

### Northern Europe

#### Year 2

**Key end points** of this unit, Northern Europe are:

- The location of northern Europe means it has quite warm summers and very cold winters.
- Denmark, Norway and Sweden are Scandinavian countries.
- People and animals have adapted to survive the cold winters in Northern Europe.

Building on children's understanding of the seven continents from Year 1, children will look in more detail at Northern Europe. This unit is the first in a series of units that focus in on regions of Europe. In Year 3 children will build on their knowledge of Europe when they study Western Europe, and then in Year 4 children will learn about Mediterranean and Eastern Europe. As children progress through these units they will build on their locational understanding and will understand how location and climate are linked. In this unit, children will begin to develop an understanding of migration and why animals move around the world. Children will also explore the concept of adaptation and consider how people and animals have adapted to survive in cold climates. This unit builds on knowledge from Science in Year 1- Seasons and Weather and Year 2 – Living things and their Environments. Locational knowledge from this unit will support children's geographical understanding when they study the Anglo-Saxons, Scots and Vikings in Year 3.

Within this unit children will use **maps** of Northern Europe to identify key countries and key physical features. They will use maps to explore the location of countries such as Denmark, Norway and Sweden. They will recognise human features of the region, such as the Oresund Bridge that links Denmark and Sweden. Children will learn how to read a simple climate graph and compare the climate of a region on Northern Europe to that of the UK.

To conclude this unit, children will learn about the explorer Roald Amundsen who was born in Norway. They will learn about Amundsen's travels through the Northwest Passage and about his expedition to the South Pole. They will learn how he took advice from the Inuit, who lived in the cold, icy climate of the Arctic Circle. This builds on children's learning about people who embarked on adventures from EYFS including Ernest Shackleton who travelled to Antarctica.

### Lesson Sequencing:

The sequence of lessons in this unit has been designed to build on prior knowledge of the Seven Continents and introduce new material in small manageable steps. In Lesson 1 children will build on their previous knowledge of the world and name and locate the continents and oceans of the world. They will recap the four points of a compass and will use a map to look at the 7 continents and discuss where the equator is. They will identify Denmark, Sweden, Finland, Norway and Iceland. Children will look at images of Northern European countries showing urban, rural, inland and coastal areas.

Children will understand that the region of Northern Europe is closer to the North Pole than the UK, so the climate in these countries is cooler than our climate. Children will look at examples of cities, towns, villages, farms, homes, businesses, shops etc. Children will learn that people travel around Northern Europe on planes, trains, cars and buses, like we do. They will learn that that ships take goods to and from Northern Europe, docking in ports to offload or load their goods. This concept of trade will be revisited in Year 4 in forthcoming geography units. Children will annotate a map of Northern Europe and for depth, will consider how countries of Northern Europe might differ to the UK.

In Lesson 2 children will look at **physical and human geographical features** of Northern Europe. They will reconnect to prior learning about human and physical features. They will learn that fjords and evergreen forests are physical features of Northern Europe. They will identify the capital cities of Northern European countries and will learn that there is a famous statue of a Little Mermaid in Copenhagen. They will look at an image of the Øresund Bridge, an example of a human geographical feature, and will learn how it connects Sweden and Denmark allowing people to travel easily between the two countries by car and rail.

In Lesson 3 children will use a climate graph to compare the climate of London and Tromsø in Northern Norway. They will learn how people have **adapted** to the cold winters in Norway and Finland for example using saunas, 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. Children will learn about the Sami people, some of whom herd reindeer in the most northern parts of Finland, Sweden and Norway. Children will learn that understanding climate and weather is important to the Sami as they protect the reindeer and ensure they have enough food.

In Lesson 4 children will learn more about adapting to a cold climate. They will look at how animals and birds migrate to find warmer or cooler climates to live in for several months of the year. This introduces the concept of **migration** that will be built upon later in the curriculum when children study Eastern Europe in Year 4, Australia in Year 5 and Africa in Year 6 in geography. In history children learn about migration when they study the Anglo-Saxons, Scots and Vikings in Year 3, the Transatlantic Slave Trade in Year 5 and in many other units, building **conceptual understanding in different contexts over time**. In this lesson, children will use maps to trace the migration paths of animals and



birds from Northern Europe. The concept of movement around the world will help children to understand the world around them, how it changes and how people and animals interact with their environment.

In Lesson 5 children will learn about the Norwegian explorer Roald Amundsen. Looking at maps of the world, children will learn that he travelled through the Northwest Passage, captaining the first ship to do so. They will then look at his route to the South Pole and will think about the preparations he made before he travelled. Children have also studied Ernest Shackleton, a polar explorer, in Reception. They will go on to study other explorers such as Ibn Battuta and Captain James Cook in KS2. Learning about the places Roald Amundsen travelled to helps young children to **make connections** to different places around the world and develop their **sense of place and space**.

To assess children's understanding of Northern Europe, some suggestions are made including using the knowledge organiser and blanking out key information, completing the multiple choice questions (designed to be a low stakes check for understanding) and then two options for extended writing. The first option 'What would a traveller see if they visited Northern Europe?' has been designed as a structured writing task where children will write to describe the region. This task is purposefully open ended to allow children of all abilities to access it. Children can include information from each of the lessons in this unit. We recommend that teachers allocate enough lesson time, perhaps using some English time, and to scaffold where needed to allow children to succeed in creating a quality piece of writing. The second option, 'Northern Europe is very similar to the UK. Is this statement correct?' has been designed to encourage children to compare two places. We encourage teachers to consider which task would be best suited to their class, and which will give them useful assessment information with which to build a picture of what individual children know and can do in geography.

**Key substantive concepts** focused on in this unit are **location, migration and climate**.

**A key disciplinary concept** focused on within this unit is **connection**.