



Curriculum Intent

Faculty of Outdoor Ed

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Subjects included: Outdoor Ed

Outdoor Ed Curriculum Intent

The objective for the Outdoor Education team is to provide an outdoor learning curriculum that ensures students are given the opportunity to explore and develop a wide range of interests and pursuits that lead to qualifications and awards to benefit students during and after their time at Oak Tree.

All lessons will be challenging, engaging and high quality ensuring that they instill the spirit of adventure and discovery. All students will have a clear progression throughout their time at Red Moor and are able to achieve a number of awards which include AQA Unit Awards, ASDAN and National Governing Body Awards.

At an early years level the Outdoor Education curriculum is focused towards helping children develop personally and socially through nurture based play in the outdoors. This approach is significant for students as it helps them develop key physical and sensory needs that then enable them to engage in education and improve physical literacy.

At a primary level the Outdoor Education curriculum will look to provide opportunities for students to gain AQA Unit Award Schemes in activities. Such activities are closely linked to classroom teaching and the SOLAR curriculum to ensure that Outdoor Education supports all aspects of learning and is recognised for its cross-curricular ability.

At secondary level the Outdoor Education curriculum starts students working towards ASDAN qualifications allowing students to choose activities and tailor a programme of learning to their individual needs. Through options students are able to choose Duke of Edinburgh and National Governing Body Awards with extension opportunities on to junior instructor awards.

The curriculum and activities offered are reviewed annually to ensure the curriculum provides the best opportunities for students to achieve and succeed in a range of learning opportunities.

Teaching & Learning In Outdoor Ed

What does excellent teaching and learning look like in Outdoor Ed?

We believe that excellent teaching should inspire students to engage with the natural environment whilst providing an enjoyable and safe experience. Outdoor ed should promote independence and problem solving skills that can be transferred into everyday life.

Whilst lesson outcomes are structured we plan for a flexible approach so that lessons are adaptable to the individual needs, and curiosity of students encouraged. We think that the best teaching will allow children to grow their knowledge and skills sequentially so they leave us at the end of year 11 with the very best outcomes.

How is Outdoor Ed taught in the Foundation Curriculum (KS1, 2 and 3)

The outdoor provision for the foundation group will offer a wide variety of activities with the aim of giving the students a chance of achieving the best possible outcomes in Year 11. Students will participate in climbing, biking, surfing, bushcraft and watersports which will reward them with a UAS at the end of each half term. With every year that students complete at RMS the Unit Award Schemes will get progressively harder. The activities start with the very basic skills and will progressively challenge the students throughout the year. Students will become more resilient in challenging situations and will be given increasing opportunities to work in groups to support others.

To improve progress and co-operation staff and students will need to create positive relationships. This will allow students to feel safe whilst on activities allowing them to take appropriate risks whilst also being able to ask for help when they need it.

Further external certification will be introduced in the foundation curriculum by utilising the John Muir Award and GoMTB frameworks.

How is Outdoor Ed taught in the Options Curriculum (KS4)?

The options curriculum will continue on from the work done in the foundation group with the main focus being on getting all the students their Bronze DofE award. Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications. Top employers recognise the work-ready skills Award holders bring to their business. Running alongside the DofE award the outdoor education team will give the students a chance to gain national governing body awards in surf life-

How is reading promoted in Outdoor Ed?

All teachers of outdoor ed are expected to be aware of each child's current reading age and blank level assessment. This will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilised so each learner is more able to build upon their outdoor ed knowledge.

Measuring Impact In Outdoor Ed

At Red Moor School staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment in Outdoor ed. This system uses the RMS Steps Assessment Framework.

The RMS Steps covers a broad range of ability, from the 'Foundation Learning Skills' (FLS) that cover Early Years education, through to the main 'Steps' curriculum that takes students from year 3 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the outdoor ed curriculum helping to ensure that learning builds upon prior attainment.

Each Step of the framework represents the corresponding academic year – so a child working on Step 5 would be working broadly in line with students in year 5 at a mainstream school. A child who masters all 11 steps will be expected to leave the school with a Bronze DofE award and high skill level in a wide range of Outdoor ed activities.

