

Yr8 Jewish Studies <i>TALMUD key skills and concepts</i>	<i>Emerging</i>	<i>Developing</i>	<i>Securing</i>	<i>Mastering</i>
Written and Oral Law Pupils need to appreciate that alongside the Written Law given by Hashem, there is an Oral Law, which is equally fundamental.	Describe that there are two parts to the Torah, the five books of the written law and the Mishnah and Gemara in the oral law.	Briefly identify major events in the Torah, with some limited detail about the main characters. Name some of the sections of the Oral Law.	Identify major topics described in the Torah, particularly those in Bereishit and Shemot, together with main personalities. Give some examples of topics covered in specific parts of the Mishnah/Gemara.	Clearly identify the topics that are described in many of the parshiot in the Torah. Give numerous correct examples of topics covered in the six orders of Mishnah/Gemara, including examples that show their interdependence.
Cycle of the Jewish Year Pupils need an understanding of the cycle of the Jewish Year and the significance of festivals and dates along the way.	Explain how the Jewish Year follows the Lunar cycle and that the calendar contains festivals, fasts and other important dates.	Explain how the Jewish calendar differs from the secular calendar and identify the major festivals relative to each other in order, as well as the names of some months.	Compare the Jewish lunar calendar with the secular solar calendar. Correctly identify the main dates within the calendar for festivals and other important events. Explain the significance of each festival/fast, identifying at least one mitzvah associated with it.	Compare the Jewish lunar calendar with the secular solar calendar, including the leap year concept. Correctly identify all dates within the calendar for festivals and other events. Explain the significance of each festival/fast, identifying relevant mitzvot and minhagim associated with each.
Structure of the Shema Pupils need an understanding of what the Shema is, how it is structured and the significance and importance of the Shema	Explain that the Shema is one of the most important tefillot and that there are 3 paragraphs of the Shema.	Explain the importance of the Shema and identify the different Mitzvot found in the different paragraphs of the Shema in some detail. Explain how one says the Shema.	Identify the reason for the ordering of the paragraphs of the Shema. Begin to look at the Mishna inside to understand the reason for this ordering. Identify the reasons for the mitzvot found in the 3 paragraphs of the Shema. Explain how one says the Shema. Explain the concept of Kabbalat Ol Malchut Shamayim.	Identify the reason for the ordering of the paragraphs of the Shema using the Mishna in Brachot and explain the significance of this. Describe the various mitzvot found in the Shema and explain their importance and significance. Explain the concept of Kabbalat Ol Malchut Shamayim and its relevance to a Jewish person's life. Explain how one says the Shema using the text of the Mishna.
Kavannah Pupils need an understanding of what Kavannah is and how it plays a central role in Jewish practise.	Explain what the term Kavannah is and how it affects Jewish practise.	Explain what the term Kavannah is and identify some mitzvot and give examples of how they are carried out with Kavannah,	Compare the idea of completing mitzvot with Kavannah and without kavannah. Begin to look at the Mishna inside to understand the discussion on Kavannah and how the pupils can apply it to their everyday lives. Evaluate whether mitzvot can be completed without Kavannah.	Compare the idea of completing mitzvot with Kavannah and without kavannah. Using the Mishna and Gemara to delve deeper and understand the discussion on Kavannah and how the pupils can apply it to their everyday lives. Evaluate whether mitzvot can be completed without Kavannah and assess the different levels of completing mitzvot by looking at more modern Jewish texts.

<p>Brachot Pupils need an understanding of what Brachot are, examples of some basic Brachot and how they play a central role in Jewish practise.</p>	<p>Explain what Brachot are, their importance and how they are used in daily practise.</p>	<p>Explain what Brachot are, their importance and how they are used in daily practise as well as being able to distinguish between the 3 types of Brachot.</p>	<p>Compare the different types of Brachot and what fits into each category. Explain and analyse the conjugation of the Brachot and how this affects what is being said. Identify reasons for saying Amen at the end of a Bracha.</p>	<p>Compare the different types of Brachot and identify examples of Brachot that go in each category. Explain and analyse the conjugation of the Brachot using the Mishna and how this affects what is being said. Evaluate the reason behind making brachot using the Mishnah. Identify reasons for saying Amen at the end of a Bracha.</p>
<p>Using Hebrew Pupils need a fluency in reading (unvowelised), writing (in script letters) and using Hebrew as well as reading Rashi script.</p>	<p>Use at least one relevant term in transliterated Hebrew in your work. Identify letters, read individual vowelized words and form each of the letters.</p>	<p>Use at least three relevant terms in transliterated Hebrew in your work. Read sentences in vowelized Hebrew and write sentences in block letters.</p>	<p>Use relevant terms written in Hebrew in your work. Read sentences in unvowelised Hebrew and write words in script letters.</p>	<p>Frequently use relevant terms written in Hebrew in your work. Read unvowelised Hebrew and Rashi script and show fluency in script writing.</p>