

'I can't stop dreaming of this magnificent magical world'
A.F. Steadman, author of *Skandar* and *the Unicorn Thief*

THE KINGDOM OVER THE SEA

ZOHRA NABI

Illustrated by Tom Clohosi Cole

SCHEME OF WORK

PERFECT FOR:

Students aged 8+; a captivating fantasy adventure; diary writing and role play; map work and magical kingdoms; spells and poetry; exploring different religions and beliefs; joining a brave, courageous girl as she journeys to a land of spells, sorceresses and mysteries!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening
Design Technology & Art / Food Technology
Music
Religious Education
Geography



SIMON &
SCHUSTER



WEEK 1 (CHAPTERS PROLOGUE–4): AN ANCIENT SPELL

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Analyse an author's style of writing and identify different techniques and vocabulary used.- Describe relationships between characters. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Understand a character by completing a Role on the Wall activity. <p>Religious Education</p> <ul style="list-style-type: none">- Develop an understanding of different religions and beliefs. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none">- Write a persuasive speech, using paragraphs and emotive language.	<ol style="list-style-type: none">1. Spend some time exploring the beautiful front cover and the map inside. What can you see? Can you make any predictions about what might happen?2. Did you enjoy the Prologue? What mysteries and questions does it set up? How does the author create a sense of excitement and tension?3. Why do you think the man and woman have 'never heard anyone speak as you do'? (page 23)4. Draw and label a picture of the vessel and the Ferryman on page 30. How might Yara be feeling?5. What impression do you get of the sea and the setting on page 35? Which words and phrases are particularly effective?6. Imagine you are Yara on pages 38 and 39. Make a list of what you can see, hear, taste, touch, and smell.7. What evidence is there to suggest that Yara is in a 'wretched city'? (page 48)8. Read to the end of page 58. What do you think Firaaz is up to?9. What do you think the mysterious woman has done? Who might she be? (page 60)10. What are your first impressions of Yara? Do you like her? Does she remind you of any other story book characters?	<p>Complete a Role on the Wall activity. Draw an outline of Yara. On the inside of your drawing, write down everything you learn about her in these chapters. On the outside, record any questions you might like to ask her.</p> <p>Yara believes she comes from Iraq, where the majority of people are Muslims. What can you find out about Muslim traditions and cultures? Muslims follow a religion called Islam. Perhaps you could research the Five Pillars of Islam and find out about the Qur'an? You could present your findings as a leaflet, poster or presentation.</p> <p>Imagine you are Yara on page 31 and write a persuasive speech, convincing the Ferryman to take you to the city of Zehaira. Try and organise your reasons into paragraphs and make your writing as emotive and forceful as possible. Remember, you 'cannot take no for an answer'. Afterwards, you could role-play this scene in pairs, one of you playing the Ferryman and one of you playing Yara.</p>



WEEK 2 (CHAPTERS 5–8): YOU FREED ME

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Define vocabulary, thinking carefully about its meaning and impact.- Retrieve information. <p>Poetry</p> <ul style="list-style-type: none">- Interpret and perform a poem, using expression, actions, and instruments to convey meaning.- Write a magical poem in the style of Mandy Coe. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Explore Islamic art, focusing on geometric shapes, contrasting colours, and use of pattern. <p>Food Technology</p> <ul style="list-style-type: none">- Prepare and cook a variety of dishes using a range of cooking techniques.	<ol style="list-style-type: none">1. Write a dictionary definition of these words from Chapter 5: <i>ruefully</i>, <i>insistent</i>, <i>enviously</i>. Use them in a sentence of your own.2. Do you agree that knowledge vanishes when libraries are closed? (page 69)3. Why does Meri help Yara? What does this suggest about her character and personality? (page 81)4. Can you have a go at writing your own rhyming spell to locate Leyla like the one on page 82?5. What do you predict is in the strange bottle? (page 95)6. What would you do in Yara's position? Would you ask the jinn for a wish? Would you set him free? (page 98)7. What does the verb 'prowling' suggest about Firaaz? How is 'prowling' similar to 'walking'? How is it different? (page 101)8. Describe Ajal in three words and explain your word choices. (page 107)9. What do you think Yara will say to Leyla? Perhaps you could work in pairs to role-play a conversation between them? (page 111)10. How is the relationship between Yara and Ajal developing and changing as the story progresses? Use evidence from the story to support your ideas.	<p>Spend some time exploring Islamic art and tiles. Can you create your own piece of artwork inspired by Islamic traditions? Think about including geometric shapes, contrasting colours, vegetal patterns, calligraphy, and arabesques. Afterwards, you could create a beautiful class display of your artwork.</p> <p>Mehnoor is a soothsayer who can sense feelings and dreams. Spend some time exploring and performing 'Soft as the Blanket' by Mandy Coe. How does it link to Mehnoor's abilities? Use the poem as a template to write your own magical poem from Mehnoor's point of view.</p> <p>Yara spends the first part of her journey hiding in a bakery. We hear about lots of delicious foods and pastries like sambusak, baklava, and flatbreads. Perhaps you might like to prepare and cook some of these and use a map to trace their origins. Afterwards, you could evaluate your dishes, thinking about taste and texture.</p>



