



WELCOME TO



MY SCHOOL

Diverse Doncaster – Where do we belong?

An Expedition by Y1 & 2 pupils at Carcroft School

HERE WE ARE...

Carcroft is a medium-sized semi-rural village located in the north of Doncaster.

Carcroft is a medium-sized village located in the north of Doncaster. It has lots of lovely human features, such as Owston Hall, parks and shops. Also, there are many really beautiful physical features, such as parks, hills and the River Ebeck. Carcroft is near the A1 motorway and makes travelling easy. You could also travel by train, bus or car.

find me on every page



Our school is in Carcroft

EARLY YEARS PLAYGROUND



OUR PLAYGROUND



Carcroft School's Early Years outdoor area underwent an incredible transformation. Before our transformation, the school had a large concrete area that was in need of some new and exciting playground equipment that would inspire imaginative play and cross-curricular activities. We therefore needed to create an outside environment filled with exciting outdoor resources that will encourage children to explore, investigate, experiment, work together and think imaginatively.

During the pandemic, people stayed at home, but our community came together by delivering food parcels to families who were most in need.

Did you know?

Most houses are really old and were built when Bullcroft pit was working. In years gone by, people migrated to Carcroft to work in the surrounding pits.



We love to go outside, it's so colourful and bright now' SJ Y1

THIS IS US...

We looked at how our school logo has changed



We worked in our crews across school to look at our old school logo, and used our 'notice, praise and wonder' critique to discuss what we liked about it and what we would change. Then, in small groups, we worked on new designs, thinking about what is important to us as a school, and what is important in our community. Each crew across school submitted a design. These designs were all incorporated into our new school logo. The wheel represents Carcroft as a mining village and the rainbow colours are there to represent the happiness and positivity we see in school. There is more red on the logo than any other colour because this is our school uniform colour!





Since joining the XP trust we have crew every morning and we learn through expeditions where we meet experts, go on fieldwork and create products.

BY ECK. IN MY DAY...

We asked our experts about
Carcroft School in 1943

How did you get to school?

I used to walk to school as we did not have a car. I was caned everyday for being late as I had to walk from Skellow to Carcroft through a woodland area and across the fields. It was a very long way!



Did you like school?

I really enjoyed school because I was able to spend time with my friends. Because I tried hard at school I was able to go to Percy Jackson school as I achieved my 11 plus. The only thing I didn't like at school was that the boys and girls were kept separate. We all came to Carcroft School however boys were in one part of the school and the girls were at the front of the school.

Who was your teacher?

My teacher was very strict, she used to make us drink sour milk after it had been sat on the radiator all day. I haven't drank milk since. We also had to use slate and chalk and our teacher made us rub it off after every lesson, I felt that was very unkind as our work had gone.

When did you start school?

I started school when I was seven years old. I stayed at Carcroft School until I was 11 years old then I went to Percy Jacksons until I was 15 years old.

What did you do at school?

We only really had three lessons at school, we studied reading, writing and arithmetic. Sometimes in the afternoon we developed our sewing or cooking skills.

Why did you need to go to school?

We had to go to school because we needed to get good jobs to provide for our families. Once we were at school, our parents went out to work, school was a safe place for us, especially as there was a war happening.



We work hard, get smart and be kind...



EQUITY WITHIN OUR COMMUNITY...



Carcroft School is an XP school

Recently, an important change was Crew. Working as a crew helps us trust each other and makes us feel safe. It feels like a family.

Every day starts by circling up. We circle up and do a check in, so we can hear each other and so everyone has a voice. Crew is important because by working together we learn to trust each other. Each day has a different focus, such as academic crew and crew challenges. This helps us to become the best version of ourselves.



WE KNOW THAT IF WE GET CREW
RIGHT, WE GET EVERYTHING RIGHT!

