

Engage with Curriculum for Excellence

Delivering Excellent Learning and Teaching

Hillwalking

Outcomes and Experiences

Levels 2/3



*Dumfries
& Galloway*
COUNCIL

Overview

Specific Outcomes and Experiences have been linked with particular activities. However there are a number of Health and Wellbeing Es and Os which are embedded into all Outdoor Activities. Participation in orienteering will aid in progression in these areas, though it must be the professional decision of the teacher as to how the pupil is progressing as regards for any particular outcome.

1. I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
***Responsibility of all**
HWB 2-11a/3-11a
2. I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
***Responsibility of all**
HWB 2-16a/3-16a
3. Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.
***Responsibility of all**
HWB 2-19a
4. I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.
HWB 2-22a/3-22a
5. I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.
HWB 2-25a

The following literacy outcomes also appear to be embedded in the delivery of Orienteering

1. When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
LIT 2-02a
2. As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.
LIT 2-04a
3. When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.
I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.
LIT 3-02a
4. I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.
LIT 2-10a/3-10a

In addition the following two Outcomes are perhaps best dealt with in a review section at the end of the sessions.

- **HWB 2-24a**

By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.

- **HWB 3-24a**

I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.

Hill Walking 1

Context for Learning - An introductory session or series of lessons on orienteering. Though this is most likely to be a group of either upper primary or lower secondary pupils, the progressions outlined below would apply to an introductory group of any age.

Experiences/Outcomes	Learning Intentions	Success Criteria	Evidence/tasks
<p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. <i>*Responsibility of all</i> HWB 3-17a</p> <p>Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d</p> <p>Having investigated navigation in the world, <u>I can apply my understanding of bearings and scale to interpret maps and plans</u> and create accurate plans, and scale drawings of routes and journeys. MTH 3-17b</p>	<p>I am learning</p> <ol style="list-style-type: none"> 1. to identify the specialist items of clothing and their function. 2. what to do if I become lost or injured. 3. the importance of scale on a map 4. how features on the ground are represented on a map. 5. how to orientate (set) a map 6. how to Identify my position on a map. 7. how to estimate distances between points on the map and how this relates to features “on the ground” 8. how to locate points using grid references. 	<ul style="list-style-type: none"> • I changed into appropriate clothing • I can describe what I need to do if I become lost or injured. • I know what is meant by the scale of a map and can select the best map for the purpose I need. • I can look at a map key and work out how symbols relate to features on the ground • Using a compass, I can orientate a map to face north • I can show my position on a map • I am able to look at a map and estimate how far it is between two points • I know how a grid reference relates to a map • I can give the grid reference of a feature in the landscape. 	<p>Discussion of the specialist items of clothing necessary for hill walking. Emergency procedures discussed with pupils and checked orally.</p> <p>Show a variety of maps of different scales and discuss when and why used.</p> <p>Take part in the key and descriptions matching game and complete table in record card.</p> <p>Following explanation, pupil is able to stand facing north with map correctly orientated.</p> <p>Describe and discuss how to relate topography to features on map (using a compass) in order to establish position</p> <p>Students can estimate how far it is between two features shown on a map, and two features in the landscape.</p> <p>Following a description and demonstration, students give the grid references of features on a map and on the ground</p>

Hill Walking 2

Context for Learning - An introductory session or series of lessons on orienteering. Though this is most likely to be a group of either upper primary or lower secondary pupils, the progressions outlined below would apply to an introductory group of any age.

Experiences/outcomes	Learning Intentions	Success Criteria	Evidence/tasks
<p>As I encounter new challenges and contexts for learning, I am encouraged and supported to <u>demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.</u> HWB 2-21a/3-21a</p> <p>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. HWB 3-23a</p> <p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a</p> <p>I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond. HWB 2-26a / HWB 3-26a</p>	<p>I am learning</p> <p>9. how to decide upon the best route between two points..</p> <p>10. how to lead a group safely, taking into account the needs and abilities of all group members.</p> <p>11. how to contact the local hill walking groups who can help me to develop my skills.</p>	<ul style="list-style-type: none"> • I am able to work out a route which I can walk over in a safe manner which is no more tiring than it needs to be. • I can lead the group for a section of the walk, making sure that everyone was able to complete it safely • I have access to the contact details of the local hill walking groups/clubs. 	<p>Discussion of what makes a good route is followed by the students working out the best way to get between two points on a map.</p> <p>Following discussion, pupils are given an opportunity to plan out a section of the walk and lead the group for that section</p> <p>A list of contact details is available via the "links" tab on the Outdoor Education GLOW blog</p>

Some of the evidence could be covered in a student record (either on paper or online).

Outcomes identified by at least two of the team as other areas which could potentially be covered through discussion between teachers, appropriate additional individuals and the Outdoor Education team.

1. I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.
HWB 2-28a
2. I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.
HWB 2-44b
3. By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.
SCN 2-12a
4. I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.
SCN 2-12b
5. I have explored the role of technology in monitoring health and improving the quality of life.
SCN 3-12b
6. I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments.
TCH 2-01b
7. During practical activities and design challenges, I can estimate and measure using appropriate instruments and units.
TCH 1-13a/2-13a
8. Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.
MNU 2-10c
9. 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
10. Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.
MTH 2-17c
11. Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans.
MTH 2-17d
12. Having investigated navigation in the world, I can apply my understanding of bearings and scale to interpret maps and plans and create accurate plans, and scale drawings of routes and journeys.
MTH 3-17b
13. I can use my knowledge of the co-ordinate system to plot and describe the location of a point on a grid.
MTH 2-18a/3-18a
14. I can describe the major characteristic features of Scotland's landscape and explain how these were formed.
SOC 2-07a
15. I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.
SOC 2-07b
16. Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.
SOC 3-07a

17. I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship.
SOC 3-10a
18. I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.
SOC 2-13a
19. To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.
SOC 2-14a
20. I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world.
SOC 3-14a

Development of the above could be carried out with input from other members of the CfE team. Teachers would need to approach the Outdoor Education team in the first instance.