Year:	8	Subject:	Religious Education	Spring 2: Beliefs of Judaism		Summer 1: Practices of Judaism		Summer 2: Wealth and Poverty	

Intent

	Subject Concepts (Substantive knowledge)	Belonging		• Understanding Judaism	Prior Knowledge: • What is a world religion • What is belief Takeaway Learning: • Origins of Judaism: Who was Abrham?	• Judaism in Britain	Prior Knowledge: • Religions in Britain Takeaway Learning: • What is it like to be a Jew in Britain?	• What is poverty like in the UK? • Design a charity event	Prior Knowledge: • Understand what poverty is • Understand the work of religious charities Takeaway Learning: • Explain how poverty is affecting some people in the UK • Understand how to help others in need
		Believing		• Moses and Passover	Prior Knowledge: • Knowledge of the Bible Takeaway Learning: • Who was Moses • The story of Passover	• Religious Text	Prior Knowledge: • Knowledge of the Bible Takeaway Learning: • What is the Torah?	• How do religions view wealth? • What are the different attitudes towards poverty? • How do religions view charity?	Prior Knowledge: • Understand what wealth means. • Understand the causes of poverty. • Understand what charity is Takeaway Learning: • Explain some of the religious views of wealth. • Explain the different teachings towards poverty. • Explain the religious responses to charity
		Behaving		• Rites of Passage	Prior Knowledge: • Western Rites of Passage Takeaway Learning: • What is a Bar/Bat Mizvah	• Holidays	Prior Knowledge: • Christian Holidays Takeaway Learning: • Shabbat/Passover/Chanukah	• What are the causes of poverty? • How should people make money? • How is poverty reduced?	Prior Knowledge: • Understand what poverty is. • Understand how some people make money. • Understand the aims of charity Takeaway Learning: • Explain the causes of poverty. • Explore the religious beliefs about moral and immoral occupations. • Compare the work of different religious charities
	Disciplinary Knowledge			• Ways of Knowing		• Personal Knowledge		• Personal Knowledge	

Implementation

	Common Misconceptions			• There are no Jews in Britain		• You can't convert to Judaism.		• Poverty doesn't exist in the UK • Poverty is only for poor countries	
	Enabling or Adapting the Curriculum	SEND Students		• Sentence starters: What is a jew?		• Writing Frame on Torah Task		•	
		Disadvantaged Students		• Virtual Visit of a Synagogue		• Milton Keynes Reform Synagogue visit.		• Milton Keynes Food Bank visit	
		More Able Students		• Challenge task: What is Judaism?		• Extended writing: You can't become a jew		• Leading roles in group task	
	Literacy/Numeracy Skills	Vocabulary Reading:		• Rites of passage, Synagogue, Abraham, Bar/bat Mizvah, Torah, • Reading, textbooks, handouts, religious texts.		• Passover, Shabbat, Chanukkah • Reading, textbooks, handouts, religious texts.		• Poverty • Reading, textbooks, handouts, religious texts.	
		Writing:		• Written responses, extended answers.		• Assessment Point 3		• Written responses	
		Oracy:		• 1 minute presentation on World Judaism.		• Discussion based activities		• Presentations	
		NUMERACY		• Dates/timelines. • Global faith numbers		• Dates/timelines. • Global faith numbers		• Percentages of wealth and poverty worldwide	

	Digital Strategy	- Creating revision materials - Researching topics and collating research - Creation of presentations - Presentations - Receiving and acting on feedback digitally - Working with peers and staff through Microsoft Teams - Structuring written answers to questions - Receiving and acting on feedback digitally - Developing confidence through critical consideration of opinions and perspectives - Preparation for the world of work through aspects including: - Digital organisation of files and folders - Professional communication - Use of digital tools on iPads, such as: "Speak" – key words from religious texts can be read aloud to students "Translate" – for EAL students "Whiteboard" – for teachers to offer additional, personalised explanation "YouTube" – clips to show elements of different faiths (e.g., tours of religious buildings, daily life within different cultures, etc.)	- Creating revision materials - Researching topics and collating research - Creation of presentations - Presentations - Receiving and acting on feedback digitally - Working with peers and staff through Microsoft Teams - Structuring written answers to questions - Receiving and acting on feedback digitally - Developing confidence through critical consideration of opinions and perspectives - Preparation for the world of work through aspects including: - Digital organisation of files and folders - Professional communication - Use of digital tools on iPads, such as: "Speak" – key words from religious texts can be read aloud to students "Translate" – for EAL students "Whiteboard" – for teachers to offer additional, personalised explanation "YouTube" – clips to show elements of different faiths (e.g., tours of religious buildings, daily life within different cultures, etc.)	- Creating revision materials - Researching topics and collating research - Creation of presentations - Presentations - Receiving and acting on feedback digitally - Working with peers and staff through Microsoft Teams - Structuring written answers to questions - Receiving and acting on feedback digitally - Developing confidence through critical consideration of opinions and perspectives - Preparation for the world of work through aspects including: - Digital organisation of files and folders - Professional communication - Use of digital tools on iPads, such as: "Speak" – key words from religious texts can be read aloud to students "Translate" – for EAL students "Whiteboard" – for teachers to offer additional, personalised explanation "YouTube" – clips to show elements of different faiths (e.g., tours of religious buildings, daily life within different cultures, etc.)
	Home Learning	•	•	•
Impact	**Composite Assessment**	Date: Content:	Date: Content:	Date: Content: