Educational Visits Leadership A — Vision and principles

Build a purposeful, inclusive programme of curriculum-linked visits and visitors.

Visits and visitors were identified through Long-Term Plans and Knowledge Organisers.

2025–26 baseline: 19 educational visits undertaken.

LOtC was already mapped across the curriculum, providing an established foundation.

Development need: Educational Visits and Visitors to be mapped as a distinct EYFS–Year 6 area.

2026–27 aim: at least six carefully selected curriculum-linked visits and/or visitor experiences per class.

Progress

Impact

Next steps

Stoneyholme Community Primary School – Long Term Plan 2026-2027 Year 1

	How Can We Make Friends When We Sing Together?	How Does Music Tell Stories about the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us to Understand Our Neighbours?	What Songs Can We Sing to Help Us through the Day	How Does Music Teach Us about Looking After Our Planet?
	Step 1 Find The Beat Step 2 1-2-3-4-5 Step 3 Head, Shoulders, Knees and Toes Step 4 Shapes Step 5 We Talk To Animals Step 6 Assessment Checkpoint	Step 1 Twinkle, Twinkle, Little Star Step 2 In The Orchestra Step 3 Daisy Bell (Bicycle Made For Two) Step 4 Dancing Dinosaurs Step 5 Rock-a-bye Baby Step 6 Assessment Checkpoint	Step 1 If You're Happy And You Know It Step 2 Sing Me A Song Step 3 Sparkle Step 4 Rhythm In The Way We Walk Step 5 Big Bear Funk Step 6 Assessment Checkpoint	Step 1 Days Of The Week Step 2 Name Song Step 3 Cuckoo Step 4 Upside Down Step 5 Hush Little Baby Step 6 Assessment Checkpoint	Step 1Getting DressedStep 2Dress UpStep 3Brush Our TeethStep 4Get ReadyStep 5Up And DownStep 6Assessment Checkpoint	Step 1 The Bear Went Over The Mountain Step 2 In The Sea Step 3 Alice The Camel Step 4 Ten Green Bottles Step 5 Zoo time Step 6 Assessment Checkpoint
LotC	**Create a Sukkah in the willow dome linked to RE.** **Green Screen Weather Reports**	**Sensory walk – around the school grounds.** **Science- Seasons.** **Firepit, pitting out fires and wattle and daub (linked to History)**	**Lollipop man visitor?** **Storytelling week**	**Visit to Burnley town centre (linked to History)** Global garden-plants. **Church visit** **Kitchen – Cooking (Engineering)**	**Making observations of wild plants on the school grounds.** **Visit to the woods?** **Nature walks with a tick list of different trees and the children to tick**	**Steam train ride** **Museum of Rail Travel** **Visit to Blackburn museum – Old Toys.** **Visitor - Mel's Dad.**

Educational Visits and Visitors 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Geographical development: Local walk Scientific development: Thompson Park	Geographical development: Local walk RE, Cultures and beliefs: Church and mosque visit	Geographical development: local supermarket	Historical and Geographical development: local landmarks		
Year 1	Science: Visitor	RE: visitor		History visitor and Burnley Town Centre visit		
Year 2	English and Geography: local area walk		PSHCE: visitor			History: Townley hall virtual tour
Year 3	Linking project throughout the year					
Year 4			RE Visitor Sikhism			
Year 5	RE: church			RE Visit		RE: virtual tour
Year 6	Cliffe Castle Residential	History: Local textile mill and	PSHCE: Careers		RE: Visit	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Music- Stoneyholme Stage Scientific Development- school grounds, STEAM Hub, raised planting bed, Thompson's Park Engineering- STEAM Hub Communication and Language- Cooking Pot Geographical Development-local Walk *Continuous Provision outside and Green Screen linked to Computing & Communication & Language take place throughout the year*	Geographical Development- local walks RE, Cultures & Beliefs- church and mosque	Scientific Development- school grounds Geographical Development- local supermarket Art- STEAM Hub	Historical & Geographical Development- local landmarks Engineering- Cooking Pot	STEMTERPRISE- STEAM Hub and Cooking Pot PE- orienteering Scientific Development- eggs hatching, Biodomes Expressive Art & Design- STEAM Hub	Scientific Development- raised planting bed & Biodomes Expressive Art & Design- STEAM Hub Engineering- STEAM Hub & Cooking Pot
Year 1	Art- STEAM Hub and school grounds RE- Willow Dome Science- STEAM Hub, Sensory Alley and Peace Garden, visitor Maths- orienteering SEMH- raised planting bed. Geography- school grounds, virtual tour *Provision outside takes places throughout the year*	RE- visitor History- fire pit, school grounds, loan box, orienteering English- fire pit & Stoneyholme Stage Science- Biodomes, school animals, Green Screen	English & Engineering- Allotment & Cooking Pot Art- STEAM Hub & school grounds Geography- school grounds Science- School grounds	History- visitor and Burnley Town Centre visit Engineering- Cooking Pot & raised planting bed. Science- Allotment & school grounds	English- Biodomes Science- Allotment & school grounds Art- STEAM Hub	Science- STEAM Hub English- loan box, Green Screen History- loan box STEMTERPRISE- STEAM Hub & Cooking Pot
Year 2	English & Geography- local area walk. SEMH- raised planting bed.	STEMTERPRISE- raised planting bed & Allotment History- loan box. Art- school grounds Science- school grounds	History- loan box Engineering- STEAM Hub	Geography- orienteering PSHCE- visitor	Science- raised planting bed, Biodomes & Allotment Geography- virtual tour	Engineering- STEAM Hub STEMTERPRISE- STEAM Hub & Cooking Pot History- Towneley Hall, virtual tour
Year 3	Art- STEAM Hub English- Stoneyholme Stage Geography- school grounds *Year 3 take part in the Schools Linking Project throughout the year*	STEMTERPRISE- raised planting bed & Allotment. RE- Willow Dome Science- STEAM Hub & Allotment Engineering- STEAM Hub Geography- school grounds	History- school grounds & loan box RE- Willow Dome Science- school grounds	Engineering- Cooking Pot RE- school grounds Science- loan box	Geography- school grounds & Green Screen Maths- orienteering	History- orienteering STEMTERPRISE- STEAM Hub & Cooking Pot
Year 4	History- loan box STEMTERPRISE- raised planting bed	History- loan box Art- school grounds Science- Cooking Pot Geography- school grounds		Geography- school grounds	Science- STEAM Hub & school grounds	Science- school grounds Art- local area STEMTERPRISE- STEAM Hub & school grounds
Year 5	History- STEAM Hub RE- visit Science- school grounds & loan box *Year 5 take part in swimming lessons throughout the year*	Geography- school grounds Engineering- school grounds Science- school grounds & loan box	Science- STEAM Hub & loan box Geography- school grounds	History- loan box RE- visit Science- Biodomes	Engineering- Cooking Pot, school grounds & Biodomes	English & Art- STEAM Hub Geography- school grounds RE- virtual tour, Peace Garden, email STEMTERPRISE- STEAM Hub & Cooking Pot
Year 6	Science- Cliffe Castle Residential *Year 6 take part in swimming lessons throughout the year*	History- local textile mill & Weavers' Triangle walk		History & Art- STEAM Hub PSHCE- Careers Carousel	RE-visit	STEMTERPRISE- STEAM Hub & Cooking Pot

Opening Doors to the Wider World

Educational visits give children access to people, places and experiences that cannot always be brought into the classroom.

From their local community to museums, galleries, theatres, places of worship, historic sites, universities, workplaces and places of national significance, children encounter knowledge in authentic contexts and experience how their learning connects to the wider world.

Every visit is an opportunity to broaden horizons, build confidence, develop cultural understanding and discover new possibilities.

We want every child to return from an educational visit with more than a memory – with new knowledge, greater confidence, richer experiences and a bigger sense of what is possible.

Educational Visits Leadership B — Monitoring the starting point

Use the situational report to identify strengths, gaps and priorities.

Strength: educational visits are already part of pupils' wider curriculum experience.

We create an enriching environment to nurture young minds' growth potential optimally. There is balance between child-initiated and adult-led activities with experiences that are filled with exploration to nurture curiosity through positive reinforcement strategies. Our curriculum gives expansive opportunities for children to realise and nurture talents, find untapped potential and increase confidence and the skills to succeed. Providing a wide range of dynamic learning leads to expanding minds, where children are encouraged to explore and investigate beyond their known world. Our unique Enrichment Programme and commitment to providing exciting and inspiring extracurricular opportunities that fully embrace culture, the arts, sport and technology, ensures our children will leave Stoneyholme with experiences they might not otherwise have had, enabling them to develop a wider sense of their place in the world. Look at the Learning Outside the Classroom page for further details.

[Stoneyholme Community Primary School - Our School Curriculum]

Monitoring finding: no dedicated whole-school EV and visitor overview to identify gaps or duplication.

Overview of Subject/Area Information July 25-26

Subject/Area: Educational Visits

Measure	2025–26 Baseline
Total educational visits undertaken	19
Curriculum planning	Visits and visitors identified through Long-Term Plans (LTPs) and Knowledge Organisers
Learning Outside the Classroom	LOtC mapped across the curriculum
Dedicated EYFS–Year 6 EV mapping	Not yet in place as a distinct Educational Visits and Visitors overview
Minimum whole-school EV entitlement	Not explicitly established in 2025–26
Recommended EYFS–Year 6 EV offer	Not yet in place
Central EV/visitor directory	Not yet in place
Consistent post-visit curriculum evaluation	Currently completed via EVOLVE and Knowledge organizer end of unit evaluation
EV pupil voice	Not yet systematically gathered
Monitoring long-term learning / memory hooks	Not yet established

Stoneyholme Community Primary School

Year 2

Curriculum opportunities: Plants; animals/humans; life cycles; materials; habitats; food chains; explorers; Tim Peake; local fieldwork; Burnley/Rio; Towneley family.

Current external visits & visitors from the long-term plan

Status	Timing	Current provision	Curriculum match
CURRENT LTP	Spring	Bird/owls visitor; engineer visitor	Animals, engineering, geography fieldwork
CURRENT LTP	Summer	Church visit; Hindu visitor; Towneley Hall visit	RE, local history, community

Potential external visits & visitors

Status	Suggested timing	Potential experience	Curriculum match
RECOMMENDED ADDITION	Spring 1	Space/STEM or astronomy workshop	Tim Peake, exploration and science
RECOMMENDED ADDITION	Summer	Habitat/ecology fieldwork at park/woodland	Habitats, microhabitats and food chains
FURTHER OPTION	Autumn/Spring	Explorers' museum visit or external outreach visitor	Exploration; comparing explorers and evidence
FURTHER OPTION	Across year	University engineering/STEM outreach	Materials, problem solving and engineering
FURTHER OPTION	Across year	Explorer/space-themed drama workshop	English/oracy plus history/science





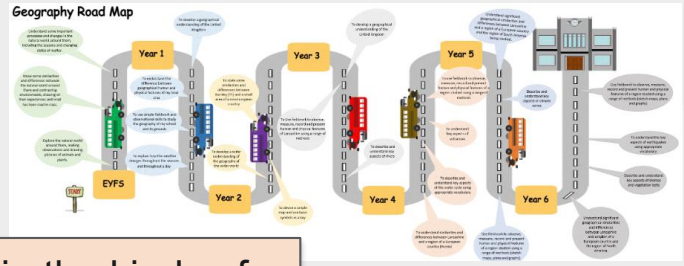
The 19 visits in 2025–26 provide a baseline for evaluating future provision.

Priority: map provision across EYFS–Year 6 and review breadth, balance and progression.

Progress
Impact
Next steps

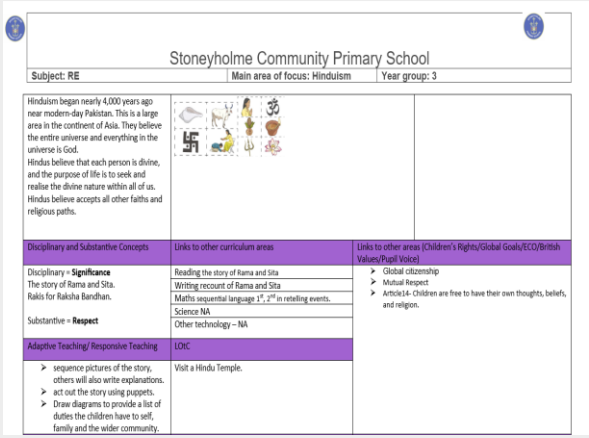
Educational Visits Leadership C — Curriculum progression

Plan visits as a coherent journey from EYFS to Year 6.



Existing LTPs and Knowledge Organisers identify curriculum-linked experiences.

Gap: no agreed progression in the kinds of experiences children encounter across year groups.



Stoneyholme Community Primary School

Subject: RE | Main area of focus: Hinduism | Year group: 3

Hinduism began nearly 4,000 years ago near modern-day Pakistan. This is a large area in the continent of Asia. They believe the entire universe and everything in the universe is God.
Hindus believe that each person is divine, and the purpose of life is to seek and realise the divine nature within all of us.
Hindus believe accepts all other faiths and religious paths.

Disciplinary and Substantive Concepts	Links to other curriculum areas	Links to other areas (Children's Rights/Global Goals/ECO/British Values/Pupil Voice)
Disciplinary = **Significance** The story of Rama and Sita. Rakis for Raksha Bandhan. Substantive = **Respect**	Reading the story of Rama and Sita Writing recount of Rama and Sita Maths sequential language 1st, 2nd in retelling events. Science NA Other technology – NA	➢ Global citizenship ➢ Mutual Respect ➢ Article14- Children are free to have their own thoughts, beliefs, and religion.
Adaptive Teaching/ Responsive Teaching	**LOtC**	
➢ sequence pictures of the story, others will also write explanations. ➢ act out the story using puppets. ➢ Draw diagrams to provide a list of duties the children have to self, family and the wider community.	Visit a Hindu Temple.	

Year 3

Curriculum opportunities: Plants; healthy living; counties/cities and Lancashire; Stone Age to Iron Age; rocks/geology; rivers; Pendle Witches; engineering/STEM.

Current external visits & visitors from the long-term plan

Status	Timing	Current provision	Curriculum match
CURRENT LTP	Autumn	Hindu Mandir visit; food-bank visit/visitor	Geography, science, RE, health
CURRENT LTP	Spring	Priest visitor	Prehistory, plants, engineering, RE, rocks
CURRENT LTP	Summer	Thompson Park geography field trip; church visit	Fieldwork, STEM, RE

Potential external visits & visitors

Status	Suggested timing	Potential experience	Curriculum match
RECOMMENDED ADDITION	Spring	Prehistory / Stone Age archaeology museum or outreach session	Stone Age to Iron Age; chronology and evidence
RECOMMENDED ADDITION	Spring	Geologist / Earth-science visitor or university outreach	Rocks, geology and scientific enquiry
RECOMMENDED ADDITION	Summer	River fieldwork / river environment visit	Rivers, change, cause/consequence and fieldwork
FURTHER OPTION	Across year	Iron Man drama/theatre workshop	English, performance and oracy
FURTHER OPTION	Summer	Local-history visitor linked to Pendle Witches	Historical significance and local heritage

Whole-school progression and shared opportunities

Museum & heritage progression

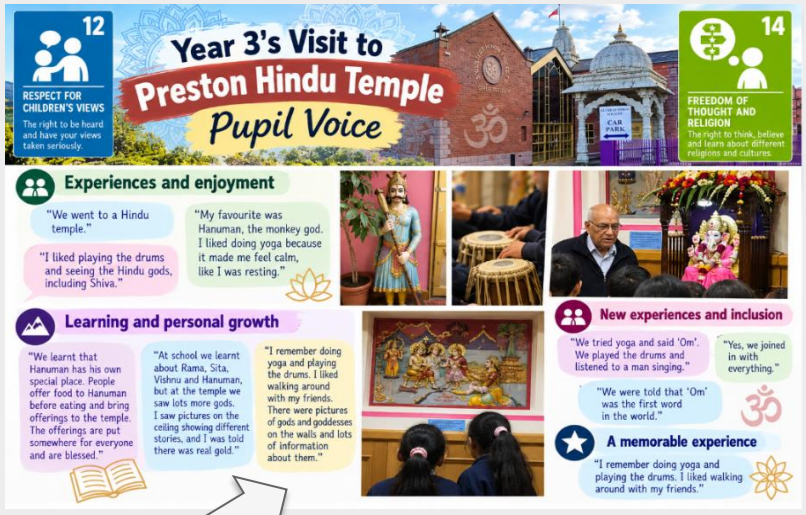
Year	Suggested progression	Curriculum rationale
EYFS	Museum educator / historical-character visitor	Florence Nightingale, hospitals past/present, people who help us
Y1	Old toys / transport / Great Fire	Change within living memory; significant events
Y2	Towneley/local heritage; explorers resources	Local history; exploration
Y3	Prehistory and geology	Stone Age to Iron Age; rocks and evidence
Y4	Roman museum + Anglo-Saxon/Viking outreach	Roman Britain through to Vikings
Y5	Ancient Greece + Maya outreach	Ancient civilisations and comparative history
Y6	Industrial heritage + Ancient Egypt	Industrial Revolution; Ancient Egypt

Lancashire Heritage Learning currently advertises curriculum outreach sessions delivered by external specialists as well as museum visits.

University & STEM progression

Phase	Approach	Purpose
EYFS-Y2	Specialist comes into school	Simple science, engineering, curiosity and role models
Y3-Y4	Subject-specialist outreach	Geology/Earth science, electricity, sound, engineering
Y5	First substantial university/STEM experience	Curriculum science + familiarity with higher education
Y6	University/aspirations experience	Careers, transition and raising aspirations

Review gaps, duplication and missed curriculum opportunities; avoid visits for numbers alone.



Develop a recommended offer spanning heritage, theatre and oracy, fieldwork, STEM, careers and community.

Progress

Impact

Next steps

Impact to evaluate: increasingly rich knowledge, vocabulary and experiences as pupils progress.

Educational Visits Leadership D — Entitlement and equity

Ensure purposeful access to first-hand experiences for every class.

2025–26: there was no explicitly agreed minimum whole-school entitlement.

2026–27: introduce a minimum of six carefully selected visits and/or visitor experiences per class.

Each experience must have a clear and purposeful curriculum link.

Monitor inclusion, meaningful participation and barriers for pupils with SEND and disadvantage.

Stoneyholme Community Primary School

Educational Visit / Visitor Impact and Evaluation Form

To be completed following an educational visit or external visitor experience

Purpose: to evaluate the educational impact of the experience, identify evidence of pupil learning and personal development, review inclusion, organisation and safety, and ensure meaningful follow-up helps pupils retain knowledge and build long-term memories.

Year group / class:	Year 3
Subject(s) / curriculum area(s):	RE
Visit / visitor / venue:	Gujarat Hindu Society Temple Preston
Date:	06.10.26 08.10.26
Visit leader / teacher:	Mrs Ali Mrs Pickup
Number of pupils:	30 29

1. Educational Purpose and Curriculum Impact

What were the intended curriculum learning outcomes?

Identify the knowledge, concepts, skills and vocabulary the experience was designed to deepen or enhance.

To understand the Hindu faith.
To learn about Dharma and the 3 debts

To what extent were the intended outcomes achieved?

What did pupils understand, experience or encounter that could not have been achieved as effectively in the classroom?

Achieved



5. Inclusion and Participation

Were all pupils able to participate meaningfully?

Consider pupils with SEND, disadvantaged pupils and any other barriers to participation. Which reasonable adjustments or support strategies were effective, and what should change next time?

Yes, they all took part in yoga, meditation, singing and playing instruments.

Progress

Impact

Next steps

Leadership focus: quality and equity, not simply reaching a numerical target.

Educational Visits Leadership E — Staff planning and support

Make planning efficient, consistent and rooted in curriculum purpose.

Current strength: visits and visitors are identified through existing curriculum documents.

Development need: no central EV/visitor directory of venues, providers and practical information.



Stoneyholme Community Primary School

Year 4

Curriculum activity	Organisation / provider	Type	Location	Telephone	Email / booking contact	Website / notes
Romans in Britain	Lancaster City Museum	VISIT OUT	Lancaster	01772 530382	heritagelearning@lancashire.gov.uk	Meet the Romans: Roman soldier, object handling and Roman gallery.
Anglo-Saxons / Vikings / 1066	Clitheroe Castle Museum	VISIT OUT	Clitheroe	01200 424568	clitheroecastle@lancashire.gov.uk	1066 session includes Anglo-Saxon, Viking and Norman invasion forces and object handling.
Vikings	Lancaster Maritime Museum	VISIT OUT	Lancaster	01772 530382	heritagelearning@lancashire.gov.uk	Viking settlement / reconstructed longhouse learning session.
Romans, Anglo-Saxons or Vikings brought to school	Heritage Learning Lancashire	VISITOR / OUTREACH	Lancashire	01772 530382	heritagelearning@lancashire.gov.uk	Useful alternative to multiple trips.
Historical drama / performance	Burnley Youth Theatre	VISITOR / VISIT OUT	Burnley	01282 427767	laura.simpson@burnleyyouththeatre.org	Bespoke Roman / Anglo-Saxon /

Stoneyholme Community Primary School • Visits & Visitors Contact Directory 2026-27

Stoneyholme Community Primary School

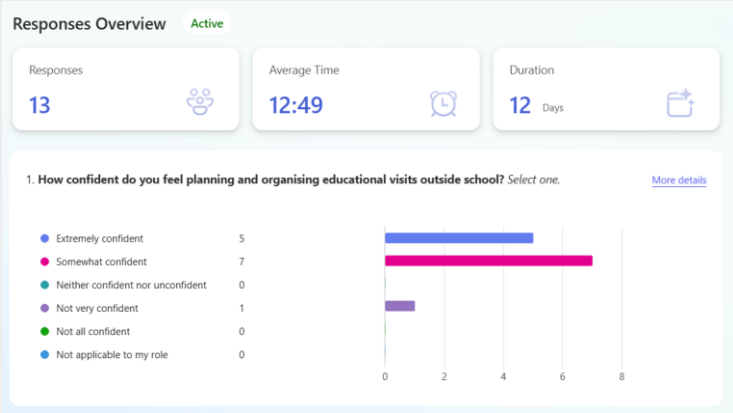
EYFS–Year 6 Visits & Visitors Contact Directory 2026-27

Curriculum activity	Organisation / provider	Type	Location	Telephone	Email / booking contact	Website / notes
History outreach: Great Fire, Prehistory, Romans, Anglo-Saxons, Vikings, Ancient Greece, Maya and heritage learning	Heritage Learning Lancashire	VISITOR / OUTREACH	Lancashire	01772 530382	heritagelearning@lancashire.gov.uk	lancashire.gov.uk/museums/heritage-learning — advises enquiries 3-4 months ahead.
Curriculum drama, storytelling, Shakespeare and bespoke theatre work	Burnley Youth Theatre	VISITOR / VISIT OUT	Burnley	01282 427767	laura.simpson@burnleyyouththeatre.org	burnleyyouththeatre.org/get-involved/education — curriculum-linked school sessions.

Stoneyholme Community Primary School • Visits & Visitors Contact Directory 2026-27

Create a recommended EYFS–Year 6 offer while retaining teachers' flexibility.

Introduce a central directory organised by curriculum links, year group and provider information.



Progress

Impact

Next steps

Expected impact: less duplicated research and more informed decisions about educational value.

Educational Visits Teaching A — Before, during and beyond

Connect first-hand experiences with classroom learning.

BEFORE: establish curriculum purpose, prior knowledge and key vocabulary.

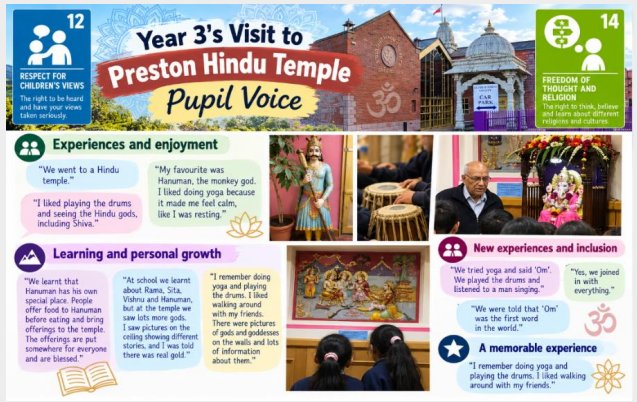
DURING: provide opportunities to question, observe, communicate and apply learning.

BEYOND: revisit the significant knowledge, vocabulary and experiences pupils should retain.





Pupil voice and subsequent learning should test what children remember and connect.



Introduce a clear "memory hook" for significant visits and visitor experiences.

Progress
Impact
Next steps

Educational Visits Teaching B — Evaluating impact

Move beyond recording that an experience took place.

Existing practice: EVOLVE and end-of-unit Knowledge Organiser evaluation.

Use evaluation evidence to retain, adapt, expand or replace experiences.

EVOLVE

Evaluation

The less able pupils struggled with the abstract nature of Christianity and especially with what the Creation story represents. The pupils enjoyed exploring temptation and we could link this into our PSHCE work this half term about resisting peers and making good choices. The pupils made good learning links between Christianity and Islam. The Church Trip was a success but too long at the end. This time, the Church leader had kindly supplied a quiz for groups to complete as they moved round the church which provided great focus and which the pupils enjoyed. However, the question and answer session at the end was unclear to all but the most able and engaged and thus behaviour of the less able and engaged deteriorated. Next time, we will cut the trip down to a very focused 45 minutes with the quiz task and the question and answer session taking place in small groups so that all pupils can question Michael/Father Job and all children can be engaged with this task.

Gap: consistent evaluation of curriculum learning and long-term recall was not yet established.

Introduce teacher post-visit evaluation: curriculum impact, pupil voice, inclusion, organisation, safety and value.

Impact will be assessed during 2026–27; it is not yet a demonstrated outcome.

Progress

Impact

Next steps

7. Value and Future Recommendation

Did the educational impact justify the time and cost?
Would you recommend this venue, provider or visitor to another year group? What should be retained, adapted or replaced?

Yes

Overall educational value	Keep	Adapt	Replace
☐	☐	☐	☐

8. Follow-Up Learning and Long-Term Memory

How will the experience be revisited and developed after the visit?
Identify planned discussion, reflection, writing, fieldwork, art, enquiry, assessment or future curriculum learning. The experience should become part of the pupils' curriculum journey rather than end on the day of the visit.

Build connections with other religions being taught, demonstrate similar beliefs and values associated with kindness and helping people of the community.

What is the key 'memory hook' pupils should retain?
Record the key knowledge, vocabulary, person, place, object, idea or experience that pupils should be able to recall and connect to future learning.

Help one another.

When and how will this learning be deliberately revisited?
Identify a future lesson, unit, retrieval opportunity or curriculum connection where pupils will be prompted to recall and apply this experience.

Through other RE and PSHCE lesson throughout the year linked to similarities of values.

9. Final Impact Summary

In 2-3 sentences, what difference did this experience make to our pupils?
Focus on learning, confidence, cultural experience, aspiration and/or meaningful memories rather than simply whether pupils enjoyed the day.

The visit gave pupils a real-life understanding of Hindu worship and beliefs, helping them connect classroom learning with first-hand experiences. As a result, pupils showed greater confidence using RE vocabulary, asked thoughtful questions, and developed a deeper respect and appreciation for different faiths, cultures, and ways of life.

Stoneyholme Community Primary School • Educational Visit / Visitor Evaluation

Educational Visits Teaching C — Inclusion and belonging

Remove barriers so all pupils benefit meaningfully.

Plan reasonable adjustments and appropriate support for pupils with SEND.

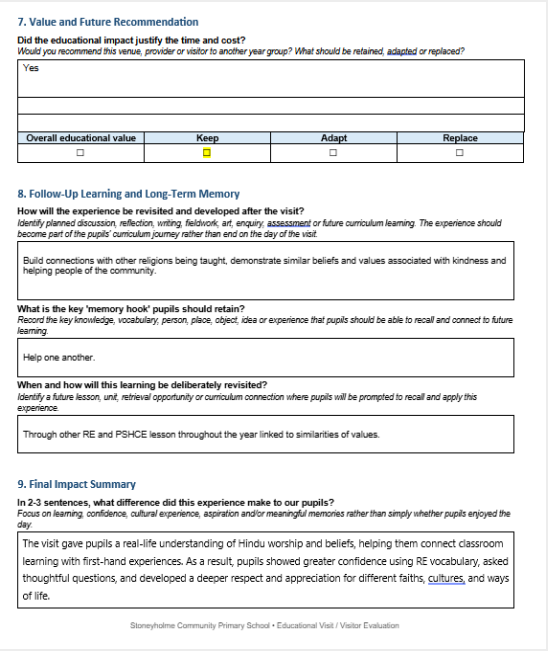
Identify and address cost, access and other barriers to participation.

Visits and visitors can strengthen cultural and social capital, language, oracy and aspirations.

Evaluation will examine whether pupils participated meaningfully, not only whether they attended.

Evaluation

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Stoneyholme Community Primary School • Educational Visit / Visitor Evaluation

Monitoring priority: identify differences in access and take action.

- Progress
- Impact
- Next steps

Educational Visits Learning A — Pupil voice

Find out what children learned, noticed, questioned and remembered.

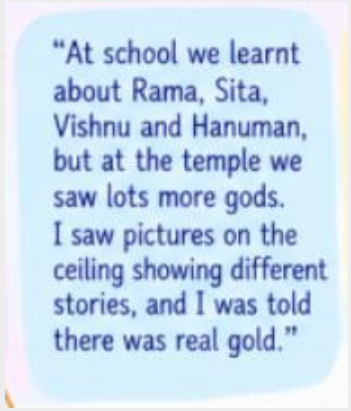
2025–26 baseline: EV pupil voice was not systematically gathered.

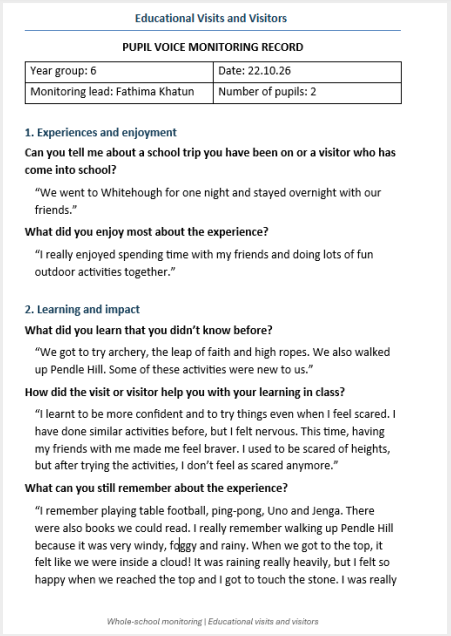
Introduce pupil conversations and teacher evaluations following significant experiences.

Ask: What did you learn? Which new words did you use? How does this link to classroom learning?

Revisit later: What can you still remember? What connections can you make?

Pupil quotations





Educational Visits and Visitors

PUPIL VOICE MONITORING RECORD

Year group: 6	Date: 22.10.26
Monitoring lead: Fathima Khatun	Number of pupils: 2

1. Experiences and enjoyment

Can you tell me about a school trip you have been on or a visitor who has come into school?

"We went to Whitehough for one night and stayed overnight with our friends."

What did you enjoy most about the experience?

"I really enjoyed spending time with my friends and doing lots of fun outdoor activities together."

2. Learning and impact

What did you learn that you didn't know before?

"We got to try archery, the leap of faith and high ropes. We also walked up Pendle Hill. Some of these activities were new to us."

How did the visit or visitor help you with your learning in class?

"I learnt to be more confident and to try things even when I feel scared. I have done similar activities before, but I felt nervous. This time, having my friends with me made me feel braver. I used to be scared of heights, but after trying the activities, I don't feel as scared anymore."

What can you still remember about the experience?

"I remember playing table football, ping-pong, Uno and Jenga. There were also books we could read. I really remember walking up Pendle Hill because it was very windy, foggy and rainy. When we got to the top, it felt like we were inside a cloud! It was raining really heavily, but I felt so happy when we reached the top and I got to touch the stone. I was really

Whole-school monitoring | Educational visits and visitors



7. Value and Future Recommendation

Did the educational impact justify the time and cost?

Would you recommend this venue, provider or visitor to another year group? What should be retained, adapted or replaced?

Yes

Overall educational value	Keep	Adapt	Replace
☐	☐	☐	☐

8. Follow-Up Learning and Long-Term Memory

How will the experience be revisited and developed after the visit?

Identify planned discussion, reflection, writing, fieldwork, art, enquiry, assessment or future curriculum learning. The experience should become part of the pupils' curriculum journey rather than end on the day of the visit.

Build connections with other religions being taught, demonstrate similar beliefs and values associated with kindness and helping people of the community.

What is the key 'memory hook' pupils should retain?

Record the key knowledge, vocabulary, person, place, object, idea or experience that pupils should be able to recall and connect to future learning.

Help one another.

When and how will this learning be deliberately revisited?

Identify a future lesson, unit, retrieval opportunity or curriculum connection where pupils will be prompted to recall and apply this experience.

Through other RE and PSHCE lesson throughout the year linked to similarities of values.

9. Final Impact Summary

In 2-3 sentences, what difference did this experience make to our pupils?

Focus on learning, confidence, cultural experience, aspiration and/or meaningful memories rather than simply whether pupils enjoyed the day.

The visit gave pupils a real-life understanding of Hindu worship and beliefs, helping them connect classroom learning with first-hand experiences. As a result, pupils showed greater confidence using RE vocabulary, asked thoughtful questions, and developed a deeper respect and appreciation for different faiths, cultures, and ways of life.

Stoneyholme Community Primary School • Educational Visit / Visitor Evaluation

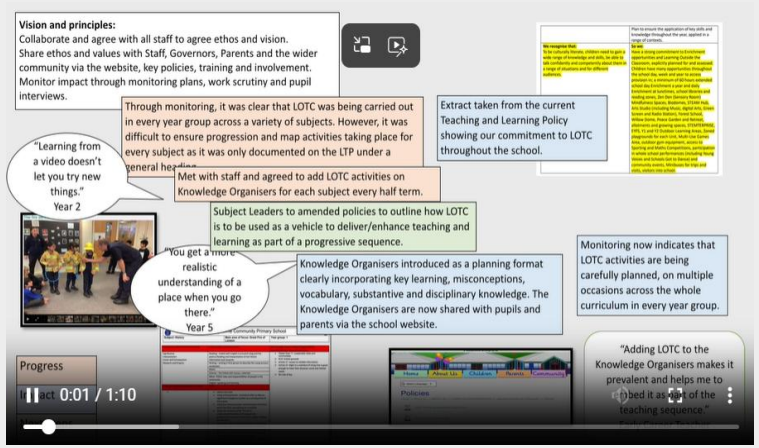
- Progress
- Impact
- Next steps

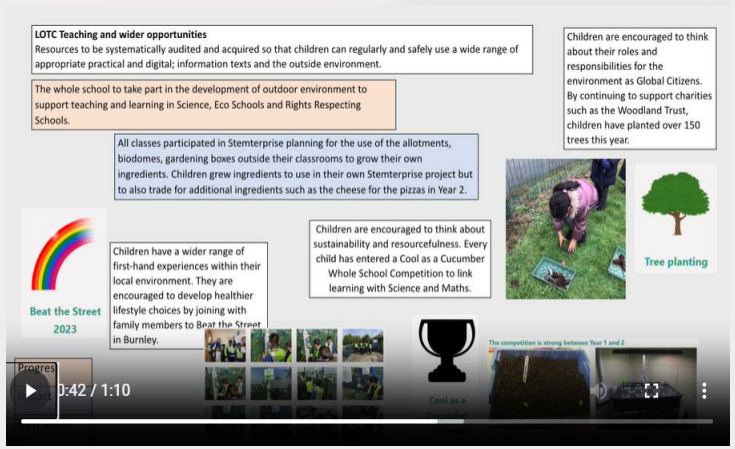
Educational Visits Learning B — Evidence of practice

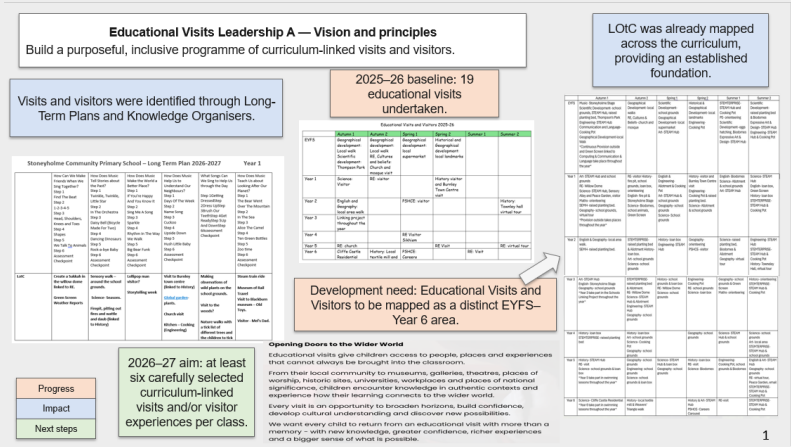
Use authentic evidence from the situational report and existing LOtC approach.

Existing LOtC example: practical, first-hand learning is already embedded in wider school provision.

Educational Visits is being developed as a distinct, strategically monitored curriculum area.







Stoneyholme Community Primary School - Educational Visits

Progress
Impact
Next steps

Add photographs of actual educational visits, planning extracts and teacher evaluations here as they become available.





Educational Visits Wider Opportunities

Enrich pupils' understanding of people, places and the wider world.

Develop a balanced offer across museums and heritage, theatre, fieldwork, STEM, careers and community.

Visits and visitors should broaden horizons while strengthening curriculum learning.

