

YEAR 4 Unit A1(i) - Sukkot

Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by a joint Hackney & Enfield curriculum development group.

The teaching objectives and learning outcomes are based on Agreed Syllabus level descriptions which are nationally agreed.

Teaching and learning activities plan for the two attainment targets for religious education - learning **about** and learning **from** religion. The planning promotes the spiritual, moral, social and cultural development of all pupils whether or not they are from a religious tradition.

On the right of this page is the full KS2 Judaism programme of study from the Agreed Syllabus. The material picked out in **bold** features in this unit. Within each unit some of the content picked out in **bold** is a *major* focus, other content is a *minor* focus. A *minor* focus, and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model individual, paired, group and whole class activities and tasks are included in the planning which teachers will need to adapt and differentiate to meet pupil needs

Enfield Agreed Syllabus 2007 – KS2 Judaism programme of study:

make connections between narratives about key figures and events from the Tenakh (eg Moses; the giving of the Torah), and the Jewish understanding of their people's relationship with God

make connections between the re-living (eg during the Seder, Shabbat and Sukkot) of key events in the history of the Jewish people and the belief in God's on-going care and protection

make connections between the way the Sefer Torah is treated with reverence and love and the belief that it is precious because it contains God's word

make connections between Judaism and other religions in relation to, for example, teachings about loving God and a responsibility to care for others, which motivate individuals, communities and Jewish aid agencies (eg Tzedek, World Jewish Relief)

make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people 'Israel')

make connections between the belief in One God and the way this is reflected in the synagogue eg the Ner Tamid, the position of the Ark and the Torah; how the prohibition of idolatry is reflected in an absence of representations of humans

make connections between the Jewish belief in a Creator God and the role assigned to humans in taking responsibility for others and for the environment

make connections in Judaism between repenting and being forgiven eg Rosh Hashanah and Yom Kippur

Teaching and learning should involve pupils in developing the skill of: using specialist vocabulary in communicating their knowledge and understanding of Jewish beliefs, teachings, practices and symbols

Teaching and learning should involve pupils in using and interpreting: a range of sources including the Tenakh, stories from the Jewish tradition, the synagogue, artefacts, pictures, poetry, songs, festival food; the media and ICT/ the internet, to gain knowledge and understanding of Jewish beliefs, teachings and practices

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>Children should learn:</p> <p>Jewish families build a temporary shelter at Sukkot using branches and foliage in its construction</p> <p>the sukkah is a reminder of events in the history of the Jewish people</p> <p>Sukkot is a time of giving thanks for God's love, care and protection</p>	<p>SESSION 1</p> <p>Group activity: Each group has a photo (of a family sitting in their sukkah) and a prepared note-taking sheet. <i>What do you notice about the place where the family is sitting?</i> <i>What has been used to build it?...to decorate it?</i> <i>As a shelter do you think that it would give much protection?</i> <i>Do you think the shelter will last for ever?</i> <i>What are the clues which tell you that it's a 'special' occasion for this family?</i></p> <p>Whole class: Feedback from the groups The teacher gives them more information about Sukkot or they read together a simplified account of Sukkot and its origins.</p> <p><i>How do you think that building this sukkah reminds Jewish families of God?</i> <i>Why do you think it's important for the family to eat outside in their sukkah?</i> <i>Are there special times when your family gets together to share a celebration meal?</i> <i>When they spend time outside in the sukkah , what group of people do you think Jews are particularly reminded to care for?</i> <i>Are there times when your family is especially concerned about the homeless?</i></p>	<p>Children:</p> <p>describe and give meanings for the basic features of a sukkah</p> <p>discuss how Sukkot reminds Jewish families of God</p> <p>make links between the symbol of the sukkah and the experiences of refugees and the homeless</p>	<p>Teacher note: Introduce some of the following themes in response to children's answers: God protected the Israelites - providing them with shelter and food The stars and rain that can be seen/felt through the foliage of a sukkah remind Jews of God who is always there, always sees them, always cares God kept a promise to lead them safely through the desert to their homeland</p> <p>Resources: Poster: Family sitting, eating in their sukkah Prepared note-taking sheet</p> <p>For homework, pupils are asked to collect and bring for the next lesson foliage and fruit/vegetables for the construction and decoration of the class sukkah Rather than contributing fresh fruit and vegetables, pupils could bring pictures cut from magazines.</p> <p>Teacher reference: Information sheet about Sukkot</p>

