



Unit:

Judaism

NATIONAL CURRICULUM

What should I already know?

- 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. Describe the celebration of Sukkot. Be able to describe why this is a special time for Jews and how they celebrate.
- Understand what does a Sukkah need? Understand why Jewish people build Sukkahs. Recognise why Jewish people are thankful at Sukkot.



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.



Special Places:

Synagogue means: Ancient Greek - assembly Hebrew - school It is also known as a temple or shul. There are two types of synagogue: an orthodox synagogue is more traditional whereas a reformed synagogue has taken a more modern approach.

Orthodox	Reformed
The Torah is God's word and shouldn't be changed.	We need to make sure the Torah is relevant.
We should speak in Hebrew.	Let's use other languages too.
Men and women should not sit together.	Men and women can sit wherever they want.
Wear distinctive clothing like the Kippah and the Talit.	Sometimes wear distinctive clothing but not always and not forced to.

What will I know by the end of this unit?

- *Suggest what they think the most important book in the world should say. Make links with the Torah and how this is handled and treated by the Jewish faith*
- *Explain the Jewish response to their rules in a variety of situations. Understand the Torah and its relationship to God/Moses. Discuss the importance of the Torah/ rules for the Jewish belief. Be able to produce a 'user guide' for the teachings of the Torah and the practical effect this might have on daily living.*
- *Be able to explore feelings making links with special places. Describe the special feelings connected with that special place. How would they feel if they could never go back? What if someone spoiled the place - how would they feel? Make links to the Jewish faith and the Synagogue.*
- *Recognise that faiths have 'coming of age' rituals and describe such rituals of their own. find out about Bar Mitzvah and Bat Mitzvot: e.g. Preparations, the ceremony and its meaning.*
- *Make links with other celebrations as someone gets older, about becoming more grown up, about secular 'coming of age' symbols e.g. Driving a car, having an 18th Birthday party and discuss what makes someone 'grown up' Is it a question of age or responsibility?*
- *Evaluate the legacy of famous Jewish people and how they expressed their faith. Research the life of Anne frank.*
- *Understand how Ann Frank expressed her Jewish faith while being persecuted. Acknowledge how she might inspire Jewish people today? Debate Who inspires us for the way they hold true to their beliefs today? Discuss What makes someone inspiring when they do this? Give an account of the life of Anne Frank and explain her impact.*

Anne Frank

Anne Frank, a Jewish teenager, wrote a diary of her family's two years in hiding (1942 -44) during the German occupation of the Netherlands in World War II, and the book—which was first published in 1947, two years after Anne's death in a concentration camp.



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, Anne Frank,</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>