

RUBRIC – Outdoor Adventurous Activities (OAA)

Subject curriculum intent:	Physical Education at North Ridge High School should contribute to pupils’ physical, cognitive, social and emotional development, as well as playing an important role in their spiritual, moral and cultural development. The P.E. curriculum is broad and balanced to increase pupils’ self-confidence in their ability to manage themselves and their bodies within a range of movement situations. Through a variety of individual, paired and group activities, the different strengths, needs and preferences of each pupil will be catered for using differentiated physical activities. All pupils will be provided with the opportunity to move, be active, develop skills and improve communication and self-esteem. Additionally, through providing positive experiences within the P.E. curriculum, a lifelong interest in physical activity is encouraged.			
End of KS3 intent/outcome		End of KS4 intent/outcome		End of KS5 intent/outcome
To 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 in a group.		To take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as group.		N/A
Intent for this topic:	This unit of study gives pupils the opportunity to develop their knowledge and understanding of how to read a map, importance of teamwork and communication, following instructions and travelling in a range of ways/directions. Pupils will experience different types of maps and how to understand, read and follow these. Pupils will be working individually (where appropriate) and in a team to compete a variety of tasks. Pupils will be set differentiated tasks according to their ability to find a range of different items/locations. Pupils will have to use communication skills and co-operation skills to complete activities. Pupils may also experience how to work towards deadlines/times and how to complete activities in a set amount of time.			
Core vocabulary needed for this subject/topic:	Map, find, check, landmark, point, orient, solve, collaborate, teamwork, location, communicate			
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3	PE	OAA		<ul style="list-style-type: none"> Problem solving skills in a variety of situations in adventurous activities, following instructions and recognise what is needed to complete challenges successfully
Links to other subjects: Geography, English, maths, DofE				

RRSA:

- I have the right to play, have fun, do sport and relax; and I should include everybody in my activities and games
- I have the right to a good quality education
- I have the right to try new things

Unit Learning Objectives:

- Develop pupils problem solving skills in a variety of situations in adventurous activities
- Enable pupils to plan and work successfully as individuals, in pairs and in groups
- Develop pupils understanding of the importance and significance of rules and safety
- Listen and follow instructions and recognise what is needed to complete challenges successfully
- Participate in a range of activities which involve working with and trusting others
- Take part in problem solving or survival activities requiring pupils to plan collaboratively in pairs or small groups

Cross curricular links:

- PSHCE
- ICT
- Maths
- English
- Physical Education

	OUP8	OUPStep 1	OUPStep 2	OUPStep 3
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<p>Key Knowledge Concepts</p>	<p>Understand that maps are used to navigate</p> <p>Understand that working in a team can make things easier</p> <p>Understand that places can be found using images or place markers.</p> <p>Understand that some activities need thinking about before doing them</p> <p>Understands that they can follow specific trails to find items, targets, images etc</p> <p>Understands that specific OAA activities require certain types of equipment e.g. maps, clothing, compass etc</p> <p>Understands there are different activities that can be done independently and in a team to promote fun and enjoyment e.g. building bridges, crossing mat rivers etc</p>	<p>Understands there are some different ways to navigate a basic orienteering course</p> <p>Understands that a team has different roles which make it effective e.g. leader</p> <p>Understands there are different ways to find items e.g. following a map, using gps etc</p> <p>Understands there are different reasons navigation is important e.g. not getting lost, following an orienteering course</p> <p>Understands the use of different pieces of tracking equipment e.g. map, GPS, Compass</p> <p>Understands there are different activities that can be done independently and in a team to promote fun and enjoyment e.g. building bridges, crossing mat rivers etc</p>	<p>Understands there are a number of different ways to navigate a basic orienteering course e.g. sight, landmarks, maps</p> <p>Understands that a team has different roles which make it effective e.g. leader</p> <p>Understands there are a number of different ways to find items e.g. following a map, using gps, landmarks</p> <p>Understands there are different reasons navigation is important e.g. not getting lost, following an orienteering course, knowing which direction to travel</p> <p>Understands the need to use different pieces of tracking equipment dependant on activity e.g. map, GPS, Compass, landmarks</p> <p>Understands there are different activities that are suited to be completed better as a team or independently which promote fun, enjoyment and communication, problem solving and self belief skills e.g. building bridges, crossing mat rivers etc</p>	<p>Understands there are a number of different ways to navigate a basic orienteering course and knows which ones are necessary at certain times e.g. sight, landmarks, maps, memory</p> <p>Understands that a team has different roles and recognises which roles need to be utilised at certain times.</p> <p>Understands there are a number of different ways to find items and is aware when each one should be used. e.g. following a map, using gps, landmarks</p> <p>Understands there are different reasons navigation is important for different scenarios in life e.g. getting to work, knowing where you live, going on trips etc</p> <p>Understands the need to use different pieces of tracking equipment dependant on activity and knows how each one is effective e.g. map, GPS, Compass, landmarks</p> <p>Understands there are different activities that are suited to be completed better as a team or independently which promote fun, enjoyment and communication, problem solving and self belief skills and is able to</p>
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				recognise their own role to support or lead others e.g. building bridges, crossing mat rivers etc
Key Skill Concepts	OUP8	OUSTep 1	OUSTep 2	OUSTep 3
	<p>Can interpret basic maps, locate key landmarks, and navigate a familiar route</p> <p>Is capable to work effectively within a team, share information, and communicate clearly.</p> <p>Can identifying places through visual cues or markers.</p> <p>Can participate in specific activities that have been planned by others and help prepare necessary resources e.g. maps, compasses, images etc.</p> <p>Can follow designated trails to locate items, targets, or specific points of interest.</p> <p>Can engage in a variety of activities either independently or within a team setting.</p>	<p>Can read and interpret maps accurately, identifying key landmarks, understanding contour lines, and recognizing symbols on maps.</p> <p>Can practice clear communication and coordination during teamwork and navigation exercises.</p> <p>Can follow a compass to maintain a consistent heading when following a basic route.</p> <p>Can adapt to unexpected challenges during navigation, developing the ability to think critically and make decisions under pressure.</p> <p>Can foster enjoyment through navigation-related activities. This could include team-building exercises like building bridges, crossing mock rivers, or creating and solving navigation challenges.</p>	<p>Can demonstrate proficiency in navigating basic orienteering courses using a variety of methods, including visual observation, recognition of landmarks, and interpretation of maps.</p> <p>Can apply diverse navigation techniques, such as using maps, landmarks, and GPS devices, to locate specific items effectively.</p> <p>Can exhibit leadership qualities within a team, understanding and fulfilling the role of a leader during orienteering activities.</p> <p>Can collaborate with team members to enhance overall effectiveness in achieving navigational objectives. Item Retrieval Skills:</p> <p>Can recognise the significance of navigation in different contexts, such as avoiding getting lost, following orienteering courses, and determining the correct travel direction.</p>	<p>Can master navigation which involves developing practical skills in orienteering, emphasizing visual acuity, landmark identification, map interpretation, and reliance on memory.</p> <p>Can work within a team, individuals should cultivate specific skills for different navigation phases, understanding when to lead or provide support to foster effective collaboration and enhance problem-solving and communication abilities.</p> <p>Can develop proficiency in item location demands using a diverse skill set, knowing how to utilize maps, GPS technology, or landmarks strategically to contribute to well-rounded navigation skills.</p> <p>Can implement navigation skills which are not limited to outdoor pursuits e.g. commuting, finding one's residence, or planning trips.</p> <p>Can make use of tracking equipment, including maps, GPS</p>

			<p>Can participate in team-based activities, such as building bridges and crossing mock rivers, to enhance communication, problem-solving, and teamwork skills. Can independently complete activities that are better suited for individual performance, promoting self-belief and personal accomplishment.</p>	<p>devices, compasses, and landmarks with skilful application.</p> <p>Can participating in activities requiring teamwork or independent problem-solving, such as building bridges or navigating simulated rivers. Fosters the development of communication, problem-solving, and self-confidence skills.</p>
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Key Sports	Suggested Learning Activities – Adapted into games and differentiated for pupil need where applicable
<p>Orienteering</p>	<p>Map Reading Basics: Introduce kids to basic map reading skills. Teach them how to identify symbols, colors, and landmarks on a map.</p> <p>Nature Bingo: Create a bingo card with pictures or descriptions of natural features (trees, rocks, animals) that the kids can find while navigating a course.</p> <p>Map Making: Let kids create their own simple maps of a designated area. This enhances their observation and drawing skills.</p> <p>Trail Marking: Teach kids how to mark a trail using simple markers (colored ribbons, chalk, or symbols) so that others can follow their path.</p> <p>Compass Games: Introduce basic compass skills through games. Have them follow a compass bearing or locate hidden objects using a compass.</p> <p>Treasure Hunt: Create a treasure hunt with a map and clues. This adds an element of fun and problem-solving to orienteering.</p> <p>Nature Scavenger Hunt: Develop a list of items or features in nature that the kids need to find using a map. This encourages exploration and observation.</p> <p>Memory Trail: Lay out a trail with various objects. Allow kids to study the trail for a few minutes, then remove an item and see if they can identify the missing object.</p>

