**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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|  | **Geographical Concepts and Skills Strand** | | | | | | | | | | | | |
|  | **Strand** | **Place, space and interconnection** | | | | | | **Data and information** | | | | | |
|  | **Content Description** | Explain processes that influence the characteristics of places  [(VCGGC099)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC099) | | Identify, analyse and explain spatial distributions and patterns and identify and explain their implications  [(VCGGC100)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC100) | | Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections  [(VCGGC101)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC101) | | Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols  [(VCGGC102)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC102) | | Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate  [(VCGGC103)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC103) | | Analyse 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  [(VCGGC104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC104) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
| Water in the world |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Place and liveability |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Landforms and landscapes |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Changing nations |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Geographical Knowledge Strand** | | | | | | | |
| **Water in the world** | | **Place and liveability** | | **Landforms and landscapes** | | **Changing nations** | |
| Classification of environmental resources and the forms that water takes as a resource  [(VCGGK105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK105) |  | Factors that influence the decisions people make about where to live and their perceptions of the liveability of places  [(VCGGK111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK111) |  | Different types of landscapes and their distinctive landform features  [(VCGGK116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK116) |  | The causes and consequences of urbanisation, drawing on a study from Indonesia  [(VCGGK122)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK122) |  |
| Ways that flows of water connect places as they move through the environment and the ways this affects places  [(VCGGK106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK106) |  | Influence of accessibility to services and facilities; and environmental quality, on the liveability of places  [(VCGGK112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK112) |  | Geomorphic processes that produce landforms, including a case study of at least one landform  [(VCGGK117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK117) |  | The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences  [(VCGGK123)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK123) |  |
| The quantity and variability of Australia’s water resources compared with those in other continents and how water balance can be used to explain these differences  [(VCGGK107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK107) |  | Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places  [(VCGGK113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK113) |  | The differences in at least one landform in Australia compared to other places and the geomorphic processes involved  [(VCGGK118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK118) |  | The reasons for and effects of international migration to Australia  [(VCGGK124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK124) |  |
| Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa  [(VCGGK108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK108) |  | Influence of social connectedness and community identity on the liveability of places  [(VCGGK114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK114) |  | Human causes of landscape degradation, the effects on landscape quality and the implications for places  [(VCGGK119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK119) |  | The reasons for and effects of internal migration in Australia and China  [(VCGGK125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK125) |  |
| The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places  [(VCGGK109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK109) |  | Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe  [(VCGGK115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK115) |  | Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes  [(VCGGK120)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK120) |  | The challenges of managing and planning Australia’s urban future  [(VCGGK126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK126) |  |
| Causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future  [(VCGGK110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK110) |  |  | | Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future  [(VCGGK121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK121) |  |  | |

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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 9 and 10 Achievement Standard** |
| By the end of Level 6   * Students describe and explain spatial characteristics and characteristics of places from local to global scales. * They describe and explain interconnections and their effects. * They identify and describe locations including the major countries of Europe, North America and Asia. * They identify and compare responses to a geographical challenge, describing the expected effects on different groups. * 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. * They interpret geographical data and information, and use geographical terminology, to identity and develop descriptions, explanations and conclusions. * They use digital and spatial technologies to represent and interpret data and information. | By the end of Level 8   * Students explain processes that influence the characteristics of places. (1) * They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications. (2) * They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes. (3) * They ethically collect, record and select relevant geographical data and information from useful sources. (4) * They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. (5) * They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. (6) * They use digital and spatial technologies to represent and analyse data and information. (7) | By the end of Level 10   * Students predict changes in the characteristics of places over time and identify implications of change for the future. * They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales. * They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion. * They ethically collect relevant geographical data and information from reliable and useful sources. * They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. * They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology. |

*See next page for Assessments and Notes*

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| **Assessments** | | | **Notes / Actions Required** |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  |
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