

Mathematics Level 7

Chapter 1 — Places we live in

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Contents

Section	Page
Our place: where we live, why it matters, and how we look after it	2
Place names and what they tell us	10
Features of places: what they are, how they change, who cares for them	18

Our place: where we live, why it matters, and how we look after it

Curriculum link (teacher-facing). Victorian Curriculum 2.0, Humanities — Geography, Foundation to Level 2 band, strand *Geographical Knowledge and Understanding*, sub-strand *Places and our connections to them*. **Owns:** VC2HG2K01. **Draws on:** VC2HG2K01.E01†, .E02, .E03, .E04, .E05, .E06, .E07, .E08. †E01 is taught only in its neutral remainder (naming kinds of place — a suburb, a town, or a small place in the country); the clause on Aboriginal or Torres Strait Islander Country and Place is excluded under house policy (TOC §2A, Rule 1) and must not be taught or extended into. The band achievement standard is horizon text only; Level 1 does not claim it.

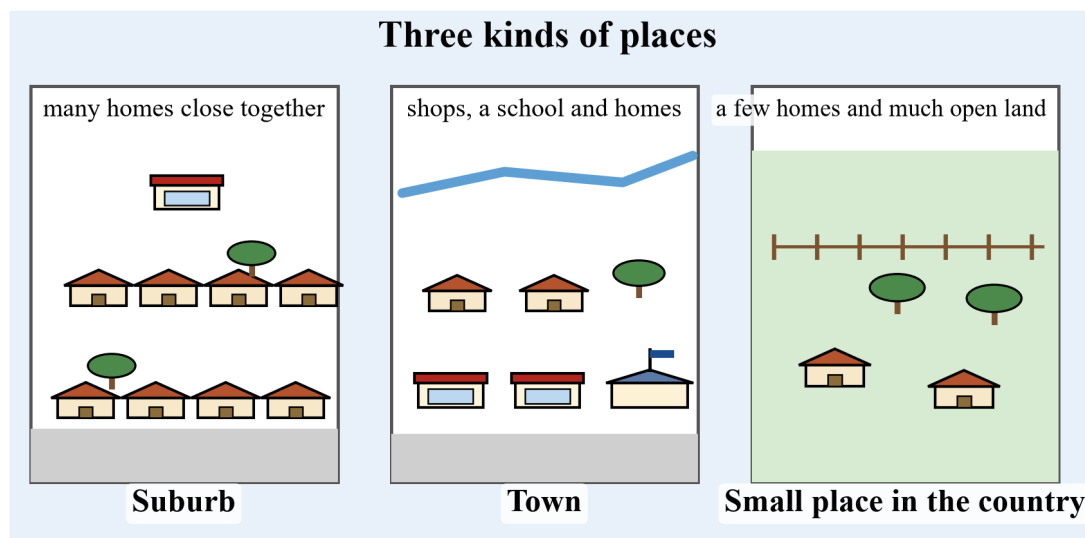
We listen and learn

Teacher note. Teacher-led: read the big lines aloud together and talk about the pictures and the maps. This section is designed for talk, pointing and drawing.

Part 1 — Where we live

We live in a place.

A place is a part of the world with a name. Some places are a suburb. A suburb has many homes close together. Some places are a town. A town has shops, a school and homes. Some places are small places in the country, with a few homes and much open land.



Three kinds of places: a suburb with many homes close together, a town with shops, a school and homes, and a small place in the country with a few homes and open land

New word — place. A place is a part of the world with a name. You live in a place.

New word — geography. Geography is about places: what they are like, why they are important, and how we look after them.

Teacher note (contested term — place). ‘Place’ is carried in-practice in this section per the TOC §2 chapter note. It is used here in the VC2 sense — the sub-strand is *Places and our connections to them*: places are lived, meaningful settings that people belong to, not neutral container space (VCAA, VC2 Geography, Foundation to Level 2). Student-facing, the section uses the operational definition “a part of the world with a name” and builds the relational sense through Parts 2–6 (what our place gives us, why it is special, how we care for it).

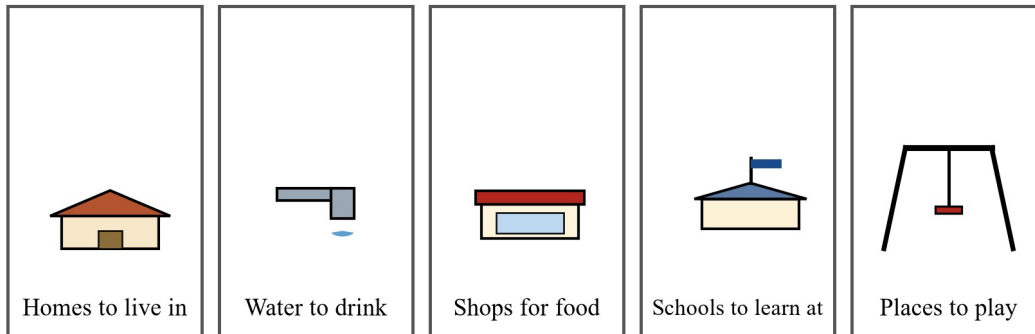
Teacher note (E01 severance). Name kinds of place only from the neutral remainder (neighbourhood, suburb, town, rural locality). Do not extend into the excluded Country-and-Place clause; do not invite ATSI content here (TOC §2A).

Part 2 — What our place gives us

Our place is important to us. It gives us what we need.

Our place has homes to live in and water to drink. It has shops for food and schools to learn at. It has places to play. The people we love live in our place or close to it.

Our place gives us what we need



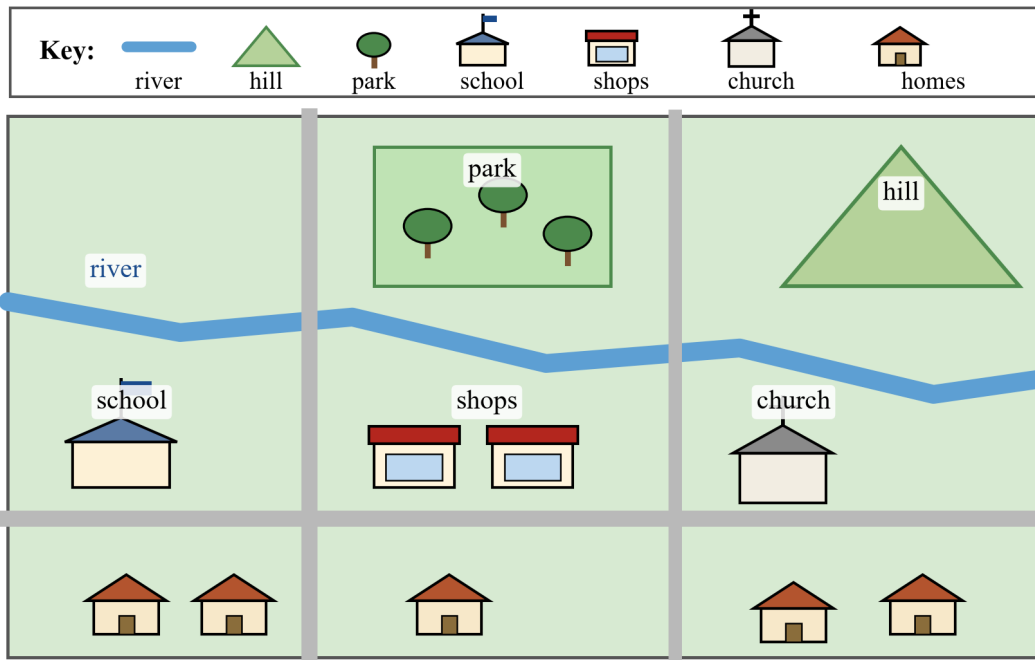
Our place gives us what we need: homes to live in, water to drink, shops for food, schools to learn at, and places to play

Part 3 — The things in our place, and our first map

Our place has features. A map shows where they are.

A feature is a thing that is part of a place. You can see it there. A river is a feature. A hill is a feature. A park, a school, shops and a church are features too.

A map is a picture that shows where things are. Here is a map of a model town. The little pictures at the top are the key. The key tells you what the pictures on the map are.



A map of a model town. A map shows where things are.

A map of a model town showing a river, a hill, a park, a school, shops, a church and homes, with a picture key along the top

Can you see the river on the map? Can you see the park and the hill?

New word — feature. A feature is a thing that is part of a place. You can see it there.

New word — map. A map is a picture that shows where things are.

Our new words

place	feature	map
A place is a part of the world with a name. You live in a place.	A feature is a thing that is part of a place. You can see it there.	A map is a picture that shows where things are.

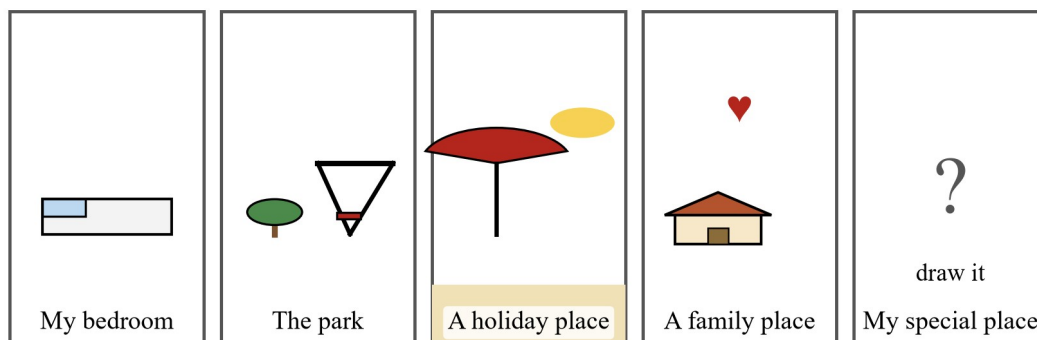
Our new words: place, feature and map, each with a short line about it

Part 4 — Special places

Some places are special to us.

