



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Mathematics 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>Number Skills, Factors, Multiples & Primes, BIDMAS – explore connections with numeracy</i>	<i>Expressions, Fractions & Percentages – explore connections with numeracy</i>	<i>Expressions & Formulae, Coordinates & Transformations & Ratio – explore connections with numeracy</i>	<i>Equations, Measures, Perimeter, Area & Volume, Properties of Shape & Constructions – explore world around them through shape</i>	<i>Probability, Lines & Angles, Probability – connections with games of chance</i>	<i>Simple Statistics, Vitruvian Man Project – explore historical belief in the project</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>Number Skills, Factors, Multiples & Primes, BIDMAS – problem solving choices</i>	<i>Expressions, Fractions & Percentages – explore choices made leading from percentage problems</i>	<i>Expressions & Formulae, Coordinates & Transformations & Ratio – problem solving</i>	<i>Equations, Measures, Perimeter, Area & Volume, Properties of Shape & Constructions – choices made from shape problems</i>	<i>Probability, Lines & Angles, Probability - choices made arising from probability</i>	<i>Simple Statistics, Vitruvian Man Project – stating and proving a hypothesis</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>Number Skills, Factors, Multiples & Primes, BIDMAS – team work/pair work with problem solving</i>	<i>Expressions, Fractions & Percentages – team work/pair work with problem solving</i>	<i>Expressions & Formulae, Coordinates & Transformations & Ratio</i>	<i>Equations, Measures, Perimeter, Area & Volume, Properties of Shape & Constructions – team work/pair work with problem solving</i>	<i>Probability, Lines & Angles, Probability – team work/pair work with problem solving</i>	<i>Simple Statistics, Vitruvian Man Project – team work/pair work with problem solving</i>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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>Number Skills, Factors, Multiples & Primes, BIDMAS – learning the universal language of Maths</i>	<i>Expressions, Fractions & Percentages – learning the universal language of Maths, include Egyptian Fractions</i>	<i>Expressions & Formulae, Coordinates & Transformations & Ratio – learning the universal language of Maths</i>	<i>Equations, Measures, Perimeter, Area & Volume, Properties of Shape & Constructions – learning the universal language of Maths</i>	<i>Probability, Lines & Angles, Probability – learning the universal language of Maths</i>	<i>Simple Statistics, Vitruvian Man Project – learning the universal language of Maths, link with art and history in the Vitruvian Man Project</i>

NOTES

Spiritual

Maths encourages pupils to develop a logical approach and the ability recall and reason along with questioning the way our world works and this promotes spiritual growth. Through the study of sequences students can discover naturally occurring patterns in nature and consider complex ideas like the idea of infinity and what happens as we tend towards this.

Moral

Moral development is through the use of real life problems where students are encouraged to make decisions based on the information that they are presented with. Particular branches of Maths where this is most important would be percentages and statistics. Students have the opportunity to consider appropriate techniques and question misleading information.

Social

Studying Maths involves problem solving and students have an opportunity to work as part of a team to do this. Students are also able to enjoy their successes and support each other when things do not go well.

Cultural

Maths is a language of its own which is universal and students develop their skills of communication but using Mathematical notation. Students have an opportunity to discuss where concepts come from and learn about the origins of things such as ‘Pythagoras Theorem’



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Mathematics

Year: 8

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>Indices & Standard Form, Expressions & Formulae, Angle Facts -explore place in universe with standard form</i>	<i>Formulae & Equations, Averages & Statistical Diagrams – reflect on self by collecting personal data in statistics</i>	<i>Measures, Perimeter, Area & Volume, Ratio, Percentages – explore connections with numeracy</i>	<i>Simultaneous Equations, Probability, Graphs – connections with chance of things happening</i>	<i>Fractions, Expressions & Formulae, Similar Shapes – explore world around us through shape</i>	<i>Equations & Inequalities, Codebreaking Project – explore historical importance of Maths during the World War</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>Indices & Standard Form, Expressions & Formulae, Angle Facts – problem solving choices</i>	<i>Formulae & Equations, Averages & Statistical Diagrams – explore the impact of misleading data</i>	<i>Measures, Perimeter, Area & Volume, Ratio, Percentages – problem solving choices</i>	<i>Simultaneous Equations, Probability, Graphs – explore misleading graphs</i>	<i>Fractions, Expressions & Formulae, Similar Shapes – problem solving choices</i>	<i>Equations & Inequalities, Codebreaking Project – choices made when codes were broken during the war</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>Indices & Standard Form, Expressions & Formulae, Angle Facts – teamwork, problem solving and creative thinking</i>	<i>Formulae & Equations, Averages & Statistical Diagrams – teamwork, problem solving and creative thinking</i>	<i>Measures, Perimeter, Area & Volume, Ratio, Percentages – teamwork, problem solving and creative thinking</i>	<i>Simultaneous Equations, Probability, Graphs – teamwork, problem solving and creative thinking</i>	<i>Fractions, Expressions & Formulae, Similar Shapes – teamwork, problem solving and creative thinking</i>	<i>Equations & Inequalities, Codebreaking Project – teamwork, problem solving and creative thinking</i>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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>Indices & Standard Form, Expressions & Formulae, Angle Facts – learning the universal language of Maths,</i>	<i>Formulae & Equations, Averages & Statistical Diagrams – learning the universal language of Maths,</i>	<i>Measures, Perimeter, Area & Volume, Ratio, Percentages</i>	<i>Simultaneous Equations, Probability, Graphs – learning the universal language of Maths,</i>	<i>Fractions, Expressions & Formulae, Similar Shapes – learning the universal language of Maths, include Egyptian Fractions</i>	<i>Equations & Inequalities, Codebreaking Project – link with history and how Mathematicians helped to win WW2. Investigating importance that women played at Bletchley Park</i>

