



Springhill Catholic Primary School

Skills, Links and Impact of School Trips

Foundation Stage	
Visit	Skills, Links to Curriculum and Impact:
Church Visit Links to RE curriculum	Understanding the World - 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. Personal, Social and Emotional Development (PSED) - Show sensitivity to their own and others' needs. - Begin to understand similarities and differences between people. - Develop confidence to try new experiences. Communication and Language - Ask questions to find out more. - Listen carefully in a new environment. - Engage in conversations with adults and peers. Expressive Arts and Design - Explore and engage in role play and imaginative experiences (e.g. re-enacting church features such as weddings, baptisms). Literacy - Develop vocabulary linked to religious themes (e.g. church, cross, Bible, prayer). British Values Links 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. Impact (What children should be able to do after the trip) - 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	Understanding the World - 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. Personal, Social and Emotional Development (PSED) - Show care and concern for living things. - Build confidence in new environments. - Follow rules and understand safety expectations. Communication and Language - Listen attentively in new situations. - Ask questions to find out more. - Learn and use new vocabulary linked to animals and farming. Physical Development - 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). Expressive Arts and Design - Engage in imaginative play related to farm life. - Explore sounds and movements linked to animals. British Values Links Responsibility: Understanding how to care for animals. Respect: Treating animals and the environment with care. Rule of Law: Following safety rules on the farm. Impact (What children should be able to do after the trip): - 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	Literacy - 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). Communication and Language - Listen attentively in a new environment. - Ask questions and engage in discussions. - Develop new vocabulary linked to books and libraries. Personal, Social and Emotional Development (PSED) - 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). Understanding the World - Recognise that libraries are community spaces where books can be borrowed. - Understand that different people use libraries for different purposes. British Values Links Rule of Law: Understanding and following library rules.



	• Responsibility: Caring for borrowed books. • Mutual Respect: Sharing a quiet public space with others. Impact (What children should be able to do after the trip): • 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.
Graduation Links to PDL curriculum	Personal, Social and Emotional Development (PSED) • Show confidence in new and social situations. • Understand and manage emotions during significant events. • Reflect on achievements and experiences. Communication and Language • Speak clearly in front of familiar groups. • Listen attentively to others. • Participate in songs, performances, or group speaking. Physical Development • Develop coordination and control when performing actions (e.g. songs, movements). • Demonstrate awareness of space and movement in a group setting. Expressive Arts and Design • Perform songs, rhymes or actions. • Express ideas and feelings through performance. • Participate in creative presentations. Understanding the World • Talk about past experiences and personal growth over the year. • Recognise significant events in their lives. British Values Links • Mutual Respect: Celebrating others’ achievements. • Individual Liberty: Expressing themselves through performance. • Democracy: Taking turns and participating in group decisions (e.g. performance roles). Impact (What children should be able to do after the experience) • 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:
Art on Wheels Links to Art curriculum	Art and Design • 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). Design and Technology (links where appropriate) • Explore and use a range of materials and components. • Build structures, exploring how they can be made stronger, stiffer and more stable. Physical Development (KS1 readiness) • Develop fine motor skills through shaping, moulding and joining clay. English – Spoken Language • Ask questions and express ideas. • Describe processes and outcomes using appropriate vocabulary. Key Knowledge Developed • 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. British Values Links • Individual Liberty: Expressing ideas creatively. • Mutual Respect: Valuing others’ artwork and ideas. • Tolerance: Recognising different creative choices. Cross-Curricular Links • 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. Impact (What children should be able to do after the experience): • 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.
New Forest Wildlife Park	Science (Animals including Humans / Living Things & Their Habitats) • Identify and name a variety of common animals including mammals, birds, reptiles and amphibians.



Links with Science curriculum	- 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. Working Scientifically - 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. Geography - Use simple fieldwork and observational skills to study the environment. - Identify features of a natural environment. PSHE - Develop respect and care for living things. - Understand responsibility towards animals and the environment. English – Spoken Language - Ask questions to extend understanding. - Describe experiences and observations clearly. - Listen and respond appropriately to guides or staff. Key Knowledge Developed - 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. British Values Links Respect: Caring for animals and the natural environment. Responsibility: Following rules and behaving safely. Mutual Respect: Sharing a public space considerately. Cross-Curricular Links Science: Animals, habitats and classification. Geography: Natural environments and fieldwork. PSHE: Responsibility and respect for living things. English: Speaking, listening and questioning. Progression from EYFS (Farm/Animal Experiences) - 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. <u>Impact (What children should be able to do after the experience):</u> - 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.
Victorians at Manor Farm Visit Links to History curriculum	History - 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. English – Spoken Language - Listen and respond appropriately to adults in a new environment. - Ask relevant questions to extend understanding. - Speak clearly to describe experiences and learning. Art and Design - Develop ideas and experiences through drawing and observation. - Explore artefacts and historical environments as inspiration. PSHE - Develop understanding of how people lived in the past. - Build respect for different lifestyles and historical experiences. Key Knowledge Developed - 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. British Values Links 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. Cross-Curricular Links 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. <u>Impact (What children should be able to do after the experience):</u> - Describe simple features of Victorian life. - Identify differences between past and present. - Ask basic historical questions.



	• 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	Science (Living Things & Their Habitats) • 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). Working Scientifically • 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. English – Spoken Language • Ask relevant questions to extend knowledge and understanding. • Articulate and justify answers and opinions. • Maintain attention and participate actively in collaborative conversations. PSHE • Show respect for living things and the environment. • Understand safe and responsible behaviour when interacting with animals. Key Knowledge Developed • 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. British Values Links • 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. Cross-Curricular Links • 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. Impact (What children should be able to do after the experience): • 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	History • 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. Science (Animals including Humans – Health) • 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). English – Spoken Language • Ask relevant questions to extend understanding. • Articulate and justify answers, ideas and opinions. • Maintain attention and participate actively in discussions. PSHE • Understand the importance of hygiene and caring for others. • Develop respect for individuals who have made a difference in society. Key Knowledge Developed • 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). British Values Links • 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. Cross-Curricular Links • History: Significant individuals – Florence Nightingale. • Science: Hygiene and health. • English: Speaking, listening, questioning, recounting. • PSHE: Caring for others, importance of cleanliness and responsibility. Progression from Year 1 (Victorians Visit) • Builds from recognising differences in the past → to understanding the impact of significant individuals.



	• Moves from simple comparisons → to explaining why change happened. • Develops from observing artefacts → to using them as evidence to support understanding. Impact (What children should be able to do after the experience): • 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.
Hatching ducklings experience Links to Science curriculum	Science (Living Things & Their Habitats / Animals including Humans) • 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. Working Scientifically • 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. English – Spoken Language • Ask relevant questions to extend understanding. • Explain observations and ideas clearly. • Participate in discussions and share findings. PSHE • Develop a sense of responsibility and care for living things. • Understand the importance of kindness and respect for animals. Key Knowledge Developed • 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. British Values Links • Responsibility: Caring for living creatures. • Respect: Showing kindness towards animals. • Rule of Law: Following agreed rules for animal welfare. Cross-Curricular Links • 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. Impact (What children should be able to do after the experience): • 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.
Titanic Theme Day Links to History curriculum	Historical Enquiry Skills • 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. Chronological Understanding • 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. Interpretation & Evidence • 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. Communication Skills • 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). Thinking & Understanding • 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. Social & Behaviour Skills • Participate in group activities and role play. • Listen respectfully to others’ ideas. • Show empathy when discussing historical events. British Values Links • 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.



	Cross-Curricular Links • 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. Progression from Year 1 Victorian trip • 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. Impact (What children should be able to do after the experience) • 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.
Year 2 story time – come back to school in the evening in pyjamas for story time Links to English curriculum	English – Reading (Comprehension) • 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. English – Spoken Language • Maintain attention and participate actively in collaborative conversations. • Ask relevant questions to extend understanding. • Articulate and justify answers, ideas and opinions. PSHE • Build confidence in social situations and unfamiliar routines. • Develop a sense of belonging in the school community. • Engage positively in shared experiences. Key Knowledge Developed • 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. British Values Links • Mutual Respect: Listening and responding to others' ideas about stories. • Individual Liberty: Expressing personal opinions about books. • Tolerance: Accepting different interpretations and preferences. Cross-Curricular Links • English: Reading, comprehension, speaking and listening. • PSHE: Confidence, belonging, emotional understanding. Impact (What children should be able to do after the experience): • 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:
Hillier's Gardens Visit Links to History Curriculum	History • 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. Geography • Describe and understand key aspects of human geography (settlements, land use). • Use fieldwork to observe and understand environments. Art and Design • 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. English – Spoken Language • Ask relevant questions to extend knowledge and understanding. • Articulate and justify answers, arguments and opinions. • Participate in discussions and role play. Key Knowledge Developed • 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. British Values Links • 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. Cross-Curricular Links • History: Stone Age Britain and prehistoric life.



	• 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. <u>Impact (What children should be able to do after the experience):</u> • 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.
Art on Wheels Links to Art curriculum	Art and Design • 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). Design and Technology (links where appropriate) • Select from and use a wider range of materials and components. • Build structures, exploring how they can be strengthened and improved. English – Spoken Language • Articulate and justify answers, arguments and opinions. • Participate in discussions, presentations, and performances. • Use spoken language to develop understanding through speculating and evaluating. Key Knowledge Developed • 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. British Values Links • Individual Liberty: Expressing creativity and personal ideas. • Mutual Respect: Valuing others’ artistic choices and outcomes. • Tolerance: Appreciating different styles and interpretations. Cross-Curricular Links • Art & Design: Sculpture and design development. • DT: Constructing and strengthening structures. • English: Speaking, explaining, and evaluating ideas. • Maths: Shape, form, and spatial awareness. Progression from KS1 (Year 1 Art on Wheels Clay Work) • 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. <u>Impact (What children should be able to do after the experience):</u> • 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.
Year 3 Sleepover in School Links to PDL curriculum	PSHE (Personal, Social, Health and Economic Education) • Develop resilience and independence. • Build positive relationships with peers. • Understand how to manage feelings in new situations. English – Spoken Language • Participate in discussions and group activities. • Express ideas and feelings clearly. • Listen and respond appropriately to others. Physical Education • Participate in team-building and cooperative activities. • Develop coordination and confidence in physical challenges. Science (informal links) • Apply understanding of routines, health and hygiene in a real-life context. Key Knowledge Developed • 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. British Values Links • 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. Cross-Curricular Links • PSHE: Independence, resilience, relationships. • PE: Team-building and cooperative activities. • English: Speaking, listening, and communication. <u>Impact (What children should be able to do after the experience):</u> • Demonstrate increased independence and responsibility. • Show confidence in unfamiliar or extended school experiences. • Work effectively with others and build positive relationships.



	• Manage emotions and behaviour appropriately. • Follow routines and expectations in a residential-style setting.
Egyptian Day Links to History Curriculum	History • 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. Geography • Locate the world’s countries, focusing on Egypt. • Identify key physical features (e.g. River Nile, desert). • Understand how geography influenced settlement and civilisation. Art and Design • Develop techniques including drawing, sculpture and design (e.g. hieroglyphics, Egyptian art patterns). • Create artwork inspired by historical contexts. English – Spoken Language & Writing • 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. Design and Technology (links where appropriate) • Design and make products (e.g. models of pyramids, artefacts). • Evaluate designs and structures. Key Knowledge Developed • 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. British Values Links • Mutual Respect: Understanding and valuing ancient cultures. • Tolerance: Recognising different beliefs and traditions. • Individual Liberty: Exploring ideas creatively and independently. Cross-Curricular Links • 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. Progression from Year 2 Titanic Day: • 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. <u>Impact (What children should be able to do after the experience):</u> • 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.
Visit to Sikh Temple Links to RE curriculum	Religious Education • Learn about Sikh beliefs, values and practices. • Understand the importance of places of worship. • Explore how religion influences daily life. PSHE • Develop respect for different religions and cultures. • Understand the importance of community and shared values. • Promote tolerance and inclusion. English – Spoken Language • Ask relevant questions to deepen understanding. • Articulate ideas clearly and respectfully. • Participate in discussions about beliefs and experiences. SMSC (Spiritual, Moral, Social and Cultural Development) • Develop awareness of cultural diversity. • Reflect on values such as equality, service and respect. Key Knowledge Developed • 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. Cross-Curricular Links • 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. Progression from Year F Church Visit • 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.



	- Extends from simple respect for differences → to thoughtful reflection on values and beliefs. <u>Impact (What children should be able to do after the experience):</u> - 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	Physical Education - 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. Science (Animals including Humans – Health) - Recognise the importance of exercise for maintaining a healthy lifestyle. - Understand how physical activity affects the body. PSHE - Develop resilience and confidence. - Understand personal safety and risk management. - Build independence and perseverance. Key Knowledge Developed - 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. British Values Links 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. Cross-Curricular Links PE: Swimming and physical development. Science: Exercise and the human body. PSHE: Confidence, resilience, and safety awareness. <u>Impact (What children should be able to do after the experience):</u> - 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	Art and Design - 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). Design and Technology (links where appropriate) - Select from and use a wider range of materials and components. - Develop technical knowledge of how to strengthen, stiffen and reinforce structures. English – Spoken Language - Articulate and justify ideas and choices. - Participate in discussions and evaluate outcomes. - Use appropriate subject-specific vocabulary. Key Knowledge Developed - 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. British Values Links Individual Liberty: Expressing personal creativity and ideas. Mutual Respect: Valuing and responding positively to others’ work. Tolerance: Appreciating different artistic styles and interpretations. Cross-Curricular Links Art & Design: Sculpture, planning and evaluation. DT: Structures and material strength. English: Speaking, explaining, evaluating. Maths: Shape, symmetry, proportion, spatial awareness. Progression from Year 3 Art on Wheels Visit: - 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. <u>Impact (What children should be able to do after the experience):</u> - 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	Science (Living Things & Their Habitats) Recognise that living things can be grouped in a variety of ways.



Links to Science curriculum	• Explore and use classification keys to group organisms. • Recognise that environments can change and that this can sometimes pose dangers to living things. Working Scientifically • 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. Geography • 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). PSHE • Develop independence, resilience and confidence. • Build relationships and teamwork skills. • Understand personal safety in outdoor environments. Key Knowledge Developed • 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. Safety & Risk Awareness • Understand and follow safety rules in outdoor environments. • Recognise potential hazards and act responsibly. • Apply knowledge of staying safe in unfamiliar settings. British Values Links • 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. Cross-Curricular Links • Science: Habitats, classification, ecosystems. • Geography: Fieldwork and environmental awareness. • PSHE: Independence, resilience, teamwork. • Maths: Recording and presenting data (charts, tallying observations). Progression from Year 3 (Sleepover / Outdoor Learning) • 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. Impact (What children should be able to do after the experience): • 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:
Houses of Parliament and London visit Links to PDL curriculum	Citizenship / PSHE • Understand how rules and laws are made (introduction to democracy and Parliament). • Develop awareness of rights, responsibilities and participation in society. Geography • 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). English – Spoken Language • Participate in discussions and presentations. • Ask relevant questions to deepen understanding. • Articulate and justify ideas and viewpoints. Key Knowledge Developed • 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. British Values Links • 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. Cross-Curricular Links • History: Development of British democracy and Parliament. • Geography: Urban environments, rivers, mapping. • PSHE/Citizenship: Rights, responsibilities and participation. • English: Discussion, explanation and reflection.



	<u>Impact (What children should be able to do after the experience):</u> • 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.
Beaulieu River Trip Links to Geography curriculum	Geography • 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. Science (Living Things & Their Habitats) • Describe how living things are classified into broad groups. • Recognise how environments can change and affect living things. • Understand ecosystems and interdependence. Working Scientifically • 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. English – Spoken Language • Ask relevant questions and articulate understanding. • Participate in discussions and presentations. • Use spoken language to develop and explain ideas. Key Knowledge Developed • 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. British Values Links • 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. Cross-Curricular Links • Geography: Rivers, fieldwork, mapping. • Science: Habitats, ecosystems, classification. • Maths: Data collection, measurement and recording. • English: Discussion, explanation and presentation. • PSHE: Environmental responsibility and teamwork. <u>Impact (What children should be able to do after the experience):</u> • 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.
Ancient Greeks School Theme Day Links to History curriculum	History • 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. Geography • Locate Greece on a map and understand its physical features. • Understand how geography influenced Greek civilisation (e.g. islands, mountains, seas). Art and Design • Develop artistic techniques inspired by Greek art (e.g. patterns, pottery, sculpture). • Improve mastery of drawing and design. English – Spoken Language & Writing • Participate in discussions, debates and role play. • Develop and use topic-specific vocabulary. • Present ideas and recount information clearly. Design and Technology (links where appropriate) • Design and create models or artefacts (e.g. Greek pots, temples). • Evaluate products and designs. Key Knowledge Developed • 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. British Values Links • 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. Cross-Curricular Links • History: Ancient Greece and its influence.



