Out-of-Classroom Learning

Practical information and guidance for schools and teachers

RSPB

FSC

THE NATIONAL TRUST

PGL Discover More

WWT

The Association for Science Education

Geographical Association

The Historical Association 1906 - 2006

THE OUTDOOR EDUCATION ADVISERS' PANEL

Royal Geographical Society with IBG

Foreword

Foreword by Barry Sheerman MP

Out-of-classroom learning makes a unique contribution to a child's education, and offers many varied benefits to them, not least developing a sense of place and wonder for the world around them. By taking part in these experiences throughout their time at school, children learn lessons that complement those taught within the classroom. At the same time, they also have fun and get some exercise in the fresh air.

Organisations and charities involved with promoting out-of-classroom learning (such as those in the Real World Learning Partnership detailed in this booklet) play a crucial role in this. In addition to providing diverse opportunities for children of all ages and backgrounds, these organisations also raise the profile of education outside the classroom and increase awareness of the benefits it offers to a variety of audiences. Indeed, such was the importance of the evidence given to my Committee by members of the partnership that a group of us have now started a new centre in the home of the rural poet John Clare in Helpston; to provide inspirational educational and environmental experiences in a historic setting.

The Education and Skills Select Committee 2005 report into Education Outside the Classroom, found that 'outdoor learning can benefit pupils of all ages and can be successful in a variety of settings… (it) enriches the curriculum and can improve educational attainment.' In response to the recommendations of that report, the Government are currently working to raise the profile and uptake of opportunities to participate in out-of-classroom learning, and I am looking forward to reading the Department for Education and Skills' *Manifesto for Education Outside the Classroom*.

The Chancellor announced further support to schools for activities like out-of-classroom learning in his recent Budget. From this September, an extra half a billion pounds will be provided via the School Standards Grant for the personalisation of teaching. One of the suggested areas for spending this money is developing 'study support opportunities' such as school trips, particularly by ensuring free access for children from deprived backgrounds who might otherwise miss out.

This booklet outlines a wide range of out-of-classroom opportunities available to all children and offers a wealth of useful guidance to teachers and organisers of trips. I welcome it, and the ongoing work of the Real World Learning Partnership, wholeheartedly.

Barry Sheerman MP
Chairman of the Education & Skills Select Committee, May 2006

'Outdoor learning can benefit pupils of all ages and can be successful in a variety of settings… (it) enriches the curriculum and can improve educational attainment'

Education and Skills Select Committee 2005

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Introduction

Out-of-classroom learning offers fantastic opportunities and rewards to both children and teachers alike. It provides many benefits in terms of fun, enjoyment, personal development, motivation and even increased subject performance. As an holistic approach to teaching and learning, it allows young people to:

- become risk aware but not risk averse in managing their own safety
- undertake meaningful exercise as a means of staying healthy and learning more about themselves and their environment
- have fun and enjoyment and achieve negotiated goals
- have the opportunity to work with others and to contribute as 'active citizens' in a vast array of activities, many in their local community
- develop skills and self-confidence that can be applied later in their life.

The Real World Learning Partnership was formed in 2003 and consists of subject associations and organisations who provide a wide range of outdoor learning activities. We encourage and help teachers to supplement classroom-based teaching by getting their pupils out and about into the real world of which they are all a part.

In addition, we are bringing pressure to bear on the Government to raise the profile of these experiences and to ensure that all young people have an entitlement to take part in learning outside the classroom. The partnership is also investing in independent research to build on good practice and support dissemination through subject associations and interested parties.

Some of you run your own visits, or use our sites or centres, or are involved in other activities we run at your school or in your local community. If that is the case, I hope this booklet reinforces the picture of some of the activities you have undertaken in the past (and possibly offers one or two new things that might be useful in the future).

However, if you haven't considered organising any out-of-classroom learning, or you want to do so but you are not quite sure where to start, then we believe that this publication is just what you need – lots of useful information to provide appropriate guidance and support plus ideas to inspire both you and colleagues, and your pupils!

Over the next few pages you will discover the unique contribution out-of-classroom learning can offer to everyone and the special opportunity it offers to those who do not necessarily perform well in the classroom context.

The first part of the booklet has a wide variety of examples of what the Real World Learning Partnership organisations are able to offer. The second section is full of useful and uncomplicated guidance on how to organise an activity or visit and also what to look for and expect from a 'quality provider' of out-of-classroom learning. The last few pages list a number of accessible references plus the contact addresses of partners and others you can get in touch with to find out more information to arrange your activity or visit.

All Real World Learning partners are committed to not only promoting out-of-classroom learning but in trying to ensure access for all. We believe that every child *does* matter and that is why we are committed to helping you and your pupils to work out of the classroom, in your local community, or by visiting our reserves, properties and centres. If we can help in any way please do contact us. We would be very pleased to help!

Anthony Thomas
Chairman
Real World Learning Campaign

Out-of-Classroom Learning

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Real world, real learning, real benefits

Education is not something to keep in a box, even when the box is classroom-shaped. The habit of learning, an urge to find out more, is developed when we feel inspired. The world outside the school is richly inspiring, constantly re-energising what takes place within the classroom. It is the source of all our learning – about our history, about our culture, about our place in the natural world and our relationships with each other. This two-way flow can be embedded in every child's education, entirely at ease within any school's ethos.

The learning that takes place in the natural and built environment can be truly inspirational. Teachers can then harness this to bring curriculum-based learning to life. Despite modern technology, sophisticated classroom practice and complicated lifestyles, there is no substitute for a child smelling, listening to and touching the natural world, and experiencing our heritage and culture, hands-on.

A planned programme of out-of-classroom learning provides part of the foundation for a fulfilled life, which every child should have access to.

Education outside the classroom – real world learning – makes an important contribution to building a child's store of knowledge, which is based on their own creativity and enquiry. It will build a greater depth of understanding, based on personal experience, and lead to numerous taking-off points for developing a child's own interests.

Research shows that children who have been introduced to their local environment and understand how to look after it, who have a practical grasp of our shared history, are far more likely to develop into active citizens in later life, giving and receiving more from their community and participating in democratic society. To many teachers this is instinctive knowledge, others simply need some practical help to realise the potential of this kind of learning within their own school setting.

Improved achievement for all

Out-of-classroom learning is also completely socially inclusive. It has particular benefits for children growing up in economically deprived or urban areas. Early evaluation of a Government initiative, 'London Challenge', suggests that out-of-classroom experience allows young people with learning difficulties or who feel excluded to excel precisely *because* the activities are taking place outside the classroom.

In their 2004/05 annual report, Ofsted reinforced the important role out-of-classroom learning can play in specific subjects, commenting that 'in subjects such as geography, history and art, fieldwork and visits to museums and galleries provide opportunities to enrich learning and can have a profound effect on pupils.'

The Ofsted report into outdoor education in 2004 noted 'outdoor education continues to thrive where head teachers and individual enthusiasts provide leadership and a vision… They recognise the importance of outdoor education experiences in giving depth to the curriculum and to students' personal and social development.'

Fieldwork can also improve long-term memory and enables higher-order learning, while residential trips help the development of young people's social skills. Accompanying teachers also notice the improvement in relationships between pupils and themselves,

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feeding back to improved learning in the classroom.