The expectation for progress for students is that they will master 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes, ASDANs, DofE Bronze award and National governing body awards. The aspirational goal for all students is that they leave with the highest level of appropriate qualifications they can access, within their areas of interest and ability.

From Year four onwards (Step 4) The John Muir Award will be embedded in our Outdoor Ed curriculum. This will strive to make real cross curricular links to achieve the four aims of the award; Discover, Explore, Conserve and Share. We will develop and conserve the school grounds whilst building pupil ownership of that space. Bushcraft and the John Muir Award will be combined to give space and time within the curriculum to progress each year through the three stages of the award with the aim of completion prior to Key Stage 4.

Skills and Progression

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on SOLAR. It is our intention to ensure that all children progress at the expected rate so they are able to achieve their personal best.

We have ordered the knowledge and skills in a sequential way and these can be seen on the following pages.

SOLAR: Biking — Confidence— students will have In addition to SOLAR the GoMTB Award scheme will be utilised throughout all-Mountain Biking blocks to provide further external certification	
Step 3	Demonstrated the ability to sit on a bike.
Step 4	Shown knowledge of your previous biking experience (informal chat) and select a bike you would like to ride.
Step 5	Demonstrated the ability to pedal whilst seated/standing over flat and uneven terrain.
Step 6	Demonstrated the ability to pedal whilst standing and be able to ride over small objects (e.g. pavement).
Step 7	Demonstrated the ability to use a neutral pedal position in a marked area whilst riding a simple circuit.
Step 8	Demonstrated the ability to choose a section of a track/trail and lead your partner through this section safely in a pair.
Step 9	Demonstrated the ability to lead a group of riders through a section/ride demonstrating the knowledge needed to lead a group safely.

Skills and Progression

SOLAR: Biking — Maintenance — students will have	
Step 3	Demonstrated the ability to point out the parts of the bike you know and name them.
Step 4	Demonstrated the ability to name as many parts of a bicycle as you can, with showing how to check if a tyre is inflated or not.
Step 5	Demonstrated the ability to pump up a tyre and highlight the moving mechanical parts of a bike.
Step 6	Demonstrated the ability to connect a valve to pump up a tyre, then put a chain back on a chain ring.
Step 7	Demonstrated the ability to oil the chain and check that pedals and pedal crank are tight.
Step 8	Demonstrated how to check if a front wheel is buckled and make sure bearings are not loose in wheels.
Step 9	Demonstrated the ability to carry out an in depth M check and demonstrate you can fit and release a front wheel (quick release mechanism).

SOLAR: Biking — Safety — students will have	
Step 3	Demonstrated the ability to push your bike safely on a non cycle section.
Step 4	Shown knowledge of two dangers of riding a bicycle whilst following safety instructions at the venue.
Step 5	Shown knowledge of two colours of trails and three dangers of riding on this trails.
Step 6	Shown knowledge of which order colour trails should be ridden in and explain how weather conditions can make riding these trails dangerous.
Step 7	Acquired an understanding of the key safety implications when riding different terrains.
Step 8	Acquired an understanding of safety aspects to consider when cycling in a group, highlight three key safety factors to consider when cycling on the road.
Step 9	Experienced knowledge of the safety elements of a selected scenario, highlight the areas of risk and explain how they can be reduced.

Skills and Progression

SOLAR: Biking — Equipment —students will have	
Step 3	Shown knowledge of one item to use when cycling.
Step 4	Demonstrated the ability to wear appropriate clothing to ride a bike and select a safety helmet to wear.
Step 5	Demonstrated the ability to adjust and wear a safety helmet correctly.
Step 6	Demonstrated the ability to select, wear and adjust a safety helmet without assistance.
Step 7	Demonstrated the ability to correctly adjust your own helmet and select the correct size bike.
Step 8	Acquired an understanding of different types of helmets and the equipment you would expect to find in a first aid kit.
Step 9	Shown knowledge of how different types of riding require different types of helmets and list the other equipment you would need during a riding trip.

SOLAR: Biking — Body Position — students will have	
Step 3	Demonstrated the ability to sit on the bike with hands on handle bars.
Step 4	Demonstrated the ability to show a position on the bicycle you are comfortable with which will also allow you to take your feet off the floor.
Step 5	Demonstrated the ability to use the attack position firstly stationary and then whilst moving.
Step 6	Demonstrated the ability to use the attack position whilst riding downhill.
Step 7	Demonstrated the ability to show the difference between the attack position whilst seated and standing.
Step 8	Demonstrated the ability to use a leaning body position for a raised corner/berm, show you can maintain a neutral pedal position during this corner.
Step 9	Demonstrated the ability to ride a technical section using the correct body position (complete a range of technical sections).

Skills and Progression

SOLAR: Biking — Skills — students will have	
Step 3	Demonstrated the ability to get on and off the bike from the left hand side.
Step 4	Demonstrated the ability to move the bike in a forward direction then bring the bike to a stop.
Step 5	Demonstrated the ability to use the attack position on a downhill section.
Step 6	Demonstrated the ability to lift up the front wheel of the bike off the ground whilst moving in a forward direction.
Step 7	Demonstrated the ability to use different types of braking.
Step 8	Demonstrated the ability to maintain speed whilst riding rollers/pump sections and how to use front and back wheel landing.
Step 9	Demonstrated the ability to complete a whole section of a green/blue downhill trail successfully using the skills learnt through other stages.



Skills and Progression

SOLAR: Bushcraft — Teamwork — students will have	
Step 3	Demonstrated the ability to take part in a game of hide and seek
Step 4	Demonstrated the ability as a group to find an appropriate safe location to set up a fire
Step 5	Demonstrated the ability as a group to collect dry fire wood
Step 6	Demonstrated the ability as a group to create a small fire, collecting kindling wood
Step 7	Demonstrated the ability as a group to create an 'A Frame' shelter fit for two people
Step 8	Demonstrated the ability to create and organise a group woodland game
Step 9	Demonstrated the ability to successfully manage a workforce to assist in creating a camp

SOLAR: Bushcraft — Environment — students will have	
Step 3	Demonstrated the ability to visit a woodland area
Step 4	Demonstrated the ability to visit two different woodland locations
Step 5	Demonstrated the ability to explore the woods and find something living
Step 6	Shown knowledge by stating two different types of tree
Step 7	Shown knowledge by explaining two differences between dead and non-dead wood
Step 7	Shown knowledge by explaining at least two uses of fire in a survival situation
Step 8	Shown knowledge by sourcing appropriate fuel for a large campfire, maintaining it for 15 minutes
Step 8	Experienced to explain two ways of looking after the local environment
Step 9	Experienced to show understanding of three different types of tree explaining unique differences
Step 9	Experienced to explain the difference between an 'evergreen' and 'deciduous' trees

Skills and Progression

SOLAR: Bushcraft — Safety — students will have	
Step 3	Acquired understanding by taking a look at a woodland information sign
Step 4	Shown knowledge of explaining at least two ways to extinguish a fire
Step 5	Acquire understanding by stating all three elements of the fire triangle
Step 6	Experienced to explain and demonstrate the ability to extinguish a small fire safely
Step 7	Shown knowledge by explaining all elements of the fire triangle
Step 8	Experienced to explain three important reasons of extinguishing a fire
Step 8	Experienced to draw and label two different types of shelter for a wet day
Step 9	Experienced to individually disassemble shelters and fires safely
Step 9	Experienced to explain three hazards in a woodland area

SOLAR: Bushcraft — Equipment — students will have	
Step 3	Shown knowledge by naming an items of clothing which would be important when walking in the woods
Step 4	Demonstrated the ability to wear appropriate clothing for a woodland walk
Step 5	Demonstrated the ability to find appropriate kindling wood for a fire
Step 6	Acquire understanding by packing 3 items that can assist in erection of a tarp shelter
Step 7	Acquire understanding by stating 5 items you would take on a 5 mile hike giving reasons of their importance
Step 8	Acquire understanding by successfully choosing/creating equipment to cook on an open fire
Step 9	Shown knowledge by listing all equipment needed to create a small 'overnight' camp

