**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** | Experience and react to a place and its features  [(VCGGC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC001) | | React to familiar places and activities  [(VCGGC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC002) | | Experience places that are important for specific people and related activities  [(VCGGC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC003) | | Experience geographical information by using their senses  [(VCGGC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC004) | | React to images or sensory elements which represent preferred personally significant places  [(VCGGC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC005) | | React to an element of a place  [(VCGGC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC006) | |
| **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** | Experience the distance and location of familiar places  [(VCGGK007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK007) | | Experience personal places and their features represented on large-scale maps and models  [(VCGGK008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK008) | | Experience their connection to a place in Australia and across the world  [(VCGGK009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK009) | | Experience local area dreaming stories and country/places  [(VCGGK010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK010) | | Experience weather and seasons  [(VCGGK011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK011) | | Experience and react to the sensory elements of a places  [(VCGGK012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK012) | | Experience the purpose of or the special event/s of a space  [(VCGGK013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK013) | | React to features and activities of a familiar place  [(VCGGK014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK014) | |
| **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 A Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Level B Achievement Standard** |
| By the end of Level A   * Students recognise some personally significant places. (1) * They select preferred objects through reaching towards, accepting or rejecting actions. (2) * Students react to the familiar features of some personally significant places. (3) | 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. |

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