

Models of Excellence

Learning Expeditions at XP Trust



Not All Heroes Wear Capes

How Will I Be A Superhero Where I Live?



Norton Infants School

Key Stage 1 | 2025





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Expedition Lead

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Case Studies

- 1 Art
- 2 History
- 3 Design Technology

nortoninfantschool.org



Kindness is a
superpower!



Expedition Summary

In Autumn 2024, the KS1 students at Norton Infant School embarked on a powerful cross-curricular Learning Expedition called 'Not All Heroes Wear Capes', where they aimed to answer the Guiding Question, 'How Can I Be A Superhero Where I Live?'

Through three rich Case Studies; Fictional Heroes, Historical Heroes, and Local/Community Heroes - the children developed deep understanding across History, Art, Design Technology and English.

As Writers and Artists, they created their own superheroes inspired by Supertato, combining imaginative character descriptions with AI-generated illustrations.

As Historians, they explored the Civil Rights Movement through Let the Children March, learning about Rosa Parks and Martin Luther King Jr., before designing Pop Art protest placards and taking part in their own peaceful march through Norton. They also studied Florence Nightingale, comparing her work to that of modern-day medical professionals they had met.

As Young Citizens, they learned from a wide range of real-life heroes - from veterans to MPs, charity workers, doctors, nurses, police officers, and community volunteers - and reflected on the character traits that make someone a hero.

The expedition began with an exciting Hook Week, featuring a visit from author Phil Sheppard, a hero-themed family learning event, and a joyful dress-up day that ignited the children's enthusiasm. Throughout the term, pupils welcomed expert visitors, took part in Community Meetings, and engaged in hands-on fieldwork including interviews, creative workshops, and a Remembrance partnership event with the City of Doncaster Council.

The Final Product was a professionally printed, annual-style book filled with student artwork, writing, reflections, character spotlights, puzzles, and personal pledges. Each child received a copy as their Christmas gift, with additional copies presented to community partners and local heroes. The expedition culminated in a museum-style Celebration of Learning, where families explored a gallery of placards, artwork, photographs, and student reflections.

This expedition empowered children to recognise that heroes aren't just found in stories - they are found in our homes, our communities, and within ourselves. Pupils spoke with empathy, acted with purpose, and developed a deep sense of belonging and responsibility.

Not All Heroes Wear Capes wasn't just about learning what a hero is - it was about becoming one.



Expeditionary 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, and other art, craft and design techniques.

Produce creative work, exploring their ideas and recording their experiences.

Use drawing and painting 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.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.



Expeditionary Learning Targets

Case Study 3 – Design Technology

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

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).

Evaluate their ideas and products against design criteria.

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



Case Study One

In Case Study One, our focus turned to heroes from the past and present, using them as a lens through which to explore history, writing, and research skills. We began by studying historical figures such as Florence Nightingale, exploring her life, achievements, and the values she embodied. Children used a range of sources, including stories, artefacts, and images, to build fact files and timelines, developing their understanding of significant people and events within living memory.

We then extended this learning to real-life change-makers from the Civil Rights Movement, including Rosa Parks and Martin Luther King Jr. Children explored these stories through the text *Let the Children March*, creating pop-art style protest placards that demonstrated both their understanding of historical events and the courage and resilience required to make change.

Alongside this, children engaged with local history and heroes, interviewing veterans and community figures, and reflecting on the character traits that made each person heroic.

These experiences were captured in writing, discussions, and visual timelines, providing opportunities to develop enquiry skills, ask questions, and make meaningful connections between the past and present.

Through this Case Study, History became a living subject - children explored how ordinary and extraordinary people shape communities, deepening both their knowledge and their understanding of courage, compassion, and service.



Case Study Two

In Case Study Two, our focus turned to superheroes, using art as a lens through which to explore creativity, expression, and storytelling. We began by studying the book *Supertato*, prompting children to design their own superheroes and bring them to life visually. They created detailed character profiles and experimented with drawing and painting techniques to represent their heroes' unique qualities and powers.

Children then used AI tools to generate illustrations based on their writing, giving them the opportunity to see how technology can support artistic creation.

Throughout the process, they reflected on their work, engaged in purposeful critique, and refined their ideas to communicate both personality and purpose through their artwork.

The study continued with pop-art style protest placards inspired by the Civil Rights Movement, connecting artistic expression with messages of courage, fairness, and activism.

Children explored colour, pattern, and form to create bold and expressive designs, learning how visual choices can enhance meaning.

Through these experiences, children not only developed technical skills in drawing, painting, and design but also deepened their understanding of how art can tell stories, convey values, and celebrate the heroes - real and imagined - who inspire us every day.

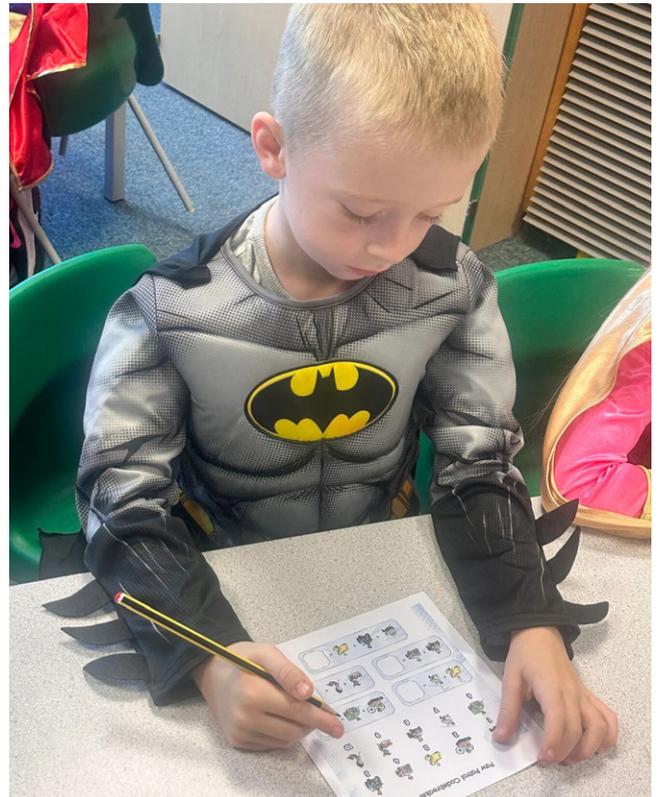


Case Study Three

In Case Study Three, our focus turned to designing and creating products inspired by heroes, using practical skills to bring ideas to life. Children explored a range of materials and tools, learning how to plan, model, and make their own creations with purpose and precision.

They began by designing elements for their superhero characters and protest placards, considering how to communicate meaning through construction, colour, and form. Children practised cutting, joining, and assembling materials, experimenting with different techniques to ensure their creations were strong, stable, and visually effective.

Through this Case Study, Design Technology became a hands-on way for children to express their ideas, problem-solve, and connect creativity with real-world skills, reinforcing the idea that being a hero often involves taking action, planning carefully, and making a tangible difference.





Extended Study

Home Learning opportunities: A window into our classroom

To help bridge learning between school and home, we shared a series of engaging, creative activities with families. These tasks gave parents insight into what their children were exploring in school and offered ways to use the same vocabulary, themes, and skills at home. Each activity was designed to engage children in meaningful learning through play, creativity, and reflection on what it means to be a hero in their community.

Activity One – I am a Historian

Explore a hero from the past or present together. Ask your child to research their life, write a fact file, or create a timeline highlighting key events.

Activity Two – I am an Artist

Design your own superhero or create a pop-art style poster celebrating a real-life hero. Encourage your child to think about colour, pattern, and symbols that represent courage, kindness, or resilience.

Activity Three – I am a Community Champion

Talk to a family member or neighbour about someone they admire in the community. Your child could interview them, write a short report, or make a mini-book celebrating their actions and values.

Activity Four – I am a Writer

Write a story or comic featuring a superhero based on your child's own ideas or inspired by someone they know. Encourage them to include character traits, challenges, and acts of heroism.

Activity Five – I am a Designer

Create a small product or poster that could help someone in your home or community. Your child could make a tool, badge, or display that demonstrates kindness, care, or helpfulness.

Activity Six – I am a Reflective Learner

Ask your child to think about how they can be a superhero in their daily life. They could create a pledge, poster, or diary entry showing ways they can act courageously, help others, or make a positive difference.

These activities allowed children to continue thinking about heroes beyond the classroom, practise key skills in history, art, writing, and design, and recognise the impact they can have in their own families and communities.





