



How To Teach A Great Unit on The Geographies of Interconnections

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Why we travel and the impact it has

- **The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)**
- **The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)**
- **The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)**

We can start this unit by explaining to students that we'll essentially be looking at how and why people (and things) travel between places and the impact this has. Having said that, we can give people a scenario:

A person travels from Australia to China. There could be many different reasons why they're travelling. What could be some of them?

In pairs, students should spend some time considering this. Discuss as a class, getting students to share their ideas. If they didn't identify all the possible reasons a person could visit China, list these for students:

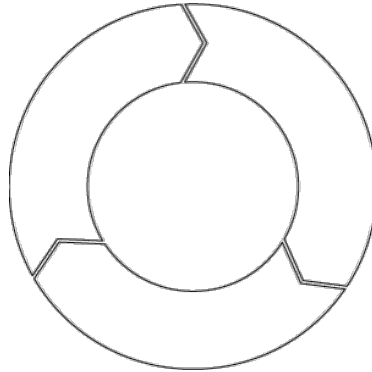
- Trade (to sell things)
- Trade (to buy things)
- Family (visit)
- Cultural (visit for an important cultural/religious festival such as Chinese New Year)
- Tourism (sightseeing)
- Government business (to have discussions with Chinese Government Officials)
- Move (from Australia to China for a number of the above reasons)

As an initial example of the importance of interconnections between Australia and China we can look at trade. Students will be familiar with the information 'Made in China' which they'll see on many products that come into contact with. But Australia also exports extensively to China. Students can read through a simple news report about the trade relationship between China and Australia in the attached resource 'China Trade Article'.

At this point we can look more closely at the word 'interconnections' with students. Ask students to suggest what the word 'connect' means. Tell them, then, that 'inter' means 'between'. How might the word 'interconnections' be different from 'connect'? Discuss this with students. They can then show their understanding by looking at the examples in the 'Interconnection examples/non examples' resource. Which of the scenarios are examples of

interconnection? Why? Follow this up by then asking students show how China and Australia are interconnected (as discussed in the news report):

**How does the news article on trade with China show an interconnection between Australia and China?*



Students can emphasise the meaning of ‘interconnected’ by drawing a circular flowchart such as the one above. They can write China up the top and Australia down the bottom and annotate the chart with ways that the two countries are interconnected.

We can continue the focus on trade by explaining to students that over the course of human history, trade has had an incredible impact on the lives of people. An interesting resource to use to give a historical perspective on this is *Crash Course In History: The Silk Road and Ancient Trade* which can be viewed here: <https://www.youtube.com/watch?v=vfe-eNq-Qyg>. This 10 minute video will provide students with an engaging insight into how one of the pivotal trade routes in world history altered the lives of humans. To think about this video more, students can use the attached resource ‘Cause and Effect Sentences’ to write at least four cause and effect statements about Trade/The Silk Road using these topic words:

- *The Silk Road
- *Trade
- *History
- *Route
- *Change