

## VISITS AND VISITORS

Our Curriculum Intent:

Our curriculum is driven by a strong sense of **identity, empathy, and exploration**, rooted in our **local community** while encouraging children to understand and impact the **wider world**. Through the golden threads of **people, places and stories** - pupils learn to value themselves and others, celebrate diversity, and become responsible, aspirational citizens.

Our commitment to being '**anchored in the community, a place to belong, a world to explore**' is fundamental to how we enhance learning. We believe that by deeply connecting children to their immediate surroundings and the people within it, we build a strong sense of **belonging**. This local grounding then becomes the springboard from which they confidently explore and understand the wider world. **Visits and visitors** are integral to this approach, bringing our curriculum to life and deepening understanding by directly enhancing our golden threads:

- **People:** Meeting diverse individuals, from the Holkham warden discussing winter ecology to an Imam from Norwich Mosque or a local Fairtrade person, allows children to celebrate contributions, resilience, and diversity firsthand. For instance, **RNLI visitors** and visits to the **lifeboat station** not only highlight local heroism but also instil a sense of responsibility and aspiration, directly linking to our values and showing children their place within a supportive community. Similarly, interactions with grandparents sharing their stories or a local historian discussing Nelson's childhood provide powerful insights into different lives and experiences, reinforcing the idea of a shared heritage and interconnectedness.
- **Places:** Direct engagement with local and wider environments builds pride and understanding. From exploring the features of Wells on a **local walk** to discovering historical sites like **Warham Iron-Age fort, Branodunum (Brancaaster)**, or **Walsingham**, children gain a rich geographical and historical appreciation of their local area. These experiences foster a sense of 'place' and belonging. Beyond our immediate locality, visits to Holkham, Gressenhall Farm, Wells Beach, and the Pinewoods offer immersive experiences, connecting classroom learning to real-world contexts, such as understanding local ecosystems or the impact of the railway. This gradual expansion from familiar local places to broader regional and even global contexts helps children understand that their community is part of a much larger 'world to explore'.
- **Stories:** *Stories are a powerful bridge, connecting us to worlds beyond our immediate experience and fostering a global understanding. While stories are woven throughout our curriculum to teach values, explore RE and history, and understand human experience, **Ready Steady Write** forms the backbone of our English curriculum. Engaging and carefully selected **texts** act as powerful "hooks," sparking curiosity and providing a*

*shared context for learning across subjects. For example, a visit to the Poppyline Evacuee experience in Year 5 vividly brings the stories of World War 2 to life, enabling children to empathise with historical events and the experiences of people from different times and places. Similarly, a mountaineer sharing their tales of scaling peaks in South America after reading "The Explorer" can ignite aspirations and deepen understanding of diverse places, demonstrating how stories connect us to cultures, histories, and environments across the globe. They allow children to walk in another's shoes, fostering empathy and preparing them to navigate and contribute to our diverse world.*

○

Our Values	Autumn 1 <b>Empathy</b> Understanding others' feelings and perspectives — the foundation of inclusion.	Autumn 2 <b>Teamwork</b> Learning to collaborate, respect differences, and value every voice.	Spring 1 <b>Curiosity</b> Encouraging questions and exploring the world with open-mindedness.	Spring 2 <b>Perseverance</b> Developing resilience and determination, embracing challenges.	Summer 1 <b>Responsibility</b> Understanding one's role in the community and the wider world.	Summer 2 <b>Aspirations</b> Fostering ambition, goal-setting, and hope for the future.
	<b>Learning Dispositions</b> We cultivate <b>curious minds</b> who investigate and experience	We nurture <b>resilient learners</b> who concentrate deeply and persist when	We empower <b>thoughtful problem-solvers</b> who develop their own	We cultivate <b>curious minds</b> who investigate and experience different	We develop <b>resilient learners</b> who concentrate deeply and keep trying even	We inspire <b>thoughtful problem-solvers</b> who envision their future,

	different roles and perspectives, fostering an understanding of diverse emotions and situations through active play and exploration.	collaborating, finding pleasure in shared achievements and understanding that collective effort leads to success.	ideas about their responsibilities, making connections between their actions and their impact on the community and wider world.	roles and perspectives, fostering an understanding of diverse emotions and situations through active play and exploration.	when faced with difficulties, finding satisfaction in overcoming challenges and knowing that their efforts will lead to success.	developing their own ideas about what they want to achieve and making connections between their current efforts and their future goals.
--	--	---	---	--	--	---

	<p>Science Geography History Art and DT Computing RE Music PSHE / RSE MFL</p> <p>Anchored in the community, a place to belong, a world to explore</p>					
Nursery	<p>I am special</p> <p>Home visits and family in Nursery settling.</p> <p>To share our own stories and develop our sense of self.</p> <p>To build strong home-school connections and support children's</p>	<p>Autumn treasures</p> <p>Visit- Holkham at Christmas</p> <p>To explore the wonder of winter and festive traditions in a grand local setting.</p>	<p>The Wonder of Winter</p> <p>Visitor-Holkham warden- winter in Holkham deer park</p> <p>To identify local wildlife, conservation, and the importance of natural environments.</p>	<p>Spring is coming.</p> <p>Visitors</p> <p>-Norfolk Wildlife Trust</p> <p>-Imam Zubair from Norwich Mosque</p> <p>To hear stories from different religions and develop respect for diverse religious</p>	<p>Lifecycles and growing</p> <p>Visit-Gressenhall Farm/Wells lobster Hatchery</p> <p>To explore a farm setting and identify animals</p> <p>To explore local animal lifecycles and sustainability in</p>	<p>Wonderful Water</p> <p>Visit-Wells Beach day</p> <p>To explore our local marine environment and apply water safety rules.</p> <p>Visitor -RNLI To learn about water safety, the role of local heroes, and community service.</p>

	smooth transition and sense of belonging.			beliefs and practices.	action, with local experts.	
<b>Reception /Year 1 (2025/26)</b>	<b>Marvelous Me!</b>  Local walk in Wells, features of our town, church, library, quay, shops. To identify and appreciate key features and services within our local town.	<b>Fire and Light</b>  Visit-Holkham- exploring fire and light To investigate the properties of fire and light through hands-on exploration.	<b>Amazing Animals!</b>  Visitor-Norfolk Wildlife Trust To learn about local animal habitats and the importance of nature conservation.	<b>People Who Help Us!</b>  RNLI-visitor/visit lifeboat station -Veterinary To hear about the vital role of the RNLI in our community and learn about water safety. nurse-visit To learn about animal care and the role of a veterinary professional. Local Fairtrade person visit	<b>Beetles, Bugs and Butterflies!</b>  Visit-The Bug Park To observe and learn about various insects and their habitats.	<b>Seaside Adventures!</b>  Visit- Wells Beach Pirate/Beach day Beach art To explore our beach environment, engage in creative play, and learn about coastal features.

Year 1	<p>The human body Animals Naming the seasons</p> <p>Visitors: Grandparents: our stories To hear personal and family stories and know how stories connect generations.</p>	<p>Everyday Materials</p> <p>Exploring Space</p>	<p>Sorting Materials Seasonal changes Toys past and present</p> <p>Gressenhall To explore toys from the past and understand how they differ from modern toys.</p>	<p>Animals Our School Our Town: mapping</p> <p>Walk through Wells To identify and appreciate key features and services within our local town.</p>	<p>Identify plants Our Royal Family: Local History</p> <p>Sandringham To learn about the Royal Family's local history and connection to Norfolk.</p>	<p>Materials: Keeping things warm Hot and cold places in the world Seasonal weather patterns</p> <p>Wells Beach Visit To observe seasonal weather patterns and properties of materials in a coastal environment.</p>
Year 1/2 (2025/26)	<p>Tiff and Nicky please fill in this part for September</p>	<p>DT -Fire engine model Christmas textiles project</p>		<p>DT-Healthy snacks</p>	<p>Art-Yumiko Goto nature inspired ceramics</p>	<p>Art- Hilma af Klint Painting feelings</p>
Year 2	<p>Up, up and away!</p>	<p>FIRE!</p> <p>Visitor: Firefighter</p>	<p>Local Heroes</p> <p>Henry Blogg Museum</p>	<p>Fabulous Fifties!</p>	<p>Grow! grow! grow!</p> <p>Pensthorpe - discover plants</p>	<p>Habitats at Holkham</p>

