



## SCHEME OF WORK

### PERFECT FOR:

Students aged 9+; an exciting and moving historical thriller set during WWII; Writing in Role; Diaries and Letters; Air Raids and the Blitz; War-themed Poetry; Dance and Movement; Animal Art; Joining a brave boy as he races against time to save a forgotten zoo and learns about love, grief, and family.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

Physical Education

History

Science

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# WEEK 1 (CHAPTERS 1–6): THE OLD LIONS' DEN

## SUGGESTED OBJECTIVES

### Reading: Comprehension

- Analyse an author's style of writing and identify different techniques and vocabulary used.

- Describe relationships between characters.

### Drama, Speaking and Listening

- Understand a character by completing a Role on the Wall activity.

### History: World War II

- Order and understand the main events that occurred during World War II.

- Use research methods to extend historical learning.

### Poetry

- Create a list poem based on a setting description.

## COMPREHENSION QUESTIONS

1. Spend some time exploring the first few paragraphs. How does the author create a sense of the platform being a 'battlefield'? Is it effective? (page 1)
2. Can you carry out some research into the 'phoney war' to develop your understanding of time and place in the story? (page 11)
3. Joseph thinks that Mrs F is 'cold and lifeless'. Why? Do you agree with him? How do you predict her personality will develop throughout the story? (page 13)
4. Use the information in Chapters 2 and 3 to draw and label a picture of Mrs F's house. Can you describe the house in three words and explain your word choices?
5. Imagine you are Joseph at the beginning of Chapter 4 at the zoo. What can you see, hear, taste, touch and smell?
6. How does the author create a sense of tension in pages 31 and 32? Do you have any favourite words and phrases?
7. What can you infer about the relationship between Mrs F and Adonis from page 40?
8. Joseph has a decision to make on page 51. What do you predict he will do? What would you do in this situation?
9. Use the information in these Chapters to compare and contrast Joseph and Mrs F – you could use a Venn Diagram to do this. Think about how they react to their situation.
10. What are your first impressions of Joseph? Do you like him? Does he remind you of any other characters?

## EXTRA ACTIVITIES

Complete a Role on the Wall activity. Draw an outline of Joseph. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him.

Create a timeline showing the main events that occurred during World War II. You may wish to include:

- German forces storming the Polish frontier
- Neville Chamberlain declaring war
- The Battle of Dunkirk
- The London Blitz
- D-Day

Use the descriptions on page 37 to write a list poem entitled 'The Forgotten Zoo'. Think about which animals might have lived in the zoo and use similes to describe them. Eg:  
*This is the elephant's enclosure where the majestic souls stomped like giants.  
That was the old lions' den, where the king of the jungle surveyed his kingdom.*

## WEEK 2 (CHAPTERS 7–15): ONLY AN ANIMAL

### SUGGESTED OBJECTIVES

#### Reading: Comprehension

- Define vocabulary, thinking carefully about its meaning and impact.
- Retrieve information.

#### Design Technology & Art

- Create a piece of art using fiery colours and silhouettes to depict a scene from the story.

#### Writing in Role

- Empathise with characters by writing an inner monologue.
- Explore the difference between what a character says and does.

#### Writing to Inform

- Plan and write a non-chronological report.

#### Science

- Conduct research into an animal's appearance, habitat, diet, and adaptations.

### COMPREHENSION QUESTIONS

1. Write a dictionary definition of these words from Chapter 7: *propelled*, *abrasive*, *persistent*, *sanctuary*. Use them in a sentence of your own.
2. What did you think has happened to Joseph's mum? Are there any clues that might help you make a prediction? (page 60)
3. What does the verb 'flared' suggest about Adonis and his eyes? (page 69)
4. Use the descriptions on pages 68 and 69 to draw and label a picture of Adonis. Which words and phrases help you visualise his appearance?
5. How does Chapter 11 develop your understanding of Adonis. Does it change your feelings about him at all?
6. What can you infer about Syd? Make two inferences and support them with evidence from the story. (page 74)
7. Syd looks at Joseph with 'disdain'. Can you show a partner what this might look like? What might she be thinking and feeling? (page 79)
8. Work in pairs to turn Chapter 13 into a playscript and then act it out. Take it in turns to play Joseph and Syd, thinking about their facial expressions and body language.
9. How do the descriptions of the school make you feel? What effect might they have on a reader? (page 87)
10. Read up to page 98. Is there anything interesting about how the author describes Joseph in the classroom? How might it relate to Adonis and his character?

### EXTRA ACTIVITIES

In Chapter 7, Joseph is caught outside during an air raid. Using reds, oranges and yellows, create a fiery background on a large piece of paper. Use black paper to create a silhouette of the city and zoo – you may wish to research some famous landmarks in London for your blitzed cityscape. Think about how to show the terror and destruction.

What might Joseph and Mrs F be thinking as they argue in Chapter 8? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?

