YEAR 9 Autumn 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Judaism

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** To lay the foundation for our future study of Jewish beliefs and teachings, and later Jewish practices at GCSE. We shall consider some of the critical theological beliefs, teachings and practices which can later be built upon. Students need to be aware of fundamental beliefs ingrained in Jewish scriptural history in order to fully understand why they live as they do and be familiar with certain figures. **Why do we teach this now?** Students will be starting the GCSE units of work after February half term and therefore require a foundation of knowledge of key teachings within Judaism to help with their learning of the required Judaism units at GCSE level. **Links to the Oldham Local Agreed Syllabus:** **Links to the Manchester Diocesan Agreed Syllabus:** 3.13 – Do prophets still influence us today? 3.11 – What difference does it make to believe in Judaism? **Specification aims:** The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (Manchester Diocesan Agreed Syllabus) **Assessment Objectives:** As the most up to date document out assessment objectives are taken from our Locally Agreed Syllabus. These reflect the 3 main assessment objectives of our diocesan agreed Syllabus. **Make sense of a range of religious and non-religious beliefs, so that they can:** - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary; - explain how and why these beliefs are understood in different ways, by individuals and within communities; - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation. **Understand the impact and significance of religious and non-religious beliefs, so that they can:** - examine and explain how and why people express their beliefs in diverse ways; - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world; - appreciate and appraise the significance of different ways of life and ways of expressing meaning. **Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:** - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses; - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response; - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.
Spiritual, moral, social, and cultural development	**SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	Students will explore concepts of time when looking at the history of Abraham and the Temple
Literacy	**Vocabulary Tier 2:** explain, conclusion, Temple, prophet, suffering, movements **Vocabulary Tier 3:** Covenant, Promised Land, Messiah, Prophecy, Visionary, Synagogue, Torah, Persecution **Reading:** Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand. **Writing:** Religious Studies is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on explaining their own views and beliefs as well as those of others. **Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.
Becoming future ready	RS students develop: - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	**By product:** differential outcomes using must, could, should. **By resource:** PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge. **By Intervention:** by providing different levels of supervision and support, revision drop ins, catch up sessions. **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender and behaviour **By Task:** Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability. **By Offering Optional Activities:** In class or as homework, to extend learning.

Implementation Curriculum Delivery

Learning Outcomes (Core Knowledge)

#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
1	**Origins of people – Abraham** To know the origins of Judaism and discover how Abraham was chosen by God To be able to identify what this lesson teaches us about God • To understand what the key term 'covenant' means • To understand how Judaism started with Abraham • To understand key events of Abraham's life • To understand the term 'faith' and what it might involve • To explore how Abraham's trust in God influences Jewish people today	Y7 Big Bible Stories	GCSE Jewish Beliefs: builds upon the idea of the Jews as God's chosen people. Prep for idea of identity and covenants esp. Abraham L2: Further developing learning on origins of people and the Jewish identity.
2	**Origins of people – movements** To know about Jewish religious identity today • To understand different movements within Judaism; Orthodox, Reform and Hassidic and examples of how each of these movements practices the religion • To understand what it means to be a secular Jew • To understand what all movements believe; belief in one God, belief in the laws given by God, belief in the special relationship with God if they follow these laws and belief in the holy book (Torah)	Y7 Big Bible Stories L1: Further developing learning on origins of people.	GCSE Jewish Beliefs: builds upon the idea of the Jews as God's chosen people. Prep for idea of identity and covenants esp. Abraham
3	**The Temple** To understand the significance of the Temple in traditional Judaism To be able to identify what this lesson teaches us about God • To understand what the tabernacle was and why this was significant • To understand how the first Temple was built by King Solomon • To understand what the Holy of Holies was within the Temple; where God's presence was felt and where the commandments were kept • To understand what took place in the Temple courtyard • To understand the why sacrifices were made at the Temple • To understand how the 1st Temple was destroyed and the rebuilding of the 2nd Temple • To understand how the 2nd Temple was destroyed and what is left of the Temple today • To explore the importance of the Temple today	L1 and L2: further develops an understanding of Jewish identity	L4: Further developing learning through the study of the land of Israel where the Temple stood and the Western Wall is. GCSE Jewish Beliefs: Prep for work on shekinah
4	**The Land of Israel** To understand the significance of Israel in Judaism To be able to identify what this lesson teaches us about God Scripture: Jeremiah, Isaiah • To understand the significance of the Western Wall and Israel by exploring important events that have happened there; 1st human created there, Abraham was commanded to prepare this son for sacrifice, Jacob dreamed of a ladder that went up to Heaven • To understand the term 'Shekinah' and the belief it never departs from the Western Wall • To understand why Jews place written supplications into the cracks of the Western Wall • To understand events that take place at the Western Wall; Bar Mitzvah and visits from newly married couples	L2 – meeting with God etc.	GCSE Jewish Beliefs: Messiah

