



## Goldington Green Academy Residential Educational Visit Impact Review

<p>Educational purpose for Visit/relationship with curriculum:          Supports          History-Victorians, Mary Rose          Geography-Maps and physical and human features.          Science-habitats          Art-Still life drawing          PSHE-relationships and teamwork          PE-Cliff walking          Visited:          Carisbrook Castle          Osbourne House          Amazon World          Mary Rose Museum          The Needles          Glass making          Sweet Factory</p>	<p><b>Number of Children on Visit:</b> 38          Pupil Premium-15</p>	<p><b>% of PP children on visit:</b> 39.5%</p> <p><b>Children:</b></p>
	<p><b>Expenditure:</b> £</p>	

Learning Focus	Impact on Standards - focussing on PP children	Evidence of Impact - focussing on PP children
<p>To know about human and geographical features- experiencing it in real life.</p>	<p>Children were able to experience a seaside resort and how the land was formed as many children have never seen the sea.</p>	<p>The children were able to visit a coastal resort and experience what life is like and how it differs from inland/landlocked environments. As a result, the children were able to understand the damage and force of the sea and how this is unable to be controlled, or manipulated by man. The experience the children had during this time, wandering around this kind of exciting environment also led to further understanding for story writing such as creating a setting. The children who achieve well in Geography felt that their learning had come to life.</p>
<p>To know about a period in history- Victorians and castles.</p>	<p>To experience the life and times of Queen Victoria.  To experience castle life.  To visit a real life shipwreck.</p>	<p>Children expressed that the visit supported them to clearly understand the differences and similarities from the Victorian times in comparison to life today for royalty. It addressed misconceptions that a rich Victorian's life was easy, as it could be perceived in today's times but that actually, it also had difficulties regarding privacy and expectations. The experience at Osbourne House enabled the children to question what they had previously thought about the Queen's life and who she was believed to be, by historical books and research. To experience the life of Queen Victoria as a mother and wife was eye-opening and the children were filled with awe and wonder at the sights they saw and the information they gathered e.g. the size and quality of artwork and the delicacy of embroidery, the weight of the clothing and how it was made. As a result of this visit; the children were able to experience the details of the buildings and how they were imposing. They were able to practice 'still life' drawings and hone previously taught skills. Children were able to consolidate prior learning about Castles and experience life in a castle. They found out how food was provided and how it was prepared. The children were able to ask and answer</p>

		<p>any questions regarding this time period and way of life. They experienced how it was for foot soldiers and those on the battlements.</p> <p>The children were able to visit a real shipwreck. The information and history they learnt was brilliant. The children were able to discuss and explain what they had learnt. They found it fascinating that a few of the teachers remembered the raising of the Mary Rose, putting the timeframe into something they could comprehend.</p>
To know about the habitats of unfamiliar animals and insects.	Children to experience animals they may not see in real life.	<p>Amazon World: the children were able to understand what requirements some previously unknown animals, reptiles and insects have. The trip enabled the children to see textures and size of animals and answer any questions they may have about certain animal behaviours e.g. the Lemurs soaking up the sun's rays. The children were able to go into their enclosure and feel these animals. As a result; the children had a great experience and many questions were asked and answered, as the children were able to extend their prior learning of animals and habitats that were familiar to them, and apply it to unfamiliar ones.</p>
To gain independence and confidence as individuals- teamwork.	Children become more confident and independent.	<p>The children were confident and used their growth mind-set to get them through trickier times e.g. homesickness and peering over the cliff (safely) travelling on the sea. The children have fed back that they had a wonderful experience and they did not think they would be able to do it on their own without their family. This child is looking forward to booking the French trip in year 6. They have built upon existing relationship strengthening them and supporting each other. The children were encouraged to sort out any differences using their skillset however; issues did not arise after the first day on the Island, as they became a cohesive team when they were away from familiarity.</p>
To make safe and healthy choices	Children recognised what healthy choices are and the importance of these.	<p>Children explained how they made safe and healthy choices in eg. Listened to adults, dressed appropriately for the weather, used the rooms appropriately including the shower facilities, stayed near their</p>

		group leader, didn't open our door to anyone unless they knew it was one of their adults, chose appropriate food and drinks at meal times and remembered how to be polite to and around the other members of the public.
To understand materials in Science and how they can be changed and adapted.	Children were able to experience the change of materials from sand, to liquid and solid-glass. This was also repeated in a different from-sweets!	The children were amazed at the similarities of changes in materials between the sweet making and glass making. They were mesmerised watching it take shape and become a solid. This experience supported the Science curriculum in a way we would not be able to replicate or give such a good experience of. The children did not realise how these things were made. They certainly enjoyed eating the sweets they made. This also gave them an understanding of how glass was marketed, the costs involved with making glass and providing it for the public to buy. They explained how it the produce was transported and where in the world it was sold.
The children experienced things on this trip that they may never have an opportunity of and as a result, has opened their eyes to what is out there and what is possible in their life: e.g. jobs that are available; such as working on a ferry or in a zoo. The children said that they had not thought about these things before and the experiences they had have broadened their outlook on life. They are still talking about it now.		