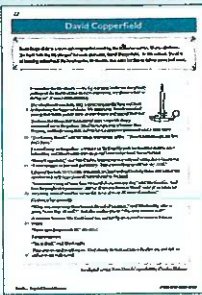


# David Copperfield



**Question Book:**  
Year 6, pages 12-13

**Author / Source:**  
Charles Dickens (adapted)

**Genre:**  
Classic fiction — novel extract

**Cross-curricular links:**

- History (Victorian Britain)
- Drama (stage directions)

## Introduction

This extract from *David Copperfield* has been adapted to make it more accessible to Year 6 pupils, but it still retains much of Dickens' original language and his distinctive writing style. *David Copperfield* tells the story of its titular character through retrospective narration. This extract is from an early part of the novel, when David is told that his mother has died. To draw attention to the way Dickens sets the scene, pause after reading the first paragraph and ask pupils to predict whether something good or bad might happen to David.

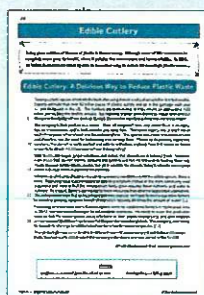
## Answers

1. E.g. The text is partly based on real events from Charles Dickens' life and partly fictional.
2. E.g. Words like "ghostly" and "bleak" make the setting seem lonely and depressing. The author chose this setting to create a suitable mood for the bad news David is about to receive.
3. E.g. The phrase "surprisingly softly" suggests that Mr Sharp is usually quite blunt.
4. E.g. Mrs Creakle feels sad and uncomfortable. She is sad because David's mother has died, but she also feels uncomfortable because she has to break the news to David.
5. E.g. The "mist" is tears forming in David's eyes, which are stopping him from seeing properly.
6. E.g. hopeless; miserable; bleak; dismal
7. E.g. Candles are used to light the room rather than electric lights. The extract uses old-fashioned language like "parlour" and "mamma". The news of David's mother's death was sent by letter, rather than by a phone call or an email.

## Extra Activities

- Drawing on pupils' answers to question 7 and other details in the text, challenge pupils to work out what time period *David Copperfield* is set in. As a class, discuss how life for a child like David in Victorian Britain might have been different to daily life for children today.
- Ask pupils to rewrite the first two paragraphs of the extract so that it has a bright and cheery tone. Pupils should retain key elements of the text, e.g. they should use first person narration, write in the past tense and use the setting of a classroom.
- Get pupils to write a letter from Mrs Creakle to Peggotty, David's old nurse, describing David's reaction when he heard that his mother had died and how he has been coping in the days following the news.
- Ask pupils to imagine they are directing this extract in a stage version of *David Copperfield*. They should re-write the extract as a playscript, adding in their own stage directions. Encourage pupils to think about lighting, sound effects and the position of the characters on the stage.
- Victorian schoolchildren like David would have learnt to write in a type of handwriting called copperplate. Show children some phrases written in copperplate and ask them to try to copy them in the same style.

# Edible Cutlery



**Question Book:**  
Year 6, pages 14-15

**Author / Source:**  
www.dogonews.com

**Genre:**  
Non-fiction — news article

**Cross-curricular links:**

- PSHE (protecting the environment)
- Science (properties of materials)
- Maths (percentages; pie charts)

## Introduction

Edible cutlery is an original idea launched by an Indian company, Bakey's, to create an eco-friendly alternative to disposable plastic cutlery. This article explains the ideas behind the design and development of the edible cutlery, which Bakey's hopes to launch on a global scale. Their unique idea should engage pupils and inspire them to think about innovative ways of being environmentally friendly.

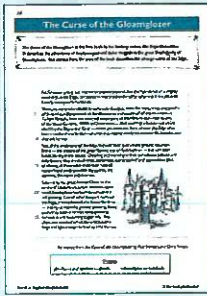
## Answers

1. E.g. The spoons come in several tasty flavours. If people throw the spoons away instead of eating them, it doesn't stop them from being environmentally friendly. The spoons will quickly decompose.
2. E.g. Imaginative, because he has created a clever, original solution to the problem of plastic cutlery.
3. Bakey's utensils decompose within 5-6 days when exposed to the elements. — Fact  
Tossing a plastic spoon into the trash is fashionable. — Opinion  
The utensils are a culinary treat. — Opinion (1 mark for 2 correct, 2 marks for all 3 correct)
4. Any appropriate answer. E.g. Yes, the author thinks the spoons are a good idea (she calls them "delicious treats"), so the article is unbalanced because it concentrates on the positive aspects of the products and the company. OR E.g. No, although the author mentions a lot of positive things about the spoons and the company, she also mentions some of the problems that the business faces, so the article isn't biased.
5. Any appropriate answer. E.g. No, because plastic cutlery is more practical and can be used in lots of different situations. Plastic cutlery lasts forever, but edible cutlery goes off. OR E.g. Yes, because once it's cheaper and more widely available, I think lots of people will want to buy edible cutlery.