Skills and Progression

SOLAR: Bushcraft — Creativity — students will have	
Step 3	Demonstrated the ability to create a picture using woodland materials
Step 4	Demonstrated the ability to design a small fire using two burning materials
Step 5	Demonstrated the ability to design a shelter using a tarp
Step 6	Demonstrated the ability to design a shelter using woodland resources
Step 7	Experienced to create a star fire and a raft fire and state the difference
Step 8	Demonstrated the ability to create a cooking system on an open fire
Step 9	Demonstrated the ability to create a camp - Using a type of shelter and type of fire that food can be cooked on.
Step 9	Demonstrated the ability to create a meal on an open fire

SOLAR: Bushcraft — Skills — students will have	
Step 3	Demonstrated the ability to take a photo of a living creature in the woods
Step 4	Demonstrated the ability to light a piece if cotton wool using a match
Step 5	Demonstrated the ability to strike a flint and steel and produce a spark
Step 6	Demonstrated the ability to light a small fire using a flint and steel
Step 7	Demonstrated the ability to construct a shelter to withhold rain and wind
Step 8	Demonstrated the ability to cook food using an open fire
Step 9	Demonstrated the ability to individually set up a one person shelter that would be success-



Skills and Progression

SOLAR: Climbing — Equipment — students will have	
Step 3	Demonstrated the ability to correctly fit climbing shoes
Step 4	Demonstrated the ability to adjust and fit a climbing harness and helmet, with support
Step 5	Acquired an understanding of the names of the different types of hand holds
Step 6	Demonstrated the ability to adjust and fit a climbing harness and helmet correctly
Step 7	Demonstrated the ability to attach yourself to the rope using a retied figure of eight knot
Step 8	Acquired an understanding of the different equipment used in climbing
Step 9	Acquired an understanding of good rope management

SOLAR: Climbing — Bouldering — students will have	
Step 3	Demonstrated the ability to move sideways across a wall
Step 4	Demonstrated the ability to traverse at least two metres across the wall
Step 5	Demonstrated the ability to climb halfway up the bouldering wall using three different routes (using any colour holds)
Step 6	Demonstrated the ability to climb two different V1 bouldering problems
Step 7	Demonstrated the ability to show progress in their bouldering proficiency, eg confidently climb V1's and attempt with some success V2's.
Step 8	Demonstrated the ability to show progress in their bouldering proficiency, eg confidently climb V2's and attempt with some success V3's.
Step 9	Demonstrated the ability to show progress in their bouldering proficiency, eg confidently climb V3's and attempt with some success V4's.

Skills and Progression

SOLAR: Climbing — Roped Climbs — students will have	
Step 3	Demonstrated the ability to climb off the floor on three different climbs using any holds
Step 4	Demonstrated the ability to climb halfway up three different roped climbs, any holds
Step 5	Demonstrated the ability to climb up three different roped climbs using any holds
Step 6	Demonstrated the ability to show progress in their climbing, eg confidently climb 3a's and attempt with some success 3b's.
Step 7	Demonstrated the ability to show progress in their climbing proficiency, eg confidently climb 3b's and attempt with some success 3c's.
Step 8	Demonstrated the ability to show progress in their climbing proficiency, eg confidently climb 3c's and attempt with some success 4a's.
Step 9	Demonstrated the ability to show progress in their climbing proficiency, eg confidently climb 4a's and attempt with some success 4b's.

SOLAR: Climbing — Technique — students will have	
Step 3	Demonstrated the ability to place your foot on a hold
Step 4	Demonstrated the ability to climb using the bridging technique
Step 5	Demonstrated the ability to climb an overhang and mantle shelf
Step 6	Demonstrated the ability to assist another climber during a climb
Step 7	Demonstrated the ability to climb using a hand jam and foot jam
Step 8	Acquired an understanding of their body position during climbs and where to improve
Step 9	Demonstrated the ability to clip in during a lead climb (whilst backed up by a top rope)

Skills and Progression

SOLAR: Climbing — Belaying — students will have	
Step 3	Experience how being belayed feels and answer some questions
Step 4	Demonstrated the ability to help back up another belayer
Step 5	Demonstrated the ability to belay safely, with support
Step 6	Demonstrated the ability to lower another climber back down using an ATC, with support
Step 7	Demonstrated the ability to belay safely using a gri gri, with support
Step 8	Demonstrated the ability to lower another climber back down using an ATC
Step 9	Demonstrated the ability to control a climber during a fall

