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**teach  
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# INTRODUCE YOUR PUPILS TO THE MAGIC OF THEATRE...

Winnie  
The Pooh



Frozen

## Disney TICKETS GROUP SALES

Book great education rates,  
direct with [DisneyTickets.co.uk](https://www.DisneyTickets.co.uk)



Newsies

The Lion King



# Hello...



**A**s a teacher, you'll know by now that two conflicting truths can check out at the same time. Half term is both magical (you're out of school!) and terrible (you have loads of school work to do!). Year 9s are both the most frustrating set of humans on the planet, and the most brilliant. And, educational trips and experiences are harder for schools and families to afford than ever, but they've also never been more important. Holding these two facts, this issue we explore how to achieve what Dr Andrew Clapham calls 'the gold dust': those cut-through moments of educational epiphany that can last a life time.

We explore how to make this transformative element achievable and affordable for more of your pupils. From great ideas for free outings from the Council for Learning Outside the Classroom (p22) to teacher Daniel Harvey's tips on helping parents (p36) and lots of ideas in between, there's plenty of inspiration. At the other end of the spectrum, we also hear about the opportunities that open up when 'bombastic' is suddenly within budget. Impington Village College shares its story of a funding windfall on page 62.

As ever, the pages are also chockful of new ideas, current exhibits, and contemporary approaches to curriculum-linked learning offsite. You'll find expert insight into the experiences that will reveal your pupils' superpowers of curiosity, tenacity and imagination, whether they're zipping along a high wire or soaking up the hush of a blockbusting museum exhibit.

Enjoy the journey!

**Anna Blewett**  
Editor



## The Experts



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Principal at Impington Village College in Cambridgeshire



### **DR JOHN ALLAN**

Head of learning and impact at Kingswood



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# Find the perfect SCHOOL TRIP in an instant!

There's something for every

AREA

AGE

SUBJECT

BUDGET

SEARCH BY  
Curriculum Link  
Postcode  
Age  
Budget

We have curated the best educational trips from around the UK and beyond for your students to enjoy.

From free days out to curriculum-rich excursions and residential adventures, there's something for every class and every budget.

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# GET INSPIRED

From the latest workshops and research to expert advice and topical comment, get your school trip news right here...

## Closing the funding gap

*With budgets squeezed, new funding schemes go live*

**A**s running costs force schools to make increasingly difficult decisions around cuts, new grants are emerging to safeguard LOfC. Hyundai has launched its £1m 'Great British School Trip' initiative to provide 25,000 free school trips to over 350 venues for children up to the age of 14. "We firmly believe that school trips are an essential part of our young people's development," says Ashley Andrew, UK managing director.

Meanwhile Kingswood, the adventure residential provider, has created a Hardship Fund enabling schools to apply for two full-funded places for every ten attending pupils up to the age of 18. "The aftermath of the pandemic has shown that our young people have suffered immensely," says Kingswood CEO Guy Chadwell. "Day trips and residentials are an important part of helping re-train our young people to adapt to everyday situations and thrive in their environment." The City of London's School Visits Fund is also inviting applications for its £300 grant towards visits to 20 destinations supporting your curriculum aims.



*"Getting out of the classroom not only creates memories but fundamentally also brings a sense of excitement to a particular school subject"*

ASHLEY ANDREW, MANAGING DIRECTOR, HYUNDAI MOTOR UK

## All aboard!

*The Imperial War Museum is offering a sleepover with a difference.*

If a truly enriching educational experience is your goal, the Imperial War Museum can deliver a night your students will never forget. Its Kip in a Ship offer invites groups aboard HMS Belfast, the WW2 warship moored between London Bridge and Tower Bridge. Its nine decks give a flavour of military life, with its new interactive gaming room – World of Warships

– allowing pupils to take the virtual helm. The sleepover package includes activities around signalling, semaphore and morse code before students bed down in real sailor's bunks for a unique insight into life at sea. Groups now also have the opportunity to enjoy dinner based on a Royal Navy menu in the mess deck where sailors relaxed, ate, drank and slept, before waking to breakfast and a complimentary morning learning session. Learn more at [iwm.org.uk/kip](http://iwm.org.uk/kip)







## Aaaaand action!

Freshly refurbished thanks to Historic England and National Lottery Heritage Fund, one of the world's oldest operational cinemas has now opened its doors to school parties. The Electric Palace in Harwich, Essex, is bringing cinema alive for school groups, all within the freshly restored Edwardian auditorium, which can seat 180 guests. From workshops and talks on the history of film making to animations workshops led by film archivist David Cleveland, the venue is offering something for every budget and age group. You can screen your own film, or one of your choice in the opulent surroundings of cinema's golden age. Learn more at [electricpalace.com](http://electricpalace.com)

## History uploading...

The People's History Museum in Manchester is relaunching its learning programme, promising new workshops, learning resources and an updated online offering. As the nation's museum of democracy, the collections and exhibitions in the city centre offers insight into everything from the history of suffrage and the Peterloo Massacre, to PHSE-relevant issues around the climate crisis and LGBT+ rights. Existing resources for KS3-plus cover worker's rights, media literacy, migration, democracy, the suffragettes and the climate crisis. Visit [phm.org.uk](http://phm.org.uk) for the latest developments or to learn more about self-guided tours.

## Social stories

Looking to ground your students in the social history of contemporary communities? The Museum of Homelessness, set to open in Finsbury Park this autumn, will build on temporary exhibitions to give social history a permanent home. A museum with a difference, it directly supports homeless people while working with artists and creatives. Check in at [museumofhomelessness.org/educate](http://museumofhomelessness.org/educate) to learn more about upcoming exhibitions.



## Preparing for launch

*V&A East launches outreach programme in East London*

Exciting new learning facilities at the V&A's East Museum and Storehouse are still some months from completion, but in the meantime schools in the area can welcome some impressive artefacts from national collections into classrooms. V&A East in Schools is a major new engagement programme that introduces multiple objects including a West African cast gold badge, a 'Free Zulu' pendant made by inmates in Louisiana State Penitentiary in 2014, and a 17th-century silver scent pomander. "Our Year 9 students who have chosen to study a humanities and an arts subject for GCSE were given the opportunity to attend a two-hour workshop with the V&A East museum team," says a teacher from



Bow School. "Director Gus Casely-Hayford and his colleagues brought three highly valuable and fascinating objects in for students to see. Students were also given the opportunity to consider what careers are available in the museums sector, and to learn how to record, photograph and pack museum items." The V&A programme has been co-produced with teachers. Participating schools can choose from a programme of assembly talks, classroom handling sessions, careers and skills workshops and CPD for teachers. Book via [va-east-engagement@vam.ac.uk](mailto:va-east-engagement@vam.ac.uk)

## NEWS IN BRIEF

### IF THE MAP FITS...

Ordnance Survey has hit the headlines with its new consultation on map symbols, but did you know the organisation has a heap of free resources to help your class get outside? Visit [ordnancesurvey.co.uk/education](http://ordnancesurvey.co.uk/education) to learn more.

### MOUNTAIN ADVENTURE

The doors open

on a £1.5m refurbishment to The Towers in Snowdonia this month; the much-loved outdoor learning destination recently became the third property in the Active Learning Group's (ALC)



portfolio. "This is an exceptional facility in the most picturesque part of Snowdonia National Park, offering a mountainous playground unlike any other for our young people to explore and enjoy,"

says Pat Milston, ALC's managing director. Visit [activelearningcentres.co.uk](http://activelearningcentres.co.uk).

### FROM THE STEM

The National Archives in Kew has announced a new STEM

exhibition for this summer: Spirit of Invention. Manifesting as an interactive workshop space to

trial Victorian designs and contemporary inventions, the show sits alongside a programme of taught sessions and online resources for KS3 and 4. Learn more at [nationalarchives.gov.uk](http://nationalarchives.gov.uk)



# Coming up

Don't miss out – here's what's planned over the next few months...

## 1<sup>st</sup> APRIL +

### Aberdeen Art Gallery – Where Ideas Are Born

Inspire budding artists and get a slice of historical context to boot with 70 photography portraits of artists at work. Capturing creatives as diverse as Ai Weiwei and Andy Warhol, Frida Kahlo and Yayoi Kusama in their own workspaces, this sumptuous show sheds light on the creative process. (Until 11th June) [aberdeencity.gov.uk/AAGM](http://aberdeencity.gov.uk/AAGM)

### + Science and Industry Museum – Stephen Hawking at Work



What does a career in the top echelons of scientific endeavour look like from the inside? A free new exhibition exploring the life and work of theoretical physicist Stephen Hawking offers a very human perspective on a life of research. School groups can also visit a packed programme of live events and the site's permanent Experiment Gallery, full of interactive exhibits. (Until 14th May) [scienceandindustry-museum.org.uk](http://scienceandindustry-museum.org.uk)



### Golden Mummies of Egypt – Manchester Museum

Following extensive building work to create a “more caring, inclusive and imaginative” environment, Manchester Museum has reopened its doors. Its first big show features eight mummies and more than 100 objects offering a rich perspective on beliefs about the afterlife during an era when Egypt was part of the Greek and Roman worlds. The free exhibit is accompanied by SEND-friendly ‘digital touch replicas’. [museum.manchester.ac.uk](http://museum.manchester.ac.uk)

## 28<sup>th</sup>

### World Museum – Return of the Gods

Enter the world of myth and legend told through the stories of ancient Greek and Roman gods in an intriguing new exhibition at World Museum. Featuring a stunning collection of sculptures and antiquities, Return of the Gods: Zeus, Athena, Hercules will immerse your class in the ancient world (Until 25th Feb '24) [liverpoolmuseums.org.uk](http://liverpoolmuseums.org.uk)

## 22<sup>nd</sup> JUNE

### National Portrait Gallery – reopening

Explore themes of status and representation in British history at The National Portrait Gallery in London, which this June reopens its doors after a major refurbishment. Closed since '20, the gallery has undergone a £35.5m transformation to bring more space – including new learning zones – into its buildings on St Martin's Place. Find teaching resources for secondary schools on the website. [npg.org](http://npg.org)



## 5<sup>th</sup> JULY

### Techniquist – Elementary

Want to bring the periodic table to life? Cardiff Bay's science discovery centre has just the live show for you, exploring everything from exploding hydrogen to freezing oxygen with your KS3 pupils. Your group will meet many of the common elements, from alkali metals to noble gases, and while on site can discover the newly-refurbished lab, a 360-degree planetarium (tours available) and so much more to fire the imagination. (5th – 14th July). [techniquist.org](http://techniquist.org)



## 1<sup>st</sup> SEPT

### Imperial War Museum, London – Spies, Lies and Deception

The secrets and subterfuge of war may be hidden in current conflicts, but this new major exhibition allows school groups to lift the lid on real-life deceptions from the past 100 years. Exploring how spying can change the course of conflicts, pupils are encouraged to ask difficult questions about what justifies deceit. (Ongoing) [iwm.org.uk](http://iwm.org.uk)

### + Stonehenge – Circles of Stone: Stonehenge and Prehistoric Japan

Summer is the perfect season to visit Stonehenge, and this year school parties visiting prehistoric Britain's smash-hit attraction can get a global perspective on human settlements of the era. The free exhibition draws out surprising parallels between the Neolithic peoples of Japan and England, both of whom drew on amazing community cooperation to build ceremonial stone rings. (Until September '23) [English-heritage.org.uk](http://English-heritage.org.uk)





## LEARNING JOURNEYS

### Pre-show workshops

Pre-show workshops are a popular addition to an education booking. These are offered at rehearsal studios close to the theatre, they last around 90 minutes, and are run by specially-trained Disney Theatrical Teaching Artists who can tailor the workshop to the specific needs of your group. Ask about workshops when making your education booking or complete the enquiry form on the website.

### Education resources

Disney on Stage offers a range of creative resources designed to enhance any theatre trip. Each of its West End and touring productions is supported by an education programme, developed closely with teachers and educators. With its resources Disney is committed to supporting schools to engage with live theatre by unlocking its learning potential; nurturing future audiences and industry professionals and providing theatre opportunities for under-resourced schools.

### Schools productions

Disney Musicals in Schools is a free programme delivered by Disney Theatrical Teaching Artists in five London primary schools each year, with the programme expanded to Scotland thanks to a partnership with Scottish Opera. Disney guides teachers through a programme of support, tools and resources to put on their own musical theatre show, and offers lasting guidance to help embed performing arts within the school for years to come.

## WE LOVE TO LEARN

# Sprinkle some Disney magic

Embed valuable learning through the enchantment of live theatre

Disney brings live entertainment to a global audience of over 20 million people each year, and in the UK its shows – including the West End productions of *The Lion King* and *Frozen* – welcome thousands of students. Experiencing the very best of live theatre also presents an opportunity for learning: “It is educational, it is creative and it is

pure enjoyment!” says Erica Tomlinson, curriculum lead for drama at Chelsea Academy. To enrich and enhance these educational visits, Disney has developed a wealth of curriculum-linked resources that teachers can access for free. Disney Theatrical also offers practical experiences such as teacher CDP, workshops, post show Q&A and career insight sessions.

## CURRICULUM LINKS



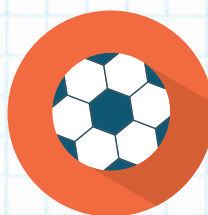
### ENGLISH

Exploring mythology, language and storytelling from the cultural traditions of Iceland, Norway, Denmark and Sweden, *Frozen* can engage students in retellings of classic tales.



### DESIGN

Disney's stage productions offer a masterclass in the art of the possible, from the iconic puppetry and costumes in *The Lion King* to the digital scenery in *Frozen*.



### PE

*The Lion King* and *Frozen* draw on inspiration from around the world reflected in the styles of dance and movement. Workshops give your pupils the chance to share the magic.





# Don't forget your TOOTHBRUSH!

The whole wide world awaits... **Chris Stacey** shares ten things you should know before going abroad

**T**he last few years have been... interesting for those of us working within the school travel industry, thanks in no small part to Brexit, followed swiftly by the Covid-19 pandemic. But as we come out the other side of Covid, schools have been quick to return to travelling abroad, to make up for the incredible educational experiences students missed out on during the pandemic. There are some lasting changes to travel, but nothing that should put you off your next trip. With a little forward planning, you can look forward to a smooth school trip experience. So, let's take you through what you need to know before your next excursion...

## 1 Things have changed at the borders

If you haven't been abroad since Brexit, you'll notice differences at EU borders. On arrival, you'll need to join the 'third-country' or 'non-EU' line which moves noticeably slower than the EU citizens' queue. Brits are now subject to more checks on arrival in the EU, so border guards will need to look at your passport to make sure you haven't overstayed your visa-free allowance in the EU already. They may also want to check you have a return ticket, accommodation and enough money to support yourself

while there. These checks have slowed down the process a bit, so specialist school tour operators like Halsbury build enough time into itineraries so planned activities aren't missed.

## 2 You shouldn't need a visa to enter the EU...

British citizens can stay in the EU for up to 90 days within a 180-day window without requiring a visa, which should be more than sufficient for your school trip. Later this year the EU is planning to introduce a new visa waiver scheme called ETIAS; you'll be able to apply online and it's expected to cost just €7 for three years of cover. If you have any non-British citizens in your group, they'll need to check with their consulate to see

before they can apply for the visa. If you have any EU citizens in your group by the way, they should check the Home Office has the most up-to-date travel document linked to their right-to-remain status, to avoid any issues when coming back into the UK.

