Picture this

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Adapted from Scottish Schools Education Research Centre

Photo Orienteering

Photo orienteering involves using a map to find the control points. You take a photograph at each control to show that you have found the correct place, so there is no need to place a physical marker at each control.

What do I need ?

- Pens, pencils or crayons
- Internet
- Map of where you are going to be orienteering
- A device that can take a photograph
- Compass (optional)

How do I start photo orienteering ?

1. On your daily walk, why not make it a little bit more exciting by looking for landmarks you would like to search for out on your walk.
2. Plan your route before you head out on your adventure. Using Google maps find map of the area you are going to orienteer, or you can draw your own map of the area.
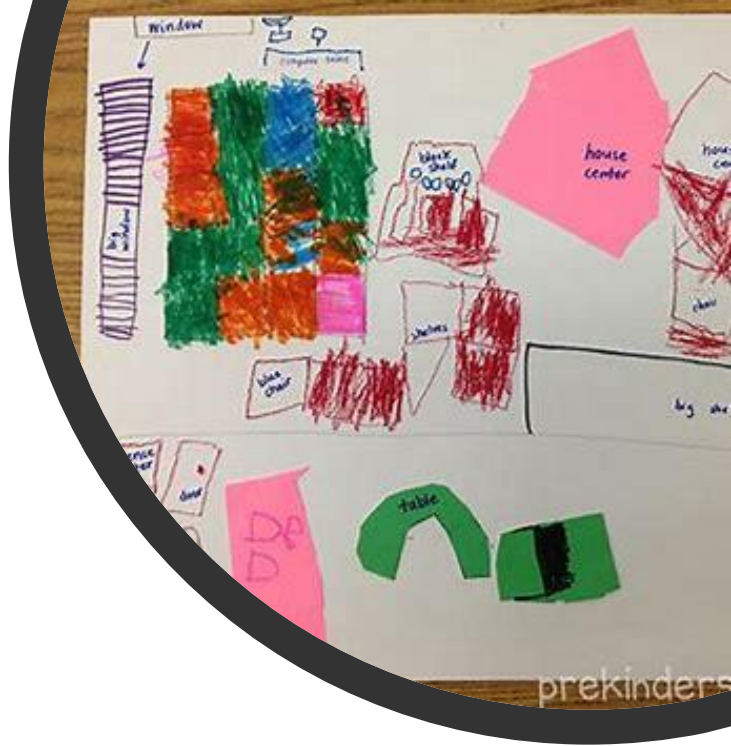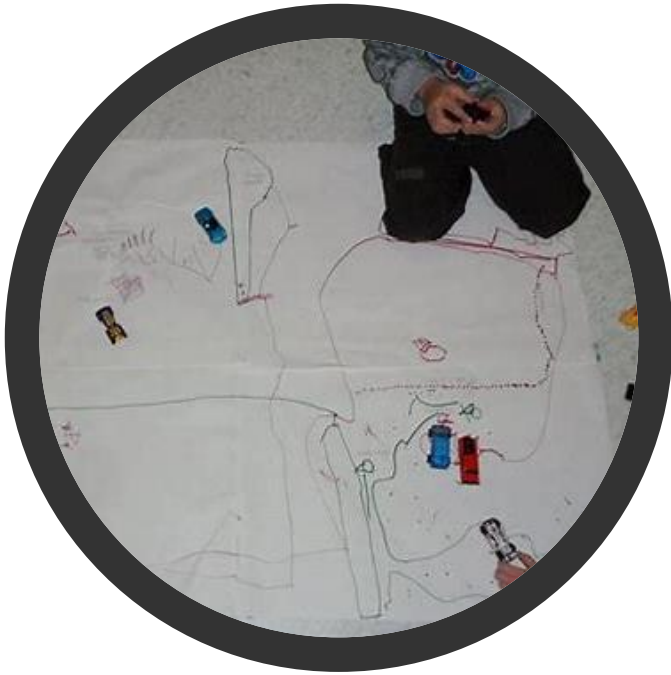
How do I start photo orienteering ?

3. Research beforehand what might you want to find on your walk. Make a list and as you find them, mark them off on your list. Take a photograph and put a marker on your map where you found the landmark.

