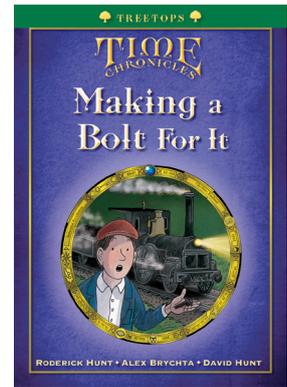


Stage 12+

# Making a Bolt For It

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Teaching notes written by Gill Howell



## Historical background

- This story takes place in England at the time of the Industrial Revolution. The Industrial Revolution took place in the 18th and 19th Centuries and spread throughout the world. Machines were developed to do the work previously done by people, and railways, canals and factories changed the way people lived and worked.
- The story begins with the testing of a new railway bridge. The railway engineer in the story is based on Sir Robert Stephenson, who was the son of George Stephenson, the famous engineer who developed the first efficient steam engine and began the development of railways.

## Group/Guided reading

### Introducing the book

- Look together at the illustration on the front cover and read the title. Ask the children to suggest where and when the story is set.
- Turn to the back cover and read the blurb. Were their suggestions correct? Ask them if they know anything about the Industrial Revolution. Turn to pages 46 and 47 to familiarise them with the historical background to the story.
- Before beginning to read the story, ask the children to turn to page 44 and read the glossary together to help fluent reading.

### Reading the book

- Ask the children to read the story independently, pausing from time to time to discuss what they have read.
- At the end of Chapter 2, ask the children if they think the Time Runners will be able to change things back again and prevent the Virans changing history.
- At the end of Chapter 5, ask the children what they think Wilma and Kipper should do now that Kipper's Zaptrap has been broken. *Should they still follow the Viran or return to the Vault?*
- At the end of page 39, ask the children what 'Chip really couldn't get his head around ...' means.

### Returning to the book

- Ask the children to say how, initially, the Virans were able to cause the railway bridges to fail. Can they find the relevant page?
- Ask the children how the Virans managed to move from place to place and to different times.
- Ask the children what dangers, apart from the Virans, Wilma, Chip and Kipper faced in the story. Ask: *Which do you think was the most dangerous?*

## Speaking, listening and drama

- Ask the children to work in small groups and freeze-frame the moment when the Viran gets tangled up in the mill. Ask each child to describe what they see and feel about the moment.
- Ask a volunteer to sit in the hot seat as Tyler. Ask the other children to pose questions to Tyler about what happened when he fell asleep and how he feels about the consequences.
- Ask the children to read page 48, *A voice from history*. Ask the children to work in groups of four. Two of the group devise arguments why mills and factories are a good thing for workers, while the other two argue that they are a bad thing. Invite some of the groups to put their arguments to the class.

## Writing

- Discuss with the children how modern life depends on machines. Ask the children to imagine they lived in the time before the Industrial Revolution. Invite them to suggest what would be different from their lives today and draw up a list of ideas on the board.
- Ask the children to write a diary entry describing an ordinary day in their life without using any machinery or electricity. Remind them to use the first person in their diary entry.
- Read *A voice from history* on page 48. Ask the children to imagine what it would be like to be a child worker in a cotton mill. Ask them to write a letter to a newspaper to draw the public's attention to the conditions under which children were forced to work.
- Model how to open the letter on the board. Remind the children about the features and conventions of persuasive writing in a letter, such as a formal tone, persuasive language and some sensational language, pre-empting opposition etc.

## Links to the wider curriculum

### History

- Research the development of the railways. Ask the children to draw a time-line illustrating key events.
- Research the uses of canals in the Industrial Revolution. Find out about the lives of people who worked and lived in narrow boats and barges.

### Design and technology

- Ask the children to design a railway bridge. They could make their design using modelling materials.

### PSHCE/Geography

- Ask the children to research which countries around the world still employ children to work in factories.



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