

Developing Orienteering Skills at St Giles CE Primary School

(Map work)

The table below provides a basic progression of skills/activities for the primary school.

Progression	Activities & skills	Age group
1.	<p>Table Top Maps To introduce the concept that a map/plan is like a picture of the ground, but taken from above. Skill: Understanding a 'birds eye view'</p> <p>(i) Pupils arrange 3 or 4 simple objects on top of their white board or an A4 piece of paper (play houses, a model tree, a cup, etc). Observe their features from the side. Then pupils stand up and look down at their objects from above. Notice the differences. Use a whiteboard pen to draw around the base of each object. Remove the objects and observe their outlines. Can the children put the objects back in the right place?</p> <p>(ii) Extension – create a simple colour coded key. Children pick one colour to represent cups, another for trees, another for houses, etc)</p>	Key Stage 1 Year 1
2	<p>Classroom Plans To reinforce that a plan/map is a picture of what is on the ground from an aerial perspective and to introduce different features of a map/plan Skills: Interpreting map symbols accurately Using a plan/map to locate objects</p> <p>(i) Use a large colour coded plan of your classroom. Keep it simple. It needs a title, an accurate drawing of the main features in the room and their locations (desks, cupboards, sinks, drawers, windows, doors, etc). Use different colours to represent different features (for eg all desks are yellow, all cupboards are brown, all book cases are red. Etc).</p> <p>(ii) Create a colour coded key to go with your map. Explain that the colours represent real objects in the room. Can the children work out what each colour represents?</p> <p>(iii) Test their understanding. Point to a groups of children's desks. Put your hand up if you are sitting on these desks. Put your hand if you are sitting on this specific chair. What is this? Can you point to it.</p>	Key Stage 1 Year 1/2

	<p>(iv) Hide and Seek. Pick 2 children to leave the room. They will be the seekers. Choose another child to hide a specific object somewhere in the in the classroom. The hider then has to blue tac a small picture of the object onto the classroom plan to show exactly where s/he has hidden it. Can they do this accurately?</p> <p>(v) The seekers return, look at the plan and use it to locate the real object. Repeat with 2 and then 3 objects at a time</p>	
3.	<p>Playground Maps – one small section of your grounds To understand simple map features – title, key, symbols Skills: Setting (orientating) a map to the ground Using the map to find different locations</p> <p>(i) Use an A4 colour coded map of the selected area and go over the various features. Check the children’s ability to interpret the different symbols accurately</p> <p>(ii) Where are we now? Point to our position.</p> <p>(iii) Where are other features (large trees, ponds, gates, etc) in relation to us? Point to them. Is your map the right way up? Turn it round until the object you have just identified and pointed to is in the same direction as your pointing finger.</p> <p>(iv) Mark 5 places onto the map that you want the children to find. Use red circles to represent these places. Children go to each circle and locate what is there. You can hide objects, or letters that spell out a word, or answers to questions that are linked to one of your topics</p>	Key Stage 1 – Extension
4.	<p>Playground Maps – one small section of your grounds To understand the features of a map and introduce a directional compass Skills: Setting a map to the ground Setting a map to North Using a map to follow a trail Follow steps I, ii and iii from above.</p> <p>(v) Introduce a simple compass. What does it do? Which bit points North? Establish where North is and align the N arrow on the map (you can place a large letter N to indicate North if it is easier)</p> <p>(vi) Mark 10 different places onto a base map of the area using red circles. Number the circles. Start each group at a different place. You can do a question trail where you give the groups 10 questions (relating to any curriculum area you like). The 10 answers can be found at the 10 points (the answer to Q1 will be found at circle 1).</p>	Key Stage 2 Year 3
5	<p>Star Orienteering - Orienteering Maps of the whole site To introduce the sport of orienteering; specific orienteering symbols and orienteering markers Skills: Interpreting symbols Setting a map</p>	Key Stage 2 Years 3/4 Also suitable for older

