

'OUR CASTLE BY THE SEA' SCHEME OF WORK



PERFECT FOR: Students aged 10+; World War II; Britain during wartime; analysing the Dunkirk evacuation; learning about internment camps; letter writing; emotive language; magical realism; newspaper reports; breaking codes; creating empathy; using maps; discussing the importance of family; plus boats, storms, secret tunnels and sea monsters.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension;
Writing in Role; Writing to Inform

Design Technology & Art

Drama, Speaking and Listening

Geography

History: World War II

PSHE & Citizenship

Music

WEEK 1 (CHAPTERS 1-7): THE GREEN CASTLE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Infer information about a character from clues in the text. - Deduce reasons for a character's actions. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Select materials to create an 'artist's interpretation' of a setting. <p>History</p> <ul style="list-style-type: none"> - Research key events that have shaped the way the world is today. - Compare and contrast the past with the present. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Effectively portray a character's thoughts and feelings through drama. 	<ol style="list-style-type: none"> 1. Why do you think a <u>prologue</u> has been included? What <u>clues</u> about the setting and time period does it give you? (pages 3–6) 2. Why do 'other people' think it is important that Pet and Magda's mother is German? How do they feel about this? (page 13) 3. Why do you think the characters want to learn to 'tell the difference' between the English and German engines? (page 23) 4. What are Pet's feelings towards her nickname? Why does she feel this way? (page 24) 5. Why do you think the wedding picture was hidden? What do you <u>predict</u> will happen in the story? (page 26) 6. How do you think the author wants you to feel about the character, Kipper? How does she make you feel this way? (pages 29–31) 7. The author leaves a <u>cliffhanger</u> on page 39. Why has she done this? What effect does it have on you as a reader? 8. What kind of person is Pa? What gives you this impression? (page 41) 9. How would you describe the <u>relationship</u> between Pa and Pet? (page 51) 10. What do you <u>predict</u> Mutti is up to? What has led you to think this? (page 56) 	<p>The description of the setting on pages 14-15 is very vivid and includes some beautiful details. Highlight your favourite parts of the description and use them to create your own 'artist's interpretation' of the setting.</p> <p>We learn in Chapter 2 that the family's 'castle' is actually a lighthouse. Create a display of different images of lighthouses from around the country and discuss what they are used for. Discuss together how lighthouses were used in the war and make comparisons. Why might the family have been asked to paint it green?</p> <p>The end of Chapter 2 and beginning of Chapter 3 describe what could be seen as quite a scary experience for Pet. In small groups, take on the roles of Pet, Magda, Pa and Mutti as they hear the first rumblings of engines and make a dash back to their lighthouse. Explore the different perspectives of the characters and how each of them might have felt.</p>

WEEK 2 (CHAPTERS 8-15): THE TRIAL

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Understand how the author can withhold information to create intrigue and suspense. - Identify techniques used by the author to evoke feelings in the reader. <p>Geography</p> <ul style="list-style-type: none"> - Identify the changing landscape of a country over time, shaped by historical events. <p>History</p> <ul style="list-style-type: none"> - Explore the concept of 'evacuation' and how it was important in Britain in WW2. <p>Writing in Role</p> <ul style="list-style-type: none"> - Understand a character's motives for writing. - Communicate thoughts and feelings in writing. 	<ol style="list-style-type: none"> 1. What does Pa mean when he says to Magda that she was 'not actually a princess'? (page 59) 2. How do you think the girls would be treated differently being half-German? (page 62) 3. What are your thoughts on the fire at the hall and scout hut? Do you think it was set on purpose? Why? (page 71) 4. What do you think Pa's <u>motives</u> were for providing his family with a breakfast banquet? (page 76) 5. What <u>clues</u> does the author give about the stranger that show the family should be wary of him? (pages 84–85) 6. What do Pet and Mutti have in common? (page 91) 7. How does Pet feel towards the people in the courtroom? How can you tell that she has mixed feelings about them? Does she understand why they are reacting this way? (page 99) 8. Why are there italicized words on page 99? How do they make you change the way you read? 9. Why do you think the author has decided to include a section where Magda compares her feelings at the end of Chapter 14 to her experience with the gas mask? (page 102) 10. Why do you think Magda ran away to the cliffs? (page 104) 	<p>In Chapter 8, the concept of evacuation is introduced when Pa draws a 'map of Britain'. In small groups produce your own map for this time period, researching images from different parts of Britain to inform your map. Identify the differences between the 'safe' areas, where children were sent for evacuation, and those areas that were seen as more 'at risk'. Use a key to differentiate these areas.</p> <p>In Chapter 12 we learn about the family's 'speaking tube'. Find an image or an example of one of these tubes and discuss how they worked. Then, have a go at experimenting with design techniques and make your own speaking tubes.</p> <p>In role as either Petra or Mutti, write a letter after Mutti is taken away to an internment camp. How would these letters sound different? How would their content be different? What might Petra say about the police officer's visit to the lighthouse, for example?</p>

WEEK 3 (CHAPTERS 16-24):

TRAITORS & SPIES

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Make informed responses about the author's vocabulary choices.- Discuss feelings that characters have for each other using evidence.- Discuss characters' motives for their actions. <p>History</p> <ul style="list-style-type: none">- Research methods of communication during WW2.- Understand the use of internment camps in Britain. <p>Writing to Inform</p> <ul style="list-style-type: none">- Use features of a newspaper report accurately to inform the reader.- Identify techniques used in strong, catchy newspaper headlines and apply them to your own writing.	<ol style="list-style-type: none">1. What <u>powerful vocabulary</u> has been used on page 112? What effect does it have on the reader?2. What do you <u>predict</u> Spooky Joe is up to? What are your first impressions of this character? (page 122)3. Why do you think Petra feels so much anger towards her sister in this chapter? How would you feel? (Chapter 18)4. What <u>clues</u> are there that Mags has been spending time with Michael? (page 127)5. Why do you think Pa decides to keep the girls at home with him instead of sending them to be evacuated? Is it for their benefit or his own? (page 135)5. What do we learn about Arthur Briggs in Chapter 21? Does this surprise you?6. Why do you think Petra feels 'a pang of genuine sympathy' for Kipper? Why is she surprised to feel this? (page 148)7. What <u>metaphors</u> does the author use on pages 160 & 161? Why do you think the author uses them? What effect do they have?8. Now Pa has made a confession, what do you <u>predict</u> will happen next? (page 168)10. How would you describe 'Pinstripe' from what you learn about him in Chapters 20 and 24?	<p>On page 130 we see the 'code' that Spooky Joe was writing down. Carry out some research into the use of codes in the war and the role of code breakers. Construct your own codes for a partner to break!</p> <p>On page 147, the difference between prisons and internment camps is outlined. In groups, make predictions about the differences between these two and produce a vlog to document your ideas. Make sure that you describe the different purposes and conditions of each, as well as any real-life examples in Britain that you know of.</p> <p>Take another look at the newspaper headline printed on page 150. Display other prominent newspaper headlines from the period. Choose one to develop or become an 'expert correspondent' and write your own newspaper report for the headline, in the style and tone of the period.</p>

WEEK 4 (CHAPTERS 25-30):
TRAGEDY



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>History</p> <ul style="list-style-type: none"> - Analyse footage of the Dunkirk evacuation in WW2. - Understand the historical context of the Dunkirk evacuation and its importance. - Be able to empathise with people living in a different time period. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Use a visual stimulus to prompt ideas for drama. - Act in role as a character. <p>Writing in Role</p> <ul style="list-style-type: none"> - Use empathy skills to write from the perspective of a character in a photograph. <p>Geography</p> <ul style="list-style-type: none"> - Plot a specific route using a map. 	<ol style="list-style-type: none"> 1. What do you <u>predict</u> might have happened to Pa? (page 182) 2. What does Petra mean when she says: 'I knew exactly how he felt'? What is she referring to? (page 185) 3. How has Petra and Magda's <u>perception</u> of Kipper shifted? Has your opinion of him changed too? Why? (Chapter 27) 4. What effect does the description of the events leading up to Pa going missing have on you, the reader? (pages 186–188) 5. How do you think the writer wants you to feel at the end of Chapter 27? Why do you think this? How has she done this? 6. What kind of person is Mrs Baron? Why do you think this? (Chapter 28) 7. What do you think the girls could do to avoid being evacuated like Mrs Baron and Mrs Peacock are planning? What would you do if you were them? (page 200) 8. How does the <u>interaction</u> on page 202 show how the sisters are different? How would you describe them? 9. Why did Spooky Joe not treat the pilot gently? (page 209) 10. Where do you think the signal might have come from? Are the <u>motives</u> behind it good or bad? (page 210) 	<p>Watch some black and white footage of the evacuation of the beaches at Dunkirk without the sound. Consider the following questions:</p> <ul style="list-style-type: none"> - What sounds would the soldiers hear? - What might the soldiers be saying to each other? - How might the film look in colour? <p>In small groups, choose someone you have seen in the films and act out an interview with them.</p> <p>Petra talks about the perspective of the soldiers on page 177. Look at real images of the boats packed with soldiers during the evacuation and write from the perspective of one of the rescued soldiers returning home on these boats. What would they have witnessed? How would the shores of England look to them?</p> <p>On pages 189–190, Mags talks about the route they took to return home from Dunkirk. Use her description to trace the route on a map.</p>



