# **Primary Initial Teacher Education: Curriculum Plan**

# **Subject/Strand LOTC Postgraduate Programmes**

# **Links to Practical knowledge, Substantive/theory, Disciplinary**

# **Curriculum Vision:**

Learning Outside the Classroom (LOTC) curriculum at Edge Hill University aims to ensure our trainees recognise the power and value that this approach has for children’s learning. We define Learning Outside the Classroom as “the use of places other than classrooms for teaching and learning” as identified in the DFE (2005:4) and it includes the use of visitors from the community and different organisations. Trainees are encouraged to recognise the significant part they play in developing an ethos of rich authentic, real-world experiences that are essential to the delivery of an effective curriculum a which are recalled and remembered by children. They understand how LOTC can support the holistic development of every child. We recognise the importance of equipping trainee teachers at the beginning of their careers with the confidence, knowledge, skills, concepts, and attitudes to be able to,

* Plan, teach and assess in a range of places and settings, recognising the transferability of their own teaching and learning capital
* To identify learning opportunities offered by different settings and places including the school grounds, local community, learning in a natural environment (LINE), cultural. Historic, spiritual, and environmental settings, residential and visitor attractions.
* To have a good understanding of the impact that LOTC can have on a child’s personal, social, cultural, emotional, physical, spiritual and cognitive development.
* To have a developing understanding of current research and theory in LOTC and how it informs practice, recognising different pedagogic approaches and their intended impact on learning
* To recognise the role of LOTC in promoting children’s cultural capital.
* To understand the impact of LOTC on children’s wellbeing and how to plan for it
* To appreciate how LOTC can promote positive pro environmental attitudes and values that support ecological justice, stewardship and prepare students to be able to support teaching for climate change within their classrooms and schools.
* A recognition of how LOTC supports active citizenship and an understanding and appreciation of wider societal issues linked to social justice, ecological justice, and Fundamental British Values

| **Phase 1** | | | | | | |
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| **University Based Learning** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | LOTC is defined as teaching and learning in places other than classrooms, and this involves learning in a wide array of places and includes the use of visitors and community organisations to the school  **LT 3.2** | | Begin to identify some opportunities to use LOTC experiences to support learning in individual National Curriculum  subjects  LH 3.3 3.4 | | Intent |
| LOTC is an approach to learning that consists of multiple pedagogies connected to;   * individual subject disciplines, (e.g. fieldwork, enquiry etc) * holistic development (e.g. personal, social, cultural, emotional development) * nature, ecological justice and sustainability, * outdoor learning and adventure * wellbeing and physical health   LT3.2 | | Teachers have a positive impact upon developing their pupils’ values, attitudes, and behaviours. Their ability to articulate and embed those values identified in research will effectively support children’s learning e.g.   * developing schema, * impact on long term memory, regulating their behaviour, * supporting wellbeing, * developing pro environmental behaviours, * supporting good citizenship and environmental stewardship, * developing children’s cultural capital   LT 1.2 2.2 3.7 4.1  LH 3.1 3.4 5.5 | |  |
| Learning In a natural environment involves learning in places that contain non-human life including both domesticated and wild animals. Natural environments are all around us including urban and rural areas.  LT3.2 | | To locate and use published resources to shape learning Experiences to support children’s Connection to Nature using nature pedagogy (e.g. an approach from a Connection to Nature Framework  LH3.4 3.6 | |  |
| Begin to be aware of the research findings around the benefits of LOTC for children’s learning and how it supports long term memory, cognition (assimilation and accommodation of schema), and increases motivation  LT 2.4 2.5 3.2 | | Begin to consider potential benefits and hazards of using the  outdoors and how they might be mediated | |  |
| How connection to nature and experiences in the natural environments can support children’s wellbeing  CCF 1.1 | | To articulate some of the approaches from research (Green and blue health) that support children’s wellbeing | |  |
| To begin to understand some of the key principles and values related to Forest School/Beach School and the role of nature pedagogy | | Identify approaches some approaches within Forest School/Beach School that supports nature connection and holistic development of children (PSED) alongside subject teaching | |  |
| Begin to identify how Risky Play Pedagogy can be used to support opportunities for children to engage in healthy risk and adventure activities to support their self-confidence and ability to regulate their behaviour  CCF1,2,1.4,3.2, 7.2, 7.3, 7.4, | |  | |  |
| Trainees to understand the importance of Learning in natural environments and how the outdoors supports children’s cultural capital through enabling them to access a full range of natural landscapes, increase awareness of employment opportunities and supports their personal, social, emotional, cultural, and cognitive development  LT 1.2, 1.6, | | Research consistently identifies those children from socially and economically challenged and BAME communities have less access to natural environments, participate less and that this causes disadvantage.  Know that DFE and DEFRA policy recognises the responsibility of schools to support access (DFE 2022, DEFRA 2013, 2019) | |  |
| **Assessment** | **Assessment** | | | |  |
| Has secure subject knowledge of what is LOTC and the core values that it promotes for pupils learning, LT3.2  Recognise how and why LOTC experiences makes learning more memorable for children, develops schema and increases motivation for learning  LT 2.1, 2.2, 2.3 2.5  Recognise the value that LINE have for children’s learning and supporting the DFE Strategy for Climate Change and Sustainability  Recognise that Forest School/Beach School are distinct approaches to using LINE and that they can support the curriculum and children’s PSED and connection to nature  Recognition of how LOTC supports developing substantive and practical knowledge within National Curriculum subjects  LT3.2 | | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| * What is Learning Outside the Classroom * LOTC can support learning in different subjects * The key values associated with Learning in Natural Environments and the outdoors * That forest School/Beach School are distinct approaches used to support children’s connection to the natural environment and PSED. * The value that risky play and adventurous   education has for children’s development.   * LOTC promotes children’s cultural capital | * Key principles and pedagogies associated with Learning in a Natural Environment (Connecting to Nature, Risky Play Pedagogy etc).   .   * How the outdoors can be used to support powerful learning across the curriculum through disciplinary pedagogies (e.g. fieldwork historical enquiry, scientific enquiry, creative starting points) | | * Begin to collectively create and/or support learning experience to support connection to nature using expert resources. * Identify some ways that LOTC is used to support the teaching and learning of National Curriculum subjects |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | |
| **Chawla, L 2015 ‘*Benefits of Nature for Children’* Journal of Planning Literature accessed at** [**https://journals.sagepub.com/doi/abs/10.1177/0885412215595441 on 14/02/22**](https://journals.sagepub.com/doi/abs/10.1177/0885412215595441%20on%2014/02/22) **Chawla L 2020 *Childhood nature connection and constructive hope: A review of research on connecting with nature and coping with environmental loss* at**  **Cree,J. & Robbs, M. 2021 *The Essential guide to Teaching Forest School and Nature Pedagogy* Routledge Abingdon**  **DFE 2022 *Sustainability and Climate Change Strategy for Climate Change: a strategy for Education and Children Services System* accessed at** [**https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems on 9/9.22**](https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems%20on%209/9.22) **Horvath. 2015** ***Educating Young Children through Natural Water: How to use coastlines, rivers and lakes to promote learning and development* Routledge Abingdon** **Lambert, D. Roberts, M.. & Waite, S. 2020 *The National Curriculum Outdoors* Bloomsbury Publishing London**  **Learning Through Landscapes (ED) 2022 *Teaching the Primary Curriculum Outdoors* Sage London**  **Moss. S 2013 *Natural Childhood Report* accessed at** [**https://www.lotc.org.uk/wp-content/uploads/2012/04/National-Trust-natural\_childhood.pdf**](https://www.lotc.org.uk/wp-content/uploads/2012/04/National-Trust-natural_childhood.pdf) **on 9/9/22**  **Nisbet. E, et al 2020 ‘*Connectedness With Nearby Nature and Wellbeing’* in Frontiers In Sustainable Cities accessed at** [**https://www.frontiersin.org/articles/10.3389/frsc.2020.00018/full**](https://www.frontiersin.org/articles/10.3389/frsc.2020.00018/full) **on 14/02/22**  **Talbot-Landers, C.A. 2015 *Learning Outside the Classroom* in Misra.S & Webster, M (Eds) Teaching the Primary Foundation Subjects pp143-160 Open University Press Milton Keyes**  **Waite S. 2007 ‘*Memories are Made of This’ Some Reflections on Outdoor Learning and Recal*l; International Journal of Primary, Elementary and Early Years 3-13 35:4 accessed at** [**https://www.tandfonline.com/doi/abs/10.1080/03004270701602459 on 14/02.22**](https://www.tandfonline.com/doi/abs/10.1080/03004270701602459%20on%2014/02.22) | | | | |

