

Learning Intention: *How can you use a compass to give and follow directions?*

I can use a compass to find different directions.

I can use a compass to identify what direction you need to travel to get from point a to point b.

I can use a compass to follow the directions I have been given.

Key Words: Control Point, Strategy, Check point, Boundary, Co-operate, Tactical, Inclusive, Decision Stamina

EQUIPMENT:

Compass points reminder (Resource 1)
Route card (Resource 2)
Compasses
Cones/labels to mark points around school
Chalk
Tennis racket and ball

Note: Before the lesson, the teacher will need to mark different points around the school grounds.

WARM UP: To the point

Recap with the children what the 8 compass points are (Resource 1).

Children in pairs - they are to create the 8 points of the compass with cones, or spots. Place the points roughly 2 metres apart.

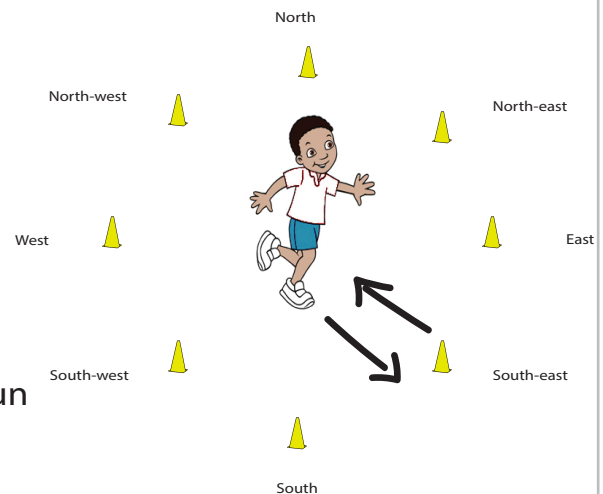
Player A stands in the middle of the compass.

Player B calls out a compass point e.g. **“South-East,”** and Partner A is to sprint and touch the cone.

Player A must always run back to the middle before the next compass point is called. Swap over after 5 goes.

Make it harder: Balance a tennis racket and ball and run to each point - **Linking learning** We do this in tennis-returning back to the middle of the court

Make it easier: Write down the compass points on the floor with chalk



ACTIVITY 1: Finding North

Now the children have recapped the 8 points of the compass in the warm up...

Give the children a compass (this could be in pairs or small groups) and ask them to find North.

This should be recapping learning from year 5, but if necessary, remodel how to use the compass to find North.

Once children have mastered finding North, ask them to face different compass directions to ensure they have a secure understanding.

ACTIVITY 2: Where is it?

NOTE: Teachers may wish to prepare these questions before the lesson, depending on the complexity of your school grounds.

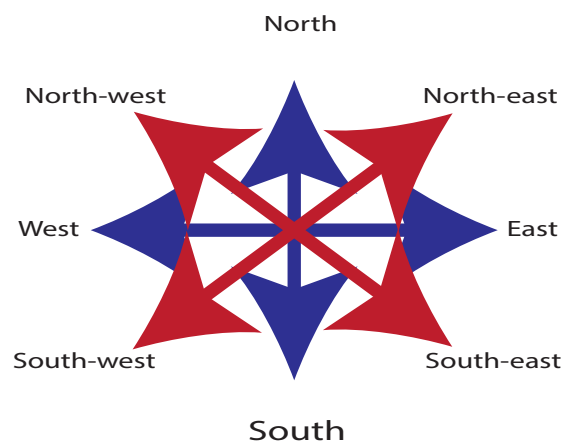
1) Ask children questions about the position of points/objects/buildings around school in relation to each other.

For example: What is North West of the Hall? What is South East of the basketball hoop?

2) Once children are confident with this, ask the children what direction they would need to travel to get from one location to another.

For example, see below: What direction would you need to travel to get from the **trim trail** to the **Tree**? Answer would be **East**

Children in pairs, to move around the grounds with their compasses to locations you give in order for them to work out the answers.



