

Geography: Orienteering Long Term Curriculum Map

YEAR GROUP	1A	1B
EYFS	<p style="text-align: center;"><i>Orienteering EYFS</i> <b>Exploring the Immediate Local Area</b></p> <ul style="list-style-type: none"> <li>➤ <b>'Compass Points run'</b> - Place North, East, South, West signs up in the hall. Children sit in middle. Call out a compass point, children run to it. Repeat and vary.</li> <li>➤ <b>'Treasure Hunt'</b> - adult leads children around the immediate area using photographs of secret hiding places. Children use these clues to find the hidden treasures.</li> <li>➤ <b>SUGGESTED BUILD UP TO TREASURE HUNT, ensuring progression of key skills, knowledge and understanding:</b> <ul style="list-style-type: none"> <li>➤ Bear hunt- practical activity within garden of nursery.</li> <li>➤ Introduce key vocabulary through simple locational games such as, '<i>find a tree find a high place</i>', '<i>find a hidden place</i>', '<i>find a path</i>' etc. Repeat and vary until appropriate vocabulary reinforced.</li> <li>➤ Prior to the treasure hunt: display, share and discuss photographs of <u>obvious areas</u> within EYFS and <u>then less obvious areas</u> e.g. <i>taken from the top of the climbing frame looking down</i>. This reinforces different views of the world and previously unconsidered perspectives such as '<i>bird's eye views</i>'.</li> <li>➤ Develop this into a simple treasure hunt linked to photos shared and discussed.</li> <li>➤ Next, develop this with simple clues to find these areas e.g. <i>an Easter egg hunt or perhaps a dinosaur or teddy hunt (depending on the cohort's interests and time of year)</i>.</li> <li>➤ Finally, introduce a <u>map</u> of the Nursery yard and Reception yard and mark treasure points on it for children to find.</li> </ul> </li> </ul> <p><u>Children will learn:</u> very basic map reading, to work collaboratively / teamwork, to develop their knowledge of their immediate school grounds.</p> <p><u>Skills developed:</u> using very simple fieldwork and observational skills, some increased familiarity with, and exposure to, the four compass points (N, S, E, W), understanding of reading very simple maps, following routes and directions, problem solving, very basic and fundamental leadership qualities (communication, talking, listening, decision making).</p> <p><b>Compass Points (North, East, South, West)</b>  <b>Direction / routes / position / location of... Direction, Turn, Explore, Find, Hidden, High, Low, Over, Under, Beside, Through, Near, Far</b></p>	

## Orienteering 1

### The Four Compass Points and Adventurous Activities

- ✓ **AT THE START OF EVERY LESSON**, reiterate which way NORTH is as this is fundamental for orientation. Use a marker such as a cone for each compass point or landmark if necessary. Playing the simple game, 'shout out a compass point and run to it' is a good idea. As the children get older and progress, the need for these cones should be unnecessary.
- **'Crossing the Swamp' - teamwork.** Give the children a hoop each to be in charge of, groups of no more than 5 or 6, reduce size of yard, but don't make route too small (half a football pitch marked out on back yard), always give each team a spare hoop so they can work out what to do with it, DON'T tell them what it's for (this is used to pass to the front to enable progress). First team across is the winner, but they must PLAN first and then execute the plan.
- **'Animal Trail' - teamwork.** Exploring the school grounds, tour the grounds and hunt for the animal symbols on the orange and white orienteering markers. Try to split the class into groups if other adults are available and start at different locations around the grounds. DO not lead the groups. Let the children remember what animal they are searching for. Simply direct them to focus on locating the correct animal based on the instruction from the MARKER e.g. this is a dog, you are looking for a cat... It's good to let them remember where other animals they've walked past are as they will need these for later MARKERS. In this way, the children will be building an image of a map and their surroundings in their heads. Object is to have visited as many markers as possible in the time provided. Each adult should have a copy of the 'Control Markers' page so that each marker visited successfully can be ticked off.
- **'Counting Colours' - familiarity with the four compass points.** Using the 'Demonstration Map' or blank map to start with, draw a basic route between each coloured cone, ensuring that the children only travel through the four compass points, NO DIAGONALS! Children in small groups, three is ideal. Each group has a slightly different route to follow. Once a course is completed, they can swap maps. Children to swap leader each time. Always monitor and assess if a child is not showing enough leadership or is 'lagging behind'. It's a good idea to get a child who is struggling to state which cone they are standing on right now, based on the map. This way they can get a sense of location and orientation. The leader should be communicating with the entire group for them to be effective. ALL CONES HERE ARE BLANK, no need for numbers or letters at all at this age.

