

Year Group 2	Worldview: Judaism
Strand:	Community and Identity – Human and Social Science
Key Question:	In what ways is the Synagogue important to Jewish people?
Focus of study:	Special Places We all have places that are special to us. Why are they special? What are the features of a special place?
Background information for teachers:	
<p>A synagogue is a house of prayer where Jewish people can get together to feel closer to God, and each other.</p> <p>The services are led by a rabbi or a worshipper.</p> <p>Bimah-A raised platform where most of the service takes place. The Torah readings happen here.</p> <p>Ark-The Ark is a cupboard in which the Torah scrolls are kept.</p> <p>Siddur-This is the main prayer book.</p> <p>Torah Scrolls- There are several scrolls. The Torah scroll contains the first five books of the Hebrew scriptures, also the same as the first five books of the Christian Bible. Other scrolls contain the other books such as the Prophets, the Psalms, and the Histories.</p> <p>The Eternal Light (Ner Tamid) - hangs above the Ark and is always burning to remind everyone that God is always with them.</p> <p>The synagogue is the centre of the community for many Jewish people and different synagogues offer different resources. Many Jewish people try to live near to a synagogue so that they can walk there. Synagogues are also centres of learning for many Jewish communities.</p>	
Prior learning:	Shabbat and Torah The Ten Commandments The story of Abraham Shema Secular/Cultural Jewish people Jewish food and law Introduction to the Golden Rule Rosh Hashanah and Yom Kippur-The two high Holy days for Jewish families How the church is used by Christians (Community and Identity strand in Christian worldviews)
Building Blocks:	The synagogue is the centre of community life for many Jewish people. The synagogue is the centre of worship for Jewish people. The synagogue is where Jewish people learn about God.
Outcomes:	Recognise that the Synagogue is an important building for many Jewish families. Begin to ask wondering questions and share and record wonderings as appropriate. Recall and name some features of a Synagogue and identify what they might teach about Jewish beliefs. Make links with other places of worship and consider why it is important for communities to come together.
Resources:	A visit to a local Synagogue or virtual tour if no synagogue near the school. A visit from a Rabbi or other member of the Jewish community. Photographs/or actual artefacts of the features. A word bank of features. Photos of other significant buildings, both religious and secular. Email a believer: RE Online
Engagement:	
Look at a range of building and identify what they are used for. Discuss who visits those buildings and why. What do people do in those buildings? Are all buildings equally important? Sorting or ranking activity on the relevant importance of the buildings. Perhaps also sort which ones may be religious or secular. Discuss how that decision might be made.	

<p>Discuss and suggest reasons why people like to meet together in places. Refer back to the unit on Christians meeting together and the EYFS work on what the church is.</p>	
<p>Enquire and Explore:</p>	
<p>Look at pictures of or visit a synagogue or do a virtual tour. Look for things that are similar to a church and also different to a church. Look at a range of synagogues and see that they are not all the same. Look for similarities and differences.</p> <p>Who might visit a Synagogue? Why might they go there?</p> <p>When would a Synagogue be used as a place of worship?</p> <p>What do you wonder?</p> <p>Find out what happens in a synagogue and what a service looks like. Identify which features of the synagogue are important to Jewish people. Interview some Jewish people if possible.</p> <p>Find out which festivals centre on the synagogue and which are more home based.</p> <p>Look at how the synagogue is used at Shabbat.</p> <p>Find out how the synagogue is used a community centre – some have Kosher shops, do lunches, feed students, hold Hebrew classes, have coffee mornings, run foodbanks, and are centres for study and learning as well as prayer.</p>	
<p>Evaluate:</p>	
<p>What makes Synagogues special places?</p> <p>How important is it to have a safe space to gather? Do people need to gather or can they pray and worship just as well on their own?</p> <p>What is the most important thing that Jewish people do in a synagogue?</p> <p>How similar is this to other places of worship or community centres?</p> <p>Are pupils using Key Vocabulary?</p> <p>Synagogue Jewish Judaism Rules Prayer Sacred Community Bimah Arc Siddur Eternal Light Rabbi Worship Torah</p>	
<p>Reflect and communicate:</p>	
<p>What places are special to the pupils and what do they do there? Are these activities similar to what happens in a synagogue?</p> <p>If they have been able to interview a rabbi or other member of the Jewish community, what do they think was the most important thing that they have learned?</p> <p>Can pupils talk about what they have learned and ask I Wonder statements questions? Can pupils use Talk Partners effectively? Can pupils accept the opinions of others and give reasons for their own?</p>	
<p>Assessment opportunities:</p>	<p>Create a fact file about a Synagogue. Present to another class, all the pupils have learned about the Synagogue and its importance to Jewish families.</p> <p>Describe a service in a synagogue or produce a diary of a synagogue-based festival.</p> <p>Create a mind map to show learning. Generate questions for a Rabi.</p>
<p>Notes</p>	<p>These ideas are purely a guide.</p> <p>What went well/Not so well?</p> <p>What would you do differently next time?</p>