

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION	AUTUMN WALK	SHOPPING EXPERIENCE IN LOCAL AREA	NATURAL HISTORY MUSEUM	WELLY WALK TO LOCAL AREA	ZOO LAB	RUISLIP LIDO
YEAR 1	LOCAL CHURCH VISIT GRANDPARENT EXPERIENCE DAY	CHRISTMAS CRAFT AFTERNOON CRANFORD COUNTRY PARK	-	LONDON TRANSPORT MUSEUM	FRUIT PICKING IN IVER VICTORIAN DAY	
YEAR 2	TOWER BRIDGE (PUBLIC TRANSPORT OVER 2 DAYS)	GURDWARA VISIT	HAMPTON COURT CHICKS IN SCHOOL	-	ODDS FARM PARK	FIRE WORKSHOP
YEAR 3	HARMONDSWORTH BARN	MOON ROCK	STONEHENGE SYNAGOGUE VISIT	NATURAL HISTORY MUSEUM	HOLLAND PARK – BOTANICAL SKETCHING	Y3 SLEEPOVER
YEAR 4	HINDU TEMPLE VISIT	PANTOMIME	-	BRITISH MUSEUM	RIVER THAMES MUSEUM	Y4 CAMPING ON FIELD CHESSINGTON
YEAR 5	LEGOLAND	MOON ROCK	MOSQUE VISIT	KEW GARDENS	LONDON ZOO	Y5 CAMPING
YEAR 6	CEMETERY – THORNHILL TATE MODERN + LONDON EXPLORATION	Y6 ENTERPRISE CHRISTMAS MARKET	WEST END THEATRE	JUNIOR CITIZENS	POST-SATS CINEMA BATTLE OF BRITAIN BUNKER BUDDHIST VISIT	PGL RESIDENTIAL
OTHER	SCHOOL PARLIAMENT TO HOUSE OF PARLIAMENT					

KEY	
■	EXTERNAL TRIPS
■	LOCAL VISITS
■	INTERNAL VISITS/PROJECTS
■	RELIGIOUS INSTITUTIONS

We also have a number of workshops (both in person and online) that help us to support and embed our curriculum. These include workshops from the Heathrow B.E.E. programme, First Aid with the Red Cross, webinars from the National Archives, Pedestrian training, Bikeability, author visits and more. You can see updates and information about all of these events on our school website and Instagram page.

Trip	Linked to Learning Journey (Subject)	Skills/Curriculum Objectives What key knowledge do we want children to learn on this trip?	Links to the wider world What can children learn about different careers or roles in society?
AUTUMN WALK	<ul style="list-style-type: none"> • UW- Exploring Autumn • Science- Seasons and changing weather 	<ul style="list-style-type: none"> • To understand the effect of changing seasons on the natural world around them. • To explore the natural world around them. • To describe what they see, hear and feel whilst outside. • To understand some important process and changes in the natural world around them, including the seasons and changing states of matter. 	-
LOCAL SHOPPING EXPERIENCE	<ul style="list-style-type: none"> • UW- Sparkle and Shine • Maths-Money • Writing- Christmas gift tag and card • R. E - Christmas Celebration 	<ul style="list-style-type: none"> • To talk about members of their immediate family and community. • To name and describe people who are familiar to them. • To understand that some places are special to members of their community. • To recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • The children learn about local community workers: shopkeepers, post office workers, postmen
NATURAL HISTORY MUSEUM	<ul style="list-style-type: none"> • UW- Dangerous dinosaurs • History- Dinosaurs, animals from the past • Science- dinosaurs and their habitats 	<ul style="list-style-type: none"> • To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • To comment on images of familiar situations in the past. • To compare and contrast characters from stories, including figures from the past. • To recognise some environments that are different to the one in which they live. • To 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. 	<ul style="list-style-type: none"> • The children learn about job of a bus driver and curators.
WELLY WALK	<ul style="list-style-type: none"> • UW- Puddles and Rainbows • Science- changing weather, seasons • Geography- maps and local area 	<ul style="list-style-type: none"> • To understand the effect of changing seasons on the natural world around them. • To explore the natural world around them. • To describe what they see, hear and feel whilst outside. • To understand some important process and changes in the natural world around them, including the seasons and changing states of matter. • To draw information from a simple map. 	-
ZOO LAB	<ul style="list-style-type: none"> • UW- Sunshine and Sunflowers • Science- minibeasts and their life cycle 	<ul style="list-style-type: none"> • To explore the natural world around them, making observations and drawing pictures of animals and plants. • To understand the key features of the life cycle of a plant and animal. • To begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • The children learn about job of people who look after animals
RUISLIP LIDO	<ul style="list-style-type: none"> • UW- The Big Wide World • Splash! • Geography - woodland habitat Science- minibeasts 	<ul style="list-style-type: none"> • To begin to understand the need to respect and care for the natural environment and all living things. • To explore the natural world around them, making observations and drawing pictures of animals and plants. • To 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. 	<ul style="list-style-type: none"> • The children learn about community workers who work in the Woodland Centre

