

Unit: In The Sea There Are Crocodiles**Year Group: 7**

INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment
<ul style="list-style-type: none"> ● To encourage students to reflect on the reality of life for refugees/ asylum seekers whilst developing a more empathetic and tolerant view of them. ● To explore how a fiction novel that is based on fact is constructed. ● To explore how authors create convincing characters. ● To analyse how an author uses both language and structural features for deliberate effects. ● To explore how an author uses symbolism within a novel. ● To make comparisons between texts dealing with similar themes: with the short story 'The Island' and the poem 'Home' ● To use the novel as a springboard for varied writing opportunities of varied forms: 	<ul style="list-style-type: none"> ● Each lesson has an overarching 'big question(s).' These are shared with students in the front of their resource booklet and should be referenced by teachers at the start of the lesson as well as at key moments within the lesson. ● Teachers should familiarise themselves with the Knowledge Organiser as well as the text itself prior to delivery. ● The Knowledge Organiser should be given to students at the start of the unit and weekly self quizzing homeworks allocated on specific sections. ● The Tier 2 vocabulary that has been picked out (on the Knowledge Organiser) should be explicitly taught prior to reading that chapter. We use the model of defining the word, providing examples, students identifying correct and incorrect usage, applying the term to their own experiences and then using the word in their own sentences. It should then be explored in the context used by the writer when the students come across it whilst reading. ● When reading a novel, the teacher may choose to read out loud themselves or get students to read. The 'popcorn' method of reading is encouraged whereby a minimum and maximum 	<p>Students will receive multiple choice quizzes throughout the unit on the information from the Knowledge Organiser - this will ensure that they are retaining knowledge and embedding it in their Long Term Memories. There are also MCQ built into the booklet for this unit.</p> <p>The unit will culminate with students writing a response to the following question:</p> <p><u>How does the writer convey the horror of the journey underneath the lorry?</u></p> <p>The impact of this unit will hopefully go further than in the traditional sense and will open our students' eyes to the plights that are experienced by other people. It will build empathy and tolerance for an often misunderstood strata of society (asylum seekers/ refugees).</p>

<p>descriptive writing, letter writing, novel openings and transactional writing (letter to MP)</p> <ul style="list-style-type: none"> ● To expand students' tier two vocabulary and knowledge of key prefixes. 	<p>amount is given and students 'popcorn' + another classmate after they have read. This ensures that all are following and can read an amount they are confident with.</p> <ul style="list-style-type: none"> ● Key extracts have purposefully been provided in the student resource booklet so that the teacher can model annotation of key devices under the visualiser. Students must mirror the notes made by the teacher in their own booklets. ● We are going to be using the Reciprocal Reading method of reading a text: predict, clarify, question and summarise. This process should be modelled for each of the key extracts in the student resource booklet. ● For the delivery of the linked writing challenges. Students should read the task, discuss as a class. Then ideas should be generated as a class and recorded on the whiteboard to ease cognitive load and model the planning process. The criteria should be defined with examples provided as necessary on the whiteboard. Students should then write in silence for 25 minutes - ideally with a visible timer and then peer assess against the criteria. This process will aid students in building writing stamina if applied consistently. ● Students should be developing their analytical skills throughout the unit. We are adopting a granular approach to this with year seven focusing on quotation explosions. The booklet guides students through lot of modelled examples of effective quotation explosions 	
<p>Enabling Learning</p>		
<p>Students learn about refugees in Geography so it is worth capturing their retained knowledge on this prior to the opening few lessons.</p> <p>Students in year 7 have completed fortnightly writing challenges from</p>		

<p>the start of the year so their stamina should be building throughout the year and techniques/ vocabulary used in these earlier challenges should be revisited to ensure they are being retained in students' Long Term Memories.</p>	<p>before they start to form their own key questions about the quotations/</p> <ul style="list-style-type: none"> • We aim to develop 'word consciousness' through this unit by exploring the meanings of key prefixes when they occur in the texts and discussing other words with these prefixes. 	
Key Vocabulary		Wider Learning
<p><i>Tier 2: High frequency / Multiple meaning</i></p> <p>See Knowledge Organiser for tier 2 vocabulary selected and defined from every chapter of the novel. Also see prefixes to be taught in this unit on the knowledge organiser.</p>	<p><i>Tier 3: Subject related.</i></p> <p>Cyclical structure, simile, bildungsroman, foreshadowing, catharsis, symbolism, metaphor, pathetic fallacy, allegory, personification (defined on the Knowledge Organiser).</p>	<p>SMSC / RWCM / CEIAG</p> <p>Writing challenges will aid with quality of written communication.</p> <p>Writing to their local MP will build political knowledge and real life communication skills.</p> <p>Students will (hopefully) build more tolerance and empathy towards asylum seekers/ refugees.</p>

