

## GCSE PE SKILL AREA ORIENTEERING

This document has been produced by British Orienteering to assist teachers in meeting the requirements and terminology of the National Curriculum Orders for Physical Education for England, Wales and Northern Ireland. It is not intended to be a definitive syllabus for the orienteering activity area of GCSE Physical Education.

### GCSE PE (SKILL AREA - ORIENTEERING) - PROGRESSION OF SKILLS IN ORDER OF DIFFICULTY.

Acquire and develop skills	Select and Apply skills	Assessment based on a 5 band marking system.	
		Band	Description
Map reading	Introduce plans of rooms, tabletops, gymnasiums and location of apparatus/equipment within that space. Progress to school grounds with a plan of the buildings/playing fields.	1	Candidates should be able to <ul style="list-style-type: none"> <li>• Show simple understanding of maps.</li> <li>• Recognise common map symbols and define map colours.</li> <li>• Orientate the map well, using terrain and compass.</li> <li>• Navigate from one control to the next along a single line feature e.g. path.</li> </ul> Observable behaviour <ul style="list-style-type: none"> <li>• Does not warm up</li> <li>• Wears inappropriate clothing.</li> <li>• Before the start pays scant attention to the map, start in a lack lustre way.</li> <li>• May lose essential items e.g. control card, map, compass.</li> <li>• May stand still for long periods, fail to set map correctly.</li> <li>• May need to be located and directed back to finish.</li> <li>• After the event cannot or will not attempt to analyse their performance.</li> </ul>
Scale	Introduce a variety of scales from room sizes to playing fields and more difficult areas		
Legend	Recognise all the colours and common features on an orienteering map.		
Orientate map to terrain	Candidates identify where they are, identify features around them and locate these on the map. Students change grip to keep the map set.		
Orientate map using compass.	Set the map - compass fixed to North and needle running parallel with the Magnetic North lines on the map. With the map still candidates should be able to identify some features around them.		
Control points	Recognise control points on the map and at the relevant feature in the terrain. Also how routes are shown.		
Navigate along a single line feature	Navigate from one control to the next along a single line feature i.e. path, wall.		

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Use line feature's as handrails	Navigate from one control to the next using handrails.	2	<p>Candidates should be able to</p> <ul style="list-style-type: none"> <li>• Use the features on the map to move from path to paths by selecting the correct route.</li> <li>• Thumb the map.</li> <li>• Use spatial distance judgement to measure the distance along a route.</li> </ul> <p>Observable behaviour</p> <ul style="list-style-type: none"> <li>• Does not warm up</li> <li>• Wears inappropriate clothing.</li> <li>• Before the start pays brief attention to the map, chooses to collude with others, starts in a lack lustre way.</li> <li>• May stand still for long periods, wander aimlessly, little success with setting map correctly.</li> <li>• After the event may reluctantly and simplistically analyse their performance.</li> </ul>
Thumb map	Candidates use their thumb, folding the map if appropriate, to indicate their present location.		
Sense of scale to distance	Use spatial distance judgement e.g. halfway along.		

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Knowledge of the sport of orienteering	Introduce candidates to types of compass, maps, events e.g. cross country, score and footwear,	3	<p>Candidates should be able to show understanding of</p> <ul style="list-style-type: none"> <li>• The sport including types of compass, maps, events e.g. cross country, score and footwear.</li> <li>• Safety including importance of whistle, watch, safety bearing, body cover, appropriate clothing and selection of course relative to physical fitness and technical competence.</li> </ul> <p>Candidates should have confidence to</p> <ul style="list-style-type: none"> <li>• Take short cuts off paths.</li> <li>• To navigate using cardinal directions</li> <li>• Use attack points</li> <li>• Use absolute distance judgement</li> </ul> <p>Observable behaviour</p> <ul style="list-style-type: none"> <li>• Little attempt to warm up</li> <li>• Clothing may inhibit athletic performance but reasonable for prevailing conditions..</li> <li>• Before the start looks at the map, may choose to collude with others, starts in a forthright manner.</li> <li>• Appears to read the map on the move and while stood still. When setting the map they may be slow but will do so correctly.</li> <li>• After the event will be able to simply analyse their performance. May be evasive if they have under performed and/or relied on others.</li> </ul>
Understanding of safety	Candidates should be aware of importance of whistle (when and how to use), watch, safety bearing, body cover, appropriate clothing and selection of course relative to physical fitness and technical competence.		
Cutting corners Aiming off	Candidates aim to one side of a control or feature so that they know which way to turn when they hit the feature and before seeing the control.		
Compass directions	Introduce candidates to the features of a compass and how to navigate using cardinal directions.		
Attack points	Candidates navigate to an obvious feature near the control point from which the control can be located.		
Absolute distance judgement	Candidates use the map scale to calculate distance along a route e.g. 100m along		

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Compass bearings.	Show candidates how to use a compass using the 'direction of travel' method. Use simple direction cards in a gymnasium, progress onto maps.	4	<p>Candidates should have greater confidence to</p> <ul style="list-style-type: none"> <li>• Perform the skills at greater speed.</li> <li>• Use the compass to take bearings and/or use the 'direction of travel' method for travel and reference.</li> <li>• Rough orienteer against good catching features.</li> <li>• Use pace counting.</li> <li>• Fine orienteer over short distances using pacing and compass.</li> </ul> <p>Observable behaviour</p> <ul style="list-style-type: none"> <li>• Candidate stretches.</li> <li>• Wears comfortable appropriate clothing.</li> <li>• Before the start carefully looks at the map, may briefly collude with others, starts in a forthright manner.</li> <li>• Appears to read the map on the move and while stood still only for short periods. Sets the map quickly and accurately.</li> <li>• After the event they will analyse their performance and be good at recognising mistakes at particular locations on the course.</li> </ul>
Rough orienteering with good catching features.	Candidates navigate quickly using rough compass bearings and obvious features on the map and ground.		
Pace counting	Introduce candidates to use of pacing to check off distance covered .		
Fine orienteering on short legs.	Candidates use map, pacing and compass to accurately navigate along a short route in detailed terrain.		

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Understand simple contour shapes	Introduce candidates to contours on maps. Use simple contour shapes for navigation over short distances.	5	<p>Candidates should be very confident in orienteering. They will:</p> <ul style="list-style-type: none"> <li>• Be able to use contours to aid navigation.</li> <li>• Use quick decision making.</li> <li>• Be able to navigate through different types of terrain.</li> <li>• Know when to use the compass and pacing.</li> <li>• Have experience of competitive orienteering.</li> </ul> <p>Observable behaviour</p> <ul style="list-style-type: none"> <li>• Candidate stretches and warms up.</li> <li>• Wears appropriate clothing for athletic performance and prevailing conditions.</li> <li>• Before the start attentively looks at the map, offers advice to others who approach them., starts in a competitive manner.</li> <li>• Appears to move continuously, stopping only briefly.</li> <li>• After the event they clearly define mistakes, analyse their performance and may recognise other extenuating circumstances.</li> </ul>
Navigate through different types of terrain	Introduce candidates to a variety of terrains e.g. woods, safe lowland open areas.		
Competitive techniques	Provide opportunities for candidates to take part in competitive events.		



