

## Maghull High School - Year 7 Scheme of Work

**Prior Learning:** Students may have some experience of Orienteering/OAA from primary school or enrichment/residential experiences with school and family.

**Expectations:** Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

### 3 Pillars of Progress

#### Motor Competence

Students will learn fundamental Orienteering skills such as.

- How to orientate the map
- How to thumb the map
- Identify basic symbols/line symbols
- Understand and describe what a control point is and how to interpret this information (green, red, black course)
- Be able to describe key terms 'legend and key'
- Working at maximum levels in timed/relay/competition formats
- Understanding of pacing to maximise performance (Students count the number of double paces needed to walk/run 100 metres)
- Staying within boundary lines
- Creating own checkpoint and correctly locating/recording this on map

- Location of buildings/key markers on map
- Creation of own checkpoint using cone and partner can locate successfully
- Competition in pairs (3 checkpoints to begin with to ensure understanding)
- Classroom/sports hall activities if required to introduce key skills of map reading, understanding symbols and instruction
- Basic map walk
- Mark up your map
- Map symbols running game
- Cone orienteering
- Use a map to navigate around a netball court

#### Rules, Tactics and Strategies

- Understanding of why orientating map correctly is important and what could happen if this is not done accurately
- Location of starting point on the course
- Correctly fill in control card
- Using knowledge of symbols to help navigate the course
- Importance of planning route beforehand and explaining why this is important
- Use of key and legend to navigate the course
- Understanding of coordinates North, South, East and West
- Effective problem solving through communication and teamwork
- Demonstrate resilience in identifying mistakes and correcting misconceptions
- Cross curricular links linked to anagrams, numbers, periodic table, countries

#### Healthy Participation

The Orienteering module is delivered in conjunction with one of the following Healthy Participation modules:

1. Warm-up and cool-down
2. Physical, emotional and social benefits of exercise
3. Components of fitness
4. Ethics
5. Diet
6. Muscular System
7. Cardiovascular System
8. Respiratory System

Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.

<b>Assessment / Feedback Opportunities</b>	<p>Formative Assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Q&amp;A</li> <li>• Discussion</li> <li>• Peer assessment</li> <li>• Self assessment</li> <li>• I can statements</li> </ul>	<p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• End of topic practical assessment</li> <li>• Healthy Participation knowledge assessment</li> </ul>
<b>Key Vocabulary</b>	<p>In addition to the key words and terms documented within the 3 Pillars of Progress.</p> <p>Orienteering, Orientate (or Orient), Map, Control Point (or Checkpoint, Course, Route Choice, Symbol, Scale, OAA (Outdoor Adventurous Activities), Teamwork / Collaboration, Communication, Strategy, Perseverance.</p>	
<b>Literacy/Reading opportunities</b>	<ul style="list-style-type: none"> <li>• map reading and understanding map language</li> <li>• following multi-step written instructions</li> <li>• communicating directions effectively.</li> <li>• vocabulary development</li> <li>• problem solving and analysis</li> </ul>	
Cross Curricular Themes	<ul style="list-style-type: none"> <li>• Geography: as students learn to read and create maps, understand symbols (legend/key), use a compass, and develop spatial awareness. They can also study different landscapes or map an area of the school grounds.</li> <li>• Mathematics: Problem-solving: Calculating the best route and estimating distances. Numeracy: Using numbers on control points, applying knowledge of fractions, or working with coordinates. Geometry: Creating map shapes or identifying specific geometric features.</li> <li>• Literacy: Communication: Working in teams requires clear communication of routes and findings. Reading/Writing: Following written clues, recording information found at control points</li> </ul>	
<b>Personal Development (Including British Values, RSE, Citizenship)</b>	<ul style="list-style-type: none"> <li>• Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice.</li> <li>• Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe.</li> <li>• Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences.</li> <li>• Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment.</li> <li>• Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain.</li> </ul>	
<b>Career Opportunities</b>	<p>Outdoor Activity Instructor/Teacher, Orienteering-focused roles: Coach/Instructor, Mapper and Installer, Product Developer/Lesson Creator, Development Officer, Communications/Marketing Officer, Event Coordinator/Organiser, The British military (Army Reserve)</p>	

## Maghull High School - Year 8 Scheme of Work

**Prior Learning:** Students will have experience of Orienteering from Year 7 and will have developed basic skills such as orientating the map, thumbing the map, identifying symbols and map coordinates.

**Expectations:** Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

### 3 Pillars of Progress

Motor Competence		Rules, Tactics and Strategies	Healthy Participation
<ul style="list-style-type: none"> <li>Identifying North on the map and understanding its importance</li> <li>Working at maximum levels for optimum performance across a course</li> <li>Ideas of pacing and benefits of this linked to orienteering</li> <li>Successfully locating controls using a 4 figure grid reference</li> <li>Star exercises - Students leave a central point to find a control point (marker) and then return. This is repeated with several controls</li> <li>Team anagrams</li> <li>'Odds' checkpoint task</li> </ul>	<ul style="list-style-type: none"> <li>Identifying further symbols and checkpoints on the map</li> <li>Relay races showcasing individual knowledge and skills of orienteering</li> <li>Small loops -Students leave a central point to find 2 or 3 controls and then return to the teacher. This is repeated several times</li> <li>Head to head sprint - in pairs, students run in opposite directions around a course. First back wins.</li> </ul>	<ul style="list-style-type: none"> <li>Using prior knowledge of symbols/check points to navigate course (recalling what a symbol/check point looks like and how it can help navigate a course)</li> <li>Using knowledge of line symbols to navigate map</li> <li>Working collaboratively as part of a pair or larger group and being able to explain the importance of this</li> <li>Cross curricular links linked to anagrams, numbers, periodic table, countries</li> <li>Effective problem solving through communication and teamwork</li> <li>Demonstrate resilience in identifying mistakes and correcting misconceptions</li> </ul>	<p>The Orienteering module is delivered in conjunction with one of the following Healthy Participation modules:</p> <ol style="list-style-type: none"> <li>Warm-up and cool-down</li> <li>Physical, emotional and social benefits of exercise</li> <li>Components of fitness</li> <li>Ethics</li> <li>Diet</li> <li>Muscular System</li> <li>Cardiovascular System</li> <li>Respiratory System</li> </ol> <p>Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.</p>

<b>Assessment / Feedback Opportunities</b>	Formative Assessment <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Q&amp;A</li> <li>• Discussion</li> <li>• Peer assessment</li> <li>• Self assessment</li> <li>• I can statements</li> </ul>	Summative Assessment <ul style="list-style-type: none"> <li>• End of topic practical assessment</li> <li>• Healthy Participation knowledge assessment</li> </ul>
<b>Key Vocabulary</b>	Orienteering, Orientate (or Orient), Map, Control Point (or Checkpoint, Course, Route Choice, Symbol, Scale, OAA (Outdoor Adventurous Activities), Teamwork / Collaboration, Communication, Strategy, Perseverance.	
<b>Literacy/Reading opportunities</b>	<ul style="list-style-type: none"> <li>• map reading and understanding map language</li> <li>• following multi-step written instructions</li> <li>• communicating directions effectively.</li> <li>• vocabulary development</li> <li>• problem solving and analysis</li> </ul>	
<b>Cross Curricular Themes</b>	<ul style="list-style-type: none"> <li>• Geography: as students learn to read and create maps, understand symbols (legend/key), use a compass, and develop spatial awareness. They can also study different landscapes or map an area of the school grounds.</li> <li>• Mathematics: Problem-solving: Calculating the best route and estimating distances. Numeracy: Using numbers on control points, applying knowledge of fractions, or working with coordinates. Geometry: Creating map shapes or identifying specific geometric features.</li> <li>• Literacy: Communication: Working in teams requires clear communication of routes and findings. Reading/Writing: Following written clues, recording information found at control points</li> </ul>	
<b>Personal Development (Including British Values, RSE, Citizenship)</b>	<ul style="list-style-type: none"> <li>• Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice.</li> <li>• Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe.</li> <li>• Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences.</li> <li>• Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment.</li> </ul> <p>Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain.</p>	
<b>Career Opportunities</b>	Outdoor Activity Instructor/Teacher, Orienteering-focused roles: Coach/Instructor, Mapper and Installer, Product Developer/Lesson Creator, Development Officer, Communications/Marketing Officer, Event Coordinator/Organiser, The British military (Army Reserve)	

### Maghull High School - Year 9 Scheme of Work

**Prior Learning:** Students will have developed key skills within orienteering and outdoor and adventurous activities in Years 7 and 8 and will now be able to apply these skills to more complex and demanding scenarios.

