

Woodland Learning

**Intent**

At Belvue, we recognise that our students benefit greatly from learning outside the classroom (LOC), and learn best from practical experiences; experiential learning provides relevance that can be difficult to replicate in the classroom. We aim to provide meaningful opportunities for all students in a range of outdoor spaces, foster a sense of wonder, and help students to find enjoyment in nature. They are encouraged to take part in decision making, learn to take safe risks, acquire practical transferable skills, develop greater independence, express their creativity, and explore new interests.



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**Overview**

In Key Stage 4, learning is based around teaching our students to respond to events and needs. Following a discussion about the environment, skills, school needs, and learning, each student receives a ‘job description’ outlining their responsibilities in the wood. These vary year-on-year but are likely to include managing access (ensuring that the woods is safe for all), general maintenance (e.g. maintaining paths), responding to events (proactive and responsive actions e.g. in relation to a pending storm), and being part of a team (roles, negotiation, problem solving etc). The students will be supported in planning and executing tasks, receive training in using a wide range of hand tools, and assessing risk. Assessment will take the form of a portfolio of work with a curriculum vitae summarising the skills learnt.

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| KS4 | Autumn | Spring | Summer |
| **Cycle 1** | **Job Descriptions** | **Project Work** | **Portfolio Making** |
| Overview | Based on the conservation plan for the woodland, students will help to devise a plan of works for the year. Responding to given job descriptions, they will take on different roles and have an opportunity to explore these during a teacher-led project. | Students will choose a single whole-group project, or may divide into smaller groups, to manage their own conservation project with support from adults as necessary. | Students will pull their learning and progress together into a photographic portfolio to demonstrate what they have been doing. With help, they will discuss the different roles that they have undertaken and how these relate to jobs in the real world. |



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