**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** | Experience and react to a place and its features[(VCGGC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC001) | React to familiar places and activities [(VCGGC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC002) | Experience places that are important for specific people and related activities[(VCGGC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC003) | Experience geographical information by using their senses [(VCGGC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC004) | React to images or sensory elements which represent preferred personally significant places[(VCGGC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC005) | React to an element of a place[(VCGGC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC006) |
| **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** | Experience the distance and location of familiar places [(VCGGK007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK007) | Experience personal places and their features represented on large-scale maps and models[(VCGGK008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK008) | Experience their connection to a place in Australia and across the world[(VCGGK009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK009) | Experience local area dreaming stories and country/places[(VCGGK010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK010) | Experience weather and seasons [(VCGGK011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK011) | Experience and react to the sensory elements of a places[(VCGGK012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK012) | Experience the purpose of or the special event/s of a space[(VCGGK013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK013) | React to features and activities of a familiar place[(VCGGK014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK014) |
| **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** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Level B Achievement Standard**  |
| By the end of Level A* Students recognise some personally significant places. (1)
* They select preferred objects through reaching towards, accepting or rejecting actions. (2)
* Students react to the familiar features of some personally significant places. (3)
 |  By the end of Level B* Students can identify some familiar places using photos, images or augmentative alternative communication when asked.
* They will select to view a multimodal text about a preferred place.
* 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.
* They begin to indicate objects and places they like from a field of two to three choices.
* They begin to follow everyday language related to direction and location.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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