



Foundation Stage	
Visit	Skills, Links to Curriculum and Impact:
Church Visit Links to RE curriculum	<p>Understanding the World</p> <ul style="list-style-type: none"> • Explore the natural world and communities. • Know some similarities and differences between different religious and cultural communities in this country. • Recognise that people have different beliefs and celebrate special times in different ways. <p>Personal, Social and Emotional Development (PSED)</p> <ul style="list-style-type: none"> • Show sensitivity to their own and others' needs. • Begin to understand similarities and differences between people. • Develop confidence to try new experiences. <p>Communication and Language</p> <ul style="list-style-type: none"> • Ask questions to find out more. • Listen carefully in a new environment. • Engage in conversations with adults and peers. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore and engage in role play and imaginative experiences (e.g. re-enacting church features such as weddings, baptisms). <p>Literacy</p> <ul style="list-style-type: none"> • Develop vocabulary linked to religious themes (e.g. church, cross, Bible, prayer). <p>British Values Links</p> <ul style="list-style-type: none"> • Mutual Respect: Learning that people have different beliefs. • Tolerance: Recognising and respecting Christian practices. • Rule of Law: Understanding expected behaviour in a place of worship. <p>Impact (What children should be able to do after the trip)</p> <ul style="list-style-type: none"> • Talk about what a church is and why it is special. • Name simple features of a church. • Show respect when discussing different beliefs. • Recall and describe their experience using new vocabulary.
Longdown Farm Visit Links to Science curriculum	<p>Understanding the World</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the role of farmers and animals in the community. <p>Personal, Social and Emotional Development (PSED)</p> <ul style="list-style-type: none"> • Show care and concern for living things. • Build confidence in new environments. • Follow rules and understand safety expectations. <p>Communication and Language</p> <ul style="list-style-type: none"> • Listen attentively in new situations. • Ask questions to find out more. • Learn and use new vocabulary linked to animals and farming. <p>Physical Development</p> <ul style="list-style-type: none"> • Develop coordination and control when moving around uneven outdoor spaces. • Handle tools or feed safely (e.g. feeding animals). • Demonstrate awareness of hygiene (e.g. handwashing after animal contact). <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Engage in imaginative play related to farm life. • Explore sounds and movements linked to animals. <p>British Values Links</p> <ul style="list-style-type: none"> • Responsibility: Understanding how to care for animals. • Respect: Treating animals and the environment with care. • Rule of Law: Following safety rules on the farm. <p>Impact (What children should be able to do after the trip):</p> <ul style="list-style-type: none"> • Name some common farm animals. • Describe what animals need to live. • Talk about their experiences using simple vocabulary. • Show care and understanding towards animals. • Explain, in simple terms, what happens on a farm.
Library Visit Links to English curriculum	<p>Literacy</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories. • Show an interest in books and reading. • Begin to understand how print works (e.g. front cover, pages, text). <p>Communication and Language</p> <ul style="list-style-type: none"> • Listen attentively in a new environment. • Ask questions and engage in discussions. • Develop new vocabulary linked to books and libraries. <p>Personal, Social and Emotional Development (PSED)</p> <ul style="list-style-type: none"> • Build confidence in new social situations. • Follow rules and routines in a shared public space. • Develop independence (e.g. choosing books, using a library card). <p>Understanding the World</p> <ul style="list-style-type: none"> • Recognise that libraries are community spaces where books can be borrowed. • Understand that different people use libraries for different purposes. <p>British Values Links</p> <ul style="list-style-type: none"> • Rule of Law: Understanding and following library rules.



	<ul style="list-style-type: none"> • Responsibility: Caring for borrowed books. • Mutual Respect: Sharing a quiet public space with others. <p>Impact (What children should be able to do after the trip):</p> <ul style="list-style-type: none"> • Explain what a library is and how it is used. • Choose a book independently. • Show how to handle books correctly. • Understand the purpose of a library card. • Demonstrate positive behaviour in a shared public space.
<p>Graduation</p> <p>Links to PDL curriculum</p>	<p>Personal, Social and Emotional Development (PSED)</p> <ul style="list-style-type: none"> • Show confidence in new and social situations. • Understand and manage emotions during significant events. • Reflect on achievements and experiences. <p>Communication and Language</p> <ul style="list-style-type: none"> • Speak clearly in front of familiar groups. • Listen attentively to others. • Participate in songs, performances, or group speaking. <p>Physical Development</p> <ul style="list-style-type: none"> • Develop coordination and control when performing actions (e.g. songs, movements). • Demonstrate awareness of space and movement in a group setting. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Perform songs, rhymes or actions. • Express ideas and feelings through performance. • Participate in creative presentations. <p>Understanding the World</p> <ul style="list-style-type: none"> • Talk about past experiences and personal growth over the year. • Recognise significant events in their lives. <p>British Values Links</p> <ul style="list-style-type: none"> • Mutual Respect: Celebrating others' achievements. • Individual Liberty: Expressing themselves through performance. • Democracy: Taking turns and participating in group decisions (e.g. performance roles). <p>Impact (What children should be able to do after the experience)</p> <ul style="list-style-type: none"> • Perform confidently as part of a group. • Reflect on their time in Reception. • Demonstrate readiness and confidence for transition into Year 1. • Show pride in their achievements and respect for others.
Year 1	
Visit	Skills, Links to Curriculum and Impact:
<p>Art on Wheels</p> <p>Links to Art curriculum</p>	<p>Art and Design</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of artists, craft makers and designers (where relevant to clay/sculpture work). <p>Design and Technology (links where appropriate)</p> <ul style="list-style-type: none"> • Explore and use a range of materials and components. • Build structures, exploring how they can be made stronger, stiffer and more stable. <p>Physical Development (KS1 readiness)</p> <ul style="list-style-type: none"> • Develop fine motor skills through shaping, moulding and joining clay. <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Ask questions and express ideas. • Describe processes and outcomes using appropriate vocabulary. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Clay is a natural material that can be shaped and changed. • Different techniques can be used with clay (e.g. rolling, pinching, coiling, shaping). • Clay can be moulded into 2D and 3D forms. • Artists use clay to create sculptures and objects. <p>British Values Links</p> <ul style="list-style-type: none"> • Individual Liberty: Expressing ideas creatively. • Mutual Respect: Valuing others' artwork and ideas. • Tolerance: Recognising different creative choices. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • Art & Design: Sculpture and material exploration. • D&T: Working with materials and construction. • English: Vocabulary development and speaking skills. • PSHE: Confidence, perseverance, and pride in achievements. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Use simple clay techniques to create a 3D object. • Describe how they made their piece using basic artistic vocabulary. • Demonstrate improved fine motor control. • Show creativity and independence in making choices. • Talk about their work and respond positively to others.