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ST. PETER AND PAULS CHURCH	<ul style="list-style-type: none"> R.E. 	<ul style="list-style-type: none"> To name and describe the important parts of a Christian church. To explain the key beliefs of a Christian. To name and explain the important parts of a Christian church, including its shape. To explain what happens inside a Church and during worship. 	<p>Careers:</p> <ul style="list-style-type: none"> Priest Pastor Minister
CRANFORD COUNTRY PARK	<ul style="list-style-type: none"> Geography Science 	<ul style="list-style-type: none"> To identify human and physical features of the UK. To identify and classify natural materials. To build a shelter from natural materials. 	<p>Careers:</p> <ul style="list-style-type: none"> Forest conservation Community Engagement Project Officer Park manager
GRUFFALO TRAIL	<ul style="list-style-type: none"> Writing (Recount on Gruffalo trail) Reading (Gruffalo) Science (Plants) 	<ul style="list-style-type: none"> To name, describe a variety of garden and wild plants as well as evergreen and deciduous trees. To make close observations of plants. To identify, compare and classify plants. To explore the natural world around them, asking scientific questions about how and why things happen. To retell a key event in their own words. 	<p>Careers:</p> <ul style="list-style-type: none"> Ecologist Gardener Horticulturist Community workers at the Gruffalo Trail
GRANDPARENT EXPERIENCE DAY	<ul style="list-style-type: none"> Reading (Little Red Riding Hood) Reading (Grandad's island) PSHRE (families) 	<ul style="list-style-type: none"> To retell the traditional tale of Little Red Riding Hood. To explore different types of families, including those that may be different to their own. To identify the common features of family life. 	<p>Careers:</p> <ul style="list-style-type: none"> Author Illustrator
CHRISTMAS CRAFT AFTERNOON	<ul style="list-style-type: none"> Community Building and parental engagement R.E. (Christmas) Art (Mix it) 	<ul style="list-style-type: none"> To explain when and why Christmas might be celebrated. To sequence the Christmas story. To understand the traditions that happen during Christmas, including giving gifts. To explain why gifting gifts can be important to Christians at Christmas. 	-
LONDON TRANSPORT MUSEUM	<ul style="list-style-type: none"> History (How has life changed since the 1950s?) History (How did the Wright Brothers impact the world) Geography (Our locality, our country, our city) DT (wacky races) 	<ul style="list-style-type: none"> To demonstrate an understanding of the ways in which travel and transport has changed throughout history. To know about the inventions of cars, trains and aeroplanes. To recall some of the significant people involved in the development of different types of transport. To compare the differences between old and new transport modes. 	<p>Careers:</p> <ul style="list-style-type: none"> Train driver Bus driver Taxi driver Pilot Tour guide
FRUIT PICKING	<ul style="list-style-type: none"> Science (Plants) Writing (Seasons) Writing (Making Cupcakes – getting ingredients) Geography (My Locality) 	<ul style="list-style-type: none"> To identify and names a variety of fruit and vegetable plants. To identify and describe the basic structure of a variety of common plants. To describe the weather based on the seasons. To identify key features of nature (such as plants and animals) associated with the seasons and seasonal changes. 	<p>Careers:</p> <ul style="list-style-type: none"> Ecologist Gardener Horticulturist Chef Metrologist
VICTORIAN DAY	<ul style="list-style-type: none"> History (Victorian Schools vs. William Byrd) 	<ul style="list-style-type: none"> To understand how Victorian Schools operated. To describe key difference between Victorian schools and schools today. 	<p>Careers:</p> <ul style="list-style-type: none"> Historian

