



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6	<p>A Sow for an introduction to Judaism with suggested areas of study, lesson aims, teaching and learning, resources, reflection/ assessment. It includes BBC class clips links and much more. The Sow has images that relate to each area of study that may help those new to Judaism and teaching.</p> <p>Aims: To develop an awareness of the basic beliefs of Judaism; to explore origins and truth, beliefs about the nature of God, about life, religious practices. It is essential that students can make comparisons to their own traditions and understand the brotherhood of faith in God, have an awareness of other important religious traditions in Britain today and explore a variety of beautiful cultural and religious difference.</p>	<p>All will have learnt some aspects of Jewish life in their primary schools Starters to check prior learning.</p>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Peer and self-Assessment End of unit assessment</p>	<p>Verbal feedback in each lesson. Plenary questions. End of unit diagnostic feedback.</p>	<p>I can distinguish between fact and belief.</p> <p>I can describe key concepts that are common to many religions.</p> <p>I can describe religious events, rituals and practices in a basic way.</p> <p>I can explain key concepts that are common to many religions.</p> <p>I can describe key concepts that are specific to particular religions studied.</p> <p>I can explain key concepts that are specific to particular religions studied.</p> <p>I can explain some connections between different concepts.</p> <p>I can interpret a wide range of key concepts specific to religions studied.</p> <p>I can accurately describe and explain the significance of religious concepts.</p> <p>I can describe how religious concepts are contextualized within belief and practice.</p>



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	Key question How did Judaism begin?	All will be able to give basic description about origins of Judaism and why Abraham was the chosen one. Most will be able to explain the story of Abraham. Some will be able to evaluate Abrahams' teachings.	Pictures of Abraham.	<p>Starter:</p> <ul style="list-style-type: none"> Guess the topic, pupils to guess what the unit of study is – clues on power point slide. <p>Tasks:</p> <p>Introduction to God (monotheism) the birth of Judaism and its founding father Abraham</p> <p>Class Clips 3662 – The Shema http://www.bbc.co.uk/learningzone/clips/the-shema/4746.html</p>	<p>What is a promise?</p> <p>Q: What is faith?</p> <p>Q: Why to Christians, Jews and Muslims call Abraham 'father'?</p> <p>Q: What would you give up to follow God?</p> <p>Q: The city of Ur was very beautiful and Abram was rich and well respected. Why give up comfort?</p> <p>Q: Must we test or should we just have faith?</p> <p>Q: Does religious experience involve change?</p> <p>Q: What do you make of the fact that Abraham's trust in God was so strong, that he was even prepared to kill his own son.</p>	<p>Hmwk:</p> <p>Research their family tree /ancestry. Who are your founding fathers?</p>	<p>What have you learned?</p> <ol style="list-style-type: none"> About Abrahams story? About God? About why Abraham was chosen – A calling from God? <ul style="list-style-type: none"> Faith Wisdom / Age Obedience Sacrifice Test



How do Jews worship God?

AO2:

Why are beliefs, rituals and spaces important to believers?

- All will be able to give basic description on the synagogue.
- Most will be able to describe how Jews worship in the synagogue.
- Some will be able to evaluate and make comparisons between the worship in different religions.

Write the five w;s about the pictures of synagogue.

Starter:

- What was the first commandment?

Spider diagram:

- What is worship? (physical, emotional, spiritual communication with God) – Showing devotion and respect to God.
- Can you think of special places to worship? (Places – man made, natural, at home, holy buildings).
- Can you think of any special requirements to be ready to worship God? (preparations, objects, words, actions) – Washing, covering your head etc..

Does worship change a person? (physically, mentally, spiritually) – Holy, building a special relationship, to achieve inner peace, revelation.

Tasks:

The Synagogue –*Synagogue means ‘meeting place’. They are rectangular buildings with seats on three sides. The fourth side faces Jerusalem*

1. Visit a Synagogue – Arrange a speaker.
2. Draw a synagogue and its features. Label and annotate the key features and symbols. Eg. *The Lamp, Ark and Scrolls, Star of David, Bimah etc.*
3. Why is the Synagogue a place to teach children?
4. Why is the synagogue congregation separated?
5. Synagogues are beautifully decorated and so are the artefacts. What does this say about worship, how Jews feel about these objects.

Worship at the Synagogue -

1. Explore, Dress up and demonstrate the Clothes of Worship and worship service – *Kippah, Tallit, Tefillin, Torah, Bimah etc.*
2. Describe the special clothes worn during worship?
3. Why do you think 10 men have to be present before a full service can be held?

How do words, thoughts and actions help us to worship God?

Q: Why are performing rituals important to believers?

Q: How do sacred spaces help us love and respect God?

Q: What are the similarities and differences in my worship to a Jewish place of worship?

Q: What sorts of things do you treasure or look after carefully?

Q: Do you have special objects or clothes? – show and tell

Q: Can a sacred place make you feel more peaceful?

: How do words, thoughts and actions help us to worship God?

Q: How do sacred texts help us love and respect God?

Q: Should everyone respect the Torah?

Q: Some Holy Books are called the living word, why might this be?

Q: What are the similarities and differences of my special books to the Jews Holy book?

Q: Why is the Torah given a funeral?

Q: How and why are stories and teachings are important in different religions?

Research Torah and its importance for Jews.

Plenary:

- ☆ Spider-diagram: List the key elements at the center of worship. (Religious, non-religious).
 - ☆ Being together, gathering, community, belonging.
 - ☆ Expressing belief, identity, ideas, equality and dedication.
 - ☆ Marking moments, life, faith, tradition, places.
- Ritual, promise, feeling, celebration, symbol.



<p>3</p>	<p>What is the Torah? AO2: Why is the Torah sacred.</p>	<ul style="list-style-type: none"> All will be able to give basic description about the holy book. Most will be able to explain the importance of the torah for the Jews. Some will be able to evaluate and compare with other holy books and their teachings. 	<p>Picture of YAAD The pointer What is it? How it is used and why?</p>	<p>Starter:</p> <ul style="list-style-type: none"> What is a sacred text? E.g. Torah, Bible, Qur'an. What can be believed about a Holy Book? (Revelation, Inspired – Traditionalist, fundamentalists, liberals, modernists etc.). <p>How are they treated? (physically, spiritually)</p> <p>Tasks:</p> <ol style="list-style-type: none"> The Torah as a guide to daily life for Jews. Ask students to suggest what they look to as a guide to daily life, and to comment on the reasons for their choice. Read about the Torah. – Look at the Torah. <p><i>Torah means books of teaching and are the most important books for Jews. They are the ones written on scrolls of parchment for reading in the synagogue. They are called the book of teachings as they contain the laws/ rules on how Jews should live. Some Jews follow them more strictly than others-(Orthodox and non-orthodox).</i></p> <p><i>Orthodox Jews accept the Torah and all its laws as being God's word to Moses, to be obeyed without question.</i></p> <p><i>Non-Orthodox Jews accept that human beings played a part in making the laws and so have tried to adapt Judaism to modern life.</i></p>	<p>Why do Jews follow the rules of the Torah? Q: What is special about the Torah? – How it is made, read from/ used, kept). Q: Explain why some Jew might follow them more strictly than others? Q: Why are the books of the Torah so important? Q: What special clothes have to be worn when in the presence and reading the Torah?</p>	<p>Research.</p>	<p>Plenary:</p> <ul style="list-style-type: none"> ☆ Spider-diagram: List the key elements at the center of a Holy Book. (Religious, non-religious). ☆ Gathered information and history, community, belonging, important people/ figures, places. ☆ Expressing belief, identity, ideas. ☆ Marking moments, life, death, faith, tradition. ☆ Ritual, rules, promise, feeling, celebration, symbol.
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<p>4</p>	<p>What is the fourth commandment?</p> <p>AO2: Why are women so important in the celebration of Shabbat?</p> <p>How do we express our beliefs in ritual?</p>	<ul style="list-style-type: none"> All will be able to describe the worship at home. Most will be able to explain the importance of why Jews worship at home. Some will be able to make comparison of worship at home in different religions. 	<p>Read the 4th commandment Discuss.</p>	<p>Starter:</p> <ul style="list-style-type: none"> Discuss: Q: What is worship and what are the aims of worship? <p>Tasks:</p> <ol style="list-style-type: none"> Q: Why might worshipping with family be important? Q: Why might dedicating a space for God in our homes be important for believers? Q: What objects would help you to worship God? <ul style="list-style-type: none"> Demonstrate the elements of the Shabbat; re-enact and explain with a theatre of learning using music, incense, objects, and religious quotations. Reflecting on Jewish ideas and practices. <p>Read p14-15 Judaism Textbook (foundation issue); Sue Penney. Write down the key vocabulary Challah bread, Kiddush, Havdalah.</p> <ul style="list-style-type: none"> Complete questions 1-3 of the textbook. Complete the diagram; draw and label the objects on the table at Shabbat - worksheet. <p>Q: When is Shabbat? Q: Why do Jews celebrate Shabbat?</p>	<p>How do words, thoughts and actions help us to worship God?</p> <p>Q: Is the home a place fit to worship God?</p> <p>Q: What are the similarities and differences in my worship to a Jewish worship?</p> <p>Q: How does being together help to express our beliefs?</p> <p>Q: Why is having a special place important? (individual or communal)</p>	<p>Research Passover.</p>	<p>Plenary:</p> <ul style="list-style-type: none"> Children could examine how their weekend differs from the rest of the week and what preparations they make for their weekend, comparing this with the preparation made for Shabbat. Washing line: pupils attach their name on a piece of paper to show their view on a relevant issue/topic. * Post-it notes can also work. <p>Q: Is it important to keep a day for God? Q: Do you think it would be easy to keep Shabbat in the UK today? Q: Why do you think women are so important in the Shabbat celebrations?</p>
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5	KQ: How can I revise for the assessment on this topic?	To be able to track knowledge on the topic so far. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.	Learners to mind-map everything they can remember about the topic.	Learners to complete revision activities.		Revise for end of unit test. Must bring in a revision resource.	Pop quiz on topic.
6	KQ: How can I show my knowledge on the topic?	All will be able to answer a question on the topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of family and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.
7	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.



