

Yr7 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.
Jewish Life Cycle Pupils need an appreciation of the Jewish attitude towards each of the lifecycle events from birth and their significance in Jewish belief.	Explain that Judaism values lifecycle events and that there are mitzvot and minhagim associated with each such event, emphasising the spiritual aspect.	Explain why Judaism places value on lifecycle events and identify many such events, naming some of the people and objects involved, together with at least one mitzvah, explained in some detail.	Identify lifecycle events in Judaism and explain the significance of each from a Jewish perspective. Describe some ceremonies associated with such events, naming the people and objects involved correctly. Describe at least one mitzvah associated with each ceremony. Explain the spiritual significance of at least one	Identify each of the lifecycle events in Judaism and explain the significance of each from a Jewish perspective. Describe the various ceremonies associated with such events, correctly naming the people and objects involved, together with the mitzvot and minhagim. Explain the spiritual significance of each ceremony.
The Shul – individual and communal prayer Pupils need an understanding of the central role played by the shul and communal prayer, compared with individual prayer.	Describe the importance of the shul for a community and that there are different prayer services for different days and occasions.	Explain why the shul is an important place for a Jewish community and name some of the prayer services.	Compare individual and communal prayer as well as the centrality of the shul in the Jewish lifecycle and calendar. Name each of the prayer services and describe some of the prayers that are involved. Explain the concept of minyan.	Compare individual and communal prayer as well as the centrality of the shul in the Jewish lifecycle and calendar. Name each of the prayer services and describe the main prayers that are involved. Explain the concept of minyan and identify those prayers that require one.
Using Hebrew Pupils need a fluency in reading (unvowelised), writing (in script letters) and using Hebrew as well as reading Rashi script.	Use at least one relevant term in transliterated Hebrew in your work. Identify letters, read individual vowelized words and form each of the letters.	Use at least three relevant terms in transliterated Hebrew in your work. Read sentences in vowelized Hebrew and write sentences in block letters.	Use relevant terms written in Hebrew in your work. Read sentences in unvowelised Hebrew and write words in script letters.	Frequently use relevant terms written in Hebrew in your work. Read unvowelised Hebrew and Rashi script and show fluency in script writing.

