

	ORIENTEERING				
	<ul style="list-style-type: none"> Follow rules and boundaries. Promote free exploration. Show a simple understanding of a map and plan. Use directional language (near and far; left and right). 	<ul style="list-style-type: none"> Begin to follow simple directions to control points. Recognise human and physical features within the outdoor learning area. I know about the four points of a compass. I know how to work as part of a team and can work with my friends outdoors. I can use maps with a simple key. 	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) with and without the use of a compass. Demonstrate understanding of the concept of a basic map in relation to a known area. Navigate your way around a simple orienteering course. I am beginning to understand risks and can keep myself safe when working outdoors. 	<ul style="list-style-type: none"> Understand the term 'orientate' or 'setting' a map. Record information accurately. Follow rules when completing an orienteering activity. Follow simple directions to find a control and find its location on a map. Understand how to fold a map and to thumb it in order to better plot a route and find a location. Use a compass to follow directions: NW, NE, SW, SE, etc. I can work in a team using a map to solve problems with confidence. I can read and use symbols on an OS map. I can use four figure grid references to locate points on a map. I can identify potential risks. 	<ul style="list-style-type: none"> Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols: combining map reading and compass skills. I can confidently orientate myself and others to solve a problem in a more unfamiliar environment. Demonstrate an understanding of the relationship between pacing and distance; learning to balance speed and accuracy Develop navigational skills by planning ahead, identifying problems and making decisions. I can use six figure co-ordinates to locate places of interest on an OS map. Be able to orienteering a map to the north (with ground or compass) I understand and can use simple scale.
KEY VOCABULARY	<ul style="list-style-type: none"> Plans Drawings Birds Eye View <ul style="list-style-type: none"> Local Compass N, S, E, W 3-Dimensional 2-Dimensional Visualisation <ul style="list-style-type: none"> Route Control Safe/Unsafe Features Square Lashing Timber Hitching <ul style="list-style-type: none"> Reef Knot 			<p>Continue to develop key vocabulary from KS1.</p> <ul style="list-style-type: none"> OS Maps Scale Legend Pace Team Building <ul style="list-style-type: none"> Setting Orientate Navigate Accuracy Symbols Fire Triangle Timber Hitch <ul style="list-style-type: none"> Half Hitch Tinder Secateurs 	

KEY CONCEPTS	Orienteering: - a competitive sport in which runners have to find their way across rough country with the aid of a map and compass.
	Strategy: - a plan or action created for completing a task
	Terrain: - a stretch of land
	Topographical Map: - accurate representation of the physical features of an area
	Handrails: - line features such as paths, fences or streams. They are excellent navigational aids providing safe routes between controls.
	Attack point: - an obvious point feature or crossing of 2-line features reasonably close to the control that should be easy to find. You aim to find this first and then go more slowly into the control.
	Catching Feature: - a feature that will show you have overshoot the control.
	Collecting Features: - features that help you stay on the right track.
<u>The importance of knowledge in OUTDOOR & ADVENTUROUS</u>	
<ol style="list-style-type: none"> 1. Declarative Knowledge in O&A incorporates understanding of key concepts and key vocabulary, but also a knowledge of the basic skills required for Forest School activities and Orienteering. Children need to first understand declarative knowledge within each element, before being successful in its application. 2. Procedural knowledge in O&A, is how pupils demonstrate their knowledge and understanding of the different skills required in each element to ensure they progress and become more confident. With increased procedural knowledge comes increased self-confidence and self-esteem. 3. Conditional Knowledge in O&A begins to be developed once Declarative and Procedural knowledge are beginning to be embedded. Once children have secure knowledge of key skills and concepts, they will begin to make their own choices about when to use the skills and knowledge. For example, when making a shelter they will be able to self-select specific knots to tie structures together. They will be able to explain why they have chosen that knot, explaining the attributes and benefits based on outcome. In Orienteering, they may become more confident as a leader, using their knowledge about key concepts and applying it to the situation: applying their knowledge of maps, scale and co-ordinates. 	