

Teaching Notes & Resources

Key Stage 2

Subjects:

- ✓ English ✓ History ✓ Geography
- ✓ Design and Technology ✓ Science ✓ PSHE

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ABOUT THE BOOK

***Wings of Glory* is an action-packed tale of courage, adventure and a smattering of bird poo, from bestselling children's author, Dermot O'Leary, with glorious illustrations throughout by Claire Powell.**

It's 1940, and the world is at war. Linus, a swift, has always dreamed of flying with the Royal Bird Force and making a name for himself as a squadron leader. So when he and his sister, Ava, have the opportunity to volunteer, he jumps at the chance. But it's a dangerous journey, and Ava goes missing before they manage to reach the airfield for training. Now, Linus has two missions: help the war effort and find his sister. Linus will face bomber planes, arrogant falcons and a spy who is determined to take him down ...

Can one tiny bird help to win a world war?

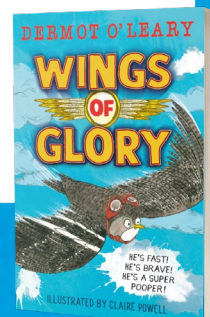
ABOUT THE AUTHOR: DERMOT O'LEARY

Dermot O'Leary is the bestselling author of the five books in the *Toto the Ninja Cat* series. He started his career on T4 for Channel 4 and has also presented shows for both ITV and the BBC. Dermot presents a Saturday morning show on BBC Radio 2, 'Saturday Breakfast with Dermot O'Leary'. He lives in London with his wife Dee, their son Kasper and their cats Socks and, of course, Toto.



ABOUT THE ILLUSTRATOR: CLAIRE POWELL

Claire Powell is an illustrator, writer and designer who lives and works in London. She has spent several years as a design director in the world of channel rebranding working for clients such as Nickelodeon, BBC Three, CBBC and BBC One. Claire has a tendency towards humour and bright, bold use of colour and she loves creating strong typographical layouts to help tell a story.





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ACTIVITY 1:

EXTRACT 1a: DICKIN MEDAL (pages 93-94), EXTRACT 1b: ANIMALS IN WAR (Author Q&A in the back of *Wings of Glory* between Dermot O'Leary and historian, James Holland) AND DISCUSSION QUESTIONS

Objectives: Learn about the role of animals in war and their contributions to military efforts; research and create fact files or biographies about animals that have won the Dickin Medal, an award for animal bravery in wartime.

ACTIVITY 2:

EXTRACT 2: RAT-TAT-TAT (pages 85-86) AND DISCUSSION QUESTIONS

Objectives: Understand the significance of the Battle of Britain and its importance in shaping the outcome of the Second World War; design their own paper planes, incorporating technical aspects and adding personal touches.

ACTIVITY 3:

EXTRACT 3: TRAITOR AMONG US (pages 52-53) AND DISCUSSION QUESTIONS

Objectives: Analyse the story and discuss possible alternative perspectives to challenge assumptions and prejudices; reflect on the significance of loyalty and create a personal pledge.

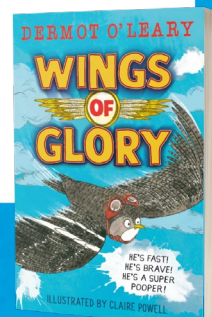
ACTIVITY 4:

EXTRACT 4: SIBLINGS SOARING IN THE SKIES (pages 18-20) AND DISCUSSION QUESTIONS

Objectives: Discuss the challenges and dangers faced by birds during migration; work collaboratively to design a board game, developing scenarios that mimic real-life challenges faced by birds along their migration routes.

NATIONAL CURRICULUM OBJECTIVES

ADDITIONAL ACTIVITIES AND IDEAS





EXTRACT 1a: DICKIN

MEDAL

(Taken from pages 93-94 of *Wings of Glory*)

‘Er, thanks. Do you mind me asking, was it always what you wanted to do as well . . . to fly, to fight?’ he ventured.

‘To be honest, I don’t know. I never really had a choice. My father flew in the last war. He won the Dickin Medal, the highest honour an animal can be given by a human. He works in London now, high up in the Animal Air Ministry. My grandfather flew in the war before that, and even my great-grandparents helped smuggle seed to feed carrier pigeons for the French in the Franco- Prussian War. Service is all my family have ever known. Quite what they’ll think if we fall into enemy hands doesn’t bear thinking about. What about you?’

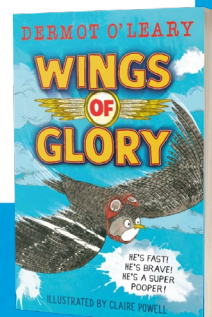
EXTRACT 1b: ANIMALS IN WAR

(Taken from the Author Q&A in the back of *Wings of Glory* between Dermot O’Leary and historian, James Holland)

And finally, one last question for you, Dermot: what about the real-life animals of the Second World War – do you know anything about the part they played?

DERMOT: There were SO many animals who played a part in the war. There were dogs who found injured soldiers during battles, pets who led their owners to shelters during air raids, cats who kept military boats free of rats and many, many fearless pigeons who delivered messages, and inspired some of my own characters!

It’s hard to pick a favourite story, but I was particularly impressed when I learned about a brown bear called Wojtek, who was adopted as a cub by Polish troops. He eventually grew to be taller than your average human soldier, and much, MUCH heavier. But he was tame, and he was given the rank of Private so he could help during fighting in Italy. He carried ammunition to help supply front-line troops, and became a bit of a local celebrity! Wojtek moved to Scotland after the war and lived out his retirement at Edinburgh Zoo.

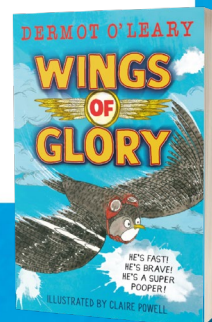




EXTRACT 1A AND B

DISCUSSION QUESTIONS:

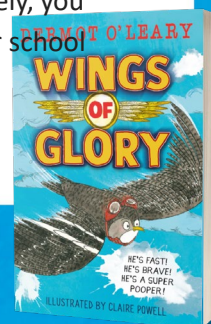
1. What is the Dickin Medal and why is it given to animals?
2. How might the character in the extract feel about having a brave animal in their family history?
3. Do you think animals understand bravery and heroism the same way humans do?
4. Can you share any stories of animals being brave in your own experiences or from things you've seen or read about? What do you find interesting, impressive or inspiring about them?
5. Sometimes, the Dickin Medal is often awarded posthumously, which means it's given to animals who have died while serving. Why is this an important way to honour them?
6. What important lessons can we learn from Wojtek and other animals' contributions to the war effort? Should animals be involved in fighting or warfare? Why or why not?
7. Does the awarding of the Dickin Medal encourage people to treat animals with more respect?
8. How can we show appreciation for the love, support and bravery animals bring to our lives?
9. If you could create a new medal for animals, what would it look like and be called?
10. Can you think of any animals in your community that deserve recognition for their bravery or helpfulness? How could we celebrate them? Do all animals play a significant role in our world?





ACTIVITY 1: WAR HEROES

- Begin by asking the children if they know any animals that have been used in wars or military missions. Record their range of responses on the board. Show pictures or videos of animals in war, such as messenger pigeons, war dogs and horses. Go beyond the common examples and mention more unusual and exotic animals like monkeys, bears, elephants, camels and lions
- Lead a class conversation on the role of animals in wars and military history. Discuss the various tasks animals have been trained for, from carrying messages and detecting mines to providing companionship and support to soldiers. Describe how animals continue to play roles in modern conflicts, such as search and rescue dogs, bomb-sniffing dogs and therapy animals for soldiers suffering from PTSD
- Encourage the class to develop empathy by stepping into the shoes (or paws and claws) of these animals and considering the challenges they faced in the chaotic and dangerous environments of war
- Read both extracts highlighting animals' acts during wartime and introduce the Dickin Medal, an award that was first given to animals during the Second World War for displaying exceptional bravery in the face of danger, with its tradition still ongoing. Share other symbols of animal remembrance and commemoration as well, such as the Animals In War Memorial in Hyde Park and the purple poppy
- Engage in a meaningful discussion about why it's essential to recognise and appreciate the contributions of animals in conflicts and how their courage can inspire us all
- Talk about the experiences of Wojtek, the brown bear that Dermot discusses in the interview at the back of the book. As a class, reflect on how war might have affected him, as well as the overall impact of war on animals, and contemplate whether his encounters were mainly positive or negative. Explore the ethical considerations of using animals in warfare and emphasise the importance of animal welfare
- Tell the children that the first recipients of the Dickin Award, in December 1943, were three pigeons serving with the Royal Air Force who contributed to the recovery of aircrews from ditched aircraft and that their task is to research a range of other recipients and create a fact file or biography about one of their choice. Model and explain that the fact file or biography should include the animal's name, species, notable achievements, the war it served in and its impact on the war effort
- To end the lesson, children could present their fact files to the class and you could ask them about the most inspiring stories they came across during their research. Alternatively, you could display them around the classroom or in a shared space with the rest of your school community





AWARD-WINNING ANIMALS FACT FILE

Many heroic animals were awarded the Dickin Medal during the war for their bravery. Research one animal and create a fact-file by filling in the sheet below to share with your class.

Your Name _____

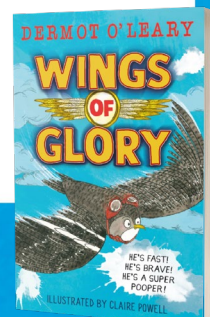
Your Animal _____

Draw your animal hero in this box

Write three fun facts about your animal

Write down your learnings from your research and reflect on how you feel about your animal's bravery

Make a note of any sources like books or website you used to conduct your research





EXTRACT 2: RAT-TAT-TAT

(Taken from pages 85-86 of *Wings of Glory*)

This was it – finally his chance to fly with the elite in battle, to prove himself in combat, what he'd always dreamed of.

'Roger that, leader!' Linus smiled, excitement coursing through his veins. 'Then follow me.'

The birds gained altitude quickly and then, catching up with the dogfight, they surveyed the situation. The RAF Spitfire chasing the bomber had its hands full with the two German fighters, who were buzzing and harassing the Allied plane. The Spitfire got one of the Messerschmitts in his sights and the familiar rat-tat-tat of the Browning machine gun sounded as a trail of grey smoke started to appear from one of the German fighters.

'One down, two to go,' cried Marcus. 'Let's make for that bomber.'

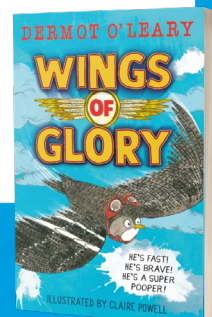
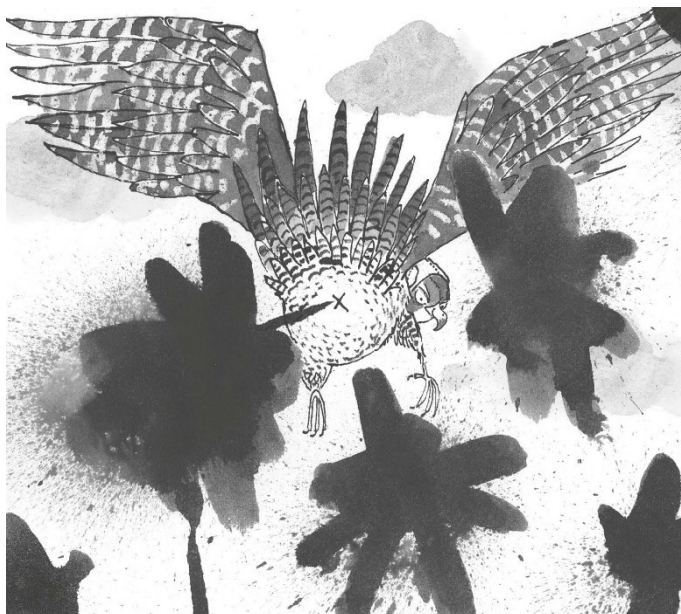
The birds sped through the air and positioned themselves so they were flying directly over the German plane.

'What do we do?' cried Linus above the noise. 'We have nothing to drop on it – no sticks or stones!'

'Oh no, we have something much better and far more fun.'

Watch and learn, Linus!' Marcus winked mischievously.

Linus watched as the speedy falcon flew directly over the cockpit of the huge German plane and, with perfect accuracy, pooped all over the pilot's window, completely obscuring his view. Then he banked away in fits of laughter to join Linus and survey his handiwork.