SOLAR: Climbing — Safety — students will have	
Step 3	Acquired an understanding of one climbing wall rule
Step 4	Experience climbing at two different climbing walls
Step 5	Shown knowledge of the rules relevant to the climbing wall you are visiting
Step 6	Shown knowledge of the safety checks needed before climbing
Step 7	Experience planning and running a warm up appropriate for climbing
Step 8	Demonstrated the ability to use the correct communication needed during a climb
Step 9	Acquired an understanding of the rules around lead climbing



Skills and Progression

SOLAR: Walking — Environment—students will have	
Step 3	Demonstrated the ability to stand and quietly listen to the ambient sounds of a woodland environment. Record what you hear
Step 4	Demonstrated the ability to walk across uneven surfaces avoiding branches and hazards
Step 5	Demonstrated the ability to take part in a walk around the local woodland following a route shown on a plan, map or photograph.
Step 6	Experience taking part in 3 walks in different locations (Woodland and Coastal)
Step 7	Demonstrated the ability to walk a route with a group independently
Step 8	Experience walking at least three routes, including one they have personally planned.
Step 9	Demonstrated the ability to design and build a shelter to sleep in overnight

SOLAR: Walking — Direction — students will have	
Step 3	Demonstrated the ability to take part in a group walk through a woodland or similar natural environment
Step 4	Demonstrated the ability to follow a marked route
Step 5	Demonstrated the ability to orientate the map
Step 6	Shown knowledge of the difference between a road map, OS map and orienteering map
Step 7	Acquired an understanding of the different compass directions
Step 8	Shown knowledge of how to take a bearing off a map
Step 9	Shown knowledge of how to take a line of sight and back bearing

Skills and Progression

SOLAR: Walking — Safety — students will have	
Step 3	Demonstrated the ability to dress appropriately for weather conditions, with support
Step 4	Demonstrated the ability to select the appropriate clothes for a walk around a local wood-
Step 5	Shown knowledge of at least two safety issues with respect to the planned walk
Step 6	Acquired an understanding of the rules and regulations around the Countryside Code
Step 7	Demonstrated the ability to design a poster around safety in the woods
Step 8	Acquired an understanding of what a leader should carry on a day walk
Step 9	Demonstrated the ability to take part in a discussion about emergency procedures whilst in

SOLAR: Walking — Skill — students will have	
Step 3	Demonstrated the ability to work out which way North is on a map
Step 4	Acquired an understanding of what the different colours mean on a map
Step 5	Shown knowledge of at least four features on a given map, eg tree, stream, building, track
Step 6	Demonstrated the ability to plan a route, including distances, timings and 4 figure grid reference for the start and finish
Step 7	Demonstrated the ability to use 100m pacing to work out how long it would take to walk any given distance
Step 8	Demonstrated the ability to describe the route using different terminology
Step 9	Acquired an understanding of how to fill in a route card for a planned walk

Skills and Progression

SOLAR: Walking — Wildlife — students will have	
Step 3	Demonstrated the ability to keep a note of wildlife that you see/ hear whilst out walking
Step 4	Experience feeding an animal in the wild, with support
Step 5	Demonstrated the ability to collect a minimum of two natural materials and use them to create a piece of artwork
Step 6	Experience taking part in a litter pick in the local woodland or coastal
Step 7	Demonstrated the ability to build a bug hotel
Step 8	Demonstrated the ability to help maintain a habitat
Step 9	Demonstrated the ability to help maintain a different habitat

SOLAR: Walking — Orienteering — students will have	
Step 3	Shown knowledge of what colours are on an orienteering marker
Step 4	Demonstrated the ability to locate three orienteering marks, with support
Step 5	Demonstrated the ability to locate six orienteering marks, with support
Step 6	Shown knowledge of the different markers used in orienteering competitions
Step 7	Demonstrated the ability to plan an orienteering course for the rest of the group
Step 8	Experience taking part in an orienteering competition
Step 9	Experience running an orienteering competition for someone else