Learning how to be fit, naturally

Recent research identifies links between good physical health and understanding how to experience the natural environment. Wildlife-rich natural landscapes are the best places to be physically active, especially where they are close to urban centres. Young people visiting these to take part in easily-accessible, healthy activities see this kind of learning as a pleasure, not a chore. Time spent in the natural world also promotes a positive outlook on life and enhances our ability to cope with and recover from stress and illness.

Giving children and young people the opportunity to get out and explore the world equips them with the skills and enthusiasm to lead healthy lifestyles. Out-of-classroom learning also enables teachers to show children that healthy living is about more than doing sports. It can also be as simple as a walk, looking at wildlife or perhaps discovering how local food is grown and how it is processed into the meal on the table at home.

Schools and teachers play an irreplaceable role in providing opportunities for *every* child to the enriching experience of learning, playing and being active in the world outside the classroom. This booklet gives a wealth of practical know-how, contacts and guidance to help you to make it happen in your school.

Education shouldn't be in a box. Together, we need to let the real world in and encourage children to explore it.

> ***"I was amazed at how quickly all my Year 3 class were able to investigate creatively scientific problems set by the enthusiastic field teachers. It would have taken hours using classroom resources, but they were interpreting their surroundings more confidently than I would ever have imagined. Those who struggle in class were offering suggestions as boldly, if not more so, than the more able. A terrific kinaesthetic learning experience"***
>
> June Simpson, Shefford Lower School, Bedfordshire

Subject Associations

The Association for Science Education

The Association for Science Education

With 18,000 members drawn from all areas of science education, the Association for Science Education (ASE) is the largest subject association, providing a powerful force to promote excellence in science teaching and learning. Through a national network of teachers, technicians, lecturers and advisors – as well as a team of permanent staff – ASE creates conferences, online resources, publications, INSET and many varied projects to offer support and encouragement to everyone involved in science education.

ASE's Outdoor Science Working Group aims to promote and support good practice in out-of-classroom activity as an essential part of secondary science education. The Working Group, with representatives from across the sciences, collects activities and disseminates good practice, monitors levels of fieldwork provision, supports teacher training and provides advice to ASE members. These are regularly updated on ASE's website and members' *Education in Science* magazine. This work complements the outdoor science strands for ASE's Annual Conference and outdoor science-themed *Primary Science Review* and *School Science Review* journals in 2006.

ASE also works closely with the Earth Science Teachers' Association (ESTA) whose aim is to advance education by encouraging and supporting the teaching of earth sciences at all levels, whether as a single subject such as geology, or as part of science or geography or other courses.

The Historical Association

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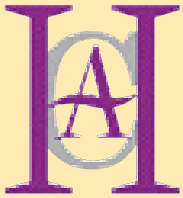

The Historical Association 1906 - 2006

The Historical Association (HA) was founded in 1906 and membership is open to everyone. It is the 'Voice of History', bringing together and representing people who share an interest in, and a love for, history. The HA aims to further the study, teaching and enjoyment of history at all levels; teacher, student, amateur and professional.

The HA does this by:

- Encouraging a wide membership, linked together at a local level by active branches
- Creating an environment that supports lifelong learning
- Providing resources, such as events, journals and website information, that meet the evolving needs of people who share an interest in history
- Campaigning for history and representing its value to decision makers at local and national levels.

The Geographical Association

The Geographical Association (GA) currently has 8,000 individual and group members drawn mainly from secondary schools and colleges and with a significant primary school membership. Its enduring mission is to further the learning and teaching of geography. It undertakes its work through ten interest groups coordinated by an Education Committee and a professional staff team led by a full-time chief executive, based in Sheffield.

Fieldwork has always been a vital component, featuring strongly in the GA's conferences, journals and publications. Outdoor learning is the key feature to the GA's annual *Worldwise Challenge*. The Field Studies Working Group is one of the GA's most active bodies, leading professional development activities at the Annual Conference and supporting teachers through journal articles and publications. The latter are often in partnership with the Field Studies Council resulting in, for example, the *Fieldwork File: Managing Safe and Successful Fieldwork*. All materials can be viewed at the geography shop on the website, including teaching materials such as *A-Z Fieldwork*. See also the Fieldwork Forum, and the new Geography Quality Marks which emphasise outdoor learning. The journals regularly feature fieldwork and the Spring 2006 issue of *Primary Geographer* was devoted entirely to the theme of outdoor learning.

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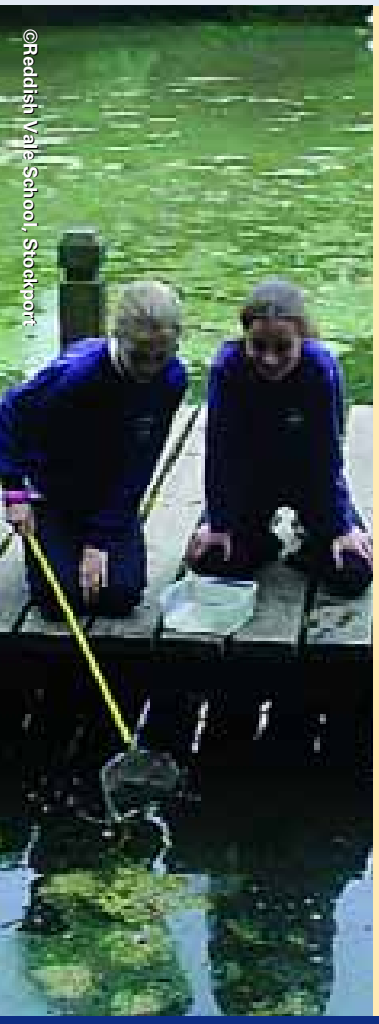
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The Royal Geographical Society (with The Institute of British Geographers)

The Royal Geographical Society (with IBG) is the learned society and professional body for geography and geographers. Geographical education and fieldwork have been at the heart of the Society for most of its 175 years. The Society offers advice, guidance and support for geography field teaching:

- Professional development courses on health, safety and risk assessment for anyone organising off-site visits – either in the UK or abroad – aimed at teachers, education visits co-ordinators (EVCs) and youth leaders. Over 1,000 people have benefited from this training in the past four years. For more specialist interests, there are courses and manuals on fieldwork methods
- Guidance and exemplars on making the good use of local data to inform fieldwork and linked to using GIS
- Grants, awarded annually, to support teachers in developing innovative teaching ideas, including field teaching
- Expert advice from the Society's fieldwork and expeditions team, which is a world leader in providing information, guidance, and training for teachers and students planning fieldwork and expeditions
- A searchable database of more than 300 field centres around the world
- Professional accreditation, including a special strand for geography teachers, in the form of Chartered Geographer. A key element of this is commitment to continuing professional development, including fieldwork teaching
- The Society will shortly be providing an online one-stop shop for fieldwork teaching and local learning in geography as part of the programme of activities in the recently launched Action Plan for Geography, led jointly by the Society and the GA.

Living Classrooms

The RSPB is the UK charity working to secure a healthy environment for birds and wildlife, helping to create a better world for us all. The RSPB has more than a million members – including 160,000 under the age of 18 – and more than 180 nature reserves. Led by professional RSPB educators at more than 40 locations, the RSPB field teaching scheme, Living Classrooms, offers an exciting range of curriculum-linked education programmes. These are designed to bring learning to life through fun, safe, hands-on and thought provoking activities.

