

	<b>The Winter Road</b>
<b>Features of the Road</b>	
<b>Possible problems with taking this road.</b>	
	<b>The Summer Road</b>
<b>Features of the Road</b>	
<b>Possible problems with taking this road.</b>	

Re-read page 29. Think about the features and possible dangers/problems with each road. Use this information to fill in the three sections below.

**Features and problems faced with taking The Winter Road**

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**Features and problems faced with taking The Summer Road**

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**Which road would you advise Tom to take and why?**

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## What is a Haiku?

A Haiku is a form of Japanese poetry using only three lines. The Haiku is special because each line must include a set amount of syllables: the first and third lines have five syllables and the middle line contains seven syllables. The lines do not need to rhyme.

Take another look at the Haiku on the bottom of page 41 and count the number of syllables on each line. Is this a true Haiku?

Haikus are short poems so it is important to write them about things which the reader can easily recognise such as the weather or animals. Because they are so short, every syllable must count.

Take a look at some of the examples below:

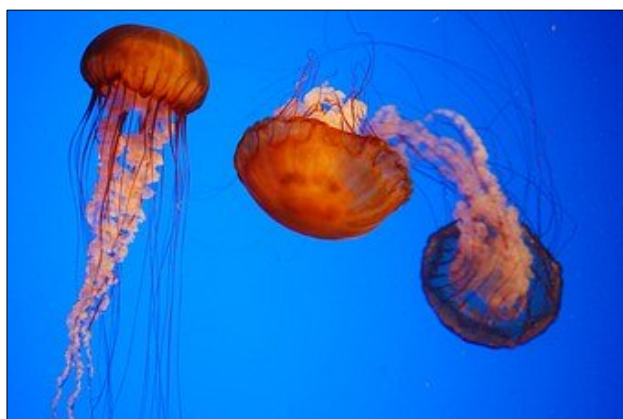
A white blanket falls  
Covering tracks, paths and roads  
Melting with sun's warmth.

Green, speckled, wet legs  
Dive and swim in glassy pool  
Then hop onto pads

## Tips for writing Haikus:

- Haikus work best when written in the present tense.
- It is good to take something ordinary and try and make it extraordinary.
- As a challenge, try and contrast your idea e.g. the cold of the sun against the warmth of the sun.

Choose one of the images below to inspire your own Haiku.



Have a look at the unfinished Haikus below.

Read each and work out what is being described.

Choose a word/words to fit into the missing spaces so that the syllable count on each line is correct. Remember to choose the best possible word to fit the theme of the Haiku.

Daffodils \_\_\_\_\_ up  
And shake their golden \_\_\_\_\_  
\_\_\_\_\_ days are near.

Salty waters rise  
And \_\_\_\_\_ against the pier  
Quick! \_\_\_\_\_ Dodge the waves.

I \_\_\_\_\_ my soft paw.  
I sharpen my \_\_\_\_\_ to pounce  
I curl in your \_\_\_\_\_

Two handles, two \_\_\_\_\_  
Two new brakes and two pedals  
A \_\_\_\_\_, cushioned seat.

## Challenge

Using an image from **Resource 2b**, that you haven't already chosen, and write a Haiku poem inspired by it.

## The Apostrophe for Possession

An apostrophe can be used to show that something belongs to someone. This is known as a possessive apostrophe. When there is a singular noun (one person or one thing), the apostrophe goes before the 's'. Examples include:

- **Tom's bike needed repairing.**
- **The house's roof was crumbling.**

If possession is being used with a singular noun which already ends in an 's', the apostrophe to show possession goes after the 's'.

Examples include:

- **Charles' tent was too small to fit two inside.**
- **James' idea wasn't too bad.**

If a plural noun is being used e.g. something belongs to more than one person, then the apostrophe to show possession has to come after the 's' (if the plural noun ends in 's').

- **The sisters' bedroom was untidy.**
- **The cats' toys were scattered across the living room.**

Some plural nouns such as children, men, women, people, don't end in an 's' – they are already plural without having to add this letter. In these cases, the apostrophe to show plural possession should come before the 's' is added.

- **The children's shoes were lined up by the door.**
- **The men's kitchen utensils clanged loudly in the market.**

Sort the following sentences/phrases into the correct column in the table to show whether the apostrophe shows singular or plural possession.

the children's shoes      the singer's first album      men's changing rooms  
the dog's bark      horses' hooves      the wolves' howls  
The witch's brew      the witches' cauldron

Apostrophes that show singular possession	Apostrophes that show plural possession

Change these sentences below to show possession. The first one has been done for you.

- The bike belonging to Tom needed repairing.  
**Tom's bike needed repairing.**
- The dogs belonging to the villagers ran alongside Tom's bike.
- The chopsticks belonging to the men were used to slurp noodles.
- The café belonging to James sold lots of delicacies.
- The wolves in Siberia howled at the snow.
- Tom stayed at the house of his friend, Mitch.

Challenge: Can you think of your own sentences where you would need to use an apostrophe to show plural possession?

Read the following sentences carefully. In some, apostrophes to show possession have been missed out or used incorrectly. Can you spot these and edit the sentences so that they are correct. There are six mistakes in total to spot. Highlight them first and then correct them.

The cherry blossom tree's looked magnificent to Tom. He had started his journey across Siberia and now Toms adventure was taking him into Japan. Tom had never seen so many amazing sights: building's lights were bright neon; cafés were open 24-7; technology was futuristic with some restaurants even employing robot waiter's and waitresses!

It was lovely seeing his friend Mitch and Mitch's family again. They had made him feel so welcome but the time had come to jump back onto his bike and leave Japan behind. The next stage of Toms' journey was starting – China was ahead. What would he find? He said goodbye to the worlds' biggest ocean, which he'd been following for two years, and rode into China.

Take a look at the sentences below where the apostrophes have been used to show singular possession. Can you rewrite them to turn them into sentences which show plural possession? What do you notice about the difference between the two sentences?

1. The customer's noodles were lined up on the bar, ready to be eaten.
2. The cherry tree's blossom fell gently to the ground.
3. Tom thought about the student's laughter mocking his idea.
4. The dog's howling made Tom ride faster.



# Ferdinand Magellan

Ferdinand Magellan was the first man to lead an expedition to sail all the way around the world. In addition to this, he discovered a route linking the Atlantic Ocean to the Pacific. To this day, this bears his name: The Straits of Magellan.

## **Early Life**

Magellan was born in Portugal in around 1480, to wealthy parents. As a young boy, he served as a page, meaning that he was an attendant to a nobleman, in the royal court. He was an adventurous youngster who enjoyed sailing and exploring.

## **Becoming an explorer**

Magellan was curious about the world and what lay beyond the maps of the day. By a young age, he had already sailed to India by travelling east around the coast of Africa. However, he was convinced that if he sailed west, around the new world of the Americas, there would be another route. To attempt this voyage, Magellan needed a rich nobleman, or king, to help him to pay for and fund the journey. At first, he went to the King of Portugal for support but King Manuel did not agree that his idea was possible. Magellan then turned to the Spanish King, Charles, who agreed to help him fund the voyage.

## **Finding a passage west**

In 1519, at the age of 39, Magellan set sail. He took with him almost 300 men and five ships: The Trinidad, the Santiago, the Victoria, the Concepcion and the San Antonio. Many of the men were Spanish and did not trust Magellan as he was Portuguese. Their journey took them west to the Canary Islands, Brazil and the coast of South America. Due to a lack of food and bad weather conditions, some of Magellan's men decided to mutiny, meaning that they wanted to take charge of the ships and set sail for home. This would have been disastrous to Magellan's plans. He fought back and won, executing the leaders of the mutiny.

Believing resolutely in his plan, Magellan continued to sail south and found the route he was looking for! Named as the Straits of Magellan today in honour of his achievement, Magellan and his men found a passage linking the Atlantic Ocean to the Pacific Ocean. Reaching the west coast and into the Pacific Ocean, he named this new body of water 'Pacífico' meaning peaceful.

By this point of the voyage, there was only three of Magellan's ships left; one had sunk and another had disappeared. In his naivety, Magellan thought that it would take a matter of days to cross the Pacific- it took almost four months. Hardships were faced by the men including starvation. To survive, the men resorted to eating rats and sawdust.

## **Death**

Luckily, they found land and stocked up on provisions before sailing to the Philippines. Unfortunately, once there, Magellan became embroiled in an argument between local tribes. A battle ensued and he and forty of his men were killed. Despite discovering a new way around the world, he would not see the end of his epic journey and the fame that would come with it.

## **Aftermath**

Only one of the original ships managed to make it back to Spain- the Victoria. In total, it had travelled over 42,000 miles. After three years away, it returned in 1522 with only eighteen men surviving. However, these brave men had been the first to make a trip around the world. We know much of Magellan's voyage today as one of the men who made it home, Antonio Pigafetta, kept detailed journals throughout the voyage. In these journals he detailed the new sights they saw and also the horrific conditions endured.

## **Legacy**

Ferdinand Magellan will be remembered as the first person to circumnavigate the globe

## Biography Checklist

### **Purpose**

- A biography gives an account of someone's life.

### **Opening Paragraph**

- This is a short paragraph that introduces the subject and explains why this person is well known.

### **Middle Section**

- Important and significant parts of the person's life are described in chronological order.
- Sometimes quotes are given by a person who knows/knew the subject.

### **Concluding Paragraph**

- This describes the character's legacy (why they will be remembered). Sometimes the writer gives his/her opinion about the subject.

### **Features**

- Written in the past tense.
- Written in third person.
- Important and interesting events are selected.
- Contains quotes either in direct or reported speech from individuals who knew the subject.
- Dates are included when specific events are written about.
- Time connectives are used to link ideas such as: eventually, a few years later, meanwhile, later, after some time

## Biography Checklist

Read through Magellan's biography again and make notes on this resource. Consider whilst you do so, what information is included in each section of a Biography.

**Opening Paragraph: this answers the five W questions:**

1. **Who** is the person? \_\_\_\_\_
2. **What** are they famous for? \_\_\_\_\_
3. **When** did it happen? \_\_\_\_\_
4. **Where** did it happen? \_\_\_\_\_
5. **Why** are they famous today? \_\_\_\_\_

**Key Events in their life – these are in chronological order and often include childhood as a section**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Concluding paragraph: what is this person's legacy/why will they always be remembered?**

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## Biography Planning

You are going to be planning Tom's biography. Use this sheet to make notes about his life so far, up until the end of the book.

**Opening Paragraph: this answers the five W questions:**

1. **Who** is the person? \_\_\_\_\_
1. **What** are they famous for? \_\_\_\_\_
3. **When** did it happen? \_\_\_\_\_
4. **Where** did it happen? \_\_\_\_\_
5. **Why** are they famous today? \_\_\_\_\_

**Key Events in their life – these are in chronological order and often include childhood as a section**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Concluding paragraph: what is this person's legacy/why will they always be remembered?**

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## Biography Planning

Structure	Notes
<b>Opening Paragraph:</b> keep it brief – who is this person and why should they be remembered? Think of the 5 'W;s'	
<b>Childhood events:</b> Some of these can be made up – think about what Tom is like as a child and what has led him into the adult he becomes.	
<b>Early life:</b> events and achievements. This should deal with Tom's bike around the world.	
<b>Later life:</b> other adventures that Tom has gone on to have. Again, think creatively about these.	
<b>Legacy:</b> why will Tom be remembered and celebrated?	

**Sentence starts I would like to use:**

## **Good Sentence Starts for Biographies**

### **Time Connectives**

- As a child,
- During his childhood years,
- Shortly after this,
- In 1990,
- Many years later,
- Towards the end of his life,
- In later years,

### **Other sentence starts**

- As it happened,
- Luckily for
- For example, he once,
- Unusually,
- Even though,
- Despite this,
- One of his greatest achievements
- What is clear is that

### **Good sentence starts to use in concluding paragraph detailing legacy**

- He will be remembered for all time for
- His only wish
- His greatest achievement
- His lasting legacy

## Success Criteria: Biography

	What I think	What my partner thinks
Short opening paragraph to introduce the subject and explain why this person is well known (5 WS).		
Middle section: <ul style="list-style-type: none"> <li>Important parts of the person's life are described in chronological order.</li> <li>Inclusion of a quote from the subject or someone who knows them.</li> </ul>		
Concluding paragraph: <ul style="list-style-type: none"> <li>Describes the subject's legacy (why they will be remembered).</li> </ul>		
Written in third person and past tense.		
Use of time connectives to link ideas.		
Challenges		

### **Tom's Biography**

Tom Humphreys is one of the most courageous and fearless explorers of the modern age. His legendary exploits and adventures across the globe will inspire future adventurers for years to come.

