**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** | Explore the features of a place and demonstrate a preference for certain features  [(VCGGC015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC015) | | Explore the location of regular places and activities in school  [(VCGGC016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC016) | | Explore the importance of places and participate in special events related to specific places  [(VCGGC017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC017) | | Assist to collect geographical data and information  [(VCGGC018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC018) | | Use images to identify a familiar place  [(VCGGC019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC019) | | Respond to elements of a space using positive and negative response  [(VCGGC020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC020) | |
| **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** | **Places and our connections to them** | | | | | | | | | | | | | | | |
|  | **Content Description** | Moving to different places and recognising some features/places on the way  [(VCGGK021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK021) | | Familiar places identified through images at a variety of scales  [(VCGGK022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK022) | | The connection of self to other places in Australia and across the world  [(VCGGK023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK023) | | Experience dreaming stories of the local country/places and their features  [(VCGGK024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK024) | | Observe and identify major weather type  [(VCGGK025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK025) | | The major features of a place  [(VCGGK026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK026) | | Experience specific activities in a place  [(VCGGK027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK027) | | Places used regularly at school and activities I do there  [(VCGGK028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK028) | |
| **Unit** | **Semester/Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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| **Level A Achievement Standard** | **Level B Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Level C Achievement Standard** |
| By the end of Level A   * Students recognise some personally significant places. * They select preferred objects through reaching towards, accepting or rejecting actions. * Students react to the familiar features of some personally significant places. | By the end of Level B   * Students can identify some familiar places using photos, images or augmentative alternative communication when asked. (1) * They will select to view a multimodal text about a preferred place. (2) * Students experience the familiar features and purposes of places and the representation of these features, purposes and their location as words, gestures, images, pictures and photos. (3) * They begin to indicate objects and places they like from a field of two to three choices. (4) * They begin to follow everyday language related to direction and location. (5) | By the end of Level C   * Students label personally significant places and what they do in the place. * Students demonstrate a few ways they can care for a familiar place by creating a simple rule for this place. * Students observe the familiar features of places and assist to represent these features and their location on group constructed pictorial maps and models. * They share observations about a place using simple sentences and show the people who can be found in a place. * Students can independently locate some significant spaces within a significant local place and they begin to communicate using direction and location. |

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