	Norfolk wildlife trust - wild art	To know about fire safety and the role of emergency services in the community.	To hear stories about local heroism and the history of the RNLI.	Gressingham: Life in the 1950s To explore daily life and societal changes in the 1950s.		Wells Beach Visit / Holkham Hall To investigate different habitats and the animals that live within them.
Year 3 Learning Discovery	Rocks and fossils The Stone Age  Warham: Iron-age fort To experience life in the Iron Age and make comparisons with The Stone Age.	Light Italy: Volcanoes and Earthquakes <i>To gain insight into Italian culture, language, or history</i>	Nutrition The Roman Empire and its Impact on Britain  Visit- Branodunum - Brancaster or visitor - Italian local  To explore the impact of the Roman Empire on Britain through a historical site.	Forces and Magnets Mapwork: Coordinates and reading maps  Visit Pinewoods To experience map reading and coordinate systems in a natural environment.	Life in Tudor Norfolk  Walsingham visit To discover life in Tudor Norfolk and its historical significance.	Flowering plants  Baconsthorpe: Fieldwork - rivers and castles  Baconsthorpe Castle Norfolk Rivers Trust To conduct fieldwork on rivers and explore historical castle structures.
Year 4 Discovery learning	States of matter Ancient Greece  Visitor -local chef	Environmental Changes Natural Habitats Sheringham Shoal Seas and Coasts	Teeth  Visitor: Dental Nurse	Comparing town and city	Electricity European Neighbours	Sound Raiders and Invaders (Vikings, Nelson) Coastlines

		<p>The Mo, Sheringham</p> <p>To understand environmental changes and natural habitats in a marine setting.</p> <p>To explore coastal environments and their characteristics.</p>		<p>Wells and Norwich</p> <p>To compare the features and characteristics of a local town and a city.</p>	<p>Cromer Lighthouse</p> <p>To hear stories about the history and function of lighthouses and coastal navigation.</p>	<p>Visitor: Local historian to talk about Nelson's childhood</p> <p>To hear stories of Nelson's childhood and know how these impacted his life as a significant historical figure.</p>
<p><b>Year 5</b></p> <p><b>Discover y learning</b></p>	<p>Rainforest (South America)</p> <p><i>The Explorer</i></p> <p>Visitor: Talk on South America</p> <p>To hear stories from South America to gain insights into the geography, culture, and</p>	<p>Rivers of the World</p> <p>Water Cycle</p> <p>Visit: Glaven River (Glandford)</p> <p>To investigate rivers of the world and the water cycle through local fieldwork.</p>	<p>World War 2 - Evacuees in Wells</p> <p>Visit: Poppyline</p> <p>Evacuee experience</p> <p>To gain a deeper understanding of World War 2 through the experience of evacuees.</p>	<p>Reversible and irreversible changes</p> <p>Wells: The impact of the railway on Wells</p> <p>Wells/ Walsingham Railway</p> <p>To explore the historical impact of the railway on Wells and the local area, and experience a unique mode of transport.</p>	<p>Earth and Space</p> <p>Mountains of the World (North America)</p> <p>Visitor: Mountaineer</p> <p>To hear about the challenges and rewards of mountaineering and the geography of mountains.</p>	<p>Ancient Egypt</p> <p>Castle Museum: Egyptian Gallery</p> <p>To explore ancient Egyptian civilization through artifacts and exhibits.</p>

