

Year 8: ‘In the Sea there are Crocodiles’

Rationale and ambition for The Purbeck School English Curriculum:

- Our English curriculum aims to transmit a culturally enriching knowledge of literature to students by drawing from the literary Canon and also texts that reflect wider voices in a diverse society, developing the cultural capital of students at the school.
- Our English curriculum aims to develop empathetic and engaged citizens through careful text choice, reflecting contemporary concerns and debates such as those about class, gender and intolerance and discrimination.
- Our English curriculum aims to support students in developing confidence in expressing their own views and opinions.
- Our English curriculum aims to prepare students for work and life through the development of soft skills such as communication, teamwork, adaptability, problem solving, public speaking.
- Our English Curriculum aims to offer suitable challenge to students of all abilities.
- Our English curriculum aims to offer opportunities for creativity with written and spoken language.

Key concepts:

The concepts that The Purbeck School English curriculum aims to support student progression in are:

- 1.) **Form, structure and coherence** – understanding that texts are organised with intent.
- 2.) **Spelling, punctuation and grammatical rules** – understanding word classes, key spellings, sentence forms and varied punctuation.
- 3.) **Awareness of Impact and Intent** - Understanding that writing is shaped by the priorities of a writer and the needs of a reader, including the teaching of genre, audience and purpose.
- 4.) **Context** – understanding how production and reception shape meaning.
- 5.) **Evidence** - Understanding how to read and listen for meaning and use evidence from texts to support personal critical viewpoints.
- 6.) **Methods** - Understanding how writers and speakers choose from a variety of methods to communicate and engage readers and audiences.

<p>What are students going to be studying?</p>	<p>"In the Sea there are Crocodiles" is a powerful book that sheds light on the experiences of refugees and asylum seekers, specifically through the eyes of Enaiatollah Akbari, a young Afghan boy who embarks on a perilous journey in search of safety and a better life. This book provides students with a unique opportunity to learn about the challenges faced by individuals forced to leave their homes due to conflict, persecution, and other forms of adversity. Through studying this text, students will gain empathy for refugees and asylum seekers and develop a greater understanding of the complexities surrounding migration and displacement.</p> <p>Historically, the issue of refugees and asylum seekers has been a pressing global concern, with millions of individuals around the world being displaced from their homes each year. The story of Enaiatollah Akbari, as depicted in "In the Sea there are Crocodiles," is just one of many stories that highlight the struggles faced by refugees on their journey to safety. By studying this book, students can gain insight into the experiences of those who have been forced to flee their homes and the resilience and courage it takes to start anew in a foreign land.</p> <p>Key figures in the field of refugee studies, such as author Fabio Geda, have played a significant role in raising awareness about the plight of refugees and asylum seekers. Through his collaboration with Enaiatollah Akbari, Geda has brought Akbari's story to a wider audience, helping to humanize the experiences of refugees and foster empathy among readers. By studying the work of individuals like Geda, students can gain a deeper understanding of the challenges faced by refugees and the importance of compassion and support for those in need.</p> <p>By immersing themselves in Akbari's story, students can gain a greater appreciation for the resilience and strength of individuals who have been forced to leave everything behind in search of safety. This book can spark important conversations about the refugee crisis and the need for more compassionate and effective policies to support those fleeing conflict and persecution.</p> <p>As students engage with "In the Sea there are Crocodiles," they may encounter both positive and negative aspects of the refugee experience. While the resilience and strength of individuals like Akbari are inspiring, the challenges faced by refugees in navigating unfamiliar landscapes and systems can be daunting. By exploring these complexities, students can gain a more nuanced understanding of the refugee experience and the ways in which communities and policymakers can support those in need.</p> <p>Looking to the future, it is crucial that students continue to study and engage with the experiences of refugees and asylum seekers in order to foster empathy and understanding. By learning from the stories of individuals like Enaiatollah Akbari, students can work towards creating a more inclusive and compassionate society that supports the rights and dignity of all individuals, regardless of their background or circumstances. Through studying "In the Sea there are Crocodiles," students can contribute to a more informed and empathetic dialogue surrounding refugee issues and play a role in shaping a more just and equitable future for all.</p>
<p>Why are students studying this content and what are the links to our rational and ambition?</p>	<p>'In the Sea there are Crocodiles' is a powerful novel by Fabio Geda that tells the true story of Enaiatollah Akbari, an Afghan refugee who embarks on a perilous journey to find safety and a better life. Through Akbari's narrative, the novel sheds light on the struggles and resilience of refugees, the complexities of identity, and the importance of empathy in understanding the experiences of others. By exploring how 'In the Sea there are Crocodiles' reflects wider voices in a diverse society and encourages students to be empathetic and engaged citizens, we can gain valuable insights into the significance of storytelling and representation in shaping our understanding of social issues.</p> <p>The novel is set against the backdrop of the conflict in Afghanistan and the subsequent refugee crisis that has forced millions of people to flee their homes in search of safety. Akbari's journey mirrors the experiences of many refugees around the world who have been displaced due to war, persecution, and poverty. By highlighting the personal struggles and triumphs of one refugee, 'In the Sea there are Crocodiles' brings attention to the larger humanitarian crisis that continues to unfold in various parts of the world.</p> <p>Fabio Geda, the author of the novel, plays a crucial role in amplifying the voice of Akbari and bringing his story to a wider audience. Through his collaboration with Akbari, Geda is able to capture the nuances of his experiences and emotions, allowing readers to connect on a deeper level with the protagonist. Akbari himself emerges as a key figure in the narrative, as his resilience and determination in the face of adversity serve as an inspiration for others facing similar challenges.</p> <p>'In the Sea there are Crocodiles' has had a profound impact on readers, educators, and activists by providing a human face to the refugee crisis and challenging stereotypes and misconceptions about refugees. The novel has been used in classrooms to promote empathy, critical thinking, and awareness of global issues, encouraging students to engage with complex topics and develop a deeper understanding of social justice and human rights.</p>

