

High Tunstall College of Science Curriculum Intent

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

|  |  |
| --- | --- |
| **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 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | Introduction to JudaismTo 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 | JudaismHolocaustMonotheisticOrthodoxReformAbrahamJerusalemMitzvotShabbat |
| **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 learningSpider diagram based on the history of the Jewish peopleTimeline of Jewish history completed | TempleDiasporaRoman Occupation RevoltIsraelPalestine Freyer Model - Jerusalem |
| **3** | Jewish beliefs about GodTo explain Jewish beliefs about GodTo evaluate which was the most important characteristic of God and why. | Regular Recall activity based on prior learning Six quick facts about God in booksInformation gathering task completed about the nature of GodExtended writing task based on GSCE questionsFreyer Model - Shekhinah | Law GiverJudgeDivine Presence Torah MercifulTabernacleUzziah |
| **4** | Jewish Holy BooksTo 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 TorahDifferentiated activities for various abilitiesTrue or False activity to consolidate learningFreyer Model - Judaism | Torah TalmudTenakh SynaogugeYadBimah |
| **5** | Orthodox and Reform JudaismTo 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 JudaismThree questions completed about Orthodox and Reform Differentiated activities based on student ability and then extension activityTrue or False activity to consolidate learningFreyer Model - Orthodox | OrthodoxReformTeffilinKippahTorah  |
| **6** | The SynagogueTo explain the importance of the Synagogue in JudaismTo explain the different features of a Synagogue | Regular recall activity based on prior learning Image of a Synagogue labelledNotes made from watching a virtual tour of the Synagogue Visitors guide to a synagogue completedFreyer Model - Synagogue | SynagogueNer TamidArkTorahPewsPlatformRabbiBimahMenorah Ten Commandments |
| **7** | ShabbatTo know and understand the importance of ShabbatTo know what happens on Friday’s at home and in the Synagogue | Recall activity to consolidate previous lesson’s learningMind map created from film clip about Shabbat from BBC learningTable showing the activities which take place at home / in the SynagogueDifferentiated tasks based on student ability.Freyer Model - Shabbat | ShabbatSynagogueHomeFridayRoyaltyQueen Pikuach NefeshTa’aseh |
| **8** | Special OccasionsTo explain how Jews mark special occasions such as birth, becoming an adult and death. | Regular recall activity based on prior learningFour different activities based on birth (Literacy Task), Bar Mitzvah (Listening Skills) and Death (Notes from film) and an exam question Freyer Model – Bar Mitzvah | SynagogueFirstbornAbrahamCircumcisionCovenant Bar MitzvahBat Mitzvah Torah Levaya |
| **9** | Dietary LawsTo understand the difference between kosher and trefah food lawsTo explain the reasons for Jewish dietary laws | Recall activity to consolidate prior learning Spider diagram created from watching film about Jewish food lawsPyramid of learning where students complete a series of questions which are individually chosenExtension activities for more able studentsFreyer Model – Kosher | KosherTrefahDietary Laws |
| **10** | Anti-SemitismTo explain how and why the Jewish people have faced persecution throughout history.  | Recall activity to consolidate prior learningInformation gathering activity Reading activity about the persecution of the JewsExtended writing task to explain persecution / WW2 and post-WW2 anti-semitism. Freyer Model - Persecution | Adolf HitlerNaziFuhrerNewspapersCitizenshipOlympic GamesKristallnachtPassportsCurfewCzechoslovakia |
| **11 and 12** | The HolocaustTo 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 survivorFacts written about Anne Frank’s experience during WW2Differentiated activities based on student abilityFreyer model - Holocaust | Adolf HitlerNight of Broken GlassKristallnachtAuschwitzSynagogueAnne Frank |
| **13&14** | Anne FrankTo 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 HolocaustMind 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 | OttoMargotEdithPeterHermannAugusteFritzMeipBep |