We learn that Adonis is a huge silverback gorilla. In small groups, conduct research into these animals. Next, write a non-chronological report including facts about their appearance, habitat, diet, and adaptations. Think about using sub-titles, diagrams, and engaging, informative language.

## WEEK 3 (CHAPTERS 16–23): AN APE ATE IT

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"><li>- Use clues from the text to infer information about a character and what they might be thinking and feeling.</li><li>- Use an Emotions Graph to explore a character's thoughts.</li></ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"><li>- Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.</li><li>- Write a poem about the sky in the style of John Foster.</li></ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"><li>- Create a Conscience Alley to explore what motivates a character's decisions.</li></ul>	<ol style="list-style-type: none"><li>1. <i>Trust</i> is a main theme in the story. Do you agree? Can you find examples throughout the story where trust is important? (page 102)</li><li>2. The wolves eat 'ravenously'. What does this tell you about them? Is it right to keep the animals in the zoo? (page 105)</li><li>3. Read page 109. What do you think Syd and Mrs F are talking about? Can you write out their conversation, ensuring your work is correctly punctuated?</li><li>4. Mrs F goes from 'sheepish to embarrassed to angry'. Why? Can you track and explain her shifting emotions and the reasons for them? (page 113)</li><li>5. Mrs F says, 'doing the right thing feels completely wrong.' What does she mean by this? Can you relate to how she feels? (page 116)</li><li>6. Spend some time exploring the poem, 'My Mother Saw A Dancing Bear' by Charles Causley. Can you make any connections between the poem and the story so far?</li><li>7. Why does Syd have a 'thunderous look' on her face? What might she be thinking and feeling? (page 124)</li><li>8. Fights have 'fed' Bert's ego. What does this mean? What are your impressions of him so far? (page 133)</li><li>9. If you had to compare each character to an animal, what would they be and why?</li><li>10. How are the relationships between Joseph and the other characters (<i>Mrs F, Syd, Adonis</i>) developing and changing as the story progresses?</li></ol>	<p>Create an Emotions Graph to plot Joseph's changing thoughts and feelings throughout these Chapters. You may wish to refer to: <i>walking to the zoo, throwing away the book, holding the rifle, completing his maths in class, reading to Syd, feeding Adonis.</i></p> <p>Look at the poem <i>Anger</i> by John Foster. Discuss what you like and dislike about it, anything that puzzles you, and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions, and musical instruments to convey the feeling of the poem. Perhaps you can write your own poem about Joseph's feelings in a similar style?</p> <p>Look at page 108 – what should Joseph do? As a class, create a Conscience Alley. One side of the class should be voices persuading him to read to Mrs F. The other side should persuade him not to. Take it in turns to play Joseph walking through the alley of voices. Write a paragraph exploring your decision and feelings.</p>

## WEEK 4 (CHAPTERS 24–30): TRADING BLOWS

### SUGGESTED OBJECTIVES

#### Reading: Comprehension

- Retrieve information.
- Identify evidence from the text to support theories and opinions.
- Use clues to make predictions.

#### Poetry

- Explore a range of war-themed poems and respond to them.

#### Drama, Speaking and Listening

- Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.

#### History: World War II

- Use research methods to extend historical learning about the role of women in the war.

### COMPREHENSION QUESTIONS

1. Complete these sentences: *Joseph tries to feed Adonis because... Joseph tries to feed Adonis, but...* (page 156)
2. Do you think animals have a sense of right and wrong? Discuss this idea as a class. (page 163)
3. Read to the end of Chapter 26. What do you think the commotion at the gate is? Predict what might happen next.
4. Can you explain why Bert has a mixture of fear and hatred on his face? (page 171)
5. Mrs F says she is 'happily responsible' for Joseph. What does this mean? How are her feelings changing? (page 171)
6. What do you think Mrs F might be looking at on page 177? Who might the old photographs be of? Why does her mood change so suddenly?
7. How does the author explore gender roles on page 179? What are your thoughts about this?
8. Mrs F calls Joseph 'pig-headed'. What does this mean? Do you agree? Why is he like this? (page 182)
9. What do you think of Joseph's plan on page 189? Do you think it will work?
10. At the end of Chapter 30, Mrs F receives a letter from the local authority. Work in pairs to discuss what it might say and write your own formal letter of complaint regarding Adonis. What do you think should happen to Adonis?

### EXTRA ACTIVITIES

Spend some time in groups reading a variety of poems that explore the theme of war. You could read 'For the Fallen' by Laurence Binyon, 'In Flanders Field' by John McCrae, 'Dulce et Decorum Est' by Wilfred Owen, 'The Soldier' by Rupert Brooke and 'Dreamers' by Siegfried Sassoon. Think about how your chosen poem makes you feel and how you could respond to it. You could write your own war-themed poem or create a piece of artwork inspired by the poem, for example.