Big Questions

<p>How does the writer create a shocking opening to the novel?</p> <p>Was Enaiatollah's mother right to 'abandon' him?</p> <p style="text-align: center;">Pages 1-9</p>	<p>How does the media represent refugees?</p> <p>What are the myths about refugees and what is the reality?</p>	<p>How does the structure keep reminding us that it's fiction based on fact?</p> <p>Why has the writer crafted chapter one into a cyclical structure?</p> <p style="text-align: center;">pages 9 - 26</p>	<p>How does the writer present the character of Kaka (Uncle) Rahim?</p> <p style="text-align: center;">Pages 29 - 43</p>
<p>What are people traffickers?</p> <p>Why does Enaiatollah decide to head to Iran?</p> <p style="text-align: center;">Pages 43-63</p>	<p>What are Askarabad, Sang-e Safid, and Tale Seeya? (called Telisia and Sang Safid in the novel p.58)</p>	<p>What are immigration deportation centres in the UK like?</p>	<p>How does the writer portray the severity of Enaiatollah's illness?</p> <p style="text-align: center;">Pages 64- 72</p>
<p>How does the writer portray the Iranian policemen as cruel?</p> <p style="text-align: center;">Pages 72-92</p>		<p>How does the writer use foreshadowing to hint that the journey to Turkey will be treacherous?</p> <p style="text-align: center;">Pages 93-120</p>	<p>How does the writer convey the horror of the journey underneath the lorry?</p> <p style="text-align: center;">Pages 121- 132</p>
<p>Why is the novel called 'In the Sea There Are Crocodiles'?</p> <p style="text-align: center;">Pages 133-156</p>	<p>Read the short story 'The Island' – How does this allegory relate to the novel?</p>	<p>Where do we see evidence of Enaiatollah changing and maturing?</p> <p style="text-align: center;">Pages 157-181</p>	<p>How does Enaiatollah's arrival to Italy compare with his previous arrivals in Pakistan, Turkey and Iran?</p> <p style="text-align: center;">Pages 181-196</p>
<p>What does it mean to be granted asylum?</p> <p>How does Enaiatollah manage to get granted asylum?</p> <p style="text-align: center;">Pages 196 – the end!</p>	<p>How does the poem 'Home' link to our novel?</p> <p>Can you write a poem about refugees inspired by Enaiatollah's story?</p>		

Knowledge Organiser =

1. Key Techniques 1	
Cyclical Structure	When a text starts and ends in the same place/ mentions the same thing
Simile	A comparison using like or as
Personification	When a nonhuman object is given features or characteristics of a person
Foreshadowing	When the writer at hints at something that will happen later
2. Key techniques 2	
Catharsis	It means 'cleansing' Getting rid of unhappy memories or strong emotions by expressing them
Symbolism	Where symbols represent ideas or qualities
Metaphor	Direct comparison of one thing to another
Pathetic Fallacy	Where nature, often the weather, mirrors the mood of the text

3. Key concepts	
Refugee	A person who has been forced to leave their country or home, because there is a war or for political, religious or social reasons.
Asylum seeker	A person who has left their home country as a political refugee and is seeking asylum (protection) in another.
People Trafficker	A person who illegally transports people from one country or area to another for payment.
Repatriation	The return of someone to their own country.
Granted asylum	You have been given the legal right to live and work in the country in which you applied for asylum (protection).

4. Key vocabulary 1	
Treacherous	Dangerous, intending to harm you.
Asylum	Protection that a government gives to people who have left their own country, usually because they were in danger.
Dehumanise	To treat somebody as if they are not human -like they are an object or an animal.
Squalid	Very dirty and unpleasant living conditions.
5. Key vocabulary 2	
Obliterated	To completely destroy something.
Euphoria	An extremely strong feeling of happiness and excitement.
Shrouded	To cover or hide something.
Inconspicuous	Not attracting attention, not easy to notice.

