



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

<p><u>Enquiry Question</u></p> <p>Why is Moses important to Jewish people?</p> <p>Why do Jewish people go to the synagogue?</p> <p>Christmas Unit - What are the themes of Christmas?</p>	<p><u>National Curriculum</u></p> <p><u>(Durham Agreed Syllabus)</u></p> <p>Judaism – some beliefs and practices and the impact of these for individuals and communities</p>
<p><u>Key Vocabulary</u></p> <p>Judaism, Moses, Hebrew, Pharaoh, slavery, plagues, Passover, exodus, 10 commandments, Mount Sinai, Ark of the Covenant</p> <p>Sabbath, synagogue, Shabbat, Torah, The Shema, Kippah, Tallit, Bimah, scroll, yad</p>	<p><u>Core Knowledge and Understanding</u></p> <ul style="list-style-type: none">- Moses as a prophet the story of the parting of the red sea and the ten commandments- Sukkot/sukkah- Synagogue leaders – rabbi, a cantor or a member of the congregation- Every synagogue contains an Ark, which is a cupboard where the Torah Scrolls, which contain the text of the Hebrew Bible, are kept, and a desk from which to read the Torah- The synagogue building as a place of worship and belonging – bar/bat mitzvah- What worship is like e.g. segregation/dress code
<p><u>Skills and Attitudes</u></p> <p>Skills:</p> <ul style="list-style-type: none">- Investigation and Enquiry – asking relevant questions- Interpretation – drawing meaning from artefacts, art, poetry and symbolism	<p><u>Key Concepts</u></p> <ul style="list-style-type: none">- Belief: Key beliefs of particular religions- Authority: How people from different traditions know what to believe and how to act- Expression Belief: How people express beliefs, feelings, identity, belonging and commitment through worship, ceremonies, rituals and symbols.- Impact: How beliefs and worship affect what people feel and think and how they act and behave



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

<ul style="list-style-type: none"> - Application – making the association between religions and individual, community, national and international life - Expression - pursuing a line of enquiry or argument - Analysis - distinguishing between the features of different religion - Reflection – think reflectively about feelings - Empathy – seeing the world through the eyes of others and issues arising from their point of view <p>Attitudes:</p> <ul style="list-style-type: none"> - Self-awareness - develop the capacity to consider their own beliefs, values and attitudes, and feel confident to communicate these to others without fear of embarrassment or ridicule - Respect - recognise that others have a right to have different beliefs and practices to their own - Open-mindedness - opinions - Appreciation and Wonder - develop their capacity to respond to questions of meaning and purpose 	<p><u>Opportunities for Extended Writing</u></p> <p>Non-chronological report</p>
--	--

Lesson Objective	Learning Intention	Key Questions	Activities and Differentiation
Lesson Question	(Pupils will...)		
I can enquire why Moses is important to Jewish people.	-Children to enquire about why Moses is important to Jewish people.	Not applicable	Explain to children what the key enquiry questions is for this unit. Remind them that this is



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

			<p>what we do at the start of a new topic. Share images related to the enquiry question with the children, allow time for them to discuss the images with their partner but do not answer any questions they might have.</p> <p>Task: Children to write down questions they have following their partner discussion. HA: To have a minimum of 2 questions for each image. MA: To create 2 questions for each image. LA: To work as a group, making a list of their ideas. Children to then use this list to independently form a question for each image.</p>
<p>I can describe why Moses was hidden in a basket.</p> <p>Who was Moses?</p>	<p>- Understand who Moses was.</p>	<p>-Who was Moses?</p> <p>-What do you already know about Moses?</p> <p>-Do you think his mother did the right thing to place him in the basket?</p> <p>-What would you have done if you were the pharaoh's daughter?</p>	<p>Starter: -How do Christians show they care? -How do Sikhs show Sewa? -Why is the Bible important to Christians?</p> <p>Introduce key question and explain to children that we are going to learn about Moses and who he was.</p> <p>Tell chn the story of Moses being born - Hebrews persecuted in Egypt, all baby boys to be drowned</p>



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

			<p>in the Nile, baby hid in a basket found by pharaoh's daughter – given the Hebrew name Moses.</p> <p>Chn to write the story in their own words, explaining why Moses' mother hid him in the basket.</p> <p>Task: LA to create a storyboard of the key events.</p> <p>MA to have prompts and pictures for support.</p> <p>HA to also reflect on what they would have done if they found Moses in the bulrushes.</p>
<p>I can describe the story of Moses and the parting of the Red Sea.</p> <p>What is the story of Moses and the parting of the Red Sea?</p>	<ul style="list-style-type: none"> - Learn about the story of Moses and the Burning Bush – the reasons God chose Moses. - Understand Moses was a prophet who led the Jewish people to freedom. - Discuss how Moses is similar/different to Jesus. 	<ul style="list-style-type: none"> -What is a prophet? -Why did the Jewish people need to be led to freedom? -Why do you think Moses refused at first? -How did Moses lead the Jewish people to freedom? -How is Moses similar to Jesus? 	<p>Starter:</p> <ul style="list-style-type: none"> -Discuss how Moses was found by the pharaoh's daughter and how he grew up in Egypt. -Tell me 3 different ways in which Christians use the bible -How is the Bible divided? <p>Explain to children: One day he saw an Egyptian beating a Hebrew slave so badly that he lost his temper and killed the Egyptian. This meant he had to flee the country as people knew what he had done. He fled to Midian where he rescued the daughters of a high priest. As a token of gratitude, he was gifted one</p>



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

		<p>-How is Moses different to Jesus?</p>	<p>of the daughters, Zipporah, as a wife. He lived happily as a shepherd in Midian for forty years. One day he saw a burning bush that didn't seem to be consumed by the fire. He heard the voice of God with a message asking him to save the people who were enslaved in Egypt and lead them to the Promised Land.</p> <p>Children to reflect upon how they would feel if they were Moses.</p> <p>Explain to children that at first Moses refused – why do you think he refused God's request? Tell the children that Moses returned to Egypt and asked the pharaoh to free the slaves, the pharaoh said no, and God sent the ten plagues of Egypt. Discuss what the ten plagues were. Discuss with the children that it was the tenth plague that made the pharaoh free the slaves, why do you think it was this plague in particular? Moses and the Israelites travelled until they reached the Red Sea, but they were trapped. What would you do if you were in their position? Explain to children that Moses used his staff to part the Red Sea and allow the Israelites to travel through, closing the sea behind them. (Watch video)</p> <p>Task: Children to retell the story of Moses leading the Jewish people to freedom.</p> <p>LA to have prompts for sentence starters.</p>
--	--	--	--



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

			<p>MA to have key questions to answer in their response.</p> <p>HA to write independently.</p>
<p>I can explore the ten commandments and the events of Mount Sinai.</p> <p>What happened on Mount Sinai?</p>	<ul style="list-style-type: none"> - Learn about how Moses came upon the Ten Commandments on Mount Sinai and what they said. - Discuss what they believe are important rules to live by. 	<ul style="list-style-type: none"> -What is a commandment? -Has anybody heard of the ten commandments? - 	<p>Starter:</p> <ul style="list-style-type: none"> -What do we know about Moses so far? -What do Christians believe about Jesus? -Where do Christians worship? <p>Ask the children if they have heard of the ten commandments before? What do they think the ten commandments are? Explain that they are ten rules made by God to instruct people how to live and to protect people from harm. Paired discussion to think of ideas of what they might be. Go through the commandments and explain meanings where needed. Recap the ending or the story of Exodus when Moses received the ten commandments.</p> <p>Task:</p> <p>LA – Matching activity – children to match the ten commandments with explanations.</p> <p>MA & HA – To explain the significance of the ten commandments in relation to the freedom of the Jewish people.</p>



