AMV Assessment Exemplar: Key Stage 2 (Lower) Unit 12

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| **Title: What does it mean to belong to a religion? Judaism? Areas of Enquiry: B,D&E****Key Question: What can we learn about Judaism from the keeping of Shabbat and/or Pesach (Passover)?****Outcomes: *Investigation of religious and non-religious worldviews:*** *d:* describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used; ***Judaism*** *c:* describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions; ***Throughout:*** provide good reasons for the views they have and the connections they make. |
| **Context / Prior Learning:** Pupils have studied Shabbat at KS1 and heard some stories from the Hebrew Bible. This assessment can be built into the Scheme of Learning for this unit – see lessons 5 & 6 of exemplar 2121. |
| **Assessment Activity – Pupils:** | **Developing – Pupils:**  | **Secure – Pupils:**  | **Exceeding – Pupils:** |
| * respond to a presentation about Shabbat and/or Pesach by asking questions;
* find out about, and describe, the story, rules, practices and guidance for celebrating Shabbat and/or Festival of Pesach;
* produce an FAQ web page for non-Jewish people, including answering their own questions with a range of possible answers.
 | * talk about Shabbat and/or Pesach and talk about what people find interesting, saying e.g., Why is it might be important to remember these stories;
* say how the story of Creation and/or Exodus are important to Jewish people.
 | * ask important questions about Shabbat and/or the Festival of Pesach and suggest some possible different answers, describing, e.g., how these stories might inspire Jews in their lives today;
* describe what happens at Shabbat and/or Pesach, how this links with the Creation and or/Exodus story and say how this might impact on a Jewish person’s life in their community, e.g., say how the story gives Jews a sense of the importance of family and community.
 | * ask important questions about Shabbat and/or Pesach and suggest answers about the possible impact on Jewish daily life, describing, e.g. why it might be important to keep religious traditions today;
* describe the importance and use of the Creation and/or Exodus story in relation to the practice of Shabbat and/or Pesach, showing, e.g., how the Seder meal reflects the highs and lows of the story of Pesach;
* compare different ways of showing commitment to Jewish belief and practice.
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| **Key Concepts*** Shabbat
* G\_d
* Pesach
 | **Pupils’ Attainment (names)** |  |  |  |