**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.

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Geographical Concepts and Skills** |
|  | **Sub-strand** | **Place, space and interconnection** | **Data and information** |
|  | **Content Description** | Identify familiar places and their features, using photos and locational vocabulary [(VCGGC043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC043) | Describe the location of a familiar place and the related activities[(VCGGC044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC044) | Identify personally significant places and their connection and importance[(VCGGC045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC045) | Reconstruct geographical data and information[(VCGGC046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC046) | Model or draw key features of a familiar place[(VCGGC047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC047) | Answer yes/no questions about a place based on geographical observations and information[(VCGGC048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC048) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Geographical Knowledge** |
|  | **Sub-strand** | **Places and our connections to them** |
|  | **Content Description** | Locating familiar places and label place and purpose[(VCGGK049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK049) | How places can be defined at a variety of scales[(VCGGK050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK050) | The connection of their school and local community to other places in Australia and across the world[(VCGGK051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK051) | The Countries/Places that Aboriginal and Torres Strait Islander people belong to in the local area[(VCGGK052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK052) | Ways weather and seasons are described[(VCGGK053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK053) | The major features of a place and their location[(VCGGK054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK054) | What people do in specific spaces [(VCGGK055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK055) | Places used regularly in the community, their location, activities undertaken in this place and frequency of visits [(VCGGK056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK056) |
| **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 # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Level D Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Foundation to Level 2 Achievement Standard**  |
| By the end Level D* Students label familiar routine places and some of their features and the related activities undertaken in these places. (1)
* They recognise places can have a special purpose or connection for some people. (2)
* Students reflect on their learning to suggest ways they can care for a familiar place. (3)
* Students observe the familiar features of places and represent these features and their location on jointly constructed pictorial maps and models. (4)
* They can identify how they travel to a place and one or two key features of the journey. (5)
* They recognise that places can be represented by an image or on a map. (6)
* They follow and use simple everyday language to describe direction and location to explain where a place is or to locate a place or object. (7)
 | By the end of Level 2* Students define place and identify and describe features of places and changes in these, at a local scale.
* They identify how people are connected to different places and explain the value of places to people.
* They describe different ways that places can be cared for.
* They collect and record geographical data and information.
* They represent data and information in tables, plans and labelled maps and interpret it to draw conclusions.
* They describe and explain location and distance using geographical terms, and describe the location of the major geographical divisions of the world.
 |

|  |  |  |
| --- | --- | --- |
| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |