

# KS3 English Curriculum

## Year 7: Empathy and Judgement

### In the Sea, There Are Crocodiles



## Parental Guide

## Our intent through this topic:

To expose children to the culturally rich and diverse literature they are entitled to in order for them to develop a love of the subject. To encourage students to engage with viewpoints, perspectives and personal experiences of a range of writers regarding key world issues. To empower students to form their own opinions. Students will also be able to write fluently and accurately for different purposes and audiences, communicating their ideas and emotions and interpreting the use of language by others.

## English Key Concepts

Content	<p><b>In the Sea There Are Crocodiles</b></p> <p>Foreword to the novel.</p> <p>Various Choman Hardi Poems:</p> <ul style="list-style-type: none"> <li>- At the Border</li> <li>- My Father's Books</li> <li>- Escape Journey</li> </ul> <p>Various poems from other writers:</p> <ul style="list-style-type: none"> <li>-Windrush Child - Benjamin Zephaniah</li> <li>-A Mother in a Refugee Camp</li> </ul> <p>Various non-fiction resources:</p> <ul style="list-style-type: none"> <li>-Choman Hardi information sheet</li> <li>-Malala's Life Story</li> <li>-Malala Yousafzai: Pakistan activist, 14, shot in Swat</li> <li>- 'Child labour is exploitation: there's no such thing as 'good' and 'bad' work,' Article.</li> <li>-2 opposing articles comparing perspectives towards refugees in the UK: 'Draw a red line on immigration or else' and 'The Empathy Gap.'</li> </ul>
Context	<p>Refugees</p> <p>Afghanistan conflict and the Taliban</p> <p>Malala Yousafzai's story.</p> <p>Human Trafficking</p> <p>Choman Hardi's life</p> <p>Child Labour</p> <p>The Windrush generation</p>
The Universal Human Condition and Experience	<p>Innocence</p> <p>Identity</p> <p>Friendship</p> <p>Desperation</p> <p>Judgement</p> <p>Empathy</p> <p>Fear</p> <p>Terror</p> <p>Vulnerability</p> <p>Bravery</p> <p>Desertion</p> <p>Determination</p> <p>Hope</p> <p>Maturity</p>

	Relief
Methods have Meaning	Structure – embedded narrative, direct vs indirect quotations, perspective, stanza, rhyme, flashback, flash-forward. Language - verbs, symbolism, repetition, simile, pathetic fallacy, personification, metaphor (tenor, vehicle, ground), rhetorical questions, emotive language, imagery, anecdote, facts/statistics, direct address, opinion, imperative verbs, rule of three. Form – article, letter, speech, biography
Criticism and critical interpretation	Personal reflection and discussion of opinions regarding the refugee crisis and our right to education. Debating different perspectives around the Windrush.
Mastery of SPAG	Simple, compound and complex sentences. Dependent and independent clauses. Apostrophes Vocabulary choice and punctuation to enhance effects of language.

### Students will know:

- Who Fabio Geda is and why he was inspired to write ‘In the Sea, There are Crocodiles.’
- Who Enaiatollah Akbari is and how his interview with Fabio Geda has influenced Geda’s novel.
- Who Choman Hardi is and how her life and background influenced her poetry.
- How themes explored in the novel link to Choman Hardi’s poetry, ‘A Mother in a Refugee Camp,’ and ‘Windrush Child.’
- Who Malala Yousafzai is and what happened during her fight for rights to an education.
- Reasons people become refugees and the impact this has on their lives and well-being.
- What happened during the Afghanistan conflict and the impact of the Taliban take over.
- What human trafficking is, which people are most vulnerable to this and why.
- The causes of child labour and what this involves.
- Who the Windrush generation were, why they came to live in Britain and what happened when they arrived here.
- What we mean by the purpose, audience and form of a text.

### Students will be able to:

- Present an argument in the form of a thesis statement.
- Turn thesis statements into topic sentences.
- Analyse how writers use methods to create meaning.
- Make comparisons across a range of texts, including comparing language and structural features, key perspectives and feelings.
- Match tone, style and register of non-fiction writing to form, audience and purpose.
- Form an opinion in response to a stimulus.
- Use vocabulary, language, punctuation and structural choices to convey a clear opinion.
- Plan, draft, edit and proofread their writing to ensure the highest level of accuracy.

### Revision questions to help support your child:

Encourage your child to speak through their subject knowledge. By taking on the role of the student, ask your child to explain a topic from one of their subjects. Listen carefully and don't be afraid to ask them a question if you do not fully understand what they are saying. This will help them to understand the topic themselves through the process of telling you what they know and help with the transferal of knowledge from their short term to long term memory.

- Who is Fabio Geda?
- Why did he write 'In the sea there are Crocodiles'?
- Who is Choman Hardi?
- What does she write poetry about and why?
- Who is Malala Yousafzai and what happened to her?
- What can we learn from Malala?
- Why do people become refugees?
- What are some people's perspectives on refugees?
- How does becoming a refugee affect people's lives?
- What happened during the Taliban take over of Afghanistan?
- What is human trafficking? Why are some people more vulnerable to this than others?
- What is child labour?
- Who were the Windrush generation? What happened to them?
- What is the form, audience and purpose of a text? (use examples of text and question your children on these).
- What does the word:  
Innocence/Identity/Friendship/Desperation/Judgement/Empathy/Fear/Terror/Vulnerability/Bravery/Desertion/Determination/Hope/Maturity/Relief mean?
- What is: structure?
- What is an embedded narrative/Direct quotation/Indirect quotation/Perspective/Stanza/Rhyme/Flashback/Flash-forward/Verbs/Symbolism/Repetition/Simile/Pathetic fallacy/Personification/Metaphor/Rhetorical question/Emotive language/Imagery/Anecdote/Facts and statistics/Direct address/Opinion/Imperative verb/Rule of three/Article/Letter/Speech/Biography?
- Can you give me an example of each of the above?
- In a metaphor, what is the tenor, vehicle and ground?
- How do you structure a thesis statement?
- How do you turn a thesis statement into a topic sentence?
- Can you tell me about the plot of the narrative you have been reading? (In the sea there are Crocodiles)
- What has been your favourite moment in the novel and why?
- Which characters do you feel empathy and judgement for and why?
- What do you think will happen next in the narrative?

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