



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Geography

Year: 7

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>Mental maps- respecting the backgrounds of others</i>	<i>Journey through land use model- use of creativity and imagination</i>	<i>Settlement; enjoyment of learning about people and place</i>	<i>Rivers; enjoyment of learning about process and place</i>	<i>Water issues; enjoyment of learning about process and place</i>	<i>Weather; enjoyment of learning about process and place</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Map skills; appreciation of other people's places of importance in their Mental maps</i>	<i>Settlement- Journey through the land use model- reflection on different people's lives</i>	<i>Settlement- land use models- cultural changes in a town</i>	<i>Rivers- feeling empathy towards people who have faced adversity</i>	<i>Water issues- feeling empathy towards people who have faced adversity</i>	<i>Weather; develop empathy with people who are less fortunate through no fault of their own</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Map skills; working with other students collaboratively</i>	<i>Settlement; working with other students collaboratively</i>	<i>Settlement- land use models- understanding cultural differences in a town</i>	<i>Rivers- Understand how others may be less fortunate than ourselves</i>	<i>Water Issues: How people in different societies are forced to live</i>	<i>Weather; how weather can impact on people's lives</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>Mental maps- how we are influenced by our own culture</i>	<i>Settlement; understanding influences from outside the UK have shaped our places</i>	<i>Settlement; Interest in exploring areas of differing socio- economics</i>	<i>Rivers; respect for people living in adverse socio – economic conditions hit by hazards</i>	<i>Water issues; respect for people living in adverse socio – economic conditions around the world</i>	<i>Weather; students link the issues in water topic to weather types</i>



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Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Industrial decline; understanding impacts of decline on people's lives</i>	<i>Industry Letter to Nike/ fair trade; how our actions impact on others around the world; ethical obligation to change our behaviour</i>	<i>Global warming; how our actions impact on others around the world; ethical obligation to change our behaviour</i>	<i>Refugees; ethical issues surrounding refugees and how they are treated and perceived in the press</i>	<i>Coltan Mining; how our actions impact on others around the world; ethical obligation to change our behaviour</i>	<i>Palm oil; how our actions impact on others around the world; ethical obligation to change our behaviour Endangered Species; understanding the consequences of behaviour and actions in the Ivory trade</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Industry; working with other students collaboratively</i>	<i>Fair Trade; working with other students collaboratively</i>	<i>Global warming; working with other students collaboratively</i>	<i>Refugees; reflect on rights of refugees and how they are treated; bias in the media; Cultural diversity between our lives and others around the world</i>	<i>Refugees; cultural diversity between our lives and others around the world</i>	<i>Endangered species; working with other students collaboratively</i>



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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>Population; appreciation of religious beliefs related to birth control</i>	<i>Biomes; sense of enjoyment and wonder of ecosystems</i>	<i>Biomes; creativity in adaptations to biomes</i>	<i>Tectonics; enjoyment of learning about processes and place</i>	<i>Tectonics; enjoyment of learning about others around the world</i>	<i>Coasts; developing enjoyment of the world around them</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Population; China One Child Policy- ethical issues around the implementation of population policies including a global 2 child policy</i>	<i>Biomes; Reflection on the lives of others around the world</i>	<i>Biomes; consequences of deforestation and destruction on environment and people- Alaskan pipeline</i>	<i>Tectonics; interest in investigating hazards around the world and their impact on people</i>	<i>Tectonics; developing empathy for people less fortunate- in disaster zones- tsunami</i>	<i>Coasts; moral imperative of areas level of defence</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Population; working with other students collaboratively</i>	<i>Population; mutual respect and tolerance ageing and youthful parts of the population</i>	<i>Biomes; working with other students collaboratively</i>	<i>Tectonics; working with other students collaboratively</i>	<i>Tectonics; working with other students collaboratively</i>	<i>Coasts; working with other students collaboratively</i>



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