**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** | Identify a familiar place and present findings using locational vocabulary, photos and visuals[(VCGGC029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC029) | Link activities to a location [(VCGGC030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC030) | Link places to their related activities and special events [(VCGGC031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC031) | Collect geographical data and information[(VCGGC032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC032) | Use images to match a familiar place to a significant feature [(VCGGC033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC033) | Indicate how they use a space based on geographical information [(VCGGC034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC034) |
| **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** | Recognising and labelling familiar places in the school using a jointly constructed map [(VCGGK035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK035) | Places are represented at a variety of scales[(VCGGK036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK036) | The connection of their family and peers to other places in Australia and across the world[(VCGGK037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK037) | Explore names and places of local spaces and their Dreaming stories[(VCGGK038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK038) | Connection of weather to seasons [(VCGGK039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK039) | The major features of a place and its activities[(VCGGK040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK040) | What I do in this space [(VCGGK041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK041) | Places regularly used at school and the location, and activities undertaken [(VCGGK042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK042) |
| **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 B Achievement Standard**  | **Level C Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Level D Achievement Standard**  |
| 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.
 | By the end of Level C* Students label personally significant places and what they do in the place. (1)
* Students demonstrate a few ways they can care for a familiar place by creating a simple rule for this place. (2)
* Students observe the familiar features of places and assist to represent these features and their location on group constructed pictorial maps and models. (3)
* They share observations about a place using simple sentences and show the people who can be found in a place. (4)
* Students can independently locate some significant spaces within a significant local place and they begin to communicate using direction and location. (5)
 | By the end Level D* Students label familiar routine places and some of their features and the related activities undertaken in these places.
* They recognise places can have a special purpose or connection for some people.
* Students reflect on their learning to suggest ways they can care for a familiar place.
* Students observe the familiar features of places and represent these features and their location on jointly constructed pictorial maps and models.
* They can identify how they travel to a place and one or two key features of the journey.
* They recognise that places can be represented by an image or on a map.
* 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.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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