

Geography & Science 3rd Class: 11. Denmark

Paired Units: History: 9. The Vikings Are Coming!, 10. Life in Viking Ireland & 11. The Mighty Thor!

Explore Denmark, the land of Vikings. Learn about its place in Europe, its natural environment, the capital city of Copenhagen and what it is like to work and live in Denmark.

Notes

This unit contains suggestions to make and taste Danish food. Please always check allergies and other dietary considerations before bringing food into the classroom.

Curriculum Information

Geography

Strand and Strand Unit	Skills
<p>Human environments: People and other lands</p> <ul style="list-style-type: none"> study some aspects of the environments and lives of people in one location in Europe develop an awareness of the interdependence of these people and people in Ireland begin to develop a sense of belonging to local, county, national, European and global communities 	<p>A sense of place and space</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> A sense of place <input checked="" type="checkbox"/> A sense of space <p>Maps, globes and geographical skills</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Using pictures, maps and globes <p>Geographical investigation skills</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Questioning <input type="checkbox"/> Observing <input type="checkbox"/> Predicting <input type="checkbox"/> Investigating and experimenting <input type="checkbox"/> Estimating and measuring <input checked="" type="checkbox"/> Analysing <input checked="" type="checkbox"/> Recording and communicating

Resources

- Explorers Geography & Science 3rd Class Digital: 11. Denmark: Unit Stimulus*
- Explorers Geography & Science 3rd Class Student Book: 11. Denmark pp. 60-63*
- Selection of items associated with Denmark e.g. Danish flag, Danish krone, Lego bricks, a copy of *The Little Mermaid*, Nisse figurine, examples of Danish food such as a smørrebrød (open sandwich), Æbleskiver (pancake-like balls) or Kanelsnøle (cinnamon rolls)

Useful Links

Find out more about Denmark from the Visit Denmark website:

<https://www.visitdenmark.com>

Children can explore more about Denmark from its country profile on National Geographer Kids:

<https://kids.nationalgeographic.com/explore/countries/denmark>

Keywords

Denmark, Scandinavia, Danish, Jutland Peninsula, fjord, Copenhagen, Zealand, wind-turbine, Lego, tourism, smørrebrød

Lesson Suggestions

- Use the digital Unit Stimulus to introduce the topic of Denmark. The stimulus shows a selection of images associated with Denmark: buildings in the capital city of Copenhagen, a reconstruction of a Viking longship, a smørrebrød, Lego, *The Little Mermaid*, a native deer, a fjord and people cycling. The questions are designed to get children to think about and discuss each image, compare them to Ireland and finally, guess that what they all have in common is their association with Denmark.
- Physical items associated with Denmark, as suggested in the resources list, could also be used as a stimulus for the topic or examined at any point throughout the unit.
- Create a KWL of what children already know and would like to know about Denmark. Fill in what is learned throughout the unit.
- Locate Denmark on a map and/or globe, as well as Greenland and the Faroe Islands as suggested in the skills sticker on p. 61 of the Student Book. Use Google Earth to explore areas and landmarks mentioned in the text, and specifically the AROS Aarhus Art Museum, Lego House and Frederiksborg Castle as per the 'Working as a Geographer: A Sense of Place' activity on p. 63 of the Student Book.
- Compare Denmark's size and population to Ireland. These statistics could also be compared to other countries studied e.g. Egypt (Unit 5). Where does Denmark rank - is it bigger or smaller? Is the population similar?
- Make your own smørrebrød using dark rye bread with butter and toppings such as thinly sliced cheese, sliced cucumber, tomato, boiled eggs, cured meats, pickled cucumber and red onion.
- Explore the Danish concept of *hygge* (a cosy, contented mood). Discuss how to bring more *hygge* into the classroom e.g. using soft lighting at times of the day when task lighting is not required, creating a cosy reading nook or introducing a few minutes of yoga or mediation into the school day.
- Study the Danish climate in more detail, noting Denmark's location in relation to the equator and in relation to Ireland - drawing comparison between the Danish climate and the Irish climate.
- Write additional questions about Denmark on the topics of the environment, Copenhagen and food as per the 'Working as a Geographer: Questioning' activity on p. 63 of the Student Book. These could be based on questions from the 'W' section of the KWL chart that have not been answered throughout the unit, or others that have arisen as the children have learned more about Denmark. Discuss how children might go about finding the answers to their questions.

Linkage and Integration

History: 9. The Vikings Are Coming! pp. 48-51; 10. Life in Viking Ireland pp. 52-57; 11. The Mighty Thor! pp. 58-61. Also linked to 5. Egypt pp. 28-31.

Science: Increase environmental awareness in the context of Denmark, particularly its use of renewable energy.

Mathematics: Read and interpret data in relation to Denmark's key statistics.

Visual Arts: Construct models of Danish homes or famous landmarks using Lego. Create Danish postcards using imagery inspired by the unit to capture the sense of Denmark.

Home/Parental Involvement

If children have any Danish friends or relatives, or know someone who has visited Denmark, they could ask them about their experiences.