## 3 but you need to make sure your passport is stamped

You'll now need to have your passport stamped on entry and exit from the EU. Border guards will check this to make sure you haven't overstayed your visa-free limit, so it's definitely recommended that you double check it's stamped each time you pass through the border so that there aren't any complications next time!

permanently hungry kids don't starve on the way to your destination. However, another consequence of Brexit is that Brits are no longer permitted to take goods containing meat or milk, so you need to eat or bin that ham and cheese sandwich before you cross the border.

## 5 There are new rules on passport validity

Now, these are catching a few people out; we've even had group leaders realise their passports aren't valid for trips to EU countries just before they're due to travel. Please do check this as early as possible, as arranging a new passport isn't always quick. So, what do you need to know? Firstly, your passport must be less than ten years old on the date you enter the EU country. It must then be valid for at least three months after the day you plan to leave. They're the rules. But we would suggest that it'd be worth ensuring you have at least six months left on your passport, as this seems to be the preference of some border guards and could make your trip that bit smoother.

*"We've even had group leaders realise their passports aren't valid for trips to EU countries just before they're due to travel!"*

## 4 You can't take packed lunches into the EU

Back in the day, we'd recommend groups visiting Europe by coach take a packed lunch, making sure that the seemingly

## 6 You need to get a GHIC

If you don't currently have a valid European



health insurance card (EHIC), you need to get yourself the new global version – the GHIC. The great news is that this is available for free from the NHS website, so you can access healthcare at the same rate as locals while on your trip. We wouldn't travel without it and every single member of your group should ensure that they've arranged this prior to travel.

## 7 And suitable travel insurance is essential

The GHIC will ensure you

pay the rate locals would if you require healthcare in an EU country, but this may still involve some cost, so it's really important you take out adequate travel insurance to cover this. Your school may already have this in place but if not, your school tour operator should be able to arrange everything for you.

## 8 You should also check roaming costs

Brexit also meant the end of guaranteed free mobile roaming when visiting the

## YOUR INTERNATIONAL CHECKLIST

Before you travel, make sure everyone in your group has...

- A valid passport
- An EHIC or GHIC
- Appropriate travel insurance
- Noted roaming charges with their network
- Found out if they need a visa (non-UK citizens only)
- Checked their right to remain status is tied to their most up-to-date travel document (EU citizens only)
- Not brought a packed lunch containing dairy or meat products!

EU, Norway and Iceland, so you should definitely check with your network regarding data charges. Many networks offer packages that allow you to use your data as though you were in the UK while abroad for a small fee. Having said that, your network is now

you need to worry about. School trips to the EU are just as popular as ever and still offer so many unforgettable experiences for you and your students to enjoy!

## 10...but it's OK to be more ambitious

Perhaps you'd like to go a bit further afield but you're worried that with the cost of living crisis, families won't be able to afford a long-haul school trip? Well, don't forget that fundraising for

a school trip can be an important part of the experience, giving students the opportunity to develop their independence and responsibility, while also giving them more ownership over the school trip experience.

required by law to check whether you wish to continue spending on roaming charges once you hit £45, so we won't be seeing a return to the days of astronomical phone bills after trips abroad!

## 9 EU destinations are still popular with schools...

Yes, there have been a few changes to school trips to the EU since Brexit but with a little forward planning and the support of a specialist school tour operator, they are certainly nothing that



*Chris Stacey is head of sales at Halsbury Travel, a specialist*

*school tour operator founded in 1986 by a former teacher.*

[www.halsbury.com](http://www.halsbury.com)





SCHOOL  
adventures

# LEAP into the next adventure

Here at PGL we're passionate about making each day an adventure. Our programmes are specially designed with your students in mind and help them to build confidence, resilience, develop new skills, experience success as a team – & have loads of fun!

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budgets



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instruction included



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SCAN ME!

## EVERY MAGICAL MINUTE

# Enriching outdoor education from dawn til' dusk!

Offering much more than adventure, **PGL** improves confidence and develops new skills when your students take a step - or jump - into the unknown

7:30am

A day of conquering new challenges calls for a hearty breakfast. Guests mix and match from a range of porridge, cereals, fruit or a full English breakfast. It's the perfect fuel to see students through not one, not two...but five activity sessions today!

9:00am

An action-packed morning lies ahead. First, it's down to the water's edge for a spot of raft building. This fantastic teamwork exercise sees students supporting each other to achieve the best group outcome. Problem solving and communication play their part as teams build their rafts, take to the water and launch into the competition!

12:00pm

After a second activity, it's time to refuel! It's over to the dining room for lunch, and a guest favourite: the self-serve salad bar. PGL's wide range of food options give students the freedom to try something new while they're staying. Nutritious, delicious, and perfect for all tastes.

2:00pm

The action doesn't stop here, as students head to the first of two afternoon activities. PGL's new activity, axe throwing, is available exclusively to secondary students, giving groups the chance to hone a new skill. Technique over strength is key to mastering this one. As the session progresses students discover the best ways to fling an axe down the range at the target!

7:30pm

Led by each group's designated PGL 'groupie', evening activities are designed to provide school parties with time and



## SET A DATE

PGL's secondary multi-activity adventures are available at 15 well-positioned centres across the UK, in three to five-day durations, with midweek and weekend options available.

space to socialise with peers. Tonight, they'll chill out around the campfire and watch new and existing friendships strengthen as they share stories with one another, while relaxing to music.

9:30pm

By now the group will be ready for some shut-eye, so it's off to the on-centre accommodation to wind down and catch some well-earned zzzs before another jam-packed day tomorrow. PGL's multi-day programmes provide students with an opportunity to develop independence, taking responsibility for their actions, away from home.



## { BEFORE YOU GO }

## PREPARE

Speak to PGL's friendly, supportive reservations advisors about your trip and discuss any additional requirements.

PGL's goal is to reassure you, your students, and their parents every step of the way.

## SET GOALS

What do you want to get out of the trip, both for you – the teacher – and your students? Let PGL know your specific learning outcomes before your trip and you can work towards achieving them together.

## DISCUSS

Students will be facing new challenges during their trip, so discuss throughout to help them assess what they've learnt – the connections, insights and impact it has on their own feelings and behaviours.



## 10 OF THE BEST

# RESIDENTIALS TO REMEMBER

Make real breakthroughs with group stays  
that go above and beyond...



## 1 Halsbury Travel

Halsbury Travel offers tailor-made school trips in the UK and abroad for all subjects, from history trips to WW1 battlefields; French trips to Paris; and geography trips to Iceland. Halsbury also has specialist divisions offering school sports tours, music tours and ski trips. Wherever you decide to go and whatever your subject, your school trip will be tailored to suit your group's specific learning requirements and curriculum. Originally founded by former teachers nearly 40 years ago, Halsbury will support you every step of the way. And you can be sure your trip is in safe hands – Halsbury Travel is ABTA bonded, an STF member and holds the LOTC Quality Badge.

For more information visit [www.halsbury.com](http://www.halsbury.com) or email [contact@halsbury.com](mailto:contact@halsbury.com).

## 2 Imperial College London

From July to September, Imperial College opens its halls of residence to provide great value accommodation for educational groups. Enjoy access to a range of unique on-campus facilities and a great London location, while all your needs are taken care of by a dedicated group accommodation executive. Looking for inspiration? Why not visit one of the three major museums on Exhibition Road, take a walk around Hyde Park, treat students to a performance at the Royal Albert Hall, explore the Royal College of Music Museum and finish your day visiting Harrods and shops nearby in South Kensington.

For more information visit [www.imperial.ac.uk/visit/summer-accommodation/contact-us](http://www.imperial.ac.uk/visit/summer-accommodation/contact-us) or email [groupaccommodation@imperial.ac.uk](mailto:groupaccommodation@imperial.ac.uk)



### LONDON CALLING

South Kensington is the perfect base for exploring museums and theatres, and everything from the Royal Albert Hall to Harrods is nearby.



## 3 NST

NST has been creating curriculum-linked tours for over 55 years, and is now the UK's leading educational tour operator. Having your own dedicated contact with extensive school travel knowledge means you'll be safe in the hands of someone who can create a bespoke trip to match your budget, learning needs and more. Plus, you'll be financially protected with both ABTA and ATOL licences, and have the reassurance of 24/7 support. NST's destination expertise means it can recommend the best trip venues from galleries and museums to markets and affordable, low-cost destinations; no matter what, it has the knowledge. Looking for inspiration? The team can provide all the information you need with day-to-day timings in any destination of your choice. For more visit [www.nstgroup.co.uk](http://www.nstgroup.co.uk) or email [info@nstgroup.co.uk](mailto:info@nstgroup.co.uk).



## 4 PGL

At PGL you'll find multi-activity residential trips for secondary schools nationwide, enriching outdoor education and offering more than just adventure. Teachers can help improve confidence in students and support young people to develop new skills with team-bonding exercises such as raft building. These see students supporting each other to achieve a successful outcome, as well as developing problem solving and communication skills. Give your students the chance to try new activities with axe throwing and make new connections at one of PGL's 'groupie' evening activities, designed to provide students with the time and space to socialise with friends and peers around the campfire.

For more visit [www.pgl.co.uk/ma](http://www.pgl.co.uk/ma) or email [schools@pgl.co.uk](mailto:schools@pgl.co.uk).



## 5 Experience Education

Experience Education is a group of specialist travel companies that have successfully launched over 45,000 trips for more than 1.5 million students to 100 countries. Through curriculum tours ([travelbound.co.uk](http://travelbound.co.uk)), sports tours ([edwindoran.com](http://edwindoran.com) and [masterclasstours.co.uk](http://masterclasstours.co.uk)), ski trips ([skibound.co.uk](http://skibound.co.uk)), expeditions ([weareworldchallenge.com](http://weareworldchallenge.com)), and UK activity centres ([jca-adventure.co.uk](http://jca-adventure.co.uk)), it is the trusted expert in tailored experiences for UK schools. Collectively its experts provide the peace of mind teachers deserve through stringent health and safety policies, financial protection, and accreditations (ABTA, ATOL, School Travel Forum, and CLOtC). Individually, its educational travel specialists work to understand your objectives and group requirements, so your school trip transforms into an adventure and extends learning beyond the classroom. Visit [www.experienceeducation.com](http://www.experienceeducation.com) for more.



### IN GOOD HANDS

Whether it's a ski trip, or a sporting break, Experience Education has a great track record in organising successful adventures.



## 6 Kingswood North Devon

Kingswood's newest centre is located near Devon's 'adventure coast'. Set amongst the beautiful hillsides of Abbotsham and offering picturesque coastal walks, this destination is a must for adventure seekers! With the highest high ropes course in the South West and the ultimate water assault course, there are plenty of challenges to tackle. Mountain boarding and water sports activities are popular, and the evening entertainment, which includes movie nights and interactive trails, ensures all adventurers are busy and engaged throughout the week! A Kingswood residential is an opportunity for pupils to grow in confidence, collaborate with their peers, set personal goals and reach new heights.

Learn more at [www.kingswood.co.uk](http://www.kingswood.co.uk) or email [sales@kingswood.co.uk](mailto:sales@kingswood.co.uk).



### TOUCH THE SKY

Kingswood's newest centre in Devon boast the highest high ropes centre in the South West. It's a thrilling challenge that will boost the confidence of all students who take part.



## 7 Conway Centres: Anglesey

Located in Anglesey, Conway Centres' largest venue is the perfect place for secondary schools to come together and make life-long memories. From navigating the Menai Strait in a kayak, to developing mapwork skills with orienteering, or abseiling down a rockface, the activities and programmes at Conway Centres are designed to support with the curriculum, building resilience and boosting confidence. Whether you take your Year 7s for a secondary transition course, your Year 10s on a field studies trip to discover all of North Wales' hotspots or your Year 11s for an exam support course, Conway Centres: Anglesey has something for every secondary school to enjoy.

For more visit [www.conwaycentres.co.uk](http://www.conwaycentres.co.uk) or email [conwaycentres@edsential.co.uk](mailto:conwaycentres@edsential.co.uk).





## 8 Kingswood's Dukeshouse Wood

Kingswood has been providing award-winning residential trips for 40 years, and a mid-week break at this locations starts from just £86 per person. Curate your own programme by choosing from a wide range of activities; with outcomes such as increased confidence, resilience and life-skills, the positive impacts of a residential on young people are apparent long after the trip has ended. Kingswood's unique and free tool, the 'confidence tracker', will also help you evidence these benefits to colleagues, parents and carers when back at school.

For more visit [www.kingswood.co.uk](http://www.kingswood.co.uk) or email [sales@kingswood.co.uk](mailto:sales@kingswood.co.uk).

## 9 European Study Tours

European Study Tours brings live events to amazing destinations for your students. Its motivational, subject-linked LIVE! education events are set in several exciting locations including Disneyland Paris, New York and London, with the Inspirational Speakers event bringing subjects to life and Career Focussed workshop sparking ideas in your students to inspire their career aspirations. Plus, all events are linked to the curriculum, ensuring using European Study Tours is as easy and carefree as possible for teachers, and offers students the opportunity to meet core learning objectives. The exclusive conferences offer unrivalled inspiration for students' studies with links to business, computing, design and technology, maths, media, psychology and science. For more visit [www.euro-study-tours.co.uk](http://www.euro-study-tours.co.uk) or email [estsales@euro-study-tours.co.uk](mailto:estsales@euro-study-tours.co.uk).



### SCREEN BREAKS

Dive into some of the wildest regions in the British Isles with Outward Bound. Taking a holiday from Snapchat, students will climb real and metaphorical mountains on their trip.



## 10 Outward Bound

There's never been a better time for an outdoor residential. An Outward Bound experience immerses young people in nature on wild adventures, empowering them with the most important lesson they could ever learn: to believe in themselves. During a five-day Outward Bound residential, young people explore some of the wildest corners and tallest mountains the British Isles has to offer. They'll take a break from exam stress, screen time and Snapchat to focus on raising their confidence, developing resilience, and building connections outside the classroom. Relationships developed on a residential help strengthen the bond they feel with school, as well as building a culture of support and cooperation in the classroom and with their peers. Dive in at [www.outwardbound.org.uk/schools](http://www.outwardbound.org.uk/schools)





**Years of adventure**

# **Delivering transformative trips and lasting memories SINCE 1983**

With programmes that link to the curriculum, character development and revision skills, now is the time to start planning your next secondary school residential...



**Mid-week packages  
from just £86pp**

[www.kingswood.com](http://www.kingswood.com)



## EVERY MAGICAL MINUTE

# Get ahead with skills for life

Kingswood's new programme (for 11-18 year olds) changes how students see themselves

Creativity, collaboration, communication and critical thinking are recognised as the four main 21st-century skills needed to become successful in education and the job market. "Across each element of the Skills4Life programme, we aim to build and measure the resilience of young people to move beyond pre-conceptions of their ability," says Dr John Allan, Kingswood's head of learning and impact. "Through progressive exposure to challenges with meaningful, real-life applications, the positive impact upon a young person's adaptability and view of themselves becomes almost tangible."

## Day one

An interactive team building session and some outdoor adventure activities will set the tone for the days ahead. A task entitled 'Scrapheap Challenge' requires creativity and collaboration.

## Day two

Their first vocational task is the 'Enterprise Challenge'. Students

develop business-relevant skills and apply them to a project, working on marketing, product design, and budgeting before communicating their final ideas. The day ends with reflection and relaxation by the campfire.

## Day three

'Your Voice Matters'. Students participate in debate and dialogue around issues that matter to them and their local areas, allowing them to practise their critical thinking skills. Following a reflection session, the afternoon focuses on a range of resilience-building bush-craft skills, in the aptly named 'Food for Thought' challenge. Each team collaborates in a

task to prepare a meal together working within a set budget and resources.

