**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.   
If you need help completing the template view the curriculum mapping instructions document.

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|  | **Strand** | **Geographical Concepts and Skills** | | | | | | | | | | | |
|  | **Sub-strand** | **Place, space and interconnection** | | | | | | **Data and information** | | | | | |
|  | **Content Description** | Describe and explain the diverse characteristics of places in different locations from local to global scales  [(VCGGC085)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC085) | | Identify and describe locations and describe and explain spatial distributions and patterns  [(VCGGC086)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC086) | | Describe and explain interconnections within places and between places, and the effects of these interconnections  [(VCGGC087)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC087) | | Collect and record relevant geographical data and information from the field and secondary sources, using ethical protocols  [(VCGGC088)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC088) | | Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using digital and spatial technologies as appropriate  [(VCGGC089)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC089) | | Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology  [(VCGGC090)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC090) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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|  | **Strand** | **Geographical Knowledge** | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Factors that shape places and influence interconnections** | | | | | | | | | | | | | | | |
|  | **Content Description** | Location of the major countries of Europe and North America, in relation to Australia and their major characteristics including the influence of people on the environmental characteristics of places in at least two countries from both continents  [(VCGGK091)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK091) | | Location of the major countries of the Asian region in relation to Australia and the geographical diversity within the region  [(VCGGK092)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK092) | | Differences in the demographic, economic, social and cultural characteristics of countries across the world  [(VCGGK093)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK093) | | Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places  [(VCGGK094)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK094) | | Impacts of bushfires or floods on environments and communities, and how people can respond  [(VCGGK095)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK095) | | Environmental and human influences on the location and characteristics of places and the management of spaces within them  [(VCGGK096)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK096) | | Factors that influence people’s awareness and opinion of places  [(VCGGK097)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK097) | | Australia’s connections with other countries and how these change people and places [(VCGGK098)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK098) | |
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*See next page for Achievement Standards and Assessment Tasks section*

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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4   * Students identify and describe spatial characteristics, and the characteristics of places and environments at a range of scales. * They identify and explain interconnections and identify and describe locations, including Australia’s neighbouring countries and Africa and South America. * They identify responses to a geographical challenge and the expected effects. * They collect and record relevant geographical data and information and represent data and information in tables, simple graphs and maps of appropriate scale that conform to cartographic conventions. * They interpret data and information, and use geographical terminology, to identify and to develop descriptions, explanations and conclusions. | By the end of Level 6   * Students describe and explain spatial characteristics and characteristics of places from local to global scales.(1) * They describe and explain interconnections and their effects. (2) * They identify and describe locations including the major countries of Europe, North America and Asia. (3) * They identify and compare responses to a geographical challenge, describing the expected effects on different groups. (4) * They  ethically collect and record relevant geographical data and information and represent data and information in forms including diagrams, field sketches and large scale and small scale maps that conform to cartographic conventions. (5) * They interpret geographical data and information, and use geographical terminology, to identity and develop descriptions, explanations and conclusions. (6) * They use digital and spatial technologies to represent and interpret data and information. (7) | By the end of Level 8   * Students explain processes that influence the characteristics of places. * They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications. * They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes. * They ethically collect, record and select relevant geographical data and information from useful sources. * They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. * They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. * They use digital and spatial technologies to represent and analyse data and information. |

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| **Assessments** | | |  |  | | |
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