



# Knowledge and Skills Progression Document for Forest School

## The 6 Principles of Forest School

Principle 1	Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.
Principle 2	Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.
Principle 3	Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners
Principle 4	Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
Principle 5	Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.
Principle 6	Forest School uses a range of learner-centred processes to create a community for development and learning

## Tools progression

Skills	Knowledge
Vegetable peeler Secateurs Loppers Fire striker Moray knife Bow Saw Bill Hook	I can recognise I have listened and understood what this tool is (tool talk) I have used this tool with help I have used this tool independently I know how to use this tool with a partner (bow saw and bill hook) I can explain to others how to use this tool to others

## Structures

Skills	Knowledge
Build a small den Build a large den natural Build a large den mixed materials Build a bridge Build a tall tower	I know how to join two pieces of wood together I know how to make a tripod/teepee structure I know how to make an apex structure using a ridge pole or line I know how to peg out a tarp I know how to fold a tarp I know how to wind a rope I know how to make a weight bearing structure I know how to evaluate and improve my structure

## Fire / Cooking

### Skills

I know where it is safe to have a fire  
I can set up a fire area safely  
I can gather sticks for a fire  
I can build a fire  
I can use a fire striker  
I can light a fairy pillow  
I can light a fire  
I can keep a fire going for five minutes  
I can keep a fire going for ten minutes  
I can keep a fire going for half an hour  
I can extinguish a fire safely  
I can remove all trace of a fire  
I can cook on a fire

### Knowledge

I understand that fire can be dangerous  
I understand the three components needed for fire  
I understand the rules within a fire circle  
I know I need to wear a glove to feed the fire  
I know I need to have water available when I have a fire  
I know how to extinguish a fire safely  
I know how to remove all trace of a fire safely

## Knots

### Skills

Basic knot  
Clove hitch  
Half hitch  
Timber hitch  
Quick release knot  
Reef knot  
Square lash  
Diagonal lash  
Sheer lash  
Frapping

### Knowledge

I have had this knot demonstrated to me  
I have practised tying this knot  
I can tie this knot accurately  
I can explain to others how to tie this knot accurately

## Nature

Skills	Knowledge
I can identify plants I can identify trees I can identify fungi I can identify animals I can identify birds I can identify minibeasts	<ul style="list-style-type: none"> <li>• I can describe the habitat (Where they live)</li> <li>• I can show correct handling (Gentle and caring)</li> <li>• I can explain interdependence (How they link together)</li> <li>• I can talk about conservation issues (Cause and effect)</li> </ul>

## Games

Skills	Knowledge
I can join in a game with others. I can accept when I am out of the game. I can follow a set of rules that apply to a given game. I can adapt rules to suit changes in environment/number of players. I can suggest a set of rules to make a new game with my friends. I can explain to others why a rule is effective or ineffective.	How to play:- “Duck,duck,goose” “123. Where are you?” “Creeper” “Introduce a tree” “Fire Fire”

## Health and Safety Knowledge and understanding

Skills	Knowledge
I can describe or show:	<ul style="list-style-type: none"> <li>• plants can prickle or sting me</li> </ul>

	<ul style="list-style-type: none"> <li>• plants which may be poisonous</li> <li>• I know how to move about safely depending on the conditions in the woodland</li> <li>• I know how to move large objects</li> <li>• safety in the woodland</li> <li>• I know how to help others stay safe in the woodland</li> <li>• I know that I need to be gentle with creatures</li> </ul>
I can name a range of:	<ul style="list-style-type: none"> <li>• plants that can prickle or sting me</li> <li>• plants that may be poisonous</li> <li>• weather conditions that will affect how I move around</li> <li>• I can ask for help when I know an object will be dangerous to move on my own</li> <li>• I can explain what others need to do to stay safe</li> <li>• I can explain how to handle creatures so that they are not harmed</li> </ul>
I can assess from characteristics:	<ul style="list-style-type: none"> <li>• I know what characteristics a plant has in order to prickle or sting me.</li> <li>• E.g. I know not to cook with willow sticks as it has natural aspirin in it. Apple sticks are good to cook with, it makes sense because you can eat apples</li> <li>• E.g if its raining it will be muddy and therefore slippery</li> <li>• I can see when an object is too big for me to move by looking at it</li> <li>• I can see danger and make the right choices for me and my friends</li> <li>• I can tell whether an animal should be handled or when it becomes stressed and I should place back in its habitat</li> </ul>
I can explain to others:	<ul style="list-style-type: none"> <li>• Eg This is holly and it has sharp leaves that will stab your fingers if you touch the edges</li> <li>• Eg This plant is called a ..... it has red berries and they are poisonous if you eat them. Or</li> <li>• The leaves on this plant called giant hog weed and it will give you a rash if you allow the sap to touch your skin.</li> <li>• how trees are affected by different weather conditions in different seasons</li> <li>• how to lift and carry objects safely and work as a team to do this</li> <li>• the choices I make and I know my own limitations</li> <li>• That insects may attack if they are frightened, so I need to remain calm and not scream panic or run even if I feel frightened to avoid them hurting me or others</li> </ul>

	FS1	FS2	Year 1	Year 2
Technical Vocabulary	<p>Name some animals Name some trees Names of some birds Names of some insects (nature nouns)</p> <p>Name the knots they can tie Name the tools they can use</p>	<p>Describing nature nouns e.g a wiggly worm is long and thin</p> <p>Name the knots they can tie Name the tools they can use</p>	<p>I can name: Animals Birds Insects Trees</p> <p>Nocturnal</p> <p>Name the knots they can tie Name the tools they can use</p> <p>Oxygen Fuel Heat Extinguish</p>	<p>I can name: Animals Birds Insects Trees Plants Fungus</p> <p>Nocturnal Diurnal</p> <p>Name the knots they can tie Name the tools they can use</p> <p>Oxygen Fuel Heat Extinguish</p>
Expressive and reflective vocabulary	<p>Children are able to express how they are feeling e.g 'I've got sharp shooting pains in my fingers', if children have cold hands. I know it is safe to run because..... I have made this choice because..... I can evaluate my product and explain it to others</p>			