

Geography Level 2

Chapter 1 — Geographical Knowledge and Understanding: Places and our connections to them

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Our places: where we live, why they matter, and how we look after them

VC2HG2K01

Geography is about finding out about places. The places we live in are full of things to see, to love and to look after. Let's find out about them!

Things you need: pencils, paper, crayons, a ruler, glue, and a photo of your place if you have one.

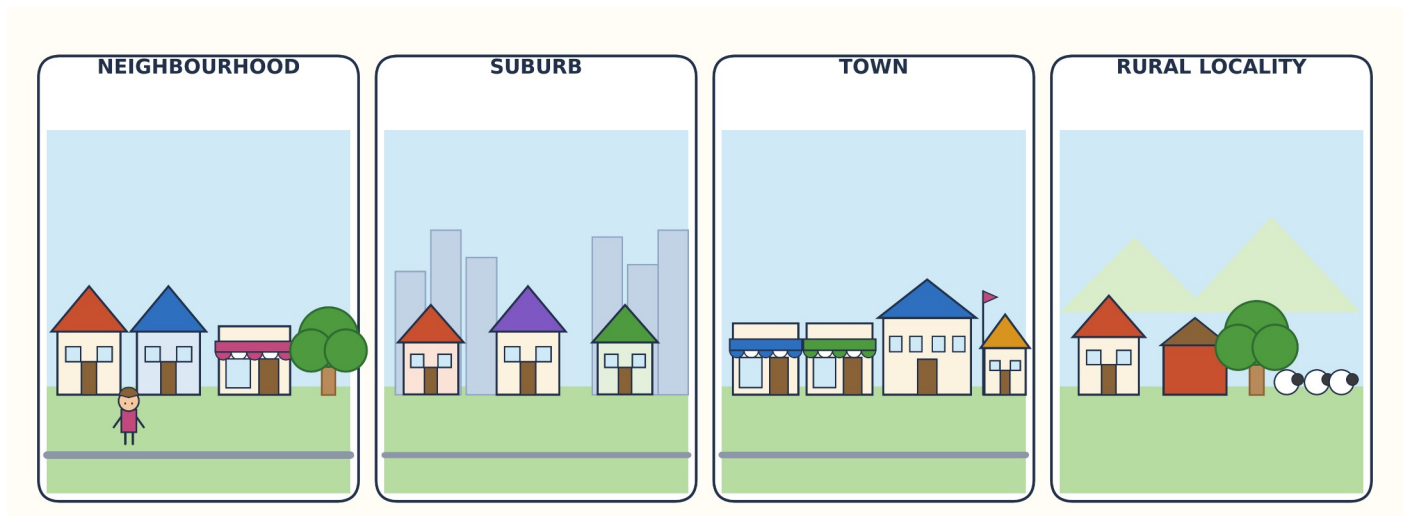
What we learn

What is a place?

A **place** is a part of the world that people live in, play in and care about.

Places can be big or small. Your bedroom is a small place. Your school is a place too. The whole town or city where you live is a very big place!

There are different kinds of places where people live.



A drawing of four kinds of places where people live, a neighbourhood, a suburb, a town and a rural locality

- A **neighbourhood** is the part of a town or city around your home. It is the streets, houses and shops near you.
- A **suburb** is a part of a big city. Each suburb has its own name.
- A **town** is a place with houses, shops and schools. Many people live close together in a town.
- A **rural locality** is a place in the country. There are farms and big open spaces, and the houses have lots of space between them.

Our places help us every day

Our places give us the things we need. Look at the table.

Our place helps us		
	homes	sleep, eat and stay safe
	water	drink, wash and cook
	shops	buy food and other things
	schools	learn with our friends
	parks and play areas	run, play and have fun

A table with five rows that shows how a place helps people every day, with a home, water, shops, a school and a park

In our place we have ...

It helps us ...

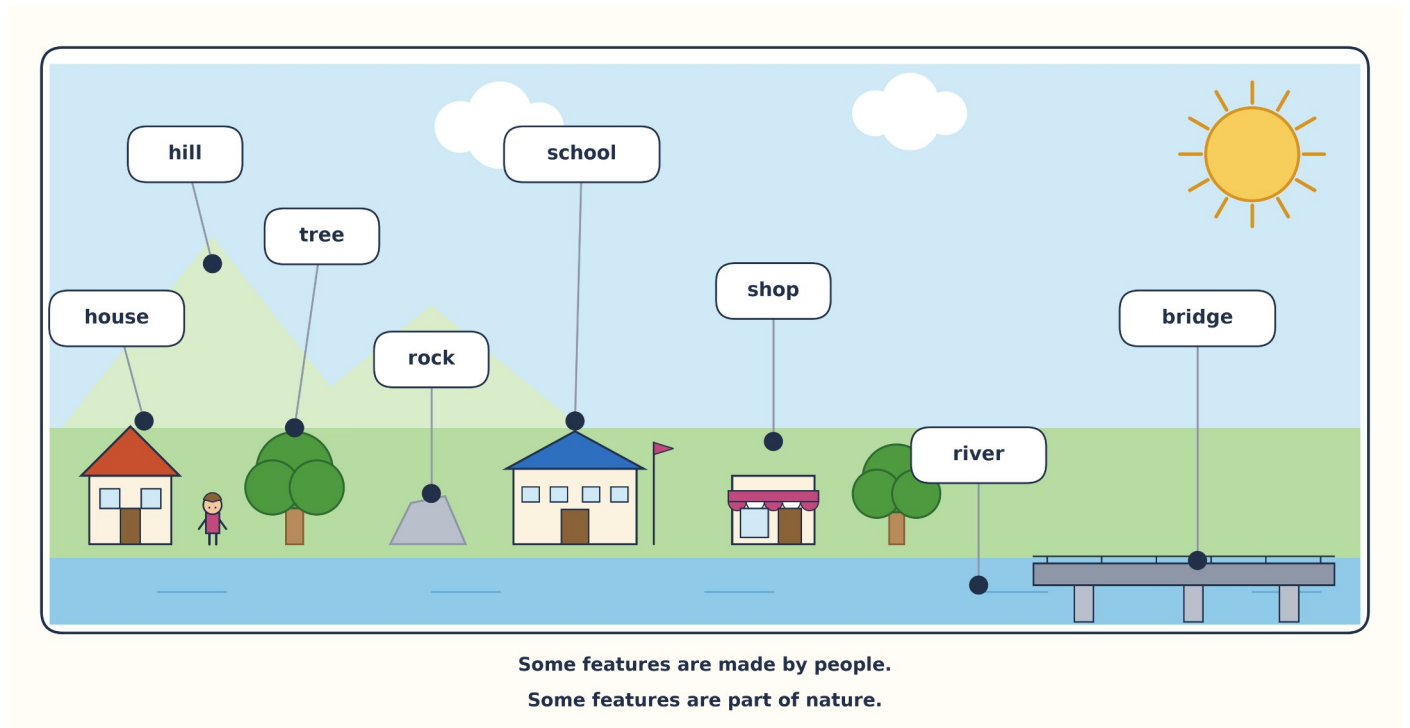
homes	sleep, eat and stay safe
water	drink, wash and cook
shops	buy food and other things
schools	learn with our friends
parks and play areas	run, play and have fun

The people who are closest to you live in your place or near it. They are your family, your friends and the people who live near you.

Features of a place

A **feature** is something you can see in a place.

Look at the drawing. Can you find each feature?



A drawing of a place with labels pointing to its features, such as the river, the hill, the trees, the houses, the school and the shops

Some features are made by people. Houses, schools, roads, bridges and shops are made by people.

Some features are part of nature. Rivers, hills, trees and rocks are part of nature.

Real places in Victoria

- Melbourne is a big city in Victoria. A river called the Yarra River flows through Melbourne and into the sea. *Source: Wikipedia, "Yarra River", viewed 25 August 2026.*
- Mildura is a place in Victoria, far from Melbourne. Mildura sits by a big river called the Murray River. *Source: Wikipedia, "Mildura", viewed 25 August 2026.*
- The Murray River is the longest river in Australia. *Source: Wikipedia, "Murray River", viewed 25 August 2026.*

Why our places are special

People love the places they know well. This strong, warm feeling has a name. It is called **attachment**.

Why do people love their places?

- They live there with the people they love.
- They have fun there.
- They remember good times there.

Read this poem. It is about a child and their place.

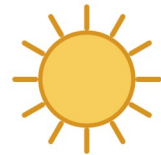
My Place



My place is where my family's near,
my street, my park, my school.
I know the shops, the big green trees,
the warm sun by the pool.

When I come home from being out,
my place feels warm and right.

It holds my family, my friends, my fun,
from morning until night.



A poem called My Place, written on a card with a little house and a heart, about a child who loves the place where they live

My Place

My place is where my family's near, my street, my park, my school. I know the shops, the big green trees, the warm sun by the pool.

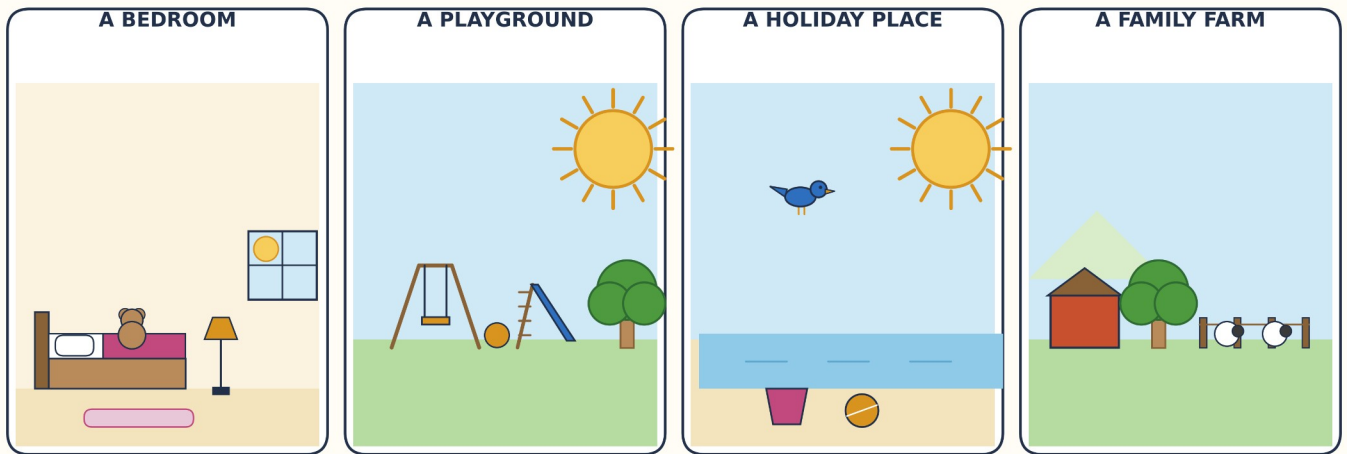
When I come home from being out, my place feels warm and right. It holds my family, my friends, my fun, from morning until night.

Talk about it: How does the child in the poem feel about their place? How do you know?

Some places are special just to you. Your special place might be:

- your bedroom
- a playground
- a place you go on holidays

- a place your family loves, like a farm or a beach



Four drawings of special places, a bedroom, a playground, a holiday place and a farm

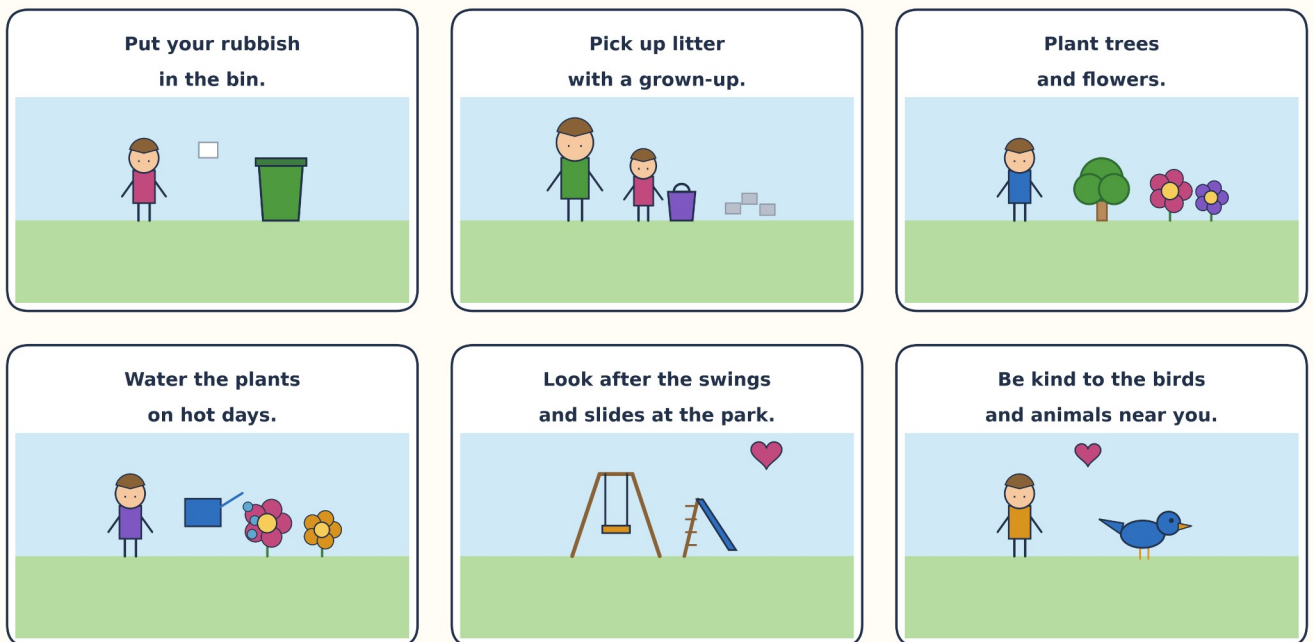
Looking after our places

Our places do a lot for us. They give us homes, water, food and fun. So we must look after them.

If we do not care for our places, they can get dirty and broken. Then they are not as nice to live in.

Here are some ways we can look after our places.

Looking after our places



Six drawings that show ways to look after a place, such as putting rubbish in the bin, picking up litter and planting trees

- Put your rubbish in the bin.
- Pick up litter with a grown-up.
- Plant trees and flowers.
- Water the plants on hot days.
- Look after the swings and slides at the park.

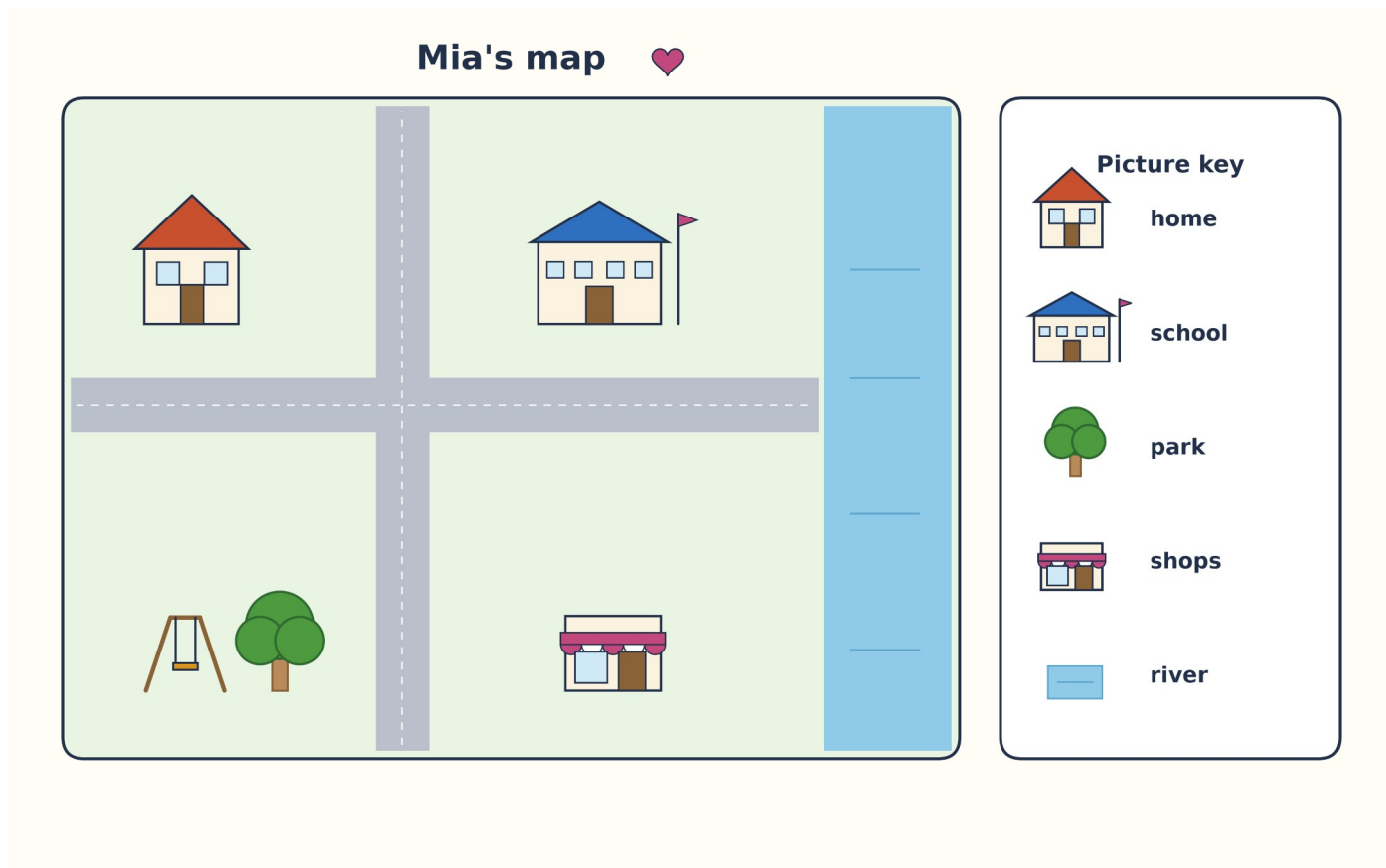
- Be kind to the birds and animals near you.

Maps of the people we love

A **map** shows us where things are.

A **pictorial map** is a map made with little pictures.

Look at Mia's pictorial map. She drew the places in her neighbourhood.



A pictorial map of Mia's place that shows her home, her school, the park, the shops and the river, with a picture key

The little pictures on Mia's map are her picture key. They tell you what each place is.

We try together

Worked example 1 — Sort the features

Here are six features of a place: **river, bridge, tree, school, hill, road**.

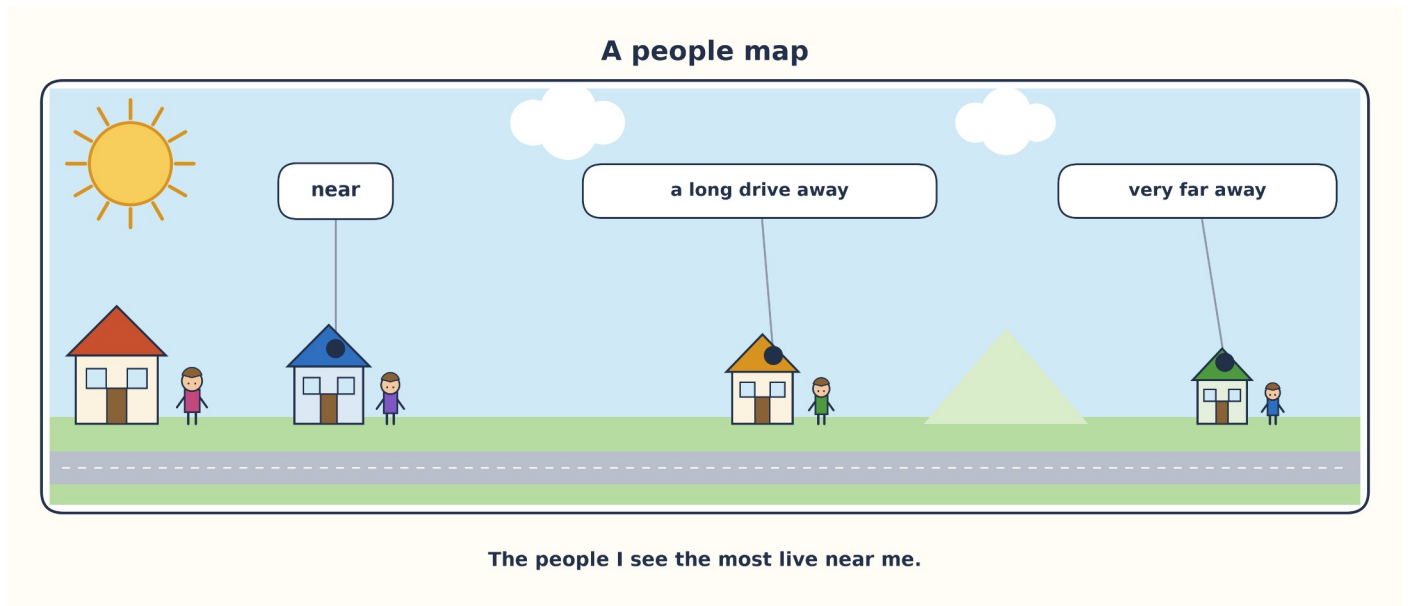
Let's sort them. Made by people, or part of nature?

Feature	Made by people	Part of nature
river		✓
bridge	✓	
tree		✓
school	✓	
hill		✓
road	✓	

A river, a tree and a hill are part of nature. People did not make them. A bridge, a school and a road are made by people.

Worked example 2 — Read the people map

Here is one child's people map. It shows where the people who matter most to them live.



A drawing that shows where important people live, with a best friend who lives near, a grandma who lives a long drive away, and a cousin who lives very far away

- My mum and dad live with me, in my home.
- My best friend lives on my street. That is near.
- My grandma lives in another town. It is a long drive away.
- My cousin lives very far away. We see them in the school holidays.

Can you see the pattern? The people this child sees the most live near them. The people they see less often live far away.

Your turn

With help

Activity 1 — Where do you live?

1. Talk with a friend. Where do you live? Is it a neighbourhood, a suburb, a town or a rural locality?
2. Draw the place where you live. Add the things you can see there.
3. Tell the class one thing you like about your place.

Activity 2 — What does your place have?

1. Look at the table in “Our places help us every day”. Put a tick next to the things your place has.
2. Can you add one more thing your place has? How does it help you?
3. Ask a question about your place. Here is one to start you off: *Where do people in my place buy their food?*

Activity 3 — Find the features

1. List three features of your place. Are they made by people, or are they part of nature?
2. Go for a walk near your school with your teacher. Look with care. What features can you see? Draw one and label it.

Activity 4 — Your special place

1. Think about your special place. Draw it.

2. Write about it. Use the feeling words to help you.

Feeling words to use

happy

safe

glad

calm

loved

proud

warm

free



My special place is ...

I feel ... because ...

A list of feeling words, such as happy, safe and proud, with sentence starters for writing about a special place

3. Read your writing to a friend. Explain what makes the place special to you.

On your own

Activity 5 — Caring for our place

1. Which of the care ideas in “Looking after our places” do you do? Tell a friend.
2. What is one thing you will do this week to look after your place? Draw it and write about it.
3. Talk together: why is it important to care for the place we live in?

Activity 6 — Your people map

The people in your life are important to you. Where do they live?

1. Think about the people who matter most to you.
2. Draw a pictorial map. Show where each person lives. Draw a little picture for each person.
3. Who lives near you? Who lives far away?
4. Can you see a pattern in your map? Tell a friend.

Geography in real life

Our class care plan

Your class can look after a real place together!

1. As a class, pick a place at your school. It might be the garden, the playground or the library corner.
2. Go and look at it with care. What is good about this place? What does it need?
3. Draw the place. Draw one thing your class can do to look after it.
4. Put all the class drawings together. Now you have a care plan!

In Chapter 2 you will use these skills again. You will ask questions about places. You will collect what you see and write it down. You will draw maps and plans. You will share your ideas for looking after your place.

Answers

Answers will look different for every child. Here is one way to answer each activity.

Activity 1. I live in a suburb of a big city. My suburb has houses, shops and a park. One thing I like about my place is the big playground.

Activity 2. My place has homes, water, shops, a school and a park. It also has a pool. The pool helps me learn to swim and have fun.

Activity 3. Three features of my place are the river, the hill and the school. The river and the hill are part of nature. The school is made by people.

Activity 4. My special place is my bedroom. I love it because it is quiet. When I am there, I feel safe.

Activity 5. One thing I will do this week is put all my rubbish in the bin at the park. It is good to look after our place because it gives us so much.

Activity 6. My people map shows my mum and dad in my home. My best friend lives near me. My uncle lives far away, in another city. My pattern: the people I see the most live near me.

How places get their names

Chapter 1 · Section 1B · Geography Year 2 (single-year book, birth to Year 10 series)

Every place has a name. Your home has a name. Your street has a name. Your school has a name too. Names help us find places, and know which place is which. In this part of the book, we look at how places get their names, and what those names tell us.

What this part teaches

This part is **VC2HG2K02** in the Victorian Curriculum — how places get their names, and how names help us know places. (Codes only: the curriculum’s own wording is not reproduced in this book.)

We use one dot point with it here, **VC2HG2K02.E01** — examining what the names of places near us mean. Three more dot points (.E02, .E03 and .E04) are not in this book. The note at the front of the book tells you why.

This part builds towards sentence 1 of the Level 2 achievement standard (TOC §1; wording not reproduced).

Teacher note: Riverbend, its places and Sam are original model devices; substitute real local places where you wish, keeping the same questions. Sentences are kept short and the word ceiling is Year 2. Skills from Parts 2A–2E are named at point of use, not taught. VC2HG2K02.E02–E04 are excluded (TOC §2A) and are not taught or re-introduced here in any form.

Learn

What is a place?

The Victorian Curriculum uses the word **place** a lot, but does not give it one fixed meaning. So, in this book, a **place** is a spot in the world that people know, use or care about.

Your home is a place. Your school is a place. The park down your street is a place. A whole city is a place too.

What do names do?

Every place has a **name**. A name does three big jobs.

1. A name helps us find a place.
2. A name helps us know which place is which.

3. A name helps us tell people about a place.

Names help us pick the right place

Both parks have the same name

Each park has its own name

Let's meet at the park!

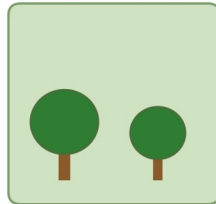
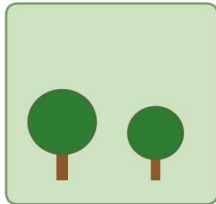
Let's meet at Green Park!

Which park?

Now we know which one!

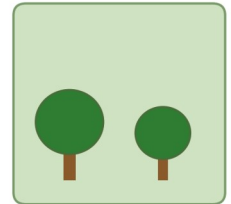
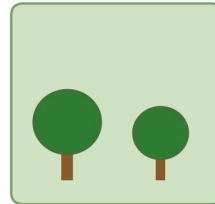
the park

the park



Green Park

Hill Park



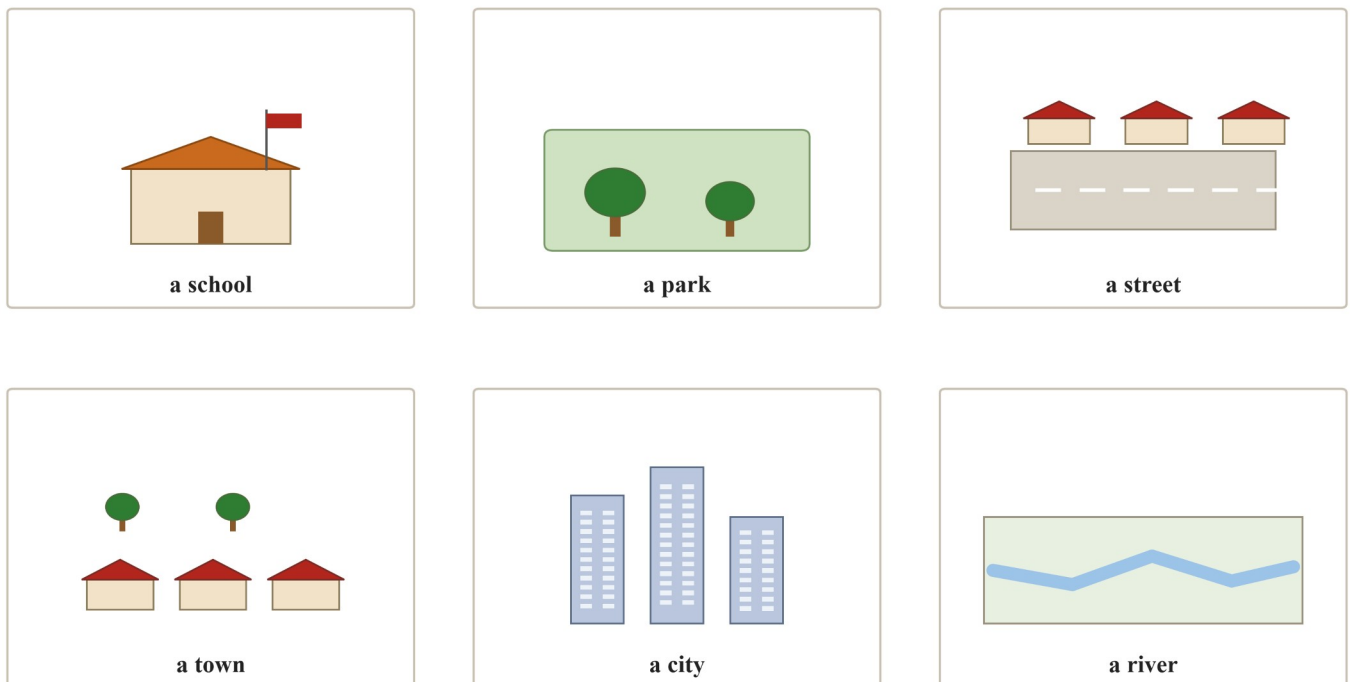
Two sides. On the left, both parks are called 'the park', and a friend says 'Let's meet at the park!', so we ask 'Which park?'. On the right, one park is called Green Park and one is called Hill Park, and the friend says 'Let's meet at Green Park!', so now we know which one.

Picture 1: Names help us pick the right place.

Look at Picture 1. If both parks have the same name, we do not know which one our friend means. If each park has its own name, we know!

Many kinds of places

Many places have names



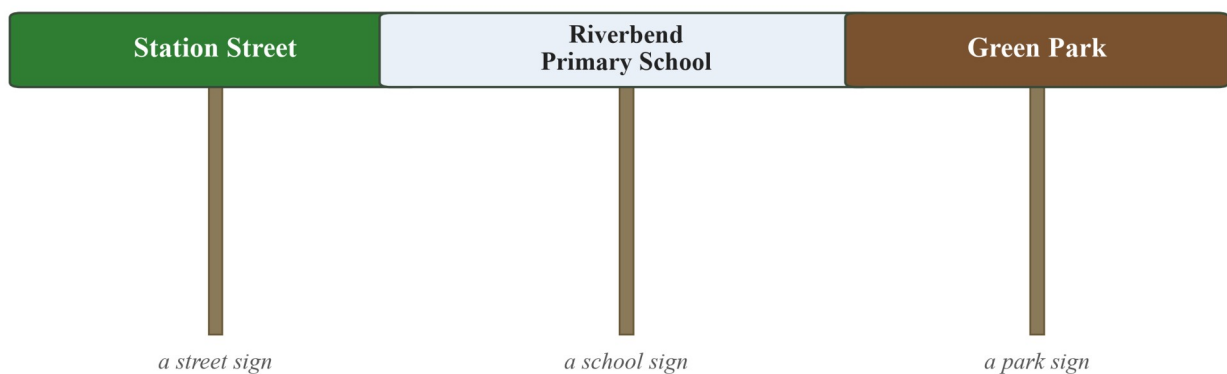
Six cards of places with names: a school with a flag, a park with two trees, a street with three houses, a town with houses and trees, a city with three tall buildings, and a river with blue water.

Picture 2: Many places have names.

A school, a park and a street are places. A town, a city and a river are places too. What is one place you know?

Signs show names

Signs show the names of places



Three name signs. The green sign says Station Street, for the street. The white sign says Riverbend Primary School, for the school. The brown sign says Green Park, for the park.

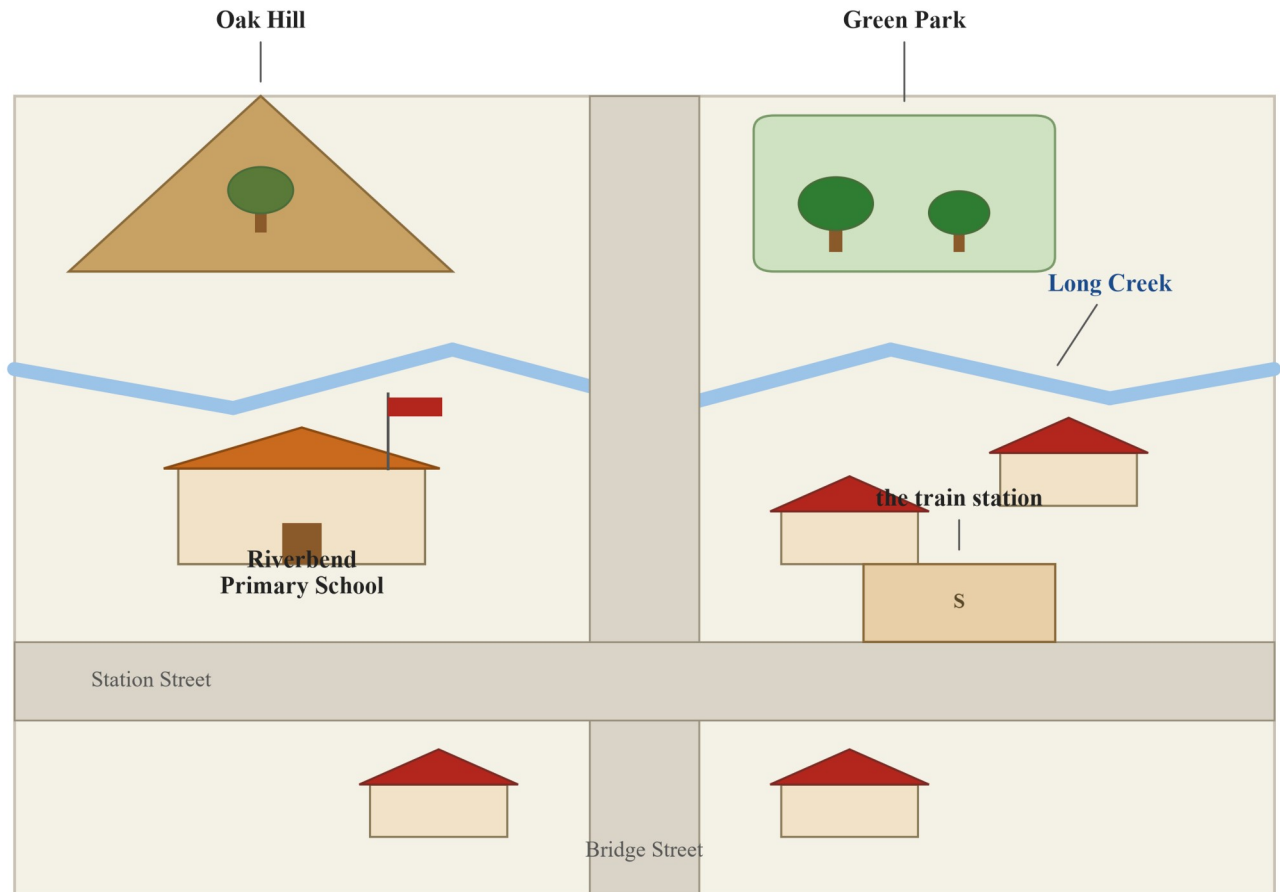
Picture 3: Signs show the names of places.

Signs tell us the names of places. A street sign names the street. A park sign names the park. When we read a sign, we know where we are.

Sam's model town

Sam built a model town called Riverbend. A **model** is a copy that stands for the real thing. Sam's town is not a real town, but it helps us think about real towns.

Sam's model town, Riverbend



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

A map of Sam's model town, Riverbend. At the top left is a hill called Oak Hill. At the top right is Green Park with two trees. A long blue creek called Long Creek runs across the map. Riverbend Primary School has a flag. The train station is near Station Street. One street runs up and down and is called Bridge Street, because a bridge is near. At the bottom it says: This is a model town. It is not a real town.

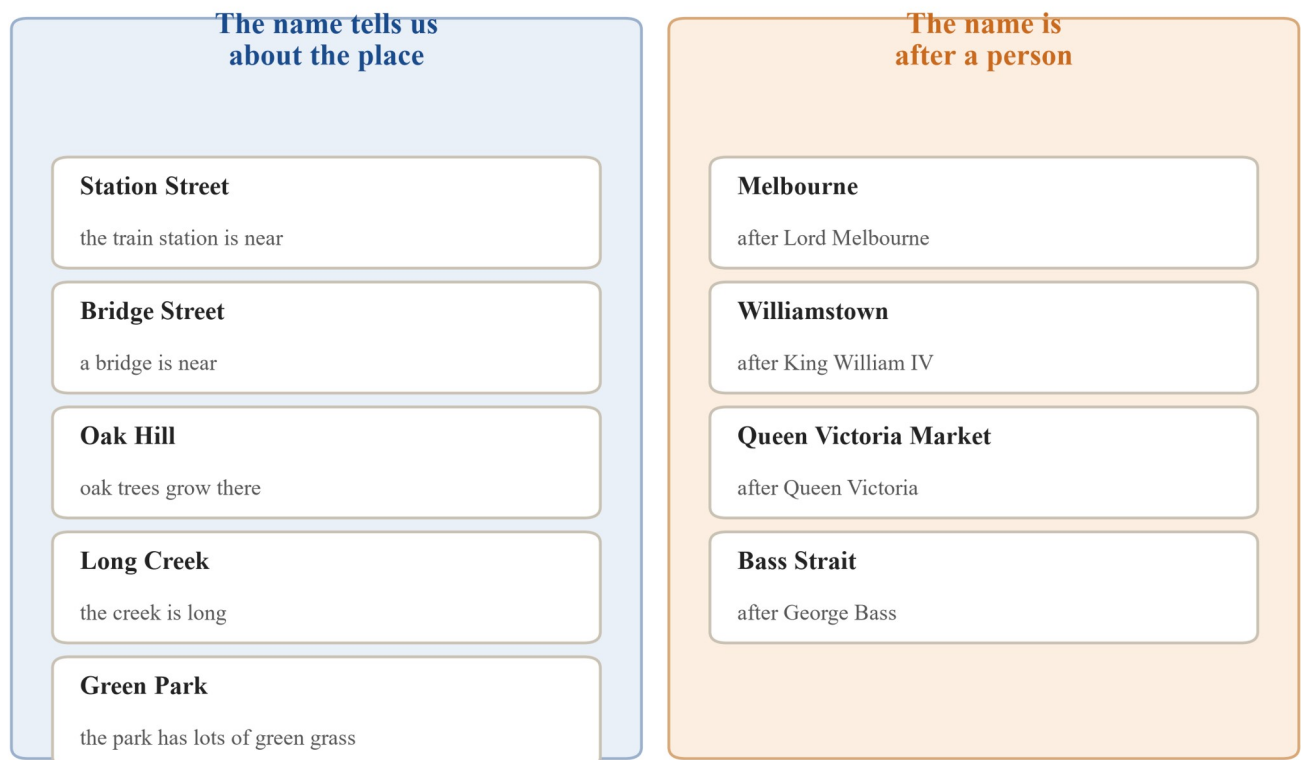
Picture 4: Sam's model town, Riverbend.

Look at Picture 4. Oak Hill is a hill with oak trees. Green Park has green grass. Long Creek is long! The school is called Riverbend Primary School. Station Street is near the train station. Bridge Street is near a bridge.

What do names mean?

We can look at the names of places in our local area and see what they mean. Some names tell us about the place.

Two ways places get names



The names in the left group are from Sam's model town, Riverbend.

Two groups of name cards. The blue group is 'The name tells us about the place': Station Street, because the train station is near; Bridge Street, because a bridge is near; Oak Hill, because oak trees grow there; Long Creek, because the creek is long; Green Park, because the park has lots of green grass. The orange group is 'The name is after a person': Melbourne, after Lord Melbourne; Williamstown, after King William IV; Queen Victoria Market, after Queen Victoria; Bass Strait, after George Bass. At the bottom: The names in the left group are from Sam's model town, Riverbend.

Picture 5: Two ways places get names.

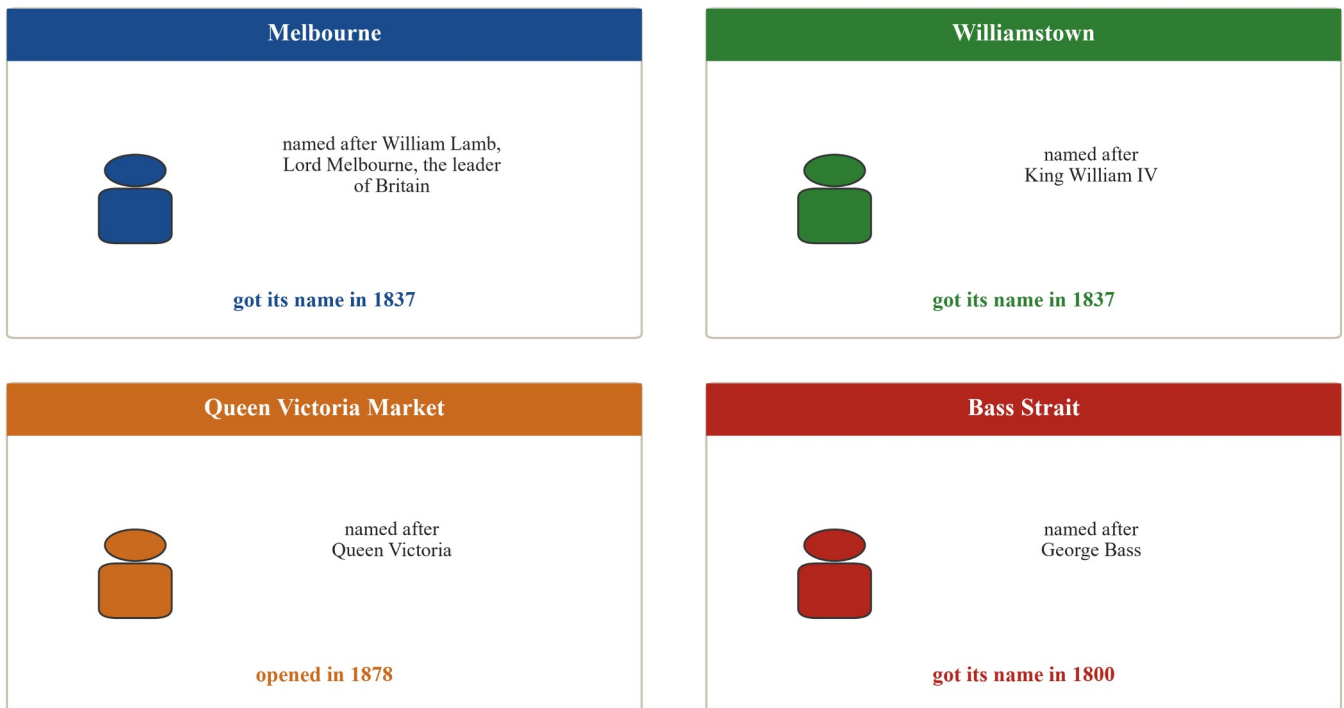
Look at Picture 5. Oak Hill tells us about the hill: oak trees grow there. Long Creek tells us the creek is long. Green Park tells us the park is green.

Other names are after a person. We will meet some real ones next.

Names after people — real places in Victoria

These four places are real. You can find them on a map of Victoria.

Some real places in Victoria, and who they are named after



See the sources in this part of the book.

Four cards about real places in Victoria. The Melbourne card says: named after William Lamb, Lord Melbourne, the leader of Britain; got its name in 1837. The Williamstown card says: named after King William IV; got its name in 1837. The Queen Victoria Market card says: named after Queen Victoria; opened in 1878. The Bass Strait card says: named after George Bass; got its name in 1800. At the bottom: See the sources in this part of the book.

Picture 6: Some real places in Victoria, and who they are named after.

Melbourne got its name in 1837. It is named after William Lamb, Lord Melbourne. He was the leader of Britain at that time.

(Source: Wikipedia, 'Melbourne', looked at on 25 August 2026.)

A town called Williamstown got its name in 1837 too. It is named after King William IV.

(Source: Wikipedia, 'Williamstown, Victoria', looked at on 25 August 2026.)

Queen Victoria Market opened in 1878. It is named after Queen Victoria.

(Source: Wikipedia, 'Queen Victoria Market', looked at on 25 August 2026.)

The water called Bass Strait got its name in 1800. It is named after George Bass, who sailed his ship on that water long ago.

(Source: Wikipedia, 'Bass Strait', looked at on 25 August 2026.)

Sam's model text

Sam wanted to know why Melbourne has its name. Sam looked in a book at school and wrote a model text.

Why is it called Melbourne?

I live in Melbourne.

I wanted to know: why is it called Melbourne?

I looked in a book at school. My book said this.

Long ago, in 1837, Governor Bourke picked a name

for the new city. He named it after the leader of Britain

at that time, William Lamb, Lord Melbourne.

So the city got the name Melbourne.

My book was my source.

A model text by Sam

A model text card by Sam, called 'Why is it called Melbourne?'. It says: I live in Melbourne. I wanted to know: why is it called Melbourne? I looked in a book at school. My book said this. Long ago, in 1837, Governor Bourke picked a name for the new city. He named it after the leader of Britain at that time, William Lamb, Lord Melbourne. So the city got the name Melbourne. My book was my source.

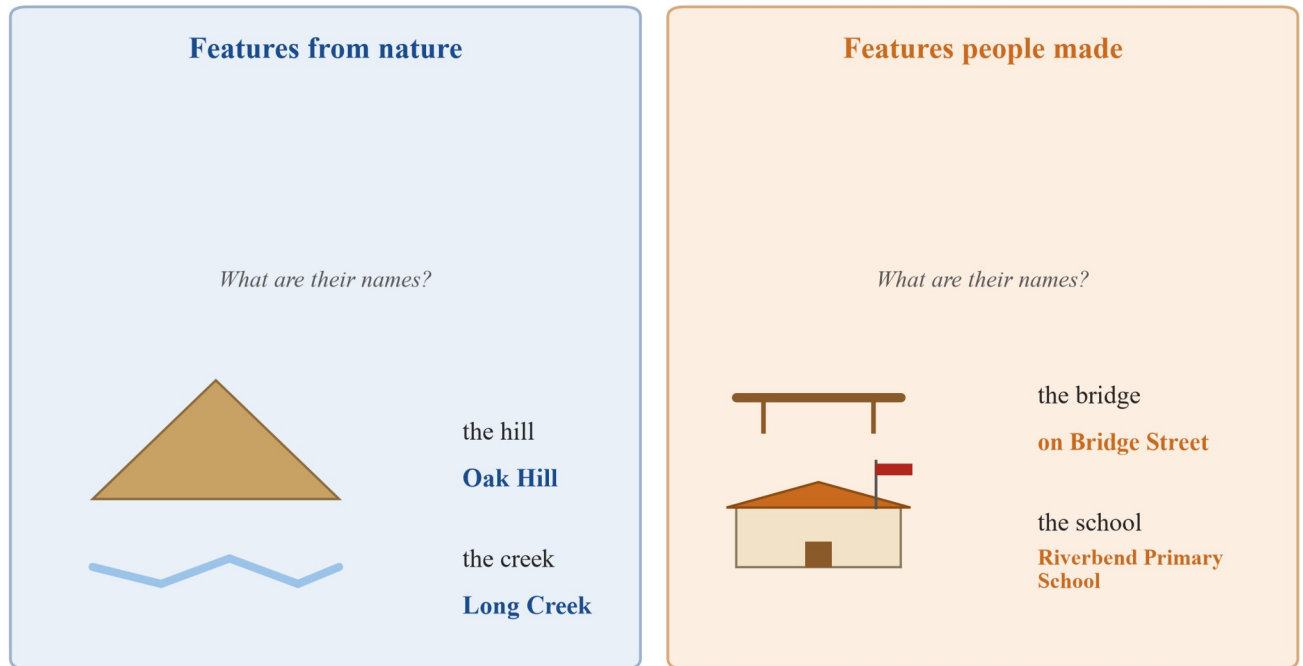
Picture 7: A model text by Sam.

Sam's book was Sam's **source**. A source is something that helps us find out.

Features have names too

A **feature** is a part of a place that we can see. Some features are from nature, like hills and creeks. Some features are made by people, like bridges and schools. Part 1E tells us more about features.

Features have names too



All of these features are in Sam's model town, Riverbend.

Two groups of features from Sam's model town, Riverbend. The blue group is 'Features from nature': a hill called Oak Hill, and a creek called Long Creek. The orange group is 'Features people made': a bridge on Bridge Street, and the school, Riverbend Primary School. Each group asks: What are their names?

Picture 8: Features have names too.

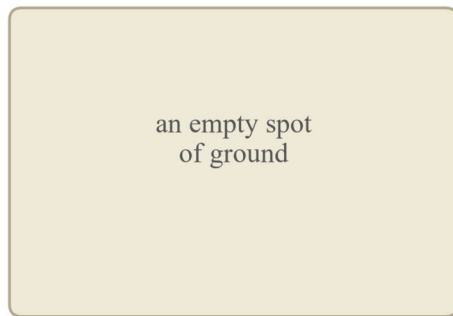
Look at Picture 8. The hill is called Oak Hill, and the creek is called Long Creek. The bridge is on Bridge Street, and the school is called Riverbend Primary School.

New places get names

When a new place is made, it needs a name.

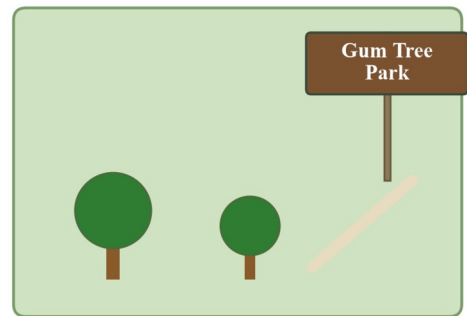
New places get names too

Before



The new park has no name yet.

After



Now it has a name: Gum Tree Park!

Before and after. Before, there is an empty spot of ground, and the new park has no name yet. After, the park has two trees, a path and a sign that says Gum Tree Park. Now it has a name: Gum Tree Park!

Picture 9: New places get names too.

The new park in Riverbend was just an empty spot of ground. Now it has trees and a path, and a name: Gum Tree Park. What do you think that name tells us?

How we find out

How do we find out what a place is called? We can look at a sign. We can look at a map. We can ask a person.

How we find out about place names



A source is something that helps us find out.

Three ways to find out a place name. Look at a sign: a green sign says Oak Hill. Look at a map: the map shows Oak Hill, the creek and a road. Ask a person: a grown-up and a child, and the child asks 'What is it called?'. At the bottom: A source is something that helps us find out.

Picture 10: How we find out about place names.

A sign, a map and a person can all be a **source**. A **source** is something that helps us find out.

Words to know

Word	What it means here
place	a spot in the world that people know, use or care about
name	the word we call a place by
feature	a part of a place that we can see
source	something that helps us find out
meaning	what a word tells us

Skills used in this part

- Asking questions (Part 2A, VC2HG2S01)
- Finding place names and writing them down (Part 2B, VC2HG2S02)
- Drawing maps and writing the names on them (Part 2C, VC2HG2S03)
- Giving our ideas and saying why (Part 2D, VC2HG2S04)
- Sharing with the class (Part 2E, VC2HG2S05)

Worked examples

Example 1 — with help

What does each name tell us? The teacher asks; the class uses Picture 4.

Name	What the name tells us
Station Street	the train station is near
Bridge Street	a bridge is near
Oak Hill	oak trees grow there
Long Creek	the creek is long
Green Park	the park has lots of green grass

Example 2 — with help

Sort these five names into the two groups from Picture 5: 'the name tells us about the place' and 'the name is after a person'.

Step	What we do
1	Say each name out loud: Melbourne, Bridge Street, Williamstown, Long Creek, Queen Victoria Market.
2	Ask: does the name tell us about the place? Bridge Street does (a bridge is near). Long Creek does (the creek is long).
3	Ask: is the name after a person? Melbourne is (after Lord Melbourne). So is Williamstown (after King William IV). Queen Victoria Market is too (after Queen Victoria).
4	Check with Picture 5. All five names are on it!

Example 3 — with help

Read Sam's model text in Picture 7. Why is it a good text?

- Sam asked a question: why is it called Melbourne?
- Sam used a book as a source, and said so.
- Sam told us who the place is named after.

Now we can try our own, the same way.

Questions and activities

Guided

Q1. Look at Picture 3. (a) Which sign names the street? (b) Which sign names the park?

Q2. Look at Picture 4. Find and write: (a) the name of the creek, (b) the name of the hill, (c) the name of the school, (d) the names of the two streets.

Q3. Sort these names into the two groups from Picture 5: Oak Hill, Melbourne, Long Creek, Williamstown, Green Park.

Q4. Fill in the blanks with *find*, *place* and *people*. A name helps us _____ a place. A name helps us know which place is which. A name helps us tell _____ about a _____.

On your own

Q5. Go for a walk with a grown-up. Find five place names. Write them down. (That is collecting, Part 2B.)

Q6. Ask a grown-up: why is one place near our home called what it is? The person you ask is your source. Write or draw what they say.

Q7. Draw a place you love. Write its name under your drawing.

Q8. The new park in Picture 9 is called Gum Tree Park. Pick your own name for it. Say why your name is a good one. (That is giving an idea and saying why, Part 2D.)

Q9. Make a class chart like Picture 11 with the names your class found. Put each name in a group. Which group has the most names?

Where do the names come from?

A model class chart. Each square is one place.

The name tells us
about the place



8

The name is after
a person



5

Another way



3

This is not our class. Our class can make one too.

A model class chart called 'Where do the names come from?'. Each square is one place. The first row is 'The name tells us about the place', with 8 blue squares and the number 8. The second row is 'The name is after a person', with 5 orange squares and the number 5. The third row is 'Another way', with 3 green squares and the number 3. At the bottom it says: This is not our class. Our class can make one too.

Picture 11: A model class chart.

Q10. Use the card in Picture 12. Draw a place you know. Write its name, what the name tells you, and why you like it. Tell a friend about it. (That is sharing, Part 2E.)

A place I know

Draw the place here.

Its name is

The name tells me

I like this place because

A draw-and-write card called 'A place I know'. A big box says 'Draw the place here.'. Under the box are three lines to write on: Its name is. The name tells me. I like this place because.

Picture 12: A card to draw and write about a place you know.

Answers

Q1. (a) The green sign, Station Street. (b) The brown sign, Green Park.

Q2. (a) Long Creek. (b) Oak Hill. (c) Riverbend Primary School. (d) Station Street and Bridge Street.

Q3. Tells us about the place: Oak Hill, Long Creek, Green Park. After a person: Melbourne, Williamstown.

Q4. A name helps us *find* a place. A name helps us know which place is which. A name helps us tell *people* about a *place*.

Q5. Answers will be different. Look for: five place names, written down.

Q6. Answers will be different. Look for: a question asked, and a person as the source.

Q7. Answers will be different. Look for: a drawing, and a name under it.

Q8. Answers will be different. Listen for: a name, and a why.

Q9. Answers will be different. Look for: names in groups, and the biggest group named.

Q10. Answers will be different. Look for: a drawing, the three lines done, and a friend told.

Worked answers

Models of what answers can look like.

Q2 — names on the map (model).

(a) The creek is called Long Creek. (b) The hill is called Oak Hill. (c) The school is called Riverbend Primary School. (d) The streets are called Station Street and Bridge Street.

Q5 — a walk (model).

On my walk I saw: my street name, my school, the park near my house, the shop on the corner, and the bus stop. I wrote them down.

Q8 — a new park name (model).

I pick the name Play Park. It is a good name because kids play there. The name tells us what we can do at that place.

Q10 — a place I know (model).

I drew the park near my house. Its name is Green Park. The name tells me the park has lots of green grass. I like this place because I play there with my friends.

For teachers (not student-facing)

- **Owens:** VC2HG2K02 (Geographical Knowledge and Understanding, Foundation to Level 2 band). Codes only — the curriculum's own wording is not reproduced in this book.
- **Achievement-standard sentence exercised:** band standard, sentence 1, attached to VC2HG2K02 (TOC §1; wording not reproduced).
- **Elaboration drawn on:** VC2HG2K02 .E01 — examining what the names of places near us mean (taught: the Riverbend name-meanings work, Picture 5, and the local-name collecting in Q5–Q6).
- **Excluded:** VC2HG2K02 .E02, .E03 and .E04 are excluded whole per TOC §2A / decision D5 and CONTENT_POLICY Rule 1 (Aboriginal and Torres Strait Islander placename content). They are not taught, not sampled and not re-introduced in any form; the CD's First Nations naming limb is excluded with them, and no VC2 wording is quoted anywhere in this book (codes-only ruling, 16/10/2026). Neutral remainder taught instead: E01 plus the naming of natural and constructed features the class already knows.

- **Level boundaries (TOC §3/§4):** qualitative distance language only; no compass directions, grid references or coordinates (those sit at VC2HG4K05, Levels 3–4); the address→nation scale ladder is section 1D; the features deep-dive is section 1E; weather, not climate. Natural AND constructed features are named here (Picture 8) but not analysed; analysis is 1E’s job.
- **D4 integration:** skills 2A–2E (VC2HG2S01–VC2HG2S05) are named at point of use (questions Q5, Q8, Q10 and the skills list), not taught.
- **Contested terms (CONTESTED_TERMS.md):** “place” and “feature” carry operational definitions at first use (“a spot in the world that people know, use or care about”; “a part of a place that we can see”); “source” is defined at first use (“something that helps us find out”). “Model” is defined where Riverbend is introduced.
- **SOURCES (SOURCE_USE.md; all retrieved 2026-08-25):**
 1. Melbourne — named in 1837 by Governor Richard Bourke after William Lamb, 2nd Viscount Melbourne (Lord Melbourne), British Prime Minister. Wikipedia, “Melbourne”, <https://en.wikipedia.org/wiki/Melbourne>
 2. Williamstown, Victoria — named after King William IV; the name dates from 1837. Wikipedia, “Williamstown, Victoria”, https://en.wikipedia.org/wiki/Williamstown,_Victoria
 3. Queen Victoria Market — named after Queen Victoria; opened 1878. Wikipedia, “Queen Victoria Market”, https://en.wikipedia.org/wiki/Queen_Victoria_Market
 4. Bass Strait — named after George Bass, who with Matthew Flinders explored the waters in 1798; the name was in use by 1800. Wikipedia, “Bass Strait”, https://en.wikipedia.org/wiki/Bass_Strait
 5. Riverbend, Sam, the class chart counts (8/5/3) and the Gum Tree Park scenario are original model devices (D10), not real referents.
- **Handoff (§4):** feeds VC2HG4K01 (places in Australia and the Asia region, Levels 3–4) and VC2HG4K05 (locating places with compass directions and grid references later).

Our connections to place, and why places are important

VC2HG2K03

Think about the places you know and love. How do you link with them?

Things you need: pencils, paper, a big sheet of paper to draw on, crayons or coloured pencils, and photos of places you know (if you have any).

What we learn

Places are parts of our world

A **place** is a part of the world that people know, use and give a name to.

Your home is a place. Your school is a place. The park in your street is a place too.

Every place has things we can see, things we can do, and people we know. That is what makes a place special.

We link with our places

People and places go together. We live in places. We learn in places. We play in places. We buy things in places. We visit people in places.

There is a big word for the link between people and places. The word is **interconnection**. An interconnection is a link between people and a place.

This table shows some places and what we do there.

Places and what we do there

Place	What we do there
Home	We live there.
School	We learn there.
Park	We play there.
Shops	We buy food there.
Beach	We swim there.
Nan's house	We visit there.

Each row is one link between people and a place.

A table of places and what we do there. The places are home, school, park, shops, beach and Nan's house, and next to each place is what we do there.

Each row is one link between people and a place.

Why our places matter

Our places are important to us for many reasons.

- Places give us what we need. Our home is where we eat and sleep. Shops give us food. Schools help us learn.
- Places hold the people we love. Our family and our friends are in our places.
- Places hold our good times. We remember the fun things we do there.
- We feel happy and safe in the places we know.

What makes a place special?



Each line is one reason our place is special to us.

In the middle is our place. Four lines reach out to the people there, the things we do there, the things we see there and the feelings we have there. Together they show what makes a place special.

That is why places matter to us.

We can belong to more than one place

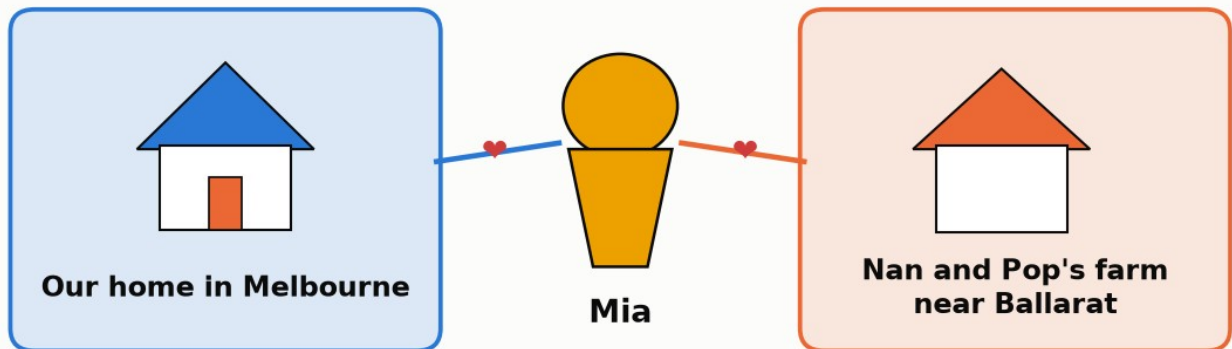
Meet Mia. Mia belongs to two places.

One place is her home in Melbourne. Her mum, dad and brother live there with her.

The other place is Nan and Pop's farm near Ballarat. Mia visits on holidays. She loves the animals on the farm.

Both places are important to Mia.

Mia belongs to two places



Mia belongs to both places. Both are important to her.

Mia stands in the middle. Lines with hearts join her to two places: her home in Melbourne on one side, and Nan and Pop's farm near Ballarat on the other side.

Some families move to a new home. Then there are two places in their lives: the old place and the new one. Both can still matter.

Some people we love live far away. We can still keep our link with them. We can visit. We can call them. We can look at photos and write letters.

Far away or close by, the people we love link us to places.

Our land, sea, sky and animals

Our family links with the **land** near us. We walk in the park. We play on the beach. We help the plants grow in the garden.

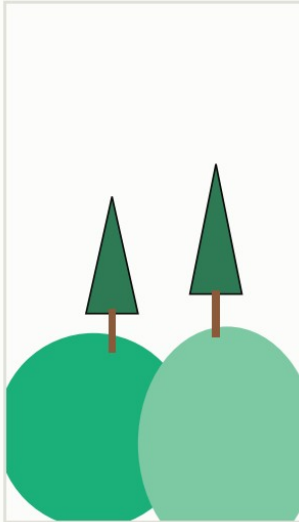
Our family links with the **sea**. We swim. We play in the sand. We watch the boats.

Our family links with the **sky**. We feel the sun. We watch the clouds. At night, we see the stars.

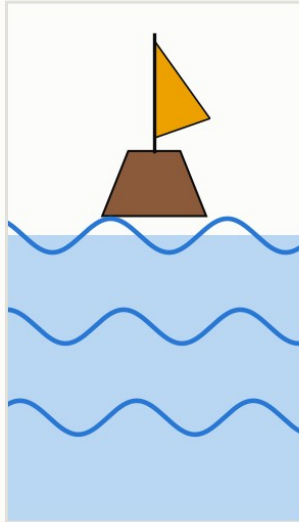
Our family links with **animals** too. We care for our pets. We watch the birds in the trees. In the bush, we might see kangaroos and emus.

Our land, sea, sky and animals

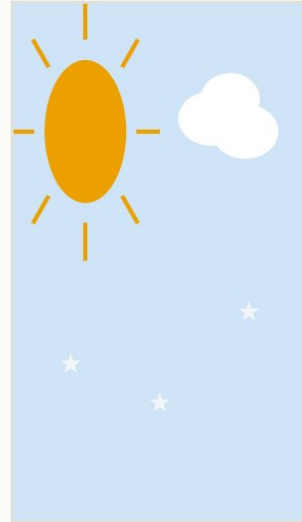
Land



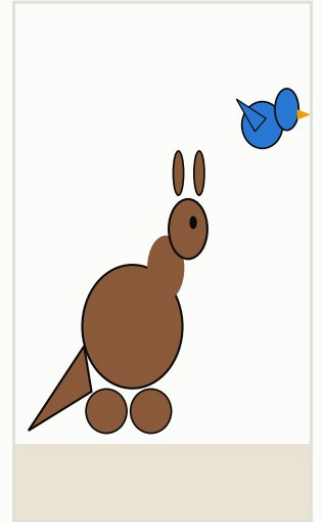
Sea



Sky



Animals



Four pictures in a row. The land has hills and trees. The sea has waves and a boat. The sky has the sun, clouds and stars. The animals have a kangaroo and a bird.

The land, the sea, the sky and the animals all make our places special.

We can show our links

We can show the links we have with our places.

- We can draw them.
- We can write about them.
- We can take photos of them.
- We can tell stories about them.
- We can look after them.

Looking after a place shows that it matters to us. We pick up rubbish and put it in the bin. We are careful with plants and small animals.

Here is a piece of writing about a special place. You can write one too.

A piece of writing about a special place

My special place

My special place is the beach.

I go there with my dad.

We swim and look for shells.

The sand is warm.

It makes me happy.

A piece of writing called My special place. It is about the beach, swimming, looking for shells and the warm sand.

Skills we use

The skills below grow in Chapter 2. We use them here.

- We ask questions about our places (VC2HG2S01, part 2A). The four stems we use are **where**, **what**, **how** and **why** — they help us.
- We gather what our family says and what we can see, and we record it (VC2HG2S02, part 2B). We can also find our places on a map.

- We draw, label and make picture maps to show our links (VC2HG2S03, part 2C).

Question stems we use to ask about places

Where	Where is your favourite place?
What	What do you do there?
How	How do you get there?
Why	Why is it special?

A table of question stems about places. Where, what, how and why each start a question about a place.

We try together

Do these with your teacher. Talk about each step as you go.

We try 1 — sort the links

Sort each sentence by its place and its link.

Working	Note
Read the first sentence: “I learn new things at school.”	Find the place named in the sentence.
Place: school. Link: we learn there.	The doing word tells us the link.
“We buy food at the shops.” Place: shops. Link: we buy food there.	Sort one sentence at a time.
“We play on the swings at the park.” Place: park. Link: we play there.	
“My family lives in our home.” Place: home. Link: we live there.	
“We visit Nan and Pop at the farm.” Place: farm. Link: we visit there.	

∴ the five places are school, shops, park, home and farm, and each one has its own link.

We try 2 — make two-place cards

Mia belongs to two places. Make a card for each place, and write why each place matters.

Working	Note
Card 1. Place: our home in Melbourne.	Name the place at the top of the card.

Working	Note
Why it matters: My family is here.	Write one reason under the place.
Card 2. Place: Nan and Pop's farm near Ballarat.	Mia belongs to this place too.
Why it matters: I love the animals there.	Write a reason for the second place.

∴ Mia belongs to two places, and both places matter to her.

Questions to practise

With help

Q1. Match each place to what we do there. Draw a line from the place to its link.

Places: 1 home · 2 school · 3 park · 4 shops

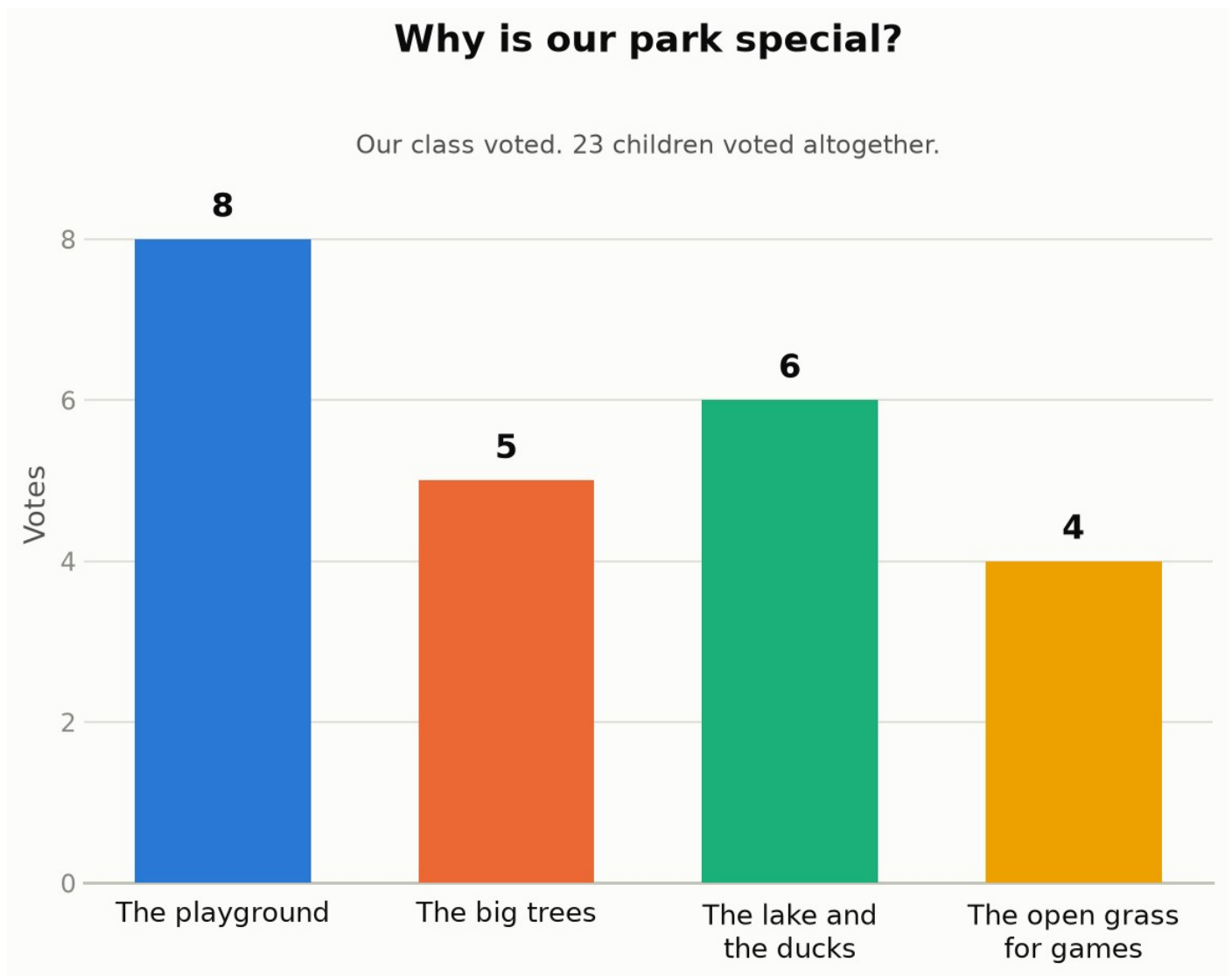
Links: a we live there · b we learn there · c we play there · d we buy food there

Q2. Fill in each gap. Use the words in the box.

Word box: **belong** · **important** · **link** · **place**

- A ☐ is a part of the world that people know, use and name.
- We ☐ to the places we live in.
- People and places ☐ together.
- Our places are ☐ to us.

Q3. Our class voted on this question: Why is our park special? Look at the chart, then answer.



A bar chart about why our park is special. The playground has 8 votes, the big trees have 5 votes, the lake and the ducks have 6 votes, and the open grass for games has 4 votes.

- How many children voted for the big trees?
- Which reason got the most votes?
- We asked the whole class. Add all the votes. How many children is that altogether?

Q4. Mia has two places.

- Where are Mia's two places?
- Write one way Mia can keep her link with the farm.

Q5. What links you with the land, the sea, the sky and the animals? Tick ✓ what you do. Then write **land, sea, sky** or **animals** next to each one.

- walk in the park ☐
- swim at the beach ☐
- watch the stars ☐
- feed your pet ☐

Q6. Finish each question about your place. Use the question stems.

- a. Where is □?
- b. What do you □?
- c. How do you □?
- d. Why do you □?

On your own

Q7. Write one thing you do at each place.

- a. At the beach, we □.
- b. At the pool, we □.
- c. On the farm, we □.
- d. At the library, we □.

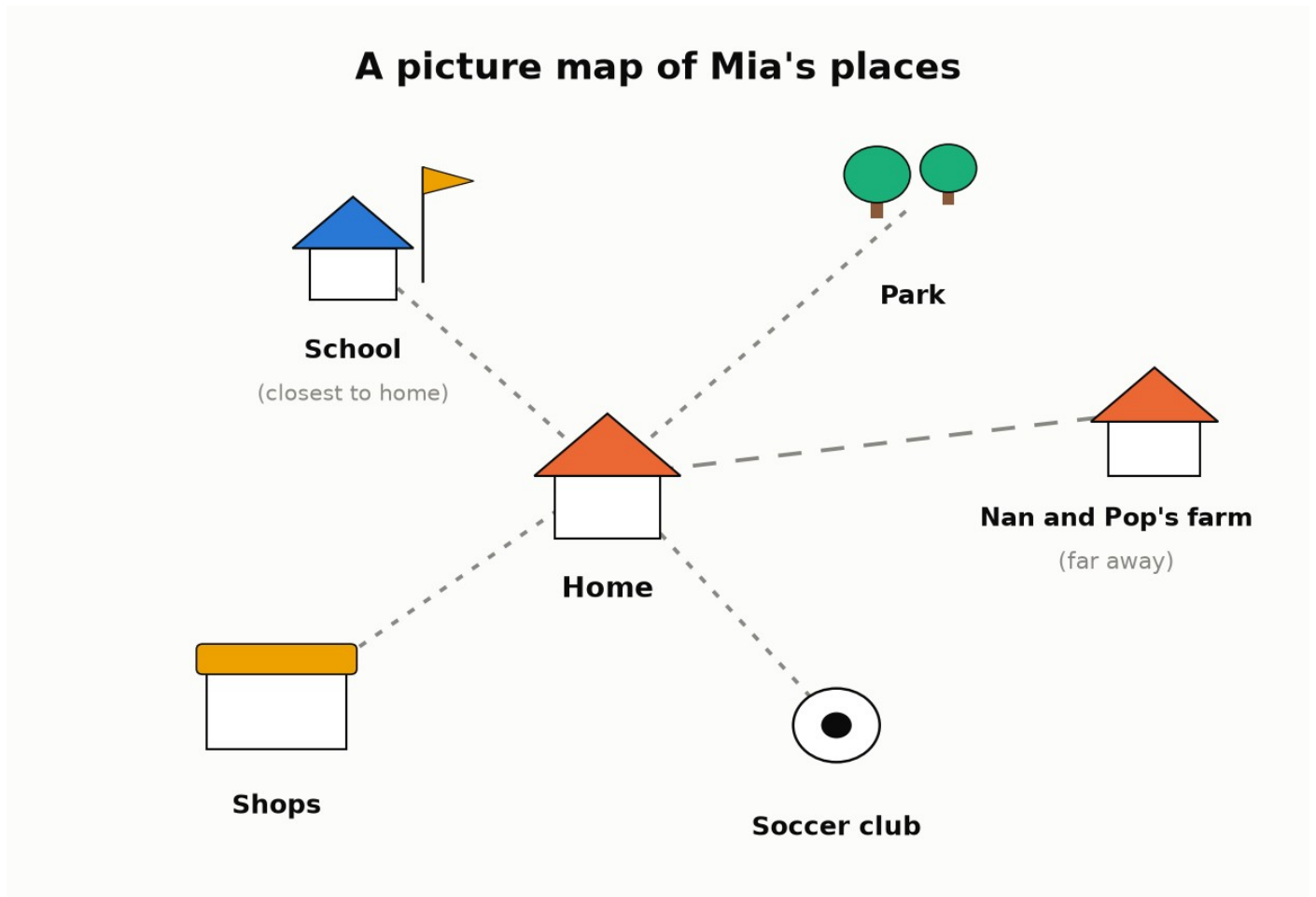
Q8. Draw your special place. Label three things you can see there.

Q9. a. Write two places you belong to.

- b. Write why each place matters to you.

Q10. Some people we love live far away. Write two ways to keep your link with them.

Q11. Look at the picture map of Mia's places.



A picture map of Mia's places. Home is in the middle. Lines join home to the school, the park, the shops, the soccer club and Nan and Pop's farm, which is far away.

- Which place is closest to Mia's home?
- Where does Mia go to play soccer?
- Which place is far away?

Q12. Why do places matter to people? Write two reasons.

Q13. Write two ways your family can look after a place you love.

Q14. Finish the sentences.

I belong to ☐ and ☐.

They are important to me because ☐.

Places in real life

Q15. A big park by the sea

Wilsons Promontory National Park is a big park in Victoria. The park reaches into the sea at the bottom of Victoria. It has sandy beaches and tracks through the bush. Kangaroos and emus live there. Families go there to camp, walk and swim.

Source: Wikipedia, Wilsons Promontory National Park, en.wikipedia.org, retrieved 2026-08-25.

- a. Name one animal that lives in the park.
- b. Write one thing families can do there.
- c. Why might the park be important to families? Write your idea.
- d. Write one way families can look after the park when they visit.
- e. Draw the part of the park you would like to visit. Label what you draw.

Answers

- Q1.** 1 a (home — we live there), 2 b (school — we learn there), 3 c (park — we play there), 4 d (shops — we buy food there).
- Q2.** a. place b. belong c. link d. important.
- Q3.** a. 5 b. the playground c. 23.
- Q4.** a. Her home in Melbourne, and Nan and Pop's farm near Ballarat. b. One answer: she can call Nan and Pop.
- Q5.** One answer: walk in the park — land; swim at the beach — sea; watch the stars — sky; feed your pet — animals.
- Q6.** One answer: a. Where is your favourite place? b. What do you do there? c. How do you get there? d. Why is it special?
- Q7.** One answer: a. swim b. play in the water c. feed the animals d. read books.
- Q8.** One answer: a drawing of a park, labelled: the swings, the trees, the lake.
- Q9.** One answer: a. My home and my school. b. My home matters because my family is there. My school matters because I learn and play with friends there.
- Q10.** One answer: visit them; call them. (You could also look at photos or write letters.)
- Q11.** a. The school. b. The soccer club. c. Nan and Pop's farm.
- Q12.** One answer: They give us what we need. They hold the people we love.
- Q13.** One answer: Pick up rubbish and put it in the bin. Be careful with plants and small animals.
- Q14.** One answer: I belong to my home and my town. They are important to me because my family is there and I have fun there.
- Q15.** a. A kangaroo or an emu. b. Camp, walk or swim. c. One answer: Families have fun there together. d. One answer: Put rubbish in the bin. e. One answer: a drawing of the beach, with labels.

All the working

- Q1.** Home is where we live, so 1 goes with a. School is where we learn, so 2 goes with b. The park is where we play, so 3 goes with c. The shops are where we buy food, so 4 goes with d.
∴ 1 a, 2 b, 3 c, 4 d.
- Q2.** a. The word for a part of the world that people know, use and name is **place**. b. The word for going together with the places we live in is **belong**. c. The word for people and places going together is **link**. d. The word that tells why our places matter to us is **important**.
∴ a. place b. belong c. link d. important.
- Q3.** a. Look at the chart. The bar for the big trees stops at 5. b. The tallest bar is the playground, with 8 votes. c. Add all the votes: $8 + 5 + 6 + 4 = 23$.
∴ a. 5 b. the playground c. 23 children.
- Q4.** a. Mia's story names her two places: her home in Melbourne, and Nan and Pop's farm near Ballarat. b. The ways we keep a link are visit, call, photos and letters. One answer: she can call Nan and Pop.
∴ a. her home in Melbourne, and the farm near Ballarat b. one of: visit, call, photos, letters.
- Q5.** Sort each one by what it links you with. Walking in the park links you with the land. Swimming at the beach links you with the sea. Watching the stars links you with the sky. Feeding your pet links you with animals.
∴ land, sea, sky, animals.

Q6. **Where** asks about a place. **What** asks about things. **How** asks about the way. **Why** asks for a reason. One answer:
a. Where is your favourite place? b. What do you do there? c. How do you get there? d. Why is it special?

∴ a. Where is your favourite place? b. What do you do there? c. How do you get there? d. Why is it special?

Q7. Think of one doing word for each place. At the beach we can swim. At the pool we can play in the water. On the farm we can feed the animals. At the library we can read books.

∴ a. swim b. play in the water c. feed the animals d. read books.

Q8. Draw your special place first. Then write labels for three things you can see. One answer: a drawing of a park, labelled: the swings, the trees, the lake.

∴ a drawing with three labels.

Q9. a. Name two places you belong to, like home and school. b. Write one reason for each place. One answer: a. My home and my school. b. My home matters because my family is there. My school matters because I learn and play with friends there.

∴ two places, each with a reason.

Q10. The ways we keep a link with people far away are visit, call, photos and letters. Pick two. One answer: visit them; call them.

∴ any two of: visit, call, photos, letters.

Q11. Read the picture map. The school is closest to home. Mia goes to the soccer club to play soccer. Nan and Pop's farm is far away.

∴ a. the school b. the soccer club c. Nan and Pop's farm.

Q12. Two reasons places matter: they give us what we need, and they hold the people we love and the good times we remember.

∴ One answer: They give us what we need. They hold the people we love.

Q13. Looking after a place means care. Ways we showed in this part: put rubbish in the bin, be careful with plants and small animals, stay on the track. Pick two. One answer: Pick up rubbish and put it in the bin. Be careful with plants and small animals.

∴ any two care actions.

Q14. Name two places you belong to, then write why they matter. One answer: I belong to my home and my town. They are important to me because my family is there and I have fun there.

∴ two places and a reason.

Q15. a. The story names two animals that live in the park: kangaroos and emus. One answer: a kangaroo or an emu. b. The story says families camp, walk and swim there. One answer: camp. c. Use your own idea and give a reason. One answer: Families have fun there together. d. Looking after the park means care, like care for our own places. One answer: Put rubbish in the bin. e. Draw the part you would like, and label it. One answer: a drawing of the beach, with labels.

∴ a. a kangaroo or an emu b. camp, walk or swim c. your idea, with a reason d. one care action e. a labelled drawing.

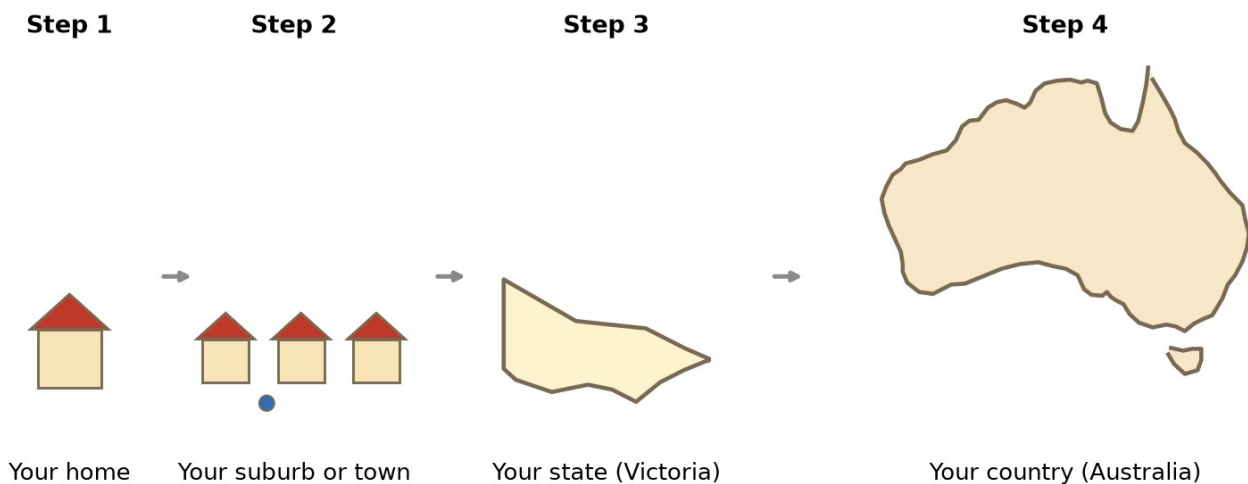
Representing places: from home to Australia — scale, states, territories and major features

The big idea

A **place** is a part of the world that people know, name and care about. Your home is a place. Your school is a place. Gumtree Flat, the town we made up for our pictures, is a place. Australia is a place too.

Places sit inside bigger places, like a set of steps. We call these steps **scale**.

From your home to your country — each step shows a bigger place



These are the four steps of scale.

Four steps of scale, each one a bigger place: a home, then a suburb or town, then the state of Victoria, then the whole of Australia.

Picture 1D-1. The four steps of scale: home, suburb or town, state, country.

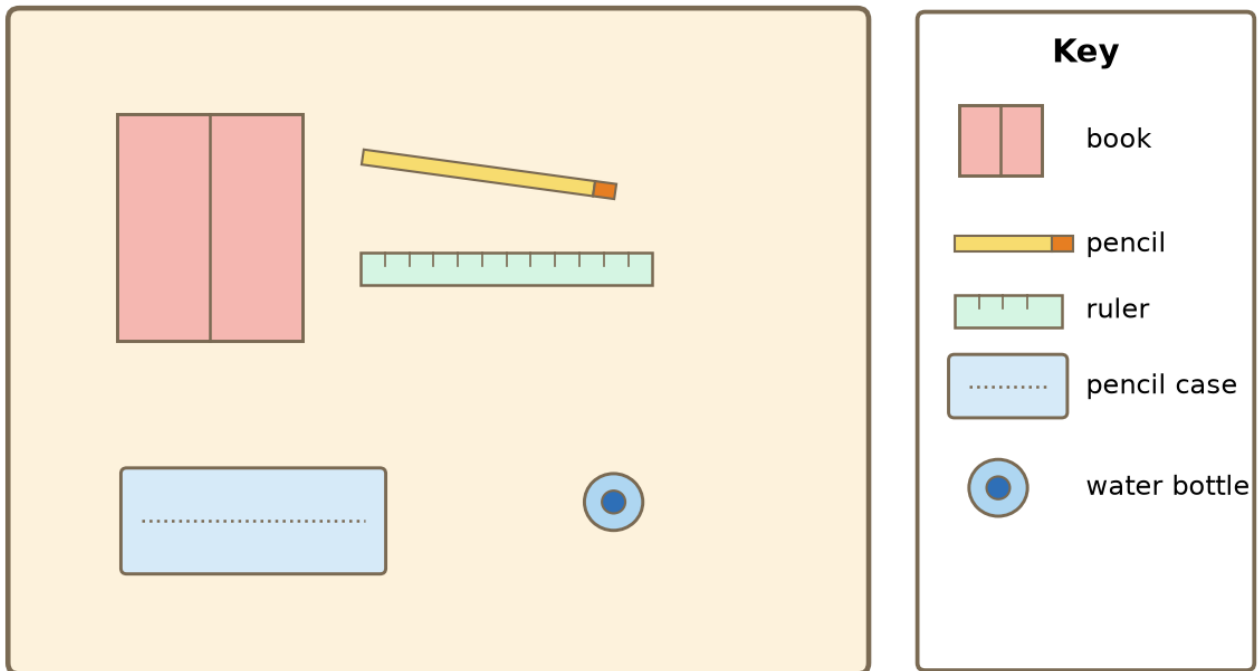
Word box — our new words:

- **place** — a part of the world that people have named and care about
- **scale** — the steps from your home out to your whole country
- **address** — the words that tell people where your home is: number, street, suburb or town, state, country
- **map** — a picture of a place from above, with a key
- **plan** — a picture of something small, from straight above
- **key** — the part of a map that tells you what each little picture means
- **state** — one of the six big parts of Australia
- **territory** — Australia has two territories as well; they are parts of Australia, like the states
- **capital city** — the special city we name for each state and territory
- **feature** — something you can see in a place
- **natural feature** — a feature that people did not make, like a river, a mountain or a reef
- **constructed feature** — a feature that people made, like a road, a bridge or a school

Maps and plans

A **plan** shows something small, from straight above. Here is a plan of Mia's desk.

A plan of Mia's desk, seen from straight above



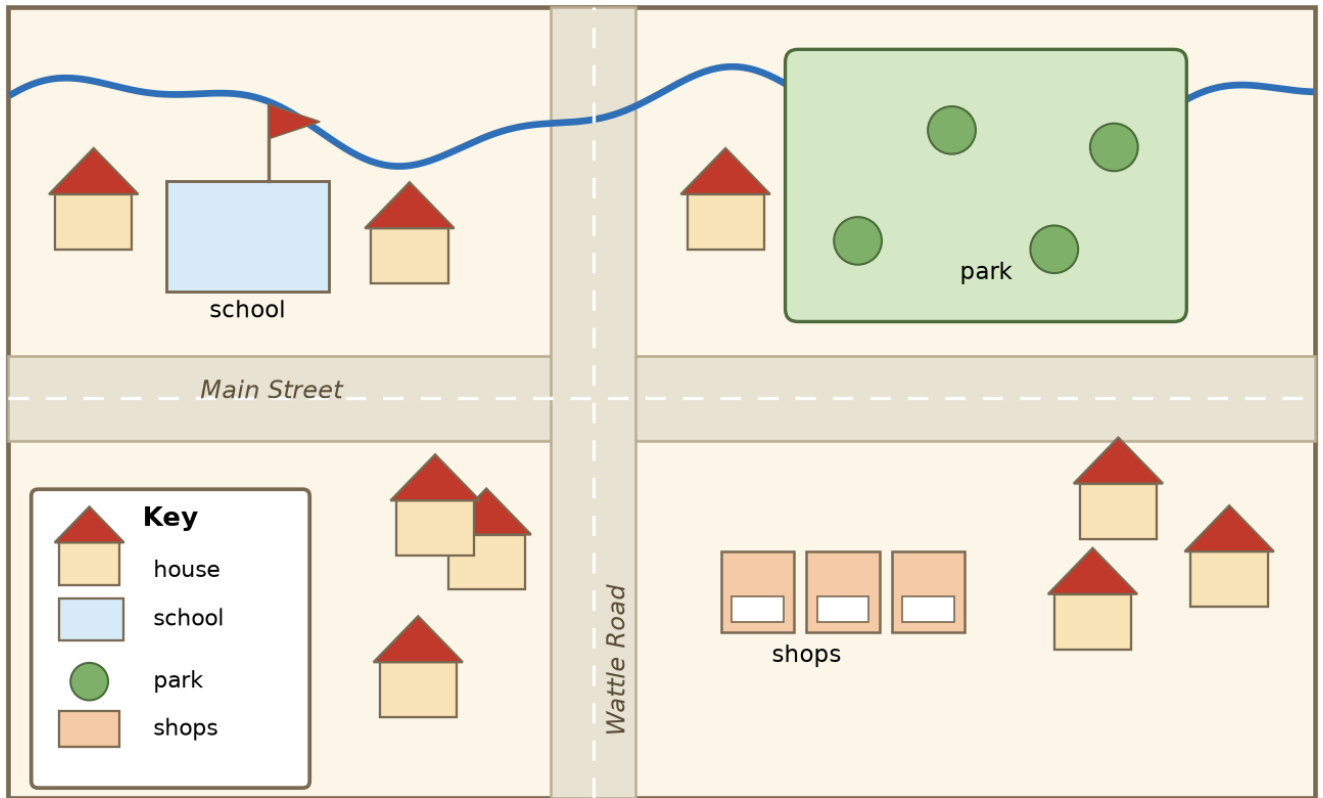
The key tells you what each little picture means.

A plan of Mia's desk from straight above, with a key for a book, a pencil, a ruler, a pencil case and a water bottle.

Picture 1D-2. A plan of Mia's desk, from straight above. The key tells you what each little picture means.

A **map** shows a bigger place from above. Here is a map of Gumtree Flat, a town we made up. The **key** tells you what each little picture means.

A map of Gumtree Flat — a town we made up



Use the key to read the little pictures. Made for this book.

A map of Gumtree Flat, a town we made up, with Gumtree Creek, Main Street and Wattle Road, a school, a park, shops and houses, and a key.

Picture 1D-3. A map of Gumtree Flat. Use the key to read the little pictures.

See how we read the map with the key:

- The little red-roof pictures are houses.
- The school is close to Gumtree Creek.
- The park is far from the school.
- Main Street is between the shops and the park.

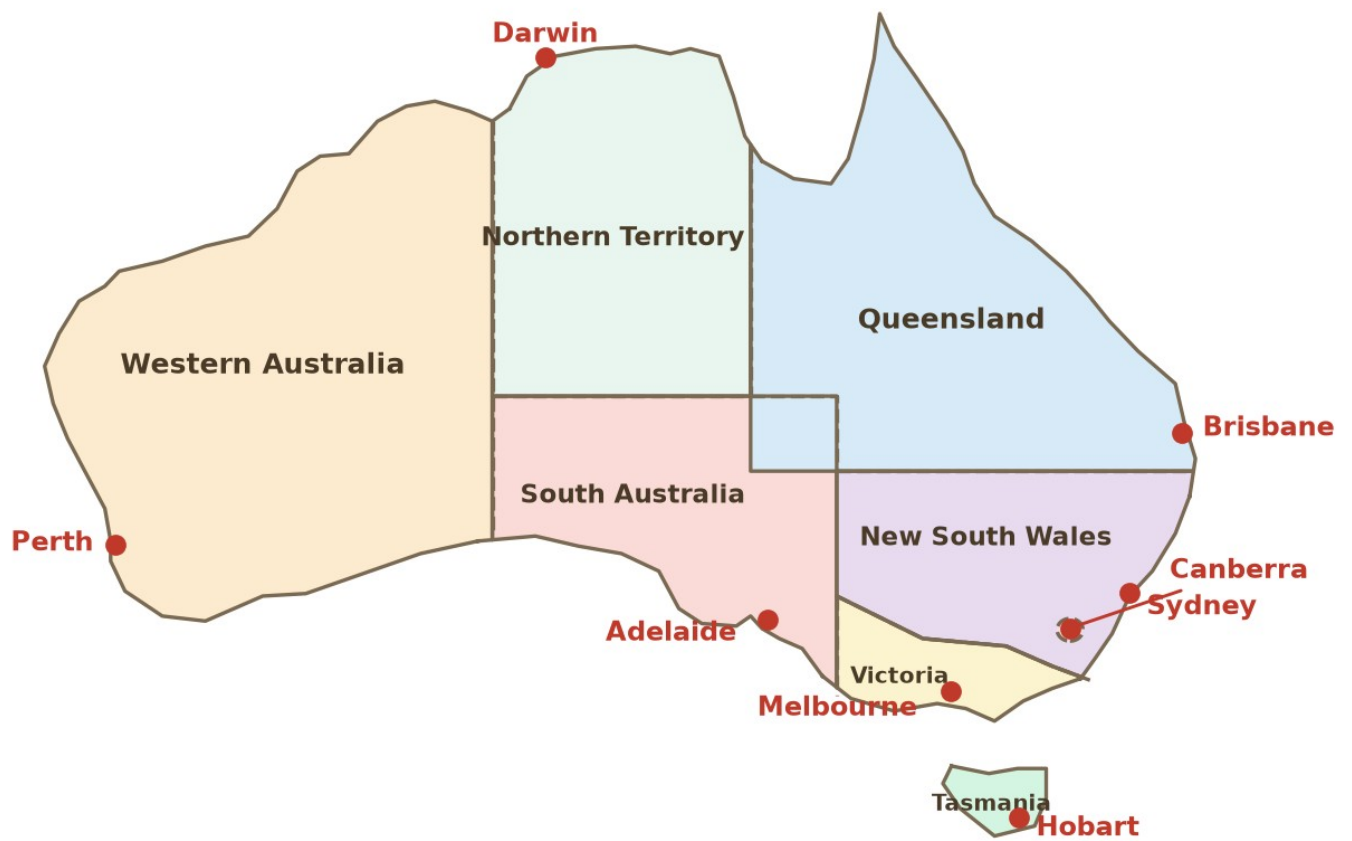
Your home **address** is a set of steps too: your home, your suburb or town, your state, your country. Each step is a bigger scale, and you can find each step on a map.

Australia: states, territories and capital cities

Australia is one big country. On a map, it is made up of six **states** and two **territories**.

The six states are New South Wales, Victoria, Queensland, South Australia, Western Australia and Tasmania. The two territories are the Northern Territory and the Australian Capital Territory. Each one has a **capital city**.

The states and territories of Australia



Each dot is a capital city. Drawn for this book — the shapes are kept simple.

A map of Australia showing the six states and the two territories in different colours, with a dot and a name for each capital city.

Picture 1D-4. The six states and two territories of Australia. Each dot is a capital city.

The states and territories of Australia, and their capital cities

State or territory	Capital city
The six states	
New South Wales	Sydney
Victoria	Melbourne
Queensland	Brisbane
South Australia	Adelaide
Western Australia	Perth
Tasmania	Hobart
The two territories	
Northern Territory	Darwin
Australian Capital Territory	Canberra

Canberra is also the capital city of the whole country.

A table of the six states and the two territories of Australia, with the capital city of each one.

Picture 1D-5. The states and territories, and their capital cities. Canberra is also the capital of the whole country.

Names and capital cities: Geoscience Australia, looked at on 25 August 2026.

Australia is so big that some capital cities are a long way from each other. All of the trips in this table start in Melbourne.

How far is it? All of these trips start in Melbourne.

Where to?	Close or far?	How you could go
Sydney	far away	a long drive in a car
Adelaide	far away	a long drive in a car
Darwin	very far away	you would fly
Perth	very, very far away	you would fly

Australia is a very big country. Some places are a long way apart.

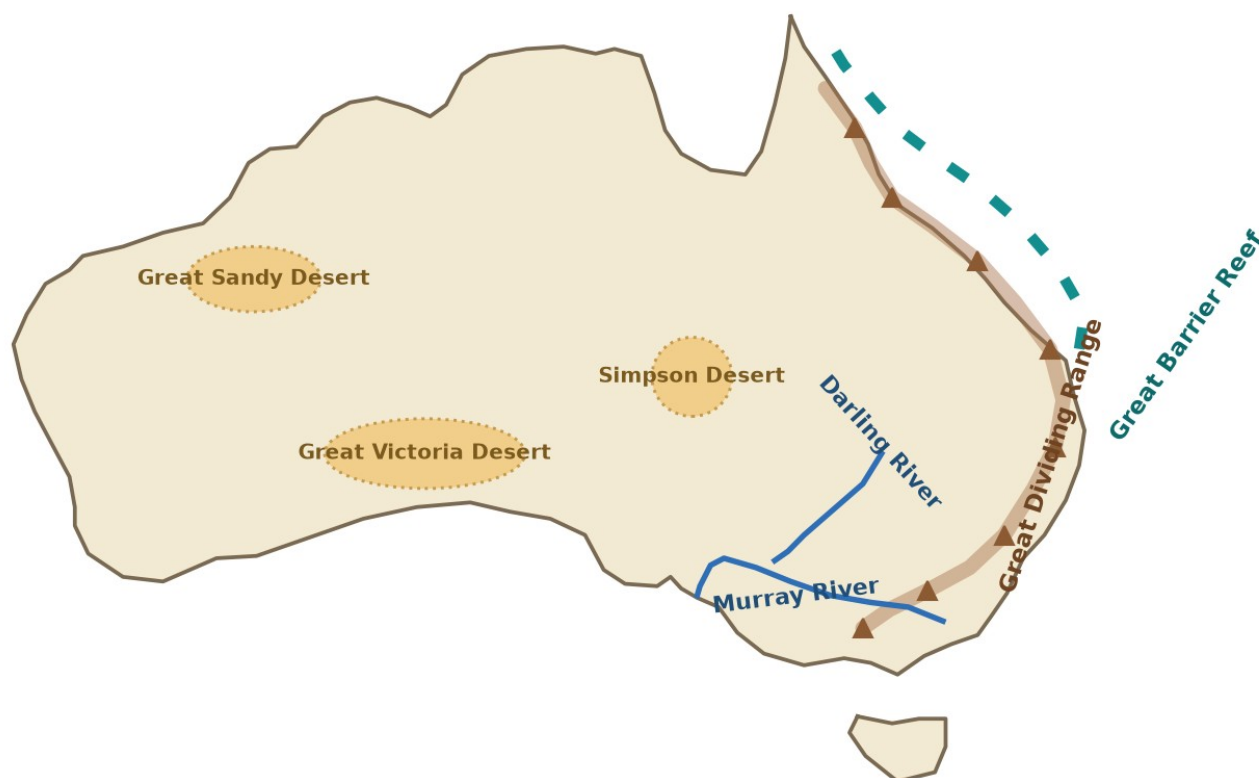
A table of trips from Melbourne: Sydney and Adelaide are far away, a long drive in a car; Darwin is very far away, you would fly; Perth is very, very far away, you would fly.

Picture 1D-6. How far is it? Some trips are a long drive in a car. For some, you would fly.

Big natural features

A **feature** is something you can see in a place. A **natural feature** was not made by people. People make features too — a road, a bridge or a school is a **constructed feature**. The map below shows some big natural features of Australia.

Big natural features of Australia



Two rivers, three deserts, one long range and one big reef. Drawn for this book — the shapes are kept simple.

A map of Australia showing the Murray River and the Darling River, the Great Victoria Desert, the Great Sandy Desert and the Simpson Desert, the Great Dividing Range and the Great Barrier Reef.

Picture 1D-7. Some big natural features of Australia: two rivers, three deserts, one long range and one big reef.

- The **Murray River** and the **Darling River** are long rivers.
- The **Great Victoria Desert**, the **Great Sandy Desert** and the **Simpson Desert** are very dry places with very little rain. A **desert** is a very dry place.
- The **Great Dividing Range** is a very long line of mountains and hills.
- The **Great Barrier Reef** is a very big **reef** in the sea. A reef is made by tiny sea animals, and fish live in it.

Skills we use here

Here we also use skills from Chapter 2:

- we **ask questions** about places, the way 2A does;
 - we **sort** what we find into simple tables, the way 2B and 2C do;
 - we **draw** maps and plans to show places, the way 2C does.
-

Try these

1. Say the four steps of scale out loud, from your home out to Australia (Picture 1D-1).
2. Write your home address as four steps: your home, your suburb or town, your state, your country.

3. Point to each scale on a map: a town like yours on Picture 1D-3, your state on Picture 1D-4, your country on Picture 1D-4.
4. Draw a plan of your own desk, from straight above. Make a key for it (like Picture 1D-2).
5. Use the key to read the map of Gumtree Flat (Picture 1D-3). a) What is close to the school?
b) Is the park close to or far from the shops? c) Name the two roads on the map.
6. Match each state or territory to its capital city (Picture 1D-5): Victoria, Queensland, Tasmania, Northern Territory — Melbourne, Brisbane, Hobart, Darwin.
7. Use Picture 1D-4. a) Name the state you live in. b) Name its capital city. c) Name a state that is far from Victoria.
8. Find on Picture 1D-7: a) two rivers, b) three deserts, c) the long range, d) the big reef.
9. Sort these into natural or constructed: river, bridge, desert, school, reef, road.
10. Finish the sentences about where you live (Picture 1D-8). Read them to a partner.

Writing about where I live

Mia's writing

I live in Gumtree Flat.

Gumtree Flat is my town.

My town is in Victoria.

Victoria is a state.

My state is in Australia.

Australia is my country.

Your turn — write yours

I live in _____ .

_____ is my suburb or town.

My suburb or town is in _____ .

_____ is a state.

My state is in _____ .

Australia is my _____ .

Each sentence moves one step bigger: home, town, state, country.

Two boxes side by side: Mia's writing about where she lives, one sentence per scale step, and lines for the student to write their own.

Picture 1D-8. Mia's writing, and lines for your own. Each sentence is one step bigger.

Answers

1. Home, suburb or town, state, country.
2. Your own. Check the steps go from small to big.
3. Town: Picture 1D-3. State and country: Picture 1D-4.
4. Check your plan is from straight above, and your key matches your little pictures.
5.
 - a) Gumtree Creek, and some houses. b) The park is far from the shops. c) Main Street and Wattle Road.
6. Victoria–Melbourne, Queensland–Brisbane, Tasmania–Hobart, Northern Territory–Darwin.
7.
 - a) Victoria. b) Melbourne. c) Answers will be different. Queensland and Western Australia are far from Victoria.
8.
 - a) The Murray River and the Darling River. b) The Great Victoria Desert, the Great Sandy Desert and the Simpson Desert. c) The Great Dividing Range. d) The Great Barrier Reef.
9. Natural: river, desert, reef. Constructed: bridge, school, road.
10. Your own. Check each sentence is one step bigger than the one before.

Natural and constructed features: they change, and we can care for them

VC2HG2K05

Every place is full of features to see. Some are made by nature. Some are made by people. Features can change, and people can care for them. Let's observe the features around us!

Things you need: pencils, paper, crayons, a ruler, glue, and a photo of a place you know if you have one.

What we learn

What is a feature?

A **place** is a part of the world that people live in, play in and care about.

A **feature** is something you can see in a place.

To **observe** means to look at something to find out about it. When we observe a place, we can see its features.

This part has some new words. Read the word wall.

place a part of the world that people live in, play in and care about	feature something you can see in a place
natural feature a feature made by nature, not by people	constructed feature a feature made by people
change to become different	care for to look after and keep safe
observe to look at something to find out about it	map a drawing that shows us where things are
erosion when wind or water slowly wears rock away	vegetation all the plants growing in a place

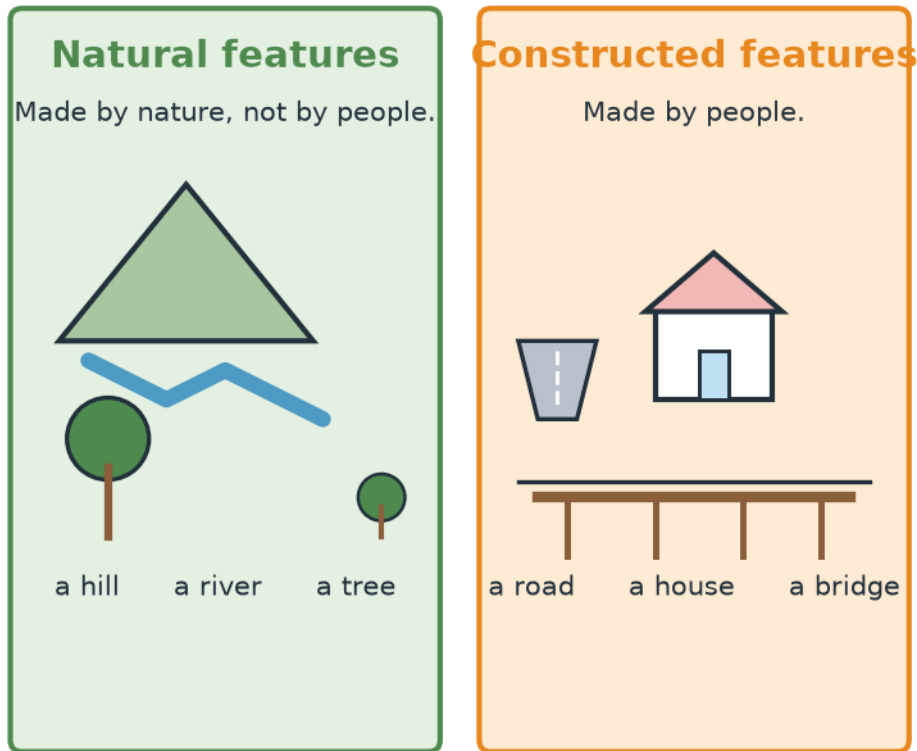
A word wall with ten words and their meanings for this part: place, feature, natural feature, constructed feature, change, care for, observe, map, erosion and vegetation

Two kinds of features

Features come in two kinds: natural and constructed.

