

Skills in the Natural Environment

Entry Level 1 – Level 2

**Skills for Life and Work
Unit Specification**

Contents

Unit Aim.....	3
Units from Other Awarding Organisations	3
Qualification Documentation	3
Progression Across Levels	4
Delivery Requirements	6
Assessment Approach.....	8
Entry Level 1	9
Entry Level 2.....	10
Entry Level 3.....	10
Level 1	11
Level 2	12
Unit Content	13
Entry level 1	13
Entry level 2.....	15
Entry level 3.....	18
Level 1	21
Level 2	25

Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Skills in the Natural Environment suite of units has been designed to develop learners' outdoor survival skills or sustainable living practices, enhancing their environmental awareness and stewardship.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Preparing for outdoor activity	Select basic items for outdoor use	Identify appropriate clothing and equipment	Identify hazards and explain equipment use	Prepare for outdoor activity with planning	Plan safe outdoor activities in context
Interaction with the natural environment	Carry out simple environmental tasks	Participate in maintaining green spaces	Participate in conservation or biodiversity activities	Apply practical outdoor or environmental skills	Apply and adapt outdoor or sustainability solutions
Understanding the natural environment	Identify natural materials	Identify plants, wildlife and safe environments	Identify habitats and describe protection methods	Understand sustainability and resource use	Compare habitats and analyse environmental impact
Sustainability and environmental responsibility	Recognise simple environmental actions	Carry out basic sustainability tasks	Apply sustainability practices using equipment	Plan and implement sustainability activities	Evaluate environmental impact and solutions
Use of practical skills	Demonstrate simple actions	Demonstrate basic practical tasks	Use tools or equipment appropriately	Demonstrate techniques in structured tasks	Use and adapt techniques safely and effectively
Communication and reflection	Indicate simple responses	Give simple responses or identify examples	Describe actions and outcomes	Review and communicate findings	Evaluate and justify outcomes

Cognitive demand	Recognise / select / participate	Identify / carry out	Identify / explain / use	Describe / plan / apply / review	Explain / analyse / evaluate / adapt
-------------------------	--	-------------------------	-----------------------------	--	---

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of the natural environment, sustainability and outdoor activities appropriate to the level of delivery
- be able to support learners in developing practical skills through safe and supervised outdoor or environmental activities
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns

Delivery should be supported by:

- staff who are confident in facilitating practical, hands-on activities in indoor and outdoor environments
- staff who can model safe working practices and promote environmental responsibility
- access to staff with relevant experience or training in outdoor learning, conservation or basic environmental practices, where appropriate

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Learning Environment

- access to a safe and appropriate environment for outdoor or environmental activities, e.g., school grounds, gardens, local parks or community spaces
- sufficient space to carry out practical activities safely

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding, practical tasks and reflection
- visual resources such as diagrams, images and prompts to support identification of natural features, hazards and equipment
- scenario-based materials to support learning where direct outdoor access is limited.

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to a computer or laptop for digital resources
- classroom resources including whiteboard and writing materials.

Practical Outdoor Resources (as appropriate to level)

- basic outdoor equipment, e.g., gloves, containers, simple tools suitable for learner use
- materials for environmental activities, e.g., seeds, compost, recycling materials
- natural materials for practical tasks, e.g., sticks, leaves, stones
- safety equipment, e.g., high-visibility vests, basic PPE where required.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Skills in the Natural Environment at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching	Learners match natural items (e.g., leaves, stones, water) to labels.
Picture Selection	Learners select images showing safe outdoor behaviour (e.g., staying on paths, wearing appropriate clothing).
Identification	Learners identify natural features in the environment or from images.
Demonstration	Learners demonstrate use of outdoor clothing (e.g., putting on coat or vest).
Practical Activity	Learners carry out a simple environmental task (e.g., watering plants, litter picking).
Sorting	Learners sort items into categories such as natural/non-natural or safe/unsafe.
Simple Verbal Response	Learners state items needed or basic needs for being outdoors.
Simple Reflection	Learners indicate something they observed or enjoyed outdoors.

Entry Level 2

Assessment of Skills in the Natural Environment at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Matching / Selecting	Learners match clothing to weather conditions.
Identification Task	Learners identify items for a survival or exploration kit.
Demonstration	Learners carry out recycling or waste reduction activities.
Practical Activity	Learners participate in maintaining a green space (e.g., planting, watering).
Short Verbal / Written Response	Learners identify plants or wildlife in the local area.
Recognition Task	Learners identify features of a safe outdoor environment.
Sorting Task	Learners categorise safe and unsafe outdoor behaviours.

Entry Level 3

Assessment of Skills in the Natural Environment at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Scenario Task	Learners identify hazards in an outdoor setting.
Explanation Task	Learners explain the purpose of items in a survival kit.
Practical Activity	Learners participate in biodiversity or conservation activities.
Demonstration	Learners use equipment to manage waste or resources sustainably.
Identification Task	Learners identify types of natural habitats.
Short Written / Verbal Task	Learners describe ways to protect the environment.
Reflection Task	Learners reflect on actions taken to support sustainability.

Level 1

Assessment of Skills in the Natural Environment at Level 1 should include:

Assessment Type	Examples of Tasks
Written / Oral Task	Learners describe safe outdoor practices (e.g., Countryside Code).
Planning Task	Learners prepare a kit list for an outdoor activity.
Demonstration	Learners demonstrate a practical outdoor technique (e.g., knot tying).
Practical Task	Learners carry out a safe outdoor task (e.g., shelter building, conservation task).
Structured Task	Learners produce a plan for a sustainability activity (e.g., recycling project).
Product Creation	Learners create an item using natural materials.
Reflection Task	Learners review their impact on the environment.
Presentation Task	Learners communicate information about a local environment.

Level 2

Assessment of Skills in the Natural Environment at Level 2 should include:

Assessment Type	Examples of Tasks
Planning Task	Learners plan a safe outdoor activity (e.g., route, equipment, risks).
Explanation Task	Learners explain the impact of human activity on ecosystems.
Scenario Task	Learners adapt a solution (e.g., shelter or sustainability approach).
Demonstration	Learners follow safety procedures when using tools.
Comparison Task	Learners compare different habitats in the local area.
Product Creation	Learners create a resource promoting environmental responsibility.
Review Task	Learners review the success of an outdoor or sustainability activity.
Evaluation Task	Learners assess ways to reduce environmental impact.

Unit Content

Entry Level 1

Unit Title: Skills in the Natural Environment

Unit Reference Number: CBM136

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop learners' outdoor survival skills or sustainable living practices, enhancing their environmental awareness and stewardship.

Principles of Progression

Progression step 1 - I am beginning to recognise the effects that I have on the natural world

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Identify items needed for outdoor activity	1.1 Select items needed for a short outdoor activity
	1.2 Demonstrate use of outdoor clothing
2. Be able to interact with the natural environment	2.1 Demonstrate care for a living thing
	2.2 Carry out a task to improve the local environment
3. Understand basic survival or sustainability needs	3.1 State what people need to stay warm outdoors
	3.2 Identify natural materials found in the local area

Indicative Content

LO1	AC 1.1 Learners must collect at least two items needed for a short outdoor walk e.g., selecting a water bottle and a coat from a small group of items before heading to the school garden or local park. AC 1.2 Learners must demonstrate the use of at least one item of outdoor clothing e.g., putting on high-visibility vests or pulling up a hood on a waterproof jacket to prepare for rain.
LO2	AC 2.1 Learners must demonstrate care for at least one living thing e.g., filling a bird feeder with seeds or pouring water onto a potted plant without spilling. AC 2.2 Learners must carry out at least one simple task to improve the local environment e.g., picking up a piece of litter using a grabber and placing it in a bin, or clearing a small patch of weeds.
LO3	AC 3.1 Learners must give at least one example of what people need to stay warm outdoors e.g., Pointing to a hat, gloves, or a thermal flask of a warm drink during a cold weather discussion. AC 3.2 Learners must give at least two examples of natural materials found in the local area e.g., finding and showing a leaf, a stone, or a stick found during a scavenger hunt in the school grounds.