WEEK 5 (CHAPTERS 31-39): ORPHANS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Make predictions about characters' actions based on understanding of the text. - Analyse how a character changes or develops across the text. - Understand the importance of plot and how the author develops the story. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a role-play continuation of the story based on predictions about the plot. <p>Music</p> <ul style="list-style-type: none"> - Create compositions in groups using different musical instruments. - Perform compositions in groups. 	<ol style="list-style-type: none"> 1. Who or what do you think Mags is referring to when she says 'We saw it come down'? (page 212) 2. Why do you think the girls were motivated to clean the Rossis' bakery? Why didn't the other townspeople help? (page 214) 3. What do you <u>predict</u> the girls are going to do instead of being evacuated? (page 222) 4. Why do you think the author has used <u>ellipses</u> twice on page 230? Why might the author choose to finish a Chapter in this way? 5. Why do you think Mags is defending Michael so fiercely? Do you think she is aware of what he has been up to? (page 240) 6. What do you think about the way the constable treats Petra? (pages 242–244) 7. What do we know about Michael's motives for being a saboteur? (pages 246–250) 8. What <u>language</u> do you think is effective in describing the explosion on the cliff? (pages 251–253) 9. Thinking back through the book, what <u>clues</u> have there been to Spooky Joe's true identity? (page 258) 10. How do you feel about Joe's reasons for drifting away from his son? Do you think these are justified? (Chapter 39) 	<p>Use what you have read so far to predict what is going to happen to the girls if they avoid being evacuated. Create a story map of your predictions and then role-play it. Consider <i>why</i> you have made your predictions: what knowledge of the characters has informed them?</p> <p>The singing of 'the Daughters of Stone' is a reference point throughout the book. What do you think this singing might sound like? Experiment with different instruments to compose your own pieces in groups. Share them with the class.</p> <p>The character of Michael Baron changes as the book progresses. Discuss what is known about him at the beginning and how this has changed. Create a role-on-the-wall of this character, continuously adding the terms used to describe him. As you continue reading, add more information to the wall. Plot a line graph to show how the character changes.</p>

WEEK 6 (CHAPTERS 40-48): INVASION

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Make connections within the plot of a story. - Identify symbols in the story and explore their significance to central themes and ideas. - Understand the technique of 'magical realism'. <p>History</p> <ul style="list-style-type: none"> - Explore the differences between the Gestapo and the British police force. - Compare and contrast the past with the present. <p>PSHE & Citizenship</p> <ul style="list-style-type: none"> - Explore the concepts of family and family connections. - Understand that everyone's family is different and that this should be celebrated. 	<ol style="list-style-type: none"> 1. What do you think Petra means when she says: 'I was falling through the air again'? (page 265) 2. Do you think Petra was right not to repeat her accusations about Michael after his body wasn't found? What would you do? (page 268) 3. Who do you think the intruder in the lighthouse is? Use your knowledge of the text to <u>justify</u> your answer. (page 281) 4. How does the author make Mrs Baron sound 'crazed'? (pages 294–295) 5. Why do you think Mags says: 'It's all my fault'? (page 296) 6. What or who are the 'monsters' that Petra refers to when she describes 'a girl who battled with monsters'? (pages 311–312) 7. Why do you think the author has included a <u>prologue</u> and an <u>epilogue</u>? 8. Why do you think the author has decided not to mention who the woman is in the epilogue? What effect does this have on you as a reader? (pages 317–321) 9. Based on what you know about Michael Baron, what is your opinion of this character? Is he a victim or a villain? (Chapter 46) 10. How do you feel about one of the main characters becoming paralysed in the story? 	<p>In Chapter 43, we learn that Mutti's cousin has become a member of the Gestapo. What does this mean? In groups, carry out some research into the Gestapo and compare it to the UK's police force. Visit other groups around the room to collect further information. Share findings with the whole class.</p> <p>On page 308, Petra's family tree is mentioned. As a class, construct this family tree, making sure to reference Mutti's cousin and include information about the characters. Then, create a map of your own family tree. Discuss how everyone's families are different.</p> <p>Lucy Strange uses the technique of <u>magical realism</u>. Can you guess what this term might mean? In pairs, match any settings that you can think of (e.g. beach, city, village), and come up with different magical elements that you could include in each setting. What is the strangest combination that you can think of?</p>