

Progression of Skills: FS, KS1 and KS2

Scheme of Work

FS & KS1



By the end of year 2, pupils should be able to:

Skill	Achieved? ✓
Understand that a diagram/map is a bird's eye representation of the ground	
Understand what a legend/key is and its importance	
Transfer information on a diagram/map into reality, using basic symbols and matching equipment	
Follow & give verbal & written commands to move forwards, backwards, up, down, left and right	
Understand how the directions forwards, backwards, up, down, left and right can change depending on which way a person is facing	
Follow & give verbal & written commands to move north, south, east and west	
Understand that the directions north, south, east and west do not change, regardless of which way a person is facing	
Recognise & identify the real-life representation of a basic diagram/map through colour combinations	
Use a basic diagram/map to navigate to a single point in reality	
Use a basic diagram/map to navigate to up to 4 different points in reality	
Use a basic diagram/map to navigate to up to 4 different points, avoiding obstacles	
Use a basic diagram/map to follow a specific route with up to 4 different points	
Use a basic diagram/map to follow a specific route with up to 4 different points, avoiding obstacles	
Compete in competitive games following specific instructions and rules	
Make decisions and solve problems whilst being physically active	
Listen to other pupils and communicate with other pupils to complete a task	
Gain strategies to check accuracy e.g., speaking aloud, counting aloud, revisiting, clarifying with a partner etc	



KS2

By the end of year 6, pupils should be able to:

Skill	Achieved? ✓
Transfer information on a diagram into reality, using unfamiliar symbols, following a set order	
Understand & carry out the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map	
Identify basic orienteering symbols and colours using the legend [map key]	
Follow & give verbal & written commands to move north, south, east, west and north-east, south-east, south-west and north-west	
Understand that the directions north, south, east, west and north-east, south-east, south-west and north-west do not change, regardless of which way a person is facing	
Using basic diagrams/maps [e.g. count the cones], orientate and set the map, maintaining this whilst travelling a route involving more than 4 points	
Using more complex diagrams/maps [e.g. netball court maps], orientate and set the map, maintaining this whilst travelling a route involving more than 4 points	
Using basic diagrams/maps, draw their own routes for others to follow	
Using the whole school orienteering map, orientate and set the map using known features, to travel to and from control points allocated by a teacher or coach	
Use the whole school orienteering map, orientate and set the map using known features, to travel to and from control points chosen independently by the pupil	
Make tactical decisions to travel the orienteering course in the quickest and most efficient manner, ensuring the rules are followed for the event	
Make tactical decisions to travel the orienteering course to meet a different purpose such as "developing stamina" or "develop clear and concise communication"	
Work individually, in pairs and in larger teams, planning and co-operating effectively and allocating roles	
Work individually, in pairs and in larger teams to review and evaluate performance, on-the-go, and adapt quickly to improve including changing roles	
Recognise and discuss the dangers of OAA tasks and how to keep themselves and others safe	
Organise and plan an event which requires adventure and map reading skills using editable templates, maps, questions, and prompts for up to 30 people to take part in	
Using the whole school orienteering map, orientate and set the map using a mechanical or electronic compass, aligning it with their position on the map and the North lines	
Use a compass to identify which way is North to assist travelling in all 8 compass point directions	
Take part in competitive orienteering-style challenges	
Sustain physical activity in orienteering-style challenges for at least 30 minutes	
Explain the benefits of OAA and orienteering-style activities	
Know their most local orienteering club & how to pursue orienteering outside of school	
*To find this out, head over to https://www.britishorienteering.org.uk/find_a_club	

Assessment: self-assessment and summative assessment

This progression of skills document can be used to assess pupils progress in OAA from FS to KS2. Equally, with KS2 pupils, this document can be used as a form of self-assessment to highlight success and areas for focus. If using for either summative or self-assessment purposes, print one copy per pupil or create one electronic document per pupil. This is available in PDF, Microsoft Word, or Excel format.

Name of pupil:

Cohort or DOB: