

Mathematics Level 7

Chapter 3 — Doing geography: asking, gathering, showing, concluding, telling

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Asking our own questions about places

Teacher note — Section 3A. Not read aloud; not student text.

Owens: VC2HG2S01 (Victorian Curriculum 2 Geography, Foundation–Level 2 band).

Draws on: VC2HG2S01.E01, .E02, .E03, .E04, .E05. The VC2 codes are references; VC2 wording is not reproduced here.

Exclusion (TOC §2A, D3): VC2HG2S01.E06 is purged from this book. It is not taught, referenced or assessed here; the student text carries no part of it.

Pitch (D1, D9): Foundation–Level 2 band, taught at Level 1. Students work towards the band achievement standard; no claim of attainment is made.

How this section runs: one short teacher-led sequence (We learn); two worked examples on sourced Victorian places; six scaffolded tasks; four unscaffolded tasks; one reasoning prompt. Tasks sit on places met in Chapters 1–2 (the local place; Melbourne) and on the two sourced places introduced here (St Kilda and Port Phillip Bay; Mildura and the Murray River).

We learn

Teacher: run as one short sequence. Read the bold lines aloud; the class repeats. Begin with the senses warm-up (E01): “Look with your eyes. Listen with your ears.”

Geography is about places. A **place** is a part of the world we can name. Your home is a place. Your school is a place. Melbourne is a place.

A **feature** of a place is a thing we can see there. Sand is a feature. A bridge is a feature. A shop is a feature.

A question about a place is a **geography question**. The big name for asking questions to find out is **inquiry**.

We start our questions with one of four words.

Four question words

Pick one of these words to start a question about a place.

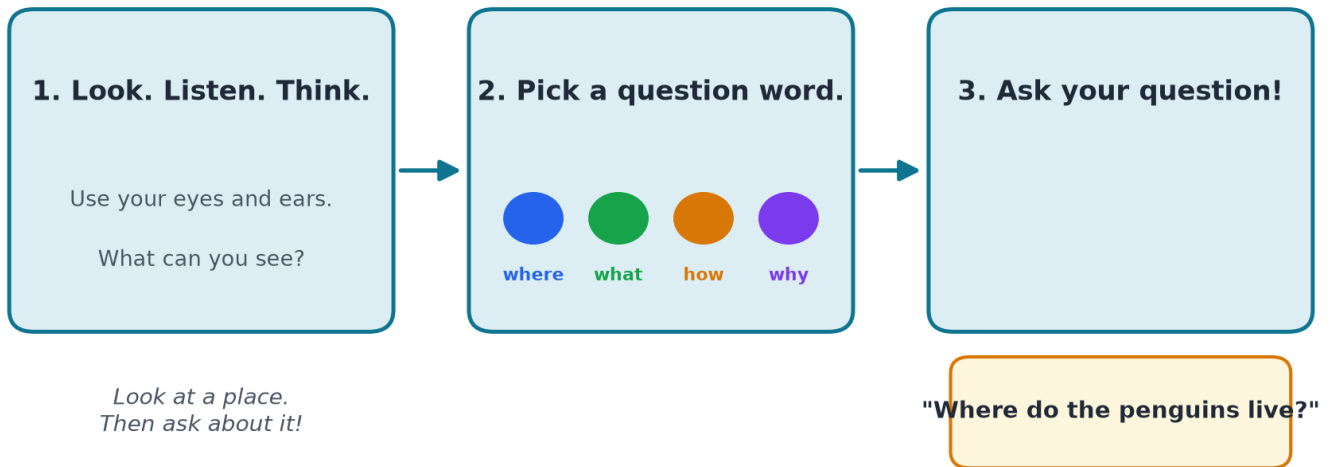
1 WHERE? Where is it? Where does it come from?	2 WHAT? What can you see? What is it like?	3 HOW? How do you get there? How far is it?	4 WHY? Why do you like it? Why is it there?
--	--	---	---

A question word tells us what we want to find out.

A chart of the four question words where, what, how and why, with some questions under each word.

We make a question in three steps.

How to make a geography question



Three steps for making a geography question: look, listen and think; pick a question word; ask your question.

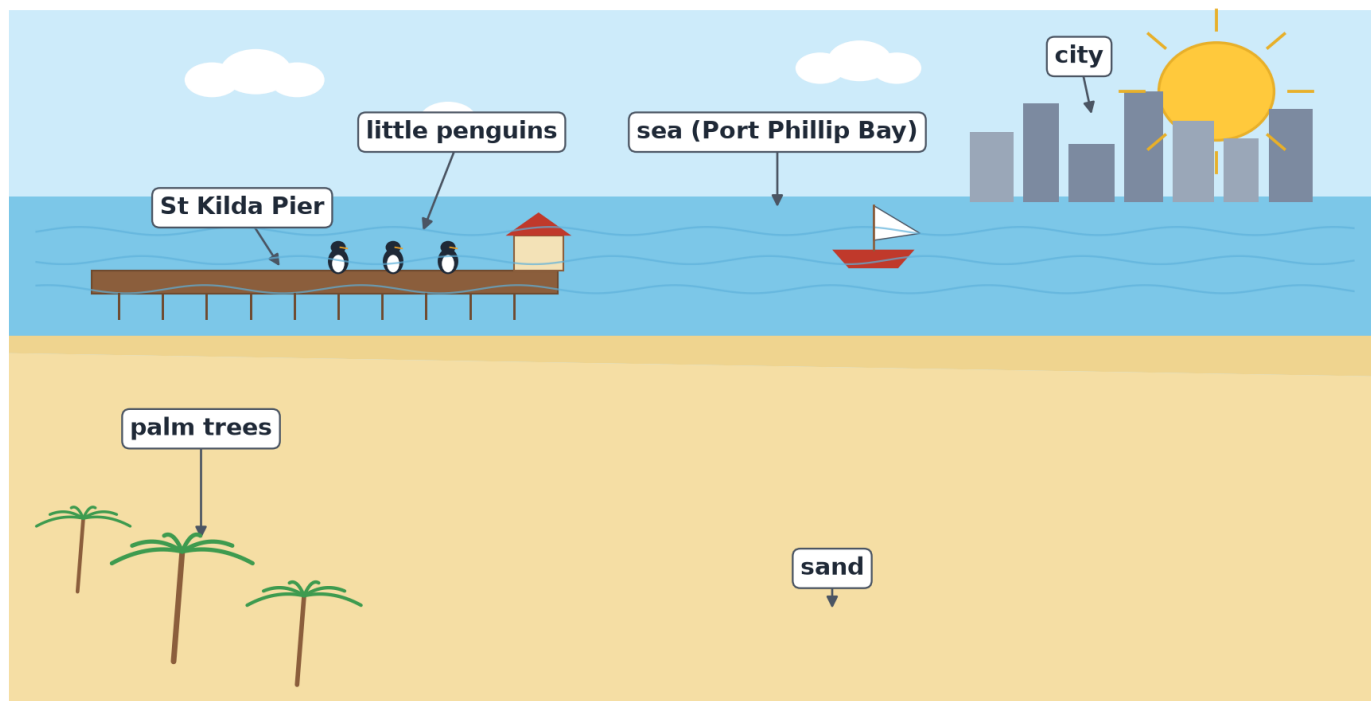
We can look at a thing, a photo, a map or a drawing. We can listen to a story about a place. Then we ask our questions.

Watch how we ask

1. Picture 1, a real place

Teacher: have the class see-then-ask across the table; read the facts aloud after. Facts are sourced (see Sources).

Picture 1: St Kilda Beach in Melbourne



This is a real place. It is close to the city.

A drawing of St Kilda Beach in Melbourne. It shows the sea, St Kilda Pier with little penguins, palm trees, sand and the city far away.

We see	We ask	Word
the sea	Where is the sea?	Where?
little penguins	Why do the penguins live at St Kilda Pier?	Why?
the city	How do we get to the beach from the city?	How?
palm trees	What is by the palm trees?	What?
the sand	How can we look after the beach?	How?

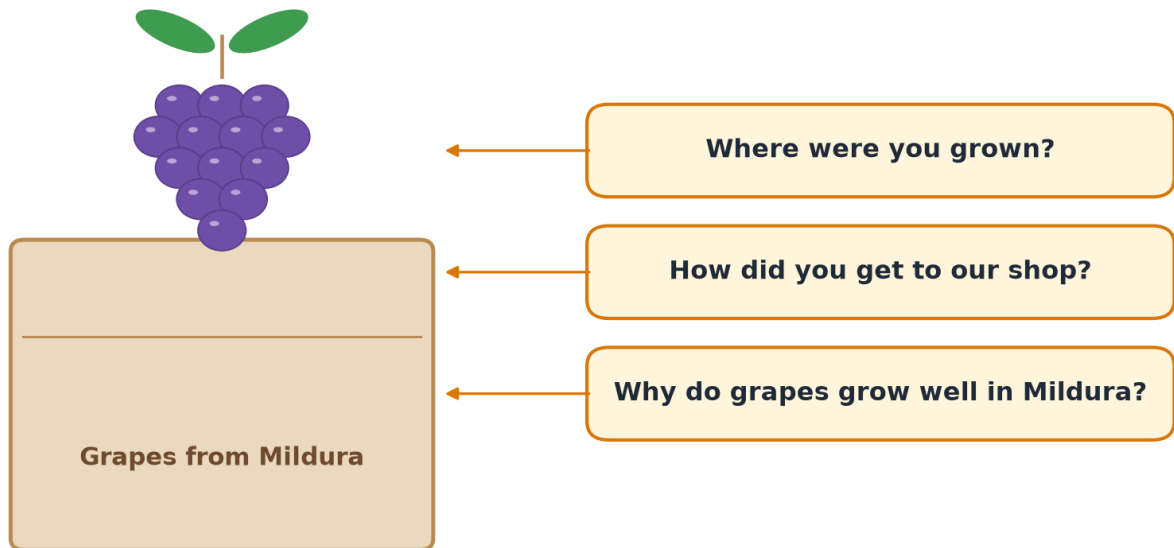
Facts about this place:

- St Kilda is a beach close to the city of Melbourne.
- The sea at St Kilda is Port Phillip Bay.
- Little penguins live at St Kilda Pier.

2. Picture 2, a thing from the shop

Teacher: connection questions (E04). The sourced fact is at the end of the example.

Picture 2: A thing from the shop



Things we see every day can make us ask about places.

A box of grapes from Mildura with three questions: Where were you grown? How did you get to our shop? Why do grapes grow well in Mildura?

The grapes in our shop come from Mildura. Mildura is a town far away in Victoria, on the Murray River.

If two places are **connected**, things and people move between them. Our shop is connected to Mildura: the grapes grow in Mildura and come to our shop.

Questions we can ask:

- Where is Mildura?
- How do the grapes come to our shop?
- How is our shop connected to Mildura?
- Why do grapes grow well in Mildura?

Teacher fact (sourced): Mildura grows about 80% of Victoria's grapes.

Tasks with help

Teacher: do Q1 together; then pairs. Support the reading of every task.

Q1. Look at the four question words chart. Say the four words. Point to each word as you say it.

Q2. Look at the table that puts questions into groups. Read the questions out loud. Say the question word each group starts with.

Putting questions into groups

Look at the first word of each question. It tells us the group.

Where?	What?	How?	Why?
Where is the beach?	What can you see	How do you get	Why do we wear coats
Where do grapes grow?	at the park?	to school?	in winter?

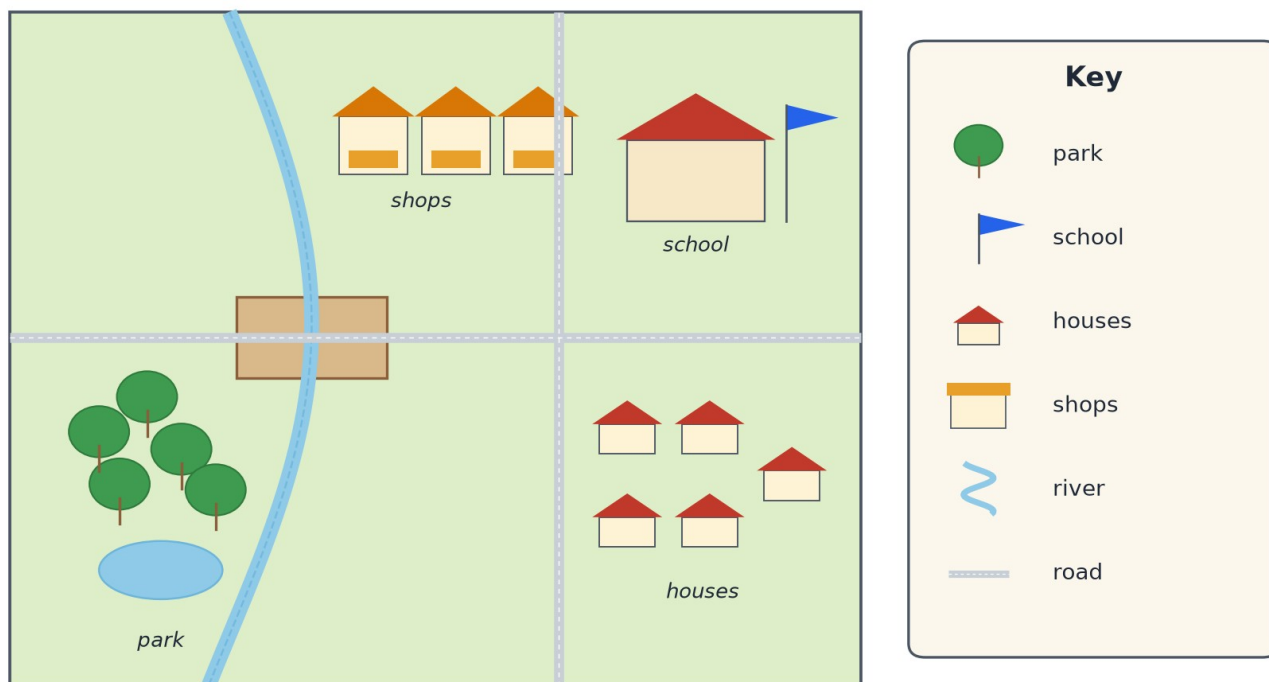
Try it: ask one more question for each group.

A table that puts questions into four groups: Where, What, How and Why.

Q3. Look at Picture 1. Ask one Where question, one What question, one How question and one Why question about St Kilda Beach. Say them to a friend.

Q4. Look at Picture 3, the picture map. Pick two things from the key. Ask one question about each thing.

Picture 3: A picture map of a local place



This is a model map. It is not a real town.

A picture map of a local place with a park, a river, a bridge, roads, a school, shops and houses, and a key.

Q5. Look at the weather facts for Melbourne. Finish this question: “Why is January hot in Melbourne?” Then ask one more question of your own.

Weather facts for Melbourne

January is in summer. July is in winter.

	Days in January	25.9 °C	hot!
	Days in July	13.5 °C	cold!
	Rain in a whole year	648 mm	wet!

These facts come from many years of watching the weather.

From: Bureau of Meteorology, Melbourne (site 086071)

Weather facts for Melbourne: 25.9 °C in January, 13.5 °C in July, and 648 mm of rain in a year.

Q6. Listen to the story in Picture 4. Ask one question at the start. Ask one question in the middle. Ask one question at the end.

Picture 4: A story about a place

A trip to the beach

Sam goes to the beach with Nan.

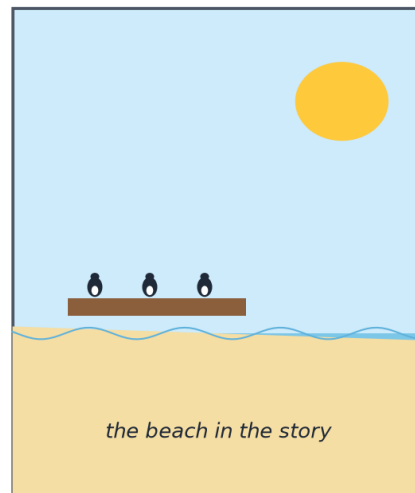
They walk on the hot sand.

Sam sees St Kilda Pier.

“Look, Nan! Little penguins!” says Sam.

Nan and Sam eat fish and chips.

“Can we come back?” asks Sam.



Listen to the story. Ask questions at the start, in the middle, and at the end.

A story card, “A trip to the beach”, with six short lines and a small picture of the beach.

Tasks on your own

Q7. Pick a place you love. Use the “My geography questions” chart. Write one question for each word. You can draw too.

My geography questions

Pick a place. Write one question for each word. You can draw too.

Where?	
What?	
How?	
Why?	

My place is: _____

My geography questions chart, with a box for each question word and lines to write on.

Q8. Think of your town, or your part of the city. Who looks after your local park? Who looks after the roads? Write two more questions like these.

Q9. Ask three questions about a place far away. It can be Mildura, or a place across the sea.

Q10. Look at Picture 1 again. What do you like about it? What do you not like? Ask one question about why people love this place.

Reasoning question

Think and talk. Why is asking questions a good way to find out about a place? Tell a friend the three steps we use to make a question.

Answers

Teacher: accept any question that starts with the right word and is about a place. Samples below.

Q1. where, what, how, why.

Q2. The Where group starts with “Where is the beach?” and so on.

Q3. Like this: Where is the beach? What can you see at St Kilda Pier? How do people get to St Kilda Pier? Why do the penguins come to St Kilda?

Q4. Like this: Where is the school? What is in the park?

Q5. Like this: Why is July cold in Melbourne? How much rain falls in a year?

Q6. Like this: start — Where do Sam and Nan go? middle — What does Sam see? end — Does Sam love the beach?

Q7.–Q10. Many answers are right. Check each question starts with its word and is about a place.

Sources (teacher; retrieved 25 August 2026):

- *St Kilda (Wikipedia, ‘St Kilda, Victoria’): seaside suburb of Melbourne, about 6 km from the city; palm trees line the beach.*
- *St Kilda Pier (Wikipedia, ‘St Kilda Pier’): home of a colony of little penguins.*
- *Port Phillip Bay (Wikipedia, ‘Port Phillip’): the bay that Melbourne sits on.*
- *Mildura (Wikipedia, ‘Mildura’): town in north-west Victoria on the Murray River; grows about 80% of Victoria’s grapes.*
- *Melbourne weather (Bureau of Meteorology, ‘Climate statistics for Australian locations — Summary for MELBOURNE REGIONAL OFFICE’, site 086071): mean maximum temperature 25.9 °C in January and 13.5 °C in July (1855–2014); mean annual rainfall 648.3 mm.*

Fieldwork and maps: collecting, sorting and recording what we find

Curriculum trace (Victorian Curriculum F–10 Humanities, Geography, Foundation to Level 2 band; elaboration ids assigned per TOC D7, export order; export retrieved 2026-07-29). The VC2 codes are references; VC2 wording is not reproduced.

Owens — VC2HG2S02.

Draws on: VC2HG2S02.E01, .E02, .E03, .E04†, .E05, .E06.

- .E04† **Severed per TOC D3.4:** the curriculum’s “or significant Elders” referent is removed; the section teaches the neutral remainder — interviews with older relatives and familiar older people. The ATSI clause is not taught in any form.

Real places and data used (sources with retrieval date 2026-08-25):

1. St Kilda (Melbourne), St Kilda Pier, the little penguin colony at the pier’s rock wall, and Port Phillip Bay: “St Kilda, Victoria”, *Wikipedia*, https://en.wikipedia.org/wiki/St_Kilda,_Victoria (retrieved 2026-08-25).
2. Daily weather for central Melbourne, 13–19 July 2026 (max/min temperature, rainfall): Open-Meteo Historical Weather API (ERA5), grid point -37.81° , 144.96° , <https://archive-api.open-meteo.com/> (retrieved 2026-08-25). Values shown to students are rounded to whole $^{\circ}\text{C}$.
3. Yarra River through central Melbourne; the rectangular street grid (Hoddle Grid); Flinders Street Station on Flinders Street (current building opened 1910): “Melbourne central business district” and “Flinders Street railway station”, *Wikipedia* (retrieved 2026-08-25).
4. State and territory capital cities used on the outline map (Melbourne, Sydney, Brisbane, Adelaide, Perth, Hobart, Darwin, Canberra): “States and territories of Australia”, *Wikipedia* (retrieved 2026-08-25); consistent with section 2A’s teaching of capital cities.

No schools, councils or towns are invented (TOC §3 house note): fieldwork tasks are set in generic terms (“outside at school”, “a place close to your home”) or at the real, sourced public places above. Children’s given names (Zoe, Mia) are invented, as permitted.

In 3A we asked questions about places. Now let’s find the answers! In this part, we **collect**, **sort** and **record** things about places. We go out to real places. We use maps too.

Learning together

Step 1 — Fieldwork: go out and look

Fieldwork means going out to a real place to find out about it. On a fieldwork trip, we use our eyes, our ears and our nose. We look. We listen. We count. We feel.

Stay safe. Stay with your class. Listen to your teacher. Look both ways when you cross roads.

Step 2 — Collect

To **collect** means to get what we find out, and keep it. There are many ways to collect. They are in the picture below.

- **Go outside and observe.** To **observe** means to stop and look.
- **Interview people.** An **interview** is a talk where you ask someone questions, and you listen to their answers.
- **Take photos.**
- **Look at maps and plans.** A plan is a drawing that shows a place from above.
- **Look at satellite photos.** These are photos of the ground. They come from very, very high up in the sky.

- Look in books and films.

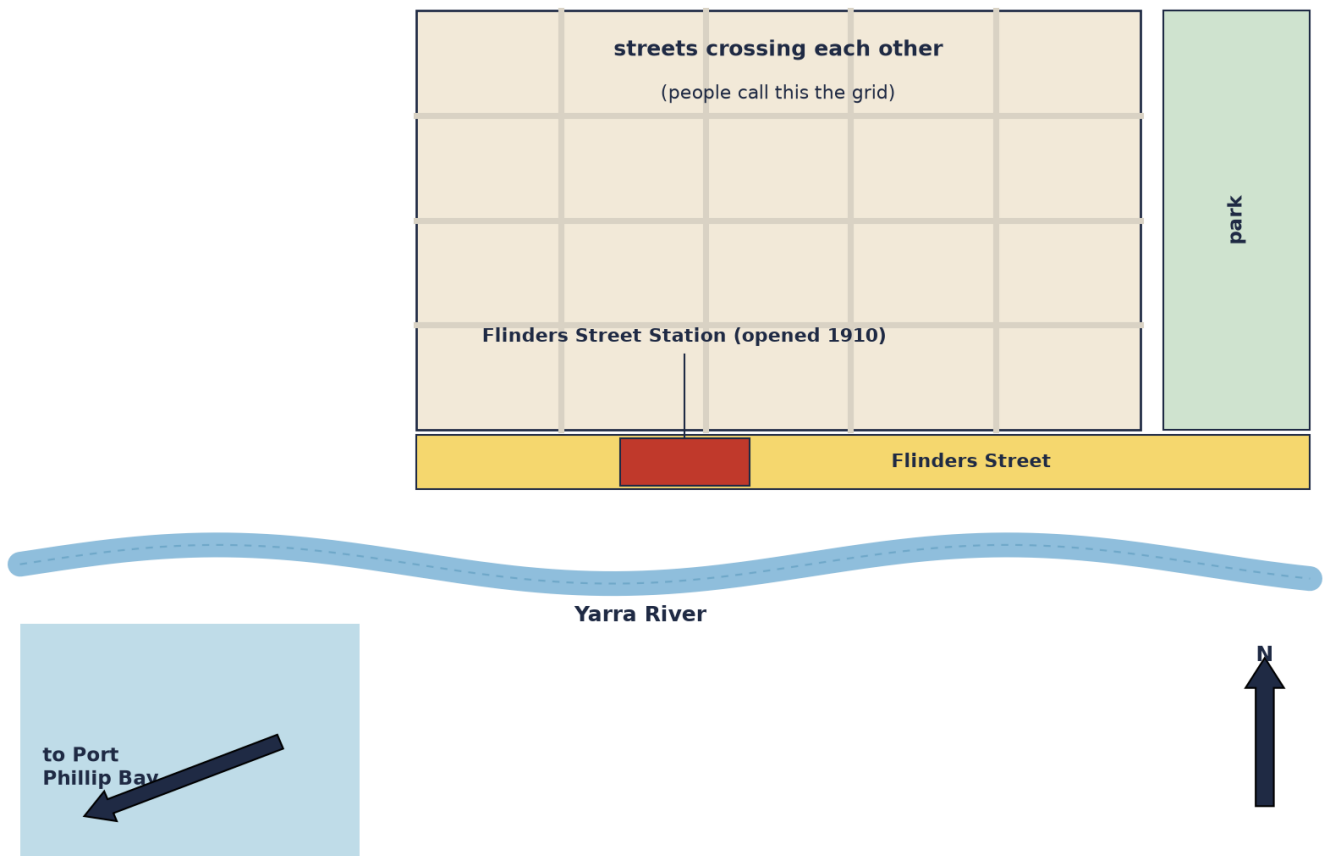
Ways we collect information about places

How?	What we do
	fieldwork go out and observe
	interview ask people questions
	photos take photos
	maps and plans look at maps and plans
	satellite photos photos from high in the sky
	books look in books
	films watch films

Picture table of the ways we collect information about places

Here is a picture plan of the middle of Melbourne, from high up in the sky. It is like a map. Can you see the Yarra River? Can you see Flinders Street? The red shape is Flinders Street Station. The Yarra River runs down to Port Phillip Bay.

Central Melbourne from high above (a picture plan)



Picture plan of the middle of Melbourne from high above, showing the Yarra River, the streets and Flinders Street Station

Step 3 — Sort

To **sort** means to put things into groups. In 1C we met two big groups for **features**. A feature is something we can see in a place. **Natural** features were not made by people. **Constructed** features were made by people.

Sort the features we found at St Kilda

Cut out the cards. Sort them into the groups below.

the sea	St Kilda Pier	sand	seats	a little penguin	the path
---------	---------------	------	-------	------------------	----------

Natural not made by people	

Constructed made by people	

Sorting table for features, into natural and constructed groups

Step 4 — Record

To **record** means to keep what we found, so we do not lose it. We can write it. We can draw it. We can take a photo. We can tick boxes in a table.

My fieldwork recording table

What I observed	What was it like?	How did I record it?
the sea	big and blue	I drew it

Model row: read it together. Then record your own observations.

Recording table with one model row filled in

Step 5 — Use maps

A **map** is a drawing that shows where things are. Maps use little pictures called **symbols**. The **legend** tells you what each symbol means.

You can **locate** places on a map. To locate means to find where something is. Find the places that are connected to you: where your family and friends live, where you go to play, and where you go to buy food. You can use paper maps, wall maps, outline maps and maps on a computer.

Places that are connected to us, on an outline map of Australia



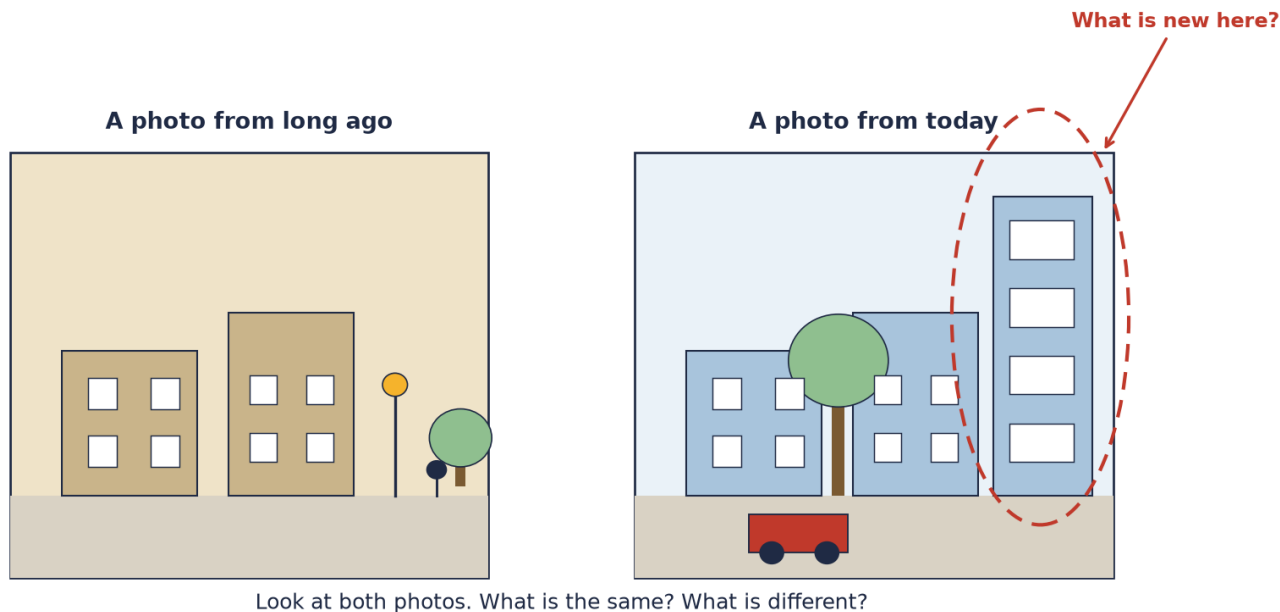
Outline map of Australia with the capital cities, and lines joining them to Melbourne

Step 6 — Look for change, and watch the weather

Places change. Here is one way to see change: find an old photo of a place, and a new photo of the same place. **Compare** them. To compare means to look at two things, and see what is the same and what is different.

The **weather** changes too. The weather is what it is like outside on a day: sun or rain, wind, and how warm or cold it is. In 2B we met the four **seasons**: summer, autumn, winter and spring. We can record the weather each day and watch it change.

How can we see change? Compare two photos of the same street.



Two pictures of the same street, one from long ago and one from today, to help us see change

We try together

We try 1 — Fieldwork at St Kilda (with help)

Zoe’s class went on a fieldwork trip. They went to St Kilda. St Kilda is a place by the sea in Melbourne. It is on Port Phillip Bay. The class walked by the sand. They saw a long pier. A pier is a long path that goes out over the water. The pier is called St Kilda Pier.

The class **observed** features. Then they **sorted** the features: natural or constructed? Then they **recorded** them. Their table started like this:

What we saw	Natural or constructed?	How we recorded it
the sea	natural	we drew it
St Kilda Pier	constructed	we took a photo
sand and shells	?	?
seats by the path	?	?
a little penguin	?	?

Little penguins live on the rocks by St Kilda Pier!

Now you: copy the table. Fill in the parts with a “?”.

We try 2 — We recorded one week of Melbourne weather (with help)

It was July. July is winter here. Zoe’s class watched the weather each day. They recorded it on a chart. The chart below shows one real week of weather in Melbourne: 13 to 19 July 2026.

One week of Melbourne weather: 13 to 19 July 2026 (winter)

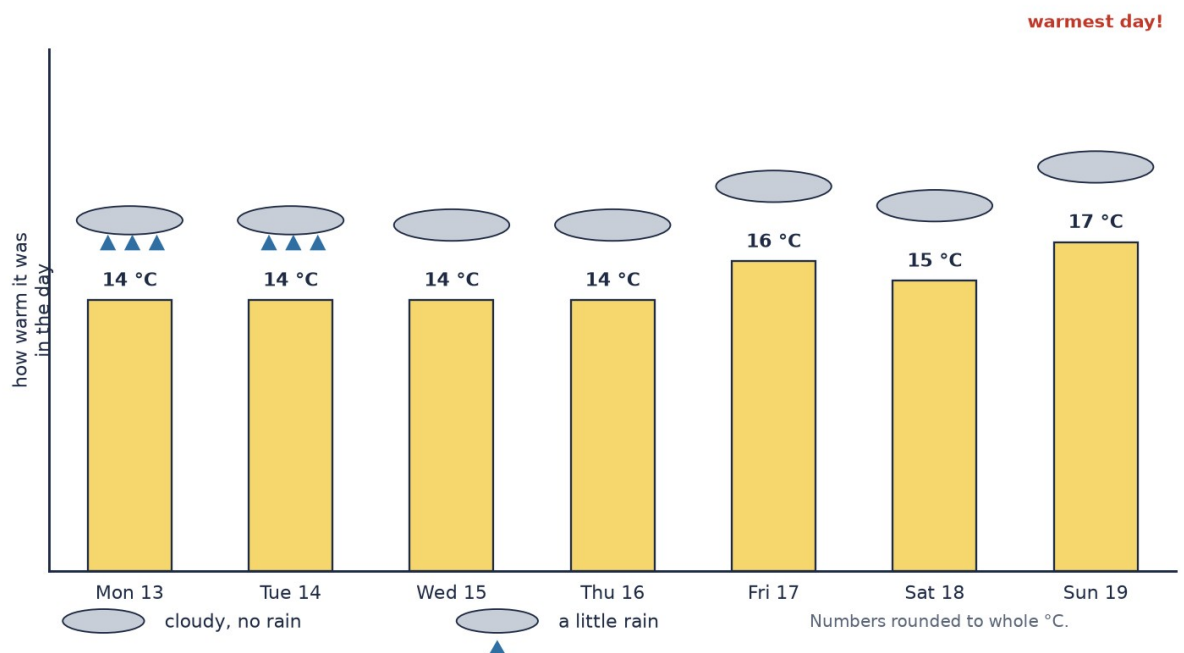


Chart of the weather in Melbourne for one week in July 2026

Look at the chart together:

- Monday and Tuesday had a little rain. Then the rain stopped.
- Sunday was the warmest day: 17 °C.
- Sunday morning was the coldest: 4 °C.

Now you: copy this table. Monday is done for you. Fill in Tuesday and Sunday.

Day	What was the weather like?	How warm was it in the day?
Monday	a little rain	14 °C
Tuesday	?	?
Sunday	?	?

Have a go

With help

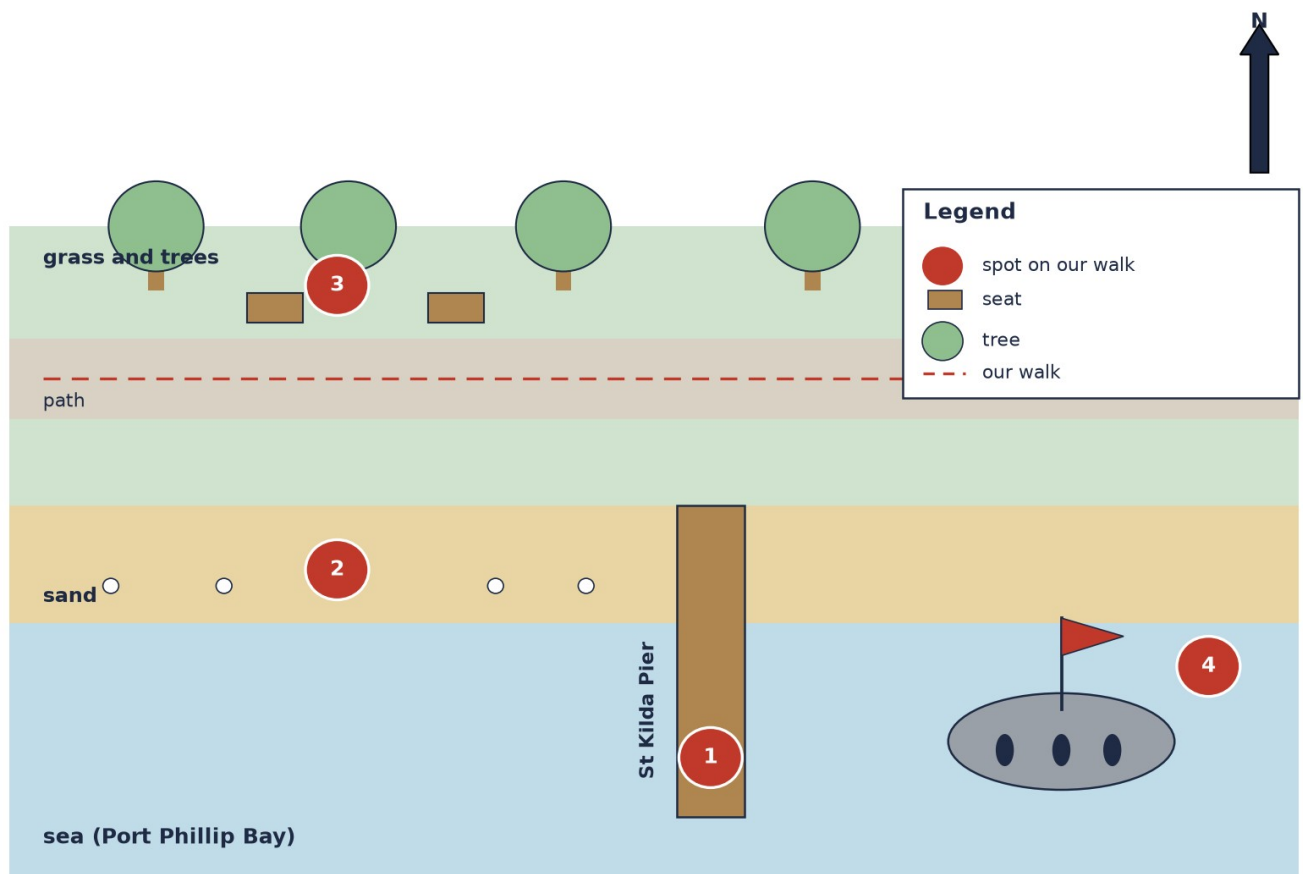
Q1. Tick the things that are good to do on a fieldwork trip.

- | | |
|--------------------------|---|
| ☐ | stop and look at the place |
| ☐ | listen to the sounds |
| ☐ | count the trees |
| ☐ | pick all the flowers |
| ☐ | drop your rubbish |
| ☐ | say thank you to the people you interview |

Q2. Look at the map of the fieldwork walk at St Kilda. Match each spot (1, 2, 3, 4) to what the class saw there. Draw lines.

Spot	What did the class see?
1	the pier, out over the water
2	sand and shells
3	seats by the path
4	rocks, and a flag where the penguins live

Our fieldwork walk by the sea at St Kilda



Map of the fieldwork walk by the sea at St Kilda, with numbered spots, symbols and a legend

Q3. Sort these features of Port Phillip Bay. Draw a line from each one to its group.

sea — boat — sand — pier — shell — flag

Natural (not made by people)

Constructed (made by people)

Q4. Look at the outline map of Australia. Zoe’s grandma lives in Perth. Her uncle lives in Sydney. In July, Zoe went to Brisbane for a holiday. Match each trip to its city on the map. Then circle Melbourne — the big city in Victoria, where this book lives.

Q5. Look at the weather chart for Melbourne again.

- a) How many days had rain?
- b) Which day was the warmest?
- c) It was 17 °C on Sunday. Draw what to wear outside that day.

Q6. Mia wants to interview her grandpa about a place he loves. Tick the good interview questions.

- | | |
|--------------------------|------------------------------|
| ☐ | What place do you love? |
| ☐ | What do you do there? |
| ☐ | Why do you love it? |
| ☐ | What did you have for lunch? |

Then: ask one question. Listen to the answer. Draw or write what you hear.

On your own

Q7. Look at a place outside your window, or outside at school. Draw three features you can see. Sort them: natural or constructed?

Q8. Interview an older person in your family, or an older person you know well. Ask: *What place do you love? Why?* Record their answer. Write it or draw it.

You can use this interview card. Ask your questions. Listen to the answers. Then write or draw them.

My interview card

Ask an older person in your family, or an older person you know well.



1. What place do you love?
2. What do you do there?
3. Why do you love it?
4. What can you see there?

Their answers:

Listen to the answer. Then write it or draw it.

Interview card with four questions to ask an older person, and lines for the answers

Q9. With your teacher, look at a big wall map of Australia. Find a place where someone in your family lives, or a place you went on a trip. Make a symbol for that place. Add your symbol to the map's legend.

Q10. Find two pictures of places you know. Stick them in your book. Write or draw the weather for each place, next to its picture.

Think and tell

Think of a place you love, close to your home or your school. It could be a park, a beach, a garden or a street.

1. **Where is it?** Draw a map to show where it is.
2. **Why do you love this place?**
3. **How can you help look after it?**

Draw your map. Add symbols and a legend. Then tell the class about your place.

Answers and notes for teachers

Worked example 1. sand and shells — natural — accept any recording method (we drew them / we took a photo / we ticked the table); seats by the path — constructed; a little penguin — natural (an animal is a natural feature; contrast the seats and pier, which people made). Reinforce the 1C definitions: natural = not made by people; constructed = made by people.

Worked example 2. Tuesday — a little rain — 14 °C (data value 14.5 °C, rounded); Sunday — cloudy, no rain — 17 °C (data value 16.6 °C, rounded). All values from the Open-Meteo archive (source 2 above): daily maxima 14.0, 14.5, 14.4, 14.5, 15.9, 15.1, 16.6 °C; daily minima 11.2, 9.1, 6.1, 8.7, 4.9, 4.8, 4.1 °C; rainfall 1.3, 0.9, then 0.0 mm for the five remaining days; Monday–Tuesday were drizzle days, Wednesday–Sunday overcast with no rain. A nice observation for fast finishers: the warmest day (Sunday) also had the coldest morning (4 °C).

Q1. Tick: stop and look; listen to the sounds; count the trees; say thank you. Do not tick: pick all the flowers (we observe features, we do not pull them out — links 1C's care thread); drop your rubbish.

Q2. 1 = the pier (spot at the end of the walk, out over the water); 2 = sand and shells (spot on the beach); 3 = seats by the path (spot on the path); 4 = rocks and the penguin flag (spot at the rock wall). The figure's legend carries the symbols.

Q3. Natural: sea, sand, shell. Constructed: boat, pier, flag.

Q4. grandma → Perth (Western Australia); uncle → Sydney (New South Wales); July holiday → Brisbane (Queensland). Melbourne is circled; it is Victoria's capital city (section 2A).

Q5. a) Two days (Monday and Tuesday). b) Sunday. c) Accept any weather-fitting choice — a coat or a hat is reasonable for 17 °C in July; discuss why thongs and swimmers are not.

Q6. Tick the first three. The lunch question is off-topic for an interview about a loved place — a gentle chance to talk about planning interview questions (section 3A's question stems: where / what / how / why).

Q7–Q10 (unscaffolded). Look for: Q7 three features drawn + each sorted correctly; Q8 a question asked of an older relative or familiar older person and the answer recorded in words or a drawing (feelings towards place — the severed remainder of E04); Q9 a located city/town with a student-made symbol and a legend entry; Q10 two place pictures each with a weather annotation in words or drawing (E05).

Reasoning prompt (Think and tell). E06 in child terms: an identified local place the student likes, its mapped location, reasons for liking it, and care proposals. Award the reasoning steps: the place is named or shown, the map shows where it is, a reason is given, and at least one care action is proposed (pick up rubbish, plant, water, tell others — links 1C and 3D).

D3.4 severance note (binding). E04’s “or significant Elders” is excluded everywhere in this section: interview tasks use older relatives and familiar older people only. Do not restore the severed referent in class discussion materials built from this section.

Operational definitions used (subject terms, defined at first use in the student text; WORD_LEVEL_POLICY Rule 2 exemption 2). *Fieldwork* — going out to a real place to find out about it. *Interview* — a talk in which one person asks questions and listens to the answers. *Map* — a drawing that shows where things are. *Symbol* — a little picture on a map that stands for a real thing. *Legend* — the list that says what each symbol means. *Feature* — something we can see in a place (per section 1C). *Natural* — not made by people. *Constructed* — made by people. *Weather* — what it is like outside on a day: sun or rain, wind, how warm or cold. *Season* — one of summer, autumn, winter, spring (per section 2B). *Compare* — to look at two things and see what is the same and what is different. *Locate* — to find where something is. *Pier* — a long path that goes out over the water (defined in We try 1). These are stipulated subject terms used in their VCAA band sense; no contested-term positions arise in this section (CONTESTED_TERMS.md).

Vocabulary gate. Student-facing text gated at ceiling Yr1 (rank 1) with `src/gate_3b.py` (house checker `vocab_level_check.py`): CLEAN. Whitelisted words are curriculum’s own words (the vocabulary of VC2HG2S02 and its drawn-on elaborations) and subject terms defined at first use. Proper-noun components split by the tokeniser (“pier” of St Kilda Pier, “bay”/“phillip”/“port” of Port Phillip Bay, “station”/“flinders” of Flinders Street Station, “yarra” of the Yarra River, and the real place names Perth, Brisbane and Victoria on the outline map) sit under WORD_LEVEL_POLICY Rule 2 exemption 3 (proper nouns).

Representing what we find: sketches, labelled maps, symbols and pictorial tables

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

Owens (one CD, D2)

VC2HG2S03 (code referenced; VC2 wording not reproduced). Strand: Geographical Skills. Sub-strand: Geographical inquiry. Level: Foundation to Level 2 band, taught at Level 1 pitch (D1, D9).

Draws on (elaboration ids in export order — linkage keys per D7, not a teaching order)

.E01 .E02 .E03 .E04 .E05 .E07 taught in full; .E06 **severed (D3)** — the classmates'-connected-places and where-food-comes-from examples are taught; the songlines example is excluded under CONTENT_POLICY Rule 1, recorded as ACCEPTED in TOC.md §2 D3 and §3, never taught and not replaced.

Content lands on (D6: skills sections draw on Chapters 1–2)

VC2HG2K01 (1A place), VC2HG2K02 (1B names and labels), VC2HG2K04 (2A maps and scale), VC2HG2K05 (1C features and change), VC2HG2K06 (2B weather and seasons), VC2HG2K07 (2C connections). VC2HG2K03 is excluded entire in this book (§2A) and nothing here is about it.

Band achievement standard this section serves

The band AS (stated at the end of Level 2) is referenced, not quoted — this book contributes the first rungs only; nothing here claims the band standard is met at Level 1 (D9).

Assessment

Observed, drawn and oral (D9): a drawing linked to a map, a symbol placed, a label put on a home, a picture in its table home, a told “here”. Short decodable lines are supported by the teacher; no timed paper.

Same-year cross-subject notes (§4)

The pictorial tables of .E05 pair with Mathematics Level 1 VC2M1ST01/VC2M1ST02 (categorical data, one-to-one displays) taught in parallel; the weather-and-seasons content of .E03/.E05 shares its phenomenon with Science F–2 VC2S2U07. This book supplies the geography content only.

What this section is about

3B went out and collected. This section is what happens when the children come back in: **representing what they found**. It is the third Geographical Skills section of the book, and per the TOC §3 note it has no content of its own — every sketch, label, symbol, plan, table and display the children make represents the content of Chapters 1 and 2 (our place, names, maps, features and change, weather and seasons, connections). Teach it **after** 3B, so there is something collected to represent, and keep the scribed observations, drawings and photos from 3B where the children can reach them — they are the raw material here.

The section follows the elaboration order: finding features on picture maps and angled aerial photos of familiar places, and linking them to the child's own drawings (.E01); reading symbols and map legends (.E02); representing how features and the weather change (.E03); recording locations on maps and plans — labelling a home on a local map and a provided room plan with symbols (.E04); making pictorial tables that match clothes with seasons and activities with weather (.E05); reading displays of connections — classmates' connected places, and where food comes from (.E06, severed per D3); and reading distance qualitatively — close, distant, walking distance, many hours in a car or a plane (.E07).

Pitch (D1, D9). Level 1 sits mid-band: unlike Foundation, this book may carry decodable student-facing text, so the **Say** lines below are written to be read *with* the children as well as spoken, and the children read and write short labels

(home, park, school) where 3B’s Foundation cousin only pointed and said “here”. Everything stays picture-led and place-led; no task depends on a child reading anything long.

The word ceiling (D4). Every student-facing word — the Say lines, the New words box, the figure text, captions and alt text — sits at or below Yr1 on the vocabulary ladder, except the exempt words named in the gate: the curriculum’s own words (*sketch, symbol, legend, photograph, aerial, pictorial, feature, distant, connected, plane, plan, label, table*) and proper nouns. Every subject term is defined at first use in the New words box. The gate is `src/gate_3c.py`.

Definitions and attribution (CONTESTED_TERMS companion). *Place* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 — Humanities: Geography (VCAA), as met in 1A; it is not redefined here. No term in this section is listed in `CONTESTED_TERMS.md`; nothing contested arises at this level of the content.

Sources and places (SOURCE_USE). Written from the content description and first principles; no textbook sentence, example, figure or structure is used. All thirteen figures are original artifacts of this build, generated by the scripts in `src/fig_3c_*.py`. The real named places are curriculum referents: the Royal Botanic Gardens Melbourne (the .E01 “public garden”), and Melbourne, Sydney and Perth for distance (facts and retrieval dates in the notes below). Sam, Mia, Ali and Lily are fictional classmates; the local map, the room plan and the then-and-now place are invented so that **your** school and **your** local place stay the real geography.

Safety. On the sketch walk: stay together, walk (do not run), and check the route for hazards first. Children observe with eyes and hands only — nothing goes in anyone’s mouth. On hot days, hats on — the clothes table makes the point for you.

Exclusion note. The songlines example of .E06 is excluded under `CONTENT_POLICY` Rule 1 (`TOC.md` §2 D3, recorded `ACCEPTED`). It is not taught, not gestured at and not replaced; Part 6 teaches the two retained examples of the same elaboration. The front-of-book exclusion note and the legal disclaimer are injected by the assembler.

Sources and teacher notes

Real-world facts used in this section, with retrieval dates (`SOURCE_USE` Rule 3). All figures are original (no third-party figures, no textbook layouts):

- **Royal Botanic Gardens Melbourne** — the .E01 “public garden” referent — was established in 1846, covers about 38 hectares on the south bank of the Yarra River, and includes the Ornamental Lake (Wikipedia, “Royal Botanic Gardens Victoria”, retrieved 2026-08-25). Figure 3C.1 is a pictorial stand-in; if your class visited a garden in 3B, use your own map or photo alongside.
- **Melbourne** is the capital of Victoria; it is about 877 km from Sydney and about 3,337 km from Perth (Wikipedia, “Melbourne”, retrieved 2026-08-25). Part 7 and Worked example 2 use these only qualitatively — Sydney and Perth are “distant, many hours in a car or a plane”; no number goes in front of the children.
- **Melbourne’s seasons** run on the southern-hemisphere calendar: summer is December–February and winter is June–August (Wikipedia, “Season”, retrieved 2026-08-25). Average daytime highs are about 27 °C in January and about 14–15 °C in July (Wikipedia, “Climate of Melbourne”, retrieved 2026-08-25). Worked example 2 uses “hot days” and “cold days” only; the numbers stay here.
- **Where food comes from** (Part 6) is taught qualitatively, as the elaboration does: bananas from hot farms, milk from cows on farms, bread from farms. No production statistics are asserted; if you want figures for a class discussion, check the Australian Banana Growers’ Council (abgc.org.au) and Dairy Australia (dairyaustralia.com.au) and record the retrieval date.

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. Words met in Chapters 1–2 (place, feature, weather, season, map) keep their meanings here.

map — A map is a drawing of a place. It shows where things are.

sketch — A sketch is a quick drawing. You draw what you can see.

symbol — A symbol is a little picture on a map. One symbol shows one thing.

legend — The legend says what the symbols show.

label — A label is a word next to a thing. It says the name of the thing.

plan — A plan is a map of a room. It shows where things are in the room.

photograph — A photograph is a photo. You look at it and see a place.

aerial photograph — An aerial photograph is a photo from up high. It looks down on the place.

pictorial table — A pictorial table has homes for pictures. The pictures go in their homes.

feature — A feature is a thing in a place that you can see. A tree is a feature. The water is a feature.

weather — The weather is what the sky is like today. Sun? Rain? Wind? Is it hot or cold?

season — Summer and winter are seasons. Summer has hot days. Winter has cold days.

distant — A distant place is a long way from us. Sydney is distant from Melbourne.

close — A close place is not a long way. We can walk there.

walking distance — A place is walking distance if we can walk there.

connected — We are connected to a place we know and love, like grandma's home.

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

All **Say** lines are spoken to the children and written at the Yr1 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 the drawings, photos and scribed observations from 3B at hand throughout: 3C represents what 3B collected.

Part 1 — Find it on the map, find it in the photo [E01]

Do: Show Figure 3C.1 (a pictorial map of a garden — the section's stand-in for a real public garden such as the Royal Botanic Gardens Melbourne; if your class visited a garden in 3B, use your own map or photo alongside). The children find each feature with their hands. Then show Figure 3C.2 — an oblique aerial view of the school — and, if you have one, a real photo of your own school from up high. Close with Figure 3C.3: the move of this part is draw it, find it, link it with a line.

Say: “Look at this map. It is a map of a big garden.”

Say: “The garden has the water. It has the hill. It has trees and plants.”

Say: “Can you find the water? Put your hand on the water. Good!”

Say: “Can you find the hill? Can you find the trees?”

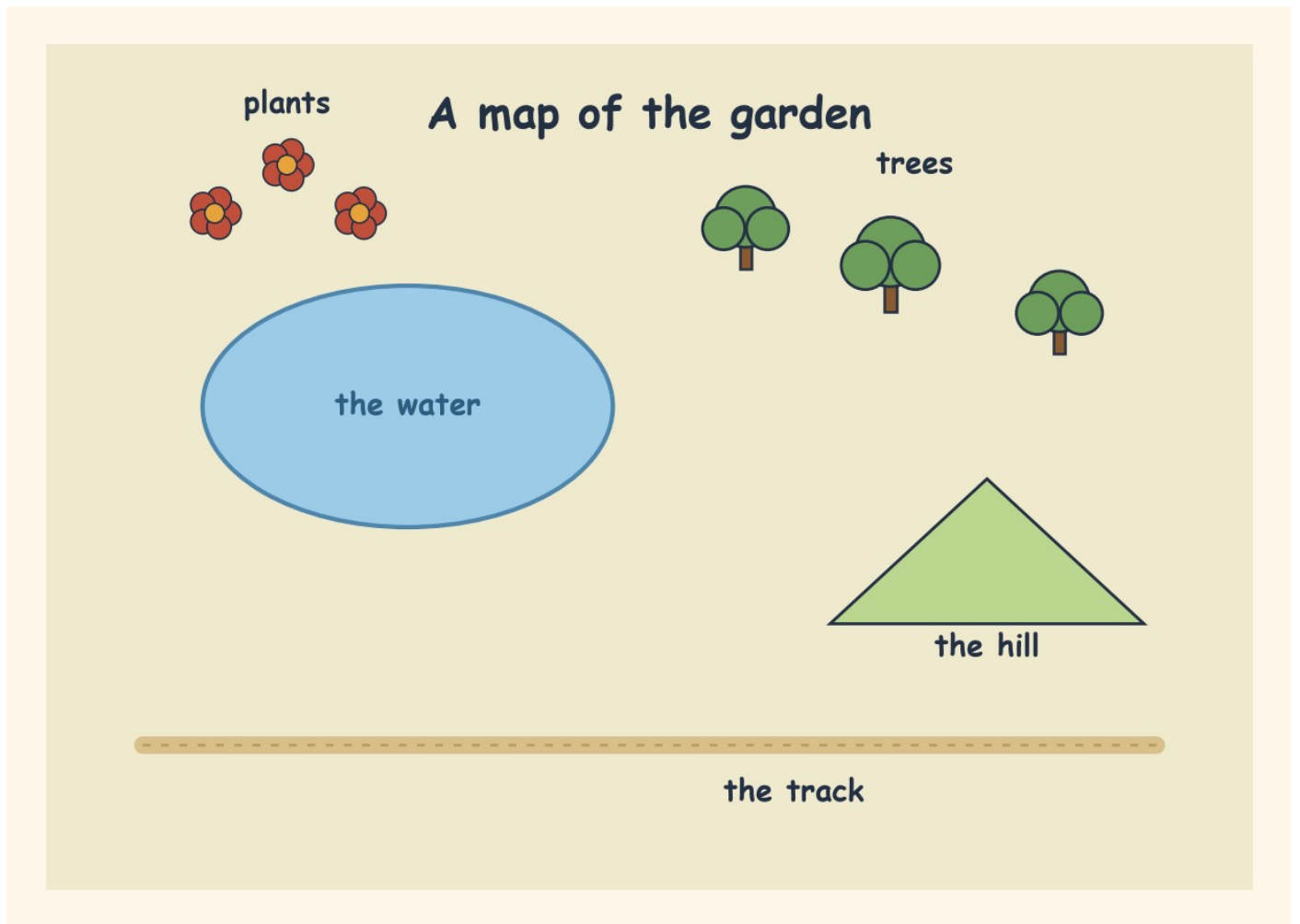
Say: “Now look at this photo. It is our school, from up high.”

Say: “Can you find our rooms? Can you find the trees? Can you find where we run and play?”

Say: “Draw a thing you can see. Now find it on the map. Draw a line from your drawing to the map.”

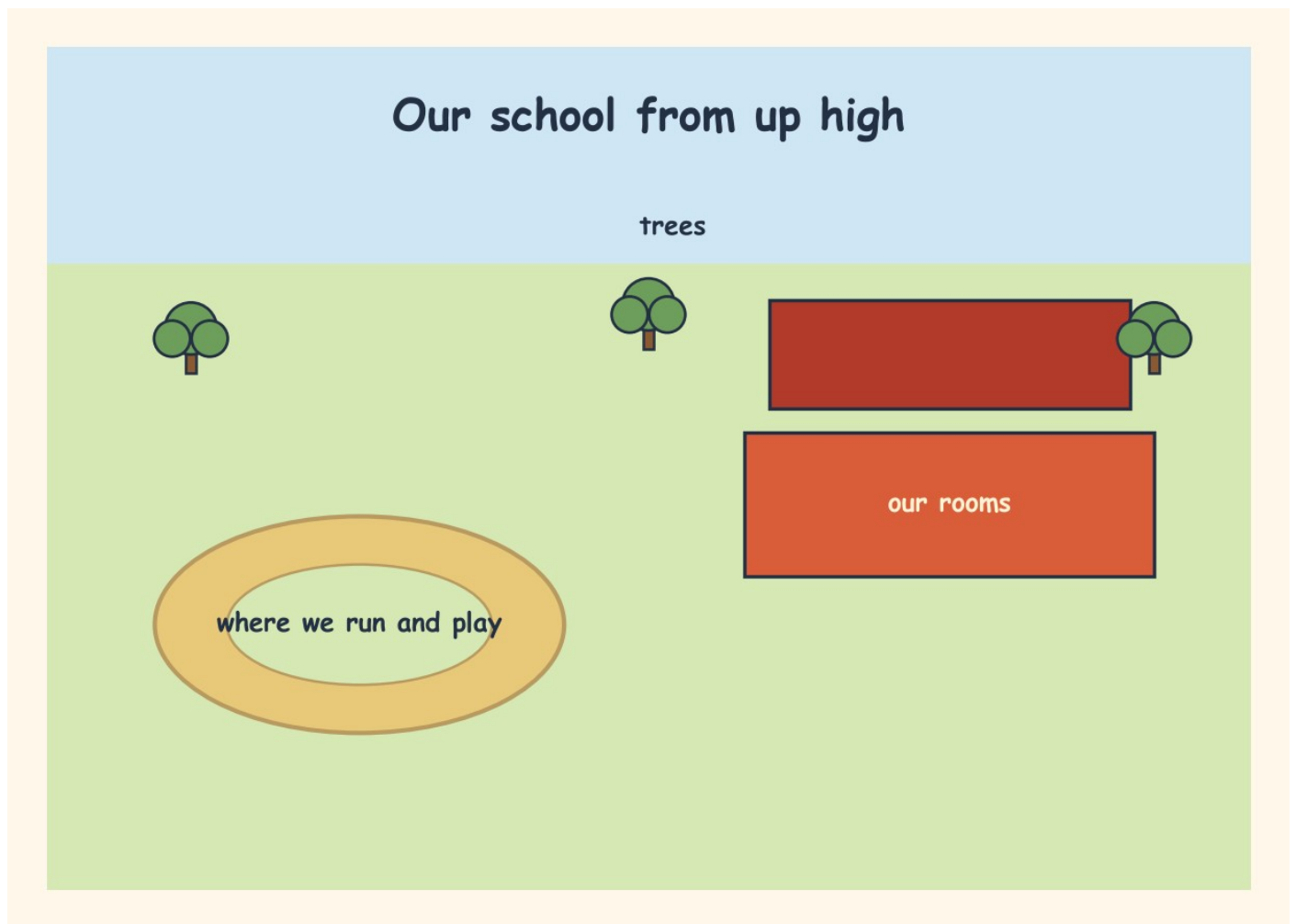
Say: “My line says: this is the same thing.”

Watch for: a child who finds the feature with eyes only before the hand goes down; a child who says the feature's name unprompted.



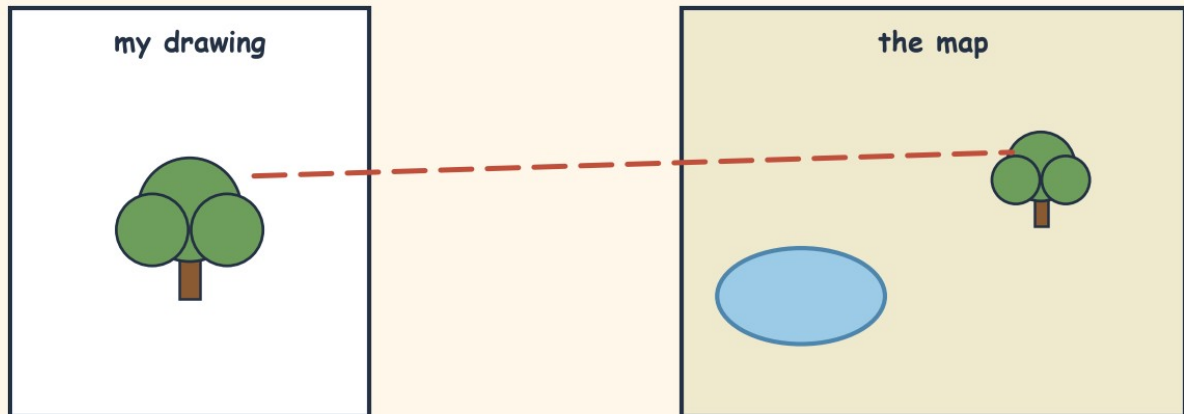
A pictorial map of the garden, with the water, the hill, trees and plants.

3C.1 — A map of the garden. Can you find the water?



Our school from up high, with our rooms, the trees and where we run and play.

Draw it. Find it. Link it with a line.



My line says: this is the same thing.

My drawing of a tree, with a line to the same tree on the map.

3C.3 — Draw it. Find it on the map. Join the two with a line.

Part 2 — Symbols and the legend [E02]

Do: Show Figure 3C.4. Say each symbol's word with the children and have them say it back. Then play it as a game: you say the word, the children find the symbol. Bring out symbol cards and a legend so the children handle them.

Say: "Maps have little pictures. The little pictures are symbols."

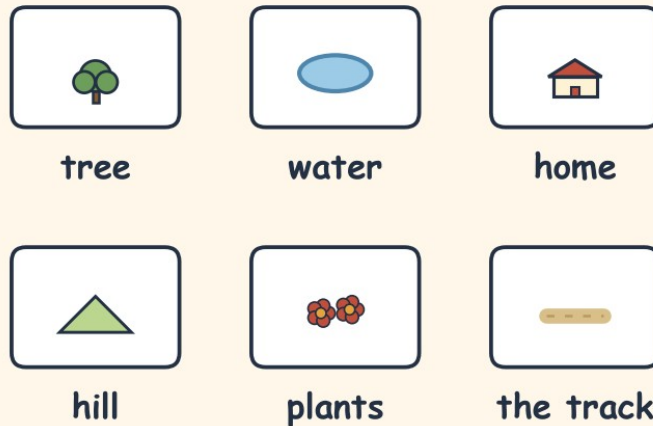
Say: "One symbol shows one thing. This symbol shows a tree."

Say: "The legend says what the symbols show."

Say: "Look at the legend. Find the symbol for the water. Find the symbol for the home."

Watch for: a child who goes symbol-first — looks at the little picture, then says the word — rather than guessing from colour.

Little pictures on a map are symbols



The legend says what the symbols show.

Little pictures that are map symbols: a tree, water, a home, a hill, plants and the track, with the legend.

3C.4 — The symbols on a map, and the legend that says what they are.

Part 3 — The same place can change [E03]

Do: Show Figure 3C.5 — the same place a long time back and now. This is the section’s stand-in for the elaboration’s move of comparing what we see now with photographs taken in the past. If you have an old photograph of your school or local place, show it next to a photo of the same place today. Close by linking the weather clause to 2B: we also record the weather as it changes — the bridge to Figure 3C.6 and Part 5.

Say: “Look at the two pictures. It is the same place.”

Say: “One picture is the place a long time back. One picture is the place now.”

Say: “What is not the same?”

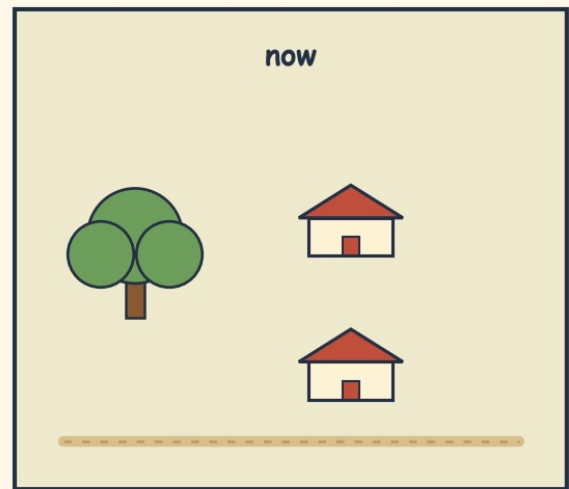
Say: “The tree is big now! There are new homes. There is a new track.”

Say: “Places can change.”

Say: “We can watch the weather too. Sun today? Rain today? Wind today? Draw what you see.”

Watch for: a child who names a change unprompted (“the tree is big now”); a child who links the weather to what we put on or do — that is 2B coming back.

The same place: then and now

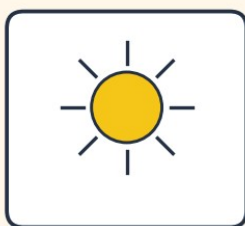


Places can change.

The same place a long time back and now: one little tree and one home, and now a big tree, new homes and a new track.

3C.5 — The same place: a long time back and now.

What is the weather today?



sunny



cloudy



rainy



windy

Put a tick on today's sky.

A weather chart with the sun, a cloud, rain and wind, to tick today's sky.

3C.6 — What is the weather today? Put a tick on today's sky.

Part 4 — We can show where things are [E04]

Do: Show Figure 3C.7 — a map of a local area with a home to find. The move is: hand on the place, say “here”, then put the label on. Then show Figure 3C.8, a plan of a room. This part is the one that writes on maps: children put symbols and labels on copies of Figures 3C.7 and 3C.8 in the practice and doing tasks below.

Say: “This is a map of our local place. Where is the home?”

Say: “Put your hand on the home. Say: the home is here.”

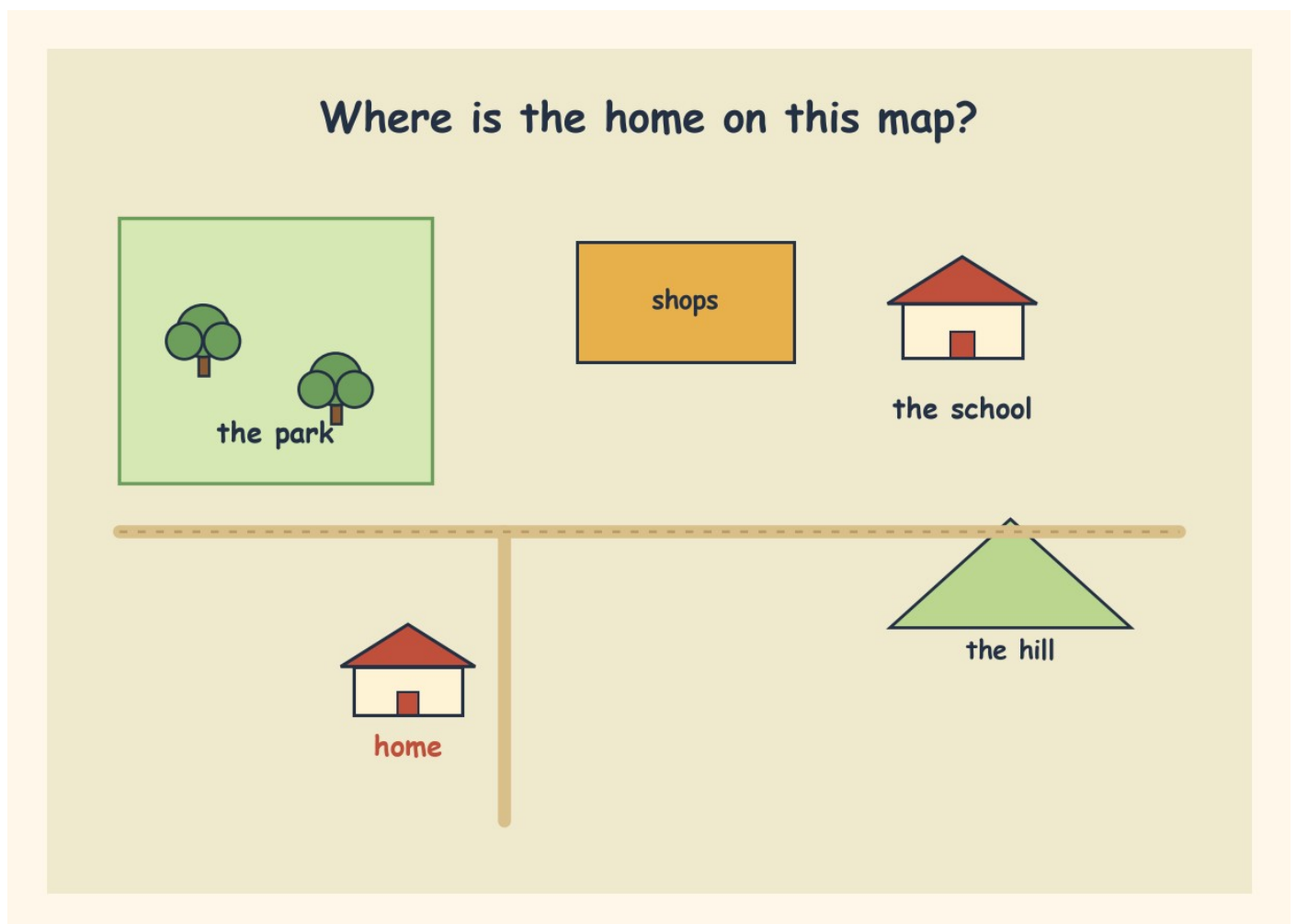
Say: “Put the label on the home. The label says: home.”

Say: “This is a plan of our room. A plan is a map of a room.”

Say: “Where are the mats? Where are the bags?”

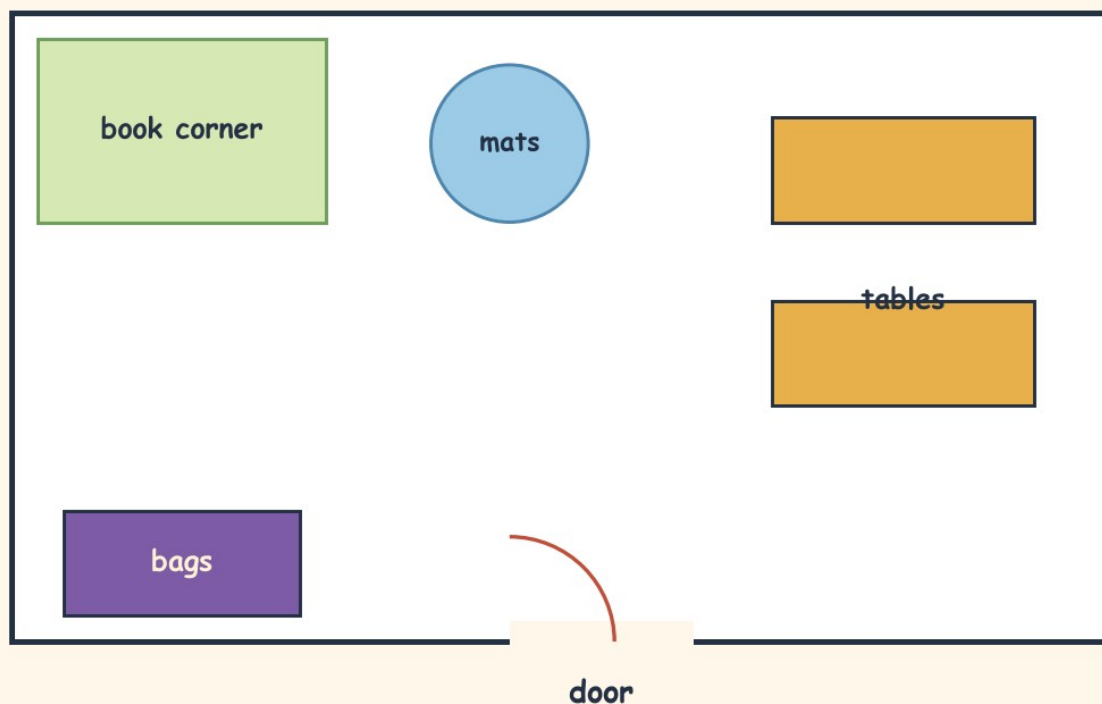
Say: “Put a symbol on the plan. Put it where the mats are.”

Watch for: the child who says “here” with the hand already on the right spot, then adds the label — location recorded in the Level 1 form.



A map of the local place with the park, the shops, the hill, the school and the home.

A plan of our room



A plan of our room with the door, the book corner, the mats, the tables and the bags.

3C.8 — A plan of our room.

Part 5 — Picture tables [E05]

Do: Show Figure 3C.9 (clothes with seasons) and Figure 3C.10 (activities with the weather). These are the elaboration’s own two matchings at Level 1 pitch. Build the table with the children orally first; the picture cards go in their homes in Task 4. The seasons named here are summer and winter on the southern-hemisphere calendar met in 2B.

Say: “A pictorial table has homes for pictures.”

Say: “Summer has hot days. What do we put on? A hat! A t-shirt! Shorts!”

Say: “Winter has cold days. What do we put on? Socks! A coat! A beanie!”

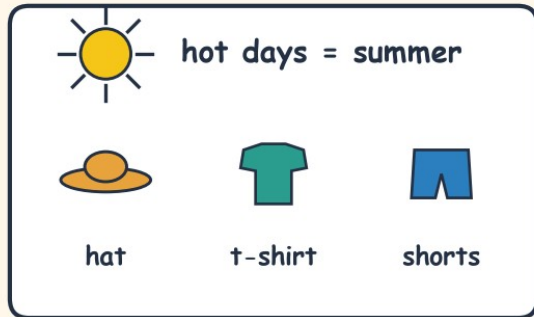
Say: “What can we do in the sun? We can swim.”

Say: “What can we do in the rain? We can jump in the puddles.”

Say: “What can we do in the wind? We can fly a kite.”

Watch for: a child who gives a second item unprompted (sun → hat *and* shorts); a child who says why (“it is hot”) — scribe it.

Clothes for the days

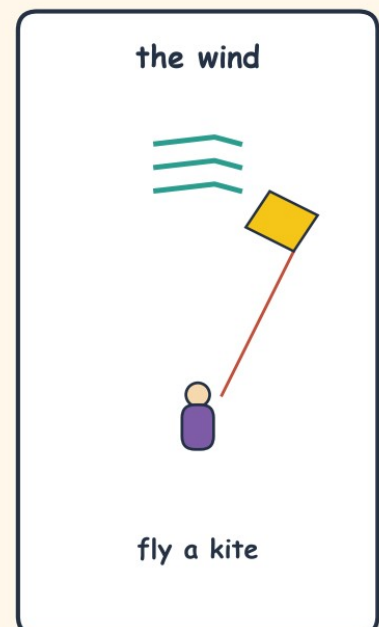
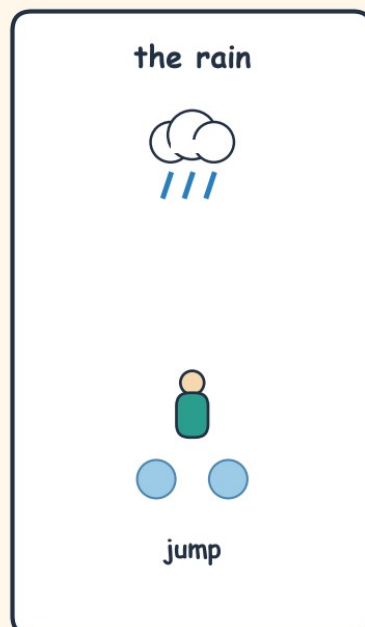
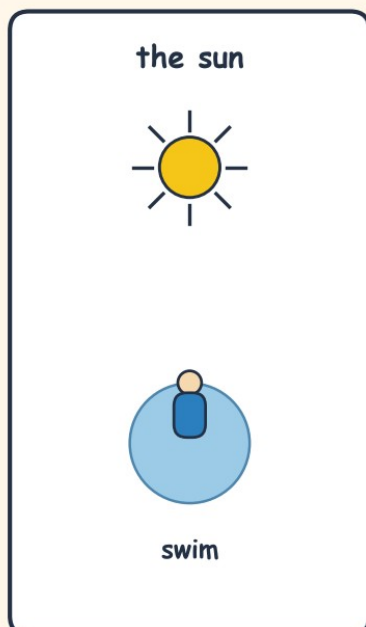


Put each picture in its home.

A pictorial table of clothes for hot days and cold days: a hat, a t-shirt and shorts; socks, a coat and a beanie.

3C.9 — Clothes for the days.

What can we do in this weather?



Put each doing-picture with its sky.

A pictorial table of what we can do in the sun, the rain and the wind: swim, jump, fly a kite.

3C.10 — What can we do in this weather?

Part 6 — Places we are connected to [E06]

Do: Show Figure 3C.11 — the places four fictional classmates are connected to. This is the first of .E06's two retained examples; the songlines example in the elaboration is excluded per D3 and is not taught, gestured at or replaced. Invite the children to name their own connected places and scribe them; the scribed list becomes a class display. Then show Figure 3C.12 — where some food comes from — and read the lines from the food to the place.

Say: “We are connected to places.”

Say: “Mia is connected to Sydney. Her family lives there.”

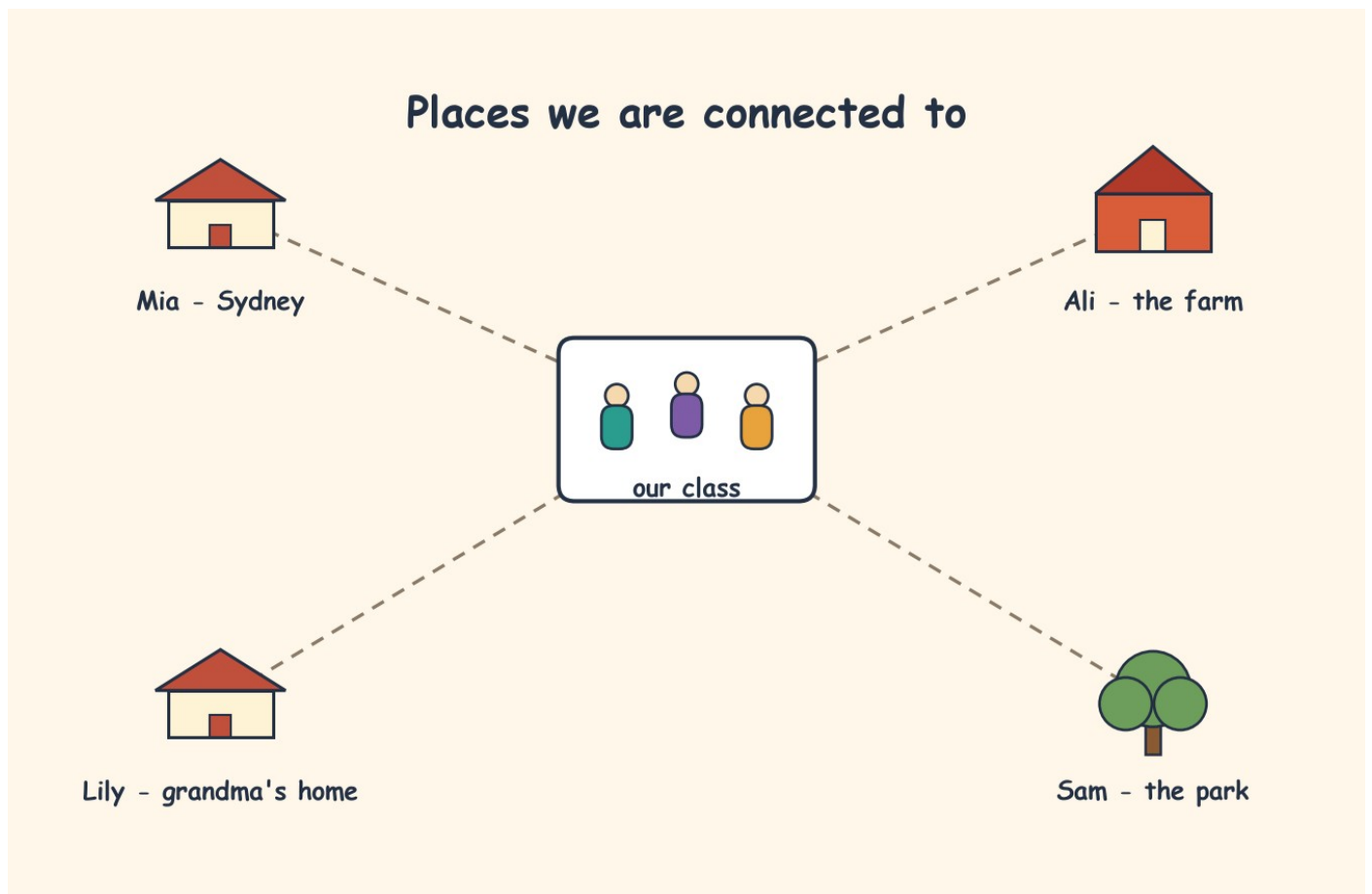
Say: “Ali is connected to the farm. Lily is connected to grandma’s home. Sam is connected to the park.”

Say: “What place are you connected to?”

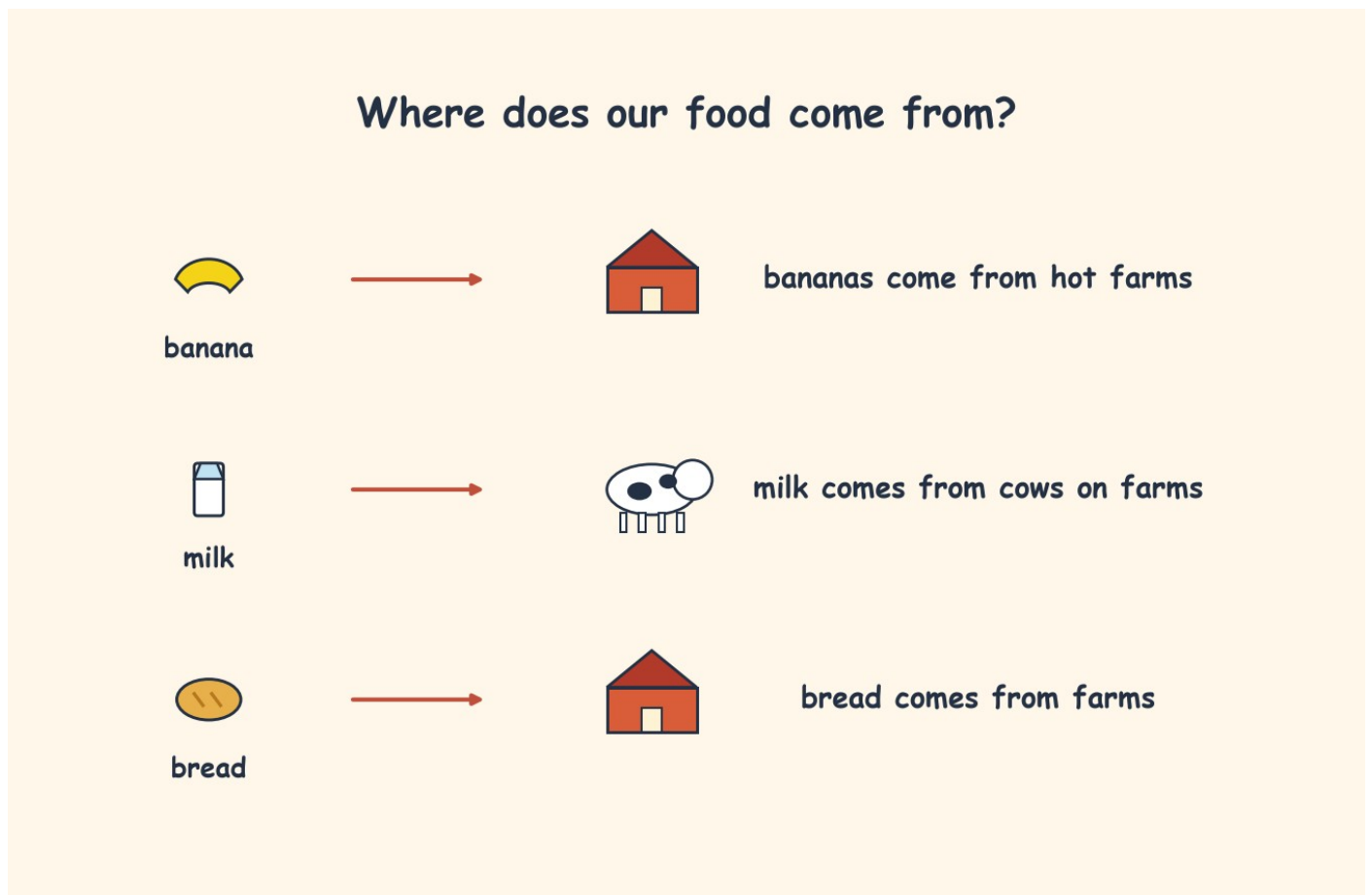
Say: “Our food comes from places too.”

Say: “Bananas come from hot farms. Milk comes from cows on farms. Bread comes from farms.”

Watch for: a child who names a real connected place (grandma’s home, a holiday place, a farm). Scribe it on the class display list.



The places our classmates are connected to: Sydney, the farm, grandma’s home and the park.



Where our food comes from: bananas from hot farms, milk from cows on farms, bread from farms.

3C.12 — Where does our food come from?

Part 7 — Close or distant? [E07]

Do: Show Figure 3C.13. Ground the close side in the children’s own place: the school, the park, the shops — places they have walked to. Ground the distant side in the curriculum referents Sydney and Perth: a long way, many hours in a car or a plane. No distances in numbers at this level — the elaboration’s qualitative distance words (close, distant, walking distance, travel time by car or plane) are the content.

Say: “Some places are close. We can walk there. Walking distance!”

Say: “The school is close. The park is close.”

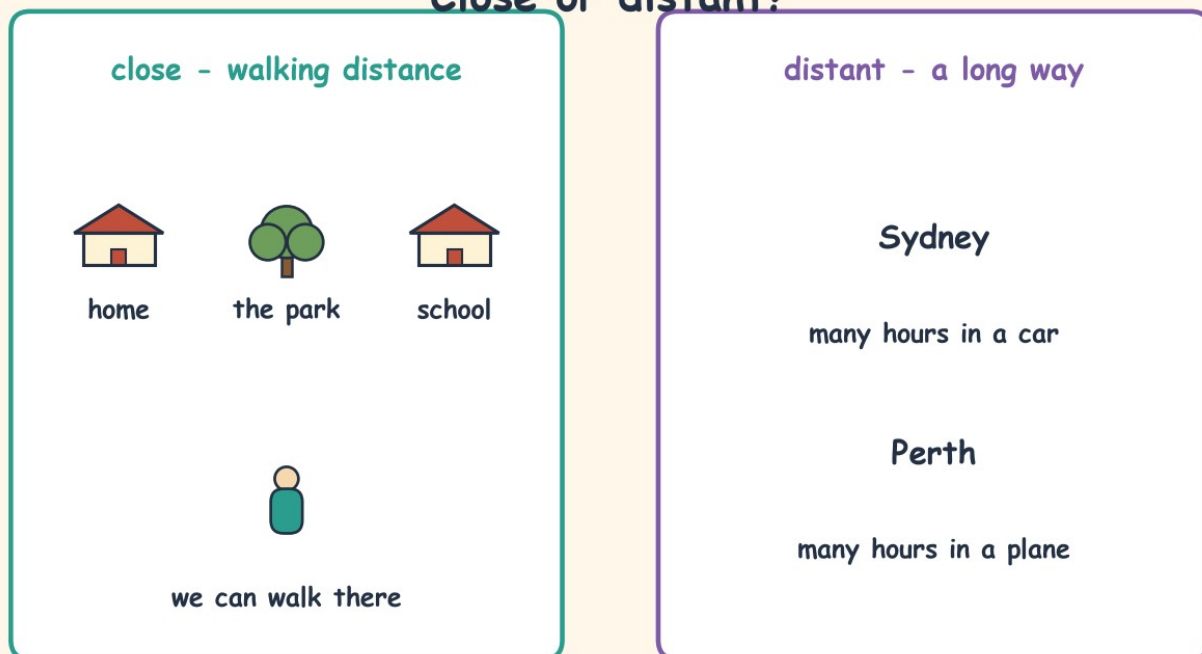
Say: “Some places are distant. They are a long way from us.”

Say: “Sydney is distant. Perth is distant.”

Say: “To go to Sydney: many hours in a car. To go to Perth: many hours in a plane.”

Watch for: a child who sorts a new place unprompted (“the shops: close!”, “grandma’s home: distant!”); a child who uses ‘walking distance’ as their own word.

Close or distant?



Close places: walk. Distant places: many hours.

Close places we can walk to, like the park and the school, and distant places like Sydney and Perth, many hours in a car or a plane.

3C.13 — Close or distant?

Worked examples — model these out loud

Worked examples at Level 1 are **modelled** with the children joining in: you think aloud, the children watch and take the next step. The child-facing words stay at the level of the script. Both examples are grounded in real, sourced Victorian referents (see Sources above).

Worked example 1 — Link the drawing to the map [E01]

Model with: Figure 3C.1 (the garden map — our stand-in for the Royal Botanic Gardens Melbourne), blank paper and a pen. You are the child: draw one feature, think aloud while you find the same feature on the map, and draw the line. Then hand the pen over — the children do the next feature.

Say: “I see the water in the garden. I draw the water. This is my drawing.”

Say: “Now I find the water on the map. Here!”

Say: “I draw a line from my drawing to the map. My line says: same thing.”

Worked example 2 — Build the clothes table for Victoria [E05]

Model with: Figure 3C.9 and the clothes cards. Think aloud as you sort: name the season, say the days, put the clothes in their home. Ground it in the southern-hemisphere calendar: in Victoria, summer is December to February (hot days) and winter is June to August (cold days). Children take over with the next card.

Say: “Summer in Victoria has hot days. What do we put on? A hat! The hat goes in the hot home.”

Say: “Winter in Victoria has cold days. What do we put on? A coat! The coat goes in the cold home.”

Say: “Now you put the socks in their home. Which home? The cold home — well done!”

Practice tasks — with your help

Six scaffolded tasks, picture-led, map-led and oral (TOC §3). Say each prompt aloud; support the short labels as readers. Scribe longer responses.

Task 1 — Our sketch walk [E01] (*observation-led*)

Run this as the warm-up walk: out the door, one feature each, sketch it where you stand. Back in the room, put the sketches next to Figure 3C.1 or your local map: these are the drawings Part 1 links to the map.

Say: “We will go out the door. We will find one thing in our place. Look and look. Draw it quick. This is your sketch.”

Task 2 — Find the symbol [E02] (*picture-led*)

Use Figure 3C.4 and the symbol cards. Say a word; the children find the symbol and put their hand on it. Then reverse it: you hold up a card, the children say the word. The legend is their help if they want it — that is the point of a legend.

Say: “Look at the symbols. I say a word: tree! Find the symbol for the tree. Put your hand on it.”

Task 3 — Put it on the plan [E04] (*map-led*)

Use Figure 3C.8 and, if you can, the real room around you — children check the plan against the room with their own eyes. Call a place in the room; the children put their hand on it on the plan. Then give out the symbol cards and let children put one card where it goes.

Say: “Here is the plan of our room. Where are the mats? Put your hand on the mats. Where are the bags? Put your hand on the bags.”

Task 4 — The pictures go home [E05] (*oral*)

Use Figures 3C.9 and 3C.10. Call out the picture (“a hat!”, “swim!”) and the children say its home (“hot days!”, “the sun!”). Then a child comes up and puts the card in its home. Run both tables: clothes with seasons, then activities with weather.

Say: “Here is our table: sun, rain, wind. Here are the pictures. What can we do in the sun? Put the picture with the sun.”

Task 5 — Link it [E01] (*map-led*)

Give each child a copy of Figure 3C.1 and blank paper. They draw one feature, find it on the map and draw the linking line, as in Worked example 1. Support the told sentence “this is the _____”.

Say: “Draw a thing from the garden. Find it on the map. Draw a line from your drawing to the map.”

Task 6 — Close or distant? [E07] (*oral*)

Call out places — the park, the shops, Sydney, grandma’s home, the school, Perth — and the children show close (hands together, we walk) or distant (arms wide, many hours). Sort them into the two homes of Figure 3C.13.

Say: “I say a place. You say: close, or distant? The park! ... Close — we can walk there!”

Doing tasks — their turn

Four unscaffolded tasks (TOC §3): the child does, the teacher observes and scribes. This is the evidence for this section — the representing and the describing.

Doing 1 — Draw it, find it, link it [E01]

Say: “Draw a thing you can see in our place. Find it on the map. Draw a line from your drawing to the map. Say: this is the _____.”

Give blank paper, pens and the map (Figure 3C.1, 3C.7, or your local map). Watch whether the child draws the feature, finds the same feature on the map and draws the linking line without help — and says the sentence. The told sentence is the “describe” half of the CD; scribe it on the back of the drawing.

Doing 2 — Symbols and a label on the plan [E04]

Say: “Here is the plan of our room. Put the symbols on the plan. Put the label on the door. Say: the _____ is here.”

Give each child a copy of Figure 3C.8, symbol cards and the label “door”. Watch whether the child places each symbol in the right spot and writes or says the label. Accept the hand-on-the-place and the told “here” with the label added as full marks at Level 1.

Doing 3 — Make a pictorial table [E05]

Say: “Here are two homes: hot days and cold days. Here are the clothes pictures. Put each picture in its home.”

Give a blank two-home table and the clothes cards. Watch whether the child sorts each card to the right home and can say why (“it is hot”).

Doing 4 — Close or distant, your way [E07]

Say: “Think of a place you know. Tell me: is it close, or distant? How do you go there — walk, or many hours in a car or a plane?”

Watch whether the child picks a real place and sorts it with the section’s words, and matches the way of going (walk for close; car or plane for distant). Scribe the place and the child’s words.

Reasoning prompt — how do you know? [E02]

One reasoning prompt (TOC §3: every 3x skills section carries one). Ask it orally; accept a told reason and scribe it. The reasoning is the point, not the words.

Say: “Why does a map have a legend?”

Say: “How do you know what the symbols show?”

Look for: “the legend says what the symbols show” — the child using the legend as the reason, not colour or guessing. A child who answers “so we know what the little pictures are” is explaining the legend’s job; that is the reasoning this section seeds.

What to watch for — observed evidence

Evidence for this section is observed, drawn and oral (D9). The rows below track this CD’s share of the band achievement standard (Level 2 horizon): the representing and describing of what was collected. Nothing here is marked against the band standard — the standard is stated at the end of Level 2, one year downstream of this book (D9). You are recording a rung on the way.

Watch for, and note down when you see it:

- **Finds a feature** on the pictorial map or the aerial view and names it (Part 1, Task 2).
- **Links the drawing to the map** with a line, and says “this is the _____” (Part 1, Task 5, Doing 1) — the draw-find-link move of .E01.
- **Reads a symbol** and uses the legend as help, not by colour alone (Part 2, Task 2, Reasoning prompt).
- **Names a change** between the place a long time back and now, or between today’s weather and yesterday’s (Part 3).

