

Curriculum Map 2025-26							
Year 7							
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	What is religion in Hackney?	This provides a basis to engage students in an exploration of sociological and theological issues through exploration of ideas about religion in the modern world. It will include assessment tasks to enable students by the end of the key stage to respond creatively to the question 'What might it mean for a person to belong to this/these religious/worldview traditions today?'	Students will explore the nature and significance of religion and worldviews in Hackney. Learning more about themselves and others, drawing upon religion and worldviews represented in the school and beyond. Making links between their learning and their own personal experiences. Their thinking about their own and others' experiences so that they are enabled to develop deeper thinking about their own experiences in life, as they compare their experiences with those of others.	Interpretation of religious teachings and their relevance to society. Analysis of how religion influences identity, culture, and community life. Evaluation of the impact of religious diversity on social cohesion and tolerance. Empathy and ethical reasoning when considering how people of different faiths live together. Comparison of beliefs and practices across different religions. Use of sources such as religious texts and demographic data to support arguments.	This will link to: Themes: Religion, Peace and Conflict / Human Rights and Social Justice. How religious diversity can promote peace or lead to tension? The role of interfaith dialogue and cooperation in diverse communities. Teachings from Christianity and Islam on equality, respect, and community. The concept of the Ummah in Islam and agape (love) in Christianity. Contemporary Issues How religious diversity affects education, politics, and social life. Responses to religious discrimination or prejudice.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Autumn 2	What does it mean to be Jewish?	Students will look at What is the origin of Judaism? Who was Abraham an Moses and what was their role in Judaism? The foundation of Jewish beliefs and expressions of faith.	The main departmental concept to be covered is identity as this SOW addresses the main features of identifying oneself as a Jewish believer. It is also important for students to build this understanding because other faiths will be explored and identity is also a big theme underpinning them. It is essential that students can make comparisons to their own traditions and understand the brotherhood of faith in God, have an awareness of other important religious traditions in Britain today and explore a variety of beautiful cultural and religious difference.	Students will be revisiting Judaism which was touched upon in the previous unit such as the founder which is Abraham, the holy book, the place of worship, and the language.	This unit builds upon learning from the Autumn 1 term which was foundational knowledge about the six major faiths. Students will have learned about the founders of the six major faiths, places of worship, holy books, etc. In addition, students should also be able to link concepts of belief such as monotheism, polytheism and agnostic. This unit will ... first Abrahamic faith and the oldest of monotheism and will highlight the importance Abraham and Moses have had in trusting in one God.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Spring 1	What was so radical about Jesus?	Throughout this unit students will engage in two core enquiries: 1. How was Jesus a compassionate and loving individual? 2. What was the influence of Jesus on others? As part of enquiry 1, students will look at how origins of love and the message of love rooted in Jesus teachings. As part of enquiry 2, students will evaluate the impact of Jesus message of love on society and on others	The key departmental concept that will be focused on will be Thinking Critically. Thinking critically is chosen as the concept for this SOW because students will be required to think about asking deeply embedded questions on Jesus as a figure of love, sacrifice, and peace which would make one think why Jesus would have had enemies and ultimately why would people have wanted him dead. Analysis and evaluation is essential to this SOW.	Students will be revisiting Judaism which was touched upon in the previous unit such as the founder which is Abraham, the holy book, the place of worship, and the language.	Nature of Jesus: KS3 lessons on Jesus as Son of God, teacher, and savior connect directly to GCSE topics like Incarnation, atonement, and salvation. Life and Teachings: KS3 study of parables, miracles, and moral teachings prepares students for GCSE questions on Christian ethics, such as forgiveness, love, and justice. Death and Resurrection: Understanding Easter at KS3 links to GCSE beliefs about life after death, heaven and hell, and the significance of Jesus' resurrection for salvation. Authority: KS3 introduces the Bible and Jesus' authority, which is essential for GCSE discussions on sources of wisdom and authority. Impact on Christians Today: KS3 explores how Jesus influences worship and lifestyle, which is assessed at GCSE in questions about practices and ethical decision-making.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Spring 2	What is religion?	Pupils will encounter three big ideas in the history of human culture that are alive and well in religions today. This unit provides a wider understanding of connections and origins of writing and images in religion, the idea of sacrifice in religion, and religion as a 'metanarrative'. As pupils grow in understanding, whatever worldviews they study in KS3 and 4, these big ideas offer a rich foundation to aspects of religious belief, expression, practice and identity.	Religion in Society How religion influences culture, law, art, and daily life. The role of religion in shaping identity and values. Respect and Tolerance. Understanding religious diversity in the UK and globally. Promoting respect, empathy, and dialogue between different faiths. Secular and Non-Religious Worldviews Introduction to atheism, agnosticism, and humanism. Exploring how people find meaning without religion.	This unit represents a Religion and Worldviews approach, encountering context and change, in order to make sense of religion and belief in the world. links back to religion in Hackney, What does it mean to be Jewish, What is so radical about Jesus.	This learning underpins a contextual understanding of three key aspects of religion today, seen through historical, theological and philosophical lenses. This will give pupils an experience of multidisciplinary thinking.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment

Summer 1	<p>What does it mean to be a Humanist in the 21st century?</p>	<p>What is Humanism?</p> <p>A non-religious worldview that emphasises reason, empathy, and human experience. Rejects belief in supernatural beings or an afterlife. Focuses on living a meaningful life through human values and ethics.</p> <p>2. Core Beliefs and Values</p> <p>Human dignity and autonomy: Every person has the right to think freely and live ethically. Rational thinking: Decisions should be based on evidence and reason. Empathy and compassion: Moral choices should consider the well-being of others. Responsibility: Humans are responsible for their actions and the world around them.</p> <p>3. Ethical Decision-Making</p> <p>Humanists use reason and empathy to make moral choices. No reliance on divine command or sacred texts. Focus on consequences and fairness.</p> <p>4. Life and Death</p> <p>No belief in an afterlife; emphasis on making the most of this life. Legacy, memory, and impact are important concepts.</p> <p>5. Humanism in Society</p> <p>Support for human rights, equality, and social justice. Advocacy for secularism and freedom of belief. Contributions to education, science, and humanitarian causes.</p> <p>6. Comparison with Religious Worldviews</p> <p>Exploring similarities and differences with Christianity, Islam, and other faiths. Respecting diverse beliefs while understanding Humanist perspectives.</p>	<p>This unit will provide a KS3 introduction to studying non-religious worldviews:</p> <ul style="list-style-type: none"> the nature and significance of religion and worldviews in Newham learning more about themselves and others, drawing upon religion and worldviews represented in the school and beyond making links between their learning and their own personal experiences their thinking about their own and others' experiences so that they are enabled to develop deeper thinking about their own experiences in life, as they compare their experiences with those of others 	<p>In previous learning students were taught to:</p> <ul style="list-style-type: none"> use the right words to describe and compare what practices and experiences may be involved in belonging to a non-religious group describe why people belong to a non-religious group and explain how similarities and differences within and between religion and worldviews can make a difference to the lives of individuals and communities appraise different practices and evaluate reasons for them <p>This unit builds upon what pupils have learnt about non-religious people and how they live their lives.</p>	<p>Interpretation: Understanding Humanist beliefs and values, and how they compare to religious teachings.</p> <p>Evaluation: Assessing Humanist responses to moral and philosophical questions (e.g. life after death, the purpose of life).</p> <p>Comparison: Comparing Humanist views with religious perspectives, especially in thematic units.</p> <p>Ethical reasoning: Exploring how Humanists make moral decisions without reference to divine authority.</p> <p>Argument construction: Building reasoned arguments using Humanist principles and contrasting them with religious beliefs.</p>	<p>Starter tasks with retrieval questions to check students learning</p>	<p>Multiple Choice Quiz and short answer response assessment</p>
Summer 2	<p>What can we learn from religious stories?</p>	<p>Types of Religious Stories</p> <p>Creation stories (e.g. Genesis, Qur'anic creation accounts)</p> <p>Parables (e.g. The Good Samaritan, The Prodigal Son)</p> <p>Miracles and signs (e.g. Moses parting the Red Sea, Prophet Muhammad's Night Journey)</p> <p>Stories of prophets, saints, and religious leaders</p> <p>Moral and Ethical Lessons</p> <p>Themes of compassion, justice, forgiveness, humility, and faith</p> <p>How stories guide behaviour and decision-making</p> <p>Symbolism and Meaning</p> <p>Understanding metaphor, allegory, and deeper meanings</p> <p>How stories express beliefs about God, good and evil, life and death</p> <p>Impact on Believers</p> <p>How stories shape identity, worship, and community values</p> <p>Influence on festivals, rituals, and religious celebrations</p> <p>Comparison Across Religions</p> <p>Similar themes in stories from Christianity, Islam, Judaism, Hinduism, Buddhism, and Sikhism</p> <p>Universal values and shared human experiences</p>	<p>This unit will provide pupils will the opportunity to study:</p> <ul style="list-style-type: none"> the nature and significance of stories religion and worldviews more about themselves and others, drawing upon religion and worldviews represented around them the links between their learning and their own personal experiences through their thinking about their own and others' experiences so that they are enabled to develop deeper thinking about their own experiences in life, as they compare their experiences with those of others The unit will allow students to draw comparisons between beliefs in the Abrahamic faiths and to consider how these religious stories are relevant in contemporary society and how they influence the lives of believers. 	<p>In year 7 pupils have learnt about the history of Hackney, especially Christian heritage into the borough and thought about the question what is religion? The unit will focus on key religious stories in Islam, Christianity, Judaism, the Abrahamic faiths.</p>	<p>This is grounding for GCSE learning if students go on to specialise in any of the Abrahamic faiths. Additionally, it will lay a grounding in the teachings of Christianity, Islam, and Judaism if there are any other units based on these religions.</p>	<p>Starter tasks with retrieval questions to check students learning</p>	<p>Multiple Choice Quiz and short answer response assessment</p>