

Teaching and Training / Philosophy and Spirituality

Constructing an Outdoor Education Curriculum to Build Physical, Mental and Spiritual Health

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Aims

The broad strategic aims will be:

- To create an understanding of how to develop physical, mental and spiritual health
- To develop a formal curriculum which puts this at the core of what we do as a school
- To embed within our physical, mental and spiritual health education our core school values

Contents

	Page
Emerging Themes	2
Review of the Literature	3
Research outcomes	12
Discussion	13
Re-framed Strategic Aims	13
Strategy	14
The Discovery Society	15
The New Curriculum	16
Outdoor and Adventurous Education and Environmental Research	16
Sustainable Development Themes	17
References	18
Appendix A: Year 7 & 8 Curriculum Content Map - 2019-2020	20
Appendix B: Shape of the Outdoor Curriculum 2020-21 – Year 7 and 8	22
Appendix C: Year 7 & 8 Curriculum Content Map - 2020-2021	23
Appendix D: The Shape of the Outdoor Learning Curriculum - 2020-2021	25
Appendix E: British Science Week	26
Appendix F: Spring Lectures	27

Emerging Themes

There is a body of literature regarding policy in this area, much of which dates from 5 to 10 years or more ago. The emerging themes appear to be:

1. Emphasis in education has increasingly been on improving academic achievement and raising test scores, narrowing the curriculum where active, experiential, in-context learning has been removed.
2. There is a wide body of evidence to suggest that outdoor learning has holistic educational benefits, both in terms of health and well-being (Curriculum for Excellence, Scotland) and efficacy of learning.
3. Increasing 'commodification' of adventurous activities removes genuine risk taking, choice and mistake making for students; crucial 'learned skills' in a rapidly changing and increasingly complex world.
4. Outdoor learning encompasses: 'outdoor/adventure-sport activities', 'personal development' and 'environmental/sustainability education'.
5. For adventurous or exploration-based curricula there are a number of precursors required for success:
 - a. longer programmes are more effective than shorter ones.
 - b. primary students are significantly more enthusiastic than their secondary counterparts.
 - c. students' learning can be strongly influenced by their previous field/classroom-based experiences.
 - d. young people's ethnic and cultural identities can be important factors in their outdoor learning.
 - e. the setting, including the balance between novelty and familiarity.
 - f. learning styles; some prefer teacher guidance while others prefer student-led field investigation.
 - g. .. however, generally, active engagement rather than passive receipt is essential in science learning.
6. Barriers to effective practice include:
 - a. those that disabled students can face to participating fully in fieldwork.
 - b. fear and concern students may have about health and safety.
 - c. teachers' lack of confidence in teaching outdoors.
 - d. school curriculum requirements.
 - e. shortages of time, resources and support.
 - f. wider changes within and beyond the education sector.
7. Learning outside the classroom encompasses *all* outside learning and not just outdoor/adventurous learning normally associated with this field of study.
8. Curriculum for Excellence, Scotland, produced broad 'all subject' guidance for learning outside the classroom across a wide range of curriculum areas.
9. The National Curriculum for England places 'outdoor and adventurous activities' firmly within the Physical Education programmes of study: key stages 3 and 4:
 - a. KS3 as one of six elements: "take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group"
 - b. KS3 as one of six elements: "take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group"
 - c. This places outdoor and adventurous education on the same footing as team sport strategies; team sport techniques, skills and performance; dance (in KS3 only); analysis and evaluation of their performance over time; participation in competitive sports outside school.

Review of the Literature

Introduction

In the planning of an outdoor curriculum it is important to be clear about the **reasons** for embarking on such a venture. Perspectives in the field of literature will help to establish what constitutes **effective outdoor practice**. Finally, a review of the literature should help us to establish what the **impacts** of effective outdoor practice might be, from educational and well-being perspectives.

This gives three themes on which to focus:

- Reasons for adopting an outdoor curriculum;
- What constitutes effective outdoor practice;
- What are the impacts of this practice.

In tying these three themes together, we also intend to unearth some of the psychological models and theories relating to such issues as:

- motivation and self-esteem/self-worth
- risk and personality development
- impact on mindset and learning (growth/fixed)
- mental health and well-being.

In practical terms, the literature will need to assist curriculum modelling and the relationship between formal 'lesson driven' curriculum and less formal/structured (not necessarily **informal** or **unstructured**) wider curriculum opportunities.

Reasons and rationale for re-envisioning outdoor learning

Irwin et al (2012) summarise perfectly in their New Vision for the Twenty First Century, the importance of a clear perspective on the outdoor curriculum:

"The twenty-first century seems to be characterised by great uncertainty and rapid change. Issues such as climate change, growing inequality between the haves and have-nots, and rising levels of consumption and waste are increasingly entering the fray of our everyday lived realities. So too are bigger (or indeed smaller), better, and faster technologies. Cultural norms are constantly being challenged, contested, and reshaped. How then does outdoor education wrestle with and speak to these and other issues?" (Irwin et al: 2012)

With the current lockdown circumstance of the Covid 19 pandemic, these considerations now become more important than ever. Hill (Irwin et al: 2012: Chapter 3) suggests a socio-ecological model as a platform for planning (Fig 3.1):

Sustainability

In the context of critical theory and critical pedagogies, Hill (2012) proposes:

"... the theory of strong sustainability is most appropriate to provide an ecological, environmental, and economic understanding alongside socio-cultural concerns. ... defined sustainability as development that 'meets the needs of the present without compromising the ability of future generations to meet their own needs'" (Hill, Irwin et al: 2012: Ch3)

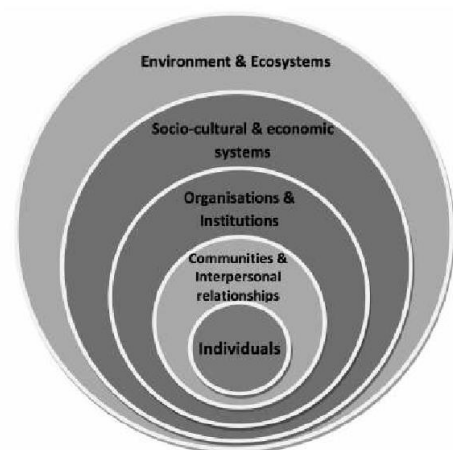


Figure 3.1: A socio-ecological model

Hill, in examining alternative models of sustainability further suggests: "Strong sustainability" involves a similarly embedded model:

1. *“Placing great importance on non-material sources of happiness.*
2. *Removing the perceived linkage between economic growth, material possessions, and success.*
3. *Affirming the deep interdependence of all people. The associated community values include robust sense of mutual respect, fairness, cooperation, gratitude, compassion, forgiveness, humility, courage, mutual aid, charity, confidence, trust, courtesy, integrity, loyalty, and respectful use of resources.*
4. *Affirming the values of local community, with associated benefits of reduced environmental footprints and increased cooperation between people.*
5. *Valuing nature intrinsically through knowing that human society and its political economy are integral components of nature and the biosphere. Humans have reverence for nature and know they are responsible for their impact on the integrity of all ecosystems in the biosphere.” (Hill, Irwin et al: 2012: Ch3)*

Alternative Models of Sustainability (SANZ, 2009)

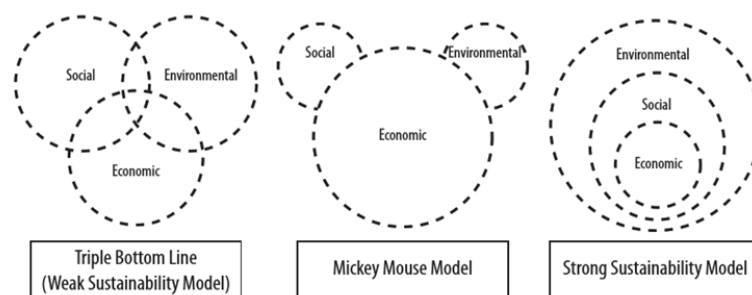


Figure 3.2: Alternative models of sustainability

Modelling the Curriculum

The correspondence between the Strong Sustainability Model and the socio-ecological model is self-evident. This leaves us with a model in which individuals are embedded within communities through interpersonal relationships. These communities are embedded within institutions and organisations, which are in turn embedded within economic, social and ultimately environmental domains. This offers us a multi-layered model with which to approach curriculum design, in which the interconnectedness of all aspects of an individual’s life and place in the world can be accounted for.

From a secondary school curriculum perspective, communities are accessed through the development of communication skills, through language and the arts. Organisations and institutions play their role in this, in providing frameworks for young people to access community interactions. These include a wide range of experiences, through business opportunities harnessing a range of traditional and information-based technologies, through religious organisations offering experiences of social and religious traditions and through community organisations, often drawing many of these threads together. Understanding of these institutions and organisations and the economic and social fabric within which they sit, is offered through a broad range of social sciences.

The secondary curriculum offers a range of lenses, focussing through space and time on themes of human development and how these might shape our futures. These intertwine with the arts and technologies, conferring cultural richness on these patterns of development, creating modes of self-expression which amplify cultural differences. The interplay between material needs and human expression is a continually evolving tableau, with perspectives specific to the cultures within which they sit.

Exponentially increasing capacity for global communication means that all of these previously isolated considerations sit within a geopolitical reality of correspondingly increasing complexity. Genuine economic analysis sits on the margins of secondary study. However, individual capacity to analyse and understand this human reality in the context of the wider environment *is* offered, through study of mathematics and the increasing range of accessible sciences, including study of the Earth System as a whole.

The challenge for outdoor educators is to become an integral part of this 'learning complex', rather than a marginalised addition, dealing only with 'adventure education' and those who are naturally inclined towards it. With increasing public understanding of the consequences of human economic activity on the broader environment, through climate change, pollution, resource depletion and the current anthropogenic mass extinction of species, there is an opportunity to take learning outdoors in a critically meaningful form, shining a light on every other aspect of the curriculum.

Interactions with our natural environment form the foundations for the arts and technologies that have fuelled human migration and expansion. Whilst the social interplay between people has created the richness and diversity of language and culture across our planet, it has also been shaped by regional environments and natural physical processes. There is nothing in our curriculum which does not stem, at least in part, from our environment.

