

Models of Excellence

Learning Expeditions at XP Trust



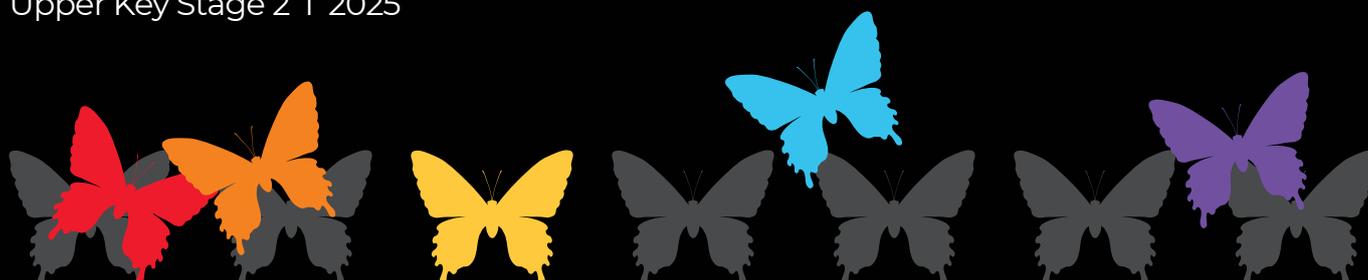
Lungs of the Earth

Why should we help our planet survive?



Carcroft School

Upper Key Stage 2 | 2025





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Expedition Lead

Hannah McLoughlin

Expedition Authors

Tom White, Megan Gray

This expedition has been taught numerous times but has been reviewed and improved so that it enables the children to produce beautiful work and really enhance the learning that takes place.

Case Studies

- 1 Art
- 2 Geography
- 3 Science

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Expedition Summary

In Autumn 2025, The UKS2 students at Carcroft Primary School embarked on a Learning Expedition called 'Lungs of the Earth', where they aimed to answer the Guiding Question 'Why should we help our planet to survive?'

The expedition looked at the impact humans are having on the planet and what we could actively do to make a difference now and for future generations.

Learning Targets

Case Study 1 (Geography)

Use maps, atlases, globes and digital mapping to locate countries and describe features studied.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Yorkshire) and a region within South America (Colombia).

Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

Describe how locations around the world are changing and explain some of the reasons for change, and physical geography... including climate zones, biomes and vegetation belts.

Case Study 2 (Science)

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some plants and animals.

Describe how living things are classified into broad groups according to common observable characteristics.

Give reasons for classifying plants and animals based on specific characteristics,

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.







Case Study 3 (Design and Technology)

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate.

Develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Understand how key events and individuals in design and technology have helped shape the world.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Immersion/Connection to Community

To immerse our children into the Learning Expedition, we invited parents into school to join us for a research lesson where they engaged in a range of activities such as, designing lapbooks on the different layers of the rainforest and taking part in an environmental quiz whilst having a coffee.

At this point, we used this as an opportunity to introduce traditions and information about Colombia including a look at the role of Fair Trade and Rainforest Alliance products in supporting local farmers and ensuring local areas are looked after and developed.

We also took a virtual tour of the Amazon rainforest before returning to our Crew bases to find them transformed into a rainforest biome. We were able to link what we had seen on the tour to our bases to support our learning about plants and animals throughout the Expedition.





Case Study One

To allow us to understand the importance of our Guiding Question and why it matters to us, we had to look deeper into the constituent parts of our planet. Therefore, as part of our Geography Case Study, we looked at continents, oceans and regions of the globe. We considered which biomes were found in particular places, focusing on rainforests around the world. We looked at the largest rainforest, the Amazon, and its continent of South America. We focused on Colombia, linking back to the work we did on Fair Trade in our Immersion, and its physical features and compared what we would find with closer to home in Yorkshire and England. We also looked at the impact of deforestation in Colombia on the local population and the wider impact on the rest of the world, including how it is changing the climate.

