

Bomere and the XI Towns Federation Knowledge Organiser—RE

<p>Topic: Why is the Torah so important to Jewish people?</p>	<p>Class/Year Groups: Upper KS2—Owl Class</p>	<p>Term: Spring Term 2023</p>
<p>What you already know?</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today.</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas.</p>	<p>What you will learn:</p> <p>Making Sense of the Belief</p> <p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>Understanding the Impact</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>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)</p> <p>Making Connections</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>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.</p>	<p>Vocabulary</p> <p>Mezuzah—Attached to the doorpost of a Jewish house with some religious texts inside</p> <p>Siddur— A daily prayer book</p> <p>Mitzvot—The 613 Commandments</p> <p>Sefer Torah—A handwritten scroll— It is treated very carefully out of respect</p> <p>Tenakh is the Jewish bible -</p> <p>3 parts Torah—Written law</p> <p>Nevi'im— the prophets</p> <p>Ketuvim— the writings</p> <p>Shema— A Jewish prayer</p> <p>Shabbat—Their holy day starting on Friday night through to Saturday night</p>

Shropshire Agreed Syllabus Programme of Study KS2:

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