**Expectations:** Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

### 3 Pillars of Progress

#### Motor Competence

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| <ul style="list-style-type: none"> <li>Finding factors - Visit as many controls as possible within a set time. Write factor pairs answers on control cards, advancing to Prime factors</li> <li>Clock relay - Teams of 2 compete in a head to head competition, visiting 2 controls at a time</li> <li>Cross country competitions - Students complete a set course, visiting the control sites in a set order.</li> <li>Mark up your map - Students run round the grounds to find controls. When they find them they mark them onto their map</li> <li>Able to navigate a full, 25 control map</li> </ul> | <ul style="list-style-type: none"> <li>Odds and evens relay</li> <li>Deciding control points - Students decide on control locations and put out their own control points</li> <li>Grid reference session - Students use the grid referenced orienteering map to learn how to use 4 and 6 figure grid references</li> </ul> |
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#### Rules, Tactics and Strategies

- Able to describe the key terms 'scale, strategy, bearing'
- Able to convert scale into metres
- Plan effective strategies for differing types of course
- Introduction of compass skills to enhance OAA knowledge and understanding further
- Identifying strengths and weaknesses of groups and able to plan accordingly – who will run where and why.

#### Healthy Participation

The Orienteering module is delivered in conjunction with one of the following Healthy Participation modules:

17. Warm-up and cool-down
18. Physical, emotional and social benefits of exercise
19. Components of fitness
20. Ethics
21. Diet
22. Muscular System
23. Cardiovascular System
24. Respiratory System

Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.

<b>Assessment / Feedback Opportunities</b>	<p>Formative Assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Q&amp;A</li> <li>• Discussion</li> <li>• Peer assessment</li> <li>• Self assessment</li> <li>• I can statements</li> </ul>	<p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• End of topic practical assessment</li> <li>• Healthy Participation knowledge assessment</li> </ul>
<b>Key Vocabulary</b>	<p>Orienteering, Orientate (or Orient), Map, Control Point (or Checkpoint, Course, Route Choice, Symbol, Scale, OAA (Outdoor Adventurous Activities), Teamwork / Collaboration, Communication, Strategy, Perseverance.</p>	
<b>Literacy/Reading opportunities</b>	<ul style="list-style-type: none"> <li>• map reading and understanding map language</li> <li>• following multi-step written instructions</li> <li>• communicating directions effectively.</li> <li>• vocabulary development</li> <li>• problem solving and analysis</li> </ul>	
<b>Cross Curricular Themes</b>	<ul style="list-style-type: none"> <li>• Geography: as students learn to read and create maps, understand symbols (legend/key), use a compass, and develop spatial awareness. They can also study different landscapes or map an area of the school grounds.</li> <li>• Mathematics: Problem-solving: Calculating the best route and estimating distances. Numeracy: Using numbers on control points, applying knowledge of fractions, or working with coordinates. Geometry: Creating map shapes or identifying specific geometric features.</li> <li>• Literacy: Communication: Working in teams requires clear communication of routes and findings. Reading/Writing: Following written clues, recording information found at control points</li> </ul>	
<b>Personal Development (Including British Values, RSE, Citizenship)</b>	<ul style="list-style-type: none"> <li>• Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice.</li> <li>• Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe.</li> <li>• Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences.</li> <li>• Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment.</li> <li>• Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain.</li> </ul>	
<b>Career Opportunities</b>	<p>Outdoor Activity Instructor/Teacher, Orienteering-focused roles: Coach/Instructor, Mapper and Installer, Product Developer/Lesson Creator, Development Officer, Communications/Marketing Officer, Event Coordinator/Organiser, The British military (Army Reserve)</p>	

### Maghull High School - Year 10/11 Scheme of Work

**Prior Learning:** Students will have a sound understanding of Orienteering from their experiences throughout Key Stage 3. They will be able to apply these skills consistently and with success across a variety of set tasks and challenges focusing also on teamwork, leadership, communication and problem-solving skills.

