

Trips, Visits and Experiences

Detailed Curriculum Rationale | Stoborough CE Primary School

“Let all that you do be done in love.” – 1 Corinthians 16:14

Trips, visitors, performances and outdoor experiences are selected because they deepen, apply or enrich pupils’ planned learning. Where there is a direct link to a Stoborough curriculum unit, that unit and the specific knowledge/skill are identified. Where an experience is primarily enrichment, personal development, safety education or outdoor/adventurous activity, it is labelled as such. The overview should be read alongside subject progression documents. A visit does not replace explicit teaching: it gives pupils first-hand contexts in which to revisit vocabulary, encounter authentic sources and environments, apply prior knowledge, ask questions and build memorable schema.

National Curriculum note: At KS2, PE requires pupils to take part in outdoor and adventurous activity challenges both individually and within a team. This is therefore identified explicitly where residential and outdoor experiences provide a genuine context for OAA.



Whole School

Experiences that build a shared culture and complement year-group curriculum entitlement.

AUTUMN

Experience	Curriculum / unit link	Curriculum rationale
Harvest Drive – Wareham Food Bank	RE / PSHE – Christian service, community, compassion; Jigsaw ‘Being Me in My World’.	Makes service and community participation tangible. Pupils connect Harvest and Christian thanksgiving with practical action for others, while developing understanding of responsibility within the local community.
Harvesting the school apple tree to raise money for charity (Biennial- crop pattern)	RE – Creation/stewardship; PSHE – community participation; DT – food provenance/cooking and nutrition.	Connects care for creation and local food with purposeful action. Pupils see food as a natural resource, consider where food comes from and use school-grown produce to contribute to the wider community.
Armistice Day	History – chronology, remembrance and use of historical sources; Personal Development/SMSC.	Builds historical consciousness through commemoration and supports pupils to connect national remembrance with prior learning about conflict, sacrifice and change over time.
Children in Need	PSHE – empathy, community, rights/responsibilities and helping others.	Provides a real context for discussing need, fairness, charitable action and how individuals and communities can support others.
Anti-Bullying Week / Positive Play	PSHE – relationships, respectful behaviour, recognising unsafe/unacceptable behaviour.	Reinforces the taught relationships curriculum through a whole-school focus on kindness, respect, inclusion, speaking up and seeking help.
Christmas Fayre – enterprise	DT – design, make and evaluate; Maths/financial awareness; PSHE – teamwork and contribution.	Gives an authentic audience and purpose for products. Pupils can apply design decisions, making skills, teamwork and age-appropriate understanding of money/enterprise.
Woodwind musical demonstration	Music – listen and appraise; recognise instruments and experience live performance.	Provides first-hand experience of live instrumental music, broadens knowledge of instrument families and develops attentive listening and musical vocabulary.

SPRING

Experience	Curriculum / unit link	Curriculum rationale
Holocaust Memorial Day	History / Personal Development – remembrance, evidence, prejudice and human dignity.	Supports age-appropriate reflection on remembrance, discrimination and the consequences of prejudice. Links particularly strongly with older pupils’ historical understanding of WWII and source interpretation.
Safer Internet Day	Computing – online safety woven through computing; PSHE – privacy, risk, respectful online behaviour.	Revisits safe and responsible use of technology in a meaningful whole-school context, including personal information, reporting concerns and respectful participation online.
World Book Day	English – reading for pleasure, spoken language and response to texts.	Promotes a shared reading culture and provides opportunities to discuss texts, authors, characters and recommendations beyond routine English lessons.

Experience	Curriculum / unit link	Curriculum rationale
Easter service at St Mary's Church	RE – Christianity: Salvation / Easter; worship and lived Christian practice.	Enables pupils to encounter Christian worship in an authentic church context and connect classroom learning about Holy Week, death, resurrection and salvation with lived practice.
Comic Relief	PSHE – empathy, community participation, global awareness.	Provides a real context for considering inequality, charitable action and how collective effort can support communities.
Big School Bird Watch – Eco Club	Science – living things/habitats; observation and recording; environmental awareness.	Applies observation and identification skills to the school environment and supports pupils to notice species, habitats and changes in local biodiversity.
Wessex Wild – Where Our Food Comes From – Eco Club	Science / Geography / DT – food sources, natural resources, sustainability and cooking/nutrition.	Builds understanding of food provenance and the relationship between farming, natural resources, environment and the food pupils eat.
Rock band musical demonstration	Music – live music; timbre, texture, dynamics, pulse and ensemble performance.	Broadens pupils' experience of live musical styles and allows them to identify how instruments and musical dimensions work together in an ensemble.

SUMMER

Experience	Curriculum / unit link	Curriculum rationale
Sports Day	PE – athletics, competition, personal best, teamwork and fair play.	Allows pupils to apply taught movement and athletics skills in competition, compare performance and demonstrate teamwork, fairness and resilience.
Spirituality Week	RE / wider curriculum – reflection, spirituality and worldview exploration.	Creates protected opportunities for pupils to explore big questions, reflection and meaning, drawing on religious and non-religious perspectives. Our futures- considering careers and their place in the world. Think Local – Act Global; considering the lives of others and our place in the world.
Summer Fayre	Personal Development / community; DT/enterprise where pupil products are involved.	Strengthens pupils' sense of belonging to the school community and provides authentic opportunities for contribution, responsibility and enterprise.
Swimming lessons	PE – statutory swimming and water safety.	Develops confidence and competence in water, effective strokes and safe self-rescue, contributing directly to the statutory primary PE requirements.
Visit to local Junior parkrun	PE / Personal Development – active lifestyles, sustained physical activity and community participation.	Shows pupils how physical activity can continue beyond school through a free local community opportunity, supporting confidence and healthy active habits.
Visitor from Sikh community	RE – Sikhism: Sewa (service) and Equality.	Provides first-hand encounter with a lived religious worldview. Pupils can ask questions about Sikh belief and practice, including service, equality, the gurdwara and langar, and compare classroom knowledge with lived experience.

EYFS

AUTUMN

Experience	Curriculum / unit link	Curriculum rationale
Walk to Wareham Library	EYFS Communication & Language / Literacy; Understanding the World – local community.	Develops familiarity with an important community resource, encourages enjoyment of books and gives children purposeful opportunities to listen, talk and make connections with their locality.
Autumn Wellie Walks	EYFS Understanding the World – seasonal change, native animals and the natural world.	Provides repeated first-hand observation of autumn: changing weather, leaves, plants and animals. Children collect, compare, describe and talk about changes they notice.
Nativity performance	EYFS RE – Incarnation: ‘Why do Christians perform Nativity plays?’; Expressive Arts & Design / Communication & Language.	Helps children retell the story of Jesus’ birth and recognise why Christmas matters to Christians while developing speaking, singing, performance and confidence.

SPRING

Experience	Curriculum / unit link	Curriculum rationale
Visit from Chinese parents for Lunar New Year	EYFS Understanding the World – people, culture and communities; celebrations.	Allows children to learn from members of their own community, notice similarities and differences between celebrations and use new vocabulary in a meaningful context.
Dorset & Wiltshire Fire Safety workshop	EYFS PSED / Understanding the World – people who help us; safety.	Builds knowledge of emergency services and safe choices, including how trusted adults help keep people safe.
Visit from Crossing Patrol Person – road safety	EYFS PSED / Understanding the World – community helpers and keeping safe.	Makes road-safety learning concrete through a familiar local role and supports children to understand safe behaviour near roads.
Virtual storytelling with Dorset Libraries	EYFS Communication & Language / Literacy.	Develops listening, comprehension, vocabulary and enjoyment of stories, while strengthening children’s connection with library services.

SUMMER

Experience	Curriculum / unit link	Curriculum rationale
Visit to SEA LIFE Centre Weymouth	EYFS Understanding the World – animals, habitats and contrasting environments; ‘Animal Stories / Wonderful World’.	Extends direct observation of animals and habitats beyond the local environment. Children can compare marine environments, describe animals and connect the visit with learning about oceans, wildlife and caring for the natural world.
Forest School	EYFS Physical Development / Understanding the World / PSED.	Explore and establish – become confident in the woodland; learn boundaries and routines; sensory exploration; notice seasonal change; handle natural materials; simple collaborative play; begin to recognise and manage appropriate risk.