<p>New Forest Wildlife Park</p>	<p>Science (Animals including Humans / Living Things & Their Habitats)</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including mammals, birds, reptiles and amphibians.



<p>Links with Science curriculum</p>	<ul style="list-style-type: none"> Describe and compare the structure of a variety of animals. Identify that most living things live in habitats to which they are suited. Describe how animals obtain their food. <p>Working Scientifically</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. Observe closely using simple equipment. Identify and classify animals. Use observations to suggest answers to questions. <p>Geography</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the environment. Identify features of a natural environment. <p>PSHE</p> <ul style="list-style-type: none"> Develop respect and care for living things. Understand responsibility towards animals and the environment. <p>English – Spoken Language</p> <ul style="list-style-type: none"> Ask questions to extend understanding. Describe experiences and observations clearly. Listen and respond appropriately to guides or staff. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> Animals live in different habitats suited to their needs. Animals have different physical features that help them survive. Some animals are native to the UK (e.g. species found in the New Forest). Animals need food, water and shelter to survive. Wildlife parks help protect and care for animals. <p>British Values Links</p> <ul style="list-style-type: none"> Respect: Caring for animals and the natural environment. Responsibility: Following rules and behaving safely. Mutual Respect: Sharing a public space considerately. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> Science: Animals, habitats and classification. Geography: Natural environments and fieldwork. PSHE: Responsibility and respect for living things. English: Speaking, listening and questioning. <p>Progression from EYFS (Farm/Animal Experiences)</p> <ul style="list-style-type: none"> Moves from naming and recognising animals → to classifying animals and linking them to habitats. Develops from basic observation → to structured observation and simple reasoning. Extends from caring for animals → to understanding conservation and environments. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> Name and describe a range of animals. Identify simple habitats and explain why animals live there. Group animals based on observable features. Ask and answer simple scientific questions. Demonstrate respect and awareness towards wildlife and the environment.
<p>Victorians at Manor Farm Visit</p> <p>Links to History curriculum</p>	<p>History</p> <ul style="list-style-type: none"> Changes within living memory (introduced through comparison with the past). Events beyond living memory that are significant nationally or globally (broad introduction to the Victorian era). Understand some of the ways we find out about the past and identify different ways it is represented. <p>English – Spoken Language</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults in a new environment. Ask relevant questions to extend understanding. Speak clearly to describe experiences and learning. <p>Art and Design</p> <ul style="list-style-type: none"> Develop ideas and experiences through drawing and observation. Explore artefacts and historical environments as inspiration. <p>PSHE</p> <ul style="list-style-type: none"> Develop understanding of how people lived in the past. Build respect for different lifestyles and historical experiences. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> The Victorian era is a period in the past (long ago, beyond living memory). People’s lives were different in the Victorian period compared to today. Children did different activities (e.g. school, work, play). Homes, clothing and transport were different in the past. Historical artefacts (objects) can tell us about how people lived. <p>British Values Links</p> <ul style="list-style-type: none"> Mutual Respect: Understanding how people lived in different times. Individual Liberty: Reflecting on how lives differ today. Rule of Law: Understanding that rules and expectations have changed over time. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> History: Introduction to life in the past (Victorian Britain). English: Speaking, listening, questioning, and recounting experiences. Art: Sketching artefacts or environments. PSHE: Understanding differences in lifestyles and empathy. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> Describe simple features of Victorian life. Identify differences between past and present. Ask basic historical questions.



	<ul style="list-style-type: none"> • Use simple historical vocabulary. • Show curiosity and interest in the past.
Year 2	
Visit	Skills, Links to Curriculum and Impact:
Bug experience Links to Science curriculum	<p>Science (Living Things & Their Habitats)</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited. • Describe how habitats provide for the basic needs of different animals. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • Describe how animals obtain their food from plants and other animals (simple food chains). <p>Working Scientifically</p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observe closely using simple equipment (e.g. magnifiers where applicable). • Perform simple tests or observations. • Identify and classify using more than one criterion. • Record findings using diagrams, charts, or simple tables. <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Ask relevant questions to extend knowledge and understanding. • Articulate and justify answers and opinions. • Maintain attention and participate actively in collaborative conversations. <p>PSHE</p> <ul style="list-style-type: none"> • Show respect for living things and the environment. • Understand safe and responsible behaviour when interacting with animals. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Insects are a group of living things with specific characteristics (e.g. 6 legs, body segments). • Different bugs live in different habitats, including microhabitats (e.g. under logs, in soil). • Animals depend on each other within simple food chains. • Living things depend on their environment for survival. <p>British Values Links</p> <ul style="list-style-type: none"> • Respect: Understanding the importance of caring for living things and habitats. • Responsibility: Making safe and thoughtful choices when interacting with animals. • Individual Liberty: Asking questions and exploring scientific interests. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • Science: Living things, habitats, and food chains. • English: Speaking, listening, and explaining ideas. • PSHE: Responsibility and care for the environment. • Maths: Sorting, grouping, and classifying data. • Art: Detailed observational drawings of insects. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Classify insects using simple criteria. • Explain where bugs live and why habitats suit them. • Describe simple food chains involving insects. • Use scientific vocabulary to communicate ideas. • Demonstrate curiosity, care, and respect for living things.
Florence Nightingale – Fort Nelson Links with History curriculum	<p>History</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale). • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Understand some of the ways we find out about the past and identify different ways it is represented. <p>Science (Animals including Humans – Health)</p> <ul style="list-style-type: none"> • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Recognise basic needs for good health and wellbeing (link to Florence Nightingale’s work on hygiene). <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Ask relevant questions to extend understanding. • Articulate and justify answers, ideas and opinions. • Maintain attention and participate actively in discussions. <p>PSHE</p> <ul style="list-style-type: none"> • Understand the importance of hygiene and caring for others. • Develop respect for individuals who have made a difference in society. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Florence Nightingale was a significant historical figure who improved nursing and hospital care. • She lived in the past (Victorian era). • Hospitals were very different before her work (less clean, less organised). • Florence Nightingale improved hygiene, which helped people get better. • We know about her through historical sources (stories, artefacts, records). <p>British Values Links</p> <ul style="list-style-type: none"> • Individual Liberty: Recognising how one individual can make a difference. • Mutual Respect: Valuing contributions of people in history. • Rule of Law: Understanding how systems (e.g. hospitals) improved over time. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • History: Significant individuals – Florence Nightingale. • Science: Hygiene and health. • English: Speaking, listening, questioning, recounting. • PSHE: Caring for others, importance of cleanliness and responsibility. <p>Progression from Year 1 (Victorians Visit)</p> <ul style="list-style-type: none"> • Builds from recognising differences in the past → to understanding the impact of significant individuals.



	<ul style="list-style-type: none"> • Moves from simple comparisons → to explaining why change happened. • Develops from observing artefacts → to using them as evidence to support understanding. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Explain who Florence Nightingale was and why she is important. • Describe how hospitals have changed over time. • Understand the importance of hygiene. • Use historical vocabulary confidently. • Ask and answer questions about the past using simple evidence.
<p>Hatching ducklings experience</p> <p>Links to Science curriculum</p>	<p>Science (Living Things & Their Habitats / Animals including Humans)</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals for survival (water, food, air). • Identify that most living things live in habitats to which they are suited. • Describe how animals grow and change over time. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Ask simple questions and recognise they can be answered in different ways. • Observe closely using simple equipment (e.g. watching changes over time). • Perform simple comparative observations (e.g. eggs vs ducklings). • Gather and record data (e.g. drawings, simple charts, timelines). • Use observations to suggest answers to questions. <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Ask relevant questions to extend understanding. • Explain observations and ideas clearly. • Participate in discussions and share findings. <p>PSHE</p> <ul style="list-style-type: none"> • Develop a sense of responsibility and care for living things. • Understand the importance of kindness and respect for animals. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Ducklings hatch from eggs and grow into adult ducks. • Living things change over time (life cycles). • Animals need food, water, warmth and care to survive. • Growth and change happen in stages. <p>British Values Links</p> <ul style="list-style-type: none"> • Responsibility: Caring for living creatures. • Respect: Showing kindness towards animals. • Rule of Law: Following agreed rules for animal welfare. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • Science: Life cycles, growth, and basic needs. • English: Speaking, listening, recounting observations. • Maths: Sequencing, counting days, measuring growth (where appropriate). • PSHE: Responsibility, empathy, and care. • Art: Observational drawings of eggs and ducklings. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Describe the life cycle of a duck in simple stages. • Explain that animals grow and change over time. • Record observations in a clear sequence. • Use appropriate scientific vocabulary. • Demonstrate care and understanding towards living things.
<p>Titanic Theme Day</p> <p>Links to History curriculum</p>	<p>Historical Enquiry Skills</p> <ul style="list-style-type: none"> • Ask questions about the event (e.g. “Why did the Titanic sink?”). • Use sources such as pictures, artefacts, and stories to learn about the past. • Begin to understand that events can be investigated and explained. <p>Chronological Understanding</p> <ul style="list-style-type: none"> • Place the Titanic event in the past using time vocabulary (e.g. “over 100 years ago”). • Recognise that it happened before their own and their grandparents’ lives. <p>Interpretation & Evidence</p> <ul style="list-style-type: none"> • Interpret simple historical sources (images, role-play scenarios). • Understand that we learn about events from evidence. • Begin to recognise that stories can represent real events. <p>Communication Skills</p> <ul style="list-style-type: none"> • Retell the main events of the Titanic story in sequence. • Use topic-specific vocabulary (e.g. iceberg, passenger, lifeboat, captain). • Engage in role-play (e.g. passengers, crew). <p>Thinking & Understanding</p> <ul style="list-style-type: none"> • Begin to explain why the Titanic sank (simple cause and effect). • Understand fairness (differences between first, second and third class). • Reflect on bravery and decision-making in emergencies. <p>Social & Behaviour Skills</p> <ul style="list-style-type: none"> • Participate in group activities and role play. • Listen respectfully to others’ ideas. • Show empathy when discussing historical events. <p>British Values Links</p> <ul style="list-style-type: none"> • Mutual Respect: Understanding different experiences of passengers. • Individual Liberty: Reflecting on choices people made. • Rule of Law: Considering safety rules and why they matter. • Tolerance: Recognising social differences and fairness.



	<p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • History: Significant historical event (Titanic). • Geography: Oceans, journeys, and mapping routes. • English: Role play, storytelling, recount writing. • PSHE: Fairness, empathy, and moral understanding. • Art/DT: Creating models (e.g. ships), drawings, or tickets. <p>Progression from Year 1 Victorian trip</p> <ul style="list-style-type: none"> • Builds from learning about significant people (e.g. Florence Nightingale) → to understanding significant events and their impact. • Moves from simple past/present comparisons → to sequencing and explaining events. • Develops from basic questioning → to exploring cause, consequence, and fairness. <p>Impact (What children should be able to do after the experience)</p> <ul style="list-style-type: none"> • Retell the key events of the Titanic disaster in order. • Explain, in simple terms, why the Titanic sank. • Use historical vocabulary related to the topic. • Show understanding of fairness and differences in people’s experiences. • Demonstrate curiosity and engagement with historical events.