Skills and Progression

SOLAR: Paddlesports — Knowledge — students will have	
Step 3	Experienced learn and take part in a game while using a paddle craft
Step 4	Shown knowledge of three basic safety rules
Step 5	Shown knowledge of the actions to take following a capsiz
Step 5	Acquired an understanding of at least two ways paddlers can damage the environment
Step 6	Shown knowledge of the equipment needed for seasonal weather conditions
Step 7	Acquired an understanding of rules relating to access and group paddling
Step 7	Acquired an understanding of the terms 'suitable conditions', and 'appropriate water'
Step 8	Acquired an understanding of the need for dynamic posture when paddling
Step 8	Shown knowledge of how good boat adjustment can assist connection and body control
Step 9	Show knowledge of hazard awareness relating to climate, water and capabilities
Step 9	Show knowledge of some requirements when planning for a trip

SOLAR: Paddlesports — Environment — students will have	
Step 3	Experienced learn and take part in a game while using a paddle craft
Step 4	Shown knowledge of three basic safety rules
Step 5	Shown knowledge of the actions to take following a capsiz
Step 5	Acquired an understanding of at least two ways paddlers can damage the environment
Step 6	Shown knowledge of the equipment needed for seasonal weather conditions
Step 7	Acquired an understanding of rules relating to access and group paddling
Step 7	Acquired an understanding of the terms 'suitable conditions', and 'appropriate water'
Step 8	Acquired an understanding of the need for dynamic posture when paddling
Step 8	Shown knowledge of how good boat adjustment can assist connection and body control
Step 9	Show knowledge of hazard awareness relating to climate, water and capabilities
Step 9	Show knowledge of some requirements when planning for a trip

Skills and Progression

SOLAR: Paddlesports — Safety — students will have	
Step 3	Demonstrate the ability to step slowly into the craft keeping low and balanced
Step 4	Demonstrate the ability to put on a buoyancy aid and helmet with help to check fit and
Step 5	Demonstrate the ability to work with another to safely lift and carry the craft correctly
Step 6	Acquired an understanding of common injuries connected with paddling
Step 6	Demonstrate the ability to follow all normal safety procedures during sessions
Step 7	Experienced taking part in at least four separate sessions
Step 8	Experienced take an active part in a deep water rescue
Step 9	Experienced taking part in supporting a peer rescue
Step 9	Demonstrate the ability to communicate using some basic paddle signals

SOLAR: Paddlesports — Equipment — students will have	
Step 3	Demonstrate the ability to wear a buoyancy aid and helmet for the duration of each session
Step 4	Shown knowledge of how to recognise and name at least two types of the equipment used
Step 5	Demonstrate the ability to (a) use equipment properly (b) return all equipment following activity
Step 5	Experienced using a different type of craft
Step 6	Demonstrate the ability to select and dress in suitable paddling safety gear
Step 7	Shown knowledge of correct personal protective equipment required, in relation to weather conditions
Step 8	Acquired an understanding of how varied hull shapes change performance of craft
Step 9	Experienced comparing techniques in different craft

Skills and Progression

SOLAR: Paddlesports — Craft Control — students will have	
Step 3	Demonstrate the ability to help paddle a craft
Step 4	Demonstrate the ability to use a paddle to make basic progress
Step 5	Demonstrate the ability to move your body to keep balance
Step 5	Demonstrate the ability to use paddles to turn the craft
Step 6	Demonstrate the ability to use your body and paddle to prevent a capsize
Step 6	Demonstrate the ability to show good technique to turn, stop and steer the paddle craft
Step 6	Demonstrate the ability to paddle forwards one hundred metres using a smooth and even technique
Step 7	Demonstrate the ability to use a rudder technique, steer the craft while moving
Step 7	Demonstrate the ability to paddle a craft three metres sideways (both sides)
Step 7	Demonstrate the ability to steer craft through a figure of eight course
Step 8	Demonstrate the ability to perform an emergency stop under control
Step 8	Demonstrate the ability to paddle twenty metres backwards on a good line
Step 8	Demonstrate the ability to rotate paddle craft using combination strokes
Step 9	Experienced moving sideways while travelling forwards.
Step 9	Experienced using edging to assist turning
Step 9	Demonstrate the ability to use a sculling technique to recover from loss of balance

