

Topic Title: Other Faiths - Judaism

Year 4 Spring 1



Enquiry Question:

How does worship give Jews a sense of identity and belonging?

Disciplinary Focus:

Human/Social Sciences

Background for Teachers:

R.E. Online:

<https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/>
<https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/the-synagogue/>

National Association of Teachers of Religious Education (NATRE):

<https://www.natre.org.uk/resources/why-is-the-torah-so-important-to-jewish-people-full-unit/>

The Jewish Museum:

<https://jewishmuseum.org.uk/schools/in-the-classroom/>

Previously On ... (Links to Prior Learning):

Links to prior learning, including what happens in a synagogue, what happens during Shabbat, how Passover is celebrating, Jewish sacred texts and how Jews make moral decisions.

Big Questions:

What does it mean to be Jewish?

What happens in a synagogue?

Why do people visit a synagogue?

What is Cheder? Why is it important for Jews?

How do clothes provide a sense of belonging?

How do you think these items of clothes help Jews with their identity?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p>LO: to understand how worship gives Jews a sense of identity and belonging.</p>	<p>Introduction – Show slide of world religion symbols. Do you recognise any of them? Over the next few weeks we are going to be learning all about Judaism. What do you know about Judaism already? Record prior learning next to previously on stickers in book.</p> <p>Quick key facts quiz about Judaism, pause video and go through answers.</p> <p>Starter – Look at topic question and unpick key vocabulary. Record key vocabulary for books to refer to later in the topic.</p> <p>Worship – feeling or expressing love and respect for a God/ Gods</p> <p>Jews – someone who follows the religion of Judaism</p> <p>Identity - the qualities, beliefs, personality, looks and/or expressions that make a person or group</p> <p>Belonging – feeling connected to something (place)</p> <p>Input: We can't unpick all these today so I want to begin by looking at worship as this is key to the question. How does how Jews worship give them a unique identity and feeling of belonging? First of all, we need to learn about where Jews worship. Can anyone remember the name of the special building?</p> <p>Do you know anything about the synagogue? Look at key features (Torah scrolls, Bimah, Ner Tamid, Ark)</p>	<p>Task: Design your own stained-glass window for a synagogue using the information you have learnt today. Remember no faces! Write a paragraph to explain Jewish worship underneath your window design.</p>	<p>Plenary: What would you expect to find in a synagogue? What special Jewish words have you learnt today? What have you noticed about the synagogue from the pictures? Next week we will continue to explore what happens inside a synagogue and how Jews show respect and also how worship impacts on their identity.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	LO: to identify key features of a synagogue and their meaning.	<p>Starter: Last week we started to look at the idea of Jewish worship by looking at key parts of a synagogue. Which features can you remember? What might you see or find inside?</p> <p>Input: Look at the interactive tour of synagogue and discuss the key areas/ uses. Inside the Synagogue: What do you need to know? - BBC Teach The sanctuary or worship hall is designed so the congregation faces the holy city of Jerusalem. The central features are:</p> <ul style="list-style-type: none"> • the Aron Hakodesh (Holy Ark) – a large cupboard at the front containing the Torah scrolls • the bimah (in Orthodox synagogues) – a raised platform from which the scroll is read • the ner tamid ('eternal light', symbol of the eternal presence of God) – hanging from the ceiling • The second commandment forbids the making of images, and so synagogues are unlikely to feature statues or pictures of Moses or other important Jewish figures. Symbols found in synagogues include: <ul style="list-style-type: none"> ○ the Ten Commandments – often above the Aron Hakodesh ○ the menorah (seven branched candlestick) ○ the Magen David (star of David) <p>Why else is a synagogue important for worship? They are central to Jewish community life. They have 3 main purposes as places to study, to meet and to worship. Three Hebrew terms are used to describe the different functions of the synagogue: Bet Midrash (a house of study), Bet Knesset (a house of meeting) and Bet Tefillah (a house of prayer). Helps form their identity because it is used in many different parts of their life.</p>	<p>Task: Design your own synagogue based on the key features. Can you label them?</p> <p>Further Challenge: Why are these features so important? What do they help Jews remember</p>	<p>Plenary: Look at a synagogue website and highlight community nature. West London Synagogue of British Jews (wls.org.uk) Month Calendar : Central Synagogue Westminster Synagogue</p>

		Many Jewish children attend classes at the synagogue on weekday evenings and at weekends in order to learn about the Jewish religion and to study Hebrew. The synagogue is often referred to as shul, a term meaning school.		
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Lesson 3	<p>LO: to explore how clothing can form part of your identity and feeling of belonging.</p>	<p>Starter: So far we have explored the physical features inside a synagogue and how they remind Jews of their history and God. They are a place of not just worship but study and gathering, creating an immense feeling of belonging and acceptance.</p> <p>Input: Look at idea of clothing and identity and expression. How do you know what these people do? Share images of recognisable uniforms. Clothing can help identify someone. Ask them to draw a picture of themselves in special clothing or a uniform. What could we learn about you from what you are wearing? Favourite colour/ hobby/ football team?</p> <p>Clothing is important in many religions not just Judaism, share pictures of different religious items and see if they can recall which religion these people might follow. Discuss.</p> <p>People can dress up, dress down, wear jeans, dresses, or any type of clothing that allows them to share their individuality. ... "I think fashion defines a person because it can mainly express an individual's personality or attitude," For Jews clothing can be an obvious expression of their beliefs. There are three main items of clothing unique to Judaism that they may choose to wear to worship.</p> <p>Kippa, tallit and tefillin. Look at what they look like and what their significance is.</p>	<p>Task: Draw a picture of a Jewish person wearing these three important items of clothing. Can you label them with their names and why they are important?</p>	<p>Plenary: How do you think these items of clothes help Jews with their identity?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	LO: to understand what the Shema prayer is and why it is important.	<p>Starter: So far you have discovered the significance of the Torah for worship as well as the role of clothes in forming an identity. But what else makes Jewish worship unique? Can they recall items of clothing from last lesson?</p> <p>Input: Show image of Shema prayer in Hebrew. What language is this? Explain it is a special prayer. What special prayers do Christians have? Lord's Prayer. Encourage children to watch BBC clip about the prayer. Go through PPT slides explaining what it is and what it means. Link to tefillin learning from last week and introduce mezuzah concept. Optional Torah scroll task. https://www.bbc.co.uk/bitesize/clips/zqkq6sg</p>	<p>Task: Have a go at writing part of the Shema prayer in Hebrew, use art straws and ink possibly. Could try writing a message in Hebrew but with the challenge of there being no vowels.</p>	<p>Plenary: What do you know now about Judaism that you did not before? Do you think you could answer this question now? Is there anything else you would still like to find out?</p>

Celebration of knowledge and skills gained (opportunities for assessment):

- Children to create an identity mind map for a Jew, including key words, explanations, illustrations and, to demonstrate higher-level understanding, connections between them.

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 5	LO: to show what we now know about how worship gives Jews a sense of identity and belonging.	<p>Starter: 'Vertical Relay' (see 'Talk Less Teaching' by Isabella Wallace). Each group has a large piece of sugar paper with 'Jewish identity and belonging' at the centre. Children to take it in turns, using a different colour pen, to contribute an idea about how worship gives Jews a sense of identity and belonging, Varying levels of challenge – key words, definitions and connections between them.</p> <p>Input: Invite each group to share their 'Vertical Relay' and ask other groups to identify reflect on ideas that they hadn't included themselves. Explain that today, the children are going to build on this to create a double-page identity mind map for a Jew. This could include key words, explanations, illustrations and, to demonstrate higher-level understanding, connections between them. Loosely model through creating a shared example without constraining the children's individual ideas.</p>	<p>Task: Children to create an identity mind map for a Jew, including key words, explanations, illustrations and, to demonstrate higher-level understanding, connections between them. Encourage reference back to 'Vertical Relays' for support.</p>	<p>Plenary: Children to share their mind map with their partner, to give them a 'Tell me more about ...' prompt to extend their thinking.</p>

		Skills and Knowledge Add in skills-based from Ruth ...
Some children will:		<ul style="list-style-type: none"> Describe some ways in which Jews show their sense of identity through worship.
Most children will:		<ul style="list-style-type: none"> Explain how Jewish worship uses the Torah. Weigh up the value of worship in the lives of Jews today.
Some children will progress further and will:		<ul style="list-style-type: none"> Explain how Jewish people from different parts of the community say different things about the Torah and how it contributes to their worship. Give and explain examples of Jewish beliefs about what the Torah is, how it is treated and how it is used. They can explain why the Torah is sacred in Judaism.