

Tall Story by Candy Gourlay

Make two columns headed “Similarities” and “Differences” and ask pupils to think about Andi and Bernardo and their lives at the beginning of the book. Fill in the columns with ideas, e.g. they both have friends (similarities), Andi lives in a big city whereas Bernardo lives in a small village etc. (differences) etc.

Ask the pupils questions:

- Apart from their height, how else are Andi and Bernardo different?
- Apart from being part of the same family, how are they the same?

Ask the pupils to think about their own lives, and compare with the life of a partner in the class. Fill out two columns with 5 or 10 ways in which they and their talk partner are similar and different. Alternatively pupils can compare themselves with a fictional character or somebody famous or somebody doing a specific job.

Once you have filled in your columns, imagine that instead of being you, you are the other person. Write a day in your life as the other person. What did you do? Where did you go? Who did you meet? How did you feel?

Extension: Pupils are given or research for themselves information about a specific country on another continent. Imagine they live in **X** instead of London – how do they get to school? What do they learn? Is the school the same as their current school? Pupils could investigate forming links with a school from elsewhere to share stories about themselves

Curriculum links:

English

Level 1: Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.

Level 2: Pupils begin to show confidence in talking and listening. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary.

Level 3: Pupils talk and listen confidently in different contexts, exploring and communicating ideas. Through relevant comments and questions, they show they have listened carefully.

Level 4: Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others’ ideas and views.

Geography

Level 1: Pupils show their knowledge, skills and understanding in studies at a local scale. They recognise and make observations about human features of localities. They express their views on features of the environment of a locality. They use their own observations, to ask and respond to questions about places and environments.

Level 2: Pupils show their knowledge, skills and understanding in studies at a local scale. They describe physical and human features of places, and recognise and make observations about those features that give places their character. They show an awareness of places beyond their own locality. They express views on the environment of a locality and recognise how people affect the environment. They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments.

Level 3: Pupils show their knowledge, skills and understanding in studies at a local scale. They describe and compare the physical and human features of different localities and offer explanations for the locations of some of those features. They are aware that different places may have both similar and different characteristics. They offer reasons for some of their observations and for their views and judgements about places and environments.

Level 4: Pupils show their knowledge, skills and understanding in studies of a range of places and environments in different parts of the world. They recognise and describe physical and human processes. They begin to understand how these can affect the lives and activities of people living there. Drawing on their knowledge and understanding, they use a range of geographical skills from the Key Stage 2 or 3 programme of study to help them investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.

Level 5: Pupils show their knowledge, skills and understanding in studies of a range of places and environments in different parts of the world. They describe geographical patterns and physical and human processes. They describe how these processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. Drawing on their knowledge and understanding, they select and use appropriate skills and ways of presenting information from the Key Stage 2 or 3 programme of study to help them investigate places and environments. They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.