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Participate in local conservation projects; volunteer in community gardens or clean-up events; personal lifestyle choices; climate change impacts; biodiversity loss; water scarcity and deforestation

Relevant Cross-Cutting Themes

Theme	Rationale
Local/national/international	Builds awareness of learners' immediate community, Wales and the UK and global environmental issues

Entry Level 2

Unit Title: Skills in the Natural Environment

Unit Reference Number: CBM137

Level: Entry Level Two

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop Learners' outdoor survival skills or sustainable living practices, enhancing their environmental awareness and stewardship.

Principles of Progression

Progression step 2 - I can describe how places, spaces, environments and landscapes are important to different people and for different reasons

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how to prepare for outdoor activities	1.1 Identify clothing suitable for different weather conditions
	1.2 Identify items for a basic survival or exploration kit
2. Be able to demonstrate sustainable living practices	2.1 Carry out recycling or waste reduction activities
	2.2 Participate in maintaining a local green space
3. Understand the local natural environment	3.1 Identify native plants or wildlife in the local area
	3.2 Identify features of a safe outdoor environment

Indicative Content

LO1	AC 1.1 Learners must identify at least two different pieces of clothing suitable for different Welsh weather condition e.g., • selecting a waterproof coat and sturdy boots for a rainy-day trek in the school field • choosing a sun hat and light layers for a session gardening in the summer term AC 1.2 Learners must identify at least two essential items for a basic survival or exploration kit e.g., • selecting a whistle and a torch from a box of various household objects • picking out a map of the school and a first aid kit to take on a nature trail
LO2	AC 2.1 Learners must carry out at least two recycling or waste reduction tasks e.g., • Sorting classroom snack waste into correct "food waste" and "plastic" bins • Using a compost bin to dispose of organic garden cuttings AC 2.2 Learners must participate in an activity to maintain a local green space e.g., • working with a peer to plant wildflower seeds to encourage pollination • helping to refill a bird bath or clear leaves from a designated path
LO3	AC 3.1 Learners must identify at least two native Welsh plants or wildlife found in the local area e.g., • Naming or pointing to a Daffodil during springtime. • Identifying a Red Kite or a Robin spotted during an observation session AC 3.2 Learners must identify at least two features of a safe outdoor environment e.g., • pointing out a "trip hazard" like a loose branch on a path • showing the teacher where the designated "safe meeting point" is

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Participate in local conservation projects; volunteer in community gardens or clean-up events; personal lifestyle choices; climate change impacts; biodiversity loss; water scarcity and deforestation

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Builds awareness of learners' immediate community, Wales and the UK and global environmental issues

Entry Level 3

Unit Title: Skills in the Natural Environment

Unit Reference Number: CBM138

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop learners' outdoor survival skills or sustainable living practices, enhancing their environmental awareness and stewardship.

Principles of Progression

Progression step 3 - I can describe and give simple explanations about the impact of human actions on the natural world in the past and present

I can describe and give simple explanations about the impact that physical processes have had on people, places and landscapes in the past and present

I can describe and give simple explanations on how and why some places, spaces, environments and landscapes are especially important to different people and for different reasons

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how to prepare for a safe outdoor experience	1.1 Identify potential hazards in an outdoor setting
	1.2 Explain the purpose of items in a survival kit
2. Be able to participate in sustainable living practices	2.1 Participate in activities supporting local biodiversity
	2.2 Use equipment to manage waste or resources sustainably
3. Understand the natural environment	3.1 Identify types of natural habitats found in Wales
	3.2 Explain ways to protect the local environment

Indicative Content

LO1	AC 1.1 Learners must identify at least three potential hazards in a familiar outdoor setting e.g., • Spotting a slippery moss-covered path near the school pond and marking it with a cone • Identifying stinging nettles or brambles in a hedgerow before a clearing activity • Noting an overhead risk, such as low-hanging dead branches, in the wooded area. AC 1.2 Learners must state the purpose of at least three items in a personal survival kit e.g., • Explaining that an emergency foil blanket is used to keep a person warm if they are stuck • Stating that a compass or map is used to find the way back to the school building • Explaining that a whistle is used to signal for help if they are separated from the group.
LO2	AC 2.1 Learners must participate in at least two activities to support local biodiversity e.g., • Helping to build a "Bug Hotel" using palettes, bamboo, and straw to provide a home for insects • Planting a "Bee-Friendly" flower bed with lavender and foxgloves in the school courtyard • Assisting in the creation of a log pile to encourage hedgehogs and amphibians. AC 2.2 Learners must use at least two pieces of equipment to manage waste or resources sustainably e.g., • Using a water butt tap to fill watering cans for the garden rather than using a mains hose • Using a paper shredder to create bedding for the school's poultry or compost heap • Using a litter picker and hoop to separate recyclables from general waste during a site clean-up.
LO3	AC 3.1 Learners must identify at least two different types of natural habitats found in Wales e.g., • Selecting a picture of a "Mountain" habitat when shown photos of the Welsh landscape • Correctly labelling a "Coastal" habitat during a classroom activity about Welsh beaches

- Identifying a "Woodland" area on the school grounds or local park.

AC 3.2 Learners must explain at least two ways people can protect the local environment e.g.,

- Placing a sign near a flower bed asking people not to walk on the plants
- Pointing to a "No Littering" symbol as a way to keep the school fields safe for animals
- Showing a peer how to use a "Boot Brush" station to prevent the spread of invasive species.

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Participate in local conservation projects; volunteer in community gardens or clean-up events; personal lifestyle choices; climate change impacts; biodiversity loss; water scarcity and deforestation

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Builds awareness of learners' immediate community, Wales and the UK and global environmental issues

Level 1

Unit Title: Skills in the Natural Environment

Unit Reference Number: CBM139

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop Learners' outdoor survival skills or sustainable living practices, enhancing their environmental awareness and stewardship.

Principles of Progression

Progression step 4 - I can understand and explain how human actions affect the physical processes that shape places, spaces, environments and landforms over time

I can understand and explain the range of factors that affect the interrelationships between humans and physical processes

I can understand and explain how significant places, spaces environments and landforms in the natural world are associated with economic, historical, political, and religious and non-religious beliefs and practices

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to prepare for outdoor activities	1.1 Describe the importance of safe outdoor practices
	1.2 Prepare a kit list for an outdoor activity
2. Be able to apply outdoor or bushcraft skills	2.1 Demonstrate basic techniques for outdoor tasks
	2.2 Carry out a practical outdoor task safely
3. Understand sustainable resource use	3.1 Produce a plan for a sustainability activity
	3.2 Use natural materials to create a functional item
4. Be able to review environmental impact	4.1 Review the impact of own actions on the environment
	4.2 Research a local environment

Indicative Content

- LO1 AC 1.1 Learners must describe the importance of safe outdoor practices such as the "Countryside Code" in Wales, including at least three examples e.g.,
- Describing why it is essential to leave gates as they are found to protect Welsh livestock like sheep or cattle.
 - Describing the impact of "leaving no trace" to protect the beauty of National Parks like Eryri (Snowdonia).
 - Describing the importance of keeping dogs on leads to avoid disturbing ground-nesting birds in local heathlands.