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More than 50,000 school children from across the UK now enjoy real world learning at an RSPB nature reserve every year. With the growing need for everyone to take a sustainable approach to local and global environmental issues, the RSPB offers the opportunity for all school children to make essential connections with the natural world in a stimulating and safe environment. Going far beyond integrated and innovative curriculum-linked activities, RSPB field teaching also enables pupils from all backgrounds to rediscover innate connections with nature. This helps them to develop a sense of place and be inspired to take personal responsibility for the environment.

Out-of-classroom learning programmes are backed-up with a wealth of resources from the RSPB's wider youth activities. The RSPB has been supporting schools for more than 100 years in bringing birds and nature to life in the classroom. Beyond the formal setting, the RSPB has more than 60 years' experience working with young people through its Wildlife Explorers club – one of the largest environmental clubs for young people in the world.

Connecting with nature

The RSPB's 130 trained field teachers encourage pupils to discover a reserve's natural wonders. The RSPB's standard is to provide a ratio of one field teacher to every 15 children for the duration of the entire visit. This ensures that each child gets the greatest level of interaction with the environment and the field teacher. The programmes include a range of options which can be tailored to teachers' individual needs – including birds and their habitats, pond-dipping, mini-beasting and sensory exploration.

‘I can't believe all those creatures live in the mud!’

For instance, at the **Ribble Discovery Centre** in Lancashire a unique and alternative option to traditional pond-dipping is 'mud-dipping'. Children discover the huge variety and number of creatures that live in the mud of the spectacular Ribble estuary. This helps them to understand why so many birds rely on the mudflats and how they have adapted to feed there. The well-equipped visitor and education centre is the ideal base from which to explore and investigate the vast area of mudflats and fringing sand dunes and saltmarsh.

‘When I saw the swan with the eggs, it made me feel really into nature’

In contrast, the **RSPB Sandwell Valley** nature reserve is just a few miles from the middle of Birmingham. Pupils are able to explore nature all year round through the first-hand study of birds, other animals and plants. Wildlife adventure walks stimulate children to use the senses of sight, touch and hearing. Playing food chain and migration games reinforces what children have learnt in a fun way. The geography and history of the reserve is also investigated through mapping the land-use of the reserve and revealing how it is managed for wildlife and people.

Visiting Sandwell Valley increases pupils’ knowledge of the environment through hands-on learning and helps them understand the value of wildlife and natural places. A range of excellent education facilities, including teaching ponds and a well-equipped classroom with interactive displays, supports the whole experience.

Wildlife for All

The RSPB and the Royal Parks partnership, Wildlife for All, aims to introduce new audiences to London’s Royal Parks to discover the wildlife that lives in them. The programme of school visits is aimed at schools in the city with high levels of low-income families. The sessions are offered free of charge and schools are targeted within walking distance of the park; thereby ensuring that no cost is passed onto the children and their families.

For many children the half-day session is their first visit to a green space and their first sight of wildlife. The ‘Treemendous Trees’ programme looks at plants and invertebrates, and how they provide food for animals. In ‘Parky Birds’ children learn about the adaptations that birds have made to live in water and woodlands.

The Wildlife for All team work with the schools to ensure that the programmes deliver their individual needs, such as identifying and dealing with discipline problems, providing support to children where English is not a first language, and resolving access problems for children with physical disabilities.

Benefiting from Adventure

PGL Travel Ltd operates 25 adventure and study centres throughout Britain and in France and Spain, where youngsters can benefit from a positive outdoor learning experience. PGL's young and enthusiastic staff work with school party leaders to ensure that their objectives are met in a fun and friendly way, through social interaction and adventure activity sessions. PGL centres are licensed where in-scope activities are provided and are subject to British Activity Holiday Association (BAHA) voluntary inspection when outside the scope of licensing.

If education is about preparing children for life after school, there is an obvious advantage in introducing them to social, psychological and physical challenges in the outdoors during their school time. Not only do residential outdoor activity courses from PGL provide this opportunity, they also contribute to every strand of the Government's 'Every Child Matters' strategy.

Be Healthy

Over recent years, great concern has been expressed about the sedentary lifestyle of many of our children and young people. There is a tendency for youngsters to put more emphasis on looking the part than actually participating in activity. In addition, not everyone enjoys the ball sports and team games which comprise most school sports. The outdoor pursuits offered by PGL include a range of alternative activities that can provide healthy exercise and active interest in sports requiring different skills, such as orienteering, canoeing, climbing and hill walking.

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Stay Safe

Life is full of risks and challenges, so society would be failing the next generation if we didn't introduce children to risk assessment and management. The most obvious hazards that outdoor pursuits present are the activities themselves. Sometimes they may seem daunting, but the perception is often greater than the reality. Participation in PGL's well-led outdoor activity courses can teach youngsters to recognise hazards, realise that the risks they present can be assessed, and that control measures must be implemented to bring risk down to an acceptable level before participation takes place.

> **"Outdoor activity is absolutely fantastic for children. It's good for their health and it's good for character building"**
>
> Rt Hon Tony Blair MP, 2005

Residentials also bring social challenges. It's

> **"Properly managed outdoor and adventurous activities can help participants understand risk awareness, risk assessment and risk management and the control measures that are necessary, and thereby help to equip them to deal with the risk inherent in life"**
>
> The Advisory Committee to the Health & Safety Executive

different for classmates and teachers to live together on a 24-hour basis rather than for just the school day and this situation often necessitates control measures of its own. Finally, exposure to all these new challenges, outside a youngster's normal comfort zone, may pose some psychological challenges, which teachers will need to address to support pupils as part of the learning curve.

Enjoy and Achieve

We all know that children learn best when they are having fun. For many children the school residential adventure course is the highlight of the school year, if not their whole school life. At PGL, youngsters find that the outdoors can be 'a level playing field'; in that the practical skills, commitment and confidence required to excel can be displayed by those who may not be the high achievers in the classroom. PGL courses are all about 'accentuating the positive' and try to ensure that everyone has the chance to succeed. By operating a 'challenge by choice' philosophy, youngsters are allowed to determine how far they go, so that no one is pushed too far.

> **'To listen to your staff encourage arch-enemies to work as a team on the sensory trail was incredible. To watch all the children laugh, cry, shout and congratulate one another will stay with us forever'**
>
> Teacher, Southampton 2005

Achieve Economic Wellbeing

This is really all about the transfer of learning from the residential experience back to school, home and future life. Youngsters may return with a better sense of place, respect for others, enhanced self-esteem and greater self-confidence. A PGL adventure activity may strike a chord and entice them to join a club back at home and develop a healthy, active hobby that will stay with them for life. And, of course, there's still time for Olympic hopefuls to develop for London in 2012.

'Many parents commented afterwards that their children had changed as a result of the week's experiences: a real growth in maturity, independence and co-operation' – Royal Junior School, Hindhead, Surrey 2005.

Make a Positive Contribution

Living away from home for the first time introduces youngsters to the concepts of community and citizenship. The school group becomes a community in its own right and takes with it the school's philosophy and code of conduct. At most PGL centres several schools and their communities come together into a society where wider citizenship rules have to apply in the interests of all. These are important concepts for youngsters to appreciate in preparation for the outside world.

