

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: KS1 Year A RE and World Views – Judaism

Key Question (to be used all year): What do people say about God?

Focus Question (for this investigation): Why might some people put their trust in God?

PoS aims from Lancashire SACRE:

- *Key features = God's promise, Noah, Abraham, trusting in God*

In this unit, children will have the opportunity to explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed. They will learn about the story of Noah and the symbol of the rainbow as God's promise never to send a flood to destroy the world again. They will investigate the festival of Sukkot as an annual reminder to the Jewish community to be thankful to God for all he has done. Pupils will also have opportunities to talk about why promises and trust are an important aspect of human life. They will think about how we know whether or not people are trustworthy and reflect on their own values about the importance of being someone who is trusted by others.

Prior Learning (what pupils already know and can do)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

In EYFS, pupils will have reflected on what is special about our world and how we can look after it.

Long-term Learning (what pupils MUST know and remember) End goals

- To understand that Jews believe in one God
- To retell the story of Noah and understand how Noah trusted in God to keep his promise
- To recognise that Sukkot is a Harvest Festival celebrated Jewish people
- To understand that the festival of Sukkot is a time to remember how thousands of years ago the Jewish people wandered the desert, trying to find a place to live. Along the way, they built tents out of palm leaves and branches to live in.
- To know that 'Sukkah' is a Hebrew word for a kind of tent.
- To explain that Sukkot is celebrated by Jewish people by them spending as much time as possible in their sukkah for the whole week of Sukkot. They eat all their meals in the sukkah and say a prayer to thank God for Sukkot

Disciplinary knowledge (on-going for the year)

- Ask questions
- Give an example of a key belief and/or a religious story
- Give an example of a core value or commitment
- Use some religious words and phrases to recognise and name features of religious traditions
- Talk about the way that religious beliefs might influence the way a person behaves
- Notice and show curiosity about people and how they live their lives

Key Vocabulary

- Jewish, Noah, Sukkot, celebration, God, promise, trust, Sukkah

Session 1: Are promises important when it comes to trusting someone?

Children ask questions about and discuss the importance of promises in 'trust' for both religious and non-religious people

Suggested activities

- Share a **promise** story with the class – eg 'A promise is a Promise' by Robert Munsch.
<https://www.youtube.com/watch?v=Po0o2KAhwFI>
- Circle time - discuss the importance of promises. Ask the children to give examples of promises that they have made within the class. Place these into the class book. E.g. I promise I will not hit, I promise I'll wait my turn. Ask why it is important we can trust one another to keep these promises – why is it important to be **trustworthy**? What makes someone trustworthy?
- The overall question for this unit is 'Why might some people put their trust in God?' so relate these ideas about promises back to this question.

Vocabulary = trust, promise

Session 2: Who was Noah and what does the rainbow represent?

Children learn that Jews follow Judaism and believe that there is only one God. They should recognise that Judaism shares many stories with Christianity. Children learn about the story of Noah and the Ark and explore the symbolism

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of the rainbow as a promise from God to Christians.

Core Knowledge

- To understand that Jews believe in one God
- To retell the story of Noah and understand how Noah trusted in God to keep his promise

Suggested activities

- Read the story of **Noah**. If you have a toy ark/pairs of animals then the story could be acted out or retold in groups.
- Whilst reading and considering the story, make sure that children understand that Jewish people only believe in one God.
- Also make links to how this story appears in the Christian Bible as well.
- Talk about the rainbow as a sign of God's promise – talk about why people might need reminders of the importance of promises (link with the class book of their promises). Explain that a Jewish person might say that although people often forget their promises, God does not and so they believe that they can always trust in God.

Vocabulary = Noah, sign/symbol, Jewish

Session 3: What do people who belong to the Jewish faith celebrate during the festival of Sukkot?

Children will learn about the Jewish festival of Sukkot; how it is celebrated, why it is celebrated and how it is similar and different to other celebrations/festivals. Children reflect upon how the themes of trust and promises are represented in the story of the celebration.

Core knowledge

- To recognise that Sukkot is a Harvest Festival celebrated Jewish people
- To understand that the festival of Sukkot is a time to remember how thousands of years ago the Jewish people wandered the desert, trying to find a place to live. Along the way, they built tents out of palm leaves and branches to live in.
- To know that 'Sukkah' is a Hebrew word for a kind of tent.
- To explain that Sukkot is celebrated by Jewish people by them spending as much time as possible in their sukkah for the whole week of Sukkot. They eat all their meals in the sukkah and say a prayer to thank God for Sukkot

Suggested activities

- Watch Jumpin' Jerusalem- **Sukkot** https://www.youtube.com/watch?v=h_W1pGtIRsY
- Tell the children about the history of the festival of Sukkot and how this is celebrated by Jewish families today.
- A **sukkah** or **succah** is a temporary hut constructed for use during the week-long Jewish festival of **Sukkot**.
- The class could eat lunch together by 'the **sukkah**' and talk about how eating together is a nice way of bringing people together as a family/community.
- Talk about how Sukkot is similar/different to other celebrations some people celebrate each year? **Link back to prior learning from EYFS where they considered festivals.**
- Encourage children to understand that celebrations are important in many cultures as a way of remembering something special and often as a reminder to be grateful – in the same way, Sukkot is a time for the Jews to remember to be grateful to God for keeping his promise and providing them with all that they need.

Vocabulary = Sukkot, Sukkah, celebration

Session 5: Why do some people put their trust in 'God'?

Children reflect upon trust and promises by thinking about who they put their trust into and why. Children reflect, ask questions and discuss why some people choose to put their trust into something or someone that they cannot see.

Suggested activities

- Look back at the class promises – discuss if they have been kept by all members of the class, do they feel that they will be able to continue to keep these promises throughout the rest of the year, how easy/difficult is it to keep promises?
- Who do we really trust and why? Relate back to how God keeps his promises in the Jewish religion and how keeping promises is important in trust
- Re-ask the initial question – Why do some people put their trust in God?

Future learning this content supports:

Children will think about promises later in their learning when considering covenants in UKS2. The theme of trust

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also builds throughout LKS2 where children consider who they should select as their role models. Children continue to make connections and build upon a growing understanding of celebrations and traditions contained in various religions e.g. Passover, Holi etc.