Children will learn: basic map reading, to work collaboratively / teamwork, to develop their knowledge of their school grounds.

Skills developed: using simple fieldwork and observational skills, using simple compass points (N, S, E, W), understanding of reading simple maps, following routes and directions, problem solving, successful leadership qualities (communication, talking, listening, decision making).

**Aerial View, Atlas, Bird's eye view, Compass / Compass Points (North, East, South, West), Landmark, Location, Map, Route, School.**

**Direction / routes / position / location of... Next to, far, behind, near, under, left, right, forwards, backwards, distance, turn.**

## Orienteering 2

### The Four Compass Points and Adventurous Activities 2

- ✓ **AT THE START OF EVERY LESSON**, reiterate which way NORTH is as this is fundamental for orientation. Use a marker such as a cone for each compass point or landmark if necessary. Playing the simple game, 'shout out a compass point and run to it' is a good idea. As the children get older and progress, the need for these cones should be unnecessary.
- **'Crossing the Swamp' - teamwork.** Give the children a hoop each to be in charge of, groups of no more than 5 or 6, reduce size of yard, but don't make route too small (1/2 or 3/4 of a football pitch marked out on back yard, NO SPARE HOOP AS IN Year 1, allow the children to have MORE THAN ONE PERSON IN A HOOP, they must decide for themselves that too many in one hoop doesn't work well as they will fall out. First team across is the winner, but they must PLAN first and then execute the plan.
- **'Animal Trail' - teamwork.** Exploring the school grounds using the ENRICH BLANK map, tour the grounds and hunt for the animal symbols on the orange and white orienteering markers. Try to split the class into groups if other adults are available and start at different locations around the grounds. DO not lead the groups. Let the children remember what animal they are searching for. Simply direct them to focus on locating the correct animal based on the instruction from the MARKER e.g. this is a dog, you are looking for a cat... It's good to let them remember where other animals they've walked past are as they will need these for later MARKERS. Object is to have visited as many markers as possible in the time provided. Each group should have access to laminated blank maps of the school grounds so that they can write the name of each animal at the correct location and number of marker on the map. Adults should have a copy of the map and 'Control Markers' page so that each marker visited successfully can be ticked off and recorded.
- **'Counting Colours' - familiarity with the four compass points.** Using the 'Demonstration Map' or blank map to start with, draw a basic route between each coloured cone, ensuring that the children only travel through the four compass points, NO DIAGONALS! Children in small groups, three is ideal. Each group has a slightly different route to follow. Once a course is completed, they can swap maps. Children to swap leader each time. Always monitor and assess if a child is not showing enough leadership or is 'lagging behind'. It's a good idea to get a child who is struggling to state which cone they are standing on right now, based on the map. This way they can get a sense of location and orientation. The leader should be communicating with the entire group for them to be effective. ALL CONES NOW SHOULD HAVE NUMBERS WRITTEN ON THEM, use 'Counting Colours Set up Map' as a guide. These numbers should change based on the number bonds or times table facts being taught at the time in Mathematics.

Children will learn: basic map reading, to work collaboratively / teamwork, to develop their knowledge of their school grounds.

Skills developed: using simple fieldwork and observational skills, using simple compass points (N, S, E, W), understanding of reading simple maps, following routes and directions, problem solving, identifying local landmarks, making decisions, successful leadership qualities (communication, talking, listening, decision making).

**Aerial View, Area, Bird's eye view, Compass / Compass Points (North, East, South, West), Human feature (man-made), Landmark, Location, Map, Physical feature (natural), Route, School.**

**Routes / position / location of... Next to, far, behind, near, under, left, right, forwards, backwards, distance, turn.**

### Orienteering 3

#### Outdoor Learning and Basic Orienteering

- ✓ **AT THE START OF EVERY LESSON, reiterate which way NORTH is as this is fundamental for orientation. Use a marker such as a cone for each compass point or landmark if necessary. Playing the simple game, 'shout out a compass point and run to it' is a good idea. As the children get older and progress, the need for these cones should be unnecessary.**
- **'Crossing the Swamp' - teamwork.** Limit amount of hoops (so in a team of six, possibly give four hoops) groups of no more than 5 or 6, reduce size of yard, but don't make route too small (3/4 of a football pitch marked out on back yard, NO SPARE HOOP AS IN Year 1, allow the children to have MORE THAN ONE PERSON IN A HOOP, they must decide for themselves that too many in one hoop doesn't work well as they will fall out. First team across is the winner, but they must PLAN first and then execute the plan. If the class performs well, provide three hoops so three will be in the first two hoops, leaving the extra one to move along. Children will need to be careful holding onto each other so no one falls out. This can be adapted now to include e.g. names of UK countries in relation to England so Scotland would be North, Wales South West etc... or for UK cities in relation to Liverpool, and for countries or continents of the world. This will encourage use of the maps painted on the front yard.
- **'Bench Buddies' - teamwork and problem solving.**
- **'Counting Colours' as the guide states - developing familiarity with the eight compass points. \*This assumes the children are completely confident with the Y1 and 2 coverage and 4 compass points.** Only provide a NORTH CONE for ORIENTATION, as the other compass points should start to be worked out based on this. Use 'Activity Maps 1-6' from the Enrich pack. The key skill here is to always keep the map facing north. The children shouldn't ever walk backward to go south for example, they should keep the map facing north and step around the map so that they are walking in a southerly direction, and able to see where they are going. Teacher role here is to monitor and observe, stepping in to make an example of when something is going wrong or right. Mid plenaries are fine to highlight a successful group from start to finish. The way of knowing if a group has completed the course correctly is if they have the right number at the end of the course (use Enrich 'Counting Colours Set Up Map', the numbers for each map are recorded in the bottom right corner).

Children will learn: about orienteering, map, symbol and key reading, to work collaboratively / teamwork, to develop their knowledge of their school grounds.

Skills developed: simple fieldwork and observational skills, using maps to follow a route, identifying school landmarks, making decisions, using up to the 8 compass points *where appropriate* (N, NE, NW, E, S, SE, SW, W), develop their knowledge of their school grounds, understanding of reading simple maps, working collaboratively, encourage use of directional language ('Go north, south' NOT 'Go forwards, back, left, right.. etc).

**Aerial View, Collaboration, Compass / Compass Points (North, North East, North West, East, South, South East, South West, West), Communicate, Direction, Distance, Features, Follow, Human feature (man-made), Key, Landmark, Length, Local, Location, Map, Navigate, Orientate, Orientation, Orienteering, OS Map, Physical feature (natural), Plans, Plot, Position, Route, School site, Symbol, Teamwork, Trail.**

Orienteering 4  
Basic Orienteering 2

- ✓ **AT THE START OF EVERY LESSON**, reiterate which way NORTH is as this is fundamental for orientation. Use a marker such as a cone for each compass point or landmark if necessary. Playing the simple game, 'shout out a compass point and run to it' is a good idea. As the children get older and progress, the need for these cones should be unnecessary. This can be adapted now to include e.g. names of UK countries in relation to England so Scotland would be North, Wales South West etc... or for UK cities in relation to Liverpool, and for countries or continents of the world. This will encourage use of the maps painted on the front yard.
- **'Pyramids Point' - teamwork, problem solving.** You can follow the guide as is, or substitute the pyramid cones for children! If a child thinks they've solved it, get the child to come and tell the adult how they would do it first. So it's a good idea to have a set of cones set up at a secret 'teacher station' to demonstrate the answer. A successful child can be used to reveal the answer if the teacher decides to.
- **'Bench Buddies' - teamwork and problem solving.** Progression here - *do not let the children within each team communicate with each other verbally.*
- **'Counting Colours' as the guide states - developing familiarity with the eight compass points.** \**This assumes the children are completely confident with the Y1 and 2 coverage and 4 compass points.* Only provide a NORTH CONE for ORIENTATION, as the other compass points should start to be worked out based on this. Use 'Activity Maps 1-6' from the Enrich pack. The key skill here is to always keep the map facing north. The children shouldn't ever walk backward to go south for example, they should keep the map facing north and step around the map so that they are walking in a southerly direction, and able to see where they are going. Teacher role here is to monitor and observe, stepping in to make an example of when something is going wrong or right. Mid plenaries are fine to highlight a successful group from start to finish. The way of knowing if a group has completed the course correctly is if they have the right number at the end of the course (use Enrich 'Counting Colours Set Up Map', the numbers for each map are recorded in the bottom right corner). *Differentiate the numbers involved if necessary to provide more challenge. Teacher will need to work out new cone numbers and answers for each course.*
- **'Compass Cones' as per the guide, but only the 8 COMPASS POINTS page, NOT the degrees page overleaf.**

Children will learn: about orienteering, map, symbol and key reading, to work collaboratively / teamwork, to develop their knowledge of their school grounds, to observe, measure and record.

Skills developed: fieldwork and observational skills, using maps to follow a route, identifying local landmarks, making decisions, using the 8 compass points (N, NE, NW, E, S, SE, SW, W), develop their knowledge of their school grounds, understanding of reading simple maps, working collaboratively, complete use of directional language ('Go north, south' NOT 'Go forwards, back, left, right.. etc).

**Aerial View, Collaboration, Compass / Compass Points (North, North East, North West, East, South, South East, South West, West), Communicate, Direction, Distance, Features, Follow, Human feature (man-made), Key, Landmark, Length, Local, Location, Map, Measure, Navigate, Orientate, Orientation, Orienteering, OS Map, Physical feature (natural), Plans, Plot, Position, Route, School site, Symbol, Teamwork, Trail.**

## Orienteering 5 Intermediate Orienteering

- **AT THE START OF EVERY LESSON**, reiterate which way NORTH is as this is fundamental for orientation. Use a marker such as a cone for each compass point or landmark if necessary. Playing the simple game, 'shout out a compass point and run to it' is a good idea. As the children get older and progress, the need for these cones should be unnecessary. This can be adapted now to include e.g. names of UK countries in relation to England so Scotland would be North, Wales South West etc... or for UK cities in relation to Liverpool, and for countries or continents of the world. This will encourage use of the maps painted on the front yard.
- **'Human Knot'** as per the guide - teamwork and problem solving / communication. Teacher to have extremely minimal input as to the solutions. There is no right or wrong way to solve the problem, as long as it's safe.
- **When recapping the 'Counting Colours' game, get the children in teams to set up the required cones TO SCALE. We are looking for the same distances between each cone as well as the correct colours and set up. Be mindful that different children have different length strides etc.**
- **'Compass Cones'** as per the guide, recap and carry out the 8 COMPASS POINTS page if necessary, progress to the degrees page overleaf when ready.
- **'Counting Court'** as per the guide. Use the yellow markings on the back yard. At the start of the game, ensure the children are told to KEEP THE MAP FACING NORTH and STEP AROUND THE MAP when required.
- **'Orienteering'** as per the guide. For the Maths course cards, the teacher can add in disguised learning by making up different equations based on ability and learning in Mathematics at the time. The 'Control Markers' page at the back of the guide can be used to aid this process.

Children will learn: about orienteering, map, symbol and key reading, to work collaboratively / teamwork, to develop their knowledge of their school grounds, to observe, measure and record, to turn based on degrees of the compass points.

