

Outdoor



Journeys

Appendix 2 – Outdoor Journeys

Outdoor Journeys

During an outdoor journey, students plan and undertake journeys through their own community as a means of learning about themselves, others and the environment in which they live.

Pupil's learning:

There are three main areas for learning within outdoor journeys:

Human influences on the land (Historic)

Who lived/worked here 20 years ago? 100 years ago? 300 years ago? Yesterday? How have they shaped the land?

Who and what else lives on the land (Scientific)

What plants, flowers, trees and mosses are present? Why? What bugs, birds and animals can you spot or find evidence of?

Local land use issues (Geographic)

Who owns the land? Who is using the land and for what purposes?

Curriculum for Excellence:

Outdoor Journeys incorporates a wide range of curriculum areas. The journeys are driven by student curiosity and links strongly with A Curriculum for Excellence.

Outdoor Journeys primarily tie with Health and Wellbeing; however there are very strong links with other areas of the curriculum, some of which are outlined below:

Curricular Area	Experiences
Health and Wellbeing	<ul style="list-style-type: none">▪ Mental, emotional and physical wellbeing▪ Planning for choices and change▪ Physical education, physical activity and sport
Social Studies	<ul style="list-style-type: none">▪ People, past events and societies▪ People, place and environment▪ People in society, economics and business
Sciences	<ul style="list-style-type: none">▪ Planet earth▪ Biological systems

It is possible to link easily to all curricular areas in some way. For example, mathematics could be used when perhaps making graphs to show findings etc. The list is endless!

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PE

One of the key areas that an outdoor journey incorporates is PE, which can help children achieve 2 hours of physical education in a week.

Outdoor Journeys can fit in with 3 – 14 PE in the following ways:

- Authentic application for outdoor learning
- Builds a platform for core learning
- Encourages a life long participation in active living

Pupil led learning:

Pupils are encouraged to guide their own learning and they should be responsible for navigation, route planning and negotiating terrain. They need to be able to manage their primary needs, such as deciding what to take with them on outings, considering fluid intake/output etc. Finally pupils should be able to manage risk, identifying hazards and carrying out a detailed journey plan when out and about.

Planning and recording

The following section is an outline plan that can be used to plan for Outdoor Journeys. The learning is very child led and needs to allow for a great deal of flexibility. The plan can be used as a rough guide, as it is based on a Victorian project for P6; its main purpose is to show the potential that Outdoor Journeys has for learning in different ways.

The planning of each part of an outdoor journey could be done as a whole class or as groups and should be recorded for reference, there is a sheet at the end that can be used as a guide. Because outdoor journeys are pupil led, it is the children's responsibility to decide what they want to find out and how they are going to do it. It is important that children have an understanding of why they are doing what they are doing.

As a means of keeping record of what the children have done, a diary would allow the children to keep a log of:

- What they have done
- How they have done it
- Leaflets/cuttings etc
- Drawings, maps, photos, graphs and data

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Health & Wellbeing

Outcomes	Level/Diff	Learning Intention	Resources/Activities	Success Criteria/Assessment	Evaluation
Physical Wellbeing	Second	<ul style="list-style-type: none"> Assess and manage risk to protect myself and others Demonstrate how to travel safely 	<ul style="list-style-type: none"> Journey plan and risk assessment sheet Outdoor journey 	<ul style="list-style-type: none"> Show awareness and understanding of potential risks and how to deal with hazards Show maturity during trips out 	
Planning for choices and change	Second	<ul style="list-style-type: none"> Carry out different activities and roles in a variety of settings 	<ul style="list-style-type: none"> Planning outdoor journey in group or whole class setting Taking responsibility for an aspect of journey Evaluation of journey 	<ul style="list-style-type: none"> Identify own achievement, skills and areas for development 	
Physical Education: <u>Cooperation and competition</u>	Second	<ul style="list-style-type: none"> Work and learn with others to improve range of skills 	<ul style="list-style-type: none"> Planning journey, carrying out journey and looking for an original twist on outing Work in groups to plan and participate in journeys 	<ul style="list-style-type: none"> Develop skills to plan an effective journey Plan independently as far as possible. Participate sensibly in all aspects of journey 	
Physical activity & Sport	Second	<ul style="list-style-type: none"> Take part in different kinds of energetic physical activities Access opportunities for participation in physical activity 	<ul style="list-style-type: none"> Outdoor journey, walking etc. Look for suitable routes for a journey, showing Victorian Shetland and participate in journey 	<ul style="list-style-type: none"> Decide on which Victorian aspect of Shetland each journey will focus on and find suitable resources within the community then plan and carry out an appropriate journey. 	

