



Luston and Shobdon Community Primary Schools Federation



Curriculum Coverage and Assessment specific to each Religion/ Belief: Year 6

Judaism: God, Torah, The People and the Land

Autumn Term 2021
Objectives taught are highlighted
Objectives not taught:
Reasons why objectives were not taught:
Initials of children who are assessed to be above ARE:
Initials of children who are assessed to be below ARE:
Additional notes:
Spring Term 2022
Objectives taught are highlighted
Objectives not taught:
Reasons why objectives were not taught:
Initials of children who are assessed to be above ARE:
Initials of children who are assessed to be below ARE:
Additional notes:
Summer Term 2022
Objectives taught are highlighted
Objectives not taught:
Reasons why objectives were not taught:
Initials of children who are assessed to be above ARE:
Initials of children who are assessed to be below ARE:
Additional notes:

	KS1	LKS2	UKS2
	<p>1.7: Who is Jewish and how do they live? (God/Torah/People)</p>	<p>L2.10: How do festivals and family life show what matters to Jewish people? (God/Torah/People/the Land)</p>	<p>U2.9: Why is the Torah so important to Jewish people? (God/Torah)</p>
<p>Purple = Making sense of beliefs</p> <ul style="list-style-type: none"> 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 <p>Red= Understanding the impact</p> <ul style="list-style-type: none"> 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 <p>Green- Making Connections</p> <ul style="list-style-type: none"> evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses challenge the ideas studied, and allow the ideas studied to 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 	<p>Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations (eg. Chanukah)</p> <p>Give examples of how the stories used in celebrations (eg. Shabbat, Chanukah) remind Jews about what God is like</p> <p>Give examples of how Jewish people celebrate special times (eg. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (eg. mezuzah, on Shabbat)</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reasons for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</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 (eg. 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</p> <p>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>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>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 (eg. in relation to kosher laws)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (eg. some difference between Orthodox and Progressive Jewish practice)</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 eg. 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>