



SCHEME OF WORK

PERFECT FOR:

Students aged 8+; a thrilling bold adventure; poetry; role-play and drama; creating spells; magical artwork; researching Victorian beliefs and attitudes; joining two brave girls on a journey of discovery filled with magic, mystery and hope!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

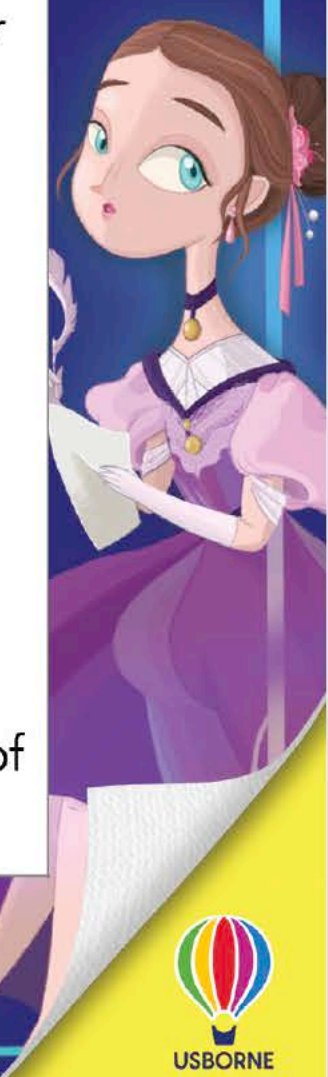
English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening
Design Technology & Art
History

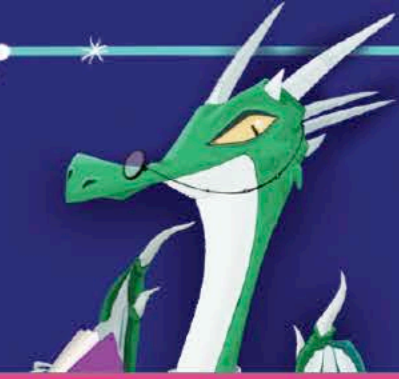
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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Analyse an author's style of writing and identify different techniques and vocabulary used. - Describe relationships between characters. <p>Poetry</p> <ul style="list-style-type: none"> - Write a poem in the style of Jackie Kay. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Plan, design and make an enchanted hat. 	<ol style="list-style-type: none"> 1. Why might the 'wealthy or well-connected' try to stop others from unleashing their magical powers? This could provide a good opportunity for a class discussion about equality! (page 5) 2. The house clings to the cliff 'by its teeth'. What might this mean? What imagery does this conjure in your mind? (page 13) 3. <i>Power is not simply a matter of brute force.</i> What does this mean? What makes someone powerful? (page 17) 4. How can an expression 'mar' someone's face? What impression do you get of Eglantine's uncle? (page 20) 5. What do you think Lichen's plan is? What does he want with the house? (page 24) 6. Can you describe the Whistlewitch in three words and explain your word choices? How does the author create a sense of menace when describing her? (page 29) 7. Read up to page 35. What do you think Eglantine should do? What would you do in her situation? 8. Do you think Arthur does the right thing? Can you understand why Eglantine is so angry with him? (page 44) 9. As a class, can you create a set of magical spells for the Huswyvern Grimoire? You could tea-stain them to make them look ancient! (page 46) 10. What are your impressions so far of Eglantine? Do you think she will appeal to readers? Does she remind you of anyone? 	<p>Imagine you are a 'brave' and 'desperate' child searching for your magic. Write a letter to Miss Hegotty explaining all the reasons why you should be accepted onto her banned course. Make sure your reasons are persuasive! Afterwards, write a 'gulp-worthy' reply from the government, explaining what the Serious Consequences might be.</p> <p>As a group, explore the poem 'No. 115 dreams' by Jackie Kay. You could try performing the poem too, thinking about your expression and body language. Now, consider what Huswyvern might remember. Can you think of any magical, special moments the house might like to talk about? Use Jackie Kay's poem as a template.</p> <p>Can you design your own enchanted hat? What might it look like? What magical powers might it possess? You could have a go at making it out of stiff, black cardboard or developing your sewing skills by sewing a range of spooky designs onto a 2D template of a witch's hat.</p>





SUGGESTED OBJECTIVES

Reading: Comprehension

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

Writing in Role

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

Drama

- Create a tableau to show what a character might be thinking and feeling.

Design Technology & Art

- Create a piece of artwork in the style of Frida Kahlo and Pablo Picasso.

COMPREHENSION QUESTIONS

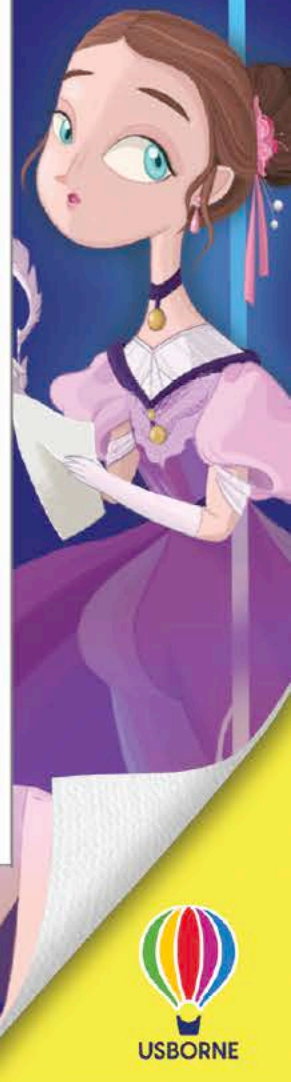
1. Write a dictionary definition of the following words from Chapter 5: *vain, sacred, reverently*. Can you use them in a sentence of your own?
2. Read up to page 64. Can you think of any other options for Eglantine?
3. In pairs, role play the conversation between Victoria and the Duchess on page 80. Think in particular about your body language.
4. Why might it be strictly forbidden for a royal to have magic? (page 82)
5. Create a comic strip with speech and thought bubbles to summarise the story of the Serpent King. (page 84)
6. Can you describe Eoin in three words and explain your word choices? What role do you predict he will play in the story? (page 91)
7. On page 94, Victoria writes in her diary to reflect on what has happened. Can you do the same, but in role as Eoin? What might he have to say about Victoria's magic?
8. Read and enjoy 'How To Turn Your Teacher Purple' by James Carter. Can you use this poem as a template to write your own spell that will freeze time?
9. What extra piece of information do we learn on page 103? Why might this be important?
10. Use a Venn Diagram to compare and contrast Princess Victoria and Eglantine. How are they similar and different?

EXTRA ACTIVITIES

What might Eglantine and Arthur be thinking on pages 54–57? 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?

In small groups, **create a tableau** showing what has happened at the end of Chapter 7. A tableau is a 'living picture' or 'freeze frame'. As there is no dialogue, think about your body language and facial expressions. Afterwards, take a photograph of your tableau and use it to write the scene from Princess Victoria's point of view. What will she do next?

Spend some time exploring 'Self Portrait with Thorn Necklace and Hummingbird' by Frida Kahlo and 'La Celestine' by Pablo Picasso. Both paintings are linked to magic. Can you use these paintings as inspiration to **create a piece of artwork** showing what you think Miss Hegotty looks like? Try to create a sense of mystery and magic in your work.



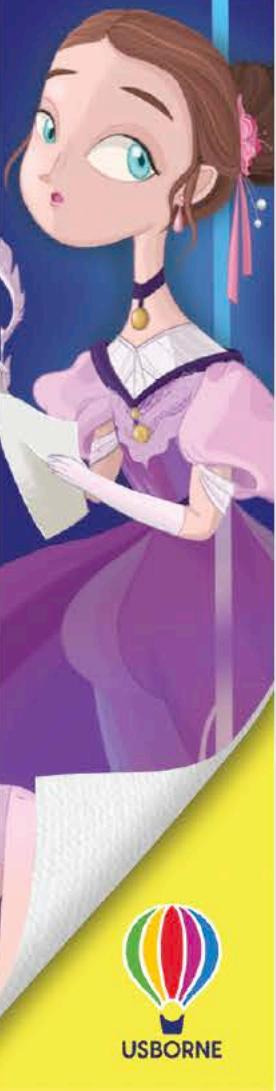


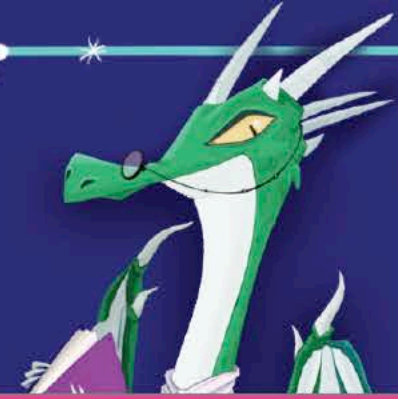
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Write a non-chronological report about a magical creature. <p>Poetry</p> <ul style="list-style-type: none"> - Write a poem in the style of Valerie Bloom. 	<ol style="list-style-type: none"> 1. 'Acceptance and tolerance' are main themes in the story. Do you agree? Can you find examples throughout the story? 2. Why do you think Arthurs speaks with an 'oddly high-pitched' voice? What might he really be thinking and feeling? (page 108) 3. Read to the end of page 115. Can you draw and label a map or picture of the Forbidden Market? 4. Who might have sent the posy and why? What role might it play in the story? What would you have done with it? (page 127) 5. Re-write page 134 from Arthur's point of view. How might he summarise what is happening? How does he feel about Uncle Lichen? 6. Re-read Miss Hegotty's lesson on page 137. What do you think will happen? How might Eglantine become involved? 7. Lichen calls Eglantine stubborn. Do you agree? Why? Why not? Is being stubborn a good or bad thing? (page 142) 8. How do you think the Whistlewitch might react when she discovers Lichen's plan? (page 146) 9. What do you think the letter might say? (page 151) 10. How is the relationship between Eglantine and Lichen developing and changing as the story progresses? 	<p>Create an Emotions Graph to plot Eglantine's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>riding in the spark-cart, visiting the Forbidden Market, flying with Arthur, unbinding her magic, receiving the posy, Lichen breaking in...</i></p> <p>There are lots of wonderful magical creatures in this story. Design and create your own magical creature and write a non-chronological report about it. What does it look like? Where does it live and what does it eat? How has it adapted to its environment? Remember to use formal language and include diagrams and sub-titles.</p> <p>Huswyvern often changes the season in Eglantine's room. Look at the description of autumn on page 116 and spend some time exploring the poem 'Autumn Gilt' by Valerie Bloom. Imagine Eglantine's room has been transformed into another season. Write a beautiful description or poem about what the room looks like. You could also draw or paint a picture to accompany your writing!</p>





SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. <p>Drama</p> <ul style="list-style-type: none"> - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with a character by writing in role. - Emulate a character's voice and personality. <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision. 	<ol style="list-style-type: none"> 1. How and why can Victoria relate to the transport wizards? (page 153) 2. How are Conroy and Lichen similar and different? Use evidence from the story so far to support your ideas. (page 161) 3. Read to the end of page 165. Do you agree with Conroy that Victoria is weak? Do you think she will make a good queen? Why? Why not? 4. What do you predict Eglantine's Witchspark will be? What do you think your Witchspark might relate to if you had one? (page 167) 5. What might the 'heavy stone' inside Eglantine refer to? What might she be thinking and feeling? (page 170) 6. Think about how Eglantine and Victoria each approach their problem. Are there any similarities? For example, would you say they are both stubborn? (page 178) 7. On page 179, Victoria meets Mary Anning. What can you find out about Mary and her discoveries? Perhaps you could create a fact-file about her? 8. Read and enjoy 'She Walks in Beauty' by Lord Byron. Discuss what you like and dislike about the poem. How does it link to the story? (page 182) 9. Why do you think Eoin is helping Victoria? What might he want from Victoria in return? (page 189) 10. Who do you think has sent the deadly nightshade and why? (page 203) 	<p>In a group of four, re-create the events from pages 162–165. Think about who will play Victoria, Conroy, Lady Frances and the Duchess. 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.</p> <p>Re-tell pages 176–178 from Eoin's point of view. What might he say about the events? How might he feel about Victoria? Use this as an opportunity to explore Eoin's personality further, perhaps making predictions about his home life, family and friendships. Remembering why he has got a job at the palace might help!</p> <p>As a class create a Conscience Alley exploring Victoria's dilemma on page 183. Should she rebind her magic? Take it in turns to play Victoria walking through the alley of voices, which should offer a range of opposing ideas. How do you feel? Write a paragraph in role, exploring your decision. How might Victoria's feelings towards Conway affect her decision?</p>





SUGGESTED OBJECTIVES

Reading: Comprehension

- Explore vocabulary and carry out role-play to understand the relationship between characters.

Drama, Speaking and Listening

- Rehearse and perform a scene from the story, thinking about characterisation and body language.
- Understand a character by completing a hot-seat activity.

Poetry

- Write a magical spell poem.

History

- Explore Victorian attitudes to séances and death.
- Research historical beliefs about flowers and their symbolism.

COMPREHENSION QUESTIONS

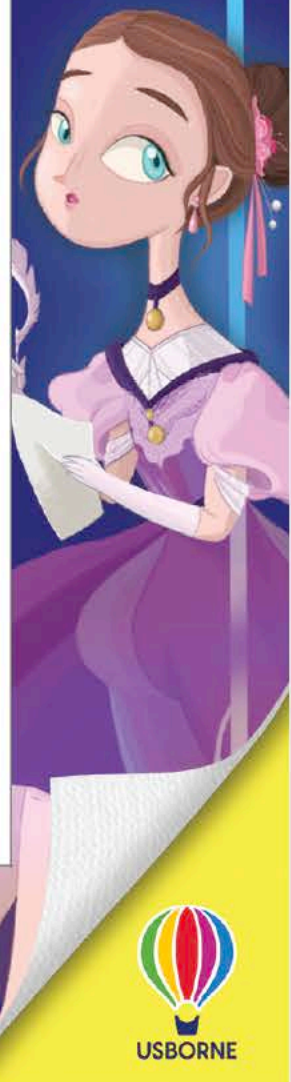
1. What is a séance? You might want to explore the Victorian fascination with séances to develop your understanding.
2. What might an 'ethereal voice' sound like? Try acting out some of Miss Fortuna's words. (page 209)
3. Can you retell the events of pages 211–213 from Anna's point of view? How does she feel about scamming people?
4. Learning about the language of flowers and their symbolism became popular in the 1800s. Carry out some research into this and think about the type of flower Eglantine might send Miss Luthuli. (page 231)
5. Arthur tells Eglantine that developing her magic is also linked to her emotions. What does he mean? What important lesson must Eglantine learn? (page 237)
6. What does 'despondent' mean? How is this word similar to 'depressed'? How is it different? (page 239)
7. If you could bring a book to life, which book would it be and why? (page 244)
8. Which three special items would you choose to put in the cauldron to reveal your signature power? Perhaps you could draw a picture of them and write about why they're important to you! (page 245)
9. Look at the title of Chapter 26. What do you predict will happen? Write the first paragraph of Chapter 27.
10. Do you agree that there are some adults who have never grown up? What does this mean? (page 251)

EXTRA ACTIVITIES

Hot seat Victoria: after reading Chapter 22 **come up with a range of open questions you'd like to ask Victoria**. Consider her relationship with Eoin and her moth and her feelings about magic. Take it in turns to play the role of Victoria, answering the questions in character.

Spend some time exploring Miss Hegotty's instructions on page 220, thinking about the unusual, magical things needed to create the spell. You may also wish to read 'The Magic Box' by Kit Wright and 'Song of the Witches' by William Shakespeare from the play Macbeth. Afterwards, **write your own lyrical spell poem**. Remember to make it strange, quirky and beautiful!

Choose a favourite scene from these chapters and turn it into a playscript. Think carefully about how a playscript is set out and structured and use the artwork to help inform your stage instructions. Afterwards, work in small groups to rehearse and perform your playscript, thinking about how you can use your body language and facial expressions!





SUGGESTED OBJECTIVES

Reading: Comprehension

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

Design Technology & Art

- Create a floral themed piece of artwork.
- Learn about great artists in history.

Writing in Role

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

Creative Writing

- Explore how authors structure their stories and use this to model a new piece of writing in the same style.

COMPREHENSION QUESTIONS

1. Summarise the events in Chapter 27 in six sentences. Now try and summarise them in three sentences, then one.
2. Victoria and Eglantine are 'two sides of a coin'. What does this mean? Do you agree? (page 260)
3. Explain why Victoria is feeling both angry and humiliated. (page 271)
4. How did you feel at the end of Chapter 29? Why do you think the author decided to keep Victoria and Eglantine apart until this moment?
5. Re-tell pages 284 to 287 from Eoin's point of view. How might he feel about his father?
6. Do you feel sorry for Uncle Lichen? Can you understand why he has behaved in this way? (page 309)
7. Whose story were you more drawn to? Eglantine's? Victoria's? Why?
8. How have Victoria and Eglantine changed and developed during the story? What important lessons do you think they have 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: *magic, grief, acceptance, individuality, greed, equality, gender, family.*
10. Describe each of these characters in the story using one word only and explain your word choice: *Eglantine, Arthur, Victoria, Lichen, Eoin, the Whistlewitch.*

EXTRA ACTIVITIES

Eglantine discovers her Witchspark in Chapter 27. Can you **create a piece of artwork** to show this wonderful moment? There are some beautiful paintings which may inspire you, including 'Bauerngarten' by Gustav Klimt, 'Iris' by Vincent Van Gogh, 'The Nymphéas' by Claude Monet and 'The Language of Flowers' by Alfons Mucha. Use a range of materials, exploring the different effects they give.

Write a diary entry in role as either Eglantine or Victoria at the end of the story. How would they reflect on what has happened? What are the most important things they've learned about the world around them, magic, their friends and family, and how we treat others?

What might happen in a sequel to this story after Eglantine and Victoria join the secret society? Will they visit London? What role might Eoin play in the story? Who will they battle next? You could either **plan and write your own short story or create a comic strip** to show what might happen.

