**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** | | |  |  | | |
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