	<p>Obstacle Course Orienteering: Set up an obstacle course where kids navigate using a map to find their way through various challenges.</p> <p>Team Relay Races: Organize relay races where each team member takes turns navigating a section of the course. This promotes teamwork and communication.</p> <p>Balance Beam Navigation: Set up a balance beam course, and have kids navigate it while holding a map. This helps improve coordination and balance.</p> <p>Orienteering Relay Challenges: Create relay challenges where kids must complete different orienteering tasks at each station before passing the baton to the next team member.</p>
Team building games	<p>Obstacle Course Challenge: Set up a simple obstacle course using cones, hula hoops, and tunnels. Divide the children into teams and have them navigate the course together. Time each team to add a competitive element.</p> <p>Team Puzzle Building: Provide each team with a large jigsaw puzzle. The catch is that each team member can only work on a small section. The teams must communicate and collaborate to complete the puzzle.</p> <p>Balloon Pop Relay: Create a relay race where each child must run to a designated point, pop a balloon, and retrieve a message inside. The messages can have instructions for the next team member or a puzzle to solve together.</p> <p>Human Knot: Have the children stand in a circle, and each person grabs hands with someone across from them. The challenge is to untangle the "human knot" without letting go of each other's hands.</p> <p>Cup Stack Challenge: Give each team a stack of plastic cups. The goal is to build the tallest tower using the cups. The catch is that they can only use a rubber band and string to stack the cups.</p> <p>Musical Islands: Set up islands (large pieces of paper) around the room. Play music, and when it stops, the children must quickly find an island to stand on. Remove one island after each round, making it a collaborative effort to fit everyone onto the remaining islands.</p> <p>Nature Scavenger Hunt: Create a list of items found in nature (e.g., pinecones, leaves, rocks). Divide the children into teams and send them on a scavenger hunt. The team that collects all items first or the most items within a time limit wins.</p>

[British Orienteering](#)

Pupils working under OU Progression Step 8 will be assessed in Physical Literacy on Onwards & Upwards. Physical Literacy will be assessed across 5 levels starting from OU Progression Step 4 – 8. In Physical Literacy pupils will be assessed across 6 different areas which are Movement, Co-Operation, Compete, Analysis & Evaluation, Using Skills & Techniques and Challenge

Movement	<p>This area will have a focus of pupil movement during games and activities in PE. Pupils will show a knowledge and understand of direction of movement, different movement patterns and speeds of movements using their limbs.</p> <p>Examples</p> <p>OU P Step 4 – Exploring/Moving around a space and pieces of equipment</p> <p>OU P Step 5 – Following a pre-determined routine with support</p> <p>OU P Step 6 – Moving in a variety of different ways during activities</p> <p>OU P Step 7 – Moving body parts and showing co-ordination skills</p> <p>OU P Step 8 - Repeating a series of movements and creating their own movement patterns</p>
Co-Operation	<p>Examples</p> <p>OU P Step 4 – Request a symbol/piece of equipment and share this</p> <p>OU P Step 5 – Wait patiently for their turn during group games/activities</p> <p>OU P Step 6 – Can participate with another pupil towards a common goal</p> <p>OU P Step 7 – Show awareness of respect towards others during games/activities</p> <p>OU P Step 8 - Playing by specific set of rules and identifying who's turn it is next</p>

<p>Compete</p>	<p>This area will have a focus on pupils completing tasks when instructed, showing enjoyment, being competitive, use support from staff to implement skills, participate in competitive situations/games and to play against others</p> <p>Examples</p> <p>OU P Step 4 – Able to follow 1 rule from staff during games</p> <p>OU P Step 5 – Play unsupported against a class mate</p> <p>OU P Step 6 – Participate in some sort of competitive game/environment</p> <p>OU P Step 7 – Becoming aware playing competitive sports in not always about winning</p> <p>OU P Step 8 – Attempts to play within the rules</p>
<p>Analysis & Evaluation</p>	<p>This area will focus upon pupils ability to evaluate and analyse performance, is aware of lessons and structures, able to use symbols to identify items, understand the changes to their body and to comment/communicate on topics in PE</p> <p>Examples</p> <p>OU P Step 4 – Able to repeat an action which has been modelled by staff</p> <p>OU P Step 5 – Is aware of the subject and can identify the topic in PE</p> <p>OU P Step 6 – Able to demonstrate a basic skill they have learned</p> <p>OU P Step 7 – Participate in video analysis and comment on the skill</p> <p>OU P Step 8 – Responds to feedback received from staff</p>
<p>Using Skills & Techniques</p>	<p>In Using Skills and Techniques pupils will develop their ability to apply skills to a game/activity, show some control when performing skills, follow instructions, transfer skills from isolation into games and use a range of equipment</p> <p>Examples</p> <p>OU P Step 4 – Can respond to a simple verbal command</p> <p>OU P Step 5 – Repeat an activity at least 3 times in a row</p> <p>OU P Step 6 – Send a ball/quoit in a specific direction</p> <p>OU P Step 7 – Practice a skill and apply co-ordination</p> <p>OU P Step 8 – Independently use a range of equipment to complete a task</p>
<p>Challenge</p>	<p>This area will focus on pupils developing skills and knowledge based around remained interested/engaged in activities, recognising and matching equipment/symbols, solving challenges, using skills for success, engaging in</p>

familiar and unfamiliar activities and working independently and supported when necessary.

Examples

OU P Step 4 – To select at least 1 piece of equipment for specific game/task

OU P Step 5 – Select symbols and collect correct equipment

OU P Step 6 – Follow verbal/visual instruction to complete a team task

OU P Step 7 – Use skills in a game/activity which brings success

OU P Step 8 – Recognise a range of equipment and share what equipment is used for