



# Middlewich High School

# Geography Department

# 5- Year Curriculum Map



Fieldwork- Geographical Skills and Applications

Physical Landscapes, Processes and Hazard

Environmental- Climate and Biomes

Human Challenges (urban and economic)

Resource Management

<b>Year 7</b>	<b>Our Place in the World (interpreting maps)</b>  <i>How do geographers use maps to better understand our world?</i>	<b>Population and Migration</b>  <i>Why is the world population unevenly distributed?</i>  <i>Why do people migrate?</i>	<b>Globalisation</b>  <i>Is our world 'shrinking' due to technology and trade?</i>	<b>UK Landscapes</b>  <i>What forces shape our land?</i>	<b>Rivers and flooding</b>  <i>How do rivers shape our landscape?</i>  <i>How can we manage the risks of flooding?</i>	<b>Fieldwork</b>  <i>Is MHS at risk of flooding?</i>
<b>Year 8</b>	<b>Weather and Climate Change</b>  <i>How does weather impact our lives?</i>  <i>How do we respond to a changing climate?</i>	<b>World Cities</b>  <i>How are the world's largest cities preparing for the future?</i>	<b>Fieldwork</b>  <i>Does MHS have a microclimate?</i>	<b>Life on Earth</b>  <i>How do interactions between living things and their environments shape life on Earth?</i>	<b>Managing our resources</b>  <i>How do we ensure enough water, food and energy for all?</i>	<b>Prisoners of Geography Russia</b>  <i>How can physical geography influence the human world?</i>
<b>Year 9</b>	<b>Our Blue Planet</b>  <i>Why is ocean health important to people and planet?</i>	<b>Fieldwork</b>  <i>Is MHS a Sustainable School? Part 1</i>	<b>Tectonic Hazards</b>  <i>How does the Earth's internal structure create natural hazards?</i>	<b>Coasts</b>  <i>How does the sea, land and wind shape our coastlines?</i>	<b>A Unequal Planet</b>  <i>Why do some have more whilst others have less?</i>	<b>Fieldwork</b>  <i>Is MHS a Sustainable School? Part 2</i>

<b>Year 10</b> <b>AQA</b>	<b>Natural Hazards:</b>  <b>Tectonic Hazards</b>	<b>The Changing Economic World:</b>  <b>The Development Gap</b>	<b>The Living World:</b>  <b>Ecosystems and Tropical Rainforests</b>	<b>The Changing Economic World:</b>  <b>Nigeria, A Newly Emerging Country.</b>	<b>The Challenges of Resource Management</b>  <b>Energy</b>	<b>UK Landscapes:</b>  <b>River Landscapes in the UK</b>	<b>Physical Fieldwork:</b>  <i>How do rivers change along their long course profile?</i>	
<b>Year 11</b> <b>AQA</b>	<b>Urban issues and Challenges:</b>  <b>Rio de Janeiro</b>	<b>Urban issues and Challenges:</b>  <b>Bristol and Freiburg</b>	<b>Human Fieldwork:</b>  <i>What impact has urban regeneration had upon Salford Quays?</i>	<b>Natural Hazards:</b>  <b>Weather Hazards and Climate Change</b>	<b>The Living World:</b>  <b>Hot Desert Environments</b>	<b>The Changing Economic World:</b>  <b>The UK Economy</b>	<b>UK Landscapes:</b>  <b>Coastal Landscapes in the UK</b>	<b>Issue Evaluation:</b>  <b>Pre Release Case Study</b>

# Middlewich High School Geography Department – 5-Year Curriculum Map

<p><b>Year 7</b></p>	<p><b>Our Place in the World (interpreting maps)</b> <i>How do geographers use maps to better understand our world?</i></p> <p><i>This unit aims to equip students with a solid foundation in key geographical concepts and practical skills.</i></p> <p><i>Students will gain an understanding of physical and human geography through the study of local geographies. The unit involves developing map skills, including the use of grid references, understanding how geographers represent height and shape on maps, and grasping the importance of scale. Students will interpret maps to draw conclusions as to how people shape and influence places.</i></p>	<p><b>Population and Migration</b> <i>Why is the world population unevenly distributed? Why do people migrate?</i></p> <p><i>Students will explore and describe the current global population distribution and develop their understanding of the human and physical factors that influence where people live. They will understand the influence of wealth and development upon population sizes and change and how countries respond to low and high birth rates.</i></p> <p><i>The topic then explores the concept of migration- assisting students with understanding the causes and impacts of different types of migration and engaging with the stories and testimonies of those that have migrated.</i></p>	<p><b>Globalisation</b> <i>Is our world ‘shrinking’ due to technology and trade?</i></p> <p><i>In this unit, students explore how globalisation connects people, places and economies. They develop their understanding by linking global processes to their own lives, examining how technology, communication, production and consumption shape an increasingly interconnected world.</i></p>	<p><b>UK Landscapes</b> <i>What forces shape our land?</i></p> <p><i>This mini unit aims to explore the diverse landscapes of the United Kingdom and uncover the natural processes behind their creation- namely ice, water and wind. Students will understand the importance of geology and how and why rock types vary across the UK.</i></p>	<p><b>Rivers and flooding</b> <i>How do rivers shape our landscape? How can we manage the risks of flooding?</i></p> <p><i>Students will explore the natural processes that exist within a drainage basin and make connections to the water cycle. They will then investigate how rivers change as they journey downstream, and understand how erosion, transportation, and deposition create unique fluvial landforms . Students will then identify the factors that increase or decrease flood risk and evaluate the management strategies to reduce flood risk.</i></p> <p><i>In the final task, students combine their map reading skills with their knowledge and understanding of rivers to advise on the location of a future housing development.</i></p>	<p><b>Fieldwork:</b> <i>Is MHS at risk of flooding?</i></p> <p><i>This unit explores the fundamentals of geographical investigations. We learn why Geographers conduct investigations and how to craft effective enquiry questions. Students discover the importance of collecting and analysing data, minimising risks during fieldwork, and presenting findings professionally. Using Middlewich as a case study, we evaluate the school's flood risk. We focus on improving investigation methods and taking meaningful action based on our findings.</i></p>
<p><b>Year 8</b></p>	<p><b>.Weather and Climate Change</b> <i>How does weather impact our lives? How do we respond to a changing climate?</i></p> <p><i>This unit focuses on understanding the distinction between weather and climate, exploring the tools and methods used to measure weather, and examining the factors influencing temperature variations. Students will delve into the dynamic nature of the UK's weather, investigating rainfall patterns, extreme weather events like snowfall, and the impact of the urban heat island effect. Students then investigate the cause, impacts and strategies to tackle climate change- assessing the effectiveness of mitigation and adaptation strategies.</i></p>	<p><b>World Cities</b> <i>How are the world’s largest cities preparing for the future?</i></p> <p><i>This unit focuses on the unstoppable global growth of cities, exploring the emergence of world cities and the dynamics of rural to urban migration. Students will investigate the locations of megacities and delve into the challenges faced by cities, such as subsidence in Jakarta and the existence of squatter settlements. The unit also aims to understand the factors contributing to a city's sustainability, providing students with insights into the complex and evolving nature of urban landscapes on a global scale</i></p>	<p><b>Fieldwork:</b> <i>Does MHS have a microclimate?</i></p> <p><i>Students learn why Geographers conduct investigations and how to craft effective enquiry questions. Students discover the importance of collecting and analysing data and presenting findings appropriately. Using Middlewich High School as a case study, students collect and analyse data to discover whether the school has a microclimate- connecting to their prior learning in Year 8- Weather and Climate and Urban Environments.</i></p>	<p><b>Life on Earth:</b> <i>How do interactions between living things and their environments shape life on Earth?</i></p> <p><i>This unit deepens students' understanding of the natural world, the interconnections within ecosystems, and the impact of human activities on the environment. It aims to foster critical thinking about sustainability, global food systems, and conservation efforts, encouraging students to appreciate and protect our planet's diverse biomes and species.</i></p>	<p><b>Managing our resources</b> <i>How do we ensure enough water, food and energy for all?</i></p> <p><i>This unit focuses on developing student's conceptual understanding of resources- focusing on water, food and energy in the UK. They will identify the social and economic need for resources whilst evaluating the environmental impact of meeting these needs.</i></p>	<p><b>Prisoners of Geography Russia</b> <i>How can physical geography influence the human world?</i></p> <p><i>In this unit, students explore how mountains, rivers, climate and resources shape how countries develop and interact. They build geographical knowledge of key physical features and deepen understanding of how these influence population, trade and global relationships. Students apply concepts such as place, space and scale through mapwork, data interpretation and enquiry tasks.</i></p>