<p>Year 2 story time – come back to school in the evening in pyjamas for story time</p> <p>Links to English curriculum</p>	<p>English – Reading (Comprehension)</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding. • Listen to, discuss and express views about a wide range of texts. • Discuss the sequence of events in books and how items of information are related. • Answer and ask questions about what they have read or heard. <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations. • Ask relevant questions to extend understanding. • Articulate and justify answers, ideas and opinions. <p>PSHE</p> <ul style="list-style-type: none"> • Build confidence in social situations and unfamiliar routines. • Develop a sense of belonging in the school community. • Engage positively in shared experiences. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Reading is an enjoyable activity that can take place in different settings. • Stories can be discussed, interpreted and reflected upon. • Different readers may have different opinions about the same story. • Books help develop imagination, vocabulary and understanding. <p>British Values Links</p> <ul style="list-style-type: none"> • Mutual Respect: Listening and responding to others’ ideas about stories. • Individual Liberty: Expressing personal opinions about books. • Tolerance: Accepting different interpretations and preferences. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • English: Reading, comprehension, speaking and listening. • PSHE: Confidence, belonging, emotional understanding. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Discuss stories with increased confidence and understanding. • Explain their opinions about books using reasons. • Demonstrate improved listening and attention skills. • Show enthusiasm for reading for pleasure beyond school. • Engage thoughtfully in shared reading experiences.
Year 3	
Visit	Skills, Links to Curriculum and Impact:
<p>Hillier’s Gardens Visit</p> <p>Links to History Curriculum</p>	<p>History</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • Develop a chronologically secure knowledge and understanding of British history. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how knowledge of the past is constructed from a range of sources. <p>Geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography (settlements, land use). • Use fieldwork to observe and understand environments. <p>Art and Design</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products (e.g. natural materials). • Develop techniques in drawing, sculpture and other art forms inspired by historical contexts. <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Ask relevant questions to extend knowledge and understanding. • Articulate and justify answers, arguments and opinions. • Participate in discussions and role play. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • The Stone Age is a prehistoric period before written records. • Early humans were hunter-gatherers who lived off the land. • People used natural materials (stone, wood, bone) to make tools and shelters. • Life changed over time (Stone Age → Bronze Age → Iron Age). • Evidence of the Stone Age comes from artefacts and archaeological findings. <p>British Values Links</p> <ul style="list-style-type: none"> • Mutual Respect: Working collaboratively and valuing others’ ideas. • Individual Liberty: Exploring and expressing ideas independently. • Rule of Law: Understanding the development of societal rules over time. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • History: Stone Age Britain and prehistoric life.



	<ul style="list-style-type: none"> • Geography: Land use and natural environments. • Art: Creating using natural materials (e.g. cave art, sculpture). • English: Discussion, explanation, and role play. • DT: Constructing and evaluating simple structures/tools. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Describe key features of Stone Age life. • Explain how we know about the Stone Age using evidence. • Place the Stone Age within a timeline of British history. • Use historical vocabulary accurately. • Make informed comparisons between past and present.
<p>Art on Wheels</p> <p>Links to Art curriculum</p>	<p>Art and Design</p> <ul style="list-style-type: none"> • Create sketch books to record observations and review and revisit ideas. • Improve mastery of art and design techniques, including sculpture with a range of materials (e.g. clay). • Learn about great artists, architects and designers in history (linked to ceramic artists where appropriate). <p>Design and Technology (links where appropriate)</p> <ul style="list-style-type: none"> • Select from and use a wider range of materials and components. • Build structures, exploring how they can be strengthened and improved. <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions. • Participate in discussions, presentations, and performances. • Use spoken language to develop understanding through speculating and evaluating. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Clay can be manipulated using a variety of techniques to create detailed 3D forms. • Different joining and shaping techniques improve stability and appearance. • Texture, pattern and detail can be added intentionally to enhance designs. • Sculpture can be planned, created and evaluated. <p>British Values Links</p> <ul style="list-style-type: none"> • Individual Liberty: Expressing creativity and personal ideas. • Mutual Respect: Valuing others’ artistic choices and outcomes. • Tolerance: Appreciating different styles and interpretations. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • Art & Design: Sculpture and design development. • DT: Constructing and strengthening structures. • English: Speaking, explaining, and evaluating ideas. • Maths: Shape, form, and spatial awareness. <p>Progression from KS1 (Year 1 Art on Wheels Clay Work)</p> <ul style="list-style-type: none"> • Moves from basic shaping and simple forms → to planned, detailed and structurally sound sculptures. • Develops from exploring techniques → to selecting and applying techniques purposefully. • Extends from describing work → to evaluating and refining with specific vocabulary. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Plan and create a detailed clay sculpture. • Use a range of techniques confidently and appropriately. • Explain their artistic choices using correct vocabulary. • Evaluate and improve their work. • Demonstrate increased control and creativity in 3D art.
<p>Year 3 Sleepover in School</p> <p>Links to PDL curriculum</p>	<p>PSHE (Personal, Social, Health and Economic Education)</p> <ul style="list-style-type: none"> • Develop resilience and independence. • Build positive relationships with peers. • Understand how to manage feelings in new situations. <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Participate in discussions and group activities. • Express ideas and feelings clearly. • Listen and respond appropriately to others. <p>Physical Education</p> <ul style="list-style-type: none"> • Participate in team-building and cooperative activities. • Develop coordination and confidence in physical challenges. <p>Science (informal links)</p> <ul style="list-style-type: none"> • Apply understanding of routines, health and hygiene in a real-life context. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Residential-style experiences require organisation, independence and responsibility. • New situations can bring different emotions, which can be managed positively. • Teamwork and cooperation help build strong relationships. • Personal organisation (belongings, routines) is important outside the usual home environment. <p>British Values Links</p> <ul style="list-style-type: none"> • Mutual Respect: Living and working together in a shared environment. • Individual Liberty: Developing independence and confidence. • Tolerance: Understanding and accepting others’ needs and differences. • Rule of Law: Following agreed routines and expectations. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • PSHE: Independence, resilience, relationships. • PE: Team-building and cooperative activities. • English: Speaking, listening, and communication. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Demonstrate increased independence and responsibility. • Show confidence in unfamiliar or extended school experiences. • Work effectively with others and build positive relationships.



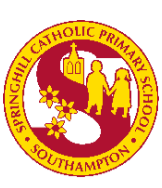
	<ul style="list-style-type: none"> • Manage emotions and behaviour appropriately. • Follow routines and expectations in a residential-style setting.