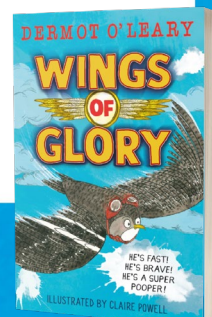




EXTRACT 2

DISCUSSION QUESTIONS:

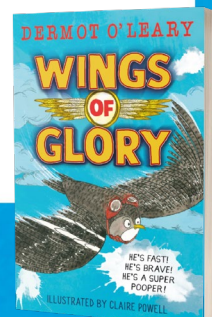
1. How do the birds assist the British pilot? What skills or abilities do they use to help him?
2. What role did birds, such as pigeons, play during World War II, especially in communication?
3. Describe the personalities of Linus and Marcus based on their actions and dialogue. How are they different from each other?
4. The extract mentions different types of aircraft used by the British and Germans during the Battle of Britain. Can you identify their names and which side they belonged to - British or German?
5. The Browning machine gun makes a distinct sound in the story described as 'rat-tat-tat'. Can you act this out to demonstrate how it might sound? How loud would it have been?
6. In the story, Linus always dreamed of flying with the elite and proving himself in combat. Can you imagine what the real-life pilots of the Royal Air Force might have felt as they faced the challenge of defending their country from invasion?
7. What do you think the word 'dogfight' means in the context of this extract? Why is it used to describe the situation between the British Spitfire and the German fighters?
8. In this story, the birds are working together as a team to execute their plan. Why do you think teamwork is important and contributed to the success of the RAF during the Battle of Britain?
9. Based on the birds' actions, do you think they had practised their plan beforehand or come up with it on the spot? What does this suggest about being prepared for unexpected situations?
10. Put yourself in the German pilot's position - what do you think his reaction would be when his window is obscured by bird poo? What would you have done if you were in his position?





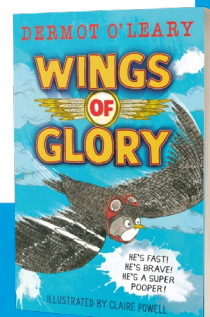
ACTIVITY 2: BATTLE OF BRITAIN

- Capture the children's attention and immerse them in history by starting the lesson with a video showing scenes from the Battle of Britain
- Explain to them that they will be learning about a significant event called the Battle of Britain and emphasise its importance in shaping the outcome of the Second World War
- Use the information in the Author's Note at the back of the book to tell them that Battle of Britain Day happened on 15 September 1940, when brave pilots like Tom 'Ginger' Neil and others from the Royal Air Force (RAF) in Britain fought against the German Luftwaffe in the skies
- Discuss how the Second World War was fought on multiple fronts, including land, sea and air battles, and how each front had its unique challenges. List these in a table such as trench warfare, difficult terrains and supply chain challenges for land; controlling vast areas, convoy protection and submarine threats for sea; and dogfights, limited range and unpredictable weather conditions for air
- Show images of iconic aircraft from the war, such as the Supermarine Spitfire, the Hawker Hurricane and the Messerschmitt Bf 109, to familiarise children with the various planes used during aerial combat
- Provide more detail about each aircraft's specifications, strengths and historical significance. Describe the key features of the Supermarine Spitfire, such as its speed and agility, which helped it win crucial battles in the sky, and its role as one of Britain's primary fighter planes during the Battle of Britain. Discuss the Hawker Hurricane's important role as a British fighter plane during the war. Highlight its toughness and ability to withstand hits, making it a strong defender of Britain during the Battle of Britain. Talk about the Messerschmitt Bf 109, a German fighter plane that fought against the Spitfire and Hurricane. Explain its significance as one of the first modern fighters of the time and its armaments, which included two machine guns and one cannon
- Engage the children's creativity and critical thinking by challenging them to design their own paper plane individually or in pairs/small groups. Provide each child with a blank piece of paper and encourage them to make their paper plane using a simple instruction video on YouTube
- In addition to technical aspects, ask the children to add a personal touch to their aircraft. They can give them unique names and decorate them with colours and creative symbols, showing their artistic talents



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- After the children have finished creating their aircraft, provide them with an opportunity to test fly their paper planes in a safe and supervised space. They could also record the results of their flights by measuring the distance their paper planes travel through the air. To increase their scientific knowledge and understanding, you could talk more about the four forces of flight (lift, thrust, drag and weight) and how to optimise their plane's performance by making adjustments to harness these to their advantage
- Conclude the lesson with a reflection session, allowing them to share their learnings and experiences. Discuss their favourite design features and what they'd like to improve in future paper plane creations





EXTRACT 3: TRAITOR AMONG US

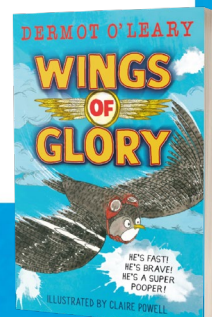
(Taken from pages 52-53 of *Wings of Glory*)

'Good morning, my brave avians and mammals of the RBF!' Wing Commander Butler piped up.

'Today we have beaucoup de movement. Our underground mole network heard last night from the humans that there are bombing raids expected all over the south of England. Also last night, somehow the blackout blinds were stolen, and the clock tower lights were turned on at the town hall.'

'That's a worry,' Atticus whispered to Linus.

'There's a rumour there's a traitor hereabouts. Some say local foxes, but others think it's closer to home. The odd thing is, only we and the other two fighter groups stationed nearby have the keys to that clock tower, because we use it as an observation post. So either there was a break-in or the traitor is among us!'

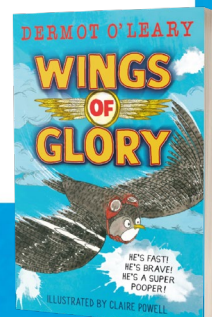




EXTRACT 3

DISCUSSION QUESTIONS:

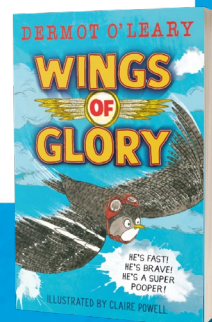
1. Who are the characters mentioned in the extract, and what are their roles within the RBF (Royal Bird Force)? Describe their personalities and contributions to the team's efforts.
2. How does Wing Commander Butler describe the potential danger faced by the RBF?
3. What is a traitor, and why is it dangerous to have one among the RBF? How do you think they can find out who the traitor is?
4. In the story, the RBF suspects the traitor is either a fox or someone from their own team. What could it be about foxes that makes them jump to this conclusion?
5. What is the purpose of the underground mole network and how do they help the RBF?
6. How do you think traitors might gather information about their own side to pass on to the enemy? What precautions can be taken to prevent this from happening?
7. What are some warning signs or behaviours that could indicate someone is a traitor?
8. Why do you think someone would choose to become a traitor during a war? Can you think of any reasons or situations that might lead someone down that path?
9. Has there been a time when someone was not loyal to your team or group? How did it make you feel, and what did you learn from that experience?
10. Is it possible for someone to change from being a traitor to becoming loyal again?





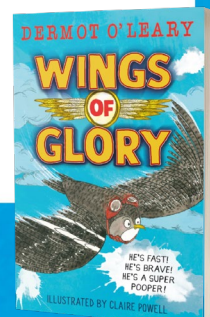
ACTIVITY 3: DETECTING DECEIT

- Read the extract aloud, then discuss the meaning of the word 'traitor' with the class. Explain that traitors betray their country or allies by helping the enemy. Discuss how their actions also have serious consequences, like risking lives, undermining the efforts of their own side and compromising national security, and that the repercussions and punishments for such actions were severe, if caught
- Divide them into small groups and ask them to discuss who they think the traitor could be in the story. Is it really a fox or could the RBF be making assumptions based on prejudice or stereotypes?
- After this, bring the class back together to share their ideas. Discuss the importance of not jumping to conclusions and how it's essential to have evidence before accusing someone of being a traitor
- Encourage them to think about other possible suspects in the story. This will help them understand that things are not always as they seem and it's essential to consider different perspectives
- Discuss different types of traitors such as spies, double agents, collaborators and saboteurs.
- Spies are individuals who clandestinely gather and transmit confidential information from their own country or organisation to the enemy. Double agents are individuals who pretend to be loyal to one side while secretly working for the other. Collaborators are individuals who actively assist the enemy by providing resources, manpower or intelligence. Saboteurs are traitors who intentionally damage or disrupt their own side's operations, infrastructure or supplies to aid the enemy's efforts
- Ask the class what they think might make someone become a traitor. Encourage the children to share their thoughts on the circumstances that could influence such a choice and how they can be motivated by a variety of factors. Help them understand that people may have different reasons for doing so, like personal gain or pressure from others
- Present some examples of traitorous acts committed by individuals during the Second World War. Use visuals and short stories to engage the class, making sure to include a range of examples of traitors from different countries to show that this issue was not limited to one side



WINGS OF GLORY

- Explore the significance of loyalty and prompt children to share examples of how they demonstrate it in their daily lives, such as being honest, supportive and standing firm in their beliefs. Discuss the importance of taking an oath, like in military service, as a promise of loyalty and how betraying that trust is contrary to it. Provide the activity sheet for the children to write their own personal loyalty pledge, affirming their commitment to show loyalty in various aspects of their lives, such as being loyal to their family, friends, community and country. Encourage them to reflect on the positive impact loyalty can have on building strong relationships and building a sense of unity and trust within their circles
- To deepen the children's understanding of traitors, engage them in a role-playing game. Divide them into small groups, assigning each child the role of 'loyal' or 'traitor' with disruptive instructions (e.g. giving wrong information, deliberately causing arguments within their group, or reporting back their conversations to another group or the teacher). Inform the groups that a traitor may be present among them. Provide a teamwork-based problem-solving or creative task for each group to complete. The objective for them is to identify the traitor based on their observations and interactions. Afterwards, hold a discussion to share experiences and explore trust, communication and its impact on group dynamics





ACTIVITY SHEET 3:

MY PERSONAL LOYALTY PLEDGE

Reflect on what makes someone loyal and fill in your own personal loyalty pledge in the space below.

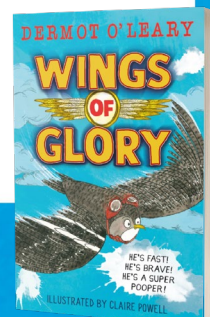
Think about the following when making your pledge:

- What does loyalty mean to you?
- Who are the important people in your life that you might want to show loyalty to? i.e. your friends, family, teachers or community
- How can you show your loyalty to them in your daily life?

My name: _____

My pledge is to:

Why not illustrate your pledge with a drawing in the box below?





EXTRACT 4: SIBLINGS SOARING IN THE SKIES

(Taken from pages 18-20 of *Wings of Glory*)

They soared, banked and played in the clouds as they shook off the sleep of the night before. To the east they could see the sun start to rise over the plains, and the beautiful red earth below them began to reclaim its heat from the morning chill.

‘What do you think our first mission will be?’ Linus asked excitedly. ‘I want to get right in the cockpit of the famous German Messerschmitt 109 and make those pilots turn right around. I want to lead my own squadron of birds, with medals on my wing. I want to meet our animal Prime Minister, Sir Bertie Bulldog himself . . . and I want my own statue in Trafalgar Square!’

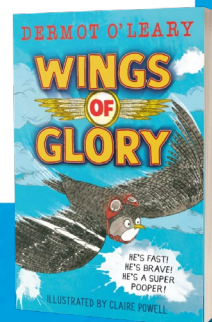
‘You don’t want much then?’ his sister laughed. ‘Linus, we’re birds. Most humans have no idea we are coming to help, the enemy will be no pushover, their pilots and their planes will be tough to catch, let alone harass, and as for a statue! Good luck with that! The pigeons run Trafalgar Square; you’ll have to impress them if that’s what you want. Now, start by impressing me with less chatting and more flying!’

Gliding on the warm air, they picked up speed, and over the next couple of days they flew hard, skirting west Africa over the coast of Nigeria, past Sierra Leone, then turning north over Senegal with the enormous Atlantic Ocean below, the huge waves breaking on the golden coast, until finally they were over Morocco and they could see the Mediterranean Sea ahead of them.

‘We’re making great progress,’ Ava called to her brother. ‘Two more days’ hard flying and we’ll be there!’

The birds were tired, but glancing below and seeing the Straits of Gibraltar spurred them on. They had finally reached Europe.

So far they hadn’t seen many other birds, let alone any other animals. They were behind most of the swifts who had made the trip as part of their annual migration and who wanted to keep out of trouble, and they were too high and travelling too fast to see many other species of birds, but as they flew over southern Spain they hit an unexpected cloudy patch and had to go lower down to get their fill of insects for breakfast.