Trim trail



Tree



ACTIVITY 3: What's the route?

Teacher to have out 4/5 sets of cones. **6 of each set** e.g. **6 red, 6 blue, 6 Green, 6 yellow,**
Teacher/TA to place all of the cones around the school/field/area.

- 1) Give each group a colour, they are to go and locate all of their cones.
- 2) Now they know where their cones are...Go back to the starting point- (where the teacher is)
 - a) Write down the compass directions that they would need to travel to each of the cones. E.g. **RED** cones....South- West go 5 paces, South -East 20 paces, North go 40 paces...
- 3) Children to record their on Route card (**resource card 2**)
- 4) Once they have recorded the route, can they swap with another group to check they are correct.

Make it harder: Children to have a go at all the colours

Strategies: How do you know you are travelling in the right direction? You need to stop and check which direction you are travelling and where North is. This is a **strategy** to complete the task

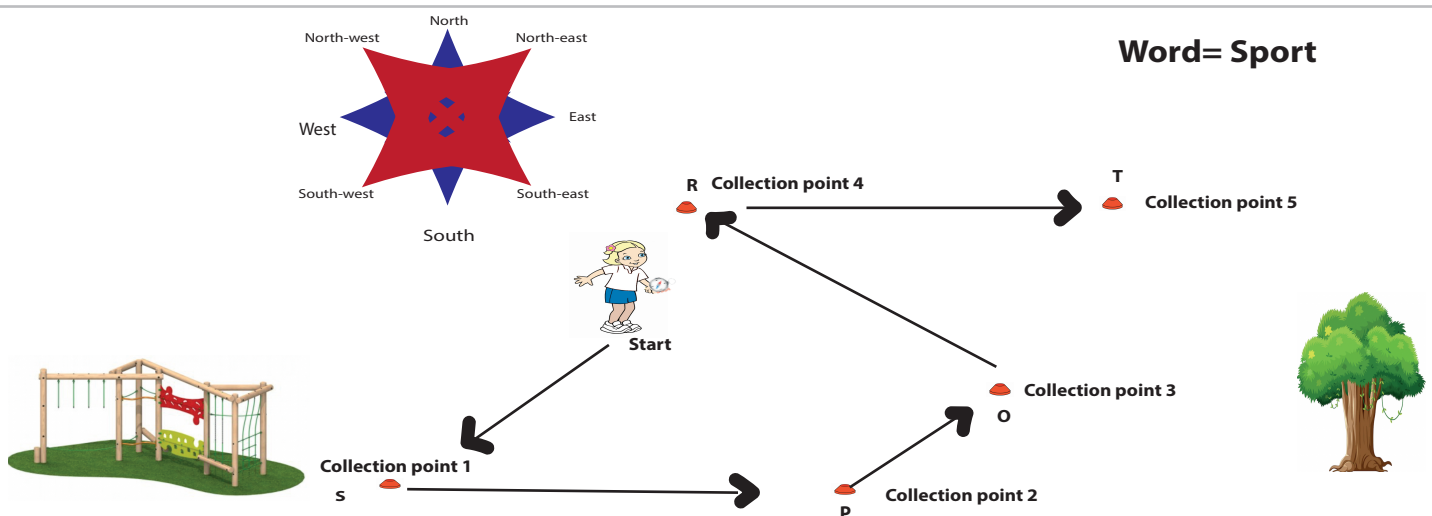
ACTIVITY 4: Create your own route

In Groups of 4, children to create their own route around the school. This route will be given to another team of 4 as a challenge.

They are to place a letter at each point for the other team to find- these letters will combine to form a **word** for the other team to discover

Write down the directions e.g. South West 20 steps (letter S), East 50 steps (letter P) etc...

Make it harder: Mix up the order of letters and the other team have to work it out.



PLENARY

Plenary: What strategies did you face in this lesson? How did you overcome them?