Year 1

AUTUMN

Experience	Curriculum / unit link	Curriculum rationale
The Lighthouse, Poole – live theatre	English – Spoken Language/Drama; cultural enrichment.	Provides a high-quality live performance to discuss plot, character, setting and audience response. Supports attentive listening, vocabulary and retelling, while building cultural entitlement.
Nativity performance	RE – Incarnation / Christmas; Music and Spoken Language.	Revisits the Christian Nativity narrative through performance and develops expressive speaking, singing, rehearsal and confidence before an audience.
Weather diary	Science – Seasonal Change; Geography – weather and local area.	Pupils repeatedly observe and describe weather and seasonal patterns, building vocabulary and recognising change over time rather than treating weather as a one-off lesson.
Forest School	Science – plants/seasonal change; PE/Personal Development – movement, collaboration and managed challenge.	Notice and begin skills – identify common trees/leaves/seeds; observe seasonal change more deliberately; begin simple knots; use introductory tools with close supervision; create with natural materials; begin simple shelters and work with others.

SPRING

Experience	Curriculum / unit link	Curriculum rationale
Wessex Wild – Story of Our Lunchbox	Science – animals/plants and food; DT – food provenance; Geography – where food comes from.	Helps pupils trace familiar foods back to plant, animal and farming sources and make links between everyday meals and the natural world.
Visit to a working farm	Science – animals including humans / plants; Geography – local area and land use; DT – food provenance.	Gives first-hand experience of farm animals, crops and food production. Pupils can apply vocabulary about living things and understand how local land is used to produce food.
Weather diary	Science – Seasonal Change; Geography.	Continues longitudinal observation so pupils can compare autumn and spring conditions and describe patterns in temperature, rainfall, wind and day length.

SUMMER

Experience	Curriculum / unit link	Curriculum rationale
Visitor from a member of the Sikh community	. RE – Sikhism: Sewa (service)	Enables pupils to ask questions about lived sikhism and connect learning about good deeds and charity with a real person's experience.
Visit Stoborough Nursery to read their writing	English – reading aloud, spoken language and audience.	Creates a genuine audience and purpose for reading. Pupils practise clear, fluent delivery, appropriate volume and confidence while valuing their own writing as communication.

Experience	Curriculum / unit link	Curriculum rationale
Weather diary	Science – Seasonal Change; Geography.	Completes the year-long sequence, enabling pupils to compare seasons and describe how weather and day length vary through the year.

Year 2

AUTUMN

Experience	Curriculum / unit link	Curriculum rationale
The Lighthouse, Poole – live theatre	English – Spoken Language/Drama; cultural enrichment.	Develops attentive listening and response to a live narrative. Pupils can discuss characters, sequence events, express opinions and compare performance choices.
Nativity performance	RE – Incarnation / Christmas; Music and Spoken Language.	Consolidates understanding of why Christmas matters to Christians while developing expressive performance, clear speech and ensemble participation.
Forest School	Science – Living Things and Their Habitats; PE/Personal Development.	Apply and select – identify habitats/microhabitats and signs of wildlife; use a wider range of woodland vocabulary; select materials for a purpose; use familiar tools with greater control; use knots within practical tasks; construct and begin to evaluate shelters.

SPRING

Experience	Curriculum / unit link	Curriculum rationale
Local walk to Wareham	Geography – local area / ‘Where I live’; mapwork and fieldwork.	Pupils use geographical language to observe human and physical features, follow routes and connect map representations with the real locality.

SUMMER

Experience	Curriculum / unit link	Curriculum rationale
Year 2 – Printmaker workshop	Art – Printmaking	Work alongside a practising printmaker to explore how artists create images through print. Pupils experiment with tools, materials, pattern and repeated images, developing their own printmaking techniques and using the artist’s work to inform their ideas.

Year 3

AUTUMN

Experience	Curriculum / unit link	Curriculum rationale
Etches Museum, Kimmeridge Bay	Science – Rocks and Fossils; Art – prehistoric/fossil observational drawing.	Directly enriches the Year 3 rocks and fossils unit: pupils encounter local Jurassic fossils and geological evidence, reinforcing fossil formation, sedimentary rock and palaeontology. It also provides authentic source material for the planned fossil drawing work.
The Lighthouse Theatre – pantomime	English – Spoken Language/Drama; cultural enrichment.	Supports discussion of plot, characterisation, audience, humour and performance conventions, building pupils' ability to respond to and evaluate live drama.

SPRING

Experience	Curriculum / unit link	Curriculum rationale
Purbeck Youth Music – performance at St Mary's Church	Music – perform in ensemble contexts; live performance and audience.	Provides an authentic performance venue and audience, developing accuracy, confidence, expression, ensemble awareness and reflection on performance.
Battle of the Bands – Times Tables Rock Stars	Maths – multiplication and division facts; fluency and rapid recall.	Provides a motivating KS2 context for pupils to practise and secure rapid recall of multiplication and division facts. The friendly competition between year groups encourages regular practice, fluency, accuracy and confidence, while celebrating improvement and collective achievement.