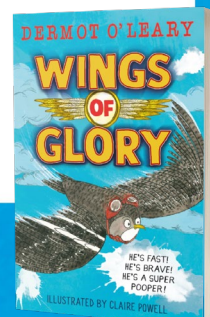




EXTRACT 4

DISCUSSION QUESTIONS:

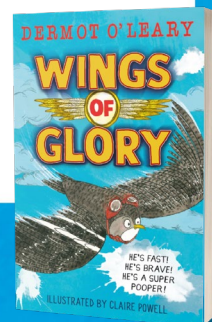
1. Imagine you are one of the birds in the story. How do you think you would feel as you soar high in the sky and see the sunrise?
2. Based on their interactions, how would you describe the bond between Linus and Ava? Can you give examples from the text to support your answer?
3. The birds in the story are flying over different countries. What are the names of the ones they pass over?
4. Which two continents did the birds fly from and to during their journey?
5. Linus' sister tells him to impress her with less chatting and more flying. Do you think she's being too strict or just trying to keep them focused on their journey? Why?
6. Why do you think the birds haven't seen many other birds or animals during their journey?
7. The story mentions swifts on their annual migration. Have you ever learned about animal migrations? Can you think of any other animals that migrate from one place to another?
8. Many birds migrate in flocks. Why do you think they choose to travel together in groups during migration? How might flying in a group benefit them on their journey?
9. What are some of the dangers or threats that migrating birds like Linus and his sister could encounter?
10. Linus wants to lead his own 'squadron' of birds. What does the word 'squadron' mean and in what context is it often used? Can you think of any other examples of squadrons in real life?





ACTIVITY 4: MAPPING MIGRATIONS

- Display a picture of a swift on the board and encourage children to observe and appreciate its unique features and colours. Ask questions like, 'What do you notice about this bird?' and 'Do you know its name?'
- Introduce these amazing birds as swifts and share some interesting facts about them with the class, such as that they are small, agile birds known for their incredible flying skills and they are almost always in the air - as they only ever land at their nests. They even eat, sleep and mate while flying!
- Connect them to the characters of Linus and his sister in the book by reading the extract aloud and sharing the illustrations
- Highlight the incredible migratory nature of swifts, covering vast distances between their breeding and wintering grounds across continents, crossing the airspace of approximately 25 countries in around four weeks to reach their destination at speeds of nearly 70 mph (that's the top speed of a car in the UK!)
- Explore the range of countries that the characters pass over, such as Nigeria, Sierra Leone, Senegal, Morocco, Gibraltar and Spain in the extract. Highlight how this is one of the longest migration distances of any bird. To help children to grasp the distance covered by swifts (roughly 20,000 km), display a world map on the board and, together as a class, trace the migratory path from Africa to Europe
- Explain that swifts arrive in the UK from Equatorial and Southern Africa around early May, spending a short period of approximately three months to breed before beginning their return journey in mid-July, arriving back in Africa by mid-August
- Engage the children in a thoughtful discussion about the dangers faced by birds, just like Linus and his sister, during migration and how factors such as weather conditions, food availability and collisions with human-made structures like buildings and power lines can significantly impact their journey
- To enhance their understanding in an interactive way, challenge the children to create their own board game in small groups, representing the migratory journey of birds by starting from one destination and aiming to reach another

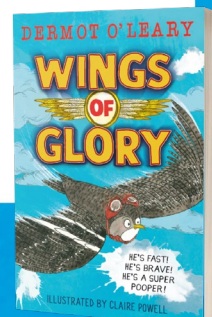




- Each group can design a game board of their own or use the activity sheet provided. This game could be a simple dice-rolling A-B type game or each group could add in their own 'advantage' and 'disadvantage' squares to the game board. Landing on 'advantage' squares advances them forward, progressing multiple squares at a time. However, 'disadvantage' squares present challenges, forcing them to retreat several squares back.

Examples could include:

- Advantages:
 - Flying with a tailwind: soar ahead three squares
 - Increased daylight for longer flights: take a leap ahead two squares
 - Soaring on thermals for energy: move forward one square
- Disadvantages:
 - Exhaustion from continuous flight: move back one square
 - Habitat disruption: lose your stopover site due to a new building, go back two squares
 - Attacked by a predator: retreat three squares



WINGS OF GLORY

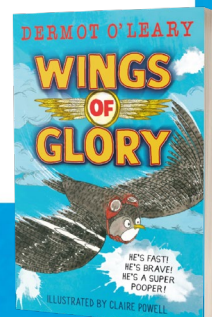
BOARD GAME

Illustrations © Claire Powell, 2023



SCAN ME

Activity resources based on Wings of Glory written by Dermot O'Leary, illustrated by Claire Powell.
Discover more resources at [HachetteSchools.co.uk](https://www.hachetteschools.co.uk)





NATIONAL CURRICULUM OBJECTIVES - KEY STAGE 2 (ENGLAND)

English

Spoken language

Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions

Reading – comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - being encouraged to link what they read or hear read to their own experiences
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

Writing: composition

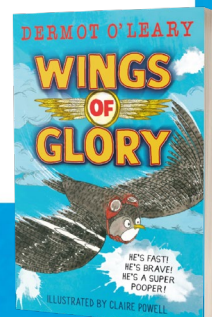
Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
- Consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or keywords, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils

History

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the Battle of Britain





Geography

Pupils should be taught to:

- name and locate the world's seven continents and five oceans
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Design and Technology

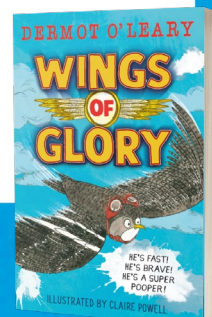
Pupils should be taught to:

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- understand how key events and individuals in design and technology have helped shape the world

PSHE (taken from PSHE Association's Programme of Study)

Pupils should have the opportunity to learn:

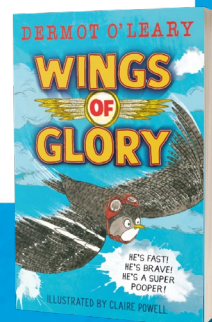
- that their actions affect themselves and others





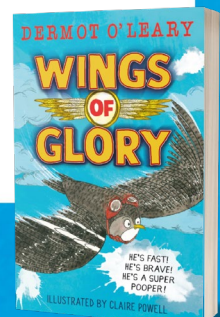
ADDITIONAL ACTIVITIES AND IDEAS

- **Bird Anatomy:** Learn about bird anatomy, with a special focus on swifts. Dive into their extraordinary adaptations for flight, examining their lightweight bones, powerful wings and exceptional eyesight. Through interactive discussions and visuals, discover how these features enable swifts to soar across vast distances and survive during their epic migrations
- **Discuss Courage:** Explore the meaning of courage, drawing inspiration from the brave characters in the book and discussing their heroic actions. Ask children to share their own moments of courage in their lives, whether it's standing up to a fear or helping a friend in need
- **War Diaries:** Encourage the children to keep war diaries from the perspective of a bird living during the war. They can write about their experiences, feelings and the impact of the conflict on nature
- **Bird Watching Adventure:** Organise a bird-watching trip to the school garden or nearby park. Provide binoculars and bird identification guides for the children to spot and learn about different bird species that call these places home. This will connect children with nature and reinforce the themes of the book
- **Ava's Adventure Diary:** Since Ava goes missing in the book, invite the children to imagine and write Ava's adventure diary detailing her own heroic journey while separated from Linus. They can use their creativity to craft exciting narratives for her escapades
- **Museum Visit:** Take a trip to an aeronautical museum where you can see examples of aircraft flown in the Second World War. If possible, try to arrange a meet-and-greet session with a pilot who can share their experiences and answer the children's questions about flying and aviation
- **Interview with a Bird Expert:** Invite a local bird expert or ornithologist to the classroom for an interview session. The children can ask questions and learn more about real-life swifts and other birds
- **Design a New Cover:** Ask children to design a new book cover for Wings of Glory, using the original illustrations by Claire Powell as inspiration. They can use their artistic skills to create an eye-catching cover that represents the book's essence in their own eyes



WINGS OF GLORY

- **Aerial Battle Diorama:** Together, as a class, construct a diorama or 3D model of an aerial battle scene from the book. Use cardboard, art supplies and toy aeroplanes to recreate the excitement and heroism depicted in the story, showing the skills exhibited by those who took to the skies during the war
- **Timeline of World War Two:** Foster historical awareness by having children create a comprehensive timeline of events during WW2. From pivotal battles to significant historical developments, weave in events from the book to understand how the war impacted people, animals and the world at large
- **Guest Speaker:** Enrich the learning experience by inviting a veteran or war historian to share their firsthand experiences and knowledge of the Second World War. Through personal accounts, children will grasp the gravity of historical events and their relevance to the book's context
- **Animal Awards:** Establish your very own animal award in your school, similar to that of the Dickin Medal. From local heroes in your community to extraordinary animal stories in the news, be on the lookout for notable animals deserving of recognition and celebrate them for their contributions





Resources created by

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