

	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Fantastic Places	<ul style="list-style-type: none"> • What are the differences between human and physical geography? • How can I use atlases to find places? • Where are the different continents and what are some of their geographical features? • What are the different geographical concepts? 	<ul style="list-style-type: none"> • Using photographs and satellite images to describe what places are like • Using atlases to locate and describe what places are like • Using different Fantastic Places to introduce geographical key concepts • Assessment: GCSE style exam question using images and maps 	Students will develop an understanding of key geographical skills (locating continents and countries, using atlases, describing images) and geographical concepts (systems, inequality, environmental change and human activity)	<p>This unit will ensure that student have the fundamental basic skills to begin their Geography journey at Poynton High School.</p> <p>This unit will assess the prior knowledge that students have from KS2 and build on this.</p>
Pole to Pole	<ul style="list-style-type: none"> • What caused the last Ice Age? • What is a glacier and how does it move? • How does a glacier erode the land? • What landforms do glaciers create? • What opportunities are there in Alaska today? • Should we drill for more oil in the Arctic? • What makes Antarctica a unique environment? • Why (and how) should we protect Antarctica? 	<ul style="list-style-type: none"> • Interpreting and analysing graphs • Describing and explaining glacial landform development • Understanding feedback loops • Justify a decision in writing • Analysing photographs • Field sketching • Assessment: GCSE style questions using maps and images and knowledge questions 	<p>To gain an understanding of glacial processes that have shaped landscapes in the UK and further afield.</p> <p>To understand the to understand that polar environments provide opportunities for humans but these opportunities may present challenges to sustainability.</p>	Build on understanding of key concepts of processes, sustainability, environmental change and human activity.
Into Africa	<ul style="list-style-type: none"> • What are the human and physical features of Africa? • What are our perceptions of Africa? What are our misconceptions of 	<ul style="list-style-type: none"> • Analysing images of Africa to understand that the continent has a rich and varied geography 	This unit aims to dispel misconceptions of Africa and enable students to gain a deeper	Build on understanding of key concepts of development, inequality, environmental change and human activity.

	<p>Africa?</p> <ul style="list-style-type: none"> • How does the climate differ throughout Africa? • What are some of the issues facing Africa? • How can education and technology help Africa overcome some of its issues? • What resources does Africa have? • How important are Africa's leaders? 	<p>and that we as geographers should avoid the 'single story'</p> <ul style="list-style-type: none"> • Constructing and analysing climate graphs to understand that Africa is a vast continent covering a range of climate zones • Use photographs, videos and news reports to understand some of the geographical issues facing different parts of Africa 	<p>understanding that Africa is a vast continent with a rich and varied Geography.</p>	
Water on the Land	<ul style="list-style-type: none"> • What is the water cycle and why is it important? • How do rivers shape our land? • What landforms do rivers create? • Why do rivers flood? • What damage can rivers do? 	<ul style="list-style-type: none"> • Using OS to identify river landforms and river valley characteristics • Developing understanding of fluvial processes • Describing and explaining river landforms • Understanding the factors that can cause flooding 	<p>To gain an understanding of the river processes that shape the landscapes of the UK. To understand that rivers can present risks in terms of flooding and how these risks can be mitigated.</p>	<p>Build on understanding of key concepts of processes, resilience and mitigation, environmental change and human activity.</p>