

### Orienteering Curriculum map

Year 7	Year 8	Year 9	KS4
<p>Orientating map. (1) Cone course. Understanding how to read a map. (2) Recall symbols</p> <p>Health (3) Overcoming barriers to participation</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>Orientating map. Grid course. Recall all the symbols on a map (1,2,3) A</p> <p>Health (3) Know some user groups that may face barriers to participation</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>Orientating map. Whole school map. Pacing using a larger grid Course. Identify symbols on map and use them as an attack point. (1,2,3) B</p> <p>Health (3) Know some solutions to those barriers such as national campaigns</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>Orientating map. Whole school Pacing All symbols on a map and understand attack point and catchment points. (1,2,3)</p> <p>Health (3) To understand how to access sports and physical activities in the local area To understand how to access sports and physical activities in the local area</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>

<p>Route planning. Star planning. Orientating the map (1,2,3) B</p> <p>Health (3) Health (3) Overcoming barriers to participation</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>Route planning. Star course Thumbing the map. (1,2,3) B</p> <p>Health Know some user groups that may face barriers to participation</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>Route planning. Attack points Catchment features Competitive and timed (1,2,3) B</p> <p>Health (3) Know some solutions to those barriers such as national campaigns</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>Route planning. Aiming off catchment features Handrailing (1,2,3) B</p> <p>Health (3) To understand how to access sports and physical activities in the local area To understand how to access sports and physical activities in the local area</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>
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<p>Small loops Planning a route Orientating the map</p> <p>Health (3) Health (3) Overcoming barriers to participation</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>Loops Competitive loops Planning a route Orientating the map Thumbing a map.</p> <p>Health (3) Know some user groups that may face barriers to participation</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>Loops Competitive loops Route planning. Attack points Catchment features Competitive and timed</p> <p>Health (3) Know some solutions to those barriers such as national campaigns</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>Loops Competitive loops Route planning. Aiming off catchment features Handrailing</p> <p>Health (3) To understand how to access sports and physical activities in the local area To understand how to access sports and physical activities in the local area</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>
<p>Odds and Evens Orienteering race. Whole school map 10 controls. (1,2)</p> <p>Health (3)</p>	<p>Odds and evens Orienteering race. Whole school map 15 controls. (1,2) D</p>	<p>Odds and evens Orienteering race. Whole school map 20 controls.</p>	<p>Odds and even Whole school map half of all controls. (1,2)</p>

<p>Overcoming barriers to participation</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>Health (3) Know some user groups that may face barriers to participation</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>(1,2) E</p> <p>Health (3) Know some solutions to those barriers such as national campaigns</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>	<p>Health (3) To understand how to access sports and physical activities in the local area To understand how to access sports and physical activities in the local area</p> <p>Character (4) Determination, Curiosity, Kindness and positivity, Inclusion</p>
<p>Cross country race Introduction to compass. North Lines.(1,2)</p> <p>Health (3) Health (3) Overcoming barriers to participation</p> <p>Character (4)</p>	<p>Cross country race Compass work. Taking a bearing. (1,2)</p> <p>Health (3) Know some user groups that may face barriers to participation</p> <p>Character (4)</p>	<p>Cross country race Compass work. Take a bearing and follow it. (1,2)</p> <p>Health (3) Know some solutions to those barriers such as national campaigns</p> <p>Character (4)</p>	<p>Cross country race Complete course using bearings. (1,2,)</p> <p>Health (3) To understand how to access sports and physical activities in the local area To understand how to access sports and physical activities in the local area</p>

Determination, Curiosity, Kindness and positivity, Inclusion	Determination, Curiosity, Kindness and positivity, Inclusion	Determination, Curiosity, Kindness and positivity, Inclusion	Character (4) Determination, Curiosity, Kindness and positivity, Inclusion
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Key concepts: (referenced by a number above for lessons)

These will be taught through football and have been referenced in the curriculum map. The knowledge in these 3 areas will develop over time.

1. PE-Motor competence- students will develop coordination (hand-eye) to run and navigate using a map at the same time.

2. Sport-Rules, strategies & tactics- students will develop an understanding of the rules in orienteering, apply strategies to defeat an opponent. Use tactics to complete a course more efficiently and faster than an opponent.

3. Health- Healthy participation- students will develop their aerobic endurance, and speed

through participating in orienteering. Lessons will increase HR in the ST, and this will have a positive impact on health in the LT. For some student's participation in lessons will encourage students to attend extra-curricular clubs at school and even play orienteering outside of school.

The following themes will be threaded through the summer terms block of work: Anaerobic and aerobic exercise, Nutrition, Energy Balance, Overcoming barriers to participation

4: Character – Determination, Curiosity, Kindness and positivity, Inclusion