



GEOGRAPHY

YEAR 5

Substantive and Procedural Knowledge



Marvellous Maps

Lesson 1: What Are Maps and Why Do We Use Them?

Substantive Knowledge:

Maps represent places using symbols and scale.

Maps are used for navigation and locating features.

Procedural Knowledge:

Identify the purpose of different map types.

Interpret symbols and labels on simple maps.

Vocabulary: map, symbol, key, scale, route

Greater Depth Task: Compare different types of maps (e.g. physical, political, road) and explain which is best for different uses.

Lesson 2: How Can We Use Compass Directions?

Substantive Knowledge:

The compass has four main points: North, East, South, West.

Directional language helps describe locations.

Procedural Knowledge:

Use the compass to describe and follow directions on a map.

Apply directional language in fieldwork or map tasks.

Vocabulary: compass, direction, North, East, location

Greater Depth Task: Create a treasure map with written clues using all four cardinal directions.

Lesson 3: What Are Grid References and How Do We Use Them?

Substantive Knowledge:

Grid references help locate exact positions on a map.

Maps are divided into squares with coordinates.

Procedural Knowledge:

Read and write 4-figure grid references.

Locate places on a grid-based map using coordinates.

Vocabulary: grid, reference, coordinates, locate, square

Greater Depth Task: Devise your own map using a grid and include a set of clues using grid references.



Lesson 4: What Are Ordnance Survey (OS) Maps?

Substantive Knowledge:

OS maps show detailed geographical features and use standardised symbols. Used by walkers, planners, and geographers.

Procedural Knowledge:

Identify common OS map symbols using a key.

Interpret simple OS map features (e.g. roads, rivers, buildings).

Vocabulary: Ordnance Survey, feature, key, symbol, scale

Greater Depth Task: Compare a local OS map with a satellite image and explain the similarities and differences in how places are shown.

Lesson 5: How Can We Create Our Own Maps?

Substantive Knowledge:

Maps must include a title, key, symbols, and accurate layout.

Features like roads, buildings, and parks are represented symbolically.

Procedural Knowledge:

Design a map of a familiar area (e.g. school grounds or classroom).

Use a key and appropriate symbols.

Vocabulary: design, key, symbol, title, map

Greater Depth Task: Create a bird's-eye view map of the school with multiple land uses, labelled and colour coded.

Eastern Europe

Lesson 1: Where Is Eastern Europe?

Substantive Knowledge:

Eastern Europe includes countries like Poland, Romania, and Ukraine.

It is part of the larger continent of Europe.

Procedural Knowledge:

Use an atlas to locate countries in Eastern Europe.

Label maps with capital cities and physical features.

Vocabulary: continent, Eastern Europe, country, capital, map

Greater Depth Task: Compare population sizes and land area of three Eastern European countries using data sources.

Lesson 2: What Are the Physical Features of Eastern Europe?

Substantive Knowledge:

Eastern Europe has features such as the Carpathian Mountains, Danube River, and Black Sea.

Physical features affect climate and settlement.

Procedural Knowledge:

Identify key physical features using maps.

Describe how features might affect people's lives.

Vocabulary: mountain, river, plain, climate, landscape



Greater Depth Task: Explain how the Danube River supports both wildlife and human activities.

Lesson 3: What Are the Human Features of Eastern Europe?

Substantive Knowledge:

Human features include cities, roads, and land use (e.g. farming).
Different countries have distinct cultures and histories.

Procedural Knowledge:

Use maps and images to compare cities and land use.
Interpret population distribution maps.

Vocabulary: population, city, culture, economy, land use

Greater Depth Task: Compare two cities in Eastern Europe in terms of population, jobs, and transport links.

Lesson 4: What Is Life Like in an Eastern European Country?

Substantive Knowledge:

Daily life differs depending on the country, region, and economy.
School, food, and traditions can vary widely.

Procedural Knowledge:

Research lifestyle aspects in a chosen Eastern European country.
Present findings in a fact file or presentation.

Vocabulary: tradition, lifestyle, school, economy, food

Greater Depth Task: Write a day-in-the-life diary entry of a child in an Eastern European country.

Lesson 5: How Is Eastern Europe Similar and Different to the UK?

