



Progression of Skills – Forest School

Skills	Eaton and Pre-School (EYFS)	Westminster and Belgravia (KS1)	Grosvenor (LKS2)	Cavendish (UKS2)
Shelter Building	<p>Introduction of basic shelter building with support (some indoor and outdoor equipment)</p> <p>Mini-den building for small animals</p>	<p>Supported construction of tripod structures (mini-den building)</p> <p>Erect a lean to shelter, with support</p> <p>Introduction to lashing and frapping techniques to make frames</p>	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters)</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>



<p>Geographical Skills and Navigation</p>	<p>Follow rules and boundaries</p> <p>Promote free exploration</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>Demonstrate understanding of the concept of a basic map</p> <p>Recognise features and symbols on the map</p> <p>Navigate your way around a simple orienteering course</p> <p>Understand the term 'orientate or 'setting' a map</p>	<p>Use the eight points of a compass and four figure grid references</p> <p>Build trust with a partner and work together when orienteering</p> <p>Understand how to orientate the map</p> <p>Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols</p> <p>Plan a short loop course for another pair to follow</p> <p>Improve confidence in map reading and the transfer of information from map to ground</p> <p>Apply skills of orienteering including thumbing the map, route choice and symbol recognition</p>
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<p>Play / Exploring</p>	<p>Introduction to rules and boundaries</p> <p>Promotion of free exploration (mud kitchen, etc.)</p> <p>Promotion of independent learning opportunities/skills</p> <p><i>Seasonal walks and comparisons</i></p>	<p>Re-enforce rules and boundaries</p> <p>Travel safely over the terrain in Forest School</p> <p>Carry sticks safely</p> <p>Work in a team to co-operate and communicate clearly</p> <p>Move logs safely with support first</p> <p><i>Hunt for insects</i></p> <p><i>Bird watching</i></p>	<p>Re-enforce rules and boundaries</p> <p>Take part in outdoor challenges on own and in a team</p> <p><i>Climb a tree</i></p> <p><i>Make something out of wood</i></p> <p><i>Cook outdoors</i></p>	<p>Re-enforce rules and boundaries</p> <p>I can work in a team during wide games and scavenger hunts</p> <p><i>Make up your own game and teach it to someone</i></p> <p><i>Make a sculpture</i></p>
<p>Using Tools</p>	<p>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)</p>	<p>Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs Knives for whittling Bowsaw</p>	



<p>Knots</p>	<p>Manipulation of wool and string, wrapping and joining.</p>	<p>Introduction to basic knots</p> <p>More sophisticated use of knots for attaching to structures and trees</p> <p>Lashing and frapping techniques to make frames</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>e.g. Lashing and frapping Introduction to hitches (timber and half)</p>	<p>Shelter hitches and knots</p> <p>More complex knots and selecting the correct knot for a job e.g. Round turn and two half hitches, clove hitch</p>
<p>Using Fire for Cooking</p>	<p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel</p> <p>Experience using fire strikers to spark a flame</p> <p>Safety procedures – fire safety Toasting marshmallows 1:1</p>	<p>Be safe around a fire</p> <p>Contribute to fire lighting by gathering fuel Experience using fire strikers to spark a flame and creating a fairy fire Support with extinguishing a fire</p> <p>Simple cooking – e.g. toasting marshmallows, baking (bananas, bread, waffle sandwiches)</p>	<p>Fire safety and the fire triangle Safely build, light, manage and extinguish mini/ fairy fires under supervision.</p> <p>Cooking as before plus cooking in a pot.</p>	<p>Fire safety and the fire triangle Safely build, light, manage and extinguish mini fires under supervision. Support with the building, lighting, management and extinguishing of the main campfire.</p> <p>Range of food preparation and cooking on the fire.</p>