	• Geography: Location and physical features. • Art: Greek patterns, pottery and architecture. • DT: Model making (temples, artefacts). • English: Debate, discussion, storytelling and recount writing. Progression from Year 3 (Ancient Egypt Theme Day) • 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. Impact (What children should be able to do after the experience): • 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:
Horse riding Links to PE curriculum	Physical Education • Use a range of movement skills with control and coordination. • Develop balance, agility and coordination. • Evaluate and improve performance. Science (Animals including Humans / Living Things & Their Habitats) • 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. PSHE • Develop independence, responsibility and self-confidence. • Understand risk, safety and personal responsibility. • Build resilience and perseverance. English – Spoken Language • Ask relevant, thoughtful questions. • Articulate ideas clearly and confidently. • Participate in discussions and follow instructions carefully. Key Knowledge Developed • 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. British Values Links • 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. Cross-Curricular Links • PE: Balance, coordination, and physical control. • Science: Animal care, needs and behaviour. • PSHE: Confidence, resilience, responsibility. • English: Listening, questioning, and speaking. Impact (What children should be able to do after the experience): • 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.
Victorian Christmas School Theme Day Links to History curriculum	History • 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. English – Reading & Spoken Language • 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. Art and Design • Use a range of materials creatively to design and make products (e.g. Victorian decorations, cards). • Develop techniques in colour, pattern and design. Design and Technology • Design and make simple products (e.g. crafts, decorations). • Evaluate designs and suggest improvements. PSHE • Develop understanding of traditions, values and community. • Show respect for different ways people celebrate. Key Knowledge Developed • 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.



	British Values Links • Mutual Respect: Understanding and appreciating traditions from the past. • Tolerance: Recognising that celebrations vary across time and cultures. • Individual Liberty: Expressing ideas creatively. Cross-Curricular Links • History: Victorian Britain and traditions. • English: Storytelling, speaking and listening. • Art & DT: Craft, design and making. • PSHE: Traditions, community, and values. Progression from Year 1 (Victorian Trip) • 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. <u>Impact (What children should be able to do after the experience):</u> • 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.
Marwell Zoo Visit Links to Science curriculum	Science (Living Things & Their Habitats / Evolution and Inheritance) • 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. Working Scientifically • 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. Geography • 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. PSHE • Understand responsibility towards the environment and conservation. • Develop awareness of global issues such as endangered species. • Build respect for living things. English – Spoken Language • Ask thoughtful and relevant questions. • Present ideas clearly and confidently. • Participate in discussions and debates. Key Knowledge Developed • 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. British Values Links • Responsibility: Caring for the environment and understanding conservation. • Mutual Respect: Respecting living things and shared spaces. • Individual Liberty: Developing independent thinking and enquiry. Cross-Curricular Links • 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. <u>Impact (What children should be able to do after the experience):</u> • 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.
Year 6 Show Links to English Curriculum	English – Spoken Language • 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. Drama / Performing Arts (English / Expressive Arts) • Use spoken language to develop understanding through role play and performance. • Perform plays and drama with increasing confidence and expression. Music • Perform in solo and ensemble contexts using voice. • Develop control of pitch, tone and expression.



	PSHE • Build confidence, resilience and self-esteem. • Work collaboratively as part of a team. • Reflect on personal achievement and transition to secondary school. Key Knowledge Developed • 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. British Values Links • 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. Cross-Curricular Links • English: Speaking, listening, drama, script work. • Music: Singing, rhythm and performance (if included). • Art/DT: Set design, costumes, props. • PSHE: Confidence, teamwork, transition, resilience. Impact (What children should be able to do after the experience): • 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.
Fairthorne Residential – 2 nights and 3 days Links to PE curriculum	Physical Education (Outdoor and Adventurous Activities) • 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. PSHE • Develop resilience, independence and self-confidence. • Manage risk and make safe, responsible decisions. • Build positive relationships and teamwork skills. Geography • Use fieldwork to observe, measure and record features of the local environment. • Understand how to navigate and use maps (where applicable). English – Spoken Language • 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. Key Knowledge Developed • 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. British Values Links • 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. Cross-Curricular Links • PE: Outdoor adventurous activities and physical development. • PSHE: Independence, resilience, relationships and transition. • Geography: Fieldwork and navigation (where applicable). Progression from Earlier Residential (Year 3 Sleepover / Year 4 Residential) • 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. Impact (What children should be able to do after the experience): • 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.