Substantive Knowledge:

There are cultural, environmental, and economic similarities and differences between the UK and Eastern Europe.
Geography impacts lifestyle, jobs, and transport.

Procedural Knowledge:

Make comparisons using tables, charts or written descriptions.
Analyse differences in climate, economy, and housing.

Vocabulary: compare, contrast, climate, housing, transport

Greater Depth Task: Debate which country you'd prefer to live in and justify with geographical evidence.

Sustainability

Lesson 1: What Is Sustainability?

Substantive Knowledge:

Sustainability means meeting current needs without harming the future.
It includes protecting resources, nature, and reducing waste.

Procedural Knowledge:

Define sustainability and give real-world examples.



Identify sustainable and unsustainable practices.

Vocabulary: sustainability, resource, waste, reduce, future

Greater Depth Task: Create a sustainability pledge for your school with reasons for each action.

Lesson 2: How Can We Reduce Our Impact on the Planet?

Substantive Knowledge:

Recycling, conserving energy, and reducing plastic use lower environmental harm. Individual actions have global effects.

Procedural Knowledge:

Propose actions to reduce environmental impact at home or school.

Evaluate different choices based on impact.

Vocabulary: reduce, recycle, conserve, impact, environment

Greater Depth Task: Conduct an audit of classroom energy/waste and design an improvement plan.

Lesson 3: What Are Renewable and Non-renewable Resources?

Substantive Knowledge:

Renewable resources (sun, wind) regenerate; non-renewables (coal, oil) do not. Using more renewables supports sustainability.

Procedural Knowledge:

Sort resources by type and describe their uses.

Explain pros and cons of different energy sources.

Vocabulary: renewable, non-renewable, solar, fossil fuels, energy

Greater Depth Task: Design a future city powered entirely by renewable energy, explaining choices.

Lesson 4: What Are Sustainable Cities?

Substantive Knowledge:

Sustainable cities aim to balance people's needs and the planet's.

They feature green transport, energy efficiency, and public green spaces.

Procedural Knowledge:

Identify features of a sustainable city from examples.

Compare sustainable and unsustainable urban features.

Vocabulary: city, transport, green space, energy, plan

Greater Depth Task: Create a labelled diagram of a sustainable city and write a report on how it helps the environment.



GEOGRAPHY

YEAR 6

Substantive and Procedural Knowledge

Trade and Economics

Lesson 1: What Is Trade?

Substantive knowledge:

Trade is the buying and selling of goods and services between people or countries. It can be local, national, or international.

Procedural knowledge:

Explain the basic concept of trade and identify examples of traded goods.

Vocabulary:

trade, goods, services, import, export

Greater depth task:

Compare trade in the UK with another country and explain how different resources affect what each country imports or exports.

Lesson 2: What Is the Global Supply Chain?

Substantive knowledge:

Many products are made using parts and labour from different countries, forming a supply chain.

Procedural knowledge:

Trace the origin of a product and explain the steps in its supply chain.

Vocabulary:

supply chain, manufacture, product, source, global

Greater depth task:

Research and present the supply chain of a common item (e.g. jeans, chocolate), including environmental and social impacts.

Lesson 3: What Is Fair Trade?

Substantive knowledge:

Fair Trade aims to give better prices and working conditions to producers in developing countries.

Procedural knowledge:

Evaluate the benefits and challenges of Fair Trade for producers and consumers.

Vocabulary:

fair trade, producer, ethical, wage, consumer

Greater depth task:

Debate whether people should only buy Fair Trade goods, considering economic and ethical factors.



Lesson 4: How Does the UK Trade with the World?

Substantive knowledge:

The UK imports and exports many goods and services, and trade is influenced by geography, politics, and demand.

Procedural knowledge:

Interpret trade data and maps to describe the UK's key trading partners.

Vocabulary:

import, export, economy, partner, statistics

Greater depth task:

Analyse UK trade data to identify trends and suggest reasons for changes over time.

Lesson 5: How Are We Connected to the Rest of the World?

Substantive knowledge:

Globalisation connects people, businesses, and countries through trade, communication, and transport.

Procedural knowledge:

Explore and explain examples of global connections in everyday life.

