**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** | Explore the features of a place and demonstrate a preference for certain features [(VCGGC015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC015) | Explore the location of regular places and activities in school [(VCGGC016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC016) | Explore the importance of places and participate in special events related to specific places[(VCGGC017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC017) | Assist to collect geographical data and information[(VCGGC018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC018) | Use images to identify a familiar place[(VCGGC019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC019) | Respond to elements of a space using positive and negative response [(VCGGC020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC020) |
| **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** | Moving to different places and recognising some features/places on the way[(VCGGK021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK021) | Familiar places identified through images at a variety of scales [(VCGGK022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK022) | The connection of self to other places in Australia and across the world [(VCGGK023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK023) | Experience dreaming stories of the local country/places and their features [(VCGGK024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK024) | Observe and identify major weather type[(VCGGK025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK025) | The major features of a place [(VCGGK026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK026) | Experience specific activities in a place [(VCGGK027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK027) | Places used regularly at school and activities I do there [(VCGGK028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK028) |
| **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**  | **Level B Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Level C Achievement Standard**  |
| By the end of Level A* Students recognise some personally significant places.
* They select preferred objects through reaching towards, accepting or rejecting actions.
* Students react to the familiar features of some personally significant places.
 |  By the end of Level B* Students can identify some familiar places using photos, images or augmentative alternative communication when asked. (1)
* They will select to view a multimodal text about a preferred place. (2)
* 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. (3)
* They begin to indicate objects and places they like from a field of two to three choices. (4)
* They begin to follow everyday language related to direction and location. (5)
 | By the end of Level C* Students label personally significant places and what they do in the place.
* Students demonstrate a few ways they can care for a familiar place by creating a simple rule for this place.
* Students observe the familiar features of places and assist to represent these features and their location on group constructed pictorial maps and models.
* They share observations about a place using simple sentences and show the people who can be found in a place.
* Students can independently locate some significant spaces within a significant local place and they begin to communicate using direction and location.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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