SUMMER

Experience	Curriculum / unit link	Curriculum rationale
Cranborne Ancient Technology Centre	History – Stone Age / Bronze Age / Iron Age; historical enquiry.	Provides immersive, first-hand contexts for prehistoric life and technology. Pupils can connect chronology with dwellings, tools, materials, food and practical technologies, using reconstructions as evidence while considering what they can and cannot tell us about the past.
Forest School	Science / Personal Development – natural environment, teamwork and practical problem-solving.	Develop technique & problem-solve – use established routines increasingly independently; combine knots and materials; undertake more purposeful tool work; plan and build structures collaboratively; solve practical problems and explain/evaluate choices

Year 4

AUTUMN

Experience	Curriculum / unit link	Curriculum rationale
Birds of Poole Harbour trip	Science – Living Things and Their Habitats; local environmental study.	Provides first-hand observation of birds within a significant local habitat. Pupils apply identification/classification ideas, consider food chains and habitat needs, and see how environmental change can affect living things.
The Lighthouse Theatre – pantomime	English – Spoken Language/Drama; cultural enrichment.	Develops response to live performance, including characterisation, narrative, use of voice and audience impact.

SPRING

Experience	Curriculum / unit link	Curriculum rationale
National Trust community partnership project	Geography – local area / fieldwork; History and environmental stewardship where relevant to the project.	Connects pupils with the management of local places and landscapes. It supports fieldwork, local knowledge and understanding that communities make decisions about how environments and heritage are cared for.
Purbeck Arts Week – visiting artist workshops	Art – artists’ processes, techniques, sketchbooks and evaluation.	Allows pupils to learn directly from practising artists, ask questions about choices of materials and techniques, and apply new approaches to their own creative work.
Purbeck Youth Music – performance at St Mary’s Church	Music – ensemble performance and live audience.	Provides a purposeful performance context in which pupils rehearse, communicate musical ideas and develop confidence, control and ensemble awareness.
Forest School	Science / Personal Development.	Independence and managed challenge – select appropriate tools, knots and construction techniques; assess risks with increasing independence; design, build, test and improve structures; undertake more sustained team challenges; take greater responsibility for the woodland environment.
Battle of the Bands – Times Tables Rock Stars	Maths – multiplication and division facts; fluency and rapid recall.	Provides a motivating KS2 context for pupils to practise and secure rapid recall of multiplication and division facts. The friendly competition between year groups encourages regular practice, fluency, accuracy and confidence, while celebrating improvement and collective achievement.

SUMMER

Experience	Curriculum / unit link	Curriculum rationale
Residential trip – Leeson House	PE – Outdoor and Adventurous Activities; Geography/Science fieldwork where activities align.	Provides a sustained context for OAA: pupils work individually and as teams to meet physical and problem-solving challenges, communicate, make decisions and develop independence. Fieldwork elements can reinforce local geography and environmental learning.

Year 5

AUTUMN

Experience	Curriculum / unit link	Curriculum rationale
Whole-class Recorders – performance to parents	Music – playing and performing in solo/ensemble contexts; notation, accuracy, fluency and expression.	Sustained instrumental learning develops technique and musical knowledge. The parent performance gives an authentic end point requiring rehearsal, ensemble awareness, confidence and communication with an audience.
Carol Concert performance	Music – singing/performance; RE – Christmas/Incarnation where repertoire is Christian.	Develops ensemble singing, rehearsal discipline, expression and performance to an audience; Christian repertoire can also reinforce the place of Christmas within Christian belief and worship.
Dorset Coding Day	Computing – Programming 2: BBC micro:bit.	Extends the planned programming unit through an intensive applied context. Pupils use coding concepts such as variables, sensors and conditional statements to create and test interactive outcomes.
The Lighthouse Theatre – pantomime	English – Spoken Language/Drama; cultural enrichment.	Provides a live text for pupils to analyse character, plot, staging and interpretation, and to consider how performance choices shape audience response.