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Sciences – Aspects should be incorporated into an outdoor journey as far as possible

Planet Earth: <u>Energy sources and sustainability</u>	Second	<ul style="list-style-type: none"> Explore non-renewable energy used by Victorians in Shetland, compare to modern day energy sources 	<ul style="list-style-type: none"> Research and consider if this can be included in part of an outdoor journey Persuasive piece of writing? Pros and cons of non-renewable energy sources 	<ul style="list-style-type: none"> - Log book shows understanding of the different sources of energy - Pupils should use own research and ideas to demonstrate understanding of the need for renewable energy 	
Biological Systems: <u>Inheritance</u>	Second	<ul style="list-style-type: none"> Explore inherited and non inherited characteristics 	<ul style="list-style-type: none"> Locate old family pictures, dating to Victorian times where possible and look for similarities and differences between family members today Complete wall display 	<ul style="list-style-type: none"> -Understand types of characteristics can be inherited -Show awareness of how characteristics can change because of external factors 	
Forces, Electricity and waves: <u>Electricity</u>	Second	<ul style="list-style-type: none"> Develop understanding of electricity 	<ul style="list-style-type: none"> Compare Victorian inventions and look at how they have developed with the aid of electricity, considering the local area as well Source information locally as far as possible and carry out a journey to enable comparisons 	<ul style="list-style-type: none"> -Demonstrate awareness of which inventions have changed with electricity -Show awareness of what would have been available locally. E.g. Telephone 	
Materials: <u>Earth's Materials</u>	Second	<ul style="list-style-type: none"> Demonstrate understanding of man made and natural materials 	<ul style="list-style-type: none"> Research materials used in Victorian Shetland and the modern day comparisons 	<ul style="list-style-type: none"> -Understand why certain material were used and how materials have changed from Victorian times 	

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Literacy and English - Aspects should be incorporated into an outdoor journey as far as possible

Listening and talking <u>Tools for listening and talking</u>	Second	<ul style="list-style-type: none"> Engage with others Respond in appropriate ways and value other's contributions 	<ul style="list-style-type: none"> Planning stages of journey 	-Participate and contribute sensibly throughout all planning stages	
Reading: <u>Finding and using information</u>	Second	<ul style="list-style-type: none"> Select and sort information from different sources Make notes and organise them 	<ul style="list-style-type: none"> Use local Victorian literature and maps to plan journey and enhance learning to support own work Use information sourced to visit important areas in order to find out more about Victorian Shetland 	-Plan suitable journeys that takes a route past various Victorian buildings etc.	
Writing: <u>Tools for writing</u>	Second	<ul style="list-style-type: none"> Use appropriate punctuation Vary sentence structure Spell accurately Check writing makes sense Consider layout and presentation 	<ul style="list-style-type: none"> Keeping a detailed and comprehensive log book of all activities Wall displays All written work ICT related reports 	<ul style="list-style-type: none"> Show awareness and use correct punctuation, spelling and varying sentence structure in all written aspects of journey planning and record keeping Check over work Make logbook and wall displays interesting and informative. Use graphs and diagrams to support written work 	
Writing: <u>Organising and using information</u>	Second	<ul style="list-style-type: none"> Select and organise relevant information about Victorian Shetland Use notes taken from various sources to create new texts 	<ul style="list-style-type: none"> Planning stages of journey, sourcing appropriate information Note taking during journey to use when completing log book Note taking from literature to support all written work on Victorian Shetland 	<ul style="list-style-type: none"> Demonstrate ability to keep suitable notes in appropriate detail Written work should reflect the use of different sources 	
Writing: <u>Creating texts</u>	Second	<ul style="list-style-type: none"> Convey information and describe events Share experiences and express thoughts and feelings Create a story with interesting and appropriate structure 	<ul style="list-style-type: none"> Keeping log book up to date with detailed, interesting and accurate information Imaginative story set in Victorian Shetland following an outdoor journey to get a feel for the setting 	<ul style="list-style-type: none"> Log book displays understanding of each stage of the journey Personal thoughts and feelings are demonstrated in log book and all written work Story reflects Victorian Shetland and has a strong focus on describing the setting 	

