The Unseen Residents

Overlooked lives, narrative viewpoint and evidence.

Who is easy to overlook?

Identify three inhabitants of the spruce that the humans choosing the tree might not notice. For each one, explain how the tree supports its life. Use details from the story.

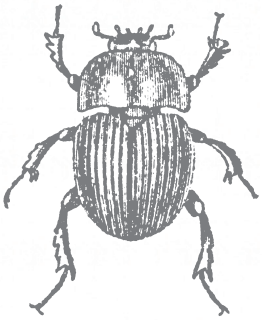
What can be measured?

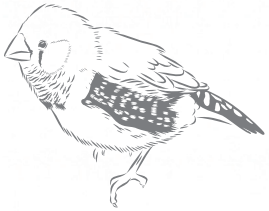
In Chapter 2 the narrator says the humans can measure the tree but cannot measure the lives it holds. Explain the difference between those two thoughts - the measuring of the tree but not being able to measure the lives - and how it affects the reader's understanding of the decision.

Give an unheard resident a voice.

Write a short first-person paragraph from the viewpoint of Moss, Commander Crunch or another small resident, as the tree is being chosen. Include at least two accurate details from the story.







Name: Date:

Look Again

Whose story is missing?

When we hear about a major event, why might the experiences of smaller or less visible individuals be missing? Explain how Chapter 5 encourages us to look beyond the most obvious characters.

Choose ONE of these three historical events:

1. The Industrial Revolution — The forgotten workers
We learn about great inventions, factories and railways. But what about the children working in factories or the families living in crowded towns?
Think about: Why might we remember a famous inventor but know very little about an ordinary child working in a mill?

2. Pompeii — The people behind the disaster
We learn about the eruption of Mount Vesuvius in AD 79 and the destruction of Pompeii. But what about the individual children, families, traders and enslaved people who lived there?
Think about: Why might we remember the volcano but know less about the people whose lives it changed?

3. The Second World War — Children's experiences
We learn about battles, leaders and the Blitz. But what about children evacuated from their homes, families separated by war or people whose stories were never recorded?
Think about: How might a child's account of the war be different from an account of its major events?

Challenge

Answer these questions:
Whose voices or experiences might be missing from the story we usually hear?
Why might those people have been overlooked or forgotten?
How does Strigo's discovery in Chapter 5 remind us why these less visible lives matter?

Name: Date:

Who Decides?

Fairness, Power and the Consequences of Decisions

Identify the decision.

Explain what the humans decide about the spruce and identify at least three groups or creatures affected. Distinguish what the humans know from what the reader knows.

Make an evidence-based argument

Do you think the decision to take the spruce was fair to its inhabitants? Write a paragraph stating your view and supporting it with two details from Chapters 2-3.

Consider another viewpoint

Give one possible reason why the humans want the tree, without claiming the book proves their motives. Then suggest a question that could help decision-makers consider the animals before acting.



Name: Date:

Look Again

Who has a say?

Choose one overlooked resident of the tree. How might the decision change if its needs were considered? Explain why listening to affected individuals matters, even when they have little power.

Similar decisions happen in the wider world when people plan new roads, buildings or other developments.

Imagine your local council is deciding whether to remove a small woodland to build a new road. The council believes the road will make journeys quicker, but the woodland is also home to wildlife and is used by local people.

Your challenge:

Who is affected? Identify three different groups who might be affected by the decision. Think about people, wildlife and those who would benefit from the road.
Whose voices might be missing? Choose one group whose needs could easily be overlooked. Explain why they might have little influence over the decision.
What would make the decision fairer? Suggest two things the council should do before making its final decision. Explain how these would help it consider different needs.

Connect to the story:

How might the decision to cut down Strigo's spruce have been different if the needs of its smaller residents had been considered?



Name: Date:

Strigo and Aves

Character agency, stereotypes and accepting help

Compare their choices

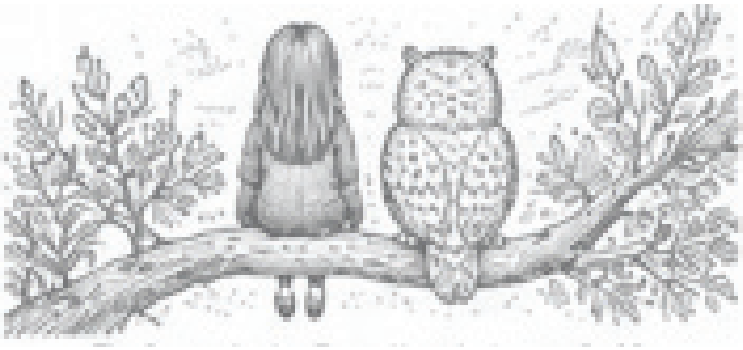
Describe one significant action taken by Aves and one response or choice made by Strigo. Explain what each reveals about the character, using story evidence.

Independence and Support

Aves involves Nanna and a worker; Strigo receives care after being rescued. Explain why receiving help does not make either character weak or less capable.

Question a stereotype

Some stories present brave characters as fearless or able to manage alone. Does The Remembering Tree challenge this idea through Strigo or Aves? Write a reasoned paragraph with two story details.



Name: Date:

Look Again

Notice The Helpers - The Heroes We Don't Always See

In The Remembering Tree, Aves and Strigo play important roles. But neither could have managed everything alone. Other characters help through kindness, courage, knowledge and practical action.
History is similar. We often remember one famous person while overlooking others who helped make a difference. Women's contributions, in particular, have sometimes received less recognition.

Choose ONE of these examples to explore:

1. The women of Bletchley Park — The Second World War
Thousands of women worked at Bletchley Park, helping to decipher secret enemy messages. Yet for many years, much of their work remained secret, and their contributions were not widely known.
Think about: Why might we remember a famous codebreaker but overlook the many women who worked alongside him?

2. Mary Seacole — Helping during the Crimean War
Mary Seacole travelled to the Crimea and provided food, supplies and care to soldiers. Her contribution was less widely recognised in some later accounts of nursing history.
Think about: Why is it important to remember different people who helped during the same war?

3. The women of the Suffrage Movement — Winning the Vote
Emmeline Pankhurst is a well-known figure in the campaign for women's voting rights. But thousands of other women organised meetings, marched, wrote letters and worked for change. Many remain much less famous.

Think about: Could one famous person have achieved the same change without the help of others?

Name: Date:

Look Again

Notice The Helpers

Your challenge

Choose one historical example.

Whose contribution might have been overlooked, and why does it deserve recognition?

Return to The Remembering Tree. Choose a helper such as Rusty, Nanna or the wildlife rescue worker. How did their actions help make a difference?

What do these examples teach us about the difference between being famous and making an important contribution?

Remember: Being remembered as a hero is not the same as being the only person who made a difference.





Name: Date:

A Place to Belong

Displacement, dignity and contrasting viewpoints.

What does Rusty need?

Identify two things Rusty needs after losing the spruce. Explain how his circumstances differ from Strigo's, using details from Chapters 12–14.

Consider All Sides

Compare Rusty's viewpoint with that of the grey squirrels already living in the city trees. What might each group need or worry about? Support both viewpoints with story details rather than assumptions.

Write in Role

Write a short message from Rusty to a resident grey squirrel, or from a grey squirrel to Rusty. Show an understanding of both perspectives and propose a respectful way to share the space.

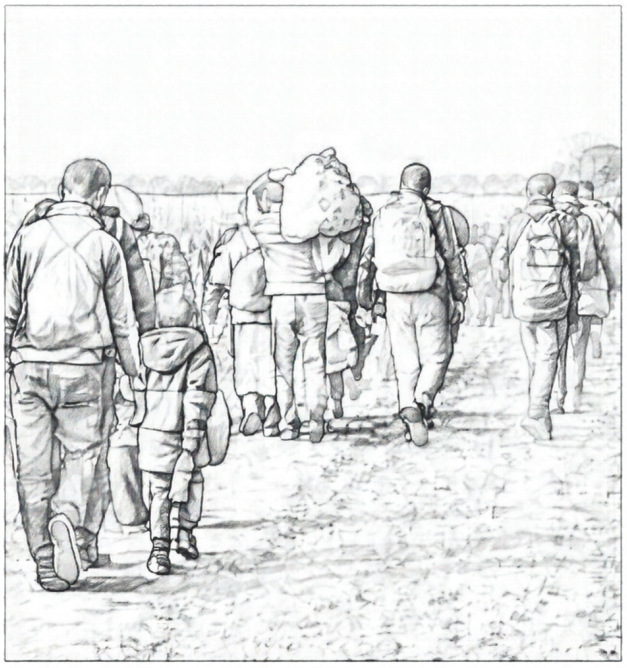


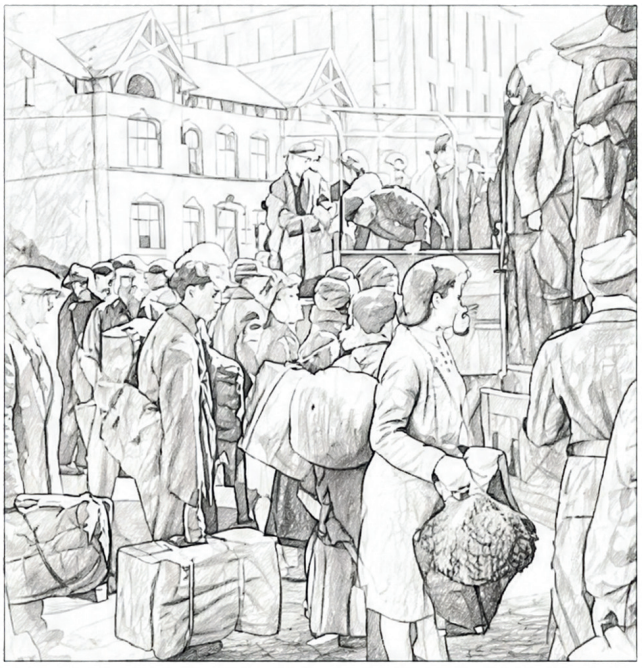
Name: Date:

Look Again

Belonging is not identical treatment

Why might different displaced creatures, or people, need different solutions? Explain why fairness can mean responding to different needs rather than giving everyone exactly the same thing.







Name: Date:

The Power of Remembering

Symbolism, memory and lasting influence.

Follow The Acorn

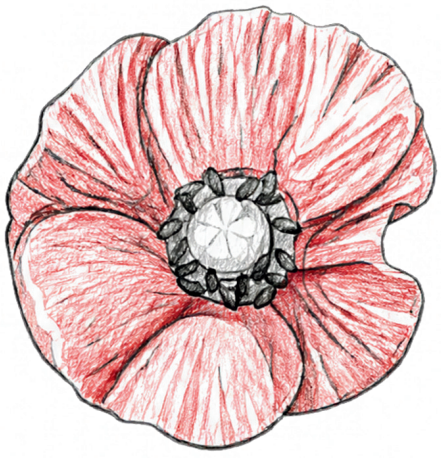
Describe what happens to the acorn in Chapter 16. Why is planting it meaningful even though it is not actually the one Rusty gave to Strigo. Also consider the fact that no one knows if it will even grow?

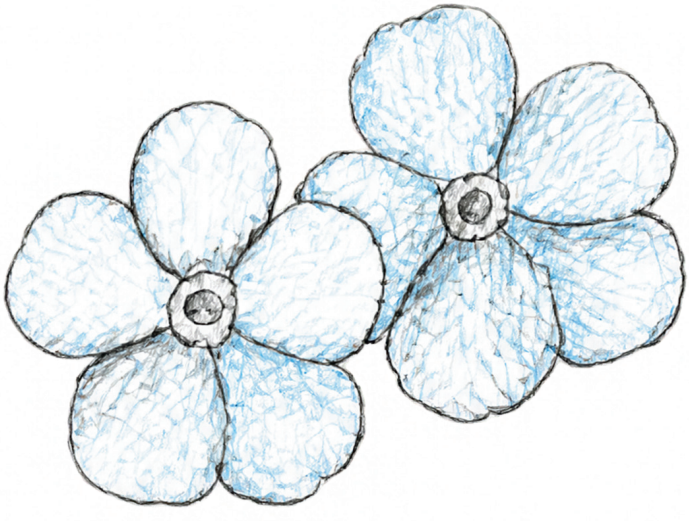
Interpret A Symbol

Explain what the acorn might symbolise. Support your interpretation with two details from the ending and make clear that it does not replace the lost spruce.

How does Aves change?

In Chapter 17, Aves begins to notice small creatures she once might have overlooked. Write a paragraph explaining how remembering Strigo affects what Aves notices and does.





Name: Date:

Look Again

What do we choose to remember? Can Something new replace what was lost?

The new tree will not be the same as the old one. It cannot bring back everything that was lost.

Your challenge:
Imagine that someone suggests putting up a sign beside the new tree saying:
"A new tree has grown. Everything is back to normal."
Do you agree with this message?

Write a short response explaining:

1. Why growing a new tree is a hopeful act, but does not undo what happened to the original spruce.
2. What the new tree could help people remember about the woodland community.
3. What message you would put on the sign instead, and why.

Think carefully: Can we feel hopeful about the future while still recognising that something important has been lost?

The new tree may grow for hundreds of years, long after anyone remembers the original spruce.

Does remembering always require a person to tell the story, or can places, objects and living things help preserve memories too? Explain your thinking using the acorn and the new tree, and any other symbols of remembrance that you know of.