



## Year 8 – ‘In the Sea there are Crocodiles’

### What I will know and understand about Chapter One - Afghanistan:

- Key terms **misconceptions & preconceptions**.
- How to **compare** headlines of a broadsheet and tabloid newspaper.
- Why **Akbari** left **Afghanistan**.
- Why Akbari's **mother** left
- Key contextual details such as:
  - Who the **Hazara** people are and the **Pashun** society.
  - Who the **Taliban** are.
  - What **Muezzin & Minarets** are.
  - Where the **Ghazni** province is
- What is established in the **exposition**.
- How Geda uses **analepsis**.
- Why Geda uses **repetition** and **humour**.
- How foreshadowing is used at the end of the chapter and how Geda uses structure to emphasise the tragedy of the executed teacher and the closure of the school.

### I will be able to:

- **Summarise** the key events of chapter one.
- Use **exploratory talk** to discuss the following question: why do you think that Geda uses analepsis at the start of the novel.
- Using the extract on page 17, discuss how Geda uses **repetition** and **humour to characterise Akbari**.
- Use **exploratory talk** to discuss the following question: How does Geda use language and structure to build tension and excitement towards the end of the chapter?

### What I will know and understand about Chapter Two - Pakistan:

- Key contextual details such as:
  - What **Khasta Kofta, Chay, Shir chay** and **Naan tandoori** are..
  - Where **Iran, Teheran, Kerman** and **Qom** are.
  - What **the Qu'ran** is.
- The challenges of the journey through **Pakistan to Iran**.
- Geda's use of **metaphor** to demonstrate the decision Akbari makes.

### I will be able to:

- Through **exploratory talk**, discuss why Akbari listens to the children playing when he is working.
- Through **exploratory talk**, discuss how Geda's use of **metaphor** helps to understand Rahim's view on the decision to use people traffickers.
- Answer the following question based on your knowledge of the text: **A student said, it is clear that Rahim has concerns about Akbari's decision to use people traffickers. To what extent do you agree.**

### What I will know and understand about Chapter Three - Iran:

- What trafficking means and what people traffickers are.
- Key phrases such as:
  - **Na ba omidi khoda** = No, with the hope of God.
  - **Rahat Bash** = Stay comfortable – rest
  - **Farsi** = The form of Persian spoken in Iran
- Key historical and geographical information such as:
  - **Telisia / Sang Safid** = Detention centres where illegal immigrants are sent
  - **Toman** = The currency / money used in Iran



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- The physical and emotional challenges faced by **emigrating**
- What it means to be **repatriated**.

## Students will be able to:

- Using **exploratory talk**, discuss: **How does Geda structure the extract on page 94 & 95 to interest the reader?**
- Answer the question: **How does Geda structure the extract (Page 94 & 95) to interest the reader?**
- Using **exploratory talk**, discuss: **How does Geda use language to create a chaotic scene?**
- Answer the question: **How does Geda use language to create a chaotic scene? (106/7)**

## What I will know and understand about Chapter Four - Turkey:

- The key term **desensitized**.
- Akbari's attitude to ongoing **violence (115)**
- What **human rights** are, the range of human rights and the rights Akbari has been denied.
- The different physical environments Akbari must travel through and the conditions
- The **horrors** of the journey underneath the lorry and how Geda presents it.

## I will be able to:

- Through **exploratory talk**, discuss to what extent do you agree that Akbari has been desensitized to violence (p124)
- Through **exploratory talk**, explore what Nelson Mandela's means by: "to deny people their human rights is to deny their humanity."
- Select a human right and write an effective rhetoric that justifies the need for such a right. You will use a variety of persuasive devices like rhetorical questions, anecdotes, counter arguments, facts and opinions, hyperbole, expert evidence to support arguments, emotive language and triadic structure.
- Answer the question: **How does Geda use language to present the horrors of the journey under the lorry?**

## Assessment:

### Write a letter to his absent mother explaining the horrors and issues of his journey so far.

- Use the key components of The Purbeck School writing mat in your writing.
- Choose suitably ambitious vocabulary and expanded noun phrases to describe the danger.
- Use a range of literary methods such as: simile / metaphor / personification / sibilance / alliteration / onomatopoeia to emphasise the horror and issues you have faced.

## What I will know and understand about Chapter Five - Greece:

- The significance of Ancient Greece in the narrative.
- Key geographical details such as:
  - **Mytilene** – The capital city of the Greek island of Lesbos
  - **Athens** – The capital of Greece
  - **Corinth** – Ancient city in south, east Greece.
- The different language methods Geda uses to describe the journey by boat and the effects created.
- **Empathise** with Akbari's relief on entering the shipping container.

## I will be able to:

- **Annotate** the extract, commenting on the language methods Geda used (151/152.)
- Write the answer to the following question: Explain how Geda uses language to present the journey by boat.
- Write a **description or narrative** piece inspired by Akbari's actions: stowing away in the shipping container.



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## What I will know and understand about **Chapter Six - Italy:**

- Key geographical details such as:
  - **Venice** – The capital city of Italy's Veneto region. It has no roads, just canals.
  - **Piazzale Roma** – A square at the entrance to the city of Venice. The square serves as Venice's bus station and is the place where most tourists arrive in the city.
  - **Rome** – The capital city of the Lazio region of Italy.
  - **Crotone, Calabria** – A port town in southern Italy.
  - **Turin** – The capital city of Piedmont in northern Italy
- The different language methods Geda uses to describe the end of journey and how kindness is shown.

## I will be able to:

- Through **exploratory talk**, discuss: **'In the Sea there are Crocodiles' is a powerful book that all Y8 students should read. To what extent do you agree? What effect did it have on you personally?**
- Comment on the **language** used by Geda in the final chapter to show the kindness Akbari receives.