## Day four

For the final full day, students tackle the 'Epic Challenge', working through tasks in competing teams in their bid to become champions. A series of outdoor challenges are set, allowing teams to collaborate as they harness the skills they have built throughout their trip.

## Day five

A celebration of everyone's achievements with some more exciting activities and a reflection session to fully embed their learning.



"It's the combination of vocational skills and outdoor adventure that creates significant behavioural changes in young people, by building their resilience."

Dr John Allan

## { BEFORE YOU GO }

### CHOOSE A CENTRE

The five-day Skills4Life programme of social, entrepreneurial and problem-solving challenges is available at each of Kingswood's 11 activity centres nationwide from Devon to Northumberland.

### PLAN YOUR TRIP

Kingswood's team of experienced experts can help you plan, promote and manage your trip from start to finish with useful reminders along the way.

### MEASURE LEARNING

With consent, Kingswood measures and evaluates the impact of its programme on the resilience and wellbeing of students. Findings will be shared with each group to provide a springboard for future development.



They will take away far more than just  
**FANTASTIC**  
*memories...*



E-mail [conwaycentres@edsential.co.uk](mailto:conwaycentres@edsential.co.uk)  
visit [www.conwaycentres.co.uk](http://www.conwaycentres.co.uk) or call **01248 714501**  
to find out how we could give your students the best school residential experience.



*Dive in to your  
next residential*



6 THINGS TO DO AT...

# Conway Centres

Boost student wellbeing, raise exam attainment and bring the curriculum to life in this beautiful North Wales setting

## 1 Transition to secondary

Transitioning to secondary school can be a daunting time for Year 7 students, which is why Conway Centres has developed a programme specifically designed to support young people during this time. This programme is purposefully run between November and March when weather may be more challenging, to encourage children to thrive in the natural environment. Students will return to school ready to embark on their secondary adventure.

## 2 Support students with a wellbeing residential

This unique combination of adventure activities and mental health coaching supports students and improves their mental wellbeing. The experienced tutors teach techniques to develop students' coping strategies to deal with everyday pressures more effectively, and ease anxiety and stress. This programme is perfect to support students with GCSE pressures.

## 3 Explore the great outdoors

With stunning coastlines, the largest Welsh mountain summit and infamous glacial valleys all close by, Conway Centres Anglesey is perfectly located to explore the distinctive landscapes North Wales has to offer. Whether you want your GCSE students to apply specific geographical knowledge, understanding and skills to a real out-of-classroom environment, or help A-level pupils develop their knowledge of locations, places, processes and environments, Conway Centres Anglesey is perfect for a geography field trip.

## 4 Prepare students with exam support

Led by creative professionals, Conway



Centres' exam support courses assist students during their all-important exams. From GCSE dance to A-level music, Conway Centres specialises in arts residential courses that are carefully crafted to boost grades, raise attainment, and inspire individuals.

## 5 Combine revision with adventure

This unique course gives your students the opportunity to focus on their upcoming exams. Teacher-led sessions in the dedicated indoor and outdoor classroom spaces will increase attainment and offer a deeper understanding of subjects away from the day-to-day distractions at home. Adventure activities between revision sessions will support students in dealing with exam pressures more effectively. Perfect for your Year 11s.

## 6 From land to water...

This course of land and water-based adventure activities helps students learn about themselves, others and the environment. The activities will challenge, motivate and develop students by encouraging them to step outside of their comfort zones in a safe space. Students will work together with team-building activities, making it perfect for lower sixth form, so they are ready for the next two years!

### STILL UNSURE?

Why not consider the complete Conway Adventure Experience to get the most out of your residential. It offers a jam-packed itinerary including water, rope, land, the arts and more!



# *“What are you WAITING FOR?!”*

High-quality learning experiences for students are within every school’s reach.  
Here’s how to make it work, says **Matilda Miles**

**A**s the days get longer and warmer, there’s a feeling of renewed hope in the air. Spring is upon us, yet schools continue to face mounting pressures and big challenges. With ever-tightening budgets and stretched resources, it can feel like playing a game of catch up, with ‘non-priority’ activities such as learning outside the classroom (LOtC) being put on hold. Yet LOtC shouldn’t be an add-on that only happens once in a while on a big off-site school visit;

Compared with a full outing this approach lowers costs, lowers risk, uses staff time efficiently, is more sustainable, and easily adaptable to students’ ability, subject and learning objectives. But there’s more...

## **Explore your local area**

No matter whether your school is based in an urban or rural environment, there will be a huge range of learning opportunities on your doorstep. From a short

about their profession or trade, students will relish learning in different places that are familiar to them and it will help them develop connections with their local community.

Travelling by public transport is also a fantastic learning opportunity – something that enhances confidence and provides invaluable life experience. It can develop skills

such as money and time management, understanding how and where to buy tickets, how to use public transport safely, and appropriate behaviour and respect for operators and other passengers.

## **Rethink your MO**

What about safety and learning outcomes? With some creative thinking and planning ahead, educational visits and experiences can be accessible for all schools and students without sacrificing safety, quality and learning outcomes.

*“Whether your school is based in an urban or rural environment, there will be a huge range of learning opportunities on your doorstep”*

it should be woven into the school curriculum and daily teaching practice to have maximum impact. Start with the question – is the classroom the best place to teach this lesson? LOtC might be as simple as taking your students outside into the school grounds and using the environment to explain a new concept.

walk to the local shops or park, arranging a visit to the local mosque or church to find out about religious celebrations, taking the bus to the town’s art gallery, museum or theatre, or inviting parents or local businesses into school to talk to your students





Why not take a short walk around the local area with your teaching team to identify the learning opportunities? What are the natural spaces, businesses, attractions and community groups you could connect with? What areas of the curriculum could they support? Planning ahead and considering potential risks are key to a successful outing and including the students in this process can benefit everyone, especially children with SEND; by talking them through any plans beforehand they will feel more prepared and engaged.

“Prior to 2020, our school had 500 students taking part in residential courses,” says Jon Clarke, the shadow headteacher at Walsall Academy in the West Midlands. “Because of the Covid-19 pandemic we went from that down to zero in a day! We soon realised that the local area also had so

much to offer and vital core learning could still be achieved. So, we pushed the reset button and came out stronger because of it.”

## Look for the badge

If you think your students would benefit by visiting a particular venue or organisation, plan ahead and look for the LOTc Quality Badge. This is the only national accreditation that recognises LOTc providers offering high-quality learning experiences as well as effective risk management, and is endorsed by the Department for Education. By visiting an organisation or venue that holds the LOTc Quality Badge, you can also reduce your paperwork, as you don’t need to carry out your own risk or quality assessments regarding the activities provided. It makes sign-off for your visit quicker and simpler, and with a variety of badge holders across the country you may be surprised at the range of providers who offer low-cost or free activities in your local area.

Organisations such as Canal & River Trust, Ernest Cook Trust and the Youth hostel Association provide different levels of free support to schools, particularly to those in deprived areas. All of the Science Museum Group sites hold the LOTc Quality Badge and there are many local

## WHY LOTc DESERVES TO TOP YOUR TO-DO LIST...

### THE RESEARCH IS IN

Two new reports from CLOTc and Natural England confirm LOTc in natural environments can deliver multiple positive health and learning benefits for students and staff. Specific outcomes include improved attendance rates, attainment and physical activity, as well as positive outcomes for mental health, including emotional wellbeing, self-esteem, and resilience.

### THE SOFT OUTCOMES ARE SIGNIFICANT

Schools that have already embedded LOTc into their routine teaching practice demonstrate it can have a positive social return on investment (SROI) as well. The forecast SROI for schools with embedded LOTc in natural environments as a whole school approach is £4.32 for every pound that is invested, and this is likely to be an underestimate.

### ALL LOTc IS GOOD

The reports suggest LOTc has a positive impact whether it happens on school grounds, locally or further afield on an off-site visit. The reports find even the natural environments in or around homes and educational settings are associated with positive learning, behavioural, emotional, and health outcomes. You can read a full summary of the evidence reports on the CLOTc website.

galleries and museums that do too. You can search for badge-holders by area or by type, quickly and easily on the LOTc Quality Badge website.

At the Council for Learning Outside the Classroom (CLOTc), we believe any place can be a learning space, and we work to support schools and organisations dedicated to ensuring more children and young people have opportunities for life-changing learning experiences beyond the classroom. Through our Learning Beyond programmes for schools – the LOTc mark and mentoring – we offer training and resources on using your school grounds

and learning in your local area. With the many positive benefits of LOTc now well-evidenced and tailored support from CLOTc for schools at all stages of developing their LOTc provision, there’s more reason than ever to take your teaching beyond the classroom walls and bring learning experiences to life.



**Matilda Miles** is communications and marketing manager at the Council for Learning Outside the Classroom.

[lotc.org.uk](https://lotc.org.uk)



# Mission: possible

Supporting pupils to bounce back after Covid-19? You can help them bounce beyond, even on a budget says **Dr John Allan**

**W**hilst we're all relieved to get back to some sense of post-pandemic normality, the after-effects for young and vulnerable people in particular are ongoing. According to a recent student study by mental health charity Mind, "Around a third of adults and young people state their mental health has got much worse since March 2020."

Action is needed to encourage pupils' adaptability, turn around negative behaviours and improve mental health and wellbeing, and I think the solution is in our grasp. Outdoor adventure learning and residential experiences can significantly help young people re-build their social skills, learn how to re-connect, face challenges head-on, and thrive again. It's not about bouncing back; we're interested in supporting young people in bouncing beyond.

## What is 'bouncing beyond'?

We coined the term as a way to describe the benefits of exposing young people, particularly KS3 and KS4 pupils, to resilience-building adventures. Resilience encourages young people to go from surviving threats to their wellbeing to thriving despite difficulties. So while the pandemic certainly evoked heightened negative emotions and survival responses as a reaction to stress, there is a path through for young people. Switching to a growth

mindset is achievable through participation in activities that invigorate our emotions, deliver clearer thinking, and allow the means to create new, healthier memories of being faced with challenges.

So, bouncing beyond is a way for individuals to positively adapt their behaviours to overcome the adverse effects of stress. This isn't simply about learning how to deal with setbacks, it's more about building a repertoire of personal assets, such as self-confidence along with external resources, for example, being able to gain help from others, to bounce beyond and grow from the stress response. Underpinned by the positive, healthy influence of getting

outdoors and into nature, this creates a gateway for young people to realise their strengths when faced with life's challenges.

## How adventure helps

Feelings of self-belief and the resilience to bounce beyond can be developed from a young age in an outdoor adventure setting. Activities within natural outdoor learning environments enable young people 'to perform better across a range of physical and cognitive tasks than those in uni-sensory settings' (Mayer, 2001). Authentic, multi-sensory activities which allow youngsters to experience realistic consequences for

success and failure act as lessons for life that can't easily be taught in a classroom setting. We see it all the time at our centres. Learning outcomes focused around creating resilience are integrated into all our programmes and underpin the four main Cs of 21st century skills: creativity, collaboration, communication and critical thinking.

These are precious skills, especially since for many 11 to 16-year-olds, the majority of social interaction and communication happens through the use of mobile phones, gaming and other digital platforms. Face-to-face communication and opportunities to get outdoors are limited. Add to that the impact of home schooling and academic setbacks; compared to

peers two years ago, youngsters in this age bracket now have suffered significantly in their personal and social development. Outdoor adventure is remarkably beneficial for building character, as it supports learners to make personal judgements of risk-taking based upon the perception of their abilities in uncertain settings.

## Where you come in

For example, being immersed in a natural outdoor setting gives young people a dose of reality and respect for the environment.

Allowing learners to own their responses to unfolding circumstances, whether through communication while raft building or the perceived-risk of abseiling down a tower, helps young people take stock and improve social competencies.

It also helps them gain a wider attention focus and understand their own resilience, which can be called upon when difficult situations demand it.

Your own role, as a teacher or SLT, is pivotal. We find encouraging teacher participation with knowledge transfer in-mind also maximises the value of adventure experiences. The most impactful outdoor adventure programmes are those that enlist the collaborative effort of teachers, talk the language of schools, align to curriculum learning and empower youngsters to become educated risk-takers. Did you know that receiving positive reinforcement from a meaningful adult, such as a teacher, has ten times more positive impact on a young person's self-efficacy? This is why we actively encourage

teachers to be part of their programmes and a young person's learning experience.

## Vitamin green

Given all this evidence, it's not surprising that an advisor for the Paul Hamlyn Foundation said, "For some children a week's residential experience is worth more



## MAKE THE MOST OF YOUR TIME AWAY

"A residential will be one of the most compelling, confidence-building, exciting and enjoyable experiences a child will have. Encourage your class to embrace every moment." – Lauren Pethybridge, director of residential centres at Kingswood

"From the moment groups arrive, progressive itineraries will start with orientation and 'ice breakers' to create a feeling of team unity; that 'we're all in this together'". – Carol Bone, general manager at Kingswood West Runton

"Positive psychology empowers individuals to thrive rather than focus on their limitations. This includes changing self-perceptions, creating pro-social attitudes, building resilience and enhancing health and wellbeing." – Dr John Allan

than a term of school." Natural environments deliver unique qualities that enable young people to re-adjust their behaviours, relax and gain a broader perspective on life. Did you know even five minutes of daily exercise undertaken in an urban green space may be sufficient to boost a child's physical and mental wellbeing? A combination of active and restorative outdoor adventure learning becomes even more powerful when forming part of a progressive programme designed for learning.

natural mapping skills and learn how to distinguish between themselves and others.

Despite the body of research in its favour, the decision to send a child on a residential isn't always simple. It's clear that the cost of living crisis is having an impact on many families who may not have previously faced financial pressures. Due to this, and tightening school budgets, children are being deprived of one of the most memorable learning experiences in their academic life: the school trip. Our Hardship Fund [learn more on page

of students and gain from larger group discounts. Visiting off-peak, outside of the summer months, will also reduce the price of a trip. Finally, local fundraising and requesting charitable donations from organisations including parish churches and rotary organisations could help bring costs down.



**Dr John Allan is head of learning and impact at Kingswood, which celebrates 40 years of adventure in 2023.**

[@Kingswood\\_](https://twitter.com/Kingswood_)

[Kingswood.co.uk](https://www.kingswood.co.uk)

Giving children choices and the autonomy to play and explore in a natural space is a primary mechanism through which they become freely acquainted with their environment, develop

6] creates an opportunity for every child to access the transformational benefits of outdoor adventure. Other ways to reduce costs include making trips cross-curricular: by broadening the criteria of a school trip, headteachers can appeal to a wider selection



# English Heritage

Looking for a memorable history trip for your GCSE class? These five great options will bring learning to life...

**1 Kenilworth Castle, Warwickshire**  
Kenilworth Castle has been a major military stronghold, a royal palace and an inspiration to writers and artists for 900 years. Give your students deeper knowledge of Kenilworth on one of our GCSE tours, and use our free GCSE guide to support a study of the historic environment.

**2 Stonehenge, Wiltshire**  
Study this iconic monument, including the early significance of the landscape to the first builders of Stonehenge and the three phases of its construction. Explore the changing beliefs surrounding the site as a sacred place, and how different people used Stonehenge throughout history.

**3 Dover Castle, Kent**  
Guarding the shortest crossing between England and Europe, Dover Castle became known as the 'Key to England' for its crucial defence of the coastline for 2,000 years. Its rich history makes Dover ideal for studying changing attitudes towards defence and the evolving psychology of war.

**4 Battle Abbey and battlefield, East Sussex**  
Re-enact a decisive moment in the Norman conquest of England with an interactive, expert-led walking tour of the battlefield and wider site. Explore events leading up to the Battle of Hastings and discover how the Normans established control after their victory.