NOTES

Spiritual

Maths encourages pupils to develop a logical approach and the ability recall and reason along with questioning the way our world works and this promotes spiritual growth. Through the study of sequences students can discover naturally occurring patterns in nature and consider complex ideas like the idea of infinity and what happens as we tend towards this.

Moral

Moral development is through the use of real life problems where students are encouraged to make decisions based on the information that they are presented with. Particular branches of Maths where this is most important would be percentages and statistics. Students have the opportunity to consider appropriate techniques and question misleading information.

Social

Studying Maths involves problem solving and students have an opportunity to work as part of a team to do this. Students are also able to enjoy their successes and support each other when things do not go as well.

Cultural

Maths is a language of its own which is universal and students develop their skills of communication but using Mathematical notation. Students have an opportunity to discuss where concepts come from and learn about the origins of things such as ‘Pythagoras Theorem’



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Mathematics Year: 9

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>Fractions, Decimals & Percentages, Brackets – explore connections with numeracy</i>	<i>Measures, Perimeter, Area & Volume Simultaneous Equations, Probability – explore connections with numeracy</i>	<i>Pythagoras Theorem, Indices & Standard Form, Statistics -explore place in universe with standard form</i>	<i>Inequalities & Regions, Expressions, Equations & Formulae, Ratio & Proportion – explore connections with the natural world, include Fibonacci/Golden Ratio</i>	<i>Congruency, Similar Shapes, Trigonometry – explore ideas in shape – how can we be sure?</i>	<i>Transformations of Shapes, Drawing Curved Graphs, EMMA's Dilemma Project – how to reason and be sure of a pattern</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>Fractions, Decimals & Percentages, Brackets – problem solving choices</i>	<i>Measures, Perimeter, Area & Volume Simultaneous Equations, Probability – explores choices made based on probability</i>	<i>Pythagoras Theorem, Indices & Standard Form, Statistics – explore impact of misleading graphs/calculations in statistics</i>	<i>Inequalities & Regions, Expressions, Equations & Formulae, Ratio & Proportion – problem solving choices</i>	<i>Congruency, Similar Shapes, Trigonometry – problem solving choices</i>	<i>Transformations of Shapes, Drawing Curved Graphs, EMMA's Dilemma Project – problem solving choices</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>Fractions, Decimals & Percentages, Brackets – explain ideas & concepts to each other</i>	<i>Measures, Perimeter, Area & Volume Simultaneous Equations, Probability – explain ideas & concepts to each other</i>	<i>Pythagoras Theorem, Indices & Standard Form, Statistics – explain ideas & concepts to each other</i>	<i>Inequalities & Regions, Expressions, Equations & Formulae, Ratio & Proportion – explain ideas & concepts to each other</i>	<i>Congruency, Similar Shapes, Trigonometry – teamwork pair work to solve problems</i>	<i>Transformations of Shapes, Drawing Curved Graphs, EMMA's Dilemma Project – explain and present ideas, project involves and presentation</i>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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>Fractions, Decimals & Percentages, Brackets – Study of Egyptian Fractions</i>	<i>Measures, Perimeter, Area & Volume Simultaneous Equations, Probability – How was π discovered</i>	<i>Pythagoras Theorem, Indices & Standard Form, Statistics – Link with history learn about the origins of Pythagoras</i>	<i>Inequalities & Regions, Expressions, Equations & Formulae, Ratio & Proportion – link with the golden ratio</i>	<i>Congruency, Similar Shapes, Trigonometry – how trigonometry was used originally</i>	<i>Transformations of Shapes, Drawing Curved Graphs, EMMA's Dilemma Project – explore idea of factorial and where this notation comes from</i>

NOTES

Spiritual

Maths encourages pupils to develop a logical approach and the ability recall and reason along with questioning the way our world works and this promotes spiritual growth. Through the study of sequences students can discover naturally occurring patterns in nature and consider complex ideas like the idea of infinity and what happens as we tend towards this.

Moral

Moral development is through the use of real life problems where students are encouraged to make decisions based on the information that they are presented with. Particular branches of Maths where this is most important would be percentages and statistics. Students have the opportunity to consider appropriate techniques and question misleading information.

Social

Studying Maths involves problem solving and students have an opportunity to work as part of a team to do this. Students are also able to enjoy their successes and support each other when things do not go well.

Cultural

Maths is a language of its own which is universal and students develop their skills of communication but using Mathematical notation. Students have an opportunity to discuss where concepts come from and learn about the origins of things such as 'Pythagoras Theorem'