SOLAR: Paddlesports — Skills — students will have	
Step 3	Shown knowledge of how to hold a paddle
Step 4	Demonstrate the ability to lift the craft correctly, and carry to the launching location
Step 5	Demonstrate the ability to paddle the craft (a) forwards (b) backwards
Step 6	Demonstrate the ability to lift carry, launch and exit the craft safely
Step 7	Acquired an understanding of how your body, boat and blade work together
Step 8	Demonstrate the ability to perform a 'Low edge turn' using combination strokes
Step 9	Demonstrate the ability to use good technique and posture when paddling forwards



Skills and Progression

SOLAR: — Surfing—Confidence — students will have	
Step 3	Demonstrate the ability to walk onto a beach with shoes off
Step 4	Demonstrate the ability to allow the ocean to lap over feet
Step 4	Demonstrate the ability to dip hands in the ocean
Step 5	Demonstrate the ability to let a small white water wave crash below knees
Step 5	Demonstrate the ability to successfully jump over three white water waves consecutively
Step 6	Demonstrate the ability to successfully submerge self to shoulders
Step 6	Demonstrate the ability to grab two hands of sand in hip depth water
Step 7	Demonstrate the ability to duck dive by going under three waves at hip depth water
Step 7	Demonstrate the ability to successfully swim out to sea for 50m without touching the floor
Step 8	Demonstrate the ability to the understanding of body surfing by catching a white water wave for 10 metres successfully
Step 8	Demonstrate the ability to successfully swim out past the last broken wave
Step 9	Demonstrate the ability to successfully body surf a green wave for 10 metres
Step 9	Demonstrate the ability to successfully swim out past the last broken wave including duck

SOLAR: Surfing—Environment — students will have	
Step 3	Demonstrate the ability to visit a beach
Step 4	Demonstrate the ability to visit two different beaches
Step 5	Demonstrate the ability to explore rock pools and find something living
Step 6	Acquired an understanding by stating two types of waves
Step 7	Acquired an understanding by pointing out a Rip Current on a beach
Step 7	Acquired an understanding by successfully drawing in the sand what a dumping wave would look like
Step 8	Acquired an understanding by stating two facts about the tide
Step 8	Acquired an understanding by stating how waves are formed
Step 9	Shown knowledge by successfully drawing in the sand and explaining the tides 'Rule of Twelfths'
Step 9	Shown knowledge by explaining 3 types of waves and why they could be good/bad

Skills and Progression

SOLAR: Surfing — Safety — students will have	
Step 3	Acquired an understanding of looking at the beach information sign
Step 4	Demonstrate the ability to visit a beach with lifeguards patrolling
Step 5	Acquired an understanding by stating the different types of Beach Lifeguard flags
Step 6	Shown knowledge by explaining what each Lifeguard flag means
Step 7	Shown knowledge by explaining three reasons why a Red Flag might be erected
Step 8	Shown knowledge by explaining three reason surfers stay safe when surfing
Step 9	Shown knowledge by explaining how a Rip Current is created and who is at risk

SOLAR: — Surfing—Body position — students will have	
Step 3	Demonstrate the ability to act out a surfer surfing a wave
Step 4	Demonstrate the ability to (on land) lie on a surfboard in the correct position
Step 5	Demonstrate the ability to (on land) pop up from lying to standing
Step 6	Demonstrate (on land) and explain the five step pop up from lying to standing
Step 7	Demonstrate the ability to catch a white water wave showing ability to turn left and right
Step 7	Demonstrate the ability to 'opening the gate' and state why this is important
Step 8	Demonstrate the ability to show (on water) the five stage pop up from lying to standing whilst catching a white water wave
Step 8	Shown knowledge by explaining what is needed to help turn when standing
Step 9	Demonstrate the ability to a small left turn using correct body position on a green wave
Step 9	Demonstrate the ability to a small right turn using correct body position on a green wave

