

Defender of the Realm
by Mark Huckerby and Nick Ostler

Lesson 1 – Anti-bullying

Lesson Objectives

- To understand the causes and consequences of bullying.
- To explore the feelings associated with bullying behaviours.

Outcomes

- Children will be able to express their thoughts on why bullying occurs and what the issues are related to it.
- Children will be able to explain how to prevent bullying using the text as a starting point.

Resources

- *Defender of the Realm* by Mark Huckerby and Nick Ostler
- Activity Sheet 1 – Mind Map of Feelings
- Activity Sheet 2 – Anti-Bullying Poster
- Activity Sheet 3 – A Story About a Bully
- Thesaurus

Introduction

Explore bullying between the characters Alfie and Mortimer (page 28 from 'OI! PRINCESS!' to page 30 'He closed his eyes and waited for Mortimer's fist to connect with his chin.')

Explore what bullying means. Is this act bullying? How do we know/not know? What potential ways of solving this are there? Conduct a discussion with the whole class or in small groups about this issue.

Task 1

Create a mind map about how Alfie feels at this point using Activity Sheet 1 – Mind Map of Feelings. Examine different feelings such as hurt and anger. Come up with synonyms and antonyms for the different words that the children have explored. They could use a thesaurus for this. Get the children to record synonyms for the words on their Mind Map. They will be able to use this word bank to help them complete Activity Sheet 2 – Anti-Bullying Poster or the extension task later in the lesson.



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Task 2

Read about the bullying issue between Alfie and Mortimer and how it is solved on this occasion – page 30 from ‘But the blow never came, and when he looked up, he was surprised to see the thug’s arm being held back by a firm hand.’ to page 33 to ‘and into a bin without looking.’

Discuss with children what has just happened. Is this a good way to deal with an issue such as this? If so, why? If not, why? Children to add this information to their mind map using feelings from different points in the extract. (Continue on Activity Sheet 1 – Mind Map of Feelings).

Task 3

Children to produce an information booklet or poster (Activity Sheet 2 – Anti-Bullying Poster) about how to solve bullying problems and what bullying is. They can do this on paper or using technology or publishing software.

Extension

Learning Objective

To write a story with use of description and imagery to help build up a sense of suspense.

Children to create their own narrative story about a bullying issue where one character is bullied, a second is the bully (there might be onlookers) and a third is somebody who might help stop it. What happens in the story? Remember to use the earlier synonyms from the mind map to engage the interest of the reader. Write the story on Activity Sheet 3 – A Story About a Bully.

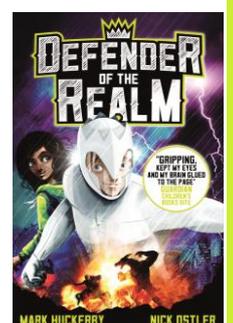
Curriculum links

Pupils should be taught to:

UKS2 English

Reading - comprehension

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.
- Provide reasoned justifications for their views.



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Writing - transcription:

- Use a thesaurus (for synonyms and antonyms).

Writing - composition:

- Plan their writing.
 - Noting and developing initial ideas.
- Draft and write.
- Evaluate and edit.
- Proof-read.

Writing – vocabulary, grammar and punctuation

- Develop understanding of the concepts.
- Indicate grammatical and other features.
- Use and understand grammatical terminology.

Spoken Language

- Increase use of vocabulary, ranging from describing their immediate world and feelings to discussing abstract concepts.

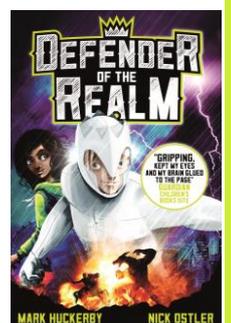


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Activity Sheet 2 – Anti-Bullying Poster

Produce a poster about how to solve bullying. Think about what a good poster might need to have on it.

For example, it should be colourful and have a catchy slogan. Make sure the information is aimed at bullies, people who might be being bullied and people who might have seen someone being bullied and not know what to do about it.



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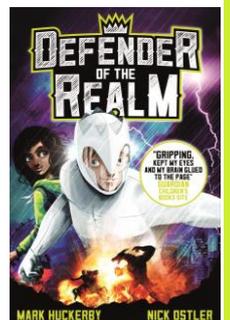
Activity Sheet 3 – A Story About a Bully

Plan and write a short story about a bully, what happened to solve this problem?

Think about:

- How you will plan
- Your characters and who they are
- The opening – this needs to set the scene
- The build-up to the bullying problem
- How it was solved
- A strong ending
- Descriptive language, e.g. strong verbs, adverbs, adjectives and imagery (such as similes, metaphors and personification)

Use this space to plan using the type of story plan you prefer. You could use a Mind Map or a storyboard or a Story Mountain. When you are finished, write up your story on a separate piece of paper.



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Lesson 2 – Gran’s Wheelchair

Lesson Objectives

- To identify similarities and differences between imaginative text and real life.
- To design/create and evaluate a product ready for sale.
- To use persuasive writing and/or dialogue to persuade others to purchase a new product.

Outcomes

- Children will be able to use imaginative ideas and relate them to real life (and vice versa).
- Children will have designed the product, created the product using readily available materials and evaluated not just their product but others’ products too.
- Children will be able to use persuasive language in both written and verbal form to promote their product as being the best one available.

Resources

- *Defender of the Realm* by Mark Huckerby and Nick Ostler
- Activity Sheet 4 – Design and Make a Wheelchair
- Activity Sheet 5 – Create an Advert

You will need to make available the following:

- Assorted 2D shapes
- Assorted nets to make 3D shapes
- Pictures of different wheelchairs
- Card, glue, scissors, split pins, straws, dowel rods, large and small circles
- Camera and/or video camera
- Use of laptops/class computers



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Introduction

Look at the part in the story about Gran's wheelchair. Show the children a picture of a wheelchair (if they are unsure what one might look like.) Is Gran's wheelchair a normal wheelchair? What makes it different? What makes it the same? What shapes can the children see in the wheelchair?

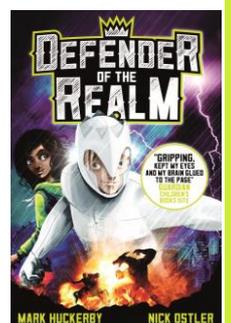
Then read about the part in the story where the Black Dragon attacks 'The Tower of London' (page 11 to page 24) and the Defender defends it. What happens to Gran at this point? Can she get away?

Introduce the concept that Gran needs a much better wheelchair. It needs to have wonderful gadgets to enable her to move around by herself and to defend herself and possibly others. Gather ideas from the children about this. How would they carry out the task of designing this new wheelchair? Explain that the children are going to come up with a design for a new wheelchair (using Activity Sheet 4 – Design and Make a Wheelchair), and then create a model of it. Provide different materials (see resources list) that the children can use, explaining safety and usage of different things. Explain that the best design, model, etc...will be voted for.

Explain that once the designs and models are finalised, the children are going to present their enhanced wheelchair designs in 'The Lizard's Lair'. This will be a 'Dragon's Den' style pitch with an advert, an explanation of how the product works, a model etc...

Points will be awarded based on:

- An effective design with a good explanation of how it will work.
- A cost effective design.
- A model which looks like the improved design with a good explanation of it working.
- A good effective advertisement which persuades others that their working prototype is the best available.
- An effective and clear presentation to the rest of the class where clarity of voice is used.



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Task 1

Children to work in small groups to design their wheelchair for Gran using Activity Sheet 4 – Design and Make a Wheelchair. They should use 2D and 3D shapes within their design. For example, what could they use for the wheelchair wheels? What could they use for the carriage? How could they get their wheels to move? They must label how each different part will work and what its function is. They need to write an explanation of how the wheelchair will work using subheadings and correct design terminology. They also need to add in some potential costings of how much it might cost to make their design. They might need to use the internet to research how much things might actually cost or provide catalogues from different DIY stores to use.

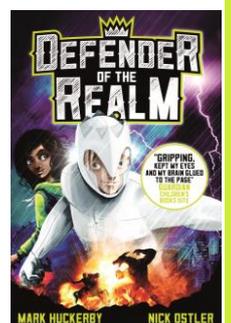
Their design will need to form part of a presentation to the rest of the class (or year group) about their 'new improved wheelchair for Gran', after which they will make improvements to their design based on the feedback. These could be based on things that would be too difficult to work or might be too expensive.

Task 2

The children need to create a small model based on their design using 2D and 3D shapes (it cannot be bigger than the 2D and 3D shapes or nets provided.) Their model needs to look like their *improved* design. They need to take photographs of their model to use in their presentation at the end. They need to write a further explanation of how their model functions and if it doesn't work then improvements on how they could make it work. For example, how could they make the wheels work?

