Curriculum Map							
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 unit explores the nature and significance of religion and worldviews within the diverse community of Hackney. Students will investigate the range of religious and non-religious beliefs represented in the local area, including Christianity, Islam, Judaism, Humanism and other worldviews. Through examining how religion shapes identity, values, community life and cultural traditions, students will develop an understanding of the role religion plays in modern Britain. The unit encourages students to reflect on their own beliefs and experiences while exploring themes of diversity, belonging, respect and social cohesion. Students will consider how people from different faiths and worldviews live together, respond to challenges in society and contribute to their local community. Through this localised study, students will develop a deeper understanding of religious diversity and the importance of mutual respect in a multicultural society.	Students will explore the diverse religious and non-religious communities that make up Hackney and investigate how religion and worldviews influence identity, culture and community life. They will examine the beliefs, practices and values of a range of faiths and worldviews represented locally, including Christianity, Islam, Judaism, Humanism and other traditions. Students will investigate key concepts such as belief, faith, worldview, identity, diversity, belonging, tolerance and community cohesion, considering how people from different backgrounds live and work together. Through the study of religious teachings, local demographics and contemporary issues, students will analyse the role of religion in modern society and evaluate its impact on individuals and communities. They will develop skills of interpretation, comparison, analysis and evaluation, using evidence from religious and non-religious sources to support their ideas. Throughout the unit, students will reflect on their own perspectives, engage respectfully with different viewpoints and use accurate subject-specific vocabulary in discussion and written responses.	Students will revisit primary school learning about different religions, places of worship, religious festivals, special books, symbols and beliefs about God. They will build on their understanding that people belong to different faiths and communities and that religions help many people make sense of the world and guide their behaviour. Students will revisit key concepts such as belief, worship, prayer, community, belonging, respect and diversity, drawing on their previous encounters with Christianity, Islam, Judaism and other worldviews. They will further develop skills in describing religious beliefs and practices, recognising similarities and differences between religions, asking thoughtful questions about belief and identity, and reflecting on their own experiences and values. The unit also develops pupils' ability to discuss religious diversity respectfully and understand how religion continues to shape the lives of individuals and communities within Hackney and beyond.	The unit develops key GCSE skills including: Interpreting religious beliefs, practices and teachings. Analysing the influence of religion on identity and community. Comparing religious and non-religious worldviews. Understanding religious diversity within Britain. Evaluating the role and significance of religion in contemporary society. Using evidence and examples to support explanations and arguments. By exploring religion in the local context of Hackney, students gain an understanding of how Christianity and Islam are lived religions that shape the lives of believers today. This supports later GCSE study of Christian and Muslim beliefs about worship, community, charity, identity, morality and social responsibility. The unit also develops the analytical and evaluative skills needed for GCSE 4-, 5- and 12-mark questions, helping students explain and assess the impact of religious beliefs on individuals and society.	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?	This unit introduces students to the beliefs, practices and traditions of Judaism and explores what it means to live as a Jewish person in the modern world. Students will investigate the origins of Judaism, including the importance of Abraham, Moses and the Covenant, and examine key Jewish beliefs about God, identity and community. Through studying the Torah, the synagogue, festivals such as Passover and Hanukkah, and practices including Shabbat and keeping kosher, students will explore how faith shapes everyday life for Jewish people. The unit encourages students to consider the role of religion in forming identity, maintaining traditions and building community. Students will develop an understanding of the diversity within Judaism and reflect on how Jewish beliefs and values influence individual choices and responses to contemporary issues. Through comparison with other religious and non-religious worldviews, students will deepen their understanding of religion, belonging and belief in today's society.	Students will explore the origins of Judaism and the significance of key figures such as Abraham and Moses, examining how their relationship with God shaped Jewish beliefs and identity. They will investigate the concept of the Covenant, belief in one God, and the importance of the Torah as a source of wisdom and authority. Students will study Jewish practices including Shabbat, kosher laws, worship in the synagogue, and festivals such as Passover and Hanukkah, considering how these traditions strengthen community and religious identity. Through the study of Jewish beliefs, values and traditions, students will analyse how religion influences daily life, moral decision-making and belonging. They will compare Jewish beliefs and practices with those of other religious and non-religious worldviews, using evidence from religious teachings and sources to support explanations and arguments. Throughout the unit, students will develop skills of interpretation, comparison, analysis and evaluation while applying accurate subject-specific vocabulary in both discussion and written work.	