

Year Group 2	Worldview: Judaism
Strand:	Beliefs and Questions (Theology)
Key Question:	What does Torah mean for Jewish people?
Focus of study:	Special books, sacred texts, rules and stories
Background information for teachers:	
<p>The Torah is one of the scrolls that compose the scriptures for Jewish people. The text of the Torah is the same as that of the first five books of the Bible, and occasionally referred to as the Hebrew Bible or the Jewish Bible by some members of the Jewish faith.</p> <p>Starting with Creation, the Torah tells the story of the interaction of God with the people who become the people of Israel. It contains many well-known stories – Noah, Abraham, Jacob, Joseph, Moses and the Exodus. It finishes with the death of Moses and Joshua preparing to lead the people into the Promised land after forty years of wandering in the wilderness.</p> <p>During those wilderness years, the people of Israel receive the 10 Commandments and the 613 other commandments that still guide much of Jewish life.</p> <p>It is written in Hebrew, on parchment made from the skin of Kosher animals and handwritten by a scribe. All scrolls are kept in the synagogue, but these days there are printed versions of the text which Jewish people will keep at home. The Torah scroll is only one of the scrolls. Others contain the writings of the Prophets, the wisdom literature, and the later histories of the People of Israel in the Promised Land during the reigns of the Judges and the Kings, before they were exiled to Babylon.</p> <p>Particularly for Orthodox Jews, the Torah is still the main guide for their lives and many features of Jewish life and tradition have their origins in the Torah.</p>	
Prior learning:	<p>What Jews learn about God from the Torah, particularly the Shema.</p> <p>How and why Jews observe Shabbat.</p> <p>The Ten Commandments</p> <p>The story of Abraham</p> <p>Secular/Cultural Jews</p> <p>Jewish food and law</p> <p>Introduction to the Golden Rule</p> <p>The Bible and how it is used by Christians.</p>
Building Blocks:	<p>The Torah tells the stories of the early Jews and their relationship with God. The Exodus story teaches Jews that God had a plan to rescue them from their enemies.</p> <p>The Torah sets the expectations for how a Jewish person should live.</p>
Outcomes:	<p>Pupils know that the Torah is a special book for Jewish people containing laws, and history.</p> <p>Pupils can demonstrate some of the ways in which some Jewish people follow the teachings of the Torah.</p> <p>They can make connections between some of the teachings and the way that some Jews live their lives.</p> <p>They can retell some of the history of the Jewish people and suggest why that may be important to Jews.</p>
Suggested resources:	<p>A selection of special/holy books</p> <p>Class/whole school rules/New Year's Resolutions</p> <p>The giving of The Ten Commandments in a child friendly version</p>

	<p>Real People, Real Faith: https://www.natre.org.uk/about-natre/projects/real-people-real-faith/ KS1 Q2 - What stories are important to you? Orthodox Judaism and Reform Judaism Exodus 20 Genesis 1 Pictures of the Torah being read and written. Information about the festival of Simchat Torah.</p>
Engagement:	
<p>What do pupils know about their history? Can they put together a short history or timeline of themselves. Perhaps relate this to the history of the school, or to the history of the area. Link this also to whatever pupils are learning about in history. How do we find out about what happened in the past? What can people learn from written material? Get pupils to think about different written material – rule books, story books, history books, newspapers, poetry books, instruction manuals, cookbooks, and recipes etc. Sort different types or genres of writing and compare usefulness of different types of information.</p>	
Enquire and Explore:	
<p>Find out what is in the Torah and how Jewish people use it. Discover that it contains history, rules, Read a range of suitable stories from the Torah, especially those that link to Jewish festivals. This is an opportunity to revise the story of Creation and the stories about Abraham that pupils should have encountered in Year 1. Make the link between the Creation story and the fact that the Jewish day always begins in the evening, at sundown because it says: ‘it was evening, and it was morning, the first day.’ Explore the 10 Commandments, revising Shabbat as part of this, as Shabbat is based on the commandment to observe the Sabbath. Look at pictures of the Torah being written by scribes. Discuss why it is written like this. Look at pictures of the scrolls in the ark in a synagogue. Explore how the Torah is used in celebrations, such as Bar Mitzvah and Bat Mitzvah. Find out about the festival of Simchat Torah, which is celebrated when the yearlong reading of the Torah finishes and then begins again. What does that celebration teach about Jewish reverence for the Torah? Explore some of the rules from the Torah – particularly those that relate to rules covered in the Year 1 unit ‘How do people know how to behave?’. Look at the Hebrew alphabet and discuss whether the fact that the Torah is written in Hebrew means that Jewish people have to learn Hebrew. Does it matter if they don’t learn Hebrew? Does that mean that they can’t read the Torah properly? How do Jewish people use Hebrew for prayers? Does everyone pray in Hebrew?</p>	
Evaluate:	
<p>How much influence do the pupils think the Torah has on Jewish people? Is it good to have a text to follow? Why do we need books with histories and rules? How does the Torah help Jewish people to understand who they are and to know their history? What key points have the pupils recalled and retrieved? Are pupils using Key Vocabulary, such as Torah, Hebrew, Jewish, Judaism, Rules, Prayer, Sacred Text?</p>	
Reflect and communicate:	
<p>Pupils to discuss the texts that influence them. Can pupils reflect and ask questions about what they have learned? Can pupils use Talk Partners effectively? Can pupils accept the opinions of others and put their own opinions across respectfully?</p>	

Assessment opportunities:	Create a fact file about the Torah. Present to another class, all the pupils have learned about the Torah and its importance to Jewish families. Create a mind map to show learning.
Notes	These ideas are purely a guide. What went well/Not so well? What would you do differently next time?