<p>Egyptian Day</p> <p>Links to History Curriculum</p>	<p>History</p> <ul style="list-style-type: none"> • The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared (Ancient Egypt). • Develop a chronologically secure knowledge and understanding of world history. • Understand how knowledge of the past is constructed from a range of sources. <p>Geography</p> <ul style="list-style-type: none"> • Locate the world’s countries, focusing on Egypt. • Identify key physical features (e.g. River Nile, desert). • Understand how geography influenced settlement and civilisation. <p>Art and Design</p> <ul style="list-style-type: none"> • Develop techniques including drawing, sculpture and design (e.g. hieroglyphics, Egyptian art patterns). • Create artwork inspired by historical contexts. <p>English – Spoken Language & Writing</p> <ul style="list-style-type: none"> • Participate in discussions and role play. • Develop vocabulary linked to the topic (e.g. pharaoh, pyramid, mummy). • Use spoken language to develop understanding and present ideas. <p>Design and Technology (links where appropriate)</p> <ul style="list-style-type: none"> • Design and make products (e.g. models of pyramids, artefacts). • Evaluate designs and structures. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Ancient Egypt was one of the earliest civilisations. • It developed around the River Nile, which was essential for survival. • Egyptians had beliefs about the afterlife (mummification, tombs, pyramids). • Hieroglyphics were used as a form of writing. • Pharaohs were rulers of Ancient Egypt. <p>British Values Links</p> <ul style="list-style-type: none"> • Mutual Respect: Understanding and valuing ancient cultures. • Tolerance: Recognising different beliefs and traditions. • Individual Liberty: Exploring ideas creatively and independently. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • History: Ancient civilisations – Egypt. • Geography: Location and physical features. • Art: Pattern, symbolism, and design. • DT: Model making and construction. • English: Vocabulary development, speaking, role play. <p>Progression from Year 2 Titanic Day:</p> <ul style="list-style-type: none"> • Moves from learning about events/individuals → to studying whole civilisations in depth. • Develops from simple past/present comparisons → to understanding how civilisations developed and why. • Extends from basic questioning → to structured historical enquiry and interpretation. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Describe key features of Ancient Egyptian civilisation. • Explain the importance of the River Nile. • Use historical vocabulary accurately (e.g. pharaoh, mummification). • Ask informed questions about the past. • Show understanding of how evidence helps us learn about history.
<p>Visit to Sikh Temple</p> <p>Links to RE curriculum</p>	<p>Religious Education</p> <ul style="list-style-type: none"> • Learn about Sikh beliefs, values and practices. • Understand the importance of places of worship. • Explore how religion influences daily life. <p>PSHE</p> <ul style="list-style-type: none"> • Develop respect for different religions and cultures. • Understand the importance of community and shared values. • Promote tolerance and inclusion. <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Ask relevant questions to deepen understanding. • Articulate ideas clearly and respectfully. • Participate in discussions about beliefs and experiences. <p>SMSC (Spiritual, Moral, Social and Cultural Development)</p> <ul style="list-style-type: none"> • Develop awareness of cultural diversity. • Reflect on values such as equality, service and respect. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • A Gurdwara is a place of worship for Sikhs. • Sikhs believe in one God and follow the teachings of the Gurus. • The Guru Granth Sahib is the Sikh holy book. • Key practices include removing shoes, covering heads and showing respect. • The Langar (community kitchen) provides free food for everyone as a sign of equality. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • RE: Sikhism – beliefs, practices and places of worship. • PSHE: Respect, equality and community values. • English: Speaking, listening, questioning and discussion. • Geography: Cultural diversity within the UK. <p>Progression from Year F Church Visit</p> <ul style="list-style-type: none"> • Moves from recognising simple features of religions → to understanding beliefs and their impact on daily life. • Develops from basic observation of places of worship → to interpreting meaning and significance.



	<ul style="list-style-type: none"> Extends from simple respect for differences → to thoughtful reflection on values and beliefs. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> Describe key features of a Gurdwara. Explain important Sikh beliefs and practices. Show respect and understanding towards different religions. Use relevant religious vocabulary accurately. Reflect on values such as equality and community.
Year 4	
Visit	Skills, Links to Curriculum and Impact:
Swimming Lessons Links to PE curriculum	<p>Physical Education</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (e.g. front crawl, backstroke, breaststroke). Perform safe self-rescue in different water-based situations. <p>Science (Animals including Humans – Health)</p> <ul style="list-style-type: none"> Recognise the importance of exercise for maintaining a healthy lifestyle. Understand how physical activity affects the body. <p>PSHE</p> <ul style="list-style-type: none"> Develop resilience and confidence. Understand personal safety and risk management. Build independence and perseverance. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> Water safety rules help prevent accidents. Different swimming strokes use different techniques. The body responds to exercise (e.g. increased heart rate, breathing). Swimming is an important life skill. <p>British Values Links</p> <ul style="list-style-type: none"> Individual Liberty: Developing personal confidence and independence. Mutual Respect: Supporting peers and respecting others' abilities. Rule of Law: Following safety rules to ensure well-being. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> PE: Swimming and physical development. Science: Exercise and the human body. PSHE: Confidence, resilience, and safety awareness. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> Swim confidently and competently over a distance (towards 25m expectation). Use at least one or more strokes with control. Demonstrate basic water safety and self-rescue awareness. Show increased confidence and resilience in physical challenges. Understand the importance of swimming as a life skill.