Our social and cultural traditions are built from our unique capacity to cooperate flexibly in large numbers and create social fictions. These fictions include *every aspect of our model* accept the environment and ecosystems in which we exist, which comprise our only objective reality (Harari, 2015). The goal of outdoor education should be to anchor the many fictions on which our social organisation is built, within this objective reality.

Observation and action

Finally, Hill (Irwin et al: 2012: Chapter 3) suggests that for an action-oriented socio-ecological approach to outdoor learning, there are "*four key points*."

1. *First, taking action is a key part of bringing about change. ...*
2. *Second, in order to take action we must be aware of the issues, structures, and patterns of thinking and doing, which we ought to take action for or against. ...*
3. *Third, teachers and students need to learn how to take effective action and have the opportunity to develop action competence. ...*
4. *Finally, all action takes place within broader political contexts and is subject to multiple layers of power relationships. As educators we must recognise how power can both constrain and enable action towards a sustainable future. With this in mind we must operate in politically savvy ways, identifying which battles are worth fighting and which to leave for another day. We must also recognise that most change takes place gradually and incrementally. ..."* (Hill, Irwin et al: 2012: Ch3)

It must be emphasized that this approach is not about necessarily teaching young people to be politically subversive. It is rather about using the outdoor education curriculum as a vehicle to raise the awareness and understanding of young people, of the relationship between the life choices they make and the broader social and economic systems within which they exist, and the consequent impact on the environments and ecosystems we all inhabit. Only through a holistic approach such as this can education hope to equip young people to navigate the future will live.

Why the outdoor education curriculum? Simply because this is the arena in which those environmental and ecosystem consequences are most self-evident, thus where most practical learning is most immediately accessible. Zinc and Boyes (2006) offered a basis for this re-envisioning of outdoor education in New Zealand, a country incredibly rich in outdoor education opportunities. Their observation that "*there was considerable ambiguity ... in the way respondents used the outdoors as a means of curriculum enrichment ... but did not necessarily agree ... that outdoor education was best seen as a teaching methodology*". This highlights a need for a clear sense of purpose.

Cosgriff (2008) expands on Zinc and Boyes(2006) with a clear rationale for what an improved education curriculum should look like:

“Embedded in this story ... are possibilities for a practice of outdoor education ... that attends to personal development, social development, and the development of appropriate, sustainable relationships with the outdoor world. Central to this ... are ... adventures that foster students' connectedness with local environments, help develop sustainable human-nature relationships, and promote orientation towards environmental action” (Cosgriff: 2008)

which is a very well-established approach applied within Irwin et al (2012).

Scotland's Curriculum for Excellence (2010) is less explicit in these ambitions, but does allude to the need for sustainability as an overarching strategic objective,

“Scotland's countryside and urban areas provide ideal settings for children and young people to understand the global significance of sustainability issues and inform personal decisions that contribute towards a greener Scotland.”

Thorburn & Marshall (2012) reflecting on Curriculum for Excellence (2010) observe that:

“... the main features necessary are that reflections ... strive for a first-person perspective on learning ... informed by increasingly stable values ... (which) can connect with ... pleasure, life satisfaction, relationship satisfaction, meaningfulness, in order that reflections are authentic, relevant and accurate.” (Thorburn & Marshall: 2012)

Whilst this overtly philosophical approach may seem remote from a description of the purpose of the Duke of Edinburgh Award, Hunt (1962), “... The Expedition, a cross-country journey to be assessed ... with a group, the choice of locomotion including canoes, small boats, cycles and horseback; but predominantly by the prosaic propulsion of a pair of feet.” The underlying rationale for the Award perhaps gives us a clearer parallel, “The frustration, aimlessness and apathy of many of our own youngsters derive from three main and related sources : contempt and rejection of much in adult society ; the spurious soporifics offered them as methods of spending their spare time and their earnings ; and most of all, lack of any ideals or causes to struggle for.”

We therefore have a clear picture from around the world and stretching back over 50 years, of an outdoor curriculum as an opportunity to establish new ways of thinking, with a strong moral imperative to do so.

Effective outdoor practice

The transformational nature and value of a well-structured outdoor learning curriculum cannot be underestimated. James and Williams (2017) explain that in North America:

“For the past two decades, the emphasis in education has increasingly been on improving academic achievement and raising standardized test scores. This has led to a narrowed curriculum where active, experiential, in-context learning has been de-emphasized or eliminated.” (James and Williams: 2017)

This is clearly also true of UK schools, with a need to be constantly mindful that, “It is obvious from the student responses that they engage with learning and acquire knowledge best when instruction is meaningful, active, and experiential.” (James and Williams: 2017). In terms of structural guidelines, Dillon et al (2006) propose that there are 5 features of effective outdoor learning practice:

“...There is considerable evidence indicating that longer programmes are more effective than shorter ones ...

The value of preparatory work prior to outdoor learning is another factor well-evidenced in the literature ...

*Several studies highlight the importance of carefully designed learning activities and **assessment** of students' outdoor learning ...*

The ability to choose between different kinds of learning activity appears to be an important requirement for students ...

The need for effective follow-up work after outdoor experiences is stressed by several authors ... emphasise the need for clear links to be made between outdoor and indoor activities ...” (Dillon et al: 2006)

This offers a very clear framework for building an outdoor learning curriculum. Thorburn and Allison (2013) through their international macro-study of the implementation of outdoor learning policy, note that across ‘First World’ education systems:

“However, we also noted that clear and comprehensive implementation strategies between stakeholders rarely existed, most commonly as a consequence of the varied support available in local authorities and among national partners.”

(Thorburn and Allison: 2013)

If outdoor learning exists, it is principally through local school support with occasionally support from regional or national organisations. In the case of Bewdley, this is the remnants of the past Local Authority infrastructure in the shape of a bought in service, and the national Duke of Edinburgh organisation.

Outdoor learning and adventure

Before attempting to extract from the literature an overview of potential benefits, it is worth reflecting briefly on the role of ‘adventure’ in outdoor learning and education, and the extent to which these 2 notions have been viewed as synonymous.

Brown and Beames (2017) take the view that rather than outdoor learning consisting “‘narrow’ adventure programmes (e.g. a two-hour abseil session)”, a wider view must be taken, with:

“New forms of adventure need to be based on a range of factors, such as increasing global mobility, rapid advances in media and communications, and constantly evolving technology.” (Brown and Beames: 2017)

With such a view of adventurous/outdoor learning incorporating:

“learning that features agency, authenticity, uncertainty and mastery is one way to more closely align adventure and education, in order to better equip learners with the skills and attributes needed to thrive in unpredictable and complex times.”

(Brown and Beames: 2017)

The impact of outdoor learning

Much has been made over the recent years of the importance of making mistakes and learning from them. Cure et al (2018) observes that “Hattie (2009, 2012) suggests ‘mistakes are the essence of learning’” whilst “Dweck’s (2006) work identifying the importance of a growth mindset grew out of interest in how students respond to failure and how that affects their learning.” and “Earl (2013) has focused on the positive ways that good formative assessment and feedback can impact positively on student learning.”

During World War II, Outward Bound style programmes were introduced to “develop independence, initiative, physical fitness, self-reliance and resourcefulness” (Cure et al:2018) Risk was an inherent part of such programmes with mistakes having potentially catastrophic consequences. For outdoor learning to

meet the broader aims outlined above, a markedly different approach is required, and Cure et al (2018) propose that:

“This could involve looking at the duration of programs, reconsidering how risk is conceived and profiled in particular activities, seeking ways to build trusting relationships with students, and designing learning environments where mistakes are welcomed.”

(Cure et al: 2018)

Whilst Woodman et al (2019) in their analysis of participants in high risk contexts observe:

“The experience of emotion regulation and agency emerged as elevated during participation in the high-risk activity of traditional rock climbing. Furthermore, the experience of emotion regulation and agency appear to have a positive impact on individuals' everyday functioning and self-esteem.” (Woodman et al: 2019)

It is clearly critical in the design of programmes that risk is carefully managed, so that the willingness of participants to make mistakes and learn from them is not undermined. In terms of wider benefits, Morgan (2019) makes use of a Trialectic to help ascribe benefits:

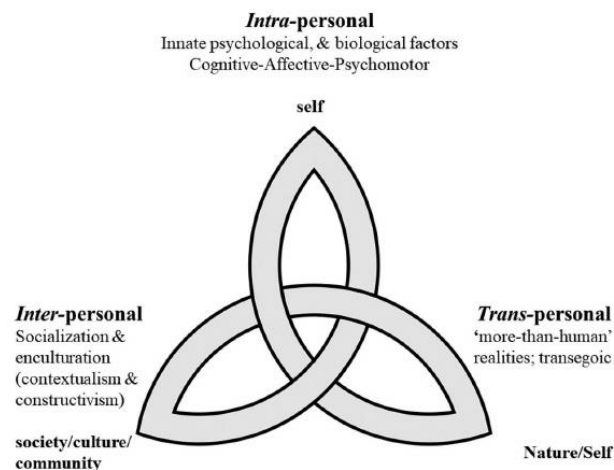


Figure 1. The (-)personhood Trialectic comprising intra-, inter- and trans-personal dimensions (adapted from Morgan, 2007, p. 171).

Such benefits including:

“(Intra)Personal rewards

1. *Personal enrichment (cherished experiences)*
2. *Self-actualisation (developing skills, abilities, knowledge)*
3. *Self-expression (expressing skills, abilities, knowledge already developed)*
4. *Self-image (known to others as a particular kind of serious leisure participant)*
5. *Self-gratification (combination of superficial enjoyment and deep satisfaction--fun, flow)*
6. *Re-creation (regeneration) of oneself through serious leisure after a day's work*
7. *Financial return (from a serious leisure activity)*

Social (Inter-personal) rewards

8. *Social attraction (associating with other serious participants)*
9. *Group accomplishment (group effort in accomplishing a serious project; senses of helping, being needed, being altruistic)*
10. *Contribution to the maintenance and development of the group (including senses of helping, being needed, being altruistic in making the contribution)”*

(Morgan: 2019)

Trans-personal rewards result from explicit interaction with the natural environment with opportunities designed to facilitate this being central to outdoor learning. In relating benefits directly to curriculum delivery, in this case science education in an outdoor learning context, Finn et al (2018) observe that:

“Integrating physical activity and science learning in an outdoor education program addresses the two challenges that our children face today: physical inactivity and poor science performance.” (Finn et al: 2018)

Their research shows clear indications of the physical and educational benefits of outdoor learning in its broadest sense, underlining the importance of designing an outdoor curriculum which integrates seamlessly with the wider whole school curriculum.

