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| **STAGE** | **ACTIVITY/ EXPLORING** | **CURRICULUM AREA** | **EXPERIENCES & OUTCOMES** |
| **Preparation & planning** | Measuring site for fire, distance from water, spaces between log/ seating, and to fire  Fire triangle/ properties of fire  Designing your fire area - the process of creating a fire site fits into the planning and design stage of developing school grounds  Fire proof & non fire proof fire surround stones – i.e. find out whether the stones are of alluvial origin or not  Research fire online  Design of fire pit/ Kelly kettle - try out different designs – mini fires  Addressing fears  Interdependence  Fire safety  Personal & collective risk assessment | **Numeracy & maths**  **Science**  **Expressive arts**  **Social studies**  **Technologies**  **Health & Wellbeing** | *Data collection and analysis* ‘I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way’ MNU 2-20b  *Properties and uses of substances ‘*Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges’ SCN 1 -15a  *Art & Design* ‘I can use exploration and imagination to solve design problems related to real life situations’ EXA 1-06a  *People, Place & Environment* ‘Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond’ SOC 3-07a  *Craft, design, engineering and graphics*…within real and imaginary settings, I am developing my practical skills as I select and work with a range of materials, tools and settings TCH 0-12a  E&Os include enabling the learner to: ‘Apply safety measures and take necessary actions to control risks and hazards’  ‘I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible’ HWB 0-4 16a |
| **Building & lighting fire** | Estimating & measuring kindling/ stick sizes  Understanding fuel value of different tree species  Carbon cycle – properties of wood  Combustion  Global warming  Shared tasks/ Developing resilience & skills  Discover new words and phrases – specialist vocabulary | **Numeracy & maths**  **Science/ Technology**  **Health & Well being**  **Languages** | *Measurement* – “ I can use my knowledge of familiar objects or places to assist me when making an estimate of measure’ MNU 2-11a  *Biodiversity and interdependence* – sorting living things into groups  *Energy sources & sustainability*  ‘By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems’ SCN 3-04b  ‘Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment’ TCH 1-02a  Physical education: Cooperation and competition ‘while working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals’ HWB 2/23a  ‘I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations’ HWB 0-4 17 a |
| **Enjoying fire** | Stimulus or focus for Story telling  Poetry  Creative performance/ Drama/ celebrations  Links to contemporary culture  History – primitive cultures/ ancient humans/ role of fire in Viking/ Norse/ Celtic/ Roman/ age  Role of fire in cultural events e.g. Up-Helly-Aa,(Shetland) Diwali (Hindu festival of lights)  Geography – volcanoes (volcano flask)  Digital photography/ video to record event  Cooking over fire  Group tasks & celebrations  Role of fire in different religions e.g. Diwali & cultural celebrations e.g Guy Fawkes | **Languages**  **Expressive arts**  **Social Studies**  **Technologies**  **Health & wellbeing**  **Religious & Moral Education** | Listening and talking in different situations  Understanding texts  Exploring the richness and diversity of language….within a motivating and challenging environment  ‘I have experienced the energy and excitement of presenting/ performing for audiences … EXA 0-01a-EXA2-01a  *People, past events and societies*  ‘experience of recreating an historical setting’  *People, place and environment* ‘ I can discuss the sustainability of key natural resources and analyse the possible implications for human activity’ SOC 4-08a  *People, society, economy and business* By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss similarities and differences SOC 2-19a  *ICT to enhance learning* – I enjoy taking photographs or recording sound and images to represent my experiences and the world around me TCH 0-04b  *Topical Science* – use of fire to develop the learner’s social, moral and ethical views  Nutrition - food safety - eating a diversity of foods in a range of social situations  *Food and textiles contexts*… I explore and discover where foods come from as I choose, prepare and taste different foods HWB 0-35a  Practices and traditions ‘I am becoming aware of the importance of celebrations, festivals and customs in religious people’s lives’ RME 0-06a |
| **Putting out fire, fire products & reflection** | Drawing with charcoal (cave paintings) made in fire from willow twigs  Use wood ash for growing areas in grounds  Group tasks/ Fire safety  Reviewing the experience | **Expressive arts/ Science**  **Health & wellbeing** | *Earth’s materials* ‘I can participate in practical activities to extract useful substances from natural resources’ SCN 3-17b  ‘I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations’ HWB 0-4 17 a  *Mental and emotional wellbeing*: ‘I am aware of and able to express my feelings and am developing the ability to talk about them’ HWB |