The Great Pond Safari

©WWT

The Wildfowl & Wetlands Trust (WWT) is the largest international wetland conservation charity in the UK. WWT's mission is to conserve wetlands and their biodiversity, as these are vitally important for the quality and maintenance of all life. Founded in 1946 by the artist and naturalist Sir Peter Scott, WWT has nine visitor centres around the UK, where people can get closer to wetland birds and enjoy spectacular wetland landscapes in a welcome and friendly environment. WWT has 60 years' experience in innovative environmental, science and sustainability education for all levels, from pre-school to postgraduate.

WWT centres are great places for children to interact with all things wet and wild; becoming connected to nature, opening their senses, and learning about the water cycle and 'waterlife'. Everything is tailored to the National Curriculum, with special programmes available for GCSE, A-Level and special needs. WWT works extensively with teachers and other educators to ensure that its programmes are up-to-the-minute with National Curriculum developments.

The Great Pond Safari is the Wildfowl & Wetlands Trust's cross-curricular programme, designed for Key Stage 2 children, (7-11 year olds), that allows them to directly experience the environment of the UK pond. Accordingly, it includes an out-of-classroom visit to one of the nine visitor centres operated by WWT.

The design brief for the Great Pond Safari stipulated that all activity should be child-centred, experiential and involve a component of out-of-classroom learning. The design also incorporates 'learning styles' theory by developing a range of activities that offer something to different children. The basic idea is that children become members of the Pond Squad for a day and assist Ramsar the Wetland Wizard in his quest to find the missing pond creatures.

Needless to say, the pond dip is an integral part of the day. Pond dipping hits all of the right buttons for child-centred fun (provided that you can stop the adults taking over!). It really is one of those all-consuming activities. The sensory activity is designed to make use of visual and auditory skills. Children spend time in a wild area and imagine what it would be like to live there. They collect their thoughts and observations by small drawings, sound maps and by choosing words; collected by the group

leader towards the end of the session.

The Pond Olympics is the perfect antidote for the kinaesthetic side of all children, with small teams designing their own pond creature. One of each team is dressed up, using all sorts of props, to cope with life in the pond – eating, not being eaten, moving, breathing and attracting a mate. The session ends with each group demonstrating their solutions to each problem. Lots of team work, lots of debate and lots of laughs.

As an organisation, WWT is dedicated to turning people on to wetlands and their biodiversity through direct experience. It would be so easy to design a 'pond' programme to just tick all of the boxes in the relevant National Curriculum documents for science; but that isn't the aim. WWT want to excite and inspire visual artists, writers, musicians, geographers, historians, philosophers and scientists! To achieve this, there is no substitute for first-hand experience from primary sources.

The out-of-classroom learning is supported by a wide range of web-based materials for teachers and pupils to use, both before and after the visit. Children leave WWT Centres after taking part in the Great Pond Safari with scientific data from their pond dipping, descriptive words, sound maps and drawings from the sensory activity and (if the teachers remembered to bring along a camera) some great images of children dressed as pond creatures.

The WWTLearn web site contains a scheme of work containing lots of ideas for follow-up work back in school. The predictable stuff is all included – so children can draw charts of their data and write stories about the visit – but so are some more imaginative options. A particularly creative one is the production of an orchestral piece of music and a dance based on life in the pond. Children start by writing a story about life in the pond and then move on to replace the narrative with sounds to represent the various components of the story. Some sounds will be from their own sound maps to make sure that the piece captures the mood of their visit. Once the music has been composed, children can then create a dance to perform the story

‘Pond dipping hits all of the right buttons for child-centred fun – providing you can stop the adults taking over’

The Great Pond Safari was the first attempt by WWT to combine the creative talents of WWT Learning staff from all nine centres. It was a great project and has been used as a model for WWT's second new programme Close Encounters (for Key Stage 1 pupils). The overall success of the programme rests in the recognition that people respond to the environment in many different ways and it is important to provide a diverse range of out-of-classroom activities to maximise the chances of inspiring every child that takes part.

History, people and community

The National Trust is 'for ever, for everyone' and is committed to placing learning at the heart of everything it does. The Trust believes that uplifting opportunities for learning and discovery really can lead to life-changing experiences. Each year, 500,000 education visits are made to National Trust properties. The Trust is well placed to serve a huge variety of curriculum-relevant learning opportunities, because it cares for historic places from every era and an extensive array of landscapes across England, Wales and Northern Ireland.

Learning about the historic environment is about much more than bricks and mortar, fields or fell-tops. It is about how each generation discovers fresh meaning and understanding of the world around them. Helping children to make sense of the world is integral not just to the curriculum, but to how they understand each other and their local community.

> I could do this all the time

Learning together through the arts

The National Trust Schools Arts Partnerships uses National Trust properties to generate exciting creative projects. Working with both primary and secondary school groups, each partnership consists of a professional artist, members of the property's learning team and two local schools of contrasting social and economic backgrounds.

More than 70 schools across the country have taken part in the programme so far. Each unique project can be stimulated by anything from portraiture to hidden aspects of history or luxuriant gardens and attendant statues. Some examples of artwork produced to date include beautiful handmade books, tactile textiles, wall hangings and woodland sculptures. The year-long projects are rounded off with an exhibition or performance to which friends, family and the local community are invited. Many attract a good deal of interest from the local media and are well attended.

By involving two schools simultaneously, the benefits derived from the partnership extend far beyond the curriculum. The artists and designers make positive role models for careers in the arts and often develop lasting relationships with individual schools. The opportunities for socialising with those from different backgrounds raise pupils' confidence and their ability to communicate with each other. It often means there is the chance for schools to use each other's resources and for staff to share ideas.

> My best bits were all of it

A good example of the benefits that a partnership can bring can be seen in south Gloucestershire. Over the last three years two schools, one primary and one secondary, have worked together at Dyrham Park near Bath. Utilising a wide range of creative techniques including papier mache, collage and felt-making among others, the project

‘I really learnt something’

participants have explored many different aspects of the building and its contents.

Feedback from teachers demonstrates the ability of the project to boost participants’ confidence and self-esteem as well as developing their knowledge and skills.

Experience shows that pupils also develop a lasting appreciation of their local area, turning them into knowledgeable advocates. Their appreciation and enthusiasm soon spreads to other pupils from the school, parents, school staff and governors, all of whom now make regular visits to their local Trust property.

Learning and community

The National Trust Guardianship Scheme helps put the environment and learning at the centre of the local community. Using local National Trust countryside sites to help children understand and care for their environment, it offers the opportunity to take part in practical activities that support the National Curriculum and projects exploring and connecting with their local area. Working with teachers and Trust wardens, this builds awareness of, interest in, and responsibility for the natural environment that resonates far beyond the school gates.

By focusing on multiple visits to a single site, guardianship develops an ongoing partnership that provides stimulating, practical experience of the great outdoors and conservation work. Research shows that this gives the Guardianship Scheme long-term impacts on knowledge, attitudes, behaviour, and the decisions and choices young people make. The virtually unanimous view among students was that guardianship work was fun, exciting, enjoyable and better than working in the classroom. It improves attitudes to the environment in terms of a desire to protect the local environment and also in attitudes to issues such as recycling and avoiding waste. It helps the development of social skills such as tolerance, caring, group awareness and self-discipline.