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

			Children to reflect on the ten commandments and write ten commandments as a class that would be relevant today.
<p>I can explain why Moses is important to Jewish people.</p> <p>Why is Moses important to Jewish people?</p>		<p>-Why is Moses important to Jewish people?</p> <p>-What do you think was the most significant event in Moses' life?</p>	<p>Starter:</p> <ul style="list-style-type: none">-Tell me 2 of the 10 commandments-Why did Moses mother put him in the basket?-Why do people visit Durham Cathedral? <p>Task: Children to write an explanation text about why Moses is important to Jewish people. Use non-fiction texts to support.</p> <p>LA to have prompts for paragraphs with key info for each section.</p> <p>MA to have questions prompts for support.</p> <p>HA to work independently and can choose their own format.</p> <p>Mini plenaries to review key ideas and check that partner is including all of the key information.</p> <p>Children to write a personal reflection of someone who is important to them and why.</p>



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

<p>I can enquire about why Jewish people go to the synagogue.</p>	<p>-Children to enquire why Jewish people go to the synagogue.</p>	<p>Not applicable</p>	<p>Explain to children what the key enquiry questions is for this unit. Remind them that this is what we do at the start of a new topic. Share images related to the enquiry question with the children, allow time for them to discuss the images with their partner but do not answer any questions they might have.</p> <p>Task: Children to write down questions they have following their partner discussion. HA: To have a minimum of 2 questions for each image. MA: To create 2 questions for each image. LA: To work as a group, discussing their ideas and making a list. Children to then use this list to independently form a question for each image.</p>
<p>I can describe the key features of a Synagogue.</p> <p>What is a Synagogue?</p>	<p>- Understand what a Synagogue looks like on the outside and the inside</p> <p>-Learn the name of different reasons that Jewish people visit the Synagogue</p>	<p>-What is a Synagogue?</p> <p>-What other places of worship do you know?</p> <p>-Has anyone ever been to a synagogue?</p>	<p>Starter: -What happened on Mount Sinai? -What were the ten commandments? -How is the bible used in court?</p> <p>Ask children if they know what a synagogue is? Discuss different places of worship.</p>



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

			<p>Virtual Tour of Synagogue (If not possible then use video clips and PowerPoint to discuss the features) <i>Waiting to hear back about a potential visitor!</i></p> <p>Make a list of reasons why Jewish people visit the synagogue in books.</p> <p>Task: LA – chn to have photos of key features to match up with name and explanation. MA/ HA – Chn to describe at least 3 key features with HA also explaining why they are important.</p>
<p>I can explain Jewish worship in a Synagogue.</p> <p>What is Jewish worship like in a synagogue?</p> <p>https://www.youtube.com/watch?v=0xKZTJnFi0k</p> <p>https://www.bbc.co.uk/bitesize/guides/zv626yc/revision/2</p>	<p>-Understand the key features and positioning of objects including the ark, eternal light, Torah etc and their significance</p> <p>-Learn who the Rabbi is, who a cantor is, how the Torah is used during worship and why it is read in Hebrew</p> <p>-Understand why the Torah is special and how we know</p>	<p>-Who leads worship in a church?</p> <p>-Who leads worship in a synagogue?</p> <p>-What is the important text read in a synagogue?</p>	<p>Starter:</p> <p>-What are these features in the synagogue? (provide children with images)</p> <p>-What happened when Moses was found in the basket?</p> <p>-Who is the Messiah?</p> <p>Discuss who leads worship in a church. Ask children if they know who leads the worship in a synagogue. Explain to children the role of the Rabbi.</p>