Task 3

They need to create an advert for their design and model to 'pitch' to the rest of the class using Activity Sheet 5 – Create an Advert. The advert has to have a good slogan (or if it is a radio or TV advert then a good jingle to go with it). It has to use persuasive language. It has to have the cost of the finalised product and an explanation of why it works and is going to be a more effective wheelchair for Gran.



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Extension

Learning Objective

- To use appropriate software to calculate costings.
- To use knowledge of calculation to solve a problem.
- The children can produce a spreadsheet to show their costings of both the making of their product and the making of their advertisement. They can produce their own formatted sheets to show this.

Curriculum links

Pupils should be taught to:

UKS2 English

Reading - comprehension:

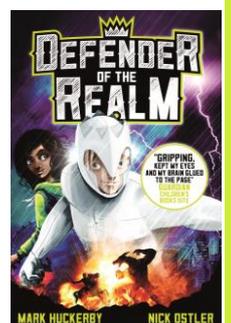
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Provide reasoned justifications for their views.

Writing - composition

- Plan their writing.
- Draft and write.
- Evaluate and edit.
- Proof-read.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

- Develop understanding of the concepts.
- Indicate grammatical and other features.
- Use and understand grammatical terminology.



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UKS2 Mathematics

- Solve number problems and practical problems.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratios.
- Solve problems involving the calculation of percentages and the use of percentages for comparison.
- Use all four operations in problems involving money including conversions.

UKS2 Design and Technology

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

UKS2 Computing

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly.



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Activity Sheet 4 – Design and Make a Wheelchair

Design and make a model for a new wheelchair for Gran. Use 'The Lizard's Lair' (a Dragon's Den style event) to pitch it with an advert, an explanation of how it works, a model etc.

Think about what your design will look like. Think about the success criteria and materials you have available. You need to try and keep the costs as low as possible so that people will buy it.

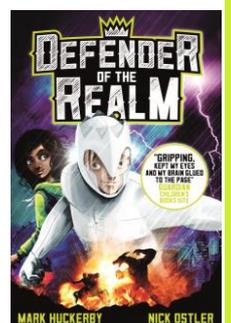
What are the success criteria of an effective design and model?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

Resources available:

- A4/A3 card
- Scissors
- Glue
- 2D and 3D shapes
- Nets for 3D shapes
- Ruler
- Split pins
- Straws/Dowels

Our design clearly labelled:

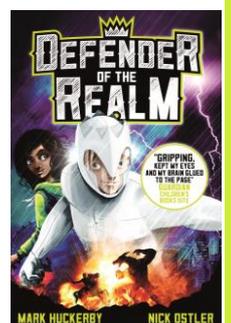


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Clear instructions and explanation of how it will work:

How to improve it:

Evaluation of the design and model:



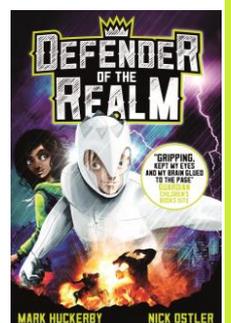
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Activity Sheet 5 – Create an Advert

Create an advert to 'sell' your new and improved wheelchair for Gran with the most amazing features.

Success criteria for a good advert:

- 1) Use a good slogan or a jingle (if a radio or TV advert) to make the design of the wheelchair sound really exciting and interesting. You could use alliteration for this.
- 2) Use rhetorical questions to make the reader think.
- 3) Use fantastic adjectives, adverbs etc...to make it sound wonderful.
- 4) Use exaggeration to make it sound even more amazing than it is.
- 5) Add in information so that the reader knows exactly what it is and what it will do for them.
- 6) Use word play to engage the reader.
- 7) Think about who will buy it and make sure your advert is targeted at that group.



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Lesson 3 – Looking at Historical Sites

Lesson Objectives

- To understand the importance of primary historical sites as places where evidence can be found.
- To recognise that historical information is a mixture of fact and opinion.
- To develop note-taking as a means of collating information.

Outcomes

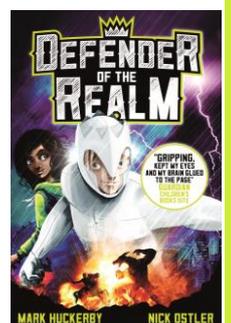
- Children will be able to distinguish between fact and opinion and how this is reflected in historical information.
- Children will be able to note-take effectively and use their notes to develop their own work and ideas.
- Children will use historical sites and their location and the research undertaken to produce their own accurate representation of a historical site.