Students will revisit prior learning about religion and worldviews, including the concept of monotheism, the importance of belief, identity and community, and the role of sacred texts, places of worship and religious leaders. They will build upon earlier learning about Abrahamic faiths, particularly Christianity and Islam, by exploring shared beliefs about God, prophets and revelation. Students will revisit key concepts such as worship, prayer, festivals, moral values and belonging, while developing a deeper understanding of how religious beliefs influence daily life. They will continue to develop skills in interpreting religious teachings, comparing beliefs and practices across religions, analysing the impact of faith on individuals and communities, and evaluating different perspectives on religious identity. Students will also strengthen their ability to use evidence, examples and subject-specific vocabulary to support explanations, discussions and reasoned arguments about belief, tradition and belonging.	This unit provides a foundation for GCSE Religious Studies by introducing students to key beliefs, practices and concepts that are further explored in the study of Christianity and Islam. Students develop an understanding of monotheism, covenant, prophets, sacred texts, worship, identity and community, all of which are essential components of GCSE Christianity and Islam. The unit also develops important GCSE skills, including interpreting sources of wisdom and authority, comparing religious beliefs and practices, analysing the influence of religion on believers, and evaluating the significance of faith in everyday life. Studying Judaism helps students understand the shared Abrahamic roots of Christianity and Islam, including the importance of Abraham, revelation and belief in one God. These skills and concepts prepare students for GCSE examination questions that require explanation, analysis and evaluation of religious beliefs and their impact on individuals and communities	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?	This unit explores the life, teachings and influence of Jesus, examining why his message was considered radical in the religious and social context of first-century Palestine. Students will investigate key events in Jesus' life, including his teachings, miracles, crucifixion and resurrection, and consider how his actions challenged traditional beliefs and social norms. Through the study of parables and teachings on love, forgiveness, compassion, justice and inclusion, students will explore why many people were inspired by Jesus while others opposed him. The unit encourages students to consider Christian beliefs about Jesus as the Son of God and Messiah, and to evaluate the continuing impact of his teachings on individuals, communities and society today. Students will reflect on questions of morality, leadership and social change while developing their understanding of how religious beliefs influence values, identity and behaviour.	Students will explore the life, teachings and significance of Jesus, examining why his message challenged the religious and social norms of his time. They will investigate key events including Jesus' birth, miracles, parables, crucifixion and resurrection, and explore Christian beliefs about Jesus as the Son of God, Messiah and Saviour. Students will analyse teachings on love, forgiveness, compassion, justice, equality and service, considering how these values influenced Jesus' followers and continue to shape Christian life today. Through the study of religious texts and sources of wisdom and authority, students will examine the impact of Jesus' teachings on individuals, communities and society. They will compare different interpretations of Jesus and consider how his message challenged attitudes towards power, wealth, exclusion and social justice. Throughout the unit, students will develop skills of interpretation, analysis, comparison and evaluation, using evidence to support reasoned arguments and applying accurate subject-specific vocabulary in both written and verbal responses.	Students will explore the life, teachings and significance of Jesus, examining why his message challenged the religious and social norms of his time. They will investigate key events including Jesus' birth, miracles, parables, crucifixion and resurrection, and explore Christian beliefs about Jesus as the Son of God, Messiah and Saviour. Students will analyse teachings on love, forgiveness, compassion, justice, equality and service, considering how these values influenced Jesus' followers and continue to shape Christian life today. Through the study of religious texts and sources of wisdom and authority, students will examine the impact of Jesus' teachings on individuals, communities and society. They will compare different interpretations of Jesus and consider how his message challenged attitudes towards power, wealth, exclusion and social justice. Throughout the unit, students will develop skills of interpretation, analysis, comparison and evaluation, using evidence to support reasoned arguments and applying accurate subject-specific vocabulary in both written and verbal responses.	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?	