WEEK 3 (CHAPTERS 9–12): THE SETTLEMENT

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Use clues from the text to infer information about a character and what they might be thinking and feeling.- Use an Emotions Graph to explore a character's thoughts. <p>Writing in Role</p> <ul style="list-style-type: none">- Empathise with a character by writing in role.- Emulate a character's voice and personality. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Understand and empathise with a character's thoughts, feelings and attitudes, and express these through use of role-play.	<ol style="list-style-type: none">1. 'Freedom' is a main theme in the story. Do you agree? Can you find examples throughout the story where 'freedom' is a key theme?2. Use the beautiful descriptions on page 128 to draw or paint a picture of the Settlement.3. What does Madam Dinezade do with the goats milk? Why? What does she prophesy? (page 130)4. Why do you think Leyla gives a 'sharp intake of breath'? What might she be thinking and feeling? (page 134)5. How do you think Rafi feels about Yara? How do you know? Why might he feel like this? (page 135)6. Why do you think Leyla refuses to get involved with the city and the alchemists? Is she trying to protect the Settlement? Do you think ignoring the problem will work? (page 139)7. Leyla talks about the power of poetry on page 143. Spend some time enjoying a variety of poems and discussing what you like about them and if any of them move you.8. Do you agree that Leyla is 'cold and unfeeling'? Why might she be behaving like this? What role might she play in the rest of the story?9. How has the magical incident changed Leyla's feelings and attitude towards Yara? (page 158)10. Why do you think most of the villagers obey Leyla? Is it just because she is a sorceress or could there be other reasons? (page 167)	<p>Create an Emotions Graph to plot Yara's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>meeting Leyla, convincing Leyla to let her stay, creeping into Leyla's bedroom, learning about magic, casting the spell...</i></p> <p>Can you re-tell Chapter 9 from Leyla's point of view? What might she say about the events? How might she really feel about Yara? Use this as an opportunity to explore Leyla's personality further, perhaps making predictions about her home life and past. Think about how you can capture her personality in your writing.</p> <p>In a group of three, re-create the events from pages 158–159. Think about who will play Yara, Leyla, and Ajal. Perform the scene, each time considering another character's perspective and how you will change your body language. You could even turn this part of the story into a playscript to help your performance!</p>



WEEK 4 (CHAPTERS 13–16): POISON SPREADS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Retrieve information.- Identify evidence from the text to support theories and opinions.- Use clues to make predictions. <p>Writing in Role</p> <ul style="list-style-type: none">- Empathise with characters by writing an inner monologue.- Explore the difference between what a character says and does. <p>Music</p> <ul style="list-style-type: none">- Use your voice and instruments with control and expression to create a magical soundscape. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Create a piece of artwork in the style of the Surrealists.	<ol style="list-style-type: none">1. What are your first impressions of Rafi? Do you like him? Can you describe him in three words? (page 169).2. Why do you think folk tales and fairy tales are so important to people and to their communities? What can they teach us? (page 182)3. Why do you predict the men are making camp by the rivers and streams? (page 186)4. What do you think Mehnoor wants to tell Leyla? (page 189)5. What can you infer about the relationship between Leyla and Meri? Use the information on pages 190–193 to support your ideas and opinions.6. What kind of life do you think Mehnoor has lived? Her aunt seems to want to protect her, but how might this have impacted on her friendships? (page 194)7. Why do you think Meri had a lock of Leyla’s hair? Does this give us any clues about their relationship? (page 196)8. What do you think ‘spreading through the kingdom like cobwebs’ means? What image does this create in your head? (page 199)9. What do we learn about Rafi on page 202? Are your feelings about him changing at all?10. What makes a good leader? Do you think Leyla has all the qualities needed to make a good leader? Are there any other characters who have shown good leadership skills? (page 225)	<p>What might Yara and Rafi be thinking on pages 170–172? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?</p> <p>Yara’s magic is causing her pain and discomfort until Ajal helps on page 175. Can you create a magical soundscape to represent this moment? You could use your voices, body percussion and instruments to create strange, ethereal sounds. You could also use symbols to create a graphic score to represent your composition.</p> <p>On page 185, Leyla’s story begins to merge with Yara’s dream. Explore the work of Surrealist artists such as Salvador Dali, Yves Tanguy, and Joan Miro. Can you use the descriptions on page 185 to create a painting of a fairy tale like dream in the style of the Surrealists? Think about your use of colour and pattern. Afterwards, why not create a class display of your artwork.</p>