	biodiversity of the continent.					
Year 6 Discover y learning	<p>The Windrush Generation</p> <p>Residential National Windrush Museum</p> <p>To develop independence, teamwork, and resilience through outdoor activities.</p>	<p>Electrical components</p> <p>Latitude and Longitude</p> <p>Visitor: KLM?</p> <p>Maps for aviation</p>	<p>Evolution and inheritance</p> <p>Climate Change: Threat to Biomes</p> <p>Visitor: Norfolk Rivers Trust - impact of climate change on rivers</p>	<p>Classification</p> <p>Visit; Banham Zoo (ZSEA)</p> <p>To explore animal classification and the importance of conservation.</p>	<p>Human Biology</p> <p>Kett's Rebellion</p> <p>Counties and Cities</p> <p>Visit Wymonham Museum</p> <p>To hear stories about Kett's Rebellion and local historical events.</p>	<p>Human Biology</p> <p>Mayans - non-European society</p> <p>Salt Marsh</p> <p>Visit-Houghton Hall comparison Sculpture</p> <p>Visit: Salt Marsh and Wells Harbour</p> <p>To investigate salt marsh ecosystems and the local harbour's role in our community.</p>



Our curriculum intent is brought to life through a dynamic and experiential implementation strategy, where **visits and visitors** play a pivotal role in embedding knowledge, skills, and values. This active engagement ensures that learning is not confined to the classroom but extends into the real world, fostering a deeper understanding of our 'anchored in the community, a place to belong, a world to explore' ethos.

**Direct Experience and Contextual Learning:** Our implementation prioritizes direct experience. Rather than solely learning about concepts in isolation, children will **visit** relevant places, providing immediate context and tangible connections to their studies. For example, learning about local history is enhanced by experiencing it firsthand at the **Henry Blogg Museum** (Year 2) or the **Warham Iron-Age Fort** (Year 3). Geographical understanding is solidified through exploration of the **Pinewoods** (Year 3) for map work, or the **Glaven River** (Year 5) for hydrological study. These visits transform abstract concepts into memorable, real-world applications, deepening comprehension and retention.

**Bringing Expertise and Diversity into the Classroom:** We actively invite **visitors** into school to share their expertise, experiences, and diverse perspectives, enriching our 'people' golden thread. From the **Holkham warden** (Nursery) discussing local ecology to a **local chef** (Year 4) exploring healthy eating and global cuisines, these encounters expose children to a wide range of careers, cultures, and knowledge. The **Imam from Norwich Mosque** (Nursery) and the **local Fairtrade person** (Reception/Year 1) contribute to our inclusive values by promoting respectful relationships and understanding of diverse beliefs and global interconnectedness. These interactions provide authentic insights that textbooks alone cannot offer, fostering curiosity and broadening horizons.

**Developing Values and Learning Dispositions through Real-World Interaction:** The interactions inherent in visits and with visitors are crucial for developing our core values and learning dispositions. Encountering the **RNLI** (Reception/Year 1, Year 2) directly demonstrates **responsibility** and **teamwork**, while visits like the **Poppyline Evacuee experience** (Year 5) foster **empathy** and an understanding of human experience. The challenges and new environments encountered on trips, such as the **PGL residential** (Year 6), encourage **perseverance** and a "have a go" attitude. By engaging with diverse people and places, children are continually encouraged to be **curious** and **active learners**, asking questions, making connections, and solving problems in authentic scenarios.

**Enhancing the "Stories" Golden Thread:** Visits and visitors serve as powerful catalysts for the 'stories' golden thread. Experiencing the **Wells/Walsingham Railway** (Year 6) firsthand allows children to imagine and discuss the stories of its past, linking historical narratives to physical [Anchored in the community; a place to belong, a world to explore](#)

places. Hearing the personal accounts of **grandparents** (Year 1) or a **local historian** (Year 4) directly provides unique perspectives on historical events and human experiences, making abstract historical periods resonate deeply. These encounters often serve as compelling 'hooks' for our writing curriculum, inspiring children to tell their own stories and deepen their engagement with texts.

In essence, our implementation strategy for visits and visitors is about creating a vibrant, interactive learning environment where children are actively engaged in exploring their community and the wider world. This hands-on approach ensures that our curriculum intent, driven by identity, empathy, and exploration, is not just taught but genuinely lived and understood by every child.

The impact of our visits and visitors on the curriculum will be evident in several key areas, demonstrating a richer, more engaged, and deeply understood learning experience for our children. We will see this impact through:

---

### Enhanced Knowledge and Deeper Understanding - Know more, remember more

- **Improved Subject Mastery:** Children will demonstrate a stronger grasp of subject-specific knowledge and vocabulary, particularly when it relates to the visits and visitors. For instance, after a visit to the **Henry Blogg Museum** (Year 2), we'd expect to see more detailed and accurate descriptions of maritime rescue and the RNLI's history in their work. Similarly, engaging with the **Norfolk Rivers Trust** (Year 3, Year 6) will lead to a more nuanced understanding of river ecosystems and climate change impacts, reflected in their science and geography work.
- **Making Connections:** Pupils will show an increased ability to make meaningful connections between different subjects and real-world contexts. A visit to the **Wells/Walsingham Railway** (Year 6) won't just be a history lesson; it will spark discussions about engineering, local economics, and transport over time, integrating history, geography, and even design technology.
- **Retention of Learning:** Experiential learning is proven to enhance memory. We will observe that children recall information and concepts learned during visits and from visitors more readily and for longer periods, demonstrating deeper retention than through traditional classroom methods alone.

## Development of Skills and Learning Dispositions

- **Increased Curiosity and Questioning:** Children will display a heightened sense of inquiry, asking more probing questions before, during, and after visits. Their **curiosity** will be evident in their independent research and desire to learn more about the topics introduced by visitors like the **mountaineer** (Year 5) or the **Imam** (Nursery).
  - **Improved Collaboration and Teamwork:** Group visits and collaborative activities (like the **PGL residential** in Year 6) will foster stronger teamwork skills, evident in how children work together on projects, share ideas, and support one another in challenges.
  - **Enhanced Empathy and Social Awareness:** Interactions with diverse visitors, such as the **local Fairtrade person** (Reception/Year 1) or learning about the **Windrush Generation** (Year 6), will cultivate greater **empathy** and a more nuanced understanding of different cultures, perspectives, and societal contributions. This will be visible in their discussions, role-play, and creative writing.
  - **Greater Resilience and Perseverance:** Overcoming challenges encountered on visits, such as navigating a new environment or participating in demanding activities, will build **perseverance** and a "have a go" attitude, reflected in their approach to new learning tasks in the classroom.
  - **Increased Aspirations and Sense of Responsibility:** Exposure to various professions and community roles through visitors like the **veterinary nurse** (Reception/Year 1) or the **RNLI** will inspire children's future **aspirations** and deepen their sense of **responsibility** towards their community and the wider world.
- 

## Tangible Evidence and Assessment

- **Quality of Work:** Work scrutiny across subjects will reveal richer content, greater detail, and more complex vocabulary directly attributable to experiential learning. This could include detailed drawings, descriptive writing, well-researched projects, and insightful reflections following visits.
- **Pupil Voice:** Through discussions, interviews, and feedback sessions, children will articulate what they have learned, how it made them feel, and how it connects to their prior knowledge. Their enthusiasm and ability to discuss their experiences vividly will be a clear indicator of impact.
- **Observational Evidence:** Teachers will observe increased engagement, participation, and active listening during lessons and discussions that follow a visit or visitor. Children will demonstrate more confidence in applying learned concepts in new situations.

- **Formative and Summative Assessments:** While not solely reliant on tests, a deeper understanding and application of knowledge gained from visits and visitors will be reflected in various assessments, from class quizzes on historical events to practical tasks in science or geography that draw directly from their experiences.
- **Behaviour and Engagement:** A positive shift in overall behaviour and motivation for learning will be seen, as children are inspired and enthused by the real-world relevance brought by these experiences.

By systematically observing these indicators and gathering both qualitative and quantitative evidence, we will continuously monitor and evaluate the profound impact our visits and visitors have on shaping well-rounded, knowledgeable, and globally aware citizens.