

Year 6 Geography Unit: Scandinavia

In this unit children will understand where Scandinavia is located in Europe and what the culture is like in comparison to the UK. They will look at land use and how this has changed over time with a particular focus on Sweden. Children will identify a range of renewable energy sources and people who have made a significant change to the environment. (Greta Thunberg, David Attenborough).

By the end of the unit children must:

- To name and locate countries in Scandinavia.
- To name capitals of countries in Scandinavia.
- Identify positions of lines of longitude and latitude including the Greenwich Meridian.

They will be given the opportunity to:

- Answer geographical questions about a location.
- Suggest relevant geographical questions to investigate about a location.
- Compare findings about a location with other location and draw plausible, justified conclusions.
- Use a wide range of sources, selecting the most appropriate, when investigating a location.

These are some suggested objectives to support the teaching of this unit

Sense of Place

- Understand and describe biomes and vegetation belts and identify their locations around the world.
- Identify the biome and vegetation belt within the location studied
- Recognise how the biome and vegetation belt impacts on life within a location
- Identify how and why some locations in the world have become more significant than others.
- Map land use and consider how it has changed over time, offering reasons for the observed changes.
- Identify positions of lines of longitude and latitude including the Greenwich Meridian.
- Understand why we have time zones and how they work.
- Identify and describe trade between Scandinavia, the UK, EU and rest of the world.
- Name and locate countries and capitals in Scandinavia.

Map Skills

- Accurately and confidently use 8 compass points in a range of situations.
- Use a range of maps to find out about locations (rainfall, temperature, population etc.)
- Draw and use maps of different scales.
- Use scale to measure route distances (string).
- To use 6 figure grid reference to locate places on a map.

Fieldwork

Geographical Enquiry/Using Sources

- Compare findings about a location with other location and draw plausible, justified conclusions.
- Use a wide range of sources, selecting the most appropriate, when investigating a location.
- Suggest relevant geographical questions to investigate about a location.
- Answer geographical questions about a location.

Environment

- Understand that humans have had a negative impact on the environment and recognise the greenhouse effect as a driver of climate change.
- Suggest ways to help save the environment and reduce the greenhouse effect– renewable energy sources, carbon neutral products, energy efficiency.
- Identify a range of renewable energy sources, analysing their efficiency and viability
- people who have made a significant change to the environment (Greta Thunberg, David Attenborough)

Useful information for Teachers to support the children in learning more and remembering more

Builds on:

Year 2- Hot and Cold places

Year 5- North America