Ecological Conscience

Swan (2010) explores these transpersonal rewards through the lens of an ecological conscience, suggesting *“The five pathways to nature kinship”* within a framework of environmental education, with the following actions being essential:

1. *Becoming Well-Informed*
2. *Serving A Sense of Social Justice*
3. *Concern for Personal and Public Health*
4. *Seeking Personal Health and Fitness*
5. *Profound Emotional/Spiritual Experiences*

Further proposing that *“The power of place”* can offer a pathway to *“significant life experiences, (which) dovetails nicely with Abraham Maslow's studies of “peak experiences,” and their role in self-actualization:*

1. *The experience usually begins with a feeling of being drawn to a place for no apparent reason.*
2. *Once people arrive, they sense an “extra energy,” a shift in perceptual clarity and possibly see animals or unusual animal behaviour.*
3. *A sight or sound often seems to trigger a new state of consciousness in which normal ego boundaries slip away.*
4. *The person senses an energy coming to them, and bringing perceptual changes: time slows, the world takes on an exceptional clarity, ...*
5. *There is usually an experience of mental-emotional unity that cannot fully be put into words..., outpouring of creativity, physical agility and grace ...*
6. *The entire experience seldom lasts over half an hour, although the energizing effects may last for hours or days.*
7. *One's life is changed. They feel a deeper, richer sense of nature and a desire to protect it, as well as a heightened sense of self and personal destiny.*
8. *It is as if a door has opened, and a new dimension of reality, consciousness and possibility is present and needs to be explored and integrated into consciousness*

(Swan, 1990, 1991)”

There are a number of parallels within this conceptual framework, based on transpersonal psychology, with Csikszentmihalyi's concept of Flow, which bear further exploration and examination.

Flow

Csikszentmihalyi (1975) notes that *“striving for material goods, or for power, prestige and esteem is largely a motivation that is learnt through socialisation and not a universal trait”*. Furthermore, *“.. in spite of the acceptance of the value of extrinsic rewards by most members of society, some people choose to expend energy on activities that appear to contain rewards within themselves.”*

Boniface (2000) applies Csikszentmihalyi’s concept of Flow, drawn from these observations and extensive research across a wide range of human activity, to the area of outdoor and adventurous activities:

Table i. Characteristics of the Flow State as Identified by Csikszentmihalyi (1990).

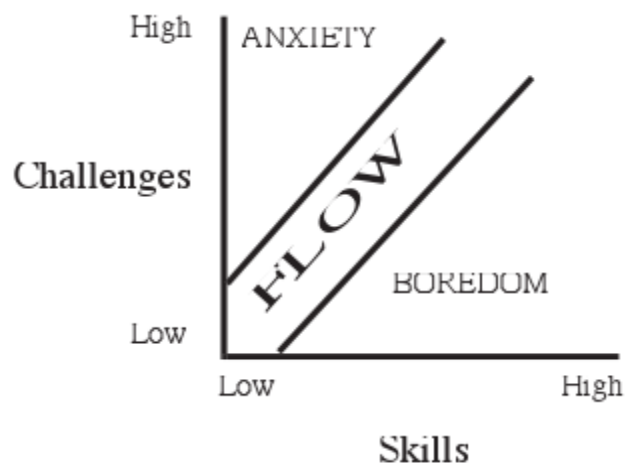
<i>Dimension of the Flow State</i>	<i>Description of the Dimension</i>
Challenge-skill balance	Particularly significant within sport-related research; this refers to the balance between perceived ability and task demand and is depicted in Csikszentmihalyi’s (1975) original model of the flow state.
Action-awareness merging	No awareness of self as separate from the actions being performed. Deep involvement leads to the activity becoming spontaneous.
Clear goals	A strong sense of what is to be done. Goals either set in advance or developed out of involvement in the activity are clearly defined.
Unambiguous feedback	Clear and immediate feedback concerning performance in relation to the goal(s) set.
Concentration on the task in hand	Total concentration on the task in hand with a narrowing of focus and the centring of attention on a limited stimulus field.
A sense of control	A sense of exercising control without actually trying to be in control (Jackson, 1996). No worry about a possible lack of control.
Loss of self-consciousness	Concern for the self disappears and the person becomes one with the activity (Jackson, 1996).
Transformation of time	A loss of time awareness or time disorientation. A person can lose track of time altogether and time can appear to stand still.
Autotelic experience	An intrinsically rewarding experience appearing to need no rewards or goals external to itself and involves a deep sense of enjoyment.

In contrasting concepts around Peak Performance, Peak Experience and Flow, Boniface (2000) discusses the critical issue of the balance between skill and challenge, or competence and risk, arriving at an 8-channel flow model.

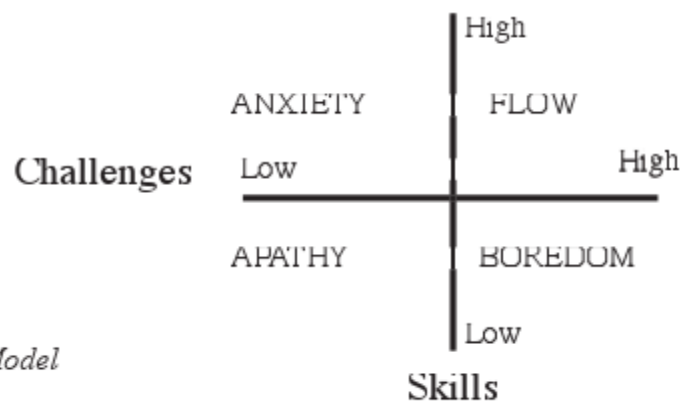
Boniface (2000) concludes *“By carefully matching competence and risk in progressively complex situations, experiences characteristic of the flow state can be produced”* and further *“It is important to note that adventure is individual and where facilitated for others need to be differentiated for each participant. ...to provide intrinsic rewards an activity must be finely calibrated to a person’s skills - including his (sic) physical, intellectual, emotional and social abilities.”*

Figure 2. Original and Reformulated Flow Models (Taken from Ellis, Voelkl and Morris, 1994).

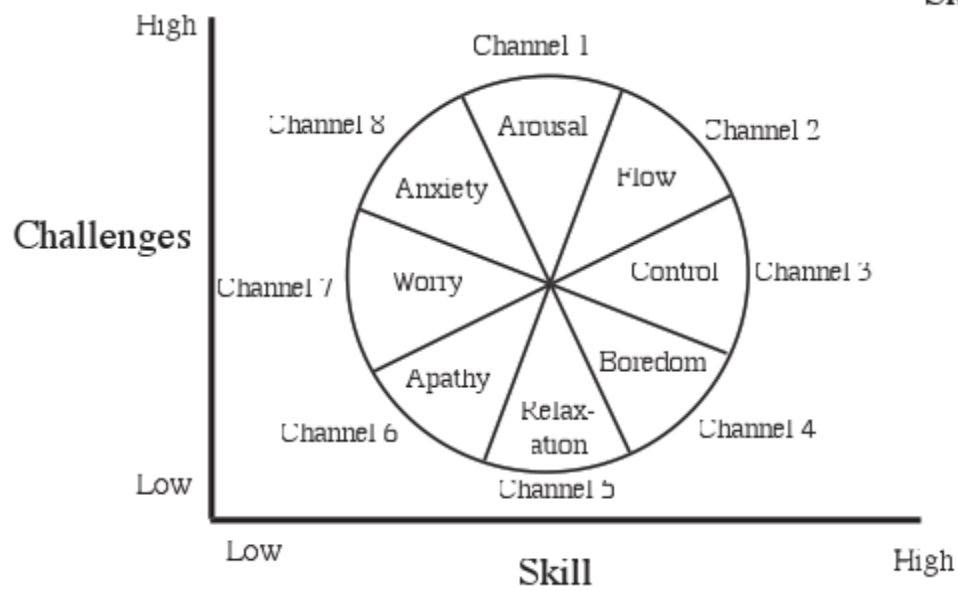
Original Flow Model



Four Channel (Reformulated) Flow Model



Eight Channel (Reformulated) Flow Model



Research Outcomes

The initial intention of this research was to use the substantial Duke of Edinburgh programme which is a well-established component of the schools' wider curriculum offer as a basis for research. The researcher's earlier Farmington Scholarship examined 'spiritual well-being' following structured interventions. The mechanism was a research instrument based on the SHALOM model of spiritual well-being, which examined four areas of development: Personal, Communal, Environmental and Transcendental.

The intention of this study was to seek volunteers from the 100+ Bronze Duke of Edinburgh participants, alongside a control group, to undertake a modified version of this questionnaire before and after expeditions, together with a range of interviews based around narrative inquiry methodology. Modifications to the research instrument would have been designed around:

- The foundation of the spiritual well-being questionnaire, through such research instruments as the SHALOM model based questionnaire used in previous Farmington Scholarship
- Motivation through such research instruments as Self-Determination Theory questionnaire used in previous MSc research (University of Rochester Psychology Department)
- Well-being through such instruments as the Leuven scales of well-being and involvement questionnaires
- Mindset through, for example Stanford University's SPARQtools [questionnaire](#)
- Student engagement in learning through, for example, the Journal for Excellence in Teaching and Learning Student Engagement Survey, which deals with such areas as:

Academic Challenge
Active Learning
Staff Student interaction
Enriching Educational Experience
Supportive Learning Environment

Work Integrated Learning
Higher Order Thinking
Learning Outcomes
Development Outcomes
Career Readiness

Unfortunately, due to the COVID-19 pandemic and school closure, all Duke of Edinburgh activities have been cancelled this year and so all opportunity for action research has been removed.

For this reason, the literature review is necessarily much more detailed than would normally be expected for a study of this scope, in order to provide a firm basis for planning not accessible through the research outcomes.

As we have seen, the consequence of this is a curriculum plan which has much further reaching impact on the curriculum, shaping not only the outdoor opportunities offered to students, but also the moral imperative behind curriculum aims and purpose.

Discussion

There are several rich veins of theory which potentially underpin development in this area. Models of sustainability form a firm basis for an overall approach to embedding outdoor education is a central pivot for the curriculum as a whole. Theories of risk, merging towards transpersonal psychology and flow theory offer helpful insights into the design of activities and broad philosophical approach to curriculum building.