Vocabulary:

globalisation, transport, communication, economy, interdependence

Greater depth task:

Write a report explaining how global connections affect life in the UK, including both positive and negative effects.

Rivers

Lesson 1: What Is a River?

Substantive knowledge:

A river is a natural watercourse flowing towards a lake, sea, or another river. Rivers have sources, channels, and mouths.

Procedural knowledge:

Identify and label the key parts of a river on a diagram or map.

Vocabulary:

source, mouth, channel, flow, river

Greater depth task:

Compare the features of two different rivers in the UK, discussing similarities and differences in their paths and size.

Lesson 2: How Are Rivers Formed?

Substantive knowledge:

Rivers form through processes like precipitation, erosion, and runoff from high ground.

Procedural knowledge:

Describe and sequence the stages in the formation of a river.

Vocabulary:

erosion, precipitation, runoff, weathering, process



Greater depth task:

Create a scientific explanation of river formation using diagrams and technical vocabulary.

Lesson 3: What Are the Features of a River?

Substantive knowledge:

Rivers have features such as meanders, waterfalls, oxbow lakes, and floodplains.

Procedural knowledge:

Use diagrams and maps to identify river features and describe their formation.

Vocabulary:

meander, waterfall, floodplain, oxbow, erosion

Greater depth task:

Research and present how a famous river has shaped the landscape around it.

Lesson 4: How Do People Use Rivers?

Substantive knowledge:

People use rivers for transport, drinking water, farming, recreation, and energy.

Procedural knowledge:

Investigate and explain different human uses of rivers locally and globally.

Vocabulary:

transport, irrigation, hydroelectric, recreation, industry

Greater depth task:

Evaluate the advantages and disadvantages of human use of rivers, using examples from around the world.

Lesson 5: What Happens When Rivers Flood?

Substantive knowledge:

Flooding occurs when water levels rise too high, often due to heavy rain, and can damage property and environments.

Procedural knowledge:

Explain causes and effects of river flooding and suggest ways to manage or prevent it.

Vocabulary:

flood, rainfall, damage, prevention, barrier

Greater depth task:

Propose a flood prevention plan for a real or fictional river-side town, using maps and data.

The Americas

Lesson 1: Where Are North and South America?

Substantive knowledge

Substantive knowledge:

The Americas consist of North and South America, each with many countries and diverse landscapes.



Procedural knowledge:

Use atlases to locate countries, major cities, and physical features across both continents.

Vocabulary:

continent, America, country, capital, location

Greater depth task:

Create a fact file comparing the geography of North and South America, including key similarities and differences.

Lesson 2: What Are the Physical Features of the Americas?

Substantive knowledge:

The Americas include features such as the Andes Mountains, Amazon River, Rocky Mountains, and Great Lakes.

Procedural knowledge:

Identify and describe major mountains, rivers, and climate zones using maps.

Vocabulary:

mountain, river, lake, rainforest, desert

Greater depth task:

Analyse how physical geography influences climate and population distribution in two contrasting regions.

Lesson 3: What Are the Human Features of the Americas?

Substantive knowledge:

Cities, infrastructure, and land use vary across the Americas, influenced by history, climate, and economy.

Procedural knowledge:

Use data and images to compare urban and rural environments in different American countries.

Vocabulary:

city, infrastructure, urban, rural, population

Greater depth task:

Compare land use in a developed and a developing country in the Americas and discuss how the economy influences it.

Lesson 4: What Is the Climate Like in the Americas?

Substantive knowledge:

Climate varies from tropical to arctic in the Americas due to location and altitude.

Procedural knowledge:

Interpret climate graphs and maps to describe temperature and rainfall patterns.

Vocabulary:

climate, temperature, rainfall, equator, tropics

Greater depth task:

Explain how climate affects lifestyle and agriculture in two contrasting parts of the Americas.



Lesson 5: How Are North and South America Similar and Different?

Substantive knowledge:

There are geographical, economic, and cultural differences between North and South America.

Procedural knowledge:

Compare countries using data and present similarities and differences in a written or visual format.

Vocabulary:

compare, contrast, geography, culture, economy

Greater depth task:

Write a travel guide page encouraging tourists to visit both continents, highlighting unique geographical features.