

Experiences and outcomes across the levels that relate to orienteering



These experiences and outcomes are not necessarily all targeted when teaching a set of progressive orienteering lessons.

The teacher will have to decide which experiences and outcomes they want/need to cover and will have to tailor the progression themselves.

This document is intended to show how specific aspects of orienteering link with specific experiences and outcomes. By providing this, we hope to help teachers with lesson planning.

Health and Wellbeing			
Mental, emotional, social and physical wellbeing	Social Wellbeing	<p>All Levels</p> <p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a/1-10a/2-10a/ 3-10a/ 4-10a</p>	<p>Orienteering in general - a sport of many aspects, where different people show their various strengths and contribute in different ways. The winner isn't always the fastest runner. Winning doesn't make you a better person.</p>
		<p>All Levels</p> <p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 0-11a / 1-11a / 2-11a / 3-11a / 4-11a</p>	<p>Orienteering in general; Opportunities to learn from others and to help others to learn.</p>
		<p>All Levels</p> <p>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 0-12a / 1-12a / 2-12a / 3-12a / 4-12a</p>	<p>Orienteering in general; Satisfaction from mastering techniques; Confidence from solving problems and being independent; Opportunities to represent class, school or club in events; Opportunities to help at events. Teams require a number of individuals, not just the best.</p>
		<p>All Levels</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a / 1-14a / 2-14a / 3-14a / 4-14a</p>	<p>Orienteering in general. Participating as team. Organising activity for others. Opportunity to interact with people of all ages and from various backgrounds at events outside school.</p>
	Physical Wellbeing	<p>All Levels</p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a / 1-16a /2-16a / 3-16a / 4-16a</p>	<p>Orienteering in general; choose where to go, how fast to go. By being exposed to a variety of situations, learn where genuine risks are.</p>
		<p>All Levels</p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a /1-17a / 2-17a / 3-17a / 4-17a</p>	<p>Orienteering in general. Organising activity for others. Discussion of "what would you do if...?"</p>

Health and Wellbeing

Physical education, physical activity and sport	Movement skills, competencies and concepts	Early Level	I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a	Moving around simple exercises and mapped courses, indoors and out. Starting to have some spatial awareness.
		1st Level	I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a	Reading the map whilst running Control Flow - continuous movement through control site
		2nd/3rd Level	As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a/ HWB 3-21a	Orienteering in more complex terrain away from the school playground. Running effectively on rough and uneven terrain.
		4th Level	As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. HWB 4-21a	Orienteering in more technically difficult areas - able to run efficiently and safely through areas with obstacles (tree branches/roots/boulders), across uneven surfaces and up and down hills.
		Early Level	I am developing my movement skills through practice and energetic play. HWB 0-22a	Orienteering in general. Moving round obstacles. Running and jumping on rough ground.
		1st Level	I am developing skills and techniques and improving my level of performance. HWB 1-22a	Progression of skills used in orienteering; broaden skills by orienteering in different areas. Improving speed over given distance. Able to run longer distances. Starting to run off paved surfaces.
		2nd Level	I practise, consolidate and refine my skills to improve my performance. HWB 2-22a	Practice of skills in different areas. Progression of skills used in orienteering. Improving speed over given distance. Able to run longer distances. Able to run on rougher ground without injury.
		3rd Level	I practise, consolidate and refine my skills to improve my performance. HWB 3-22a	Practise and consolidate in familiar and new areas. Move faster and for longer. Movement over rougher ground.