Resources

- *Defender of the Realm* by Mark Huckerby and Nick Ostler
- Activity Sheet 6 – Fact and Opinion
- Activity Sheet 7 – Note-taking
- Activity Sheet 8 – Design a Historical Site
- Activity Sheet 9 – Secondary and Primary Sources

You will need to make available the following:

- Large map of the UK and Northern Ireland (and Ireland)
- Map pins
- Pictures of Stonehenge
- Pictures of a variety of historical sites (this could be linked to the topic in history)
- Card, scissors, glue, rulers
- Modelling clay to make villains/monsters for completed 3D model of a historical site
- Assorted 2D shapes
- Assorted 3D shapes
- Assorted nets to make 3D shapes



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Introduction

Read the section of the book about Stonehenge and the black lizard digging up the ground there (from page 62 – 67). Why do the children think the Black Dragon was digging up Stonehenge, an ancient historical site? What do the children think Stonehenge was created for and who by? Why was it considered to be a place of great power in ancient times (and even now by some people)? Locate Stonehenge on a large map of the UK and mark it.

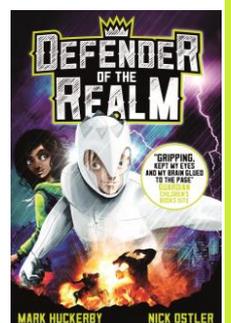
Task 1 – Fact and Opinion

This task is about the difference between fact and opinion. It could be a standalone lesson, but incorporated into these activities it lends itself to the skills gained in the specific context of Tasks 2 and 3. Look at Activity Sheet 6 – Fact and Opinion. This has 18 statements – some are clearly fact and others are clearly opinion, whilst a third group are deliberately ambiguous and could be argued. Children should work in groups to decide what they feel the statements are. The discussion and reasoning during this is key, as well as coming up with *group* reasons for why they have been placed in one group or the other. (As a further development, you could ask the children to find other ways of grouping the statements – again with their reasons).

Task 2 – Note-taking

Go through the note-taking skills on Activity Sheet 7 – Note-taking and show the children how to gather evidence about Stonehenge using books or the internet and how to make notes about it. What is the best way to gather notes to create a model and information about somewhere? Use the notes on Stonehenge to fill in Activity Sheet 8 – Design a Historical Site. Be sure to include its dimensions, the beliefs surrounding it and how people think it was created. Use some information from the book to create a fact/opinion/real/not real set of information for the children to use. Look at the difference between fact and opinion so the children know what they are looking for.

Then the children research a historical site of their choice and use Activity Sheet 7 – Note-taking to record its dimensions, beliefs, how and why it was built. For differentiation purposes, some of the children could use Stonehenge and the information that can be found about it in the introduction. More confident children could use the internet and historical books to find out about different historical sites. The children need to find the location of their historical site and mark it on the large map of the UK to show where it is.



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Task 3 - Design and Make

Show the children a map of the UK that has all their historical sites located on it. Is there anything that they noticed about where some of the sites were located? E.g. near a river, on a hill, near the coast etc... Why might sites be located in different places? What might be the purpose of this? E.g. defence, place of worship, settlement near a river for ease of water, etc...

Then read the part of the book where Alfie has discovered who his dad was and who he now is. (Page 92 – 95 'Here they were living, breathing men and women, most of them with pretty impressive beards.') What did the children notice about the reading? The map showing ancient places and monsters and villains located in different sites is key here. What do the children think this shows? What monster or villain might be linked to their historical site from Task 2 and why?

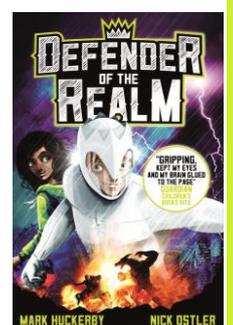
The children then need to create a design of their historical site and label it to show how they are going to make a 3D model of it using Activity Sheet 8 – Design a Historical Site. The children are now going to use their notes and design to create their own 3D model of a historical site. The children need to make sure they have scaled their model, for example, if it is 10m in height then it should be scaled down to 20cm in height and so on. The children can use 2D and 3D shapes and nets of 3D shapes to make their models.

Extension

Learning Objective

- To look at the differences in primary and secondary sources of evidence.

