

Year 6: A Diverse And Connected World

Aligned with the Australian National Curriculum



Section 1:
Connecting
Places

Section 2:
A Global Study

Section 3:
Environmental
Hazards



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Teachers' Notes

Year 6: A Diverse And Connected World is part of the *Australian Geography Series* which comprises nine books in total. This book has been written specifically for students in Year 6, who are living in Australia and studying Geography. The activity book is arranged into three sections: *Connecting Places*, *A Global Study* and *Environmental Hazards*. Each section is closely linked to the Australian National Curriculum.

The first section, *Connecting Places*, is designed to raise students' awareness that places are linked to one another. It explores Australia's connection to the Asia region through trade, tourism, aid and historic ties. Students are also asked in this section to use geographical tools to locate different parts of Asia on the map.

The second section, *A Global Study*, examines different regions in the world and their populations. Students will be asked to explore concepts such as: why citizens in some countries have higher living standards than others and how the natural resources in a place generate industries and employment. Students will reflect on the causes of poverty in the world and research programmes in Australia and other parts of the world that aim to bridge the gap between developed and developing countries. This section also considers the similarities and differences in religions between Australia and selected countries of the Asia region.

The third section, *Environmental Hazards*, focuses on natural disasters that affect people and places and our responses to these hazards. Tasks will require students to assess the risks of various environmental hazards and evaluate action plans for survival. A major component of this section is a case study on the Black Saturday bushfires in Victoria. This environmental disaster will be considered from multiple perspectives by students, who will then synthesise their research findings to suggest prevention and management strategies.

Year 6: A Diverse And Connected World is a teacher-friendly resource for 11-12 year olds studying Geography. An inquiry-based approach is applied in the activities and research tasks. Students are challenged to weigh up the visual and graphic data presented, to form their own understandings about how people and places are connected to one another and the world.

Curriculum Links

Knowledge and Understanding Geography

Students learn about the geographical diversity and location of places in the Asia region, and its situation in relation to Australia (AC9HS6K04)

- investigating the variety of environments and types of settlements across the Asia region, within specific areas, or in a country in North-East, South-East or South Asia, and identifying patterns
- examining variations in population size and life expectancy between different countries in Asia
- using latitude and longitude to describe the location of places in countries across the Asia region in absolute terms
- comparing aspects of daily life in other countries, such as food, clothing, household and personal goods, housing and education, while exploring differences between wealthier and poorer people within the same country

- highlighting examples of Indigenous peoples living in various parts of Asia, such as the Orang Asli of Malaysia and Indonesia, the Tibetans and the Mongols, and discussing their similarities, differences, and the ways they have lived sustainably over time
- using Australian Bureau of Statistics data to analyse the proportion of people in Australia and their local area born in different world cultural regions, and comparing cultural aspects of selected groups

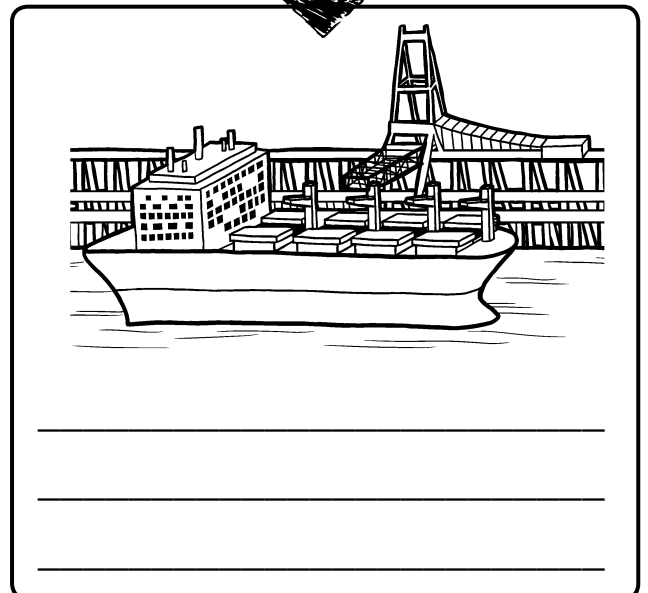
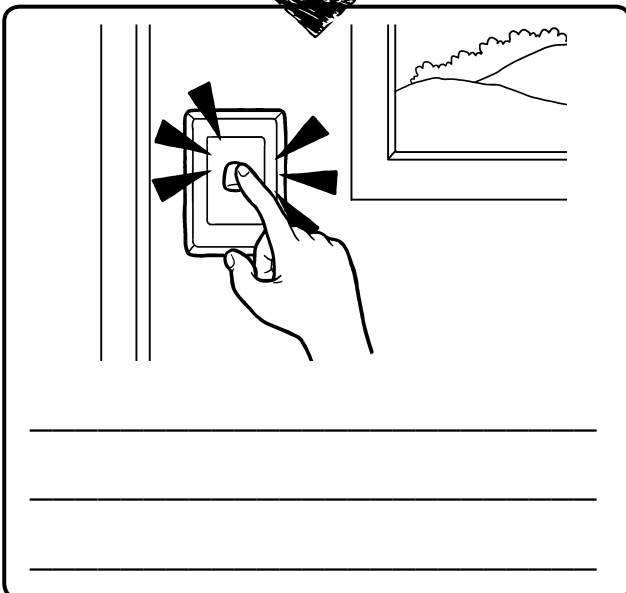
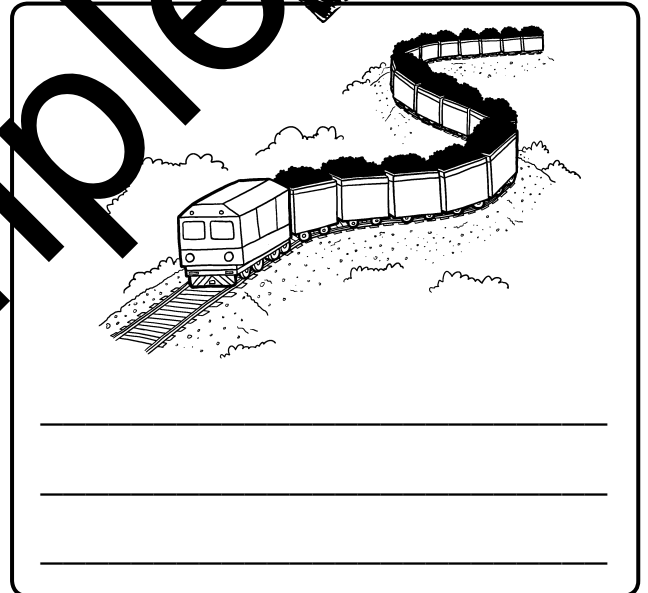
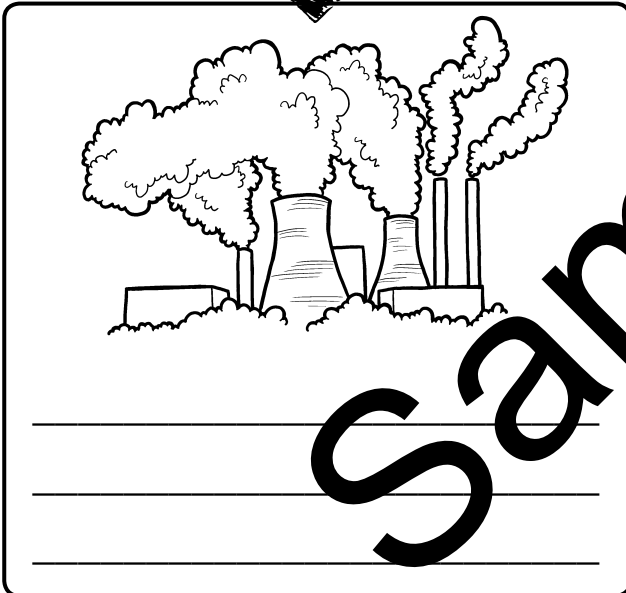
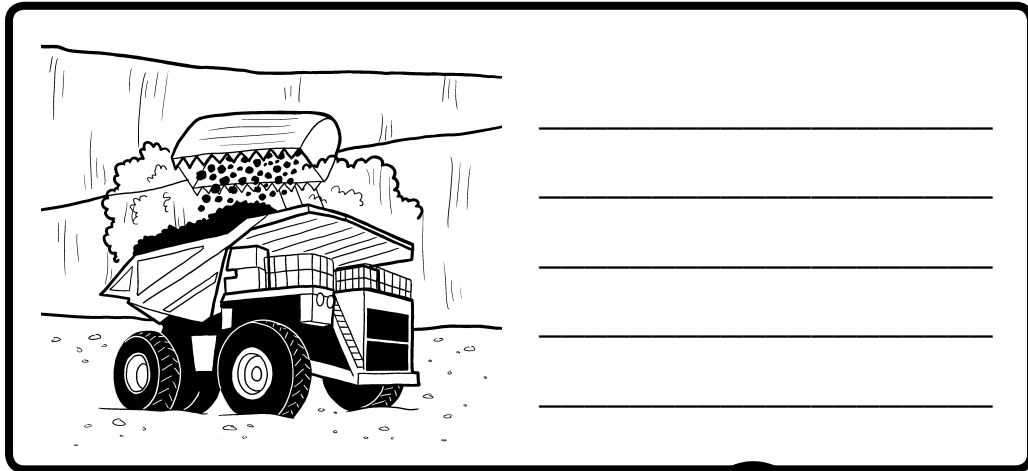
Students learn about Australia's interconnections with other countries and how these influence people and places (AC9HS6K05)

- utilising geospatial tools, such as globes, wall maps or digital applications, to identify the world's geographical divisions, including the Asia and Pacific regions
- investigating connections between Australia and countries in the Asia and Pacific regions, such as migration, trade, tourism, aid, education, defence or cultural influences, and explaining the impact of at least one of these connections on their own area and another location in Australia

Activity

Places Are Linked 2

- Annotate the flow diagram below to explain the movement of coal to other destinations, and highlight how this journey connects places. Use the information on page 7 together with your own knowledge.



Activity

Map Of Asia

As the biggest continent on our planet it is home to 48 countries and contains all manner of environments including rainforests, snowy mountains and desert areas. It is a region rich in history, culture and traditions which have influenced the world. Asia is home to billions of people in some of the biggest cities in the world. It is a place of rapid change as development improves the lives of its citizens and problems are addressed.

- Grab an atlas and locate as many of the Asian countries as you can on the map below. Tick the countries off as you locate them. When you have labelled as many countries as you can, use three different coloured pencils to shade the three areas of Asia: North-east Asia, South-east Asia and South Asia.

North-east Asia:

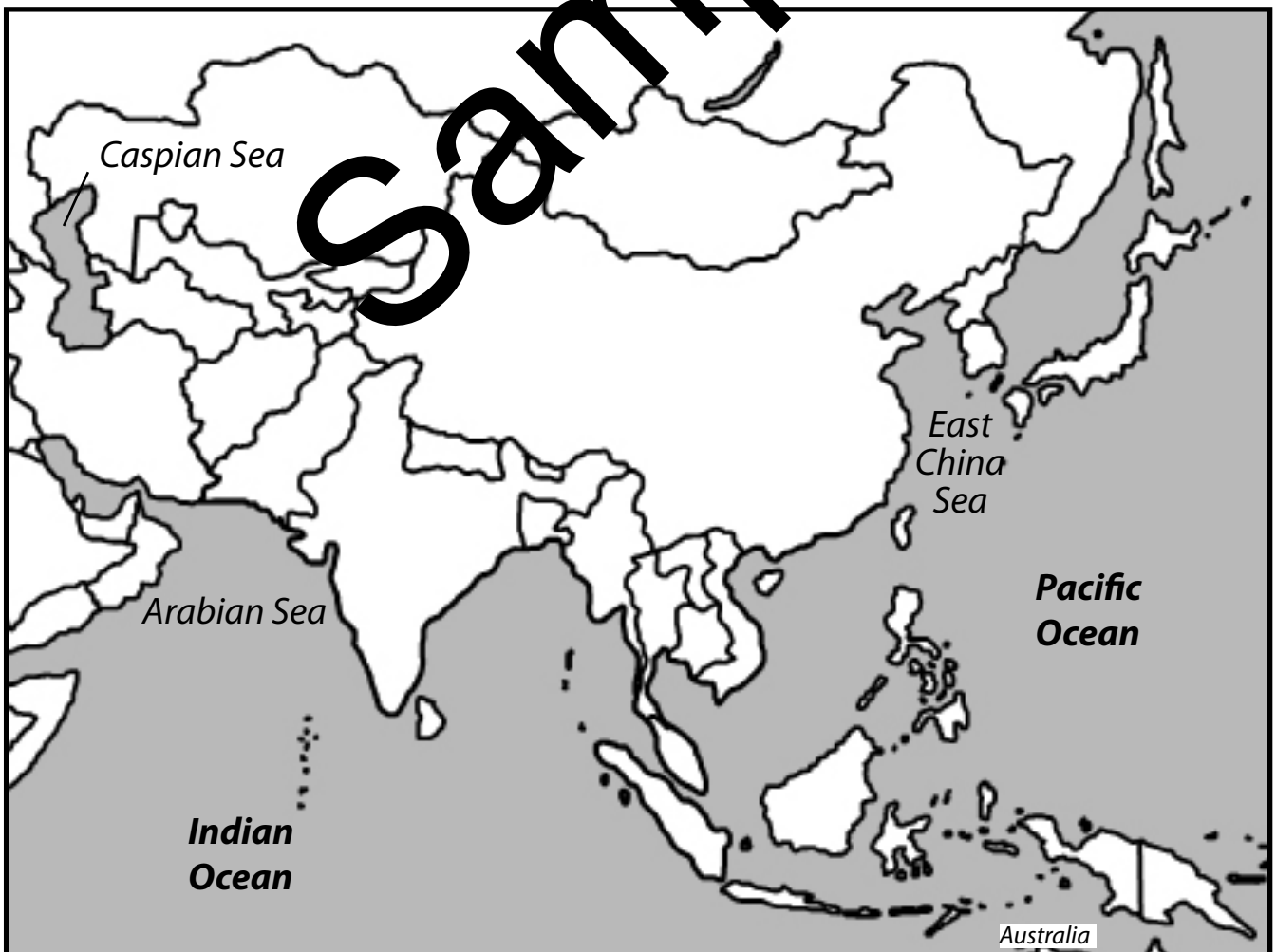
- | | |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> China | <input type="checkbox"/> South Korea |
| <input type="checkbox"/> Mongolia | <input type="checkbox"/> Taiwan |
| <input type="checkbox"/> Japan | <input type="checkbox"/> |
| <input type="checkbox"/> North Korea | |

South-east Asia:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Indonesia | <input type="checkbox"/> Singapore |
| <input type="checkbox"/> Myanmar (Burma) | <input type="checkbox"/> Vietnam |
| <input type="checkbox"/> Thailand | <input type="checkbox"/> Laos |
| <input type="checkbox"/> Malaysia | <input type="checkbox"/> East Timor |
| <input type="checkbox"/> Brunei | <input type="checkbox"/> Philippines |
| | <input type="checkbox"/> Cambodia |

South Asia:

- | | |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> India | <input type="checkbox"/> Bangladesh |
| <input type="checkbox"/> Pakistan | <input type="checkbox"/> Sri Lanka |
| <input type="checkbox"/> Nepal | <input type="checkbox"/> Maldives |
| <input type="checkbox"/> Bhutan | |



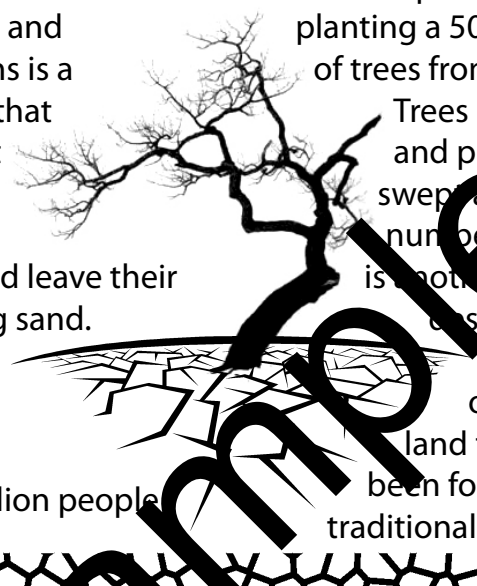
- ☐ Read this text about how "desertification" causes people around the world to move.

Desertification occurs across the world when people damage the environment by cutting down trees for growing crops and over-grazing cattle. The topsoil loses its nutrients and dries out. Wind and rain carry soil away that is needed for food production for people and livestock. What remains is a treeless, barren place that can no longer support communities. People have no alternative than to move away and leave their homes to the creeping sand.

Desertification in China, in particular Mongolia, is of great concern. Over 400 million people

are affected by the sand that blows in from the advancing deserts of Inner Mongolia. Only 200 kilometres from China's capital, Beijing, streets are filling with sand and valuable agricultural land is being ruined. China is putting in place measures like planting a 500 kilometre green wall of trees from Beijing to Mongolia.

Trees help to hold the topsoil and prevent it from being swept away. Reducing the number of grazing animals is another method of battling desertification. However, more people, who once depended on the land to make a living, have been forced to move from their traditional homelands.



1. "Desertification" is a term that is connected to the "desert." What do the two terms have in common?

2. How does "desertification" cause populations around the world to move?

3. Visit Inner Mongolia with an online mapping tool at: **42° 39' 38.22" N 110° 28' 33.61" E**. What evidence can you observe of "desertification" in Mongolia?

Activity**Different Levels Of Wealth 2**

- Study the information in the table below which compares Jamaica's development to its neighbour in Central America; Costa Rica.

DATA	JAMAICA	COSTA RICA
Population (in millions)	2.8	4.7
Total land area (in square kilometres)	10,990	51,500
Life expectancy (average)	72 years	79 years
% of population living in urban centres	53%	64%
Unemployment rate	13%	7.5%
People living on less than \$2 per day	6%	5.4%
Adult literacy rate	86%	96%
Internet users (% of total population)	26%	37%

- Discuss in pairs the differences or similarities in the standard of living between the two developing countries. Write five facts comparing these two countries based on the data above. For example: *People in Costa Rica can expect to live longer (on average) than people in Jamaica.* Use the back of this sheet if you need more space.

FACT 1 _____

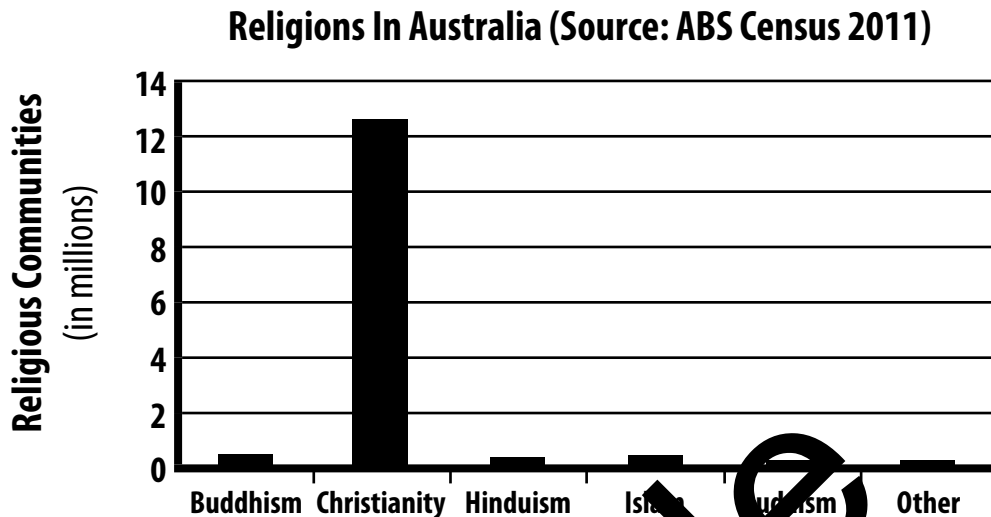
FACT 2 _____

FACT 3 _____

FACT 4 _____

FACT 5 _____

- Study the graph which shows the number of people in Australia’s major religious communities. Use the information from page 36 together with the graph to help you to answer the questions.



- How many people in Australia belong to a Christian religion? _____
- Why is Christianity still the major religion practised in Australia?

- Which community brought Buddhism to Australia? _____
- Estimate the number of Buddhists in Australia. _____

Share With The Class

Choose a special day which is celebrated in your religion or a religion that you know. Complete the information below.

Special day: _____

Why this day is celebrated: _____

How this day is celebrated: _____

Natural Hazards

Article 1

Lightning bolt hits car near Forbes, NSW. A blue sheet of flame struck the bonnet. Young couple shaken, but unhurt. (1938)

Article 2

A flood is threatened in the Maclean River at Kempsey owing to heavy rains over the weekend. (1922)

Article 3

Bulldozers and graders have cut a firebreak 100 km long in the Nebo bushfire area near Brisbane. (1951)

Article 4

Extensive damage was caused early this afternoon by severe thunderstorms and winds which swept through Melbourne. (2012)

Article 5

People are preparing to leave Walhalla, VIC after the town was buried under landslides of mud and rocks last week. (1952)

Article 6

A disastrous cyclone has struck Orroroo, SA today. Sheets of iron were strewn in every direction, and several houses were demolished. (1897)

Hazards are situations that can hurt people or cause damage to homes and businesses. The effects of hazards from extreme weather, earthquakes and floods have been felt by Australians for thousands of years and have marked the continent's environment and its wildlife. Meteorologists, who study weather and climate patterns over many decades, can quite accurately forecast when extreme weather is on its way using data from weather satellites and Doppler radar. Early warning gives state emergency services time to issue warnings about the hazards that people might be facing and how to keep their communities and properties safe.

Predicting when earthquakes will hit, is more difficult, but scientists are working on early detection systems.

Read about the cost of natural hazards in Australia.

- Natural hazards cost Australians about \$1.2 billion every year.
- 66% of natural hazards in the last 40 years have occurred in New South Wales and Queensland.
- Victoria faces the greatest risk from bushfires. The Northern Territory's most serious hazards are cyclones.
- Heatwaves cause more loss of life than any other natural hazard in Australia.

- Have you ever been caught in a severe thunderstorm? Read the news item then complete the task below.

STORMS RIP THROUGH MELBOURNE

State Emergency Services (SES) were swamped this afternoon by over 2,000 calls for help after a series of severe storms hit Melbourne. The city was pummelled by hailstones, torrential rain, flash flooding and even a tornado.

400 volunteers helped the SES rescue people who had become trapped in their cars due to rising waters on roads. Several car accidents were reported due to traffic light blackouts. City workers ran for cover as lightning struck, and deafening thunder added to the chaos.

There was a general loss of electricity supply in central Melbourne for over two hours and several outlying suburbs are still without power.

Many businesses and homes reported broken windows from hailstone and damage to roofs. Five schools will close their doors tomorrow to mop up after leaking roofs drenched classrooms.

Strong winds and lightning also disrupted domestic and international flights at Melbourne Airport. Most scheduled flights were diverted to Sydney.



- Highlight in the news item words or phrases that describe the force of the storms, for example, *deafening thunder*.
- How do severe storms affect people and places? Fill in the table below with information from the report.

People	
Places	

- What recommendations would you give to the owner of this house to make it safer in the event of a bushfire? Write your advice in the space provided.

Prepare Act Survive



- _____


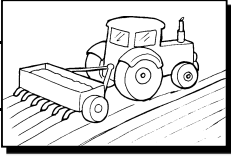


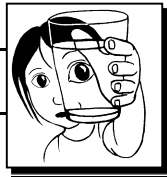
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- _____

- _____

Activity**Black Saturday – Case Study 2**

- Continue your case study on the Black Saturday bushfires by completing the table below to show the effects of the bushfires on the five specified areas.

People	Property/Equipment/Agriculture
	
National Parks And Reserves	Wildlife
	
Resources (Water, Electricity, etc.)	
	

Sample