



Year 3- Orienteering

Key Focus of the Unit

About This Unit

- Pupils will be given the opportunity to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- Pupils should be given the opportunity to develop some basic map reading skills as well as problem solve and work cooperatively during paired and team challenges.

Linking to Class Topics

- The opportunities to link to different topics should be utilised through movements, balances and actions when possible.

Health and Safety

- All children to be in full PE kit throughout the lesson.

Progressions

- All abilities should be given the opportunities for progression as well as deeper learning where necessary.

Objectives

- To place trust in teammates.
- To develop problem solving skills.
- To create and recognise some map symbols.
- To develop basic map reading skills.
- Work cooperatively to solve group/paired challenges.

Vocabulary:

Aiming off: Deliberately aiming to the left or to the right of a control on or near a line feature that lies across the path of the orienteer.

Attack point: A large easily found feature near a control.

Catching feature: A line feature that lies across the direction of travel.

Control circle: A circle drawn around a feature on a map to indicate the site at which the control marker is located. The marker should be located at the exact centre of the circle. There should always be a readily identified and mapped feature at the control site.

Control card: A convenient place to record control codes or clipper imprints as one visits controls, either on the clip recording sheet card / map or a separate piece of paper. .

Control marker: Stickers, ice cream containers, etc. A control marker and standard with a clipper (used to show

that a control has been visited) appears as illustrated.

Children specially enjoy using clippers.

Control master map: A map with control circles marked to show the exact location of control markers on the ground. Control master maps are vital to your orienteering programme. Once a map has been drawn, lots of control sites marked and controls placed, children can plan individual courses for a variety of activities.

Course First: Courses in unfamiliar parks should follow line features. Controls should be at turning places to reduce route choice to a minimum.

Finish symbol: A double circle, or sometimes a triangle in a circle where the Start and Finish coincide.

Following: Following other competitors is regarded as unsporting. It is probably also unwise.

Handrail Line: Features such as roads, tracks, fences, and streams that may be followed to assist in reaching a destination.

Safety: Unmistakable features, for example roads and fences, should bound courses set in unfamiliar places. Boundaries should be explained at the start.

Start symbol: A triangle, or a sometimes a triangle inside a circle marking the start and finish place when they coincide.

<p>Prior learning/Understanding</p>	<p>Throughout KS1 children have been developing their running skills and learning to work as part of a team, while also mastering individual skills. They have had to think about skills and tactics mentally as well as performing physically. These skills are useful as they engage in orienteering teaching.</p>	<p>Key Local Links for Extra Curricular Sporting Opportunities:</p>	<p>Derwent AFC Chance Camp Chris Wright Sports Services West Cumberland Orienteering Club</p>
<p>Future learning/Understanding</p>	<p>In Year 5 children will begin to develop some knowledge of the countryside code. They will revise the concept of orientating a map and record information accurately. Children will solve simple challenges and problems and further develop knowledge of orienteering. Finally they will complete an orienteering circuit and record time taken, including compare personal best for an orienteering circuit.</p>	<p>Safety Points and Common Misconceptions:</p>	<p>Ensure the space is checked and suitable for the session and that children have appropriate kit. Discuss with children the importance of treating all equipment with respect and communicating effectively with partners and group members throughout.</p> <p>The focus of orienteering can be confused with running, cross country and athletics. Clear knowledge of these orienteering skills should be developed:</p> <ul style="list-style-type: none"> • Observing features on map and terrain. • Relating by distance and direction. • Turning the map to fit the ground. • Establishing direction of travel. • Maintaining direction while travelling. • Folding and thumbing the map. • Locating and relocating oneself on the map. • Recognising alternative routes and choosing between them. • Copying control circles accurately from the master map. • Finding and using handrails. • Finding and using attack points. • Finding and using catching features. • Aiming off. Drawing a mini-map. Planning courses and putting out controls. Recording codes.
<p>Suggested Activities</p>	<p>'Create a Map' - Place children in mixed ability pairs and take the group outside to a wooded area if possible. Tell the children that they are to go for a 10 minute walk</p>	<p>Assessment</p>	<p>LA- To continue to develop trust in team mates and some ability to read maps and map symbols.</p>

(teacher to time) and must create a map of their path on a whiteboard using a whiteboard pen (see image). Along the way, they must input specific features such as trees, benches, grass area, location of the school etc using symbols and must also create a key for these symbols (see image). After the activity, allow pairs to swap maps and see if they can follow another pair's path using their map.

Teacher Tips

Groups to spend roughly 1-minute planning their route before beginning.

Teaching Points

Assess - Map symbols and map reading skills.

Progression

Children to evaluate each other's maps and paths.

'Create A Key' - Remind the children what a map key is* and how it is used when map reading. Show children the example (see image) of a map key. Place children into groups of 3-4 and put a bench, hula hoop, football, quilt and a beanbag in front of the groups and ask them to create a key (on whiteboards) that represents each of the items e.g hula hoop could be shown as a circle with an x through it. See images for key example.

Teacher Tips

A map key is included with a map to unlock it. It gives you the information needed for the map to make sense. Maps often use symbols or colours to represent things, and the map key explains what they mean.

Teaching Points

Can the children create a key to symbolise the items?

Clarification of the sporting focus

MA- To develop the ability to cooperate with a partner or small group, solving problems and reading basic maps.

HA- To take a leading role when problem solving, map reading and creating map symbols thinking about scale throughout.

Orienteering is a competitive sport, which appeals to all ages and both sexes. It involves cross-country running, using a map to find your way around a set course. Orienteering requires physical fitness, skill in map reading, compass work, mental alertness and decisiveness. Orienteering teaches the participant to assess, understand and "read" the countryside, as well as to appreciate the beauty and variety of the terrains/he travels over. 3 A standard orienteering course consists of a start, a series of checkpoints called controls at different features in the terrain, which must be visited in order, and a finish. Participants use an accurate, detailed map of the area to find the controls. While most orienteers also use a compass to keep their map orientated ("turned to fit"), this is not the only way to do so. Orienteering embodies a wide range of skills both physical and mental.

The latter include:

- fitting map to terrain (and vice-versa)
- decision making (route choice)
- determination (sticking to one's decision)
- self-confidence (in unfamiliar terrain)
- planning ahead
- adapting the correct navigational technique for the terrain, e.g. aiming off, use of attack points, compass skills, checking distance travelled.

Progression

Add a random piece of equipment such as a football or basketball post to their keys.