Get the children to look at the differences between primary and secondary sources, by filling in Activity Sheet 9 – Primary and Secondary Sources with examples from the class's historical sites. They should fill in the grid with examples of sources they found in their research, and for each one they should state if it is a primary or secondary source. What did the children mainly use to find out their material – is it accurate? How do they know? What types of 'artefacts' might an archaeologist find on each of the sites – what would they tell us about life in those times (whenever the site was present).



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Curriculum links

Pupils should be taught to:

UKS2 English

Reading comprehension

- Distinguish between statements of fact and fiction.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Provide reasoned justifications for their views.

Writing - composition

- Plan their writing.
- Draft and write.
- Evaluate and edit.
- Proof-read.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

- Develop understanding of the concepts.
- Indicate grammatical and other features.
- Use and understand grammatical terminology.

UKS2 Mathematics

- Solve number problems and practical problems.
- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre).
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.



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by Mark Huckerby and Nick Ostler

- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
- Describe positions on the full coordinate grid (all four quadrants).

UKS2 Art and design

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

UKS2 Design and Technology

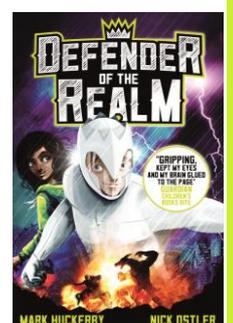
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

UKS2 Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

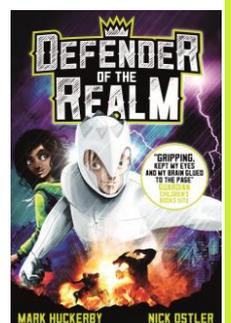


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UKS2 History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

- A local history study (for example, Stonehenge)
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

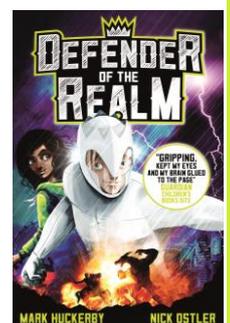


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Activity Sheet 6 – Fact and Opinion

In small groups sort the cards out according to whether they are fact or opinion. Your group will need to be able to justify your arguments as to why you grouped them the way you did. Is there any other way you could group them - give your reasons.

There are 12 months in every calendar year.	Cheese and Onion crisps are always the best.	The invention of the mobile phone was the best thing to ever happen!
There are 366 days in 2016.	Rugby, football and chess are all types of sport.	Our teacher's favourite colour is blue.
9 out of every 10 cats prefer one type of cat food to another.	Buy this brand new game for your games console. It will improve your memory!	Stonehenge is a place of worship.
London is the capital of England.	Today is Monday.	A sundial uses the position of the sun to help us tell the time.
Red is a primary colour.	Green is a primary colour.	It is really easy to learn a second or even third language.
Pluto is a planet in our solar system.	Cats and dogs are mammals.	According to the survey done in maths, 54% of children said cheese and onion crisps were the best.



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Activity Sheet 7 – Note-taking

Use the sheet to help with note-taking.

AIDS TO NOTE-TAKING

Good note-taking skills involve:

- 1) Finding accurate information quickly.
- 2) Scanning for key words and writing down only key and relevant facts.
- 3) Skimming for important facts.
- 4) Thinking about who the reader is going to be, e.g. same age children, smaller children etc.
- 5) Using abbreviations, e.g. Great Britain – GB, information – info
- 6) Using signs and symbols instead of writing in full sentences, for example, e.g., &, +, =, %, \$, @
- 7) Making sure the notes make sense. Can they be read back and used effectively?
- 8) Making the distinction between fact and opinion and using evidence, e.g. dimensions
- 9) Using chronological order or an order that makes sense, e.g. dimensions, beliefs, etc...
- 10) Organising notes clearly.
- 11) Using bullet points or a Mind Map to separate the information into groups.
- 12) Using historical or technical language, e.g. Vikings, place of worship etc...



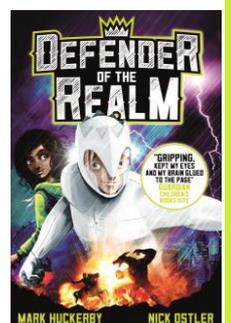
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Activity Sheet 8 – Design a Historical Site

In small groups research a historical site in the UK or Northern Ireland, such as Stonehenge or Edinburgh Castle. Find out information about the dimensions of the site, who/why/when/how/where it was built, what people believed about it, and any other information you think is relevant. From your notes you need to be able to build a small model of your historical site and write some facts and opinions about it. Record your notes and say if they are fact (f) or opinion (o).