This unit explores the nature, purpose and significance of religion in the modern world. Students will investigate what religion is, why people are religious, and how religious beliefs, practices and worldviews shape the lives of individuals and communities. They will examine key features of religion, including beliefs about God, sacred texts, worship, rituals, morality and community, while also considering non-religious worldviews such as Humanism and atheism. Through exploring a range of religious traditions, students will consider how religion provides meaning, purpose and identity, and how it influences culture, society and personal values. The unit encourages students to reflect on different answers to life's big questions and develop an understanding of diversity, respect and tolerance in a multicultural society. Students will analyse a variety of perspectives and consider the continuing relevance of religion and worldviews in contemporary Britain and the wider world.	Students will explore the nature and purpose of religion, examining how beliefs, practices and worldviews help people make sense of life and their place in the world. They will investigate key features of religion, including belief in God or gods, sacred texts, worship, rituals, morality, community and identity. Students will explore a range of religious and non-religious worldviews, including Christianity, Islam and Humanism, considering how these shape values, behaviour and decision-making. They will examine questions about meaning, purpose, truth, suffering, life after death and morality, and investigate how different traditions answer these questions. Through the study of religious teachings, stories and sources of wisdom and authority, students will develop skills of interpretation, comparison, analysis and evaluation. They will compare similarities and differences between religious and non-religious perspectives, use evidence to support reasoned arguments, and reflect on the role of religion in contemporary society. Throughout the unit, students will develop their use of accurate subject-specific vocabulary in discussion, debate and written responses.	Students will revisit prior learning from earlier KS3 units on Christianity, Judaism, Islam, Buddhism and Humanism, including key beliefs, practices, sacred texts, places of worship and religious identity. They will build on their understanding of concepts such as belief, faith, worldview, community, worship, morality, belonging and diversity, drawing connections between different religious and non-religious perspectives. Students will revisit how religious teachings influence values, actions and decision-making, as well as the role of religion in shaping individual and community identity. They will further develop their skills of interpreting religious teachings, comparing similarities and differences between worldviews, analysing the impact of beliefs on people's lives and evaluating different responses to questions about meaning, purpose and morality. Students will also continue to strengthen their ability to use evidence, examples and subject-specific vocabulary to support explanations, discussions and reasoned arguments about religion in contemporary society.	The unit also develops essential GCSE skills, including interpreting religious teachings, analysing the significance of beliefs, comparing religious and non-religious perspectives, and evaluating different responses to philosophical and ethical questions. Through exploring a range of worldviews, students begin to understand religious diversity and differing interpretations within faith traditions, preparing them for GCSE questions that require explanation, analysis and evaluation of Christian and Muslim beliefs and their impact on individuals and society.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Summer 1	What does it mean to be a Humanist in the 21st century?	This unit explores Humanism as a non-religious worldview, examining how Humanists find meaning, purpose and happiness without belief in God or the supernatural. Students will investigate key Humanist values such as reason, empathy, compassion, human dignity, equality and personal responsibility, and consider how these principles guide moral decision-making. Through exploring Humanist views on life, death, ethics and human rights, students will examine how people can develop beliefs, values and a sense of purpose without religion. The unit encourages students to compare Humanist perspectives with religious worldviews such as Christianity and Islam, while reflecting on questions about morality, identity and what it means to live a good life. Students will develop an understanding of diversity in belief and consider the role of Humanism in contemporary society, exploring how Humanist organisations promote equality, social justice and freedom of belief.	This unit explores Humanism as a non-religious worldview, examining how Humanists find meaning, purpose and happiness without belief in God or the supernatural. Students will investigate key Humanist values such as reason, empathy, compassion, human dignity, equality and personal responsibility, and consider how these principles guide moral decision-making. Through exploring Humanist views on life, death, ethics and human rights, students will examine how people can develop beliefs, values and a sense of purpose without religion. The unit encourages students to compare Humanist perspectives with religious worldviews such as Christianity and Islam, while reflecting on questions about morality, identity and what it means to live a good life. Students will develop an understanding of diversity in belief and consider the role of Humanism in contemporary society, exploring how Humanist organisations promote equality, social justice and freedom of belief.	