Health and Wellbeing

Physical education, physical activity and sport	Movement skills, competencies and concepts	4th Level	<p>I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness.</p> <p style="color: green;">HWB 4-22a</p>	<p>Find suitable amounts of time to practise and train in school, with friends or with a club.</p> <p>Keep a balance of how I spend my time. Improving strength, flexibility and stamina through continued participation in orienteering.</p> <p>Understand why these aspects of fitness are important in orienteering.</p>
	Cooperation and competition	Early Level	<p>I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p> <p style="color: green;">HWB 0-23a</p>	<p>Take part in team/pair exercises and games</p>
		1st Level	<p>I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.</p> <p style="color: green;">HWB 1-23a</p>	<p>Understand basic rules of orienteering, placing of controls, marking card to show I've been to the controls.</p> <p>Different formats of orienteering - standard course, score course, relays etc.</p> <p>Take part in pairs with less able person to help them understand; with more able person to improve my own standard.</p>
		2nd Level	<p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</p> <p style="color: green;">HWB 2-23a</p>	<p>Progression integral to orienteering; master skills individually, combine them and select the appropriate technique(s) in different situations.</p> <p>Goals can be defined in terms of mins per km. or achieve a particular standard in competition, or master particular skills.</p> <p>Through relay/team events (eg. odds & evens relay) I work with others to optimise skills.</p>
		3rd Level	<p>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies.</p> <p style="color: green;">HWB 3-23a</p>	<p>Group work to organise orienteering activities for others; share workload according to skills of all.</p> <p>Participate in team orienteering competitions; plan group approach to the challenge, review progress and success, review strategy, try again.</p> <p>Team score event is ideal for this.</p>
		4th Level	<p>While learning together, and in leadership situations, I can: experience different roles and take responsibility in organising a physical event contribute to a supportive and inclusive environment demonstrate behaviour that contributes to fair play.</p> <p style="color: green;">HWB 4-23a</p>	<p>Organise and set up an orienteering event for others.</p> <p>Understand that many tasks need to be completed, and be able to do each of them correctly.</p> <p>Lead the organisation team, allow and trust others to do their part.</p> <p>Welcome all participants and react positively to all levels of achievement.</p>

Health and Wellbeing

Physical education, physical activity and sport	Evaluating and appreciating	1st Level	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a	Progression through activities and learning new skills
		2nd Level	By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. HWB 2-24a	Evaluating race results and performance
		3rd Level	I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made HWB 3-24a	Evaluating race results and performance Analyse where time is lost and improvements can be made Routegadget and Splits
		4th Level	I can: observe closely, reflect, describe and analyse key aspects of my own and others' performances make informed judgements, specific to an activity monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. HWB 4-24a	Discuss how I did an orienteering course, how I made decisions and implemented them, what mistakes I made and how to avoid them in future. Discuss similar aspects of others' performance, accepting that there is often no right or wrong option and what is best for one person might be less good for another.
		Early Level	I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a	Orienteering in general; (start-stop pattern and purpose to running to distract from fatigue).
		1st Level	Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space HWB 1-25a	Orienteering can be conducted in many different environments and activities adapted to make use of the space/area available
		2nd Level	I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. HWB 2-25a	Orienteering provides an alternative to many more "traditional" sports & games. Many intelligent and thoughtful children do well at orienteering despite being less fast at basic running. Through orienteering interdisciplinary learning can happen.

Health and Wellbeing

Physical education, physical activity and sport	Evaluating and appreciating	3rd Level	<p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.</p> <p>HWB 3-25a</p>	<p>Satisfaction from mental and physical stimulus of orienteering. Desire to master skills. Enjoyment of being outdoors.</p>
		4th Level	<p>I continue to enjoy daily participation in moderate to vigorous physical activity and sport and can demonstrate my understanding that it can:</p> <ul style="list-style-type: none"> contribute to and promote my learning develop my fitness and physical and mental wellbeing develop my social skills, positive attitudes and values make an important contribution to living a healthy lifestyle. <p>HWB 4-25a</p>	<p>Undertake regular physical activity such as jogging and running. Participate in regular orienteering activities. Describe what I have learnt from the sport. Describe my increased awareness of my environment. Describe how I feel after being active outdoors.</p>
		2nd Level	<p>I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.</p> <p>HWB 2-26a / HWB 3-26a</p>	<p>Links with local orienteering clubs, opportunities to participate in junior inter-club events, inter-school festivals and competitions, Scottish Schools Orienteering Championships as well as local events and coaching opportunities etc..</p> <p>I know I am welcome at my local club's events and activities - all clubs are keen to welcome new young members and their families.</p>
		4th Level	<p>I can explain the role of sport in cultural heritage and have explored the opportunities available for me to participate in school sport and sporting events. I make use of participation and performance pathways that allow me to continue and extend my sporting experience in my place of learning and beyond.</p> <p>HWB 4-26a</p>	<p>Joining local clubs and participating in club training and local/regional/national competitions</p>

Literacy

Listening and Talking	Tools for listening and talking	Early Level	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a/ENG 0-03a	Listening to instructions for different orienteering activities; describing activities that I've set up.
		1st Level	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a	Listening to specific instructions for a new activity; wait for full detail before asking questions. Politely ask when I don't fully understand. Learn how to say that I think something isn't quite right. Respect the contribution of others when discussing routes taken.
		2nd Level	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a	Listening to suggestions to improve performance and taking advice from coaches. Discussion of team strategy when playing orienteering team games (Nought and crosses/relays etc)
		3rd Level	When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. LIT 3-02a	When discussing performance I can appreciate that others may make different decisions on how to complete an orienteering course (route choice decisions) and I can discuss and reflect on these.
		4th Level	When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. Lit 4-02a	Team activities (such as relays) - discussion of tactics and creation of team spirit

Mathematics and Numeracy

Shape, Position and Movement	Angle symmetry and transformation	Early Level	In movement, games, and using technology I can use simple directions and describe positions. MTH 0-17a	Many aspects throughout orienteering, including compass points, cones grid, table-top maps, room maps, schools maps.
		1st Level	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a	Throughout orienteering, beginning with map walk, line course.
		2nd Level	Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. MTH 2-17c Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d	Use compass to set map. Describe in words how I might complete a particular orienteering course shown on a map. Through a cones exercise, I can describe my route using compass points. Integral to orienteering. Examine different maps, measure distances between landmarks. Measure distances in room using hands, feet, arms... Measure distances outdoors using paces. Compare with map distance measured with ruler. Discuss roughly how far along a line feature a specific point is (eg. half way).
		3rd Level	Having investigated navigation in the world, I can apply my understanding of bearings and scale to interpret maps and plans and create accurate plans, and scale drawings of routes and journeys. MTH 3-17b	Application of knowledge & skills gained through orienteering to other maps; plan a route for a visit in an unfamiliar town and write a route description.

Mathematics and Numeracy

Number, Money, Measure	Time	Early Level		
		1st Level	I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. MNU 1-10c	Through orienteering I am beginning to have an appreciation of time and am able to give approximations. Examples are: Score event promotes appreciation of how far I can run in a given time. State expected return time from standard course. State expected return time when setting out activity for others.
		2nd Level	Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. MNU 2-10c	Estimate expected time to complete orienteering course; discuss reasons for inaccuracy.
		3rd Level	Using simple time periods, I can work out how long a journey will take, the speed travelled at or distance covered, using my knowledge of the link between time, speed and distance. MNU 3-10c	Calculate minutes per km from known distance travelled and time taken. Predict likely time to be taken for an orienteering course. Discuss why actual time taken was different. Understand that an orienteering course is measured by straight line distance and actual distance travelled might be longer.
		4th Level	I can use the link between time, speed and distance to carry out related calculations. MNU 4-10c	Calculate my own time as minutes per km, compare with winner's pace. Make awards for times within 10%, 25% and 50% of winner.
	Data and Analysis	1st Level	I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. MNU 1-20a	Examine distance shown for a course and time taken by various participants. Arrange results in different orders (name, start time, time taken (up or down), comment on comparisons.

Social Studies

Social Studies	People, Place and Environment	Early Level		
		1st Level	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a	Mental map derived from actual map. Use maps of table tops, rooms, school, local parks. Draw own maps of school etc.. Examine maps of other areas. Ability to understand physical maps and translate them into pictures of the world is a useful life-skill. Marking control location on map & ground.
		2nd Level	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a	Place orienteering maps on general maps; match some shapes. Understand that maps use different legends, symbols, use of colours.
		3rd Level	I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. SOC 3-14a	Use of GIS to locate & examine an unfamiliar area before competition.
		4th Level		

Rough guide to levels:

Early Level = pre-school and P1

1st Level = P2, P3, P4

2nd Level = P5, P6, P7

3rd and 4th Level = S1, S2, S3