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| **Year group: 5 Term: Spring 2 Date: Class:** |
| **What is holiness for Jewish people: a place, a time, an object or something else?** |
| **Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:** |
| **Working towards:** | **Expected:** | **Greater depth:** |
| For these pupils the concept of holiness is underdeveloped. They can recall some of the things Jewish people do such as the practices of shabbat or Bar Mitzvah. They can recall some of the detail of the Exodus story, but cannot make the connection to the idea of holiness being linked with God, his teachings or expectations of the Jewish people.  | Pupils understand that for Jewish people holiness is an important concept. They can explain holiness in different contexts. For example, they can explain what the burning bush story in Exodus teaches about holiness or explain in what way Shabbat is holy and how Jewish families mark its beginning and ending. In addition they will be able to give examples of how the Torah or God’s name is treated as holy.**Ultimately, pupils understand the key idea from this unit:***Within Judaism, Holiness is a synonym for God himself. He is set apart and different from.*  | These pupils have an excellent grasp of the concept of holiness and can connect it to the nature of the Jewish God. They can connect the ideas from the unit together to demonstrate a developed understanding that for Jewish people God is holy, that he commands his people to be holy and live a holy life. They may be able to make connections to previous learning about Judaism including the importance of mitvah (good deeds).  |
| **Names****<when assessed, list names of children in class here>** | **Names****<when assessed, list names of children in class here>** | **Names****<when assessed, list names of children in class here>** |
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