**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 and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently[(VCGGC057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC057) | Describe and explain where places and activities are located [(VCGGC058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC058) | Identify how people are connected to different places[(VCGGC059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC059) | Collect and record geographical data and information from the field and other sources [(VCGGC060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC060) | Represent data and the location of places and their features by constructing tables, plans and labelled maps [(VCGGC061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC061) | Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far[(VCGGC062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC062) |
| **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** | Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia [(VCGGK063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK063) | Definition of places as parts of the Earth’s surface that have been given meaning by people, and how places can be defined at a variety of scales[(VCGGK064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK064) | Connections of people in Australia to other places in Australia and across the world [(VCGGK065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK065) | Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place[(VCGGK066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK066) | Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them [(VCGGK067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK067) | Natural, managed and constructed features of places, their location and how they change [(VCGGK068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK068) | Reasons why some places are special and some places are important to people and how they can be looked after [(VCGGK069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK069) | Activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places [(VCGGK070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK070) |
| **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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| **Foundation to Level 2 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 3 and 4 Achievement Standard**  |
| By the end of Level 2* Students define place and identify and describe features of places and changes in these, at a local scale. (1)
* They identify how people are connected to different places and explain the value of places to people. (2)
* They describe different ways that places can be cared for. (3)
* They collect and record geographical data and information. (4)
* They represent data and information in tables, plans and labelled maps and interpret it to draw conclusions. (5)
* They describe and explain location and distance using geographical terms, and describe the location of the major geographical divisions of the world. (6)
 | By the end of Level 4* Students identify and describe spatial characteristics, and the characteristics of places and environments at a range of scales.
* They identify and explain interconnections and identify and describe locations, including Australia’s neighbouring countries and Africa and South America.
* They identify responses to a geographical challenge and the expected effects.
* They collect and record relevant geographical data and information and represent data and information in tables, simple graphs and maps of appropriate scale that conform to cartographic conventions.
* They interpret data and information, and use geographical terminology, to identify and to develop descriptions, explanations and conclusions.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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