

Curriculum Intent: Project Based Learning – Outdoor Learning Key Stage 3 2025-2026

Using the medium of Outdoor Learning, six topics will be explored and practical activities used to engage pupils in learning. The use of the outdoor environment has proven to be a positive influence on young people in both their engagement in learning and the development of their social skills, such as, teamwork, communication and problem solving. The outdoor environment can also support our pupils in their mental health and wellbeing, as well as building resilience. Whilst working on creating and developing an outdoor space pupil will be introduced to a range of topics from war time Britain to sustainability where they will broaden their knowledge of the world around them and how it can impact their lives.

Skills and Knowledge Key Stage 3

Every half term, we ensure that we offer cross curricular (Cc) opportunities to our pupils as well as covering Social, Moral, Spiritual and Cultural (SMSC) elements. These are detailed below using the following codes, enabling us to track what is delivered in each subject.
Cross Curricular links include: M (Maths), Eng (English), Sc (Science), PS (PSHE), FT (Food Tech), CR (Craft), AD (Art & Design), C (Computing), G (Geography), H (History), En (Engineering), R (Reading), Ec (Economics)
SMSC Links include: B (British Values), Sp (Spiritual aspects), M (Moral aspects), So (Social aspects), C (Cultural aspects), R (Religious aspects), Rel (Relationships), P (Prevent), E (E-Safety), I (Individual Advice & Guidance & Careers), H (Healthy Lifestyle including wellbeing).

	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge
HT1	<p style="text-align: center;">Brilliant Britain – Horticulture</p> <p style="text-align: center;">Planter Boxes Construction</p> <p style="text-align: center;">Wooden Bird Box Project</p> <p style="text-align: center;">Bug Hotel</p> <p style="text-align: center;">SMSC - So, H, I</p> <p style="text-align: center;">CC – CR, Eng, M, AD, H</p>	<p style="text-align: center;">Follow instructions To carry out research To communicate effectively To be able to problem-solving Designing Measuring Sawing Joining Chiselling Sanding Drilling Building/Assembly Painting Varnishing Reviewing and Improve Project</p>	<p style="text-align: center;">Health & Safety</p> <p style="text-align: center;">To be able to follow basic instructions To have an awareness of and abide by health and safety guidelines To be able to implement safety measures when using tools and working with wood such as securing your wood with clamps or a vice before cutting, sanding, or drilling. To be able to use a basic range of tools safety and identify the appropriate tool to use for the task To understand the importance of precision in measuring and cutting for a successful build To be able to review and improve own performance</p> <p style="text-align: center;">Topic: Brilliant Britain</p> <p style="text-align: center;">To research types of birds, their nesting habits, preferences and what materials they need To introduce the idea of biodiversity as the variety of life on Earth, including the diversity of species, ecosystems, and genetic variation within species. To understand that biodiversity is essential for ecosystem stability and function.</p>
	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge
HT2	<p style="text-align: center;">History (Quad development) - Grow Your Own</p> <p style="text-align: center;">Garden Chair (King’s throne) Construction</p> <p style="text-align: center;">Garden Table Construction</p> <p style="text-align: center;">Grow Your Own</p> <p style="text-align: center;">SMSC - So, H, I</p> <p style="text-align: center;">Cc – CR, Eng, M, AD</p>	<p style="text-align: center;">Follow instructions Research Communication Problem-solving Designing Measuring Sawing Joining Chiselling Sanding Drilling Building/Assembly Painting Varnishing Reviewing and Improve Project</p>	<p style="text-align: center;">Health & Safety</p> <p style="text-align: center;">To be able to follow basic instructions To have an awareness of and abide by health and safety guidelines To be able to implement safety measures when using tools and working with wood such as making sure your work area is clean and tidy, checking the tools you are using are working correctly To have an understanding of dimensions and ensuring stability and comfort To be able to learn and apply basic carpentry skills To be able to use different methods of joining wood, such as screws, dowels, or pocket holes To be able to overcome challenges, such as uneven ground or design adjustments during construction and find solutions To have an understanding of design options, including styles and decorative elements that enhance the garden table and chair.</p> <p style="text-align: center;">Topic: History</p> <p style="text-align: center;">To be able to create a timeline of the war Be aware that there was war time rationing Understand the role of the ministry of food Learn about the Squander Bug and propaganda in the war</p>
	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge
HT3	<p style="text-align: center;">Continent Study Europe – Out and about in Europe</p> <p style="text-align: center;">European country flag hunt</p> <p style="text-align: center;">European landmark nature art</p> <p style="text-align: center;">European Food tasting picnic</p> <p style="text-align: center;">Build your own country</p> <p style="text-align: center;">SMSC - So, H</p> <p style="text-align: center;">Cc – CR, Eng, M, AD</p>	<p style="text-align: center;">Locating on a map Research using ICT Identifying flags of countries Interpreting meaning from maps Designing your own map Mapping locations</p>	<p style="text-align: center;">Health and Safety</p> <p style="text-align: center;">To be able to follow instructions to achieve an identified aim To be able to remain within a specified boundary To be able to use equipment safety To be able to access the internet appropriately</p> <p style="text-align: center;">Topic: Continent Study Europe</p> <p style="text-align: center;">To know the names, locations, and capital cities of major European countries. To be able to explain human and physical features of selected European countries. To be able to explain how European countries manage and protect their environments. To know national symbols and flags as reflections of identity and heritage.</p>

	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge
HT4	<p>Sustainability – Quad produce</p> <p>Preparing the quad</p> <p>Planting in the quad</p> <p>Managing the quad</p> <p>Enjoying the quad</p> <p>SMSC - So, H, I</p> <p>Cc – CR, Eng, M, AD</p>	<p>Research planting ideas</p> <p>Designing a planting layout</p> <p>Measuring and counting</p> <p>Pruning and weeding</p> <p>Using tools safely</p> <p>Building/Assembly</p> <p>Trimming/Cutting</p>	<p>Health and Safety</p> <p>To have an awareness of and abide by health and safety guidelines.</p> <p>To be able to implement safety measures when using tools out in the quad.</p> <p>To be able to overcome challenges such as uneven ground or design adjustments.</p> <p>To be able to learn and apply basic gardening skills.</p> <p>Topic: Sustainability</p> <p>To be able to explain the consequences of overusing natural resources (e.g. fossil fuels, water, forests).</p> <p>To be able to explain strategies for sustainable resource management.</p> <p>To have an awareness of practical approaches to sustainable living, including reducing waste, recycling, energy efficiency, and sustainable transport.</p> <p>To be able to explain the role of young people in driving change and influencing future sustainability policies.</p>
	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge
HT5	<p>The Environment</p> <p>Create a sensory garden</p> <p>Plant life cycles</p> <p>Mini allotment</p> <p>SMSC - So, H, I</p> <p>Cc – CR, Eng, M, AD</p>	<p>Nurturing</p> <p>Planting and managing</p> <p>Problem-solving</p> <p>Designing sensory garden</p> <p>Measuring</p> <p>Weeding and managing beds</p> <p>Recycling</p> <p>Building/Assembly</p>	<p>Health and Safety</p> <p>To have an awareness of and abide by health and safety guidelines.</p> <p>To be able to implement safety measures when using tools.</p> <p>To be able to wear the appropriate footwear when using tools.</p> <p>Topic: The Environment</p> <p>To have an awareness of the role of biodiversity in maintaining healthy ecosystems.</p> <p>To have an understanding on the effects of deforestation, pollution, urbanisation, and industrialisation on the environment.</p> <p>To be able to explain the causes and consequences of climate change and global warming.</p> <p>To be able to explain principles of sustainability and conservation in managing natural resources.</p> <p>To be able to explain the use of renewable vs. non-renewable energy sources and the impact on the environment.</p> <p>To have an understanding on the impact of individual and community choices on the environment.</p>
	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge
HT6	<p>Around The World</p> <p>Sports from around the world</p> <p>SMSC - So, H, I</p> <p>Cc – CR, Eng, M, AD</p>	<p>Research using ICT</p> <p>Building/Assembly</p> <p>Cooperation</p> <p>Leadership</p> <p>Goal-setting</p> <p>Team dynamics and collaboration</p> <p>Adaptability</p> <p>Observation</p> <p>Resilience</p> <p>Strategies</p>	<p>Health and Safety</p> <p>To have an awareness of and abide by health and safety guidelines.</p> <p>To be able to risk assess all activities to ensure they are appropriate and safe for individual abilities</p> <p>To be able to implement warm-ups and cool-downs to reduce risk of injury</p> <p>To be able to wear appropriate clothing and footwear to avoid slips, falls, or overheating</p> <p>Topic: Sports from around the world</p> <p>To be able to understand the cultural significance of different sports.</p> <p>To be able to understand how geography and culture shape sports.</p> <p>To be able to explain basic rules of the sports.</p> <p>To be able to have an awareness of global traditions and values.</p> <p>To be able to break down goals into manageable steps.</p>