Tom was born in 1980 in North Yorkshire, England. Growing up, he was a day dreamer and constantly in trouble at school for not being attentive enough or for coming up with far fetched ideas. Little did his teachers realise, that this was the attitude he needed to take him far.

As a child, Tom was curious and his life changed one day in lessons when he blurted out aloud, "I'm going to cycle the world!" Much to the amusement of his classmates and the horror of his teacher, Mr Fields, Tom was serious and would not be swayed from his dream. Fortunately for Tom, he was actively encouraged by his loving parents, Mary and Bob. Tom got into training and researched the route his epic journey would take, and after months of preparation, he set off from his home heading in the direction of France and the first leg of a journey which would see him take in parts of Europe and the length of Africa.

Although exhilarating, this first stretch of journey was not without challenges. For example, in Lesotho, he encountered one of the steepest roads in the world. In immense heat, he had to push his bike to the top. As Tom later recalled, "Banana sandwiches kept me going!" The first leg of the journey took Tom well over a year. After reaching the tip of Africa, Tom sailed across the Atlantic Ocean in a boat captained by the experienced sailor Captain Horrocks. As Horrocks later recalled, "Many thought the lad was mad but bless his barnacles, I knew he was made of steel and there was no doubt in my mind that he would achieve his goal!"

Reaching Patagonia in South America, the second leg of Humphreys' journey saw him cycle through South and Central America, North America, Canada and Alaska. Tom recalled that this gruelling stretch represented eight days without any human interaction. His resilience however, meant that he conversed with himself to motivate himself not to give up. It also saw one of the longest daily cycles undertaken by the intrepid young man – an incredible 150 miles in one day in Peru!

The third and final stretch of this epic bike ride saw Tom cycle through Asia and Europe to his home in Yorkshire, in what he later described as his most challenging period. Cycling through snow drifts; experiencing temperatures of minus 40; experiencing food poisoning; having to cycle whilst vomiting and not having the facilities to shower in over a month, were just some of the hazards this adventurer faced. However, with true grit, Tom persevered and arrived home after having set out over four and a half years previously!

Tom recalled, "No one thought that I could do it at school! I remember walking back into class after almost five years and being treated to a hero's welcome; when I had left, they had laughed and mocked me. It just goes to show what a little resilience, perseverance and belief in yourself can do!"

Tom Humphreys will be remembered by a legion of school children and inspired adults as 'the boy who biked the world'. His incredible story will inspire others for many generations to come and show that with just a little self belief and a grand idea, the human spirit can achieve the seemingly impossible.



Today you are going to imagine that you have been on an adventure of a lifetime, like Tom. It doesn't have to be the same as Tom. Discuss these questions with your partner and make notes on this sheet to help you.

- What sort of adventure would you like to have?

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- What countries or environment would you like to explore?

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- Are there any sights that you would want to see?

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- What might be the highlights of this journey?

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- What might be the lowlights of this journey?

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## An Interview with Tom Humphreys: Living on the edge

***"I will never tire of new adventures –it's my whole purpose in life. There's so much world out there to explore!"***

Back in the early 1990s, Tom Humphreys became an international star when he undertook an epic journey to cycle the world. The journey took him almost five years to complete.

Known as 'the boy who biked the world' Tom disclosed his lasting impressions of the world and his unrelenting drive to set himself even greater challenges. Our roving reporter, Zoe Castle, had the opportunity to meet him and discuss his life and adventures.

