ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

UNIT: Passover TERM: Spring 1 YEAR GROUP: 2

I wonder why it is important that Jewish people remember Passover?			
END OF UNIT OUTCOME	**An explanation answering the Big Question.**		
OBJECTIVES	• Simply describe ways in which Jews remember the Passover story. • Simply describe the value/importance of remembering Passover for Jews. Simply describe ways in which remembering can be applied to our own and others' lives.		
CONCEPT: Leadership	Leadership of God and Moses in the story of passover		
LESSON 1 QUESTION	**What is Passover?**		
KEY KNOWLEDGE	Passover is a Jewish celebration of freedom It helps Jews to remember the Exodus story of Moses leading the Israelites out of Egypt, under the guidance of God		
RICH TASK	Look at big Question – what do we know? Introduce KO and put in books and send home. What is remembering? What do we use to help us to remember? Come up with class definitions of remembering. Introduce Big Question: I wonder why is it important Jewish people remember Passover? Read the Passover story together, using the powerpoint. Re-tell as a class and then sequence the story in pairs.		
SUPPORT AND CHALLENGE	**Support:** • Provide simplified sequencing cards • Allow children to work in mixed-ability pairs. **Challenge:** • children to add own captions to each picture to explain what is happening		
KEY VOCABULARY	Remembering Passover Jew / Jewish / Judaism Pharoah Egypt plagues	**RESOURCES**	Passover story images to sequence Story on PP
LESSON 2 QUESTION	**How does the Seder Plate help Jews remember Passover?**		
KEY KNOWLEDGE	**Lamb**: to represent the blood of the lambs Jews put on their doorframes God spared them from the terrible punishments that He carried out on the Egyptians because Pharaoh would not allow the Jews to leave his country. Today Jews no longer eat a lamb but the bone on the Seder plate reminds them of what happened long ago		

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	Matzah: When the Jews were told to leave Egypt quickly, they could not make proper bread; there was not enough time for the yeast in the dough to rise. So they baked the dough into thin biscuits of unleavened bread called matzah. Jews still eat this today to remind them of how God saved their people from Egypt **Maror – bitter herbs – and charoset** Bitter herbs help Jews remember that the Egyptians made the lives of the Jewish people in Egypt very bitter indeed. The slaves had to work hard making bricks and building cities. The brown charoset looks like the clay which the Jews used; it is a mixture of apples, nuts and grape juice **Beitzah – roasted egg** An egg that is first hard-boiled, then roasted; Jews serve this as a reminder of the festival sacrifice during the time when a great temple stood in the city of Jerusalem **Karpas – parsley or celery** Karpas is a green vegetable, usually parsley or celery, that reminds Jews that everything is alive and new in the spring, when Passover usually happens
RICH TASK	Retrieval practice activity – can we retell the story of Passover to our partner, using images as prompt? Watch the film about the family celebrating Passover. Show a picture of a family celebrating the Seder meal at Passover – carrying on from the PP used in the previous lesson. Go over the symbolism behind each of the foods included on the Seder Plate and how these foods help Jews to remember the Passover Story. Children will then draw the foods and label them on the Seder Plate
SUPPORT AND CHALLENGE	**Support:** • Provide labelled Seder plates for children to match foods to names. **Challenge:** • Encourage detailed annotations explaining *how* each food helps Jews remember.
KEY VOCABULARY	**Lamb** **Matzah** **Maror** **charoset** **Beitzah** **Karpas** Seder plate
RESOURCES	https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-celebrating-passover/z4kvrj6
LESSON 3 QUESTION	**What do Jewish people like to remember at Passover?**
KEY KNOWLEDGE	Jewish people see Passover as the emergence of the Jewish nation, under the guidance of God. It presents an opportunity for the father to teach his children about a significant event in Jewish history when God intervened through the person of Moses to lead the Jewish people from slavery under Pharaoh to freedom in the Promised Land.
RICH TASK	Retrieval practice activity – Match foods and what they represent Watch the film about Passover and discuss what the people in the film are remembering. Is it important for them to remember things that happened? How do these Jews feel at the Seder meal? Do they think the items used and the celebrations are a good way of

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	remembering? What are they remembering? Discuss as a class. Gather and scribe ideas on the flipchart. • Pupils complete speech bubbles for a Jewish family saying what they like to remember at Passover and why (see HIAS resources)		
SUPPORT AND CHALLENGE	**Support:** • Provide sentence starters ("I remember…", "It is important because…"). • Word bank **Challenge:** • Encourage children to explain feelings (e.g. pride, happiness, thankfulness). • Ask pupils to write more than one speech bubble from different family members.		
KEY VOCABULARY	Moses Jewish Passover slavery freedom exodus celebration	**RESOURCES**	http://www.bbc.co.uk/education/clips/zmq6sbk HIAS resource – family celebrating passover
LESSON 4 QUESTION	**What lessons can we learn from the Passover story?**		
KEY KNOWLEDGE	Remembering is important for everyone. We can use symbols / images / special foods to help us remember important times in our lives.		
RICH TASK	Retrieval practice activity – buzz around – things that Jews remember at Passover. Link Passover to own experience of a special meal at home. Discuss any special meals in their house to remember something special. Why is it important to remember these things? How else could you remember that special time? What things could help them remember what happened? Design own special plate for a special occasion that will help remember parts of that special occasion. Children to annotate with what each food symbolises		
SUPPORT AND CHALLENGE	**Support**: • Offer sentence stems ("This food reminds me of…", "It helps me remember because…"). **Challenge**: • Encourage pupils to link back to a lesson from the Passover story (e.g. freedom, leadership, being thankful.)		
KEY VOCABULARY	Symbol Remember reminder	**RESOURCES**	Blank plate to complete own meal of remembrance
LESSON 5 QUESTION	**How does remembering make us feel?**		
KEY KNOWLEDGE	Remembering can feel good or bad. It is important to remember some things in our lives.		
RICH TASK	Retrieval practice activity. Retell the Passover story in swap over pairs.		

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	How does remembering make us feel? Is it always good to remember things? Why/why not? Are there some things that you do not want to remember? Why? Have a class discussion in circle time. Pupils complete writing frame or draw and annotate: "Things I like to remember … ", "I like to remember because … ".		
SUPPORT AND CHALLENGE	**Support**: • Allow children to draw instead of write • Adults scribe children's verbal responses. **Challenge**: • Ask pupils to explain both a positive and a negative memory. • Encourage deeper thinking with "because…" sentences.		
KEY VOCABULARY	Remembering memories	**RESOURCES**	Writing frames
LESSON 6 QUESTION	**I wonder why it is important for Jewish people to remember Passover?**		
KEY KNOWLEDGE	Recap of knowledge from unit.		
END OF UNIT OUTCOME	Revision of key knowledge Outcome linked to The Big Question What links to our concept have you found? Discuss the question together and use it to review what we have learnt about Passover. Look at the cards from the HIAS Passover supporting pack (pg 18) and ask children to sort the cards in groups as to which they think would be important reasons for Jewish people to celebrate Passover and which would not be important.		
SUPPORT AND CHALLENGE	**Support**: • Provide sentence starters ("It is important for Jews to remember Passover because…"). • Work in mixed ability pairs **Challenge**: • Ask pupils to give more than one reason in their answer. • Encourage linking back to key concepts: leadership, freedom, remembering.		
KEY VOCABULARY	As per previous lessons	**RESOURCES**	HIAS discussion cards