



SCHEME OF WORK

PERFECT FOR: Students aged 7–9; a Viking adventure full of danger, humour and historical facts; extending historical thinking by creating timelines and models of Viking longships; creative writing including instructions on how to catch a troll; exploring non-fiction books and poetry; joining two mischievous, troublesome Vikings for lots of mayhem and fun!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading Comprehension;
Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening
History: Vikings
Art and Design Technology



WEEK 1 (PAGES 1–49): ELSA GOLD-HAIR'S BIRTHDAY



SUGGESTED OBJECTIVES

Reading: Comprehension

- Predict what might happen from details stated and implied.
- Draw inferences, such as inferring characters' feelings.

History: Vikings

- Order and understand the main events that occurred during the Viking period.
- Use research methods to extend historical learning.

Art and Design Technology

- Research how Viking longhouses were constructed and discuss the suitability of the materials used.
- Create a model of a Viking longhouse using a range of materials.

Writing to Inform

- Create simple labels and museum cards.

COMPREHENSION QUESTIONS

1. Create a spider diagram of words, themes, stories and ideas linked to 'Vikings'. What do you already know about the Vikings?
2. Whack asks why Dirty Ulf is having a bath. What does this tell you about the Vikings? How do you think Dirty Ulf feels about having a bath? How do you know? (page 5)
3. Look at 'Did you hear they caught her sharing last week?' (page 11). Rehearse saying this out loud, thinking about your expression and how to capture Dad's personality.
4. How are the words 'raiding' and 'stealing' similar? How are they different? (page 15)
5. Read up to page 26. What do you predict will happen to the 'glittering pile of gifts'? How do you know?
6. Read up to page 34. What are your first impressions of Elsa? Do you like her? Would you like to be friends with her? How is she different to the other Vikings?
7. Which of the punishments on page 45 do you think is the worst and why? Can you think of any more?
8. Read up to page 48. How do you think Mum and Dad will react? What might they be thinking and feeling? Act out the scene, considering what will happen to Whack and Hack.
9. Were you surprised by Mum and Dad's reaction on page 49? Can you explain why they reacted like this?
10. Describe Whack and Hack in three words and explain your word choices. Do they remind you of any other characters from children's stories?

EXTRA ACTIVITIES

Create a timeline showing the main events that occurred during the Viking era. You may wish to include:

- The invasion of Lindisfarne
- The creation of the Supreme Kingdom
- The arrival of Vikings from Denmark and Sweden
- Edward the Confessor becoming King

Conduct research into Viking food. How was their diet similar to yours? How was it different? Now, create a fun birthday menu for Elsa. For example, your menu could include foraged wild nuts, bread flavoured with fennel, a delicious deer pie and a sumptuous salmon dish! Use alliteration and artwork to bring your menu to life.

The Vikings lived in longhouses. Can you research what they were made of and draw a labelled diagram of one? Which materials were they made from and why? In small groups, use a range of materials to create a 3D model of a sturdy Viking longhouse. Around your model, place some informative museum cards and labels.



WEEK 2 (PAGES 50–95): TWO TERRIBLE VIKINGS TRACK A TROLL



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Discuss and clarify the meanings of words, linking new meanings to known vocabulary. History: Vikings - Research and discover how Vikings communicated using runes. Writing to Entertain - Create a funny set of warning signs, written using Viking runes. Writing to Inform - Create a set of instructions, using brackets to add extra information. Drama, Speaking and Listening - Interpret and perform a poem, using expression, actions and instruments to convey meaning.	1. What does the verb 'smacked' tell you about the speed of the snowballs? How would the meaning of the sentence change if 'smacked' was replaced with 'hit'? (page 50) 2. Why do you think the author has repeated 'Uh oh' on page 57? What effect does it have? How should this be read? 3. On page 57, smoke is 'pouring' from the cauldron. What image does this create for you in your mind? 4. How is Mum feeling on page 59? How do you know? Try reading some of her words out loud and capturing her feelings in your expression. 5. Use the descriptions on pages 62–66 to draw and label a picture of Trollwood. 6. Which words and phrases on page 69 help you visualise the size of the trolls? Can you think of some similes to describe the size of a troll? 7. How do the illustrations on page 83 help you? Do you think the children are telling the truth? Why? Why not? 8. Why does the author use a series of ellipses on page 91? What effect does it have? How should this be read? 9. What do you think Whack and Hack have learned from tracking trolls? Do you think they will change their naughty ways? 10. Do you feel sorry for Elsa Gold-Hair? Why? Why not? (page 95)	On page 85, there is a message written in Viking runes. Can you try and write your name in Viking runes? Now, imagine you are a troll and write some of your own warning signs in Viking runes! Look at the poem <i>Ogre Boulder</i> by Phil Bowen. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. How does it link to the story? Work in small groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem. You could even write your own ogre-themed poem! Create a funny set of instructions for Hack and Whack, telling them how to capture a troll. Think about what equipment they might need and remember to include numbered steps and time conjunctions. You could add brackets and include some extra tips! <i>First, creep through the woods slowly and quietly.</i> <i>Next, when you spot the troll's tracks, follow them...</i>



WEEK 3 (PAGES 96–150): HACK AND WHACK RAID BAD ISLAND



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Be introduced to non-fiction books that are structured in different ways. - Sequence the main events in a story. - Discuss themes. Art and Design Technology - Build a Viking longship from a variety of materials, exploring how they can be made stronger, stiffer and more stable. Creative Writing - Plan a historical adventure story with a beginning, middle and end. - Write a sequel based on the story, using the style and language features used by the author.	1. What has happened <u>before</u> Whack and Hack reach the water's edge? (page 104) 2. Read up to page 110. Do you think Elsa will go with the other children? What advice would you give her? 3. Why do you think the author has repeated 'they rowed' on page 119? What effect does this have? 4. Complete these sentences: <i>Elsa opens her mouth because...Elsa opens her mouth, but...</i> (page 124) 5. Dirty Ulf says that Loud Mouth and Spear Nose 'will be spitting with envy'. What does this mean? Can you use this phrase in a sentence of your own? (page 127) 6. Explain to a partner why Mum appears. Where do you think the children really are? (page 145) 7. Who is your favourite character in these stories? Can you explain why and refer to the text to support your ideas? 8. How do you think Elsa has grown, changed and developed as a character over the course of these stories? Do you think she will come on anymore adventures with the Vikings? 9. Order these events from this story from 1-3: <i>They soon discover that they've actually raided their own home; Hack and Whack run away in order to avoid doing their chores; They gather their Viking friends and sail to Bad Island.</i> 10. Which of these do you think is the most important theme in the story? Can you order the themes from most to least important? <i>Bravery, danger, laziness, friendship, boasting, history.</i>	Create a page for a non-fiction book about the Vikings – it could be about their tools, homes, fashion or food. You may wish to explore moving picture books and look at how levers, pivots and wheel mechanisms work. In this story, Hack and Whack go raiding on a boat. Can you find out the special name for a Viking boat? Use the internet and non-fiction books to find some pictures of Viking boats. Choose from a range of materials and then work in small groups to create your Viking longship. Explore how you can join your materials to make a sturdy boat – you could even see if it will float! Write a new fun Viking-themed adventure for Hack and Whack. Perhaps they could go in search of Viking treasure or sea monsters or even finally reach Bad Island! Plan your story, using a storyboard, making sure you have a beginning, middle and end. Now, write your exciting story. You could even include some speech – perhaps Hack and Whack could be arguing or showing off!