



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre *for* Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Health and Well-being

Combining Orienteering & AfL



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Why go outdoors?

[The importance of outdoor play \(and how to support it\) | UNICEF Europe and Central Asia](#)

[Wellbeing: The impacts of outdoor learning and play | Learning through Landscapes](#)



What Orienteering Looks Like for 7–11 Year Olds

At primary level, orienteering is about:

- Understanding and following simple maps.
- Developing teamwork and problem-solving.
- Building spatial awareness and direction skills.
- Using physical activity to achieve goals (rather than racing competitively).

Activities might include:

- **Map symbol matching** (find objects around the playground that match map symbols).
- **Treasure hunts or “photo orienteering”** (find the location shown in a photo).
- **Simple course navigation** (move between cones or markers following a basic map).
- **Team challenges** (relay-style orienteering or solving puzzles at control points).



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Core Assessment for Learning (AfL) Principles

AfL focuses on *learning through assessment*, not *after learning*.
Key elements:

- **Learning intentions & success criteria** – pupils know what they are learning and what success looks like.
- **Questioning** – prompts pupils to think and explain their reasoning.
- **Feedback** – specific, constructive, and actionable.
- **Peer & self-assessment** – pupils evaluate their own and others' progress.
- **Reflection** – pupils use feedback to improve next time.



Combining Orienteering & AfL



- **Set Clear Learning Intentions**

Example:

- “We are learning to use a simple map to find locations around the playground.”
- “We are learning to communicate and work as a team to solve challenges.”

Share these at the start of the lesson so pupils know the purpose beyond just “finding things.”

Create Success Criteria (with pupils)

You could co-create these on a whiteboard or card:

- I can orient the map correctly.
- I can follow the path between symbols accurately.
- I can explain how I found my way.
- I listened to my partner's ideas.

This makes the criteria visible and age-appropriate.



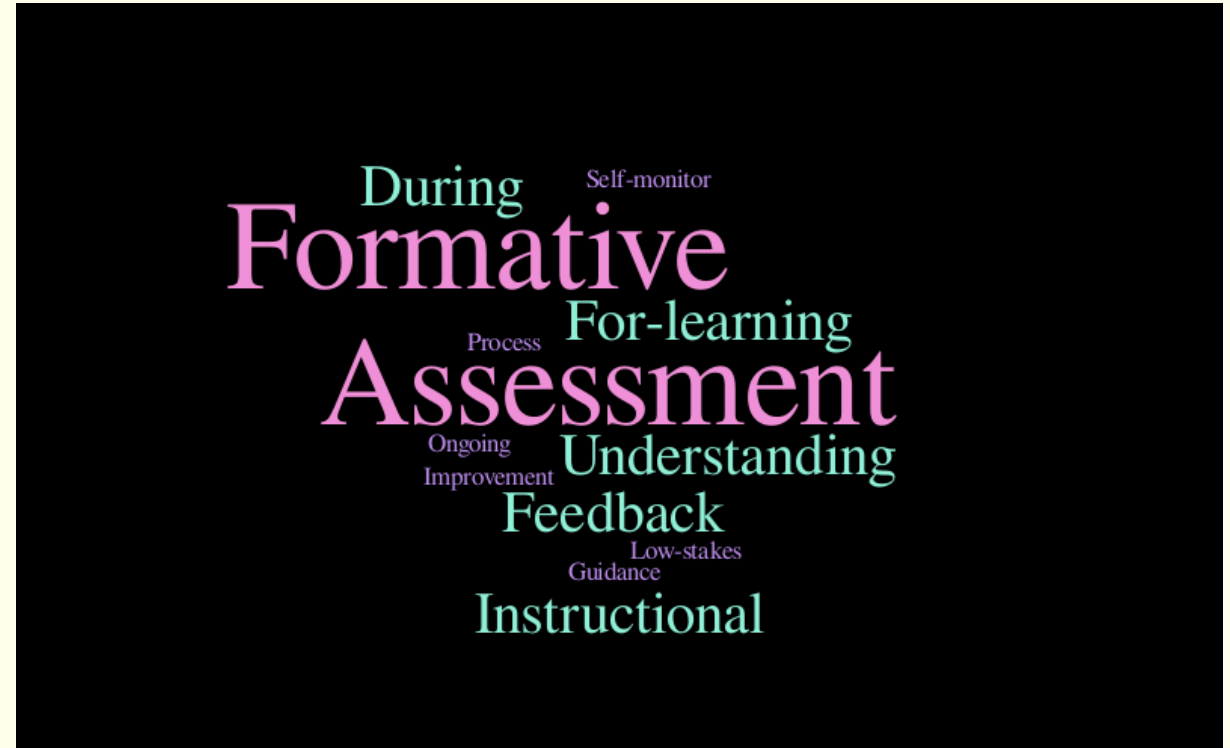
Use Formative Assessment During the Activity

Observation checklists – note how pupils collaborate, use the map, and problem-solve.

Targeted questioning at checkpoints:

- “How do you know this is the right marker?”
- “What will you do if you can’t find it?”
- “How did you decide who leads the way?”

Give **instant feedback** (“You rechecked the map to confirm your route — that’s good practice!”).



Include Peer and Self-Assessment



Pupils discuss what worked well and what could be improved.

- Use simple “thumbs up/middle/down” or traffic light cards for self-assessment:
 - I can follow the map independently.
 - I needed some help.
 - I found it tricky.

Older pupils (10–11) can complete quick reflection sheets:

- “Today I learned that to find a control I should...”
“Next time I will try to...”

Reflection and Goal Setting



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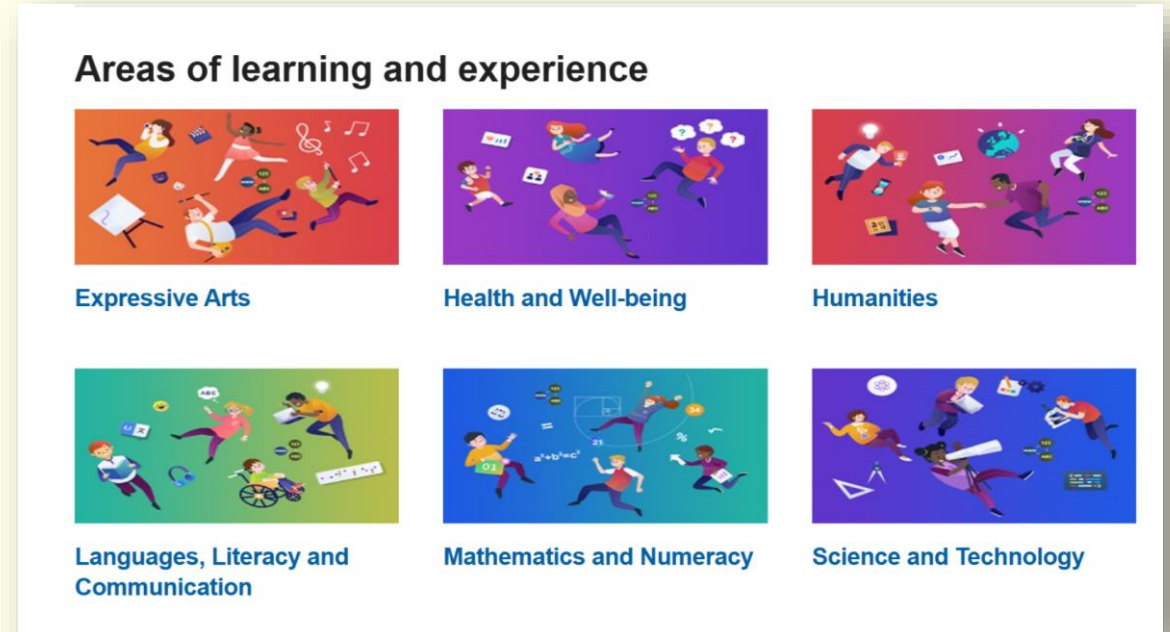
End with a short plenary:

- What skills helped you most today?
- How can we improve as a team next time?
- Which success criteria did you meet?

Record their reflections (on post-its or orally) to inform your next lesson plan.

Cross-Curricular Opportunities

- **Maths and Numeracy:** Measuring distances, coordinates, scale.
- **Humanities:** Map skills, physical features.
- **Health and Well-being:** Movement, fitness, teamwork.
- **Literacy:** Reflective writing about routes or teamwork.



Resources



Resources for Teachers. - Sport Wales Educational Resources

*Register for free using your personal email address.



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Transforming Education, Transforming Lives