In a group of three, re-create the events from Chapter 26. Think about who will play Joseph, Mrs F, and Syd. Perform the scene, each time considering another character's perspective and how you will change your body language. You could even turn this part of the story into a playscript to help your performance!

The role of women in the war effort is mentioned on page 179. Spend some time exploring what jobs women did during the war including working as mechanics, in factories, and as air raid wardens. You could also find out about the WRNS and WAAF.

## WEEK 5 (CHAPTERS 31–38): WHAT DID I DO?

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>Design Technology &amp; Art</b> - Explore the style and techniques employed by the artists who created propaganda posters and then use these to create a persuasive advert. - Study the work of Franz Marc and create a painting in a similar style.</p> <p><b>Physical Education</b> - Create a dance, thinking carefully about movement, balance, and control.</p>	<ol style="list-style-type: none"><li>1. What would you say the purpose of the Chapter 31 is? What interesting things do we learn during this Chapter?</li><li>2. Role-play the scene where Joseph tries to convince the woman to give him vegetables for Adonis. What might he say? How will she respond? (page 202)</li><li>3. Do you agree that it was Joseph's own action and stupidity that led to the fight? (page 207)</li><li>4. What is the difference between a monkey and an ape? Carry out some research and share your findings with someone. (page 210)</li><li>5. Role-play the argument between Mrs F and Joseph in Chapter 32, thinking carefully about how to show their feelings through your body language.</li><li>6. What role has Miss Doherty played in the story so far? Can you describe her in three words and explain your word choices? (page 219)</li><li>7. How did you feel when you read Chapter 34? How do you think the other adults in the classroom felt?</li><li>8. Describe in one word how Joseph is feeling on page 239 and explain your word choice to a partner.</li><li>9. Write a letter in role as Joseph's grandmother explaining what has happened to his dad. (page 239)</li><li>10. Use a Venn Diagram to compare and contrast Joseph and Adonis. How are they similar and different?</li></ol>	<p>Explore a range of posters created during World War II that were designed to encourage people to behave sensibly and safely during raids. What techniques did they use? Which slogans were popular? Design your own piece of war-time propaganda.</p> <p>With a partner, create a dance that captures the way Adonis and Joseph interact. You could try mirroring each other's movements, thinking about how to show the differences in size and stature between the characters. Think about how you can move with control and how you can develop poses that challenge your balance. You may wish to listen to 'Forest Murmurs' by Wagner for inspiration.</p> <p>Spend some time exploring the work of Franz Marc, who was a German Expressionist. You might be interested especially in his painting called 'Monkey Frieze'. Discuss his style and how he shows movement in his artwork. Now, create your own painting on Adonis using a similar style to Franz Marc to create a sense of motion.</p>

## WEEK 6 (CHAPTERS 39–46): LOST AND FOUND

### SUGGESTED OBJECTIVES

#### Reading: Comprehension

- Identify and discuss the main themes in the story.
- Create character profiles.
- Summarise information.
- Make comparisons within and across books.

#### Writing in Role

- Empathise with a character by writing in role.
- Emulate a character's voice and personality.

#### Design Technology & Art

- Create a class display about the book, using a range of mixed media, poetry and writing.

### COMPREHENSION QUESTIONS

1. Summarise the events in Chapter 39 in six sentences. Now try and summarise them in three sentences, then one.
2. What's the most important thing we learn in Chapter 39? Does it change your opinion of any of the characters?
3. How does the author present and portray Ingleford? What literary devices are used? Are they effective? (page 266)
4. The author refers to the 'jaws of hell' on page 276. What does this mean? What image does this create in your head?
5. How does the author use the senses to evoke time and place on pages 280 and 281? Think about what Joseph might be seeing, hearing and smelling.
6. Read to the end of Chapter 42 and discuss the difficult decision Joseph may have to make. Predict what might happen next.
7. How did the ending of the story make you feel? Were you surprised? Sad? Hopeful? Discuss your feelings as a group.
8. How has Joseph changed and developed during the story? What important lessons do you think he has learned?
9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: *anger, family, loss, healing, war, responsibility.*
10. Describe each of these characters in the story using one word only and explain your word choice: *Joseph, Syd, Mrs F, Adonis, Bert, Gryce.*

### EXTRA ACTIVITIES

Spend some time exploring letters written by soldiers during the First and Second World Wars to their loved ones back home. Imagine you are Wilf and write a letter about your life on the front line, the fighting, and living in the trenches. What might you tell Mrs F? What might you keep from her? Perhaps you might share some of your hopes and dreams for when the war is over.

Write a diary entry in role as Joseph at the end of the story. How would he reflect on what has happened? What are the most important things he has learned about the world around him, his family, his new friends, and how we treat animals and each other?

Create a colourful class display, using mixed media, with the title '*When The Sky Falls*'. You may wish to write your own historical adventures set during the Second World War or choose an area of study that interests you. You could include stories, artwork, posters, diaries, poems, and photographs in your display.