



Unit: Judaism

NATIONAL CURRICULUM

What should I already know?



- How the Torah is respected and treated. Study pictures of Torah scrolls/ Torah and Yad from the school artefacts box. Be able to discuss how a Torah is treated in a special way. Understand how it is dressed, describe where it is kept, explain how it is handled, state the use of special materials. Be able to write a set of rules for handling the Torah.
- Recognise that some people have special roles. Be able to describe different people and roles within a Synagogue. Interview a Rabbi about the study and prayer which happen in his or her Synagogue. Make links with some different elements of worship e.g. study and prayer, and the role of the Rabbi.
- Suggest some of my own beliefs and values and describe how this might affect how I live. Recap some core Jewish beliefs e.g. God, The Torah, the People of Israel, the land of Israel and Kosher food laws. Ask the question, 'What is important to you?' 'Why?' Do these rules make you a better person or do they hinder you? P4c discussion.
- Suggest answers to questions about why being part of a community is important. Suggest why community activities and actions make a difference. Learn about why Jewish people help within the community. Discuss Mitzvah - religious duty. Link this with how they feel when they do something for the common good e.g. Something good for someone else, something which lots of people will benefit from and be able to describe a time that you performed a good deed and how it made you feel.

Key beliefs

Mitzvah

Rite of Passage and Rituals: Bat/Bar Mitzvah becoming an adult in Judaism. For a boy this is a Bat Mitzvah at the age of 13 and a girl, Bar Mitzvah at 12 years old.



The Torah

A Torah scroll is made from sheets of parchment, which is made from the skin of a kosher animal. It is written by hand in Hebrew by a professional scribe, called a sofer, Hebrew is read right to left. This is written by memory and no mistakes can be made. The sheet with the error on is buried in a Jewish cemetery.



God, via Moses, created the Torah to tell stories through other people. Stories involving: Jonah, Samuel, Abraham, Isaac and David.

- Be able to describe why sometimes are special for Jews watch a bite size clip or hear the story behind Purim. Understand how Jewish people celebrate this occasion. Describe the themes and feelings behind this festival. Reflect upon a time that you might have experienced similar feelings.

What will I know by the end of this unit?

- Understand the care and effect in making something special. Explore artefacts - the Yad and the Mantle. Discuss why it is stored in the Ark. Make a Torah and describe the process of designing a special object.
- Be able to describe the impact of Jerusalem on Jewish people today such as the housing of the Ark of the Covenant, the building of Solomon's Temple and the story of Judas Maccabees and the miracle of the candle oil which is celebrated at Hanukkah.
- Be able to describe the Synagogue as a place of worship and understand the Synagogue as a spiritual centre of community. Investigate what happens at the Synagogue including Shabbat service as well as community events.
- Describe why sometimes are special for Jews. Research about Sukkot. Be able to describe why this is a special time for Jews and how they celebrate. Make a Sukkot den in groups of 6 in the wild walk or a shoe box Sukkah.
- Understand what does a Sukkah need? Understand why Jewish people build Sukkahs. Recognise why Jewish people are thankful at Sukkot.

Sukkot

Sukkot is the Jewish harvest festival. ... The shelters were not very strong so the Jews had to rely on God to protect them. Today, Jews remember that God protected and cared for their ancestors in the desert. Some Jews build sukkot in their garden with their families.



SCHOOL KEY DRIVERS

<i>Language</i>	<i>Possibilities</i>	<i>Diversity</i>
<i>Jewish, cantor, Purim, Gabbi, Holocaust, Hebrew, Jerusalem, Kosher, mitzvah. Rabbi. Reformed, Shiva, Sofer, Western Wall, Sukkot, Sukkah.</i>	<ul style="list-style-type: none"><i>• Children could visit a local Synagogue</i><i>• Children could interview</i>	<i>To understand different cultures and beliefs</i>