My historical site is _____

Question to ask	Information found	Fact or opinion
Dimensions		
Who built it?		
How was it built?		
When was it built		
Why was it built?		
Where was it built? And why was it built where it was?		
People's beliefs about it...		
Did anybody live there? Who?		



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Now draw and label the historical site you researched. It needs to be drawn accurately thinking about scaling, e.g. if it is 10m in height then how much have you scaled it down if you make it 20cm in height? Label clearly what materials you will use to make it, how much of each material you will need and how you will make it.

My historical site is _____

What resources/materials will be needed?

What will the measurements be to scale it down to a small model?

Draw the historical site and label it clearly. Be accurate with your measurements.



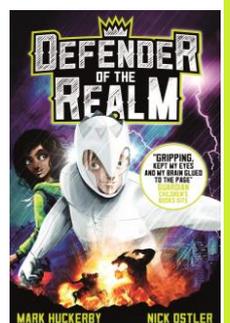
Defender of the Realm
by Mark Huckerby and Nick Ostler

Activity Sheet 9 – Primary and Secondary Sources

Extension activity: Fill in the table below with examples of historical sources from your research. For each source, write whether it is a primary or secondary source, and say why you think this. One example has been done for you.

What do you notice about the primary and secondary sources? What is different about them? Is there anything the same about them?

Historical source	Primary (Why? How can we tell?)	Secondary (Why? How can we tell?)
A clay pot dug up from a site	Primary because it dates back to the actual time of the site itself.	



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Lesson 4 – A Look at a Natural Disaster

Lesson Objectives

- To explore the thoughts and feelings of people following a natural disaster.
- To identify dramatic ways of conveying characters' ideas and building tension.
- To understand underlying themes, causes and points of view.
- To sustain engagement with longer texts, using different narrative techniques to make the text come alive.

Outcomes

- Children will use drama techniques to express their ideas.
- Children will understand how tension can be created through actions as well as words.
- Children will use imagery to convey meaning.

Resources

- *Defender of the Realm* by Mark Huckerby and Nick Ostler
- Sound effects for a natural disaster (to be used in drama activity)
- Video showing a natural disaster
- Activity Sheet 10 - Thought Bubbles
- Activity Sheet 11 – Story Plan
- Activity Sheet 12 – Story Writing
- Activity Sheet 13 – Imagery



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Introduction

Set up the classroom as if it has been affected by some form of disaster, e.g. upturn tables, books on floor etc...

Play a sound effect of your natural disaster in the background and allow children to enter the room and walk around. Ask the children to freeze then ask the following questions: What does it feel like? What did you see? What did you hear? What did you smell? Encourage the children to use all their senses.

Task 1

Use Thought Bubbles (Activity Sheet 10 – Thought Bubbles) and get the children to write down their initial feelings about walking into the room. Encourage the use of senses once more – then get the children to share with each other by ‘walking through the debris’ of the disaster together. They should use the standard phrase ‘I feel like...’ each time they speak to a person.

Then, show a video of an earthquake or another natural disaster (before, during and after effects) to give sense of what it might be like. (News video of earthquakes or other natural disaster with reporters sharing what has happened will be good for this. A first-hand report would be ideal.) Discuss the video - How did it make you feel? Why?

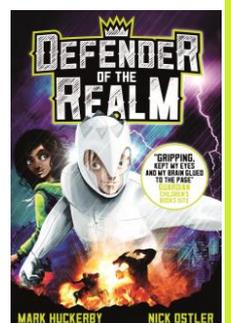
Children can then create freeze frames to represent scenes from an earthquake either before, during or after.

Verbally describe this by completing the following sentences or creating their own: “When it first started...” (I felt like... I did...) Record what the children might say at different points and get the children to write this on thought bubbles (Activity Sheet 10 – Thought Bubbles). Encourage the use of emotive language and strong use of description, e.g. it was devastating when...

Now read the part in the book about the volcano erupting where Edinburgh is (page 233 – 252).

Task 2

Children to plan a story based on themselves as the Defender (Activity Sheet 11 – Story Plan). For differentiation, the children who struggle with ideas could use the actual story and re-plan it, with different characters and setting. It could be based on the children’s own town. They need to think about the use of good description, use of adverbs and adjectives to create an effect of tension. What planning formats would work best for a story of this type? For example, a Story Mountain, a flowchart, a storyboard, a Mind Map, a bullet point list, etc...