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<p>Children should learn:</p> <p>to consider how the experience of being in a sukkah can help people to feel for the homeless</p> <p>of the beliefs and values expressed by the stories, symbols and traditions of Sukkot</p>	<p>SESSION 2</p> <p>Group activity: Each child brings something to contribute to building/decorating a model or part-sized sukkah. They build and decorate a group or class sukkah . If possible, children should have the opportunity to experience sitting in the sukkah and sharing food. If possible show the class a picture of the lulav and etrog and explain some of the symbolism attached to them. Jewish families shake the lulav and etrog in all directions to show that God is everywhere.</p>	<p>Children:</p> <p>reflect on the experience of building a sukkah and sharing food in it</p> <p>reflect on the precariousness of life in a shelter like a sukkah</p>	<p>Resources: Netting Greenery from evergreens eg laurel, conifer Boxes with the roof cut into strips through which greenery can be threaded Fruit and vegetables for decoration (Football goal posts and net make a good framework for a school sukkah outside and it will be big enough for at least a group of children to sit inside and share some refreshments) The sukkah could be built out of doors or in the hall and then used as the focus for a class 'assembly.' Children could read or hear some of the blessings used at Sukkot: “Thank you God for the mitzvah (commandment) of sitting in the sukkah with family and friends.” “Thank you God for the harvest fruits and for the sun and the rain which make them grow.”</p>

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<p>Children should learn:</p> <p>of the beliefs and values expressed by the stories, symbols and traditions of Sukkot</p>	<p>SESSION 2</p> <p>Individual activity: Writing a letter from a Jewish child inviting a non-Jewish friend to come and share a meal with the family in their sukkah. For this to be a level 3 piece of work it will need to include:</p> <ul style="list-style-type: none"> ▪ what a sukkah is and why it is built – making links with the time the Israelites spent in the wilderness after the exodus ▪ the preparations the family has been involved in before the festival begins, what food the friend might be offered and anything else she/he might need to know (eg dress up warmly!) ▪ the symbolism of the lulav and the etrog <p>More able pupils could be invited to explain how the experience of the sukkah helps understanding of contemporary issues like homelessness</p>	<p>Children:</p> <p>make links between the religious narratives and symbols of Sukkot and the beliefs and values that they express</p>	<p>Teachers note: The lulav is made of myrtle, willow and palm The etrog is a citron There are many interpretations of the lulav and etrog including:</p> <ul style="list-style-type: none"> ▪ together they are a means of giving thanks to god for His bounty at the harvest season. ▪ by waving the lulav in all directions, God is hailed as the Lord of all directions, in Heaven and on earth. ▪ as the etrog is heartshaped, so should a Jew have a good heart; as the lulav is like a backbone, so should a Jew be brave.

SUKKOT - THE JEWISH FESTIVAL OF TABERNACLES

"You shall live in huts seven days; all citizens of Israel shall live in huts, in order that future generations may know that I made the Israelite people live in huts when I brought them out of the land of Egypt, I the Lord your God." (Leviticus 23:42-43)

This is the historical origin of the Festival, a reminder of the temporary shelters which the Jewish people built during their 40 years of wandering in the wilderness.

The Sukkah also reminds us of the huts the Jewish farmers in Israel used to put up in the fields during the harvest, when they did not have time to return to their villages at night. This is the agricultural origin of the Festival.

Thirdly, Sukkot is a reminder of the shelters the Jewish pilgrims built in courtyards and on rooftops when they came to Jerusalem to celebrate the festivals.

Finally, the Sukkah is a symbol of the impermanence of human life and our dependence on God's protection.

The Sukkah is a temporary structure, usually with four walls, made of wood or cloth, for example. The most important part is the roof, which must be made of branches, in such a way that there is more shade than sun inside the Sukkah, and yet not so much as to prevent one from seeing the stars at night.

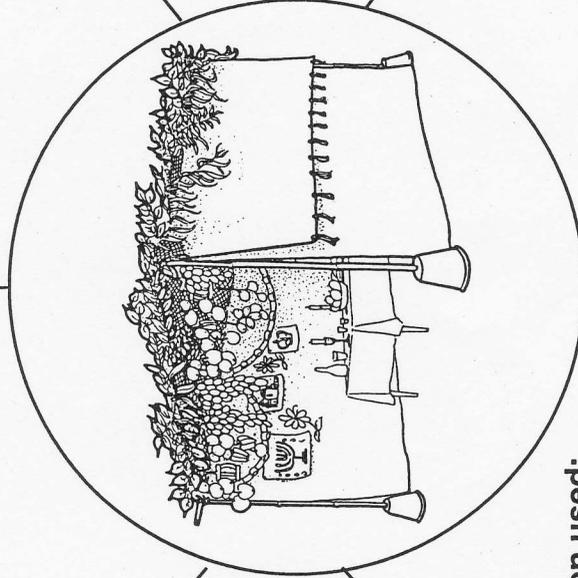
The Sukkah is decorated inside with fruits and vegetables, particularly those that ripen in the Autumn. This is a demonstration of gratitude for a successful harvest.

During the Festival, Jewish people eat their meals in the Sukkah and in warm climates some people even sleep there.



What do you notice about the place where the family is sitting?

As a shelter do you think that it would give much protection?



What are the clues that tell you it's a special time for this family?

Do you think the shelter will last for ever?

What has been used:
to build it?...
to decorate it?...