# Outdoor education – 100-hour sample scope and sequence (sample a)

This example is provided as a guide only. Schools will operate their department approved electives based on school and students’ needs and local context.

Table – Outdoor education 100-hour scope and sequence (sample a)

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| Topic | Timing | Outcomes | Assessment |
| Experiencing the outdoors  25 hours | Term 1  10 weeks | OE5-1, OE5-2, OE5-3, OE5-6, OE5-7, OE5-8, OE5-9, OE5-11, OE5-12 | Personal reflection |
| First aid in the outdoors  15 hours | Term 2  6 weeks | OE5-4, OE5-6 | Case study application |
| Bushcraft and navigation in the outdoors  15 hours | Terms 2 and 3  6 weeks | OE5-4, OE5-8 | Practical skill application – group |
| Expedition preparation  20 hours | Term 3  8 weeks | OE5-4, OE5-5, OE5-8 | Risk assessment and management plan |
| Bushwalking, orienteering, and mountain biking  25 hours | Term 4  10 weeks | OE5-1, OE5-4, OE5-7, OE5-8, OE5-9, OE5-13 | Risk assessment and management plan |

## Additional information

Please complete the following [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kbKo2q_ZUXlHndJMnh2Wd8NUOUk0VTIzUDVVSlVFQVM5MkdOMkJGTjVKNCQlQCN0PWcu) to help us improve our resources and support.

The information below can be used to support teachers when using the sample scope and sequence for Outdoor education.

### Rationale

Outdoor education is based on experiential learning where students explore and gain a deeper understanding of their surroundings. Students learn through planning and participating in outdoor experiences and reflecting on their involvement.

Through participation in a range of outdoor activities, students will develop and apply their knowledge and skills to work together to be active and safe in a variety of outdoor environments. They learn to assess risk, identifying and applying appropriate management strategies and emergency response procedures.

Through studying outdoor education, students will develop personal wellbeing and a sense of place and connection as a result of a greater understanding and appreciation of the local natural environment. Outdoor education has the potential to explicitly promote and encourage on-Country learning and include Aboriginal perspectives.

Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important. They will have opportunities to understand environmental management, including the ways Aboriginal peoples manage and work to actively conserve environments.

The course has links with NSW Stage 5 HSIE, science and PDHPE curriculum.

The course will provide students with a pathway into 3 proposed Stage 6 courses:

* Course A: Outdoor and environmental studies (ATAR).
* Course B: Outdoor education general course.
* Course C: Certificate II in outdoor recreation.

The course is relevant to all students and will prepare students for pathways into further high school studies and subsequently tertiary or vocational education and training pathways. Career pathways include outdoor leadership and guiding, environmental interpretation, environmental planning, ecotourism, outdoor education and many of the evolving career paths of the outdoor industry.

### Aim

Outdoor education aims to enable students to develop:

* a range of interpersonal skills, self-management and specialised movement skills to participate safely in a range of outdoor activities and challenges
* technical knowledge, awareness and skills to plan and prepare for safe participation in a range of outdoor activities
* responsible attitudes towards respecting and protecting the natural environment
* positive habits and behaviours to connect with the natural environment and support lifelong health and wellbeing.

### Purpose and audience

This resource is for teachers and leaders to provide examples of how outcomes can be mapped across the course. It also provides suggested patterns for assessment of learning at key stages in the course and models a possible sequence for core and option modules.

### When and how to use this document

Use this document when designing a pattern of study for students to achieve course outcomes. The timing and combination of outcomes and assessment can be tailored to meet the needs of students in different contexts.

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners help teachers to identify and target areas for growth and improvement. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation.

### About this resource

All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing [secondaryteachingandlearning@det.nsw.edu.au](mailto:secondaryteachingandlearning@det.nsw.edu.au).

**Alignment to system priorities and/or needs**: This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 2.3.2, 3.2.2, 7.2.2

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, Outdoor education © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Department approved elective course**: Outdoor education

**Course outcomes**: OE5-1, OE5-2, OE5-3, OE5-4, OE5-5, OE5-6, OE5-7, OE5-8, OE5-9, OE5-10, OE5-11, OE5-12, OE5-13

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Scope and sequence

**Related resources**: Further resources to support Outdoor education can be found on the department approved elective courses webpage including course document, sample scope and sequences, assessment materials and other learning sequences.

**Professional Learning**: Join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Universal Design for Learning Tool**: [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D, School Sports Unit

**Reviewed by**: This resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

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**Evidence Base**:

The long-term vision is for a curriculum that supports teachers to nurture wonder, ignite passion and provide every young person with knowledge, skills and attributes that will help prepare them for a lifetime of learning, meaningful adult employment and effective future citizenship (NESA 2020:xi).

NESA registration process for the NSW government schooling system indicates ‘the scope and sequence of learning/units of work mapped against the content and outcomes.’ (NESA 2021a:11) To maintain a consistent approach, department approved electives need to maintain this approach. The sample scope and sequence shows an option to ‘plan the scope and sequence of lessons from the syllabus to systematically build student understanding of skills, concepts and content knowledge’ (CESE 2020a:11).

The scope and sequence is a sample, as ‘international evidence that increased local decision making in relation to the curriculum is associated with higher levels of student performance’ (NESA 2020:52).

NESA also acknowledge the importance of a quality scope and sequence to support teaching and learning. They indicate that essential elements to be included in a school’s documented curriculum are ‘a scope and sequence and associated learning programs for each course, including teaching activities mapped against NESA syllabus outcomes and content, and including registration and evaluation’ (NSW Department of Education 2021:7).

This sample scope and sequence aligns with this advice.

## References

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

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NESA (NSW Education Standards Authority) (2020) [*Nurturing Wonder and Igniting Passion, designs for a new school curriculum: NSW Curriculum Review* [PDF 1.12MB]](https://nswcurriculumreform.nesa.nsw.edu.au/pdfs/phase-3/final-report/NSW_Curriculum_Review_Final_Report.pdf), NESA, accessed 15 November 2022.

NESA (NSW Education Standards Authority) (2021a) ‘[Registration Process for the NSW Government Schooling System Manual](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling)’, NESA, accessed 15 November 2022.

NESA (NSW Education Standards Authority) (2021b) ‘[Advice on scope and sequences](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 15 November 2022.

NESA (NSW Education Standards Authority) (2022) ‘[Proficient Teacher: Standard descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher)’, The Standards, NESA website, accessed 11 November 2022.

State of New South Wales (Department of Education) and CESE (Centre for Education Statistics and Evaluation) (2020a) ‘[What works best: 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update)’, CESE, NSW Department of Education, accessed 15 November 2022.

State of New South Wales (Department of Education) and CESE (Centre for Education Statistics and Evaluation) (2020b) ‘[What works best in practice](https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators-/what-works-best-in-practice)’, CESE, NSW Department of Education, accessed 15 November 2022.

State of New South Wales (Department of Education) (2021) ‘[COVID-19 Interim Policy Standards – 2022: Implementation document for Curriculum planning and programming, assessing and reporting to parents K-12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290)’, NSW Department of Education, accessed 15 November 2022.