Presentation of Learning and Product

The expedition culminated in a vibrant Celebration of Learning, where children shared their knowledge, creativity, and reflections with families, peers, and community members. The event was designed as a museum-style gallery walk, allowing visitors to explore the full range of learning from the expedition.

Students showcased:

- Their superhero artwork and character profiles inspired by Supertato
- Pop-art style protest placards created during the study of the Civil Rights Movement
- Written reflections and fact files about historical and local heroes
- Photographs capturing visits from expert guests, community heroes, and local veterans
- Personal pledges and reflections on how they can act heroically in their own lives

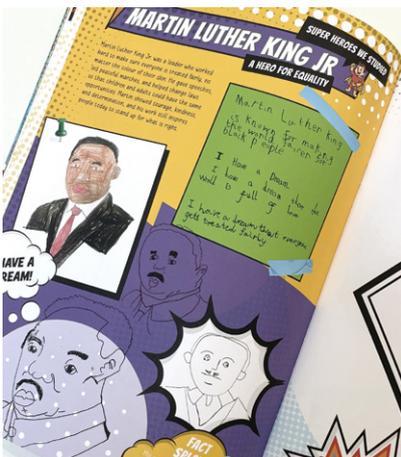
The children took on the role of subject experts, explaining their work and the character traits of the heroes they studied. Families and visitors engaged in conversations with the pupils, asking questions and celebrating their creativity, research, and thoughtfulness.

The Final Product of the expedition was a printed, annual-style book, gifted to each child, filled with artwork, photographs, reflections, puzzles, and highlights of their learning journey.

Copies were also shared with community partners, local heroes, and experts who contributed to the expedition, creating a lasting link between school and community.

Through this Presentation of Learning, children demonstrated not only what they had learned about heroes - real and imagined - but also how they could see themselves as capable of making a positive impact in their world.





Connection to Community

Fieldwork

Fieldwork was a central part of our Not All Heroes Wear Capes Learning expedition, giving children hands-on opportunities to explore heroes in their community and school.

Pupils interviewed veterans, community members, and family heroes, visited local historical sites, and used sketches, notes, and role-play to bring their stories to life. All children also took part in age-appropriate First Aid training, learning practical skills to help and protect others. Inspired by these experiences, children collaborated on creative projects such as pop-art protest placards and mural-style displays, blending history, writing, and art. These activities encouraged enquiry, reflection, and discussion, helping pupils understand character, community, and how they can make a positive difference.

Service Learning

Service Learning was an important part of our Not All Heroes Wear Capes expedition, allowing children to take meaningful action in their community. Pupils reflected on the traits of heroes they had studied and considered how they could make a positive difference locally. They created pop-art placards, letters, and small projects to support local charities, community members, and volunteers. Children also helped organise events, engaged with local experts, and shared their learning with families, putting their skills and knowledge into practice. These experiences reinforced the expedition's focus on character, empathy, and responsibility, showing children that being a hero often means helping others and contributing to the community.

Family Learning

Family learning was a key part of our Not All Heroes Wear Capes expedition, creating opportunities for children to share their learning with parents and carers. Families joined in hero-themed events, including dress-up days, workshops, and discussions about local and historical heroes. Children collaborated with adults on creative projects, such as designing superheroes, writing fact files, and making pop-art placards, allowing them to explain their ideas and demonstrate their skills.

These experiences strengthened connections between home and school, reinforced key vocabulary and concepts, and gave families insight into the values and character traits being explored in the classroom.



Experts

A massive strength of the Not All Heroes Wear Capes expedition was the involvement of experts, whose knowledge, experience, and enthusiasm brought learning to life and made the concept of heroism tangible for the children. Pupils had the unique opportunity to meet and interact with a diverse range of heroes, including local veterans, medical professionals, police officers, charity workers, sportspeople, and community leaders. Each visit offered insight into the ways these individuals contribute to society, demonstrating courage, compassion, resilience, and commitment in real life.

Experts supported learning across all phases of the expedition. Historical figures, such as Florence Nightingale, were explored through discussions with modern-day doctors and nurses, helping pupils make meaningful connections between past and present acts of heroism. Community heroes, including Ben Parkinson, Victoria Cross Trust, Ros Jones, and Ed Miliband, shared personal stories that inspired empathy, reflection, and curiosity. Pupils asked thoughtful questions, reflected on the traits that made these individuals heroic, and used these encounters to inform their own creative and written work.

