

Video summary	Before watching the video	During the video
<p>A clip from the BBC series Race Across the World comparing the food, landscape and transport of China, Nepal and India.</p> <p>Fresh from their journey, Fin and Sioned talk about what they learnt along the way and the changes and memories they experienced as they transited through each country.</p>	<p>Locate China, Nepal and India using online mapping.</p> <p>Ask students what differences they think the differences will be between China, Nepal and India for the following:</p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Landscapes</li> <li>• Transport</li> <li>• Sensory differences</li> <li>• People</li> </ul> <p>Students could create a table with three columns, one for each country to record what they think the differences will be.</p>	<p>You may wish to stop at relevant points during this short film to pose questions and check understanding or wait until the end. Useful questions might include:</p> <ul style="list-style-type: none"> <li>• What did they learn about different food during their experience?</li> <li>• How did the landscapes change as they moved through the three countries?</li> <li>• How did the north and south of India differ?</li> <li>• How was transport different to the UK?</li> <li>• How did urban and rural areas differ?</li> <li>• What surprised Fin and Sioned as they were travelling?</li> </ul>
<b>After watching</b>		
<p>Students could plan their own journey across China, Nepal and India, considering how they might travel through all three countries, what challenges they might face along the way – such as the Himalayas and how long it will take to complete their journey. Students could use online maps and travel information or use atlases.</p> <p>Students could then create their own presentation on how the food, landscape and transport will differ between the three countries. They could research some of the methods of transport that Fin and Sioned discussed, such as tuk-tuks and bullet trains and discuss whether they would also use these forms of transport.</p> <p>Alternatively, the class could be split into three groups, each one researching a different country. Within each group, students could choose to focus on food, landscapes or transport to help plan the journey. At the end of the lesson the three legs of the journey could be put together. Start and end points from the Race Across the World Series could be used as inspiration.</p>		

Curriculum notes	Where next?	Links
<p>This clip will be relevant for teaching Geography at KS3 in England and Northern Ireland, Progression Step 4/5 in Wales and 3rd and 4th Level in Scotland.</p> <p>In the English National Curriculum this film can be used to help teach the following:</p> <ul style="list-style-type: none"> <li>• Using maps of the world to focus on Asia – including China and India and their environmental regions.</li> <li>• The key physical and human characteristics of Asia</li> <li>• The countries and major cities of Asia</li> </ul>	<p>Students could choose three other countries to race between and create their own journey, for example across Oceania or southeast Asia.</p> <p>Students should focus on the transport options and how long it will take to transit between each location. Previous series of Race Across the World could be used as inspiration.</p> <p>Brochures from travel agents as well as internet research would be useful to complete this task.</p>	<ul style="list-style-type: none"> <li>• <a href="#">KS3: Exploring India</a></li> <li>• <a href="#">KS3: Regional study – China</a></li> <li>• <a href="#">GCSE: Earthquakes and tsunami – Case study: Nepal 2015</a></li> <li>• <a href="#">4th Level: UN Sustainable Development Goal 9: Industry and infrastructure</a></li> <li>• <a href="#">National 4: World Power – China</a></li> </ul>