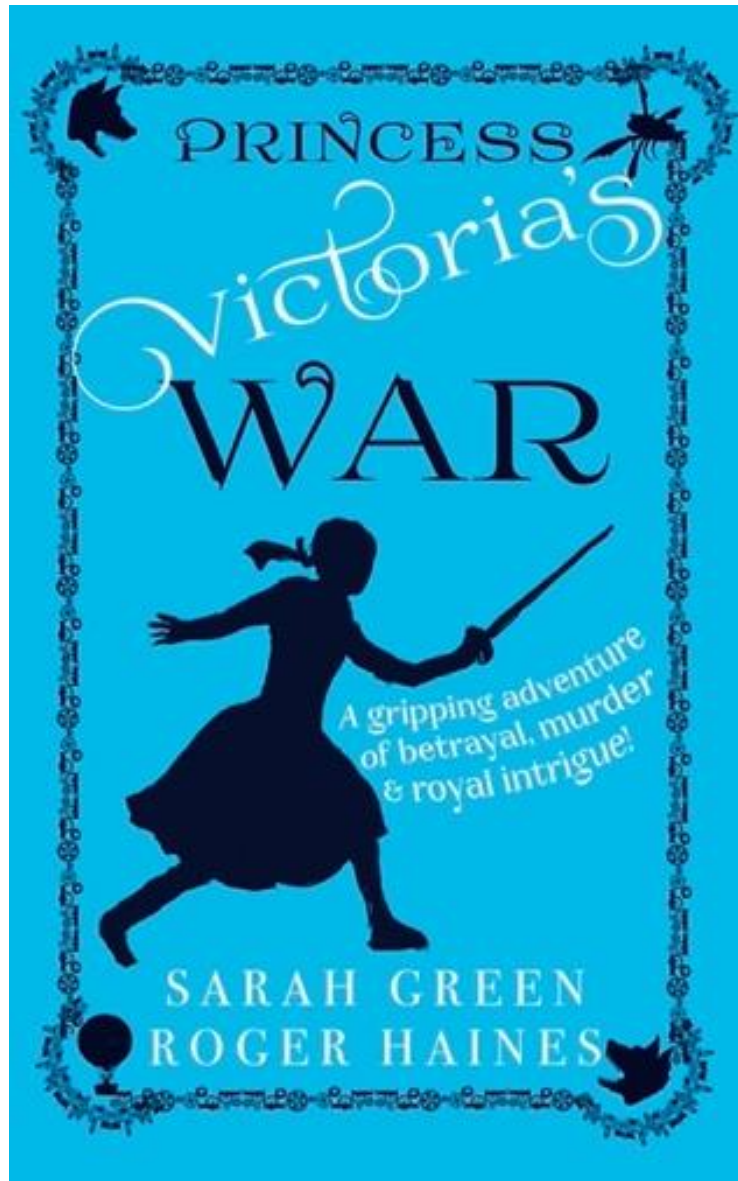


The Teachers' Handbook



With PowerPoint slides and
photocopiable material
Linked to the National Curriculum

Welcome to your Teacher's Handbook for *Princess Victoria's War*.

Just in case you're wondering...

Sarah has a degree in Language and Literature from the University of Hull and has extensive experience of teaching in a number of secondary schools. She has been Head of a range of Departments, including English, Media, and Careers. Her pastoral roles included being a Year Head and Sixth Form Deputy. She was involved in piloting GNVQ, writing and lecturing about it during its induction period. She now writes full time and has written ten books for children and teens. She was a runner-up in the Costa Short Story competition. She is co-Founder of Thumbnail Books, with author and illustrator, Roger Haines.

Roger graduated from Swansea University with a degree in English Literature. He has 28 years' experience teaching in secondary schools, principally English as well as Critical Thinking, Drama and as Head of Media Studies. He is the author of the Emma Houdini supernatural mystery series for middle grade readers, as well as rhyming picture books for pre-schoolers.

In writing the teaching guides and PowerPoint presentations that go with their books Roger and Sarah have taken into account key requirements of the National Curriculum.

The KS3 Curriculum states that students should:

- Read a wide range of fiction and non-fiction, including in particular whole books, including contemporary material.

- Learn new vocabulary.

- Know the purpose, intended audience and context of the writing.

- Check their understanding

- Understand how language, including figurative language, vocabulary choices, grammar, text structure and organisational features present meaning.

- Study setting, plot, and characterisation and the effects of these.

- Apply their growing knowledge of language to their own writing.

- Discuss reading, writing with precise and confident use of literary terminology.

Reading *Princess Victoria's War*, and working with the supporting materials will help students achieve those goals.

Happy Reading!

Contents

**Fourteen units of work, introducing key terms and varied activities.
Enough for a term!**

Please note some units will take more than one lesson to deliver.

Unit 1 PowerPoint 1: [Ten slides]

Introduces some technical terms: genre; first person; third person. Writing tasks reinforce students' understanding; students are also asked to look closely at some brief extracts from the book and then to do their own writing, using the senses.

Unit 2 : Semantic Fields [Five Slides]

Note you will need to photocopy the extract from P32 -33

Introduces the idea of semantic fields and building a word bank. Students will then read the extract and underline words and phrases related to cold to create a word bank. They use this to produce some writing of their own.

Note: units 3 and 4 are closely linked and should be taught consecutively.

Unit 3: PowerPoint 3 [Ten slides]

Introduces some more technical terms connected to story structure: set-up [the promise] ; inciting incident; development [the middle stages of the story; pay-off [the ending section] Students begin with some comprehension questions to check their understanding of Chapters 2 and 3 which include the inciting incident. These terms are then explored in more depth.

Unit 4: PowerPoint 4 [Eleven slides]

a section introducing the concept of the character arc; technical terms: protagonist and antagonist. This is developed and then students have the chance to do some planning and thinking and then a writing task to practise their skills and check their understanding.

Units 5, 6, 7, 8 are all focused on character. [Eight slides in each PowerPoint]

Friendship and the forging of relationships is a key theme in the book and there are four main characters, Victoria, Albert, Oi and Broth. Each unit focuses on a different character. You will see that they all have the same

introductory slides. We did this so that you can focus on a single character if you prefer and it makes no difference which you choose. Broth is a good choice if you only want to explore one character. However, the authors do recommend that you look at the roles of all four.

Students will take a look at each character; check their understanding; discuss character arcs and do a different writing task for each character.

Unit 9 Building Character [5 slides]

Note you will need to photocopy the extract taken from p 83-84.

This unit focuses on creating character through description and through the way they speak. Students will explore brief character descriptions and write some of their own. Students will read the extract; identify key characteristics of Mrs Pinchew's speech; learn some key terms [dialogue; monologue and soliloquy]; write a dialogue of their own.

Unit 10 is focused on producing a front page of a newspaper. [5 slides]

Students will choose an event the story; work with a partner to take it in turns to role-play being a witness and then a journalist. They will write an article and produce a front page .

Unit 11 is focused on research and design. [7 slides]

Note: you may need to book a computer room or the library for this research unit.

Students will check their understanding; research the early history of flying machines; design a fantasy flying machine; choose from two writing tasks.

Unit 12 is focused on coding and decoding. [9 slides]

A fun exercise that will help students pay attention to detail and also to understand how much coding we experience in the modern world. [e.g. Language itself; reading; road signs; body language; emojis, txt messages; and significantly branding!]

The unit starts with a very simple code; answers : Oi; Broth; Victoria; Albert; well done.

Students will then put a message into code; they will then have an opportunity to make up their own code and exchange a message with a partner.

Tip: be clear about the rules here! Nothing in code that they couldn't say in class.

Students are then asked to make a list of codes we meet in everyday life and design a poster. [Possible suggestions are listed above.]

Bonus slide: a quick fun exercise using a classic real-life code used in the Second World War, using a book. The answer is Dash!

Unit 13 Sorting out fact and fiction.

You will need to book a computer room or visit the library for part of this unit as the students will be doing some research.

You could say that the book is a fantasy with an element of steam punk but it does draw on some of the realities of the Victorian era. It's important that students can tell the difference between fact and fiction. [And your colleagues in the History department might not be happy if we create confusion!]

Students will begin by doing a quiz.:

1. Were children used to clean chimneys, like Oi? [Ans= yes]
2. Were there flying machines in the Victorian era? [Ans= no]
3. Did the Thames ever freeze over? [Ans= yes but not in Victorian times.]
4. Did young children work in factories in the Victorian era, like the boys in the balloon factory? [Ans= yes]
5. Did the Victorians have central heating like Castle Darkness? [Ans= no]
6. Was Albert really Victoria's distant cousin? [Ans= yes]
7. Did Victoria really have a dog called Dash? [Ans= yes]

An extra hard question:

8. There are three real-life people in the story... Who are they? [Ans= Victoria; Albert; Black Rod.]

This is followed by a research task about soot boys. Students then produce a campaign leaflet to urge people to stop the practice.

Unit 14 Bullying

Read chapter 1 The Princess in the Tower, p 2-3; Chapter 19 Big Red, p 96-99; Chapter 52 p 271-275

Bullying is clearly a highly sensitive issue and one that needs to be discussed frequently. Bullying is a strong theme in the novel, and the children in the novel all experience it. Reading literature can help students explore their feelings about such issues.

In this unit, students will work with partner to discuss some prompts about bullying which can then be opened up into a class discussion. They will go on to produce a poster on the subject.

Tip: if students are reluctant to talk, ask them to write a comment about bullying on a post-it note and use that as the basis of discussion.

Princess Victoria's War PowerPoints
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