

<b>KS3 Jewish Studies - Tenach</b> <i>Key skills and concepts</i>	<i>Emerging</i>	<i>Developing</i>	<i>Securing</i>	<i>Mastering</i>
<b>Origins and structure</b> Pupils need to appreciate the divine origins of the Torah and the origins of the Nach, with some understanding of the contents of each book.	Describe how the Torah's origin is divine and the other books of Nach were compiled subsequently. Have a basic knowledge of the division of the Torah into five books and 54 parshiot.	Describe the divine origins of the Torah, how it was given to the Jewish People by Hashem at Har Sinai and how the Nach was compiled. Have a knowledge of the division of Tenach into books, chapters and pasukim.	Describe the divine origins of the Torah, the preparations for receiving it and how it was given to the Jewish People by Hashem at Har Sinai. Explain the compiling of the Nach and be able to name all of the books in order.	Describe the divine origins of the Torah, the preparations for receiving it and how it was given to the Jewish People by Hashem at Har Sinai. Explain the compiling of the Nach and be able when naming each of the books to provide a headline of its contents.
<b>Torah and meaning</b> Pupils need an understanding of the Torah's fundamental status as blueprint for creation and source of all mitzvot and halachot.	Explain how the Torah is not a history book but is intended to teach how people should perform mitzvot.	Explain how the Torah is not a history book and why it is important to the Jewish People. Give an example of a mitzvah to support your explanation.	Explain how the Torah provides structure to the lives of Jewish People and how halacha is derived from it.	Describe how Torah is the blueprint for the world and provides structure to the lives of Jewish people. Explain with examples how Torah is the source for halacha.
<b>Personalities and life lessons</b> Pupils need an appreciation of the importance of learning lessons relevant to their lives from the personalities described in the Tenach.	Identify some important personalities in the Tenach and explain that lessons are supposed to be learned from their lives.	Identify important personalities in the Torah and in the Nach and give an example of how the experience of one significant person provides a lesson for life.	Identify numerous important personalities in the Torah and in the Nach and give examples of how their experiences relate to the lives of Jewish people.	Identify numerous important personalities in the Torah and in the Nach, give examples of how their experiences relate to the lives of Jewish people, commenting on thematic connections between different incidents.
<b>The Jewish Nation's relationship with Hashem – cause and effect</b> Pupils need an understanding of the interaction between Hashem and the Jewish people, including fluctuations based on adherence to the Torah.	Name one significant episode in the Torah that illustrates the relationship between Hashem and the Jewish People.	Describe a significant episode in the Torah and in the Nach that illustrates Hashem's interaction with the Jewish People as a nation.	Drawing on source material studied, describe the cause and effect discernible in the relationship between Hashem and the Jewish People.	Drawing on source material studied and independent research, describe the cause and effect discernible in the relationship between Hashem and the Jewish People.
<b>Using sources</b> Pupils need a knowledge of primary and secondary sources to draw in support of their textual work.	Demonstrate basic understanding of the types of sources used in Jewish Studies.	Explain the types of sources used in Jewish Studies and be able to navigate a Tenach. Use relevant sources on occasion in your work.	Refer to relevant primary and secondary sources frequently, quoting accurately and interpreting them correctly.	Refer to relevant primary and secondary sources frequently, quoting accurately and interpreting them correctly. Add additional relevant sources from independent research.
<b>Using Hebrew</b> 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.

