

## What do Jews remember on Shabbat?

### Substantive Knowledge to test:

- The Jewish story of creation and relate it to observing Shabbat.
- Jews believe in one God and that He is the creator.
- Shabbat is celebrated as a weekly tradition for Jewish families.
- The symbolism of the key artefacts used during Shabbat:
  - Candles – are lit before Shabbat to create peace in the home
  - Challah Bread – a special plaited bread to show how Jews love Shabbat
  - Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat
  - Zemirot – the special songs sung at the table for Shabbat

### Disciplinary Knowledge to test:

- ✓ Retell the Jewish story of Creation.
- ✓ Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives.
- ✓ Recognise that the practice of Shabbat shows a strong relationship between Jews people and God.

### Substantive Retrieval Questions:

- What is Shabbat?
- What do Jews believe about God?
- Can you name the four objects / symbols of Shabbat?
- How often do Jews celebrate Shabbat?

### Disciplinary Retrieval Questions:

- Can you retell the Jewish story of creation?
- How does the creation story link to Shabbat?
- How does Shabbat bring Jews closer to God?
- How do Jews observe the day of rest?

### Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

### The RE Age Related Expectations we will cover and be assessed against: **Theology**

- A. Where beliefs come from** Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.
- C. How beliefs relate to each other** Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.
- D. How beliefs shape the way believers see the world and each other** Give an example of how Jews use beliefs to guide their daily lives