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

	<p>-Discuss what Jewish people wear and how they behave during a service</p>		<p>Discuss the fact that the Bible is read in church, do children know what is read in the synagogue?</p> <p>Explain to children what Jewish people wear in a synagogue and the rules of behaviour they must follow.</p> <p>Task: LA children to complete table to show the differences between a synagogue and a church.</p> <p>MA&HA to answer differentiated comprehension questions.</p> <p>Children to reflect upon a time they have been to a church.</p>
<p>I can understand how Jews celebrate Passover (Pesach)</p> <p><i>How do Jewish people celebrate Passover at home?</i></p>	<p>-Children to understand what Passover is and why it is celebrated.</p>	<p>-When have you had a celebration meal? -What were the Jews referred to when Moses freed them? -What is different about the Sedar meal to how you eat a celebratory meal?</p>	<p>Starter: -Tell me a similarity and a difference between the church and the synagogue -What happened when Moses parted the Red Sea? -What is the importance of Holy Island?</p> <p>Ask children to reflect upon a meal that was special to them and why (birthdays, Christmas etc.) Introduce the term Passover to the children and ask them if they have heard it before and do</p>



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

			<p>they know what it means? Explain to children that it is a celebration that is celebrated in the Spring and that it reminds them of the time Moses freed the Jews from Egypt. Can anyone remember what Jews were referred to then? Think back to Sabbath and the main element is it is a day of rest. Explain that the main element of Passover is a meal called Sedar. Discuss that there is a special order for the meal which is written in Haggadah and it tells the story of Exodus. Look at the table layout and the order of the meal together. What is different to how we have a celebratory meal?</p> <p>What is Passover? - BBC Bitesize Religious Studies KS2: Celebrating Passover (Pesach) - BBC Teach</p> <p>Task: Children to sample the Sedar plate, discussing the significance of each element – photos for books.</p> <p>Children to reflect upon an important meal they have had.</p>
<p>I can discuss the meaning of Bar Mitzvah and Bat Mitzvah.</p> <p>What is the meaning of Bar Mitzvah and Bat Mitzvah in relation to joining the Jewish community?</p>	<p>-Learn how Jewish people are initiated into their community during Bar Mitzvah and Bat Mitzvah</p>	<p>-What ritual does a Christian child have?</p>	<p>Starter: -How do Jews celebrate Pesach? -Why was Moses given the ten commandments? -Who were the disciples?</p>



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

<p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-preparing-for-bat-mitzvah/zvgpy9q</p> <p>https://www.bbc.co.uk/programmes/p09bxdv1</p>	<p>-Understand what is expected of a boy or girl undergoing the ritual</p> <p>-Discuss what events are important in their life</p>	<p>-What about Catholic children?</p> <p>-Does anyone know what the ritual for Jewish children is?</p> <p>-What is similar to baptism?</p>	<p>Tell the chn that Jewish people see life as having 4 stages. What do the chn think the 4 stages might be? The four are: birth, becoming an adult, marriage and death.</p> <p>Why might the synagogue be important at each stage?</p> <p>Focus on the bar mitzvah and bat mitzvah – importance and rituals.</p> <p>Watch the videos explaining Bar Mitzvah and Bat Mitzvah.</p> <p>Task: Children to work in pairs to create a poster explaining the rituals of Bar Mitzvah and Bat Mitzvah.</p>
<p>I can explain why Jewish people go to the Synagogue.</p> <p>So why do Jewish people go to the synagogue?</p>	<p>-Understand their key learning and vocabulary in this unit</p> <p>-Understand Jewish beliefs, stories and practices and the impact these have for Jews (Belief, teaching/authority, expressions of belief, impact)</p>	<p>-What have we learnt about the synagogue?</p> <p>-What were some of the features?</p> <p>-What is different to the church?</p>	<p>Starter:</p> <p>-What happens during a Bar Mitzvah?</p> <p>-Name 2 items of the Sedar plate and what they represent</p> <p>-Why was Aiden seen as a beacon?</p>



Dean Bank Primary School and Nursery Religious Education - Medium Term Plan



Subject Area: Judaism

Term: Autumn

Class: 5

-Discuss the beliefs that Jews and Christians have in common

Review some of the practices and rituals within a synagogue. Recap what the children have found out about why Jewish people go to the synagogue.

Work in small groups to create a plan for a non-chronological report about why Jewish people go to the synagogue.

Task: Children to create non-chronological reports to answer the key question.

LA to have picture prompts/photos/sentence starters for support.

MA Children to be given headings as prompts

HA Children to work independently.