There is then a substantial groundswell of support within established literature for an outdoor learning curriculum which is:

- Ambitious in its aims in creating experiences for students which emphasize and develop sustainable relationships with our environment and underpin the whole school curriculum
- Appropriately structured in offering carefully designed opportunities of sufficient scope, that 'learning from mistakes' through immediate feedback is inherent in their makeup
- Embedded in the whole school experience through our philosophies of choice, thorough preparation and meaningful follow-up
- Attentive to intra, inter and trans-personal needs, through a range of physical, emotional and intellectual challenges and skills set building with challenge carefully matched to competence
- Accessible to all students, with explicit assessment aims and goals informing participants of progress and future personal learning needs, offering opportunities for Flow experience by design

This will form the foundations for planning, based initially on a full review of the school's year 7 and 8 curriculum, which can be found in appendices A, B and C. Appendix D outlines the shape of the whole school outdoor learning curriculum.

Re-framed Strategic Aims

The initial strategic aims, based on action research were:

- To create an understanding of how to develop physical, mental and spiritual health
- To develop a formal curriculum which puts this at the core of what we do as a school
- To embed within our physical, mental and spiritual health education our core school values

In the light of the extended review of the literature these are now expanded:

Purpose

- To establish connections between every **aspect of the curriculum** and our environment
- To create an environmental education curriculum which shapes understanding of our environment
- To build momentum in actively pursuing global environmental and social justice

Pedagogy

- To create structured opportunities for outdoor experience which foster deep engagement
- To individualize these opportunities to match challenge to skill progressively, ensuring access for all
- To systematically incorporate development of physical, mental and spiritual health

Curriculum

- To embed this work in holistic understanding of Earth System interdependencies
- To utilize every aspect of the school curriculum to contribute to this understanding
- To communicate these curriculum intentions openly and collaboratively to the school community

Strategy

The initial impetus behind this work was based around a relatively small group of outdoor education specialists who offer a high impact extremely well organized extra-curricular offer through the traditional vehicle of the Duke of Edinburgh Programme. The establishment of The Discovery Society (see below) is a vehicle to extend the programme to all year groups and students, bringing outdoor education into the mainstream, whilst also establishing a clear linkage with scientific research, as a mechanism to bring to the fore awareness of the environment as a central theme in outdoor education.

The initial impetus behind the Farmington application was to build on previous action research into Spiritual Well-Being, to extend this into examining the efficacy of outdoor education as a vehicle to support student's mental, physical and spiritual well-being. In doing so, the intention was to explore a range of approaches and opportunities to use the power of outdoor experience to support individuals and groups. In response to staff shortages, during the 2018-19 academic year the researcher undertook Lowland Leader, Outdoor First Aid and Expedition Skills training in order to contribute to the delivery of the programme.

Every threat is also an opportunity, and the removal of action research from this project has led to a much deeper exploration of background literature, and so a much broader and ambitious purpose, pedagogical drive and curriculum development than was initially intended. This requires much broader involvement from leaders and teachers and a more substantial review of the school curriculum as a whole. The new strategic direction created then is shaped as follows:

1. A wider group of individuals is needed to drive this development.
2. The development will require a deeper ongoing review of the curriculum into 2021-22.
3. New threads will need to be explored:

An Environmental Education Curriculum

A powerful place to start is through the [United Nations Sustainable Development Goals](#), which would indeed form a strong basis for any curriculum:

[Goal 13](#): *Take urgent action to combat climate change and its impacts*. This is already discussed in many aspects of the curriculum but not as a global theme, and clearly needs to be a key priority for our species.

[Goal 14](#): *Conserve and sustainably use the oceans, seas and marine resources for sustainable development*.

A whole school focus on plastics offers a powerful starting point

[Goal 15](#): *Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt [biodiversity](#) loss*. As a research focus for The Discovery Society, this forms a powerful basis for active learning and informed action.

In summary, simple but powerful themes of 'energy and climate', 'sustainable resource management' and 'protecting biodiversity' form the core of this our Environmental Education Curriculum.

A New Pedagogy

New ways of delivering this curriculum beyond the current outdoor offer will be needed. Some driving questions for the group designing this new offer will include, though not exclusively:

- What new curriculum understandings might teachers need and how will this happen?
- What new subject partnerships will be needed and how might they self-organise?
- What new methods and structures will be needed? (e.g. Project Based Learning opportunities)
- How will structured outdoor experiences be created which foster deep engagement?
- How will these be individualized, match challenge to skill progressively and ensuring access for all?
- How will the systematic development of physical, mental and spiritual health be incorporated?

A self-organising group of volunteers will be sought to drive this development throughout the school.

The Discovery Society



Establishment of registered Charitable Incorporated Organisation – The Discovery Society:

The Discovery Society has the following charitable object

To advance the education of the students at The Bewdley School by providing and assisting in the provision of facilities [not required to be provided by the local education authority] for understanding of and engagement in exploration and scientific research.

Registered charity number: 1186512

The Discovery Society was founded on 20 July 2019, the 50th Anniversary of the Moon landing. In fact, the 14-page constitution was submitted to the Charities Commission on 19 November 2019 and registered as a charity from 21 November 2019. The purpose is to use the charity as an umbrella organisation for all outdoor learning activities and provide a bridge between the formal curriculum, outdoor education and 'scientific' research (research in its broadest sense, to include *all aspects* of research 'in the field').

Initial plans in December 2019 included:

1. Science week (Appendix E) 6 – 15th March 2020, activities to include science lesson based activities; A competition and a trip to The Big Bang - <https://www.thebigbangfair.co.uk/>
2. Lecture series (Appendix F) on Thursday evenings starting in March. Invites to be sent out on eventbrite & refreshments provided. Mailshot sent to parents/carers & the community on social media; local Universities; Abberley and Malvern Hills Geoforum; DofE operations
3. Crest Awards launched during science week:
 - Bronze Spring Y8 (10 hours) launched during science lessons & managed by PGCE students
 - Silver Summer Y9 (30 hours) launched during science lessons & managed by DofE Silver students
 - Gold Summer Y12 (70 hours) run by A level science teachers (CJO/CBE)
4. Adventurous Curriculum:
 - Y7 Frank Chapman centre team building activities
 - Y9 Llanrug adventurous activities week
 - Y10-13 Bronze/Silver/Gold Duke of Edinburgh Award
 - Y8 current gap so propose onsite camp on a Friday night:
 - Half year group at a time, so 90 students requiring 6 staff (15:1)
 - Camp behind E block giving access to E block toilets & rooms in an emergency
 - Evening activities to include bat watching and moth trapping
 - Time during late spring/early summer for good weather

All but science week and the first of the lecture series have been curtailed by COVID19 closure. A range of other activities are ongoing under the umbrella of the Discovery Society:

1. Operation Wallacea: <https://www.opwall.com/>: 7 students and 2 staff will undertake a 2 week expedition to the island of Dominica in July 2021. This entails a week of tropical rainforest survey; 1 day of volcano research; 1 day of whale watching; 1 week reef ecology/PADI diving course.
2. Joint project with a range of partners under the umbrella of the Abberley and Malvern Hills Geopark Forum (the school is a member), involving a £250k NLHF bid for 'Taking Geology and Landscape to the public', to raise the profile of 650Ma of geology, entailing a range of built trails and mobile Geopark exhibition/promotion trailer of sufficient size to house an exhibition, based at the school.
3. A range of other projects with local partners including an ENCOMPASS: Engaging Communities camera trap project with the University of Birmingham (2017-18); a full ecological survey of onsite wet woodlands between the school and River Severn, led by local environmental company Woodlings (2019); Heathland reclamation project with Worcestershire Wildlife Trust (2021-25); Plastic Free Bewdley with Bewdley Town Council via the school Youth Forum and Young Mayor (& Deputy).

The New Curriculum

The current lockdown circumstances (June 2020) have made collaborative planning whilst managing a comprehensive online curriculum and planning partial return, challenging in the extreme. The curriculum as it stands is therefore outline here as a framework which will be developed over the course of the next academic year as the country transitions to 'new normal'. Our curriculum structure will consist of four strands which form a platform for whole school development:

1. Outdoor adventurous & environmental education delivered as specific components of the curriculum
2. Three key themes based around the sustainable development goals as outlined in the strategy above:
 - a. Climate change will form an overarching curriculum theme, with action on tree planting
 - b. Ocean conservation and sustainability will be pursued through the Youth Forum's leadership
 - c. Biodiversity and its preservation will be the central research theme of The Discovery Society

Outdoor and Adventurous Education and Environmental Research

The core curriculum is delivered in Y7/8 with a range of adventurous/research activities offered Y9-Y13:

Year	Activities (Termly)		
	1	2	3
7	<u>Frank Chapman Outdoor Education Centre</u> : team building and overnight stay in 3 pairs of tutor groups		
	Geography : Map skills PE : Following a route plan	PE : Walking with a pack Science : Being fit and healthy	Geography : Glaciation and fieldwork in Bewdley PE : Offsite walk Science : Earth science (geology)
	Technology rotation of four modules each of 10-week duration which include: Food : study of the principles of cooking and nutrition Outdoor & Adventurous Activities : Shelters, their history (indigenous peoples), principles and construction		
8	Geography & science : Ecosystems PE : Campsite selection & tent Skills (building on shelter module)	Geography : Weather & climate Maths : Bearings PE : Orienteering (navigation) Science : Magnetism	PE : Outdoor nutrition, food selection & cooking skills Science : Digestive system and nutrition
	Technology rotation of four modules each of 10-week duration which include: Food : further study of the principles of cooking and nutrition		
	<u>Bronze Crest Award</u> : for all students during science week in March Spring/Summer Onsite Friday Night Camp : half year, evening activities include bat watching/moth trapping		
9	<u>Llanrug Arete Outdoor Centre</u> : optional activity typically taken up by 30 – 60% of the year group <u>Silver Crest Award</u> : launched during science lessons & then optional activity managed by DofE Silver students		
10	<u>Bronze Duke of Edinburgh's Award</u> : optional activity typically taken up by 50-65% of the year group		
11	<u>Silver Duke of Edinburgh's Award</u> : optional activity typically taken up by 15-25% of the year group		
12	<u>Gold Crest Award</u> : managed by A level science teachers <u>Gold Duke of Edinburgh's Award</u> : optional activity typically taken up by 10-20% of the year group		
13	<u>Operation Wallacea</u> : optional summer 2 week expedition – first trip to <u>Dominica</u> in July 2021		

The existing curriculum structure for Y7/8 is shown in appendix A, with a map of outdoor education opportunities in appendix B and the new curriculum structure for Y7/8 in appendix C. Holistic map of all Environmental Education and outdoor learning opportunities throughout the school from year 7 to 13 is shown in appendix D, which will be mapped in detail during the course of the coming year. The Discovery Society will be an important element of the delivery and facilitation of this agenda, with support for funding, training and curriculum development.