AC 1.2 Learners must prepare a kit list for two different specific outdoor activities e.g.,

- Listing essential items for a day hike, including a waterproof layer, high-energy snacks, and a charged mobile phone
- Preparing a list of tools needed for a gardening project, such as gloves, trowels, and compost
- Identifying specific safety gear needed for a fire-lighting workshop, such as a fire blanket and a water bucket

- LO2 AC 2.1 Learners must demonstrate at least two basic techniques e.g.,
- How to tie basic knots for a shelter
 - Tying a "Clove Hitch" around a tree trunk to secure a ridge line
 - Demonstrating a "Timber Hitch" to drag a fallen branch safely to a build site
 - Using a "Bowline" to create a fixed loop that will not slip under tension.

AC 2.2 Learners must carry out a practical outdoor task safely e.g.,

- Building a "Lean-to" shelter using a tarpaulin and bungee cords attached to trees
- Constructing a natural "A-frame" debris hut using fallen branches and dry leaves for insulation
- Setting up a "Tarp-tent" using trekking poles and pegs on a flat, safe area of the school field.

- LO3 AC 3.1 Learners must produce a plan for a sustainability activity e.g.,
- Drawing a diagram of where "Paper Only" bins should be placed in the 14-16 block
 - Writing a step-by-step list of how to collect fruit peelings from the canteen for a wormery
 - Creating a weekly rota for a group to check and turn the school's compost heap

	AC 3.2 Learners must use at least three natural materials to create a functional item e.g., • Weaving willow or flexible twigs to create a small bird feeder or basket • Whittling a "tent peg" or a "pot hanger" from a piece of green wood using a safety knife • Using large stones and mud to create a "toad abode" for the school wildlife garden
LO4	AC 4.1 Learners must review the impact of at least two actions they have taken to support the local environment e.g., • Writing a short "reflective log" on how choosing to walk to school instead of getting a lift reduced their carbon footprint • Reviewing how their participation in a litter pick made the school field safer for local wildlife • Thinking about how their choice to use a reusable water bottle reduced the amount of plastic waste in the classroom bin. AC 4.2 Learners must research a local environment in Wales and communicate their findings e.g., • Giving a short talk to the class about the different types of trees found in the school's woodland area. • Creating a digital poster showing the animals that live in a Welsh peat bog and sharing it on the school's virtual learning environment. • Taking a group of peers on a "nature walk" and pointing out <i>three</i> native Welsh plants (e.g., <i>the rare Snowdon Lily (Gagea serotina) found in mountains, Bog Rosemary (Andromeda polifolia): A plant of Welsh peatlands. Common Gorse (Ulex europaeus): A spiky shrub common across Welsh landscapes. Wild Garlic (Allium ursinum): Found in damp woodlands, often carpeting the floor</i>) they have researched.

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Participate in local conservation projects; volunteer in community gardens or clean-up events; personal lifestyle choices; climate change impacts; biodiversity loss; water scarcity and deforestation

Relevant Cross-Cutting Themes

Theme	Rationale
Local/national/international	Builds awareness of learners' immediate community, Wales and the UK and global environmental issues

Level 2

Unit Title: Skills in the Natural Environment

Unit Reference Number: CBM140

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop Learners' outdoor survival skills or sustainable living practices, enhancing their environmental awareness and stewardship.

Principles of Progression

Progression step 5 - I can explain and analyse the wide range of interrelationships and interdependencies between the human actions and physical processes that shape places, spaces, environments and landforms over time

I can evaluate the extent to which economic, social, political, cultural, religious and non-religious beliefs, practices and actions have led to changes to the natural world

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand planning for outdoor activities	1.1 Plan a safe outdoor activity
	1.2 Explain the impact of human activity on an ecosystem
2. Be able to apply advanced outdoor or sustainability skills	2.1 Modify an outdoor shelter solution to improve effectiveness
	2.2 Follow safety procedures when using tools
3. Understand biodiversity and conservation	3.1 Compare natural habitats in the local area
	3.2 Promote environmental responsibility
4. Be able to evaluate environmental practice	4.1 Review the success of an outdoor or sustainability activity
	4.2 Assess ways to reduce personal environmental impact

Indicative Content

LO1 AC 1.1 Learners must plan a safe outdoor activity in a specific Welsh environment e.g.,

- Creating a detailed route card for a walk in Bannau Brycheiniog (Brecon Beacons), including timings and escape routes
- Drafting a kit list and weather-contingency plan for a coastal study at a local beach
- Planning a "No Trace" overnight camp on school grounds, identifying water sources and waste points
- Designing a scavenger hunt for younger peers that identifies safe boundary markers in a local woodland.

AC 1.2 Learners must explain the potential impact of the human activity, using at least three examples e.g.,

- Explaining how soil compaction from mountain biking affects plant growth on Welsh hillsides
- Describing how littering in a local river system can lead to microplastic ingestion by native fish
- Explaining the risk of "wildfires" in dry fern or gorse bushes caused by improper disposable BBQ use
- Discussing how light pollution from school buildings might affect the behaviour of local nocturnal wildlife like bats

LO2 AC 2.1 Learners must modify a basic shelter design to improve protection from the elements e.g.,

- Adding a "ground sheet" or dry leaf bedding to a basic tarp setup to prevent heat loss through conduction
- Adjusting the angle of a lean-to roof to better deflect prevailing wind and rain during a storm simulation
- Incorporating a "drip line" on a ridge rope to stop water from running inside the sleeping area
- Using additional camouflage or natural debris to help the shelter blend into the environment for wildlife observation.

AC 2.2 Learners must follow safety procedures when using at least two different tools for a practical environmental task e.g.,

- Maintaining a "safe working triangle" while using a folding saw to clear invasive species
- Using a "glove on the non-cutting hand" rule when whittling tent pegs with a fixed-blade knife
- Carrying out a "tool check" before and after use to ensure all items are sharp, clean, and accounted for

	Adhering to the "two-meter rule" when using a lopper to prune trees in a communal school garden.
LO3	AC 3.1 Learners must compare at least two different natural habitats found in the local area e.g., - Comparing the types of flora found in a shaded woodland versus an open meadow on the school site - Identifying the differences in soil moisture and insect life between a pond edge and a dry rockery - Comparing the biodiversity of a manicured school lawn with an "unmown" wildflower patch - Highlighting the different adaptations of birds found in a coastal estuary versus an inland forest. AC 3.2 Learners must create a resource to promote environmental stewardship to others e.g., - Designing an infographic for the school canteen about the benefits of composting food waste - Producing a short "TikTok-style" video demonstrating how to use the Countryside Code correctly - Developing a "Spotter's Guide" for native Welsh trees to be used by primary school visitors - Writing a blog post for the school website about how to build a DIY bird feeder from recycled materials.
LO4	AC 4.1 Learners must review the success of a completed outdoor or sustainability task, including outcomes and effectiveness e.g., - Completing a "Plus/Minus/Interesting" (PMI) chart after a shelter-building exercise - Analysing why a particular knot failed during a task and identifying how to fix it next time - Collecting feedback from peers after leading a nature walk to identify areas for leadership improvement - Writing a short report on the durability of a "bug hotel" they built after it has been outside for a month. AC 4.2 Learners must assess at least three ways to reduce personal resource consumption e.g., - Calculating the amount of single-use plastic in their lunchbox and identifying sustainable alternatives - Keeping a "water diary" for a day and suggesting three ways to cut down on daily water usage - Assessing the energy efficiency of their classroom by monitoring lights and monitors left on during breaks.

- Investigating the "food miles" of a typical school snack and finding a locally-sourced Welsh alternative.

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Participate in local conservation projects; volunteer in community gardens or clean-up events; personal lifestyle choices; climate change impacts; biodiversity loss; water scarcity and deforestation

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Builds awareness of learners' immediate community, Wales and the UK and global environmental issues