



Trips and Visits Rationale and Progressive Journey

Inspiring learning, building community – Beyond the Classroom

Our programme of trips, visits and visitors is intentionally designed to provide every pupil with a rich, coherent and ambitious learning journey. It is rooted in our commitment to inspiring learning and building community, with a strong emphasis on belonging. Across the school, pupils progressively build knowledge, confidence, independence and aspiration through carefully chosen experiences that connect classroom learning to the wider world.

Each experience is chosen to:

- deepen curriculum understanding through first-hand encounters and purposeful enquiry
- develop cultural capital so that every child accesses high-quality experiences
- strengthen community connections and a sense of belonging locally and beyond
- promote wellbeing, resilience and positive relationships
- broaden horizons and raise aspirations, including STEM and the arts
- prepare pupils for future learning and life, including transition to secondary education

Our programme is sequenced so pupils move from familiar to unfamiliar settings, from local to regional and national contexts, and from supported participation to increasing independence. Every year group receives a balanced entitlement to a WOW experience, a curriculum-linked experience and a local experience, so that no child misses out on meaningful opportunities.

Progression of experiences

Early Years and Key Stage 1

Pupils begin with short, carefully structured visits and visitors, closely supported by adults. These experiences build confidence, teach routines for learning beyond school and develop vocabulary, curiosity and secure belonging.

Lower Key Stage 2

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Pupils travel further and take greater responsibility for themselves. Visits are designed to deepen enquiry in history and geography, strengthen scientific and technical understanding and develop cultural literacy through shared experiences.

Upper Key Stage 2

Pupils access national institutions and extended experiences, including residential learning. These opportunities strengthen leadership, resilience and aspiration, supporting readiness for the next stage of education.

Early Years Foundation Stage

Focus: building wonder, security and a love of learning

WOW experiences:

- Christmas theatre visit
- Twycross Zoo

Curriculum enrichment:

- Duckling hatching project in school
- Seaside day in school

Local community:

- Walks around the immediate vicinity of the school

In the early years, children are introduced to learning beyond the classroom through highly supportive, carefully planned experiences that create excitement and help every child feel included and confident. The theatre visit develops language, storytelling and imagination and introduces pupils to cultural spaces in a joyful, memorable way. Twycross Zoo and the duckling hatching project provide first-hand scientific learning about animals, habitats and life cycles, building early enquiry skills through observation and care. Local walks help children recognise familiar landmarks, develop spatial awareness and a sense of belonging in their community. The seaside day in school brings geographical and historical ideas to life through role play and sensory experiences, ensuring pupils begin to connect learning with the wider world.

Year 1

Focus: understanding self, community and the past

WOW experience:

- Farm visit

Curriculum linked:

- Rugby Art Gallery and Museum (local heritage, geography and computing)
- St John's Museum, Warwick (childhood in the past)

Local community:

- Visitor from Rugby School (history of Rugby School and the invention of the sport)

Year 1 pupils begin to engage more deliberately with their local area and how life has changed over time. The farm visit introduces food production, animal care and sustainability. Pupils learn how farms operate, how humans care for animals and land and how everyday food reaches our tables. This supports science and geography learning and develops respect for working environments.

Visits to Rugby Art Gallery and Museum are structured as a purposeful learning sequence. Pupils take part in a stop motion animation workshop linked to computing, developing sequencing, problem-solving and digital creativity. They also explore local artefacts and exhibitions that strengthen understanding of Rugby's history and identity. The journey to the museum is an important part of the learning. Pupils track the route on maps, identify landmarks previously studied in school and make links between human and physical features. This builds geographical knowledge, supports vocabulary development and helps children recognise that learning happens everywhere, not only in the classroom.

At St John's Museum, pupils explore childhood in the past, not only school but also toys, games, homes, clothing and lived experiences. Through artefacts and role play, pupils compare their lives with those of children from previous generations, strengthening historical understanding and empathy. The Rugby School visitor helps pupils understand local sporting heritage and how their town has contributed to global culture. This strengthens belonging, pride and ambition by showing pupils that their community matters on a wider stage.

Year 2

Focus: broadening horizons and applying learning

WOW experience:

- Stratford visit (county heritage and cultural significance)

Curriculum linked:

- Butterfly Farm (science and life cycles)
- MAD Museum (mechanisms, engineering and design)
- Shakespeare links (literacy and cultural heritage)
- Seaside day in school (history: seaside holidays in the past)

Local community:

- Cawston walk (exploring more of our local area)
- Rugby Museum visitor (William Webb Ellis and local heritage with global significance)

In Year 2, pupils extend learning beyond their immediate locality and begin to deepen their understanding of county identity, community heritage and the wider world. The Stratford visit enables pupils to learn about Warwickshire's most famous name, William Shakespeare. Pupils explore why Shakespeare remains culturally significant and how his influence is felt worldwide. This strengthens reading and writing, builds cultural awareness and helps pupils feel proud of their county's contribution to global culture.

At Stratford Butterfly Farm, pupils observe life cycles, habitats and adaptation, developing scientific vocabulary and enquiry skills through first-hand observation. The MAD Museum introduces pupils to moving mechanisms, design and problem-solving. Pupils explore how parts work together, fostering early technical thinking and curiosity about engineering and invention.

The seaside day in school supports history learning about change over time. Linking back to the EYFS Seaside day, pupils step back in time and learn how holidays, travel and leisure have changed across generations and compare past experiences with their own. This deepens chronological understanding and builds empathy.

Cawston walks extend pupils' geographical learning by developing map use, navigation and confidence in the local area. These visits help pupils identify community features and strengthen belonging through a growing sense of place.

The Rugby Museum visitor introduces pupils to William Webb Ellis, linking a local story to global sporting heritage. Pupils learn about historical figures of global significance and understand how local actions and ideas can influence the wider world, raising aspiration and pride.

Year 3

Focus: Regional heritage, belief and shared cultural identity

WOW Experience

- Cinema visit

Curriculum Linked

- Bosworth Battlefield and museum (history enquiry) with Roman workshop
- Visit to two contrasting places of worship in one day

Local Community

- Rugby Festival on the Close and visit to Rugby School (local heritage and community identity)

Narrative and Rationale

Year 3 marks a significant step in pupils' engagement with regional history, cultural understanding and social awareness.

The cinema visit is a carefully chosen WOW experience that provides pupils with a shared cultural reference point. It develops social confidence, appropriate behaviour in public settings and media literacy, while supporting discussion, reflection and critical thinking back in school.

Bosworth Battlefield provides a powerful curriculum-linked experience where pupils investigate a pivotal moment in British history. Pupils explore artefacts, evidence and the landscape itself to strengthen historical enquiry, chronological understanding and awareness of cause and consequence. The Roman workshop deepens pupils' knowledge of early civilisation and its lasting impact on Britain.

As part of Religious Education, pupils visit two contrasting places of worship on the same day. This carefully planned experience enables pupils to compare beliefs, practices, symbols and community life first-hand. Pupils meet members of faith communities, ask thoughtful questions and observe how religion shapes everyday life. Visiting contrasting settings in close succession strengthens understanding, promotes respect and helps pupils recognise both diversity and shared values. This experience plays a key role in developing empathy, tolerance and a strong sense of belonging within a diverse society.

The Rugby Festival on the Close further strengthens pupils' understanding of local heritage. Visiting Rugby School allows pupils to connect local history to national and international significance. Pupils learn how Rugby's identity has shaped global sport and culture, building pride in their community and understanding how place, tradition and innovation influence the wider world.

Together, these experiences support pupils in developing historical knowledge, cultural awareness, moral understanding and social confidence, ensuring they see themselves as informed, respectful and active members of their community.

Year 4

Focus: environment, industry and excellence in the arts and sciences

WOW experience:

- Silverstone Museum and racetrack (engineering and innovation)

Curriculum linked:

- City of Birmingham Symphony Orchestra concert at Symphony Hall, Birmingham
- Severn Trent Water visit in school (geography and sustainability)

Local community:

- Forest school sessions
- Cawston and woodland walks (linked directly to forest school)

Year 4 pupils deepen their understanding of how people, industry and environment interact. Silverstone is a high-impact STEM experience where pupils encounter real-world engineering, aerodynamics, materials and forces. They see how teamwork, innovation and problem-solving drive success and how STEM knowledge applies in modern industries.

Pupils attend a live performance by the City of Birmingham Symphony Orchestra at Symphony Hall. This orchestra is widely recognised as one of the world's leading orchestras. Experiencing professional music-making in a prestigious concert venue develops listening skills, cultural literacy and aspiration. It also strengthens pupils' sense of belonging in the wider region by showing that world-class cultural experiences are accessible to them.

Severn Trent workshops connect geography and science learning about water, including supply, filtration and responsible use. Pupils learn how essential services work and why sustainability matters, linking classroom concepts to real infrastructure and community responsibility.

Forest school sessions develop ecological understanding, collaboration and wellbeing. These are intentionally linked to Cawston and woodland walks so pupils can identify green spaces in their community, understand how easy they are to access and enjoy and learn practical ways to help protect them. This strengthens environmental stewardship and belonging by helping pupils feel connected to the natural spaces around them.

Year 5

Focus: national identity, ambition and future pathways

WOW experience:

- London visit (landmarks, culture and civic understanding)

Curriculum linked:

- National Space Centre (science, space and engineering)
- Local allotment visit (linked to our school allotment)

Local community:

- School allotment learning (sustainability and responsibility)

The Year 5 London visit is a milestone experience in pupils' primary education. It is designed to raise aspiration, strengthen independence and deepen understanding of national identity. During the visit, pupils travel on public transport and navigate a busy city environment with increasing responsibility. Pupils see key national landmarks including Parliament and civic buildings, Buckingham Palace and the Thames. They discuss democracy, governance and how decisions are made, building real-world understanding of civic life. The London Eye provides a memorable geographical perspective on the city's layout, features and scale.

Pupils also attend a West End theatre production, experiencing professional performing arts in one of the UK's most famous cultural districts. For many pupils, this is their first time visiting the capital and their first encounter with large-scale cultural institutions. The trip strengthens cultural capital and ensures pupils feel that these national places and experiences belong to them.

The National Space Centre develops STEM learning through space science, forces and engineering. Pupils engage with real spacecraft and interactive exhibits that promote curiosity and encourage interest in future scientific pathways.

Allotment learning links biology, nutrition and sustainability to practical responsibility. Pupils understand how food is grown, how ecosystems support life and how individual actions contribute to wider environmental wellbeing.

Year 6

Focus: leadership, resilience and readiness for transition

WOW experience:

- Residential trip to Culmington Manor

Curriculum linked:

- Beaumanor Hall visit (WW1 evacuee experience including air raid)

Local community and transition:

- Theatre visit to local secondary school (transition focus)

The Year 6 residential is a culmination of the progressive journey pupils have followed across the school. It develops independence, teamwork, resilience and leadership as pupils take responsibility for themselves and support one another through challenges.

The Beaumanor Hall evacuee experience brings WW1 learning to life through immersion, role play and reflection. Pupils deepen historical understanding, develop empathy and strengthen critical thinking as they explore how conflict affected children and families.

The theatre visit to the local secondary school supports transition by increasing familiarity with the next stage of education. Pupils experience a new environment positively, strengthening confidence and a sense of belonging as they prepare to move on.

