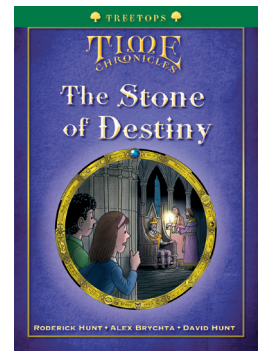


Stage 12+

# The Stone of Destiny

Written by David Hunt and illustrated by Alex Brychta

Teaching notes written by Gill Howell



## Historical background

- This story is about the Stone of Scone, which has great significance to the people of Scotland as a symbol of Scottish nationhood. Traditionally, Scots kings were crowned on the stone. In 1296, Edward 1 of England invaded Scotland and took the stone. It remained in England until 1996 when it was returned to Scotland.
- In this story, Chip, Kipper, Wilf and Biff return to two different points in history to prevent the Virans stealing the stone and changing history for ever.

## Group/Guided reading

### Introducing the book

- Look together at the illustration on the front cover and read the title. Ask the children if it gives them any clues about the story. Ask: *What do you think the Stone of Destiny might be?*
- Turn to the back cover and read the blurb. Ask them to turn to pages 46 and 47 to familiarise them with the historical background to the story. Invite them to speculate about the story, its setting and the role of Edward the First of England.
- 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 occasionally to discuss what they have read.
- At the end of Chapter 1, ask: *When do you think this story is set and why?* Invite the children to predict why Chip and Kipper have appeared in the crowd.
- At the end of Chapter 5, ask the children what is significant about the words of James the Sixth. If needed, refer them back to page 15.
- At the end of Chapter 8, ask the children to say what they think is happening to the stone and why.

### Returning to the story

- Ask the children to say which adventure, Wilf and Biff's or Chip and Kipper's, was the most exciting and why.
- Ask the children to find pages 42 and 43. Ask them to describe Alba's role in the story. Ask: *How would the story have ended if she hadn't been there to help the Time Runners?*
- Ask the children to turn to page 48 and read *A voice from history*. Ask them if they think Alba was a good name for the girl, and why.

## Speaking, listening and drama

- Ask the children to read *Tyler's Mission Report* on page 45. Ask them to give their own opinion about whether the same event might be seen differently by different people.
- Refer the children to the events in Chapter 3. Ask the children to work in pairs, one taking the role of a Scottish onlooker from the town, their partner taking the role of a soldier in King Edward's army. Ask them to describe the events of the chapter, one after each other, from their own point of view. To stimulate ideas, remind them that the Scots had just been defeated by the English. Also, remind them that the English later referred to King Edward as 'Hammer of the Scots'!
- Invite some of the children to perform their role play for the others. Do they all agree with both points of view or think one more valid than the other?

## Writing

- Remind the children about Alba's role in the removal of the Stone of Destiny to England. Discuss what Alba saw and might have thought when Chip and Kipper were struggling to stop the wagon falling over the cliff. Ask: *What do you suppose she must have thought about the events? What must she have thought about the Link? Do you think she would have been puzzled by it?*
- Ask the children to imagine Alba went home and described what happened in her diary. Ask them to write her diary entry. Remind them to use the first person and describe the events from her own point of view, giving her own opinion about it. Encourage them to use descriptive words and phrases.

## Links to the wider curriculum

### History

- Research information on Scotland in the 13th century and the role of William Wallace.

### Geography

- Ask the children to find out why the landscape made Scotland impossible to conquer.

### Art

- Look at the illustrations in the story of the three different crowns. The children can design and make a new crown for a coronation.



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