



Medium Term Unit Planning

cTopic Name: RE – Why is the Torah so important to Jewish people?

Learning outcome:

The children will explore Judaism and the beliefs of people following this faith. They will focus on the Torah in more depth, considering the place it has in the lives of followers of Judaism today. As part of the unit, the children will continue to add to their religious PowerPoint and they will have considered the value of Jewish traditions in specific modern contexts.

Hook

Jewish artefact mystery game.

Topic Showcase (e.g. display, museum, performance, presentation):

Oracy:

Lesson 3 – Feeding back their conclusions regarding the value of Jewish traditions in their field of research.

Key Vocabulary:

Torah, Jewish, Yad, Synagogue, menorah, kippah, religion, beliefs, prayer, rabbi, Torah, significant, important, prophets, writings, Hebrew, scroll, community, tallit, Halakah, Shema, festival.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

- The Shema
- The Torah
- The Tanakh and Talmud

Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):

Children increase their awareness of different beliefs and perspectives of others, appreciating the role of diversity in society.



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Experiences/Visits/Visitors:

Trip to a Progressive and Orthodox Synagogue in Birmingham so that the children can compare and contrast the two.

Main subjects covered:

RE

RE Threshold Concepts:

Make Sense of Belief

This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

Understand the Impact

This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.

Make Connections

This concept involves evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and the pupils' own lives and ways of understanding the world.

Notes:

This scheme of work is centred around Judaism, however there will be crossovers with other religions. It is building upon the children's previous learning about Judaism.



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. I can identify and explain what Jews believe about God.</p>	<p>Make Sense of Belief This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>Identify and describe the core beliefs and concepts studied.</p>	<p>Topic tennis and articulate – what can the children remember about Judaism? The children will then participate in a round of ‘Articulate’ as a class, they will try to describe God utilising some of the names they remember being used by Judaism e.g. creator, almighty. The children will then learn that Jews treat the name of God with the greatest respect. The children will then begin to look at beliefs about God in prayer by being introduced to the Shema. In groups, the children will discuss what it shows about God. This task will be repeated but this time looking at</p>



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			<p>Adon olam. The children will decide on words and beliefs that are most important for the class to remember in relation to Jewish teachings.</p>
<p>2. To explain what the Torah is and how it is used.</p>	<p>Make Sense of Belief This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p> <p>Understand the Impact This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives,</p>	<p>Make clear links between texts/sources of authority and the core concepts studied.</p> <p>Make clear connections between what people believe and how they live, individually and in communities.</p>	<p>Recap what the children know about the Torah and other sacred texts. The children will look at a range of texts from the Torah, these texts will include poems, commandments and stories. The focus will then be how the Torah works and why it is important, this will include how Jews treat the Torah because of how sacred it is. The children will then create their own Torah detailing examples of the commandments and the</p>



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	within their communities and in the wider world.		impact they have on daily life.
3. To identify laws that Jewish people need to follow.	<p>Understand the Impact This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities.</p>	<p>The children will learn about how commandments in the Torah affect how a Jewish person lives their life. This will be done by looking at the different 'laws' for instance, those regarding which foods may or may not be eaten (kosher). The children will learn about these rules, where they come from and the impact they have. This will lead onto blessings during which the children will learn about the role saying blessings serve in the Jewish faith. This will briefly give the children an insight into the different forms of Judaism. The final task will involve the children</p>



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			<p>planning a menu for if a Jewish friend came to dinner – they need to show they understand Jewish laws and how this guides choice like this and daily life.</p>
<p>4. To understand the differences between different Jewish communities.</p>	<p>Understand the Impact This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations, cultures.</p>	<p>The children will begin by looking at people that they might be familiar with that are associated with the Jewish faith. They will then compare these with individuals e.g. celebrities who are also followers of Judaism. Important items of clothing will then be introduced, such as the kippah. The children will then begin to consider the Jewish identity, researching local and global Jewish communities. Throughout this, the children will explore</p>



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			<p>the meaning of the words progressive and orthodox by looking at the associated synagogues and prayer within these. The children will then compare the two, giving examples of how they put their beliefs into practice.</p>
<p>5. To identify what happens during worship at a synagogue.</p>	<p>Understand the Impact This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations, cultures.</p>	<p>Visit to synagogue. Compare an orthodox and a progressive synagogue find out similarities and differences: objects found in them: e.g. ark, Ner Tamid, bimah; layout, services (www.bit.ly/2m3QWwg for a comparison). Find out about the place of the synagogue in the life of the Jewish community.</p>



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			Ask children to work in groups to create a diagram or model showing some key parts of a synagogue and how a progressive and an Orthodox synagogue and service might be similar and different.
6. To explain the value of tradition, ritual and community in the lives of Jews.	<p>Make Connections This concept involves evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and the pupils' own lives and ways of understanding the world.</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p>	The children will be exploring the diversity of the Jewish community. They will be introduced to different Jewish rituals and festivals. The children will then work in groups to weigh up the value of Jewish rituals, and traditions in the community. These will be compared in schools, families and other communities (each group will research one). The



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			<p>groups will then feedback to the class. Ask pupils to come up with responses to this statement: 'Rituals, traditions, stories and celebrations help to keep a community strong.' Apply their learning about Jewish ways of living and their own experience to show their understanding.</p>
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