

# Orienteering

## Orienteering – whole day

Working with a partner, students will be introduced to features of maps including symbols, scale and orientation using a map of an area of forest adjacent to Suntrap. In the forest students will practice finding the orienteering flags and returning to the start point before attempting the full orienteering course.

**Please ensure that you bring at least one extra responsible adult with each class/group when undertaking this activity to ensure safe supervision.**

## Learning Objectives

- to use a map and compass to navigate a route around an unknown area
- to work successfully in a small team
- to select and apply their knowledge and understanding when moving from familiar activities/ground to unfamiliar situations

## Some suggestions for visit preparation

1. Look at a variety of maps and discuss what they show including scale and keys.



## Some suggestions for visit follow up

1. Drawing a map. Pupils could draw a map of the school and use it to find different places
2. Collect a variety of different maps, e.g. theme parks, shopping centres, town plans and get pupils to plan different routes.

## National Curriculum Links

### Geography

#### Geographical skills and fieldwork

- build on their knowledge of maps and apply and develop this knowledge routinely in the field
- interpret Ordnance Survey maps in the field, including using grid references and scale, topographical and other thematic mapping

### Physical Education

- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

### PSHE Association Programme of Study

#### Core Theme 1. Health and wellbeing

1. to recognise their personal strengths and how this affects their self confidence and self-esteem
2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
3. to be able to accept helpful feedback or reject unhelpful criticism
11. the benefits of physical activity and exercise
18. ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
20. to understand risk within the context of personal safety, especially accident prevention

#### Core Theme 2. Relationships

1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise
3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness





# EVENT SPECIFIC RISK ASSESSMENT



Visit details: **Orienteering**

Carried out by Suntrap Forest Education Centre

Date: Jan 2019

Issue	How to manage it
Understanding/behaviour	Class teacher to advise Suntrap staff of any student who may need extra support out in the forest to help them to follow instructions. School to ensure that there is appropriate adult: children ratios as required.
Medical conditions	Suntrap staff to check that school staff brings medication out into the forest. All adults to be made aware of any medical conditions. Suntrap staff will carry a first aid kit.
Getting lost	School staff to be taken to the check points by Suntrap staff and shown where the students can and cannot go. Suntrap starter to record names of students & the colours they are wearing on the recording sheet. This to be photocopied & given to all staff involved in the orienteering. Adults to tick pairs off as they pass their check point. Students to be instructed by Suntrap staff to always stay with partner/group. Students instructed to stay where they are or retrace their steps if they get lost. Suntrap starter must ensure that each pair is going in the correct direction to find their first flag.
Choking/Poisoning	No eating outside unless directly instructed by Suntrap staff.
Falling branches	During extreme weather conditions Suntrap staff will make an assessment to ensure it is safe to enter the forest.
Injury from horses/dogs or bikes	Group to be instructed to stand to the side, be quiet and still when horses, dogs or bikes are near.
Accident when crossing the road	Group to be instructed on follow safe procedures for crossing roads ( <b>Suntrap Line</b> ). No one to walk across the cattle grid. Students instructed not to cross any road unless instructed.
Injury through falling & throwing	Climbing of trees and throwing sticks/stones prohibited.
Getting wet/cold	Clothing should be appropriate for weather conditions. i.e hat, coat and gloves.
Soil borne disease	Children instructed not to put fingers in mouth during/after activities which include handling plants, soil and sticks. Hands should be washed with warm soapy water before eating lunch/snack.