## Extra Activities

- Imagine that Bakey's are launching their edible cutlery in the UK. Ask pupils to write a script for a TV advert promoting the edible spoons. The advert should be informative and persuasive. Pupils might also want to create a jingle or a catchy slogan. Pupils could perform their adverts to the rest of the class.
- Ask pupils to create an eco-friendly superhero with green superpowers. For example, it could use solar energy to fly and have the ability to ingest greenhouse gases. Pupils should draw and label their superhero, then write a short paragraph describing how their powers will help them to save the planet.
- Ask pupils to think about the properties that Bakey's spoons need to have in order to be fit for purpose (e.g. they need to be rigid, fairly insoluble, biodegradable). Conduct an investigation to test whether there is another material which could be used to make an environmentally-friendly spoon.
- The article mentions that the edible spoons come in different flavours, e.g. sugar, ginger-cinammon and cumin. Inform pupils that garlic and plain spoons are also on sale. Conduct a survey amongst the class about which flavour pupils would like to try. Pupils should work out what percentage of the class would like to try each flavour (to the nearest 1%), then create a pie chart to show their findings.

# The Curse of the Gloamglozer



**Question Book:**  
Year 6, pages 16-17

**Author / Source:**  
Paul Stewart  
Chris Riddell

**Genre:**  
Fiction — novel extract

**Cross-curricular links:**

- Art (making a collage)
- History (place names)

## Introduction

The Edge is an immersive and engaging world created by Paul Stewart and Chris Riddell in their fantasy series, *The Edge Chronicles*. The series spans 600 years of fictional history and includes maps, illustrations and vivid descriptions that bring the fictional world to life. Before reading the text with the class, discuss what they know about the fantasy genre and the types of characters they might expect to meet.

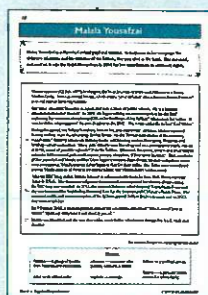
## Answers

1. “jutting out into the emptiness beyond, like the figurehead of a mighty stone ship”
2. E.g. dangerous; unsafe; hazardous
3. E.g. To emphasise that the people of Sanctaphrax live very high up. The phrase also means that you don't really notice what's going on around you, so they might have chosen it to show that the people of Sanctaphrax don't pay much attention to what's happening below them in Undertown.
4. Any appropriate answer. E.g. I'd prefer to live in Sanctaphrax because it sounds so different to Earth. It floats and the people there live in towers and palaces. OR E.g. I'd prefer to live in Undertown because it's urban and I like cities. It also sounds like you'd get to meet lots of different creatures there.
5. E.g. The passage contains lots of description so it helps to create a clear picture of the setting in the reader's mind. It's important to explain the setting at the start of the book because it's so different to real life.
6. Any appropriate answer. E.g. An advantage is that you'd always have someone to discuss your ideas with if you got stuck. A disadvantage is that you might disagree about what should happen in the story.

## Extra Activities

- Ask pupils to identify differences between the Edge and Earth, e.g. there are “trolls, trogs and goblins” on the Edge. Using these differences as a starting point, get pupils to invent more information about the Edge. They should produce a fact file describing the weather, sports, music and language on the Edge.
- Explain that fantasy fiction often takes an ordinary character and puts them in an extraordinary world. Ask pupils to work in pairs to write the opening page of a fantasy novel, where an ordinary character from Earth meets some stereotypical fantasy creatures, e.g. ghosts, trolls, goblins, dragons. Afterwards, discuss the positives and negatives that pupils experienced when writing a story with a partner.
- Challenge pupils to think of other examples of fantasy fiction, e.g. *Harry Potter*, *The Chronicles of Narnia*. As a class, see if pupils can identify any other common features of fantasy novels. Then ask pupils to create a poster displaying the different elements of the genre.
- Get pupils to make a collage of the Edge based on the extract, encouraging them to be creative with their choice of materials. Then ask pupils to compare their collages with a map of the Edge from the Internet.
- Discuss the place names mentioned in the extract. Ask the pupils if they can guess the reason behind any of the names, e.g. Undertown. Get pupils to research the origins of place names in their local area, e.g. ‘Oxford’ is derived from ‘the ford where the oxen cross’.

# Malala Yousafzai



## Question Book:

Year 6, pages 18-19

## Author / Source:

[www.biographyonline.net](http://www.biographyonline.net)

## Genre:

Non-fiction — biography

## Cross-curricular links:

- PSHE (human rights)
- Geography (rivers)

## Introduction

The true story of Malala Yousafzai and her fight to uphold human rights whilst living under the Taliban is inspirational. This biography explores Malala's early activism, when she wrote an anonymous blog for the BBC and became increasingly critical of the Taliban's regime in Pakistan. The extract is an ideal springboard for wider discussions about the importance of education and gender equality.

