# HSIE: Geography – Stage 3 learning sequence – A diverse and connected world

**Learning sequence description**

Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world’s people, including the Indigenous Peoples of other countries.

## Syllabus outcomes and content

**GE3-1 – describes the diverse features and characteristics of places and environments**

**Students will:**

* investigate the diversity in geographical characteristics within the Asia region

**GE3-2** – explains interactions and connections between people, places and environments

Students will:

* investigate the world’s cultural diversity, including the cultures of Indigenous Peoples
* investigate connections between Australia and other countries of the world

**GE3-4** – acquires, processes and communicates geographical information using geographical tools for inquiry

Students will:

* use geographical tools and information to support and explain their understanding of local, national and global contexts and connections

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## Lesson 1 – How do places, people and cultures differ across the world?

Students are learning to:

* identify countries of the Asia region in relation to Australia
* examine economic, demographic and social differences between countries of the Asia region
* identify various cultural groups, including Indigenous cultural groups
* examine various cultures

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Students are introduced to the large continent of Asia. Watch the [National Geographic Kids Asia, Destination World](https://safeYouTube.net/w/BfBB) clip to give a brief overview of this area. |  | [National Geographic Kids Asia, Destination World](https://www.youtube.com/watch?v=nsOtOye-DJM) |
| 1.2 | Students identify and label 15 of the Asia countries on the continent map. They then complete the information table by answering each of the data headings for these 15 countries. | Hard copies of the resource links provided for students without digital access. | Worksheet 1Title: The continent of Asia[The Asian Continent map](https://www.freepik.com/free-vector/map-asia-continent-with-different-colors_2091963.htm) |
| 1.3 | Students choose 2 countries on their information table that have very different statistics and are geographically distant from each other on the map. Students investigate these differences further by writing a postcard from each country and discussing the **economic, demographic, geographic and social aspects** of the country by recounting the sights they have seen and the activities done on their imaginary travels. | Hard copies of the resource links provided for students without digital access. | Worksheet 2Title: Postcards from Asia[Britannica China](https://www.britannica.com/place/China)[Kids travel guide China](https://www.kids-world-travel-guide.com/china-facts.html)[Kids travel guide Singapore](https://www.kids-world-travel-guide.com/singapore-facts.html)[Britannica Singapore](https://www.britannica.com/topic/history-of-Singapore)China and Singapore online information resources |
| 1.4 | Students watch the clip about the [International Day of World’s Indigenous people](https://www.un.org/en/events/indigenousday/) Students investigate an Indigenous population from one of their chosen countries of Asia. Students complete a brief summary, discussing one Indigenous population of this country, their culture and the challenges they face being the first people of, or native to, that land. |  | [International Day of World’s Indigenous people](https://www.un.org/en/observances/indigenous-day)Worksheet 3Title: Asia’s Indigenous people |
| 1.5 | **Opportunity for monitoring student learning**Postcards from two contrasting countries in Asia – collection of student work**What to look for*** **Accurate research from the four categories**
* Writing from a first person perspective to communicate their research
* Pictures connecting to the content and country
 |  | Worksheet 2Title: Postcards from Asia |

## Lesson 2 – What are Australia’s global connections?

Students are learning to:

* describe the connections Australia has with other countries
* examine a significant event and its local, regional and global effect on people and places

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students examine the meaning of ‘import’ and ‘export’ and the meaning of global trade. They examine and analyse Australia’s export trade to Asia, and the world, by using recent statistics and research. |  | Worksheet 4Title: Australia’s trade partners |
| 2.2 | Students watch the three Tokyo Olympic Games clips, [Tokyo 2020 Summer Olympics](https://safeYouTube.net/w/BgiC), [2020 Olympics 1 year out](https://safeYouTube.net/w/BmTB) and [The Venues of Tokyo](https://safeYouTube.net/w/TmTB). Discuss this topic in terms of trade and economy. Olympic host countries see an increase in trade, which can also lead to increased foreign investment. Students investigate how the increase in trade, to prepare for the Tokyo Games, has impacted people and places on a local, city/state and global scale. Students investigate not only the preparation for the games, but how it will affect people and places while the games are in progress in Japan. Give examples. |  | [Tokyo 2020 Summer Olympics](https://www.youtube.com/watch?v=Qrym1Lk3c1Q)[2020 Olympics 1 year out](https://www.youtube.com/watch?v=Qrym1Lk3c1Q)[The Venues of Tokyo](https://www.youtube.com/watch?v=IptQWWCxs2s)Online videos- ad free contentWorksheet 5Title: Tokyo Olympic Games 2020 |
| 2.3 | **Opportunity for monitoring student learning**Tokyo Olympic Games 2020– investigationStudents investigate the impact the Tokyo Olympic Games has had on a local, regional and global scale**What to look for*** An understanding of trade practices which makes reference to terms such as import and export
* Comprehensive research that has been organised into the 3 levels of impact which demonstrates a clear understanding of how a global event has far reaching economic and social effects.
* Use of local, state/city and global examples to support statements and research.
 |  | Worksheet 5Title: Tokyo Olympic Games 2020 |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?