

## The Golden Compass



### **Suitable for:**

KS2 Literacy, Art and Design, P.S.H.E. and Citizenship

### **Film details:**

PG – Contains moderate fantasy violence and intense scenes, Running time 113 mins

Set in a parallel world where people's souls live alongside them as animal companions and armoured bears wander the earth. Twelve-year-old Lyra finds herself on a mission to save her best friend Roger, and possibly, the world.

Official website: [www.goldencompassmovie.com](http://www.goldencompassmovie.com)

### **Lyra's World**

#### *Literacy*

Compare the parallel universe of *The Golden Compass* with fantasy settings in other texts. What techniques did the book's author, Phillip Pullman and the filmmakers use to create mood and atmosphere within this world. Compare short extracts from the book (as a class novel, *Northern Lights* is only suitable for KS3 and above) with the moments from the film. Use drama and role-play to investigate how we would react in Lyra's world.

In the next book in the *Dark Material's* Trilogy, *The Subtle Knife*, Lyra enters our own world. Ask pupils to make predictions and empathise with her character. Use drama and role-play to investigate how Lyra might react in our world. What would she be surprised by, scared of and curious about? Ask pupils to write a diary extract or new scene from Lyra's point of view.

## Lyra's Journey

### *Art and Design*

The story of *The Golden Compass* focuses on the journey north that Lyra embarks upon and the characters she meets on the way.

Here are some of the locations and characters that Lyra encounters:

- Jordan College in Oxford, where Lyra plays with her friend Roger, saves her Uncle Asriel from an assassination attempt, meets Mrs Coulter and obtains the Alethiometer
- The Gyptians' boat on which Lyra meets the witch, Serafina Pekala
- Lee Scoreby and his air balloon
- Iorek Byrnison, Iofur Raknison and the kingdom of the armoured bears in Svalbard
- The Magisterium's experimental research station in Bolvangar.

Ask pupils to choose a moment from the film using a chosen art technique and style to create a picture that represents a moment in Lyra's journey. Pupils can choose either:

- location
- character
- method of transport
- an object

Group pupils' work together and create a 'frieze' around the classroom wall that represents Lyra's journey. The class can write sentences to go with each image and help retell the narrative.

## Dæmons

### *SEAL / P.S.H.E. and Citizenship*

In Lyra's world a child's soul takes the form of an animal, a dæmon, which changes shape according to the changing nature and emotions of the child. As a child becomes an adult their dæmon eventually settles into one form.

As a class, collect vocabulary that describes character and emotion. Also make a list of animals and associate them with the words you have collected. Children's ideas may be based on stories they know with animal characters. Now ask pupils to consider their own emotions and personality and decide what their dæmon would be. Which words do they think apply to them and therefore, which animal do they feel they relate to?

Later, the class could visit the official website, [www.goldencompassmovie.com](http://www.goldencompassmovie.com), where they can meet their dæmon by answering a series of personality questions.

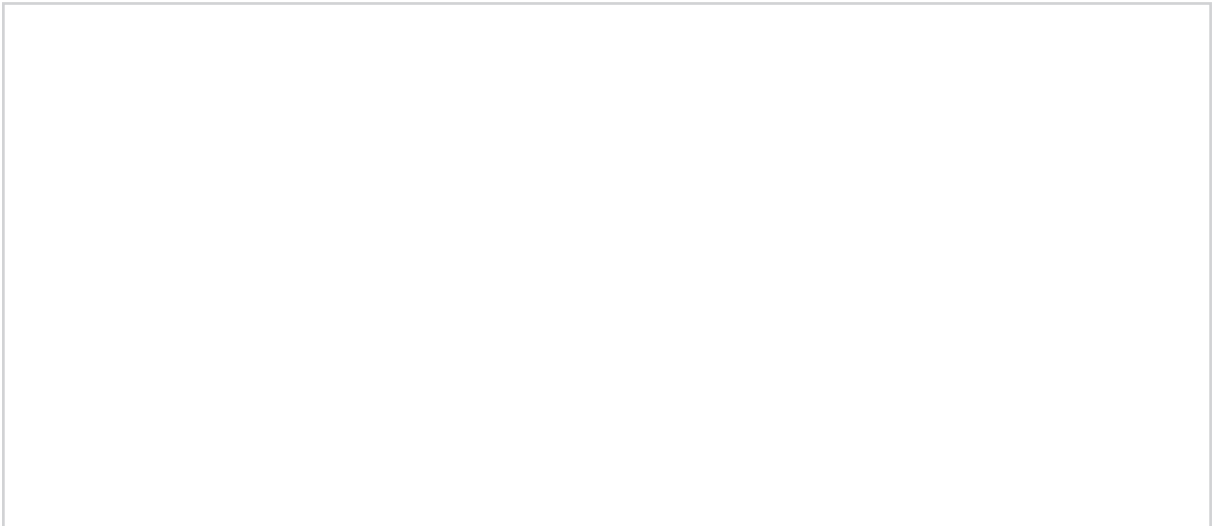
# *Lyra's Diary*

A large, open book-shaped frame containing ten sets of horizontal dotted lines for writing.



# *My Dæmon*

Which would your dæmon be? Draw a picture of the animal.



Explain why it would represent your personality.

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