



Northumberland's P.R.U.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
	Autumn 1 - 'Equality & Diversity'									Autumn 2 - 'Living in the Wider World'						
	Subject Area Topic Belonging, Site Routines & Safe Participation								Subject Area Topic Fire, Food, Community & Shared Responsibility							
	1&2 Site induction, boundaries and the 4Rs. Explore the parachute shelter, shed, swing, climbing ladders, tyre rope, fire area and site routines. Hot chocolate, role choice, safe set-up and pack-down.		3&4 Risk-benefit thinking and safe participation. Identify hazards, benefits, stop signals and adult permission points. Shelter, tarp, simple knots and low-level hammock set-up.		5&6 Loose-parts problem solving and fire readiness. Plan, build, test and adapt a useful camp feature. Cotton-wool fire lighting, fire triangle, safe distances and extinguishing routines.		7 CHECKPOINT Skills circuit: boundaries, tarp/hammock set-up, fire-area rules, equipment care and role selection. Small-team practical challenge with hot drink/snack.	8 MISCONCEPTIONS Reteach the highest-frequency safety/equipment gap and teamwork/site-routine gap. Fresh practical recheck and positive social cook.	1&2 Fire-lighting progression and kettle systems. Retrieve cotton-wool ignition; identify tinder, kindling and fuel. Ready pupils transfer flame safely; use Kelly kettle/hot-drink station with clear hot-zone routines.		3&4 Food hygiene, budgeting and planning. Raw/cooked separation, handwashing, storage and waste. Plan a simple group meal within budget; compare quantities, cost per person and dietary options.		5&6 Community meal challenge and ASSESSMENT. Teams organise shelter, seating, food, fire/cooking and serving roles. Cumulative practical assessment: plan and deliver a shared outdoor food experience.		7 MISCONCEPTIONS Reteach the main fire/food-hygiene and planning/teamwork misconceptions. Short supervised recheck in a fresh context.	
	Notes/Links/Interleaving 4Rs; PSHE relationships and regulation; risk-benefit language; communication; food hygiene; maths through quantities and budgets. Assessment evidence: observation, practical outcome, photo evidence and brief pupil voice.			Additional Higher Content Plan and lead part of a practical task; explain risks and controls; adapt shelter/build designs; support peers; evaluate efficiency, safety and group impact.					Notes/Links/Interleaving Retrieve HT1 site and fire routines. Link food preparation to hygiene, sequencing, budgeting and social responsibility. Use current individual risk assessments, allergy information and trained-adult judgement.		Additional Higher Content Independently organise roles, calculate quantities/costs, manage a hot-drink or cooking station, justify choices and evaluate the completed community meal.					
	Spring 1 - 'The Circle of Life'							Spring 2 - 'Conflict'								
	Subject Area Topic Seasonal Awareness, Regulation & Site Stewardship							Subject Area Topic Communication, Teamwork & Conflict Repair								
	1 Winter readiness and personal kit. Read weather information, choose suitable clothing and prepare a comfort plan. Test shelter positions, wind, drip lines and ground conditions.	2 Hammocks, tarps and quiet spaces. Set up a low-level hammock/tarp station safely. Create a calm social/quiet zone with respectful shared-use routines.	3 Woodland identification project. Use leaves, buds, bark, twigs, cones, tracks and seasonal signs. Create an ID trail, field-guide page or labelled site map using adult-verified identification.	4&5 Warm food, efficient camp systems and CHECKPOINT. Organise shelter, seating, fuel and cooking in poor weather; prepare a warm food. Checkpoint: create a safe, comfortable winter social base and explain key decisions.		6 MISCONCEPTIONS Reteach the main weather/clothing/shelter or site-care misconception. Recheck through a changed condition and shared warm-food session.	1 Roles, communication and challenge. Complete a team loose-parts build using planner, equipment, safety and builder roles. Swap roles, adapt and evaluate communication.	2&3 Physical challenge, trust and cooking under shared pressure. Swing, climbing ladders or tyre rope with personal goals, consent and peer coaching. Timed camp cook with coordinated roles and restorative debrief if conflict occurs.		4&5 ASSESSMENT and MISCONCEPTIONS. Practical team assessment: set up a social base, complete a challenge and prepare a shared snack/meal. Reteach the main leadership, consent or communication misconception and complete a fresh team recheck.						