**5 Carlisle Castle, Cumbria**  
Dominating the landscape around it for 900 years, the castle was the focus of territorial wars between the monarchs of Scotland and England throughout much of medieval history. It remained in military use until 1959, so makes an ideal study of siege warfare and the changing use of castles in England.

## ENQUIRE NOW!

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CH7684\_12/22



# *“It happened* **TO ME”**

School trips that connect atrocities to real, human experiences provide a rich and invaluable learning experience

ALESSANDRO BUCCI

**F**or many pupils, an understanding of the Holocaust is gleaned from films and fragments of popular culture. So, students are often shocked to be told they could meet Holocaust survivors in Asda.

Helping students to the realisation that history crosses over into their daily lives is powerful. At Holocaust Centre North, we work closely with schools to tell a global history through local stories. We look at the role of propaganda in indoctrinating a nation, the daily lives of people living under Nazi rule and the roles of bystanders, collaborators and perpetrators. Pupils explore a broad section of victims and their experiences including Jewish, Roma, LGBT and disabled people. We challenge students to consider how they'd respond to difficult situations across the world today; once immersed in the subject they realise it's very different to *The Boy In The Striped Pyjamas* or *Jojo Rabbit*.

## **The power of the personal**

Hearing directly from people who experienced persecution first hand really brings the subject into focus. Using first-hand testimony not only commands students' attention but also provokes strong responses.

This is undeniably a difficult subject to teach and the value of allowing experts to share their knowledge of one of the most important episodes of the 20th century – with documents, pictures and artefacts from the archives – is immeasurable.

This approach not only

*“Students are shocked to be told they could meet Holocaust survivors in Asda”*

Our sessions frequently include talks by Holocaust survivors and pupils are fascinated to hear their stories and question them about the Nazi regime. It's a very heartfelt, authentic and emotional way of tackling history and helping students learn about the atrocities committed in the Second World War.

It's also been proven to be equally enriching and valuable for teachers, allowing them to increase their learning of the Holocaust alongside students.

provides a rich picture of how events unfolded in 1930s and 40s' Germany, but also challenges popular misconceptions. For example, some key findings in research by University College London show that many students struggled to correctly place the location of the Holocaust geographically. A further 55% of survey respondents incorrectly thought that the mass murder took place in Germany, not Poland, and only 37% of young

people know what the term 'antisemitism' means. Similarly, a third of the respondents massively underestimated the scale of the murder of Jewish people, with ten percent believing that no more than 100,000 lives were lost.

## **Challenging 'alternative facts'**

Discussions will also focus on the growth of Holocaust denial stories through social media. We know that most pupils will not have been exposed to the victims of genocide but they will most likely have been exposed to people peddling conspiracy theories on social media. Visitor centres like ours encourage students to challenge the veracity of sources and help them recognise the importance of trusted and reliable sources that are free from bias and backed up by firm evidence.

Teachers are often more aware than most that history has become a battleground to discern facts from fiction in the 'post-truth era', but a really good learning session helps push back against dangerous falsehoods. Above all, our aim is to foster empathy, tolerance and a deeper sense of humanity to counter hate. Now those are learning objectives we can all get behind.



*Alessandro Bucci is the director of Holocaust Centre North in*

*Huddersfield, which welcomed 3,000 students through its doors in 2022 and is aiming to exceed 5,000 this year.*

 [hcn.org.uk](http://hcn.org.uk)



## 5 OF THE BEST

# THEATRE TRIPS

Bring up the lights on a holistic learning experience that brings texts, storytelling design, music and dance together

## 1 **An Inspector Calls**

Stephen Daldry's multi award-winning National Theatre production of JB Priestley's classic thriller is completing its tour of UK theatres this spring/summer term. Winner of 19 major awards, *An Inspector Calls* has been hailed as the theatrical event of its generation. Featuring Ian MacNeil's ingenious designs, with music by Oscar-winning composer Stephen Warbeck and atmospheric lighting by Rick Fisher, this production celebrates a play that's hugely popular amongst school groups as a GCSE syllabus text. Early booking is advised; take advantage of the generous school discounts available at each theatre. Learn more at [www.aninspectorcalls.com](http://www.aninspectorcalls.com) or email [info@pwprods.co.uk](mailto:info@pwprods.co.uk)

### REOPEN THE CASE

Breathe new life into Priestly's compelling script by taking students to this award-winning production



## 2 **Come From Away**

This joyous new musical shares the extraordinary real-life story of the 7,000 air passengers from all over the world who were grounded in Canada during the wake of 9/11, and the small Newfoundland community that invited these 'come from aways' into their lives on one of the most memorable days in world history. Greatly relevant for students studying PSHE, English, drama and history, *Come From Away* engages students in the essential, school-wide teachings of empathy and inclusivity within a community. The power of human kindness that shines through in this remarkable story carries an important message of unity and hope for students in today's turbulent times.

[ComeFromAway.co.uk/education](http://ComeFromAway.co.uk/education)



### 3 Regent's Park Open Air Theatre

This year, Regent's Park Open Air Theatre celebrates its biggest season yet! One of the highlights of the season is *Robin Hood: The Legend. Rewritten*. Think you know the story of Robin Hood? Think again. Prepare for a thrilling new take on the classic tale, set in a desperate, divided kingdom where only the truly cunning can outwit the sheriff's wrath. Told with epic storytelling, stirring songs and absolutely no green tights (well, maybe just a flash), in the ancient wooded heart of Regent's Park, Robin Hood is a riotous folk tale for our times. Education tickets are just £16.50 for non fee-paying schools. For more visit [www.openairtheatre.com](http://www.openairtheatre.com)

#### MEN NOT IN TIGHTS

The open air theatre in Regent's Park is the ideal setting for this stylish retelling of Robin Hood



### 4 Disney's Frozen

The musical that's sure to give you chills is now playing at Theatre Royal Drury Lane. With incredible special effects, jaw-dropping scenery and an unforgettable score from Kristen Anderson-Lopez and Robert Lopez, *Frozen* is an exhilarating experience that will stay with you long after the curtain falls. Inspired by Hans Christian Andersen's *The Snow Queen*, *Frozen* draws inspiration from Nordic cultures and mythology. To enhance your visit to the show, there is a wealth of resources available, including free lesson plans and wellbeing resources for KS2 pupils. This heart-melting theatrical production is brought to spectacular life on stage by a multi-award-winning creative team. For more information, visit [www.disneyonstage.co.uk](http://www.disneyonstage.co.uk)

### 5 Woman in Black

Dame Susan Hill's acclaimed ghost story comes dramatically to life in Stephen Mallatratt's ingenious stage adaptation, the perfect destination to give your group an experience to remember. Now celebrating over three decades in the West End, this gripping production is a brilliantly successful study in atmosphere, illusion and controlled horror! A lawyer is obsessed with a curse he believes has been cast over him and his family by the spectre of a woman in black. At his wit's end, he engages the services of a skeptical young actor to help him tell his terrifying tale and exorcise the fear that grips his soul. For more visit [thewomaninblack.com/home](http://thewomaninblack.com/home) or email [enquiries@groupline.com](mailto:enquiries@groupline.com)





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**Claire Arnup**, Program Manager,  
Imperial Global Summer School



**Imperial College  
London**



## 6 THINGS TO DO IN...

# South Kensington

Rich culture, together with Imperial College's modern learning spaces and accommodation, make this the perfect destination

## 1 Get cultural at three major museums

Marvel at the world's largest museum of applied arts, decorative arts and design, the Victoria and Albert Museum (V&A). Travel back through 4.6 billion years of our planet's history at the Natural History Museum. Discover the science behind the technology that shapes our everyday lives and explore the history and future of scientific innovation at the Science Museum.

## 2 Discover on-campus teaching

As one of the largest academic venues in London, Imperial Venues has a great selection of over 100 modern, flexible spaces to suit every need. It also provides a range of four-star accommodation options available each summer that boast modern comforts. Conveniently located next to some of London's top attractions, with the Underground less than a ten-minute walk away, it's the ideal venue for your next school trip.

## 3 Take in a performance

Located only a few steps away from Imperial Venues, the Royal Albert Hall is the perfect place for pupils to immerse themselves in a show. Host to the annual BBC Proms concerts, as well as classical concerts, ballets, opera, and gigs, the Royal Albert Hall has something for everyone.



### GOOD TO KNOW

Opening its student halls of residence from July to September, Imperial College offers groups of all sizes affordable accommodation in great London locations.

## 4 Wander the parks

Soak up the fresh air and get your steps in with a stroll through Hyde Park. Covering 350 acres, Hyde Park has an abundance of green space and a large lake open to boat hire in the summertime. Alternatively, admire the views of the beautifully landscaped Kensington Gardens, being sure to take a gander at the artwork held at the world-famous Serpentine Galleries, hosting both contemporary and modern art exhibitions.

## 5 Explore the history of music

Another impressive building of South Kensington is home to the Royal College of Music Museum, perfect for music



lovers. The museum is an interactive space, holding regular performances by Royal College of Music musicians, and houses a rich collection of historical musical artefacts, such as the earliest known guitar and stringed keyboard instrument.

## 6 Get some retail therapy

After an eventful day spent in South Kensington, why not check out Kensington High Street and go souvenir shopping at the iconic Harrods? A department store like no other, Harrods is the perfect window-shopping spot. With its treasures spanning over eight floors and including over 3,000 brands, it's hard to run out of things to browse.



## 5 OF THE BEST

# MUSEUMS TO VISIT

Reanimate the past for your pupils with first-hand encounters to kindle a life-long passion...

## 1 Imperial War Museum

The IWM's free digital – and Teach Secondary Award winning – professional development resources explore a range of topics to support your teaching. As the global authority on conflict and its impact on people's lives, the IWM has created these resources led by both IWM experts and teachers. Each is designed to help support KS3/4 teaching across a range of subjects, from Empire and conflict to the Holocaust. The resources include practical guidance on approach, language, finding sources and how to manage difficult conversations in the classroom. For more details, and to sign up for IWM's teacher eNews, visit [iwm.org.uk/learning](http://iwm.org.uk/learning)



### ALL RISE

A visit to the National Justice Museum means the opportunity to roleplay in real courtrooms.

## 2 The National Justice Museum

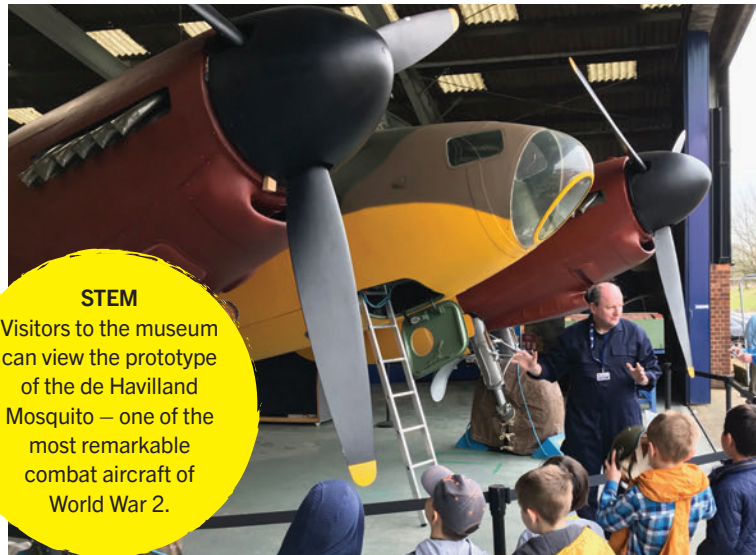
Discover bespoke, curriculum-informed opportunities to learn about the role of law in society and active citizenship across all key stages with the National Justice Museum, which provides award-winning education programmes in Nottingham, the Royal Courts of Justice in London, and in settings such as the Greater Manchester Police Museum and Manchester Metropolitan University. Tying in with themes of British values, careers and PSHE, the National Justice Museum's inspirational educational visits use real courtrooms, student role play, actors, museum spaces and objects to help students gain a hands-on understanding of the law and justice. View the full range of sessions at [www.nationaljusticemuseum.org.uk/museum/learning](http://www.nationaljusticemuseum.org.uk/museum/learning)





### 3 Science Museum, London

Visit the Science Museum in London for a brand new, free STEM careers experience for young people. Your students can peek behind the scenes at the show *Technicians: The David Sainsbury Gallery* and get hands-on with exhibits that simulate job-related tasks. Made in collaboration with the NHS, National Grid, Marvel Studios and the University of Sheffield Advanced Manufacturing Research Centre, the gallery is based on real tasks technicians do every day. The *Technicians* Gallery will support productive careers conversations with secondary school students, offering an informal yet educational encounter with a huge range of technical career paths. Download the activity trail at [sciencemuseum.org.uk/technicians](http://sciencemuseum.org.uk/technicians)



#### STEM

Visitors to the museum can view the prototype of the de Havilland Mosquito – one of the most remarkable combat aircraft of World War 2.

### 4 De Havilland Aircraft Museum

A de Havilland Aircraft Museum workshop captures the 'Golden age of flight', and takes students to the country's first aviation museum. Here the emphasis is not only on historic aircraft but also the vast contribution to engineering, design and manufacturing that the de Havilland Aircraft Company made. Situated at Salisbury Hall, London Colney, AL2 1BU, just off J22 of the M25, it offers specially tailored experiences for students through its collection of more than 20 de Havilland aircraft, some of which they can sit in!

For details, visit [www.dehavillandmuseum.co.uk](http://www.dehavillandmuseum.co.uk), call 01727 826 400 (24hr) or email [learning@dehavillandmuseum.co.uk](mailto:learning@dehavillandmuseum.co.uk)

### 5 The Brooklands Museum

Brooklands Museum is a 32-acre site steeped in history and linked with world-famous achievements. Its collections of historic cars, aircraft, motorcycles, bicycles and artefacts tell fascinating and inspirational stories. From its creation in 1907, through two World Wars and for most of the 20th century, Brooklands was a centre for breaking speed records, motor racing, advances in science and technology and where thousands of aircraft were tested and flown. Today, students can sit inside real aircraft, drive a Formula 1 simulator around Brooklands race track, design their own aircraft and step on board a real Concorde.

For more information, call 01932 857 381, email [learning@brooklandsmuseum.com](mailto:learning@brooklandsmuseum.com) or visit [www.brooklandsmuseum.com](http://www.brooklandsmuseum.com)



#### MUST SEE

Brooklands is home to one of only two surviving Wellington Bombers, raised from Loch Ness, where it crashed in 1940.



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## WE'RE THE EXPERTS

# “We offer an unforgettable theatre experience”

Alice Gordon shares the magic of open-air theatre: an electrifying encounter for any group

### What sets your venue apart?

Regent's Park Open Air Theatre is the oldest professional, permanent outdoor theatre in Britain and our annual 18-week season is attended by over 140,000 people each year. Established in 1932, we're situated in the heart of Regent's Park; our 1,300-seat, open-air auditorium along with the wonderfully unpredictable nature of outdoor theatre makes each visit here extraordinary and thrilling. With the sound of birds chirping (and the occasional roaring lion from London Zoo round the corner), the gentle breeze and trees towering above, it is an unforgettable experience.

### How does this impact performances?

Every live theatre performance is unique to its particular audience, and being outdoors the performances are driven by weather and temperature. Take away the ceiling and walls of a theatre, and the traditional barriers seem to melt away too. The relationship between actors and audience is more direct, creating the ideal environment for young people to enjoy high-quality drama.