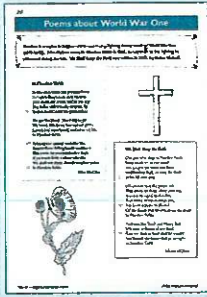
## Answers

1. E.g. Because if the Taliban found out who she was then she'd be in danger.
2. E.g. Because she didn't want to give in to pressure from the Taliban. She might also have been scared to move away from her friends and family.
3. E.g. She might have felt happy because her work was becoming more well known, but also scared because it would be easier for the Taliban to find her and prevent her from speaking out against them.
4. E.g. harsh; bold
5. Any appropriate answer. E.g. Yes, because if Malala hadn't written the blog then she wouldn't have become such a well-known opponent of the Taliban, so they probably wouldn't have shot her. OR E.g. No, because the blog allowed Malala to raise awareness of the cruelty of the Taliban's regime and win the International Children's Peace Prize. Her father's decision helped her to become an international hero.
6. Any appropriate answer. E.g. Yes, because she has experienced a lot of hardship and pain. She has been persecuted and was nearly murdered by the Taliban. OR E.g. No. Although some terrible things have happened to her, she has also achieved some amazing things and never seems to have given up hope.

## Extra Activities

- The extract ends on a cliffhanger. Ask pupils to research what happened to Malala after she was shot, and write up the information in the form of a biography.
- Malala was awarded the Nobel Peace Prize in 2014. Ask pupils to research other Nobel Peace Prize winners and choose one that they find particularly inspirational. Divide the class into pairs. Pupils should imagine they're going to interview their chosen winner and create a list of questions they would like to ask them. Get pupils to swap questions, research the answers and complete their partner's interview.
- As a class, discuss why pupils think Malala was willing to take such risks for education. Is the right to go to school something worth fighting for? Ask pupils to think of something they would fight for (e.g. gender equality, freedom of speech, racial equality) and get them to write their own blog post about it. Tell pupils that their blog post doesn't have to be based on personal experience.
- Ask pupils to identify Pakistan on a map. Point out the location of the Swat Valley, where Malala grew up. Explain that a huge river runs through the area. Give pupils a list of key terminology to do with rivers, e.g. source, mouth, tributaries, valley. Pupils should create an informative poster about the River Swat, which uses each word on the list.

# Poems about World War One



## Question Book:

Year 6, pages 20-21

## Author / Source:

John McCrae  
Moina Michael

## Genre:

Poetry

## Cross-curricular links:

- History (World War One)
- PSHE (role models)
- Art (modern art)

## Introduction

*In Flanders Fields* is one of the most enduring poems of the First World War. John McCrae wrote it after his friend, Alexis Helmer, died in battle in 1915. American professor Moina Michael wrote *We Shall Keep the Faith* in 1918 as a response to McCrae's poem. Both poems address the same subject from different perspectives. Before reading the poems, ensure pupils understand where Flanders is and the part it played in the war.

## Answers

1. E.g. The graves of dead soldiers.
2. "Scarce heard amid the guns below"
3. E.g. It represents the cause that the soldiers were fighting for.
4. E.g. Because the poppies are red, which is the same colour as the soldiers' blood.
5. E.g. treasure; honour; value; love
6. E.g. She wanted to reassure people that the death and destruction caused by the war wasn't pointless. She promises that people will remember the soldiers who died.
7. Any appropriate answer. E.g. Yes, because wearing a poppy is a way of showing that we haven't forgotten about the soldiers who gave their lives for us. OR E.g. No, because we have other ways of remembering the soldiers, like museums. You can show respect in lots of different ways — not just by wearing a poppy.



## Extra Activities

- With pupils, discuss the rhyme schemes of both poems. What do they notice about the line "In Flanders Fields"? (It is repeated within the poems and across the poems; it doesn't rhyme with the other lines in the poems.) Why do pupils think the line is repeated and why did the poets choose not to make it rhyme? (E.g. to make it stand out so that it is memorable, just like the soldiers who died.)
- Split pupils into pairs and ask each pair to write a sentence about how the punctuation affects the rhythm in line 6 of *In Flanders Fields* and line 2 of *We Shall Keep the Faith*. As a class, discuss pupils' responses. Why did the poets interrupt the rhythm here? (E.g. to emphasise the words "Dead" and "to rise anew".)
- Ask pupils who they think is speaking in each poem, then split the class in two. Ask one half to rewrite McCrae's poem as a letter, from the soldiers to future generations. Ask the other half to rewrite Michael's poem as a letter, from those who survived the war to the fallen soldiers.
- Get pupils to write their own poem about a person they admire. Before writing their poems, advise pupils to make a list of what they admire about their chosen figure and why.
- Show pupils examples of recent artworks designed to commemorate the First World War, e.g. the 'Blood Swept Lands and Seas of Red' installation at the Tower of London and 'The Face of World War One' project by Helen Marshall. Ask pupils to design their own memorial, presenting their work as a labelled drawing with a short paragraph explaining the ideas behind their design.