

# Mathematics Level 7

## Chapter 2 — Our place in Australia and the wider world

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# From home to country: places at different scales, and Australia on the map

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## Teacher notes — curriculum traceability, severances and sourcing

**Owens:** VC2HG2K04 (one content description — D2/D5). **Draws on:** VC2HG2K04.E01, .E02, .E03†, .E04†. †E03 and E04 are severed per CONTENT\_POLICY Rule 1 (TOC §2/§2A): only the neutral remainder is taught — see the severance record below. The VC2 codes are references to the VCAA export; VC2 wording is not reproduced here.

**Severance record (CONTENT\_POLICY Rule 1; TOC §2/§2A).** This section teaches the neutral remainder of E03† (locating and naming Australia’s states, territories and capital cities on a map — Part 3) and the neutral remainder of E04† (Australia’s major natural features under their standard geographical names — Part 4). The AIATSIS-map clause of E03†, the Aboriginal and Torres Strait Islander place-names clause of E04† (including Uluru and Kati Thanda), and the “Countries and Places” clause of the content descriptor are severed and are NOT taught here. Front-of-book exclusion notices are injected by the assembler; this section prints none of its own.

**Contested and defined terms.** *place* is taught in the sense of E01 (a named part of the world that means something to people). *scale* carries the operational definition stated in Part 2: how much land we look at — from the personal scale (home), through the local scale (the suburb or town), to the regional scale (the state) and the national scale (the country), per E02. *state*, *territory*, *capital city*, *feature*, *river*, *reef*, *range*, *desert*, *mountain*, *map* and the teaching device *ladder* are defined at first use in the student text.

**Sourcing.** Every real referent in the student text carries a source line in the Sources list at the foot of this section (all retrieved 2026-08-25). The VC2 codes above are references to the VCAA export VC2\_AS-CD-Elab\_29-07-2026.csv (retrieved 2026-07-29); VC2 wording is not reproduced. No textbook was consulted. All maps are original schematic figures generated by the scripts in `src/`; shapes are simplified for learning and are not traced from any published map.

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## Let’s learn

### Part 1 — What is a place?

Your home has a name. Its name is its **address** — the number, the street and the town. Your home means something to you and to your family. A part of the world that has a name and means something to people is a **place**.

## A place card

**Name of the place:** Ballarat

**What is it?** A city.

**Where is it?** In Victoria, in Australia.

**Who is there?** People live, work and play there.

**A place has a name.**

**A place means something to the people there.**

*A place card for Ballarat: the name of the place, a picture of the place, and the words a place has a name and means something to the people there.*

A **map** is a picture of a place, seen from up high, looking down. Maps help us find places and see where they are.

### Part 2 — The scale ladder: from home to country

Places sit inside bigger places. Your home is in a suburb or a town. That suburb or town is in a state. That state is in a country. We draw this as a **ladder** — a picture with a step for each bigger place. Each step up is a bigger **scale**. Scale is how much land we look at.

## The scale ladder — from home to country



*At each rung up, we see more and more land.*

*The scale ladder: step 1 home at the bottom, step 2 your suburb or town, step 3 your state, step 4 your country Australia at the top; the words bigger and bigger go up the side.*

- Step 1 — **home**: your house and your street. This is the personal scale.
- Step 2 — **your suburb or town**: the place your home is in. This is the local scale.
- Step 3 — **your state**: a big part of your country. This is the regional scale.
- Step 4 — **your country**: all of Australia. This is the national scale, the biggest step.

Your home address can take you up the whole ladder: the house and the street, the suburb or town, the state, then the country.

### Part 3 — Australia on the map: states, territories and capital cities

Australia is our country. On a map, Australia is cut into six **states** and two **territories**. A state is a big part of a country. A territory is a part of a country too. Each state and territory has a **capital city** — the city that looks after the whole state or territory.

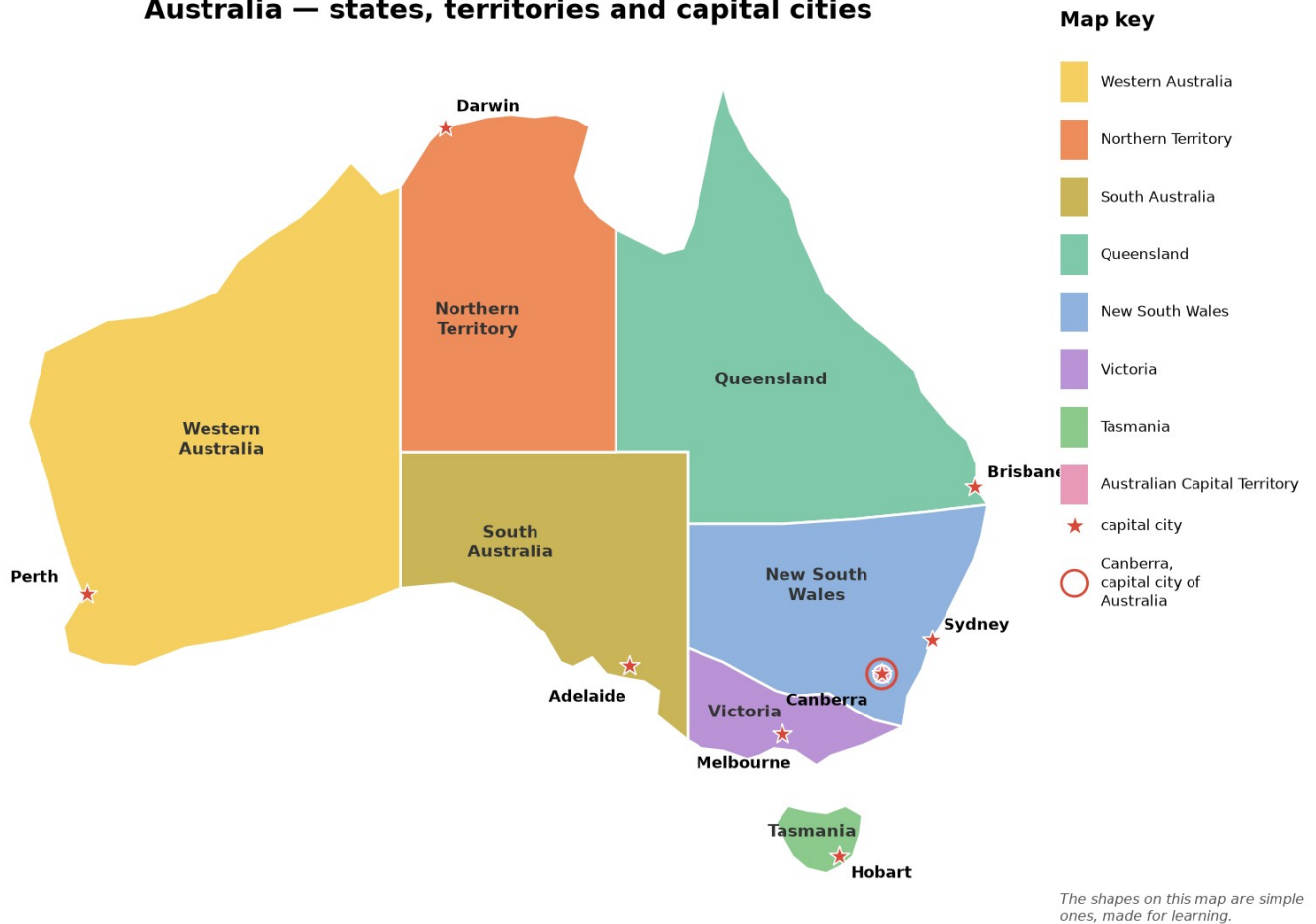
### The states, the territories and their capital cities

| State or territory                                                                                                      | Capital city |
|-------------------------------------------------------------------------------------------------------------------------|--------------|
|  <b>Western Australia</b>              | Perth        |
|  <b>Northern Territory</b>             | Darwin       |
|  <b>South Australia</b>                | Adelaide     |
|  <b>Queensland</b>                     | Brisbane     |
|  <b>New South Wales</b>                | Sydney       |
|  <b>Victoria</b>                       | Melbourne    |
|  <b>Tasmania</b>                       | Hobart       |
|  <b>Australian Capital Territory</b> | Canberra     |

*Each state and territory has a capital city.*

*A table listing the six states and two territories of Australia next to their capital cities: Western Australia Perth, Northern Territory Darwin, South Australia Adelaide, Queensland Brisbane, New South Wales Sydney, Victoria Melbourne, Tasmania Hobart, Australian Capital Territory Canberra.*

## Australia — states, territories and capital cities



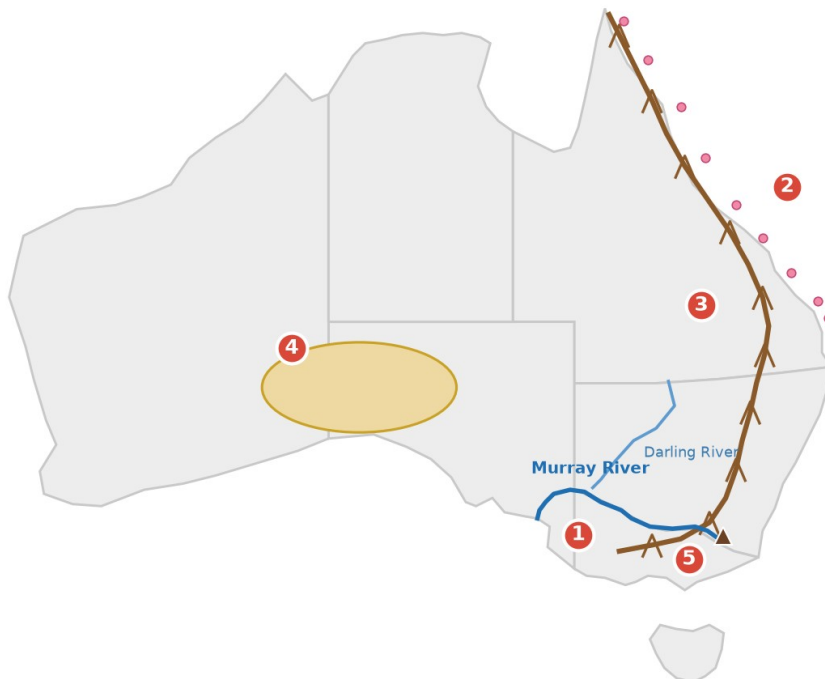
*A colour map of Australia with each state and territory in its own colour, a star on each capital city, and a ring around Canberra, the capital city of Australia.*

Canberra is the capital city of Australia. Tasmania sits below Victoria on the map: the sea is all around it.

## Part 4 — The big natural features of Australia

A **feature** is a big thing we can see on the land or in the sea. Australia has some very big features.

### Big natural things in Australia



The shapes on this map are simple ones, made for learning.

#### Key

- 1 Murray River**  
the longest river in Australia
- 2 Great Barrier Reef**  
the biggest reef in the world
- 3 Great Dividing Range**  
a long line of mountains
- 4 Great Victoria Desert**  
the biggest desert in Australia
- 5 Mount Kosciuszko**  
the highest mountain in Australia

The blue line that joins the Murray River is the Darling River.

A colour map of Australia with the numbers 1 to 5 on five big natural features and a key: 1 Murray River, the longest river in Australia; 2 Great Barrier Reef, the biggest reef in the world; 3 Great Dividing Range, a long line of high land; 4 Great Victoria Desert, the biggest desert in Australia; 5 Mount Kosciuszko, the highest mountain in Australia.

1. **Murray River** — the longest river in Australia (2,508 km). A **river** is a long line of water moving across the land. It runs between New South Wales and Victoria, and on to the sea in South Australia.
2. **Great Barrier Reef** — the biggest **reef** in the world, more than 2,300 km long. A reef is a hard line in the sea, made by very small living things. The reef is in the sea next to Queensland.
3. **Great Dividing Range** — a **range** is a long line of mountains and high land. This one is 3,500 km long and runs down the right side of the map.
4. **Great Victoria Desert** — the biggest **desert** in Australia. A desert is a very dry place: not much rain falls there. It is in Western Australia and South Australia.
5. **Mount Kosciuszko** — the highest mountain in Australia (2,228 m), in New South Wales. A **mountain** is land that goes up very high.

## Mia shows you how

### Example 1 — scaffolded

Mia lives in Ballarat. Ballarat is a city in Victoria, 110 km from Melbourne. Mia uses her home address to go up the scale ladder. Here is her ladder, all done.

## Mia's scale ladder — done!

Step 4 — the biggest place (the national scale)

— **Australia** ————— = her country



Step 3 (the regional scale)

— **Victoria** ————— = her state



Step 2 (the local scale)

— **Ballarat** ————— = the city her home is in



Step 1 — the smallest place (the personal scale)

— **Mia's home** ————— = Mia's house and her street



*From home to country: bigger and bigger.*

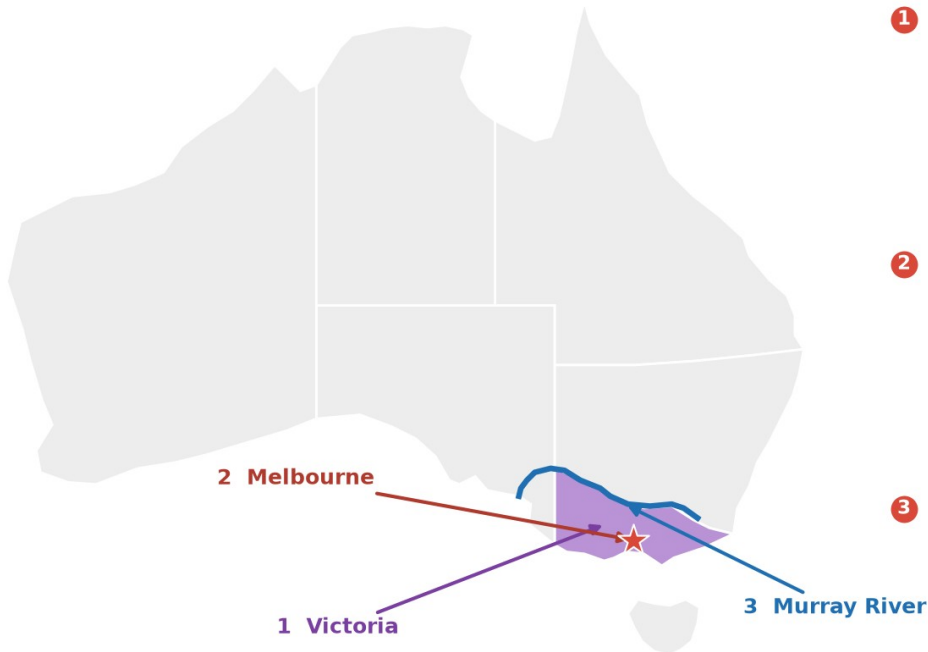
*Mia's done scale ladder: step 1 Mia's home, the personal scale; step 2 Ballarat, the local scale; step 3 Victoria, the regional scale; step 4 Australia, the national scale; each step has a tick.*

| Step         | What Mia wrote | Why                                           |
|--------------|----------------|-----------------------------------------------|
| 1 (personal) | Mia's home     | her house and her street — the smallest place |
| 2 (local)    | Ballarat       | the city her home is in                       |
| 3 (regional) | Victoria       | the state her city is in                      |
| 4 (national) | Australia      | her country — the biggest place               |

## Example 2 — scaffolded

Mia looks at the map of Australia. She makes three finds.

### Reading the map: three finds



*The shapes on this map are simple ones, made for learning.*

### What Mia found and said

1

I found Victoria. It is my state.

2

I found the star in Victoria. It is Melbourne, the capital city of Victoria.

3

I found the long blue line on top of Victoria. It is the Murray River, the longest river in Australia.

*"on top of Victoria" — the river runs between New South Wales and Victoria.*

*A map of Australia with Victoria in colour, a big star at Melbourne and the Murray River in blue; the numbers 1, 2 and 3 sit at Victoria, Melbourne and the Murray River.*

1. "I found Victoria. It is my state." — Victoria is at the bottom right of the big land.
2. "I found the star in Victoria. It is Melbourne, the capital city of Victoria." — on a map, the star stands for a capital city.
3. "I found the long blue line on top of Victoria. It is the Murray River, the longest river in Australia." — on a map, blue lines are rivers.

## Your turn

### Scaffolded

**Q1.** Word box: **home** | **town** | **state** | **country**. Put each word in the right space.

- (a) The smallest place on the ladder is my \_\_\_\_\_.
- (b) My suburb or \_\_\_\_\_ is the local scale.
- (c) Victoria is my \_\_\_\_\_. It is the regional scale.
- (d) Australia is my \_\_\_\_\_. It is the national scale.

**Q2.** Join each state to its capital city with a line.

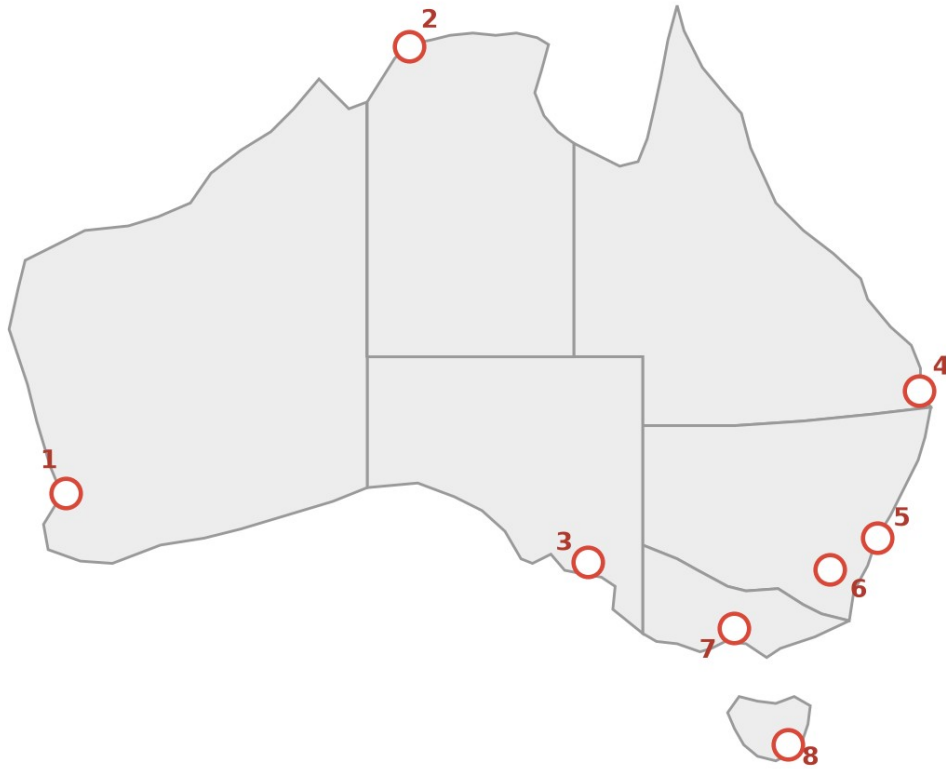
Queensland • • Adelaide Western Australia • • Brisbane Tasmania • • Perth South Australia • • Hobart

**Q3.** Put a ✓ next to each capital city. No ✓ for the other names.

Sydney — Ballarat — Perth — Darwin — Bendigo — Adelaide — Hobart — Warrnambool

**Q4.** Look at the map with eight numbered dots. Each dot is on a capital city. Write the name of each city. Word box: **Perth | Darwin | Adelaide | Brisbane | Sydney | Canberra | Melbourne | Hobart**

**Number the capital cities**



**Write the name of each city:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

The shapes on this map are simple ones, made for learning.

*A map of Australia with no colour, with eight numbered dots on the capital cities, and lines to write the eight city names.*

**Q5.** Yes or no?

- (a) The Murray River is the longest river in Australia.
- (b) The Great Barrier Reef is in the sea next to Western Australia.
- (c) Mount Kosciuszko is the highest mountain in Australia.
- (d) The Great Victoria Desert is a very wet place.

**Q6.** Word box: **place | name | people**. Put each word in the right space.

A \_\_\_\_\_ has a \_\_\_\_\_. It means something to the \_\_\_\_\_ there.

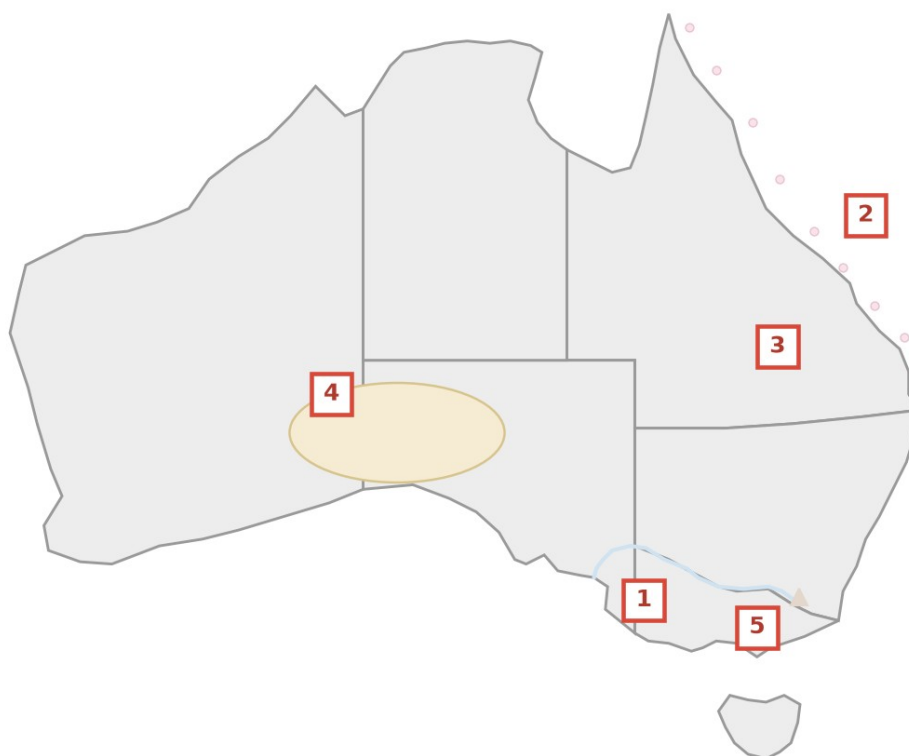
### **Un scaffolded**

**Q7.** Draw your own scale ladder with four steps, home at the bottom and country at the top. Write in: your street, your suburb or town, Victoria, and Australia.

**Q8.** Do not look at the map. Write: (a) the capital city of Victoria; (b) the capital city of Australia; (c) one more state and its capital city.

**Q9.** Look at the map with five numbered boxes. Write the name from the word box in each box.

### Where are the big natural things?



*The shapes on this map are simple ones, made for learning.*

**Word box:**

**Great Barrier Reef | Great Dividing Range | Great Victoria Desert**

**Mount Kosciuszko | Murray River**

*A map of Australia with no colour, with five numbered boxes on five natural features, and a word box with their five names.*

**Q10.** Pick one state on the big land (not Tasmania). Write: (a) its name; (b) its capital city; (c) one big natural feature close to it, and what it is (a river, a desert, a mountain, a reef or a range).

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## Answers

**Q1.** (a) home (b) town (c) state (d) country. | **Q2.** Queensland–Brisbane; Western Australia–Perth; Tasmania–Hobart; South Australia–Adelaide. | **Q3.** ✓: Sydney, Perth, Darwin, Adelaide, Hobart; no ✓: Ballarat, Bendigo, Warrnambool. | **Q4.** 1 Perth, 2 Darwin, 3 Adelaide, 4 Brisbane, 5 Sydney, 6 Canberra, 7 Melbourne, 8 Hobart. | **Q5.** (a) yes (b) no — the reef is next to Queensland (c) yes (d) no — a desert is a very dry place. | **Q6.** place, name, people. | **Q7.** Look for: four steps, home at the bottom, Australia at the top, each step a bigger place. | **Q8.** (a) Melbourne (b) Canberra (c) any right state with its right capital city. | **Q9.** 1 Murray River, 2 Great Barrier Reef, 3 Great Dividing Range, 4 Great Victoria Desert, 5 Mount Kosciuszko. | **Q10.** Any right state with its capital city and a feature close to it (like: Victoria — Melbourne — the Murray River, a river).

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## Sources (teacher-facing)

- Curriculum: VCAA, Victorian Curriculum 2.0 Geography content-descriptor and elaboration export `VC2_AS-CD-Elab_29-07-2026.csv`, retrieved 2026-07-29; VC2 codes referenced in the teacher notes above, wording not reproduced.
- States and territories of Australia and their capital cities (six states, two territories; Canberra the capital city of Australia): Wikipedia, “States and territories of Australia”, retrieved 2026-08-25.
- Murray River — 2,508 km, the longest river in Australia; between New South Wales and Victoria and on to the sea in South Australia: Wikipedia, “Murray River”, retrieved 2026-08-25.
- Great Barrier Reef — the world’s largest reef system, more than 2,300 km long, in the sea off Queensland: Wikipedia, “Great Barrier Reef”, retrieved 2026-08-25.
- Great Dividing Range — 3,500 km long, through Queensland, New South Wales and Victoria: Wikipedia, “Great Dividing Range”, retrieved 2026-08-25.
- Great Victoria Desert — the largest desert in Australia, in Western Australia and South Australia: Wikipedia, “Great Victoria Desert”, retrieved 2026-08-25.
- Mount Kosciuszko — 2,228 m, the highest mountain on the Australian mainland, in New South Wales: Wikipedia, “Mount Kosciuszko”, retrieved 2026-08-25.
- Ballarat — a city in Victoria, about 110 km north-west of Melbourne: Wikipedia, “Ballarat”, retrieved 2026-08-25.
- Tasmania — an island state; capital city Hobart: Wikipedia, “Tasmania”, retrieved 2026-08-25.
- All maps and figures: original schematic figures generated for this section by the scripts in `src/` (`geo2a_shapes.py` and the `gen_2a_*.py` generators); shapes are simplified for learning and are not traced from any published map.

# Weather and seasons in our place and other places

Curriculum trace — teacher reference. Do not read this box to the children.

## Owns (one CD, D5)

VC2HG2K06 (weather and seasons). Strand: Geographical Knowledge and Understanding. Level: Foundation to Level 2 band, taught at Level 1 pitch (D1). The CD's Aboriginal and Torres Strait Islander seasonal-calendars clause is **not taught** in this book — CONTENT\_POLICY Rule 1; the exclusion is recorded in TOC.md §2A and the front-of-book note is injected by the assembler, never authored here.

## Draws on (elaboration ids)

.E01 taught in full (the child describes their own place's weather — rainfall, temperature, sunshine, wind — each day and across the seasons, and compares it with other places they know).

## Purged

.E02 (the comparison with Aboriginal and Torres Strait Islander seasonal calendars) is **purged entire** (TOC §2A). With it goes the band framing about seasons being identified in different ways. Teach the **four-season descriptive calendar only**; do **not** replace the purged comparison with invented calendar material, and do not reintroduce it through wet/dry or any other alternative calendar framing. Darwin is used here for **weather** comparison only (temperature, rainfall, sunshine, wind in named months and seasons of the four-season calendar).

## Band achievement standard

Nothing here claims D9. The F–2 band standard is stated at the end of Level 2; this section records the first rung of the weather → climate ladder only (TOC §4: Levels 3–4 VC2HG4K06).

## Assessment

Observed and oral, plus tick/draw sheets (Figures 2B.4, 2B.5 copies and 2B.10). No written response is required of the child; no timed paper.

## Reasoning prompts

None in 2B (TOC §3 reserves them to 1A, 1C, 2C, 3D and 3x). No “why” or “how do you know” prompt appears in the student-facing text below.

## House

en-AU spelling; metric; °C; southern-hemisphere seasons as used by the Bureau of Meteorology (summer Dec–Feb, autumn Mar–May, winter Jun–Aug, spring Sep–Nov).

Sources — every weather datum and the term dates carry these lines (retrieved 2026-08-25):

- [S1] Bureau of Meteorology, “Climate statistics for Australian locations — MELBOURNE AIRPORT”, station number 086282 (37.67 deg S, 144.83 deg E, elevation 113 m, open since 1970), [http://www.bom.gov.au/climate/averages/tables/cw\\_086282.shtml](http://www.bom.gov.au/climate/averages/tables/cw_086282.shtml), retrieved 2026-08-25.
- [S2] Bureau of Meteorology, “Climate statistics for Australian locations — MILDURA AIRPORT”, station number 076031 (34.24 deg S, 142.09 deg E, elevation 50 m, open since 1946), [http://www.bom.gov.au/climate/averages/tables/cw\\_076031.shtml](http://www.bom.gov.au/climate/averages/tables/cw_076031.shtml), retrieved 2026-08-25.
- [S3] Bureau of Meteorology, “Climate statistics for Australian locations — DARWIN AIRPORT”, station number 014015 (12.42 deg S, 130.89 deg E, elevation 30 m, open since 1941), [http://www.bom.gov.au/climate/averages/tables/cw\\_014015.shtml](http://www.bom.gov.au/climate/averages/tables/cw_014015.shtml), retrieved 2026-08-25.
- [S4] Victorian Government, “School term dates and holidays — Victoria”, 2026 Victorian school term dates, <https://www.vic.gov.au/school-term-dates-and-holidays-victoria>, retrieved 2026-08-25.

Season numbers used in the worked examples are computed in `src/bom_data.py` as the mean (temperature, sunshine, wind) or sum (rainfall) of the station's three published monthly values for the season; the arithmetic is inline and auditable.

## What this section is about

This section teaches the child's own place's weather through the four measures of elaboration .E01 — rainfall, temperature, sunshine and wind — plus the four-season descriptive calendar, then compares the child's place with two other named, sourced places: Mildura (Victoria) and Darwin (Northern Territory). The teaching sequence runs: the four things about weather → the four seasons and the school year → our place's year on four charts → other places on a map, in the same month and over a summer. Fieldwork and data skills land as a kept one-week weather watch (Figure 2B.10), which the practice and doing tasks use twice.

There are two worked examples, both real sourced Victorian places (Melbourne and Mildura). There is no reasoning prompt in this section. Every number a child sees is a long-term mean published by the Bureau of Meteorology ([S1]–[S3]) or a 2026 term date from the Victorian Government ([S4]); nothing is invented.

The map is the series' own hand-built shape (`src/au_shape.py`), not the real size, and says so on the figure (SOURCE\_USE.md Rule 3).

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## New words

*Teacher: say the new words and what they mean, with the children, before Part 1. They are the only new words in this section. Every one comes back in the teaching sequence and in the figures.*

**weather** — The weather is how the sky and the air are today. Hot or cold? Wet or dry? Wind or no wind?

**season** — A season is one of the four parts of the year: summer, autumn, winter, spring.

**temperature** — The temperature is how hot or cold it is. We say it in degrees (°C).

**rainfall** — The rainfall is how much rain falls.

**sunshine** — The sunshine is how much the sun shines.

**wind** — The wind is air that is moving. We can feel it on our face.

**term** — A term is a part of the school year. We have four terms: Term 1, Term 2, Term 3 and Term 4.

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## Teaching sequence — say it, do it, watch for it

All **Say** lines are spoken to the children and are written at the Year 1 word level — read them as written, or in your own words at the same level. **Do** and **Watch for** lines are for you only. Keep Figure 2B.1 up on the wall all through this section; the four things are the spine of everything that follows.

### Part 1 — Four things about the weather [E01]

Show Figure 2B.1. Name the four things and the four new words, one panel at a time. Then take the children outside once, for two minutes: feel the wind, look at the sky, say the four things about **now**. Figure 2B.2 gives the wind words for the rest of the year.

**Say:** “Today we look at the **weather**.”

**Say:** “Four things tell us about the weather.”

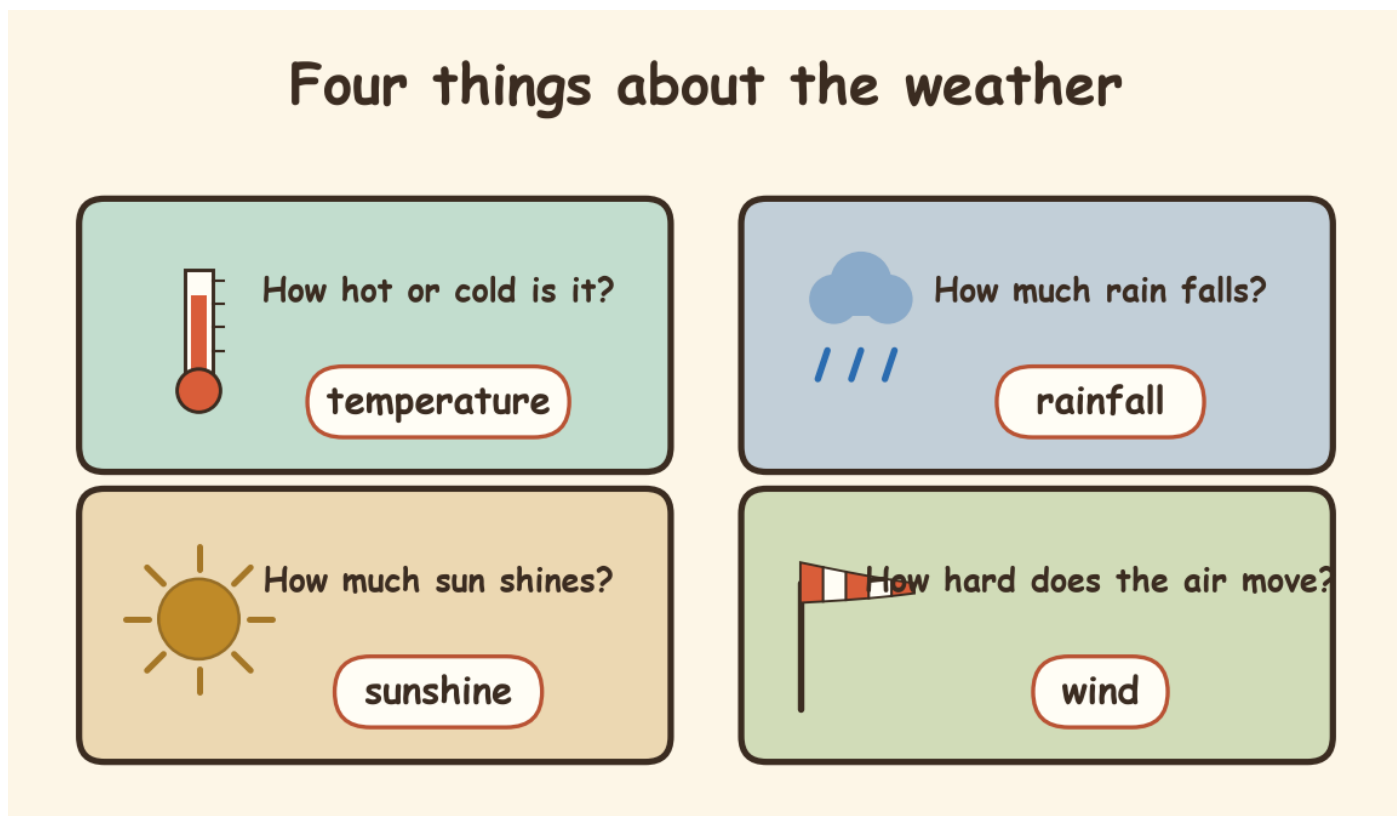
**Say:** “How hot or cold is it? That is the **temperature**.”

**Say:** “How much rain falls? That is the **rainfall**.”

**Say:** “How much sun shines? That is the **sunshine**.”

**Say:** “How hard does the air move? That is the **wind**.”

**Say:** “Look outside now. Say the four things about today.”



*Four panels showing the four things about weather: a thermometer for temperature, rain under a cloud for rainfall, a sun for sunshine, and a windsock for wind.*

*2B.1 — Four things about the weather.*

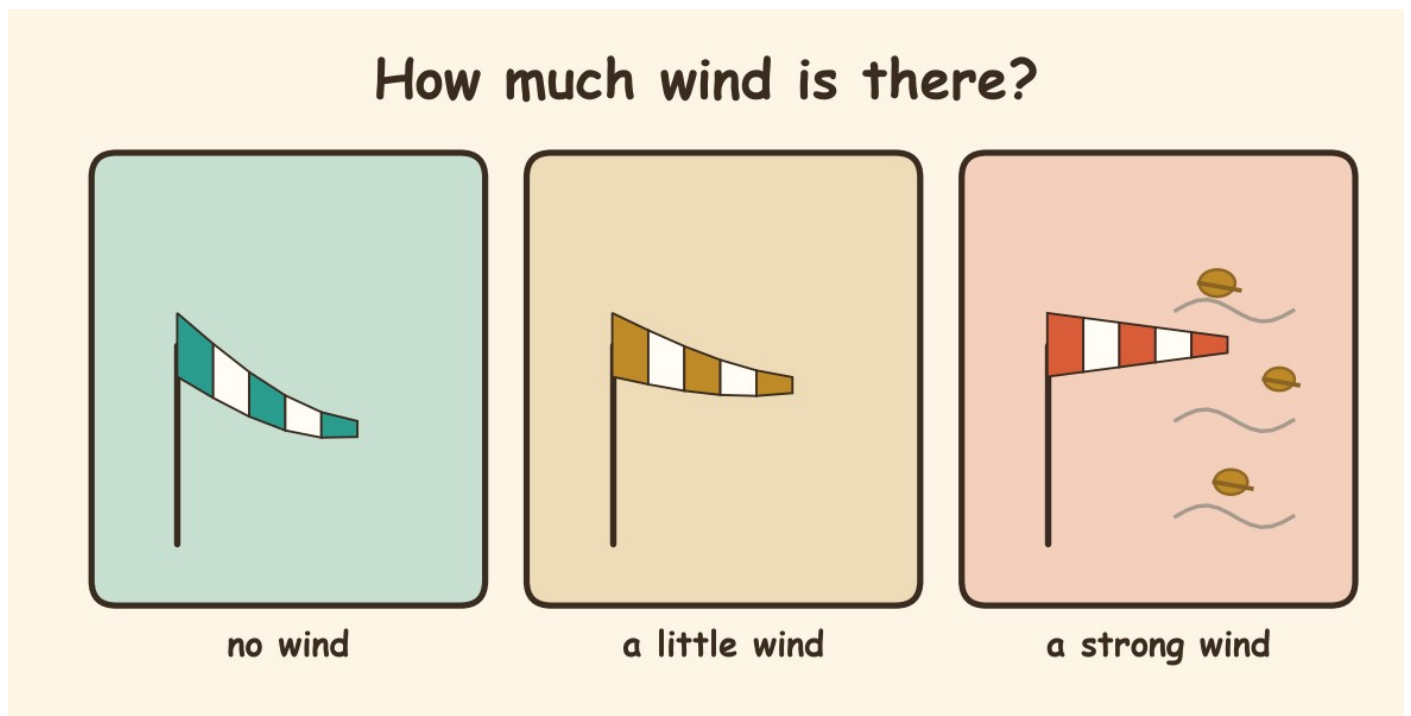
### **The wind words [E01]**

Show Figure 2B.2. A windsock is the child-friendly instrument: droopy means no wind, flying straight means a strong wind. Watch for children who can tell the three apart at a glance.

**Say:** “Some days there is no wind. The wind sock is down.”

**Say:** “Some days there is a little wind. The wind sock lifts.”

**Say:** “Some days there is a strong wind. The wind sock blows right out!”



*Three windsocks: drooping for no wind, half out for a little wind, straight out with flying leaves for a strong wind.*

*2B.2 — No wind, a little wind, a strong wind.*

### **Part 2 — The four seasons [E01]**

Show Figure 2B.3. Teach the four seasons in order with their months, southern hemisphere, exactly as the Bureau of Meteorology names them. Show Figure 2B.4 and lay the 2026 school terms ([S4]) on top, so the seasons hook onto the child’s own year. Say the months as a chant: three at a time, four times round.

**Say:** “A year is made of four **seasons**.”

**Say:** “Summer, autumn, winter, spring. Say them with me.”

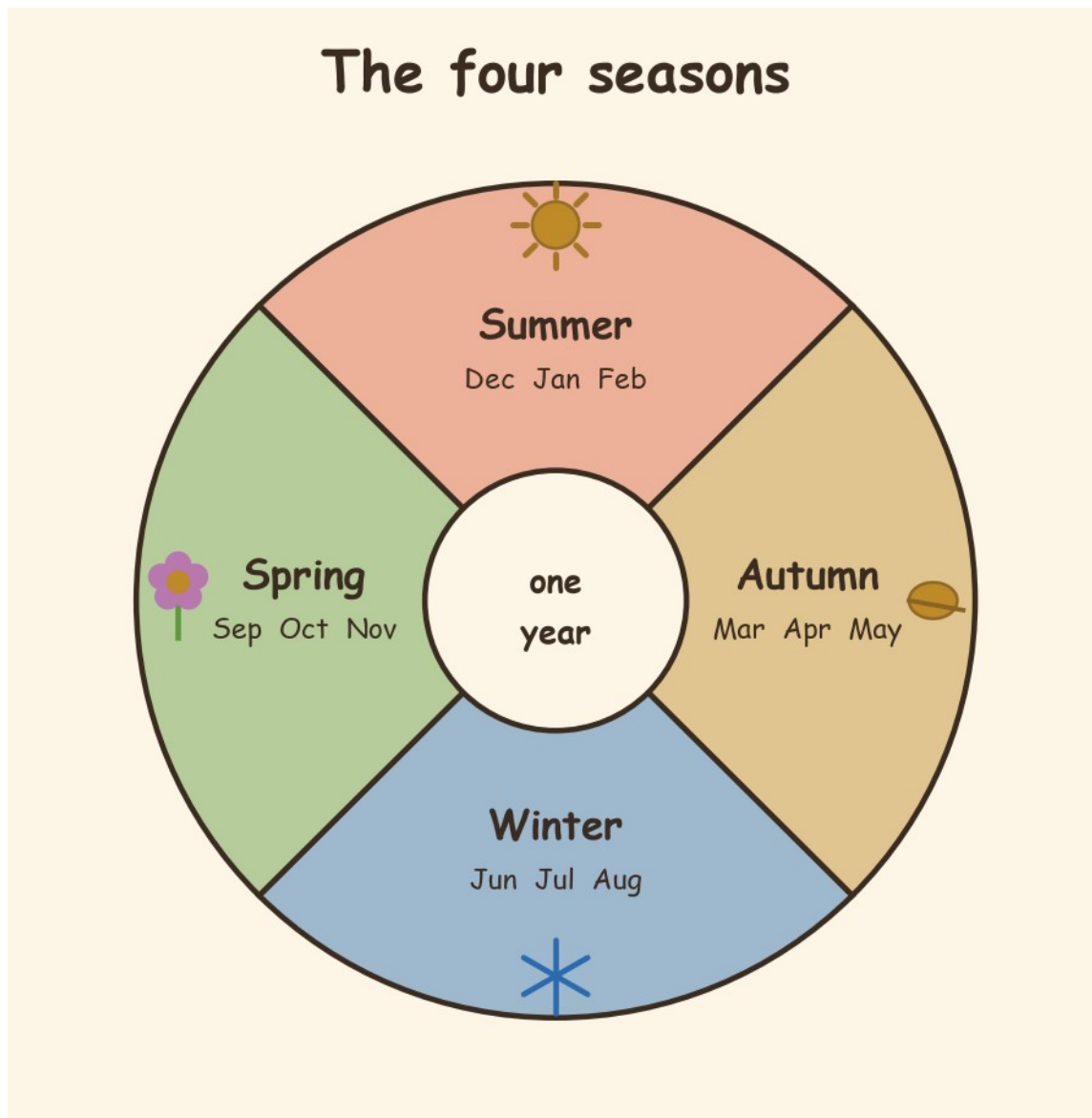
**Say:** “Summer is December, January, February. It is hot.”

**Say:** “Autumn is March, April, May. The leaves fall.”

**Say:** “Winter is June, July, August. It is cold.”

**Say:** “Spring is September, October, November. The flowers come out.”

**Say:** “What season is it now? Say the months in it.”

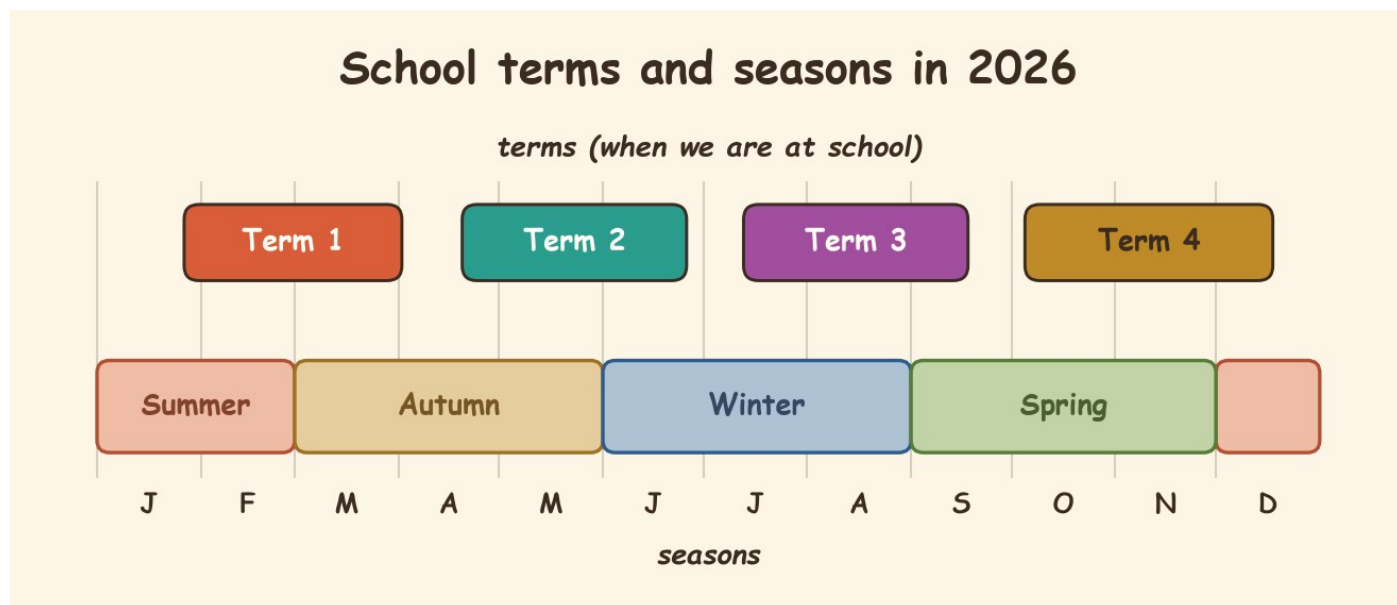


*A circle split into four parts showing the four seasons and their months: summer December January February, autumn March April May, winter June July August, spring September October November.*

*2B.3 — The four seasons and their months.*

**Say:** “Here are our school terms for 2026. Term 1 starts in summer. Term 3 is in winter.”

**Say:** “We are at school now. What term is it? What season is it?”



*A timeline of 2026 with the four school terms as bars above a band of the four seasons, over the twelve months.*

*2B.4 — School terms and seasons in 2026. Term dates: Victoria [S4].*

### **Part 3 — Our place's year [E01]**

Show Figure 2B.5. It is Melbourne's year ([S1]) as the stand-in for the class's own place; name your own town aloud and say “our numbers will look like this”. Walk the four panels in the order of Figure 2B.1 — temperature, rainfall, sunshine, wind — so the four things and the four charts bind together. Point at months as you say them; the children point too.

**Say:** “Here is a whole year of weather, in our part of the world.”

**Say:** “How hot it gets: January is 26.7 degrees in the day. July is 13.2. Hot in January, cold in July.”

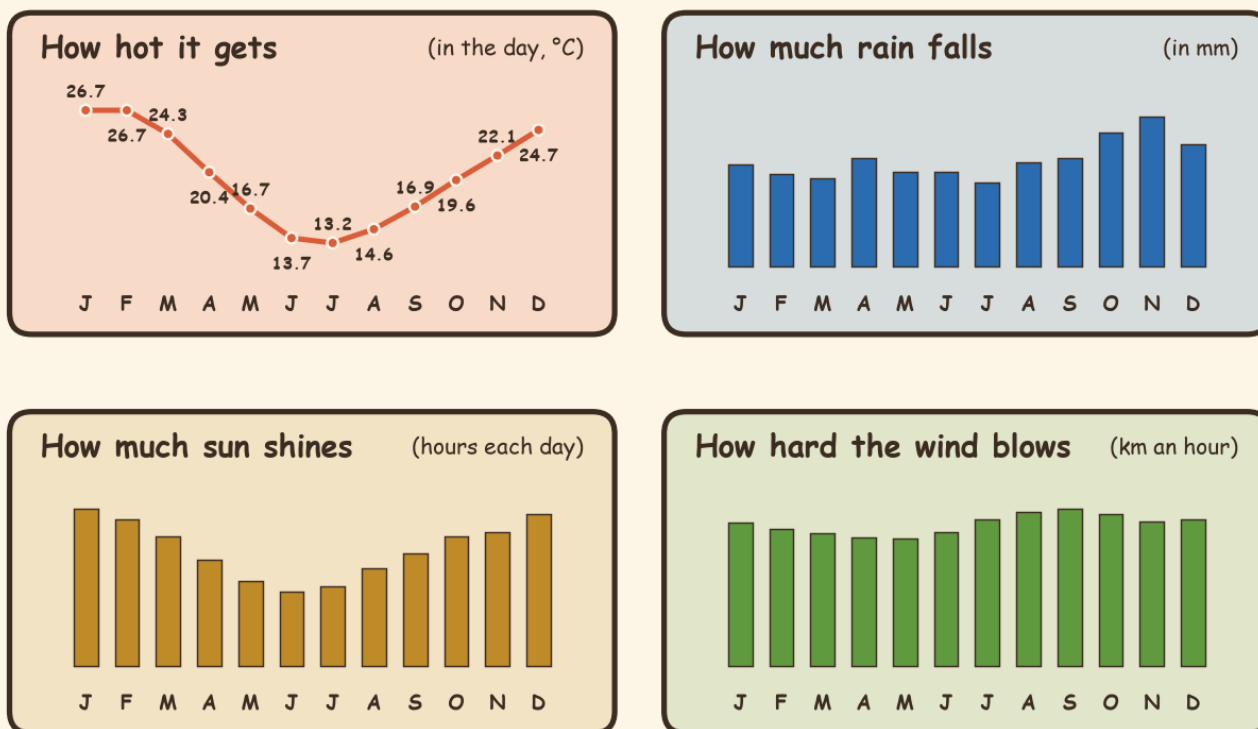
**Say:** “How much rain falls: rain falls in every month.”

**Say:** “How much sun shines: the sun shines more in summer than in winter.”

**Say:** “How hard the wind blows: the wind blows all year.”

**Say:** “Put your finger on the hottest month. Put your finger on the coldest month.”

## Melbourne's weather through the year



Four small charts of Melbourne's weather by month: daytime temperature as a line with the numbers on it, rainfall as bars, sunshine hours as bars, and wind as bars.

2B.5 — Melbourne's weather through the year. Numbers: Bureau of Meteorology [S1].

### Part 4 — Other places [E01]

Show Figure 2B.6. Melbourne and Mildura are both in Victoria (2A's map work comes back here); Darwin is the place most unlike ours in Australia for weather. Then compare in the same month (Figure 2B.7) and over a summer (Figure 2B.8), and put the two Victorian places on one chart (Figure 2B.9). Keep every comparison inside the four things — that is the whole of .E01.

**Say:** “Here is Australia. We live in Victoria.”

**Say:** “Melbourne is here. Mildura is here, far away in Victoria. Darwin is here, far away at the top of the map.”



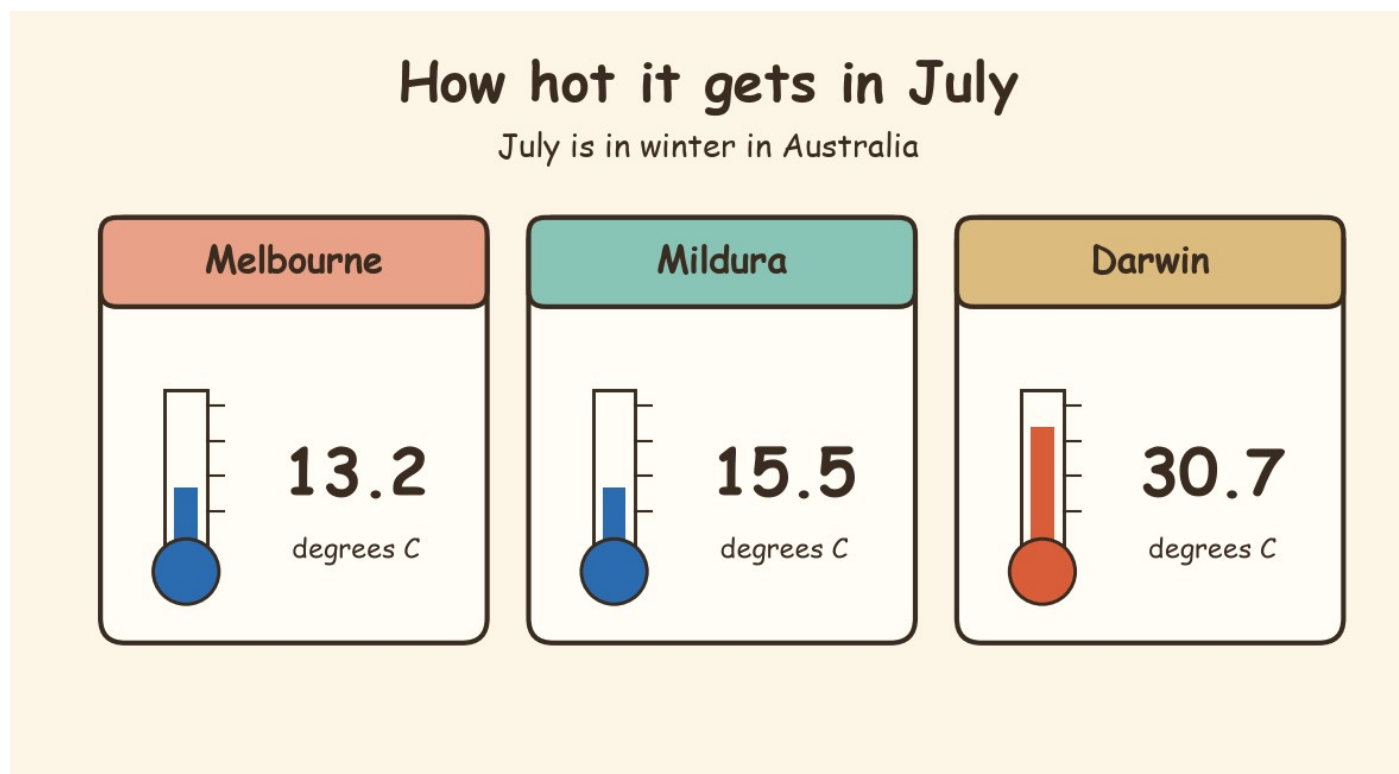
*A simple map of Australia with Victoria picked out and three places marked: Melbourne, Mildura and Darwin. Not the real size.*

*2B.6 — Three places in Australia. Not the real size.*

**Say:** “It is July. July is winter here. How hot is it in each place?”

**Say:** “Melbourne is 13.2 degrees. Mildura is 15.5 degrees. Darwin is 30.7 degrees!”

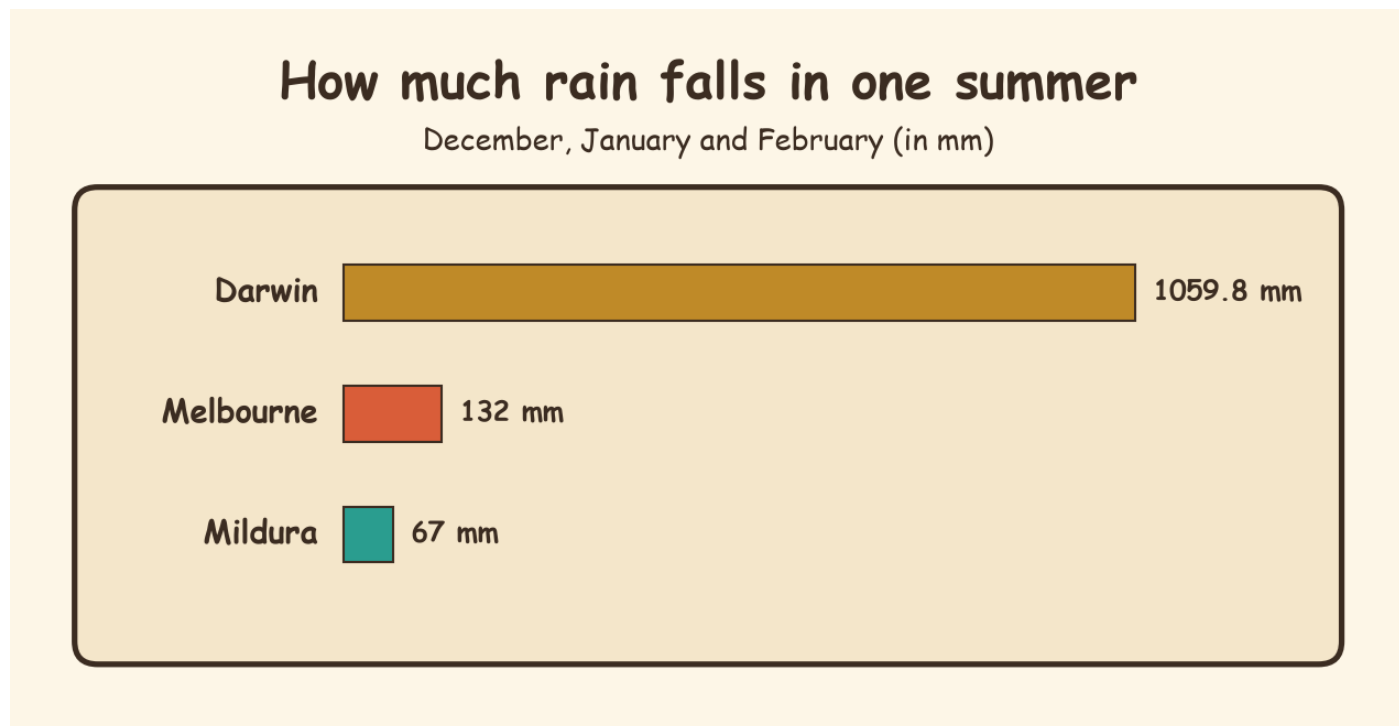
**Say:** “Cold, cold, hot — in the same month!”



Three cards with thermometers: Melbourne 13.2 degrees, Mildura 15.5 degrees, Darwin 30.7 degrees in July.

2B.7 — How hot it gets in July. Numbers: Bureau of Meteorology [S1] [S2] [S3].

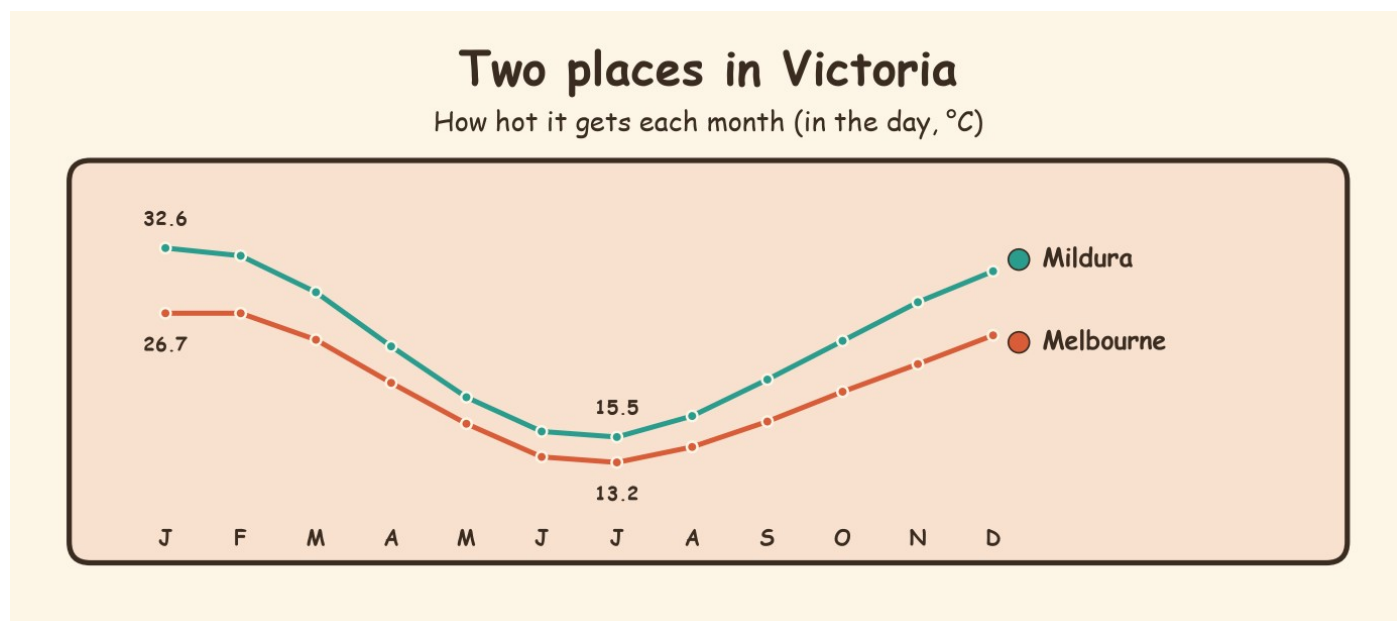
**Say:** “How much rain falls in one summer? Darwin gets a lot. Melbourne gets some. Mildura gets a little.”



Bar chart of rain over one summer: Darwin 1059.8 mm, Melbourne 132 mm, Mildura 67 mm. Darwin's bar is much the longest.

2B.8 — Rain in one summer. Numbers: Bureau of Meteorology [S1] [S2] [S3].

**Say:** “Now the two places in Victoria, all year. The top line is Mildura. Mildura is hotter than Melbourne in every month.”



A line chart of how hot it gets each month at Melbourne and Mildura, Mildura the hotter line all year.

2B.9 — How hot it gets each month at Melbourne and Mildura. Numbers: Bureau of Meteorology [S1] [S2].

## Worked examples — model these out loud

Two worked examples, both real sourced Victorian places, both modelled on Figure 2B.5 and Figure 2B.9. Example 1 models the *describing* half of .E01; example 2 models the *comparing* half. Say them slowly, pointing at the charts; the children join in on the numbers the second time through.

### Worked example 1 — Talk about our place (Melbourne) [E01]

Model a full weather talk about one place using the four things and the seasons, from Figure 2B.5 and the season numbers computed in `src/bom_data.py` ([S1]).

**Say:** “I will talk about Melbourne’s weather. I will use the four things.”

**Say:** “Temperature: in summer it is 26 degrees in the day. In winter it is 13.8 degrees. Hot summer, cold winter.”

**Say:** “Rainfall: rain falls in every month. In summer the rain is 132 mm. In winter the rain is 118.3 mm. Rain all year.”

**Say:** “Sunshine: in summer the sun shines 8.4 hours a day. In winter 4.6 hours. More sun in summer.”

**Say:** “Wind: the wind blows about 22 km an hour in every season.”

**Say:** “Now you. Say the four things about Melbourne, with me.”

### Worked example 2 — Two places in Victoria (Melbourne and Mildura) [E01]

Model the comparison half of .E01 from Figure 2B.9 ([S1], [S2]): same state, same months, different weather. Keep the sentence stem fixed — “\_\_\_\_\_ is hotter than \_\_\_\_\_” — so the comparing is the only new load.

**Say:** “Two places in Victoria. Melbourne, and Mildura far away.”

**Say:** “January: Mildura is 32.6 degrees. Melbourne is 26.7. Mildura is hotter than Melbourne.”

**Say:** “July: Mildura is 15.5 degrees. Melbourne is 13.2. Mildura is hotter than Melbourne.”

**Say:** “Mildura is hotter than Melbourne in every month. And Mildura gets more sun, and less rain.”

**Say:** “Now you. Say it: \_\_\_\_\_ is hotter than \_\_\_\_\_.”

---

## Practice tasks — with your help

Six tasks, scaffolded, in this order. Tasks 3 and 5 use a printed copy of the figure for each child or pair; Task 4 is the fieldwork-style data skill of the section and feeds Tasks 6 and Doing 4. Scribe anything a child cannot yet write.

### Task 1 — Say the four things [E01]

**Say:** “Look at the four pictures. Say the four things about the weather. Say the new word for each one.”

Run it as a choral point-and-say with Figure 2B.1, then one child at a time. A child who says all four — temperature, rainfall, sunshine, wind — is describing weather the way .E01 asks.

### Task 2 — Month to season [E01]

**Say:** “I will say a month. You say the season. January! ... June! ... October!”

Orally, in pairs, with Figure 2B.3 between the pair. Start with the month at the middle of a season, then the months at the edges (December, February). Watch for children who can walk the wheel without pointing.

### Task 3 — Terms and seasons [E01]

**Say:** “Here is the 2026 school year. Put a circle on the season that is longest in each term.”

Printed copy of Figure 2B.4 per child. Key: Term 1 — summer and autumn share it exactly (33 days each in 2026), accept either; Term 2 autumn; Term 3 winter; Term 4 spring. Accept a child who circles by the season the term *starts* in — note it as your next teaching point, not as wrong.

### Task 4 — My weather watch [E01]

**Say:** “Here is your weather watch sheet. Every day for one week, look at the sky and tick one box in each row. Then draw the sky.”

Printed copy of Figure 2B.10 per child; a week that crosses a weekend is best — the family can help on Saturday and Sunday. This is the section’s observing and recording rung: the kept sheet is the data for Tasks 6 and Doing 4. Collect the sheets; do not mark them.

### Task 5 — Read Melbourne’s year [E01]

**Say:** “Here is Melbourne’s year. Circle the hottest months. Put a tick on the month with the most rain. Put a tick on the month with the most sun.”

Printed copy of Figure 2B.5 per pair. Key: hottest months January and February (26.7); most rain November (62.4 mm); most sun January (8.7 hours). The point is reading the four charts by the four things, not the arithmetic.

### Task 6 — Cold to hot [E01]

**Say:** “Here are the three places in July. Put them in order, cold to hot. Say the numbers.”

Key: Melbourne 13.2, Mildura 15.5, Darwin 30.7 (Figure 2B.7). Give the three place cards cut from a copy of the figure if ordering on paper is easier for the pair.

---

## Doing tasks — their turn

Four tasks, no scaffolds. Each is observed or oral; a ticked sheet or a drawn sky is the only product. Run them across the week after the practice tasks, in any order.

### **Doing 1 — Today’s weather [E01]**

**Say:** “Tell your partner today’s weather. Use the four things.”

Listen to a different pair each run. The child should reach for all four things unprompted; a child who only says hot/cold is still describing — note the missing three as your next teaching point.

### **Doing 2 — Two places in July [E01]**

**Say:** “Pick two of our three places. Tell your partner how July is not the same in both.”

Accept any two of the three places. The sentence to listen for is a true difference inside the four things — “Darwin is hot and Melbourne is cold” is a full comparing at this pitch.

### **Doing 3 — The seasons, in order [E01]**

**Say:** “Say the four seasons in order. Say the months in each one.”

Orally, one child at a time, away from the wheel if you can. A child who walks summer → autumn → winter → spring with the right months has the calendar; a child who starts anywhere but summer and still walks the right order has it properly.

### **Doing 4 — My second week [E01]**

**Say:** “Here is your weather watch from last week. Watch this week too. Then say what is the same, and what is not the same.”

A second printed Figure 2B.10 per child. The same/not-the-same talk is the comparing skill turned onto the child’s own data — the closest 2B comes to fieldwork conclusion, and the material 3B will later collect and sort.

---

## **What to watch for — observed evidence**

Evidence for this section is observed and oral, plus ticked and drawn sheets. Use Figure 2B.11 as the observation sheet. The rows track the two halves of .E01 — the child describes their own place’s weather (rainfall, temperature, sunshine, wind) across the day and the year, and compares it with other places they know. Nothing here is marked against the band standard — the standard is stated at the end of Level 2, two years of band downstream (D1). You are recording the first rung of the weather → climate ladder (TOC §4: VC2HG4K06 at Levels 3–4).

## What to watch for

| Beginning                                                                                                                                                                                        | Growing                                                                                                                                                                                                                                                               | Working at the pitch                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Names hot, cold, wet, dry, windy, sunny when looking at today's weather.</p> <p>Names one or two of the four seasons.</p> <p>Points to Melbourne, Mildura or Darwin on the map with help.</p> | <p>Uses the four things — temperature, rainfall, sunshine, wind — to say what the weather is like.</p> <p>Names all four seasons and says which months go with each one.</p> <p>Says one true thing about how two places' weather is different, using the charts.</p> | <p>Keeps a week of weather watching and says what it shows.</p> <p>Tells a partner why July is cold here but hot in Darwin, using the numbers.</p> <p>Uses the right words — weather, season, temperature, rainfall — without help.</p> |

*Teacher observation only — this is not a test.*

*Teacher observation sheet with three columns, beginning, growing, and working at the pitch, each with short notes on describing weather, naming seasons and comparing places.*

*2B.11 — Observation sheet for the teacher.*

### Where this leads

- **Next in this book — 2C (VC2HG2K07).** The places compared here become the places 2C connects: family, friends, holidays and the things people buy link our place to Mildura, Darwin and beyond. Keep the map (Figure 2B.6) up; 2C pins its connections to it.
- **Next in the chapter's skills spine — 3B (VC2HG2S02).** The kept weather watch sheets (Figure 2B.10) are exactly the “observations” 3B collects, sorts and records; send a stack of them across.
- **Next for representing — 3C (VC2HG2S03).** 3C teaches the pictorial table; the clothes-and-seasons table reserved in the TOC lives there, built on this section's four-season calendar.
- **Next band — Levels 3–4 (VC2HG4K06).** Climate and the main climatic types is the direct continuation: weather, described and compared here, is the first rung of the weather → climate ladder (TOC §4 handoff). No VCE content enters this book (D10).

### Figures of this section

| Figure | File                              | Used in                          | Audience |
|--------|-----------------------------------|----------------------------------|----------|
| 2B.1   | diagrams/<br>2b_four_things.png   | Part 1, Task 1                   | children |
| 2B.2   | diagrams/<br>2b_wind_cards.png    | Part 1                           | children |
| 2B.3   | diagrams/<br>2b_seasons_wheel.png | Part 2, Task 2                   | children |
| 2B.4   | diagrams/<br>2b_terms_seasons.png | Part 2, Task 3                   | children |
| 2B.5   | diagrams/<br>2b_melbourne_year.   | Part 3, Worked example 1, Task 5 | children |

| Figure | File                               | Used in                  | Audience |
|--------|------------------------------------|--------------------------|----------|
| 2B.6   | diagrams/<br>2b_au_places.png      | Part 4, Doing 2          | children |
| 2B.7   | diagrams/<br>2b_same_month.png     | Part 4, Task 6           | children |
| 2B.8   | diagrams/<br>2b_rain_compare.png   | Part 4                   | children |
| 2B.9   | diagrams/<br>2b_vic_two_places.png | Part 4, Worked example 2 | children |
| 2B.10  | diagrams/<br>2b_weather_watch.png  | Task 4, Doing 4          | children |
| 2B.11  | diagrams/<br>2b_watch_for.png      | What to watch for        | teacher  |

All eleven figures are original artifacts of this build, generated by the scripts in `src/gen_2b_*.py` from the series' own hand-built Australia geometry (`src/au_shape.py`) and the sourced data in `src/bom_data.py` (SOURCE\_USE.md Rule 3; diagrams house standard).

## Connected places: how we are linked to places across Australia and the world

**2C** · Foundation–Level 2 band, pitched at Level 1 · one content descriptor per section **Owns:** VC2HG2K07. **Draws on:** .E01, .E02. The VC2 codes are references; VC2 wording is not reproduced here. **Teacher notes:** 2C carries no First Nations content (TOC §2A). Student text sits at or below Year 1. Exempt classes, per WORD\_LEVEL\_POLICY D4: the curriculum's own words (*Olympic Games*, *earthquake*, *events*), the subject term *interconnection* (defined at first use below), proper nouns and numerals. All real referents are sourced; retrieval date 25 August 2026.

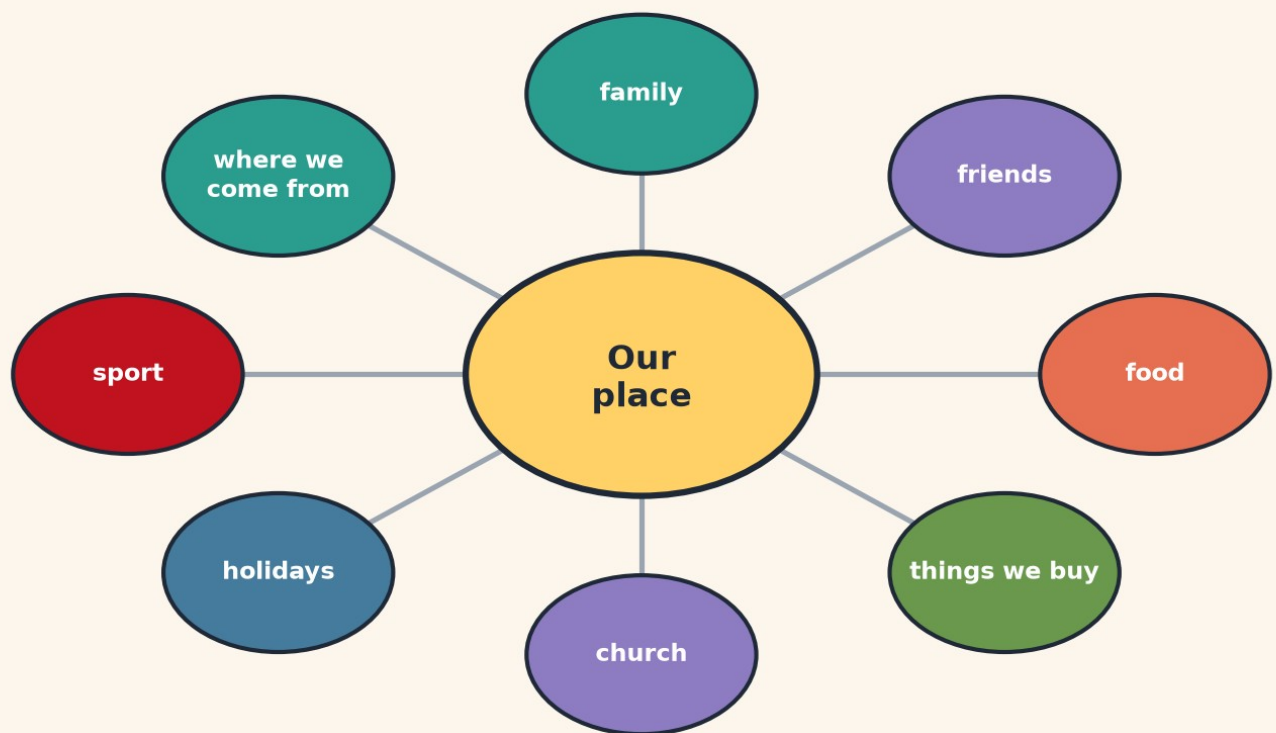
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### Let's learn

Our place is the town or city where we live. Our place is joined to lots of other places, close by and far away.

**Interconnection** is a big word for that. It means people and places are joined to each other. Let's look at the links.

### Our place is joined to lots of other places

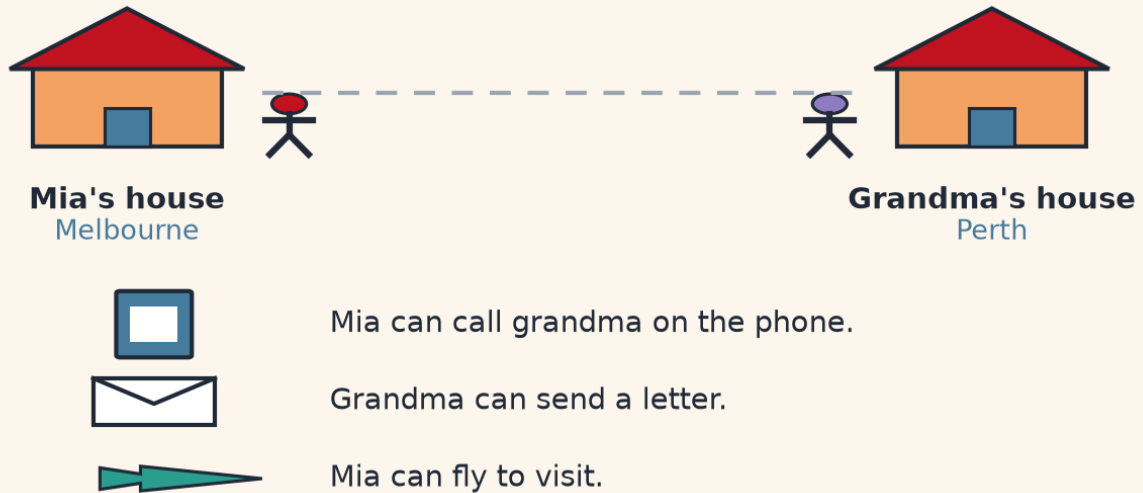


*Each line joins our place to one more place. Lots of lines make a web.*

*A web of links. Our place is in the middle. Lines join it to family, friends, food, things we buy, church, holidays, sport and where we come from.*

Some links are about people we love. Look at Mia. Mia lives in Melbourne. Her grandma lives far away in Perth. Mia can call grandma on the phone. Grandma can send a letter. Mia can fly to visit. They are still close.

## Family can live far away

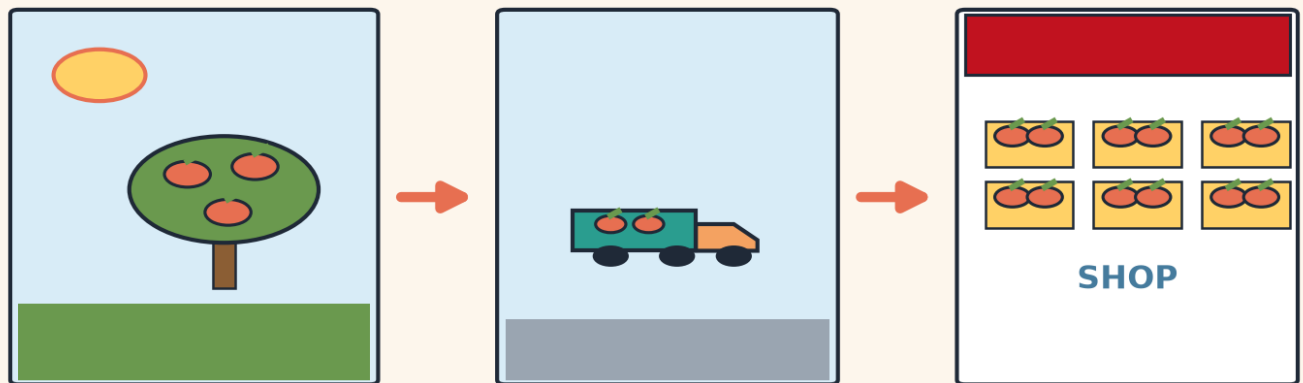


*Mia lives in Melbourne. Her grandma lives far away in Perth. They are still close.*

*Mia's house in Melbourne and grandma's house in Perth. A line joins the two houses. Mia can call, get a letter or fly to visit.*

Some links are about food and the things we buy. Look at an orange. Oranges grow on farms in Mildura. A truck takes them a long way to the shop. We buy them there. The money we pay goes back to the farmers in Mildura.

## How an orange comes to our place



*Mildura is a town in Victoria, by the big Murray River.  
Money we pay at the shop goes back to the farmers in Mildura.*

*Three pictures. Oranges grow in Mildura. A truck takes them a long way. We buy them at the shop.*

A map is a picture of places. The star shows our place, Melbourne. Lines join our place to Perth, to Sydney and to Mildura. An arrow points to Christchurch, in New Zealand. That is a long way across the sea.

## A map of our links



*A map is a picture of places. It shows where they are.*

*A map of Australia. A star shows our place, Melbourne. Lines join our place to Perth for family, Sydney for friends and Mildura for food. An arrow points to Christchurch in New Zealand.*

Big events join places too. The Olympic Games happen every 4 years, in a different place each time. In 1956, the Games came to Melbourne. That was the first time for Australia. In 2000, they went to Sydney. In 2024, they went to Paris, in France. We watched and cheered. Australia came first 18 times! In 2032, the Games will come to Brisbane.

## The Olympic Games join places

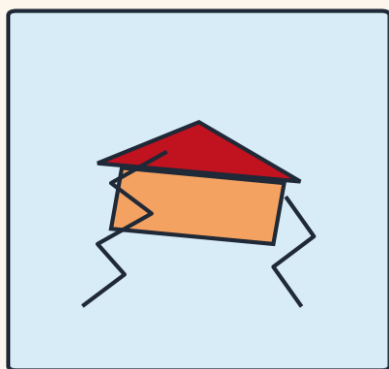
| Year | Where            | What happened                                    |
|------|------------------|--------------------------------------------------|
| 1956 | Melbourne        | The Games came to Australia for the first time.  |
| 2000 | Sydney           | The Games came to Australia again.               |
| 2024 | Paris, in France | Australia came first 18 times. 53 medals in all! |
| 2032 | Brisbane         | The Games will come to Australia!                |

The Games happen every 4 years,  
in a different place each time. We watch and cheer for our team.

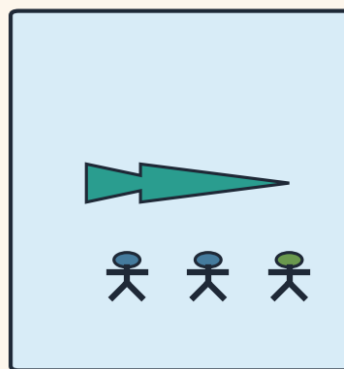
*A table of the Olympic Games. 1956 Melbourne. 2000 Sydney. 2024 Paris in France. 2032 Brisbane.*

An **earthquake** is when the ground shakes hard. In 2011, a big earthquake hit Christchurch. Many buildings broke. Helpers flew from Australia: 323 police and 72 other helpers. They helped the people there.

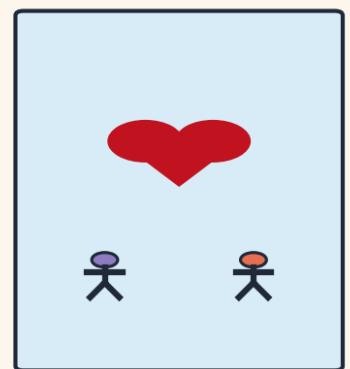
## A big shake can join places too



**22 February 2011:**  
the ground shook hard  
in Christchurch, New Zealand.



**Helpers flew from Australia:**  
323 police and 72 other helpers.



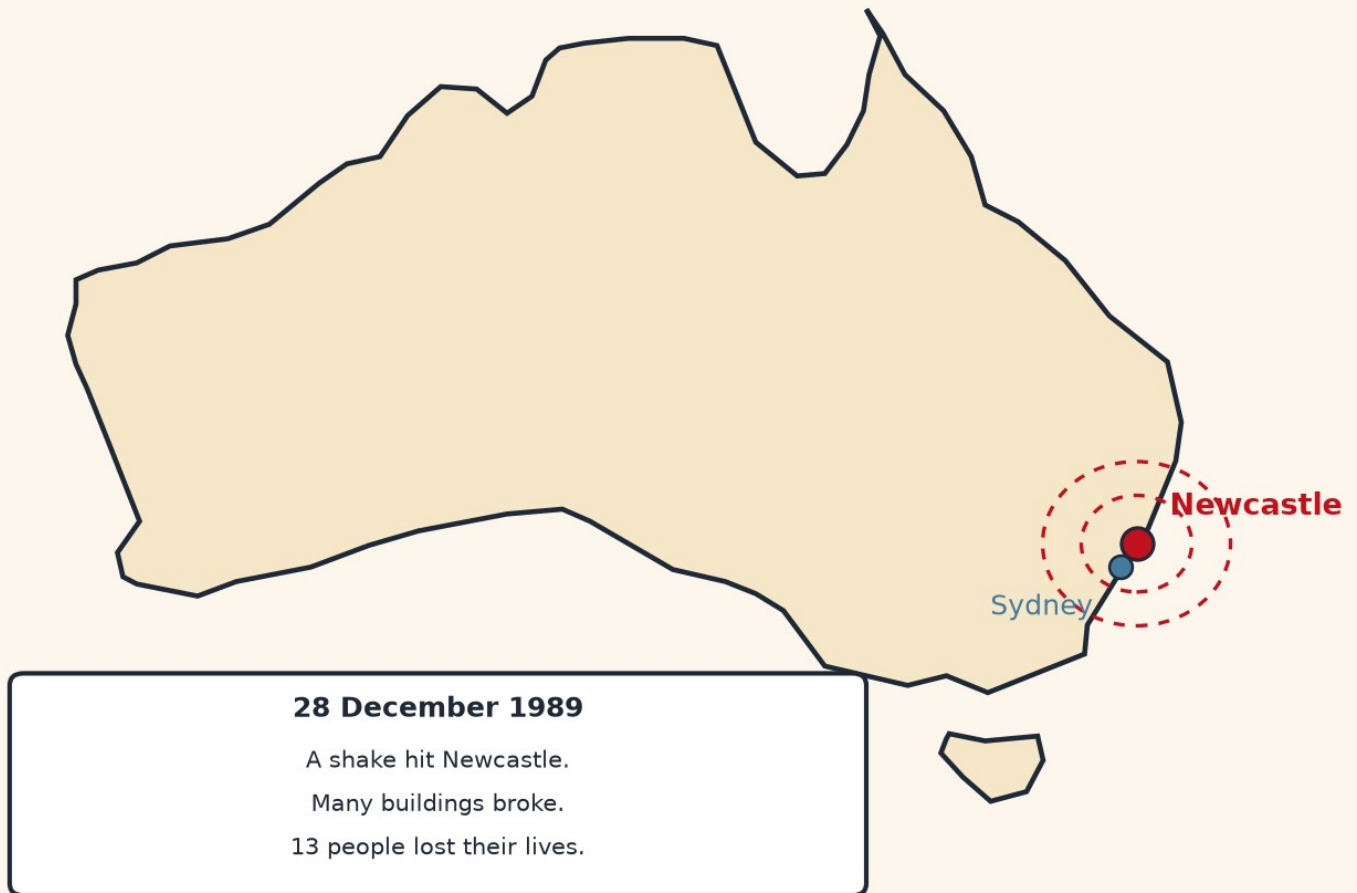
**They helped the people**  
in Christchurch.

*Places are joined when people help each other.*

*Three pictures. The ground shook hard in Christchurch. Helpers flew from Australia, 323 police and 72 other helpers. They helped the people.*

Australia has earthquakes too. In 1989, an earthquake hit Newcastle. Many buildings broke. 13 people lost their lives. People in other places were sad and sent help. When we help, our place is joined to that place.

## Shakes can happen in Australia too



*When a shake happens in one place, people in other places feel sad and send help.*

*A map of Australia. A red dot and red rings show Newcastle. The box says: 28 December 1989, a shake hit Newcastle, many buildings broke, 13 people lost their lives.*

### Watch how

Watch how we show our links. Then have a go on your own.

#### A — Sport: the Olympic Games

1. The Games happen every 4 years, in a different place each time.
2. In 1956, the Games came to Melbourne, our place.
3. So our place is joined to every Games place. We watch and cheer for our team.

Sources: Wikipedia — “1956 Summer Olympics”, “2032 Summer Olympics”, “Australia at the 2024 Summer Olympics” (retrieved 25 August 2026).

#### B — Food: an orange from Mildura

1. Oranges grow in Mildura, a town by the Murray River.
2. A truck takes them to the shop. We buy one.
3. The money goes back to the farmers. So our place is joined to Mildura.

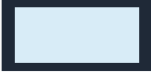
## Your turn

Some you do with a friend. Some you do on your own.

### With a friend

1. Look at the cards in the picture. Put each card in the right box: People links or Things links.

**Put each card in the right box**

|                                                                                                                                |                                                                                                                     |                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <br><b>a letter from grandma<br/>in Perth</b> | <br><b>an orange from Mildura</b>  | <br><b>a call to grandpa</b>      |
| <br><b>a new toy from the shop</b>            | <br><b>watching our team on TV</b> | <br><b>a banana from far away</b> |

### People links

### Things links

*Is it about people we love, or about things we get?*

*Six cards: a letter from grandma in Perth, an orange from Mildura, a call to grandpa, a new toy from the shop, watching our team on TV, a banana from far away. Two boxes: People links and Things links.*

2. The card “a letter from grandma in Perth” goes in the People links box. Why?
3. Mia can call grandma. What are two more ways Mia and grandma stay close? Look at the picture.
4. Look at the map of our links. Which place sends food to our place?
5. Say: “I am joined to \_\_\_\_\_. We talk on the phone. / We visit. / We buy food from there.”

6. Fill in your web below. Join your place to 3 places.

**My web of links**

Draw or write the places you are joined to.  
Then tell your class about one place.

*A web to fill in. My place is in the middle. Six more circles are empty, for your places.*

### On your own

7. Look at the Games table. Which place in Australia will have the Games in 2032?
8. In 2011, an earthquake hit Christchurch. Who flew from Australia to help?
9. Name two things at your house that came from far away. Where did they come from?
10. Who lives far away from you? How do you stay close?

### Talk about it

11. Why do people help when a bad thing happens far away?
-

## Answers

1. People links: a letter from grandma, a call to grandpa. Things links: an orange, a new toy, TV, a banana.
2. Because grandma is family. We love her.
3. A letter, and a visit — Mia flies to Perth.
4. Mildura.
5. Answers will be different.
6. Answers will be different.
7. Brisbane.
8. 323 police and 72 other helpers.
9. Answers will be different.
10. Answers will be different.
11. Because we care. When we help, our place is joined to that place.