



Lesson Series

1. Countries in Northern Europe
2. Human and physical features of Northern Europe
3. Climate in Northern Europe
4. Animals found in Northern Europe
5. Roald Amundsen
6. Assessment

National Curriculum Coverage

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
 - ⇒ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - ⇒ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

What you need to know

- The countries in northern Europe include: Denmark, Finland, Norway, Sweden and Iceland. Sweden, Denmark and Norway can be referred to as Scandinavia. Sweden, Denmark, Norway, Finland and Iceland are known as Nordic Countries.
- 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. A fjord is a long and narrow inlet of sea, surrounded by steep cliffs created through the process of glacial erosion.
- Climate describes the weather conditions in a particular location over a prolonged period of time. The climate of northern Europe can be described as mild summers and cold winters. The climate is cooler in Northern Europe than in the United Kingdom.
- Migration means movement from one place to another for a particular reason. Some animals in Northern Europe migrate a long way, some across continents. Other animals migrate on a much smaller scale, seeking warmer ground within a mountainous region for example.
- In this unit we look at reindeer migration in Northern Europe, the migration of a Norwegian Lemming (small scale) and also birds such as swallows, pied flycatchers and the willow warbler, all birds that migrate from Northern Europe to Africa.
- Roald Amundsen was born in 1872 into a wealthy family who owned ships. 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
- Please note; avoid using the word 'eskimo' as it can be interpreted as a derogatory term. Indigenous people living in Northern Canada, Greenland and Alaska are known as Inuit. The Sami live in northern Scandinavia, Finland and parts of northern Russia and are traditionally fisher people, herders and hunters.



Teacher Knowledge

The countries in northern Europe include; Denmark, Finland, Norway, Sweden and Iceland. In England, we often refer to Denmark, Sweden, and Norway as Scandinavia. Historians aren't sure where the name 'Scandinavia' originated, but one idea states that it means dangerous island, referring to the sandbanks that surrounded the coast-line of southern Sweden and may have made it dangerous for boats to approach the coast. Due to the location of Scandinavia, and its proximity to the North Pole, the climate is cooler than that of the UK. From previous units of work children should be able to identify the UK on a map of the world and may be able to identify Europe. Children should be familiar with the four-point compass. This unit will pre-teach some background knowledge which is helpful to learn before studying the Vikings in History.

Knowledge Objective

To identify the countries in Northern Europe.

Knowledge Goals

Countries in northern Europe include: Denmark, Finland, Norway, Sweden and Iceland.
Denmark, Sweden and Norway are known as 'Scandinavia'.
Northern Europe is cooler than the UK because it is closer to the North Pole.

Lesson Detail

Prior learning: *What do you know about Europe?* Recall knowledge from previous units, particularly from Year 1- The Seven Continents. Introduce knowledge organiser and look at key vocabulary from this lesson.

Vocabulary: Introduce and orally rehearse names of Northern European countries and the word 'Scandinavia' whilst displaying a simple map of the region. Explain that there are lots of different ideas about the meaning of the name, but one idea is that a very long time ago, the word meant 'dangerous island'.

Teach: Show a compass and recap the four points; North, East, South and West. Use a map to look at the 7 continents and discuss where the equator is. Show where the Northern and Southern hemisphere is. Show a map of Europe and discuss which hemisphere it is in. *Using your compass knowledge, which countries do you think are in Northern Europe?* Identify Denmark, Sweden, Finland, Norway and Iceland. Explain that when we use the word 'Scandinavia' it usually means Denmark, Sweden, and Norway. When we say Northern Europe, we include Iceland. Show some images of Northern European countries showing urban, rural, inland and coastal areas. Explain that Northern Europe is closer to the North Pole than the UK, so the climate in these countries is cooler than our climate. Explain that like our country, the countries of Northern Europe have cities, towns, villages, farms, homes, businesses, shops etc. Also explain that people travel around Northern Europe on planes, trains, cars and buses, like we do. Explain that ships take goods to and from Northern Europe, docking in ports to offload or load their goods.

Partner talk task: *Which countries are in Northern Europe?* Use an Atlas to identify them.

Task: Annotate a map of Northern Europe; encourage children to locate country names, capital cities and draw flags.

Partner teach/plenary: *What do you know about Northern Europe?*

Step for depth: *How are Northern European countries different to the UK?*

Vocabulary

- Northern Europe
- Denmark
- Finland
- Norway
- Sweden
- Iceland
- Scandinavia

Additional vocab:

- Lowlands
- mountains
- lakes
- Coniferous forest

Suggested Resources

Atlas, images of Northern Europe.



Teacher Knowledge

A physical geographic feature is something naturally occurring in the environment, for example a mountain or a river. Human geographical features are things made by people and 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 of Northern Europe is the Øresund Bridge that connects Denmark and Sweden. This bridge allows traffic and trains to cross the Øresund Strait and travel from the Danish city of Copenhagen, to the Swedish city of Malmo. The capital cities of Northern Europe include; Copenhagen, Stockholm, Oslo, Helsinki and Reykjavik.

Knowledge Objective

To identify physical and human features of northern Europe.

Knowledge Goals

The countries of Northern Europe have large capital cities.

Northern Europe has mountains, valleys and lakes.

Most people in Northern Europe live further south where it is usually warmer.

Lesson Detail

Prior learning: Look at knowledge organisers; *Which countries are in N. Europe?* Reconnect to prior learning.

Vocabulary: Introduce the word 'fjord' (pronounced 'fyord') and explain that Northern Europe was once covered in ice, as the thick ice sheets melted, they created fjords, narrow inlets of sea surrounded by steep cliffs.

Teach: Recap from Year 1: In Geography, when we talk about physical features of a place, we mean things that are natural, not man-made, like rivers, mountains, forests etc. When we talk about human features of a place, we are talking about man-made things like buildings, roads, bridges etc. Have pictures of some physical features of Northern Europe on display. Explain that Northern Europe has many fantastic physical features, including fjords. Many tourists come from all over the world to see the fjords. Identify coastlines in Northern Europe. Show images of the evergreen forests in Northern Europe and discuss vegetation. Show images of the capital cities; Copenhagen, Stockholm, Oslo, Helsinki and Reykjavik. Denmark has a very famous statue of a little mermaid that many tourists visit. Show an image of the Øresund Bridge and explain how it connects Sweden and Denmark and allows people to travel easily between the two countries by car and rail. Discuss how without the bridge, it would be harder to travel between the two countries.

Partner talk task: *What is the difference between physical and human features in geography?* Agree/disagree with images of human and physical features.

Task: Give children some images of human and physical features of Northern Europe labelled with names e.g. The Little Mermaid Statue, The Øresund Bridge. Ask children to sort them into physical and human features and then record some examples of each in their books.

Partner teach/plenary: *What might I expect to see if I visited Northern Europe?* (This will support children with the assessment task at the end of the unit)

Step for depth: *What is the Øresund Bridge? Why was it built?*

Vocabulary

- Capital city
- mountain
- valley
- lake
- Northern Lights
- fjord
- Øresund Bridge

Suggested Resources

Pictures and videos of the countries in Northern Europe, atlas, image of the Øresund Bridge. Pictures for sorting task of physical and human features of Northern Europe (find some from books or the internet)



Teacher Knowledge

Climate describes the weather conditions in a particular location over a long period of time. Climate is different to daily weather conditions which can be frequently 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. In Finland, it is law to fit every car with winter tyres, including either all weather tyres with specially designed tread, or studded tyres. Building regulations in Finland require all new buildings to have triple-glazed windows to keep warmth inside when the temperatures drop below freezing. The Sami are indigenous people who have lived in some of the coldest parts of Europe for many years. One way they make a living in this harsh environment is through reindeer herding which provides them with meat, fur and transportation. The composer of the opening song in Disney's Frozen is Sami.

Knowledge Objective

To describe the climate in northern Europe.

Knowledge Goals

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.

Lesson Detail

Prior learning: Locate Northern Europe on a map. Talk about its location in relation to the North Pole. Name countries.

Vocabulary: Introduce the word 'climate' and emphasise that climate refers to weather conditions over a long period of time. The weather tells us what is happening over a short period, such as a day. Climate is usually looked at over a year at least.

Teach: Look at the resource showing the climate in London compared to the climate in Tromso in Northern Norway. *What does this graph tell us?* Discuss how people have adapted to the cold winters in Norway and 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. Teach children about the Sami people, some of whom heard reindeer in the most northern parts of Finland, Sweden and Norway. Explain that for many years, the Sami have lived in locations that are very far north, and therefore extremely cold. Reindeer are very important to the Sami, they use their meat for cooking, their fur and skin for clothes and leather shoes, even their horns are used as tools or even turned into beautiful artwork. It is important for the Sami reindeer herders to understand the climate and weather very well, different kinds of snow are more suitable for the reindeer, hard, frozen snow makes it difficult for them to find lichen (a combination of algae and fungus that is high in carbohydrates that the reindeer eat to keep them warm and give them energy).

Partner talk task: *What does climate mean? How is the climate in London and Tromso different?* Use an atlas/globe/map to explain your answer to your talk partner.

Task: *How does the climate of Scandinavia affect how people live? Use a map to show location and give examples from the lives of the Sami.*

Partner teach/plenary: *Would you prefer to live in the UK or in Scandinavia in Winter? Why?*

Step for depth: *Why do parts of Norway, Sweden and Finland experience extremely cold winters?*

Vocabulary

- Climate
- weather
- survive
- evergreen
- Sami
- snowplough
- grit spreader
- adapt (-ed)
- reindeer

Suggested Resources

[The Sami people](https://www.theguardian.com/environment/2010/mar/10/sami-finland-climate-change)- photographs by Erika Larsen. <https://www.theguardian.com/environment/2010/mar/10/sami-finland-climate-change>
Search: National Geographic Arctic Education for a useful site with subject knowledge



Teacher Knowledge

Animals that are native to Northern Europe, such as bears, polar bears, moose, beavers and lynx, have adapted 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.

Knowledge Objective

To know that some animals in northern Europe migrate.

Knowledge Goals

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.

Lesson Detail

Prior learning: Check through knowledge organisers. Clarify definitions of key vocabulary covered in previous lessons. *What is climate? What is the climate like in Norway? How is it different to the UK?*

Vocabulary: Introduce the word 'migrate' and explain that it means to move around the world. Explain that people and animals migrate, or move around the world.

Teach: Look at examples of animals that live in northern Europe and discuss how they have adapted to living in the cold climate. Introduce- migrate/migration. Discuss how animals and birds migrate to find warmer or cooler climates to live in for several months of the year. Introduce the Norwegian Lemming. Discuss how it migrates, but only a short distance to avoid melting snow. Reindeer graze in very cold regions where the snow is soft and fluffy so they can dig down to eat the nutritious lichen mentioned in the last lesson, they move to the coast in search of food. The willow warbler is a bird that migrates from Northern Europe to sub-Saharan Africa, travelling thousands of miles to find warmer weather during the winter. Other examples of migrating birds include the pied flycatcher and the swallow. Use a map to trace the migration paths of animals and birds from Northern Europe.

Partner talk task: *Why do some animals migrate to/from Northern Europe?*

Task: Annotate a map to show where Willow Warblers migrate. Write to answer: Why do some animals migrate?

Partner teach/plenary: *How many Northern European animals can you name? Can you describe any migrating animals? Why do some animals migrate?* Select and choose animals that do/do not migrate from images.

Step for depth: *Do all animals migrate? Explain your answer.*

Vocabulary

- Bear
- moose
- beaver
- lynx
- bird
- reindeer
- adapt
- migrate
- climate

Suggested Resources

BBC Class clip, watch a clip from this bbc documentary: <https://www.bbc.co.uk/programmes/m0001rz0> on Reindeer Herding Pictures and videos of polar bears, Norwegian Lemmings, willow warblers.



Teacher Knowledge

Roald Amundsen was a Norwegian explorer born in 1872 into a wealthy family who owned ships. His father died when Amundsen was 14 years old, and this event was followed by the death of his mother when he was 21 years old. Amundsen became 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 Inuit, such as wearing clothes made from animal skin. The Inuit 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'.

Knowledge Objective

To know that Roald Amundsen reached the South Pole.

Knowledge Goals

Roald Amundsen was an explorer from Norway.

He learned about surviving in a cold climate from the Inuit.

He led the first successful expedition to the South Pole.

Lesson Detail

Prior learning: Check through knowledge organisers. Can children cover up definitions and define the key words? *Which countries are in Scandinavia? What is an explorer? What do they do?*

Vocabulary: Orally rehearse 'Roald Amundsen'. Clarify the meaning of 'explorer' as someone who travels to new or unfamiliar places.

Teach: Explain that Roald Amundsen was a Norwegian explorer. Explain that he was the captain of the first ship that sailed through the Northwest Passage. Locate the Northwest Passage on a map- explain it is a very cold, icy and dangerous place to sail through. Discuss how he met the Inuit and how they helped him to survive in the harsh climate. The Inuit gave him advice on the climate, clothing he may need, places to avoid, how to stay warm and how best to travel around. Explain that after this, Roald wanted to travel to the South Pole. Look at some images of Roald Amundsen and discuss how he would have prepared for his journey to the South Pole. Discuss what he would have needed to take with him for his long journey. Discuss what he wrote after the trip; 'Victory awaits him who has everything in order.' Explain he meant that if you prepare well, and have everything you need ready, you will be successful.

Partner talk task: *Who is Roald Amundsen? Orally rehearse key sentences you'd like to see in children's writing.*

Task: Written answer; Who was Roald Amundsen? Provide children with a small map of the world to label to support their answer, they could label Norway (where Amundsen was born), the Northwest Passage and the South Pole.

Partner teach/plenary: *Why was Amundsen such a successful explorer?*

Step for Depth: *What challenges might explorers face when travelling to the poles?*

Vocabulary

- Roald Amundsen
- Northwest Passage
- Atlantic
- Pacific
- Arctic Circle
- Inuit
- sledge
- South Pole
- North Pole

Suggested Resources

Subject Knowledge: [The Race to the South Pole](#) from the BBC
Images of Roald Amundsen's voyage to the South Pole



Assessment Outcome

Assessment Outcome:

To be able to describe northern Europe.

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.

Suggested Assessment Tasks

Suggested Assessment Tasks:

Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.

Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.

Extended Writing Task:

Option A: *What would a traveller see if they visited Northern Europe?* A description of Northern Europe (structured writing task). Provide scaffolding for children’s writing including paragraph headings and key vocabulary. Include opportunities to write about both physical and human features of Northern Europe. Name countries, cities and significant places.

Option B: *Northern Europe is very similar to the UK. Is this statement correct?*

Concepts

Geographical concepts

Place

Locating Northern Europe and the countries within it.

Environment

Physical features of Northern Europe including fjords.

Interconnection

Migration patterns of animals and how their movement is connected to climate.

Suggested Resources

Knowledge organiser, MCQ, structure strips to scaffold writing.