



Knowledge Organiser for Physical Education - Outdoor Adventure Activity

Key Enquiry Questions:	
What is outdoor adventure activity (OAA)?	OAA encompasses learning outside the classroom. It involves completing challenges in groups and as individuals. It provides learning opportunities for individual learning, team-work, coming to group decisions, developing leadership, taking calculated risks and understanding and developing appreciation to the natural environment.
What are the benefits of teaching OAA?	It provides learning opportunities for individual learning, team-work, coming to group decisions, developing leadership, taking calculated risks and understanding and developing appreciation to the natural environment.
Are there key skills that are needed to complete OAA?	Team-work, communication, resilience, problem solving skills, leadership, understanding, literacy and maths.

Key Vocabulary	
compass	A tool to help navigate all points of direction.
safety	Ensuring activities are safe and suitable for all children (see risk assessments).
evaluate	Discuss how you feel your strategies to complete the task have gone and discuss / think about what you could improve for next time.
route	The direction you decide to take to find the controls.
boundary	The edge of the space worked in.
control	What the children are looking for, this could be a flag, letter or a number.
course	This is the route chosen for the controls.
linear	All the controls on the map must be visited in the order shown.
location	The term used for the place where the course and controls are placed.
orienteer	The person taking part in the orienteering course.
orientate	To find your way around the course in relation to the map.
scale	The relative size of the objects shown on the map.
strategy	A plan or action created for completing the task.
symbol	A sign, shape or number which is used to represent something else this is usually seen on a map.
check point card	A resource card which is taken around the course, this card is stamped or checked at each point, useful for assessing and managing OAA.

Progression of Skills:

Year 3	<ul style="list-style-type: none"> • I can begin to recognise and describe the effects of exercise on the body. • I know the importance of strength and flexibility for physical activity. • I can explain why it is important to warm up and cool down. • I understand the concept of a map • I can use a map to position objects correctly • I can orientate a map while I move • I can work collaboratively • I can understand what orienteering involves • I know the meaning of some map symbols • I can match some basic orienteering symbols with their meaning
Year 4	<ul style="list-style-type: none"> • I can recognise and describe the effects of exercise on the body. • I know the importance of strength and flexibility for physical activity. • I can explain why it is important to warm up and cool down. • I can read a map with increasing accuracy and confidence and within a time limit. • I can mark control points on a map • I can describe my reasoning behind my thinking • I can work follow instructions and work together as a team • I can use equipment to solve challenges • I can accurately find points on a map • I can work with others to complete a task



Year 5	<ul style="list-style-type: none">• Start to orientate themselves with increasing confidence and accuracy around an orienteering course.• Complete orienteering activities both as part of a team and independently.• Use clear communication to effectively complete a particular role in a team.• Successfully use a map to complete an orienteering course.• Explain why they have used particular skills or techniques, and the effect they have had on their performance.
Year 6	<ul style="list-style-type: none">• Design an orienteering course that is clear to follow and offers challenge to others.• Use navigation equipment (maps, compasses) to improve the trail.• Use clear communication to effectively complete a particular role in a team.• Compete in orienteering activities both as part of a team and independently.• Use a range of map styles and make an informed decision on the most effective.• Prepare an orienteering course for others to follow.• Identify the quickest route to accurately navigate an orienteering course

How to structure a PE lesson.

1. Warm up -

Getting pupils active in our PE lessons is key to mentally and physically preparing them for the learning to come.

We can make our learning purposeful by linking the warm-up to the learning question (LQ).

Tip: It is good practice to have our equipment laid out before the start of the lesson, ensuring the transitions to later phases are seamless, optimising time for active learning.

2. Main Lesson -

The main lesson is where we focus on the development of those key skills.

Building upon the theme of the warm-up, we can quickly and effectively provide challenge through appropriate games and activities (see lesson plans)

Tip: During the main phase of the lesson, it is effective practice to:

- a. Model the outcomes focusing on one teaching point at a time
- b. Observe for best practice and allow pupils to model the outcomes
- c. Ask pupils to assess their own progress and the performance of others to raise performance outcomes

3. Competition / Conditioned Game (Apply) -

The competition / conditioned game phase is where we provide pupils with the opportunity to challenge themselves further, putting the learned skills into action while under pressure of time or other people.

Tip: Positive competition can be achieved by getting pupils to compete against themselves. For example, the game can be: *"How many gates can you dribble through in 30 seconds? I want you to count out loud each time you dribble through a gate. Go!"*

Conditioned games are great for pupils to compete against a passive, semi-passive or active defender. Scaffold the activation level of other pupils according to the age and ability of the learners.

4. Cool Down (Assess) -

The cool down should be linked to the learning question and re-focus the learners on the key skills.

Tip: We can also use the cool down to put the equipment in the right place for the next lesson through games

Health and Safety

See outdoor risk assessments