Art on Wheels Links to Art curriculum	<p>Art and Design</p> <ul style="list-style-type: none"> Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including sculpture with a range of materials (e.g. clay). Learn about great artists, architects and designers in history (including sculptors and ceramic artists). <p>Design and Technology (links where appropriate)</p> <ul style="list-style-type: none"> Select from and use a wider range of materials and components. Develop technical knowledge of how to strengthen, stiffen and reinforce structures. <p>English – Spoken Language</p> <ul style="list-style-type: none"> Articulate and justify ideas and choices. Participate in discussions and evaluate outcomes. Use appropriate subject-specific vocabulary. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> Clay can be used to create detailed and structurally stable 3D forms. Different sculpting techniques (e.g. coiling, slab work, carving, joining with slip) affect the final outcome. Texture, pattern and proportion can be used intentionally to enhance design. Artists plan, create, refine and evaluate their work as part of a process. <p>British Values Links</p> <ul style="list-style-type: none"> Individual Liberty: Expressing personal creativity and ideas. Mutual Respect: Valuing and responding positively to others' work. Tolerance: Appreciating different artistic styles and interpretations. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> Art & Design: Sculpture, planning and evaluation. DT: Structures and material strength. English: Speaking, explaining, evaluating. Maths: Shape, symmetry, proportion, spatial awareness. <p>Progression from Year 3 Art on Wheels Visit:</p> <ul style="list-style-type: none"> Moves from developing techniques and simple planning → to refined, purposeful design and controlled execution. Develops from creating detailed forms → to ensuring structural stability and precision. Extends from basic evaluation → to thoughtful critique using subject-specific vocabulary. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> Design, create and refine a well-constructed clay sculpture. Use a range of techniques confidently and appropriately. Explain and evaluate their artistic choices using accurate vocabulary. Demonstrate control, precision and attention to detail. Show resilience and independence throughout the creative process
Minstead Residential – 2 days and 1 night	<p>Science (Living Things & Their Habitats)</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways.



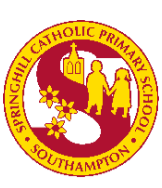
<p>Links to Science curriculum</p>	<ul style="list-style-type: none"> • Explore and use classification keys to group organisms. • Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries. • Set up simple practical enquiries (e.g. fieldwork observations). • Make systematic and careful observations. • Gather, record, classify and present data in a variety of ways. • Use results to draw simple conclusions and raise further questions. <p>Geography</p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure and record the human and physical features in the local environment. • Understand features of natural environments (e.g. woodland, habitats). <p>PSHE</p> <ul style="list-style-type: none"> • Develop independence, resilience and confidence. • Build relationships and teamwork skills. • Understand personal safety in outdoor environments. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Different plants and animals live in specific habitats. • Living things can be grouped and classified based on observable characteristics. • Woodland ecosystems are interconnected. • Environmental changes can impact living things. • Outdoor environments require awareness of safety and responsibility. <p>Safety & Risk Awareness</p> <ul style="list-style-type: none"> • Understand and follow safety rules in outdoor environments. • Recognise potential hazards and act responsibly. • Apply knowledge of staying safe in unfamiliar settings. <p>British Values Links</p> <ul style="list-style-type: none"> • Mutual Respect: Working together and valuing others' contributions. • Individual Liberty: Developing independence in a new environment. • Rule of Law: Following safety rules and expectations. • Tolerance: Supporting and understanding others in shared experiences. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • Science: Habitats, classification, ecosystems. • Geography: Fieldwork and environmental awareness. • PSHE: Independence, resilience, teamwork. • Maths: Recording and presenting data (charts, tallying observations). <p>Progression from Year 3 (Sleepover / Outdoor Learning)</p> <ul style="list-style-type: none"> • Moves from short, familiar residential-style experiences → to extended stays with greater independence. • Develops from basic observation of nature → to structured scientific fieldwork and classification. • Extends from simple teamwork → to collaborative problem-solving in real outdoor contexts. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Identify and classify living things in a natural environment. • Conduct simple fieldwork investigations and record findings. • Explain how habitats support plants and animals. • Demonstrate increased independence and resilience. • Work effectively as part of a team in outdoor challenges. • Apply knowledge of safety and responsibility in an outdoor setting.
Year 5	
Visit	Skills, Links to Curriculum and Impact:
<p>Houses of Parliament and London visit</p> <p>Links to PDL curriculum</p>	<p>Citizenship / PSHE</p> <ul style="list-style-type: none"> • Understand how rules and laws are made (introduction to democracy and Parliament). • Develop awareness of rights, responsibilities and participation in society. <p>Geography</p> <ul style="list-style-type: none"> • Locate the world's countries and key cities (focus on London). • Use maps, atlases and digital mapping to locate places and describe features. • Understand human and physical geography (e.g. rivers, cities, land use). • Describe and understand key aspects of rivers (River Thames). <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Participate in discussions and presentations. • Ask relevant questions to deepen understanding. • Articulate and justify ideas and viewpoints. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • The Houses of Parliament is where laws are made in the UK. • The UK has a democratic system with elected representatives. • London is the capital city of the UK and a major urban centre. • The River Thames is a significant river that has shaped London's development. • Landmarks (e.g. London Eye) provide viewpoints to observe geographical features. <p>British Values Links</p> <ul style="list-style-type: none"> • Democracy: Understanding how Parliament works and how decisions are made. • Rule of Law: Learning how laws are created and applied. • Individual Liberty: Understanding rights and responsibilities. • Mutual Respect & Tolerance: Experiencing diversity within a major UK city. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • History: Development of British democracy and Parliament. • Geography: Urban environments, rivers, mapping. • PSHE/Citizenship: Rights, responsibilities and participation. • English: Discussion, explanation and reflection.



	<p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Explain the role of Parliament and how laws are made. • Describe key features of London as a capital city. • Explain the importance of the River Thames. • Use geographical and historical vocabulary accurately. • Demonstrate confidence and responsibility in a real-world learning environment.
<p>Beaulieu River Trip</p> <p>Links to Geography curriculum</p>	<p>Geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including rivers and the water cycle. • Describe and understand key aspects of human geography, including land use, settlements and economic activity. • Use maps, atlases and fieldwork to observe, measure and record features of the environment. <p>Science (Living Things & Their Habitats)</p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups. • Recognise how environments can change and affect living things. • Understand ecosystems and interdependence. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries. • Make systematic and careful observations. • Gather, record, classify and present data. • Use results to draw conclusions and suggest improvements. <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Ask relevant questions and articulate understanding. • Participate in discussions and presentations. • Use spoken language to develop and explain ideas. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Rivers play an important role in shaping landscapes. • The River Beaulieu is an example of a tidal river (where sea and river processes interact). • Rivers support a range of habitats and ecosystems. • Human activity can impact river environments. • Fieldwork helps us understand real-world geography and science. <p>British Values Links</p> <ul style="list-style-type: none"> • Responsibility: Caring for the environment and understanding human impact. • Mutual Respect: Working collaboratively and valuing shared environments. • Rule of Law: Following safety rules during outdoor fieldwork. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • Geography: Rivers, fieldwork, mapping. • Science: Habitats, ecosystems, classification. • Maths: Data collection, measurement and recording. • English: Discussion, explanation and presentation. • PSHE: Environmental responsibility and teamwork. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Describe key features of a river and how it functions. • Conduct fieldwork and record findings systematically. • Explain how rivers support ecosystems. • Understand the impact of human activity on natural environments. • Use appropriate geographical and scientific vocabulary confidently.