- **Records a location:** hand on the home and “here”; a symbol placed and a label put on the plan (Part 4, Task 3, Doing 2).
- **Puts a picture in its home** in the pictorial table, and says which home (Part 5, Task 4, Doing 3).
- **Names a connected place** — their own, or one from the display (Part 6).
- **Sorts close and distant** with the section’s words: close, distant, walking distance, many hours (Part 7, Task 6, Doing 4).

A child who does several of these with no help is representing and describing at Level 1 pitch. A child who does them with your words alongside is on the way — scribe what they did with help, and what they did without.

Where this leads

- **Next in this book — 3D (VC2HG2S04).** The representations made here are what 3D draws conclusions from: the linked drawings, the labelled maps, the pictorial tables and the connected-places display. Keep them — 3D uses them.
- **Next in the band — Level 2.** The same 12 CDs continue at consolidating pitch toward the band AS (D1); this section’s contribution is the representing, toward the band AS at the Level 2 horizon (referenced, not quoted).
- **Next band — Levels 3–4 (VC2HG4S03).** That code extends representing into analysis of the information and data children collect — the direct continuation of this section (TOC §4 handoff). The habit formed here — that what we find can be drawn, labelled, tabled and shown — is what every later band sharpens into graphs and maps with convention. No VCE content enters this book (D8).

Figures of this section

Figure	File	Used in	Audience
3C.1	diagrams/ 3c_garden_map.png	Part 1, Worked example 1, Task 5, Doing 1	children
3C.2	diagrams/ 3c_school_up_high. png	Part 1	children
3C.3	diagrams/ 3c_link_it.png	Part 1	children
3C.4	diagrams/ 3c_symbols_legend. png	Part 2, Task 2	children
3C.5	diagrams/ 3c_then_now.png	Part 3	children
3C.6	diagrams/ 3c_weather_watch.p ng	Part 3	children
3C.7	diagrams/ 3c_local_map.png	Part 4, Doing 1	children
3C.8	diagrams/ 3c_room_plan.png	Part 4, Task 3, Doing 2	children
3C.9	diagrams/ 3c_table_clothes.p ng	Part 5, Worked example 2, Task 4, Doing 3	children
3C.10	diagrams/ 3c_table_weather.p ng	Part 5, Task 4	children
3C.11	diagrams/ 3c_places_we_know. png	Part 6	children
3C.12	diagrams/	Part 6	children

Figure	File	Used in	Audience
3C.13	3c_food_from.png diagrams/ 3c_close_far.png	Part 7, Task 6	children

All thirteen figures are original artifacts of this build, generated by the scripts in `src/fig_3c_*.py` (SOURCE_USE Rule 3; diagrams house standard).

Working out what it means and what we can do about places

Section 3D of the Geography 1 workbook. One CD is taught here: VC2HG2S04 (code referenced; VC2 wording not reproduced), the Concluding and decision-making sub-strand of Geographical Skills. This section closes the inquiry the chapter began: the information the children asked about (3A), collected (3B) and represented (3C) is now used to work out what it means (conclusions) and what to do about it (proposals), before 3E tells people. Every task uses a place the children have already met in Chapters 1 and 2 or in 3A–3C: their own place, its features, the beach at St Kilda, the Merri Creek, and the near-and-far places of 2C. At Level 1 the children read short decodable lines with teacher support, copy or write the model sentences on the cards, and say their conclusions and proposals aloud; the teacher records the words.

New words

The teacher says each word, shows the matching card or figure, and the class says the word back. These are the section's defined terms, and every one of them is used again through the section.

- **conclusion** — what we work out from what we found out. A conclusion says “So...” or “We found out that...”.
- **proposal** — a plan. A proposal says “Let’s...”.
- **important** — a place is important when people use it and love it.
- **special** — a place is special when it has the people and things we love, and what we remember there.
- **connected** — you are connected to a place when you go there, use it, love it, or your family comes from there.
- **natural** — people did not make it. A creek is a natural thing.
- **feature** — a thing we can see in a place.

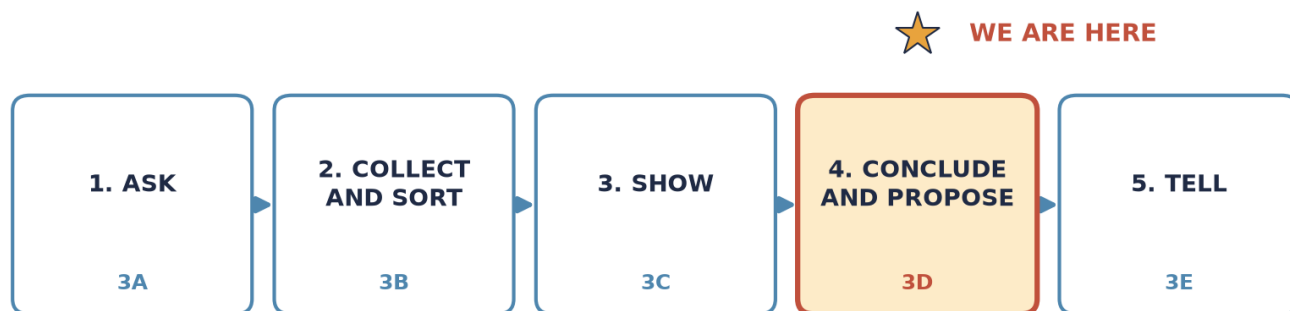
What you need

- The inquiry path (3d_inquiry_path), printed large and left on the wall for the chapter.
 - The special list (3d_special_list) and the class marks chart (3d_class_marks), printed large.
 - The sentence cards (3d_word_cards), printed large and cut out.
 - The St Kilda scene (3d_st_kilda) and the four care cards (3d_care_cards), printed.
 - The creek pair (3d_creek_then_next) and the proposal card (3d_proposal_card), printed.
 - The near-and-far map (3d_links_map), printed large.
 - Blank cards for the children's own conclusion and proposal cards (Q10).
-

We do

1. **Do:** Show the inquiry path. Put it where all the class can see.

The five steps of our work about places



Five boxes in a row. Step 1 says ASK. Step 2 says COLLECT AND SORT. Step 3 says SHOW. Step 4 says CONCLUSION AND PROPOSAL; it has a star and it says WE ARE HERE. Step 5 says TELL.

Say: “In 3A we asked questions. In 3B we went out and looked, and we collected what we found. In 3C we showed what we found, in pictures and tables. Now we are at step 4! We work out what it all means. That is a conclusion. And we say what we can do for our places. That is a proposal. Then, in 3E, we tell people.”

We read: “We ask. We collect. We show. We work it out. We tell.”

2. Do: Show the special list.

Our list: what makes a place special



A big list. The list says: What makes a place special? The people there. The things we can see and do. How it makes us feel. What we remember there.

Say: “What makes a place special? Look at our list. The people there. The things we can see and do. How it makes us feel. What we remember there. When we list these things about a place, we can make a conclusion about that place.”

3. Do: Show the class marks chart. Run the question-and-answer slowly; children point to each row as it is read.

Where do we like to play? Our marks

place	our marks	how many
the park		8
the playground		7
the beach		5
the pool		3
the library		2

25 children in our class. Each child picked one place.

A table of our marks. The park got 8. The playground got 7. The beach got 5. The pool got 3. The library got 2. At the bottom it says: 25 children in our class. Each child picked one place.

Say: “Our big question was: where do we like to play? We asked every child in our class. We made our marks. Look at the marks. The park got 8. The playground got 7. The beach got 5. The pool got 3. The library got 2. Now we work it out. Which one is the most? 8 is the most. So our conclusion is: most of us like to play at the park.”

We read: “Most of us like to play at the park.”

4. Do: Make the proposal from the conclusion.

Say: “The park is special to us. So what can we do for it? Here is our proposal: let’s pick up the rubbish and care for our park. A proposal is one thing we say we can do. Let’s...”

5. Do: Show the sentence cards. The class reads each card together, then says which cards are conclusions and which card is a proposal.

Sentence cards: our conclusion and our proposal

CONCLUSION

We found out that most of us like to play at the park.

CONCLUSION

So our park is a special place for our class.

PROPOSAL

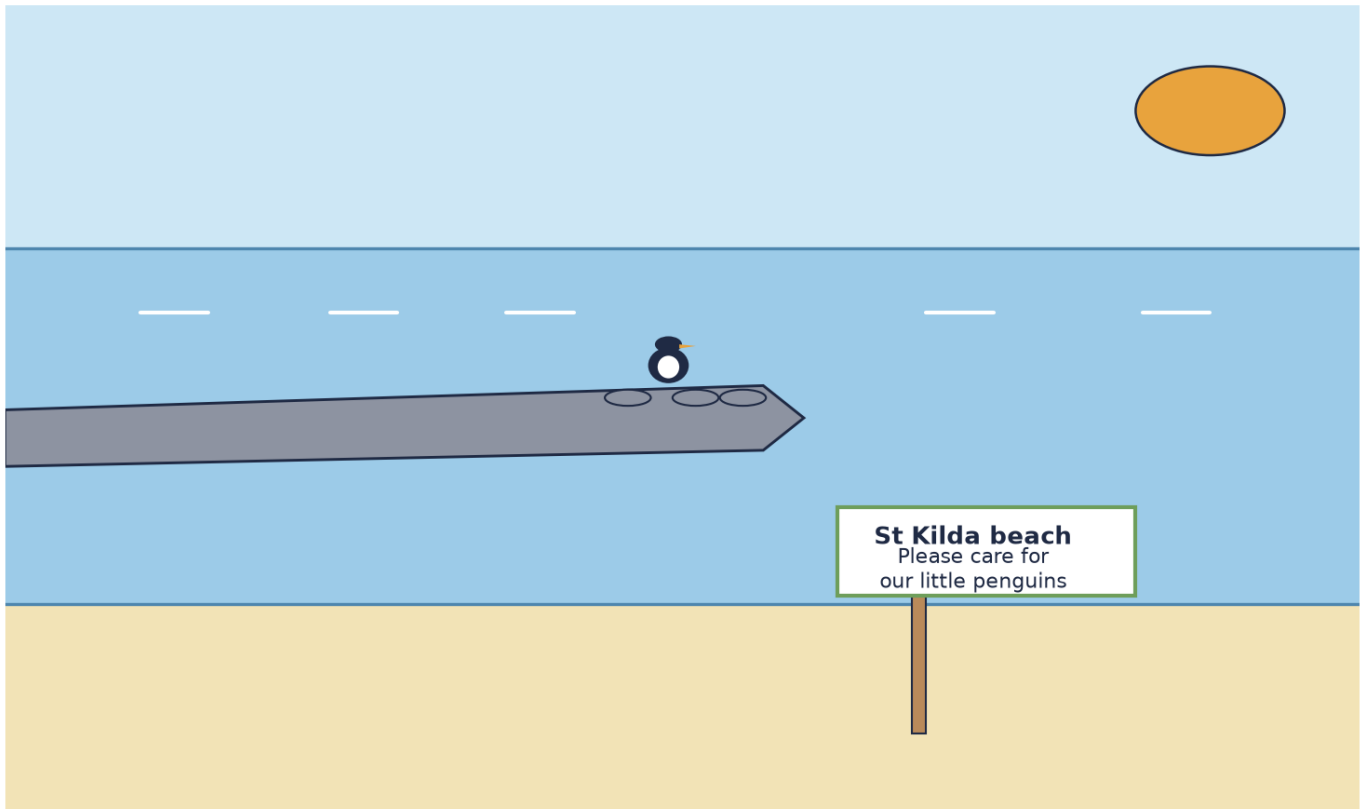
Let's pick up the rubbish and care for our park.

Three sentence cards. Card 1 says CONCLUSION: We found out that most of us like to play at the park. Card 2 says CONCLUSION: So our park is a special place for our class. Card 3 says PROPOSAL: Let's pick up the rubbish and care for our park.

We read: “We found out that most of us like to play at the park. So our park is a special place for our class. Let's pick up the rubbish and care for our park.”

6. Do: Show the St Kilda scene. Work through what was found out there, then model the conclusion and the proposal.

St Kilda beach, near Melbourne: the little penguins' home

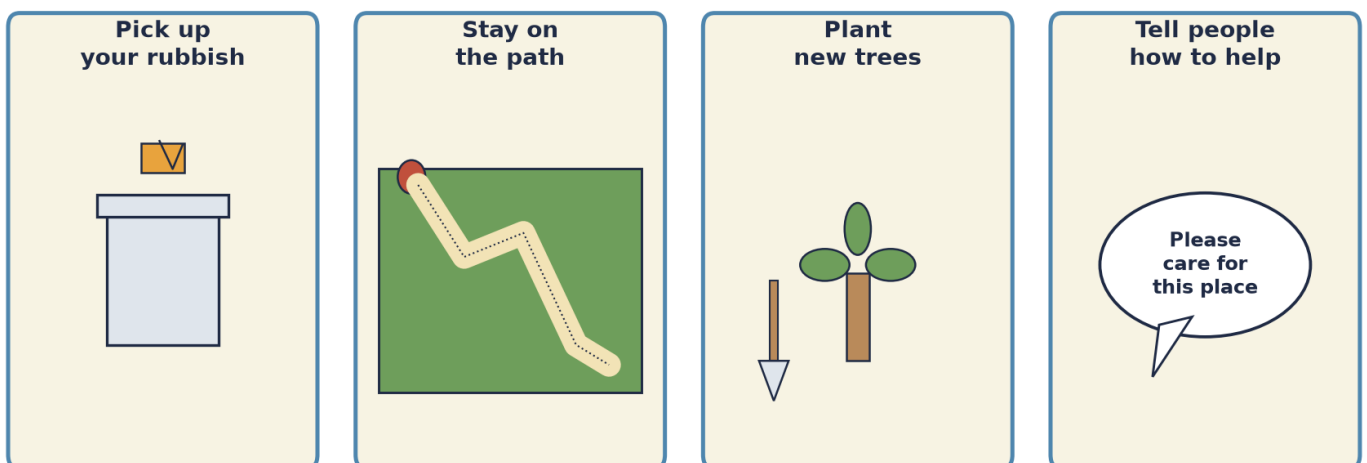


St Kilda beach, close to Melbourne. The sea is blue. A long rock wall goes out into the sea. A little penguin stands on the wall. A sign on the sand says: St Kilda beach. Please care for our little penguins.

Say: "I look at what we found out about St Kilda beach, close to Melbourne. One: little penguins live on the long rock wall. About 1,400 penguins live there, and the penguin family is getting bigger. Two: people come to see the penguins and love them. So here is my conclusion. The beach is important to the penguins, and to the people. The penguins and the people are connected to St Kilda. And here is my proposal. Let's keep the sand clean. Let's stay on the path. Let's be quiet, so the penguins are safe."

7. Do: Show the care cards. Children match each card to the St Kilda beach or to the park, and say how it helps.

Care cards: what can we do?

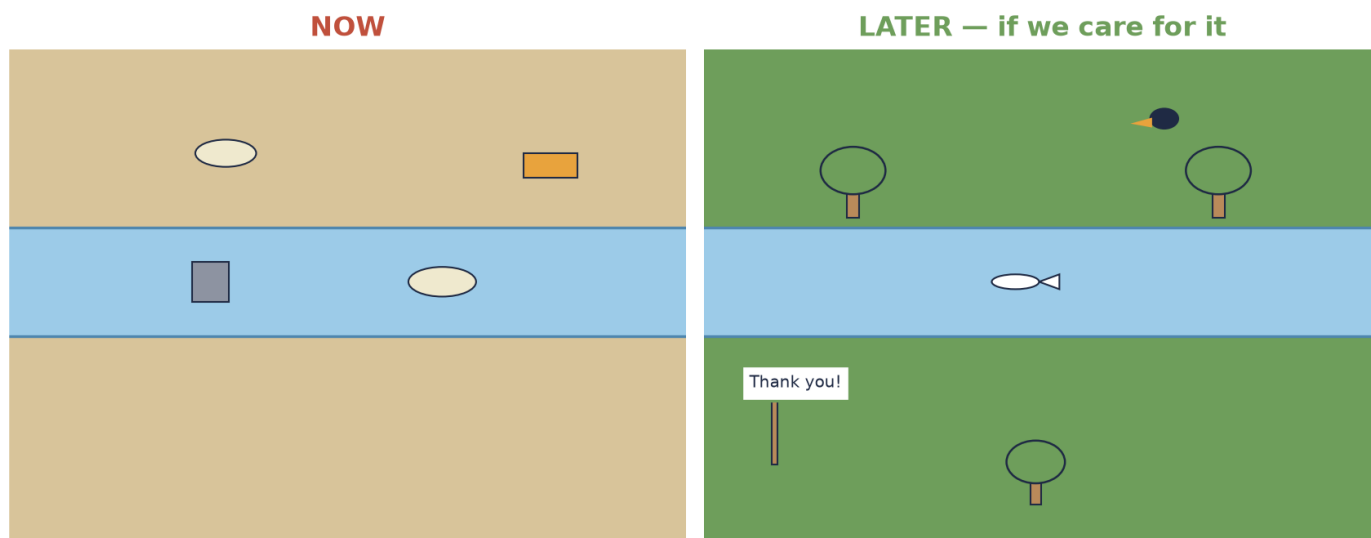


Four care cards. Card 1 says: pick up your rubbish, with a bin. Card 2 says: stay on the path, with a path in the grass. Card 3 says: plant new trees, with a small tree. Card 4 says: tell people how to help.

Say: “Four things we can do. Pick up your rubbish. Stay on the path. Plant new trees. Tell people how to help. Which cards help the penguins at St Kilda? Which cards help our park?”

8. Do: Show the creek pair and the proposal card. Model thinking from what we know to what we can do.

Our creek: now, and what it could be like



Two pictures of a creek. The first says NOW. The banks are dirty, and rubbish is in the water and on the banks. The second says LATER, IF WE CARE FOR IT. The banks are green, with new trees, a fish and a bird. A small sign says: thank you.

Say: “What do we know about the Merri Creek? It starts close to a town called Wallan, and it goes all the way to the Yarra River, in Melbourne. It is a natural thing — people did not make it. Helpers care for it. Now I think: what could it be like, a long time from now? If we plant new trees, the birds come back. If we pick up the rubbish, the water is clean. So my conclusion is this: when we know about the creek, we can help the creek. And my proposal is on this card.”

Our proposal card

Let's care for Merri Creek!



1. Pick up the rubbish.



2. Plant new trees by the water.



3. Tell our families and friends.

From our class

A card that says: Let's care for Merri Creek! 1. Pick up the rubbish. 2. Plant new trees by the water. 3. Tell our families and friends. At the bottom it says: From our class.

We read: "Let's care for Merri Creek! Pick up the rubbish. Plant new trees by the water. Tell our families and friends."

9. Do: Show the near-and-far map. Children point as each place is named.

Near and far: the places we are connected to



A map of Australia, Tasmania and New Zealand. A star says OUR TOWN. A line goes to GEELONG, Nan's town. A line goes across the sea to NEW ZEALAND, where Kai's family comes from. It says: a long way across the sea! At the bottom it says: this map is a small drawing, and it does not show true sizes.

Say: “We are connected to places close by, and to places far away. Our town is the star. Some of us have family in Geelong — that is close. Some of our families come from New Zealand — that is a long way, across the sea! The beach and the creek are our places here. Geelong and New Zealand are places we are connected to too. Why are they important to us? Because the people we love are there.”