Skills and Progression

SOLAR: Surfing — Equipment — students will have	
Step 3	Shown knowledge by naming an item people may take into the ocean
Step 4	Acquired an understanding of stating one item a surfer would use when going surfing
Step 5	Demonstrate the ability to carry a surfboard effectively
Step 6	Acquired an understanding by stating two types of surfboard
Step 7	Shown knowledge by explaining three reasons why a surfboard can be dangerous and what the procedure is when falling off a surfboard
Step 8	Shown knowledge by point out all seven sections of a surfboard
Step 9	Shown knowledge by explaining the different types of surfboard and what conditions they

SOLAR: Surfing—Skills — students will have	
Step 3	Demonstrate the ability to take part in a Surfing Stretch
Step 4	Demonstrate the ability to, with assistance take a surfboard into the water
Step 5	Demonstrate the ability to catch a white water wave with assistance
Step 6	Demonstrate the ability to catch five white water waves unassisted
Step 7	Experienced to show the ability to paddle
Step 7	Experienced will stand up unassisted on a surfboard whilst catching a wave
Step 8	Shown knowledge by explaining and demonstrating the understanding of how to stay safe
Step 8	Experienced will successfully stand up on five waves
Step 9	Demonstrate the ability to successfully catch a green wave using the paddling technique
Step 9	Experienced will carve a wave forehand and backhand successfully



Skills and Progression

SOLAR: DofE—Bronze Award	
Step 10	DofE - Physical - Hours 1 - 3
Step 10	DofE - Physical - Hours 4 - 6
Step 10	DofE - Physical - Hours 7 - 9
Step 10	DofE - Physical - Hours 10 - 12
Step 10	DofE - Voluntary - Hours 1 - 3
Step 10	DofE - Voluntary - Hours 4 - 6
Step 10	DofE - Voluntary - Hours 7 - 9
Step 10	DofE - Voluntary - Hours 10 - 12
Step 10	DofE - Skill - Hours 1 - 3
Step 10	DofE - Skill - Hours 4 - 6
Step 10	DofE - Skill - Hours 7 - 9
Step 10	DofE - Skill - Hours 10 - 12
Step 10	DofE—Expedition



Skills and Progression

SOLAR: — ASDAN Credits — Anything goes	
Step 10	ASDAN - Anything Goes - Credit 1 - Hour 1 - 3
Step 10	ASDAN - Anything Goes - Credit 1 - Hour 4 - 6
Step 10	ASDAN - Anything Goes - Credit 1 - Hour 7 - 9
Step 10	ASDAN - Anything Goes - Credit 1 - Hour 10 - 12
Step 10	ASDAN - Anything Goes - Credit 2 - Hour 1 - 3
Step 10	ASDAN - Anything Goes - Credit 2 - Hour 4 - 6
Step 10	ASDAN - Anything Goes - Credit 2 - Hour 7 - 9
Step 10	ASDAN - Anything Goes - Credit 2 - Hour 10 - 12
Step 10	ASDAN - Anything Goes - Credit 3 - Hour 1 - 3
Step 10	ASDAN - Anything Goes - Credit 3 - Hour 4 - 6
Step 10	ASDAN - Anything Goes - Credit 3 - Hour 7 - 9
Step 10	ASDAN - Anything Goes - Credit 3 - Hour 10 - 12
Step 11	ASDAN - Anything Goes - Credit 4 - Hour 1 - 3
Step 11	ASDAN - Anything Goes - Credit 4 - Hour 4 - 6
Step 11	ASDAN - Anything Goes - Credit 4 - Hour 7 - 9
Step 11	ASDAN - Anything Goes - Credit 4 - Hour 10 - 12
Step 11	ASDAN - Anything Goes - Credit 5 - Hour 1 - 3
Step 11	ASDAN - Anything Goes - Credit 5 - Hour 4 - 6
Step 11	ASDAN - Anything Goes - Credit 5 - Hour 7 - 9
Step 11	ASDAN - Anything Goes - Credit 5 - Hour 10 - 12
Step 11	ASDAN - Anything Goes - Credit 6 - Hour 1 - 3
Step 11	ASDAN - Anything Goes - Credit 6 - Hour 4 - 6
Step 11	ASDAN - Anything Goes - Credit 6 - Hour 7 - 9
Step 11	ASDAN - Anything Goes - Credit 6 - Hour 10 - 12