The scheme is now well established in more than 100 primary and secondary schools across the country. Headteachers report a development of ‘community spirit’ and valuing of what is ‘in their own back yard’ as a result of the scheme. Schools involved in the Guardianship Scheme report an increased willingness of parents to come into school for events and meetings.

Fantastic fieldwork

The Field Studies Council (FSC) is a pioneering educational charity committed to bringing environmental understanding to all. Established in 1943, the FSC has become internationally respected for its national network of 17 education centres, international outreach training projects, research programmes, and information and publication services. The FSC provides enjoyable and informative opportunities to more than 50,000 children every year to discover, explore, be inspired by, and understand the natural environment. The FSC believes the more we know about the environment, the more we can appreciate its needs and protect its diversity and beauty for future generations.

For many students a fieldwork experience is a one-off, done to fulfil a specific part of a syllabus. But it can also be a very effective way of building skills, knowledge and understanding within science and geography, and also allows links to other subjects and wider issues such as sustainability and citizenship. Fieldwork can be a lot of fun too!

> **‘Actually being able to see it makes it much easier to understand’**
>
> KS3 London Challenge Student

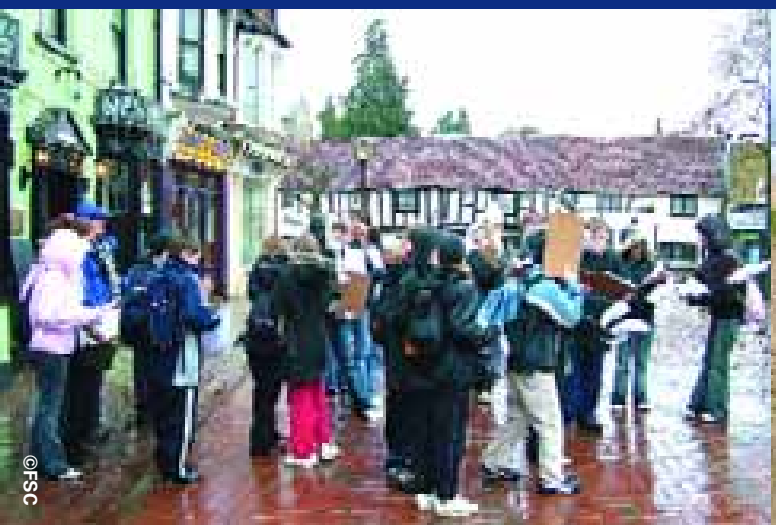
Rather than being a one-off experience, the FSC offers the opportunity for fieldwork to be an integral element of a student’s progress through the Key Stages.

Being out and about gives primary children a first-hand experience of the world around them that can never be achieved through books, pictures or even television. Through field trips, children feed their natural curiosity and develop their creativity. The world around them is brought alive. It becomes real, active and purposeful, has dimension and scale, and becomes the world to which they belong.

Fieldwork at Key Stages 2 and 3 lays the foundations for the future and can motivate students through an exciting and enjoyable experience. Students can progress from discovery fieldwork through teacher-led enquiry to independent investigations.

Key Stage 4 (GCSE) is a formative period for developing interests in, and enthusiasm for, all subjects, particularly science and geography. Hands-on experience, including fieldwork, is vital for enthusing students, supporting their understanding of their subject and showing how classroom learning links with their everyday lives, future workplaces and the world around them. Not everybody can see links between patterns and processes, or interdependencies between people, places and environments on paper – but a field trip can provide the ‘glue’ that binds their subject knowledge together.

For many students it is this active hands-on learning outside the classroom, which helps put their knowledge into context and makes the subject accessible to a wide range of learners. This is also an important time for personal and social development, and fieldwork experiences provide great opportunities to develop students’ motivation, concentration, personal responsibility, teamwork, co-operation



and leadership.

Fieldwork at AS/A2 Level allows students the opportunity to really understand their subject and see its relevance in the real world, and it is a great example of education at its best. By experiencing real animals and plants in a variety of habitats, biologist can develop a real understanding of ecology and its everyday applications, enabling them to make synoptic links. For geographers, the outdoors represents the real world 'laboratory' – asking questions about how the world works, how it came to be (and how it may become) is challenging when done in the messy, imperfect town or landscape outside.

Fieldwork can provide huge opportunities for students and teachers alike. Planning and organising a successful trip need not be daunting. A wild and wonderful place is always an inspiration but great fieldwork can also occur in your own school grounds and local community, whether it is by the study of distribution of plants on the school playing field or survey of visitors to the local shopping centre. As a recognised fieldwork provider, the FSC will be happy to help you plan a safe and enjoyable visit.

‘It was almost deafening hearing all the pennies dropping’

KS4 Teacher, Hunstanton Beach, 2005

We all know that assessment and coursework are important these days but don't forget that fieldwork is fun! What students learn during a fieldwork experience is important, but more often it is the fun, sense of place, meeting new friends and strengthening existing relationships that leave the biggest impression. Many students will gain a real sense of achievement and memories that can last for a lifetime.

Local, sustainable and in your comm

The Wildlife Trusts comprises 47 local Wildlife Trusts working in partnership to care for all habitats and species. The Trusts' vision of an environment rich in wildlife for everyone is supported by their 600,000 members, including 100,000 junior members under the age of 16. By managing 2,250 nature reserves throughout the UK, the Trusts ensure that somewhere special is within easy reach of most schools. The Trusts' 300 professional education staff and thousands of volunteers are very much part of their local community, and help to introduce people of all ages and backgrounds to the intricacy and fragility of the natural world and inspire people to take action towards a more sustainable future.

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The Wildlife Trusts have a network of more than 100 education centres across the UK and provide professionally supported, curriculum-linked visits on a huge variety of sites, hosting 125,000 students annually. Whether a site is a national nature reserve or an urban park, inland or coastal, they provide inspirational learning experiences. First-hand exploration of the immediate, accessible natural world is central to all the Trusts' programmes.

This out-of-school provision is complemented by schools' outreach initiatives; connecting to a further 76,500 students each year. Many Trusts support pupils and teaching staff in developing and making use of their own school grounds and local green spaces. Working within the core curriculum and through after-school clubs, maximises accessibility and engages an extended school community. It also promotes learning in the real world as an everyday – rather than occasional – option; making clear connections between our living and lifestyle choices and the quality of the environment 'out there'.

> **'This project has been a positive instrument for changing the outdoor experiences of our children'**

Whether schools visit the Trusts' sites, or through outreach activity to schools, there is a wide range of programmes on offer – always working with teaching staff to ensure everyone's aims and aspirations are clear and deliverable. The programmes address curriculum areas such as: science, history, geography, art, english, maths, personal, social & health education, sustainable development and citizenship. The Wildlife Trusts are confident that they can bring learning outside of the classroom to life for primary and secondary pupils of all abilities and, in many areas, for nursery age children, sixth form students, higher and further education students and excluded pupils.

Long-term links with secondary schools

Funding from the Heritage Lottery Fund has enabled Shropshire Wildlife Trust to influence the long-term curriculum planning of a school, which has Earl's Hill local Nature Reserve right on its doorstep. With a remit that includes bringing about lasting change, this sort of project, ensuring year-on-year exploration and recording, can deliver results that are unimaginable when groups only make one-off visits. Working with all the science staff, differentiated schemes of

©The Wildlife Trusts

work were developed to support a range of subject areas, including geography, science, sustainable development and citizenship, for both Key Stage 3 and Key Stage 4.