<div>Year 9</div>	<div>Global Issues: Tackling the World's Biggest Challenges</div> <div>In this unit, students investigate the vital role oceans play in climate regulation, biodiversity, and human livelihoods. They explore threats such as pollution, overfishing and climate change, and develop an understanding of how protecting ocean health supports sustainable futures.</div>	<div>Fieldwork</div> <div>Is MHS a Sustainable School?</div> <div>This unit explores the fundamentals of a geographical investigation. We learn why Geographers conduct investigations and how to craft effective enquiry questions. Students discover the importance of collecting and analysing data, minimising risks during fieldwork, and presenting findings professionally. Using Middlewich as a case study, we evaluate the school's sustainability.</div>		<div>Tectonic Hazards</div> <div>How does the Earth's internal structure create natural hazards?</div> <div>Students explore the physical geography of our world by delving into lithospheric processes. Topics include tectonic theory; the process at different plate boundaries; and hazards such as earthquakes, tsunamis and volcanic eruptions. Strategies for reducing tectonic hazard risks are examined whilst identifying the significance of geographical location and wealth in responding to hazard impacts.</div>	<div>Coasts</div> <div>How does the sea, land and wind shape our coastlines?</div> <div>This unit aims to explore the dynamic physical processes shaping coastlines. Students will investigate coastal landforms created by the erosion, transportation and deposition of sediment. The unit culminates in a detailed enquiry into the coastal management strategies employed along the Holderness Coast, providing students with a comprehensive understanding of coastal geography and its practical implications.</div>	<div>A Unequal Planet</div> <div>Why do some have more whilst others have less?</div> <div>This unit explores the theme of unequal global development, examining its measurement and causes and impacts. The unit extends to understanding global variations in health and also delves into ethical considerations of development-examining the fairness of trade. The overarching goal is to equip students with an understanding of global inequalities and empower them to critically assess and advocate for fairness in various aspects of development.</div>	<div>Fieldwork</div> <div>Is MHS a Sustainable School?</div> <div>This unit continues to explore and evaluate the sustainability of Middlewich High School. This next cycle of fieldwork will encourage and support students to be independent and lead their primary and secondary data collection to analyse and evaluate more elements of the school's sustainability practices.</div>	
<div>Year 10</div>	<div>Natural Hazards and Tectonic Hazards</div> <div>The unit explores tectonic hazards, including definition, global distribution, and effects. Through case studies, students analyse varied responses, management strategies, and reasons for residing in high-risk zones.</div>	<div>The Changing Economic World: The Development Gap</div> <div>The unit aims to examine global inequalities in socio-economic development. Students understand how development is measured and tracked. The unit identifies the factors contributing to uneven development; consequences of uneven development; and explores strategies to reduce the gap (aid, trade and tourism).</div>	<div>Ecosystems and Tropical Rainforests</div> <div>Students explore interactions between biotic and abiotic components and interactions / interrelationships at various scales. Students then learn the distinctive characteristics of TRFs, including adaptation. The economic and the environmental impact of deforestation is explored with a case study on causes and effects, and sustainable management strategies.</div>	<div>NEE: Nigeria</div> <div>This Changing Economic World unit focuses on Nigeria's economic shifts, exploring factors driving change, economic strategies, and consequences. Through a case study lens, it analyses Nigeria's global and regional importance, political, social, cultural, and environmental context, industrial structure, TNC influence, and effects on quality of life</div>	<div>The Challenges of Resource Management</div> <div>UK: Food , water and energy</div> <div>Global: Energy</div> <div>The unit aims to examine the crucial role of food, water, and energy in human development, addressing global inequalities of supply and accessibility. It focuses on the UK's changing energy resource dynamics, including challenges and opportunities, and explores strategies for sustainable energy and resource management.