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TOWER BRIDGE	<ul style="list-style-type: none"> • Science (Materials) • Geography (Let's Explore the World) 	<ul style="list-style-type: none"> • To understand what materials are good for making different things. • To know what material the bridge was made of and how old it is. • To learn about the landmarks of London. • To know the locations of different London landmarks. 	<p>Careers:</p> <ul style="list-style-type: none"> • Tour guide • Workshop person
GURDWARA VISIT	<ul style="list-style-type: none"> • R.E. 	<ul style="list-style-type: none"> • To know what religion uses a Gurdwara. • To understand the reason people visit the Gurdwara. • To know the rules you need to follow when at a place of worship. 	<p>Careers:</p> <ul style="list-style-type: none"> • Tour guide • Cook • Religious singer
HAMPTON COURT	<ul style="list-style-type: none"> • History (What influence did British Monarchs have on history?) • Art (Portraits and Poses) 	<ul style="list-style-type: none"> • To learn about the different British monarchs. • To understand how the monarchs lived and what their home was like. • To see and learn about the different clothes they wore in that era. 	<p>Careers:</p> <ul style="list-style-type: none"> • Tour guide
ODDS FARM PARK	<ul style="list-style-type: none"> • Science (Animals including humans) • Science (Plants) • Science (Living things and their habitats) 	<ul style="list-style-type: none"> • To learn about different animals and their habitats. • To understand what animals need to survive and grow. • To know the different foods animals eat. 	<p>Careers:</p> <ul style="list-style-type: none"> • Zoo keeper
CHICKS IN SCHOOL	<ul style="list-style-type: none"> • Science (Living things and their habitats) • Science (Animals including humans) • PSHRE (Keeping myself safe) 	<ul style="list-style-type: none"> • To understand how to care for living things. • To know what basic needs animals have. • To learn about the life cycle of chicks. • To understand the different stages in a chick's life. 	-

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STONEHENGE	<ul style="list-style-type: none"> History (Stone Age > Iron Age) Geography (Settlements) Science (Rocks) Geography (Rocks/Relics/Rumbles) Reading (Stone Age Boy) 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Look at representations of the period e.g. Museum, cartoons etc. Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Use Historically accurate terms to talk about the passing of time. 	Careers: <ul style="list-style-type: none"> Tour guide Historian Archivist Museum Curator Palaeontologist Research Scientist Exhibitions Officer 	Degrees: <ul style="list-style-type: none"> Museum or Heritage Studies Archaeology or Ancient History Classics Natural Sciences
HARMONDSWORTH BARN	<ul style="list-style-type: none"> Local history Cultural capital experience Community building 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Look at representations of the period e.g. Museum, cartoons etc. Use a range of sources to find out about a period. Observe small details – artefacts, pictures. 	Careers: <ul style="list-style-type: none"> Tour guide Historian Archivist. Conservator 	-
NATURAL HISTORY MUSEUM	<ul style="list-style-type: none"> History (Stone Age > Iron Age) Reading (Stone Girl, Bone Girl) Science (Rocks) Geography (Rocks, Relics and Rumbles) Geography (Water, Weather and Climate) 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Look at representations of the period e.g. Museum, cartoons etc. Use a range of sources to find out about a period. Observe small details – artefacts, physical geography, rivers, mountains, volcanoes and earthquakes, and the water cycle; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock. 	Careers: <ul style="list-style-type: none"> Museum Curator Tour Guide Registrar Manager of Volunteer Services Outreach Coordinator Education Coordinator Archivist Curator 	Degrees: <ul style="list-style-type: none"> Fine Art or Art History Museum or Heritage Studies Archaeology or Ancient History Classics Natural Sciences Anthropology
SYNAGOGUE VISIT	<ul style="list-style-type: none"> R.E. 	<ul style="list-style-type: none"> To learn about other religions. To learn about where people pray 	Careers: <ul style="list-style-type: none"> Rabbis Register 	-
HOLLAND PARK	<ul style="list-style-type: none"> Art (Beautiful Botanicals) Science (Plants) 	<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants - 	Careers: <ul style="list-style-type: none"> Horticultural Worker Landscaper Groundsperson Florist Horticultural Manager 	Degrees: <ul style="list-style-type: none"> Horticulture Land Management Landscape Design Landscaping
SLEEPOVER	<ul style="list-style-type: none"> PSHRE (teamwork/cooperation) Building independence P.E. (OAA) Cultural Capital Experiences/ Transition 	<ul style="list-style-type: none"> To learn team work Co-operation To build friendships 	Careers: <ul style="list-style-type: none"> Carer Teacher Teacher Assistant 	Degrees: <ul style="list-style-type: none"> Education

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HINDU TEMPLE VISIT	<ul style="list-style-type: none"> • R.E. 	<ul style="list-style-type: none"> • To learn about other religions. • To know what religion prays at a Hindu temple. • To learn about where people pray • To know the rules you need to follow when at a place of worship. 	Careers: <ul style="list-style-type: none"> • Religious Worker -Hindu Priest • Hindu Temple Religious Worker (non-pastoral role)- Saivaite Priest • Hindu Temple Religious Worker (non-pastoral role) – Vaishnavait Priest 	
PANTOMIME	<ul style="list-style-type: none"> • PSHRE (Careers and Goals) • Art • Cultural Capital experiences 	<ul style="list-style-type: none"> • To learn about oracy. • To learn about tone and projection. • To learn about Drama and how to follow a script. • They will learn about stage presence and storytelling. 	Careers: <ul style="list-style-type: none"> • Actor • Director • Producer • Play Wrights • Builders • Sound and Lighting • Scrip Writers • Marketing • Ticket Sales • Stagehands • Receptionist Degrees: <ul style="list-style-type: none"> • Drama • Performance Studies • Contemporary Theatre and Performance • Acting • Musical Theatre 	
BRITISH MUSEUM	<ul style="list-style-type: none"> • History (Ancient Egypt) • History (Anglo-Saxons) • Reading (Who let the Gods out?) • DT (Cleopatra’s cushion) 	<ul style="list-style-type: none"> • Construct own responses beginning to select and organise relevant Historical information. • Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY. • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. • Ask and answer a variety of questions. 	Careers: <ul style="list-style-type: none"> • Museum Curator • Tour Guide • Registrar • Manager of Volunteer Services. • Outreach Coordinator • Education Coordinator • Archivist • Curator Degrees: <ul style="list-style-type: none"> • Fine art or Art History • Museum or Heritage Studies • Archaeology or Ancient History • Classics • Natural Sciences • Anthropology 	
RIVER THAMES MUSEUM	<ul style="list-style-type: none"> • Science (Living things and their habitats) • Geography (Rivers) • Writing (The River) 	<ul style="list-style-type: none"> • Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers. 	Careers: <ul style="list-style-type: none"> • Captain • Training Assistant • Marine Biologist • Marine Engineer Degrees: <ul style="list-style-type: none"> • History • Archaeology • Museum Studies • Water for Industries 	

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Y4 CAMPING ON FIELD	<ul style="list-style-type: none"> • PSHRE (teamwork/cooperation) • Building independence • P.E. (OAA) • Cultural Capital Experiences/ Transition 	<ul style="list-style-type: none"> • To learn team workCo-operation • To build friendships • Orienteering 	Careers: <ul style="list-style-type: none"> • Carer • Teacher • Teacher Assistant 	Degrees: <ul style="list-style-type: none"> • Education
T4 CHESSINGTON	<ul style="list-style-type: none"> • PSHRE (teamwork/cooperation) • Science (Living things and their habitats) 	<ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. 	Careers: <ul style="list-style-type: none"> • Education officer • Zookeeper • Volunteer Services Coordinator • Gardener • Zoo Marketing Manager • Biologist • Presenter • Zoo Veterinarian 	Degrees: <ul style="list-style-type: none"> • Zoology • Animal or Zoo Management • Animal Behaviour and Welfare • Marine Zoology