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Numeracy – Aspects should be incorporated into an outdoor journey as far as possible

Money	Second	<ul style="list-style-type: none"> Manage money and compare costs 	<ul style="list-style-type: none"> If a journey requires any payment, pupils should help plan and budget 	<ul style="list-style-type: none"> - Demonstrate awareness of the need to compare and make payments in the most economical way 	
Time	Second	<ul style="list-style-type: none"> Estimate length of journeys 	<ul style="list-style-type: none"> Journey planning stages 	<ul style="list-style-type: none"> -Understand how distance, means of travel etc will influence how long each outdoor journey takes 	
Angle, symmetry and transformation	Second	<ul style="list-style-type: none"> Describe, follow and record direction Interpret maps 	<ul style="list-style-type: none"> Journey planning stages – plan route then follow what has been planned Use maps to help plan routes and find distances 	<ul style="list-style-type: none"> -Make accurate plans that are detailed in route and distance, showing that maps of the local area have been used to calculate distance etc 	
Data and annalysis	Second	<ul style="list-style-type: none"> Interpret and draw conclusions form information displayed Organise and communicate results Display data clearly 	<ul style="list-style-type: none"> Planning stages Log book – display information that has been found out during a journey – e.g. Victorian population in Lerwick Wall displays 	<ul style="list-style-type: none"> -Understand how data can support writing -Gather and display appropriate information that links to Victorian Shetland 	

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Social Studies – Aspects should be incorporated into an outdoor journey as far as possible

People, past events and societies	Second	<ul style="list-style-type: none"> Research events in the past relating to Victorian Shetland Investigate Victorian Shetland and discover influences on Shetland today Compare Victorian Shetland to life today 	<ul style="list-style-type: none"> Research aspects and decide where an outdoor journey should take the class to further understanding of Victorian Shetland Use information sourced on journeys to make comparisons to Victorian Shetland and life today – information writing piece? 	<p>-Show an ability to make decisions and act upon what pupils are keen to learn by planning appropriate journeys</p> <p>-Research journey so that comparisons will be able to be made from what we see</p>	
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Technologies – Aspects should be incorporated into an outdoor journey as far as possible

ICT to enhance learning	Second	<ul style="list-style-type: none"> Find, manage and access information on Victorian Shetland Create text and images in creative and imaginative ways 	<ul style="list-style-type: none"> Journey planning: sourcing information to plan route of journey Enhance log book with use of ICT, photos etc Enhance wall displays with ICT 	<p>- Journey plan demonstrates an understanding of a suitable route taking into consideration Victorian features of the local area</p> <p>-Use photos and images, maps etc to support written work</p>	
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Journey Plan

Date	
Destination	
Route	
Pupil Names	
Adult Names	
Time of Return	
Mobile Number	

Checklist:

First Aid kit/medication	
Warm clothes/waterproofs	
Drinks/snacks	
Toilet strategy	
Jotters/pencils/cameras/maps/books	
Copies of risk assessment & Journey plan to office	

Risk Assessment

Hazard: Anything that can seriously harm us

Management: How we minimize the risk of being harmed by the hazard

Hazard	Management

Emergency Action Plan:

School office phone number: