YEAR 2: Northern Europe

Contents Include:
Physical and Human Features of Northern Europe
Climate
Animals and Migration
Roald Amundsen: A Great Explorer

Please Note: The activities included in this pack are suggestions only. Teachers should adapt the lessons to ensure they are pitched correctly for their pupils. For an outline of the content included in Year 2 Geography please see: History and Geography Sequence
Lesson 1: Countries of Northern Europe

This lesson is the first lesson in a series that introduces children to the region of northern Europe. Children should spend as much time as necessary familiarising themselves with the location of Europe on a world map. Children should be able to identify compass points at this stage, but this may need some additional work. It is important for children to be able to identify the location of the northern European countries in relation to the United Kingdom. This will help children to see how the climate of northern Europe is affected by its proximity to the North Pole. The aim of this lesson is to identify the countries in northern Europe including: Denmark, Finland, Norway, Sweden and Iceland. These countries are often known together as Scandinavia. Knowledge of this part of Europe fits in with the Vikings in Year 2 History.

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<td>To identify the countries in northern Europe.</td>
<td>Countries in northern Europe include: Denmark, Finland, Norway, Sweden and Iceland. These countries are sometimes called ‘Scandinavia’. Some of northern Europe is very cold and snowy.</td>
<td>Complete prior learning check to establish what children already know. Use an atlas to identify northern Europe and the countries that lie in the region. Split into groups to find out information about each country e.g. flag, capital city, physical and human features. Look at some videos of each country from tourist board websites and teach necessary vocabulary such as lowlands, mountains, lakes, coniferous forests etc. Show children the position of northern Europe on a globe and discuss why the most northern areas are likely to be cold and snowy. Record any information children find out.</td>
<td>northern Europe Denmark Finland Norway Sweden Iceland Scandinavia Additional vocab: lowlands mountains lakes coniferous forest</td>
<td>Which countries can be found in northern Europe? What is the name sometimes given to the region of northern Europe? How is northern Europe different to the UK? Why is some of northern Europe often cold and snowy?</td>
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**Scandinavian Tourist Board** - useful for images and has links to websites for each individual country.

**National Geographic Video** - montage of Scandinavia clips set to music.

National Geographic also have useful fact files on each country; Finland, Denmark, Sweden, Iceland, Norway.
The countries in northern Europe
The countries in northern Europe (complete)

**Sweden**
- **Capital city**: Stockholm
- **Language**: Swedish
- **Money**: Swedish Kroner

**Iceland**
- **Capital city**: Reykjavík
- **Language**: Icelandic
- **Money**: Icelandic Króna

**Denmark**
- **Capital city**: Copenhagen
- **Language**: Danish
- **Money**: Krone

**Norway**
- **Capital city**: Oslo
- **Language**: Norwegian
- **Money**: Norwegian kroner

**Finland**
- **Capital city**: Helsinki
- **Language**: Finnish
- **Money**: Euro
Give each child a set of maps to use when completing their northern Europe task.
Flags of Northern Europe

Give each child a strip of flags to cut out and match to the correct country.
Lesson 2: Physical and Human Features of Northern Europe

Children need to understand the difference between a physical feature and a human feature in terms of geography. Examples of physical features include: mountains, rivers and lakes. Human features might include: bridges, buildings, railways, canals or roads. Northern Europe has some spectacular physical features such as snow-capped mountains, deep valleys and fjords. Much of Scandinavia’s physical landscape has been shaped by ancient glaciers that receded many thousands of years ago. When a glacier or ice sheet recedes, it leaves behind physical features such as valleys, lakes and fjords. A fjord is a long and narrow inlet of sea, surrounded by steep cliffs created through the process of glacial erosion. Many beautiful fjords can be found in Norway. Most of the cities and large towns in northern Europe can be found where the temperatures are milder in the southern part of the region. The capital cities of the countries in Northern Europe can be found in the resources following this plan. An interesting human feature to look at is the Øresund Bridge that connects Denmark and Sweden.

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<td>To identify physical and human features of northern Europe.</td>
<td>The countries of northern Europe have large capital cities. The northern parts of Scandinavia have mountains, valleys and lakes. Most people live further south where it is usually warmer.</td>
<td>Explore maps and images of the region looking specifically for lakes, rivers, mountain ranges etc. Teach children about fjords, showing images and videos to support. Sort images into physical and human features to ensure children understand the difference between the two. Complete a table of information about the physical and human features of northern Europe.</td>
<td>capital city river mountain range valley lake Northern Lights fjord Øresund Bridge</td>
<td>What is the difference between physical and human features in Geography? Can you describe some of northern Europe’s physical features? Can you describe some of northern Europe’s human features? What might you be able to see if you visited Denmark?</td>
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Resources:
National Geographic video of the Northern Lights and another of Iceland. Cool Nordic produced by the Nordic Council explores the countryside of Scandinavia. Clips from this documentary about Copenhagen can be shown to show children the Danish city. Information and images of the Øresund Bridge.
Physical and Human Features of Northern Europe

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Lesson 3: Climate

In this lesson, children will learn that climate describes the weather conditions in a particular location over a long period of time. In this way, climate is different to daily weather conditions which can be changeable. The climate of northern Europe can be described as mild summers and cold winters. Trees and plants need to survive on little sunlight at points in the year, and they must be able to withstand bitterly cold temperatures. The further north you travel in Europe, the colder the winters will be. Trees are often evergreen, which enables them to survive to cold. Parts of Norway, Sweden and Finland are in the Arctic Circle and experience extremely cold winters. In these regions few plants and trees are able to grow and it is a challenging place for people to live.

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<td>To describe the climate in northern Europe.</td>
<td>Much of northern Europe is closer to the North Pole than the UK. It is very cold in the winter in northern Europe. Animals, plants and people have adapted to the cold weather.</td>
<td>Look at a globe and discuss the location of northern Europe in relation to the North Pole. Look at the resource showing the climate in the UK compared to the climate in Scandinavia. What can we tell from this graph? °C Find out about the Sami people, some of whom heard reindeer in the most northern parts of Finland, Sweden and Norway. Discuss how people have adapted to the cold winters in Finland- sauna, warm homes, winter tyres for cars (studded), snowploughs, grit spreaders, reflector poles that stick out of the snow to show where the edge of the road is, warm clothes etc.</td>
<td>climate weather survive evergreen Sami snowplough grit spreader adapt (-ed) reindeer</td>
<td>What does ‘climate’ mean? Can you describe the climate in northern Europe? Who are the Sami? What things do people do in order to survive in very cold areas?</td>
</tr>
</tbody>
</table>

**Resources:**
- The Sami people: photographs by Erika Larsen.
- Arctic Climate: good for subject knowledge
Which country has the colder climate? 
___________________________

What temperature could it be in Tromsø in the winter? 
___________________________

What temperature could it be in London in the winter? 
___________________________

How have people adapted to live in very cold climates? 
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Temperatures in London and Tromsø (Norway)
Lesson 4: Animals and Migration

This lesson offers children an opportunity to learn about the animals that are native to northern Europe. Children can begin to understand how animals, such as mammals such as bears, polar bears, moose, beavers and lynx, adapt to the environment within which they live. Some animals only live in Northern Europe for a part of the year, when temperatures start to fall they migrate to warmer places. Birds such as the willow warbler, barn swallow and fieldfare leave Scandinavia before the winter months, seeking warmer climates in Africa and Britain. Migrating birds then return to Scandinavia to breed during the spring. Norwegian lemmings are small furry creatures that migrate within a much smaller area. In the winter they nest under the snow, but when the spring comes and the snow thaws they must either move to higher ground where the snow is still firm, or to lower ground where the snow has melted. Sometimes Norwegian lemmings are forced to migrate when overpopulations results in increased competition for food. Year 2 children should gain an understanding that climate affects animals just as it affects people. They should recognise adaptations that help animals to survive in cold conditions and also that migration is a way of avoiding extreme temperatures.

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<td>To name and describe animals found in northern Europe.</td>
<td>Mammals such as bears, moose, beavers and lynx live in northern Europe. Some animals have adapted to live in the cold climate. Some animals migrate, which means they travel and live in other places at different times of the year.</td>
<td>Look at examples of animals that live in northern Europe and discuss how they have adapted to living in the cold climate. This section of the BBC website has lots of clips of polar bears to support your lessons. Use a map to trace the migration paths of animals from Northern Europe. Children could create a fact file for an animal native to Scandinavia.</td>
<td>bear moose beaver lynx adapt migrate</td>
<td>What animals can be found in northern Europe? How have the animals that live in northern Europe adapted to the cold conditions? What is migration? Why do some animals migrate?</td>
</tr>
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**Resources:**
Images of animals and nature from Finland - National Geographic
Polar Bears - how they have adapted to a cold environment
The Sami Reindeer Herders – BBC Class clip
Scandinavian Animals

Name of animal: ____________________________________________

Information:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Name of animal: ____________________________________________

Information:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Name of animal: ____________________________________________

Information:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Information about other Scandinavian animals and their habitats:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
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Lesson 5: Great Explorers: Roald Amundsen

In this lesson children will learn about a Norwegian explorer called Roald Amundsen. He was born in 1872 into a wealthy family who owned ships. Sadly, his father died when Amundsen was 14 years old, and this even was followed by the death of his mother when he was 21 years old. Amundsen decided to become an explorer and in 1903 he was the captain of the first ship to sail through an icy stretch of water called the Northwest Passage. The Northwest Passage connects the Atlantic and Pacific Oceans to the north of Canada. During this voyage, Amundsen met many Inuit people who lived in the cold, icy climate of the Arctic Circle. He learned ways of surviving from the Inuits, such as wearing clothes made from animal skin. The Inuits also travelled across the snow in sledges pulled by dogs, this was a method of travel that Amundsen used in later expeditions. In 1911, Amundsen led the first ever successful expedition to the South Pole. With his team, he sailed as far as possible before using sledges to cross the ice. His expedition was a success because he planned everything meticulously. After he’d reached the South Pole he wrote ‘Victory awaits him who has everything in order’. For further information about his later life please see page 157 of What Your Year 2 Child Needs to Know.

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<tr>
<td>To know that Roald Amundsen was an explorer.</td>
<td>Roald Amundsen was an explorer. He was born in Norway. He led the first successful expedition to the South Pole.</td>
<td>Look at some images of Roald Amundsen and watch the footage from his preparations. Discuss what he would have needed to take with him for his long journey. Look at an atlas and identify the Northwest Passage and also the South Pole. Write a biography or fact file describing Amundsen’s life as an explorer. Write a diary entry for Amundsen at a chosen point in his journey to reach the South Pole.</td>
<td>Roald Amundsen Northwest Passage Atlantic Pacific Arctic Circle Inuit sledge South Pole North Pole</td>
<td>Who was Roald Amundsen? Can you explain what Roald Amundsen achieved in his life? Why was Amundsen such a successful explorer?</td>
</tr>
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Resources:
Subject Knowledge: The Race to the South Pole from the BBC
Video footage from Amundsen’s preparations for the trip to the South Pole- National Geographic
Word Bank: Roald Amundsen

Norway

explorer

Antarctica

expedition

Northwest Passage

Inuit

Arctic Circle
Lesson 6: Assessment/Extended Writing Task

In this lesson, children will apply the knowledge they have learned in the previous lessons in this unit. Some suggested activities are detailed below but this lesson is an opportunity for the children to complete any form of assessment task that is deemed suitable. The task should offer children an open ended opportunity to reflect what they have learned about northern Europe. They should be able to recall and explain the following about northern Europe; countries, climate, animals, physical features, human features and also about the explorations of Roald Amundsen. This is also a good opportunity to assess how well children are using new vocabulary relating to this unit. As children work through the Core Knowledge Sequence they will have frequent opportunities to use maps and globes in their lessons and these tools will become increasingly familiar to the children. Regular recapping at opportune moments will help children to remember the content of this unit.

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<tr>
<td>To be able to describe northern Europe.</td>
<td>The location of northern Europe means it has quite warm summers and very cold winters. The countries of northern Europe are sometimes called Scandinavia. There are cities, towns, villages, lakes and mountains in Northern Europe.</td>
<td>Create an information book reflecting the knowledge learned during this unit of work. Label a blank map of northern Europe. Write an encyclopaedia entry for northern Europe. Create a brochure/write a travel guide for northern Europe explaining what physical and human features can be found there.</td>
<td>All previous vocabulary</td>
<td>What can you tell me about northern Europe? What physical and human features of northern Europe can you describe? Can you think of two different places in Northern Europe and describe how they are different?</td>
</tr>
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</table>

**Resources:**
Any previously used video clips or images can be used to support children’s learning.