

<b>Sub strand:</b> Geography	<b>Length:</b> 2 x 45 minutes
<b>Year level: 6</b> By participating in this unit of work, students will gain a stronger understanding of: <ul style="list-style-type: none"> <li>• Asia and its connection with Australia</li> <li>• Similarities and differences in language, religion and traditions between Australia and Asia</li> <li>• Population size</li> <li>• Diversity of environments within Asia</li> </ul>	<b>Concept focus</b>  This unit will focus on the following concepts: <ul style="list-style-type: none"> <li>• Place</li> <li>• Space</li> <li>• Environment</li> <li>• Change</li> </ul>
<b>Knowledge and Understanding Content Descriptions covered</b>  Australia’s connections with other countries and how these change people and places (ACHASSK141)  The world’s cultural diversity, including that of its indigenous peoples (ACHASSK140)  Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)  The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138)	<b>Inquiry and Skills Content Descriptions covered</b>  Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges ( <a href="#">ACHASSI122</a> )  Locate and collect relevant information and data from primary sources and secondary sources ( <a href="#">ACHASSI123</a> )  Examine primary sources and secondary sources to determine their origin and purpose ( <a href="#">ACHASSI126</a> )  Examine different viewpoints on actions, events, issues and phenomena in the past and present ( <a href="#">ACHASSI127</a> )  Work in groups to generate responses to issues and challenges ( <a href="#">ACHASSI130</a> )  Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions( <a href="#">ACHASSI133</a> )
<b>Knowledge and Understanding Achievement Standards aspects assessed</b>  Describe the location of places in selected countries in absolute and relative terms. Describe and explain the diverse characteristics of places in different locations from local to global scales.	<b>Inquiry and Skills Achievement Standards aspects assessed</b>  Locate, collect and organise useful data and information from primary and secondary sources. Record and represent data and the location of places and their characteristics in different

	<p>graphic forms.</p> <p>Interpret maps, data and other information to identify, describe and compare spatial distributions.</p> <p>Present findings and ideas using geographical terminology and digital technologies in a range of communication forms.</p>
<p><b>Brief description of the unit's purpose</b></p> <p>The purpose of this unit plan is to assist students to develop an understanding of Asia's natural, demographic and cultural diversity, with opportunities to understand their connections to Asian environments.</p>	<p><b>Key Inquiry questions to guide unit thinking</b></p> <p>How do places, people and cultures differ across the world?</p> <p>What are Australia's global connections between people and places, particularly Asia?</p> <p>How do people's connections to places affect their perception of them?</p>
<p><b>Opportunities to incorporate Cross Curriculum priorities</b></p> <ol style="list-style-type: none"> <li>1. Asia and Australia's Engagement with Asia</li> <li>2. Sustainability</li> </ol> <p>Students will investigate Asia and its connections with Australia as well as the environment of a chosen country from Asia. Students will be required to present their findings in a travel expo format.</p>	<p><b>Opportunities to incorporate General Capabilities</b></p> <p><b>Literacy</b> Writing, presentation and peer discussions (working in pairs).</p> <p><b>Numeracy</b> Investigating population size, size comparisons, and distance.</p> <p><b>Information and Communication Technology (ICT) Capability</b> Use of laptops and iPads for investigation and presentations and email.</p> <p><b>Critical and creative thinking</b> Different ways to present information</p> <p><b>Personal and Social Capability</b> Group work</p>
<p><b>Learning activities/experiences</b></p> <p>Investigation of places and space</p> <p>Presentation to a new audience (family members of all students will be visiting)</p> <p>Sustainability</p> <p>Seasons – When is the best time to visit particular country</p> <p>Art design of travel brochure</p>	<p><b>Assessment tasks</b></p> <p><b>Formative Assessments</b></p> <p><b>Travel Brochure - DRAFT</b></p> <p>Students will be required to plan and create an informative travel brochure on their chosen country</p> <p>Teacher to provide feedback to students to assist with final assessment.</p> <p><b>Summative Assessments</b></p>

	<p><b>Travel Expo Display</b> Final copy of brochure.</p>
<p><b>ICT resources available</b> iPads/Laptops Google Maps Internet access</p>	<p><b>Learning resources available</b> World map Professional Travel Brochures for examples</p>
<p><b>Lesson outline</b></p>	
<p><b>Lesson 2</b></p> <p><b>Discussion</b> Refresh students about the assignment and ask students for some feedback about how they are progressing.</p> <p>Has anyone found anything really interesting about their country yet? What is something disturbing?</p> <p>Provide students with a copy of the assessment guidelines. Read this together with the class and seek all understand what is required with them.</p> <p>Remind students to choose a location within their country that they are looking to create a brochure for. They do not have to look at the entire country. Review a couple of cities before choosing a final location.</p> <p>Provide students with the information task sheet. Provide students with the map to assist building map skills.</p> <p>Remind students that they are working together to find the best information for their brochure, however, the brochure must be their own work.</p> <p><b>Students to investigate facts including, but not limited to:</b></p> <ul style="list-style-type: none"> <li>Name of country</li> <li>Flag</li> <li>Capital</li> <li>Countries on its borders (if any)</li> <li>Population size</li> <li>Language spoken</li> <li>National Anthem</li> <li>Traditional food</li> <li>Currency</li> <li>Area</li> <li>Tourist attractions</li> </ul>	

Environmental damage (forestry, smog, over fishing etc.)

Images from their chosen country

Worksheet will be provided to students to keep them on task and will be used as a formative assessment.

Colour in country on Asia map

Main session

Students can continue to investigate their country and complete today's tasks.

### Closing

Bring students back in to the classroom and reflect on today's session. Ask students if they found anything interesting about their country, as per the beginning of the lesson.

Remind students of due date.

### Potential HASS sub strand connections

Inquiry and Skill

History – How their country has progressed through the ages. What historical events have occurred that is now used for tourism?

### Potential other learning area connections

**Science** – Opportunity to investigate environmental damage

### Topic background resources (for teacher use only) to support teaching learning for the unit

Teacher will need to investigate a country that has not been chosen to provide examples to students.

Teacher to have visited a travel expo (or watch YouTube videos (search: what to expect at a travel expo)) to understand what to expect from students.

Year 6 HASS Rationale:

<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/rationale/>

Year 6 HASS Aims:

<https://www.australiancurriculum.edu.au/f-10->

### Pedagogical resources to support the teaching of the unit

Chapter 6 – Teaching Humanities and Social Sciences in the Primary School by Ruth Reynolds.





























[curriculum/humanities-and-social-sciences/hass/aims/](#)





























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## EXPO RUBRIC





























<b>Category</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
<b>Enthusiasm</b>	Little expression or excitement	Some expression and enthusiasm	Good level of facial expression and enthusiasm	Facial expression and enthusiasm were shown to be strong, engaging audience
<b>Eye Contact</b>	No eye contact when talking	Some eye contact	Good eye contact	Exceptional eye contact, maintained through whole conversation
<b>Presentation</b>	Minimal presentation	Some presentation	Good presentation of country	Excellent presentation and colour. Well thought out.
<b>Brochure</b>	No brochure	Minimal brochure information	Good amount of information	Excellent information and well laid out
<b>Preparedness</b>	Unprepared	Some preparation work not completed	Good preparation	Excellent preparation.
<b>Content</b>	Little content for visitors	Some content for visitors	Good content	Excellent content. Many aspects of country presented





















ASIAN COUNTRIES (48)

<u>lag</u>	<u>Symbol</u>	Name	<u>Population</u> <sup>[2]</sup> (2016)	<u>Area</u> (km <sup>2</sup> )	Capital
		<a href="#">Afghanistan</a>	34,656,032	647,500	<a href="#">Kabul</a>
		<a href="#">Armenia</a>	2,924,816	29,743	<a href="#">Yerevan</a>
		<a href="#">Azerbaijan</a> <sup>[89]</sup>	9,725,376	86,600	<a href="#">Baku</a>
		<a href="#">Bahrain</a>	1,425,171	760	<a href="#">Manama</a>
		<a href="#">Bangladesh</a>	162,951,560	147,570	<a href="#">Dhaka</a>
		<a href="#">Bhutan</a>	797,765	38,394	<a href="#">Thimphu</a>
		<a href="#">Brunei</a>	423,196	5,765	<a href="#">Bandar Seri Begawan</a>
		<a href="#">Cambodia</a>	15,762,370	181,035	<a href="#">Phnom Penh</a>
		<a href="#">China (PRC)</a>	1,403,500,365	9,596,961	Beijing
		<a href="#">East Timor</a>	1,268,671	14,874	<a href="#">Dili</a>
		<a href="#">Egypt</a> <sup>[89]</sup>	95,688,681	1,010,408	Cairo
		<a href="#">Georgia</a> <sup>[89]</sup>	3,925,405	69,700	<a href="#">Tbilisi</a>
		<a href="#">Hong Kong</a>	7,448,900	1,108	<a href="#">Hong Kong</a>
		<a href="#">India</a>	1,324,171,354	3,287,263	<a href="#">New Delhi</a>

<u>lag</u>	<u>Symbol</u>	Name	<u>Population</u> <sup>[2]</sup> (2016)	<u>Area</u> (km <sup>2</sup> )	Capital
		<a href="#">Indonesia</a> <sup>[89]</sup>	261,115,456	1,904,569	Jakarta
		<a href="#">Iran</a>	80,277,428	1,648,195	<a href="#">Tehran</a>
		<a href="#">Iraq</a>	37,202,572	438,317	<a href="#">Baghdad</a>
		<a href="#">Israel</a>	8,191,828	20,770	<a href="#">Jerusalem</a> (disputed)
		<a href="#">Japan</a>	127,748,513	377,915	Tokyo
		<a href="#">Jordan</a>	9,455,802	89,342	<a href="#">Amman</a>
		<a href="#">Kazakhstan</a> <sup>[89]</sup>	17,987,736	2,724,900	<a href="#">Nur-Sultan</a>
		<a href="#">Kuwait</a>	4,052,584	17,818	<a href="#">Kuwait City</a>
		<a href="#">Kyrgyzstan</a>	5,955,734	199,951	<a href="#">Bishkek</a>
		<a href="#">Laos</a>	6,758,353	236,800	<a href="#">Vientiane</a>
		<a href="#">Lebanon</a>	6,006,668	10,400	<a href="#">Beirut</a>
		<a href="#">Malaysia</a>	31,187,265	329,847	<a href="#">Kuala Lumpur</a>
		<a href="#">Maldives</a>	427,756	298	<a href="#">Malé</a>
		<a href="#">Mongolia</a>	3,027,398	1,564,116	<a href="#">Ulaanbaatar</a>



<u>lag</u>	<u>Symbol</u>	Name	<u>Population</u> <sup>[2]</sup> (2016)	<u>Area</u> (km <sup>2</sup> )	Capital
		<a href="#">Myanmar</a>	52,885,223	676,578	<a href="#">Naypyidaw</a>
		<a href="#">Nepal</a>	28,982,771	147,181	<a href="#">Kathmandu</a>
		<a href="#">North Korea</a>	25,368,620	120,538	<a href="#">Pyongyang</a>
		<a href="#">Oman</a>	4,424,762	309,500	<a href="#">Muscat</a>
		<a href="#">Pakistan</a>	211,103,000	881,913	<a href="#">Islamabad</a>
		<a href="#">Palestine</a>	4,790,705	6,220	<a href="#">Ramallah</a> ( <a href="#">Jerusalem</a> ) (claimed)
		<a href="#">Papua New Guinea</a> <sup>[89]</sup>	8,084,991	462,840	<a href="#">Port Moresby</a>
		<a href="#">Philippines</a>	103,320,222	343,448	<a href="#">Manila</a>
		<a href="#">Qatar</a>	2,569,804	11,586	<a href="#">Doha</a>
		<a href="#">Russia</a> <sup>[89]</sup>	143,964,513	17,098,242	Moscow
		<a href="#">Saudi Arabia</a>	32,275,687	2,149,690	<a href="#">Riyadh</a>
		<a href="#">Singapore</a>	5,622,455	697	Singapore
		<a href="#">South Korea</a>	50,791,919	100,210	<a href="#">Seoul</a>
		<a href="#">Sri Lanka</a>	20,798,492	65,610	<a href="#">Colombo</a>

<u>lag</u>	<u>Symbol</u>	Name	<u>Population</u> <sup>[2]</sup> (2016)	<u>Area</u> (km <sup>2</sup> )	Capital
		<a href="#">Syria</a>	18,430,453	185,180	<a href="#">Damascus</a>
		<a href="#">Taiwan (ROC)</a>	23,556,706	36,193	<a href="#">Taipei</a>
		<a href="#">Tajikistan</a>	8,734,951	143,100	<a href="#">Dushanbe</a>
		<a href="#">Thailand</a>	68,863,514	513,120	<a href="#">Bangkok</a>
		<a href="#">Turkey</a> <sup>[90]</sup>	79,512,426	783,562	<a href="#">Ankara</a>
		<a href="#">Turkmenistan</a>	5,662,544	488,100	<a href="#">Ashgabat</a>
		<a href="#">United Arab Emirates</a>	9,269,612	83,600	<a href="#">Abu Dhabi</a>
		<a href="#">Uzbekistan</a>	31,446,795	447,400	<a href="#">Tashkent</a>
		<a href="#">Vietnam</a>	94,569,072	331,212	<a href="#">Hanoi</a>
		<a href="#">Yemen</a>	27,584,213	527,968	<a href="#">Sana'a</a>

<b>Your Country:</b>		<b>AUSTRALIA</b>
<b>Flag</b>		
<b>Languages Spoken</b>		
<b>Population</b>		
<b>Life Expectancy (in years)</b>		
<b>Capital City</b>		
<b>Currency</b>		
<b>Exchange Rate to USD</b>		
<b>National Food</b>		
<b>National Flower/Plant</b>		

<b>National Sport(s)</b>		
<b>National Colour(s)</b>		
<b>Primary School Enrolment (%)</b>		
<b>Age to allow marriage</b>		
<b>Tourist Attractions</b>		
<b>Surface Area (km sq)</b>		
<b>Environmental damage (forestry, smog, over fishing etc.)</b>		
<b>Number of Women in Parliament</b>		
<b>Bordering Countries (if any)</b>		
<b>Major Exports</b>		
<b>Major Imports</b>		

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