**Expectations:** Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

### 3 Pillars of Progress

Motor Competence	Rules, Tactics and Strategies	Healthy Participation
<ul style="list-style-type: none"> <li>Cross country competitions - Students complete a set course, visiting the control sites in a set order</li> <li>Mark up your map - Students run round the grounds to find controls. When they find them they mark them onto their map</li> <li>Team anagrams - Students work in teams to collect control code letters and work out anagrams</li> <li>Line orienteering - A line is drawn onto the orienteering map. Students follow the line and identify the position of control sites located on it</li> <li>Odds and evens relay - A head to head team racing activity</li> <li>Which control is right - Participants complete this as a star, small loops or a cross country course depending on ability. At each control site 3 or 4 controls are visible. The student must decide which is correct</li> <li>Calorie orienteering - Students complete an orienteering task and estimate their energy expenditure in calories. Students then use maths to work out the distance they have travelled and the energy they have expended</li> <li>Score competition - Visit as many controls as possible within a set time</li> <li>Off site visit to a permanent course - Students compete on permanent cross country courses in an unfamiliar area</li> </ul>	<ul style="list-style-type: none"> <li>Explaining key term 'anagram'</li> <li>Use of compass skills</li> <li>Introduction of fartlek training and how this may link to orienteering</li> <li>Able to describe the key terms 'scale, strategy, bearing'</li> <li>4 mark and 6 mark grid references</li> </ul>	<p>The Orienteering module is delivered in conjunction with one of the following Healthy Participation modules:</p> <ul style="list-style-type: none"> <li>25. Warm-up and cool-down</li> <li>26. Physical, emotional and social benefits of exercise</li> <li>27. Components of fitness</li> <li>28. Ethics</li> <li>29. Diet</li> <li>30. Muscular System</li> <li>31. Cardiovascular System</li> <li>32. Respiratory System</li> </ul> <p>Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.</p>

<b>Assessment / Feedback Opportunities</b>	Formative Assessment <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Q&amp;A</li> <li>• Discussion</li> <li>• Peer assessment</li> <li>• Self assessment</li> <li>• I can statements</li> </ul>	Summative Assessment <ul style="list-style-type: none"> <li>• End of topic practical assessment</li> <li>• Healthy Participation knowledge assessment</li> </ul>
<b>Key Vocabulary</b>	Orienteering, Orientate (or Orient), Map, Control Point (or Checkpoint, Course, Route Choice, Symbol, Scale, OAA (Outdoor Adventurous Activities), Teamwork / Collaboration, Communication, Strategy, Perseverance.	
<b>Literacy/Reading opportunities</b>	<ul style="list-style-type: none"> <li>• map reading and understanding map language</li> <li>• following multi-step written instructions</li> <li>• communicating directions effectively.</li> <li>• vocabulary development</li> <li>• problem solving and analysis</li> </ul>	
<b>Cross Curricular Themes</b>	<ul style="list-style-type: none"> <li>• Geography: as students learn to read and create maps, understand symbols (legend/key), use a compass, and develop spatial awareness. They can also study different landscapes or map an area of the school grounds.</li> <li>• Mathematics: Problem-solving: Calculating the best route and estimating distances. Numeracy: Using numbers on control points, applying knowledge of fractions, or working with coordinates. Geometry: Creating map shapes or identifying specific geometric features.</li> <li>• Literacy: Communication: Working in teams requires clear communication of routes and findings. Reading/Writing: Following written clues, recording information found at control points</li> </ul>	
<b>Personal Development (Including British Values, RSE, Citizenship)</b>	<ul style="list-style-type: none"> <li>• Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice.</li> <li>• Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe.</li> <li>• Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences.</li> <li>• Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment.</li> <li>• Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain.</li> </ul>	
<b>Career Opportunities</b>	Outdoor Activity Instructor/Teacher, Orienteering-focused roles: Coach/Instructor, Mapper and Installer, Product Developer/Lesson Creator, Development Officer, Communications/Marketing Officer, Event Coordinator/Organiser, The British military (Army Reserve)	