### Which productions are you staging this summer?

Our 2023 season starts with the musical *Once On This Island* (10th May to 10th June) – a wonderful Caribbean story of love, grief, faith and hope – and *Robin Hood: The Legend. Rewritten.* (17th June to 22nd July), which promises humour, heart and a forest full of secrets. Our artistic director, Timothy Shearer, then directs the show-stopping musical *La Cage aux Folles* (29th July to 16th September)



#### EXPERT PROFILE

**Name:** Alice Gordon

**Job title:** marketing manager

**Area of expertise:** audience development

**Best part of my job:** Seeing new people experience our theatre for the first time

and we've also extended our work for younger audiences, with daytime productions including an adaptation of Ben Okri's *Every Leaf A Hallelujah* (22nd May to 10th June), and *The Tempest: Re-imagined For Everyone Aged Six and Over* (30th June to 22nd July).

### How do you accommodate SEND students?

We have seven level-access wheelchair spaces available at every performance. We're also offering assisted performances for our main stage productions, including captioned, BSL interpreted, and audio described shows. There's also a Sunday afternoon relaxed performance of *The Tempest*.

### What will students remember most?

We offer contemporary and relevant productions to students, presented in an auditorium resembling a Greek amphitheatre. With the audience essentially wrapped around the performance, every person has an experience that feels inherently intimate.

## ASK ME ABOUT

**TAILORING YOUR TRIP** – Storytelling may expose students to difficult subjects and situations beyond their own lived-experience. We can listen and help navigate issues raised.

**LINKING YOUR LESSONS** - We can help link the stories we tell with the work you do, from universal themes to specific content.

**ARTS CAREERS:** My working-class background makes me incredibly passionate about access to the arts, and ensuring young people see theatre as a viable career.

[www.openairtheatre.com/education](http://www.openairtheatre.com/education) E: [education@openairtheatre.com](mailto:education@openairtheatre.com)



# How to give parents financial SUPPORT

Offering parents flexibility when paying for extracurricular activities will ensure no student misses out on vital learning opportunities, says **Daniel Harvey**

**E**ducational visits and extracurricular activities provide young people with powerful, motivating and memorable experiences. At good schools, all students will get to experience a wide breadth of opportunities. But for that to be possible, school leaders need to be very clear about how students from disadvantaged backgrounds can participate. Schools can offer experience days, on which all students within a particular year group take part in a visit. Where school trips are an extension of a subject's curriculum, school leaders must ensure that every student who needs to attend can do so.

## Subsidised prices

You may need to make precise calculations about how to use your budget to enable disadvantaged students to access these extracurricular activities. It may be that leaders can offer a range of payment options by ring-fencing budgets. By working directly with parents you can explore the possibility of subsidising prices for disadvantaged families. It's essential that you communicate these kinds of payment avenues to both parents and staff. Teachers

who are designing and leading the trips will need to understand how participation will be supported and aspirations raised.

Many schools have become highly adept at sourcing and accessing funding streams to support valuable education experiences. These might range from using Parliamentary funding to subsidise visits to the House of Commons, to making links with leading universities and promoting their offer to talented students from a diverse set of backgrounds.

## Flexibility and time

In my experience, schools can do more to build flexibility into their payment arrangements. Amid the cost of living crisis, many families are now likely to have disrupted and uneven incomes. This can make it difficult to stick to payment plans. Good, supportive parental engagement can go a long way towards boosting student participation and

ensuring payments are ultimately completed. It can often be the case that some families simply need more time.

You'll typically need to plan overseas visits months in advance. This means that they easily lend (no pun intended) themselves to payment plans spanning months. As well as easing families' short term financial burdens, long payment plan periods can also allow for more individualised payment arrangements in the event of unforeseen circumstances. Occasionally, a student may need to pull out of a trip at short notice. If too many opt to do so it can threaten a trip's financial viability.

## Risks and burdens

It's good practice to ensure consistent and clear communication around whether deposits are non-refundable, details of payment dates and the potential consequences of missed payments. Manage parental expectations and ensure your trips don't run at a loss. Make sure parents are also aware of what to do if they encounter financial difficulties. Explain how you can support them in completing any hardship payment plans. The payment plan dates for overseas

trips are often closely linked to times when a third-party travel company has to pay a significant bill, such as airline tickets or hotel costs. Being able to work with your school business manager on such matters is hugely important.

The educational visits (EV) co-ordinator and trip leader should assess the financial risk that a trip presents to the school. This way, you can mitigate the risks through effective planning and communication. The EV co-ordinator should monitor the proposed dates and target audiences for trips so that parents aren't lumbered with any unnecessary financial burdens. An example of what to avoid could be a history and a geography department both deciding to run high-profile education visits to support option choices in Y9.

With appropriate planning and support in place, your vision for raising student aspiration and expectations via a diverse programme of extracurricular activities reflective of your school's values can still be realised.



**Daniel Harvey** is a GCSE and A Level science teacher at an inner city academy.

He is also lead on behaviour, pastoral and school culture.





# See it to BE IT

Engineering needs your students, but they won't find the inspiration required in the classroom, says **Rebecca Hale**

**W**e see examples of engineering in action all around us, but if you ask young people to describe what engineering is, what would they say?

Engineering encourages deep thinking skills. It requires critical analysis, empathy, and experimentation. Put simply, engineering is problem solving. The benefits of STEM education are clear. But engineering isn't always taught in the same way as core subjects like maths and science. Not all schools teach it as an option after 14 and recent figures showed a 31% decline in GCSE entries. As a result, many students think of an engineer as a mechanic or someone who fixes a boiler. We need to shift perceptions of engineers as people who fix things to people who figure out how to fix things.

## Building 'better'

A further imperative to engage all students with engineering is the lack of diversity within the sector. Last year, EngineeringUK reported that only 16.5% of engineers are women, whilst the Society of Women Engineers (SWE) and the National Society of Black Engineers (NSBE) report that globally just two percent of engineering professionals are women of colour. In

a 2017 study, Microsoft also highlighted that an interest in engineering significantly wanes in girls aged between 11 and 16. But this not due to a lack of academic success. Quite the opposite. Girls regularly outperform boys in STEM GCSEs but still comment that they 'don't really get it'. This suggests they feel they can pass the exam, but do not know how to apply their knowledge. And if they don't feel they 'get' a subject, it is unlikely they will want to work in a related sector.

At London Transport Museum, we see this too. Girls taking part in our Inspire Engineering sessions traditionally report a greater increase in understanding about engineering, but boys are more likely to

report that they feel it's more interesting to them as a career. Just teaching engineering won't solve this problem. It is about making sure girls not only feel confident in STEM subjects but that they have opportunities to apply their knowledge, helping to combat the feeling of being a 'fraud' when receiving high grades. This is where cultural organisations like museums can make a big impact. We can offer you the chance to take your pupils out of the classroom to test their engineering skills for themselves. This is particularly important if we want to tackle the gender gap.

## IRL rolemodels

Meeting role models is also pivotal. Students often tell us about the importance of seeing themselves represented in the engineers they meet. Early career engineers present a relatable, recent, and accurate picture of what the next steps for students could be. And when engineers are honest and open about their job, we see students' perceptions change more positively.

We shouldn't just think of role models as people who work in STEM careers though. A study in the US revealed that when mothers told their daughters they were not good at maths in school

it resulted in the decline of the girls' achievement. As educators, together we can introduce young people to a variety of perspectives and experiences. One way you can do this is by sharing real world examples of people who have engineered solutions in the past and who are working on solutions for the future. Behind every solution is a person who quite often struggled to succeed straight away. You find resilience, perseverance, creativity, and collaboration: all highly desirable skills within engineering as well as many other industries.

Framing engineering in this way helps students to relate it to their learning right now and helps them imagine how these skills could play a part in their future careers. So yes, let's work to give teachers more opportunities for your students to flex their engineering skills. Not only because engineering deserves to be highlighted but because we want the best solutions for our future world from an industry which reflects the diversity of our society.



**Rebecca Hale** is a learning officer at London Transport Museum

in Covent Garden. For information about its Inspire Engineering sessions visit [ltmuseum.co.uk](http://ltmuseum.co.uk)





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OUR BIG DAY OUT

# “We experienced awe and wonderment!”

Royal Liberty School shares an unforgettable science trip to Orlando made possible by Halsbury Travel



## Discovering new worlds

We chose to take our students to Florida as this is such an iconic location. Not only is it home to the Kennedy Space Center and some of the world's best known theme parks, it also gave us the opportunity to explore the Everglades and to see alligators in their natural habitat. It offered such a variety of activities, and for many students it had the excitement of being their first time visiting the USA.



## An American adventure

At the Kennedy Space Center, students were able to see a number of space shuttles in person, visit launch pads and even experience a simulator to show what it would be like to launch into space! At Boggy Creek Airboat Adventure we saw several alligators as big as 10-12 feet long, and at Hollywood Studios our physics workshop allowed us to skip the queues and experience g-force and rollercoaster engineering for ourselves!



## Building cultural capital

When planning the trip, we wanted to appeal to as wide a range of students as possible, while still having the science focus. We wanted students to experience a range of scientific activities outside of the classroom, so they could see how the science they learn about in school can affect everyday life. It also allowed them to visit a different part of the world; we feel that these aims really help to build cultural capital around science.



## Planning made easy

We've worked with Halsbury before; the team there definitely make planning trips much easier. Their meticulous planning meant our itinerary was jam-packed with activities while still within a budget, making the trip accessible for a greater range of pupils. We were left confident that we'd know what was happening at each point each day, so we could keep parents fully up to date. This made the risk assessments and other paperwork a lot more straightforward too!

## { UNFORGETTABLE MOMENTS }

It was fantastic to be on a trip once again, especially one where we were able to travel all the way to the USA. It's always brilliant to see the boys enjoying themselves and having brand new experiences!

As a teacher the lasting memory I will take away from this trip is the fun that the students had. They saw things that they never had before, and experienced genuine awe and wonderment as a result.

Pupils were able to see a wide variety of scientific concepts and activities in real life. It was also fantastic to see them having such fun at the Disney parks – there was no pressure for them to act older than they were.



# ALL ABOARD!

Rising EHCPs may be the tip of growing SEND need, so what does really good, inclusive planning for your next trip look like?

“**F**or a child with special educational needs, being able to access the wider world via school can be more important than it is for their peers,” says Kelly Jarvis, former head of a flagship residential school for young people with complex needs. “For a lot of families where children have additional needs it can be incredibly challenging to get out at weekends, so I feel it’s almost schools’ duty to provide that.” Now a specialist educator with a SEND consultancy (Sunshine-support.org), she advises SLTs on delivering inclusion on their own school trips. “I can see how in a mainstream setting it might feel daunting, but any teacher organising a trip where there are children with special needs or disabilities needs to start with the idea that it will work,” she says. “Then work backwards from that. Think ‘This is going to work because I need to take these steps. To complete those steps I need to ask these people these things and get these staff members to do this.’”

## Where to begin?

The first step is to make sure you fully understand the needs of the individuals you intend to take off site. “An EHCP should give enough of a guide as to what additional needs

a pupil may have within an educational context or setting,” says Steve Swift, CEO of youth disabilities charity Rose Road Association (roseroad.org.uk). “But, it won’t contain as much information as perhaps a care plan might have – for example the ones we use document all the care needs of a child including their medication, their triggers, techniques for supporting them. So when planning trips, it’s useful to ask families additional questions to provide a fuller answer. In a typical outreach setting, the provider spends time with each family to better understand an individual so trips can be designed to provide the most opportunity possible. In a mainstream educational setting this could be more of a challenge, but understanding ‘triggers’ and ‘what works’ approaches will allow for a safer and more enjoyable trip for all.”

Kelly advises an individual risk assessment for each child linked to their EHCP, which gives staff a first point of call to see if, for example, an ad hoc local trip down the road is possible, or if a second layer of planning is needed

for going offsite. “Your line manager or SENCo should be your first point of call for risk assessments, because everything stems from that. We also had an ‘offsite status’ our children could attain,” she says, “so over a period of time via closely-shadowed trips they could learn how to do short travel in the local community. For a week

residential the planning was astronomical. If you’re a mainstream teacher, make sure your risk assessments around medication are water tight (because that’s a really big deal), have contingency plans about returning to the setting if you need to, and sort your staff to pupil ratios.”

## Briefing you team

“Trips should also be carefully planned so as not to create cognitive or sensory overload for children with specific needs,” says Katie Hinds, a chartered education psychologist and managing director of Changing Minds in Warrington, which works with schools, parents and young people. “All staff members who participate should have a good knowledge of the children’s needs and substitutes should be kept to a bare minimum.”

This continuity will minimise unexpected challenges along the way. “The trip team should be well briefed with the risk assessment and access plan and should be familiar with the school’s critical incidence plan,” says Katie.





## *“We’ve built up a library of assessments for venues so we know which work well and which to avoid”*

“There should be clear lines of accountability and hierarchy, and the trip lead should coordinate staff according to the needs of the cohort,” she adds. “If the trip is residential, the staff may wish to complete diary logs and arrange a system to share these with parents. For those children with complex medical and/or

developmental needs, staff may need to liaise with specialist nurses to gain their insight into the process. In some instances, parents could also attend the trip in order to provide additional assistance to their child.” If this all sounds like a staffing headache, remember some destinations may be able to lighten the load. “In our experience, the staff at the venue are a huge factor to consider when booking activities,” adds Steve. “If they have training or background knowledge of disabilities they tend to be far more accommodating.”

### **Access all areas**

Facilitating full access to all pupils is essential, so is there an accreditation – a shorthand for good access – to look for? “Not that we’ve heard of,” says Steve. “We usually contact the venue and request a copy of their risk assessment as well as a site map. Asking about the accessibility of the venue is key – is the whole centre wheelchair accessible, not just the ground level? Do they have a suitable changing place? We’ve built up a library of assessments for venues so that we know which

work well and which to avoid. What some venues consider as accessible may not be: a flattish country park may say it’s fully accessible but some wheelchairs are incredibly difficult to push on rough terrain.”

Building the right degree of challenge into a trip – particularly an adventure residential – is a nuanced decision for every child, but Kelly advises teachers are led by the pupils’ ambitions. “A number of parents come to us distressed that their

child hasn’t been allowed to go on a trip,” she says. “Mainstream schools may make that decision a bit too quickly because they don’t have the knowledge or experience, but they have to be incredibly careful of discrimination. ‘We don’t have enough staff’ is excluding SEND students, and is discriminatory. Start by asking ‘Do you want to come?’ And if it’s a ‘yes’ then brilliant. You can start to look at what alternative provision will be fun and inclusive.”

## **FIVE STEPS TO MORE INCLUSIVE OUTINGS**

### **COVER YOUR BASES**

“Your rigorous risk assessment should include specific considerations for children with additional needs,” says Katie. “Where children have physical disabilities an additional access plan should also be undertaken, and all relevant first aid training should be in place, with staff carrying appropriate medications.”

### **INTERROGATE YOUR WORKINGS**

Get help making sure your planning, risk assessments and contingency arrangements are watertight. “If you’re waking up in the night worrying what you’ve forgotten, a fresh pair of eyes on your plan can be really helpful,” says Kelly.

### **ASK QUESTIONS**

Remember you’re not expected to be the expert here; destinations may have considerable experience to contribute. “Where possible involve the parents and children in your planning,” adds Steve. “If you’re unsure of something, ask!”

### **CONSIDER THE SIMPLE THINGS**

“Take travel,” says Kelly. “Who’s going to sit where on the bus? What tech are they allowed for the journey? Will they need food? Lay expectations out beforehand – with a social story for those that need it – so nothing is a surprise.”

### **BE AMBITIOUS**

“Don’t be afraid to be adventurous,” says Steve. “We believe that children with disabilities should be given as much opportunity to try new activities as any other child, so be bold but be safe.”