WEEK 5 (CHAPTERS 17–21): THE NORTHERN SORCERERS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p>Drama, Speaking and Listening - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.</p> <p>Poetry - Plan and write a list poem to describe a magic carpet ride.</p> <p>Design Technology & Art - Explore how artists throughout history have portrayed the night sky.</p>	<ol style="list-style-type: none"> 1. In pairs, role-play the conversation between Meri and Yara on page 227, thinking about how you can capture their feelings and personalities. 2. Do you agree that Leyla has wasted her time on 'herbal remedies'? What impression do you get of the Professor? (page 245) 3. What do you think 'fear can be exploited' might mean? Think about its meaning in the context of the book and in your own life. (page 250) 4. Do you think Yara is being unkind to Rafi on pages 250 and 251? Why might she be telling him he has no imagination? 5. Yara says that 'the only true measure of our character is how we respond to someone who needs our help.' What does she mean? Do you agree? (page 258) 6. What do you notice about how the spell is presented on page 263 and how it's presented on page 261? Why might this be? 7. Why might there be a 'tremor' in Ajal's voice? What might he be thinking and feeling? (page 266) 8. Can you think of any other groups of people who have been treated like the sorcerers, either throughout history or nowadays? (page 272) 9. How does the author create a sense of page-turning tension in Chapter 21? 10. Who do you think the woman is on page 285 and what do you predict she wants to tell Yara? 	<p>As a class, create a Conscience Alley exploring Leyla's dilemma on page 228. Should she stay and fight or run away? Take it in turns to play Leyla walking through the alley of voices. How do you feel? Write a paragraph in role, exploring your feelings and decision. How might the story have changed if Leyla had decided to stay?</p> <p>On page 237, the children begin their ride on the magic carpet. Spend some time discussing what they might see, hear, taste, touch, and smell on their thrilling journey. Create a list poem, inspired by a magic carpet ride. It could begin like this: <i>If I had a magic carpet, I'd soar into the glittering night sky.</i> Consider where you'd visit and what you'd do!</p> <p>Use the beautiful descriptions on page 239 to paint a picture of the magic carpet flying through the night sky. You could use <i>The Starry Night</i> by Vincent van Gogh, <i>Moonlight</i> by Winslow Homer, <i>Starlight Night</i> by Georgia O'Keeffe, or <i>Starry Night</i> by Edvard Munch to explore a range of styles.</p>



WEEK 6 (CHAPTERS 22–26): DEEPLY AND TRULY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Identify and discuss the main themes in the story.- Create character profiles.- Summarise information.- Make comparisons within and across books. <p>Writing in Role</p> <ul style="list-style-type: none">- Empathise with a character by writing in role.- Emulate a character's voice and personality. <p>Geography</p> <ul style="list-style-type: none">- Create a map of a magical kingdom and include symbols and grid references.	<ol style="list-style-type: none">1. Summarise the events in Chapter 22 in six sentences. Now try and summarise them in three sentences, then one.2. What do you think the author might be trying to say about greed and the pursuit of riches and gold? (page 288)3. What's the most important thing we learn in Chapter 22? How did you feel reading the flashback scene?4. How does Yara out-wit Firaaz in Chapter 23? What personality traits does she show in doing so?5. Discuss and describe the conflicting feelings that Yara might be experiencing on page 309? How might she be feeling about Mama?6. How important is the theme of 'sacrifice' throughout the story? Who else has sacrificed something apart from Madam Parveen? (page 312)7. Yara is left with many questions at the end of the story. Can you predict what might happen in a sequel to this book?8. How has Yara changed and developed during the story? What important lessons do you think she has learned?9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>magic, family, refuge, help, trust, jealousy.</i>10. Describe each of these characters in the story using one word only and explain your word choice: <i>Yara, Leyla, Rafi, Meri, Mehnoor, Ajal, Firaaz...</i>	<p>Write a diary entry in role as Yara at the end of the story. How would she reflect on what has happened? What are the most important things she's learned about the world around her, magic, her family, and how we treat others?</p> <p>Spend some time exploring the map again at the front of the book. Can you find all the places mentioned in the story? Perhaps you can use the map to re-tell and summarise the story? Afterwards, create a map of your own magical, faraway kingdom. You could think about what symbols you might use to represent different landmarks and maybe even bring in your knowledge of grid references and co-ordinates.</p> <p>Create a colourful class display, using mixed media, with the title 'The Kingdom Over The Sea' to summarise the story and its main themes. You may wish to write your own magical adventures inspired by the story. You could include stories, artwork, posters, diaries, maps, and poems in your display.</p>