Sustainable Development Themes

The 3 sustainable development goals will be delivered through discrete and distinct strategies.

Climate Change

The underlying science of climate change is taught through the geography and science KS3 curricula.

We will be seeking opportunities within the creative arena to build engagement specifically with issues surrounding climate change, through collaborative opportunities between art, drama, English and music, the latter 3 of these currently collaborating to facilitate a whole school Eisteddfod during the final week of the school year. We will explore these and other opportunities to use creativity to express responses to the status quo and potential for change.

English which is taught through KS3/4 (15% of the curriculum) will explore opportunities for direct focus on engagement with/power of/love of the natural world. In addition, English will work with humanities to explore possibilities in teaching advocacy in writing and speaking. The school does not currently offer philosophy, politics or economics at advanced level, but opportunities to expand the curriculum in these areas will be sought as a vehicle to engender discussion and action around climate change.

The school is also working actively with local organisations to engage students in tree planting on local land, in order to restore areas which were previously forested. We are also partnering [Worcestershire Wildlife Trust](#) in a 5-year project to restore local heathland (2021-25). A staff steering group will drive this work.

Ocean conservation and sustainability

One of the greatest threats to our ocean habitats is the build up of plastic waste in the [oceans](#). Plastic pollution is concentrated by ocean gyres driven by climate cycles, into massive floating [garbage patches](#). Whilst there is global action and [educational resource](#) to support it, our focus will be on local action with Bewdley Town Council on the [Surfer's Against Sewage](#) programme, '[Plastic Free Bewdley](#)'.

Bewdley Youth Forum was reconstituted in 2017 following the invitation from Bewdley Town Council to elect a Young mayor and Deputy, who since that invitation have been elected annually and sit on the town council. The current constitution based on year councils is as follows:

- 6 tutor groups in each year each elect 2 representatives to the year council, so 12 in all
- 12 year council representatives elect 3 of their number to sit on the appropriate 'congress'
- each congress, lower (Y7/8), middle (Y9/10) and upper (Y11/12/13), elects 2 members to the senate
- 3 congresses comprise the Youth Forum, the executive 'senate' being led by the Young Mayor/Deputy
- The Youth Forum leads on student action and can form working groups for specific functions

The Youth Forum led the school and district on Gumdrops chewing gum recycling, and will lead the school in implementing 'Plastic Free Bewdley' through an overarching strategic programme.

Biodiversity

Research into and support for preservation of biodiversity will be the province of The Discovery Society. This will involve working in partnership with local and international conservation organisations and supporting 'in school' educational opportunities for students to learn about the regional and global biodiversity, for example, through DoE expedition studies.

Partnerships include membership of the [Abberley and Malvern Hills Geopark](#) Forum, with joint project work in planning. Work with the GeoForum, local Wildlife Trusts and [Operation Wallacea](#), together with partnerships with a number of local university departments (through our lecture series – appendix F) will form a broad and diverse platform for engaging in and promoting biodiversity research and preservation.

The driving force for this work will be the Trustees of The Discovery Society, in partnership with a specialist team of staff engaged in the daily delivery of outdoor education, scientific theory and research.

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Half-Term	English (4) (Any order)	Maths (4)	Science (3) (Biol/Chem/Phys)	PE (2)	Languages (3)		Humanities (2, 2, 1)			Creative (2, 2, 1, 2)				Technology Rota (any order)	Half-Term
					French	Spanish	Geography	History	RE	Art	Drama	ICT	Music		
1	Shakespeare A Midsummer Night's Dream OR The Tempest - King of Shadows. (Author Study Susan Cooper – Dark is Rising) Supported: Bill's New Frock or Dream Master	Number Skills Place Value Factors	Cells (11 lessons) Particle model (8 lessons)	Girls & Boys: Football Trampolining Girls: Rugby Boys: Handball	Meeting and greeting people. Spelling in French. Counting to 21. Saying how old you are, the days of the week and when your birthday is	Meeting and greeting people. Spelling in Spanish.	Introduction to Geography. Continents. Europe Begin Map Skills	The Roman Empire and life in Roman Britain (The study of an aspect or theme in British history that consolidates and extends pupils chronological knowledge from before 1066)	Signs and symbols - a broad look at some of the ways signs and symbols are embedded into a variety of circumstance i.e. stories, writing etc.	Drawing <u>Focus:</u> Tone, Observational drawing <u>Theme:</u> Natural forms <i>Presentation, analysing and assessment skills also taught</i>	Harry at Hogwarts POLISHED IMPROVISATION whole class performance how to create a character designing props <i>fantasy-fiction genre, physical theatre style</i>	Using the shared area - rules and regulations Netiquette & VLE/ E mail Basic searching Advanced searching Website reliability	Pulse & Rhythm Develop key musical vocab. Introduce & develop rhythmic notation reading and writing. Percussion instruments	Design & Technology 1 Introduce D&T through a FPT. Work from a drawing to produce a simple wood construction to form a CD rack Develop their knowledge of materials, (mainly wood & metal)	1
2	Viewpoints and Perspectives Skills for Writing Save The Animals: (strengthen to include a range of high quality non-fiction*) Y7 short story module - focus on animal stories.	Fractions Decimals	Describing Motion (4 lessons) Wave Properties (5 lessons)	Girls & Boys: Trampolining Girls: Football Netball Boys: Handball Hockey	Saying what there is in your school bag. Using singular & plurals & describing the classroom. Learning colours & animals & how to use a dictionary. Talking about the weather	Saying what you like to do in your free time Giving opinions, understanding the weather and saying what sports you do and take part in a conversation	Finish Map Skills Coasts			Artist Research <u>Focus:</u> Research & develop opinions Colour theory & colour mixing <u>Artist:</u> William Morris; Work in Style of: Painting <i>Presentation skills also taught</i>	Weird Sisters CLASSICAL TEXT (Shakespeare) small group performance how to interpret script designing and operating lighting <i>Jacobean Tragedy genre, physical theatre style</i>	Master slide Animations and transitions Building their PowerPoint External Hyperlinking & Inserting Youtube clips. Internal hyperlinking & kiosk view	Just Play Whole class performance. Developing instrumental skills: ukulele, whole class singing, bass, guitar and keyboards. Christmas Concert	Food Technology Principles of Nutrition and Health. Cooking mostly savoury dishes for a healthy and varied diet. Competency in a range of cooking techniques and skills. Sources and Seasonality of Foods. Design.	2
3	Author Study King of Shadows. (Author Study Susan Cooper – Dark is Rising) Supported: Bill's New Frock or Dream Master	Algebra Solving Equations Ratio and Proportion	Fit and Healthy (9 lessons) Acids and alkalis (15 lessons)	Girls: Dance Hockey Boys: Basketball Football Rugby	Talking about your family (using possessive adjectives) Saying where you live. Saying what you eat and drink and ordering in a café. Talking about nationalities	Describe members of your family using possessive adjectives & more opinion words. Describing eye, hair colour & saying what people are like & where you live	Finish Coasts Population and Urbanisation	Battle of Hastings (1066) & Norman Invasion (The development of the Church, state and society in Medieval Britain 1066-1509)	Was Moses a Hero? – concentrating on a key question and using skills to come to a justified, personal conclusion	Experimentation <u>Focus:</u> Line, Colour and Pattern <u>Media:</u> Fineliner, Pencil Crayon, Paint, Digital Art <i>Design and Presentation skills also taught</i>	Teechers (Godber) MODERN TEXT small group performance multi-roling; comedy designing costume & sound contemporary <i>satire genre, epic theatre style</i>	What is E Safety? Researching about Social Media (1) Researching about Social Media (2)	Power of the Pentatonic Play & build pentatonic scale Take a leading role. ID percussion instruments. Rhythmic notation /musical memory: performance		3
4	Creative Reading and Writing Skills for Writing Myths, Legends Fairytales	Percentages Powers and Roots	The Particle Model and Heat Transfer (7 lessons)	Girls: Basketball Football Rugby Boys: Dance Hockey	Meeting and greeting people. Spelling in French. Counting to 21. Saying how old you are, the days of the week and when your birthday is	Meeting and greeting people. Spelling in Spanish.	Population and Urbanisation			Textiles <u>Focus:</u> Pattern <u>Media:</u> Layered Press Prints, Embroidery and appliqué <i>Presentation skills also taught</i>	Space DEVISED small group/class performance scripting, devising, structuring a performance designing set & costume <i>sci-fi genre, 'naturalism' style</i>	ICT & Legislation ICT all around us	GarageBand Open & save GarageBand files. Develop composing skills in GarageBand. Build dynamic interest and contrast	Design & Technology 2 Game design with CAD software. Consider & evaluate range of designs & select. Realise the design using desktop publishing - print and assemble.	4
5	Creative Reading and Writing Alien Encounter, (*strengthen with non-fiction) Supported -Eerie Encounters	Measures	Reproduction (15 lessons)	Girls & Boys: Athletics Girls: Rounders Boys: Cricket	Saying what you like to do in your free time Giving opinions, understanding the weather and saying what sports you do and take part in a conversation	Saying what there is in your school bag. Using singular & plurals & describing the classroom. Learning colours & animals & how to use a dictionary. Talking about the weather	Glaciation	Medieval life, John, the Magna Carta and castles	Holy Week - Palm Sunday, Monday, Maundy Thursday, Good Friday and Easter Sunday.	Final Piece <u>Focus:</u> Pattern and Design <u>Final Piece:</u> Wrapping Paper and gift bags <i>Presentation skills also taught</i>	Voice Over DEVISED small group performance <i>cartoon/computer game genre, various styles</i>	Introduction to Excel - Quantity vs. Quality If & Conditional formatting Create a menu screen Formula View and tidying up Writing a letter	Great Composers: Beethoven Develop basic piano keyboard skills. Developing notation on stave. Spaces and lines. Organising effective practice time.	Computer Science Intro. to Shapes Animation Programming & Sound Making a Game	5
6	Pre 20th Century Literature – Childhood and Family Introduction to Pre 20th Century Literature	Statistical Diagrams	Earth science (12 lessons)	Girls & Boys: Outdoor & Adventurous Activities		Meeting and greeting people. Spelling in French. Counting to 21. Saying how old you are, the days of the week and when your birthday is	Fieldwork – Bewdley Landuse or School Perception Natural Resources/Middle East	(Development of state and society in Medieval Britain 1066-1509)	The Early Church – Paul's conversion, teachings	Summer project <u>Foci:</u> .. Storytelling <u>Experiments:</u> Motif Design <u>Formal Element:</u> Pattern & Motif <u>Final Piece:</u> Art work conveying a narrative of cultural identity	The War of the Worlds CHOREOGRAPHY class performance choreography to music, designing props & costume <i>sci fi genre, physical theatre style</i>	Design your own games console - hand drawing Design your own games console Feedback and export	Heroes & Villains Awareness of chromaticism. Dynamics – terms & effectiveness Intro/use musical devices effectively in a composition. Plan/develop ideas to a brief.	Input/ Output Storage Hardware/ Software Binary Binary to ASCII Networks1	6
Half-Term	English	Maths	Science (Biol/Chem/Phys)	PE	Spanish	French	Geography	History	RE	Art	Drama	ICT	Music	Technology Rota (any order)	Half-Term
					Languages		Humanities			Creative					



