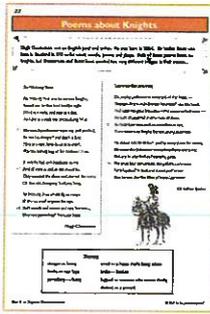


Poems about Knights



Question Book:
Year 5, pages 22-23

Author / Source:
Hugh Chesterman
Sir Walter Scott

Genre:
Classic poetry

Cross-curricular links:

- Art (designing shields)

Introduction

Sir Nicketty Nox is one of many children's poems published in the early twentieth century by the English poet and writer Hugh Chesterman. *Lochinvar* by Sir Walter Scott is an eight-stanza poem, of which the first two stanzas are reproduced here. *Lochinvar* was first published in 1808 as part of Scott's much longer poem, *Marmion*. *Sir Nicketty Nox* and *Lochinvar* describe two very different fictional knights, giving pupils an opportunity to compare the characters of Sir Nicketty Nox and Lochinvar, as well as the different poetic techniques used by the two poets.

Answers

1. Any appropriate answer. E.g. Sir Nicketty Nox is old, but Lochinvar is young. Sir Nicketty Nox is married, but Lochinvar is not.
2. d. a simile
3. E.g. It suggests that he's shrivelled and wrinkly.
4. AABB
5. E.g. brave; fearless; daring; bold
6. E.g. Because he wanted to marry Ellen. When he didn't arrive in time, she married someone else.
7. Any appropriate answer. E.g. I would prefer to meet Lochinvar because he is loyal and brave, and the poem says there never was a knight like him. Nicketty Nox, on the other hand, sounds boring and grumpy.

Extra Activities

- As a class, compare the form of the two poems. Ask pupils to identify the rhyme scheme of *Sir Nicketty Nox* and compare it with that of *Lochinvar*. How many syllables are there in each line of *Lochinvar*? How does this compare with the number of syllables per line in *Sir Nicketty Nox*?
- In *Lochinvar*, Scott often uses unusual word order and old-fashioned language. Ask pupils to rewrite the poem in prose, using modern language and standard English grammar. Encourage them to use a dictionary to find out the meaning of any words they are unfamiliar with.
- Ask pupils to think about which of the two poems they prefer. They should write a review of their preferred poem, explaining why they like it and discussing any aspects of it that they don't like.
- Get pupils to invent their own knightly character. They should write and illustrate an acrostic poem based on their knight's name. Ask them to include some animal-based similes like those in line 3 of *Sir Nicketty Nox* to describe their knight's defining characteristics.
- Ask pupils to design shields for Sir Nicketty Nox and Lochinvar. Encourage them to think about how they can represent the knights' characters that are mentioned in the poems on their shields.



The Wind in the Willows (musical)



Question Book:
Year 5, pages 24-25

Author / Source:
Stephen Kingsbury and Ben Sleep

Genre:
Fiction — playscript

Cross-curricular links:

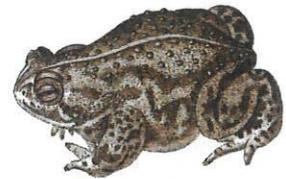
- Drama (role-play)
- PSHE (crime and the law)

Introduction

The Wind in the Willows by Kenneth Grahame, first published in 1908, is a popular children's novel. Set in the Thames Valley, it follows the adventures of Mole, Rat, Toad and Badger. Stephen Kingsbury and Ben Sleep have worked together to adapt well-known novels, such as *The Wind in the Willows*, into musicals which schools and other groups can perform. Read the extract through with the class, asking for volunteers to read a part each. You could also ask an additional pupil to read the stage directions aloud.

Answers

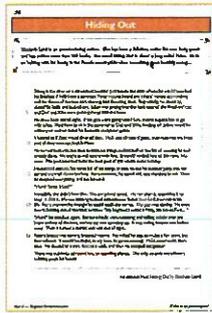
1. E.g. To show that the judge is shouting.
2. E.g. He has stolen a car, driven dangerously and behaved rudely towards a police officer.
3. E.g. They give extra information about what is happening on stage so that the reader knows which actors are present and what they're doing.
4. E.g. He thinks Toad should be dealt with strictly for his many serious crimes. He thinks that Toad is cunning but that he can deal with him.
5. E.g. He apologises and says he understands that his crimes are serious. He also tries to defend himself — he denies that what he did was stealing and claims he was joking when he was rude to the policeman.
6. E.g. Because he thinks the policeman is insulting him by calling him a toad.
7. E.g. He calls the policeman a "nincompoo", but wants to punish Toad for doing the same thing. He says Toad's actions are "unforgivable" as no one, whatever their rank, should be rude to a police officer.



Extra Activities

- Split the pupils into groups and ask them to prepare a performance of the extract. Ask the pupils to think about the emotions and attitudes of each character and how they should concentrate on using their voices and actions to express this.
- Divide the class into pairs, one playing the role of the policeman and the other playing Toad. Ask them to imagine the policeman is interrogating Toad to try and find out what happened. What questions will the policeman ask? How will Toad respond?
- Ask pupils to write a news article describing the events that led to Toad's trial. They should pay particular attention to the layout of their article, using a headline, quotations and pictures.
- Stealing cars, driving dangerously and being rude to police officers are serious offences in the real world. Discuss as a class what they think the consequences of this behaviour would be in today's society. What do they think the punishment should be for each of these offences? Which of these offences do they think is the worst, and why?
- Discuss as a class whether the pupils think it is fair for the judge to call Toad's behaviour towards the policeman "unforgivable". Is there such a thing as an unforgivable crime?

Hiding Out



Question Book:
Year 5, pages 26-27

Author / Source:
Elizabeth Laird

Genre:
Fiction — novel extract

Cross-curricular links:

- History (prehistoric Europe)
- Art (cave paintings)

Introduction

Elizabeth Laird is a prolific children's author. In a career spanning more than forty years, she has written over 150 novels and picture books for children. Her novel *Hiding Out* focuses on a boy called Peter who must find a way to survive when his parents accidentally leave him alone in the French countryside with no food, water or shelter, and no knowledge of the French language. This extract describes the moment when Peter's parents accidentally abandon him. As they read, encourage pupils to think about how the author creates tension and drama in the extract.

Answers

1. E.g. Because he doesn't want to leave the cave.
2. E.g. He didn't want to travel with his dad and Julian, so he waited for them to leave. He planned to get into his mum's car instead, but she left before he was able to.
3. E.g. By using exclamation marks.
4. E.g. It makes that part of the text seem very dramatic because the short sentences make it seem as if the events are happening very quickly.
5. a. E.g. dreadful; terrible; horrible; frightful
b. E.g. Because the silence shows that Peter is all on his own, so it seems dreadful to him.
6. Any appropriate answer. E.g. I think I would feel frightened to be all on my own. I would also feel upset and angry that everyone had left without me.

Extra Activities

- As a class, discuss the techniques that the author uses in this extract to set the scene and create tension. Explore the effect of the contrast between longer sentences at the start of the extract and very short sentences in lines 18-21, the use of dramatic verbs ("shrieked", "racing") in lines 22-23, and the author's subtle use of adjectives and adverbs throughout the extract to set the scene and convey Peter's feelings.
- Ask pupils to write a short story in which something unexpected happens to the characters while they are on holiday. Encourage pupils to vary sentence length and vocabulary to create tension in their stories.
- Ask pupils to write Peter's internal dialogue, using the first person to describe his thoughts and feelings at different points in the extract.
- Explain that examples of prehistoric art have been found in caves in France and elsewhere in Europe. Show pupils some examples of European cave art and make sure pupils understand when they were produced. As a class, discuss why cave paintings are an important source for historians studying prehistoric Europe. What can they tell us about that period? Why might they be difficult to interpret?
- Charcoal and chalk were often used in prehistoric cave paintings. Get pupils to create their own cave drawings using these materials.



Wolves in the UK



Question Book:

Year 5, pages 28-29

Author / Source:

www.independent.co.uk

Genre:

Non-fiction — news article

Cross-curricular links:

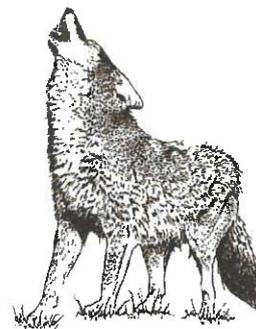
- Science (wolves)
- Drama (scriptwriting)

Introduction

For many centuries, wolves were found throughout the British Isles, but between the fifteenth and eighteenth centuries, a combination of hunting and deforestation gradually caused them to disappear from the UK. As part of the 'rewilding' movement, prominent figures like Chris Packham and David Attenborough have recently begun to call for large predators such as wolves to be reintroduced to parts of Britain, arguing that they would help to rebalance British ecosystems. Before reading the article with the class, ask pupils to suggest adjectives that they would use to describe wolves.

Answers

1. E.g. It suggests that he really wants wolves to be reintroduced and that he is working really hard to persuade people that this is a good idea.
2. none
3. E.g. He means that people need to understand that wolves aren't that dangerous to humans and that they're important for the environment.
4. Scotland
5. E.g. Because people would pay money to see them.
6. E.g. Because there haven't been any wolves in the UK for a long time, and people are scared of them.
7. Any appropriate answer. E.g. Yes, because I think it would be exciting to see a wolf in the wild, and the article says that it would be good for the community and the environment. OR E.g. No, because I think wolves are frightening, and it wouldn't be safe to do things like camping if there were wolves in the UK.



Extra Activities

- With the whole class, discuss the adjectives pupils listed before reading the article. What adjectives do they think Chris Packham would use to describe wolves? Is his view of wolves similar or different to theirs?
- As a class, discuss the depiction of wolves in popular culture. Can pupils think of any fairy tales, nursery rhymes or other stories about wolves? Do they present wolves in a positive or negative light? How might these stories affect people's attitudes towards wolves?
- Ask pupils to write their own fairy tale which presents wolves in a positive light.
- Get pupils to research grey wolves and design an illustrated fact sheet describing their habitat, diet and behaviour. Drawing on the pupils' research, you could then hold a class debate about whether wolves should be reintroduced into the UK and why they would be best suited to reintroduction in Scotland.
- Working in groups, ask pupils to devise a marketing campaign to persuade people to support the reintroduction of wolves in the UK. They will need to think of a slogan and logo for their campaign, design a poster and write a script for a short TV advertisement promoting wolves. Make sure pupils focus on making their campaign as persuasive as possible.

The Wolves of Willoughby Chase



Question Book:
Year 5, pages 30-31

Author / Source:
Joan Aiken

Genre:
Classic fiction — novel extract

Cross-curricular links:

- Art (cartoon strip)

Introduction

The British author Joan Aiken (1924-2004) received many awards for her work, including an MBE for her services to children's literature. *The Wolves of Willoughby Chase* is the first in a series of twelve novels. Set in a fictionalised version of nineteenth-century England that is terrorised by marauding wolves, the novel follows Bonnie and her orphaned cousin, Sylvia, as they struggle to escape the clutches of their unscrupulous guardian, Miss Slighcarp. Before pupils read the extract, ask them to explain what suspense is.

Answers

1. third
2. "wasted precious moments"
3. E.g. She feels upset and frightened because she thinks it would be safer to go back to the house, and she doesn't understand where Bonnie is taking her.
4. E.g. It makes you worried that Bonnie and Sylvia won't be able to find anyone to help them.
5. E.g. They are the wolves in the distance that are chasing Bonnie and Sylvia.
6. Any appropriate answer. E.g. I think she feels glad to see him because he might be able to protect them from the wolves. She also feels confused because she doesn't know who he is or where he came from.
7. E.g. Bonnie is in control. You can tell because she is confident and knows her way around and decides where to go, while Sylvia just follows her.

Extra Activities

- As a class, explore the techniques Aiken uses to create tension and suspense in this extract. How does the setting contribute to the tense atmosphere? Why are the wolves important? How does Bonnie's behaviour help to build suspense? Why is it important that Sylvia doesn't know where they are going?
- Give pupils a visual prompt, such as a picture of a darkened house or an overgrown garden, and ask them to write a short story inspired by it. Pupils should focus on creating tension and suspense in their stories.
- Divide the class into two groups. Ask pupils from the first group to write a diary entry describing the events in the extract from Bonnie's perspective, while those in the second group write a diary entry from Sylvia's viewpoint. As a class, compare the two groups' diary entries. What do the similarities and differences between them suggest about the way different people may view the same events?
- Ask pupils to create a cartoon strip of the extract. Encourage them to think about how they can convey the tense atmosphere of the text in their drawings.
- Thinking back to the news article about the reintroduction of wolves to the UK (p.28-29 in the Year 5 Question Book; p.57 in the Teacher Book), discuss whether the extract from *The Wolves of Willoughby Chase* gives an accurate portrayal of what might happen if wolves were reintroduced. How might reading this extract affect people's attitudes towards the reintroduction of wolves?