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Task 3

Children write up their story using Activity Sheet 12 – Story Writing. They should focus on a good opening and a strong finish. Who is going to be stuck and needing help? How is it going to be solved?

Extension

Learning Objectives

- To look at how to use imagery in writing.
- To explore imagery.

Use Activity Sheet 13 – Imagery to look at how to use imagery in writing, such as similes, metaphors, personification etc... Can the children produce some similes, metaphors and personification about a natural disaster? The children can then use this to improve their own writing and create interest for a reader.

Curriculum links

Pupils should be taught to:

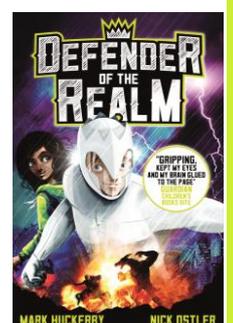
UKS2 English

Reading - comprehension

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Provide reasoned justifications for their views.

Writing - composition:

- Plan their writing.
- Draft and write.
- Evaluate and edit.
- Proof-read.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



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Writing – vocabulary, grammar and punctuation

- Develop understanding of the concepts.
- Indicate grammatical and other features.
- Use and understand grammatical terminology.

UKS2 Geography

Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

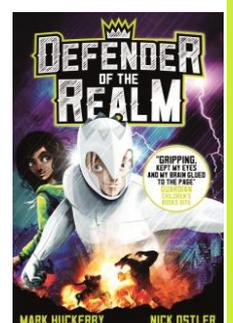
Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Human and physical geography

Describe and understand key aspects of:

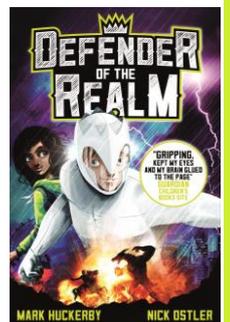
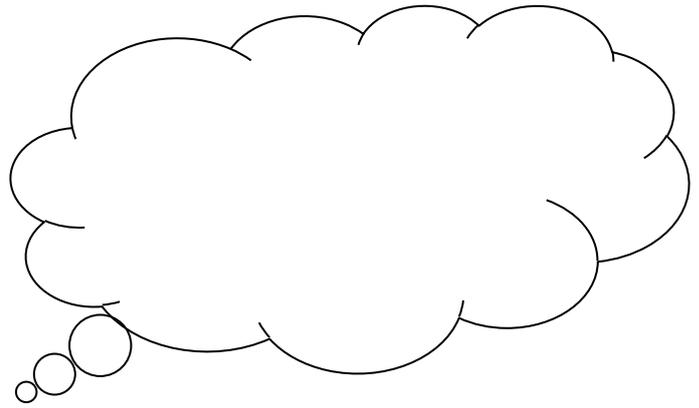
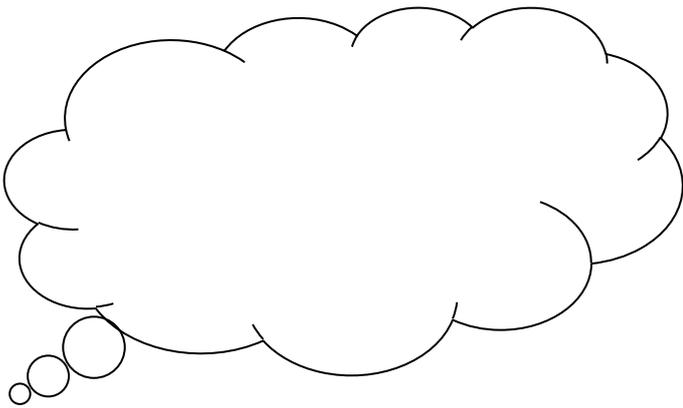
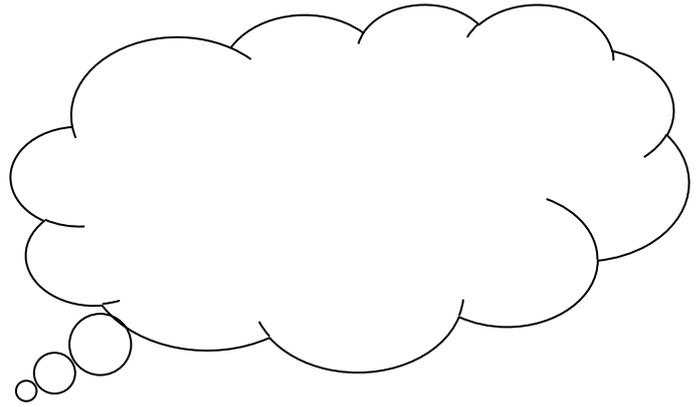
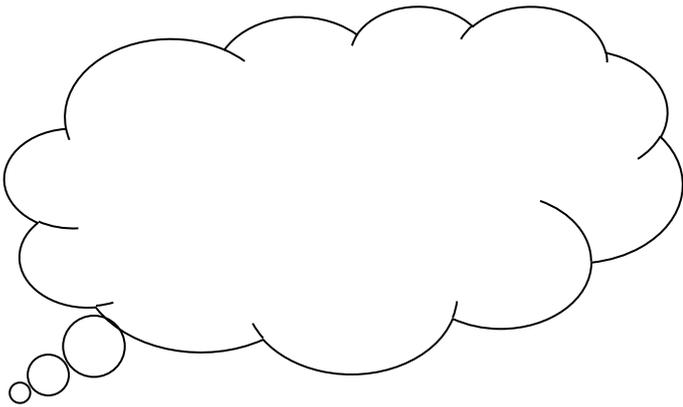
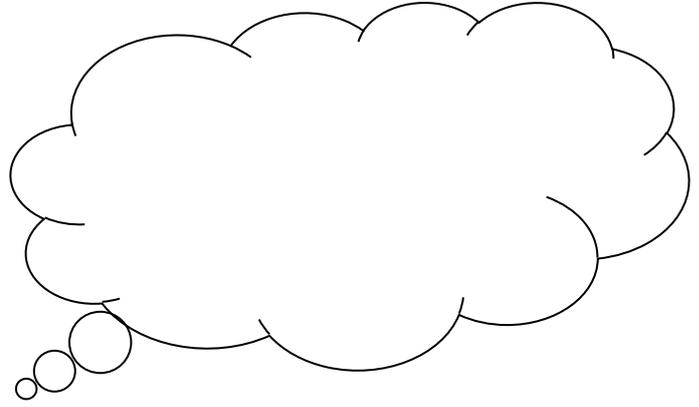
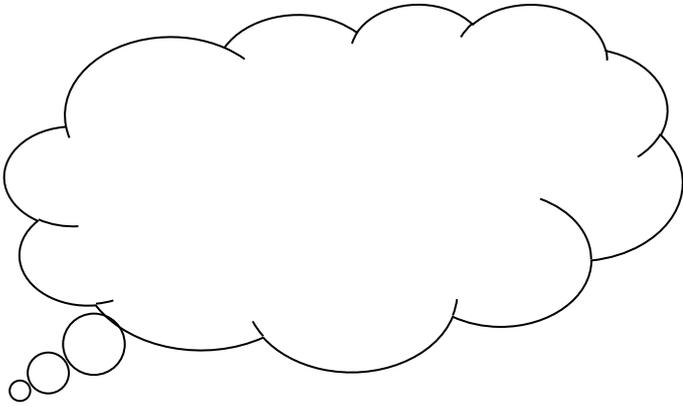
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.



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Activity Sheet 10 - Thought Bubbles

Write down your feelings at different points of a natural disaster in the thought bubbles below.



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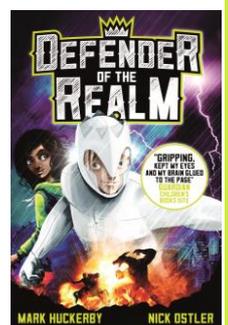
Activity Sheet 11 – Story Plan

Plan your story based on a natural disaster below. Think about your characters. Think about who might be trapped and how you will save them. Think about who might have caused the disaster. Think about how you as the 'Defender of the Realm' will save the village/town/city/historical place. What will you do?

Who are your characters?

Where is it set?

Plan your story here using a planning format of your choice



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Activity Sheet 13 – Imagery

Explore the use of imagery in your writing. How could you describe a natural disaster using imagery to provoke a response in your reader?

Similes describe something by comparing one thing to another, always using 'like' or 'as'.

The lava crept like a blood red tendril devouring the earth.

Now write some of your own simile examples about a natural disaster.

Metaphors describe something by saying it is something else, without using like or as.

The lava was a devouring beast.

Now write some of your own metaphor examples about a natural disaster.

Personification describes something by giving it a human feature.

The lava opened its arms to hug the grass.

Now write some of your own personification examples about a natural disaster.