<p>8</p>	<p>What is the Passover?</p> <p>AO2: Why is this night different from all other nights?</p>	<ul style="list-style-type: none"> All will be able to describe what the word Passover means. Most will be able to explain why Jewish people celebrate Passover. Some will be able to evaluate the symbolic meanings behind the objects in Seder plate. 	<p>Picture s of Seder plate Discuss what they might mean?</p>	<p>Starter: Explain that today we are going to enjoy a meal together. Q: What is special about sharing a meal? Q: Have you celebrated a special meal before? - (Birthdays, Christmases, Holy Communion etc.).</p> <p>Where was it held? What preparations were made? Who was there, what was said? What happened? What was eaten? How did it make you feel? Did you change in some way because of it? Tasks: 1. Celebrate the Passover Meal, explore the elements of the Seder Plate – Retell the history of the Jews through the items of food, share the special words of God and his people. Invite the students to take part and eat. 2. Label the Seder plate as you celebrate the meal – Explain what is present, why they are eaten and what they symbolise.</p>	<p>Why do you think it important that Jews remind themselves every year of something which happened so long ago?</p> <p>Q: Why is it important to make preparations?</p> <p>Q: Most of the important Jewish ceremonies happen not in the Synagogue but in the Jewish home. What does this say about Judaism?</p> <p>Q: Are there times when you have lived with a personal experience of "imprisonment" (at School, in a difficult relationship etc.)? Is it just as important to remember imprisonment as well as freedom?</p>  <p>Q: What is the price of freedom? The Jews followed God and Moses into the unexpected and unknown; leaving their homes. Would they be feeling confident or vulnerable?</p>	<p>Research food laws.</p>	<p>Plenary: Moses was the hero of the Hebrew people because he led them to freedom.</p> <p>Q: What did freedom mean to the Jews and how did it come about? Q: Why is this night different from all other nights?</p> <p>Reflection: Q: What is so important about the Passover to Rabbi Johnathan Sacks? What is worth learning?</p>
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9	What are Jewish food laws?	<ul style="list-style-type: none"> All of us will know the food that Jewish people are allowed or forbidden. Most of us will be able to explain the reasons behind the rules. Some of us will be able to evaluate the importance of following these rules today. 	Halal and kosher meat pictures... Discuss the difference between the two.	<p>Starter: Explain in your books which of these foods you would eat and any that you would not. Explain at least two that you would eat and at least two that you would not.</p> <p>Main Discuss food laws teachings.</p> <p>Tasks: Using the information you have found out and using your own ideas, beliefs and opinions, complete the conversation sheet between the two Jewish people. What would their key arguments be?</p>	<p>You will be given a table with the Kosher laws down the left hand side.</p> <ol style="list-style-type: none"> 1. Explain what you think it means. 2. Give an example of a food that will be allowed. 3. Give an example of a food that would be forbidden. <p>High level challenge!</p> <ol style="list-style-type: none"> 4. Explain why YOU THINK this rule exists. 	Revise for test.	Peer and self-assessment.
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