



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Film Studies Year: 12

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Respecting other people's faiths, feelings and values by exploring the supernatural in Vertigo. Explore the feelings and values of different communities in Do the Right Thing. Learning about themselves by sharing their reviews of films. Learning about the world through the introductory context of each film, learning about the history of Hollywood filmmaking and the treatment of women within Hollywood. Reflect on experiences by sharing opinions about the films they watch. Use of imagination/creativity to make presentations about other films by auteur directors to encourage enjoyment and fascination about learning.</i>	<i>Respecting other people's faiths, feelings and values by exploring debate topics relating to BLM and the context of Do the Right Thing. Exploring views on cancel culture for Vertigo relating to Alfred Hitchcock (and other important Hollywood figures). Sense of enjoyment learning about the world by developing knowledge of the production contexts of both films, discovering more about film movements such as the LA Rebellion, New Hollywood, the Golden Age and the regulations of films surrounding this. Exploring different values by looking at why films are certified in different ways, and how films could offend the audience.</i>	<i>Exploring own beliefs and perspectives on life by exploring views on parenting and nature vs nurture in Captain Fantastic and parenting, divorce and sexuality in Carol. Knowledge of, and respect of, other people's values when exploring the left vs right wing politics of both films and characters' opposing values. Use of imagination when reviewing films as homework and transferring skills from lessons to encourage a passion for the subject.</i>	<i>Willingness to reflect on experiences and explore other people's values by exploring how different ideological groups may interpret the film differently. An exploration of spectator responses for both films to explore how different demographics may view the films and the factors involved in forming personal responses to a film.</i>	<i>Reflecting on beliefs of different cultural groups in terms of ideologies and religion in relation to This is England- how being part of a distinctive subculture can shape one's identity for better or worse. Learning about the world by introducing students to context of Falklands War and rioting during the 1980s. Exploring empathy for different alternative lifestyles in Trainspotting.</i>	<i>Continued from Term 5 mostly. Coursework encourages use of imagination and creativity by developing their own ideas for a film. Willingness to reflect on own views of short films for inspiration.</i>



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Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<i>See above boxes for comments surrounding exploration of cultural context</i>					



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Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<p><i>Exploration of how cultural influences have shaped heritage of others by exploring different cultures through global films and their contexts.</i></p> <p><i>Appreciation of artistic skill through coursework.</i></p>	<p><i>Exploration of how cultural influences have shaped heritage of others by exploring different cultures through global films and their contexts.</i></p> <p><i>Appreciation of artistic skill through coursework.</i></p>	<p><i>Exploration of the cultural contexts of filmmaking in the Silent era surrounding WWI in different countries, and the ways in which European film movements influenced film movements in America.</i></p> <p><i>Exploration of cultural influences for the wider context of Pulp Fiction and Tarantino’s inspiration from real life stories in his filmmaking.</i></p>	<p><i>Exploration of the cultural context surrounding documentary films.</i></p>	<p><i>Exploration of the cultural context surrounding gun culture in America for Bowling for Columbine.</i></p>	



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