		• To understand that the Temple will be rebuilt when the Messiah arrives with reference to scripture of what the Messiah will be like • To explore how the Temple is remembered in contemporary Judaism; Synagogue, Amidah prayer and Passover Seder celebration		
	5	**King David** To know what will have made David a great leader and servant of God To be able to identify what this lesson teaches us about God Scripture: 1 Samuel, 1 Chronicles, Isaiah, Psalms • To explain the history of King David, what made him special and why God chose him to be king • To explore the story of how David won the battle against the Philistines and what this teaches us today • To understand that although David wanted to build a Temple, the prophet Nathan was sent to tell him that it would not be him • To understand what Psalm 18:2 teaches • To understand what we can learn from King David today	Y7 Big Bible Stories: What key figures in scripture represented, and about the whole issue of 'calling'. What can we learn from them about our humanity and God?	L6-L8: Further developing knowledge on key figures from scripture GCSE Jewish Beliefs: Messiah
	6	**Prophet Ezekiel** To be able to identify how God communicates with His people through prophets like Ezekiel To be able to identify what this lesson teaches us about God Scripture: Ezekiel • To understand why Ezekiel was chosen to be a prophet • To understand that God showed Ezekiel a vision, then spoke to him and told him to prophesize the fall of Jerusalem. • To explore the methods in which Ezekiel communicated this – by drawing on a tile, lying on the ground to represent the years the Jews would be oppressed, and cutting off his hair. • To understand the Valley of Dry Bones and that it symbolises that the Jews would rise again.	Y7 Big Bible Stories: continuation of further learning of prophets in scripture L5: developing learning by the study of another key figure within scripture.	L7-L8: Further developing knowledge on key figures from scripture
	7	**Daniel** To understand what having complete faith and trust in God looks like To be able to identify what this lesson teaches us about God • To understand the term 'justice' • To understand the story of Daniel and the lion's den and what this teaches us • To understand how Daniel fasted to show his devotion to God • Extension: To explore Daniel's visions	Y7 Big Bible Stories: continuation of further learning of prophets in scripture L5 and L6: developing learning by the study of another key figure within scripture.	L8: Further developing knowledge on key figures from scripture GCSE Jewish Beliefs: Messiah
	8	**Job** To understand key teachings from the Book of Job To be able to identify what this lesson teaches us about God Scripture: Job • To recall examples of suffering in Judaism shown through the Old Testament • To understand the story of Job and consider why Job was being punished • To understand why Job was upset about what he was going through explore his friend's reaction. • To explore what the term 'Job's comforter' is • To understand God's response in the story of Job and what it teaches • Extension: reading of 'Lesson in friendship' by Heidi Stearns	Y7 Big Bible Stories: continuation of further learning of prophets in scripture L5 – L7: developing learning by the study of another key figure within scripture.	L9: Further developed by learning about Jews as a persecuted people Y9 Holocaust unit and GCSE Christian Beliefs: concept of evil and suffering GCSE Jewish Beliefs: Messiah
		Persecuted People		

	9	To understand the Jews as a persecuted people To be able to identify what this lesson teaches us about God Scripture: Exodus, Kings, Psalms, Gospels • To understand the term 'persecution' • To explore events throughout history where Jews have been persecuted • To answer what has 'being Jewish' meant to the Jewish people based on all prior lessons	L8: Further development of learning through understanding suffering Jewish people have faced.	Y9 Holocaust unit and GCSE Christian Beliefs: concept of evil and suffering GCSE Jewish Beliefs: Messiah
	10	**KAT – Knowledge Check** **Knowledge Check:** To complete knowledge check on content covered in Judaism unit and checking for literacy on key terms.		
Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. This unit is a foundation for upcoming GCSE units of work on Jewish Beliefs and Practices.			
Assessment	Students will be formatively assessed through knowledge checks and key word checks. Students will also be asked to write supporting arguments, counter supporting arguments and a conclusion. The key development of skill is a conclusion which demonstrates sufficient evaluation. Students will be assessed summatively once before starting the GCSE content after February half term.			
Impact	Attainment and Progress – Refer to assessment results / data review documentation.			