As part of the school's science status, all Year 9 pupils undertake the national CREST (Creativity in Science) challenge. Small groups focus on discreet habitat areas of Earl's Hill to research the relative success of the current conservation management practices, providing real world investigations and enabling students to have a positive impact on the practical conservation undertaken on site in future years.

‘This is the best day I've had since I started school’

Through their time at the school, students develop deeper understanding and appreciation of the reserve, building a sense of individual and collective ownership and responsibility as they learn.

Outdoor learning where you live

Essex Wildlife Trust's expertise in delivering the curriculum outside the classroom is available through a variety of outreach programmes. In an extensively urban county, projects in schools' grounds are developing accessible green learning spaces and making long-term connections between lifestyles and the living world. A school's orchard project enabled pupils to link native local species and their conservation to healthy lifestyles and locally produced food.

Essex Wildlife Trust's Chafford Gorges Nature Park Visitor Centre, located within a housing estate, is already a key resource for local schools on field visits. Centre staff from the Trust are working with four schools to create wildlife areas. One of these, Emerson Park Secondary School, is regenerating an area of wasteland on the school site. Students are supported and guided in planning and design, attaining within the geography and science curricula in particular. This model is also being used to successfully engage with Year 9 ‘refusers’ from the school on a weekly basis.

Involving teaching staff and students in the practical creation and maintenance of such wildlife areas encourages real understanding of the issues and processes that need to be considered, engenders a valuable sense of ownership and results in a habitat that can be sustained and used for ongoing cross curricula study over many years.

Helpful hints and tips for teachers

How can you easily plan and organise your own visit?

The following pages provide lots of helpful information and guidance to make arranging a trip as simple as possible. As well as telling you what needs to be done and when, you will also find that there is help and advice available at every stage.

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There are many rewards of running an out-of-school visit – especially where it is part of an ongoing programme through which pupils progressively develop their knowledge, skills and confidence.

First steps

- From the start, **set clearly defined objectives** for the visit – this will mean that everyone gets the most out of it. *The key to a safe and successful visit is good, early planning, with clear educational outcomes. It will help identify what it is that you are expecting your pupils to gain from the experience and evaluate the success of the outing once it is all over*
- **Prioritise your objectives** so you design a visit that closely mirrors your aspirations, and is appropriate to the needs and competence of your group
- Remember to make the **amount of planning and preparation proportional** to the duration and type of the planned activity. *Planning a visit does not have to be time consuming, even if you are trying something new. Fortunately, you do not have to, and indeed should not, do this on your own – there is lots of help available from within your school, providers of out-of-classroom opportunities, and your Local Education Authority (LEA).*

Getting help from the start

- **Check out your school's policy** early on, as you need to stick to this – and it will help you make the most of your efforts. *These policies will give you guidance on, among other things: supervision ratios and any qualifications required of the staff team; risk assessment and safety management; and procedures for gaining approval for the visit*
- **Talk to your school's Educational Visits Co-ordinator** (EVC) about your proposal. For a start, they will be able to tell you who else on the staff has organised similar activities. *Your EVC will also be able to make you aware of both the school's policies on school visits, those of your LEA, and*

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THE OUTDOOR EDUCATION ADVISERS' PANEL

The Outdoor Education Advisers' Panel comprises nominated representatives of Chief Education Officers of Local Education Authorities in England, Wales or Northern Ireland. It provides a forum for sharing and developing good practice in outdoor education. The Panel works closely with the Department for Education & Skills (DfES), English Outdoor Council, Real World Learning Partnership, and National Governing Bodies for Outdoor Activities. On behalf of the DfES, the Panel has developed and runs training courses for Educational Visits Coordinators, Educational Visits (Group) Leaders Trainings, TOP Outdoors & PESSCL OAA trainings.

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any national guidance. If a school does not have an EVC, then by default this responsibility lies with the head teacher

- LEAs also have an Education Visits or Outdoor Education Adviser. As well as training and supporting EVCs, they can also advise on the LEA's own policies and give specific guidance
- Most LEA visits policies are based on the DfES good practice guide: *Health and Safety of Pupils on School Visits (HASPEV)* and its supplements. *Your EVC will have a copy, but you can also download it from the DfES TeacherNet website (see further information panel on page 22).*

Support with finding a site

- Next, begin detailed planning into the location, duration, costs, and staffing for the visit – *HASPEV* has some useful checklists to help you do this. *At this point, it will soon become apparent whether you have the resources to organise the visit with the help of your colleagues, parents, and pupils within the school, or want to look elsewhere for additional support*
- There are now a significant number of organisations – commercial, charitable and voluntary – who specialise in school visits. *These vary from one-day outings to week-long residentials and more ambitious overseas expeditions. Make a formal agreement with them to ensure that everyone is clear about their roles and responsibilities for the visit*
- Many local authorities have their own outdoor centres – your EVC or LEA Outdoor Education Adviser will be able to give you some useful contacts
- Look at the previous pages to get an idea about the range of opportunities offered by members of the Real World Learning Partnership. *There is more information available on their websites (see contact information on page 26).*

Before you leave

- Once you have decided on a likely venue, do a planning pre-visit, preferably with your colleagues, to find out more about the site and its facilities. *Have a clear idea of the size of group you are going to need to manage, their age and abilities and therefore the number of staff and helpers you are going to need to supervise the visit and support any member of the group with special needs*
- Confirm that the site is appropriate to the needs of the group both in terms of safety and your teaching and learning objectives
- Prepare a written risk assessment and safety management plan. This is an integral part of all schools visits. *The pre-visit is the ideal time to check that the paper document covers the key points. Make it simple and proportional enough to be understood and implemented by everyone involved in the visit*
- Look at the provider's (or your school's own) Generic Risk Assessments. Consider how they inform your plans and relate to the needs of your group
- During the pre-visit you will also be able to start developing a simple Event Specific Risk Assessment. *This covers the particular issues of your group and takes into consideration the age, behaviour, medical and special needs of your pupils and also other staff and helpers*

Helpful hints and tips for teachers

- As the date of the trip nears, this Event Specific Risk Assessment can be updated to encompass any changes and to take into account the weather forecast. *The risk assessment can also form the basis of your briefings to other staff and helpers, and to pupils*
- The pre-visit is also time to think about contingency planning – your Plan B – and check out emergency procedures. *Occasionally during a visit situations change; for instance due to the weather being too bad to carry out your original plan, a medical condition, or the group becoming tired*
- It is important staff feel able to revert to Plan B, and to be confident to continually assess the situation on the day – known as Ongoing/ Dynamic Risk Assessment.

Staff support on the day

- The competence of the staff involved is important in ensuring the visit is a success. *Your head teacher, through the EVC, has the responsibility to ensure that staff are competent to run the trip. This is a professional judgement based on their qualifications, experience, personal qualities and training*
- Staff should have the opportunity to assist on visits and have access to training. *All staff involved with the visit need to be fully briefed and clear about their roles and responsibilities. In this way, everyone knows what they are trying to achieve and can get on with trying to get the maximum benefit and enjoyment from the visit*
- Ensure that suitable staff back at school know contact details and procedures just in case a problem arises. *They need to have all the relevant details of the group, leaders and emergency contact numbers – as well as a copy of the itinerary and details about where you are. If necessary, they can then co-ordinate contact with parents, arrange replacement transport, and deal with any other enquiries. Often their key role is just as a reassuring sounding board that the group leader has done what is needed.*

Tips for a successful visit

- Involve pupils in planning – this has huge advantages for everyone involved. By helping plan the visit, you create emotional ownership. *The visit becomes 'ours' and the pupils will not only be clear about what is expected of them, but also show greater commitment and motivation. Involving pupils in producing the risk assessments and a Code of Conduct not only teaches them life skills, but also encourages them to engage with the visit and behave well on it*
- Take advantage of the wide range of training opportunities for staff involved in visits. *The Outdoor Education Advisers' Panel offers EVC training and update sessions, as well as the new Group Leader Training sessions for those going out on visits with pupils. The OCR's Off-Site Safety Management course, offered by the Royal Geographical Society with IBG and a number of other centres around the UK, enables staff to gain a formal qualification in the process of running visits be they local, residential or international*
- Find time to reflect on the experience – both for your pupils and yourself. *Evaluation is not only a key part of risk assessment but also vital to ensure that visits are quality learning experiences. Share what you have learned with colleagues and in particular the school's EVC so that they can benefit from your experience.*

The quality and safety of any visit is dependent on careful preparation and planning. For those teachers willing to take up the challenges of taking education outside the classroom the rewards are many, and there is a huge support network of people and organisations to help you do this, from short visits exploring your local community, to more ambitious overseas ventures. Good luck!

Further information & guidance:

Department for Education & Skills

www.teachernet.gov.uk

- *Health and Safety of Pupils on Education Visits (HASPEV)*
- *HASPEV Supplements 1 to 3*
- *Health and Safety: Responsibilities & Powers*
- *Group Safety at Water Margins*
- *School Staff and Their Roles Beyond the Classroom.*

Outdoor Education Advisers' Panel

www.oeap.info

- Links to local Outdoor Education Adviser
- Guidance on *Sensible Risk Management, Overseas Expeditions,* and *Overseas Exchanges*
- Syllabus and details of *Educational Visit Coordinators Training* and *Educational Visit Group Leader Training*
- *High Quality Outdoor Education: A Guide to Recognising and Achieving High Quality Outdoor Education in Schools, Youth Service, Clubs and Centres.*

Royal Geographical Society (with IBG)

www.rgs.org/eac

- Fieldwork safety training
- Workshops and resources for local fieldwork
- Advice for overseas expeditions and fieldwork
- Funding for innovative fieldwork projects
- Contact Mrs Shane Winser, Education and Outdoor Learning (Tel: 020 7591 3030, **eac@rgs.org**).

Association for Science Education

- *Outdoor Science Working Group*; contact Marianne Cutler (**mariannecutler@ase.org.uk**).

Geographical Association

- *Field Studies Working Group*; **www.geography.org.uk/fieldwork**
- *Fieldwork Forum*; **www.geography.org.uk/forums** (click on 'Fieldwork').

Suggested further reading

- *Trips & Visits Pocketbook* by Jane West (2004). Teachers' Pocketbooks (**www.teacherspocketbooks.co.uk**).

Full contact details for all of the *Real World Learning Partnership* organisations and the wide range of opportunities they offer can be found at the back of this booklet.

Quality providers

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What makes a good provider?

The Real World Learning Partnership has identified good out-of-classroom practice by providers and users, and has produced the following guidance. As well as providing help when organising a visit, it is also hoped that this will be of use to parents, teacher trainers, advisers, other educators, and providers of out-of-classroom learning. Outdoor and adventure-based learning has additional and some different criteria which are addressed in *Working with Young People in the Outdoors* from the Outdoor Education Advisers' Panel.

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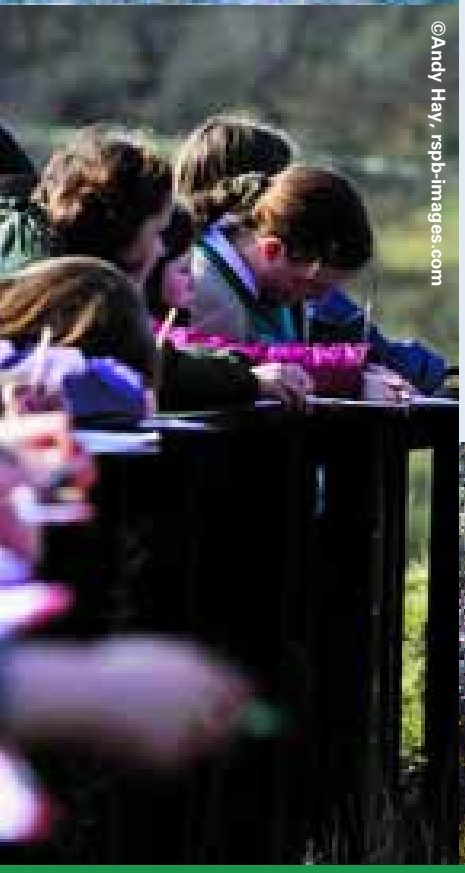
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Quality Providers:

- Communicate and work in partnership with organisers in schools and other institutions to draw up a 'contract' arrangement for each visit. This details the generic and specific learning objectives, the expected outputs and outcomes, plus the range of logistical support that needs to be provided before, during and after the visit
- Aim towards Total Quality Management including Quality Assurance. Evaluation through monitoring and feedback should be an integral part of the process
- Reinforce that they offer a unique but complementary experience, not to be found in the classroom
- Aspire to 'practising what we preach', avoiding mixed messages and leading by example in terms of environmentally sensitive working activities
- Have charging policies that state honestly that delivering quality experiences has attendant costs.

Effective Learning

Quality Providers are committed to **planning & organising** as they:

- **Understand about learning.** Learning is individual, often builds on previous learning and experience, and frequently occurs in a social context. A 'good learn' includes varying combinations of knowledge and understanding; skills; creativity, inspiration, enjoyment and fun; behavioural change and progression; attitudes and values. What you feel and do is as important as what you know
- **Have a written learning policy.** Multi-site organisations will have a corporate learning policy customised to individual sites
- **Play to their strengths.** They don't try to do everything and are honest about what they can and cannot provide
- Identify and aim to **minimise barriers to access** for different audiences (e.g. financial, mobility/transport, socio-cultural)

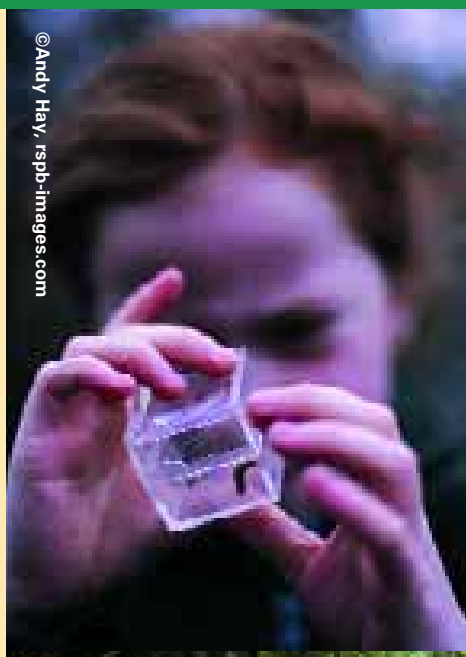
©FSC

Quality providers

- **Recognise that visits do not happen in isolation.** There are generally pre-visit, on-site, and post-visit components of a learning experience. All components need to be effectively implemented
- **Tailor programmes** to appropriate curricula and specifications
- Encourage teachers to make **free preliminary planning visits** to sites
- Provide appropriate **support material** for pre-, on-site, and post-visit components. They work with teachers to 'extend the visit' as part of integrated work programmes
- **Ensure consistency** through appropriate training and continued development of all learning staff and volunteers. This includes monitoring and appraisal against a system of professional learning standards. Staff and volunteers should be trained to deal with different Key Stage audiences
- **Support and encourage** in-service/education of teachers (INSET), continued professional development and pre-service teacher training about out-of-classroom learning.

