

Topic Title: Other Faiths - Judaism

Year 5 Spring 1



Enquiry Question:

What does it mean to be part of a global religious community?

Disciplinary Focus:

Human/Social Sciences

Background for Teachers:

R.E. Online:

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

National Association of Teachers of Religious Education (NATRE):

<https://www.natre.org.uk/uploads/Course%20and%20Event%20Flyers/RE:%20Reviving%20and%20Thriving/Plagues%20passover%20pilgrimages%20teacher%20information.pdf>

<https://www.natre.org.uk/resources/prayer-at-the-western-wall/>

The Kotel:

<https://thekotel.org/en/facts-and-figures/>

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, how Jews make moral decisions and how worship gives Jews a sense of belonging and identity.

Big Questions:

What is a community? What communities do you belong to? What connects Jewish people all around the world?

What is a pilgrimage? Why might a religious person decide to go on one?

How might someone about to go on a pilgrimage or a spiritual journey prepare?

What makes the Western Wall in Jerusalem a holy place for Jewish people?

Do you think the Jewish concept of charity helps Jews feel connected with each other?

Why do you think Jews are so giving?

What could you learn from Jewish attitudes to charity and pilgrimage?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to understand what it means to be part of a global religious community.	<p>Introduction – Over the next few weeks we are going to be learning all about Judaism. What do you know about Judaism already? Complete previously on sticker to see what they can recall from previous years.</p> <p>Show world religion statistics and pinpoint Judaism. So why study Judaism? Oldest monotheistic religion, first to fight inequality, survived intense persecution.</p> <p>Starter – True/False Judaism quiz.</p> <p>Input: Look at topic question. What does it mean to be part of a global religious community? Look at three key words and unpick meaning. What communities do you belong to?</p>	<p>Task: Use this link to find out about the Jewish community in one country in the world. You may also use the internet to complete some additional research. Record what you find! https://www.worldjewishcongress.org/en/about/communities</p>	<p>Plenary: Write down something you have learnt about Judaism today and something you are still intrigued about. What would you like to find out?</p>

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Lesson 2	<p>LO: to understand the importance of Jerusalem and the Western Wall for many Jewish people.</p>	<p>Starter: Briefly re-visit the concept of a community. What is a community?</p> <p>A community is a group of people living or working together in the same area. People in communities might go to the same schools, shop in the same stores and do the same things. They also help each other and solve problems together. If it's a bigger community, the people in it might not always go to the same places, but they might like or believe in the same things. What connect Jewish people all around the world? Their shared history, shared beliefs, shared way of living. Over the next three lessons we are going to explore some of these shared ideas to help understand the Jewish faith as more than a religion but a community.</p> <p>Input: The first idea we are going to look at is pilgrimage. Has anyone heard of a pilgrimage? What is it? A pilgrimage is a sacred journey, undertaken for a spiritual purpose. Pilgrims are different from tourists: they travel for spiritual reasons, not just to relax or for fun.</p> <ul style="list-style-type: none"> • Where do they go? What happens and why? <p>Think about a special journey you have been on. How long did it take? How did you feel when you arrived? Why was it special? Share own example of Norway. How might someone about to go on a pilgrimage or spiritual journey prepare?</p> <ul style="list-style-type: none"> • Where might a Jew go on a pilgrimage? Western Wall in Jerusalem. • Why is this a special place for Jews? Jerusalem is where Judaism began. Within Judaism, Israel is the Holy Land. It is the land where the faith began – and Jerusalem is the Holy City. For Jews, Jerusalem is at the core of their faith and their world. King David captured Jerusalem around 3,000 years ago and made it the capital of the ancient Jewish people. King Solomon built the first temple in Jerusalem. 	<p>Task: Imagine you are a Jewish child from England visiting the Western Wall for the first time. Write a diary entry to explain what your pilgrimage was like. How did it feel? What did you see, hear, smell, taste, touch? Use your senses to guide your description. Can you include similes and metaphors to bring your writing to life?</p>	<p>Plenary: How does a pilgrimage help to connect you to other Jewish people?</p>

		<p>Religious Studies KS2: Visiting Jerusalem - BBC Teach Watch the clip of Dalia taking a trip to Jerusalem.</p> <ul style="list-style-type: none"> • The Western Wall is a holy place of prayer and pilgrimage sacred to the Jewish people. The wall was part of the Second Temple of Jerusalem, the centre of worship in ancient Israel. The Second Temple was destroyed by the Romans in AD 70. The Western Wall is all that remains. • The Western Wall is about 160 feet (50 meters) long and 60 feet (20 meters) high. It is also known as the Wailing Wall because of the sorrowful prayers of the Jews who pray there. They mourn the destruction of the temple and pray for its restoration. Visitors write prayers and petitions on slips of papers and wedge them into the cracks between the stones. 		
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Lesson 3	LO: to understand the importance of remembering the past.	<p>Starter: What do you think these photos represent? What has this got to do with our topic?</p> <p>Input: 27th January is Holocaust Memorial Day. Share background information about the lead up to WWII and the holocaust itself. Share PPT slides.</p> <p>Across the UK, thousands of local events and activities take place every year, in schools, communities, libraries, prisons, museums and galleries, faith groups and more. These activities include candle lightings, performances, art projects, readings, talks and much more.</p>	<p>Task: Create a piece of artwork based on Holocaust Memorial Day.</p> <p>Write a poem that could be shared with a Jewish person about the Holocaust. Research different events taking place for HMD this year and share your findings in a poster.</p> <p>Holocaust Memorial Day Trust Poetry Writing Activity (hmd.org.uk)</p>	<p>Plenary: The theme for Holocaust Memorial Day 2023 is: https://www.hmd.org.uk/what-is-holocaust-memorial-day/this-years-theme/</p>

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Lesson 4	<p>LO: to understand what 'Tzedekah' is and its role in uniting Jews around the world.</p>	<p>Starter: We've had the opportunity to explore how pilgrimage and the holocaust can unite Jews globally. Today I am going to share another important Jewish concept that is a part of Jewish culture and it is to do with giving. What is charity?</p> <p>Input: It is called Tzedekah: This is an act of charity and literally means, 'justice, fair action' or 'righteousness'. Jewish people traditionally give 10% of their income to charity and it is an important religious duty to give assistance and money to those in need.</p> <p>Where do Jews get their beliefs from?</p> <p>As well as the central Jewish belief that all humans have been made in the image of God and should therefore be treated with dignity and respect, there are many other Jewish practices which promote human rights to try and create a more equal world. Tzedakah means 'charity'. It refers to the Jewish obligation, or mitzvah, of giving to charity as well as supporting social justice. Giving tzedakah is one of the most important commandments for Jews.</p> <p>Many Jews keep a tzedakah box in their homes where they collect money for a charity. The money is then given to a worthy cause of their choice. A tzedakah box is often known by the Yiddish name pushke. It is customary to donate money before Shabbat and Jewish holidays.</p> <p>Pose the question: You get £100 birthday money. Your parents suggest you give 10% of it to charity. What do you decide? Why? What would a Jewish person do? What motivates them?</p>	<p>Task: Imagine you are a Jewish child learning about 'tzedakah'. Think of 10 different things that you could do that would fulfil the commandment from God to give to others.</p> <p>Further Challenge: Research a charity that you would like to support with any money you might have collected.</p>	<p>Plenary: What do you know now about Judaism that you did not before? Do you think you could answer our enquiry 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 'infographic' to show all that they now know about what it means to be part of a global religious community, combining different visual elements to convey this.

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Lesson 5	LO: to show what we now know about what it means to be part of a global religious community.	<p>Starter: Use 'Speed Sergeant' Kagan strategy – children to work collaboratively in groups to come up with as many ideas as then can about what it means to be part of a global religious community.</p> <p>Input: Invite each group to share their brainstorm and ask other groups to identify ideas that they hadn't included themselves. Explain that today, the children are going to build on this to create an 'infographic' to show all that they now know about what it means to be part of a global religious community – a way of presenting information in a graphic format. Look at some examples, then loosely model through creating a shared example – different elements might include images, icons, text and diagrams.</p>	<p>Task: Children to create an 'infographic' to show all that they now know about what it means to be part of a global religious community.</p>	<p>Plenary: Children to share their infographic 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"> Think thoughtfully about the values and beliefs that make a difference within a global religious community. Describe different practices within a global religious community.
Most children will:	<ul style="list-style-type: none"> Recognise and talk thoughtfully about the impact of being part of a global religious community. Explain why some people express belief although within the same religion in different ways. Give one reason why it is important to engage with the global religious community.
Some children will progress further and will:	<ul style="list-style-type: none"> Consider and discuss questions about the importance of global religious communities in the world today.