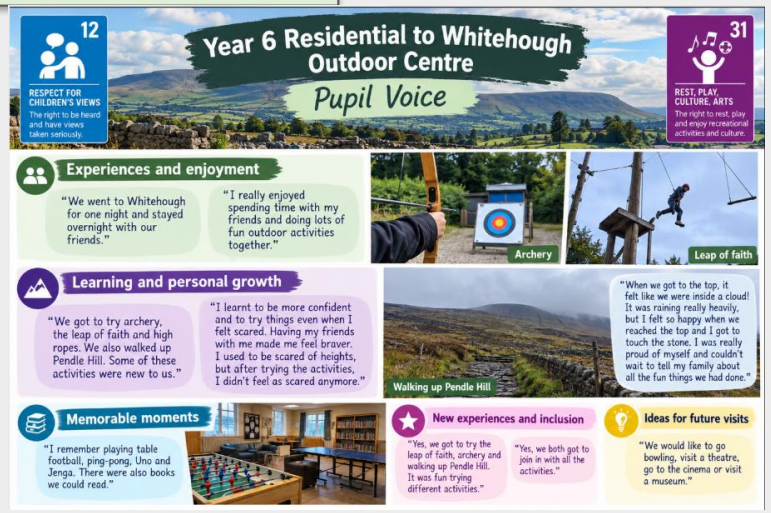
University & STEM progression

Phase	Approach	Purpose
EYFS-Y2	Specialist comes into school	Simple science, engineering, curiosity and role models
Y3-Y4	Subject-specialist outreach	Geology/Earth science, electricity, sound, engineering
Y5	First substantial university/STEM experience	Curriculum science + familiarity with higher education
Y6	University/aspirations experience	Careers, transition and raising aspirations

Monitor cultural experiences, confidence, communication, belonging and aspiration.

Select experiences for quality and curriculum depth, not quantity alone.

Future evidence: pupil voice, teacher evaluations, photographs and examples of subsequent learning.





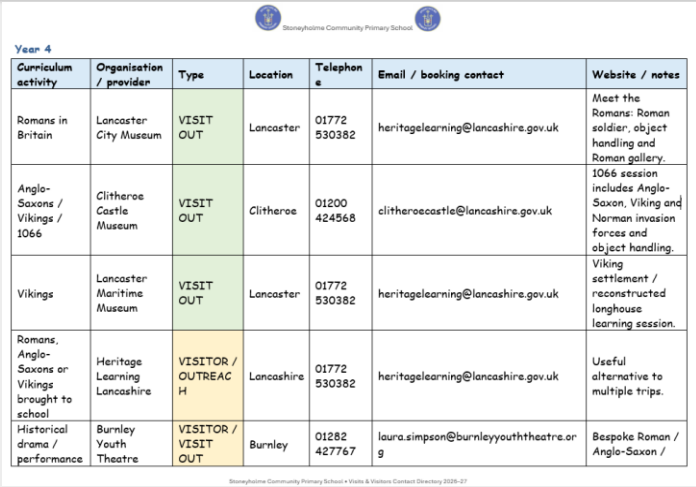
Progress
Impact
Next steps

Educational Visits — Next steps 2026–27

A clear subject-leadership cycle: plan, implement, monitor, evaluate and refine.

1. Establish the minimum-six expectation and EYFS–Year 6 curriculum map.

2. Publish a recommended programme and central EV/visitor directory.



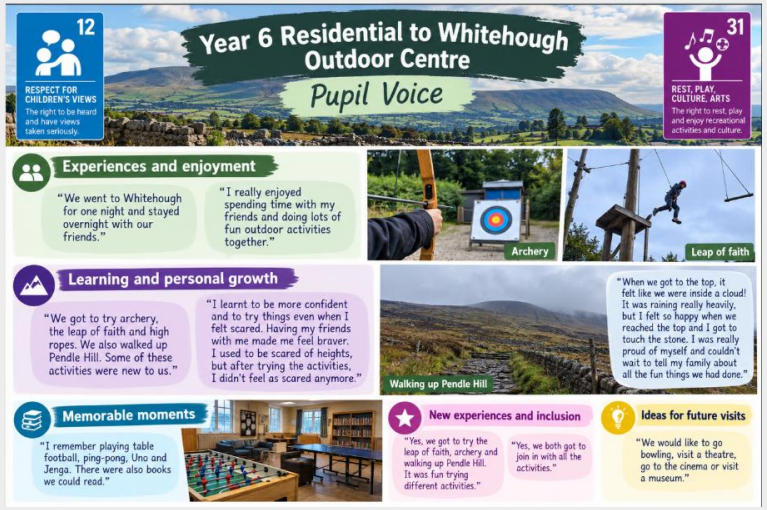
Stoneyholme Community Primary School

Year 4

Curriculum activity	Organisation / provider	Type	Location	Telephone	Email / booking contact	Website / notes
Romans in Britain	Lancaster City Museum	VISIT OUT	Lancaster	01772 530382	heritagelearning@lancashire.gov.uk	Meet the Romans: Roman soldier, object handling and Roman gallery.
Anglo-Saxons / Vikings / 1066	Clitheroe Castle Museum	VISIT OUT	Clitheroe	01200 424568	clitheroecastle@lancashire.gov.uk	1066 session includes Anglo-Saxon, Viking and Norman invasion forces and object handling.
Vikings	Lancaster Maritime Museum	VISIT OUT	Lancaster	01772 530382	heritagelearning@lancashire.gov.uk	Viking settlement / reconstructed longhouse learning session.
Romans, Anglo-Saxons or Vikings brought to school	Heritage Learning Lancashire	VISITOR / OUTREACH	Lancashire	01772 530382	heritagelearning@lancashire.gov.uk	Useful alternative to multiple trips.
Historical drama / performance	Burnley Youth Theatre	VISITOR / VISIT OUT	Burnley	01282 427767	laura.simpson@burnleyyouththeatre.org	Bespoke Roman / Anglo-Saxon /

Stoneyholme Community Primary School • Visits & Visitors Contact Directory 2026–27

3. Introduce consistent post-visit evaluation, pupil voice and memory hooks.



4. Review inclusion, quality, curriculum progression and value for time/cost.

5. Use 2026–27 monitoring evidence to update the programme and next situational report.

Progress

Impact

Next steps