</div>	<div>River Landscapes in the UK</div> <div>The River Landscapes unit studies changes in river valleys, exploring profiles and fluvial processes. It identifies landforms from erosion and deposition, using a UK example. The Flooding Management section examines flood risk factors, strategies (hard and soft engineering), and features a UK scheme with its necessity, strategy, and impacts.</div>	<div>Physical Fieldwork: How do rivers change along their long course profile?</div> <div>This fieldwork unit aims to develop inquiry skills, emphasising question formulation, data source selection, and risk management. It focuses on distinguishing primary/secondary data, diverse measurement methods, and effective data presentation. Encourages analysis, evidence-based conclusions, and critical evaluation of the entire inquiry process</div>	
<div>Year 11</div>	<div>Urban issues and Challenges: Rio de Janeiro</div> <div>This unit explores the issues, opportunities and challenges of Rio de Janeiro's (NEE city) urban growth. It covers the city's regional importance, causes of growth, and impacts on social, economic, and environmental aspects. The study also showcases urban planning initiatives improving the quality of life for the urban poor.</div>	<div>Urban issues and Challenges: Bristol and Freiburg</div> <div>This unit explores UK urban change using Bristol as a case study, covering social, economic, and environmental aspects. It examines migration impacts, opportunities in culture and employment, and challenges like urban deprivation. A Bristol regeneration project is showcased. Urban sustainability is explored, emphasising resource management and conservation, and traffic congestion reduction strategies.</div>	<div>Human Fieldwork: What impact has urban regeneration had upon Salford Quays?</div> <div>This Fieldwork unit aims to develop inquiry skills, emphasising question formulation, data source selection, and risk management. It focuses on distinguishing primary/secondary data, diverse measurement methods, and effective data presentation. Encourages analysis, evidence-based conclusions, and critical evaluation of the entire inquiry process.</div>	<div>Weather Hazards and Climate Change</div> <div>The Weather Hazards unit aims to explore atmospheric circulation, emphasising tropical storms' causes, global distribution, and climate change impact. It covers the effects of tropical storms, analysing responses using a specific example, and addresses UK weather hazards, including recent extreme events. The unit examines climate change, focusing on its causes, evidence, and effects, while also exploring strategies for managing climate change through mitigation and adaptation.</div>	<div>Hot Desert Environments</div> <div>Students explore physical characteristics, interdependence, and adaptations of plants, animals, and people in hot desert ecosystems. It examines opportunities and challenges in developing hot desert environments, covering mineral extraction, energy, farming, and tourism through a case study. The unit also addresses the risk of desertification in fringe areas.</div>	<div>The Changing Economic World: The UK</div> <div>This unit aims to analyse major shifts in the UK economy, considering causes like de-industrialization and globalisation. It explores the transition to a post-industrial economy, emphasising technology, services, and sustainability. The unit also examines social and economic changes in rural areas, infrastructure improvements, and strategies addressing regional disparities.</div>	<div>Coastal Landscapes in the UK</div> <div>This unit explores UK coastal landscapes, emphasising physical processes, landform characteristics, and management strategies. It covers erosion and deposition features, evaluating both hard and soft engineering solutions and managed retreat.</div>	<div>Issue Evaluation: Pre Release Case Study</div> <div>The enquiry encourages understanding and application of case studies to unfamiliar contexts, analysing issues at different scales, and interpreting conflicting viewpoints.. The focus is on creating reasoned justifications and judgments for proposed solutions, considering their impact on both people and the physical environment.</div>