Focus



When we joined the XP trust one of the big changes was our expeditionary learning. Expeditions help us to learn about the world around us. Each expedition has a guiding question and case studies which we work through to help us answer the guiding question. Expeditions help us improve our skills across the case studies, this might be in art, DT or science. At the end of each expedition we produce a finished product. In KS1 we have produced display boards that have been displayed at Flamingo Land. We also created information boards about people who helped to influence change such as Martin Luther King and Rosa Parks.



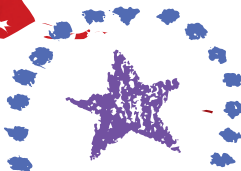
Crew time



Did you know that little voices can have a BIG impact!
Tiarna Y2

[illegible][illegible]

Expeditions are special because we learn new things. Expeditions are awesome!



Imagine having your work displayed at one of the UK's biggest theme parks! **Toby Y2**





We look forward
to you joining
our crew!

#WEARECARCROFT



Diverse Doncaster

Where do we belong?

Narrative

In the Summer of 2022, Year 1 and 2 pupils from primary schools across the XP Trust studied a cross-curricular expedition looking to answer the guiding question, 'Where do we belong?'

Learning Targets:

Case Study 1 – Geography

- I can** ask and answer geographical questions-
- I can** identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- I can** use aerial images and plans to recognise landmarks.

Case Study 2 – History

- I can** ask questions and find out answers about the past.
- I can** recount changes that have occurred in my own lifetime.
- I can** use words and phrases to describe the passing of time.
- I can** use artefacts, pictures and online sources to find out about the past.

Case Study 3 – RE / Art

- I can name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- I can identify and suggest meanings for religious symbols and begin to use a range of religious words.
- I can draw lines of different thickness and size.
- I can show pattern and texture by adding dots and lines.



Immersion

As part of hook week, (children of Plover visited the Danum Gallery, Library, Museum as part of their fieldwork. The children were able to complete a scavenger hunt, learning the historical facts about Doncaster. Then then had the opportunity to visit the Sikh Temple and Christ Church two different places of worship in the City Centre!

Children across the trust completed fieldwork at Beamish. The children were able to experience the excitement and community spirit of the 1950s in the 1950s welfare hall, the first building to open as part of our 1950s Town, as well as enjoying activities in the main hall, finding out about the story of the NHS and life in school rooms from the past.*

Our Learning

To provide context and to develop background knowledge, the first case study centred around the geography of Doncaster and the local areas of each school. The children learnt how to compare and contrast the different features of areas in the UK They then developed their knowledge of maps from the previous expedition, to produce their own maps of the schools and local areas.

The second case study focused on history and how the lives of the children and their schools have changed over time. The children started by engaging with historical sources, such as photographs and old artefacts. They then explored the timescales of changes within the lifetimes of themselves and their school.

The crews also interviewed a range of grandparents and teachers from the past to gain a first hand, real-life understanding of the lived past.

The final case study allowed us to continue developing a growing range of art skills, including line drawing, sketching techniques and collage. The children created a sketch of their school, a collage representing the diversity of Doncaster and a modern art version of their school logo. This complemented the skills the children have already developed in the previous expeditions. As artists the children were also encouraged to develop their critique skills to develop and improve their artwork as well as that of others.

Final Product and Celebration of Learning

The final product drew together learning from all three case studies. The product saw the children creating a bespoke prospectus about their school and the local area, which also contributed to a trust-wide prospectus encompassing all of the Trust primaries. Each prospectus displayed elements of the local geography as well as memories from the past about the school and local area. To illustrate the prospectus, children used their newly developed sketching skills to include sketches of the schools and grandparents who had previously been pupils.



#WEARECARCROFT



Scan this QR code to find out
more and see all of our Expedition
learning and journey.

Find out all you need to know...



XP.
TRUST

Carcroft School

Owston Road, Carcroft, Doncaster, DN6 8DR

T 01302 722353

E admin@carcroftschoo.co.uk

carcroftschoo.co.uk

Carcroft School is part of the XP Trust: xptrust.org