



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Science 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>Y7 Working scientifically</i> <i>Students develop a fascination to explore through undertaking practical activities</i> | <i>Y7 Energy</i> <i>Students reflect on their carbon footprint.</i> | <i>Y7 Matter</i> <i>Construction of the periodic table</i> | <i>Y7 Organism</i> <i>Students use microscopes to explore what can't be seen with the naked eye</i> | <i>Y7 Forces</i> <i>Challenging the belief that forces cause motion.</i> | <i>Y7 Reactions</i> <i>The reactions using kitchen materials encourage student's fascination to learn about 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>Y7 Working scientifically</i> <i>Students undertake practicals safely</i> | <i>Y7 Energy</i> <i>Student discuss the advantages and disadvantages of non-renewable and renewable energy resources in a bid to combat climate change.</i> | <i>Y7 Matter</i> <i>Gender bias in scientific developments</i> | <i>Y7 Organism</i> <i>Understanding the consequences of lifestyle choices on damage to systems within the body.</i> | <i>Y7 Forces</i> <i>Economic link -- funding for space exploration against use of medicines.</i> | <i>Y7 Reactions</i> <i>Understand the safety implications of mixing chemicals</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>Y7 Working scientifically</i> <i>Student work together to plan and undertake a practical enquiry</i> | <i>Y7 Energy</i> <i>Certain beliefs may state that a Higher power is responsible for creating energy.</i> | <i>Y7 Matter</i> <i>Absence of respect to acknowledge female scientists.</i> | <i>Y7 Organism</i> <i>Team teaching to support understanding</i> | <i>Y7 Forces</i> <i>Working together: student work together to plan and undertake a practical enquiry.</i> | <i>Y7 Reactions</i> <i>Student work with groups to determine the alkalinity of substances</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>Y7 Working scientifically</i> <i>Students all have equal opportunity to develop Lab skills.</i></p> | <p><i>Y7 Energy</i> <i>The impact of renewable and non-renewable developments across societies.</i> <i>Links to the industrial revolution</i></p> | <p><i>Y7 Matter</i> Students link access to fresh water to water purification technique. Universal symbols, in the periodic table.</p> | <p><i>Y7 Organism</i> <i>Key scientific developments that have shaped our understanding of science</i></p> | <p><i>Y7 Forces</i> <i>Space travel- America, UK and Russia</i></p> | <p><i>Y7 Reactions</i> <i>Impact of rusting the consequential impact on society.</i></p> |



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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>Y8 Electricity Implementation of practical activities to enable students to explore ideas.</i> | <i>Y8 Ecosystems Students developing a deeper understanding for the world around them.</i> | <i>Y8 Earth Creation stories versus scientific evidence</i> | <i>Y8 Waves Through practical activities students reflect on their personal experience</i> | <i>Y8 Genes Comparison of alternative theories of evolution</i> | <i>Y8 Crest Awards Provide the opportunity to be creative to achieve a set goal.</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>Students understand the rules around electricity and how to be safe when using it. .</i> | <i>Sustainable resources – Meat free days</i> | <i>How human activity impacts climate change</i> | <i>Are mobile phones safe to use? Reflecting on scientific evidence.</i> | <i>The implications of mapping the Human genome</i> | <i>Students will have the opportunity to reflect on their behaviour to achieve the desired outcome</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>Acknowledge sustainable use for the future generations</i> | <i>Students explore interactions of food chains within food webs and the impact of these interactions.</i> | <i>Students consider their actions to combat climate change – recycling.</i> | <i>The use of waves to alter body image through ultra violet radiation: sunbeds.</i> | <i>Understanding how characteristics are inherited.</i> | <i>Students to work collaboratively to complete the task.</i> |



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NOTES

Spiritual

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Moral

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Social

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Cultural

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