



## SCHEME OF WORK

**PERFECT FOR:** Ages 8+; an exciting adventure that blends spooky, magical scenes with fun, madcap science experiments; designing gadgets; learning about the Fibonacci Sequence; creating imaginary maps; and exploring themes of family, friendship and death.

**NOTE:** This story features ghosts and the afterlife, so please keep religious beliefs in mind before reading with your students.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;  
Poetry; Writing to Entertain and Inform

Design Technology & Art

Drama, Speaking and Listening

Science

Computing

Music

Geography

Maths

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## WEEK 1 (CHAPTERS 1–7): NOISES IN THE NIGHT



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Analyse an author's style of writing and identify different techniques and vocabulary used.</p> <p><b>Drama, Speaking and Listening</b> - Complete a Role on the Wall activity to understand and empathise with a character.</p> <p><b>Design Technology &amp; Art</b> - Design a new gadget, thinking about its special features, appearance and the materials you could use.</p> <p><b>Writing to Inform</b> - Write an explanation text, considering the layout and language features needed.</p> <p><b>Maths</b> - Explore the Fibonacci Sequence and find examples in nature.</p>	<ol style="list-style-type: none"> <li>1. Before beginning, create a spider diagram of words, ideas and themes linked to the word 'mystery'.</li> <li>2. What does the verb 'hobbled' suggest about Grandma Maeve? What are your first impressions of her?</li> <li>3. Use the information in Chapter 1 to draw and label a picture of Demelza's attic.</li> <li>4. Read pages 18 and 19. Is there anything strange about Grandma's reaction? Which words and phrases tell you she might be behaving oddly?</li> <li>5. Demelza carries strange things in her satchel. Think of some reasons she might need: a Self-Playing Harmonica, an X-Ray Periscope, a Glow-Worm Powered Headlamp. (page 22)</li> <li>6. Do you trust Mr Grey? Why? Why not? Is he right to keep Percy locked up? (Chapter 4)</li> <li>7. What does the name Stricton Academy suggest about Demelza's school? What sort of school might it be? (page 30)</li> <li>8. How does the author create a sense of tension and fear on pages 48 and 49? Which words are particularly effective?</li> <li>9. Use the information in these chapters to draw and label pictures of Demelza and Percy. How are they similar and how are they different?</li> <li>10. Does Demelza remind you of any other characters in a children's story or film? Why?</li> </ol>	<p>Complete a Role on the Wall activity. Draw an outline of Demelza. On the inside, write down everything you learn about her in these chapters. On the outside, record any questions you'd like to ask her and how she might respond.</p> <p>Demelza is always inventing new gadgets like the 'Inspection Spex' and the 'Robotic Hand for Homework Haters'. Design and create a technical drawing or blueprint for a new gadget. Think of its special features, what it might look like and what it might be made of.</p> <p>Now, write an explanation text to explain how your gadget works. Use subtitles, diagrams and include clear steps to show how your invention works. You may wish to explore 'Until I Met Dudley' by Roger McGough and Chris Riddell, and use this as a basis for your explanation text.</p> <p>On page 44, Demelza is trying to learn the Fibonacci Sequence. What is this? Collect photographs and images to show where the Fibonacci Sequence can be seen in nature.</p>