Quality Providers are also committed to **delivery & evaluation** as they:

- Use a **diversity of approaches** and methods based on a variety of learning styles. Differentiate and provide layered provision for different audiences. Emphasise child-centred approaches based on active learning
- Absolutely **capitalise on the uniqueness** of their site and resources. Maximise the amount of time spent out of the classroom. Going from school to an out-of-classroom provider should not be about going from one classroom to another
- Bring out the wonder of a site and **encourage a sense of place**
- **Facilitate 'experience'** and the ability of learners to make informed choices
- **Allow time and space for children to explore and experience.** Do not fill the day with conventional structured learning. Offer 'light and shade' – 'wow' factors interspersed with space and time for solitude and reflection
- **Manage the energy of a group**
- **Give context.** Relate the day's agreed learning outcomes to wider issues
- **Evaluate** – both teachers and students – and use the information in a cycle of continuous improvement.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Effective Logistics

Quality Providers have clear **policies & systems** that:

- Create efficient booking systems and procedures with clear lines of communication. Know exactly who the organiser or group leader is
- State terms and conditions on advance literature and/or web pages
- Encourage visits during shoulder periods – avoiding the (often) over-subscribed summer term
- Highlight child safety and welfare policies
- Provide risk assessments of the site and all learning programmes upon request
- Have procedures for incidents including accidents and emergencies
- Ensure adequate public liability insurance
- Are aware of, and act upon, LEA-recommended staff-student ratios for different Key Stages
- Ensure safe access at arrival and departure points
- Ensure that the expectations, roles and responsibilities of each side are clarified, including degree of contact time and responsibility for discipline.

Quality Providers are committed to **staff development** and:

- Have staff that are inducted and trained in health and safety, customer care, disability, gender and race awareness etc.
- Ensure all staff and volunteers are Criminal Records Bureau (CRB) checked
- Provide trained first-aiders on-site.

Quality Providers are constantly reviewing the **nature of their sites** to:

- Ensure that site access conforms to the Disability Discrimination Act (DDA) as far as possible
- Ensure that site infrastructure is adequate to cover needs of visiting groups. This includes the availability of facilities such as toilets, hand-washing facilities, shelter from extreme weather and storage (for lunches, bags and clothing)
- Ensure quality equipment provision and maintenance.

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Contact details

For further information about the *Real World Learning Partnership* organisations and the wide range of opportunities we offer, please contact us or visits our websites:

Association for Science Education **www.ase.org.uk** Tel: 01707 283000
College Lane, Hatfield, Hertfordshire, AL10 9AA Registered charity no 313123

Field Studies Council **www.field-studies-council.org** Tel: 01743 852100
Montford Bridge, Preston Montford, Shrewsbury, Shropshire, SY4 1HW Registered charity no 313364

Geographical Association **www.geography.org.uk** Tel: 0114 296 0088
160 Solly Street, Sheffield, S1 4BF Registered charity no 313129

Historical Association **www.history.org.uk** Tel: 020 7735 3901
59a Kennington Park Road, London, SE11 4JH Registered charity no 313133

National Trust **www.nationaltrust.org.uk** Tel: 0870 458 4000
Central Office, Heelis, Kemble Drive, Swindon, SN2 2NA Registered charity no 205846

Outdoor Education Advisers' Panel **www.oeap.info**

PGL Travel Ltd **www.pgl.co.uk** Tel: 08700 551 551
Alton Court, Penyard Lane, Ross-on-Wye, Herefordshire, HR9 5GL

Royal Geographical Society (with IBG) **www.rgs.org** Tel: 020 7591 3000
1 Kensington Gore, London, SW7 2AR Registered charity no 208791

The RSPB **www.rspb.org.uk** Tel: 01767 680551
UK Headquarters, The Lodge, Sandy, Bedfordshire, SG19 2DL Registered charity no 207076

Wildfowl & Wetlands Trust **www.wwt.org.uk** Tel: 01453 891900
Slimbridge, Gloucestershire, GL2 7BT Registered charity no 1030884

The Wildlife Trusts **www.wildlifetrusts.org** Tel: 0870 036 7711
The Kiln, Waterside, Mather Road, Newark, Nottinghamshire, NG24 1WT Registered charity no 207238

PDF-versions of this document can also be downloaded from the partners' websites.

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‘Substantial evidence exists to indicate that fieldwork, properly conceived, adequately planned, well taught and effectively followed up, offers learners opportunities to develop their knowledge and skills in ways that add value to their everyday experiences in the classroom’

Rickinson et al (2004) *A Review of Research on Outdoor Learning*. NFER & Kings College, London

FRONT COVER PHOTO: ©Andy Hay, rspb-images.com

These organisations form the Real World Learning Partnership – founded in 2003 to influence decision makers, support teachers, and increase participation in out-of-classroom learning.

The RSPB is the UK charity working to secure a healthy environment for birds and wildlife, helping to create a better world for us all.

The Field Studies Council (FSC) is a pioneering educational charity committed to bringing environmental understanding to all through first-hand experience.

The National Trust is an independent charity working to preserve and protect the coastline, countryside and buildings of England, Wales and Northern Ireland.

PGL Travel Ltd has been at the forefront of school adventure courses for 50 years and now operates 25 adventure and study centres throughout Britain and in France and Spain, catering for 250,000 youngsters each year.

The Wildfowl & Wetlands Trust (WWT) is a charity dedicated to conserve wetlands and their biodiversity worldwide.

The Wildlife Trusts is the UK's leading voluntary organisation dedicated to all wildlife and to inspiring people about the natural world.

The Association for Science Education is the largest subject association, providing a powerful force to promote excellence in science teaching and learning.

The Geographical Association is a subject association with a mission to further the teaching of geography and to communicate the value of learning geography for all.

The Historical Association is the voice for history. It aims to further the study, teaching and enjoyment of history at all levels: teacher and student, amateur and professional.

The Outdoor Education Advisers' Panel comprises nominated representatives of Chief Education Officers of Local Education Authorities in England, Wales or Northern Ireland. It provides a forum for sharing and developing good practice in outdoor education.

The Royal Geographical Society (with The Institute of British Geographers) is the learned society and professional body representing geography and geographers.

Produced by the RSPB