

Curriculum for Excellence - Orienteering

The four capacities encapsulate the whole thinking behind the curriculum:

successful learners	confident individuals	responsible citizens	effective contributors
<p>attributes</p> <ul style="list-style-type: none"> enthusiasm and motivation for learning determination to reach high standards of achievement openness to new thinking and ideas <p>capacities</p> <ul style="list-style-type: none"> use literacy, communication and numeracy skills use technology for learning think creatively and independently learn independently and as part of a group make reasoned evaluations link and apply different kinds of learning in new situations. 	<p>attributes</p> <ul style="list-style-type: none"> self-respect a sense of physical, mental and emotional well-being secure values and beliefs ambition <p>capacities</p> <ul style="list-style-type: none"> relate to others and manage themselves pursue a healthy and active lifestyle be self-aware develop and communicate their own beliefs and view of the world live as independently as they can assess risk and make informed decisions achieve success in different areas of activity. 	<p>attributes</p> <ul style="list-style-type: none"> respect for others commitment to participate responsibly in political, economic, social and cultural life <p>capacities</p> <ul style="list-style-type: none"> develop knowledge and understanding of the world and Scotland's place in it understand different beliefs and cultures make informed choices and decisions evaluate environmental, scientific and technological issues develop informed, ethical views of complex issues. 	<p>attributes</p> <ul style="list-style-type: none"> an enterprising attitude resilience self-reliance <p>capacities</p> <ul style="list-style-type: none"> communicate in different ways and in different settings work in partnership and in teams take the initiative and lead apply critical thinking in new contexts create and develop solve problems

Developing the four capacities

The *experiences and outcomes* are a set of statements which describe the expectations for learning and progression for each of the eight curriculum areas.

The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved.

The experiences and outcomes for each curriculum area build in **all** the attributes and capabilities and so develop the four capacities.

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.

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

ORIENTEERING ASPECT	E/O text	E/O number
<u>Early Level</u>		
<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><i>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.</i></p>	<p>HWB 0-10a</p>
<p>Orienteering in general; opportunities to learn from others and to help others to learn.</p>	<p><i>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.</i></p>	<p>HWB 0-11a</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><i>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</i></p>	<p>HWB 0-12a</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>	<p><i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i></p>	<p>HWB 0-14a</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><i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</i></p>	<p>HWB 0-16a</p>
<p>Orienteering in general. Organising activity for others. Discussion of "what would you do if...?"</p>	<p><i>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</i></p>	<p>HWB 0-17a</p>
<p>Moving around simple exercises and mapped courses, indoors and out. Starting to have some spatial awareness.</p>	<p><i>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</i></p>	<p>HWB 0-21a</p>
<p>Orienteering in general. Moving round obstacles. Running and jumping on rough ground.</p>	<p><i>I am developing my movement skills through practice and energetic play.</i></p>	<p>HWB 0-22a</p>
<p>Organising activity for others – placing and marking controls correctly. When participating, leave controls in place for others. Fairness in timing. General aspects of "fair play".</p>	<p><i>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.</i></p>	<p>HWB 0-23a</p>
<p>Orienteering in general; (start-stop pattern and purpose to running distract from fatigue).</p>	<p><i>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.</i></p>	<p>HWB 0-25a</p>

Listening to instructions for different orienteering activities; describing activities that I've set up.	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
Many aspects throughout orienteering, including compass points, cones grid, table-top maps, room maps, schools maps.	In movement, games, and using technology I can use simple directions and describe positions.	MTH 0-17a
<u>First Level</u>		
See HWB 0-10a		HWB 1-10a
See HWB 0-11a		HWB 1-11a
See HWB 0-12a		HWB 1-12a
See HWB 0-14a		HWB 1-14a
See HWB 0-16a		HWB 1-16a
See HWB 0-17a		HWB 1-17a
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.	I am developing skills and techniques and improving my level of performance and fitness.	HWB 1-22a
Understand basic rules of orienteering, placing of controls, marking card to show I've been to the controls. Different formats of orienteering – standard course, score course, relays etc. Take part in pairs with less able person to help them understand; with more able person to improve my own standard.	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.	HWB 1-23a
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.	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
Throughout orienteering, beginning with map walk, line course.	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.	MTH 1-17a
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.	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

State expected return time when setting out activity for others.		
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.	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
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.	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
<u>Second Level</u>		
See HWB 0-10a		HWB 2-10a
See HWB 0-11a		HWB 2-11a
See HWB 0-12a		HWB 2-12a
See HWB 0-14a		HWB 2-14a
See HWB 0-16a		HWB 2-16a
See HWB 0-17a		HWB 2-17a
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.	I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.	HWB 2-22a
Progression integral to orienteering; master skills individually, combine them and select the appropriate technique(s) in different situations. Goals can be defined in terms of mins per km. or achieve a particular standard in competition, or master particular skills. Through relay/team events (eg. ods & evens relay) I work with others to optimise skills.	While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.	HWB 2-23a
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.	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

Many orienteering clubs around Scotland – all keen to welcome new young members. Events are held frequently, including schools championships and a major 6-Day event every 2 years, ideal as family holiday and target for orienteering achievement.	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.	HWB 2-26a
Estimate expected time to complete orienteering course; discuss reasons for inaccuracy.	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
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.	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
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).	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
Place orienteering maps on general maps; match some shapes. Understand that maps use different legends, symbols, use of colours.	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
<u>Third Level</u>		
See HWB 0-10a		HWB 3-10a
See HWB 0-11a		HWB 3-11a
See HWB 0-12a		HWB 3-12a
See HWB 0-14a		HWB 3-14a
See HWB 0-16a		HWB 3-16a
See HWB 0-17a		HWB 3-17a
Practise and consolidate in familiar and new areas. Move faster and for longer. Movement over rougher ground.	I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.	HWB 3-22a

Group work to organise orienteering activities for others; share workload according to skills of all. Participate in team orienteering competitions; plan group approach to the challenge, review progress and success, review strategy, try again. Team score event is ideal for this.	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.	HWB 3-23a
Satisfaction from mental and physical stimulus of orienteering. Desire to master skills. Enjoyment of being outdoors.	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 3-25a
Links with local orienteering clubs, opportunities to participate in junior inter-club events, inter-school festivals and competitions, Scottish Schools Orienteering Championships etc.. I know I am welcome at my local club's events and activities.	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.	HWB 3-26a
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.	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 3-10a
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.	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
Use of GIS to locate & examine an unfamiliar area before competition.	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
<u>Fourth Level</u>		
See HWB 0-10a		HWB 4-10a
See HWB 0-11a		HWB 4-11a
See HWB 0-12a		HWB 4-12a
See HWB 0-14a		HWB 4-14a

See HWB 0-16a		HWB 4-16a
See HWB 0-17a		HWB 4-17a
Find suitable amounts of time to practise and train in school, with friends or with a club. Keep a balance of how I spend my time. Improving strength, flexibility and stamina through continued participation in orienteering. Understand why these aspects of fitness are important in orienteering.	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.	HWB 4-22a
Organise and set up an orienteering event for others. Understand that many tasks need to be completed, and be able to do each of them correctly. Lead the organisation team, allow and trust others to do their part. Welcome all participants and react positively to all levels of achievement.	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.	HWB 4-23a
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.	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
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.	I continue to enjoy daily participation in moderate to vigorous physical activity and sport and can demonstrate my understanding that it can: 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.	HWB 4-25a
Calculate my own time as minutes per km, compare with winner's pace. Make awards for times within 10%, 25% and 50% of winner.	I can use the link between time, speed and distance to carry out related calculations.	MNU 4-10b