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## Enriching school trip experiences with NST

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## ASK THE EXPERTS

# 55 years' experience. Endless expertise.

NST is here to help you every step of the way with your school trip plans, no matter your requirements...

### Why is NST the expert in school trips?

We've been creating curriculum-linked tours which inspire students for over 55 years. Founded in 1967 by a maths teacher who recognised the need to help organise school trips, we're now the UK's leading educational tour operator. Our experienced and knowledgeable team works closely with teachers to ensure their trip meets their curriculum requirements, the needs of their group, and inspires their students!

### What sets you apart?

From the moment you enquire, you'll have your own dedicated contact person with extensive school travel knowledge who'll create a bespoke tour to match your group's budget and learning outcomes. Plus, our awarding-winning technology tools help your trip run smoothly. These include our handy MTM travel app for instant access to documents whilst on your trip, and Locate My Trip, which gives live updates on your group's tour location. And of course our amazing team are here to support you 24/7 whilst you're away.

### What support do you offer to teachers?

We have resources available to help you at every stage of the school trip process:

- **Tailor-made quotes** – incorporating everything you need, our prices are fully inclusive so there are no hidden costs!
- **Reassurance** – when booking with NST you'll have the security of an established business that is financially protected with both ABTA and ATOL licences, protecting parents' money.
- **My Tour Manager** – our award-winning online trip organiser gives teachers 24/7 access to their trip information and keeps track of admin.



#### EXPERT PROFILE

**Name:** Michael Knowles

**Job title:** Sales manager at NST

**Area of expertise:** Creating enriching educational experiences for school groups

**Best part of my job:** Seeing fun photos of the students (and teachers!) enjoying exciting destinations.

- **24/7 support** – whilst you're away, benefit from our handy MTM travel app and Locate My Trip tracker – designed to provide reassurance to both parents and teachers. Plus, our 24-hour emergency cover.

### How can I make trips more affordable?

We have unrivalled access to a vast range of travel options which means when you book with us you can take advantage of our preferential group rates and flexible booking conditions. Our travel experts will give trip options bespoke to your budget needs, while ensuring your trip meets your curriculum requirements.

### Any expert tips?

For some groups, it can be cost-effective to combine with other classes to increase group sizes. Another option is to consider a trip closer to home. Our destination knowledge means we can recommend the best time to travel, suggest more affordable options or destinations and enhance your itinerary with free or low-cost visits. From galleries, museums, markets – no matter the destination, we've got the knowledge.

## ASK ME ABOUT

**TAILORING YOUR TRIP** – Our team brings your trip to life with an itinerary suiting your subject, budget, and learning requirements. Free or low-cost visits can support the curriculum across many different subjects.

**EDUCATIONAL RESOURCES** – I can offer you unique and exclusive educational materials to use on your trip, and provide resources for pre- and post-trip tasks too.

**SAMPLE ITINERARIES** – Looking for inspiration? I can provide all the information you need with day-to-day timings in any destination of your choice.

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# West Midland Safari Park

Go wild on a four-mile safari packed with educational opportunities and tons of fun

## 1 Drive-through safari

This four-mile safari brings you nose to nose with some of the most magnificent animals on earth, including rhinos, lions, giraffes, cheetahs, tigers and elephants. See if you can spot the latest babies, or hire an on-coach Safari Ranger to help you!

## 2 Take a ride

During the summer season, schools can upgrade admission to include wristbands for the rides. Plummet 30 metres on the Venom Tower Drop, get soaked on Wild River Rafting or take it easy on the Congo Carousel.

## 3 Walk-through exhibits

There's plenty to do on foot too! Visit the Discovery Trail, home to penguins, free-flying bats, rainbow lorikeets and more. Lemurs and meerkats can be found in the African Village, or step back in time in Land of the Living Dinosaurs and Ice Age.

## 4 Safari Academy

Located near the Hippo Lakes, the purpose-built Safari Academy enables pupils to immerse themselves in a unique learning environment, where the park's education team aim to inspire a future generation of conservationists.

## 5 Educational extras

Informative 45-minute Discovery sessions are held in one of the park's five classrooms and are designed to complement your chosen topic/theme. Alternatively, Walking Safari guided tours of the walk-through areas, or on-coach Safari Rangers, further enhance students' knowledge.

### EASY TO ORGANISE

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# Breathe history

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## 1 Enrich learning with a visit to our incredible palaces

Interactive sessions for KS3 to KS5 students are designed to encourage them to delve deeper, consider historical concepts, and engage in discussion and debate in the very spaces where history happened.

## 2 At the Tower of London

Explore the Tower of London's White Tower, built to awe, subdue and terrify Londoners, and deter foreign invaders, and its role in Norman England. Consider the consequences of religious turmoil during the reign of Queen Elizabeth I; and examine primary evidence study the Wars of the Roses and Henry VIII's reign in the 16th century.

## 3 At Hampton Court Palace

Hampton Court Palace is the perfect place to study the Reformation in England, the rise and fall of Thomas Wolsey, and his spectacular fall from the highest echelons of power.

Consider the impact that changes in religion, the monarchy and global culture had on the stability of Tudor society.

## 4 At Kensington Palace

Visit Kensington Palace, Queen Victoria's childhood home in central London's royal parks. Probe the precious primary sources preserved from her reign to analyse the complexities of British rule in India and Victoria's own role within it.

## 5 At Hillsborough Castle and Gardens

On the 25th anniversary of the Good Friday agreement, discover the pivotal role Hillsborough Castle plays in modern Northern Irish history; explore how its collection of art and objects inspire textile designs, and discover natural and man-made habitats in the gardens.

### Before you visit

Plan your educational trip, search for learning resources, and take advantage of CPD and training opportunities for teachers at [www.hrp.org.uk/schools](http://www.hrp.org.uk/schools).

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## Enquire within

- Enquiry-based sessions for KS3-5
- Activity trails aligned to the national curriculum
- Free pre- and post-visit resources



Book a visit at [www.hrp.org.uk/schools](http://www.hrp.org.uk/schools)



## 10 OF THE BEST

# DAY TRIPS

There's so much to discover and do beyond the classroom  
— why not take a transformative outing to...

### 1 English Heritage

From grand medieval castles to the battlefield where the armies of King Harold and William the Conqueror clashed, and a Roman villa to a Cold War bunker, standing in the places where history happened brings a topic to life and reinforces your teaching in the classroom. Inspire your students with a free self-led visit to one of over 400 English Heritage sites, or let the experts take the lead in an interactive Discovery Visit workshop. Support your visit with free teaching resources that have been developed by English Heritage's team of qualified teachers, educational experts and historians. Learn more at [www.english-heritage.org.uk/learn/school-visits](http://www.english-heritage.org.uk/learn/school-visits)



### 2 Kingswood Dearne Valley

Originally a Millennium Commission project, this eco-friendly activity centre in South Yorkshire is perfect for a day of adventure. With low and high rope courses that include a thrilling zipwire; laser zone; fencing; archery and also water-based activities, Dearne Valley offers something for every pupil. There's even a sports hall for group games or climbing; perfect if you need to escape a rain shower. With indoor and outdoor classrooms as well as an amphitheatre, groups have plenty of options available to get together for some learning and discussion about the day's challenges. Prices start at just £17 per person for a reward or team-building day of adventure. Learn more at [www.kingswood.co.uk](http://www.kingswood.co.uk) or email [sales@kingswood.co.uk](mailto:sales@kingswood.co.uk)





### 3 Warner Bros

Inspire young minds at Warner Bros. Studio Tour London: The Making of Harry Potter. Spend a spellbinding day outside the classroom by boarding the original Hogwarts Express at Platform 9  $\frac{3}{4}$ . Take in the grandeur of Gringotts Wizarding Bank, wander down Diagon Alley and step into the iconic Great Hall. As part of your school visit, take a deeper look at the art of filmmaking with cross-curricular lessons delivered by a team of qualified teachers in purpose-built classrooms.

The learning spans KS2 to KS5, and covers a range of subjects including STEM, art and design, English, business studies, and film and media. Learn more at [www.wbstudiotour.co.uk/schools/](http://www.wbstudiotour.co.uk/schools/).

### 4 Kingswood Dukeshouse Wood

Situated on a beautiful fellside just outside the suburbs of Hexham and close to Newcastle, this 18-acre adventure park offers everything you could hope for from a residential experience. Participants will grow in confidence and resilience by challenging themselves to some high-adrenaline excitement on the high ropes course, zip wire and 3G swing! Climbing and abseiling are also on offer at this Kingswood centre as well as 100 acres of incredible woodland just waiting to be explored. A visit to Dukeshouse Wood will provide plenty of memories that will last for a lifetime. Learn more at [www.kingswood.co.uk](http://www.kingswood.co.uk) or email [sales@kingswood.co.uk](mailto:sales@kingswood.co.uk)



#### FLYING HIGH

Thrilling activities include high ropes, a zip wire, climbing, abseiling and the 3G swing.



### 5 Historic Royal Palaces

With 1,000 years of our past to discover, the country's most iconic historic palaces offer students an experience of history where it happened. Students can take part in enquiry-based school sessions including: Tudor kitchens revealed at Hampton Court Palace; The Normans at the Tower of London; Victoria and India: Perspectives on Empire at Kensington Palace; and Politics, Power and the Path to Peace at Hillsborough Castle. Led by expert presenters, the sessions see students work together to develop critical and creative thinking skills. Self-led visits, meanwhile, provide activity trails linked to the national curriculum. For more, visit [www.hrp.org.uk/schools](http://www.hrp.org.uk/schools) or email [learning.info@hrp.org.uk](mailto:learning.info@hrp.org.uk)





## 6 Immersive Experiences

Terrifying lizards once ruled the Earth, and now Immersive Experiences can bring them to life again at your school or college. Immersive Experiences has a range of options to whisk your pupils back into the distant past, ranging from its Dino Domes, where it shows amazing 360-degree films about dinosaurs and the history of the planet, through to its incredible life-size animatronic models. You can host a stegosaurus, triceratops, raptor and of course, a mighty roaring T-Rex! And if you want your students to find out more about how to handle these mighty beasts, then they also have a ranger training camp staffed with dinosaur experts! Learn more at [www.immersive-experiences.co.uk](http://www.immersive-experiences.co.uk)



## 7 Peak

Peak has been welcoming young people on fun-filled educational trips for over 20 years, with an ethos of 'education through adventure'. It offers a wide range of activities at its centres, including climbing, archery, canoeing, raft building and much more. Peak's dedicated team can apply teachings from educational subjects to the activities on offer, helping pupils connect the learning from school to the wider world. They'll take the stress out of arranging your school trip, working closely with you to meet all of your objectives. From small to large groups and outdoor activities to its purpose-built classrooms, a school trip at Peak is tailored to your unique needs. Learn more at [www.peak.co.uk](http://www.peak.co.uk)

### TAILOR YOUR TRIPS

Peak can help to meet your objectives, whatever they are, using outdoor activities and a purpose-built classroom





### ROLLING DOWN THE RIVER

See some of London's best sights from the river Thames, all the while getting detailed commentary from your captain.

## 8 City Cruises

Enjoy a memorable and entertaining day out on London's number one Thames sightseeing cruise; the perfect way to take in the capital's iconic riverside landmarks. An informative and entertaining commentary from your captain will shed new light on both the history and modern life of this fascinating city! With the option to sit on the spacious open upper deck or in comfortable indoor saloons, you're guaranteed a panoramic view of London's best sights, including the Tower of London, Tower Bridge, Houses of Parliament, South Bank and lots more.

Make sure to keep an eye out for glimpses of Big Ben and the London Eye as you return to Westminster. Learn more at [www.citycruises.com/london](http://www.citycruises.com/london)

## 9 Whipsnade Zoo

Set in the heart of Bedfordshire's countryside, the zoo can provide the perfect escape from the urban environments of many secondary schools. The 600-acre site is home to over 240 different species, from butterflies to bears and aardvarks to elephants, providing an abundance of cross-curricular teaching opportunities from KS3 to sixth form. The zoo has a host of resources to support self-guided visits, as well as a wide selection of interactive education workshops, delivered by its award-winning education team. From ecosystems to field study skills, these workshops are a sure-fire way to deepen students' understanding and encourage a passion for the natural world. For more information visit [www.whipsnadezoo.org/education](http://www.whipsnadezoo.org/education)



## 10 West Midland Safari Park

If you'd like to experience a variety of unique and immersive education sessions your students will find memorable and informative, West Midland Safari Park may be the perfect destination for your school trip! The park's education team has been delivering curriculum-linked activity sessions for all age groups for over ten years. The team aims to complement learning and bring topics to life, with fun and interactive sessions that can even include involvement from the safari park's smaller, friendlier animals! Education sessions are delivered in the Safari Academy: a fully sustainable education centre with five spacious classrooms. To book email [education@wmssp.co.uk](mailto:education@wmssp.co.uk)





# *“School trip benefits are too rich to quantify, so let’s change focus”*

Schools are in an accountability pressure cooker, but our metrics are too crude to capture the very real magic of trips, argues **Dr Andrew Clapham**

**A**s an associate professor in education policy, I’m interested in how we organise our education systems. There’s a huge volume of literature around the benefits of school visits to museums, botanic gardens, galleries...but I believe we’re looking in the wrong way at what the benefit of a school visit is.

## **The master plan**

Policy makers are mostly focussed around economic benefit, and they require evidence from educational destinations of the impact of what they do. In many ways that’s an impossible task. Museums, zoos or galleries are innovative in measuring their work: they clock dwell times around exhibits, conduct eye tracking or use touch-screen evaluations to assess what the learner has gained. They can say ‘94% of our visitors learned something today’, which is a great starting point, but what? Where? How? Why? Without a longitudinal study of a child that goes on a museum visit for a day – studying 20 years of that child’s life – we don’t know what impact that

visit had. Even if we did the study, we couldn’t make a causal claim and say ‘That child became a microbiologist because in Year 7 they went on a school visit to a science lab.’ There are too many other factors at play.

But nonetheless, as education is linked to productivity (evidence shows the more educated you are the more productive you’ll be) links have to be made between a school visit and future productivity. So you’ll find a medium-sized zoo, for example, paying a company for an evaluation. That’s the world we inhabit.

## **Pinning the butterfly**

But of course that’s very tenuous. School visits are very fleeting; you go for a day or a couple of hours. So policy makers require education locations to come up with proxies, which can be measured in data, for the learning that goes on. Attendance, for example. But what’s happening is the richness of the school visit is being lost: it’s being reduced to the proxies of ‘how many people came to your zoo’. Statistic measures for not-school learning don’t show a statistically significant effect; not because the effect isn’t significant,

but because the ways we measure it aren’t sophisticated enough.

I was a secondary science and maths teacher for 14 years, so I know a bit about the pressures. The overt discourse is: schools are charged with providing a rounded educational experience for their students. And of course, the inspectorate will be looking for that. But if we look at the covert discourse, the reality is that a head of department has to say ‘Am I going to take the risk that Year 7 or Year 9 go out on a trip that will impact on

(and here comes one of the worst phrases ever invented) learning time?’ They have to make a strategic call on that, weighing how letting kids out for a day will impact on their attainment vs what the literature tells us teachers believe, which is that these trips are hugely beneficial.

You have to have sympathy for Government; they’re responsible to tax payers for where money is spent. So you can understand why they ask institutions what their money has bought, but the mismatch is between that what they’re asking for as evidence, and what educators, teachers and kids want to report as evidence.

Because we all know that when you leave school it’s not how to do quadratics that you remember, but that trip to the zoo in Year 8. An educator at Nottingham Museum wrote a blog for us about the ruler he bought in a museum shop on a school trip. Thirty years later, now working in museums, he still treasures the ruler. To me, that’s the gold dust of school trips.