To celebrate and reinforce this learning, children nominated each visitor for a Community Champion Certificate, recognising the character traits they most admired—whether courage, respect, perseverance, or kindness. These certificates provided a visible link between learning and real-world action, showing pupils that heroism exists in many forms and that every contribution matters.

The expert engagement also extended into hands-on experiences, such as age-appropriate First Aid training, where children learned practical skills to help and protect others, reinforcing the idea that heroes take action in their everyday lives. By interacting with real-life role models, pupils were able to see that being a hero is not about wearing a cape—it's about making a difference, big or small, in the lives of others.

Overall, the involvement of experts gave the expedition authenticity, excitement, and purpose, deepening pupils' understanding of character, community, and citizenship while inspiring them to reflect on how they themselves can make a positive impact in the world around them.



Sharing our story

A core part of the Not All Heroes Wear Capes expedition was sharing our learning with the wider community. Every child had at least one adult attend our Presentation of Learning, where they proudly showcased their knowledge, creativity, and final products. Families explored the museum-style gallery, asking questions and celebrating the children's achievements, while pupils took on the role of subject experts to explain their work and the character traits of the heroes they had studied.

Throughout the expedition, regular blog posts and updates were shared, offering families and the wider XP community a window into the children's journey. These posts highlighted key learning moments, creative projects, fieldwork experiences, and visits from expert guests, keeping everyone connected to the excitement and purpose of the expedition.

To mark the conclusion of the learning journey, each child was gifted a copy of their Not All Heroes Wear Capes annual, filled with artwork, writing, reflections, and highlights from the expedition. These annuals celebrated creativity, effort, and learning, providing a lasting memento of the children's achievements and inspiring conversations at home about their role as heroes in their communities.

We were also honoured to welcome special guests, including local heroes and community leaders, who interacted with the children during the expedition. Pupils confidently spoke about their learning, shared their final products, and reflected on what being a hero means, demonstrating not only knowledge but pride, ownership, and a growing sense of responsibility to make a positive impact in the world around them.



Expedition Feedback

Staff voice

"I have loved this expedition - it's the fourth iteration of it but the engagement and learning this time has been phenomenal - to hear children talk about compassion and integrity so confidently but then be able to link it to an local hero or figure from history and say how that will impact them and the community in the future is incredible."

Laura Parsons

"This has been an awesome expedition - it has been my first time doing this expedition and I have loved it just as much as the children. It has been lovely to watch the children grow in confidence and become real life superheroes in their own right."

Lauren Gate

'It was great to see the genuine curiosity children showed as they explored the Character Traits of figures like Martin Luther King Jr., Rosa Parks, and Florence Nightingale, and connected them to the visitors we welcomed - doctors, mental health nurses, food bank volunteers, and those supporting people experiencing homelessness. They didn't just learn about history; they saw what compassion, courage, and service look like in our community today, and many are already talking about how they can make a difference themselves."

Claire Goodyer

"Our recent expedition called Not all heroes wear capes. How can I be a superhero where I live, was a truly wonderful journey. We had the special opportunity to meet inspirational people from our community who dedicate their time to helping other, showing character traits such as compassion, courage, and respect. The children learned about significant figures from history who made a real difference in the world. We are incredibly proud to see our learners reflecting these same values-showing kindness, respect, and care in their everyday lives."

Anna Wojcik



Expedition Feedback

Parent voice

“It was a great way for my child to confidently show what he has been learning.”

Parent, Year One

“We liked that my child has learnt skills which will stretch beyond the classroom like First Aid!”

Parent, Year Two

Student voice

“I loved meeting all the different experts - my favourite was Ben Parkinson - my Crew is named after him because he shows all of our Character Traits.”

Rianna, Year 2





BEN PARKINSON

Ben Parkinson is a real-life hero and former soldier who showed amazing courage and never gave up, even when life was very hard. He now inspires people of all ages to be strong, brave, and keep trying no matter what.

FACT SPLAT...
Even when things are really hard, Ben shows that you can keep trying and achieve amazing things!

We were very excited to meet Ben Parkinson who shared his photographs and told us his story and compassion.

CHARACTER TRAITS
We think Ben shows all of our character traits so strongly that we've proudly named one of our Crews after him.

CROSS WORD

NOT ALL HEROES WEAR CAPES - HOW CAN I BE A HERO WHERE I LIVE?

OUCH!

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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