SPRING

Experience	Curriculum / unit link	Curriculum rationale
Forest School	PE/Personal Development; Science/Geography where fieldwork is planned.	Mastery, leadership and responsibility – independently select and combine previously learned skills; undertake more complex woodland projects; justify tool/material choices; manage risk responsibly; adapt plans when things do not work; support others and take leadership within collaborative challenges.
Wareham Town Museum and historic walls	History – local history / historical enquiry; Geography – local area and land use.	Uses the local built environment and museum collections as evidence. Pupils investigate how Wareham's past has shaped the town, read physical remains in the landscape and connect local history with wider periods previously studied.
Battle of the Bands – Times Tables Rock Stars	Maths – multiplication and division facts; fluency and rapid recall.	Provides a motivating KS2 context for pupils to practise and secure rapid recall of multiplication and division facts. The friendly competition between year groups encourages regular practice, fluency, accuracy and confidence, while celebrating improvement and collective achievement.

SUMMER

Experience	Curriculum / unit link	Curriculum rationale
RNLI visit – sea safety	PSHE / Health & Safety; PE – water safety awareness.	Provides expert, locally relevant teaching about recognising risk around water, making safe choices, responding in an emergency and seeking help. It complements, but does not replace, statutory swimming/self-rescue teaching.
Greek Drama Day	History – Ancient Greece: Greek life, achievements and their influence on the western world; Spoken Language/Drama as a vehicle for learning.	Uses immersive drama and active participation to deepen pupils' knowledge and understanding of Ancient Greece. Through taking on roles, responding in character and interacting with historical scenarios, pupils revisit and apply their learning about Greek life, society and achievements, helping them to make connections and secure key historical knowledge in a memorable context.

Year 6

AUTUMN

Experience	Curriculum / unit link	Curriculum rationale
Residential – camping at Purbeck Valley: team-building, archery, campfire and raft building in Swanage Bay	PE – Outdoor and Adventurous Activities; PSHE – teamwork, resilience and independence; water-safety awareness.	Directly provides KS2 OAA challenges individually and within teams. Pupils solve problems, communicate, manage risk, build trust and apply physical skills in unfamiliar contexts. Raft building adds a purposeful water-based team challenge with explicit safety routines.
Visit from local WWII veterans	History – World War II; historical enquiry and oral testimony.	Enriches the Year 6 WWII unit through first-hand/oral-history evidence. Pupils can connect national events such as evacuation, rationing, the Blitz and changing civilian life with personal/local testimony, while considering memory, viewpoint and the nature of historical sources.
Dorset Coding Day	Computing – Programming: Exploring Python.	Provides an applied programming context in which pupils can use and debug code, work with syntax and algorithms, and transfer their computing knowledge to new challenges.
The Lighthouse Theatre – pantomime	English – Spoken Language/Drama; cultural enrichment.	Supports increasingly sophisticated evaluation of interpretation, characterisation, staging and audience impact, feeding into pupils' own dramatic choices later in the year.

SPRING

Experience	Curriculum / unit link	Curriculum rationale
Local clergy visit to support RE	RE – Christianity; lived religion, church, belief and practice.	Allows pupils to test and deepen curriculum knowledge by questioning a practising Christian leader. It supports understanding of how beliefs about God, Jesus, salvation, worship and church shape contemporary Christian life.

Experience	Curriculum / unit link	Curriculum rationale
Battle of the Bands – Times Tables Rock Stars	Maths – multiplication and division facts; fluency and rapid recall.	Provides a motivating KS2 context for pupils to practise and secure rapid recall of multiplication and division facts. The friendly competition between year groups encourages regular practice, fluency, accuracy and confidence, while celebrating improvement and collective achievement.
Humanism visitor	RE – Humanism: ‘Why do Humanists say happiness is the goal of life?’	Provides first-hand encounter with a non-religious worldview. Pupils can explore reason, respect for others, one-life beliefs, science, happiness and non-religious ceremonies, and compare these with religious worldviews studied.

SUMMER

Experience	Curriculum / unit link	Curriculum rationale
London trip, including West End production	Personal Development / Cultural Heritage	Broaden pupils’ understanding of the diversity of modern Britain while experiencing aspects of our shared cultural heritage first-hand, including London’s landmarks, the Royal Family and the tradition of British theatre through a West End production
End-of-year drama production	English – Spoken Language/Drama; Music where applicable.	Provides a culminating application of performance skills: adapting and sustaining roles, using voice, movement, gesture and facial expression, rehearsing collaboratively and communicating clearly to an audience.
RNLI visit – sea safety	PSHE / Health & Safety; PE – water-safety awareness.	Reinforces locally relevant risk awareness before transition to secondary school, including safe behaviour around water, emergency response and how to seek help.