



SCHEME OF WORK

PERFECT FOR: Ages 9+; strong female protagonists; family connections; witchcraft; maps; magic, adventure and travel through time and space.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creating Writing; Poetry, Writing to Instruct and Inform; Writing in Role, Writing to Persuade

Design Technology & Art

Drama, Speaking and Listening

Geography

History

Music

PSHE & Citizenship

WEEK 1 (PAGES 1–53): ADVENTURE AWAITS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Draw inferences such as characters' feelings, thoughts and motives from their speech and actions, and justify inferences with evidence. - Retrieve and summarise details from passages of text.</p> <p>English: Creative Writing - Write a short story about an adventure to a place you have never been to before.</p> <p>Drama, Speaking and Listening - Read aloud sections of the text as a narrator or main character.</p> <p>Music - Use instruments to reflect changes in mood and tone.</p> <p>Design Technology & Art - Sketch and cut out an everyday object.</p>	<ol style="list-style-type: none"> 1. What details do we learn about 'the prisoner'? How does the opening of the story create <u>intrigue</u> for the reader? (pages 1–3) 2. What do we learn about Betty Widdershins, her family, and her home? (pages 5–6) 3. Who is Barney Widdershins and what words are used to describe him? (pages 14–16) 4. What is Betty's 'new motto' and what title has she given herself? What do these details reveal about her character? (pages 16–17) 5. Which memory causes a 'pang of sadness' on page 17? Why is this memory described as 'still raw'? What does this <u>imply</u>? 6. What are the names of the Sorrow Isles? Do they sound like places you would want to explore? Give reason for your ideas (pages 17–18). 7. How does the writer convey Betty's regret and fear using <u>the weather</u>? (pages 18–19) 8. Why does Betty argue with Granny? Is there anything suspicious about what Granny says or her behaviour? Find some examples in the text. (pages 26–30) 9. Which <u>three magical objects</u> are we told about? How might their powers be useful? (pages 31–48) 10. What 'truth' is revealed to the Widdershins girls? How might this affect Betty's plans for the future? (pages 51–53) 	<p>Betty is desperate for adventure, describing her home as 'a corset tightening around her' (page 9). Write a short story about a place you would like to explore. It could be a place close to home; far away; or even a made-up world of your own!</p> <p>Take it in turns to be the narrator and read aloud the following passages together: (pages 1–4), (pages 15–20), and (pages 35–39). When you're not reading aloud, use musical instruments to show how the tone and mood of the story changes throughout these sections of text.</p> <p>Draw and cut out an 'everyday object' (page 40) that you have at home. On it, write down what magical power your object possesses and what you will use it for. Put your objects on display in the classroom. Have any of you chosen the same object? Is anyone's object potentially suspicious? If you could choose another object to own, which one would you choose and why?</p>



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Draw inferences such as inferring characters' personalities and thoughts from their speech and actions, and justify inferences with evidence. - Record details from the text in order to summarise the action.</p> <p>Geography - Design a map including a key.</p> <p>Drama - Roleplay an important scene from the text, taking it in turns to empathise with different characters.</p> <p>Creative Writing: Poetry - Write a poem entitled 'The Curse', inspired by details in the story.</p>	<ol style="list-style-type: none"> 1. Why did Granny make a 'sacrifice'? Why might this be difficult for Betty to understand? (page 55) 2. How does the curse take effect? Who tried and failed to beat the curse? (pages 56–58) 3. Why did Fliss keep secrets from Betty? Is Betty right to feel annoyed that the truth was kept from her? (page 62) 4. What do maps <u>symbolise</u> for Betty? Why is her memory of Roma so significant? (page 64) 5. What important information do Fliss and Betty find out about their father? Despite this, which questions remain unanswered? (pages 68–71) 6. What does Fliss still find 'hard'? Can you understand her reasons for feeling this way? Back up your ideas with examples from the text (page 78). 7. Why do the girls look at one another 'nervously'? Who do you think prisoner 513 is? (page 83) 8. What is unusual about prisoner 513? How does he stand out compared to the other prisoners? (pages 86–87) 9. What crucial knowledge does Colton possess? What is it he wants in return? (pages 92–93) 10. <u>Summarise</u> the tale of Sorsha Spellthorn in a few sentences. Why do you think this story is 'hooked into Betty's mind'? (pages 99–101) 	<p>Betty's desire to travel and her fascination with Roma's maps reveal a lot about her character. Create a map of Betty's world including Crowstone and the different islands nearby. Imagine and include other lands further afield that Betty hopes to travel to one day.</p> <p>In Betty and Fliss's first meeting with Colton at the prison (pages 84–96), each of them is very guarded and cautious not to reveal too much about what they do and don't know. In groups of three, roleplay their conversations during visiting hour. Take it in turns to be each character and to explore how the meeting could go differently according to each character's actions and questions.</p> <p>Using all that you have read in the story so far for inspiration, write a poem entitled 'The Curse'. Think about whose perspective you will be writing from and what elements of the story you think are most significant.</p>



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>History</p> <ul style="list-style-type: none"> - Research the topic of witchcraft and sorcery in the past and in the world today. <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve details from the text according to a specific theme or idea. <p>PSHE & Citizenship</p> <ul style="list-style-type: none"> - Participate in a class discussion around the subject of people being 'wholly good' or 'wholly bad'. - Consider the idea of people being capable of growth and change. <p>Music</p> <ul style="list-style-type: none"> - Write a song about your outlook on life. - Perform a song to the class, along with musical instruments. 	<ol style="list-style-type: none"> 1. Who is Hoppit? By taking care of Hoppit, what do we find out about Charlie's character? (pages 108–109) 2. What rumours does Betty hear about the woman in the tower? Which of them do you think is most likely to be true and why? (pages 110–111) 3. Who is Seamus Fingerty? What are your first impressions of him? Why does Betty think he may prove 'valuable'? (pages 112–113) 4. What is a 'better word' to describe Sorsha Spellthorn? Why is this a more appropriate word for her than a witch? What is the difference? (pages 116–117) 5. Name the 'gifts' that Sorsha possesses. Why do you think she chose to hide these gifts? What problems could they bring? (pages 124–125) 6. What does Sorsha want to use her magic for? Why has she never used it to hurt anyone before? (page 129) 7. Why does Betty feel that everything 'is connected'? Do you think she is right? Explain your ideas (page 134). 8. Why does Charlie have to go with them? What makes the plan go 'terribly wrong' from the outset? (pages 144–147) 9. How does the writer convey that the prisoner in 531 is <u>threatening</u>? (pages 148–151) 10. Why is Betty surprised that 'Colton hadn't gone mad'? How does Colton's behaviour differ to Jarrod's? (page 155) 	<p>Sorsha and her mother are persecuted because they are believed to be witches. Research the topic of witchcraft and sorcery in the past and in the world today. Find out about issues such as: how people found evidence and proof; trials (or lack of trials); and punishments.</p> <p>Look again at Fingerty's speech on pages 118–119. In it, he says that 'no one is wholly good, or wholly bad'. Have a group discussion about this idea in the text, but also in society as a whole. Think about how we decide who is 'good' and who is 'bad'. Can you think of a time you have misjudged someone? Does everyone deserve a second chance?</p> <p>Betty gives herself different mottos and titles throughout the story. For instance, on page 146 her motto is: 'Victory favours the Valiant'. Come up with a motto or a title for yourself that sums up your outlook on life. Write a song about it and get your classmates to play instruments whilst you sing or read it out.</p>



SUGGESTED OBJECTIVES

Reading: Comprehension

- Summarise the plot by identifying key events related to a single theme or idea.
 - Use these themes to make predictions about future events.

Drama, Speaking and Listening

- Present an Ideas Map to the class exploring a key theme within the story.

PSHE & Citizenship

- Consider the idea of being grateful and why it is sometimes difficult to fully appreciate what we have.

Writing to Instruct & Inform

- Write a letter on the topic of being grateful, discussing what and who you are grateful for in life and why.

COMPREHENSION QUESTIONS

1. What causes Betty to lose her 'temper'? What 'doubts' are entering her mind at this point? (pages 167–168)
2. How does Colton treat Fliss differently compared to 'other young men'? What does this imply about his feelings towards her? (page 173)
3. In Lament, Betty is described as feeling 'out of her depth'. What does this phrase mean? Why do you think she feels this way? (page 174)
4. What does Colton mean when he says, 'there's no room for honour in this world'? (page 181)
5. How does Jarrod plan to escape? How do the other characters react to his plan? What would you do if you were Betty? (page 186)
6. Why does Betty find that she can't 'hate' Colton? Do you empathise with his situation? (pages 192–193)
7. What are 'The Three Widows' and the 'Devil's Teeth'? What challenges do they pose for Betty and Colton? (pages 196–200)
8. What 'irony was not lost on' Betty? How have her views about Crowstone changed from earlier in the story? (page 202)
9. As well as 'Widdershins', which other words did Sorsha Spellthorn write on her cell walls? Write down the meaning of each word (page 206).
10. Why does Betty's 'dread deepen[...]'? What might she be feeling at this point in the story? (pages 207–208)

EXTRA ACTIVITIES

The words that Sorsha writes on her cell highlight some significant themes in the story (page 206). In small groups, you will be assigned one of the following key words: Malice, Injustice, Betrayal, Escape. In your group, create an Ideas Map on a large sheet of paper mapping out in as much detail as you can the relevance of your theme in the story so far.

Using your Ideas Map, present your work to the class in an informal five-minute presentation, allowing questions to spur further discussion. At the end of the presentations, come up with a prediction about how each word may prove relevant in future events. Put these predictions on display and re-visit them when you have finished the text to see if you were right.

Betty spends much of the story frustrated with her home and family. Write a letter to a friend or family member explaining all the things you are grateful for in your life. In it, consider why it is so easy to overlook or forget how lucky we are at times.



SUGGESTED OBJECTIVES

English: Writing to Persuade

- Write about a moment in the past that you would change if you had the chance.
- Persuade your audience that this journey could shape the course of history for the better.

Drama, Speaking and Listening

- Play a game of hot-seating to test knowledge of various characters from the text.

History

- Consider pivotal moments in history and how changing them would impact on life today.
- Make a timeline mapping how characters have used magic to travel time and space.

COMPREHENSION QUESTIONS

1. How might Fingerty prove useful to Betty and Colton? What risks does Fingerty take in helping them? (pages 225–228)
2. Who is Winter Bates? Why do you think Sorsha found herself drawn to him? (pages 229–230)
3. How do Sorsha and her mother differ in their views about Torment? Why can't magic be performed from the Tower? (pages 232–235)
4. What is 'no secret'? How do sisters Prue and Sorsha differ in personality and appearance? (pages 237–238)
5. Which word makes Sorsha 'bolder' and 'stronger'? What is her plan to avoid being trapped in the Tower? Who offers to help her? (pages 245–246)
6. What doubts creep into Sorsha's mind? Do you think she is justified in thinking this way? Give reasons for your ideas (page 247).
7. What happens when the 'curse is triggered'? What does the stone symbolise for Betty? (page 257)
8. Betty says that 'some prisons don't need walls'. What do you think she means by this? How does this relate to the themes of the story so far? (page 261)
9. Why does Sorsha feel 'betrayal' on page 275? What else might she be feeling at this point?
10. How has Prue changed since Sorsha last saw her? Who 'had been right' all along? How does Sorsha plan to get her revenge? (pages 280–284)

EXTRA ACTIVITIES

Think about a crucial moment in your own life or in history that you would like to go back and change. Write about why you would want to travel back to this time, what you would change, and how that would alter the course of history!

On small bits of paper, write down the names of the characters from the text. Play a game of hot-seating in which one person picks a piece of paper at random, then the rest of the group asks three questions to guess who they are. To make it challenging, you cannot use characters' names in your questions, and the person in the hot seat can only answer yes or no.

A number of characters use magic to travel through time and space in the text. Draw a timeline and use a different colour for each character's name to mark where or when they travel using magic. Use your timelines to work out who has travelled the furthest and who has travelled the most frequently during the course of the book.



SUGGESTED OBJECTIVES

Reading: Comprehension

- Analyse specific scenes, characters, and symbols in the text to explore the story's key ideas and themes.

History

- Create family trees for the Widdershins and the Spellthorns, tracing their bloodlines through generations.

Design Technology & Art

- Paint a scene, character, or symbol that is central to the story.
- Design and build a time capsule to be found by a family member in the future.

English: Writing In Role

- Write a note from the perspective of a main character describing his or her thoughts, feelings, and hopes for the future.

COMPREHENSION QUESTIONS

1. Why does Betty feel only 'pity and not hatred for Sorsha'? Do you think this response is surprising? Give reasons for your ideas (pages 285–286).
2. How does Charlie plan to save herself and her sisters? Who else could be saved if they are successful in their quest? (pages 300–302)
3. Why have the dolls, the mirror, and the bag disappeared? Why is Fliss 'horrified' when she realises this? What must the group do to keep their plan on track? (pages 309–310)
4. Why does Colton want to stay in the past? What causes him to then change his mind? (pages 320–323)
5. What makes Fliss's eyes 'huge like saucers'? Do you think Betty's idea will work? Give reasons for your ideas (page 333).
6. What does Sorsha say about jealousy and bitterness? Why does this speech make Betty cry? (page 339)
7. What 'other consequences' are a result of the sisters' adventure? (342–351)
8. Why might Betty think it's 'time to let the past lie'? What does she mean by this? (page 346)
9. What does the boat symbolise for the sisters? Why is 'The Travelling Bag' a fitting name for it? (pages 349–350)
10. What is Betty's motto at the end of the story? Which names does she give herself? Do you think she lives up to her motto and names? (page 351)

EXTRA ACTIVITIES

The revelation that Prue is a Widdershins (page 285) connects the bloodlines of Betty and Sorsha's families. Create family trees for the Widdershins and the Spellthorns, joining them at the point of Prue. Make up your own names to fill in any gaps and complete the trees.

Find an extract in the text that you think conveys a crucial moment, character, or symbol. Ideas for symbols might include: the tower, boats, the moon, or the crows. Think about why you believe this is such an important aspect of the story. Paint your chosen scene, character, or symbol; then, label it with notes explaining how your painting interprets what the author has described.

From the perspective of Betty or Sorsha, create your own time capsule to be found by a future generation of your family. In it, include a note about what lessons you have learnt from your experiences, what you hope for the future of your family, and any valuable advice you wish to pass down to them.