Students will revisit prior learning about religion and worldviews, including Christianity, Islam, Buddhism and Judaism, and build on their understanding of how beliefs influence identity, values and behaviour. They will draw upon previous learning about morality, ethical decision-making, compassion, equality, community and the purpose of life, comparing religious and non-religious responses to these questions. Students will revisit concepts such as belief, faith, worldview, authority, meaning, purpose and responsibility, while further developing their understanding of diversity within society. They will continue to strengthen their skills in interpreting different viewpoints, comparing religious and non-religious perspectives, analysing the impact of beliefs on individuals and communities, and evaluating responses to moral and philosophical issues. Students will also revisit the use of evidence, examples and subject-specific vocabulary to support explanations, discussions and reasoned judgements about what it means to live a good life.	Students will revisit prior learning about religion and worldviews, including Christianity, Islam, Buddhism and Judaism, and build on their understanding of how beliefs influence identity, values and behaviour. They will draw upon previous learning about morality, ethical decision-making, compassion, equality, community and the purpose of life, comparing religious and non-religious responses to these questions. Students will revisit concepts such as belief, faith, worldview, authority, meaning, purpose and responsibility, while further developing their understanding of diversity within society. They will continue to strengthen their skills in interpreting different viewpoints, comparing religious and non-religious perspectives, analysing the impact of beliefs on individuals and communities, and evaluating responses to moral and philosophical issues. Students will also revisit the use of evidence, examples and subject-specific vocabulary to support explanations, discussions and reasoned judgements about what it means to live a good life.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Summer 2	What can we learn from religious stories?	This unit explores how religious stories communicate important beliefs, values and moral teachings through the lives of significant religious figures, including Prophet Muhammad, Abraham, Moses and women in the Bible. Students will investigate how these stories help believers understand concepts such as faith, obedience, leadership, courage, justice, perseverance and trust in God. Through examining key events and narratives from Islam, Judaism and Christianity, students will explore how religious stories continue to influence the beliefs, identity and actions of believers today. The unit encourages students to consider the meaning behind religious narratives, reflect on the lessons they teach, and evaluate their relevance in contemporary society. Students will compare different religious perspectives, explore shared themes across Abrahamic faiths and develop an understanding of how stories can shape values, communities and worldviews.	Students will explore religious stories from Islam, Christianity and Judaism, focusing on the lives of Prophet Muhammad, Abraham, Moses and significant women in the Bible. They will investigate how these stories communicate key beliefs, values and teachings about faith, obedience, trust in God, leadership, justice, courage, sacrifice, compassion and perseverance. Students will examine the role of religious stories as sources of wisdom and authority, considering how they shape the beliefs, practices and identities of believers today. Through studying sacred texts and religious narratives, students will develop skills of interpretation, comparison, analysis and evaluation, exploring similarities and differences across the Abrahamic faiths. They will consider the relevance of these stories in contemporary society, reflect on the moral lessons they convey, and use evidence from religious teachings to support explanations and reasoned arguments. Throughout the unit, students will develop their understanding of how religious stories influence values, behaviour and community life while applying accurate subject-specific vocabulary in discussion and written work.	Students will revisit prior learning about Christianity, Islam and Judaism, including beliefs about God, prophets, revelation, sacred texts and religious identity. They will build upon earlier study of key figures such as Abraham, Moses, Jesus and Prophet Muhammad, exploring how religious teachings are communicated through stories and narratives. Students will revisit concepts such as faith, obedience, worship, morality, justice, compassion, leadership and community, considering how these influence the lives of believers. They will further develop their skills in interpreting religious stories, identifying religious teachings, comparing similarities and differences between Abrahamic faiths, analysing the impact of beliefs on individuals and communities, and evaluating the relevance of religious teachings in contemporary society. Students will also strengthen their ability to use evidence from sacred texts, support explanations with examples and apply accurate subject-specific vocabulary when discussing religious beliefs, values and traditions.	This unit provides a strong foundation for GCSE Religious Studies by introducing students to key religious figures and narratives that are central to both Christianity and Islam. Through studying the stories of Abraham, Moses and Prophet Muhammad, students develop an understanding of important GCSE concepts including revelation, prophethood, covenant, obedience to God, faith and sources of wisdom and authority. Abraham and Moses are significant figures in both Christianity and Islam, while the study of Prophet Muhammad prepares students for GCSE Islam Beliefs and Practices.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment