

Teaching Resource
Pack for KS2

the
BOY
who
FLEW



FLEUR HITCHCOCK

nosy
crow

Introduction

The Boy Who Flew by Fleur Hitchcock is suitable for teaching to children aged 9+. The four extracts included in this Resource Pack are linked to important themes in the story and are accompanied by corresponding discussion questions and activities. Together, they provide the perfect resource for KS2 classes – developing art and design, literacy and writing skills and stimulating debate in PSHE lessons, tutor time or assemblies. The activities included can be differentiated for upper KS2 and lower KS3 at the teacher's discretion.

About the Book



From the acclaimed author of *Murder In Midwinter*, Fleur Hitchcock's *The Boy Who Flew* is a thrilling tale of danger, heroism and the dream of flight.

Athan Wilde dreams of flight. When his friend, Mr Chen, is murdered, Athan must rescue the flying machine they were building together and stop it falling into the wrong hands. But keeping the machine safe puts his family in terrible danger. What will Athan choose – flight or family?

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About the Author

Fleur Hitchcock grew up as the youngest child of three. She spent her smallest years reading Tintin and Batman, and searching for King Alfred's treasure. When her younger child was seven, she embarked on the Writing for Young People MA at Bath Spa and graduated with a distinction. Fleur is famous for her excellent 'thrillers for beginners' and her new series, *Clifftoppers* will take younger readers on realistic adventures. Between parenting and writing, Fleur works as a bookseller and tries to grow vegetables.



@FleurHitchcock



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Contents

EXTRACT 1: Inventions (taken from chapter 1)

Objectives: Discuss how inventions have changed society throughout the centuries; design and label a plan of a modern invention.

Subjects: Design Technology and Art, History, Literacy, PSHE, Science

EXTRACT 2: Poverty (taken from chapter 8)

Objectives: Understand the subject of child poverty in relation to the 18th century and today; create a campaign poster calling for an end to child poverty.

Subjects: PSHE, Speaking and Listening, Creative Writing: Writing to Persuade

EXTRACT 3: Family (taken from chapter 28)

Objectives: Consider the importance of family; write a diary entry from the perspective of a character.

Subjects: PSHE, Speaking and Listening, Creative Writing: Writing in Role

EXTRACT 4: Flight (taken from chapter 29)

Objectives: Draw the view of your town or city from the rooftops or the sky; design a kite annotated with a dream or hope you have for the future.

Subjects: Design Technology and Art, Literacy, PSHE



Lesson 1: Inventions

Extract (Chapter 1, p. 7):

Mr Chen laughs. “Perhaps.” He clears his throat. “Ideas worth consideration, my boy, but they depend on who or what is watching.” He fixes his gaze on mine. “We must take care of our bird. You have to understand that our flying machine could change the lives of thousands of people. Not all for the good.” He fiddles with the plates of metal inside the electric box.

“How do you mean? Surely flying would always be a good thing?”

“How,” he says, rearranging the insides of the electric box with a long pair of tweezers, “would you feel if your enemy came from the skies?”

“Like a seagull when it pinches your dinner?”

“Yes,” he laughs. “Like a seagull dropping its bombs, but with bombs made of tar and brimstone — setting fire to the rooftops. How would that be?”

“But we can keep our bird for good people, so that it could do good.”

“Exactly. And that’s why we must be careful who knows about it.”

Discussion Questions:

- How is Mr Chen and Athan’s relationship portrayed in this extract?
- What is Mr Chen worried about? Do you think he is right to be concerned?
- Can you spot any recurring imagery Mr Chen uses to describe his machine? What does this imply?
- How could his invention be used for ‘good’? Can you think of any examples?
- Can you think of examples of how ‘flying machines’ have been misused over the years?



Lesson 1: Inventions

Activity 1: Inventions Through Time

Subjects: History, PSHE, Science

- As a class, discuss what other inventions were developed in the 18th century. Some examples could include: the piano, the steam engine, the parachute, and the ambulance.
- Mr Chen uses his knowledge from China. Consider other inventions that came from China and the Middle East. Examples include: the compass, printing and the kite.
- Create a chronological timeline of your favourite inventions from around the world, including the date of the invention, the inventor, and any additional information.
- Discuss why these inventions would have been really exciting and important to people like Athan living in the 18th century.
- As a class, decide on the order of the top 3 most significant inventions you have talked about. Consider the impact of these inventions on society and if they are still in use or have been modified today.
- Create 'Invention Top Trumps' cards for these 3 inventions – include a drawing of the invention, information about its historical significance, purpose, special features and use in society. *Use the template on the next page to help you!*

Activity 2: Modern Inventions

Subjects: Design Technology and Art, Literacy, PSHE

- The 20th and 21st centuries have seen further amazing inventions. Choose a modern invention that you think has changed the world for the better. This could be an everyday household object, or something on a much bigger scale!
- Just like Mr Chen does, draw up the plan for your chosen modern invention. Label it with as much detail and information as possible to explain its functions, and why you think this is such an important invention.



Invention Top Trumps

Historical significance:

Purpose:

Special features:

Use in society:

Invention Top Trumps

Historical significance:

Purpose:

Special features:

Use in society:

Invention Top Trumps

Historical significance:

Purpose:

Special features:

Use in society:



Lesson 2: Poverty

Extract (Chapter 8, p. 68):

“Find a good job, Athan. Find one tomorrow. Don’t let them turn you into a nightman.”

“Is that why you made these clothes?”

Polly nods. Her eyes swim and she turns away to sit on the sofa. The firelight flickers over her delicate face.

She’s so thin. We all are, except for Ma and Uncle, who get fatter by the week. I don’t know how they get fat on porridge, porridge and soup. I can see Polly’s ribs beneath her dress. I glance across to Beatty. She’s no more than bones and down. A chick.

10,000 guineas. What would 10,000 guineas do for us?

Uncle reaches for his fiddle. He uses his neckerchief to wipe off a thin layer of dust and begins a tune. He plays a dirge that breaks into a jig. A smile spreads over Polly’s face and she curls sideways, her heavy shoe beating time to the music.

Discussion Questions:

- Why does Polly make an outfit for Athan? Why doesn’t she just buy him some clothes?
- What does Athan realise about himself and his sisters?
- What is Athan’s main motivation for winning the competition?
- Which words and phrases in the extract suggest the book is set in the 18th century?
- How else would the lives of Athan and his family differ to yours, given that he is growing up in the 18th century?



Lesson 2: Poverty

Activity 1: Poverty Today

Subjects: PSHE, Speaking and Listening

- In small groups, consider what changes have been made in society since the 18th century to try to end poverty like that experienced by Athan and his family. On a large piece of paper, mind-map ideas relating to: jobs and wages, housing, healthcare, education, and charities.
- Have a class discussion about why – despite all these changes – poverty still exists today. In which areas of the UK and the world are you more likely to be in poverty? Why is this the case? What else can be done to tackle this issue?

Activity 2: End Poverty Now!

Subjects: Creative Writing: Writing to Persuade

- Using your notes and the ideas generated from Activity 1, design a campaign poster entitled ‘End Poverty now!’ First of all, in pairs, look at the list of persuasive techniques below and choose which you are going to use:
 - Emotive language
 - Repetition
 - Powerful imagery
 - Demanding language
 - Expert opinion and advice
 - A local, national or international case-study
- Your poster should inform people about the fact that poverty still exists and persuade them to do something about it. Make your poster as eye-catching as possible to ensure your audience stops and takes notice of what you have to say.



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Lesson 3: Family

Extract (Chapter 28, p. 239):

Ma doesn't seem to notice even though she must know he'd shoot, never mind that we're all watching. They circle each other in the middle of the room, like bare-knuckle fighters. "You used me — you stole my children," she speaks quietly. "You took advantage of a lonely woman and a child."

The Colonel spits on the floor. He doesn't answer her.

Everyone holds their breath.

Beatty and Polly crouch on the floor behind the day bed. I inch towards the door. The Colonel's eyes are fixed on Ma and the poker.

Ma stares at the pistol.

Ma makes her move. Hoisting the poker high behind her head, she swipes it down on the Colonel's hand so that the pistol flies high in the air and discharges so loudly the room appears to shake. A hole appears in the plaster by the fireplace.

"Beast!" shouts Ma, striking him again. "Beast!"

Discussion Questions:

- How does the Colonel take 'advantage' of Ma and her children?
- Why might the Colonel have thought that Ma and her children were easy targets?
- What was your impression of Ma up until this point? Does this extract change your view of her at all?
- Why might Ma's behaviour have been shocking for a woman in the 18th century?
- Despite them being poor, what do we learn about Athan's family and their feelings towards each other throughout the text?



Lesson 3: Family

Activity 1: Family Hot Seat

Subjects: Drama, Speaking and Listening

- Place the names of Athan's family members into a hat or box. They should include: Athan, Ma, Polly, Beatty, Grandma, and Uncle.

Note: due to him being mostly absent in the text, Athan's father could be introduced as an extension element to this activity.

- Put two seats at the front of the classroom and ask for 2 students to volunteer to begin. Each volunteer should pick a name of a character out of the hat. Each student should then be asked hot-seat questions by other members of the class about their character, and in particular, their feelings towards the other character sitting at the front with them.
- Ensure that a number of different students have taken it in turns, and a variety of different pairs of characters have been matched up. Then, ask students to think about which of these characters they like most, find most interesting, and empathise with most.

Activity 2: My Family

Subjects: Creative Writing: Writing in Role, PSHE

- Choose a character from the text that you feel most confident writing about. Then, with all of the discussions from Activity 1 in mind, write a diary entry from that character's perspective entitled 'My Family'. This should be about a day in your home or city with at least 1 other family member from the story.
- Ask yourself questions such as; what is my character's role in their family? Who do they get on most with? Why do they act the way they do? What might be the most and least enjoyable part of their day and why?



Lesson 4: Flight

Extract (Chapter 29, p. 259):

Polly mended the bullet holes with patches of green silk so that by the time the kite was ready it looked even more like a moth.

They all stood at the edge of the graveyard to watch.

“Go, Athan,” said Mary, holding the wires of the electric box, her face streaked with oil and tears.

“Good luck.”

But I knew I didn’t need the luck. I knew it would fly. I always knew it would fly.

So as I dreamed, the engine buzzed, the grass whizzed under my feet, and I flew, over the marker, over the cemetery, over the hearse, higher than I had ever been.

Than anyone had ever been.

So slowly, with the strength of the wind I rose to float over the city and its builders. The golden blocks of stone laid out for the hungry stonemasons, the slates for the roofers. The great squares and circles stretched into the countryside, all roads leading to the city.

Above me the heavens. Above me space and freedom and glory.

But below me, everything I loved.

Discussion Questions:

- Throughout the story, who helps to build and mend Athan’s machine? What is each person’s role or contribution?
- Why do you think Athan ‘knew it would fly’? What do you think causes him to believe this all along?
- What do you think Athan means by ‘below me, everything I loved’?
- How does the theme or imagery of flying connect to other characters and events in the text?
- What do you think the ending implies about Athan’s future?



Lesson 4: Flight

Activity 1: View From the Sky

Subjects: Design Technology and Art

- Athan views his city from the rooftops earlier in the text, as well as from the sky when he flies at the end. Using his experiences as inspiration, draw your town or city as if you are seeing it from the rooftops or the sky.
- Think about the unique perspective this offers and how the world looks different from above.

Activity 2: Let's Go Fly a Kite

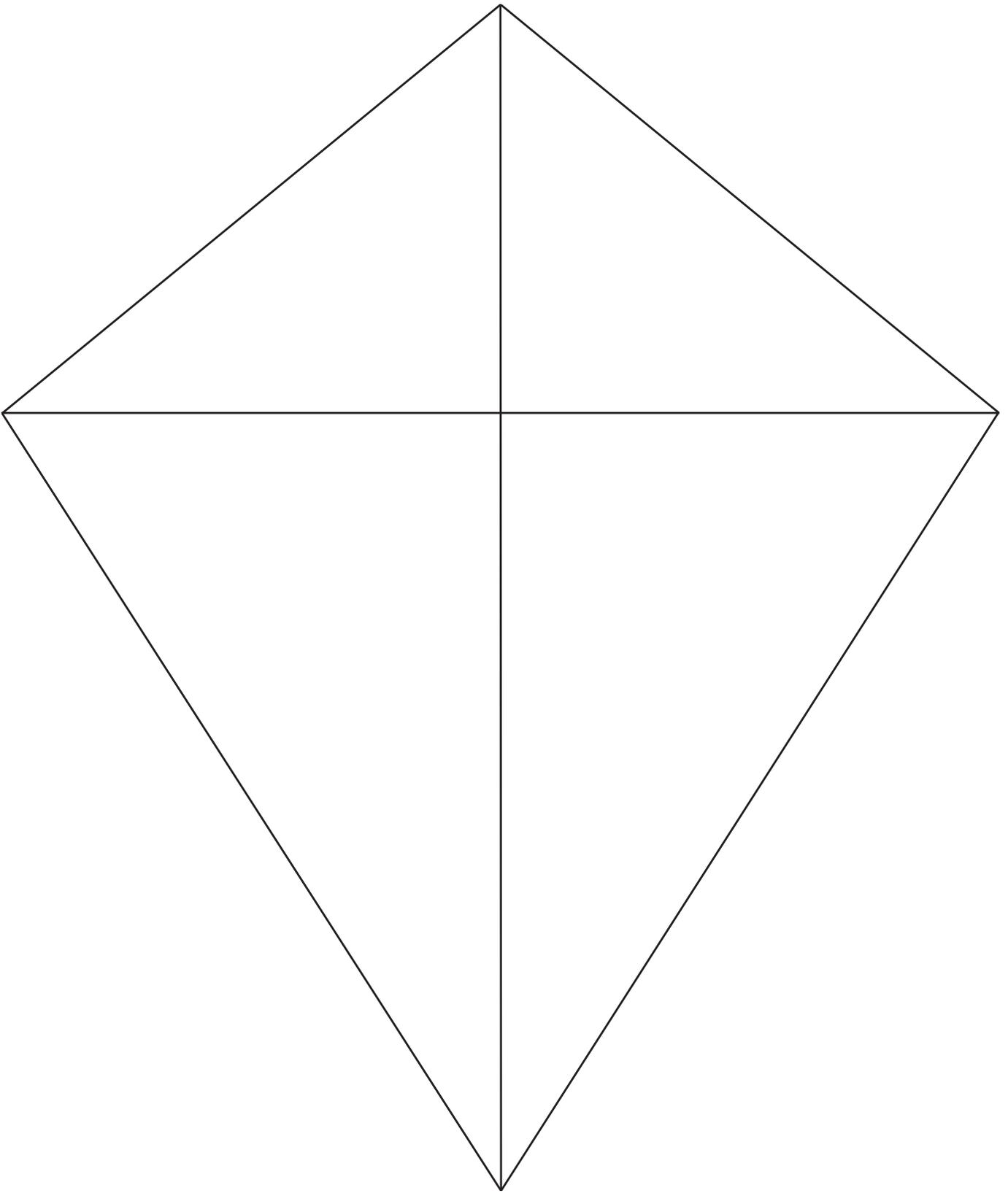
Subjects: Design Technology and Art, Literacy, PSHE

- In the text, it is Athan's dream to fly and to make a better life for him and his family. With this in mind, cut out the shape of a kite from coloured card and attach it to a short piece of string for effect. On it, write down one dream or hope you have for the future and why this is important to you.
- Then, continue to decorate it to make it meaningful to you.
- Take your kite home and put it on display somewhere to remind you to follow your dreams just like Athan!



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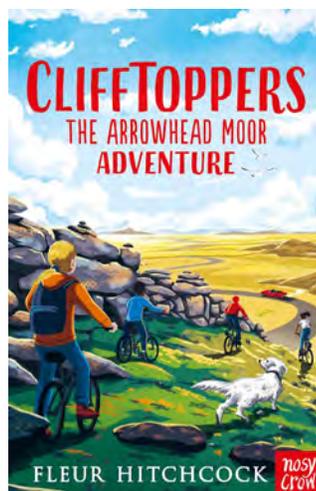
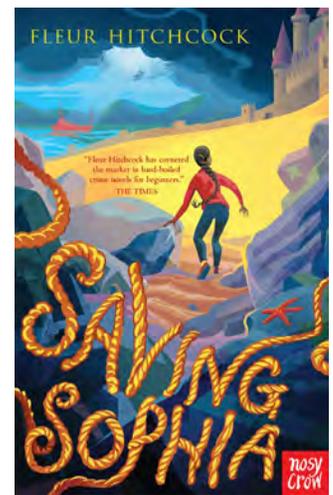
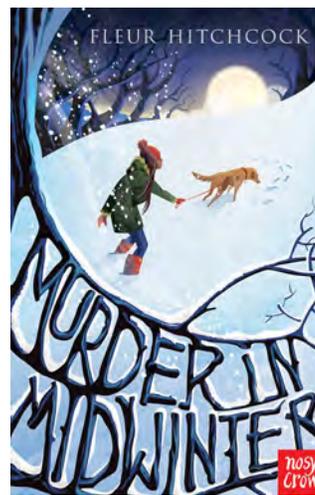
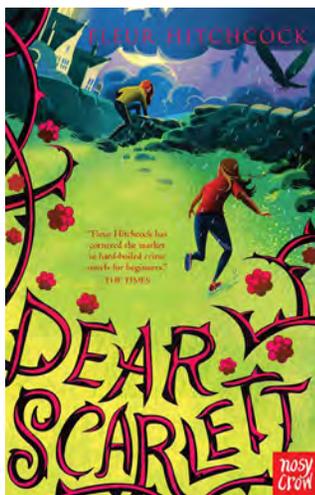
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Thank you for using this resource pack!

We hope you enjoyed the lessons.

We would love to see what you have created. Share your work with us
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Don't miss the rest of Fleur Hitchcock's gripping thrillers!



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