**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) | |
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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** | | |  |  | | |
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