- A **natural feature** is made by nature, not by people. Hills, rivers, trees and beaches are natural features.
- A **constructed feature** is made by people. Bridges, paths, seats and signs are constructed features.

Two kinds of features



Six picture cards in two groups. The natural group shows a hill, a river and a tree. The constructed group shows a road, a house and a bridge.

Some features are easy to sort. A river is a natural feature. A bridge is a constructed feature.

Some places have both kinds at once. Think about a park. The trees, the grass and the pond are natural features. People did not make them. But people made the paths, the swings and the bins in the same park. Those are constructed features. In this book we sort each feature on its own. If people did not make it, it is natural. If people made it, it is constructed.

Skills we use

The skills below grow in Chapter 2. We use them here.

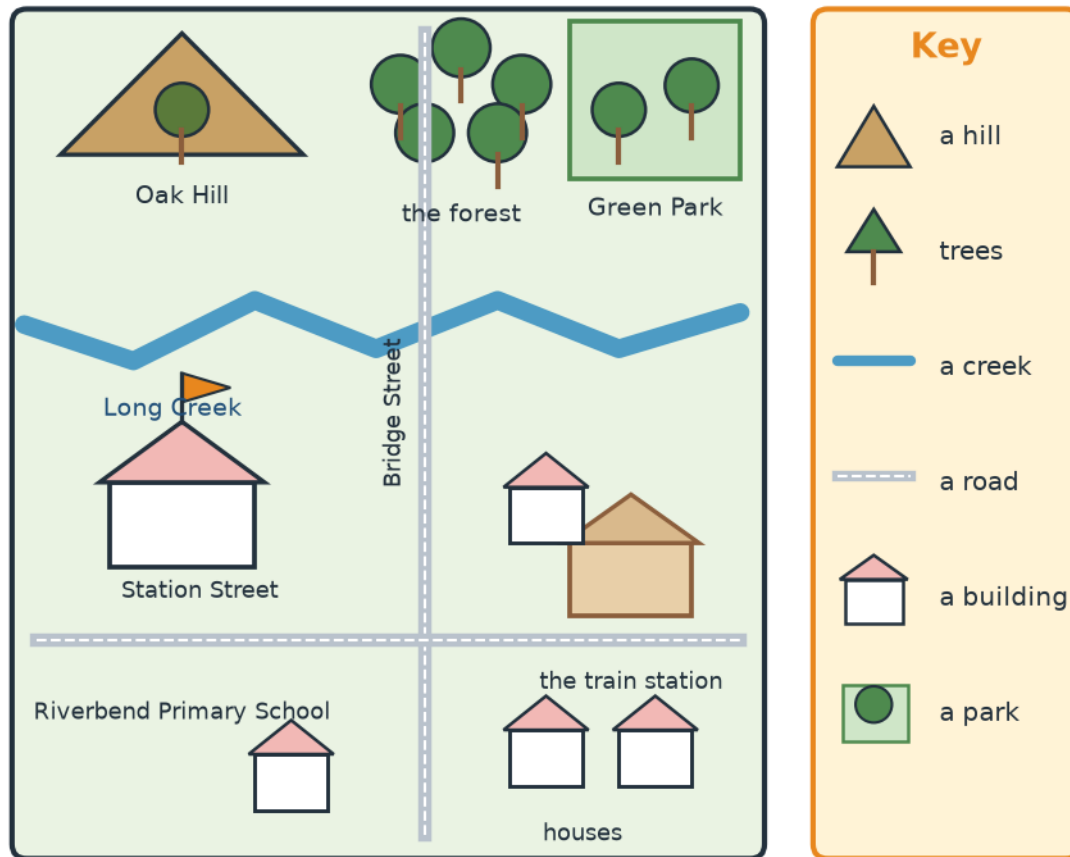
- We ask questions about features (VC2HG2S01, part 2A). The four stems we use are **where**, **what**, **how** and **why** — they help us.
- We observe features and record what we see (VC2HG2S02, part 2B). We can do this on a walk.
- We find features on maps and plans, and we draw our own maps (VC2HG2S03, part 2C).
- We tell how and why to care for features (VC2HG2S04, part 2D).

The features of our place

First we observe a place. Then we can locate its features. To **locate** a feature means to find where it is. A **map** shows us where things are.

Sam drew a map of the features of Riverbend. Riverbend is not a real town.

Sam's map of the features of Riverbend



Riverbend is not a real town. Can you find each feature on the map?

Sam's map of the features of Riverbend with a picture key. The map shows Oak Hill, the forest, Green Park, Long Creek, Bridge Street, Station Street, the train station, Riverbend Primary School and some houses.

Look at Sam's map. Can you find each feature?

- Oak Hill, the forest and Long Creek are natural features. People did not make them.
- Bridge Street, Station Street, the train station, the school and the houses are constructed features. People made them.

Real features in Victoria

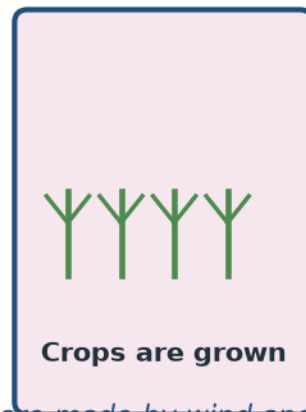
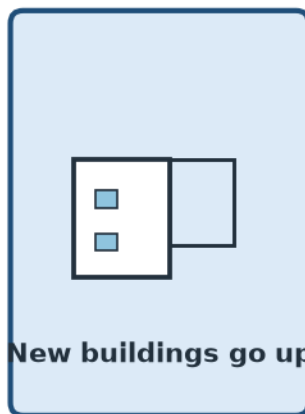
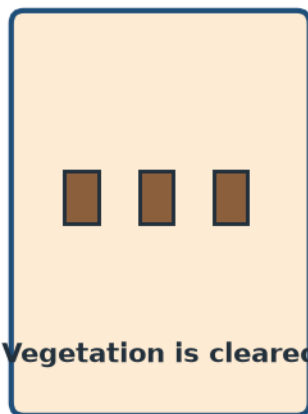
- The Yarra River is a long river. It starts in the hills. It flows through Melbourne and ends at the sea. The Yarra River is a natural feature. *Source: Wikipedia, "Yarra River", viewed 25 August 2026.*
- The Dandenong Ranges are hills with tall trees. They are near Melbourne. Many birds and animals live there. The hills and trees are natural features. *Source: Wikipedia, "Dandenong Ranges", viewed 25 August 2026.*

How features can change

Features can **change**. To change means to become different. Some changes are quick. Some changes take a long, long time.

Look at the six cards. Each card shows a way that features can change.

Ways that features can change



Which of these changes are made by people? Which are made by wind and water?

Six picture cards showing ways that features can change: vegetation is cleared, new buildings go up, new roads are made, wind and water wear rock away, trees are planted, and crops are grown

All the plants growing in a place are called **vegetation**.

People make many changes. People clear vegetation when they cut down the plants in a place. People put up new buildings. People make new roads. People plant trees. People grow crops. **Crops** are plants that farmers grow for food.

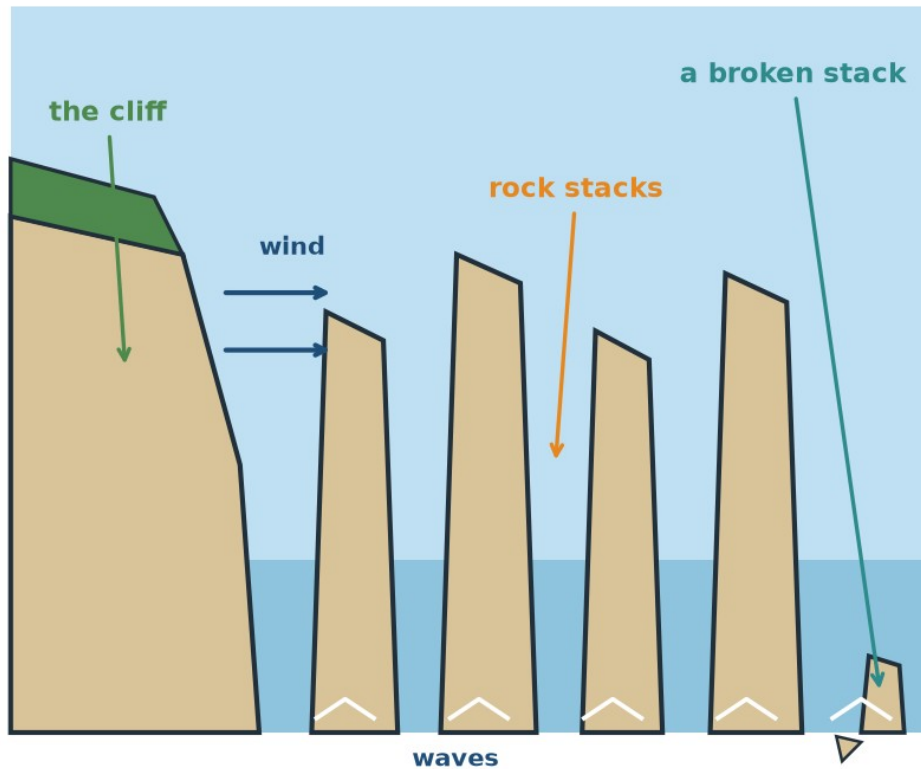
Wind and water make changes too. Wind and water can wear rock away. This slow change has a name. It is called **erosion**. Erosion is when wind or water slowly wears rock away.

A real example: the Twelve Apostles

The Twelve Apostles are tall rock stacks in the sea. They are in Victoria, along a road called the Great Ocean Road. The stacks are natural features.

Long ago there were nine stacks. Wind and waves wear the soft rock away. Slowly, the stacks get smaller. In 2005 one stack broke off. In 2009 another stack broke off. Now there are seven stacks. The wind and waves still work today, so the stacks will keep changing.

The Twelve Apostles — changed by wind and water



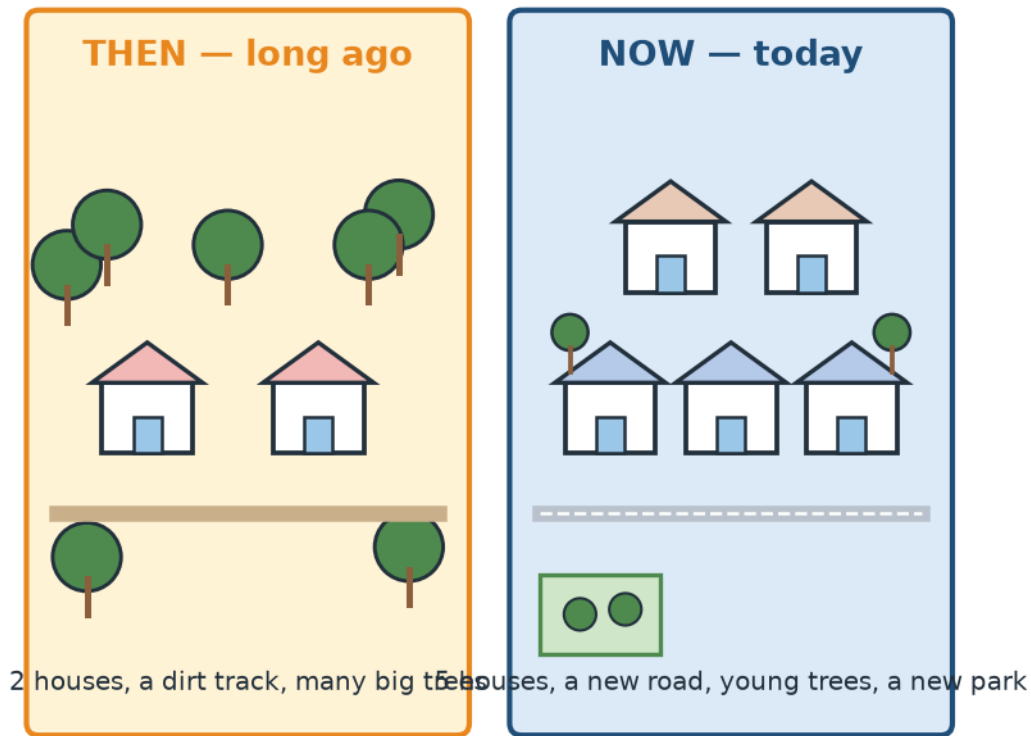
Wind and waves slowly wear the soft rock away. This is called erosion.

A drawing of the Twelve Apostles, tall rock stacks in the sea near a cliff. Labels show the wind, the waves, the cliff, the rock stacks and a broken stack.

Then and now

Change happens in streets and towns too. Look at this street. It is made up.

The same street — then and now



This street is made up. What changed? What stayed the same?

Two drawings of the same street. The first drawing shows the street long ago with two houses, a dirt track and many big trees. The second drawing shows the street today with five houses, a new road, young trees and a new park.

What changed? What stayed the same?

Change can be good, and change can be hard. New houses give people homes — that is good. But sometimes new houses take the place of trees and grass. Some people love new buildings. Some people miss the old ones. Both feelings matter. The best change cares for the features people love and the features animals need.

How features are cared for

Many features need care. To **care for** a feature means to look after it and keep it safe.

People look after features they love. They also look after features that animals and plants need.

Look at the table. It shows why features need care, how people care for them, and who helps.

Looking after the features of our place

Feature	Why it needs care	How people care for it	Who helps
Bushland	It is home to many animals and plants.	People keep it clean and look after the trees.	park workers and friends groups
Wetlands	They keep water clean and frogs live there.	People keep the water clean and plant new trees.	Melbourne Water and friends groups
A park	It is a place to play, rest and meet.	People pick up rubbish and fix the swings and bins.	families and park workers
An old building	It tells us about long ago.	People fix it and keep it safe.	builders and planners

An old building that is kept safe because it is important is called a heritage building.

A table about caring for features with four rows: bushland, wetlands, a park and an old building. Each row says why the feature needs care, how people care for it, and who helps.

A **wetland** is land that is wet for much of the year. Birds, frogs and many small animals live in wetlands.

An old building that people keep safe because it is important is called a **heritage building**.

Real features that people care for

- Flinders Street Station is a big, old train station in Melbourne. The first station opened there in 1854. The building we can see today opened in 1910. It has a tall tower and big clocks. People love this old building, so it is on a special list that keeps important old places safe. *Source: Wikipedia, "Flinders Street railway station", viewed 25 August 2026.*
- The Edithvale–Seaford Wetlands are wetlands in Melbourne, near the sea. About 190 kinds of birds live there or visit. Melbourne Water looks after the wetlands. A friends group helps too. People in the group give their time to help. They watch the birds and keep the water clean. *Source: Wikipedia, "Edithvale–Seaford Wetlands", viewed 25 August 2026.*

We try together

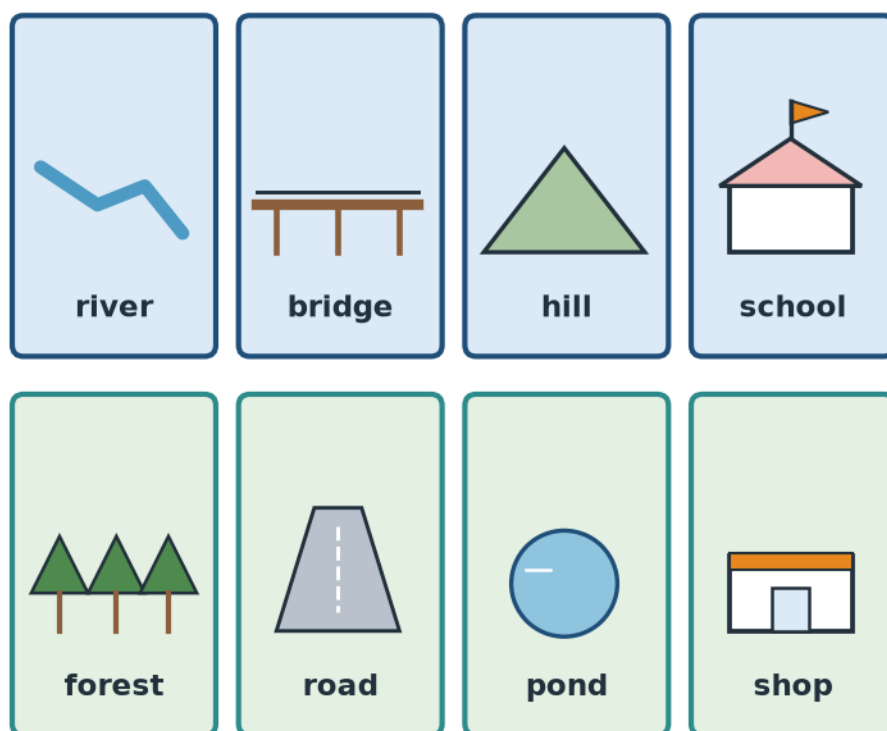
Worked example 1 — Sort the features

Sort these features: the river, the bridge, the hill and the school.

Ask: did people make it?

Feature	Did people make it?	Kind
river	No — nature made it	natural
bridge	Yes — people made it	constructed
hill	No — nature made it	natural
school	Yes — people made it	constructed

Sort the cards: natural or constructed?



Eight picture cards to sort: a river, a bridge, a hill, a school, a forest, a road, a pond and a shop

Worked example 2 — Find features on the map

Look at Sam's map of Riverbend again.

1. Find a natural feature. Oak Hill is a natural feature. People did not make a hill.
2. Find a constructed feature. The train station is a constructed feature. People made it.
3. Where is Green Park? Green Park is next to the forest. It is near Long Creek.

Worked example 3 — Spot the changes

Look at the then-and-now street again. What changed? What stayed the same?

I can see changes: there are more houses now. There is a new road. People planted young trees. There is a new park.

I can see things that stayed the same: the street is still there, and there are still trees.

Worked example 4 — Who cares for this place?

Let's think about a park.

- Why does a park need care? It is a place to play, rest and meet.
- How do people care for it? They pick up rubbish and fix the swings and bins.

- Who helps? Families and park workers.

Your turn

With help

Activity 1 — Match the words

Match each word to its meaning. Write the letter.

Words:

1. feature
2. natural feature
3. constructed feature
4. erosion
5. wetland
6. heritage building

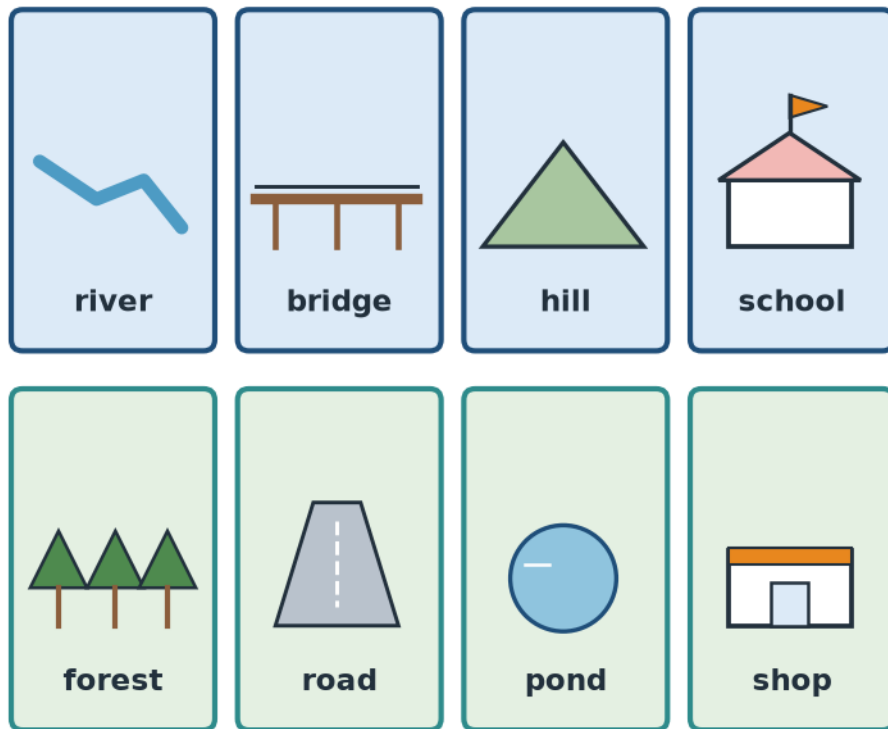
Meanings:

- a. when wind or water slowly wears rock away
- b. a feature made by nature, not by people
- c. something you can see in a place
- d. an old building that people keep safe because it is important
- e. a feature made by people
- f. land that is wet for much of the year

Activity 2 — Sort the features

Look at the eight cards. Write **N** for natural or **C** for constructed next to each word.