	<p>Several influential individuals have contributed to the field of refugee advocacy and storytelling, including Khaled Hosseini, author of 'The Kite Runner', (taught at A level at The Purbeck School) who has raised awareness about the plight of Afghan refugees through his novels. Organizations such as UNHCR and Amnesty International have also played a crucial role in advocating for the rights of refugees and promoting a more compassionate response to the refugee crisis.</p> <p>The novel 'In the Sea there are Crocodiles' presents multiple perspectives on the refugee experience, from the harrowing journey of survival to the challenges of integration in a new country. By engaging with these diverse perspectives, readers are able to develop a more nuanced understanding of the complexities of forced migration and displacement. The novel encourages empathy by inviting readers to step into the shoes of Akbari and consider the humanity and resilience of refugees who are often dehumanized and marginalized in mainstream narratives.</p> <p>'In the Sea there are Crocodiles' serves as a powerful reminder of the importance of listening to diverse voices, cultivating empathy, and standing in solidarity with those who are marginalized and oppressed. By engaging with stories like Akbari's, students are encouraged to become more informed, compassionate, and engaged citizens who are committed to building a more inclusive and just society for all.</p>
<p>How does this unit link back to content of prior learning?</p>	<ul style="list-style-type: none"> • Knowledge of identity is built in 'Identity and Diversity' unit. • Knowledge of how tension is built in a text – can be linked back to Animal Farm/J & H. • Knowledge of a wide range of texts: fiction, poetry, non-fiction. • Adept at identifying literary devices such as similes, metaphors, and personification, and comprehend their purpose and effect on the text. • Proficient in sentence structure, including identifying and constructing various sentence types to convey meaning. <p>KS2 Curriculum:</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry and non-fiction. • reading books that are structured in different ways and reading for a range of purposes. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories and fiction from our literary heritage.
<p>What is the essential Knowledge</p>	<p><u>What students will know and understand about Chapter One - Afghanistan:</u></p> <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ▪ 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 in the analepsis - In this instance, it is to show how 'normal' the treatment of the Hazara by the Taliban was. – Page 17 ○ Repetition of 'we'll kill your family' – emphasis of the threat / importance of leaving / surrounded by violence throughout his life. 'isn't a nice way to do business' – humour – causing admiration in the face of such violence ○ How foreshadowing is used at the end of the chapter (Page 20 – 24) – How Geda uses structure of emphasise the tragedy of the executed teacher and the closure of the school.