	Notes/Links/Interleaving Seasonal science and woodland observation; regulation and sensory awareness; geography/weather; responsibility for the site. No tasting/unsafe foraging; avoid fungi handling; protect living material and habitats.			Additional Higher Content Use observable features to justify identification; design an identification trail; evaluate camp efficiency; lead a winter set-up and explain adaptations.			Notes/Links/Interleaving PSHE: communication, consent, conflict repair and relationships. PE: personal challenge and physical confidence. Technical success never outweighs safe, respectful practice.			Additional Higher Content Allocate roles, coach peers, adapt under pressure, use restorative language independently and evaluate how communication affected the outcome.						
	Summer 1 - 'Health & Leisure'							Summer 2 - 'Crime & Punishment'								

	Subject Area Topic						Subject Area Topic						
	Physical Confidence, Outdoor Leisure & Healthy Routines						Responsibility, Independence & Site Stewardship						
	1	2	3	4	5	6&7	1	2	3	4	5	6	7
	Personal challenge and physical readiness. Set individual goals for swing, climbing ladders, tyre rope or ground movement. Warm-up, equipment checks, stop routines and supported challenge.	Navigation and site orientation. Use maps, landmarks, direction and distance around the school site. Create and follow an age-appropriate route/equipment challenge.	Camp set-up for leisure. Plan and create a comfortable social camp using shelter, tarps, hammocks, seating and loose parts.	Healthy outdoor cooking. Prepare burgers, kebabs, wraps or another agreed meal with one healthier adaptation. Hydration, portions, protein, vegetables and treats discussed without moralising food.	Choice and leadership. Pupils select from approved skills and lead part of the briefing, role allocation or reflection.	CHECKPOINT and MISCONCEPTION S. Complete a chosen physical/practical task and contribute to a shared outdoor meal/social session. Reteach top equipment, consent, healthy-routine or leadership misconception and recheck.	Rules with reasons. Audit site rules; distinguish safety, care and preference. Complete a site inspection and improve signs, storage or routines.	Tool stewardship and pencil making. Inspect, clean, count and store approved tools; rehearse safe tool routines. Ready pupils make a woodland pencil from prepared material; equivalent roles remain active.	Independent woodland/site project planning. Choose an ID trail, habitat-support feature, camp improvement, storage, construction, social area or cooking event.	Independent project delivery. Begin with adult checkpoints, adapt to problems and document changes through photos or short notes.	Community handover event. Complete the project, host a small group meal/social session, explain improvements and reset the site.	ASSESSMENT Cumulative practical review: safety, shelter, fire/food, equipment, teamwork and regulation. Pupil reflection: what can I now do safely and what support do I still need?	MISCONCEPTIONS Reteach the highest-impact remaining safety/practical and responsibility/teamwork gaps. Final recheck and celebratory cook.
	Notes/Links/Interleaving PE and wellbeing through personal challenge; navigation and map skills; food and hydration; pupil leadership. Progress judged against individual starting points, not performance ranking.		Additional Higher Content Plan a leisure camp independently, navigate with reduced prompting, lead a safe practical activity, coach others and evaluate accessibility and group use.				Notes/Links/Interleaving Citizenship/PSHE: rules, consequences, responsibility and restorative practice. DT: planning, making and evaluating. Science: habitats and seasonal evidence. Approved tool use remains subject to individual readiness and current risk assessment.		Additional Higher Content Develop and deliver an independent project; write safety controls and success criteria; lead others; adapt to setbacks; explain site improvements and produce concise handover evidence.				