AMV Assessment Exemplar: Key Stage 1 Unit 2

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| **Title: Why are some times special? Areas of Enquiry: B&E**  **Key Question: Why are some festivals and celebrations special?**  **Outcomes: *Investigation of religious and non-religious worldviews:*** *b:* talk about some things about people, that make people ask questions; ***Judaism*** *d:* recall key features of an inspirational event, place, ritual or special occasion; ***Throughout:*** provide a good reason for the views they have and the connections they make. | | | | |
| **Context / Prior Learning:** Pupils have watched the TrueTube Charlie and Blue film on the Passover: <https://www.truetube.co.uk/film/charlie-and-blue-celebrate-passover> and are following the downloadable lesson plan: <https://www.truetube.co.uk/film/charlie-and-blue-celebrate-passover?tab=lesson_plan> They have been provided with information about the symbolism of the foods on the Seder plate, e.g., from <https://reformjudaism.org/jewish-holidays/passover/learn-about-passover-seder-plate> | | | | |
| **Assessment Activity – Pupils:** | | **Developing – Pupils:** | **Secure – Pupils:** | **Exceeding – Pupils:** |
| * watch again the Charlie & Blue film up to the point where Blue asks, “Do you eat all the things on this plate?” (1:27 to 2:20), talk about what interests or puzzles them in the film, and then work in pairs to identify some of the things on the Seder plate using the information provided (see context / prior learning above); * watch the next part of the film up to the point where Blue is given a copy of the Seder Haggadah (2:20 to 4:17), recall the main parts of the story and say **why** they think that Jewish people eat the different foods on the Seder plate, even the ones that do not taste nice. | | * recognise that Pesach / Passover is a special time for Jewish people; * recall one of the key features of the Passover meal; * say what an item from the Seder plate might remind Jews of, e.g., the roast egg might remind them of Spring, when the Passover is celebrated. | * talk about what puzzled or interested them about what Rachel does at the Seder meal; * recall the key features of the Seder meal and the events they commemorate; * provide a good reason for the views they have and the connections they make. | * ask relevant questions about the features of the Passover celebration and find an answer which relates to the story of the Exodus; * describe one of the ways in which Jewish people symbolise their beliefs about God through the Passover celebration, e.g., in retelling the story of how they were saved from slavery in Egypt; * provide good reasons why Jewish people remember the Exodus to this day. |
| **Key Concepts**   * Pesach / Passover * Seder * Exodus | **Pupils’ Attainment (names)** |  |  |  |