



Whole School Progression Document:
Subject: Forest School/ Life Skills/ D&T

	KS1	Lower KS2	Upper KS2
Gardening	Use small hand tools to pull up weeds. To plant seeds. Learn about plant life	Use small hand tools safely to pull out weeds. Use small hand tools safely to maintain plants and shrubs. Plant seeds	Use larger gardening tools safely to dig out weed and overturn soil. Maintain larger plant areas using hand tools safely.
Fire preparation and cooking	N/A	N/A	Learning fire safety Chop kindling wood for a fire using tools. Construct a small fire using kindling wood, cotton wool, Vaseline and a fire striker. Prepare and construct a larger campfire. Prepare food hygienically Use equipment safely.
Forest School craft	To understand and learn how to tie a half hitch knot. To bind two sticks using two half hitch knots. To create small structures using simple knots.	To develop and learn how to tie a variety of knots including half hitch and clove hitch. To bind small sticks to construct a simple structure. To learn and use small hand tools safely. To use a variety of resources including natural resources to design and make a simple structure.	To develop and learn how to tie a variety of knots including half hitch, clove hitch and square and tripod lashing knots. To bind larger branches using square and tripod lashing knots. To use larger Forest School tools safely. To use a variety of resources to design and make crafts.
Cooking and nutrition D&T	N/A	Design • Designing a recipe for a savoury tart.	Design • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if



			<p>you remove, substitute or add additional ingredients.</p> <ul style="list-style-type: none"> • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Researching existing recipes to inform ingredient choices.
		<p>Make</p> <ul style="list-style-type: none"> • Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. <p>Following a step by step method carefully to make a recipe.</p>	
	<p>Make</p> <ul style="list-style-type: none"> • Following the instructions within a recipe • Tasting seasonal ingredients. • Selecting seasonal ingredients. • Peeling ingredients safely. • Cutting safely with a vegetable knife. 	<p>Evaluate</p> <ul style="list-style-type: none"> • Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups 	
	<p>Evaluate</p> <ul style="list-style-type: none"> • Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the 		



		<p>environment.</p> <ul style="list-style-type: none"> • Suggesting points for improvement when making a seasonal tart. 	
<p>Structures D&T</p>	<p>N/A</p>	<p>Design</p> <ul style="list-style-type: none"> • Designing a shelter with key features to appeal for a specific purpose. • Drawing and labelling a shelter design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. 	<p>Design</p> <ul style="list-style-type: none"> • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.
		<p>Make</p> <ul style="list-style-type: none"> • Constructing a range of 3D shapes using a range of resources. • Creating special features for individual designs. • Using specific joining techniques to bind structures. 	<p>Make</p> <ul style="list-style-type: none"> • Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures. <p>Evaluate</p> <ul style="list-style-type: none"> • Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure.



		<p>Evaluate</p> <ul style="list-style-type: none"> • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual design. 	
<p>Mechanisms D&T</p>	<p>N/A</p>	<p>Design</p> <ul style="list-style-type: none"> • Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design. <p>Make</p> <ul style="list-style-type: none"> • Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design. <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluating the speed of a final product based 	<p>Design</p> <ul style="list-style-type: none"> • Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book. <p>Make</p> <ul style="list-style-type: none"> • Following a design brief to make a pop up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement.

Compassion Friendship Forgiveness Resilience Hope



		on: the effect of shape on speed and the accuracy of workmanship on performance.	