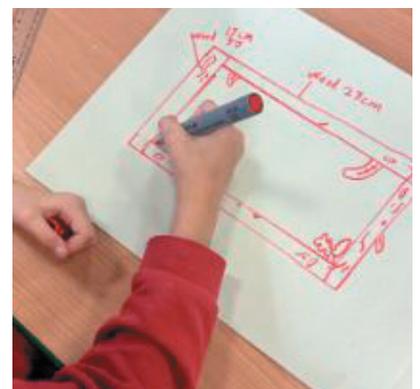
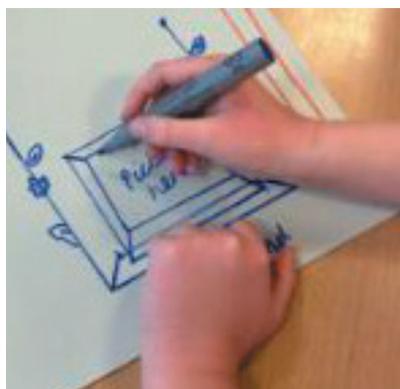
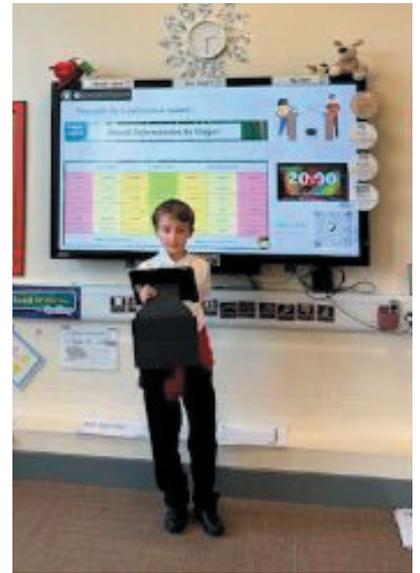
Case Study Two

To build on Case Study One in our Biology Case Study, we looked at the animals and plants that lived within the Amazon rainforest and the importance of ecosystems in supporting species; we linked this back to England where we could. By understanding the classification and reproduction of animals and plants, we developed our understanding of the diverse range of living things and how all living things depend on others for their survival. To take our learning further, we also explored how adaptation had helped animals to survive their changing environments and the dangers of extinction to those that aren't able to adapt quickly enough.

Case Study Three

Following this, we turned our attention to design and how we could build our skills that would enable our learners to create and craft beautiful work. We looked at the hazards of woodwork and how to keep ourselves safe, including the use of appropriate tools, techniques and the importance of accuracy when measuring and cutting. These frames were then decorated and filled with artwork and writing, linked to endangered animals within the rainforest, before being displayed as part of an exhibition of our learning.

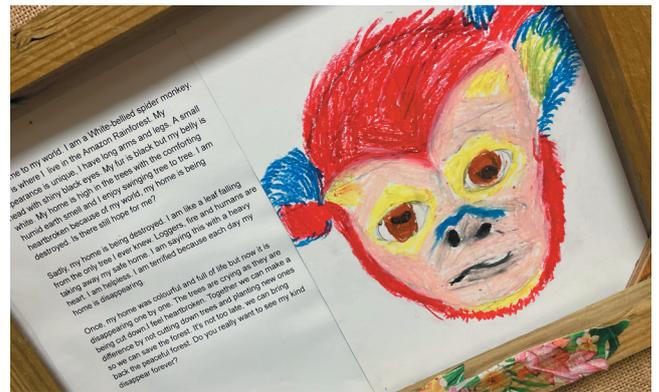
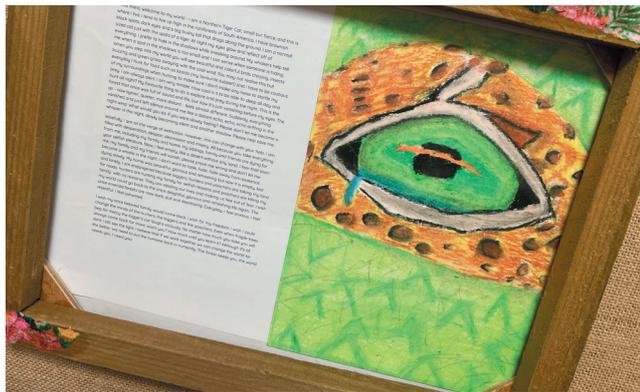




Final Product and Presentation of Learning

Our Final Product for this expedition was a picture frame made from sustainably-sourced materials. We were able to choose whether we wanted a smaller, double-sided frame or a larger single-sided frame. We then included a piece of writing from across the expedition that focused on a monologue from an endangered animal published in the frame alongside (or behind) a simple piece of artwork reflecting elements of our learning.

Our Presentation of Learning (PoL) was held in the school hall where parents were invited to join us in an art exhibition-style event. Here we were able to talk about our learning journey through the complete expedition and share both our final products and our reflections on the Guiding Question. We were also able to sell our frames to raise money to support our local community.







Models of Excellence

Learning Expeditions at XP Trust



XP is a multi-academy trust. All of our schools have Crew at the heart of everything they do. We deliver our curricula through cross-subject Learning Expeditions and developing strong links with partners and community. All of this is done through the prism of our Design Principles and three rich Curriculum Seams.

xptrust.org

BUILDING COMMUNITY
ACTIVISM
LEADERSHIP
EQUITY
SHARING STORIES

CURRICULUM SEAMS

