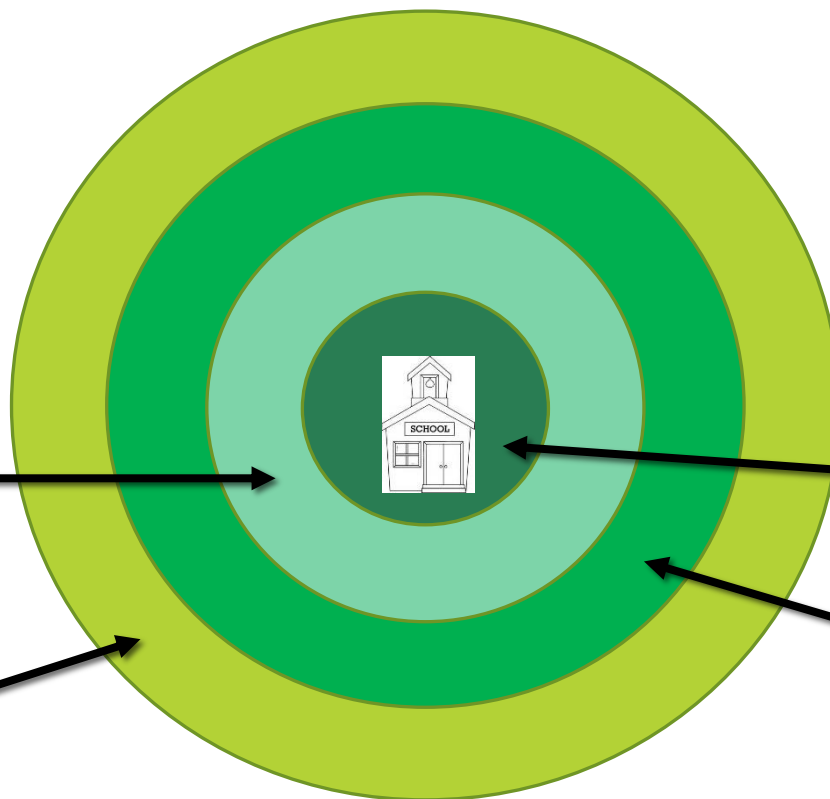
# T.Hartig, M.Mang & G.W.Evans 1991

Restorative effects of natural environment experience.  
Environment and Behaviour, 23, 3-26. (2 studies, proof reading)



# Principles of Curriculum Design

Breadth, depth and progression



Local  
Greenspace

Wider World

School  
grounds

Wider  
Community

Pupils should engage in a variety of place contexts.

# Principles of Curriculum Design

Personalisation and choice, challenge and enjoyment

## Adventure - Nature - Sustainability – Curriculum



# Principles of Curriculum Design

## Relevance and coherence



Environmental signage— around us in our environment, reading for purpose



Vocabulary – experiencing to allow for discussion, greater understanding



Shape – properties, 2D, 3D finding in the environment



Symmetry – creating meaning, understanding it in context

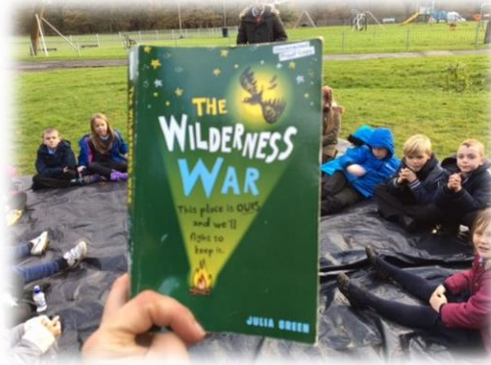
# Maths in greenspace



- ▶ Angles – around us in our environment, building most effective dens
- ▶ Vocabulary – ordinals, measurement
- ▶ Number – forwards and back, calculations
- ▶ Shape – properties, 2D, 3D



# Literacy Outdoors



- ❑ Listening and Talking – sharing stories, listening to set texts, discussing characters and plots, collaborating to build dens, re-telling journeys
- ❑ Writing – creating characters, inventing stories, using adjectives to describe scenes/events, writing journal entries on personal experiences, functional writing
- ❑ Reading – Listening to stories then re-reading passages when they return to school, reading fact sheets and using keys to identify trees, bugs and lichens.



# Health and Wellbeing in natural spaces

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- ✓ Active play – normalise outdoors
- ✓ Connection to nature – biophilia
- ✓ Physical activity
- ✓ Personal and Social development
- ✓ Grey space for 1:1/nurture
- ✓ Pupil led learning
- ✓ Awe and wonder







"Supposing a tree fell down,  
Pooh, when we were  
underneath it?"  
"Supposing it didn't," said  
Pooh after careful thought.  
Piglet was comforted by this  
**#eaclost**



Stop, Look  
and listen

Traffic/roads

Count the  
children

Dogs/animals

Strangers

Point at the  
poo!

Walk to  
Churchyard

Mad  
Boab!

Getting  
lost

Solution  
focussed  
learning

Stay together

Count the  
children