Sort the cards: natural or constructed?



Eight picture cards to sort: a river, a bridge, a hill, a school, a forest, a road, a pond and a shop

river _____ bridge _____ hill _____ school _____

forest _____ road _____ pond _____ shop _____

Activity 3 — The Riverbend map

Look at Sam's map of Riverbend. Answer the questions.

- Which road crosses Long Creek?
- What natural feature is in the top left of the map?
- Where is the train station?
- Find two constructed features on the map.

Activity 4 — Who made the change?

Look at the six change cards. Write **people** or **wind and water** for each change.

- Vegetation is cleared. _____
- New buildings go up. _____
- New roads are made. _____
- Wind and water wear rock away. _____
- Trees are planted. _____
- Crops are grown. _____

On your own

Activity 5 — Schoolyard walk

Go for a walk around your school with your teacher. Observe the features. Use the sheet. For each feature: draw it, circle **natural** or **constructed**, and write one sentence.

Feature 1

My schoolyard walk
draw it here

Circle one: ☐ natural ☐ constructed

Feature 2

draw it here

Circle one: ☐ natural ☐ constructed

Feature 3

draw it here

Circle one: ☐ natural ☐ constructed

Feature 4

draw it here

Circle one: ☐ natural ☐ constructed

I observed ...

A record sheet for a schoolyard walk with four boxes. Each box has space to draw a feature, circle natural or constructed, and write a sentence starting with 'I observed'.

Activity 6 — Change hunt

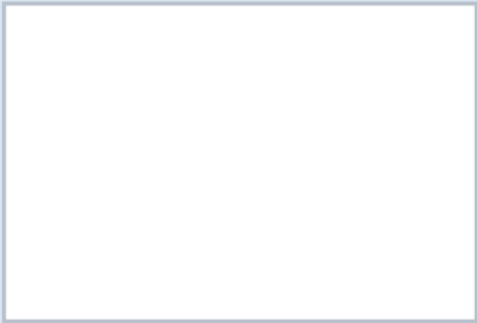
Find a feature near your home or school that can change. It might be a tree, a garden, a creek or a building.

1. Draw the feature.
2. Write: _____ can change when _____.

Activity 7 — My feature plan

Pick one feature you love. Complete the plan. Draw your feature, sort it, tell how it can change, and tell how you can help to care for it.

My feature plan

1. My feature is ... Draw it here. 	2. What kind of feature is it? Circle one: natural constructed How do you know?
3. It can change ... Tell about one way it can change.	4. I can help to care for it. What can YOU do?

A planning sheet with four boxes: draw the feature, sort it as natural or constructed and say how you know, tell how it can change, and tell how you can help to care for it

Activity 8 — Write about your feature

Read the model text. Then write four sentences about your feature. Use the starters.

Model text — read it, then write your own

Our park

The park near my home is a place I love.

The big trees and the pond are natural features.

People did not make them.

The swings, the bins and the path are constructed features.

People made them.

The park can change. The trees grow taller each year.

People care for the park. They pick up rubbish and plant new trees.

I care for the park too. I use the bin and I stay on the path.

Now you try! Use these starters:

My feature is _____

It is a natural / constructed feature because _____

It can change when _____

I can help to care for it. I can _____

A model text called 'Our park' about a park's natural and constructed features, how it changes and how people care for it, with four sentence starters below

Features in real life

Our class feature watch

Your class can watch a real feature together!

1. As a class, pick one feature at or near your school. It might be a tree, a garden, a seat in the playground or a pond.
2. Draw the feature today.
3. Each week, observe it again. What changed? What stayed the same?
4. What can your class do to care for this feature? Do it!

In Chapter 2 you will use these skills again. You will ask questions about features. You will collect and record what you observe. You will draw maps of features. You will share your ideas for caring for features.

Answers

Answers will look different for every child. Here is one way to answer each activity.

Activity 1. 1 c (something you can see in a place), 2 b (made by nature, not by people), 3 e (made by people), 4 a (when wind or water slowly wears rock away), 5 f (land that is wet for much of the year), 6 d (an old building kept safe because it is important).

Activity 2. river N, bridge C, hill N, school C, forest N, road C, pond N, shop C. People did not make the river, the hill, the forest or the pond. People made the bridge, the school, the road and the shop.

Activity 3. a. Bridge Street crosses Long Creek. b. Oak Hill is in the top left. c. The train station is on Station Street. d. Two constructed features are the school and the houses. The train station and the roads are constructed features too.

Activity 4. a. people, b. people, c. people, d. wind and water, e. people, f. people. Erosion is made by wind and water. The other changes are made by people.

Activity 5. I observed a big gum tree. It is a natural feature. People did not make it. I observed a seat. It is a constructed feature. People made it.

Activity 6. The tree near my classroom can change when its leaves grow in spring. The creek can change when a lot of rain falls.

Activity 7. My feature is the pond at the park. It is a natural feature because people did not make it. It can change when the water gets low on hot days. I can help to care for it. I can keep the water clean and not drop rubbish in it.

Activity 8. My feature is the big tree in my street. It is a natural feature because people did not make it. It can change when it grows taller. I can help to care for it. I can water it when it is very dry.

Weather and seasons

For the teacher (not read by students) — what this section delivers. This section delivers VC2HG2K06 (Geographical Knowledge and Understanding, Foundation to Level 2) — code only: no VC2 wording is reproduced in this book. In this book’s own words the CD covers weather and seasons, including First Nations seasonal calendars; taught from its neutral remainder per the §2A register: elaboration VC2HG2K06.E01 (describing the place’s weather day by day and across the year — rain, temperature, sun and wind — then comparing it with other places) is taught; VC2HG2K06.E02 (comparing seasonal calendars) is excluded whole under §2A and is neither taught nor mentioned in student-facing text. Achievement-standard attachment: sentence 1 of the band standard (TOC §1; wording not reproduced). Skills called on (D4): asking questions (2A), collecting and recording observations (2B), representing in tables and charts (2C), sharing observations (2E). Level discipline: weather and seasons only — no climate types (VC2HG4K06), no compass directions, hemispheres or world divisions (VC2HG4K05); distance language is qualitative only; no data *analysis* (VC2HG4S03). Subject terms defined at first use in student text: *weather, temperature, rainfall, season, data, observation*. Real-world data: Bureau of Meteorology climate statistics, Melbourne Airport (station 086282) and Darwin Airport (station 014015), retrieved 2026-08-25; raw pages saved in `_data/`.

What is weather?

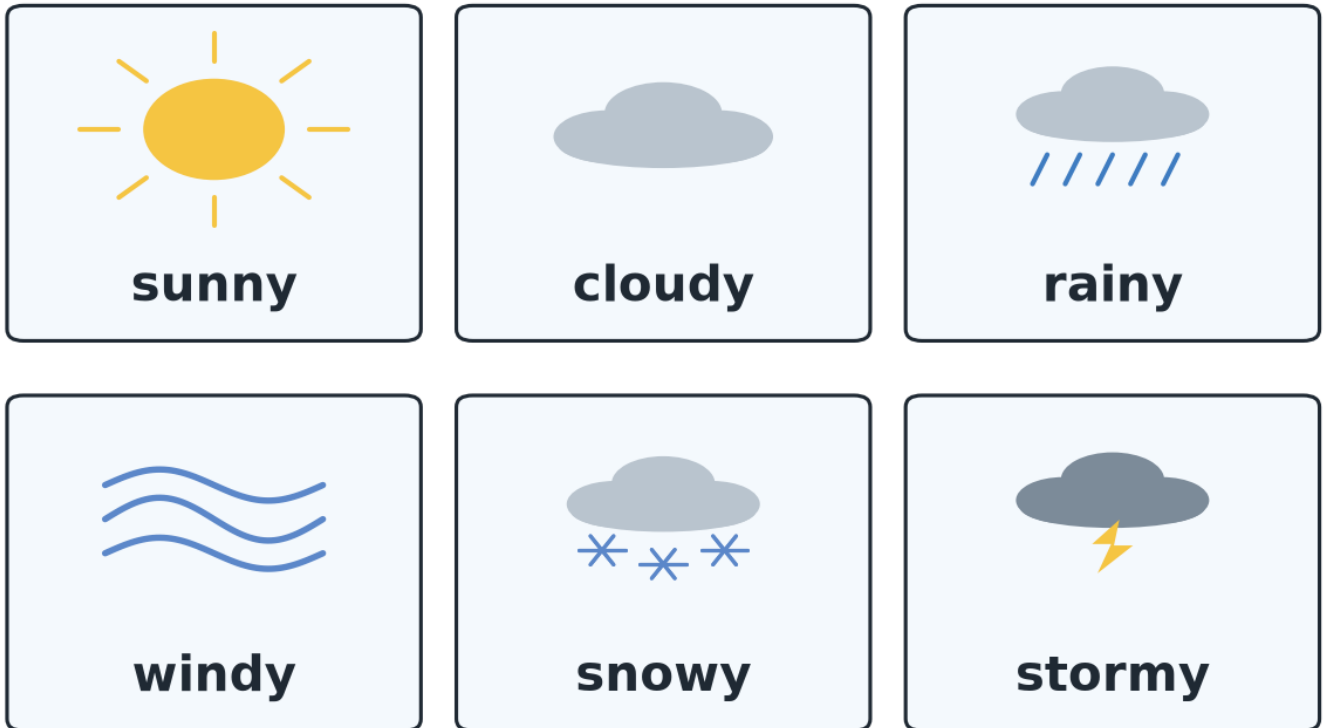
Weather is what the sky and the air outside are like right now. Is it hot or cold? Does rain fall? Is the sun out? Does the wind blow? Those four things tell us the weather:

- **temperature** — how hot or cold the air is
- **rainfall** — the rain that falls down
- **sunshine** — how much sun we get
- **wind** — air that moves

Every time you look outside, you see the weather. It can change from morning to night, and from day to day. These are six weather words we use:

Weather words

What is the weather like today?



Six weather word cards with pictures: sunny with a sun, cloudy with a cloud, rainy with rain under a cloud, windy with wind lines, snowy with snow under a cloud, stormy with lightning under a cloud

Watching the weather every day

Each day, our class looks outside and writes what we see in **our week of weather** (the next picture). The things we write down are called **data**. Data helps us remember and share what we saw. When we look and notice things, that is an **observation**. A hot day, a windy day, a rainy day — each one is an observation.

My week of weather

Look outside each day. Draw it. Circle it. Write it.

Day	Draw the weather	Hot or cold? circle one	Windy? circle one	Rain? circle one
Monday		hot cold	yes no	yes no
Tuesday		hot cold	yes no	yes no
Wednesday		hot cold	yes no	yes no
Thursday		hot cold	yes no	yes no
Friday		hot cold	yes no	yes no

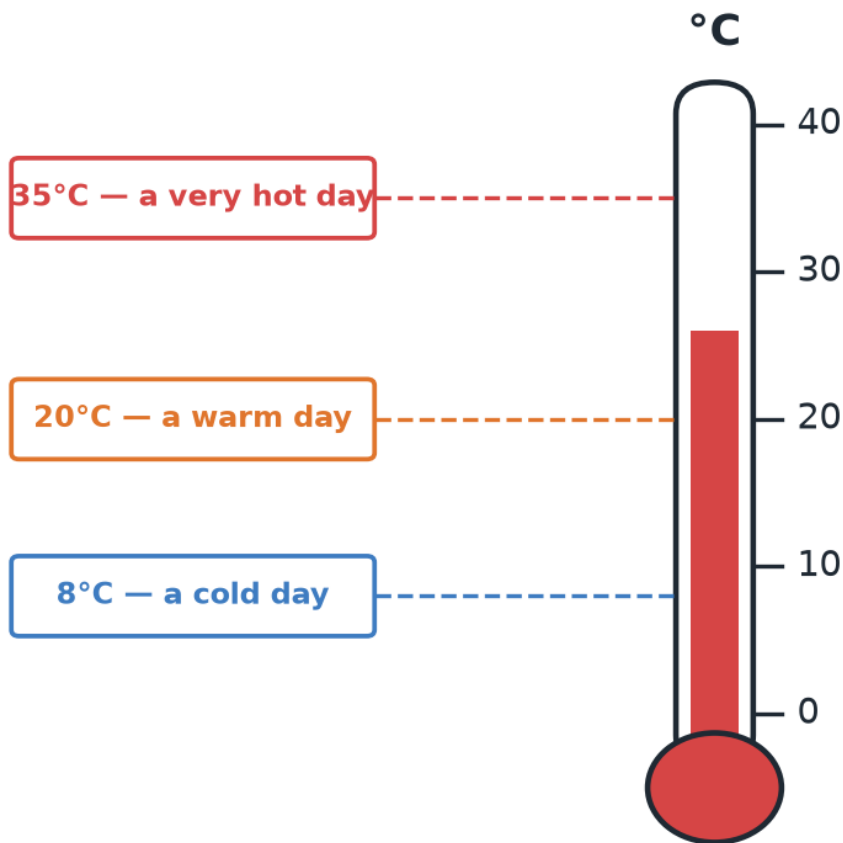
I looked outside at about _____ o'clock. My name: _____

A table for one week with a row for each school day to draw the weather and circle hot or cold, windy yes or no, rain yes or no

How hot or cold is it? We find out with a tool that shows the temperature. It shows a number, and the number has a little °C at the end. The bigger the number, the hotter the day.

How hot or cold is it?

This tool shows the temperature. Bigger numbers mean hotter days.

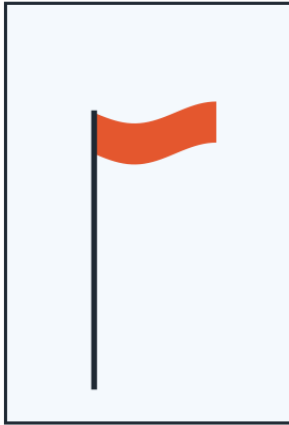


A tall tool with red inside and numbers from 0 to 40 that shows how hot or cold the day is, with notes for a very hot day, a warm day and a cold day

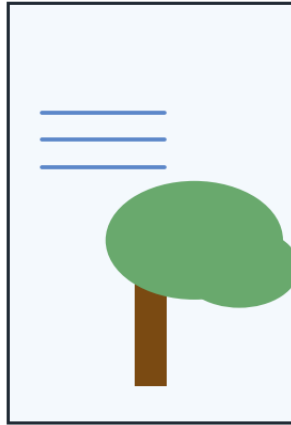
How do we see the wind? We cannot see the wind, but we can see it move things.

How can we see the wind?

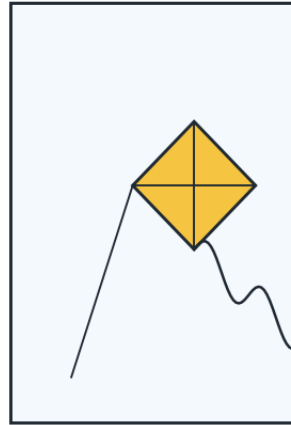
The wind is moving air. We can see it move things.



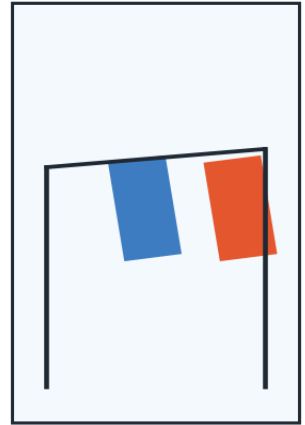
Look at a flag.



Look at a tree.



Look at a kite. Look at the washing.



Four pictures that show the wind: a flag blowing out, a tree bending, a kite flying high, and washing moving on a line

The four seasons

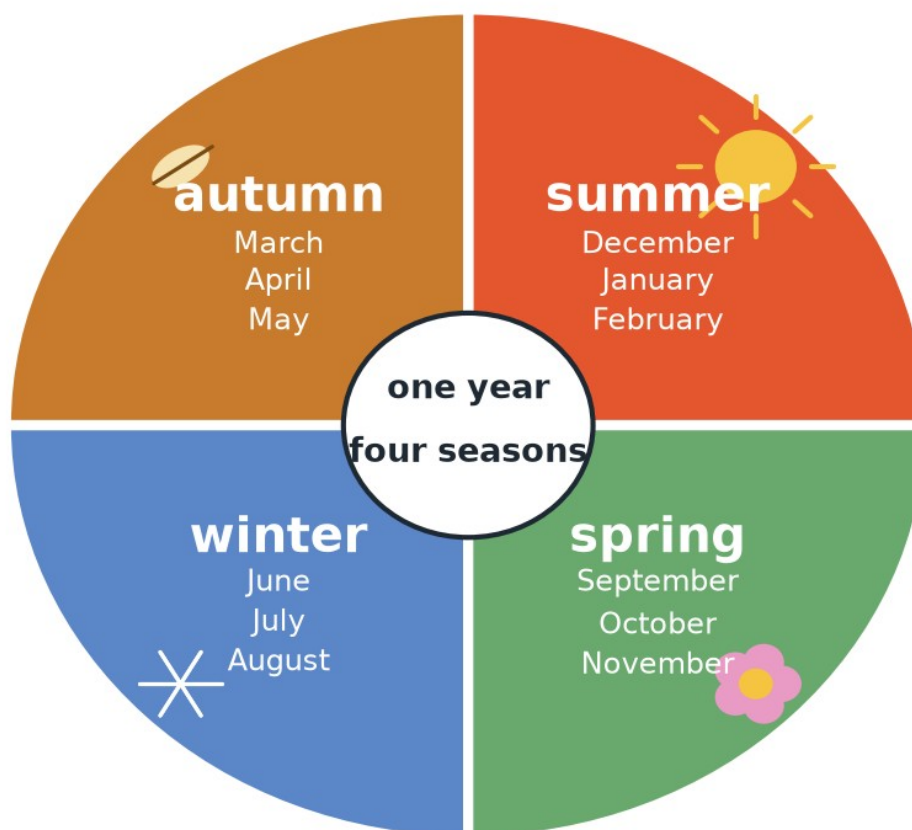
We put the days of the year into four big groups called **seasons**: spring, summer, autumn and winter. A season is one of the four parts of the year.

In this book we use the four seasons that people in Australia use. They came to Australia from Europe a long time ago. The Bureau of Meteorology, the people who watch Australia's weather, say which months go in each season:

- **summer** — December, January and February
- **autumn** — March, April and May
- **winter** — June, July and August
- **spring** — September, October and November

Some people in other places put the months into seasons a different way. In this book we use the four seasons above.

The four seasons in Australia



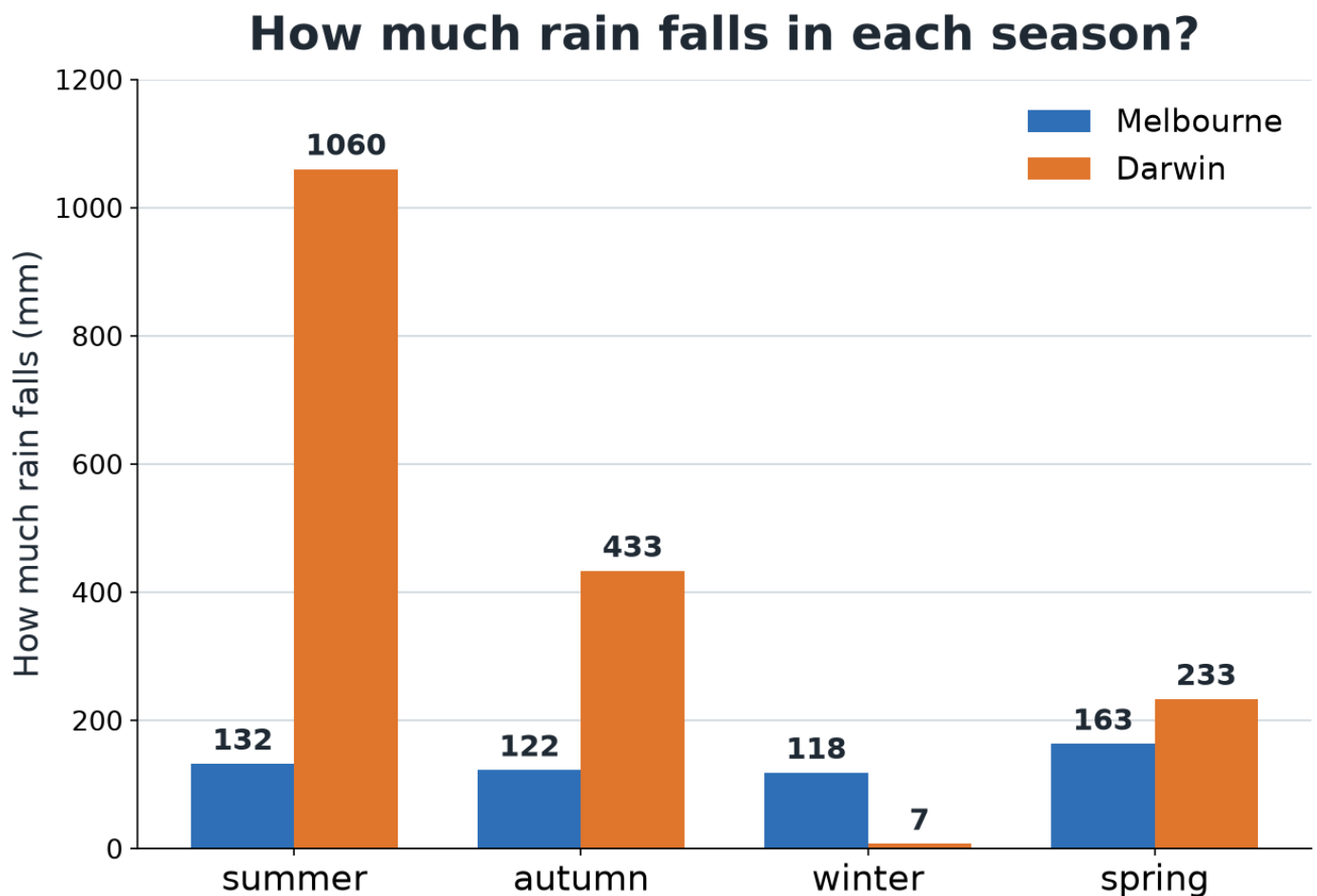
Summer starts in December. The seasons come around again every year.