	<p>Planning and following simple routes on a map Locating places marked onto a map Use the star orienteering maps and revise map symbols and introduce the new symbols. Revise how to set the map and ensure pupils recognise their starting point.</p> <ul style="list-style-type: none"> (i) 1 place to find and return to base (ii) 2 places to find and return to base (iii) 3 places to find and return to base 	pupils if they have no orienteering experience
6	<p>Line Orienteering - Loop Maps To introduce the concept of line orienteering – going on a journey. Skills: Interpreting symbols Using a compass Following a line on a map Re-orientating a map with changes of direction Planning and following a route</p> <ul style="list-style-type: none"> (i) Revise how to use a basic compass to find North. Then ask where the red arrows points (south). Revise East and west and introduce NE, SE, SW and NW. (ii) Practise walking in different directions, eg walk 10 paces North. Stop. Walk 10 paces East, 10 paces SE. Repeat as necessary. (iii) Place sets of cones out in the playground in parallel lines. Make different routes cards showing the cones and linking them with a line. In groups, pupils follow different routes between the cones, resetting their route card every time they change direction. Use a compass to help re-orientate the card. Name the direction of travel (N,NE, E, etc) (iv) Line orienteering – use the loop maps to follow different 3 point courses around the school grounds. Remind pupils to reset their maps with every change of direction. Complete a number of courses. 	Key Stage 2 Years 4/5
7	<p>Map Scale and Pacing to measure distance To understand scale and distance and to introduce a technique for calculating distance travelled</p> <ul style="list-style-type: none"> (i) Use a base map to revise all of the map features pupils already know. Point to the scale bar (bottom right) and ask if they can explain. The basic scale is 1cm on the map is 7.5m on the ground. (ii) Use the maps to measure distances between symbols. If one measurement is 5cm on the map, what is the real distance on the ground. (iii) If the actual distance is 30m, how many cms will that be on the map? (iv) Measure out 7.5 metres in the playground. Mark both ends with a cone. (v) Pupils practise walking 7.5 metres. How many walking paces does it take each pupil to cover 7.5m? (repeat several times and calculate average number) (vi) Repeat above, but running. 	Key Stage 2 Year 5/6

	<p>(vii) Practise using walking and running paces to calculate distances between key features on the ground. Relate it to the map</p> <p>(viii) Explain that this is what skilled orienteers do to calculate how far they have travelled and keep track of exactly where they are on the map.</p>	
8.	<p>Competition Orienteering - 10 controls in a line To introduce the idea of orienteering as a competitive sport Skills: Using a compass Understanding scale 1cm:7.5M Pacing Following a line/route on a map Thumbing the map – to keep track of current location Competing against other teams</p> <p>(i) Revise pacing – walking and running. Ensure pupils can remember what their average number of paces is to 7.5m</p> <p>(ii) Explain that their thumb is approx. 1cm wide and model how to use their thumb and their paces to keep track of how far they have travelled.</p> <p>(iii) Introduce the 10 control orienteering map and demonstrate how pacing works.</p> <p>(iv) Explain that the pupils are going to use all of their mapping skills to complete an orienteering course as quickly as they can. This is a competition to see which group can do it fastest.</p> <p>(v) If all groups start at control 1 – you will need to stagger start times. Each group will need an exact start time and finishing time</p> <p>(vi) Alternatively, all groups start at the same time, but have different starting points.</p> <p>(vii) Use stopwatches to record each group’s time.</p> <p>(viii) Check their answer cards to ensure they went to the correct control points</p>	Key Stage 2 Years 5/6
9	<p>Competition Orienteering – Score Event To introduce the score event Skills: All so far mentioned Making effective route choices</p> <p>(i) Use the all controls map (20 control points)</p> <p>(ii) Pupils are given a set amount of time to visit as many controls as they can within the time allowed. For each control visited, give a score of 1 point.</p> <p>(iii) The team with the most points wins (you may have to deduct points from any group that doesn’t return to base immediately).</p>	Year 6
10.	<p>Making and using maps Pupils can make their own maps, incorporating all of the key features. They can mark their own routes on and have other teams follow them.</p>	Extension for any year group