<p>Ancient Greeks School Theme Day</p> <p>Links to History curriculum</p>	<p>History</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Develop a chronologically secure knowledge of history. • Understand how our knowledge of the past is constructed from a range of sources. <p>Geography</p> <ul style="list-style-type: none"> • Locate Greece on a map and understand its physical features. • Understand how geography influenced Greek civilisation (e.g. islands, mountains, seas). <p>Art and Design</p> <ul style="list-style-type: none"> • Develop artistic techniques inspired by Greek art (e.g. patterns, pottery, sculpture). • Improve mastery of drawing and design. <p>English – Spoken Language & Writing</p> <ul style="list-style-type: none"> • Participate in discussions, debates and role play. • Develop and use topic-specific vocabulary. • Present ideas and recount information clearly. <p>Design and Technology (links where appropriate)</p> <ul style="list-style-type: none"> • Design and create models or artefacts (e.g. Greek pots, temples). • Evaluate products and designs. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Ancient Greece was an influential civilisation that contributed to modern democracy, art, architecture and the Olympics. • Greece is located in Europe and consists of many islands and mountainous regions. • The Ancient Greeks believed in many gods and myths. • City-states (e.g. Athens, Sparta) had different ways of life. • Greek achievements continue to impact modern life. <p>British Values Links</p> <ul style="list-style-type: none"> • Democracy: Understanding its origins in Ancient Greece. • Mutual Respect: Learning about different ways of life. • Individual Liberty: Exploring ideas and expressing viewpoints. • Tolerance: Recognising cultural and historical diversity. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • History: Ancient Greece and its influence.



	<ul style="list-style-type: none"> • Geography: Location and physical features. • Art: Greek patterns, pottery and architecture. • DT: Model making (temples, artefacts). • English: Debate, discussion, storytelling and recount writing. <p>Progression from Year 3 (Ancient Egypt Theme Day)</p> <ul style="list-style-type: none"> • Moves from studying early civilisations → to understanding influential civilisations and their legacy. • Develops from basic historical enquiry → to interpreting impact and significance. • Extends from simple comparisons → to evaluating influence on modern society. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Describe key features of Ancient Greek civilisation. • Explain why the Ancient Greeks are important today. • Use historical vocabulary accurately. • Make links between past and present (e.g. democracy, Olympics). • Demonstrate curiosity and engagement with historical learning.
Year 6	
Visit	Skills, Links to Curriculum and Impact:
<p>Horse riding</p> <p>Links to PE curriculum</p>	<p>Physical Education</p> <ul style="list-style-type: none"> • Use a range of movement skills with control and coordination. • Develop balance, agility and coordination. • Evaluate and improve performance. <p>Science (Animals including Humans / Living Things & Their Habitats)</p> <ul style="list-style-type: none"> • Identify and describe how animals need the right types and amounts of nutrition. • Recognise how living things have adapted to their environments. • Understand how to care for animals. <p>PSHE</p> <ul style="list-style-type: none"> • Develop independence, responsibility and self-confidence. • Understand risk, safety and personal responsibility. • Build resilience and perseverance. <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Ask relevant, thoughtful questions. • Articulate ideas clearly and confidently. • Participate in discussions and follow instructions carefully. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Horses are living animals that require care, nutrition, exercise and appropriate handling. • Horse riding requires balance, coordination and control. • Safety procedures are essential when working with large animals. • Humans have responsibilities when caring for animals. <p>British Values Links</p> <ul style="list-style-type: none"> • Responsibility: Caring for animals and acting safely. • Mutual Respect: Respect for animals, instructors and peers. • Individual Liberty: Building confidence and independence. • Rule of Law: Following safety rules and guidance. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • PE: Balance, coordination, and physical control. • Science: Animal care, needs and behaviour. • PSHE: Confidence, resilience, responsibility. • English: Listening, questioning, and speaking. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Demonstrate improved balance and coordination. • Explain how to care for a horse safely and responsibly. • Show confidence in trying new physical challenges. • Follow safety instructions independently. • Reflect on their learning and personal development.
<p>Victorian Christmas School Theme Day</p> <p>Links to History curriculum</p>	<p>History</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally (Victorian era). • The lives of significant individuals in the past (e.g. Queen Victoria, Charles Dickens – links to Christmas traditions). • Understand some of the ways we find out about the past and identify different ways it is represented. <p>English – Reading & Spoken Language</p> <ul style="list-style-type: none"> • Listen to and discuss a range of stories (e.g. traditional Christmas stories, Dickens extracts/adaptations). • Build vocabulary linked to historical contexts. • Participate in role play, storytelling and discussion. <p>Art and Design</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products (e.g. Victorian decorations, cards). • Develop techniques in colour, pattern and design. <p>Design and Technology</p> <ul style="list-style-type: none"> • Design and make simple products (e.g. crafts, decorations). • Evaluate designs and suggest improvements. <p>PSHE</p> <ul style="list-style-type: none"> • Develop understanding of traditions, values and community. • Show respect for different ways people celebrate. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Christmas traditions were different in Victorian times (e.g. handmade decorations, simple gifts, carol singing). • Queen Victoria and Prince Albert influenced modern Christmas traditions. • Celebrations in the past were shaped by lifestyle and technology. • Victorian life was different from modern life in many ways.



	<p>British Values Links</p> <ul style="list-style-type: none"> • Mutual Respect: Understanding and appreciating traditions from the past. • Tolerance: Recognising that celebrations vary across time and cultures. • Individual Liberty: Expressing ideas creatively. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • History: Victorian Britain and traditions. • English: Storytelling, speaking and listening. • Art & DT: Craft, design and making. • PSHE: Traditions, community, and values. <p>Progression from Year 1 (Victorian Trip)</p> <ul style="list-style-type: none"> • Builds from basic understanding of Victorian life → to exploring specific aspects such as traditions and celebrations. • Develops from simple comparisons → to explaining differences and reasons for them. • Extends from observing artefacts → to using them to interpret past experiences. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Describe how Christmas was celebrated in Victorian times. • Identify differences between past and present traditions. • Use simple historical vocabulary accurately. • Participate confidently in role play and creative activities. • Show curiosity and understanding about life in the past.
<p>Marwell Zoo Visit</p> <p>Links to Science curriculum</p>	<p>Science (Living Things & Their Habitats / Evolution and Inheritance)</p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics. • Recognise that living things have changed over time and that fossils provide information about organisms that lived in the past. • Identify how animals are adapted to suit their environment. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions. • Take measurements and record data systematically. • Identify scientific evidence that has been used to support or refute ideas. • Report and present findings from enquiries. <p>Geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography (biomes, climate zones, ecosystems). • Understand how environments are affected by human activity. • Use fieldwork to observe and record features. <p>PSHE</p> <ul style="list-style-type: none"> • Understand responsibility towards the environment and conservation. • Develop awareness of global issues such as endangered species. • Build respect for living things. <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Ask thoughtful and relevant questions. • Present ideas clearly and confidently. • Participate in discussions and debates. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Animals can be classified based on shared characteristics. • Adaptations help animals survive in specific environments. • Different species live in different habitats and biomes. • Some animals are endangered and require conservation efforts. • Zoos play an important role in conservation, research and education. <p>British Values Links</p> <ul style="list-style-type: none"> • Responsibility: Caring for the environment and understanding conservation. • Mutual Respect: Respecting living things and shared spaces. • Individual Liberty: Developing independent thinking and enquiry. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • Science: Classification, adaptation, evolution. • Geography: Biomes, ecosystems, environmental impact. • English: Discussion, explanation, presentation. • Maths: Data collection, organisation and interpretation. • PSHE: Environmental responsibility and global awareness. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Classify animals using a range of characteristics. • Explain how animals are adapted to their habitats. • Understand the importance of conservation and endangered species. • Use advanced scientific vocabulary accurately. • Demonstrate critical thinking and enquiry skills in a real-world context.
<p>Year 6 Show</p> <p>Links to English Curriculum</p>	<p>English – Spoken Language</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances and debates. • Gain, maintain and monitor the interest of the listener(s). • Select and use appropriate registers for effective communication. • Articulate and justify answers, arguments and opinions. <p>Drama / Performing Arts (English / Expressive Arts)</p> <ul style="list-style-type: none"> • Use spoken language to develop understanding through role play and performance. • Perform plays and drama with increasing confidence and expression. <p>Music</p> <ul style="list-style-type: none"> • Perform in solo and ensemble contexts using voice. • Develop control of pitch, tone and expression.



	<p>PSHE</p> <ul style="list-style-type: none"> • Build confidence, resilience and self-esteem. • Work collaboratively as part of a team. • Reflect on personal achievement and transition to secondary school. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • A performance requires rehearsal, teamwork and organisation. • Acting involves voice projection, expression and characterisation. • Performances are created for an audience and require awareness of audience engagement. • Different roles (actors, narrators, stage crew) contribute to a successful production. <p>British Values Links</p> <ul style="list-style-type: none"> • Individual Liberty: Expressing ideas and identity through performance. • Mutual Respect: Valuing contributions of all performers. • Democracy: Working together and making group decisions. • Tolerance: Appreciating different talents and roles. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • English: Speaking, listening, drama, script work. • Music: Singing, rhythm and performance (if included). • Art/DT: Set design, costumes, props. • PSHE: Confidence, teamwork, transition, resilience. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Perform confidently and expressively in front of an audience. • Speak clearly and use appropriate tone and expression. • Work effectively as part of a team to produce a performance. • Demonstrate resilience, independence and organisation. • Reflect on their achievements and readiness for secondary school.
<p>Fairthorne Residential – 2 nights and 3 days</p> <p>Links to PE curriculum</p>	<p>Physical Education (Outdoor and Adventurous Activities)</p> <ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare performances with previous ones and demonstrate improvement. • Develop flexibility, strength, technique, control and balance. <p>PSHE</p> <ul style="list-style-type: none"> • Develop resilience, independence and self-confidence. • Manage risk and make safe, responsible decisions. • Build positive relationships and teamwork skills. <p>Geography</p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure and record features of the local environment. • Understand how to navigate and use maps (where applicable). <p>English – Spoken Language</p> <ul style="list-style-type: none"> • Communicate effectively in a range of real-life contexts. • Listen, respond and collaborate with peers and adults. • Articulate ideas clearly during teamwork and reflective activities. <p>Key Knowledge Developed</p> <ul style="list-style-type: none"> • Adventurous activities require teamwork, communication and problem-solving. • Risk can be managed through following rules and making sensible decisions. • Outdoor challenges help develop physical strength and mental resilience. • Residential experiences require organisation, independence and responsibility. <p>British Values Links</p> <ul style="list-style-type: none"> • Mutual Respect: Working cooperatively and supporting others. • Individual Liberty: Building independence and confidence. • Rule of Law: Following safety rules and structured routines. • Tolerance: Living and working together with others. <p>Cross-Curricular Links</p> <ul style="list-style-type: none"> • PE: Outdoor adventurous activities and physical development. • PSHE: Independence, resilience, relationships and transition. • Geography: Fieldwork and navigation (where applicable). <p>Progression from Earlier Residential (Year 3 Sleepover / Year 4 Residential)</p> <ul style="list-style-type: none"> • Moves from short, supported overnight experiences → to extended residential with high levels of independence. • Develops from basic teamwork activities → to complex problem-solving and leadership roles. • Extends from guided participation → to confident, independent engagement in adventurous activities. <p>Impact (What children should be able to do after the experience):</p> <ul style="list-style-type: none"> • Demonstrate independence and responsibility over an extended period away from home. • Work effectively in teams, including taking leadership roles. • Show resilience and perseverance in challenging situations. • Apply safe decision-making and risk awareness. • Reflect on personal growth and readiness for secondary school.