

High Tunstall College of Science Curriculum Intent

Subject: Judaism Year: 8 Half terms: 5 and 6

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| **Unit: Judaism** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| To explain key elements of the Jewish faith and its history. |  |  |  |
| To explain the history of the Jewish people and evaluate which was the most important period and why. |  |  |  |
| 1. To explain Jewish beliefs about God 2. To evaluate which was the most important characteristic of God and why. |  |  |  |
| To explain the importance of the different Jewish Scriptures |  |  |  |
| To explain the different beliefs and practices between Orthodox and Reform Jews. |  |  |  |
| 1. To explain the importance of the Synagogue in Judaism 2. To explain the different features of a Synagogue |  |  |  |
| 1. To know and understand the importance of Shabbat 2. To know what happens on Friday’s at home and in the Synagogue |  |  |  |
| To explain how Jews mark special occasions such as birth, becoming an adult and death. |  |  |  |
| 1. To understand the difference between kosher and trefah food laws 2. To explain the reasons for Jewish dietary laws |  |  |  |
| To explain how and why the Jewish people have faced persecution throughout history. |  |  |  |
| To explain how the Jews felt during the Holocaust |  |  |  |
| To understand and explain the experience of Anne Frank and her family during the Holocaust |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | Introduction to Judaism  To explain key elements of the Jewish faith and its history. | Regular recall activity based on prior learning  Spider diagram with facts about Judaism incorporated  Series of questions completed about the history of Judaism. Extension task for more able students.  Freyer Model - Judaism | Judaism  Holocaust  Monotheistic  Orthodox  Reform  Abraham  Jerusalem  Mitzvot  Shabbat |
| **2** | History of Judaism  To explain the history of the Jewish people and evaluate which was the most important period and why. | Regular recall activity based on prior learning  Spider diagram based on the history of the Jewish people  Timeline of Jewish history completed | Temple  Diaspora  Roman Occupation  Revolt  Israel Palestine  Freyer Model - Jerusalem |
| **3** | Jewish beliefs about God  To explain Jewish beliefs about God  To evaluate which was the most important characteristic of God and why. | Regular Recall activity based on prior learning  Six quick facts about God in books  Information gathering task completed about the nature of God  Extended writing task based on GSCE questions  Freyer Model - Shekhinah | Law Giver  Judge  Divine Presence  Torah  Merciful  Tabernacle  Uzziah |
| **4** | Jewish Holy Books  To explain the importance of the different Jewish Scriptures | Regular recall activity based on prior learning  Questioning activity to consolidate learning  Mind map completed about the Torah  Differentiated activities for various abilities  True or False activity to consolidate learning  Freyer Model - Judaism | Torah  Talmud  Tenakh  Synaoguge  Yad  Bimah |
| **5** | Orthodox and Reform Judaism  To explain the different beliefs and practices between Orthodox and Reform Jews. | Regular recall activity based on prior learning  Similarities and differences task based on Reform and Orthodox Judaism  Three questions completed about Orthodox and Reform  Differentiated activities based on student ability and then extension activity  True or False activity to consolidate learning  Freyer Model - Orthodox | Orthodox  Reform  Teffilin  Kippah  Torah |
| **6** | The Synagogue  To explain the importance of the Synagogue in Judaism  To explain the different features of a Synagogue | Regular recall activity based on prior learning  Image of a Synagogue labelled  Notes made from watching a virtual tour of the Synagogue  Visitors guide to a synagogue completed  Freyer Model - Synagogue | Synagogue  Ner Tamid  Ark  Torah  Pews  Platform  Rabbi  Bimah  Menorah  Ten Commandments |
| **7** | Shabbat  To know and understand the importance of Shabbat  To know what happens on Friday’s at home and in the Synagogue | Recall activity to consolidate previous lesson’s learning  Mind map created from film clip about Shabbat from BBC learning  Table showing the activities which take place at home / in the Synagogue  Differentiated tasks based on student ability.  Freyer Model - Shabbat | Shabbat  Synagogue  Home  Friday  Royalty  Queen  Pikuach Nefesh  Ta’aseh |
| **8** | Special Occasions  To explain how Jews mark special occasions such as birth, becoming an adult and death. | Regular recall activity based on prior learning  Four different activities based on birth (Literacy Task), Bar Mitzvah (Listening Skills) and Death (Notes from film) and an exam question  Freyer Model – Bar Mitzvah | Synagogue  Firstborn  Abraham  Circumcision  Covenant  Bar Mitzvah  Bat Mitzvah  Torah  Levaya |
| **9** | Dietary Laws  To understand the difference between kosher and trefah food laws To explain the reasons for Jewish dietary laws | Recall activity to consolidate prior learning  Spider diagram created from watching film about Jewish food laws  Pyramid of learning where students complete a series of questions which are individually chosen  Extension activities for more able students  Freyer Model – Kosher | Kosher  Trefah  Dietary Laws |
| **10** | Anti-Semitism  To explain how and why the Jewish people have faced persecution throughout history. | Recall activity to consolidate prior learning  Information gathering activity  Reading activity about the persecution of the Jews  Extended writing task to explain persecution / WW2 and post-WW2 anti-semitism.  Freyer Model - Persecution | Adolf Hitler  Nazi  Fuhrer  Newspapers  Citizenship  Olympic Games  Kristallnacht  Passports  Curfew  Czechoslovakia |
| **11 and 12** | The Holocaust  To explain how the Jews felt during the Holocaust | Regular recall activity to consolidate prior learning  Notes made from film about the holocaust  Understanding of Kristallnacht from testimony of survivor  Facts written about Anne Frank’s experience during WW2  Differentiated activities based on student ability  Freyer model - Holocaust | Adolf Hitler  Night of Broken Glass  Kristallnacht  Auschwitz  Synagogue  Anne Frank |
| **13&14** | Anne Frank  To understand and explain the experience of Anne Frank and her family during the Holocaust | Annotated images linked to previous lessons on anti-semitism and the Holocaust  Mind map created about Anne Frank and the different people she hid with during WW2.  Class discussion on the experience of Anne Frank and her family | Otto  Margot  Edith  Peter  Hermann  Auguste  Fritz  Meip  Bep |