Half-Term	English (4) (Any order)	Maths (4)	Science (3) (<i>Biol/Chem/Phys</i>)	PE (2)	Languages (3)		Humanities (2, 2, 1)			Creative (2, 2, 1, 2)				Technology Rota (any order)	Half-Term
					French	Spanish	Geography	History	RE	Art	Drama	ICT	Music		
1	Shakespeare Much Ado About Nothing OR Hamlet - Structure, Setting & Tone, Seen & performed v read, Intro to Comedy Genre, Role of Women through the ages	Algebra Sequences Equations	Digestive system (10 lessons) Separating mixtures (11 lessons)	Girls: Netball Trampolining Boys: Football Basketball Rugby	Talking about places in a town. Saying where you go at the weekend. Inviting someone out. Ordering drinks and snacks in a café. Saying what you are going to do	Getting used to Spanish pronunciation Introducing yourself, your family and your pets	Ecosystems and Tropical Rainforests	The events of the Wars of the Roses. The problems of Henry VII and how he solved them. The Reformation and Henry VIII. Henry as a King and a husband. How churches changed from Catholic to Protestant.	Does believing in God make us good? - concentrating on a key question and using skills to come to a justified, personal conclusion. Then looking at examples of faith in action (Gandhi, MLK, Rosa Parks) considering the question again.	Drawing Theme: Portraiture, drawing of facial features. Focus: Tone, Proportion/texture Presentation, analysing and assessment skills also taught	Greek tragedy script - study tragedy; physical theatre Artuad style; studying staging types, 'engulfing' audience.	Databases What is a database Editing a database Adding/ editing data - data entry form Searching for Films Creating Reports	Samba Drumming Whole class performances. Developing musical memory: performing by heart/conductor signals. Samba Drumming instruments and rhythmic features.	Design & Technology 1 Theme: Flat Packed Timepiece. To design and make a one -off themed flat packed clock using a range of machinery and tools including laser cutter. K&U to cover Designer profiles and deign companies.	1
2	Viewpoints and Perspectives Being Persuasive Writing to inform Dragon's Den Flour Babies /women in education/Malala Two Weeks with the Queen – Non fiction Euthanasia	Real life graphs Graphs Inequalities	Static Electricity (3 lessons) Forces (6 lessons)	Girls & Boys: Trampolining Girls: Football Netball Boys: Badminton Rugby	Talking about school holidays using 'être' and 'avoir'. Saying where you have visited using the past tense	Saying what you like to do in your free time Giving opinions, understanding the weather and saying what sports you do and take part in a conversation	Rocks and Geological Timescales	'Bloody' Mary. The causes of the Spanish Armada and why it failed.		Artist Research Focus: Analysis, developing opinions/critical understanding Artist: Chuck Close Work in Style of: Chuck close eye painting Presentation skills also taught	2 modern scripts Pinter; study theatre of menace and status; study comedic charaterisation/ interaction; study use of set and props to enhance character and comedy.	Website Design Evaluating existing material Creating your Master Page Skills and improve Feedback and publish	Just Play! Focus track: Something Just Like This (Cold Play). Developing instrumental skills: ukulele, whole class singing, bass, guitar and keyboards.	Food Technology Principles of Nutrition and Health. Cooking mostly savoury dishes for a healthy and varied diet. Competency in a range of cooking techniques and skills. Sources and Seasonality of Foods. Design. Evaluating	2
3	Author Study The Boy in the Striped Pyjamas, Diary of Anne Frank, Holes Refugee Boy/Face Stone Cold Supported - Whispers in the Graveyard (link to Dream Master	Angles Properties of shapes Congruence	Breathing and Respiration (12 lessons) Metals and non-metals (12 lessons)	Girls & Boys: Dance Girls: Badminton Basketball Football, Rugby Boys: Trampolining Parkour, Handball Volleyball	Understanding dates and festivals Describing your favourite festival Buying food at a market and saying what you'd like during a role play task. Saying what you are going to eat	Describing your family using possessive adjectives and opinion words. Describing eye, hair colour and saying what people are like. Saying where you live	China	The personality of James I. The events of the Gunpowder Plot. The causes of the English Civil War. The personality of Charles I. Why Charles lost the Battle of Naseby. The trial and execution of Charles I.	Ultimate Questions – considering what they are, why they are important and their view point on different questions. Moving on to considering how people respond to the unanswerable – charity	Experimentation Focus: Colour mixing, layering, patterns, texture, composition. Media: Acrylic Painting, Oil Pastel, Fineliner, Watercolours Presentation & Design also taught	Devised silent movie style melo-drama - study silent movies, melodrama, character types and cultural/ historical sexism involved; impact of costume on characterisation.	Games Console & Research Research task Design your own games console - hand drawing Design your own games console Feedback and export	Pachelbel's Canon Playing and building Major & minor triads, inversions. PLAY MISS PLAY MISS PLAY. Whole class performance task developing timing and basic keyboard skills.		3
4	Creative Reading and Writing Writer's Cauldron – short stories Focus on structure Romantic Poetry/Victorian as a springboard (Blake)	Bearings Transformation Geometry	Energy changes and transfers (4 lessons) Fuel Uses and Costs (4 lessons)	Girls: Dance Football, Rugby Boys: Badminton Basketball Handball Trampolining Volleyball	Getting used to Spanish pronunciation Introducing yourself, your family and your pets	Talking about places in a town. Saying where you go at the weekend. Inviting someone out. Ordering drinks and snacks in a café. Saying what you are going to do	Weather and Climate			Final Piece Focus: Pattern and Tone, intentions realised/final piece refined Final Piece: Patterned Self-Portrait Presentation skills also taught	Theatre of the absurd Godot – modern script.	Desktop Publishing and data collection Creating a Tommie Cookie Logo Creating the holiday brochure	Blues Structured listening, including famous musicians. Identification of key features, instrumentation & performance techniques. keyboard registration	Design & Technology 2 Theme: Sustainable Packaging. Students research and focus on a brand to create new sustainable chocolate packaging from card nets. K&U to include general graphic skills and environmental impact.	4
5	Creative Reading and Writing Build in comparison. Multi-cultural poetry.	Pythagoras Perimeter and Area Circles	Ecosystems (12 lessons)	Girls & Boys: Athletics Cricket OAA Girls: Rounders	Saying what you like to do in your free time Giving opinions, understanding the weather and saying what sports you do and take part in a conversation	Talking about school holidays using 'être' and 'avoir'. Saying where you have visited using the past tense	Development and Globalisation	The British Empire. Slavery – slave ships and plantations. Slaves resistance to being enslaved and the abolition of slavery.		Summer project: Project Focus: Contemporary issues/Symbolism /Popular Culture Artist: Peter Blake Experiments Focus: Peter Blake artist copies, symbolism, images relating to own/others identity, popular culture Formal Element Focus: Pattern, Colour, Tone, Line, Shape, Texture, Composition Final Piece: Identity collage, relating to one's own identity/interests/ popular culture.	Devised piece modern theme of celebrity, monologue writing, small scene construction and research. Whole group performance. Strong links to English/job skills.	DVD Cover What makes a good DVD cover ? New skills - Watford part 1 New skills - Watford part 2 Create your own DVD cover & Act on feedback	Reggae Famous musicians & structured listening. Performing – 3 Little Birds (Marley). Playing on Ukulele, Bass, Guitars, Keyboards & Singing		5
6	Creative Reading and Writing Pre 20th Century Literature - Gothic Sherlock Holmes & Creative writing Ruby in the Smoke Darkside	Surface Area and Volume Plans and elevations Constructions	Periodic table and elements (14 lessons) Sound and Light (9 lessons)	Girls & Boys: Athletics Cricket OAA Girls: Rounders Boys: Softball	Describing your family using possessive adjectives and opinion words. Describing eye, hair colour and saying what people are like. Saying where you live	Talking about places in a town. Saying where you go at the weekend. Inviting someone out. Ordering drinks and snacks in a café. Saying what you are going to do	D&G - Africa	The life of Walter Tull.			Elizabethan drama script Marlowe, Dr Faustus. Study religious context/ morality play - 7 deadly sins.	Animation Introduction to unit and skills feedback, improve export/import Video editing Planning Birmingham video Feedback/export	Cliché's and Devices Developing compositional skills & devices. What clichés are used for certain moods/leitmotifs. Techniques: contrary motion, chromaticism.	Computer Science Python Microbit Sequencing Variables and Lists Iteration/Selection Accelerometer Music Networking Back to the Future Alan Turing - Code Breaking; Sir Tim Berners Lee www; George Boole Logic Gates; Charles Babbage Problem Solving	6
Half-Term	English	Maths	Science (<i>Biol/Chem/Phys</i>)	PE	Languages		Geography	History	RE	Art	Drama	ICT	Music	Technology Rota (any order)	Half-Term

Appendix B Shape of the Outdoor Curriculum 2020-21 – Year 7 and 8

Subject: Y/T	Physical Education (OAA)	Maths	Science	Geography	Technology	Theme
7.1	Following a route plan			Map skills		Finding Your way
7.2				Map skills		
7.3			Fit and Healthy		Food 1 rota	Hiking & equipment
7.4	Walking with a pack ...				Outdoor & Adventurous Activities: Shelters, their history principles and construction	
7.5			Earth Science	Glaciation		Reading landscapes
7.6	A walk off site			Fieldwork: Bewdley Land Use		
8.1	Campsite selection & tent Skills		Digestive System (SWAP)	Ecosystems		Shelter & environment
8.2						
8.3		Bearings	Magnetism		Food 2 rota	Navigating outdoors
8.4	Orienteering			Weather and Climate		
8.5			Ecosystems (SWAP)			
8.6	Outdoor Nutrition & Cooking Skills					



Half-Term	English (4) (Any order)	Maths (4)	Science (3) (Biol/Chem/Phys)	PE (2)	Languages (3)		Humanities (2, 2, 1)			Creative (2, 2, 1, 2)				Technology Rota (any order)	Half-Term
					French	Spanish	Geography	History	RE	Art	Drama	ICT	Music		
1	Shakespeare A Midsummer Night's Dream OR The Tempest - King of Shadows. (Author Study Susan Cooper – Dark is Rising) Supported: Bill's New Frock or Dream Master	Number Skills Place Value Factors	Cells (11 lessons) Particle model (8 lessons)	Girls & Boys: Football Trampolining Girls: Rugby Boys: Handball	Meeting and greeting people. Spelling in French. Counting to 21. Saying how old you are, the days of the week and when your birthday is	Meeting and greeting people. Spelling in Spanish.	Introduction to Geography. Continents. Europe Begin Map Skills	The Roman Empire and life in Roman Britain (The study of an aspect or theme in British history that consolidates and extends pupils chronological knowledge from before 1066)	Signs and symbols - a broad look at some of the ways signs and symbols are embedded into a variety of circumstance i.e. stories, writing etc.	Drawing <u>Focus:</u> Tone, Observational drawing <u>Theme:</u> Natural forms <i>Presentation, analysing and assessment skills also taught</i>	Harry at Hogwarts POLISHED IMPROVISATION whole class performance how to create a character designing props <i>fantasy-fiction genre, physical theatre style</i>	Using the shared area - rules and regulations Netiquette & VLE/ E mail Basic searching Advanced searching Website reliability	Pulse & Rhythm Develop key musical vocab. Introduce & develop rhythmic notation reading and writing. Percussion instruments	Design & Technology 1 Introduce D&T through a FPT. Work from a drawing to produce a simple wood construction to form a CD rack Develop their knowledge of materials, (mainly wood & metal)	1
2	Viewpoints and Perspectives Skills for Writing Save The Animals: (strengthen to include a range of high quality non-fiction*) Y7 short story module - focus on animal stories.	Fractions Decimals	Describing Motion (4 lessons) Wave Properties (5 lessons)	Girls & Boys: Trampolining Girls: Football Netball Boys: Handball Hockey	Saying what there is in your school bag. Using singular & plurals & describing the classroom. Learning colours & animals & how to use a dictionary. Talking about the weather	Saying what you like to do in your free time Giving opinions, understanding the weather and saying what sports you do and take part in a conversation	Finish Map Skills Coasts			Artist Research <u>Focus:</u> Research & develop opinions Colour theory & colour mixing <u>Artist:</u> William Morris; Work in Style of: Painting <i>Presentation skills also taught</i>	Weird Sisters CLASSICAL TEXT (Shakespeare) small group performance how to interpret script designing and operating lighting <i>Jacobean Tragedy genre, physical theatre style</i>	Master slide Animations and transitions Building their PowerPoint External Hyperlinking & Inserting Youtube clips. Internal hyperlinking & kiosk view	Just Play Whole class performance. Developing instrumental skills: ukulele, whole class singing, bass, guitar and keyboards. Christmas Concert	Food Technology Principles of Nutrition and Health. Cooking mostly savoury dishes for a healthy and varied diet. Competency in a range of cooking techniques and skills. Sources and Seasonality of Foods. Design.	2
3	Author Study King of Shadows. (Author Study Susan Cooper – Dark is Rising) Supported: Bill's New Frock or Dream Master	Algebra Solving Equations Ratio and Proportion	Fit and Healthy (9 lessons) Acids and alkalis (15 lessons)	Girls: Dance Hockey Boys: Basketball Football Rugby	Talking about your family (using possessive adjectives) Saying where you live. Saying what you eat and drink and ordering in a café. Talking about nationalities	Describe members of your family using possessive adjectives & more opinion words. Describing eye, hair colour & saying what people are like & where you live	Finish Coasts Population and Urbanisation	Battle of Hastings (1066) & Norman Invasion (The development of the Church, state and society in Medieval Britain 1066-1509)	Was Moses a Hero? – concentrating on a key question and using skills to come to a justified, personal conclusion	Experimentation <u>Focus:</u> Line, Colour and Pattern <u>Media:</u> Fineliner, Pencil Crayon, Paint, Digital Art <i>Design and Presentation skills also taught</i>	Teechers (Godber) MODERN TEXT small group performance multi-roling; comedy designing costume & sound contemporary <i>satire genre, epic theatre style</i>	What is E Safety? Researching about Social Media (1) Researching about Social Media (2)	Power of the Pentatonic Play & build pentatonic scale Take a leading role. ID percussion instruments. Rhythmic notation /musical memory: performance		3
4	Creative Reading and Writing Skills for Writing Myths, Legends Fairytails	Percentages Powers and Roots	The Particle Model and Heat Transfer (7 lessons)	Girls: Basketball Football Rugby Boys: Dance Hockey	Meeting and greeting people. Spelling in Spanish.	Meeting and greeting people. Spelling in French. Counting to 21. Saying how old you are, the days of the week and when your birthday is	Population and Urbanisation			Textiles <u>Focus:</u> Pattern <u>Media:</u> Layered Press Prints, Embroidery and appliqué <i>Presentation skills also taught</i>	Space DEVISED small group/class performance scripting, devising, structuring a performance designing set & costume <i>sci-fi genre, 'naturalism' style</i>	ICT & Legislation ICT all around us	GarageBand Open & save GarageBand files. Develop composing skills in GarageBand. Build dynamic interest and contrast	Outdoor & Adventurous Activities: Shelters, their history (indigenous peoples), principles and construction	4
5	Creative Reading and Writing Alien Encounter, (*strengthen with non-fiction) Supported -Eerie Encounters	Measures	Reproduction (15 lessons)	Girls & Boys: Athletics	Saying what you like to do in your free time Giving opinions, understanding the weather and saying what sports you do and take part in a conversation	Saying what there is in your school bag. Using singular & plurals & describing the classroom. Learning colours & animals & how to use a dictionary. Talking about the weather	Glaciation	Medieval life, John, the Magna Carta and castles	Holy Week - Palm Sunday, Monday, Maundy Thursday, Good Friday and Easter Sunday.	Final Piece <u>Focus:</u> Pattern and Design <u>Final Piece:</u> Wrapping Paper and gift bags <i>Presentation skills also taught</i>	Voice Over DEVISED small group performance <i>cartoon/computer game genre, various styles</i>	Introduction to Excel - Quantity vs. Quality If & Conditional formatting Create a menu screen Formula View and tidying up Writing a letter	Great Composers: Beethoven Develop basic piano keyboard skills. Developing notation on stave. Spaces and lines. Organising effective practice time.	Computer Science Intro. to Shapes Animation Programming & Sound Making a Game	5
6	Pre 20th Century Literature – Childhood and Family Introduction to Pre 20th Century Literature	Statistical Diagrams	Earth science (12 lessons)	Boys: Cricket				(Development of state and society in Medieval Britain 1066-1509)	The Early Church – Paul's conversion, teachings	Summer project <u>Foci:</u> .. Storytelling <u>Experiments:</u> Motif Design <u>Formal Element:</u> Pattern & Motif <u>Final Piece:</u> Art work conveying a narrative of cultural identity	The War of the Worlds CHOREOGRAPHY class performance choreography to music, designing props & costume <i>sci fi genre, physical theatre style</i>	Design your own games console - hand drawing Design your own games console Feedback and export	Heroes & Villains Awareness of chromaticism. Dynamics – terms & effectiveness Intro/use musical devices effectively in a composition. Plan/develop ideas to a brief.	Input/ Output Storage Hardware/ Software Binary Binary to ASCII Networks1	6
Half-Term	English	Maths	Science (Biol/Chem/Phys)	PE	Spanish	French	Geography	History	RE	Art	Drama	ICT	Music	Technology Rota (any order)	Half-Term
					Languages		Humanities			Creative					



