**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 characteristics of places in different locations at a range of scales [(VCGGC071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC071) | | | | Identify and describe locations and spatial distributions and patterns [(VCGGC072)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC072) | | | | Identify and explain the interconnections within places and between places [(VCGGC073)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC073) | | | | Collect and record relevant geographical data and information from the field and other sources[(VCGGC074)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC074) | | | | | | Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point [(VCGGC075)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC075) | | | | Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance [(VCGGC076)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC076) | | | |
| **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** | **Factors that shape places and influence interconnections** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Content Description** | Location of major countries of Africa and South America in relation to Australia and their major characteristics including the types of vegetation and native animals in at least two countries for both continents  [(VCGGK077)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK077) | | Location of Australia’s neighbouring countries and the diverse characteristics of their places  [(VCGGK078)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK078) | | | | Representation of Australia as states and territories, and Australia’s major natural and human characteristics  [(VCGGK079)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK079) | | | The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability [(VCGGK080)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK080) | | | | Main climates of the world and the similarities and differences between the climates of different places  [(VCGGK081)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK081) | | | Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably  [(VCGGK082)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK082) | | | | Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places  [(VCGGK083)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK083) | | | | Similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there  [(VCGGK084)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK084) | |
| **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** | **Levels 3 and 4 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 5 and 6 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. * They identify how people are connected to different places and explain the value of places to people. * They describe different ways that places can be cared for. * They collect and record geographical data and information. * They represent data and information in tables, plans and labelled maps and interpret it to draw conclusions. * They describe and explain location and distance using geographical terms, and describe the location of the major geographical divisions of the world. | By the end of Level 4   * Students identify and describe spatial characteristics, and the characteristics of places and environments at a range of scales. (1) * They identify and explain interconnections and identify and describe locations, including Australia’s neighbouring countries and Africa and South America. (2) * They identify responses to a geographical challenge and the expected effects. (3) * 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. (4) * They interpret data and information, and use geographical terminology, to identify and to develop descriptions, explanations and conclusions. (5) | By the end of Level 6   * Students describe and explain spatial characteristics and characteristics of places from local to global scales. * They describe and explain interconnections and their effects. * They identify and describe locations including the major countries of Europe, North America and Asia. * They identify and compare responses to a geographical challenge, describing the expected effects on different groups. * They  ethically collect and record relevant geographical data and information and represent data and information in forms including diagrams, field sketches and large scale and small scale maps that conform to cartographic conventions. * They interpret geographical data and information, and use geographical terminology, to identity and develop descriptions, explanations and conclusions. * They use digital and spatial technologies to represent and interpret data and information. |

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| **Assessments** | | |  |  | | |
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