**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 familiar places and their features, using photos and locational vocabulary  [(VCGGC043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC043) | | Describe the location of a familiar place and the related activities  [(VCGGC044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC044) | | Identify personally significant places and their connection and importance  [(VCGGC045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC045) | | Reconstruct geographical data and information  [(VCGGC046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC046) | | Model or draw key features of a familiar place  [(VCGGC047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC047) | | Answer yes/no questions about a place based on geographical observations and information  [(VCGGC048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC048) | |
| **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** | Locating familiar places and label place and purpose  [(VCGGK049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK049) | | How places can be defined at a variety of scales  [(VCGGK050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK050) | | The connection of their school and local community to other places in Australia and across the world  [(VCGGK051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK051) | | The Countries/Places that Aboriginal and Torres Strait Islander people belong to in the local area  [(VCGGK052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK052) | | Ways weather and seasons are described  [(VCGGK053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK053) | | The major features of a place and their location  [(VCGGK054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK054) | | What people do in specific spaces  [(VCGGK055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK055) | | Places used regularly in the community, their location, activities undertaken in this place and frequency of visits  [(VCGGK056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK056) | |
| **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 D Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Foundation to Level 2 Achievement Standard** |
| By the end Level D   * Students label familiar routine places and some of their features and the related activities undertaken in these places. (1) * They recognise places can have a special purpose or connection for some people. (2) * Students reflect on their learning to suggest ways they can care for a familiar place. (3) * Students observe the familiar features of places and represent these features and their location on jointly constructed pictorial maps and models. (4) * They can identify how they travel to a place and one or two key features of the journey. (5) * They recognise that places can be represented by an image or on a map. (6) * They follow and use simple everyday language to describe direction and location to explain where a place is or to locate a place or object. (7) | 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. |

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