6. Prefixes	
Re	- again/ back
De	- away/ down
Ex	- out
Dis	- not
Un	- not

7. The Fab 4	
 Predict	To guess what will happen later in the text.
 Clarify	To check the meaning of words or phrases that you do not understand.
 Question	To ask yourself key questions whilst reading that will build better understanding.
 Summarise	To show understanding of the main points of what you have just read.

8. Enaiatollah's journey:

Over 5 years, between the ages of 10 and 15, Enaiatollah lived in 6 different countries



Journey	Mode of 'transport'
Afghanistan to Pakistan	His mother takes him on a lorry with electricity poles.
Pakistan to Iran	Driven in a pick up truck by people traffickers
Iran to Turkey	Treacherous hike over mountains with people traffickers
Turkey to Greece	In an inflatable dinghy with 4 others
Greece to Italy	In a shipping container

In The Sea There Are Crocodiles - Year 7 - Tier Two Vocabulary

Word	Student-friendly Definition	Visual/ etymology / morphology	Two example sentences	Question to build understanding...
<p>Treacherous (adjective)</p>	<p>Dangerous, intending to harm you.</p>	<p>From old French 'trenchier' to cheat - sometimes things that are treacherous might not appear to be so.</p>	<p>The journey through the mountains in the middle of winter was no doubt a treacherous one.</p> <p>Enaitoallah partakes in many treacherous journeys in his quest for asylum.</p>	<p>Have you ever encountered a treacherous journey or treacherous path? What made it treacherous?</p>
<p>Asylum (noun)</p>	<p>Protection that a government gives to people who have left their own country, usually because they were in danger.</p>	<p>From the Latin word 'asylum' which means sanctuary.</p>	<p>This novel presents a frank, revealing and clear-eyed testament of the experiences faced by a young asylum-seeker in the contemporary world.</p> <p>Enaiatollah desperately hopes to be granted asylum one day.</p>	<p>What do you think our country should do to support refugees who are seeking asylum?</p>
<p>Dehumanise (verb)</p>	<p>To treat somebody as if they are not human -like they are an object or an animal.</p>	<p>The prefix de = away. So to dehumanise is to take away their human qualities.</p>	<p>The policemen dehumanised the Afghan people by shaving their heads and refusing to address them by their names.</p>	<p>Why do people dehumanise their fellow human beings?</p>

			Jewish people in concentration camps during the holocaust were dehumanised : they were given a number and made to wear the same clothing.	
<p>Squalid (adjective)</p> <p>Squalor (noun)</p>	Very dirty and unpleasant living conditions.		<p>The homeless man had no choice but to sleep in squalid conditions.</p> <p>Enaitollah will never forget the squalid living conditions which he faced along his journey to seek asylum.</p>	Why are people in this day and age still living in squalid conditions?
Obliterate (verb)	To completely destroy something.		<p>The bomb obliterated everything in sight!</p> <p>When they closed the hatch, the darkness obliterated us. I felt suffocated. <i>(From the novel when they are under the lorry)</i></p>	Why does the writer use this hyperbolic, metaphoric choice of obliterated in this quotation from the book?
<p>Euphoria (noun)</p> <p>Euphoric (adjective)</p>	An extremely strong feeling of happiness and excitement.		The sense of euphoria overwhelmed him: he had made it across the border unscathed!	What words would you say are antonyms of euphoria ?

			Enaitaollah was euphoric at the thought that he might get to hear his mother's voice once more.	
<p>Shrouded (verb)</p> <p>Shroud (noun)</p>	<p>To cover or hide something.</p> <p>A shroud is also the name of the material that you wrap a corpse in for burial.</p>		<p>The monster in the corner of her mind was a man, shrouded in darkness.</p> <p>I told my family and friends to keep my husband's surprise party under a shroud of secrecy.</p>	How could something be shrouded in a metaphorical sense?
Inconspicuous (adjective)	Not attracting attention, not easy to notice.	The prefix means that it makes the word mean the opposite. Conspicuous means that something is easily noticed so inconspicuous means that it is NOT easy to notice.	<p>We quickly sat down and tried to look inconspicuous, but the bouncer spotted us, came over and threw us out.</p> <p>It is hard to look inconspicuous when you do not speak the language, wear the same clothes or understand the ways of the place you have found yourself in.</p>	What tricks might somebody use to make themselves appear inconspicuous in the classroom?