Students 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 students 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.

Students 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.**
- Explain Geda's use of **metaphor** to describe Rahim's view on the decision to use people traffickers. – **Page 57** "he said I was doing the right thing going to Iran, but he said it as if doing the right thing and doing the wrong thing were the two halves of a roll which had to be eaten together, without worrying about the filling."
- **Big Ideas:** Knowledge of how to write developed and detailed 'Big Idea' sentences about Akbari's choice.
- **Evidence:** USE THE QUOTATION GIVEN ABOVE.
- **Evidence:** Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.
- **Impact:** Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases. Knowledge of how to **infer** what Geda suggests about Akbari and the journey.
- **Methods:** Knowledge of the language methods that Geda has used in the novel in order to achieve their effects
- **Write a piece of descriptive writing** to extend the writing – 'After hours of travelling, ...' **Page 62**

What students 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.
 - **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
 - **The World Trade Centre** = Also known as 'The Twin Towers'. A building in New York that was destroyed in a terrorist attack by al-Qaeda on 11th September 2001.
- 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.**
- *Explain the use of rhetorical questions, minor sentences and foreshadowing here – link to a sense of hopelessness/worry of and for Akbari.*
- 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)**
- **Annotate** the extract, commenting on methods Geda used (106/7 – being shot at/decision to try Turkey.)
- **Big Ideas:** Knowledge of how to write developed and detailed ‘Big Idea’ sentences about how Geda presents Akbari.
- **Evidence:** Knowledge of how to select relevant quotations and references to support their big idea sentences.
- **Evidence:** Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.
- **Impact:** Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases. Knowledge of how to **infer** what Geda suggests about the feelings and decisions.
- **Methods:** Knowledge of the language methods that Geda has used in the novel in order to achieve their effects

What students will know and understand about Chapter Four - Turkey:

- The key term **desensitized**.
- Akbari’s attitude to ongoing **violence (115)**
- What **human rights** are and the range of human rights.
- Key contextual details like:
 - **Ghengis Khan** = The leader of the Mongol Empire around 1200AD. He was a fearsome warrior and established the largest empire in history.
- The different physical environments Akbari must travel through and the conditions
- The horrors of the journey underneath the lorry.

Students 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 a persuasive paragraph that justifies the need for such a right.
- To know how to express their own ideas and/or feelings using suitably ambitious vocabulary.
- Use knowledge and understanding of how great speakers in the text use the **rhetorical techniques**. (imagery, pun, rhetorical questions, anecdotes, addressing counter arguments, facts and opinions, hyperbole, expert evidence to support arguments, emotive language, triadic structures, standard English, register and levels of formality.)
- Where appropriate, responds and elaborates with further ideas.
- Know how to use appropriate **standard English** and formal register.

- Answer the question: **How does Geda use language to present the horrors of the journey under the lorry?**

- **Annotate** the extract (**131**), commenting on methods Geda used (131 – eg: ‘as if they were having their nails pulled out.’)
- **Big Ideas:** Knowledge of how to write developed and detailed ‘Big Idea’ sentences about how Geda presents the horrendous journey.
- **Evidence:** Knowledge of how to select relevant quotations and references to support their big idea sentences.
- **Evidence:** Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.
- **Impact:** Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases. Knowledge of how to **infer** what Geda suggests about the feelings and decisions.
- **Methods:** Knowledge of the language methods that Geda has used in the novel in order to achieve their effects

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 their writing.
- Choose suitably ambitious vocabulary and expanded noun phrases to describe the danger.
- Use a range of literary methods including: simile / metaphor / personification / sibilance / alliteration / onomatopoeia
- Show knowledge of structural features such as foreshadowing, flashbacks and effective focus switching in each paragraph / single line paragraphs.

What students 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 use's to describe the journey by boat and the effects created.
- **Empathise** with Akbari's relief on entering the shipping container.

