



Progression of Skills

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		At the following ages, children should be taught to, and be able to:			
Area		7 - 8	8 - 9	9 - 10	10 - 11
Thinking	Following maps and Learning Map Symbols	Follow a map in a familiar context.	Follow a map in a more demanding familiar context.	Follow a map in an unknown location.	Follow a map in an unknown location and plan a route.
	Following Directions	Move from one location to another following a map.	Move from one location to another following a map.	Change my route if there is a problem.	Plan a route for someone else.
	Clues	Use clues to follow a route.	Use clues to follow a route.	Use clues and compass directions to navigate a route.	Plan a series of clues for someone else.
	Safety	Follow a route accurately, safely and within a time limit.	Follow a route accurately, safely and within a time limit.	Change my plan if I get new information.	Plan with others taking account of safety and danger.
Team work	Working with others	Work well with others to solve problems and challenges.			
	Communication	Communicate effectively with others to share ideas on how to complete tasks and challenges. This must involve voicing own ideas and listening to others.			
	Confidence and self-esteem	Demonstrate a level of confidence and self-esteem to share ideas and discuss with others. This will vary according to children's age, maturity and personality and should be addressed accordingly.			
Enjoying - Participation and Encouragement	Enjoys participating in OAA	Enjoy participating in Outdoor Adventurous Activities which challenge children's thinking skills, resilience and determination.			
	Encourages others to participate	Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality. More confident children at any age should be encouraged to help others to take part. In Outdoor Adventurous Activities, helping others to enjoy and contribute to challenges is a key factor to success.			

Footnote: Children develop physically, socially and emotionally at different rates. It is therefore to be expected that while children may progress through the progressions above in that order, individually they may be a little ahead, or a little behind and teaching should be differentiated accordingly.