## WEEK 2 (CHAPTERS 8–11): THE TRUTH REVEALED



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Define vocabulary, thinking carefully about its meaning and impact.</li> <li>- Retrieve information to sequence events.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Locate places on maps and atlases.</li> </ul> <p><b>Writing to Entertain and Inform</b></p> <ul style="list-style-type: none"> <li>- Use imperative verbs to create a magical incantation.</li> <li>- Use brackets to add detail.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Explore artwork associated with the Day of the Dead festival.</li> <li>- Create a piece of artwork to represent a character.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write a definition of the following words from Chapter 8: <i>tinctures</i>, <i>crucible</i>, <i>ushered</i>. Can you use these words in sentences of your own?</li> <li>2. How are the words 'confusion', 'panic' and 'disbelief' similar to one another? How are they different? Why is Demelza feeling like this? (page 55)</li> <li>3. What do you think 'the air heavy with secrets' means? What does it suggest Grandma and Demelza are thinking and feeling? (page 64)</li> <li>4. Why does Grandma summon spectres? What reasons does she give? (page 66)</li> <li>5. On page 73, Grandma asks a question 'meekly'. What does this mean? How is she feeling and why?</li> <li>6. At the top of page 78, Grandma stops speaking. Why? What do you think she is about to say? Who might use their powers and what for?</li> <li>7. What might a 'clipped, almost regal' voice sound like? Try speaking some of Lord Balthazar's words out loud – can you show his character through your expression?</li> <li>8. Read to the end of Chapter 10. Do you think Demelza will make a good Spectre Detector? Why? Why not?</li> <li>9. How important is the sense of smell in Chapter 11? How do the references to smell make you feel?</li> <li>10. Is there anything amusing or funny in Chapter 11? Share something that made you laugh and explain why. Why might the author have included humour here?</li> </ol>	<p>Imagine you are Demelza and write a magical incantation to summon a spectre. Think about the equipment you will need, a list of ingredients and use bossy, imperative verbs. You could even use brackets to add extra information and tips. You may wish to include a poem, too, like the spooky poem on page 95.</p> <p>Create a map to show where around the world the Spectre Detectors can be found. Remember to include:</p> <ul style="list-style-type: none"> <li>- Spookzoekers from South Africa</li> <li>- Shamans of Xian from China</li> <li>- Nordic Necromancers from Greenland</li> <li>- Yagas of Mort from Russia</li> <li>- Meibion y Meirw from Wales</li> </ul> <p>Research the Mexican festival of remembrance called the Day of the Dead. Look at the artwork associated with this festival and use it to design a colorful skull and create an artist's impression of Lord Balthazar. Think about the colours and patterns you might use to represent his personality.</p>

## WEEK 3 (CHAPTERS 12–17): DANCING WITH DEATH



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify evidence from the text to support theories and opinions.</li> <li>- Use clues to make predictions.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Empathise with characters by writing an inner monologue.</li> <li>- Explore the difference between what a character says and does and what they might be feeling.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Plan and write a report to explain how an imaginary animal is adapted to their environment.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Create a map, with a key and symbols to show the main places and landmarks mentioned in the story.</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the Conjuring of Resurrection and why is it forbidden? (page 105)</li> <li>2. Who do you think the snatcher might be and what could their plan involve? What might happen to Demelza? (page 107)</li> <li>3. What evidence has there been so far that Demelza has an 'overactive imagination' and a 'lack of self-discipline'? What evidence is there against this? (page 113)</li> <li>4. What do you think Ms Cardinal is talking about on page 116 and who do you think she is talking to? Predict what role she will play in the rest of the story.</li> <li>5. What does 'a problem shared is a problem halved' mean? Can you think of a time when you've shared a problem? What happened? (page 123)</li> <li>6. Read page 124. Do you think it's sensible for Demelza to tell Percy? Why? Why not? What could happen? Predict how Percy will react.</li> <li>7. Demelza and Grandma remove their masks as they enter the woods. True or false? (page 143)</li> <li>8. What is Bread of the Dead? Can you think of any other foods that have a special role in festivals? (page 144)</li> <li>9. What is the effect of the short sentences at the bottom of page 145 and why might they be set out like this?</li> <li>10. What do you think will happen in Chapter 18? Write the first paragraph in the style of the author or create a comic strip to show your predictions.</li> </ol>	<p>What might Demelza and Ms Cardinal be thinking and feeling during while the secretive phone conversation takes place? Choose one of the characters and write an inner monologue to show their thoughts and feelings. Now, act out the scene in pairs, taking time to pause and share your inner monologue. Is there a difference between what your character is saying and feeling?</p> <p>Create a non-chronological report about Demelza's snail-hamster hybrid called the 'snamster'. Include imaginary information about how to look after the snamster, how they have adapted to their environment, what they eat and what they look like.</p> <p>Use the information in Chapter 17 to create an imaginary map of Demelza's journey. Make sure you include Bladderwrack Cottage, Little Penhallow, Crookescroft Castle and the woods. Think about how you can show each location and landmark on your map by using a key.</p>

## WEEK 4 (CHAPTERS 18–23): FIRECRACKERS AND CONFRONTATIONS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts.</p> <p><b>Drama, Speaking and Listening</b> - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.</p> <p><b>Creative Writing</b> - Explore the use and impact of a range of similes. - Design a new character. - Use an author's writing style to describe a new character using similes.</p>	<ol style="list-style-type: none"> <li>1. What does 'heart in her throat' mean? Why is Demelza feeling like this? (page 147)</li> <li>2. Why does Grandma shout at Demelza on pages 153 and 154? Do we only ever shout when we are angry? What other reasons might there be for shouting at someone?</li> <li>3. Could Ms Cardinal's words on page 156 mean more than one thing? What else could she have meant?</li> <li>4. Why does Demelza count the cinnamon sticks on page 160? What effect could the ellipses have on the reader?</li> <li>5. What might Percy be thinking and feeling when Demelza contacts him via walkie-talkie? (page 176)</li> <li>6. What is funny about the password on page 184?</li> <li>7. What does the verb 'snapped' suggest about the jester? What are your first impressions of him and why? (page 188)</li> <li>8. Complete these sentences: Demelza feels guilty when she finds her Grandma's letter because... Demelza feels anxious when she is asked to leave, but... (pages 192 and 193)</li> <li>9. Look at page 195. How is the character of Lord Balthazar growing and developing as the story progresses? How is his relationship with Demelza changing?</li> <li>10. What is the most important piece of information you learn in Chapter 23? Has it changed your view of any of the characters? Why?</li> </ol>	<p>Create an Emotions Graph to plot Demelza's changing thoughts and feelings throughout these chapters. You may wish to refer to: the intruder at the gathering, hiding from Boris and Gregor, Grandma Maeve being kidnapped, finding the ransom note, visiting the Quietus and confronting Ms Cardinal.</p> <p>On page 161, the author uses a range of similes to describe the villains. Use the descriptions to draw and label a picture of Boris and Gregor. Now, design your own villain for a story and think about how you can use similes to describe them and bring them to life.</p> <p>Look at page 171 – what should Demelza do? As a class, create a Conscience Alley. One side of the class should be voices persuading Demelza to go to the police. The other side of the class should persuade Demelza to find her Grandma. Take it in turns to play Demelza walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p>

## WEEK 5 (CHAPTERS 24–29): CROOKESCROFT CASTLE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p><b>PSHE and Citizenship</b> - Explore what bullying is and its impact. - Create an Anti-Bullying Class Code to describe how you will tackle this issue.</p> <p><b>Music</b> - Use your voice and instruments to create a frightening soundscape based on the castle setting.</p> <p><b>Computing</b> - Design an informative presentation, including animations and transitions.</p> <p><b>Maths</b> - Create and solve word problems.</p>	<ol style="list-style-type: none"> <li>1. Role-play the flashback involving Grandma and Ms Cardinal in Chapter 24, thinking about their body language.</li> <li>2. Write definitions for the following words from Chapter 25: obedient, ceasing, nauseating. Do they sound like any other words you know?</li> <li>3. Find and copy a word on page 222 that is similar in meaning to 'longed' or 'wished'.</li> <li>4. Who is worse: the twins for bullying Demelza or Miranda for going along with it and not saying anything?</li> <li>5. Which words and phrases in Chapter 27 are particularly effective at making the castle seem creepy and frightening?</li> <li>6. What does the verb 'whimpered' suggest about how Percy is feeling? Why is he feeling like this?</li> <li>7. Imagine you are Demelza in Chapter 27 exploring the castle. Make a list of all the things you might be able to see, hear, smell, taste and touch.</li> <li>8. Do Gregor and Boris remind you of any other crooks in children's stories or films? Why? Do you think they are meant to be funny characters or frightening characters?</li> <li>9. What leadership qualities does Demelza display during these chapters? Use evidence from the story to support your ideas.</li> <li>10. Do you have any theories or predictions about who the snatcher might be? Explain your ideas with reference to the story.</li> </ol>	<p>Have a discussion about bullying. What is it? Why do people bully other people? What examples of bullying have there been in the story? Is a bystander who does nothing just as much to blame? Create an Anti-Bullying Class Code, describing how to tackle this issue.</p> <p>Miranda's dad is from India. Create a PowerPoint presentation about India – its climate, culture and landscape. Include animations, interesting slide transitions and sound clips.</p> <p>Collect all the words and phrases that make Crookescroft Castle appear menacing. In a group, use your voice and body percussion to create a soundscape and bring the castle to life, thinking about how to portray the creaking doors and the sound of the stairs moaning.</p> <p>Look at page 247 and the bill from Grime and Blair. Create some word problems for a partner to solve, involving addition and subtraction. For example: What is the total cost of the flowers and the Hire of Hearse?</p>

## WEEK 6 (CHAPTERS 30–37): PERCY'S MEMORIES



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss the main themes in the story.</li> <li>- Create character profiles, exploring how the characters have developed.</li> <li>- Retrieve and summarise information from a passage and use it to inform writing.</li> <li>- Create a comic strip to summarise the events in the story.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Analyse an author's style of writing, using this to write a new scene from a different character's perspective.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Write and perform a poem, using expression, actions and musical instruments to convey meaning.</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarise the events in Chapter 30 in six sentences. Now try and summarise them in three sentences, then one.</li> <li>2. Explain how the story of Hansel and Gretel links to the events in Chapter 30.</li> <li>3. Look at this sentence: Deeper and deeper into the forest they went. What would happen if you changed the verb 'went' and replaced it with 'tiptoed', 'stomped' or 'sped'? How would the meaning change? (page 263)</li> <li>4. How did you feel at the end of Chapter 30? Were you shocked? Do you want to read on? Why?</li> <li>5. Can you empathise with Mr Grey's behaviour at all? Do you feel sorry for him? Why? Why not?</li> <li>6. Demelza speaks with a 'disgusted sneer' on page 290. Why? Can you act out what this might look and sound like?</li> <li>7. Explain in one sentence how the Robotic Hand defeats Mr Grey. (page 305)</li> <li>8. Grandma says that the children have shown fearlessness, loyalty and courage. Can you think of examples from the story to support this? (page 317)</li> <li>9. The chapters towards the end of the book are much shorter. Why do you think this might be? What effect does it have? Do you like reading longer or shorter chapters? Why?</li> <li>10. Describe each of these characters in the story using one word only and explain your word choice: <i>Demelza, Percy, Miranda, Grandma Maeve, Ms Cardinal, Mr Grey.</i></li> </ol>	<p>Percy hopes that one day they will have a comic book written about their adventures. Create your own comic strip to summarise the events in the story, thinking about how you can engage your reader with speech and thought bubbles.</p> <p>Think about Mr Grey's proposal to Percy on page 282. How might this sound from Percy's point of view? What is he thinking about? Is he considering the offer? Re-write this section as Percy, exploring his conflicted thoughts and feelings.</p> <p>Miranda says that one day she will write a ballad to celebrate Mr Grey's defeat. What is a ballad? Spend some time exploring 'The Highwayman' by Alfred Noyes, thinking about which phrases are repeated and which language helps you visualise the setting. Can you adapt this classic poem to write your own poem called 'The Ballad of the Robotic Hand'? Perhaps you can perform your poem in a small group with actions and musical instruments?</p>