

Models of Excellence

Learning Expeditions at XP Trust



Not All Heroes Wear Capes

How can I be a hero in my community?



Green Top School

Key Stage 1 | 2025





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Expedition Lead

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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 The Great Fire of London
- 2 Martin Luther King
- 3 Diversity

greentopschool.co.uk





Green Top Community Hero Awards
made
Chris Anderson
for being a community hero
Presented to Chris A. on 20.11.20



Expedition Summary

In Autumn term of 2025, the KS1 students at Green Top School embarked on a Learning Expedition called 'Not All Heroes Wear Capes,' where they aimed to answer the Guiding Question 'How will I be a superhero in my community?'

Hook and Immersion week

During hook and immersion week, the children made placards with slogans about making a change in their community. The children either chose the issues of parking, litter or being kind. The children went into the community encouraging people by highlighting their chosen issue by marching, chanting and being proactive in the spirit of campaigning.

To further elevate the issue of being more kind and making a positive difference in our community the children also visited care homes to sing to the residents gifting them cards and forming positive relationships. This really built the children's sense of community and highlighted that through small gestures we can make a significant impact on the well being of others. In addition, they also made badges and handed them out in the Centre of Thorne as a further act of kindness and as a way of engaging with the local community. The children made £50 from singing and spreading cheer in Thorne that they would use later in the expedition to help support their product. Furthermore, the children went litter picking to different areas in Thorne, highlighting the need for community action. They showed that no one is too young to be an activist.

The Great Fire of London

As part of Case Study 1, in history, children learnt about the great fire of London as well as exploring the wider history of London and how it has changed, how firefighters have changed and significant people from the past, such as Christopher Wren and Samuel Pepys. The children in DT built box model houses. These were later burnt in the playground to show how easily fires can spread. We had an expert visitor come and do a drama workshop with us which the children learnt so much from!

Martin Luther King

The children drove their learning forward by using the text 'Let the children march'. They learnt about the difference that he had on his community but also on the black community moving forward. The children learnt about America and where he was from and how it was different to live 60 years ago, compared to now. In this case study, the children made portraits of him and wrote their own speeches.





Diversity

We used different texts and picture books to help us learn about people from different backgrounds, different religions and with different beliefs. The main text in this case study was 'The Ugly Duckling' which promoted and anchored the idea of diversity and belonging.

Fieldwork and Experts

Children were hooked into the expedition through exciting opportunities to engage in artwork to immerse their classrooms as well as real-life experiences to get out and about in the local community to act as a 'hero' by helping others, including bag-packing in a local supermarket and a visit to local retirement and care homes. To deepen their understanding of the people involved in the Great Fire of London, the children enjoyed an in-school visit from a theatre company and other expert visitors, such as a midwife and firefighter, who provided first-hand recounts of their work on the front-line. We also reached out to our local town councillor, Susan Durant, and were able to work closely with the local food bank to ensure our Activism in the local community had a real-life impact by both raising awareness and providing gifts at Christmas time for those in need through the shoe box appeal.

Anchor Texts

We used 'Vlad and the Great Fire of London', 'Let the Children March' and 'The Ugly Duckling.' All of these texts drove the learning in our Case Studies and connected the central idea of making stands and recognising diversity. The only new text that we used this expedition compared to previous iterations of the expedition was 'The Ugly Duckling' and it was perfect for the age of the children and helped them to relate to differences easily.





Learning Targets

Case Study 1: History

Describe historical events, significant people and places in their own locality.

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Talk about changes within living memory.

Show an understanding of the concept of nation and a nation's history.

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Ask questions such as: What was it like for people? What happened? How long ago?

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Identify some of the different ways the past has been represented.

Case Study 2: Art

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Evaluate and analyse creative works using the language of art, craft and design.

Become proficient in drawing, painting, sculpture and other art, craft and design techniques produce creative work, exploring their ideas and recording their experiences.

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Use a range of materials creatively to design and make products.



Case Study 3 - Design Technology

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and ICT.

Select from and use a range of tools and equipment to perform practical tasks. (cutting, shaping, joining and finishing)

Select from and use a wide range of materials and components including construction materials, textiles and ingredients

Explore and evaluate a range of existing products.

Evaluate their ideas and products against design criteria.

Build structures exploring how they can be made stronger, stiffer and more stable.

Explore and use mechanisms for example levers, sliders, wheels and axles.



Assessment

Throughout the Learning Expedition children were constantly critiquing their own and their peer's work which deepened their understanding of the three Case Studies and improved the quality of work.

Through learning how to research responsibly, the children showed their understanding of online safety whilst effectively using the internet to find out important information about artists and historical figures/events. Children were able to talk about specific events and communicate their knowledge through speech and art work as well as description, diary, speech and letter writing.

Through our Final Product, children combined all of their newly developed skills to create professional certificates and host the Thorne Community Awards celebrations.

Final Product and Presentation of Learning

We celebrated our Activism in the local community through a child-led celebration of local heroes, nominated and invited by the children themselves. Our Pride of Thorne celebration was an exciting event that gave the children an opportunity to showcase their learning and newly-developed appreciation for those among us who go above and beyond in little ways to make a difference to those around them.

The celebration included people from the local community, including the owners of Burhouse Construction, local litter pickers and our local Member of Parliament, Lee Pitcher, as well as a range of other people who make a positive difference to the community everyday.

The children also created artwork which were made into stickers. These stickers were added to the medals, so that they could be handed out to our local community heroes. The children developed their oracy and practiced their speeches that they had written for our award nominees. The attendance at the Presentation of Learning was breathtaking because all of the children wanted to hand out their awards. It was a very special night!





Further resources

[Go to the Expedition SMAP](#)

[Go to Jeff's Law and Toby's law slides](#)

[Go to Schedule](#)





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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

