



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

**Subject: Geography**

**Year: 12**

<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>Tectonics; enjoyment of learning about process and place</i>	<i>Diverse Places; enjoyment of learning about process and place</i>	<i>Diverse Places; reflection on our own sense of place, ability to reflect on our own experiences</i>	<i>Coasts; developing enjoyment of the world around them</i>	<i>Water 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>	<i>Ind Investigation: Knowledge and respect of differing cultures through fieldwork and enquiry; sense of enjoyment in personal investigation</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>Tectonics; developing empathy for people less fortunate- in disaster zones- tsunami</i>	<i>Diverse Places; developing empathy for people less fortunate- in areas of deprivation</i>	<i>Diverse Places; understanding cultural differences in a place</i>	<i>Coasts; moral imperative of areas level of defence</i>	<i>Water; developing empathy for people less fortunate</i>	<i>Ind Investigation; investigating ethical issues to understand others viewpoints</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>Globalisation: Discussion to enable them to see others points of view</i>	<i>Tectonics; respect for people living in differing socio-economic circumstances in disaster zones</i>	<i>Diverse Places; reflecting on our own norms and values and those of others. Tolerance for other cultures within the UK</i>	<i>Coats; respect for people living in differing socio-economic circumstances in at risk areas</i>	<i>Water; appreciate the needs of others in differing cultures.</i>	<i>Ind Investigation: interviews with general public in ethnically diverse areas of London.</i>



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Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<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>Globalisation; understanding of people and culture, appreciation of how our actions impact on others,</i>	<i>Globalisation; moral purpose of thinking about own actions, respect and understanding of a range of cultures</i>	<i>Diverse Places; respect and understanding of a range of cultures, to recognise how British values mean different things to different groups of people in the UK. Exploring and respecting a range of cultural values in the UK</i>	<i>Coasts; respect for people living in adverse socio – economic conditions around the world</i>	<i>Water; respect for people living in adverse socio – economic conditions around the world</i>	<i>Ind Investigation; Respect for a range of cultures. Understanding a range of cultural, socio- economic backgrounds of people</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>Water;</i> <i>Understanding the consequences of actions on people and the environment, appreciate others differing points of view and show respect.</i> <i>Appreciate the need for sustainability balanced with the need for economic growth</i>	<i>Water;</i> <i>Understanding the consequences of actions on people and the environment, appreciate others differing points of view and show respect.</i> <i>Appreciate the need for sustainability balanced with the need for economic growth</i>	<i>Carbon;</i> <i>Understanding the consequences of actions on people and the environment, appreciate others differing points of view and show respect.</i> <i>Appreciate the need for sustainability balanced with the need for economic growth</i>	<i>Health and Human Rights;</i> <i>reflection on our own experiences</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>Superpowers;</i> <i>understanding a range of moral issues surrounding power;</i>	<i>Superpowers;</i> <i>appreciating a range of viewpoints</i> <i>Understanding how actions have impacts on real people in the world</i>	<i>Health and Human Rights;</i> <i>Evaluating the impacts of foreign policy on others around the world.</i> <i>Assessing moral obligations of nations to uphold human rights around the world</i>	<i>Health and Human Rights;</i> <i>understanding the consequences of government actions on people</i> <i>Investigating how human rights are upheld around the world</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>Impact on societies of physical and human processes</i>	<i>Impact on societies of physical and human processes</i>	<i>Impact on societies of physical and human processes</i>	<i>Impact on societies of physical and human processes</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>Superpowers; respect for views of others on a global scale</i>	<i>Water; appreciate the needs of others in differing cultures.</i>	<i>Health and Human Rights; willingness to learn about the health issues faced by a range of people in diverse settings</i>	<i>Carbon; appreciate the needs of others in differing cultures.</i>		