



Richard Hill CE Primary School

LTP for Educational Visits/Enrichment and Wider Curriculum Rationale

The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life.

	CYCLE A			CYCLE B		
Year Groups	AUT	SPR	SUM	AUT	SPR	SUM
F1/F2	Village Walk First Visit to Church Panto	Zoo	Walk in Anstey Beach	Village Walk First Visit to Church Panto	Great Central Railway	Bradgate Park
1/2	Panto Curve	Zoo Visit to HB - lambing	Beach	Panto Curve Production?	Great Central Railway	Visit to the Library Bradgate Park
3/4	Panto	Link with Japan school	Beach	Panto Swimming	Places of Worship Visit	Bradgate Park
5/6	Panto Harry Potter Studio Tour	Link/visit with Special School First Aid	Beach Bikeability Production	Panto Residential Space Centre NB Go when they do Space in the LTP for Science	Court NB Needs to go with PSHE Citizenship	Warning Zone Production

Intergenerational Work – First Monday of the month – coffee and cake, bingo, games

Rationale/Focus for all Visits

Beach	EYFS	KS1	LKS2	UKS2
Geography	similarities and differences between the natural world	Use simple fieldwork and observational skills to study the geography of their school and its	use fieldwork to observe, measure, record and present the human and physical features in	use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the

	around them and contrasting environments	grounds and the key human and physical features of its surrounding environment.	the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Science	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Animals, Including Humans ⁴ Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	taking measurements, using a range of scientific equipment, with increasing accuracy and precision Air Temperature Sea Temperature identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Bradgate Park	EYFS	KS1	LKS2	UKS2
Geography	similarities and differences between the natural world around them and contrasting environments	Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Science	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Plants • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees.	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird that live at Bradgate park

Panto	EYFS	KS1	LKS2	UKS2
English	Expressive Arts and Design: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.	• being encouraged to link what they read or hear to their own experiences; • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;	Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays,	

			non-fiction and reference books or textbooks	
PD	<ul style="list-style-type: none"> willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities 			

School Links	KS1 – Leicestershire School	LKS2 – Tokyo School	UKS2 – Special School
Geography	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
PD	<ul style="list-style-type: none"> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others 	<ul style="list-style-type: none"> ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities 	Promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This includes, but is not limited to, pupils' understanding of the protected characteristics and how equality and diversity are promoted
RE	(Church of England) Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together. Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.		

Swimming	LKS2	UKS2
PD	develops pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities	
PE	In particular, pupils should be taught to: PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres PE2/1.2b use a range of strokes effectively PE2/1.2c perform safe self-rescue in different water-based situations.	

Golden Mile	LKS2	UKS2
PD	<ul style="list-style-type: none"> interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	
RE	Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation	

Places of Worship Visit	LKS2	UKS2
PD	<ul style="list-style-type: none"> interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	
RE	(Church of England) Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together. Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.	

Space Centre	LKS2	UKS2
Science		Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Sc5/4.1b describe the movement of the Moon relative to the Earth Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.
Design and Technology	understand how key events and individuals in design and technology have helped shape the world	

Zoo	EYFS	KS1
PD	<ul style="list-style-type: none"> develops pupils' characters, which we define as a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society 	
Science	Explore the natural world around them, making observations and drawing pictures of animals and plants.	<ul style="list-style-type: none"> Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Great Central Railway	EYFS	KS1
History	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Design and Technology		Explore and evaluate a range of existing products. Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.

Library	KS1
PD	willingness to participate in a variety of communities and social settings
English -Reading	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Curve	KS1
PD	<ul style="list-style-type: none"> willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
English – Speaking and Listening	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Residential	Y6
PD	<ul style="list-style-type: none"> willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities develops pupils' characters, which we define as a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society develops pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

Harry Potter Studio Tour	Y5	Y6
PD	<ul style="list-style-type: none"> willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities 	
Design and Technology	understand how key events and individuals in design and technology have helped shape the world	

Court	Y5	Y6
PD	<ul style="list-style-type: none"> develops pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults 	Provision for the moral development of pupils includes developing their: <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions

Missing – Maths, Computing, Art