Skills developed: fieldwork and observational skills, using maps to follow a route, identifying local landmarks, making decisions, using the 8 compass points (N, NE, NW, E, S, SE, SW, W), develop their knowledge of their school grounds, understanding of reading simple maps, working collaboratively, complete use of directional language ('Go north, south' NOT 'Go forwards, back, left, right.. etc), to learn that when they turn through a number of degrees, that this is ALWAYS DONE BY STARTING FROM NORTH as ZERO DEGRESS (North is 360 degrees too) and to always turn in a CLOCKWISE DIRECTION from north, to match degrees turned from north to the correct corresponding compass point.

**Aerial View, Collaboration, Compass / Compass Points (North, North East, North West, East, South, South East, South West, West), Communicate, Degrees, Direction, Distance, Features, Follow, Human feature (man-made), Key, Landmark, Length, Local, Location, Map, Measure, Navigate, Orientate, Orientation, Orienteering, OS Map, Physical feature (natural), Plans, Plot, Position, Route, Scale, School site, Symbol, Teamwork, Trail.**

## Orienteering 6

### Orienteering

- ✓ **AT THE START OF EVERY LESSON**, reiterate which way NORTH is as this is fundamental for orientation. Use a marker such as a cone for each compass point or landmark if necessary. Playing the simple game, 'shout out a compass point and run to it' is a good idea. As the children get older and progress, the need for these cones should be unnecessary. This can be adapted now to include e.g. names of UK countries in relation to England so Scotland would be North, Wales South West etc... or for UK cities in relation to Liverpool, and for countries or continents of the world. This will encourage use of the maps painted on the front yard.
- 'Human Knot' as per the guide - teamwork and problem solving / communication. Teacher to have extremely minimal input as to the solutions. There is no right or wrong way to solve the problem, as long as it's safe.
- When recapping the 'Counting Colours' game, get the children in teams to set up the required cones TO SCALE. We are looking for the same distances between each cone as well as the correct colours and set up. Be mindful that different children have different length strides etc.
- 'Compass Cones' as per the guide, USE THE DEGREES page.
- 'Counting Court' as per the guide. Use the yellow markings on the back yard. At the start of the game, ensure the children are told to KEEP THE MAP FACING NORTH and STEP AROUND THE MAP when required.
- **Grid Referencing** - Using the Enrich BLANK GRID REFERENCE Map, populate the map with the key features according to the symbols in the key and the school grounds. In small groups, the children independently visit a GRID REFERENCE form their map given by the teacher. This is the section they will populate first, they come back and show their results to the teacher before being given a new grid to explore. The teacher can check their results using the Enrich 'FULL GRID MAP' which contains the number of features within each grid.
- '**Orienteering**' as per the guide. For the Maths course cards, the teacher can add in disguised learning by making up different equations based on ability and learning in Mathematics at the time. The 'Control Markers' page at the back of the guide can be used to aid this process.

Children will learn: about orienteering, map, symbol and key reading, to work collaboratively / teamwork, to develop their knowledge of their school grounds, to observe, measure and record, to turn based on degrees of the compass points.

Skills developed: fieldwork and observational skills, using maps to follow a route, identifying local landmarks, making decisions, using the 8 compass points (N, NE, NW, E, S, SE, SW, W), develop their knowledge of their school grounds, understanding of reading simple maps, working collaboratively, complete use of directional language ('Go north, south' NOT 'Go forwards, back, left, right.. etc), to learn that when they turn through a number of degrees, that this is ALWAYS DONE BY STARTING FROM NORTH as ZERO DEGRESS (North is 360 degrees too) and to always turn in a CLOCKWISE DIRECTION from north, to match degrees turned from north to the correct corresponding compass point, to read grid references on a map and populate accurately.

**Aerial View, Collaboration, Compass / Compass Points (North, North East, North West, East, South, South East, South West, West), Communicate, Degrees, Direction, Distance, Features, Follow, Grid references (four and six figure), Human feature (man-made), Key, Landmark, Length, Local, Location, Map, Measure, Navigate, Orienate, Orientation, Orienteering, OS Map, Physical feature (natural), Plans, Plot, Position, Route, Scale, School site, Symbol, Teamwork, Trail.**