Additional sporting enrichment through our sports partnership

Sporting opportunities at our school are carefully planned to promote physical wellbeing, personal development and a strong sense of belonging. Our core programme ensures that all pupils participate in age-appropriate festivals and events, building confidence and positive attitudes towards physical activity.

Sporting experiences are sequenced to develop confidence, teamwork, resilience and leadership:

- Year 1 and 2 football festival: developing enjoyment, basic skills and confidence in representing the school
- Year 3 archery: building focus, coordination and self-discipline
- Year 4 cricket festival: developing tactical awareness, cooperation and sporting values
- Year 5 and 6 athletics festival: promoting perseverance, goal-setting and personal best
- Year 6 tag rugby festival: strengthening leadership, responsibility and team identity

Alongside these inclusive events, pupils benefit from a wide range of additional sporting opportunities throughout the year. These include:

- inter-school competitions where representative teams are selected
- trust-wide sports festivals and tournaments
- coaching sessions and specialist workshops
- friendly fixtures and competitive matches
- links with local secondary schools and sports providers

These opportunities allow pupils to experience both participation and competition in a supportive environment. Children learn how to prepare for events, cope with success and disappointment, show respect for others and represent their school with pride.

Links with local secondary schools support transition and aspiration, giving pupils access to high-quality facilities, specialist coaching and positive role models. Trust-wide events strengthen wider community connections and encourage pupils to see themselves as part of a larger learning family.

Through our sporting programme, pupils develop:

- physical competence and healthy lifestyles
- confidence and resilience
- teamwork and leadership skills
- positive attitudes towards challenge
- a strong sense of belonging and pride in representing their school

Sport plays a vital role in ensuring that all pupils feel included, valued and motivated, supporting both wellbeing and lifelong engagement in physical activity.

Performances and cultural participation

Performances are an important strand of our wider curriculum. They develop communication, confidence, teamwork and a strong sense of belonging through shared celebration with families and the community.

- Reception Nativity
- Year 1 Spring assembly
- Year 2 Summer show
- Year 3 Harvest celebration
- Year 4 Easter performance
- Year 5 Carol concert at St Mark's Church
- Year 6 Leavers' production
- Young Voices (open to all pupils in Key Stage 2)

Impact

Through this ambitious and carefully structured programme, pupils develop deep and secure knowledge of their local area and Midlands heritage and grow a strong sense of belonging within their community. By exploring familiar places alongside regional and national landmarks, children come to understand how their own lives connect to wider historical, cultural and social contexts.

Pupils access a wide range of high-quality cultural, scientific and outdoor experiences that broaden their horizons and build lasting cultural capital. From world-class orchestral performances and West End theatre visits to engineering centres, space science facilities and residential learning, every child benefits from opportunities that raise aspirations and open doors to future possibilities.

Learning is consistently applied in meaningful, real-world contexts. Pupils use their knowledge of science, technology, engineering and mathematics alongside the arts and humanities to investigate, question and understand the world around them. These experiences deepen understanding, strengthen retention and help pupils see learning as purposeful and relevant.

Across their time at school, pupils grow in confidence, independence, resilience and emotional maturity. Through progressive experiences that require increasing responsibility, cooperation and self-management, children learn to face challenges positively, persevere when things are difficult and take pride in their achievements.

Trips, visits and enrichment activities also play a central role in developing strong relationships, teamwork and leadership. Pupils learn how to communicate effectively, support others, resolve difficulties and represent their school with integrity. Shared experiences strengthen friendships, build trust and create a powerful sense of belonging.

By the time pupils leave our school, they are well prepared for the next stage of their education. They demonstrate raised aspirations, positive attitudes to learning and a secure belief that opportunities are open to them. They are confident navigating new environments, engaging with unfamiliar people and embracing new challenges.

Trips and visits at our school do far more than enrich the curriculum. They create shared memories that strengthen community and belonging, inspire ambition and curiosity and help every child develop a wider, more confident view of the world and their place within it.