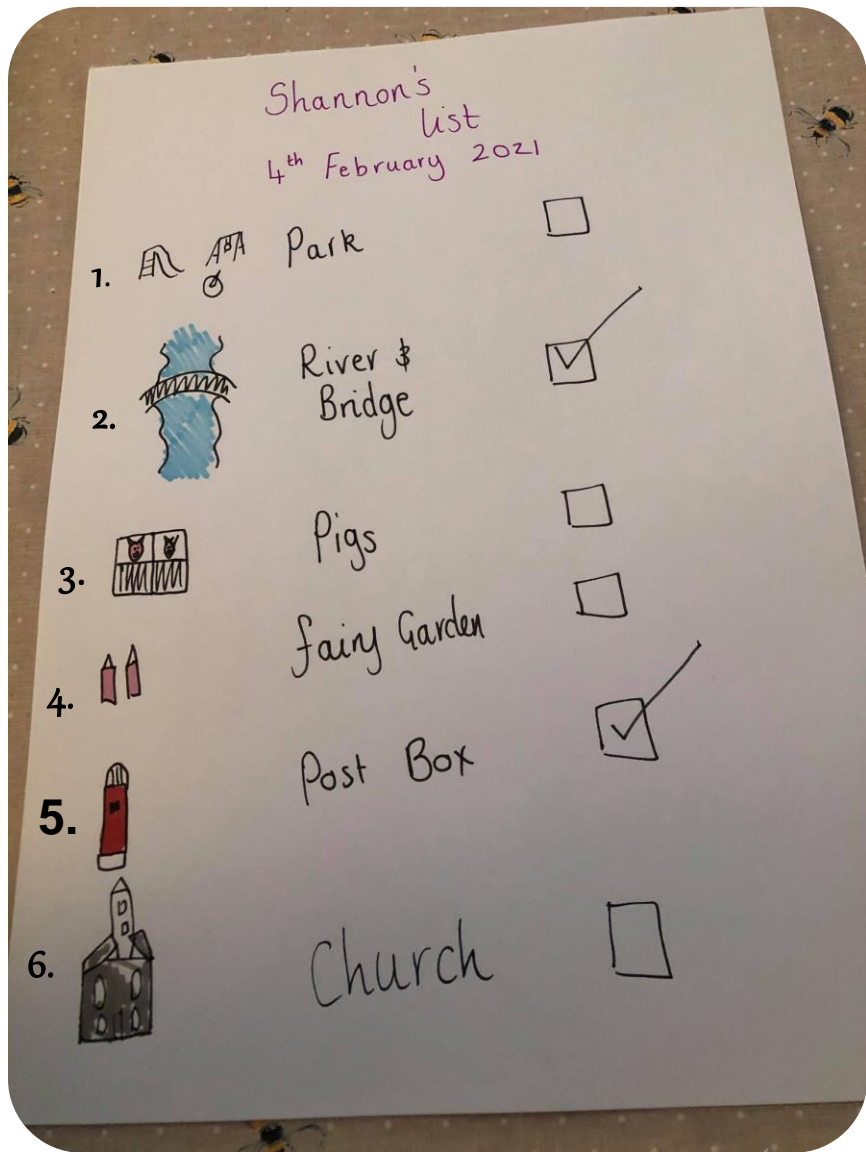4. Have fun and share your findings @HazeldeneFamC on Twitter page.

Can you draw your own map ?

Here is the map and List I have made ☺

Shannon's list
4th February 2021

1. Park ☐
2. River & Bridge ☑
3. Pigs ☐
4. Fairy Garden ☐
5. Post Box ☑
6. Church ☐

1.

2.

3.

4.

5.

6.

Shannon's Map.

4th February 2021

Secret Garden Park.

