



**Highsted Grammar School**  
**Spiritual, Moral, Social & Cultural Mapping**

**Subject: Geography**      **Year: 10**

<b>Strand</b>	<b>Explanation of provision</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Spiritual</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>Tropical Storms; enjoyment of learning about others around the world</i>	<i>Tectonics; enjoyment of learning about others around the world</i>	<i>Development Dynamics; knowledge of a range of values and belief around the world</i>	<i>Urbanised World; knowledge of a range of values and belief around the world</i>	<i>Coasts; developing enjoyment of the world around them</i>	<i>Rivers; developing enjoyment of the world around them</i>
<b>Moral</b>	<ul style="list-style-type: none"> <li>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</li> <li>understanding of the consequences of their behaviour and actions</li> <li>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</li> </ul>	<i>Tropical storms; developing empathy for people less fortunate- in disaster zones- tsunami</i>	<i>Tectonics; developing empathy for people less fortunate- in disaster zones- tsunami</i>	<i>Development dynamics; developing empathy for those less fortunate around the world- India and Malawi</i>	<i>Urbanised World; developing empathy for those less fortunate around the world- India and Malawi</i>	<i>Coasts; moral imperative of areas level of defence</i>	<i>Rivers; moral imperative of areas level of defence</i>
<b>Social</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul>	<i>Tropical Storms; measured debate skills</i>	<i>Tectonics; measured debate skills</i>	<i>Development Dynamics; working with other students collaboratively</i>	<i>Urbanised world; working with other students collaboratively</i>	<i>Coasts; measured debate skills</i>	<i>Rivers; measured debate skills</i>



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<b>Cultural</b>	<ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• 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</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• 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</li> </ul>	<i>Tropical storms; respect for people living in differing socio-economic circumstances in disaster zones</i>	<i>Tectonics; respect for people living in differing socio-economic circumstances in disaster zones</i>	<i>Development dynamics; respect for people living in differing socio-economic circumstances in diverse places</i>	<i>Urbanised World; respect for people living in differing socio-economic circumstances in diverse places</i>	<i>Coasts; respect for people living in differing socio-economic circumstances in disaster zones</i>	<i>Rivers; respect for people living in differing socio-economic circumstances in disaster zones</i>



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<b>Spiritual</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>UK; Human Challenges; Students reflect on their own lived experiences to apply to learning context</i>	<i>UK Cornwall; an enjoyment of learning</i>	<i>Biomes; sense of enjoyment and wonder of ecosystems And creativity in adaptations to biomes</i>	<i>Energy:</i>		
<b>Moral</b>	<ul style="list-style-type: none"> <li>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</li> <li>understanding of the consequences of their behaviour and actions</li> <li>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</li> </ul>	<i>UK human: Students reflect on how others less fortunate live in the UK</i>	<i>UK Cornwall; appreciation of differing viewpoints and lived experiences of others</i>	<i>Biomes; consequences of deforestation and destruction on environment and people- Alaskan pipeline</i>	<i>Energy; Understanding the consequences of actions on people and the environment, appreciate others differing points of view and show respect. Appreciate the need for sustainability balanced with the need for economic growth</i>		
<b>Social</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>UK; Human Challenges; Students reflect on their own lived experiences to apply to learning context</i>	<i>UK Cornwall; an enjoyment of learning</i>	<i>Biomes; sense of enjoyment and wonder of ecosystems And creativity in adaptations to biomes</i>	<i>Energy:</i>		



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