**Year 5 R.E Curriculum – Spring Term 2**

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| **Theme: Why is the Torah so important to Jewish people?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **Make sense of belief:**  • Identify and explain Jewish beliefs about God  • Give examples of some texts that say what God is like and explain how Jewish people interpret them  **Understand the impact:**  • Make clear connections between Jewish beliefs about the Torah and how they use and treat it  • Make clear connections between Jewish commandments and  how Jews live (e.g. in relation to kosher laws)  • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  **Make connections:**  • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today  • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish | | | **Keyword** | Definition | **Keyword** | Definition | Spoken language- discussion, questioning, explaining. |
| Shema | The Jewish prayer expressing belief in the singularity of God. | Shabbat | The Jewish day of rest from sunset on Friday to sunset on Saturday. |
| Mezuzah | Parchment inscribed with verses from the Torah | Kosher food | Food fit for consumption by Jewish law. |
| Tefillin | A pair of black leather boxes containing parchment scrolls | Orthodox | Conforming to the usual beliefs in a religion |
| Rosh Hashana | The Jewish celebration of New Year (creation)  People ask for forgiveness for mistakes they have made over the year. |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| How do festivals and family life show what matters to Jewish people? Year 3 | | | | |  | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To recap prior learning about the ‘Shema’ Jewish prayer and the beliefs about god in the mezuzah. | | * Jewish people believe in one God and follow the command to love only one God with all their heart, soul and might. * The tefillin is used by orthodox Jews. * G-d is written to show respect. | | | | * Recapping skills. | |
| 1. To research the written Torah (TeNaKh) and understand it is at the heart of Jewish practice. | | * The Torah is believed to be the word of God. The Torah helps to guide them in their lives. | | | | * Investigating and interpreting skills | |
| 1. To recall the creation story and how it is used in Rosh Hashana | | * Rosh Hashana celebrates the new year (creation). People ask for forgiveness of mistakes they have made. * The shabbat is inspired by God resting on day 7. | | | | * Analysing, interpreting skills | |
| 1. To investigate kosher food. | | * Kosher food follows Jewish rules. Meat and diary cannot be eaten together. Pork is not allowed to be eaten. | | | | * Investigating skills | |
| 1. To compare orthodox and progressive synagogues. | | * There are similarities and differences between orthodox and progressive synagogue. * E.g., Men and women are allowed to sit together in a progressive synagogue but not in an orthodox synagogue. | | | | * Investigating, analysing skills. | |
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| **Themes** | **Where these are covered:** | | | | | | |
| **Making sense of beliefs** | * Lesson 1 and 2 | | | | | | |
| **Understanding the impact** | * Lesson 3 and 4 | | | | | | |
| **Making connections** | * Lesson 1,2,3 and 5 | | | | | | |