How we do it

Two worked examples. The teacher thinks aloud; the children watch and listen, then have a go. Nothing long is written by the child.

Worked example 1 — a conclusion and a proposal about St Kilda

Do: Show the St Kilda scene and the marks of what was found out (two facts, said slowly). Think aloud and point.

Say: “What we found out: one, about 1,400 little penguins live on the long rock wall at St Kilda. Two, people come to see them and love them. First I make my conclusion: the beach is important to the penguins and to the people, so the penguins and the people are connected to St Kilda. Then I make my proposal: let's keep the sand clean and stay on the path, so the penguins are safe. Conclusion: what it means. Proposal: what we can do.”

Worked example 2 — from knowing, to caring, at the Merri Creek

Do: Show the creek pair. Think aloud, from what we know to what we propose.

Say: “What we know: the Merri Creek is a natural thing, and helpers care for it. I look at the NOW picture. The banks are dirty and the water has rubbish in it. I think about a long time from now. If we pick up the rubbish, the water is clean. If we plant new trees, the birds come back. My conclusion: knowing about the

creek helps us help the creek. My proposal: pick up the rubbish, plant new trees by the water, and tell our families and friends.”

Practice questions

All tasks are said, pointed, drawn or written in short words; the teacher reads each task with the children and writes down what a child says where the task asks for talk.

Try with help

Q1. Look at our marks. Which place has 8? Which place has 2? Say it: “Most of us like to play at the ____.” Then write the word if you can.

Q2. Look at the list of what makes a place special. Add one thing about our park. Say it: “Our park is special because ____.”

Q3. Pick a place that is yours: your bedroom, the reading corner, a play area, or the beach. Say two things we can see there. Those are its features.

Q4. Look at the care cards. Pick two cards that help the penguins at St Kilda. Say how each one helps.

Q5. Look at the two creek pictures. Say two things that are not the same.

Q6. Look at the map. Point to our town. Point to Geelong. Point to New Zealand. Say which one is close and which one is a long way away. Say why New Zealand is important to Kai’s family.

Now you try

Q7. Name a place you belong to. Say what makes it special.

Q8. Name a place that is important to you. Say one thing you do to care for it.

Q9. Think of a place close to your home or your school. Draw it now. Then draw it a long time from now, after your proposal. Say what changes.

Q10. Make your own conclusion card and your own proposal card about your place. Use the sentence cards to help you.

Show how you know

Q11. Our conclusion is “most of us like to play at the park”. How do the marks tell us that? Say how you know.

What to listen for

- A child says “Most of us like to play at the park. That is our conclusion.”
 - A child says “Let’s pick up the rubbish. That is our proposal.”
 - A child says the beach at St Kilda is important to the penguins, and says why: they live there.
 - A child says knowing about the creek helps us help the creek: “If we plant new trees, the birds come back.”
 - A child names a place they belong to and says what makes it special: the people, the things to do, how it feels.
 - A child says Geelong is close and New Zealand is a long way across the sea, and both are places we are connected to because the people we love are there.
 - A child answers *how do you know* with the marks: “8 is the most, so the park is the one most of us like.”
-

For the teacher

CD VC2HG2S04 (VCAA, Victorian Curriculum 2.0, Geography, Foundation-Level 2). The VC2 code is a reference; VC2 wording is not reproduced.
Strand: Geographical Skills. Sub-strand: Concluding and decision-making.

Elaborations taught in this section (ids assigned per TOC D7): .E01, .E02, .E03, .E04, .E05, .E06, .E07. The VC2 codes are references; VC2 wording is not reproduced.

All seven elaborations are taught entire. Section 3D carries no Aboriginal and Torres Strait Islander-tagged material (TOC D3), so nothing is purged or severed here. .E03, .E05, .E06 and .E07 carry Sustainability cross-curriculum tags in the VCAA export (futures thinking, interrelationship of systems, responsible design); Sustainability-tagged material stays in scope (TOC D3).

Band achievement standard (Foundation-Level 2): referenced, not reproduced – the standard is stated at the end of Level 2. This book is mid-band (TOC D9): Level 1 children work towards this horizon; no task here is judged as meeting the band standard.

Elaboration-to-task map (for coverage and MCQ linkage, TOC D10):

.E01 step 2 (the special list) and worked example 1; .E02 step 3 and Q1; .E03 Q3, Q8; .E04 Q7; .E05 step 8 and worked example 2; .E06 steps 4, 8, Q5, Q9; .E07 step 9, Q6; Q2 (E01/E03), Q4 (E03/E06), Q10 (E01/E06), Q11 (E02). The inquiry path (step 1) frames the chapter's process and seats 3D between 3C and 3E.

Contested-term note (CONTESTED_TERMS.md Rule 1): the curriculum uses "significant" (E01, E05) and, in the elaborations, "special" (E04, E05) and "important" (E03, E07) without defining them. This section treats them operationally, in child terms stated in New words: a place is important or special when people use it, love it, care for it, or remember things there; "significant" is the curriculum's word for the same idea (a word of the VC2HG2S04 elaborations, referenced not reproduced). Every task is answerable on that definition alone, and the reasoning prompt (Q11) asks for the child's grounds, not for a prescribed conclusion; opposite answers reasoned from the list are equally acceptable (Rule 5).

Real, named Victorian and other places used in this section (all retrieved 2026-08-25):

- St Kilda beach and the little penguin colony, Port Phillip Bay, Melbourne – the pier's long breakwater shelters the harbour and hosts a little penguin colony; the colony was about 1,400 breeding adults and growing as of 2020, with a conservation study running since 1986. Sources: "St Kilda, Victoria" and "Little penguin", Wikipedia, retrieved 2026-08-25; the pier and its pavilion are owned and managed by Parks Victoria ("St Kilda Pavilion", Wikipedia, retrieved 2026-08-25). The child-facing text says "long rock wall" for breakwater and "about 1,400 penguins".
- Merri Creek – a waterway in Melbourne's north that begins near Wallan and flows south about 70 km to join the Yarra River at Dights Falls; community groups including the Merri Creek Management Committee and Friends of Merri Creek, with Melbourne Water, care for it, and the CERES Community Environment Park (a not-for-profit environmental education centre in Brunswick East) sits near it. Sources: "Merri Creek" and "CERES Community Environment Park", Wikipedia, retrieved 2026-08-25.
- Geelong – a port city in Victoria about 75 km southwest of Melbourne. Source: "Geelong", Wikipedia, retrieved 2026-08-25.
- New Zealand – an island country east of Australia across the Tasman Sea. Source: "New Zealand", Wikipedia, retrieved 2026-08-25.

The child's name Kai and Nan as a family word are invented; that is fine

(TOC house note). No schools, councils or towns are invented. The marks chart is this book's model of a class's own collected information – say so to the class and swap in your own marks before Q1-Q2; the model is drawn like the drawn pairs of 1C in the Foundation pitch, and is labelled as the class's marks so the evidence is always the children's own.

Level 1 pitch (TOC D1, D4, D9): children read the "We read" lines and the sentence cards with support, write single words or copy the card sentences (Q1, Q10), and say the rest; evidence is talk, pointing, drawing and short writing. Vocabulary sits at or below Year 1 on the wordlist ladder, with the curriculum's own words (conclusion, proposal, special, important, connected, natural, feature, sort – all words of VC2HG2S04, its elaborations or the band standard) exempt and defined at first use in New words.

Forward (tagged, non-assessed; TOC §5): 3D's conclusions and proposals seed Levels 3-4 VC2HG4S04 (conclusions using space and interconnection) and VC2HG4S05 (proposing actions that consider possible impacts); nothing from those codes enters this page.

Telling the story of a place

Geography 1 · Chapter 3 — Doing geography: asking, gathering, showing, concluding, telling · Section 3E

Owens: VC2HG2S05 (Geographical Skills — Communicating) **Draws on:** VC2HG2S05.E01, VC2HG2S05.E02, VC2HG2S05.E03, VC2HG2S05.E04, VC2HG2S05.E05

Curriculum focus — VCAA Victorian Curriculum 2.0, Geography, Foundation to Level 2

VC2HG2S05 (content description) and elaborations .E01–.E05 (ids assigned per TOC D7, in VCAA export order). The VC2 codes are references; VC2 wording is not reproduced.

Teacher notes (not student-facing)

- 3E is the Communicating sub-strand and the last section of Chapter 3. Every skill is practised **on** places the class has met in Chapters 1–2: St Kilda Beach and Port Phillip Bay, Melbourne and the Yarra River (Chapters 1–2), and Melbourne’s weather (section 2B). No abstract drills.
- **No ATSI-tagged elaborations exist under VC2HG2S05** (TOC §2, D3): nothing is purged or severed in this section, and no First Nations material enters it.
- **Mathematics parallel (TOC §4):** VC2M1SP02 (Mathematics Level 1 directions code — referenced, not quoted) uses the same location language. Flag it as a pairing opportunity for teachers; it is not a prerequisite.
- **D9:** Level 1 students work *toward* the band achievement standard. Tasks here judge progress along the CD at Level 1 pitch and do not claim the standard.
- Task-to-elaboration map: WE1 = .E01 + .E02; WE2 = .E05; T1 = .E02; T2 = .E02; T3 = .E01; T4 = .E03; T5 = .E04; T6 = .E05; T7 = .E01 + .E02; T8 = .E03; T9 = .E04; T10 = .E05; the reasoning prompt sits on the CD core (sources).
- Figures: ten originals, generated by `src/fig_3e_*.py` into `diagrams/3e_*.png`. Real-world referents are sourced in the Sources block below.

Words we use

- **place** — a part of the world with a name, like your street, your town or a beach.
- **map** — a drawing that shows a place from above, with names on it.
- **photograph** — a picture that a camera takes. We say **photo** for short.
- **source** — a thing that tells us about a place. A map and a photo are sources.
- **narrative** — a story about a place.
- **display** — things we put up for people to look at: photos, maps, things and words.
- **observation** — what we see when we look at a place.
- **infographic** — a big picture that shows short facts. Picture 3 is one.
- **weather** — what the sky and the air are like now: sunny, rainy, windy, hot or cold.
- **season** — one of the four parts of the year: summer, autumn, winter or spring.
- **managed** — looked after. A managed place has people who look after it.
- **bay** — a place where the sea comes in to the land. Port Phillip Bay is a bay.
- **tram** — a bus that runs on tracks along the road. Melbourne has lots of trams.

Teaching sequence (teacher-led)

Step 1 — A story about a place (.E01, .E02). Show Picture 1. Name each part of Mia’s display (photo, map, thing, drawing, sentence cards). Teach *narrative* = a story about a place, and *display*. Read the sentence cards together; the class reads them with you.

Step 2 — Where things are (.E02). Teach the six location words with the classroom itself: a bag is *beside* the door, a bird poster is *above* the board, and so on. Say the words over Picture 2, pointing as you go. This is the same language Mathematics Level 1 VC2M1SP02 uses for directions — note the pairing, do not assume it.

Step 3 — What we notice about then and now (.E03). Show Pictures 7 and 8 side by side. Teach *observation* = what we see when we look at a place. Model the two stems “Long ago, ...” and “Now, ...” and the question “What stayed the same?”

Step 4 — Who looks after a place (.E04). Teach *managed* = looked after. Name the real people who look after St Kilda Beach (the City of Port Phillip). Use the plan in Picture 9 with the class before anyone writes.

Step 5 — Our weather picture (.E05). Bring back 2B’s weather words (sun, rain, hot, cold, wind). Read Picture 3 slowly; let the class point to the season we are in now.

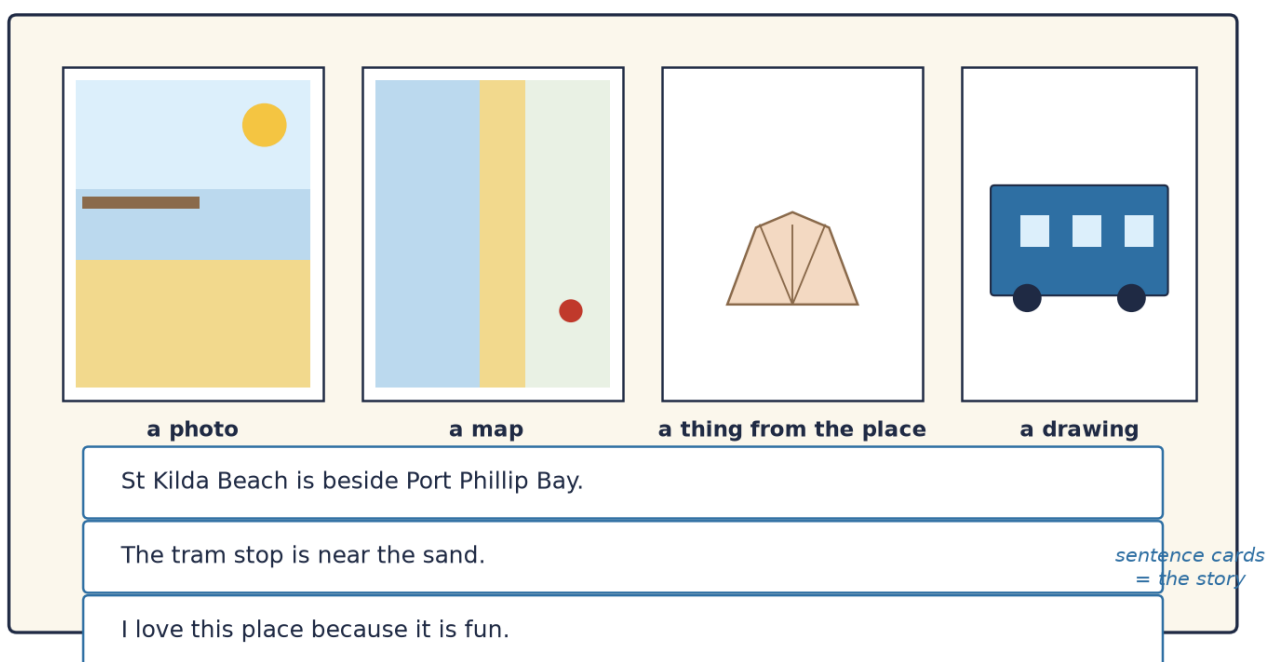
Things we can say about a place

- “My special place is ...”
- “It is near ...” · “It is far from ...”
- “It is beside ...” · “It is opposite ...”
- “Long ago, ...” · “Now, ...”
- “It is looked after by ...”

Watch how 1 — Mia’s display and story about St Kilda Beach (.E01, .E02)

Mia’s special place is **St Kilda Beach**. It is a beach in Melbourne, beside **Port Phillip Bay**.

Mia's display — St Kilda Beach, our special place

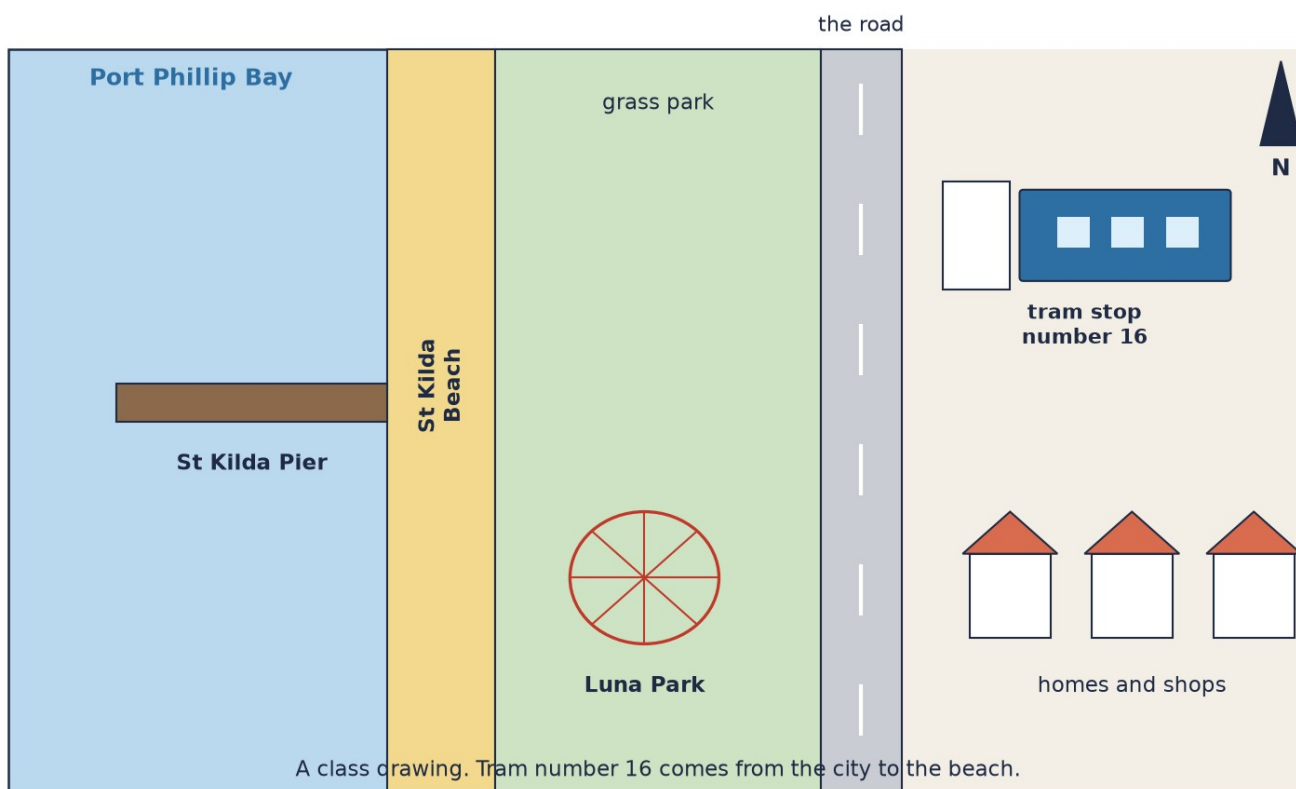


A display uses maps, photos, things and drawings. The sentence cards tell the story of the place.

Model class display about St Kilda Beach: a photo, a map, a shell and a drawing, with three sentence cards telling the story.

Picture 1 — Mia's display. It has a photo, a map, a thing from the beach and a drawing. The cards tell her story.

St Kilda Beach by Port Phillip Bay



Class picture map of St Kilda Beach: Port Phillip Bay, St Kilda Pier, the beach, the grass park with Luna Park, the road, and the tram stop.

Picture 2 — A class map of the real place. Tram number 16 comes from the city to the beach.

Now we use our location words about the map:

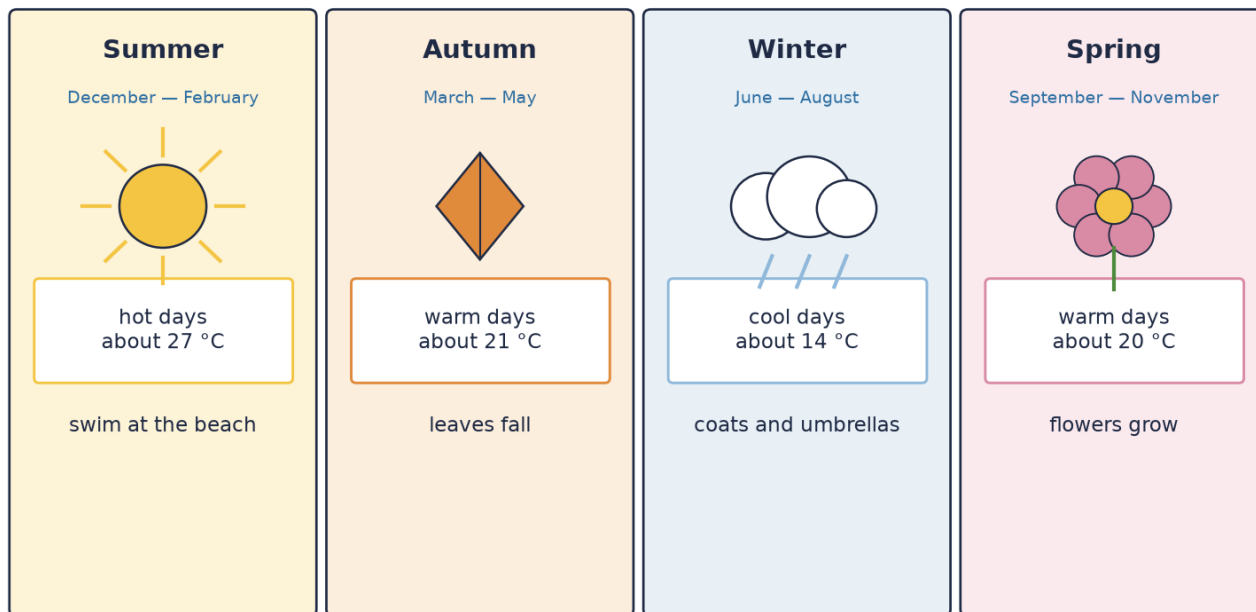
- St Kilda Pier sticks out into the water.
- Luna Park is **beside** the beach.
- The tram stop is **opposite** the grass park, on the other side of the road.
- The homes and shops are **near** the tram stop.
- Port Phillip Bay is **far** from the homes and shops.

Watch how 2 — Our seasons picture for Melbourne (.E05)

Our place is Melbourne. In one year we get four seasons. Picture 3 shows them.

Weather and seasons in Melbourne

Our place: Melbourne, Victoria — four seasons in one year



Rain: about 600 mm falls in a year. Every season can bring rain — keep a coat and an umbrella with you!

Sun and rain facts: Bureau of Meteorology, Melbourne (class copy).

Weather and seasons infographic for Melbourne with four season boxes, how hot or cold the days are, and rain facts.

Picture 3 — Our weather and seasons infographic.

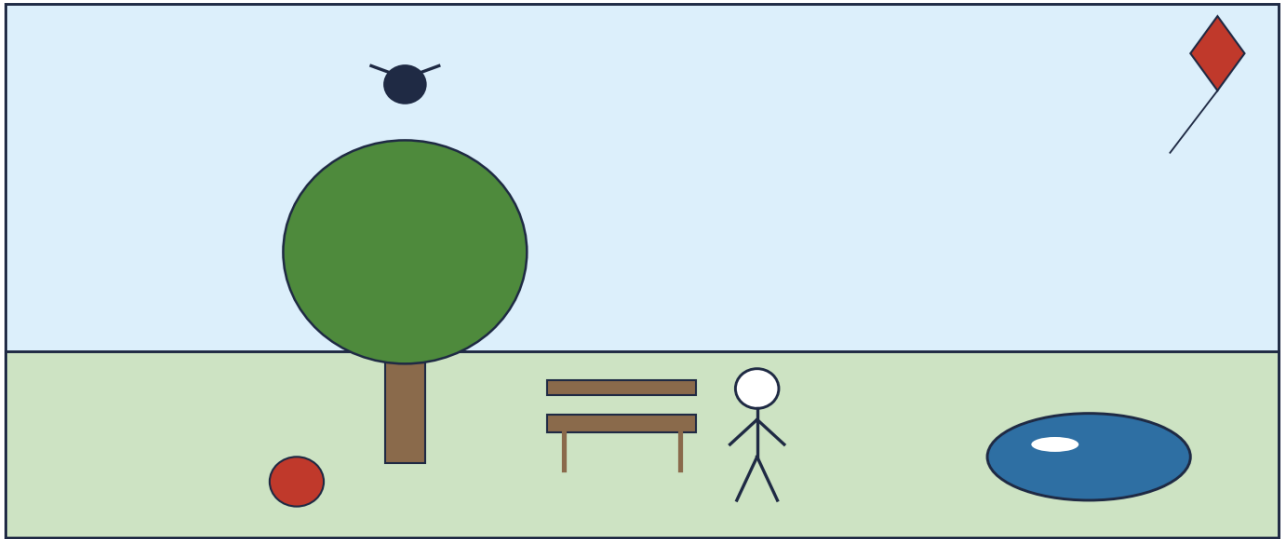
- **Summer** (December, January, February): hot days, about 27 °C. We swim at the beach.
- **Autumn** (March, April, May): warm days, about 21 °C. The leaves fall.
- **Winter** (June, July, August): cool days, about 14 °C. We wear coats and carry umbrellas.
- **Spring** (September, October, November): warm days, about 20 °C. The flowers grow.

Rain falls in every season. About 600 mm of rain falls in a year. The weather facts come from the Bureau of Meteorology.

Have a go — with help

T1. Look at the park in Picture 4. Pick words from the chips and fill in the four blanks. (.E02)

Look at the park. Which word fits?



near

far

above

below

beside

opposite

1. The bird is _____ the tree.
2. The bench is _____ the tree.
3. The kite is _____ from the child.
4. The ball is _____ the tree.

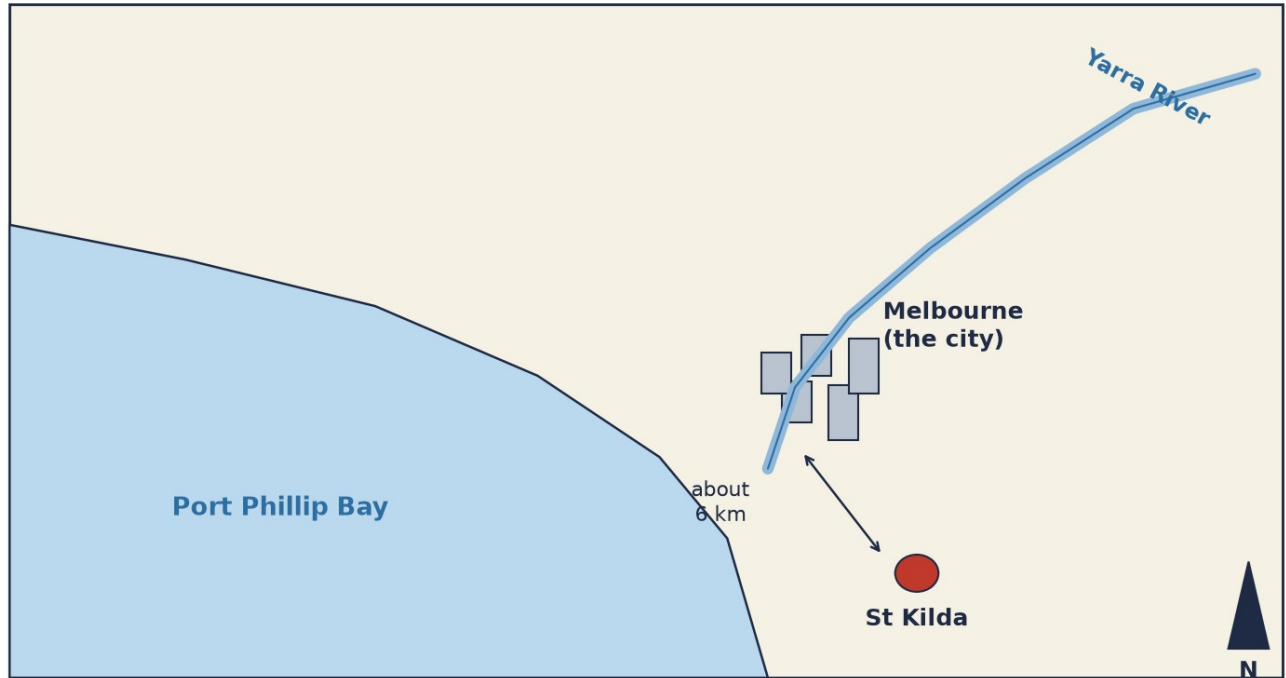
Picture of a park with a tree, a bird, a ball, a bench, a child, a pond and a kite, with six location word chips and four sentences to complete.

Picture 4 — Which word fits?

T2. Look at the map in Picture 5. Circle the right word. (.E02)

1. St Kilda is (**near** / **far**) from Melbourne.
2. The city is (**above** / **beside**) the Yarra River.
3. St Kilda is beside the (**bay** / **river**).

Melbourne and St Kilda by the bay



A class drawing.

Small class map showing Melbourne, the Yarra River, Port Phillip Bay and St Kilda, with an arrow.

Picture 5 — Melbourne and St Kilda by the bay.

T3. Plan your own display about a place you love. Use the sheet in Picture 6. (.E01)

My display plan

My special place is _____

It is special because _____

a map

a photo

a thing from the place

a drawing

Location words I will use: _____ and _____

My story: 1. _____

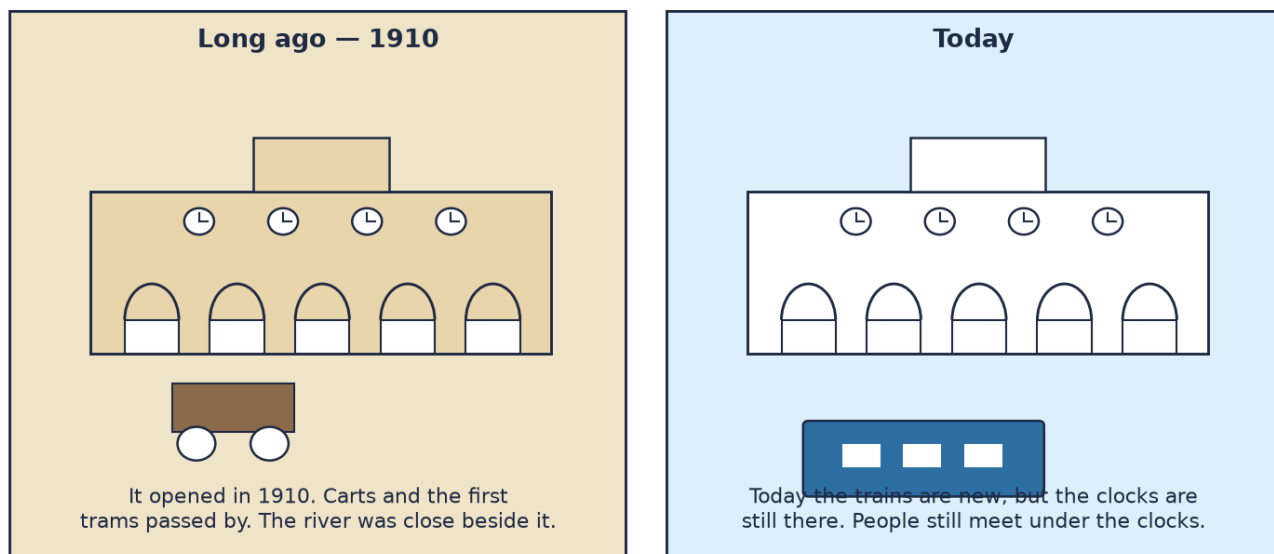
2. _____

Blank display planning sheet with boxes for a map, a photo, a thing and a drawing, and lines for a story.

Picture 6 — My display plan.

T4. Look at Pictures 7 and 8. Then write or say one thing that stayed the same and one thing that changed. (.E03)

Flinders Street Station — then and now

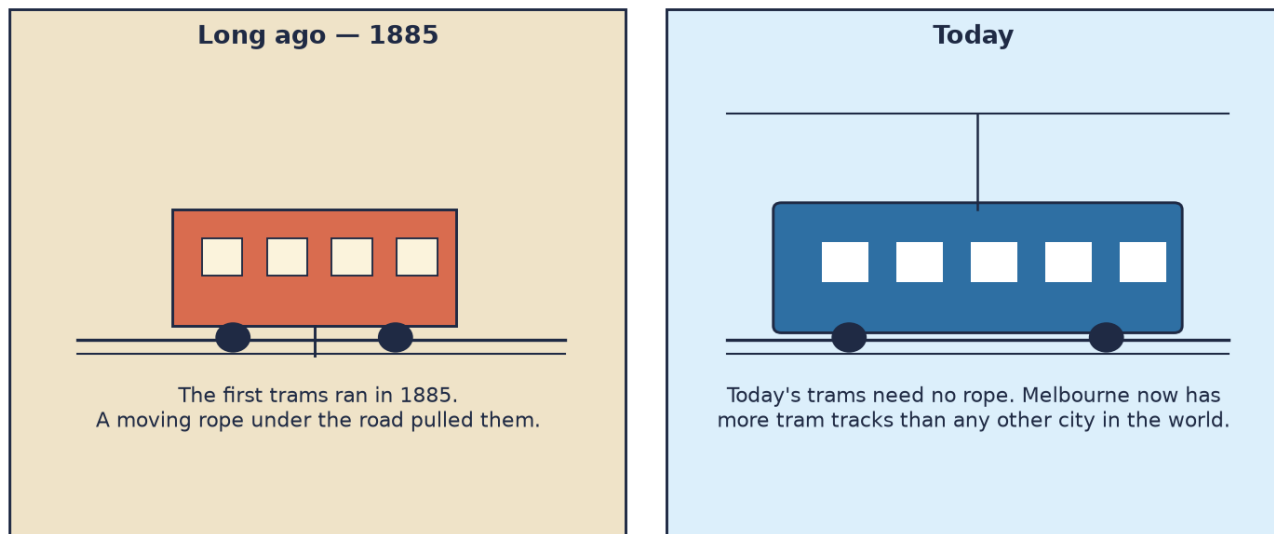


What stayed the same? _____

What changed? _____

Then and now picture of Flinders Street Station: 1910 with a cart, and today with a new train, both with the row of clocks.

Trams in Melbourne — then and now



What is the same? _____

What is different? _____

Then and now picture of Melbourne trams: a tram from 1885 pulled by a rope under the road, and a tram today.

Picture 8 — Trams in Melbourne, then and now.

T5. Fill in the place-care plan about a place you know, like your school or a park near you. Then say your story to the class. (.E04)

A place-care story plan

1. This place is called ... _____	2. It is looked after by ... _____
3. They _____ to keep it nice. _____	4. I can help by _____ . _____

Like this, for St Kilda Beach:

1. St Kilda Beach is beside the bay.
2. The City of Port Phillip looks after it.
3. They clean the sand and bring bins.
4. I can help by taking my rubbish with me.

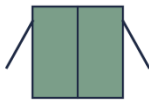
Fill in the plan about a place you know. Then say your story to the class.

Place-care story plan with four boxes to fill in and a filled-in line about St Kilda Beach.

Picture 9 — A place-care story plan.

T6. Put each card in Picture 10 with its season. (.E05)

Put each card with its season

 sun hat	 swimmers	 umbrella	 warm coat	 falling leaves	 kite
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Summer December — February	Autumn March — May	Winter June — August	Spring September — November
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Draw a line from each card to its season. Two pairs of cards go to the same season.

Six picture cards — sun hat, swimmers, umbrella, warm coat, falling leaves, kite — above four season boxes, ready to put with the right season.

Picture 10 — Put each card with its season.

Have a go — on your own

T7. Make your display from your plan in T3. Put it up. Tell your story to the class. Use two location words in your story. (.E01, .E02)

T8. Ask an older person in your family or someone older you know well: “What was a place like when you were little? How has it changed?” Share one observation with the class. Start with “Long ago, ...” and “Now, ...”. (.E03)

T9. Write or tell a place-care story about a real place near you: what the place is, who looks after it, what they do, and how you can help. (.E04)

T10. Make your own weather and seasons picture about the place where you live. Put in the four seasons, the months, and how hot or cold the days are. (.E05)

Think and say why

Mia’s friend says a display about a place only needs photos. Mia says the map and the shell help too. Who is right, do you think? Say why. Think: what can a map show that a photo cannot?

Teacher key

- **T1.** The bird is **above** the tree. The bench is **beside** the tree. The kite is **far** from the child. The ball is **below** the tree. (*near* and *opposite* are practised in Watch how 1 and T2.)
- **T2.** 1 near — St Kilda is about 6 km from the city, in the same city area. 2 beside — the city sits next to the Yarra River. 3 bay — St Kilda is on the shore of Port Phillip Bay.
- **T4.** Same (station): the row of clocks is still there; the building and the river are still there; trains still stop there. Changed (station): the trains are new; carts are gone; more people. Same (trams): trams still run on tracks and take people to places. Changed (trams): the first trams were pulled by a moving rope under the road; today's trams need no rope.
- **T5.** Accept any real place with a named or described carer (council, Parks Victoria, a school, a family). St Kilda model: looked after by the City of Port Phillip; they clean the sand and bring bins; I can take my rubbish with me.
- **T6.** Summer: sun hat, swimmers. Winter: umbrella, warm coat. Autumn: falling leaves. Spring: kite.
- **T7–T10.** Open tasks. Check: T7 display has at least two of map/photo/thing/drawing plus two location words; T8 uses the Long ago/Now stems; T9 has all four frame parts; T10 has four seasons with months and hot/cool days.
- **Reasoning.** Accept either side if the reason is about the job each source does: a photo shows what a place looks like; a map shows where things are; a thing from the place is real. A good answer says that two or more sources tell us more than one.

Sources (real-world referents; retrieval dates given)

- **Curriculum:** VCAA Victorian Curriculum 2.0, Humanities, Geography, Foundation to Level 2 — VC2HG2S05 and elaborations .E01–.E05, from the flat export VC2_AS-CD-Elab_29-07-2026.csv (VCAA export retrieved 2026-07-29; order verified against the docx 2026-08-21). Codes referenced; VC2 wording not reproduced.
- **Flinders Street Station:** current building opened 1910; row of indicator clocks above the main entrance used as a meeting point; the station stands beside the Yarra River — Wikipedia, *Flinders Street railway station*, retrieved 2026-08-25.
- **St Kilda:** inner bayside suburb of Melbourne about 6 km from the CBD, in the City of Port Phillip; St Kilda Beach and St Kilda Pier on the foreshore; Luna Park on the foreshore; tram route 16 runs from Swanston Street to St Kilda — Wikipedia, *St Kilda, Victoria*, retrieved 2026-08-25. The City of Port Phillip is the local government that looks after the foreshore — Wikipedia, *St Kilda, Victoria*, retrieved 2026-08-25.
- **Port Phillip Bay:** metropolitan Melbourne sits beside the bay; St Kilda is named among its bayside suburbs — Wikipedia, *Port Phillip Bay*, retrieved 2026-08-25.
- **Melbourne weather:** Bureau of Meteorology climate data for Melbourne — January mean maximum 27.0 °C, April 21.1 °C, July 14.5 °C, October 20.5 °C, mean annual rainfall 601.3 mm — as tabulated in Wikipedia, *Climate of Melbourne*, retrieved 2026-08-25. Picture 3 rounds these to about 27, 21, 14 and 20 °C and about 600 mm.
- **Melbourne trams:** the first cable tram opened on 11 November 1885; electric trams from 1906; Melbourne's is the largest operating urban tram network in the world (about 250 km of double track) — Wikipedia, *Melbourne trams*, retrieved 2026-08-25.
- **Invented names:** children's names in scenarios (Mia) are invented. No schools, councils or towns are invented.