**Hello and welcome Tom. It's a pleasure to meet you. My first question to you would be during your cycle around the world, what is your greatest memory?**

*Hello Zoe and thank you for having me. That's a really tricky one as I have so many highlights and experiences that I wouldn't change for the world. I think in general I would have to say all of the amazing people that I met who helped me and encouraged me along the way are my greatest memories.*

**So on the flip side of that, what was the hardest or most challenging parts of your cycle?**

*I'm a pretty positive person but there were times when I felt so low and wondered 'Why on Earth am I doing this?' One of those times was when I was in Peru in South America and I didn't see another soul for over a week. Imagine that? No conversation or human contact? It was that time when I just wanted to be home and devouring mam's home cooking.*

**I've heard that you've eaten some horrid foods to keep you going. What would you say was the worst?**

*From guinea pig to chicken feet, I thought I'd tried it all until I tasted a bug kebab! I was starving so I ate it, but never, ever again!*

**After almost five years away from home, can you explain to our readers about that feeling when you cycled into your street and saw your family again?**

*It was exhilarating. Weirdly, after so many years away, that last hour felt like the longest and most tiring! Turning around the bend and into my street, and seeing mam, dad and my sister waiting there was incredible! I stunk to high heaven but that didn't stop mam squeezing me nearly half to death.*

**What advice would you give for any wannabe adventurers out there?**

*Just start! Have a goal, make a plan and just start! Even if it's starting with something as simple as climbing the hill nearest to your house or walking further than you've managed before, it'll give you the thirst for more and make you realise that anything is possible.*

**And finally, what are your plans for your next adventure?**

*I will never tire of new adventures –it's my whole purpose in life. There's so much world out there to explore! When I was cycling the world, I caught a ride across the Atlantic on a boat captained by this amazing guy – Captain Horrocks. I was terribly sea sick for the first day but soon found my sea legs and loved being out there in the ocean with nothing around us but water for as far as the eye can see. I'm currently taking sailing lessons from Captain Horrocks and hope to sail single-handedly across the Atlantic, in the new year.*

Today you will be interviewed by your partner about your adventure and exploits. Your partner will ask you the questions on this sheet and note down your responses for you to use tomorrow.

**What were the highlights of your adventure?**

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**What were the lowlights of your adventure?**

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**What was the best sight that you saw?**

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**What advice would you give to 'would-be-adventurers' or explorers?**

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***Which five items could you not survive without and why?***

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***Extra questions to think about:***

- Who would you want to play you in a film about your life?
- Which other explorer or adventurer do you most admire and why?
- What are your plans for your next adventure?

## Success Criteria: Magazine Article

	What I think	What my partner thinks
A catchy headline.		
A quote from the interviewee that will be included within the interview.		
At least six questions and answers. Use of open ended questions to elicit longer responses.		
Challenges		
Use of informal language.		

Questions to think about and discuss from the whole book/trilogy of books.

- How do you think that cycling around the world would change you?

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- What aspect of home would you most look forward to?

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- In your opinion, what is the biggest challenge that Tom faced during his journey by bike around the world?

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- If you were Tom, what would have been the best part of the journey and why?

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- Which leg of Tom's journey do you think that he saw the most contrast between countries?

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You are going to write a letter from one of Tom's classmates to Tom apologising for laughing at his dream of cycling the world.

Use the frame below to help you to structure your ideas.

- Dear Tom
- Begin by explaining why you are writing.
- Explain what you did when you heard of his idea in class to cycle the world and why you reacted in this way.
- Apologise for your actions. Think of three reasons why you would like to apologise.
- What do you hope can happen now?
- Think of a way to end and sign off your letter.

## **TASK BOARD**

Below are a series of ideas that you could write about to complete your work on the series of books 'The Boy Who Biked the World'.

Choose one to write about or, if you have your own idea, discuss this with your teacher.

### **Letter**

Write a letter from Tom to Mr Field about your achievement. Think about the tone of this letter – do you want him to realise that he was wrong or are you simply excited to tell him your news?

### **Diary Entry**

Write a diary entry in role as Mr Field about hearing of Tom's achievement. Think about the tone of this letter. Are you delighted for him? Do you feel guilty for not believing in him? Are you angry that he has proved you wrong?

### **Apology Letter**

Write an anonymous letter from one of Tom's classmates to Tom, apologising to him for scoffing at his idea and telling him what you now think of him.

### **School Report**

In role as Mr Fields write two school reports for Tom: one before his attempt to cycle around the world and one after his achievement.