



SCHEME OF WORK

PERFECT FOR: Students aged 10+; learning about the Vikings and Saxons; enjoying an emotional and compelling adventure set in the Dark Ages; discovering Norse Mythology; figurative language; creating empathy and exploring emotions; and going on a journey with a spirited and original heroine.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;
Writing in Role; Writing to Inform and Explain

Design Technology & Art

Drama, Speaking and Listening

Geography

History

Music

PSHE & Citizenship

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve details from the text according to a specific theme or idea. <p>Geography</p> <ul style="list-style-type: none"> - Explore towns and cities in the UK during the Viking Age. - Understand how places and names of places have changed over time. <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a descriptive passage using similes, metaphors and powerful vocabulary to create animal imagery. - Emulate the style of the author. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a Viking shield design inspired by descriptions in the text. 	<ol style="list-style-type: none"> 1. Look at the map of the UK at the beginning of the book. What can you tell about the <u>setting</u> of the story from this map? What <u>time period</u> is the book set in? 2. What can you <u>infer</u> about Ylva from the illustration entitled, 'Ylva's Journey'? What sort of character do you think she might be? 3. How do the first two paragraphs in Chapter 1 create <u>tension</u>? Pick out key words and phrases (page 5). 4. How does the author, Dan Smith, use <u>animal imagery</u> to describe the 'three-fingered man' on page 6? Why is this effective? 5. 'In the first chapter, Ylva only experiences fear'. Discuss in pairs how far you agree with this statement. 6. Why do you think Ylva keeps repeating the phrase, 'survival comes first'? (pages 10–12) 7. What can you <u>infer</u> about Ylva and her mother's lives from the author's description of their home on page 11? 8. Why do you think Ylva asks the question: 'What have we done to anger the gods?' (page 13). How does she feel here? 9. How does the author show Ylva's <u>wildness</u> as well as her <u>vulnerability</u> when she meets Cathryn and Bron? (pages 18–23) 10. What are Ylva's <u>motivations</u> for leaving the hut at the end of Chapter 8? (pages 46–49) 	<p>Using the map of the UK in 866, create a comparison table listing the location names as they were in 866, compared to their modern-day names. Carry out research into your own local city, town or village; what was it called in the time of the Vikings? Why do you think the names of places might change over time?</p> <p>The author, Dan Smith, uses a lot of animal imagery to describe his characters. Why do you think he does this? If you were an animal, what would you be? Write a descriptive passage in which you use similes and metaphors to describe yourself or a friend using animal imagery.</p> <p>On page 8 the Vikings' faces and the designs on their scarves and shields are described. Can you recreate these designs on an A3 sheet of paper? Annotate them with key words from the text that helped you to draw them. Then, create your own Viking shield design – which animal will you incorporate?</p>

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<p>History</p> <ul style="list-style-type: none"> - Describe the differences between Vikings and Saxons. - Understand the country of origin, language, dress and customs of Vikings and Saxons. <p>Writing to Instruct & Explain</p> <ul style="list-style-type: none"> - Write a mini biography of a Viking or a Saxon living in the year 866. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Perform a 'meet and greet' in-role as Vikings and Saxons. <p>Music</p> <ul style="list-style-type: none"> - Perform a scene in the book using musical instruments to create an atmosphere of fear and panic. 	<ol style="list-style-type: none"> 1. What is the effect of the section illustrations by Jill Calder (e.g. 'Trust' on page 51)? Which <u>themes</u> do they highlight in the story? 2. How does Dan Smith use the technique of <u>pathetic fallacy</u> to set the scene? (pages 53–55) 3. Why is Geri an important character in the story? What does he reveal to the reader about Ylva's character? 4. What is the difference between a Dane and a Saxon? Why is this important? (page 65) 5. Why is the following sentence effective at this point in the story: 'Ylva searched his eyes for the lie then glanced over his shoulder at the glow of the fire'? What sort of mood does it create? Pick out any key words. (page 67) 6. Why does the theme of 'trust' become important on pages 72–73? Do you think Ylva can trust the three brothers? Why or why not? 7. What does Cathryn mean when she says: 'There's more to be afraid of out here than men'? (page 80) 8. How does the author build tension and a sense of fear during the chase in Chapter 14? (pages 88–91) 9. Why is the sentence 'Ylva released her arrow' an effective ending to the chapter? How might it be considered a '<u>cliffhanger</u>'? (page 94) 10. How have Ylva's feelings towards Cathryn changed in Chapter 19? How do you know? (pages 119–127) 	<p>The distinction between Vikings and Saxons is very important in the story. Read Dan Smith's 'Did You Know?' section at the end of the book and watch his Authorfy Masterclass video about the Vikings. Write down as many facts about Vikings and Saxons as you can.</p> <p>Split the class into two groups; one side of the room will be Vikings, and the other side of the room will be Saxons. Using all of the facts that you have gathered from the book and any research of your own, create a mini biography for yourself. Include your country of origin, language, dress and customs. Then, stand up and walk around the room to meet and greet your fellow Vikings and Saxons!</p> <p>Using the description on page 87 of Ylva, Cathryn and Bron as they ride away from danger on horseback, recreate the scene using musical instruments. Try to create the different noises that Ylva can hear in the forest, as well as her sense of fear as she tries to escape.</p>

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<p>Writing to Inform & Explain - Write a newspaper article about the Great Army capturing Jorvik in 866.</p> <p>History - Describe key events in the history of the Vikings.</p> <p>Geography - Understand some of the culture and traditions of the Vikings.</p> <p>Design Technology & Art - Draw connotations or imagery of key words.</p> <p>Creative Writing - Write a list of connotations for two key words in the story. - Create a new Viking name based on the glossary included in the book.</p>	<ol style="list-style-type: none"> 1. How does the author create <u>contrast</u> at the end of page 133, when Ylva tries to find comfort in Geri's fur? Why is this effective? 2. List five things that you learn about the Great Army led by Ivar the Boneless and Bjorn Ironside on pages 134–136. 3. What does Ylva say is 'important to a Viking' on page 135? 4. Ylva reveals the meaning of her name on page 138. What does this meaning tell you about her character? 5. What do you learn about Geri on page 139? Are you surprised? Why or why not? 6. In his description of the bear, how does the author portray its beauty as well as its menacing nature? (pages 149–150) 7. Do you think Cathryn is surprised by Ylva's victory over the bear? Why or why not? (pages 151–154) 8. Why do you think Ylva's encounter with the dying wolf and its pup is significant on pages 157–161? What does it <u>symbolise</u>? 9. In Chapter 26, Ylva recounts the stories of 'wanderers' in her village. Why are stories or telling stories important in the book as a whole? 10. Why does Ylva decide to name the wolf pup 'Freki'? (page 187) 	<p>Write a newspaper article for the Dark Ages Express, chronicling the news in the year 866 that the Great Army has captured Jorvik. Use pages 134–136 to help you structure your article. Who will you interview for the piece? What image and headline will you include? Be sure to give two sides of the story!</p> <p>On page 138, Ylva reveals that the meaning of her name is 'She Wolf'. In pairs or small groups, create a large Key Word Map on an A3 sheet of paper, listing (or drawing) all of the connotations for these two words. Can you link these connotations to any themes in the story?</p> <p>If you could choose your own Viking name, what would it be? Use the glossary of common Viking words at the back of the book to help you find some inspiration. Share your names with your classmates, giving reasons for your choices. Consider what your name means – what does it say about you?</p>

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<p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a drawing or painting of a scene in the story using the author's description. - Focus on conveying movement in art using appropriate techniques. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with a character by writing a diary entry, including feelings towards events so far in the story. <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information from the text in order to summarise events. - Analyse repeated symbols in the text to explore the story's key ideas and themes. - Present ideas about themes in the story to classmates. 	<ol style="list-style-type: none"> 1. Why do you think Chapter 30 might be a pivotal chapter for Ylva? (pages 188–190) 2. What impact do you think Cathryn has had on Ylva? 3. Why does Ylva dig 'her fingernails into the back of her hand' on page 197? 4. How do you get a sense of Ylva's growing <u>isolation</u>? How does this make you feel towards Ylva? (pages 197–202) 5. How are the wolves described on pages 204–206? What can you <u>infer</u> about how Ylva feels about the wolves from the description? 6. When Ylva reaches Seatun in Chapter 34, she experiences lots of <u>conflicting emotions</u>. What are they and why is this? (pages 208–209) 7. Who do you think Ylva is speaking to when she '[turns] her face to the sky' on page 209? How is Ylva's faith important in the story? 8. What does Bron discover about Ylva on page 215? Why is this important in the context of the story? 9. How does Bron and Ylva's relationship develop in Chapter 35? Why? 10. The three-fingered man's voice is described as 'deep and smooth like rolling thunder.' Why is this an effective description? How does it make you feel about the man? (page 237) 	<p>Re-read the description of the wolves on pages 204–206, beginning: 'With its dark snout [...]'. Discuss with a partner: why are wolves important in the story? Use Dan Smith's description on page 206 to draw or paint the wolves as Ylva sees them, taking care to show their movement as they descend from the ridge.</p> <p>At the beginning of Chapter 34, Ylva finally reaches Seatun; however, she is disappointed to find it abandoned. Using pages 208–209; write a diary entry in-role as Ylva, explaining her feelings at this point in the story. Include her experiences so far and the people she has met.</p> <p>Explore the symbolism in the story so far. In groups, pick one of the following symbols and create an 'Ideas Map' with your thoughts about why it is important: snow, fire, wolves, arrows, knives. Share and compare your Ideas Map with the whole class.</p>

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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Draw inferences such as inferring characters' personalities and thoughts from their speech and actions, and justify inferences with evidence. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with characters by writing an interior monologue. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Perform a scene from the book that incorporates characters' inner monologues. - Create a freeze-frame of a scene in the story that explores conflicting emotions. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a symbol based on Norse Mythology. 	<ol style="list-style-type: none"> 1. How does the author use <u>sensory description</u> to make the three-fingered man come to life for the reader on page 242? 2. What does Ylva find out about Cathryn and Bron in Chapter 39? Is she surprised? Why? 3. Can you think of any clues in the story that Cathryn and Bron were slavers? 4. How does Ylva's imagined conversation with Geri help to show how confused she is at this point in the story? (pages 248–249) 5. How does the author depict the chaos that ensues after Ylva throws stew in the faces of her captors? What techniques does he use? (pages 253–254) 6. Do you empathise with Ylva when she attacks the three-fingered man, or do you think she is wrong to attack him? Give reasons for your answers. (pages 253–255) 7. Why does Ylva feel 'only grief and exhaustion and emptiness'? (page 260) 8. What is the significance of the locket in Chapter 43? 9. 'Ylva is always alone'. Do you agree with this statement? Why or why not? 10. Why does Ylva let Freki go at the end of Chapter 45? Do you agree with her decision? 	<p>Re-read Chapter 39, in which the three-fingered man interrogates Ylva. How do the characters feel towards each other? How do you know? Choose one of the characters and write an interior monologue alongside the dialogue on page 245 to show his or her inner thoughts and feelings. Then, act out the scene in pairs, pausing the action at different points for each character's inner monologue.</p> <p>On pages 262–263, we learn that the symbol of Thor's hammer is engraved on Ylva's mother's locket. Why did Ylva's mother choose this symbol? Carry out some research into the Norse gods. Create your own engraving for a locket based on a god that intrigues you or resonates with you the most.</p> <p>Create a freeze-frame of the moment in which Ylva decides whether or not to let Freki back into the wild on page 272. Consider Ylva's conflicting emotions.</p>

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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information from the text in order to summarise events. - Create a chronological timeline depicting the events in the story, according to details from the text. <p>PSHE & Citizenship</p> <ul style="list-style-type: none"> - Discuss what the word 'home' means. - Consider the importance of home. <p>History</p> <ul style="list-style-type: none"> - Present knowledge of the Viking Age using key words, facts, images and maps. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a Viking-themed collage. 	<ol style="list-style-type: none"> 1. The title of the last section of the book is 'Hope'. Why do you think this is important? What do you hope will happen to Ylva and Bron? 2. How does Ylva show her <u>resilience</u> and <u>spirit</u> when she carries Bron to the witch? (pages 275–277) 3. Ylva could sometimes be considered a <u>ruthless</u> character. What does this mean? How is she ruthless when she leaves Torstein Ulvemand on pages 276–277? 4. How does the author use the weather to change the <u>tone</u> of the story on page 278? 5. What is Ylva afraid of as she approaches the island on page 280? How does she talk herself out of being afraid? 6. Why does Ylva '[ignore] the shouts and [gallop] towards the centre of the island'? (page 283) 7. How might Ylva be seen as having <u>admirable qualities</u> in these final chapters? Do you admire her? Why or why not? 8. Why is Ylva surprised that the old woman is not a witch on page 286? Who is the real witch? 9. What do you find out about Cathryn at the end of the story? Did you expect this? (pages 288–289) 10. How does Ylva feel at the end of the story? Do you think that a good home is all that was missing for her? 	<p>Look at the map of Ylva's journey at the beginning of the book. Can you place the events of the story alongside each location that she visits? Create a chronological timeline of locations and events in the story, highlighting what you consider to be the key moments.</p> <p>The last chapter of the story explores the importance of having a good home. How does Ylva feel when she finally finds her 'home'? Draw a template of a house and write inside the template all of the things that make a good home. Share your ideas with the class.</p> <p>Using everything that you've learned, create a Viking collage on an A3 piece of paper with key words, facts, images and maps to showcase what you know. Make your collage as appealing and eye-catching as possible; when you're finished you could even mount it as part of a Viking-themed classroom display!</p>