

A Curriculum for Excellence Secondary – Orienteering



Experiencing “enjoyment and achievement on a daily basis” by taking part in different kinds of energetic physical activities is an important part of the Health and Wellbeing curriculum. This can be achieved through both sport and outdoor learning and orienteering is an excellent way to achieve this – competing against yourself and others within your own grounds. Find out more at www.gflscotland.org.uk or www.scottish-orienteering.org

Physical Education



Orienteering allows pupils to practice a range of skills including short fast sprints, longer, slower jogging, travelling over/through different terrain and decision making. These skills are not only useful for orienteering itself but can form an integral part of a balanced training programme for general fitness.

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)

Orienteering around your grounds allows pupils to design routes around spaces that are familiar to them. These can be temporary routes used for another class, or more complex, permanent, differentiated routes for the rest of the school or local community. Being able to organise an orienteering event for the local community or orienteering club gives pupils experience of the roles and responsibilities involved in organising a sporting event.

I can: experience different roles and take responsibility in organising a physical event.... (HWB 4-23a)



Orienteering can offer an alternative to group sports and the skills and fitness required can be practiced and refined to allow for personal competition and reflection on performance. Routes and times can be recorded to compare (by Route Gadget or maps) and discuss. Associated emotions such as winning and losing on your own, getting lost, concentration, decision making, risk taking, recovering and appreciating different abilities can also be discussed.

I can observe, reflect, describe and analyse key aspects of my own performances/make informed judgements, specific to an activity/monitor and take responsibility for improving my own performance.. (HWB 4-24a)

Numeracy:



By estimating and recording the distance and time taken to run between each point pupils can calculate their speed, total distance covered and expected length of time for a variety of courses. This can inform route choice – as it will highlight the need to decide where you are going before setting off... you can travel a long way in the wrong direction if going at speed!

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)



Speed, distance and time measurements from different courses can be used for an applied statistical research project – considering means, standard deviation, normality, outliers etc. The data can stimulate discussion on how to improve performance - e.g. do unusually long times correspond to getting lost, do different terrains cause a change in speed, can you pick out individual strengths – sprinting, map reading, decision making etc?

I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. MNU 3-20a

Social Science



Being able to create and interpret a variety of maps is an integral part of social sciences.

Orienteering allows pupils to practise making and using their own maps of an area familiar to them in a real life context - considering scale, definitions of N (magnetic, grid, geographic) and keys.

They often display a high level of detail (landscape types, contours, drainage systems, land usage) and so are useful for comparisons and pupils can set their own courses to test the quality of their maps.

Mapping skills are developed progressively using maps in a variety of contexts. Throughout this process, learners will develop their own mental map to be able to recognise and locate a range of key features (SOC 1-14a to SOC 4-14a)