Half-Term	English (4) (Any order)	Maths (4)	Science (3) (<i>Biol/Chem/Phys</i>)	PE (2)	Languages (3)		Humanities (2, 2, 1)			Creative (2, 2, 1, 2)				Technology Rota (any order)	Half-Term
					French	Spanish	Geography	History	RE	Art	Drama	ICT	Music		
1	Shakespeare Much Ado About Nothing OR Hamlet - Structure, Setting & Tone, Seen & performed v read, Intro to Comedy Genre, Role of Women through the ages	Algebra Sequences Equations	Ecosystems (12 lessons) Separating mixtures (11 lessons)	Girls: Netball Trampolining Boys: Football Basketball Rugby	Talking about places in a town. Saying where you go at the weekend. Inviting someone out. Ordering drinks and snacks in a café. Saying what you are going to do	Getting used to Spanish pronunciation Introducing yourself, your family and your pets	Ecosystems and Tropical Rainforests	The events of the Wars of the Roses. The problems of Henry VII and how he solved them. The Reformation and Henry VIII. Henry as a King and a husband. How churches changed from Catholic to Protestant.	Does believing in God make us good? - concentrating on a key question and using skills to come to a justified, personal conclusion. Then looking at examples of faith in action (Gandhi, MLK, Rosa Parks) considering the question again.	Drawing Theme: Portraiture, drawing of facial features. Focus: Tone, Proportion/texture Presentation, analysing and assessment skills also taught	Greek tragedy script - study tragedy; physical theatre Artuad style; studying staging types, 'engulfing' audience.	Databases What is a database Editing a database Adding/ editing data - data entry form Searching for Films Creating Reports	Samba Drumming Whole class performances. Developing musical memory: performing by heart/conductor signals. Samba Drumming instruments and rhythmic features.	Design & Technology 1 Theme: Flat Packed Timepiece. To design and make a one -off themed flat packed clock using a range of machinery and tools including laser cutter. K&U to cover Designer profiles and deign companies.	1
2	Viewpoints and Perspectives Being Persuasive Writing to inform Dragon's Den Flour Babies /women in education/Malala Two Weeks with the Queen – Non fiction Euthanasia	Real life graphs Graphs Inequalities	Static Electricity (3 lessons) Forces (6 lessons)	Girls & Boys: Trampolining Girls: Football Netball Boys: Badminton Rugby	Talking about school holidays using 'être' and 'avoir'. Saying where you have visited using the past tense	Saying what you like to do in your free time Giving opinions, understanding the weather and saying what sports you do and take part in a conversation	Rocks and Geological Timescales	'Bloody' Mary. The causes of the Spanish Armada and why it failed.		Artist Research Focus: Analysis, developing opinions/critical understanding Artist: Chuck Close Work in Style of: Chuck close eye painting Presentation skills also taught	2 modern scripts Pinter; study theatre of menace and status; study comedic charaterisation/ interaction; study use of set and props to enhance character and comedy.	Website Design Evaluating existing material Creating your Master Page Skills and improve Feedback and publish	Just Play! Focus track: Something Just Like This (Cold Play). Developing instrumental skills: ukulele, whole class singing, bass, guitar and keyboards.	Food Technology Principles of Nutrition and Health. Cooking mostly savoury dishes for a healthy and varied diet. Competency in a range of cooking techniques and skills. Sources and Seasonality of Foods. Design. Evaluating	2
3	Author Study The Boy in the Striped Pyjamas, Diary of Anne Frank, Holes Refugee Boy/Face Stone Cold Supported - Whispers in the Graveyard (link to Dream Master	Angles Properties of shapes Congruence	Breathing and Respiration (12 lessons) Metals and non-metals (12 lessons)	Girls & Boys: Dance Girls: Badminton Basketball Football, Rugby Boys: Trampolining Parkour, Handball Volleyball	Understanding dates and festivals Describing your favourite festival Buying food at a market and saying what you'd like during a role play task. Saying what you are going to eat	Describing your family using possessive adjectives and opinion words. Describing eye, hair colour and saying what people are like. Saying where you live	China	The personality of James I. The events of the Gunpowder Plot. The causes of the English Civil War. The personality of Charles I. Why Charles lost the Battle of Naseby. The trial and execution of Charles I.	Ultimate Questions – considering what they are, why they are important and their view point on different questions. Moving on to considering how people respond to the unanswerable – charity	Experimentation Focus: Colour mixing, layering, patterns, texture, composition. Media: Acrylic Painting, Oil Pastel, Fineliner, Watercolours Presentation & Design also taught	Devised silent movie style melo-drama - study silent movies, melodrama, character types and cultural/ historical sexism involved; impact of costume on characterisation.	Games Console & Research Research task Design your own games console - hand drawing Design your own games console Feedback and export	Pachelbel's Canon Playing and building Major & minor triads, inversions. PLAY MISS PLAY MISS PLAY. Whole class performance task developing timing and basic keyboard skills.		3
4	Creative Reading and Writing Writer's Cauldron – short stories Focus on structure Romantic Poetry/Victorian as a springboard (Blake)	Bearings Transformation Geometry	Energy changes and transfers (4 lessons) Fuel Uses and Costs (4 lessons)	Girls: Dance Football, Rugby Boys: Badminton Basketball Handball Trampolining Volleyball	Getting used to Spanish pronunciation Introducing yourself, your family and your pets	Talking about places in a town. Saying where you go at the weekend. Inviting someone out. Ordering drinks and snacks in a café. Saying what you are going to do	Weather and Climate			Final Piece Focus: Pattern and Tone, intentions realised/final piece refined Final Piece: Patterned Self-Portrait Presentation skills also taught	Theatre of the absurd Godot – modern script.	Desktop Publishing and data collection Creating a Tommie Cookie Logo Creating the holiday brochure	Blues Structured listening, including famous musicians. Identification of key features, instrumentation & performance techniques. keyboard registration	Design & Technology 2 Theme: Sustainable Packaging. Students research and focus on a brand to create new sustainable chocolate packaging from card nets. K&U to include general graphic skills and environmental impact.	4
5	Creative Reading and Writing Build in comparison. Multi-cultural poetry.	Pythagoras Perimeter and Area Circles	Digestive system (10 lessons)	Girls & Boys: Athletics Cricket OAA Girls: Rounders	Saying what you like to do in your free time Giving opinions, understanding the weather and saying what sports you do and take part in a conversation	Talking about school holidays using 'être' and 'avoir'. Saying where you have visited using the past tense	Development and Globalisation	The British Empire. Slavery – slave ships and plantations. Slaves resistance to being enslaved and the abolition of slavery.	Hinduism - a broad look at Hinduism as a faith, looking at beliefs, celebrations and life	Summer project: Project Focus: Contemporary issues/Symbolism /Popular Culture Artist: Peter Blake Experiments Focus: Peter Blake artist copies, symbolism, images relating to own/others identity, popular culture Formal Element Focus: Pattern, Colour, Tone, Line, Shape, Texture, Composition Final Piece: Identity collage, relating to one's own identity/interests/ popular culture.	Devised piece modern theme of celebrity, monologue writing, small scene construction and research. Whole group performance. Strong links to English/job skills.	DVD Cover What makes a good DVD cover ? New skills - Watford part 1 New skills - Watford part 2 Create your own DVD cover & Act on feedback	Reggae Famous musicians & structured listening. Performing – 3 Little Birds (Marley). Playing on Ukulele, Bass, Guitars, Keyboards & Singing		5
6	Creative Reading and Writing Pre 20th Century Literature - Gothic Sherlock Holmes & Creative writing Ruby in the Smoke Darkside Viewpoints and Perspectives Gutsy Girl Non-fiction writing	Surface Area and Volume Plans and elevations Constructions	Periodic table and elements (14 lessons) Sound and Light (9 lessons)	Girls & Boys: Athletics Cricket OAA Girls: Rounders Boys: Softball	Describing your family using possessive adjectives and opinion words. Describing eye, hair colour and saying what people are like. Saying where you live	Talking about places in a town. Saying where you go at the weekend. Inviting someone out. Ordering drinks and snacks in a café. Saying what you are going to do	D&G - Africa	The life of Walter Tull.			Elizabethan drama script Marlowe, Dr Faustus. Study religious context/ morality play - 7 deadly sins.	Animation Introduction to unit and skills feedback, improve export/import Video editing Planning Birmingham video Feedback/export	Cliché's and Devices Developing compositional skills & devices. What clichés are used for certain moods/leitmotifs. Techniques: contrary motion, chromaticism.	Computer Science Python Microbit Sequencing Variables and Lists Iteration/Selection Accelerometer Music Networking Back to the Future Alan Turing - Code Breaking; Sir Tim Berners Lee www; George Boole Logic Gates; Charles Babbage Problem Solving	6
Half-Term	English	Maths	Science (<i>Biol/Chem/Phys</i>)	PE	Spanish	French	Geography	History	RE	Art	Drama	ICT	Music	Technology Rota (any order)	Half-Term
					Languages		Humanities			Creative					



Year	English	Maths	Science	PE	Languages	Humanities	Creatives	Technologies	Year
7			Physical fitness Science of the Earth	Basic Navigation Hiking and Equipment Reading the landscape		Map skills Coastal formation Shaping the landscape and glaciation		Food and nutrition Outdoor Adventurous Activities: Shelters	7
8		Finding you way: Bearings	Ecosystems Digestion and nutrition	Shelter & environment Navigating outdoors Cooking outdoors		Ecosystems Weather and climate		Food and nutrition	8
9									9
10									10
11									11
12									12
13									13
Year	English	Maths	Science	PE	Languages	Humanities	Creatives	Technologies	Year

Appendix E

British Science Week 9th – 13th March
Theme: Our Diverse Planet

All week

- Year 7 making DNA necklaces in one of their 3 lessons. Year 12 and 13 scientists support. See appendix for timetable.
- Year 8 in all 3 lessons and continue at home to make it up to the required 10 hours. Year 12 and 13 scientists support lessons. See appendix for timetable.
- Photography competition for all students in all year groups. Deadline Friday 13th March.
- Poster competition (optional) Teachers can use in lessons or set as homework as they wish. School deadline Friday 13th March and the best 4 entered into the national competition.
- All lessons across all subjects incorporate the theme into lessons.


Optional activities (students sign up using online form)

- Tuesday 10th March 3:30-4:30 in D3
Mission to Mars for year 7 and 8 students. (CHO and CJO)
Students set the task of creating a mars lander to safely land an egg on the surface of Mars
- Wednesday 11th March 3:30-4:30 in D6
Dissection class for year 9 and 10 students (SLE, AMO and year 12 Biologists)
- Thursday 12th March 3:30-4:30 in D5
Whizz, Bang, Pop 'The diversity of Elements' for year 8 students (DWA and CJO)
- Thursday 12th March 8:50-12
Big Science Quiz in the Hall for years 7-10 (CJO and CHO)

Trip

Wednesday 11th March Depart at 11:30am and 5pm return to school.

20 x Year 7 students to Birmingham University for the Astronomy Workshops (CJO and CBE)



THE BEWDLEY SCHOOL
Learning for Life Achievement for All

DISCOVER THROUGH LECTURES: At The Bewdley School

Spring 2020 Lecture Series

5 MARCH 4:00 - 5:00PM:
Georgia Jacobs - (representing Abberley and Malvern Hills Geopark) - Geological Inspirations in Textile Art

12 MARCH 4:00 - 5:00PM & 6:00 - 7:00PM:
Dr Karen Cameron - University of Aberystwyth - Living Ice (glacial microbial ecologist)

19 MARCH 4:00 - 5:00PM & 6:00 - 7:00PM:
Kate Unwin - University of Worcester - Forensic Biology behind the scenes

2 APRIL 4:00 - 5:00PM & 6:00 - 7:00PM:
Dr Chris Brown - University of Worcester - In the company of penguins