*Dr Andrew Clapham is associate professor in education policy at Nottingham*

*Institute of Education.*

 @NTU\_Ed



# Press the BUTTON

Hot topics like colonialism and restitution of artefacts will excite interest in engaged students – just trust a museum to navigate the sensitivities for you, says **Clare Benjamin**

**W**hat is it about being in a physical space – the atmosphere, the sounds, the smells, the visual stimulation – that makes that difference with secondary students? Despite all the brilliant virtual offers of the pandemic, I believe the actual physical visit can't be replicated. In terms of sessions and workshops, the handling of objects is critical. It's our USP! A big takeaway for our relationships with school leaders is just how accessing primary sources enhances young people's understanding; we can never place too big a value on that.

## An evolving story

Where there's been some shift, even in the last six months, is how the handling of items is being received. Using the International Slavery Museum as an example, we use objects that are actually often very triggering for the museum educators – particularly those from our global ethnic majority – and the young people themselves. 'Safe

space' is quite a buzzphrase at the moment. Yes, we would say the museum is a safe space because we actively encourage students to be curious and to learn – that's a positive place to find themselves – but by their nature some of our collections are difficult. We don't sanitise the content. Slavery is barbaric, and we have items like a slave collar – a physical restraint that was used on African people. We have to really think twice about how we expose young people to some of these objects which hold trauma, and how we use them adjacent to less loaded artefacts.

The collar, if you didn't know what it was, could be considered a trivial piece. Besides, museums traditionally encourage people to touch and explore and be curious. But do students understand and respect its power? A huge amount of time and thought goes into designing our programmes; we have to consider how a particular age group deals psychologically with difficult issues. We've now

made the decision not to use some of the handling objects or the more triggering items, including the collar. I guess that provokes the question 'without that element, why leave the classroom at all?' For us it's about having a dialogue; sometimes using objects, sometimes not, but always guiding students through the gallery space, meeting curators, hearing first-hand accounts through some of our testimonies and audio visual presentations.

We're doing a lot of training and support right now with our educators to understand some of the reactions teenagers have coming into a museum space. Often they're unsupervised and left to their own devices, on a self-guided visit. These groups don't get the same benefits as those on a guided tour because they're seeing content without understanding the context. They might not have any preparations – teachers might not have been on a preparation session – and I completely understand why. But often in these circumstances we find young

people laughing, or messing about; they're out of school and that's good enough for them! It's our job to help them get in the zone

– and switch into the gear required for learning about complicated histories.

## The next step

In our art galleries young people won't just learn about great painters and great sculptors but women's history trade unionism, feminism, campaigning... All of this has foundation in the national curriculum, and with a lot of young people are interested in activism, we're able to pique that interest through some of those themes. Creating a space in the gallery or museum for young people to be creative and express themselves is going up the list of priorities. Where we can offer the opportunity to showcase their work, pupils feel more positive and interact more, so you get those social outcomes alongside the national curriculum.

We've had so much uptake of young people wanting us to host their poetry, films, artwork... Their interest is coming thick and fast. When it comes to young people, the key is not just about teaching them about those topics that engage them, but giving them the space to share their output.



**Clare Benjamin** is head of learning and participation at National Museums Liverpool.

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# travelbound

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Quarrydale Academy ”



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## LEARNING JOURNEYS

### School trip to New York

'Everything went so smoothly. We didn't even need to show reservations at the galleries as they were just expecting us. Instructions were clear and made the planning so much easier. The way the days were planned with time to get from A to B made the trip one of the best we've run. Everything ran so smoothly and the emails from the Travelbound team prior to departure were reassuring and helpful.' - Sevenoaks School

### Hockey and rugby tour to Holland

'The service provided from Edwin [from Edwin Doran Sports Tours] was top notch; our tour co-ordinator was always on the end of the phone in the run-up to the tour and the local agents when we were away were extremely helpful. Overall, this was a very successful tour, and our pupils loved every minute of it.' — Galashiels Academy

### UK school residential experience

'Great organisation, supportive and knowledgeable staff, clean and modern facilities, lovely food!' Highover School, which travelled to Condover Hall Activity Centre in Shropshire.

## WE LOVE TO LEARN

# See the world

Experience Education redefines authentic learning experiences for students and teachers

Together, students and teachers are learning every day. Curriculum learning sits at the forefront, but Experience Education recognises the value of learning outside the classroom and the wider developmental opportunities a school trip presents. What is Experience Education? You may already know the company as Travelbound for curriculum tours; Edwin Doran Sports Tours, and MasterClass for unique sporting and coaching experiences; SkiBound for

school ski trips; World Challenge who delivers unforgettable expeditions; or even JCA for some of the best activity centre residentials available in the UK. Over four decades, Experience Education has supported over 3,000 schools and groups across the UK with educational travel experiences tailored to learning and individual needs. Its travel experts have enabled more than 1.5 million travellers to explore more than a thousand incredible destinations.

## CURRICULUM LINKS



### PE

Whether it's a MasterClass event – netball in Spain maybe? Or football in France? – or an Edwin Doran sports tour, there's plenty to inspire.



### MUSIC

Travelbound's music performance tours ensure that school classes, orchestras and choirs develop their performance skills while exploring educational destinations and engaging in new cultures.



### HISTORY

From exploring World War Two landing beaches to discovering the birthplace of the modern USA in Boston, get ready for adventure.





# “Theatre’s a right, not a PRIVILEGE”

Could actors, directors and crew bring your tricky texts to life?

**Alice Gordon** has five reasons you and your students should take your seats...

**D**o you remember your first visit to the theatre? For many young people, a trip to see a play or show is a highlight of the school year. However, whilst the world continues to emerge from a pandemic and now faces up to the cost-of-living crisis, for many pupils access to arts and cultural trips is becoming increasingly rare.

According to *Time To Listen*, a research project funded by Arts Council England, more than a third of school pupils say that school provides their only

opportunity to engage in arts activities. And yet, we know that even prior to the pandemic, state schools were taking fewer trips to the theatre, with budget constraints and staffing pressures being the most commonly-cited reasons. Unfortunately, this disproportionately affects working-class children. Their access to the arts and all the learning opportunities that accompany rich cultural days out becomes a lottery, dependant on whether they attend a school that offers access to theatre or one that doesn’t.

In conversations with teachers, we’ve often been told that in order to justify a trip to the theatre they must prove its educational value. As the theatre industry recovers from pandemic-enforced closure, it’s more crucial now than ever for us to work with teachers to champion the incredible benefits offered by engaging with the arts. So, let’s dig a little deeper into the benefits of taking children out of the classroom and into the theatre...

## It improves academic performance

For many students, a trip to the theatre brings to life the stories they’ve been studying in the classroom. A study by Encore Tickets found engagement with performing arts can positively boost a student’s academic performance by four percent. It’s easy to see why: many of your students may struggle with the complicated language featured in Shakespeare’s texts, yet seeing these famous plays performed live can break down barriers to understanding and provide a greater feeling of engagement and buy in with the stories. The process of watching a play also develops listening skills, patience and powers of connection – increasingly important attributes when you consider the immediacy of our digital world. When drama students reach GCSE level, they’re expected to demonstrate knowledge of technical performance elements such as costume, lighting and set design. Attending the theatre proves an invaluable experience for students to see how all of these elements come together to create a performance.



## It develops interpersonal skills

Whilst the educational value of a trip to the theatre is undeniable, it can offer much more than academic enrichment. Watching a live performance can help to untangle the complexities of human emotions, such as love, friendship, envy and hate. Allowing students to engage in a character’s emotional journey can bring a deeper connection to their own personal feelings. In developing their empathy skills students may challenge perceptions, triggering conversations about tolerance and acceptance. This may give your pupils the opportunity and language to discuss topics that they find difficult. At its very core, theatre is a shared experience and this effect often continues long after the applause is over.





## It creates positive social change

Theatre doesn't just connect with our emotions, it also exposes students to a broader and more diverse world by highlighting sensitive issues such as climate change, war, social and economic injustice, and challenging our views around them. Educational trips to the theatre can help pupils develop an increased tolerance of others as the sometimes challenging subject matter of a play exposes them to different people, perspectives and ideas. These can in turn make them more aware and accepting of differences. Theatre highlights these issues in an effective and easily-digested form that kick-starts conversations about important issues and allows emotions to be explored in a safe space.



## It's more accessible than you think

The benefits of exposing students to live performances are multiple, and it's clear that creative subjects, such as drama, music and art, are so important to the development of our young people. Out-of-school visits can often prove difficult, with risk assessments, parental permissions and transport options adding to the already overwhelming workload of teachers. However, as noted by education writer Alex Weller (@ITeachDrama2), "It is our duty as educators to provide children with a variety of educational and cultural experiences that will help to shape and influence the adults that our students go on to become". Most theatres will do all that they can to make your visit as easy as possible, offering significantly reduced ticket prices, with free tickets often available for accompanying teachers. These can be reserved directly with the box office, or through education departments of larger organisations. Ask about learning resources, such as relevant worksheets, that may be available to help you prepare your students in advance of your visit. Some theatres are even able to offer workshops, providing a closer physical connection to the themes explored.



***"It's our duty as educators to provide children with a variety of cultural experiences"***

## Your pupils are its future


Over the past couple of years, the theatre industry has been rightly critiqued for the lack of diversity both on and off-stage and in particular its significant bias to those from more privileged backgrounds. Whilst the need for change has been identified, if schools are increasingly unable to provide theatrical experiences to the children who need them the most, the industry will continue to be dominated by privileged voices. It's important that students see theatre as a cultural experience that is open to everyone, regardless of background, financial status or ability. Making theatre visits the norm helps to break down barriers that often limit attendance, such as a feeling that the arts 'aren't for them'. After all, it'll be difficult for students to imagine their future in this exciting and dynamic workplace of theatre production if they've never been exposed to it.



As the cost-of-living crisis continues and arts budgets are continually threatened by cuts, there's never been a more important time to restate the value of arts and culture to ensure that pupils are not deprived of the advantages offered to their wealthier peers. After all, this can only increase social division at a time we should be doing all we can to reduce it. School trips to the theatre are more than a nice day out – they need to be understood and prioritised as an educational right for every single young person, regardless of their background.



***Alice Gordon is marketing manager at Regent's Park Open Air Theatre, where the summer season runs from 10th May to 16th September.***

 [www.openairtheatre.com](http://www.openairtheatre.com)



# PEAK

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## LEARNING JOURNEYS

### Residential Trips

With so many activities on offer, why not turn your school trip into a residential stay? Peak's purpose-built accommodation at its Chasewater (Burntwood) and Underbank (Stocksbridge) sites helps young people gain a sense of independence and return home with so many tales of adventure. All meals are included by on-site chefs and as a teacher, you'll have your own room situated right next to the pupils' dorm.

### Development programme

Do you have pupils who could benefit from extra support to help them thrive and meet their full potential? Peak's development programme supports and engages young people who may be experiencing challenges. It provides structured activities to help progression, offer challenges and inspiration, and act as a tool for breaking down barriers – establishing boundaries and opening up communication. Courses can vary from six weeks up to a full academic year.

### Extra-curricular qualifications

Peak proudly offers accredited qualifications in many of its activities and these can be a fantastic goal for young people to work towards, broadening their skillset and catalogue of achievements. Qualifications can be gained in many different activities, including but not limited to RYA sailing, British Canoeing Paddle Awards, NNAS navigation and Archery GB. The Peak team works with pupils at their own pace to help them achieve.

### WE LOVE TO LEARN

# Hitting the heights!

Let Peak guide your group to next-level learning in the great outdoors

Peak prides itself on offering school trips with a difference. Throughout seven activity centres, its dynamic programme of activities is centred on one core principle: delivering education through adventure. From sailing to climbing, bush craft to fire lighting, and team-building to survival skills, there are so many activities that will enchant young minds. Peak can apply

educational subjects, such as maths and geography, to the activities it offers, showing pupils real examples of how lessons are used in everyday life. It takes pride in its ability to tailor school trips to your unique needs, from small to large groups, day trips to residential stays. Its team will work with you to plan a perfect trip that meets all your requirements.

### CURRICULUM LINKS



#### BIOLOGY

Peak offers curriculum-based biology sessions from KS2 to A-level. Pupils can learn about microhabitats and ecosystems, or discover the importance of living microorganisms for their environment.



#### GEOGRAPHY

Looking at water cycles, conservation and natural resources, Peak can offer curriculum-based activities around physical, human and environmental geography for groups from KS2 up to A-level.



#### PE

Students can learn the importance of being outside and moving for mental health. Activities like SUPing, kayaking, climbing and many more will get the adrenaline pumping.





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estsales@euro-study-tours.co.uk



## INSPIRING SPEAKERS

European Study Tours sources the most engaging keynote speakers to bring your subject to life with personal stories and relevant professional industry experience. Topics are curriculum linked and students can ask questions and delve further during insightful question and answer sessions.

## CAREER FOCUSED

European Study Tours events expand your students' horizons, and spark ideas about their next steps and career aspirations. Its engaging speakers discuss their own career journeys and open your students' minds to the job options their subject area offers.

## CURRICULUM-LINKED

LIVE! is the perfect place to expand on existing subject knowledge and breathe new life into exam topics. By linking the curriculum with the real-world, your students can meet core learning objectives that prepare them for the world of work or further study.

## EXCITING LOCATIONS

The destinations on offer are just as inspiring as the LIVE! events! Explore Disneyland Paris, New York and London, where students can learn in a stimulating environment, experience new cultures, and bond with peers. Packed with fun subject-linked workshops, attractions, and local culture, these educational trips are a once-in-a-lifetime experience!





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## LEARNING JOURNEYS

### Session 1 - Technicians gallery

This free, interactive gallery recreates STEM workplaces across multiple sectors – health science, creative arts, manufacturing and renewable energy. Young people can get hands-on with interactive exhibits that simulate technical, job-related tasks and experience what it's like to create visual effects on a blockbuster filmset, test and analyse blood samples in a medical laboratory, operate a robot in a manufacturer's workshop and much more.

### Session 2 - Meet an Employee workshop

In this free, hands-on workshop for KS3 and 4, held in the Technicians Gallery, pupils will have the opportunity meet technicians and experience what it's like to do their job. They will take part in either a job-related task led by a real life technician or take part in a Q&A to showcase the skills they use in their day-to-day work.

### Session 3 - Careers Around the Museum trail

The Science Museum has created a fun activity trail to help lead your pupils around the museum and discover the intriguing career stories behind its objects. They will explore Medicine: The Wellcome Galleries; Mathematics: The Winton Gallery; and Making the Modern World, finding out how real-life technicians helped design and build those objects. The trail includes stories of how technicians have helped form the world around us.

## WE LOVE TO LEARN

# Inspiring STEM career choices

A space for pupils to experience STEM workplaces under one roof

A brand-new, free STEM careers experience for young people has recently opened at the Science Museum in London. Young people can now take a peek behind the scenes in Technicians: The David Sainsbury Gallery to get hands-on with exhibits that simulate job-related tasks. With collaborators including Marvel Studios, the NHS, National Grid, and the University of Sheffield Advanced Manufacturing

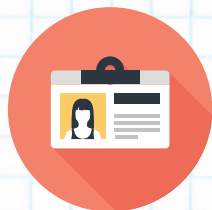
Research Centre, the gallery is based on real tasks technicians do everyday - from creating visual effects on a blockbuster filmset to analysing blood samples in a medical laboratory. The experience has been designed to support you in providing your pupils with meaningful encounters with multiple work environments and helps toward achieving some of the eight Gatsby benchmarks of good career guidance.