My bedroom can be special. The park can be special. A holiday place can be special. A family place can be special.
Which places are special to you?

Some places are special to us



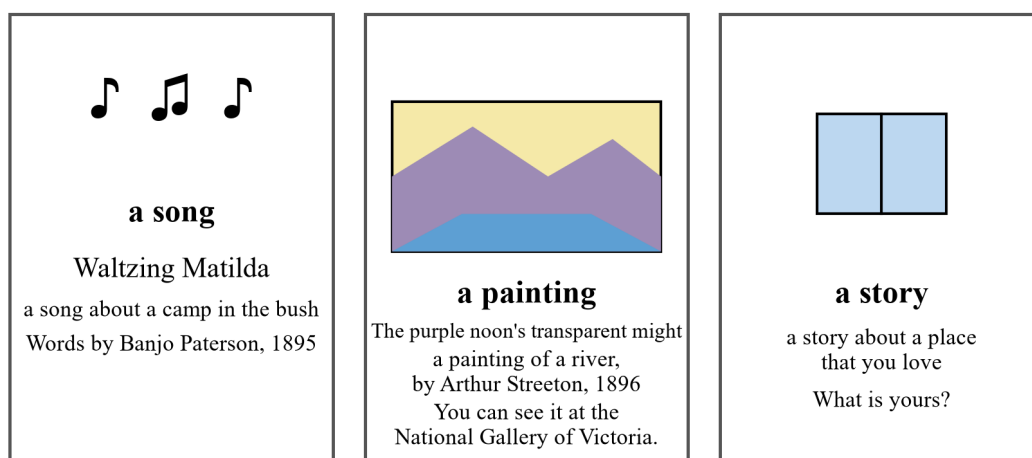
Some places that can be special to us: my bedroom, the park, a holiday place and a family place, plus a box to draw my own special place

Part 5 — Feelings about a place

People love their places. Songs, paintings and stories show feelings about a place.

Waltzing Matilda is a song about a camp in the bush. The words are by Banjo Paterson, 1895. The purple noon's transparent might is a painting of a river. Arthur Streeton painted it in 1896. You can see it at the National Gallery of Victoria.

Songs, paintings and stories can show feelings about a place



A song, a painting and a story that show feelings about a place: Waltzing Matilda (words by Banjo Paterson, 1895), the painting The purple noon's transparent might (Arthur Streeton, 1896, National Gallery of Victoria), and a story about a place that you love

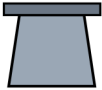
Source. Waltzing Matilda: bush ballad, words by Banjo Paterson, 1895 (Wikipedia, “Waltzing Matilda”, retrieved 25 August 2026). *The purple noon's transparent might*: 1896 oil painting of the Hawkesbury River by Arthur Streeton, held at the National Gallery of Victoria (Wikipedia, “The purple noon's transparent might”, retrieved 25 August 2026).

Part 6 — Looking after our place

We look after our place.

We can put rubbish in the bin. We can plant a tree. We can turn off the tap. We can pick up rubbish with our family. In Australia, many families do this together on Clean Up Australia Day. We do not drop rubbish. We do not break a branch.

Tick the ones that look after a place. Cross the ones that do not.

 Put rubbish in the bin	 Plant a tree	 off Turn off the tap
 Drop rubbish on the ground	 Break a branch	 Pick up rubbish with your family

Six cards to tick or cross: put rubbish in the bin, plant a tree, turn off the tap, drop rubbish on the ground, break a branch, pick up rubbish with your family

Source. Clean Up Australia Day: citizen clean-up day founded 8 November 1989, first held in January 1990, now held on the first Sunday of March (Wikipedia, “Clean Up Australia”, retrieved 25 August 2026).

Teacher note (E07 sustainability tag). E07 carries the cross-curriculum sustainability dimension and stays fully in scope here: caring for place is taught as something children do, with tick/cross discrimination, not as an abstract program.

We do it together

Together 1 — Two real places in Victoria

Here are two real places in Victoria. Reservoir is a suburb of Melbourne. Wangaratta is a town in Victoria, far from the city.

Two real places in Victoria

	Reservoir	Wangaratta
What kind of place?	a suburb of Melbourne	a town in Victoria
How many people in 2021?	51,096	29,808
A park	Edwardes Lake Park	Avian Park
Shops	Summerhill Shopping Centre	shops in the town
A school	Reservoir Primary School	Wangaratta High School

The people counts are from 2021.

A table of two real places in Victoria, Reservoir and Wangaratta: what kind of place each is, how many people in 2021, a park, shops and a school in each

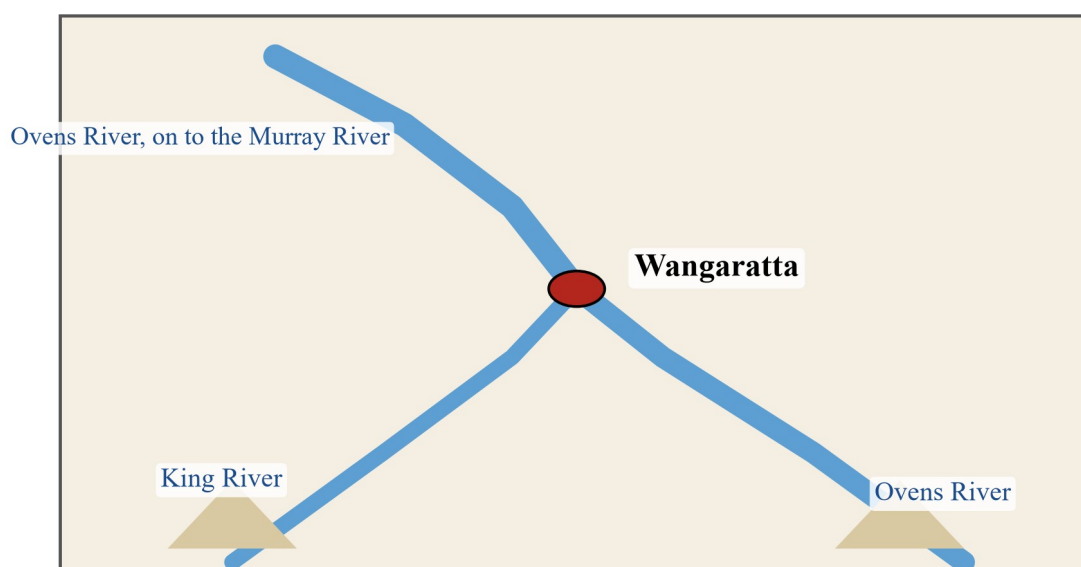
Step 1 — What kind of place is each? Reservoir is a suburb. Wangaratta is a town.

Step 2 — How many people live in each? Reservoir has 51,096 people. Wangaratta has 29,808 people. Reservoir has more people.

Step 3 — One feature in both places is a park. Reservoir has Edwardes Lake Park. Wangaratta has Avian Park.

Wangaratta has another special feature. Two rivers meet there.

Two rivers meet at Wangaratta



A map showing the Ovens River and the King River meeting at Wangaratta, with the Ovens River going on to the Murray River

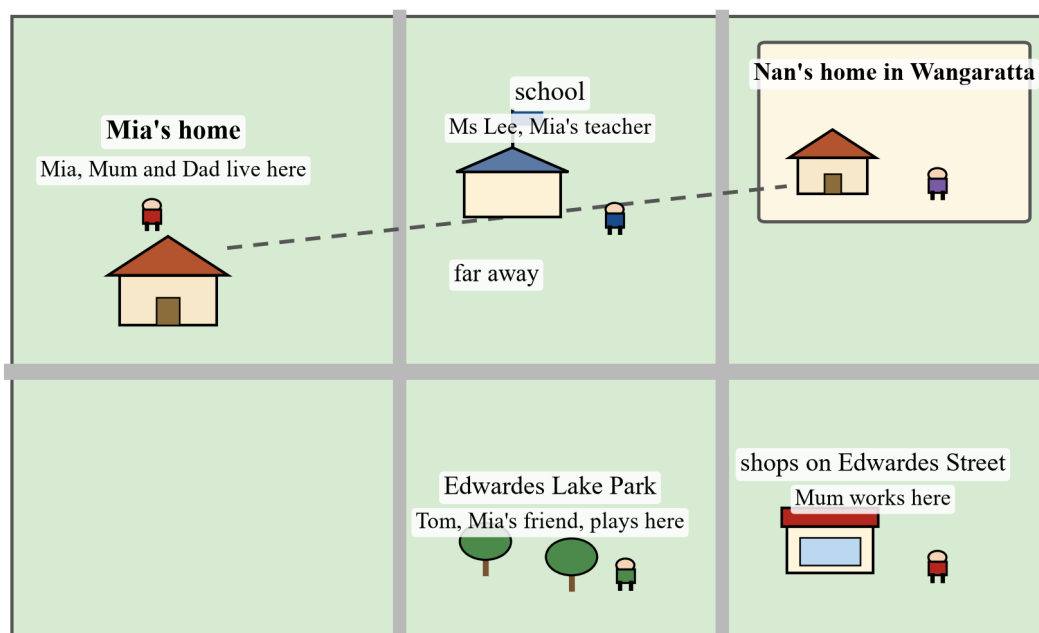
The Ovens River and the King River meet at Wangaratta. The Ovens River goes on to the Murray River.

Source. Reservoir: suburb of Melbourne in the City of Darebin; 51,096 people at the 2021 census; Edwardes Lake Park; Summerhill Shopping Centre; Reservoir Primary School (Wikipedia, “Reservoir, Victoria”, retrieved 25 August 2026, citing ABS 2021 Census). Wangaratta: town in north-east Victoria where the Ovens and King rivers meet; 29,808 people at the 2021 census; Avian Park; Wangaratta High School (Wikipedia, “Wangaratta”, retrieved 25 August 2026). The Ovens River receives the King River at Wangaratta and flows on to the Murray River (Wikipedia, “Ovens River” and “King River”, retrieved 25 August 2026).

Together 2 — Mia’s map of her people

Mia lives in Reservoir. She made a picture map of the people she loves.

Mia's map of the people she loves



Mia’s picture map of her people: her home where Mia, Mum and Dad live; her school with Ms Lee; Edwardes Lake Park where Tom plays; the shops on Edwardes Street where Mum works; and Nan’s home in Wangaratta, far away

Step 1 — Who is on the map? Mum, Dad, Ms Lee, Tom and Nan.

Step 2 — Where are they? Mum and Dad are at home. Ms Lee is at school. Tom is at the park. Mum works at the shops. Nan is far away in Wangaratta.

Step 3 — What pattern can we see? Most of Mia’s people are close to her home. Only Nan is far away.

Teacher note (E08 seeds Chapter 3). Mia’s map is the book’s first picture-map task (E08). Mapping skills seeded here — pictorial symbols, location, simple patterns — are developed formally in Chapter 3 per the TOC.

Your turn — with help

Teacher note (mapping). Q1–Q6 are scaffolded and picture- or map-led — E01, E02, E04, E05, E03, E07 in that order.

Q1. Look at the picture of the three kinds of places. Is your place a suburb, a town, or a small place in the country? Say it to a friend.

Q2. Look at the picture of what our place gives us. Point to where you play. Point to the water you drink.

Q3. Look at the map of the model town. Put your finger on the school. Put your finger on the shops. Now find the church, the park and the hill. The key can help you.

Q4. Look at the picture of special places. Tick the ones that are special to you. Then draw your own special place in the last box.

Q5. Look at the song, the painting and the story. Which one do you like? Say why in one sentence.

Q6. Look at the six cards. Tick the ones that look after a place. Put a cross on the ones that do not.

Your turn — on your own

Teacher note (mapping). Q7–Q10 are unscaffolded — E01+E06, E02, E08, E07.

Q7. Draw your place. Say or write: I live in _____. It is a suburb, a town, or a small place in the country.

Q8. Name three things your place gives you.

Q9. Make your own picture map. Show where your important people are. Are most of them close to your home?

Q10. Say or write one way you can look after your place this week.

Big question

Why is your place important to you? How can we care for it? Tell a friend two things that make your place special, and one way you will look after it.

Ideas for answers

Q1. Each child's answer is their own: a suburb, a town, or a small place in the country.

Q2. Where you play: places to play (the swing). What you drink: water.

Q3. The school has a flag on top. The shops have a red top. The church has a cross on top. The key names the park, the hill and the river.

Q4. Tick any you like. The drawing should show a place the child loves.

Q5. Any one is good. Listen for feeling words, like love or happy.

Q6. Tick: put rubbish in the bin; plant a tree; turn off the tap; pick up rubbish with your family. Cross: drop rubbish on the ground; break a branch.

Q7. Listen for a named place and a kind of place.

Q8. Any three of: homes, water, shops, schools, places to play.

Q9. Most maps will show people close to home. Some children may have someone far away, like Mia's Nan.

Q10. Any one way of looking after a place, like the cards show.

Place names and what they tell us

Curriculum link (teacher): Victorian Curriculum F–10 Version 2.0, Humanities — Geography, Foundation to Level 2 band. **Owens:** VC2HG2K02. **Draws on:** .E01 only. Elaborations .E02–.E04 are recorded exclusions (TOC §2 D3, §2A; CONTENT_POLICY Rule 1); the front-of-book note covers them. This section teaches the neutral core only: places are identified and named, local names carry meanings, and names can be investigated — with neutral local examples.

Theory

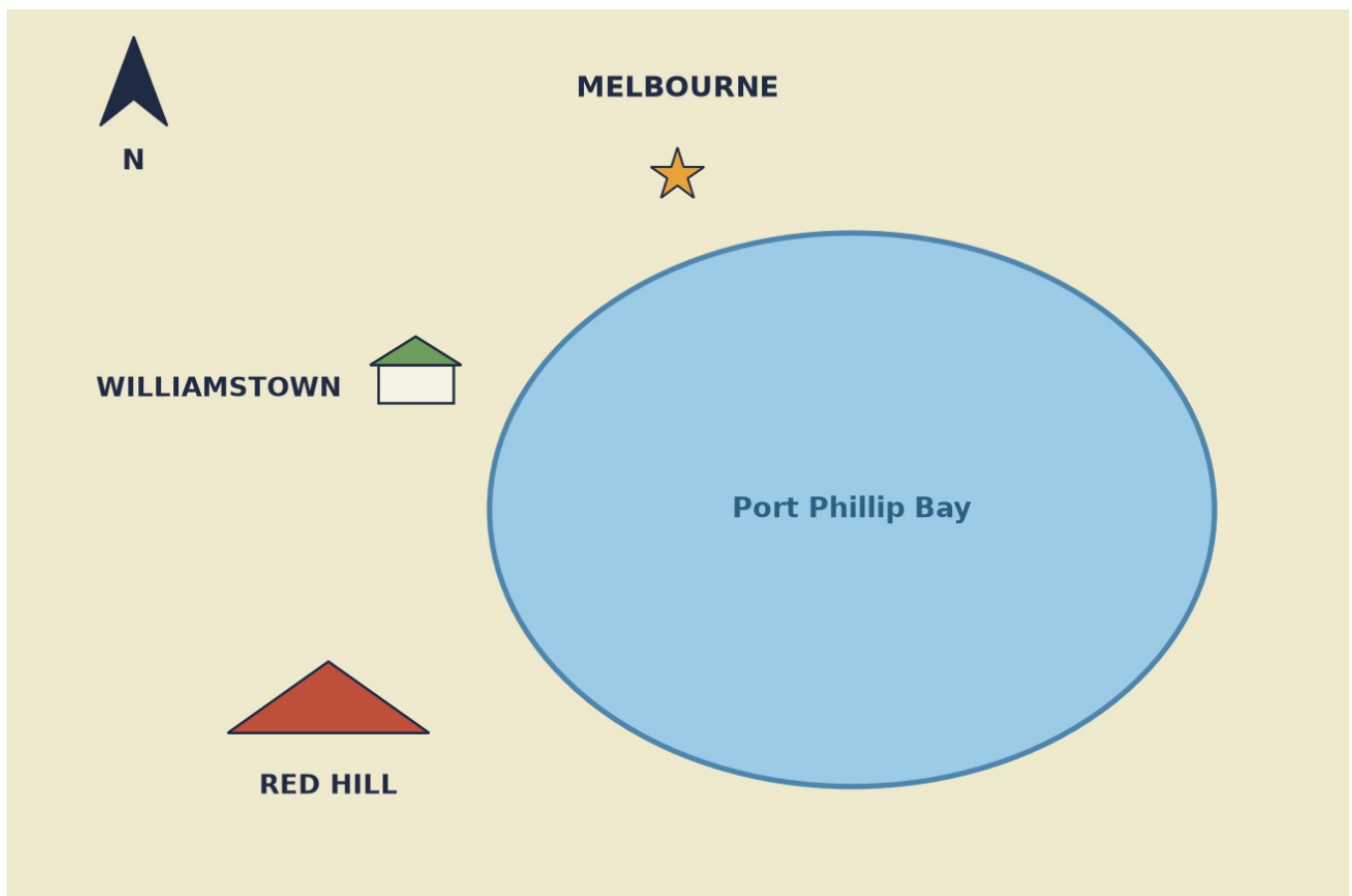
Every place has a name.

A **place** is a part of the world. Your home is a place. Your school is a place. A park is a place. A town is a place. A city is a place too.

People give places names. A name helps us know a place. A name helps us talk about a place. A name helps us find a place on a **map**. A map is a picture of a place, seen from up high.

You can see place names on signs. You can see place names on maps.

Places by Port Phillip Bay



A picture map showing Melbourne, Williamstown and Red Hill by the blue water of Port Phillip Bay

Picture 1. A picture map. Melbourne is at the top of the water. Williamstown is by the water. Red Hill is south of Melbourne. The big blue water is called Port Phillip Bay.

Names have meanings. The meaning of a name is what the name tells us.

Some names are about a person.

- **Melbourne** is named after a person. He was from a far place called Britain, long ago. His name was Lord Melbourne.

- **Williamstown** is named after a person too. It is named after a king, King William IV.

Some names tell us what is there.

- **Red Hill** has a hill with red soil. The name tells us about the red soil.
- **Station Street** is a street in Box Hill. It is next to the place where trains stop. The name tells us the trains stop there.

Real place names and what they tell us

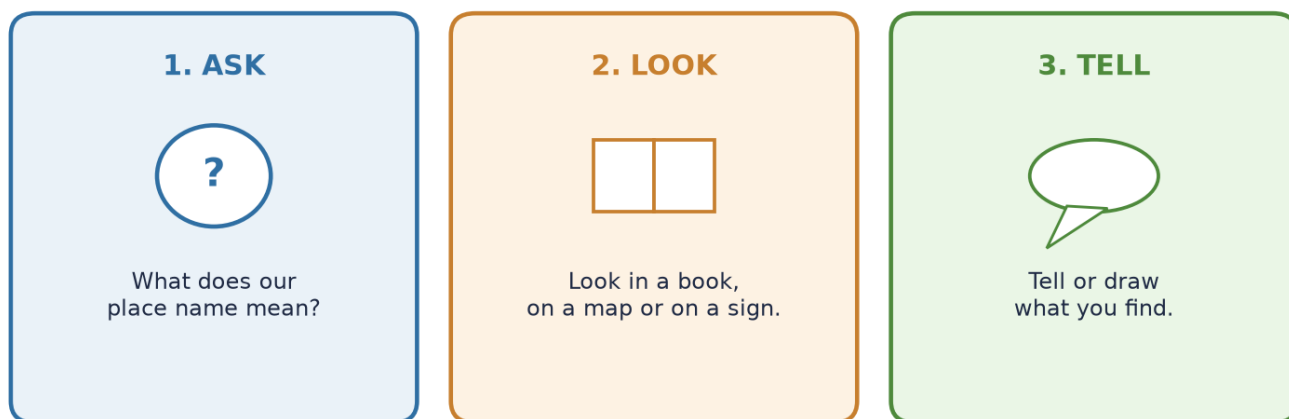
Place name	What the name tells us
Melbourne	named after a person: Lord Melbourne
Williamstown	named after a person: King William IV
Port Phillip	named after a person: Arthur Phillip
Red Hill	what is there: a hill with red soil
Station Street, Box Hill	what is there: a train station is close by

A table of five real Victorian place names and what each name tells us

Picture 2. Real place names and what they tell us.

We can find out what a place name means. We can ask. We can look in a book, on a map and on a sign. We can tell or draw what we find.

How to find out about a name



Three steps to find out what a place name means: ask, look, tell

Picture 3. How to find out about a name.

Sources (teacher): Melbourne — Wikipedia, “Melbourne” (retrieved 2026-08-25): Governor Bourke gave the town the name Melbourne on 10 April 1837, after William Lamb, 2nd Viscount Melbourne, then British Prime Minister. Williamstown — Wikipedia, “Williamstown, Victoria” (retrieved 2026-08-25): in 1837 Governor Bourke and Captain Lonsdale renamed the settlement “William’s Town” after King William IV. Red Hill — Wikipedia, “Red Hill, Victoria” (retrieved 2026-08-25): “Red Hill was so named due to the rich, red soil colour found in this locality.” Station Street — Wikipedia, “Box Hill railway station, Melbourne” (retrieved 2026-08-25): the station’s location is Station Street, Box Hill, Victoria 3128, on the Belgrave and Lilydale lines. Port Phillip — Wikipedia, “Port Phillip” (retrieved 2026-08-25): on 4 September 1805 Governor King renamed the bay Port Phillip, in honour of his predecessor Arthur Phillip.

Worked examples

Example 1 — scaffolded

What does the name **Melbourne** tell us?

Step	What we do
1. Look at the name.	The name is Melbourne . We can see it on a sign and on a map.
2. Ask.	What does the name tell us?
3. Find out.	Melbourne is named after a person. His name was Lord Melbourne. Long ago, in 1837, people gave the new town his name.
4. Say the meaning.	Melbourne is the place named after Lord Melbourne.



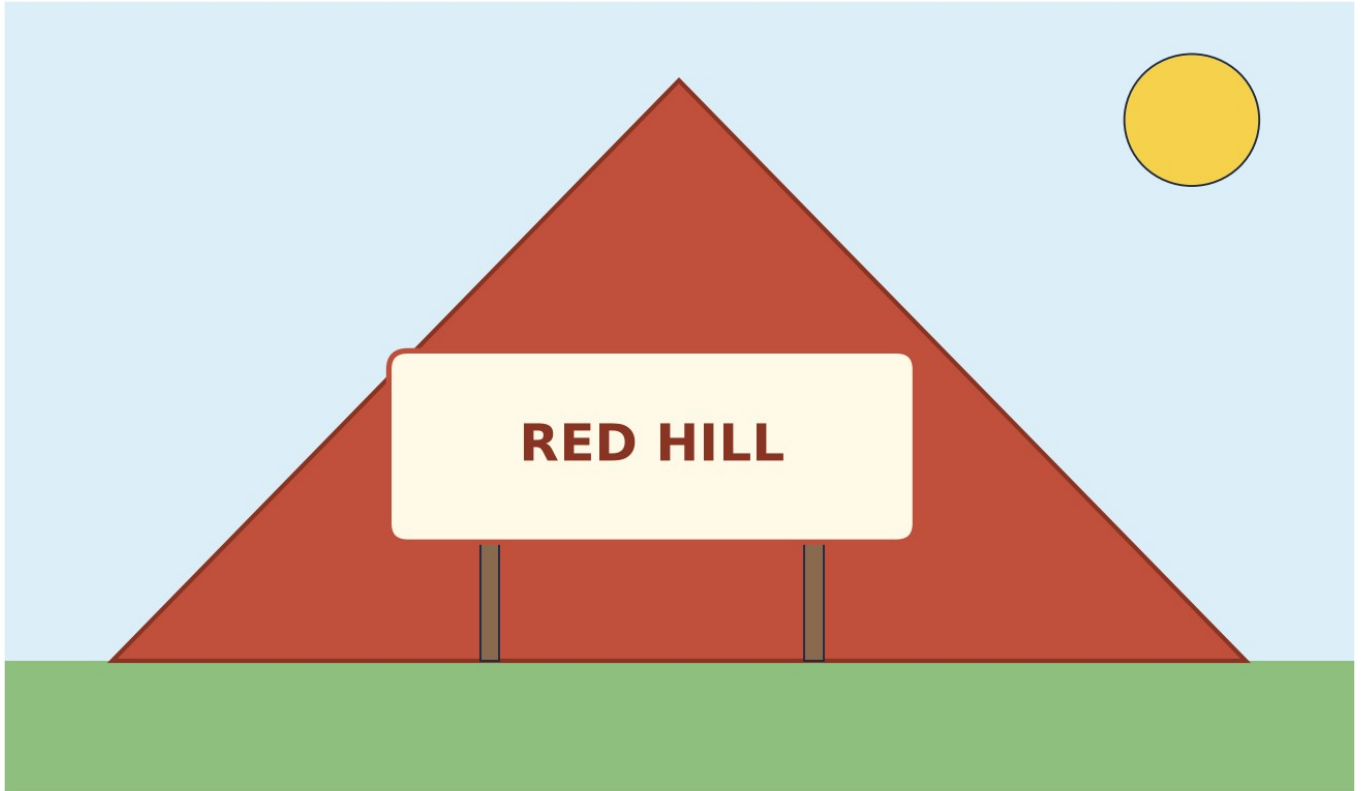
A green city name sign that says Melbourne, with houses next to it

Picture 4. The name on the sign is Melbourne.

Example 2 — scaffolded

What does the name **Red Hill** tell us?

Step	What we do
1. Look at the name.	The name is Red Hill .
2. Ask.	What does the name tell us?
3. Find out.	Red Hill is a real place in Victoria. It is south of Melbourne. The soil there is red.
4. Say the meaning.	The name tells us there is a hill with red soil.



A red hill with a white sign in front of it that says Red Hill

Picture 5. The name tells us about the red soil.

Practice questions

Scaffolded

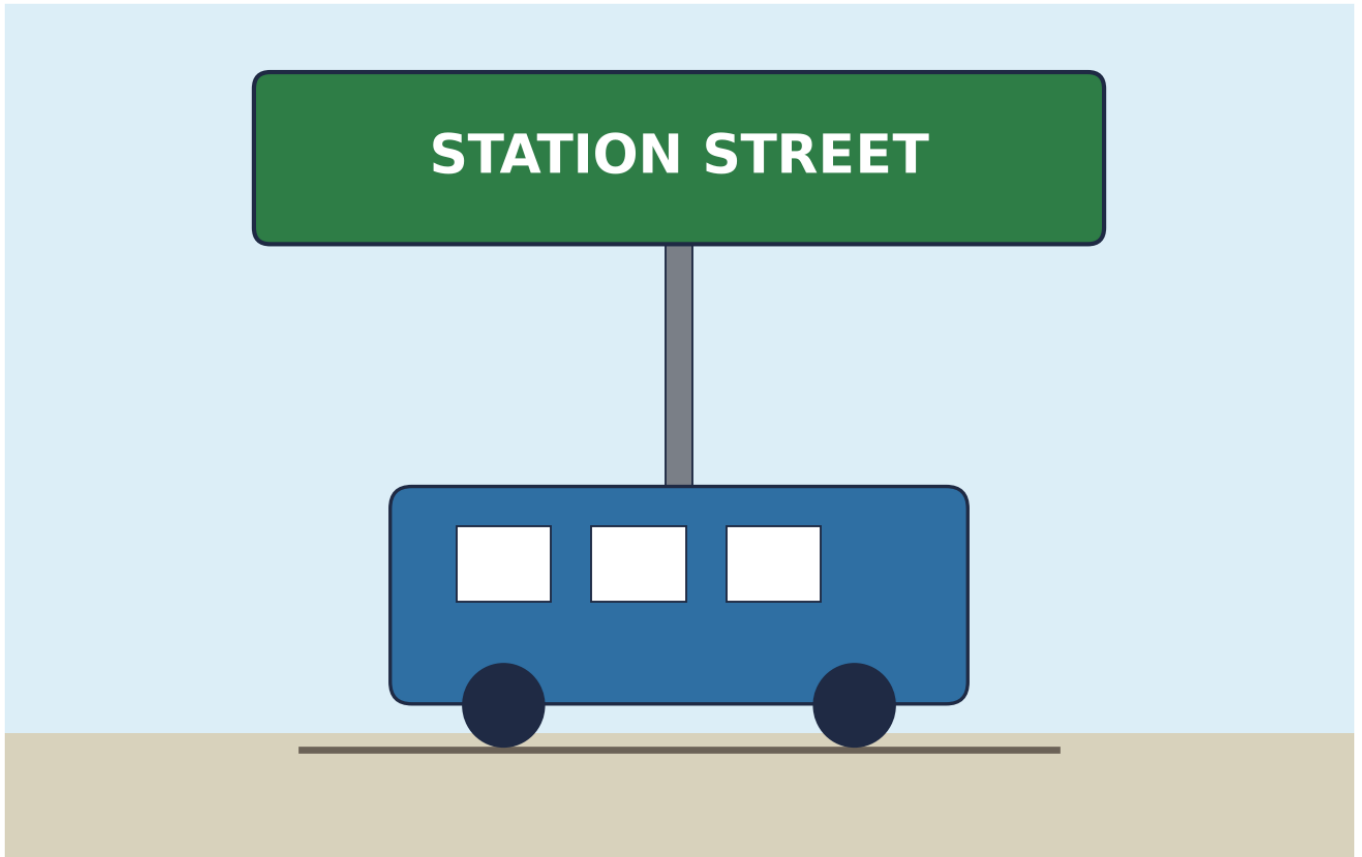
Q1. Look at the picture map (Picture 1). (a) Point to Melbourne. (b) Point to Williamstown. (c) Which place is away from the water: Williamstown or Red Hill? (d) What is the name of the big blue water on the map?

Q2. Look at Picture 2. Join each name to what it tells us.

Names: **Williamstown · Red Hill · Station Street**

Meanings: tells us trains stop there · named after a king · tells us about red soil

Q3. Look at the sign (Picture 6). (a) What name is on the sign? (b) This street is in Box Hill. The place where trains stop is next to it. Why is the name Station Street? (c) Is this name “after a person” or “tells us what is there”?



A green street sign that says Station Street, above a blue train

Picture 6. A street name sign. The trains stop close by.

Q4. Look at Picture 7. Put each name in the right box: **Melbourne, Red Hill, Williamstown, Station Street, Port Phillip.**

Put the names in the boxes

The diagram consists of a horizontal row of five yellow boxes with black borders, each containing a place name. Below this row are two large, rounded rectangular boxes. The left box is light blue with a dark blue border and contains the text 'Named after a person'. The right box is light green with a dark green border and contains the text 'Tells you what is there'.

Melbourne	Williamstown	Port Phillip	Red Hill	Station Street
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Named after a person

Tells you what is there

Five name cards above two empty boxes, one saying *Named after a person* and one saying *Tells you what is there*

Picture 7. Put the names in the boxes.

Q5. Fill in each line with a word from the box.

name	map	sign
------	-----	------

- (a) Every place has a _____.
- (b) We can find a place on a _____.
- (c) A street name is on a _____.

Q6. With your teacher, fill in two lines of the class chart (Picture 8). Write or draw the name of a place by your school, and what the name means.

Place names we know

	Place name	What does the name mean?
1		
2		
3		
4		
5		
6		

A blank class chart titled Place names we know, with six lines to fill in for a place name and what the name means

Picture 8. Our class chart.

Unscaffolded

Q7. Think of a park or a playground you know. Draw it. Give it a name. What does your name tell us?

Q8. What is the name of your town or city? Say the name. Ask at home or at school: what does the name mean? Draw or write what you find out.

Q9. What is the name of your street? Tell a friend what the name means. If you do not know, ask at home.

Q10. Write two place names you know. For each one, write or draw: is it “after a person” or “tells us what is there”?

Answers

- Q1.** (a) Melbourne is at the top of the water. (b) Williamstown is by the water, on the left of the map. (c) Red Hill is away from the water. (d) Port Phillip Bay.
- Q2.** Williamstown → named after a king. Red Hill → tells us about red soil. Station Street → tells us trains stop there.
- Q3.** (a) Station Street. (b) Because the place where trains stop is next to it. (c) It tells us what is there.
- Q4.** After a person: Melbourne, Williamstown, Port Phillip. Tells us what is there: Red Hill, Station Street.
- Q5.** (a) name. (b) map. (c) sign.
- Q6.** Answers will be different. Check each line has a name and a meaning.
- Q7.** Answers will be different. Check the name and the picture match.
- Q8.** Answers will be different.
- Q9.** Answers will be different.
- Q10.** Answers will be different.

Teacher notes

- **Thin by design.** TOC §3 (Chapter 1 notes) records that 1B is deliberately thin after the D3 purge: .E02 – .E04 are ATSI-only and purged, and the section must not be padded with invented First Nations material. All examples here are neutral (person-derived and descriptive place names).
- **Vocabulary gate.** Student-facing text ladder-checked at ceiling rank 1 (Yr1) with `vocab_level_check.py (load_ladder, check_text, tokenize)`. Exemptions applied per WORD_LEVEL_POLICY Rule 2: curriculum code VC2HG2K02 (referenced, not reproduced); proper nouns (real, sourced places: Melbourne, Williamstown, Port Phillip Bay, Red Hill, Station Street, Box Hill, Lord Melbourne, King William IV, Arthur Phillip, Victoria, Britain); subject terms defined at first use (*place*, *map*). Teacher-facing blocks (curriculum link, source lines, answers, these notes) are not student-facing.
- **D9.** Tasks sit at Level 1 pitch, mid-band; nothing here claims the band achievement standard.
- **Figures.** All eight figures are original, generated by the scripts `src/fig_1b_*.py` in this tree; the map is pictorial, not to scale. Every real referent carries a source line above (retrieved 2026-08-25).

Features of places: what they are, how they change, who cares for them

Curriculum link (teacher): Victorian Curriculum F–10 Version 2.0, Humanities — Geography, Foundation to Level 2 band. **Owens:** VC2HG2K05. **Draws on:** .E01, .E03, .E04. Elaboration .E02 is a recorded exclusion (TOC §2 D3.2, §2A; CONTENT_POLICY Rule 1): not taught, not drawn on. Level 1 pitch, mid-band, working towards the band achievement standard (Level 2 horizon) without claiming it (TOC D1, D9).

Theory

What we will learn

In this part of the book, you will learn about **features**.

- what natural features and constructed features are
- how to look for features in a place
- how features change
- who looks after features, and how you can help

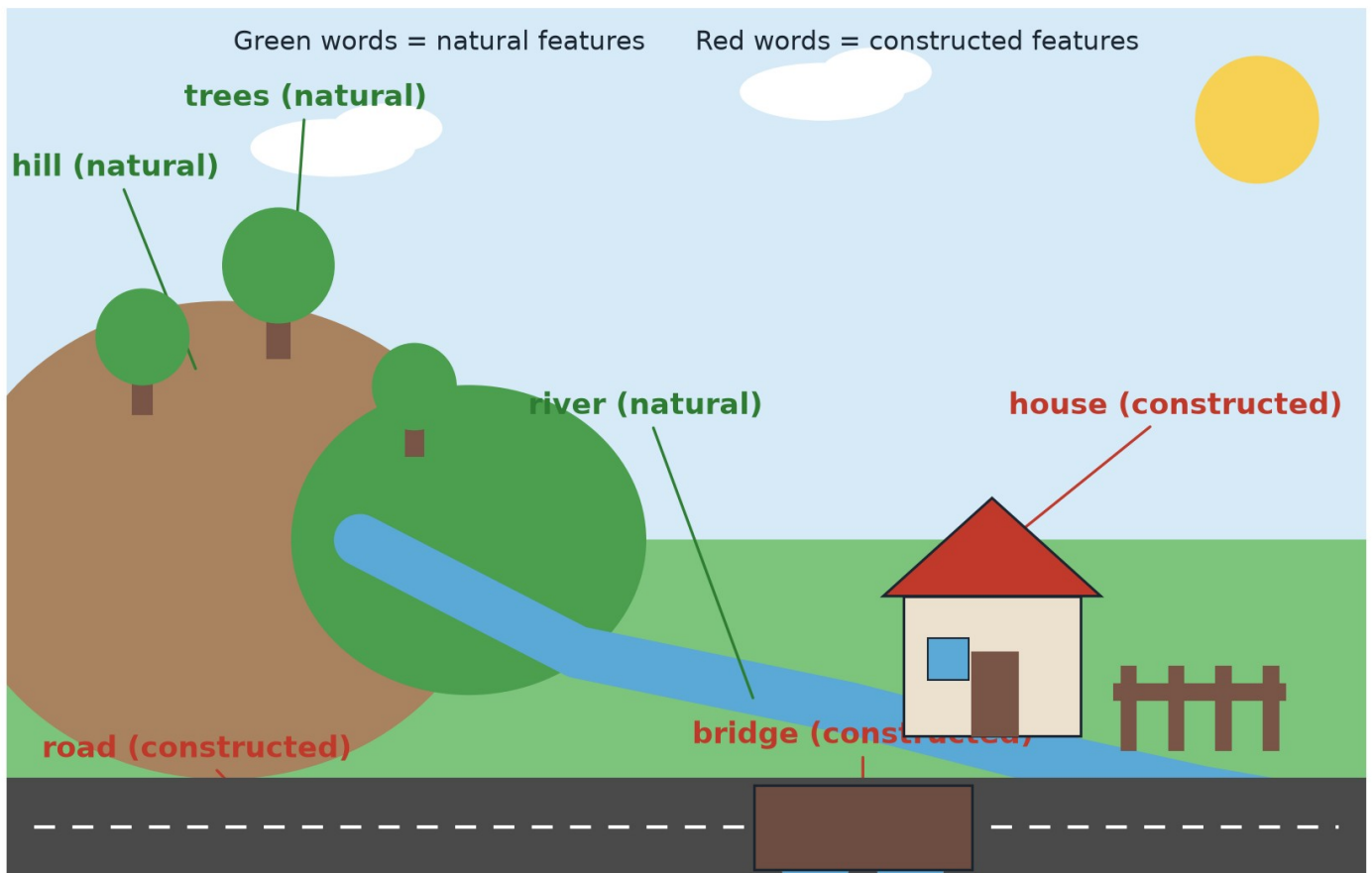
Words to know

- A **place** is a part of the world where people live, work and play.
- A **feature** is something you can see in a place.
- A **map** is a picture that shows where things are.
- **Fieldwork** is when we go outside to look at real places.

Part 1 — What is a feature?

Look at Picture 1. What can you see?

Features in a place



A picture of a place. There is a hill, a river and trees. There is a house, a road and a bridge over the river. The hill, river and trees are natural features. The house, road and bridge are constructed features.

Picture 1. A place with natural and constructed features.

You can see a hill, a river and some trees. You can see a house, a road and a bridge.

These things are all **features**. There are two kinds of features.

Natural features are features that people did not make. The land, the water, the wind and the sun made them. Hills, rivers, rocks, sand and trees are natural features.

Constructed features are features that people made. Houses, roads, bridges, paths and fences are constructed features.

Some features have natural parts **and** constructed parts. Think about a park. The grass and the trees are natural parts. The path, the seats and the swings are constructed parts. One park has both kinds.

Talk with a friend. Can you name a feature that has both kinds?

Part 2 — Looking for features in a real place

Healesville is a real town in Victoria. Many people live there. Let us look at its features.

Source (teacher): Wikipedia, “Healesville, Victoria” (retrieved 2026-08-25); Wikipedia, “Toolangi State Forest” (retrieved 2026-08-25). Full source list at the end of this section.

Here are some features of Healesville:

- The **Watts River** is a river. It goes through the town. A river is a natural feature.
- **Mount Riddell** and **Mount Saint Leonard** are tall hills close to the town. They are natural features.
- The **Toolangi forest** is close to the town. It has very tall trees. Possums and owls live there. A forest is a natural feature.
- The town has shops, houses and a school. They are constructed features.
- A bridge goes over the Watts River. People made it. It is a constructed feature.
- **Maroondah Reservoir** is a big lake close to the town. People made it. It is a constructed feature. You will read about it in Part 3.

Where are the features? Let us look at a map!

A map is a picture that shows where things are. Maps use **symbols**. A symbol is a small picture. It stands for one thing. The **legend** tells you what each symbol means. Look at Picture 2.

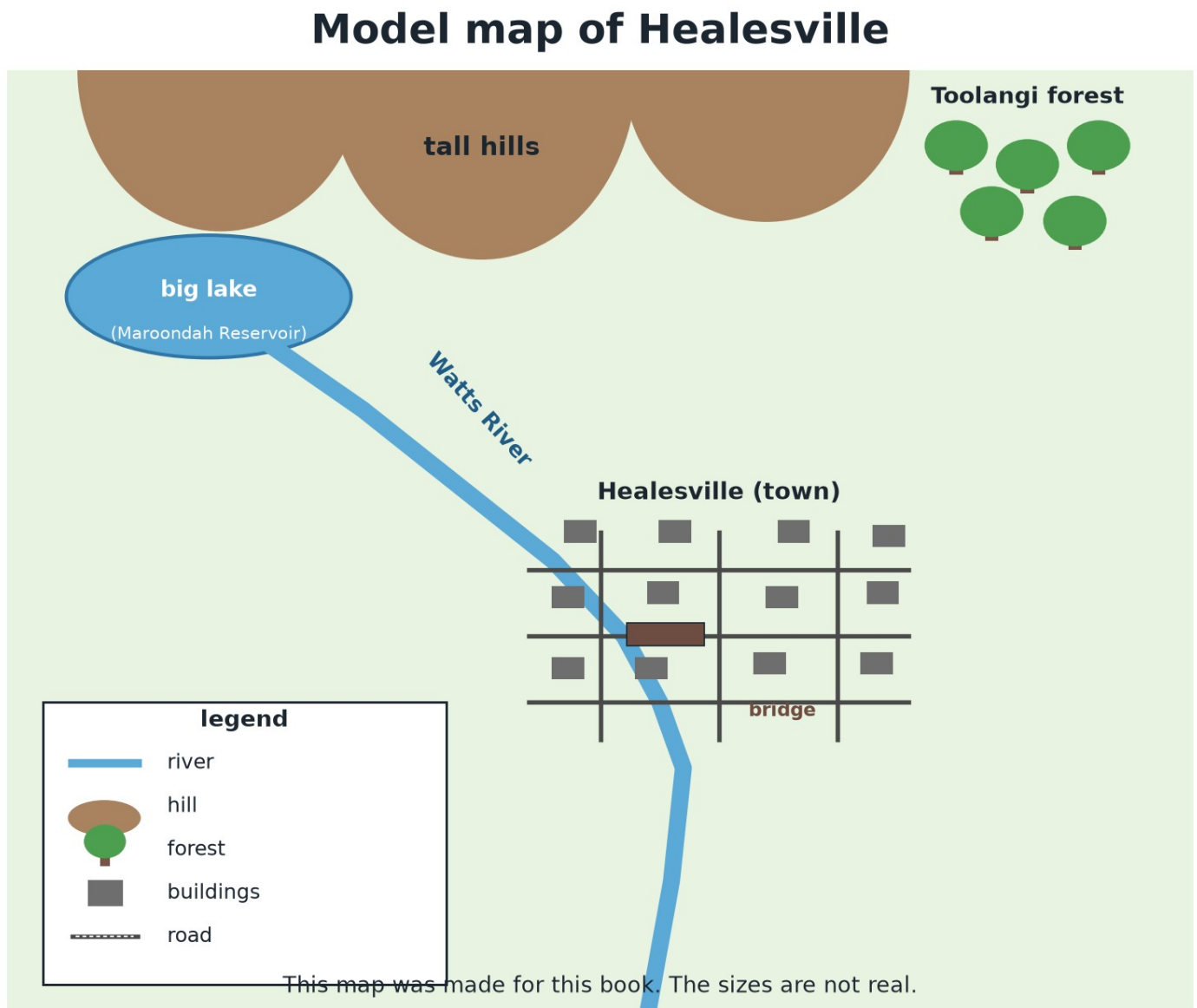
The legend: what the symbols mean

	→	river
	→	hill
	→	forest
	→	buildings
	→	road

A box of map symbols. A blue line means river. A bump means hill. A green tree means forest. A dark square means buildings. A black line means road.

Picture 2. The legend: what the symbols mean.

Picture 3 is a model map of Healesville. This map was made for this book. It shows where things are, but the sizes are not real.



A model map of Healesville. Tall hills and forest are at the top. A big blue lake is close to the hills. The Watts River goes from the lake, through the town, and down to the bottom. The town has many small buildings and roads. A legend shows what each symbol means.

Picture 3. A model map of Healesville. The sizes are not real.

Put your finger on the map.

1. Where is the Watts River?
2. Where are the tall hills?
3. Find the forest. What symbol stands for the forest?
4. Where is the big lake?

Part 3 — Features change

Features can change. Some changes are fast. Some changes are slow.

Changes from land, water and wind

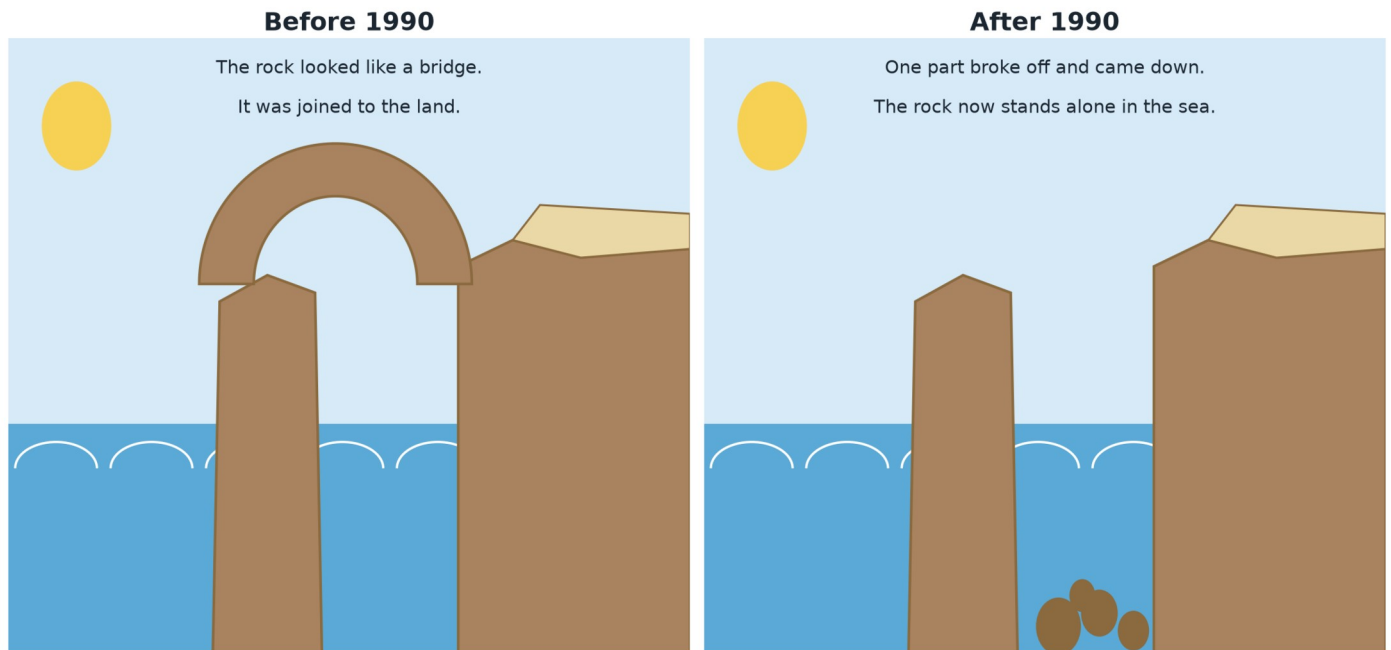
Waves, wind and rain can change the land. This slow change has a name. It is called **erosion**. Erosion happens when water, wind or waves wear rock and soil away, little by little.

At Port Campbell National Park in Victoria, there was a big rock in the sea. It looked like a bridge with two legs. It was joined to the land. People called it London Bridge.

The waves wore the rock away, little by little. On 15 January 1990, one part of the rock broke off and came down into the sea. Now the rock stands in the sea alone. People call it London Arch.

Source (teacher): Wikipedia, “London Arch” (retrieved 2026-08-25) — double-span natural arch; shore-side span fell on 15 January 1990 through gradual erosion. Wikipedia, “Port Campbell National Park” (retrieved 2026-08-25) — managed by Parks Victoria.

London Arch: a slow change — waves wore the rock away



Two pictures of London Arch. Before: a big rock in the sea looks like a bridge with two legs, joined to the land. After: one part of the rock is gone. One tall rock now stands alone in the sea.

Picture 4. London Arch: before 1990 and after 1990.

Changes people make

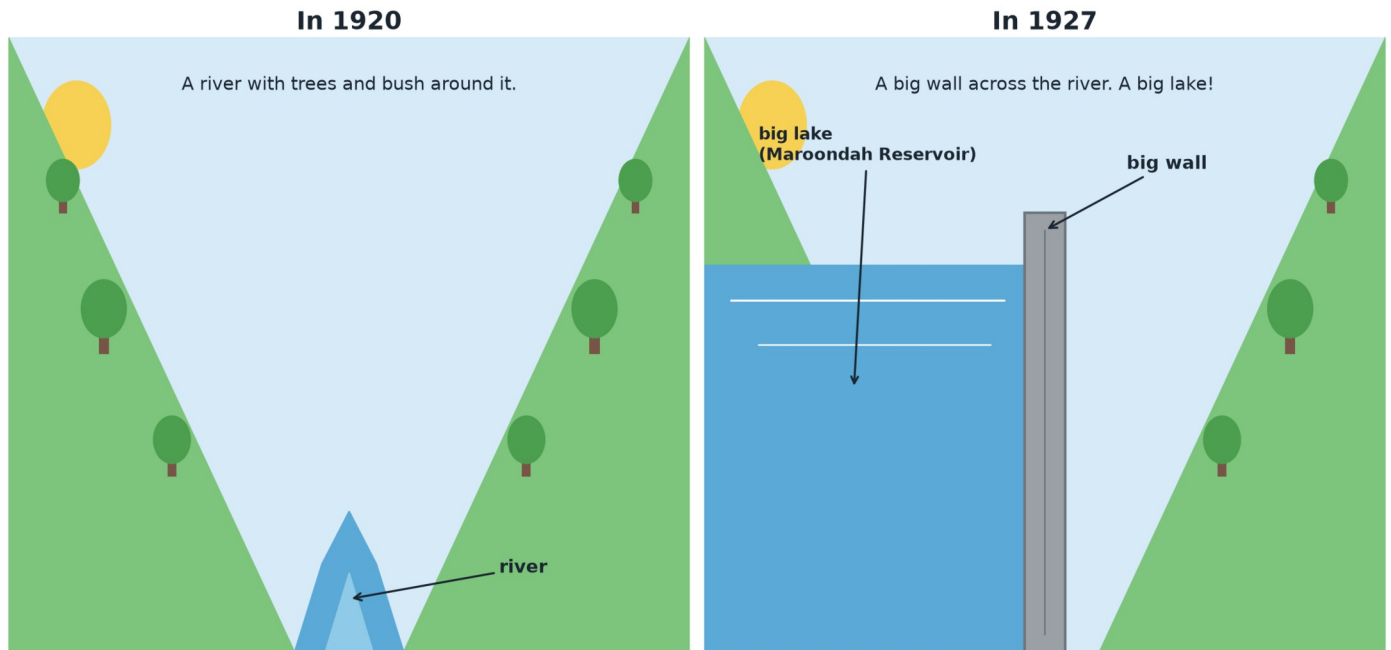
People change features too. They put up new buildings. They make new roads. They plant new trees.

Look at the Watts River close to Healesville. Long ago, there was a river there, with trees and bush around it. Then people made a big wall across the river. They made the wall from 1920 to 1927. The water could not go through. It filled up and made a big lake. The lake is called Maroondah Reservoir. Today the lake gives water to many homes in Melbourne.

The wall and the lake are constructed features. People made them, and people look after them.

Source (teacher): Wikipedia, “Maroondah Dam” (retrieved 2026-08-25) — construction commenced October 1920, completed 1927; gravity dam across the Watts River creating Maroondah Reservoir; supplies drinking water to Melbourne.

Maroondah: a change people made



Two pictures of the same place. Before, in 1920: a river runs through a place with trees. After, in 1927: a big wall goes across the river. A big blue lake sits beside the wall.

Picture 5. The Watts River at Maroondah: in 1920 and in 1927.

Changes you can find

You can find changes in your place too. Look for:

- new buildings
- new roads
- new trees that people planted
- rock or soil that water or wind wore away

Part 4 — Who looks after features?

People look after the things they love. Many people look after features so they stay safe and clean.

Why do we look after features?

- Features are homes for animals. Birds, frogs and fish live at wetlands.
- Features give us water and food. They give us fun places to play.
- Some features are very old and full of stories. People want to keep them for a long, long time.

What is a wetland?

A **wetland** is a place where the land is very wet. Water sits there. Wetlands are homes for many birds, frogs and fish.

The Edithvale–Seaford wetlands are real wetlands in Melbourne. They are very big. People have seen about 190 kinds of birds there!

Who looks after these wetlands?

- **Melbourne Water** looks after the water and the land.
- The **City of Frankston** helps too.
- A group called the **Friends of Edithvale–Seaford Wetlands** helps people learn about the birds.

Source (teacher): Wikipedia, “Edithvale–Seaford Wetlands” (retrieved 2026-08-25) — 261 ha of freshwater swamps and marshlands; up to 7,000 birds at once; about 190 recorded bird species; Edithvale Wetland managed by Melbourne Water; Seaford Wetland jointly managed by Melbourne Water and the City of Frankston; volunteers from the Friends of Edithvale-Seaford Wetlands help.

A park by the sea that people look after

Port Campbell National Park is a park by the sea in Victoria. It has big rocks and cliffs. The waves are strong there. Parks Victoria looks after the park. It keeps the park safe for visits.

An old building that people look after

Some old buildings are **heritage** places. Heritage means very old and full of stories. People want to keep these buildings safe for a long time.

The Royal Exhibition Building in Melbourne is a heritage building. People made it in 1880. A group called Museums Victoria looks after it today.

Source (teacher): Wikipedia, “Port Campbell National Park” (retrieved 2026-08-25); Wikipedia, “Royal Exhibition Building” (retrieved 2026-08-25) — built 1879–1880 in Carlton Gardens; UNESCO World Heritage Site since 2004; Museums Victoria are custodians.

Picture 6 shows who looks after some features, and how they help.

Who looks after features? How do they help?

feature	who looks after it?	how they help
 the wetlands	Melbourne Water, the City of Frankston and a friends group	They keep the water clean. They watch the birds.
 the park by the sea	Parks Victoria	It keeps the park safe for visits.
 the old building	Museums Victoria	It keeps the building strong and clean.
 our place	all of us!	We can pick up rubbish, plant trees and keep water clean.

A table about caring for features. Row one: the wetlands — Melbourne Water, the City of Frankston and a friends group — they keep the water clean and watch the birds. Row two: the park by the sea — Parks Victoria — it keeps the park safe for visits. Row three: the old building — Museums Victoria — it keeps the building strong and clean. Row four: our place — all of us — we can pick up rubbish, plant trees and keep water clean.

Picture 6. Who looks after features, and how they help.

In your place, many people help. Some people pick up rubbish. Some people plant new trees. Some people keep the water clean. Families and friends can help. You can help too!

Worked examples

Example 1 — scaffolded

Let us look at features in Healesville. For each feature, ask: did people make it, or did the land and water make it?

Feature	Natural or constructed?	How do you know?
the Watts River	natural	People did not make it. The water made it.
Mount Saint Leonard	natural	The land made it. People did not make it.
the Toolangi forest	natural	The trees grew there.
the bridge over the river	constructed	People made it from wood and stone.
the shops in town	constructed	People made them.
Maroondah Reservoir	constructed	People made the wall, and the wall made the lake.

Example 2 — scaffolded

Look at Picture 4 (London Arch). What changed?

	Before 1990	After 1990
What was it like?	The rock looked like a bridge. It was joined to the land.	One part of the rock is gone. The rock stands alone in the sea.
What changed it?	Waves wore the rock away, little by little. This is erosion.	On 15 January 1990, one part broke off and came down.

Now look at Picture 5 (the Watts River at Maroondah). What changed?

	In 1920	In 1927 and today
What was it like?	A river with trees and bush around it.	A big wall across the river, and a big lake.
What changed it?	People made the wall from 1920 to 1927.	The lake now gives water to homes in Melbourne.

Practice questions

Scaffolded

Q1. Look at Picture 1. Colour the natural features green. Colour the constructed features red.

Q2. Look at Picture 7. Put each word into the right group. Write the words in the boxes.

hill · river · tree · house · road · bridge

Put each word in the right group

Natural features	Constructed features

Write each word in a box above.

hill	house	river	tree	road	bridge
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A sorting board with two big boxes. The first box says natural features. The second box says constructed features. Six small word cards sit at the bottom: hill, river, tree, house, road, bridge.

Picture 7. Put the words in the boxes.

Q3. Look at Picture 3 (the model map of Healesville).

- Point to the Watts River.
- Where are the tall hills?
- Which symbol means forest?
- Where is the big lake?

Q4. Look at Picture 4 (London Arch). Fill in the missing words. Use the word box.

Word box: alone · bridge · down · waves

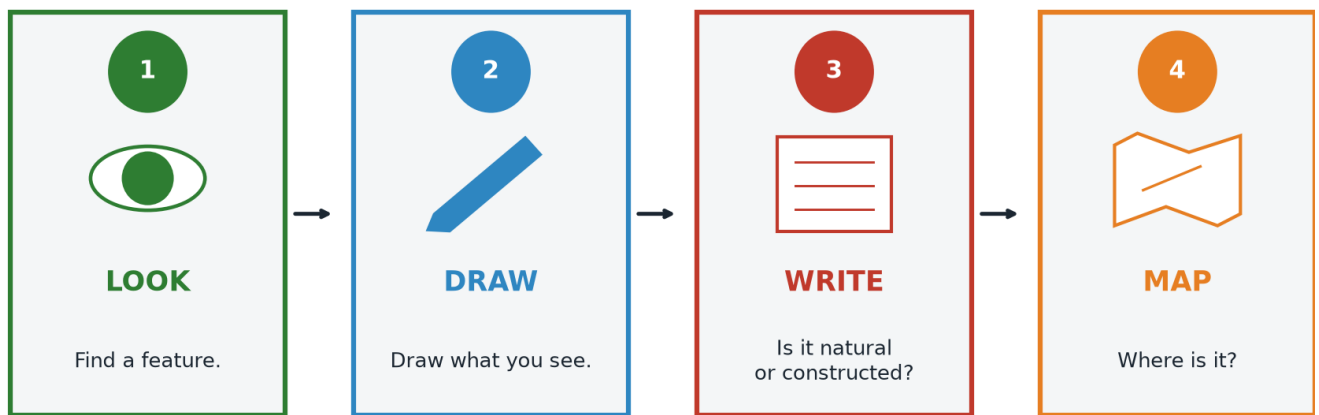
- The rock looked like a _____.
- The _____ wore the rock away, little by little.
- One part broke off and came _____ into the sea.
- Now the rock stands in the sea _____.

Q5. Match the feature to the people who look after it. Draw a line.

Feature	Who looks after it?
the wetlands in Melbourne	Museums Victoria
the old building in Melbourne	Parks Victoria
the park by the sea	Melbourne Water and the City of Frankston
our school grounds	we can all help!

Q6. Fieldwork walk! Go outside with your class. Follow the four steps in Picture 8. Then use the chart in Picture 9 to count the features you find.

Our fieldwork walk: four steps



Four steps for a fieldwork walk. Step one: look, find a feature. Step two: draw what you see. Step three: write, is it natural or constructed? Step four: map, where is it?

Picture 8. Our fieldwork walk: four steps.

Features we found on our fieldwork walk

feature	how many did you find?
hill	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
river or creek	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
trees	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
buildings	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
road	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
other	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Fill in one circle for each feature you find.

A chart called features we found. It has rows for hill, river or creek, trees, buildings, road, and other. Each row has ten empty circles to fill in when you count.

Picture 9. Count the features you find.

Unscaffolded

Q7. Draw your place. Show two natural features and two constructed features. Label them.

Q8. Find a change in your place. Draw the feature before and after. Write what happened.

Q9. Choose one feature close to your home. Who looks after it? How do you know? Tell a friend.

Q10. Draw one thing you can do to look after a feature. Write why it helps.

Think about it

Choose one feature in your place. Maybe it is a river, a park, a bush place or an old building.

1. Why is this feature good for people and animals?
2. What could happen if no one looked after it?
3. What can you do to help look after it?

Draw your idea. Write about it. Share it with your class.

Answers

Q1. Green: the hill, the river, the trees. Red: the house, the road, the bridge.

Q2. Natural features: hill, river, tree. Constructed features: house, road, bridge.

Q3. (a) The river runs from the lake, down through the town. (b) The hills are at the top of the map. (c) The green tree symbol. (d) The lake is close to the hills, at the top.

Q4. 1 bridge. 2 waves. 3 down. 4 alone.

Q5. The wetlands in Melbourne — Melbourne Water and the City of Frankston. The old building in Melbourne — Museums Victoria. The park by the sea — Parks Victoria. Our school grounds — we can all help!

Q6. Answers will be different. Check that each feature has a name, and that the count matches what the child saw.

Q7. Answers will be different. Check for two natural features and two constructed features, with labels.

Q8. Answers will be different. Check for a before and an after, and words about what happened.

Q9. Answers will be different. Check for one feature, one carer, and a reason.

Q10. Answers will be different. Check for one action and one reason why it helps.

Think about it. Answers will be different. Look for one clear reason to look after the feature, and one thing the child can do to help.

Teacher notes

- **Section shape (TOC §3 volume note).** One short teaching sequence at Level 1 pitch: teacher-led, decodable student-facing text supported by pictures and maps; 2 worked examples on real, sourced, Victorian-checkable places (Healesville; London Arch/Port Campbell; Maroondah; Edithvale–Seaford wetlands; Royal Exhibition Building); 6 scaffolded practice questions (picture- and map-led); 4 unscaffolded questions; 1 reasoning prompt (“Think about it”) — the CD text asks how features can be cared for, so the prompt asks for a proposal with a reason. This is the care-for-place thread that 3D concludes (TOC Chapter 1 notes).
- **Elaboration drawdown.** E01: Part 2 (features of a real local-scale place; locating them on a map via Picture 3 with symbols and legend). E03: Part 3 and Example 2 (change from before-and-after images with dates — erosion, new wall and lake; new buildings, new roads and tree planting listed as observable change types). E04: Part 4 and Picture 6 (wetlands, bushland via the Toolangi forest referent, a park, a heritage building; why care is needed, how it happens, and who provides it — named carers only where sourced). E02 (TOC D3.2): excluded whole; nothing here alludes to it and no invented substitute is offered.
- **Scale (TOC D6).** Personal and local scale only; the named Victorian places are exemplars, not a national-scale study.
- **Subject terms defined at first use (WORD_LEVEL_POLICY Rule 2; TOC D4 list):** place, feature (with natural feature / constructed feature), map, symbol, legend, erosion, wetland, heritage, fieldwork. Curriculum’s own words (natural, constructed, features, change, cared for) are exempt per Rule 2.
- **Vocabulary gate.** Student-facing text ladder-checked with `vocab_level_check.py` logic (`load_ladder`, `check_text`, `tokenize`) at ceiling rank 1 (Yr1). Exempt per Rule 2: the curriculum codes above, teacher source lines, these notes; proper nouns (Healesville, Watts River, Mount Riddell, Mount Saint Leonard, Toolangi, Maroondah, Melbourne, Victoria, Port Campbell, London Bridge/London Arch, Edithvale–Seaford, Frankston, Parks Victoria, Museums Victoria, Royal Exhibition Building); structural heading labels (Theory, Worked examples, Example, Practice questions, Scaffolded, Unscaffolded, Answers, Teacher notes — navigational paratext, not body text). All other words sit at or below the ceiling. Gate script: `src/gate_1c.py` (result: CLEAN).
- **Decoding notes.** Teacher-supported reading is the norm (TOC D4). Q4 supplies every answer word in the word box, so no child is marked on an untaught word.
- **Fieldwork and data skills.** Q6 is this section’s fieldwork seed (3B owns fieldwork proper) and Picture 9 is a one-to-one count display, parallel to Mathematics Level 1 VC2M1ST01/VC2M1ST02 and to 3C’s pictorial tables (TOC §4). The walk can also serve Science F–2 VC2S2U07 observations if timetabled together.

- **Forward links (not taught here).** 2B owns weather and seasons — do not extend Part 3’s rain-and-wind examples into weather teaching. 3A–3D reuse this section’s places for inquiry skills. Levels 3–4 VC2HG4K09 (sustainability, resources, waste) is the handoff for the care thread (TOC §4).
- **D9.** Nothing in this section claims the band achievement standard; tasks judge progress at Level 1 pitch only.

Sources (teacher)

Every real place, feature and named carer used in student text, with retrieval dates (SOURCE_USE.md).

1. Healesville, Victoria — Wikipedia, “Healesville, Victoria”, retrieved 2026-08-25. Town on the Watts River (a tributary of the Yarra River); Mount Riddell and Mount Saint Leonard nearby; Maroondah Dam/Reservoir among its features.
2. Watts River / Maroondah Dam — Wikipedia, “Maroondah Dam”, retrieved 2026-08-25. Gravity dam across the Watts River near Healesville; construction commenced October 1920, completed 1927; creates Maroondah Reservoir, which supplies drinking water to metropolitan Melbourne.
3. Toolangi State Forest — Wikipedia, “Toolangi State Forest”, retrieved 2026-08-25. Eucalypt forest in the Central Highlands of Victoria, including mountain ash (*Eucalyptus regnans*); habitat of Leadbeater’s possum and powerful, sooty and masked owls.
4. London Arch — Wikipedia, “London Arch”, retrieved 2026-08-25. Offshore natural arch in Port Campbell National Park, Victoria; formerly a double-span natural bridge; the shore-side span fell on 15 January 1990 through gradual erosion.
5. Port Campbell National Park — Wikipedia, “Port Campbell National Park”, retrieved 2026-08-25. Managed by Parks Victoria; contains the Twelve Apostles and London Arch.
6. Edithvale–Seaford Wetlands — Wikipedia, “Edithvale–Seaford Wetlands”, retrieved 2026-08-25. 261 ha of mostly freshwater swamps and marshlands in south-eastern Melbourne; Ramsar-listed; up to 7,000 birds at once; about 190 recorded bird species; Edithvale Wetland managed by Melbourne Water; Seaford Wetland jointly managed by Melbourne Water and the City of Frankston; Friends of Edithvale–Seaford Wetlands volunteers assist.
7. Royal Exhibition Building — Wikipedia, “Royal Exhibition Building”, retrieved 2026-08-25. Built 1879–1880 in Carlton Gardens, Melbourne; UNESCO World Heritage Site (2004); Museums Victoria are custodians.

Wikipedia is used as the checkable, dated source of record; each fact above was read from the cited page on the retrieval date.