Students 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.
- **Big Ideas:** Knowledge of how to write developed and detailed 'Big Idea' sentences about how Geda presents the journey.
- **Evidence:** Knowledge of how to select relevant quotations and references to support their big idea sentences.
- **Evidence:** Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.
- **Impact:** Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases. Knowledge of how to **infer** what Geda suggests about the journey.
- **Methods:** Knowledge of the language methods that Geda has used in the novel in order to achieve their effects

- Write a description or narrative piece inspired by this image (shipping container.) – **Picture is challenging / limiting – generate ideas based on Akbari's clear elation at the end of Chapter 5**
- Write in a variety of sentences outlined on the Purbeck School writing mat – specifically, vary sentence openers, use relative clauses, fronted adverbials, embedded adverbials, minor sentences, simple and compound sentences.
- Write using a wide range of punctuation including those listed on the Purbeck School writing mat - : / ; / ... / . / , / ().
- Choose suitably ambitious vocabulary to describe.
- Use a range of literary methods including: simile / metaphor / personification / sibilance / alliteration / onomatopoeia / semantic fields
- Write using expanded noun phrases.
- In writing, show knowledge of structural features taught such as foreshadowing, motifs, flashbacks and effective focus switching in each paragraph / single line paragraphs.

What students 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.

	<ul style="list-style-type: none"> ▪ Crotone, Calabria – A port town in southern Italy. ▪ Turin – The capital city of Piedmont in northern Italy <ul style="list-style-type: none"> ○ The different language methods Geda uses to describe the end of journey and how kindness is shown. <p>Students will be able to:</p> <ul style="list-style-type: none"> ○ 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. ○ <i>Time permitting</i>, students to write a detailed answer to the following: How does Fabio Geda hope to change the world with his novel ‘In the Sea there are Crocodiles? To what extent is it successful? What effect did it have on you personally? ○ Big Ideas: Knowledge of how to write developed and detailed ‘Big Idea’ sentences about how Geda presents the journey. ○ Evidence: Knowledge of how to select relevant quotations and references to support their big idea sentences. ○ Evidence: Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences. ○ Impact: Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases. Knowledge of how to infer what Geda suggests about the journey. ○ Methods: Knowledge of the language methods that Geda has used in the novel in order to achieve their effects and the personal effect it had on the readers
<p>How will this unit link to the content of future learning?</p>	<p>All years:</p> <ul style="list-style-type: none"> • Descriptive and letter writing interleaved further in different modules throughout – the knowledge is built upon as students also consider whole text structure as well as working at sentence and extract level. • Further in descriptive writing, students work thinking about narrative voice and foreshadowing. • Analytical Writing interleaved further throughout– this understanding is built upon as students also consider writer’s intentions in different texts forms as well as using this to synthesise their analysis of different texts of the same or different forms. • Knowledge of preconceived/prejudicial ideas and views about asylum seekers and refugees in GCSE poetry unit. <p>GCSE:</p> <ul style="list-style-type: none"> • Analysis of the extracts to lead to students being ready for demands on Language Paper 1 Q2, and Q4. • Analysis of structure to lead to students being ready for demands on Language Paper 1 Q3. • Analysis of the texts and poetry to lead to students being ready for demands of Literature papers. • Their descriptive writing skills will mean they are ready for Language Paper 1 Q5 when crafting their own short pieces of writing. • Exploration of characterisation through action, description and dialogue are transferable skills to other texts. <p>A level:</p> <ul style="list-style-type: none"> • Characterisation and description in the extracts including: gender, race and heroism are revisited in chosen A level texts and some of the unseen extracts. • Analytical and oracy skills developed.
<p>Assessment: Success criteria –</p>	<p>Write a letter emphasising the horrors of the journey underneath the lorry.</p> <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> ○ Write in a variety of sentences outlined on the Purbeck School writing mat – specifically, vary sentence openers, use relative clauses, fronted adverbials, embedded adverbials, minor sentences, simple and compound sentences. ○ Write using a wide range of punctuation including those listed on the Purbeck School writing mat - : / ; / ... / . / , / (). ○ Use rhetorical questions, addressing counter arguments, hyperbole, emotive language, triadic structures to persuade your reader of the danger.

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| | <ul style="list-style-type: none">○ Choose suitably ambitious vocabulary to describe the danger.○ Use a range of literary methods including: simile / metaphor / personification / sibilance / alliteration / onomatopoeia○ Use expanded noun phrases.○ Show knowledge of structural features such as foreshadowing, motifs, flashbacks and effective focus switching in each paragraph / single line paragraphs. |
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