Church Street

Secret Passage

Pennyburn Lane

1.
2.
3.
4.
5.
6.
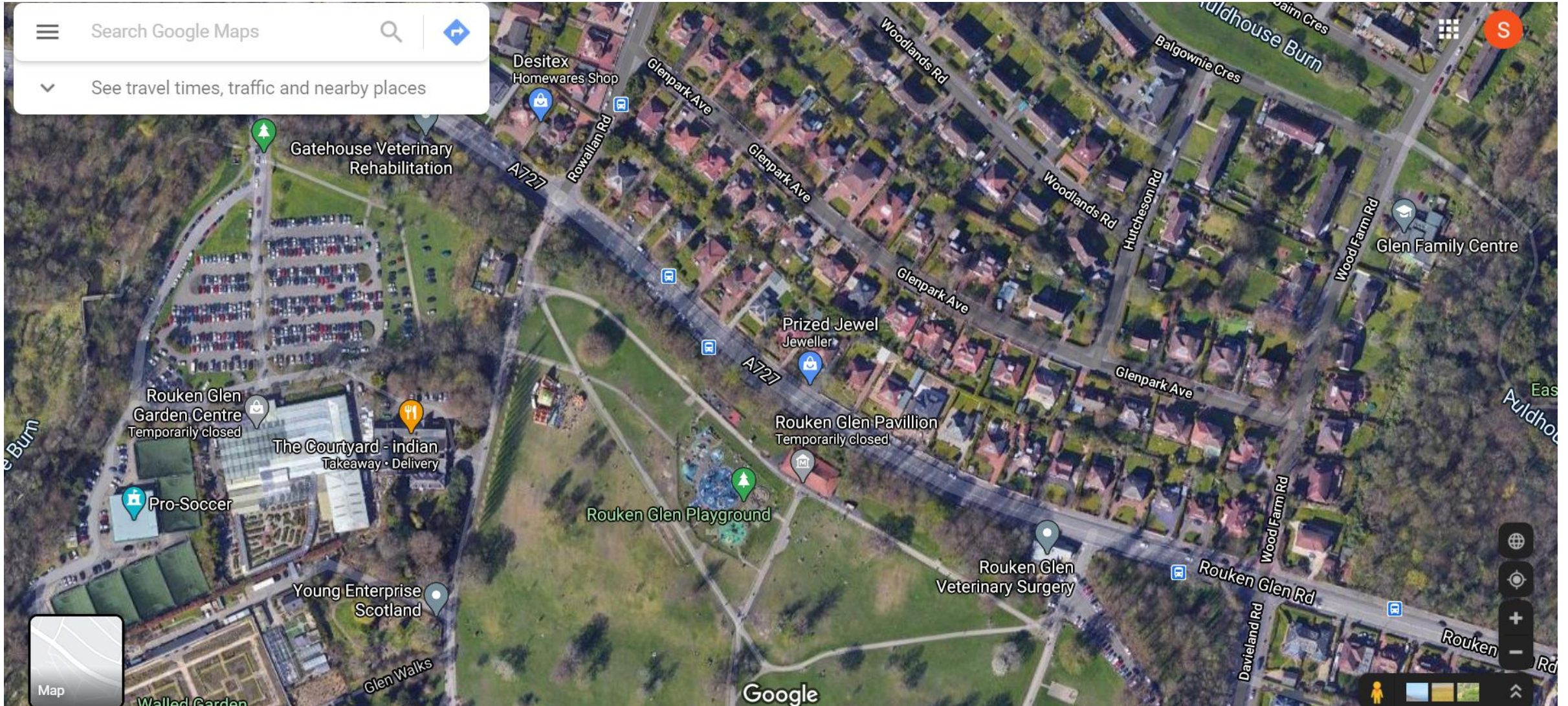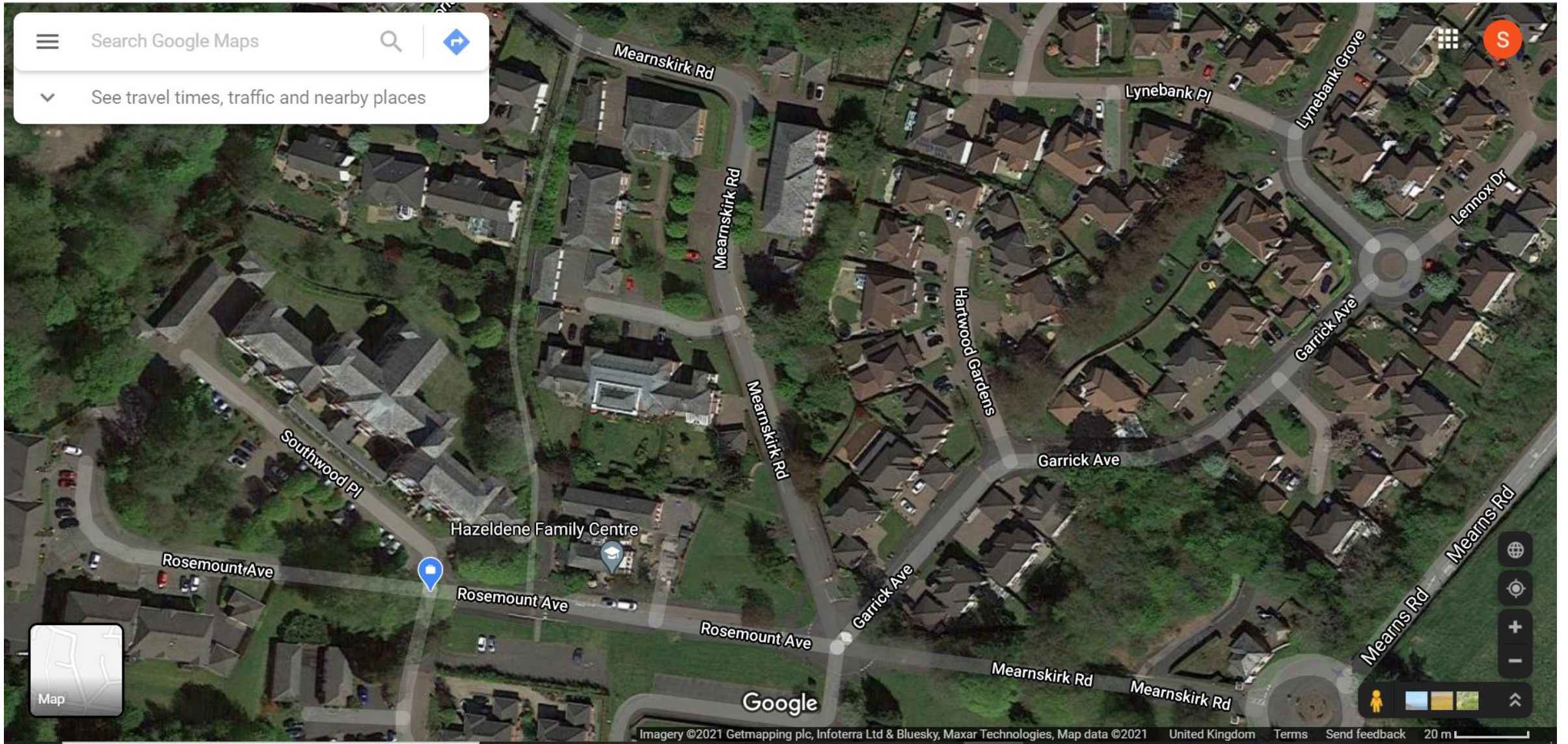
Or you can use Google Maps

