



Unit:

Judaism

NATIONAL CURRICULUM

What should I already know?



- Begin to recognise some key stories from the Torah and suggest what they might mean. Listen to the story of Moses and the Bulrushes. Be able to act the story out/draw a cartoon board or make a mini book. Be able to suggest what the story might mean to the Jews. P4c opportunity - what do you believe the Princess should have done when she found the baby?
- Show an awareness that Jerusalem is a special place for Jews. Be able to locate Jerusalem using an atlas. Be able to describe why the Western Wall (Wailing wall) also The Temple Mount is so special to Jews.
- Show an awareness that Jewish people have some religious rules which help them to know how to behave. Discuss the 10 commandments and compare similarities and differences to other faiths and school rules. Make links with P4C e.g. Which rule do you think is the most important and why?
- Begin to recognise that sometimes are special to Jews. Recap the story behind Hanukkah. Make models of Seder plates. Be able to label and explain the symbols.
- Begin to recognise that Jewish children learn from older members of the faith, including their family. Understand that Jewish children learn from their parents how to keep a Kosher home. Understand what a Kosher kitchen is. Be able to identify that the Rabbi is the person who teaches about Jewish laws. Apprehend some simple laws that children learn e.g.: Do not lie and to care for others. Make links with someone who teaches /leads.

Key beliefs

Special Places:

Jewish people go to a synagogue to worship. Inside the synagogue are many features including:



When visiting the holy city Jerusalem, Jews will show their respect at The Western Wall and the Temple Mount.



### What will I know by the end of this unit?

- Be able to describe how some stories from the Jewish scriptures can be used to explain some of life's questions. e.g. Jews believe that God works through people. Jonah and the Whale.
- Recognise the importance of the Synagogue in Jewish life and use religious language to describe some rituals and artefacts connected with the Synagogue. Be able to describe the interior of the Synagogue using the correct terminology. Visit a Synagogue or take a virtual tour. Describe some similarities between Reformed Synagogue and an Orthodox Synagogue e.g. screen separating women. Make a model of a synagogue and label the parts
- Describe, using religious vocabulary, ways in which Jewish people show their belief in God. Describe some of the ways a Jewish family worship at home e.g. Mezuzah/Shabbat/Educating children telling faith stories about Jewish history. Look at some examples and make a Mezuzah and create their own text about what they want people in their home to learn and remember and pass on to others.
- Understand the importance of learning history and stories in understanding faith. Find out why Jewish children attend Jewish school. E.g. to learn about the Jewish faith/to read and write in Hebrew. Look at similarities between other faith groups and make links.

### Jewish Beliefs

Jews believe in one God. They also try to live by Ten Commandments. They use God's name with respect, remembering the Sabbath, respecting your parents and not lying or stealing. Jews believe that God gave the Ten Commandments to Moses.



### Hebrew

Hebrew is the language of the Torah and of most Jewish prayers and is written from right to left. There are no vowel letters in the Hebrew Alphabet.



## SCHOOL KEY DRIVERS

Language	Possibilities	Diversity
Hebrew, Ten Commandments, Moses, God, Sabbath, Jerusalem, synagogue, Sabbat, Mezuzah, Rabbi, Torah.	<ul style="list-style-type: none"> <li>• Children could visit a local Synagogue</li> </ul>	To understand different cultures and beliefs