

The 1,000-year-old Boy

SCHEME OF WORK

Living forever:
it's not all it's cracked up to be.

The 1,000 year old Boy

Ross Welford
'A wonderful story'

Kiran Millwood Hargrave, author of *The Girl of Ink and Stars*

PERFECT FOR: Students aged 9+; an unusual adventure story full of heart; recognisable characters and settings; lots of cross-curricular links to history and PSHE, and creative writing opportunities including poems, sagas, museum display cards, newspaper reports and biographies.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading Comprehension; Creative Writing;

Writing to Entertain and Inform,

Explanation and Recount Texts

Drama, Speaking and Listening

Design Technology & Art

History

Science

Geography

Computing

Music

PSHE & Citizenship

Artwork © Tom Clohosy Cole. Published by HarperCollins. Used with permission.

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Draw inferences and justify inferences with evidence. - Predict what might happen from details stated and implied. History - Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. English: Creative Writing - Take inspiration from the story to write a poem, saga and/or museum display card. Design Technology & Art - Research and draw homes throughout history, and use a variety of materials to create a model.	1. Would you like to live forever? What would the benefits and drawbacks be? 2. Why does Alfie feel 'wretched for being alive'? (page 6) 3. What do the life-pearls do? Why did Alfie crack one open? What is a Neverdead? (page 10) 4. Read to the end of Chapter 5. What are your first impressions of Aidan and his family? Why have they moved? What role do you think Aidan will play in the story? 5. Use the information in Chapter 6 to draw and label a picture of Roxy. What are your first impressions of her? 6. Who do you think the witch is? Why are Alfie and the witch wearing sunglasses? (page 38) 7. What might the 'four-legged creatures with tremendous long necks' be? Why doesn't Alfie know their name? (page 42) 8. Re-write the events of Chapter 10 from Mam's point of view. How does she feel during the journey? What is she thinking when Da vanishes? How does she feel when she arrives in a new land? 9. Alfie is lonely. Do you agree? Disagree? Find evidence to support your opinion. 10. What do you predict will happen to Mam? Why might Alfie forgetting to fetch the logs be such a big mistake? (page 69)	In the first few chapters, Alfie describes a raid. Conduct research on the Anglo-Saxons and Vikings and find out when they lived, who they were and why the Vikings began raiding other countries. On page 33, the author describes Alfie's home, which is very different to Aidan's and Roxy's homes. How have houses changed over time? Draw and label pictures of Stone Age, Roman, Tudor, Georgian and Victorian homes. Perhaps you can use a range of materials to make a model of Alfie's home? On page 40, we learn about the alchemist's manservant, who carries a bag of life-pearls across the desert. Write your own saga or ancient poem to describe the origins of the life-pearls. Using clues throughout these chapters, draw a picture of a life-pearl and write your own museum display card to describe what it is and what it might be used for.



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Discuss your understanding and explore the meaning of words in context. Writing to Entertain and Inform - Selecting appropriate grammar and vocabulary, understand how such choices can change and enhance meaning. Design Technology & Art - Learn about great artists throughout history and use this to improve painting techniques. Music - Appreciate music drawn from different traditions, composers and musicians.	1. Write a dictionary definition for the following words: conflagration (page 70), precaution (page 71), evacuate (page 73). Can you use these words in a sentence? 2. What simile does the author use to describe Alfie on page 83? What does it tell you about how Alfie is feeling? Is it effective? Can you think of your own? 3. How does Jack betray Alfie? Does he do it on purpose? How does the relationship between Alfie and Jack change? 4. Why do you think Mam loves a crowded beach? (page 104) 5. Alfie has been taught fighting skills. How do these skills help Alfie? How does the author create a sense of movement in Chapter 26? 6. Mam and Alfie are very distrustful of strangers. Why? How do you think they feel about lying and living in secrecy? (Chapter 27) 7. Why does Alfie refuse to let Aidan and Roxy take him to the doctors? (page 119) 8. Read page 123. Why do you think Alfie has a tattoo like Grandad Linklater's? What clues might it give us about Alfie? 9. How does Roxy display good leadership skills? 10. What might Alfie be thinking and feeling when Aidan asks if he'd like to meet his dad? (page 125)	Write your own newspaper report about the fire on page 80. Remember to include a headline and witness statements. On page 86, Alfie talks about the invention of the radio, or 'wireless'. As a class/group/in pairs create a Historical Fact File about the invention of the radio. On page 98, Alfie describes the Blitz. Create a piece of artwork in the style of 'Blitz. Our London Docks, 1940' by Charles Pears. Think carefully about your use of colour and how to create a striking silhouette. Close your eyes and listen to the 'The White Cliffs of Dover' by Vera Lynn. Share with a partner what it made you think of. Alternatively, draw or paint a piece of artwork inspired by the piece of music.



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
PSHE and Citizenship - Research your family tree and genealogy. Geography - Use maps to locate places and landmarks. - Research Caribbean cultures. Computing - Create a PowerPoint presentation about the Titanic and deliver it to the class. Design Technology & Art - Draw a sailing boat, considering the different elements that make it up.	1. Read to the end of page 135. What do you predict Roxy will show Aidan? 2. The author describes the burnt remains as a 'grim house-skeleton'. Why? Is this an effective description? (page 143) 3. What words and phrases does Alfie use that jar with the modern world and modern ways of speaking? Collect them as you read and explain them to a partner. (page 147) 4. Read to the end of page 148. What do you think will be in the trunk? How do you know they are important? 5. Read to the end of page 162. Roxy and Aidan are wrong to hide Alfie when the police are looking for him. Do you agree? 6. Is there anything unusual about Jasper's behavior in Chapter 40? Do you trust him? What do we find out about Jasper on page 180? 7. Alfie describes Roxy as 'wordsnoterlic'. What does this mean? Do you agree with Alfie's description? (page 184) 8. Read to the end of page 186. Do you think Alfie should tell the truth? What would you do? 9. Why does Alfie feel guilty about the fire? (page 199) 10. Rafel says to Alfie, 'Your heart, she needs the air.' What does this mean? How has Rafel's advice helped Alfie so far?	Roxy tells Aidan that her gran was from Trinidad. Use an atlas or map to locate Trinidad. Conduct research into Caribbean culture, including traditional music and food. Roxy uses the internet to research Alfie's family tree and genealogy. Create your own family tree, including information about each member of your family. Throughout Chapter 40, there are references to the Titanic. Create a PowerPoint presentation about the Titanic and deliver it to the class. Try to include animations, interesting slide transitions and sound clips. In Chapter 40, there is a lot of technical language relating to sailing and ships. Draw and label a picture of a sailing boat, thinking carefully about the language used (hull, bow, deck). What might Jasper's yacht look like?



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
PSHE and Citizenship - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Writing to Entertain and Inform - Write a newspaper article using a headline as a stimulus. Science - Understand how animals have adapted to their environment. - Create a food chain for a puffin. Drama, Speaking and Listening - Reenact the events from chapter 50, considering the different characters' perspectives.	1. Look at page 210. Why is 'duvet' written in inverted commas? What does it tell us about Alfie? 2. Read to the end of page 214. What might Alfie be thinking and feeling when he sees Roxy and Aidan? What might they say to each other? 3. How did you feel when you learned that Jasper is the man from the boat? Were you shocked? What do you think Jasper will do? Why is he following Alfie? (page 218) 4. Alfie says that being ageless and being immortal are different. What does he mean by this? (page 223) 5. Read to the end of page 230. Do you think the life-pearl is still hidden in the cave? 6. Can you use your prediction skills to answer Alfie's questions on page 232? 7. What role does religion play in the story? (page 228) 8. Do you think Sangeeta is suspicious of Alfie? How might the story change if Alfie told Sangeeta the truth? 9. Look at page 221. Alfie has never used a mobile phone before. Why? Write a set of instructions to help Alfie use his new phone. 10. Why does Mam stop walking on page 228? What might she be thinking and feeling? Has Rafel's advice helped Alfie so far?	On page 211, Alfie reads the following newspaper headline: 'Woods fire victim: 'simple' funeral for tragic mum'. Write a newspaper article about the funeral and 'tragic mum'. Coquet Island is a bird sanctuary and home to puffins. Work as a small group to conduct research into puffins and find out about their appearance, diet and how they are adapted to their environment. Create a food chain for a puffin. In groups of four, re-create the events in Chapter 50. One of you should play Alfie, one should play Aidan, one Roxy and one Sangeeta. Perform the scene four times; each time considering another character's perspective. Think about what is being said and what isn't being said. Think about how you will change your body language, voice and facial expression each time.



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Draw inferences and justify inferences with evidence. History - Conduct a local history study and trace how several aspects of national history are reflected in the locality. Writing to Entertain and Inform - Create a biography and display an understanding of the typical conventions found in this style of writing. - Write a script based on Chapter 65, paying particular attention to its layout. - Create a museum display card. Design Technology & Art - Research and draw an Anglo-Saxon artifact.	1. How has the relationship between Mo, Spatch and Aidan changed? Why? Do you think the three boys will reconnect? (page 238) 2. Why do you think Alfie is getting so cross about the fire risks at The Saxon Experience? What might he be thinking and feeling? (page 251) 3. How does the introduction of Dr. Heinz change the story and alter Alfie's plan? (page 270) 4. Libby catches Jasper singing, 'Acum te am'. What does this mean? What might both characters be thinking and feeling at this point in the story? (page 276) 5. Inigo has a copy of 'A Tale of Two Cities' for his project. Where did he get it from? Who is Great Uncle John? Is Alfie right to steal it? (page 281) 6. Read to the end of page 303. Why do you think Alfie isn't going back to class? 7. Read to the end of page 307. Do you think Alfie will tell Sangeeta the truth? Should he trust her? How might she react? 8. How and why have John and Jack McGonagal changed? (page 322) 9. What is unusual about Alfie's text message? (page 329) 10. What does 'audacious' mean? Why is Alfie's plan 'audacious'? What might it be? (page 330)	As a class, organise your own Local History Week. Find out about the changes that have occurred to your local area. Work in pairs/a small group to choose how you will present your findings. The events in Chapter 65 could be considered very dramatic. Work in pairs/a small group to prepare a play script based on this chapter and perform your scene. Charles Dickens is mentioned throughout the story as one of the people that Alfie has met. In pairs/a small group conduct research into his life and then write a biography or autobiography about the famous author. Perhaps you could weave the meeting between Charles Dickens and Alfie into your report? Alfie has his friends visit The Saxon Experience. Find out about an Anglo-Saxon artifact. Draw a picture of it and create a museum display card to describe what it is and what it was used for.



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Discuss and evaluate how authors use language, considering the impact on the reader. - Identify and discuss themes and conventions in and across a wide range of writing. Design Technology & Art - Create a model replica of The Globe Theatre in London. Music - Build tension by creating a stormy soundscape. History - Create a chronological timeline. - Use a historical period of time as inspiration for a new story.	1. Why do the children feel like the weather, 'chilly and brooding'? What might their facial expressions look like? (page 334) 2. How does the author create a sense of tension and excitement in Chapters 87 and 88? Pick out any words or phrases that stand out to you. Does it make you want to read on? 3. Why does Alfie running along the beach remind Aidan of an antelope being hunted by a lioness? (page 370) 4. What does Jasper want to do with the one remaining life-pearl? Why? (page 385) 5. Read page 390. Do you think Jasper is giving the life-pearl to Alfie? Why might he be doing this? 6. Why do you think Jasper is known to the local police? (page 398) 7. Read to the end of page 401. What do you think the 'one remaining thing' is that Alfie needs to do? 8. How does the author build tension on page 408? Is it effective? 9. How do the hymn lyrics sung at the end of the story by Precious reflect the themes in the story? How do they describe Alfie's character development? (page 410) 10. Which of these do you think is the most important theme in the story? Can you rank the themes from least important to most important? <i>Love, friendship, time, memories, change, family, growing old.</i>	Alfie is not impressed with Shakespeare and recounts his experiences watching his most famous plays. Plan, design and make a model of the Globe Theatre. In pairs/small groups create a stormy soundscape using body percussion, your voices and instruments to accompany the tense moments in chapters 88 and 89, when the children steal Jasper's yacht. Create character profiles for the following characters, including information about their personality, relationships with other characters, motivation and how they develop as the story progresses: Alfie, Aidan, Roxy, Jasper, Sangeeta, Mam, Da. Create a timeline of all the famous historical events mentioned in the story. Write a new story for Alfie and Mam, describing another historical adventure or period of time. Maybe they mummified a pharaoh, battled with Boudicca or met Queen Victoria!

