Key Knowledge

To solve a range of problems in an outdoor context or other situations.	To learn about different knots and how to tie them.
• The 5 stages of problem solving: 1. Teacher explains the problem to be solved. 2. Pupils get a chance to ask teacher questions and to clarify the problem. 3. Pupils then start to plan what they are going to do. 4. They then put their plan into action. 5. They review this at the end together.	• Learning knots can challenge pupils on a number of levels, firstly to overcome the block that they cannot do them, secondly some require a linguistic memory and some need a spatial memory process. • All need to be practised so that knot tying becomes easy and can be applied. • Allow plenty of planning time.
Design and build varying sized shelters.	**To become confident in using the compass and map together.**
• Task is for each group to construct a shelter in which the team could sleep for the night. • The group need to discuss their design and plan on paper or with small models. • Having planned the shelter, then group then take their plans outside and construct the shelter. • The builders then have to sell to the class the benefits of the shelter, its features and design.	• Explain the parts of the protractor (Silva) compass i.e. baseplate, rotating compass wheel, the red/white arrow magnetic needle, red hatched orienting arrow, direction of travel arrow. • N.B. compasses can have different colours and labels to the one shown in the appendix. • Keep the compass flat in their hand. Be accurate on the dial.

ADJUSTABLE GRIP HITCH | ALPINE BUTTERFLY LOOP | BACK SPLICE | BARREL HITCH

BOWLINE KNOT | CLEAT HITCH (HALYARD) | CLOVE HITCH (ROPE END) | COIL UNATTACHED ROPE

Building | Open land | Footpath
Wall | Playground | Man made objects
Fence | Forest: Run | Pond
Tree | Bushes | High Fence

Key Skills

Key Skills
To solve a range of problems.
To develop co-operation and teamwork skills.
Developing new ideas and implementing them
Map reading, journeying skills, compass directions and degrees.