## CURRICULUM LINKS



### STEM

The Technicians Gallery recreates workplaces across multiple sectors through interactive exhibits that allow pupils to experience what it's like to do a variety of job related tasks.



### CAREERS

The Meet an Employee workshop is led by real life technicians; pupils will hear their stories and be encouraged to explore their own interests and skills.



### INSPIRATION

The gallery, workshop and activity trail were created to help inspire the next generation of young people to consider a career in science, technology, engineering and maths.





# *“We took Year 7 to Rajasthan”*

When Impington Village College hit the funding jackpot, the race was on to plan life changing trips...

**D**o you and your department colleagues ever dream about the bombastic school trips you’d take pupils on if that fabled lottery win finally came through? At Impington Village College, a mixed state secondary and International Baccalaureate (IB) provider in Cambridgeshire, a funding windfall saw the SLT planning exactly the kind of overseas outing that would alter pupils’ horizons forever. It all began with a bid...

## **Bagging the funds**

“We’re very committed to international education,” starts Victoria Hearn, principal at the school since September 2020. “We have a very long history of being an IB school, and providing students the opportunity to go on overseas trips is a big part of that. So when we saw that the Government was launching the Turing Scheme we naturally put together a bid.” The scheme (see panel) was launched to honour the legacy of computer scientist Alan Turing and support global education opportunities, its aims tallying perfectly with the ambitions of Impington. Having consulted with the school’s

international staff on their ideas and ambitions to link with existing global connections and form new partnerships, the leadership developed a proposal that included trips to Peru, India, Botswana, and many European destinations.

“For us, putting in the bid for the Turing Scheme was really about seizing the opportunity post-Covid to start thinking about taking students abroad again,” says Victoria, “because we’d had quite a hiatus during the pandemic. It was a very ambitious bid, for around a million pounds, and we never really expected to be given all the funding.



*“We had students who’d never left the UK travel to places like Peru, Botswana, India... and they saw what life is like for children who grow up in those parts of the world”*

The process asks for specific bids for different countries, and details of all the things you’re going to offer. We were aiming to maximise participation and particularly focus in on students who would otherwise not be able to go on trips abroad: students eligible for pupil premium, our looked-after students or those who are care-experienced. So we put in the bid for all the different





trips and then found out in the summer of '21 that we'd been given all the money! So we started the very challenging process of organising the trips."

## Enter the atlas

Delivering on the ambitions that won Impington the bid took careful planning, a process which began with the central purpose of each trip. "There were two strands to it," says Victoria. "One was about widening participation, but the underlying aim was very much to support students with developing international mindedness. That's one of the key elements of an IB education: supporting students to develop intercultural understanding and the idea of respect for other cultures."

Making the trips as widely accessible as possible took plenty of planning – the school even sorted out passports for some pupils – and a slice of funding was used to make sure adult carers could attend, facilitating travel for pupils with very diverse needs. "We're unusual in that we have 99 students

at the moment with EHCPs," says Victoria. "Many have fairly complex needs and the pupils among them that wanted to go on trips went on trips supported by TAs. Some had 24-hour care, which gave the opportunity to travel without their parents, which they otherwise may never have had."

Planning and executing the trips was made more challenging by Covid, and the shifting restrictions placed on travel. "For example we'd initially intended to go to Japan," says Victoria, "but we couldn't go because the border was closed." Instead, students recently completed a virtual exchange with a partner school in Yokohama, and will travel to Japan in May. "We had to think quite carefully about where we could send students. We're very lucky; because we're an established IB school we have lots of connections across the world, and staff who have connections to other schools." One of the key stipulations of the Turing Scheme is that funded trips must include three days in a school environment. "So we

## 3 WAYS TO FUND YOUR OVERSEAS TRIP...

### GRANTS

A surprising number of funds exist to support overseas opportunities. Applications for the Turing Scheme 2023/24 funding are now open until April 6th 2023. You'll find everything you need to build and submit your bid at [Turing-scheme.org.uk](https://turing-scheme.org.uk)

### CROWDFUNDING

Making it easy for friends and family to support pupils' adventures can be the key to getting away. Check out [Rocketfund.org](https://Rocketfund.org) for ideas and examples.

### YOUR PTA

Fundraising committees can be a sustainable source of money for ongoing trips that require a big budget. Learn how to set up or supercharge your own PTA at [Parentkind.org.uk](https://Parentkind.org.uk)

had to have a partner school in every one of the countries we wanted to visit," says Victoria. "It was tough to organise but a hugely valuable experience for the students: to get that sense of what it's like to be a student in another school. We have a really long history of exchange trips – this year marks 20 years of our exchange to Tours in France – so those things are well established here and we recognise the importance of giving students those opportunities."

## Life lessons

The programme of international trips began in March 2022, with Years 7 and 12 heading out to Jodhpur, India, to spend time at a school for children with physical disabilities. The following month pupils from Years 9 and 10 travelled to Rome and Pompeii, and other trips throughout the year took in Zaragoza, Barcelona and Madrid in Spain; Le Puy-en-Valley in France; Berlin; Lima and Arequipa in Peru; Botswana; and Munich and Göttingen in Germany. In all, over 800 students attended on fully funded trips. "For some students it really was life changing," says Victoria. "We had students who'd never left the UK travel to places like Peru, Botswana, India...and they saw what life is like for children who grow up in those parts of the world. A big theme of the IB programme is 'service in action', so a lot of students were involved

in community projects either before we travelled or while they were there. There was lots of fundraising: students who went to Peru fundraised towards building a community garden and we still get pictures from that project. In India the students supported a school for children with disabilities and raised funds to buy a tractor for the school to support their endeavours. These things really changed the students' outlook on life."

The trips will have a long-lasting legacy, too, with Impington Village College committed to repeating the experiences for upcoming year groups. "We're pretty much the same programme as last year but with students self-funding a lot because we're only able to provide a small amount of funding," says Victoria. "The students are spending a whole term preparing for India, or Botswana, so they can fundraise and learn...The whole experience has rebuilt and developed those partnerships we have overseas, so moving forward we have more ambitious plans about international work experience and future opportunities for travel. We're hopeful about future bids too. We see our job as preparing students to be global citizens, to understand the world around them. What better way to enable them to do that than to give them the opportunity to see that first hand?"



# An in tents learning EXPERIENCE

Finding Year 9s a little...intense? One school recommends to switching up the experience with a spell under the stars...

**W**hile the right to wild camp on Dartmoor is currently contested, pupils at Bedminster Down School in Bristol have really benefitted from time out in the iconic wilderness for the past five years. Steve Friday, outdoor education lead at Bedminster Down School, takes up the story. "Challenge 24 is the in-house initiative we developed at Bedminster Down School: an opportunity for pupils to camp overnight in Dartmoor, which for many is an environment that's considerably outside of their comfort zone," says Steve. "The key aim is to simply give them that experience of being outdoors. There's no physical training, or even any specific activities involved. It's more a case of us saying 'We're going to take you to this environment, a place you might not have considered visiting before, and give you the chance to experience what it's like'."

Previously a sergeant in the Royal Military Police and instructor for the education charity Skillforce, Steve can offer a broad perspective on the opportunities for growth an outdoor challenge can provide. "Some of our students have returned from a Challenge 24 trip never wanting to go again, having decided it's not for them. But we've seen

time and time again just how life-changing it can be for students who have never been to Dartmoor, or anywhere like it before. We've seen young people really thrive in the environment, and decide they want to spend more time in it; something they might never have discovered had we not provided them with the experience."

***"Removing the self-conscious feelings students can have around the opposite sex helps them to feel more relaxed"***

## **A challenging year**

Taking pupils, particularly those from urban areas, into rugged wildernesses without WiFi or sofas to slump into is a bold move, and Bedminster Down has upped the ante by taking what many agree is a tricky age group. "Our very first Challenge 24 trip went out in September 2017, and we've organised trips across the Thursday and Friday of each week during half terms 1, 4, 5 and 6 ever since," says Steve. "They're optional, entirely free of charge for students and their families, and for Y9s only. While it's true that Y9 can be a challenging year, I've not experienced any untoward behaviours on the trips, beyond the kids being

a bit noisy and boisterous. I've been in the school for 13 years now, so most of the Y9s know me well and what my expectations are."

As the campaign to reinstate wild camping on Dartmoor continues, the benefit of wild spaces accessible to camping groups is very much in the spotlight. "We've made sure that the campsite location

though they typically comprise around 10 to 12 pupils each time," says Steve. "Initially, I took groups drawn from different Y9 tutor groups, letting pupils tell me who they wanted to share a tent with. That soon started presenting logistical challenges when friendship groups would suddenly break up. Now I take a portion of students from the same tutor group at a time. The teacher will come out on the trip with us too, giving them some quality time getting to properly know their tutor group."

The leaders have made a surprising discovery about the

we regularly use ticks a number of boxes," says Steve. "It's a spot close to areas of natural interest that feels remote, but is only around a mile away from where we park the minibus in case there's an issue where we need to call in help or support – not that that's happened so far."

## **Quality time**

As you might imagine, the realities of taking pupils into the wild are not for the faint-hearted, and the leaders' approach has evolved over the years. "Because it's a non-compulsory activity (albeit one we strongly encourage pupils and parents to take part in), the group sizes can vary,



gender balance of groups. "A couple of years back we made the further decision to take out single-sex groups only," says Steve. "Boys and girls alike seem much more at ease on the trips now than when they were in mixed groups. They're already staying overnight in what will be a difficult, unfamiliar environment for most of them; removing the self-consciousness that students their age can often feel when around peers of the opposite sex helps them

to feel much more relaxed, and more willing to engage with their surroundings."

### Set itinerary

The process Bedminster Down has honed is always adhered to: first, parents and carers receive a comprehensive letter about the trip. Then, on the day of the trip Steve issues students with the camping equipment they'll need. "We never expect pupils to own any of the items – hiking boots, rucksacks sleeping bags, etc. – though they're welcome to bring their own if they do," he says. "I've managed to secure the school's equipment supply

via a range of different sources over the years – some from shop purchases, some through charities such as Gift Your Gear, and some picked up from contacts I have in the Armed Forces. We'll then pack our bags and I'll distribute the students' food supplies – enough items to sustain them over the trip, which at most involve simple preparation with boiling water."

"Then we make our way to the minibus and travel out to Dartmoor, which typically takes around two and a quarter hours. My dog, a little border terrier called Eddie, always comes

out with us and is very much a 'part of the offer'.

After parking up, we'll have our packed lunches, put on our bags and strike out towards the campsite. It takes as long as it takes. A couple of trips ago we had a child with us who had mild cerebral palsy – two other boys carried his bags, while

the rest of us walked at 'ambling pace', taking our time so that the journey was accessible for him."

### Realising the possibilities

At the campsite Steve traditionally demonstrates putting up a tent before the students have a go, then it's free time to independently explore the area. "Once dinner has been eaten and everything's packed away, they get to decide how they want to spend the remaining time until it gets dark – often simply sitting and chatting, sometimes playing games of Manhunt or similar," says Steve. "The following morning, we're normally up somewhere between 6 and 6.30. There will be a further cooking demonstration before breakfast, after which we'll take down the tents, pack up, return to the minibus and be back at school by early Friday afternoon."

"Our students aren't able to participate in Challenge 24 more than once, though many ask to. I'll usually encourage those individuals to consider training for the Ten Tors challenge, or enrolling in the Duke of Edinburgh's Award. Because that's what this experience does – it really opens students' eyes to possibilities that weren't there before, which we as a school do our best to encourage wherever we can."



*Steve Priday is outdoor education lead at Bedminster Down School, having*

*previously been a sergeant in the Royal Military Police.*

 [bedminsterdown.org.uk](http://bedminsterdown.org.uk)

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# 7 SCHOOL TRIPS

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1

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2



3

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4



### STRAWBERRY FIELDS FOREVER

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5

### SPINNING RECORDS

Why did India's seafarers once rule the waves, and what did the 1920 Alien's Order mean for their lives in Britain? The Migrants to Britain KS3/4 workshops in Kew hold all the answers... [Nationalarchives.gov.uk](http://Nationalarchives.gov.uk)

### ODDS-ON FAVOURITE

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6

7

### AAAAAND ACTION!

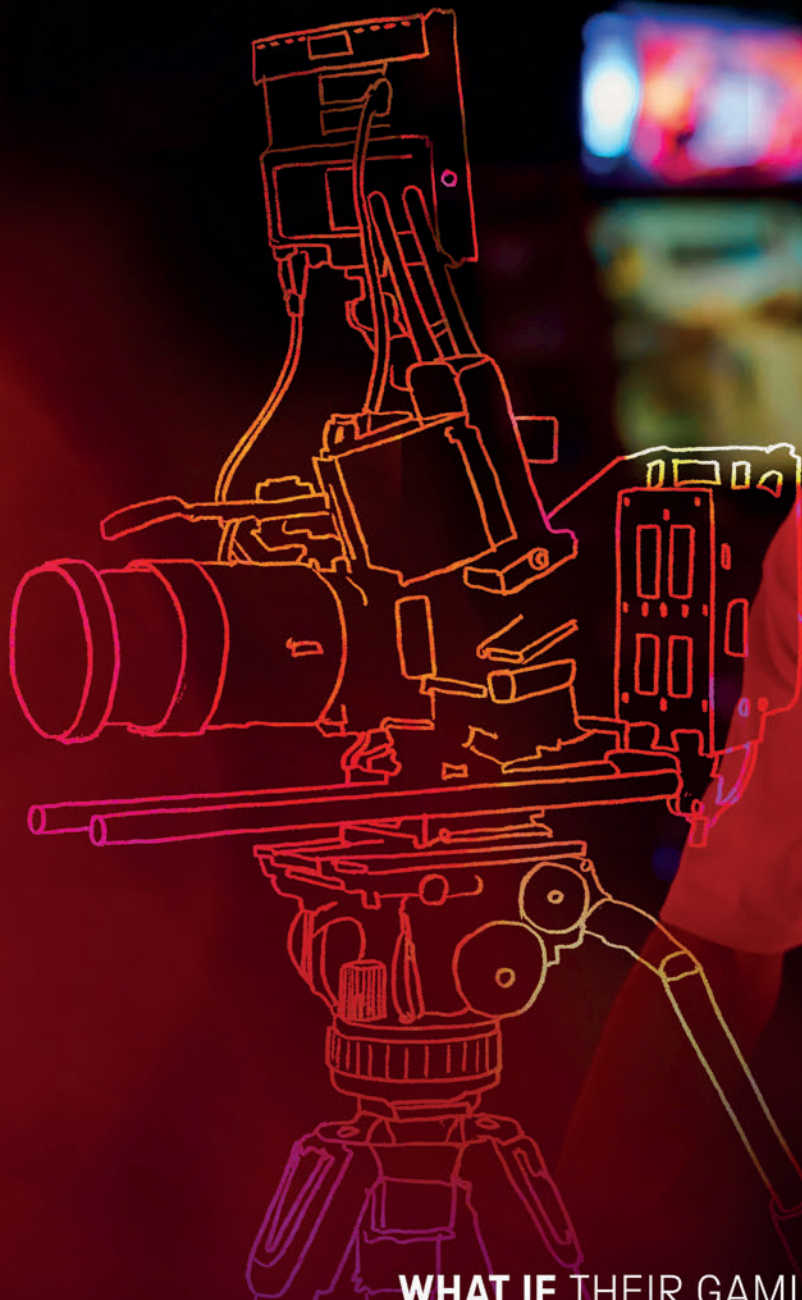
One of the world's oldest working cinemas invites school groups to discover early film, learn the art of animation, or watch their own showreels on the silver screen. [electricpalace.com](http://electricpalace.com)





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