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What are the Children Learning?

I enjoy taking photographs or recording sound and images to represent my experiences and the world around me - TCH 0-04b.

I enjoy investigating objects and shapes and can sort, describe and be creative with them MTH 0-16a

In movement, games, and using technology I can use simple directions and describe positions. MTH 0-17a

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts
TCH 1-01a

I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. MNU 0-20c

I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b

I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. MNU 0-20a

Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area - SOC 1-14a.

I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. SOC 0-09a

I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a

I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a

Skills Developed 1

- Can look at maps and identify how to pick up key features/information from the map to help with orienteering task

- Talks clearly to others in different contexts, sharing feelings, ideas and thoughts

- Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings

- Recognises, and describes common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved

- Understands and correctly uses the language of position and direction, including in front, behind, above, below, left, right, forwards and backwards

- Asks simple questions to collect data for a specific purpose

- Interprets simple graphs, charts and signs and demonstrates how they support planning, choices and decision making

- Contributes to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate

Skills Developed 2

- Recognises different types of digital technology

- Identifies the key components of different types of digital technology

- Uses digital technologies in a responsible way and with appropriate care

- Identifies and uses images and key words when searching for specific information

- Uses digital technology to collect, capture, combine and share text, sound, video and images

- Draws or produces simple models of aspects of the local area, for example roads or buildings

- Draws a simple map, or shares a relevant experience of the route of a straightforward journey

- Produces a basic map for a familiar journey

- Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the seashore, the countryside, a forest

- Solves simple design problems, working on their own and with others, using a degree of trial and error, for example, designs a simple container for an agreed purpose

Links to

Education Scotland (2021), Experiences and Outcomes
https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/experiences-and-outcomes/ (last accessed: 4.2.21)

Education Scotland (2021) Curriculum for Excellence Benchmarks
https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks/)last accessed: 4.2.21).

Scottish Schools Education Research Centre website (SSERC) (2020), Early Years & Primary Resources https://www.sserc.org.uk/subject-areas/primary/primary-resources/ (last accessed 4.2.21).
https://2g1hrx40gw3t1oo1bvqfy70u-wpengine.netdna-ssl.com/wp-content/uploads/Publications/Primary-Bulletins/83/SSERC-bulletin-83_web.pdf

Have Fun ☺