

**OUTDOOR LEARNING:
7 WEEK PROGRAMME OF FIELDWORK & ADVENTUROUS ACTIVITIES**

LEARNING OBJECTIVES (meeting the NCiE requirements for geography & physical education & the development of learning skills)

<p align="center">Geography</p> <p>Know and be able to use:</p> <ul style="list-style-type: none"> The eight points of a compass Four and six-figure grid references Symbols and key (including the use of Ordnance Survey maps) <p>Be able to:</p> <ul style="list-style-type: none"> Interpret and use a range of sources of geographical information including sketch maps, plans, graphs, digital technologies and geographical information systems (GIS) Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length <p>Be able to apply fieldwork in:</p> <ul style="list-style-type: none"> Observing, measuring, recording, presenting the human and physical features in the local area 	<p align="center">Physical education</p> <ul style="list-style-type: none"> Engage in competitive and co-operative physical activities in increasingly challenging situations Take part in and enjoy outdoor and adventurous activity challenges both individually and within a team Compare personal performance with previous ones and demonstrate improvement to achieve personal best 	<p align="center">Key learning skills</p> <ul style="list-style-type: none"> Communication: competence in speaking; explaining ideas; discussing and debating; writing and transcribing ideas; knowledge and use of technical vocabulary Working with others Problem solving Thinking skills: information processing; reasoning; creative thinking; evaluation ICT and digital technologies Application of number Reflection and evaluation of personal performance and that of peers
<p align="center">Theme</p>	<p align="center">Learning outcomes and focus for assessment</p>	<p align="center">Activities and resources</p>
<p align="center">Collaboration and team work</p>	<p>Be able to:</p> <ul style="list-style-type: none"> Communicate effectively with other team members Collaborate with others in achieving team goals Compete against self and others in challenging situations Demonstrate strength and stamina in undertaking physical tasks <p>Know:</p> <ul style="list-style-type: none"> How effectively the team (or self) has performed and what could be done to improve 	<p align="center">Crossing the Swamp Human Knot Bench Buddies Pyramids Point</p> <ul style="list-style-type: none"> Hula hoops Cones Benches
<p align="center">Compass points, direction and orientation</p>	<p>Know the cardinal (four) and principal (eight) compass points</p> <ul style="list-style-type: none"> Know and use directional language to describe the position of features and routes on a map Orientate a map using compass points Communicate ideas clearly using correct directional vocabulary Collaborate with others and take an active and productive part in team work Reflect on success in achieving the task; evaluate personal performance and that of peers 	<p align="center">Counting Colours</p> <ul style="list-style-type: none"> Cones x 20 Sticky labels (numbered) Set up map and answers Demo maps and activity maps

<p>Compass points, degrees and direction</p>	<p>Describe the position of features and routes on a map using:</p> <ul style="list-style-type: none"> • Compass directions (four and eight points) • Correct locational and directional language 	<p>Compass Cones</p> <ul style="list-style-type: none"> • Cones x 10 • Activity course • Sticky labels (lettered) • Cards and answers
<p>Four and six letter grid references</p>	<ul style="list-style-type: none"> • Know and understand four-figure and six-figure grid references • Use knowledge of grid references to locate objects on a map • Use knowledge of grid references draw objects on a map 	<p>Hidden Treasures</p> <ul style="list-style-type: none"> • Grid reference (blank) school map • Grid reference route cards • Map of the school
<p>Ordnance Survey (OS) Maps</p>	<ul style="list-style-type: none"> • Know the purpose and significance of OS maps • Be able to understand a range of symbols and keys on OS maps • Be able to relate compass points to an OS map 	<p>Symbol Sprint Map Memory Hidden Treasures</p> <ul style="list-style-type: none"> • School map • Symbol cards • Grid reference (blank) school map • Grid reference route cards • Map of the school
<p>Map drawing and interpretation</p>	<ul style="list-style-type: none"> • Know about and understand the use sketch maps at different scales • Understand length and distance scales (i.e. 1:1000) • Be able to plot and measure different lines and their lengths • Observe and record accurately the local human and physical features of an area using sketch maps at different scales (be able to draw a sketch map of the school site and copy contents of specific grid references) 	<p>Map Drawing and Interpretation</p> <ul style="list-style-type: none"> • Outline map of school site • Google maps • Whiteboard • Ruler, paper, coloured pens/pencils
<p>Orienteering</p>	<ul style="list-style-type: none"> • Understand OS symbols on a map of the school area • Be able to navigate using a map 	<p>Counting Court Football Formula Animal Trail On-site Orienteering</p> <ul style="list-style-type: none"> • Control cards • Cones x 20 • Sticky labels • Hard surface area or field • School site map • Orienteering Activity Course cards (answers)