| **Phase 2** | | | | | | | |
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| **School Based Learning – Introduction/Developmental** | | | **University Based Learning** | | | | |
| **Learn That** | | **Learn How** | **Learn That** | | **Learn How** | | |
| **Component Knowledge** | Schools use LOTC to support children’s curriculum learning and holistic development and this is identified through the school policies and curriculum maps  LT 3.1 | To identify the different ways that schools use LOTC e.g., within curriculum subjects, through Forest school Beach School, school visits etc  LH3.3 | That the participation gap in access to cultural experiences can be reduced through school-based experiences  LT1.6, LT5.2 | Schools can use Pupil Premium to support the provision of a range of learning experiences that enhance and support children’s learning | | Intent |
| How schools Integrate LOTC into their curriculum across EYFS, KS1 and 2  LT3.1 | To use observation, reflection, and discussion to identify how LOTC is used to support curriculum lessons  LH3.1 3.3 | Research demonstrates that visits to cultural and informal educational settings promote a range of values to children’s learning ( e.g., develop schema, long term memory, motivation, lifelong learning, inclusion etc)  LT1.1 2.5, 3.7 | Begin to recognise and use the three-part structure to plan LOTC experiences  LH8.7 | |
| Schools use their grounds, local area, natural environment, and school visits to support children’s learning  LT3,1 | Discuss, observe and reflect upon ways that schools support children’s connection to the natural world  LH3.4 3.6 5.14 | Effective learning from school visits requires effective planning. School visits should be planned and sequenced following the three-part structure.   * pre-visit (preparing children with required knowledge/skills museum literacy etc) * the Visit (clear objectives, orientation activity effective pedagogy, partnerships, assessment * post visit (learning is brought back from visit and developed in the classroom   LT 1.1, 1.6 3.2, 3.5 4.1 | Plan an orientation activity to ensure children become comfortable, confident and understand the  setting and purpose of visit and recognise how this  supports a child’s cultural capital  LH 7.2 7.4 | |
| Schools use LOTC opportunities to provide experiences to children that they may not have access to at home  LT 1.6 | Plan, support or contribute to lessons that use LOTC. Reflect upon the value that the LOTC has brought to the learning and why e.g., motivation, supporting schema (assimilation and accommodation), long term memory etc. Share these reflections with School Mentors and Class Teachers  LH 3.3 3.4 | Know some of the key barriers for teacher’s effective use of museums and informal learning settings | Consider the barriers identified in research to effective use of LOTC and be able to begin to address them, recognising the implications for their own professional development | |
| How schools support children’s wellbeing and how they might use nature pedagogy to support this | Discuss approaches used to support children’s wellbeing and the potential role that contact with nature has in supporting positive wellbeing LH 8.8 | Recognise how museums, galleries and other informal learning settings can be used to support learning across the National Curriculum and wider curriculum learning  LT3,1 3.5 3.7 |  | |
| (If applicable) How schools use Forest School/Beach School to support their curriculum and children’s PSED | To discuss, observe and support the role of Forest School/Beach School in supporting a schools’ subject and wider curriculum | To know that a risk benefit assessment is essential and understand the key mechanisms (severity of injury versus and likelihood of harm) and how to mediate the risks) is used when planning a visit. This is a legal requirement and guidance from HSE should be followed.  LT7.2 7.3 7.4 | Shape a Benefit Risk Assessment, identifying potential risks and ways to mediate against them. Understand that guidance and advice is available from HSE and Council for Learning Outside the Classroom  LH 7.2 7.3 | |
| Schools have a responsibility to address pupil disadvantage and promote cultural capital for all pupils. Pupil Premium can be used to support this aim  LT1.2 1.6 | Understand how schools use LOTC to promote access and opportunities to support pupil’s cultural capital using LOTC |  |  | |

