



Growing Schools Scheme of Work: Bush Craft BESD

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| Subject: Learning Outside of the Classroom | Class: KS4 | Zone: Bushcraft | Teacher: | Term: | Student Levels: NC 1-4 |
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| Overall Objectives <ul style="list-style-type: none"> To learn basic techniques of survival in a woodland environment and to understand the associated risks. To understand and demonstrate the various methods of laying and lighting a fire. To know how to produce and use primitive tools. To know the correct techniques for using bushcraft tools and be aware of the dangers associated with them. To recognise a variety of plants and trees and be aware of their uses and dangers. | Resources Mora knives Laplander saws Fire steels Crook knives Tarpaulins First aid/burns kits Suitable clothing 15 metres rope Tripod and pot Beverage equipment (tea, coffee, sugar, water, boiling pot) Pupil Portfolios Camera Video camera | Vocabulary Thistles, seed heads, inner bark ,outer bark seed heads , tinder. Natural materials: hay, wood shavings, cotton wool, sheep wool, animal hair, fungi. Man made materials: rubber, wire wool, char cloth, bbq paper, candle wicks. Names of a variety of trees and plants commonly found in local woodlands. | Unit/ Syllabus Ref Wildlife Action Awards ASDAN Cope Environmental Units Entry Level Land Studies (Welsh Board) Intermediate Bushcraft Award NCFE Level 2 |
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| wk | Specific Objectives | Activities | | | Assessment method (✓) |
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| | | Access (NC Level 1-2) | Core (NC Level 2-3) | Extension (NC Level 4+) | |



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| 1 | <i>Tree recognition</i> <ul style="list-style-type: none"> To be able to identify a range of different trees found close to the school. To be aware that a number of trees have medicinal properties of benefit to us. To be aware that a number of trees can have a detrimental effect on humans and can even be dangerous to us. | <ul style="list-style-type: none"> Identify, with support, the main parts of a tree. Identify three trees, with support from associated worksheets. | <ul style="list-style-type: none"> Independently identify the main parts of a tree. Research and identify a tree that can provide us with medicinal support. Research and identify a tree that can have a detrimental effect on our health. | <ul style="list-style-type: none"> Identify the different parts of a tree and their function. Research, identify and describe a number of trees that can be of medicinal support to us and others that can have a detrimental effect on our health. | AFL Observation Marking Worksheets |
| 2 | <i>Leaf Identification</i> <ul style="list-style-type: none"> To observe a number of leaves from a range of different trees found near to school. To be able to match leaves found in the schools grounds to the tree that they came from. To perform a survey of the trees in the woods surrounding school. | <ul style="list-style-type: none"> With support, identify a tree within the school grounds. Collect a leaf and match it to the correct outline on a supplied worksheet. | <ul style="list-style-type: none"> Identify, from a leaf, a tree within the school grounds. With support, undertake a survey of a pre-selected tree in the school grounds | <ul style="list-style-type: none"> Identify a number of trees from leaves that have been collected. Undertake a survey of a tree of choice from within the school grounds. | AFL Observation Marking Worksheets |
| 3 | <i>Plant recognition</i> <ul style="list-style-type: none"> To be able to identify a range of different plants found in the woods surrounding school. To be aware that a number of these plants can have medicinal properties of benefit to us. To be aware that a number of these plants can have a detrimental effect on us and can be dangerous to us. | <ul style="list-style-type: none"> With support, identify a plant within the school grounds. Match a plant in the school grounds to a given selection. | <ul style="list-style-type: none"> Independently identify the main parts of a plant. Research and identify a plant that can provide humans with medicinal support. Research and identify a plant that can have a detrimental effect on human health. | <ul style="list-style-type: none"> Identify the parts of a plant and their function. Research, identify and describe a number of plants that can be of medicinal support to humans and others that can have a detrimental effect on our health. | AFL Observation Marking Work sheets |
| 4 | <i>Risk assessment</i> <ul style="list-style-type: none"> Understand and follow tool safety. Understand and follow "STOP" | <ul style="list-style-type: none"> Observe the safe use of tools associated with | <ul style="list-style-type: none"> Understand and follow guidance on the safe use of tools. | <ul style="list-style-type: none"> Demonstrate the safe use of tools associated with | AFL Observation |



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| | Commands. | bushcraft activities. <ul style="list-style-type: none"> Follow "STOP" commands. | <ul style="list-style-type: none"> Understand and follow "STOP" commands. | bushcraft. <ul style="list-style-type: none"> Adhere and use the "STOP" command. | Marking Log sheets |
| 5 | Outdoor Living Skills: Fire To list and demonstrate the 6 main ways of making fire. <ul style="list-style-type: none"> To be able to light a fire in a safe way. To be able to split wood in a safe and controlled way. | <ul style="list-style-type: none"> Observe the safe ways of making a fire. To support others to light a fire in a safe way. | <ul style="list-style-type: none"> To recall the safe ways of making a fire. Light a fire in a safe manner. To support one another to split wood in a safe and controlled manner. | <ul style="list-style-type: none"> To demonstrate a variety of ways to make a fire. Independently light a fire in a safe manner. Split wood in a safe and controlled way. | AFL Observation Marking Log sheets |
| 6 | Outdoor Living Skills: Water <ul style="list-style-type: none"> To be able to provide a sample of water suitable for drinking. To use a number of different methods, including boiling and basic filtering, using what is available within the woodland. Employ chemical means to purify water, using purification tablets. | <ul style="list-style-type: none"> Explain the importance of having a safe water supply. Observe various processes of water filtration and the cleansing of water supplies. | <ul style="list-style-type: none"> With support, demonstrate a number of ways to provide a sample of water suitable for drinking. Observe the use of a purification tablet as a means of providing drinking water. | <ul style="list-style-type: none"> Demonstrate a number of ways to provide a sample of water suitable for drinking. Demonstrate the use of a purification tablet as a means of providing safe drinking water. | AFL Observation Marking Log sheets |

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