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LEGOLAND	<ul style="list-style-type: none"> • Science (Forces) 	<ul style="list-style-type: none"> • Understanding how forces like gravity, friction, and centripetal force affect the movement of roller coasters and other rides. • Learning about the design and engineering behind roller coasters and attractions, including the importance of safety measures and how mechanical systems work. • Using maps to plan routes and make decisions based on interests and time constraints. • Practicing how to express preferences, negotiate, and cooperate with others. • Appreciating the artistic design of rides, parades, and themed areas, and exploring how creativity is used to enhance the overall experience. 	<p>Careers:</p> <ul style="list-style-type: none"> • Engineers • STEM Workshop Delivery • Ride Operators
MOSQUE VISIT	<ul style="list-style-type: none"> • R.E. 	<ul style="list-style-type: none"> • To learn about other religions. • To know what religion prays at a Mosque. • To learn about where people pray. • To know the rules you need to follow when at a place of worship. 	<p>Careers:</p> <ul style="list-style-type: none"> • Imam • Islamic Law Scholars • Mosque Support Services Workers • Connected Services: • Social Workers • Childcare Services • Arabic School Services
KEW GARDENS	<ul style="list-style-type: none"> • Science (Living things and habitats) • Art (Nature's art) • Art (Line/Lights/Shadow) • Geography (Biomes) 	<ul style="list-style-type: none"> • To observe and describe the environment different plants live in, and how these environments differ within the UK. • To sketch from real life reference. • To view and record the different shapes and parts of different types of plant, and translate them into sketches. • Recall the six different major biomes and their climate, connecting this learning to the environments the plants are growing in – why do certain plants need to be in gravel / the greenhouse etc. 	<p>Careers:</p> <ul style="list-style-type: none"> • Scientific Researchers • Botanists • Marketing • Horticulturists • Maintenance • Security • Customer Service • Learning And Development • Volunteers • Apprentices • University Students

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LONDON ZOO	<ul style="list-style-type: none"> • Science(Living things and habitats) • Science (Animals including humans) • Writing (Zoo) • Geography (Biomes) 	<ul style="list-style-type: none"> • To observe and describe the different habitats that the animals at the zoo would live in their origin country, connecting this to the features of their exhibits – what do these animals need? • Recall the six different major biomes and their climate, connecting this learning to the habitats built for animals at the zoo – why is they exhibit the way it is? What features of the biome does it include? • Gather information that will form part of a piece of writing. 	<p>Careers:</p> <ul style="list-style-type: none"> • Large Animal Vets • Exotic Animal Vets • Zookeepers • Zoologists • Conservationists • Marketing • Maintenance • Security • Customer Service • Learning And Development • Volunteers • Apprentices • University Students
Y5 CAMPING	<ul style="list-style-type: none"> • PSHRE (teamwork/cooperation) • Building independence • P.E. (OAA) • Cultural Capital Experiences/Transition 	<ul style="list-style-type: none"> • Understanding collaboration, negotiation, compromise and teamwork skills and how to implement these skills in specific situations. 	<p>Careers:</p> <ul style="list-style-type: none"> • Workshop Staff

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CEMETERY VISIT	<ul style="list-style-type: none"> • Writing (Thornhill) 	<p>Children visiting a cemetery can be a unique opportunity to expand their vocabulary in an engaging way. As they read tombstones, they encounter words related to emotions, and symbolism, many of which may be new or rarely used in everyday conversation.</p>	-
TATE MODERN	<ul style="list-style-type: none"> • Art (Black Trailblazers) • History (Maafa) • R.E. (How do Christians use Art to express their faith) 	<p>On this trip, we want children to gain key knowledge across Art, History, and Religious Education. In Art, they will learn about Black trailblazers whose groundbreaking works challenge society norms and celebrate cultural diversity. In History, they will explore the Maafa, understanding the impact of the African Holocaust on identity, culture, and the ongoing struggles against oppression. In RE, they will discover how Christians use art to express their faith, using symbolism, imagery, and creativity to convey spiritual beliefs and religious stories.</p>	<p>They can explore the work of artists who express ideas and emotions, as well as curators who organize and interpret exhibitions to tell powerful stories. They will also learn about art historians and researchers who study and preserve the cultural significance of art. Additionally, roles like museum educators and conservators show how people in these fields contribute to education, preservation, and the sharing of artistic heritage with the public.</p>
WEST END PRODUCTION	<ul style="list-style-type: none"> • PSHRE (Careers and Goals) • Art • Cultural Capital experiences 	<p>In PSHRE, they will learn about different careers in the performing arts, including actors, directors, stage designers, and technicians, helping them understand the wide range of skills needed to create a successful show and how they might pursue such careers. In Art, they'll explore storytelling through performance, music, and visual elements, enhancing their appreciation of creativity and expression. This experience also contributes to their Cultural Capital by exposing them to professional theatre, enriching their understanding of cultural heritage and the performing arts industry.</p>	<p>Beyond the actors on stage, they will discover the importance of directors, producers, and playwrights who shape the creative vision. They'll also learn about behind-the-scenes roles such as costume designers, set builders, sound and lighting technicians, and stage managers who ensure the smooth execution of the performance. Additionally, they may explore careers in marketing, ticket sales, and theatre management, showing how diverse skill sets contribute to the success of a production and the arts industry as a whole.</p>
JUNIOR CITIZENS	<ul style="list-style-type: none"> • PSHRE (Drugs/Alcohol/Rules/ Safe Travel/Online Safety/Wider Community) 	<p>Children should learn about personal safety and responsible behaviour in various aspects of their lives. In PSHRE, they will learn about the dangers of drugs and alcohol, the importance of adhering to rules and regulations, and strategies for safe travel. They will also gain insights into online safety, understanding how to protect themselves in the digital world. Additionally, the program will highlight the significance of being an active and responsible member of the wider community, teaching them how to contribute positively and seek help when needed.</p>	<p>They will gain insights into the work of police officers, who enforce laws and maintain public order, and emergency services, such as firefighters and paramedics, who respond to urgent situations. They may also learn about roles in community support and education, including social workers and educators who help individuals and families navigate challenges. Additionally, they can explore careers in fields related to public health and safety, such as environmental officers and safety inspectors. This visit helps children understand how different professions work together to create a safer and more supportive society.</p>

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BUDDHIST TEMPLE	<ul style="list-style-type: none"> • R.E. 	<p>Children should gain key knowledge about Buddhist practices, beliefs, and cultural traditions. They will learn about the core principles of Buddhism and how these teachings influence daily life and mindfulness practices. Children will also gain insight into the significance of rituals and meditation. This visit offers them a deeper understanding of religious diversity, promoting respect and empathy for different belief systems while enriching their cultural awareness and appreciation of global traditions.</p>	<p>They can gain insight into the role of monks and nuns, who dedicate their lives to spiritual practice, teaching, and guiding their communities. Additionally, they may learn about temple administrators and caretakers who manage the daily operations and maintenance of the temple. The visit might also introduce them to roles such as educators and outreach coordinators who work to share Buddhist teachings and engage with the wider community.</p>
BATTLE OF BRITAIN BUNKER	<ul style="list-style-type: none"> • History (WW2) • Reading (Goodnight Mr. Tom) • Writing (Rose Blanche) 	<p>We want children to deepen their understanding of World War II. In History, they will explore how the bunker played a crucial role in the defence of Britain, connecting it to broader wartime themes like resilience, teamwork, and innovation. In Reading, they can relate their visit to <i>Goodnight Mr. Tom</i>, gaining insight into how the war impacted civilians, especially children evacuated to the countryside. In Writing, they can reflect on <i>Rose Blanche</i>, understanding the emotional and moral complexities of war and how ordinary people, like those working in the bunker, made extraordinary sacrifices.</p>	<p>Children can learn about various careers and roles that were essential during World War II and their relevance to society today. They will discover the vital contributions of RAF pilots, air traffic controllers and radar operators, who worked together to defend Britain from enemy attacks. The visit also highlights the role of Women's Auxiliary Air Force (WAAF) personnel, showcasing the importance of women in wartime operations. Additionally, children will learn about the strategic roles of commanders and intelligence officers, whose decision-making and leadership were crucial.</p>
PGL	<ul style="list-style-type: none"> • PSHRE (teamwork/cooperation) • Building independence • P.E. (OAA) • Cultural Capital Experiences/ Transition 	<p>On this trip children should gain key knowledge in several areas that support their personal and social development. In PSHRE, they will learn the importance of teamwork and cooperation as they work together in activities, developing skills like communication and trust. The experience also helps build their independence as they face new challenges and responsibilities outside of their comfort zone. In P.E., particularly OAA, they will engage in physical tasks that promote problem-solving, resilience, and fitness. Additionally, the trip enriches their Cultural Capital by providing experiences that prepare them for future transitions, such as moving to secondary school, while fostering self-confidence and life skills.</p>	<p>Children will see the work of activity instructors who lead and facilitate adventure-based challenges, gaining insights into careers in outdoor education and recreation. They can also learn about the roles of camp coordinators and support staff who ensure the smooth operation of the programs and the safety of participants. Additionally, they may discover roles related to hospitality, such as catering and accommodation management, showing how different professions come together to create a supportive and enjoyable environment for guests.</p>