| **Assessment** | **Assessment** | | **Assessment** | | Impact |
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| Identify ways that schools integrate the use of LOTC to support their subject and wider curriculum  Recognising how school visits and the outdoors can support the development of powerful knowledge across subjects  Recognise how LOTC is used by schools to develop children’s cultural capital and to address disadvantage | | Recognising how school visits and the outdoors can support the development of powerful knowledge across subjects  The three-part structure should be used to inform planning and sequencing of lessons when using LOTC  To understand the importance of orientation in effective use of LOTC  To recognise some key approached to planning learning in informal learning settings  To understand that it is the teacher’s responsibility to undertake a risk benefit assessment for all LOTC experiences, recognising how to identify benefits, potential harm, likelihood and ways to mediate to reduce | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |  |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| Some of the ways that schools integrate LOTC into their curriculum  Visits to informal learning settings can effectively support powerful learning across the National Curriculum subjects  A Three-part structure is used when planning school visits  School visits can support children’s cultural capital through providing the opportunity to engage in experiences that support effective learning, develops PSCE development and life-long learning  It is a teachers’ statutory duty to undertake a risk benefit assessment to ensure that all activities have been assessed effectively | Key features of effective LOTC planning, drawn  from research informed practice, when using  LOTC settings.  The importance of using the three-part structure (pre-visit, visit and post visit tasks)  when planning a high-quality school visit  The key features of effective planning when using school visits  How effective planning can support children’s  cultural capital when using LOTC  The importance of a risk benefit assessment in keeping children safe and recognise the importance of involving them in the process to ensure they learn how to evaluate risk, | | Recognise opportunities to enhance and support children’s subject specific knowledge and skills across National Curriculum through using school visits or the outdoors  Recognise the three-part structure used for planning school visits  To discuss or support the writing of a risk benefit assessment,  To discuss/plan or support visits recognising the key research informed practice is utilised (e.g., pre-visit activities, clear learning objectives, assessment, orientation etc) to support children’s effective learning when using an LOTC setting |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | |
| **Anderson, S.K 2017 *Bringing Life to School: Place-Based Education Across the Curriculum* Rowman $ Littlefield Publishing Lanham USA** **Griffin J & Symington. 1997 *Moving From Task Orientated to Learning Orientated Strategies on Excursions to Museums* accessed at** [**https://onlinelibrary.wiley.com/doi/abs/10.1002/(SICI)1098-237X(199711)81:6%3C763::AID-SCE11%3E3.0.CO;2-O?casa\_token=Ww6tM8MKhyEAAAAA:nJHMk55K4RVh0PYzsrZZU9QFiXaPIfjMykeTuzddGZIIxAM2mbGBzibtWmltYLBR1-wO3tFDLxao9A**](https://onlinelibrary.wiley.com/doi/abs/10.1002/(SICI)1098-237X(199711)81:6%3C763::AID-SCE11%3E3.0.CO;2-O?casa_token=Ww6tM8MKhyEAAAAA:nJHMk55K4RVh0PYzsrZZU9QFiXaPIfjMykeTuzddGZIIxAM2mbGBzibtWmltYLBR1-wO3tFDLxao9A) **on 2.2.22**  **Lambert, D. Roberts, M.. & Waite, S. 2020 *The National Curriculum Outdoors* Bloomsbury Publishing London**  **Learning Through Landscapes (ED) 2022 *Teaching the Primary Curriculum Outdoors* Sage London**  **Mathewson-Mitchell D 2007 *A Model for School Based Learning in Informal Settings* accessed at** [**https://www.academia.edu/18309427/A\_Model\_for\_School\_Based\_Learning\_in\_Informal\_Settings on 12/02.22**](https://www.academia.edu/18309427/A_Model_for_School_Based_Learning_in_Informal_Settings%20on%2012/02.22)  **McRainey, L.D. & Russick, J. 2016 *Connecting Kids to History with Museum Exhibitions* Routledge Abingdon**  **Munlay. M.E. 2012, *Early Learning in Museums A Review of Literature for* Smithsonian Institution’s Early Learning Collaborative Network and Smithsonian Early Enrichment Center (SEEC)** accessed at <https://www.si.edu/Content/SEEC/docs/mem%20literature%20review%20early%20learning%20in%20museums%20final%204%2012%202012.pdf>  **Renaissance North West 2008 *Write On: How to use Museums and Galleries to Raise Children’s’ Literacy* accessed at** [**https://museumdevelopmentnorthwest.files.wordpress.com/2012/06/write-on-literacy-booklet.pdf**](https://museumdevelopmentnorthwest.files.wordpress.com/2012/06/write-on-literacy-booklet.pdf) **on 2/2/2022**  **Riding, D Talbot-Landers, C.A. et al 2019 *Developing Place based Pedagogies to Challenge Institutional Authori*ty International Journal for Art and Design 38:4 pp927-942 accessed at** [**https://onlinelibrary.wiley.com/doi/10.1111/jade.12282 on 14/02/22**](https://onlinelibrary.wiley.com/doi/10.1111/jade.12282%20on%2014/02/22)  **Talboys, G.C. 2010 *Using Museums as a Learning Resource:: An Introductory handbook for Students and Teachers*. Routledge Abingdon**  **Terenni L 2017 *Young Children’s learning in Museums: A Review of New Zealand and International Literature* accessed at** [**https://www.tandfonline.com/doi/abs/10.1080/1350293X.2015.1104049**](https://www.tandfonline.com/doi/abs/10.1080/1350293X.2015.1104049) **on 14/02.22**  **Whitaker S 2016 *Hurdles to the Participation if Children, Young People and Families in Museu*ms Arts Council London accessed at** [**https://kidsinmuseums.org.uk/wp-content/uploads/2018/12/Hurdles-to-Participation.pdf**](https://kidsinmuseums.org.uk/wp-content/uploads/2018/12/Hurdles-to-Participation.pdf) **on 14/02/22** | | | | |

| **Phase 3** | | | | |
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| **School Based Learning – Consolidation** | | | | |
| **Learn That** | | **Learn How** | | |
| **Component Knowledge** | National Curriculum subjects utilises different LOTC pedagogies to deepen children’s knowledge and understanding of individual subjects’ substantive, disciplinary and practical knowledge e.g. scientific enquiry geographical fieldwork, historical inquiry, creative writing, art history etc | To plan, shape and support lessons with greater independence, recognising how to effectively use LOTC to support lesson objectives. | Intent |
| Schools use LOTC in a variety of ways to support children’s cultural capital e.g.   * School visits to cultural and scientific settings such as museums, galleries, libraries, theatres etc * Visiting natural environments e.g. woodlands, beaches, rivers, parks gardens etc (supporting connection to nature and stewardship) * visiting sites of worship * Using place based learning approaches that integrate children into their local community and develops citizenship * Using community visits and organisations to support aspiration and enhanced learning opportunities   LT1.6 |  |
| Key research and theories around ecological justice and how to develop children’s pro environmental behaviours and respect for the natural world in support of the DFE 2022 Strategy for Climate Change and Sustainability | How to identify potential risks to human and non -human life when using LOTC and consider how to address them, through the risk benefit assessment.  Involvement of pupils in the writing of the risk benefit assessment provides opportunities for them to actively learn about the potential harm that humans can cause the natural world and empowers them to take personal responsibility and action to protect it  LH7.3 |
| Understand how schools assess and measure impact of LOTC experiences on children’s curriculum knowledge and holistic development PSECD)  LT 6.3 | To be able to assess the impact of LOTC on children’s holistic learning, national curriculum and the wider curriculum  LH 6.2 |
| Risk Benefit assessment is an essential requirement of effective teaching and learning and to follow the guidelines for good practice e.g. undertaking pre-visits, identifying hazards and ways to mediate, involving children in the writing of the RBA to develop their skills in being able to keep themselves safe etc. | To undertake/support the writing of a risk benefit assessments and understand the procedures that the school follows. |
| To understand the value of involving other adults and parents, when planning and delivering LOTC activities and experiences/  LT4.11 LT 8.4 8.5 | The importance of planning for TA’s and parent helpers to ensure an effective lesson. This should involve.   * Making all parents/carers aware of the visit, purpose, details and how they might support the learning * Meeting prior to visit with TAs/Parent helpers to review the visit * Personal individual plans for each adult with tasks, questions, timetable etc   LH1.4 8.9 8.10 |
| The different LOTC roles within schools e.g. Forest School /Beach school, Outdoor or External Visit Lead LOTC Lead | To understand the role of a LOTC Lead within school |
| How teachers develop their own professional targets and undertake CPD and read research to develop their confidence and update and extend their knowledge and skills  LT8  To know that there are professional organisations offering CPD and resources to support teachers use of LOTC e.g.   * Council for Learning Outside the Classroom, * Institute for Outdoor Learning, Forest School Association, Learning Teams within different Educational Settings and contexts   LT 8.7 | Reflect upon their own targets to develop their professional practice in using LOTC and identify how they will address these targets  LH8.3 8.4 |
|  | Identify ways that LOTC activities can be adapted to support the individual needs of children and how schools do this  LT 5,1, 5.2 8.6 | Design a learning experience using LOTC to support effective learning for a specific group of children demonstrating awareness of appropriate pedagogy and adaptations and involving TA’s and or parent helpers if appropriate  LH8.9 8,10  Address barriers identified in research to effective use of LOTC within planned lessons and be able to begin to address them with support  LH 5.2, 5.3 5.4 5.7 |  |

| **Assessment** | **Assessment** | | | Impact |
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| *Will be able to plan effective lessons using LOTC that are adapted to meet the needs of all the children.*  *Trainees understanding of the role of the risk benefit assessment in supporting children to keep themselves safe and regulate their own behaviour*  *Identify their own professional needs and how to address them.*  *Trainees know key organisations within the field of LOTC where they can gain professional support and access to quality research and resources.* | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | |  |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| Risk Benefit Assessments support enabling children to understand how to keep safe and enables them to regulate their behaviour.  Risk benefit assessments should consider the needs of protecting non-human life and the environment  Be able to plan effective lessons using LOTC that are adapted to meet the needs of all children | *The importance of identifying potential risks that can impact on human and non-human life from a given activity and the need to address this.*  *To understand how to use the risk benefit assessment to support children in learning to take responsibility for their own safety and in regulating their own behaviour*  *To understand their professional responsibility for undertaking their own professional development* | *Will be able to plan effective lessons using LOTC that are adapted to meet the needs of all the children.*  *To deliver risk assessments that support children to learn how to keep themselves safe and regulate their behaviour*  *Identify their own professional needs and how to address them.* |

| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** |
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| **Beames S 2016 Adventurous Learning: A Pedagogy for a Changing World Routledge Abingdon**  **Council for Learning Outside the Classroom 2022 *Get ready: Managing Ris*k accessed at** [**https://www.lotc.org.uk/plan-deliver-lotc/planning-lotc-experiences/get-ready-managing-risk/**](https://www.lotc.org.uk/plan-deliver-lotc/planning-lotc-experiences/get-ready-managing-risk/) **on 2/2/2022**  **Cree,J. & Robbs, M. 2021 *The Essential guide to Teaching Forest School and Nature Pedagogy* Routledge Abingdon**  **DFE 2022 *Sustainability and Climate Change Strategy for Climate Change: a strategy for Education and Children Services System* accessed at** [**https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems on 9/9.22**](https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems%20on%209/9.22)  **Gill T 2010 Nothing Ventured Balancing Risks and Adventures in the Outdoors accessed at** [**https://www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf**](https://www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf)  **Health Safety Executive 2022 Health and Safety Checklist for Classrooms accessed at** [**https://www.hse.gov.uk/risk/classroom-checklist.htm**](https://www.hse.gov.uk/risk/classroom-checklist.htm) **on 2/2/2022**  **Horvath J 2015 Educating Young Children through Natural Water: How to use coastlines, rivers and lakes to promote learning and development Routledge**  **Lambert, D. Roberts, M.. & Waite, S. 2020 *The National Curriculum Outdoors* Bloomsbury Publishing London**  **Learning Through Landscapes (ED) 2022 *Teaching the Primary Curriculum Outdoors* Sage London** **Sando,O, Kleppe. R and Sandsetter.E 2020 Risky Play and Children’s Well-Being, Involvement and Physical Activity** accessed at <https://link.springer.com/article/10.1007/s12187-021-09804-5> **Scott S 2020 Learning Spaces: Biophilic Designs in School accessed at** [**https://www.teachermagazine.com/au\_en/articles/learning-spaces-biophilic-design-in-schools**](https://www.teachermagazine.com/au_en/articles/learning-spaces-biophilic-design-in-schools)  **Wienues A 2020 What is ecological Justice and Why does it matter today? Accessed at** [**https://www.transformingsociety.co.uk/2020/10/06/what-is-ecological-justice-and-why-does-it-matter-today/**](https://www.transformingsociety.co.uk/2020/10/06/what-is-ecological-justice-and-why-does-it-matter-today/) **on 9/9/2022** |