A wheel of the four seasons in Australia with the months in each season and a small picture for each: a sun, a leaf, a snowflake, a flower

In summer the days are usually hot, and we get lots of sun. In winter the days are usually cold, and some places in Australia get snow. In autumn the leaves fall. In spring the flowers come out, and the wind blows hard.

Let's look together — weather here and far away

Our class watches the weather at school. The Bureau of Meteorology keeps weather records at many places in Australia. Let's look at two of them: Melbourne Airport, and Darwin Airport, which is far, far away. Flying there takes many hours. Real records, most days over many years, give us these charts.



A bar chart showing how much rain falls in each season in Melbourne and Darwin

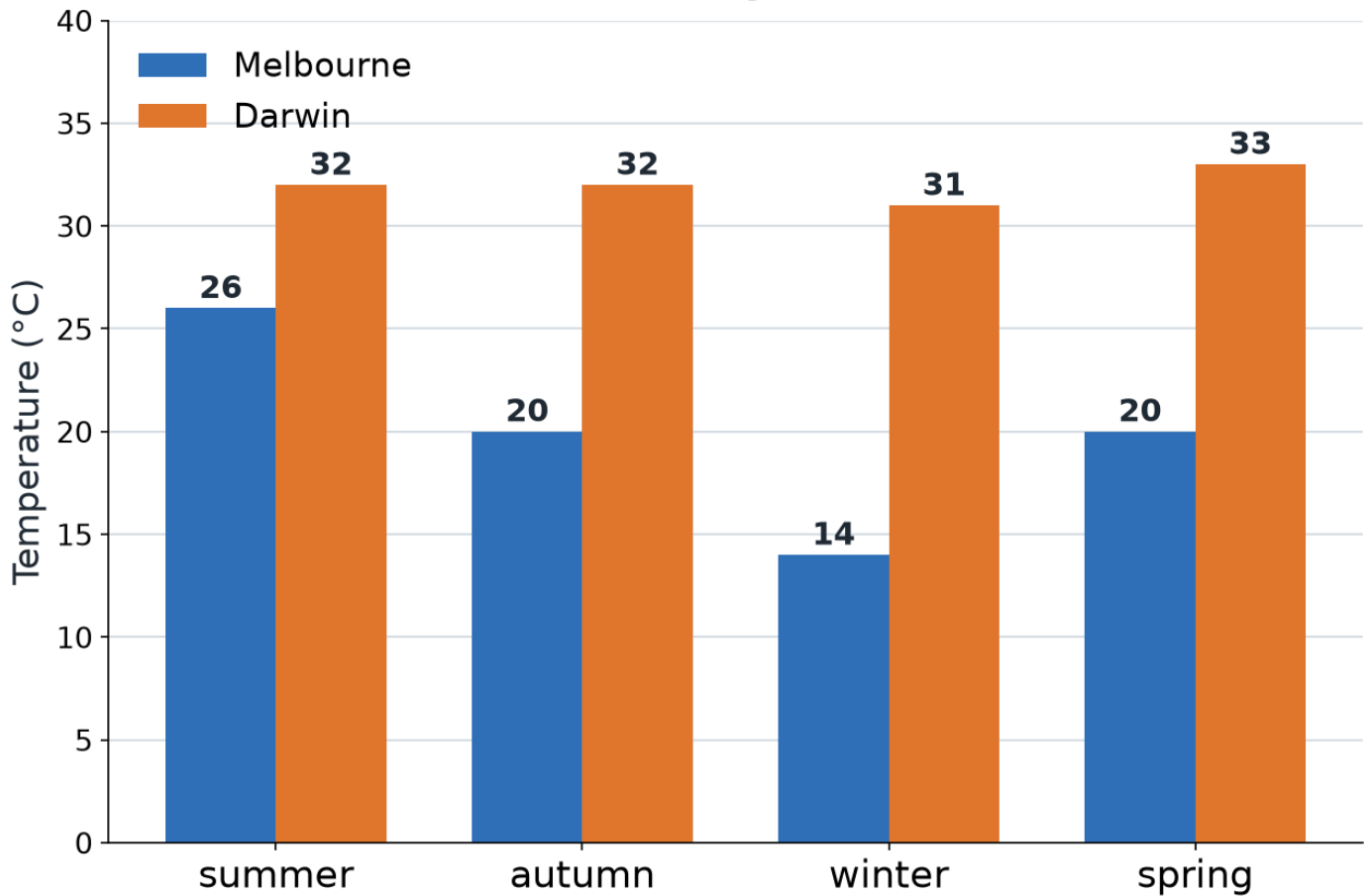
We look at

- the tall orange bar for Darwin in summer
- the tiny orange bar for Darwin in winter
- the four blue bars for Melbourne, all about the same

We can say

- In Darwin, lots of rain falls in summer.
- In Darwin, almost no rain falls in winter.
- In Melbourne, rain falls in every season.

How hot are the days in each season?



A bar chart showing how hot the days are in each season in Melbourne and Darwin

We look at

Darwin's four tall bars, all about the same
Melbourne's tall summer bar and short winter bar

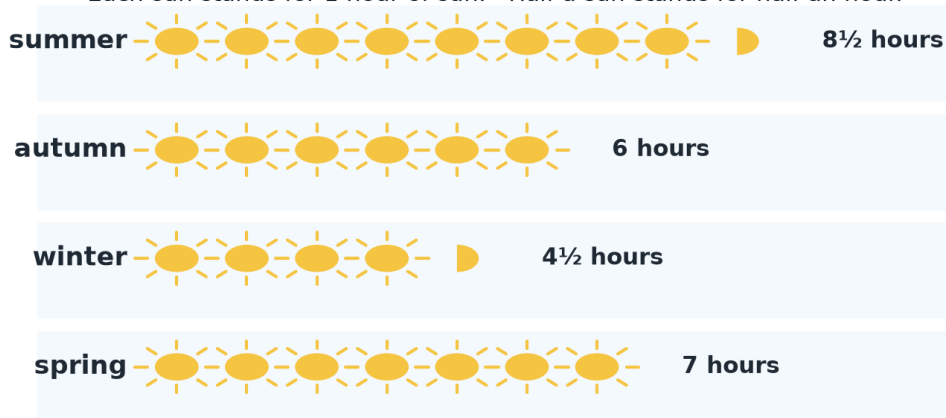
We can say

Darwin is hot all year.
Melbourne has hot summer days and cool winter days.

Together 3 — the sun chart

Sun hours in Melbourne — how many hours of sun each day?

Each sun stands for 1 hour of sun. Half a sun stands for half an hour.



A picture chart of suns showing how many hours of sun Melbourne gets each day in each season

We look at

the long summer row of suns

the short winter row of suns

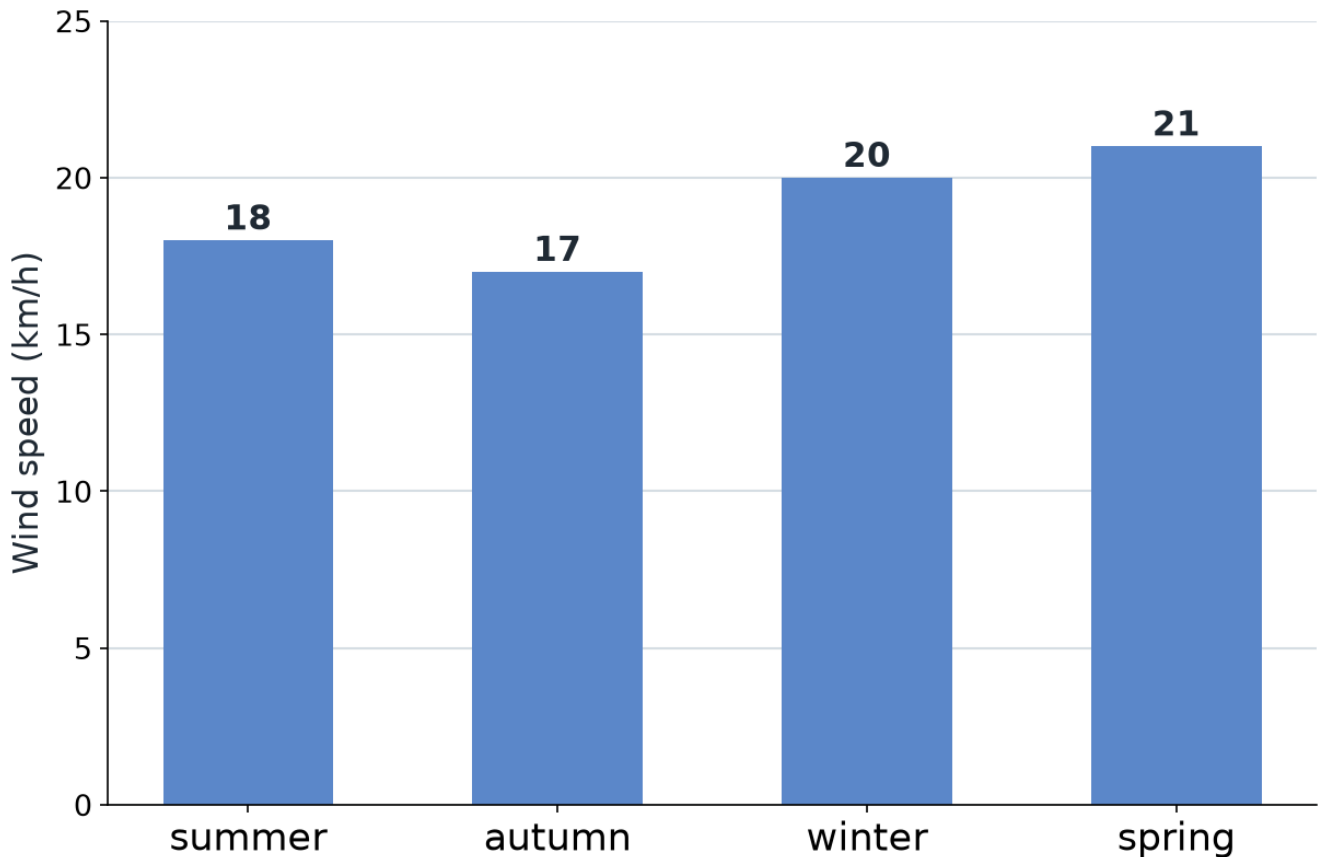
We can say

Melbourne gets about 8½ hours of sun a day in summer.

In winter, Melbourne gets only about 4½ hours of sun a day.

Together 4 — the wind chart

When does the wind blow hardest in Melbourne?



A bar chart showing how hard the wind blows in Melbourne in each season

The wind blows hardest in Melbourne in spring.

Sources: Bureau of Meteorology, weather records for Melbourne Airport and Darwin Airport, viewed 25 August 2026.

Your turn

Q1. Go outside and look at the sky. What is the weather like right now? Tell a friend, then draw it.

- Q2.** Circle the weather words that fit today: sunny, cloudy, rainy, windy, snowy, stormy.
- Q3.** Write today's weather in our week of weather. Was it hot or cold?
- Q4.** What season is it right now? Name the three months in it.
- Q5.** Look at the rain chart. Which place gets more rain in summer, Melbourne or Darwin?
- Q6.** Look at the rain chart. Which place gets almost no rain in winter?
- Q7.** Look at the hot days chart. Which place is hot all year?
- Q8.** Look at the hot days chart. In which season are Melbourne's days the coldest?
- Q9.** Look at the sun chart. Does Melbourne get more hours of sun a day in summer or in winter?
- Q10.** Look at the wind chart. In which season does the wind blow hardest in Melbourne?
- Q11.** Sort the cards into the seasons (the last picture). Talk about your picks with a friend.

Sort the cards into the seasons

Some cards could go in more than one season. Talk about why.

swim in the pool	fly a kite	have a picnic	jump in puddles
wear a warm coat	wear gloves	make a snowman	pick flowers

summer	autumn	winter	spring
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Eight cards with things we do, like swim in the pool and make a snowman, and four boxes labelled summer, autumn, winter and spring to sort them into

- Q12.** Ask someone at home: what was the weather like when you were little? Share one thing you hear with the class.

Skills we are using

In this part of the book we:

- asked questions (like 2A),
- watched and wrote down what we saw (like 2B),

- used tables and charts (like 2C),
 - shared what we found (like 2E).
-

Answers

Q1. Answers will be different. Example: *Today it is cloudy and cool.*

Q2. Circle the words that fit the day you look.

Q3. Answers will be different.

Q4. Answers will be different. Summer: December, January, February. Autumn: March, April, May. Winter: June, July, August. Spring: September, October, November.

Q5. Darwin.

Q6. Darwin.

Q7. Darwin.

Q8. Winter.

Q9. Summer.

Q10. Spring.

Q11. Answers will be different, and some cards fit more than one season. Example: swim in the pool → summer; make a snowman → winter; wear a warm coat → winter; wear gloves → winter; pick flowers → spring; have a picnic → spring or autumn; fly a kite → spring or autumn; jump in puddles → any day it rains.

Q12. Answers will be different.

How people are connected to places in Australia and in other countries

What this part teaches — this part of the book teaches one dot point of the Victorian Curriculum. Codes only: the curriculum’s own wording is not reproduced in this book.

VC2HG2K07

The two dot points that go with it are **VC2HG2K07.E01** and **VC2HG2K07.E02**. They show one way to teach this dot point. They are not a list to follow step by step.

This part builds towards sentence 2 of the Level 2 achievement standard (TOC §1; wording not reproduced).

Learn

What is a connection?

Think about your own place: your home, your street, your school. Now think about the people you love. Do they all live in your street? For most of us, the answer is no.

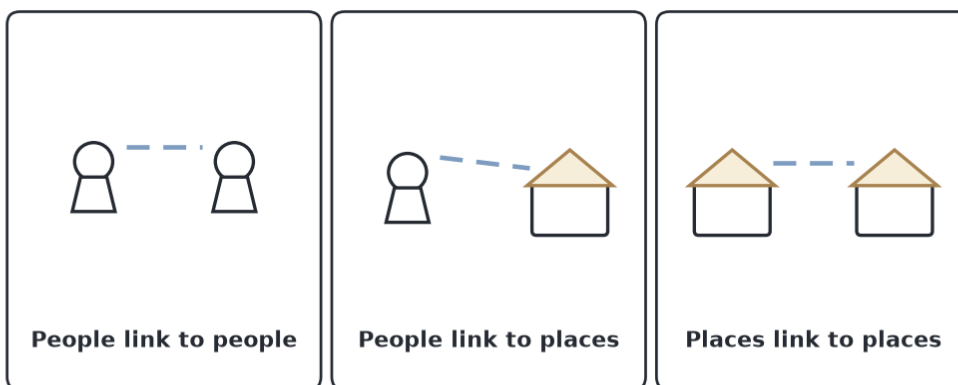
A **connection** is a link between people and places. In this book, that is what the word means.

You have a link to your friend’s house. Your mum or dad has a link to the town where they grew up. Your school has a link to the farms that grow the fruit in your lunchbox.

Some links are to places near us. Some are to places on the other side of Australia. Some are to other countries, across the sea. When many links join our place to other places, all those links together are called an **interconnection**.

What is a connection?

In this book: a connection is a link between people and places



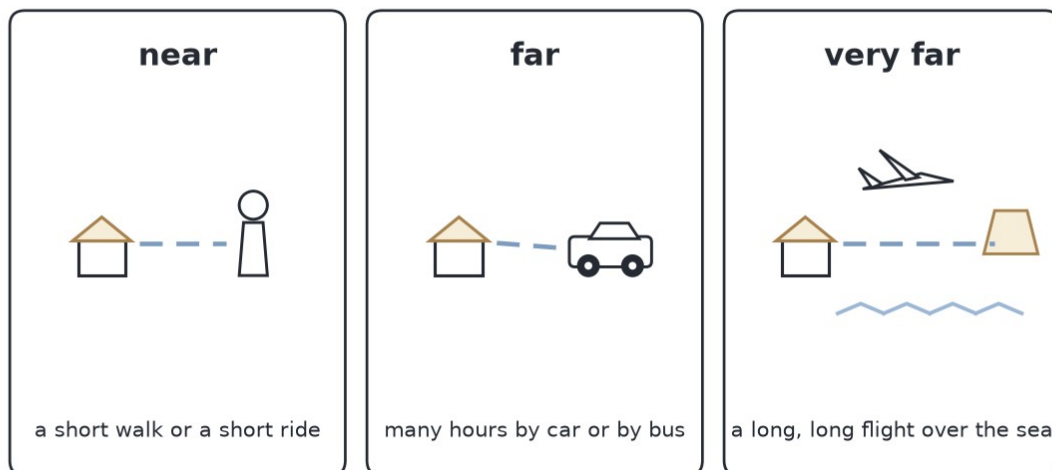
A picture that asks, what is a connection? A band across the top says, in this book, a connection is a link between people and places. Below are three boxes. The first shows two person shapes joined by a broken line: people link to people. The second shows a person joined to a house: people link to places. The third shows two houses joined by a broken line: places link to places.

Near, far and very far

In this book, we say how far a place is with words, not with numbers.

- **near** — a short walk or a short ride. Your school may be near your home.
- **far** — many hours by car or by bus. A grandmother's house may be far.
- **very far** — a long, long flight over the sea. The places where some of our families began are very far.

Near, far and very far



Three pictures about how far places are. The first says near, a short walk or a short ride, and shows a house linked to a person. The second says far, many hours by car or by bus, and shows a house linked to a car. The third says very far, a long, long flight over the sea, and shows a house linked across waves to another land, with a flying machine high above.

People we love in other places

Ask your class: who has family in another place? In most classes, lots of hands go up.

Look at the picture. The star is your place. Some children in our example class have an aunt or an uncle in Perth, or a cousin in Brisbane. That is far — many hours by car or by bus. Some have family across the sea in New Zealand. Some have family in Greece, India or England — very far, a long, long flight.

A friend who moved house to another town is a link to that town too.



A drawing, not a true map, of Australia, Tasmania and New Zealand. A star on the south coast is labelled your place. Dots mark Perth in the west and Brisbane in the east. Broken lines run from your place to Perth, to Brisbane, to New Zealand, and to a box that says very far away: Greece, India, England, a long, long flight from here. New Zealand is labelled far, across the sea.

Our class count

The best way to find out about connections is to ask our own class. We can ask one question: *Does your family live in other places too?* Then we count the answers.

The picture shows one example class. One person shape stands for one child. In this class, most children have family in other places, and some have family in another country. Your class may be different — do the count yourself and see.

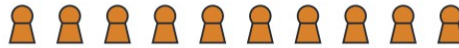
Our class count

Question: Does your family live in other places too?

My family lives only near here.



Some of my family lives in other places in Australia.



Some of my family lives in another country.



One person = one child. This is an example class. Your class may be different.

A person-shape table titled our class count, with the question, does your family live in other places too? Row one says, my family lives only near here, and shows seven person shapes. Row two says, some of my family lives in other places in Australia, and shows ten person shapes. Row three says, some of my family lives in another country, and shows seven person shapes. A note says, one person equals one child, this is an example class, your class may be different.

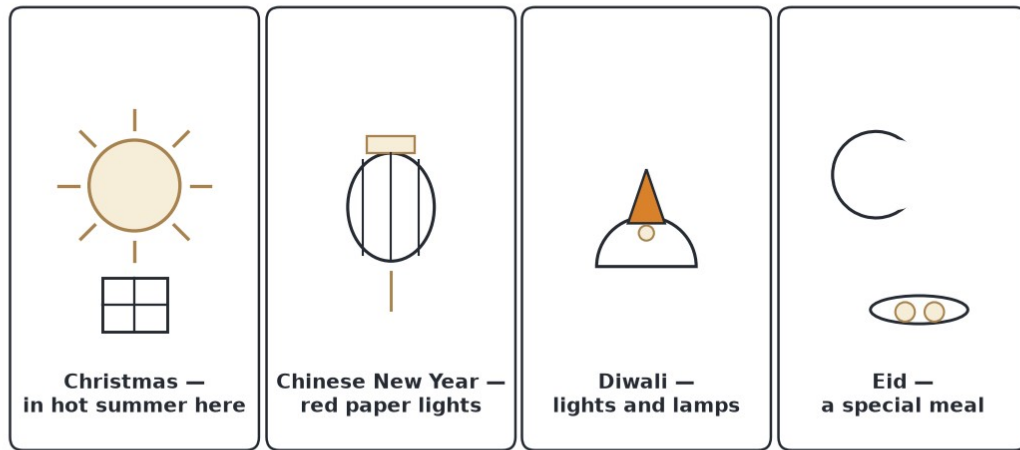
Special days

Special days link our place to other places.

At Christmas, it is hot summer here in Australia. At Chinese New Year, many families put up red paper lights. At Diwali, families light small lamps. At Eid, families share a special meal. Many families also have other special days at other times of the year.

These days began far away, long ago. When we keep them here, our place has a link to the places where they began.

Special days link us to other places



Many families also have other special days at other times of the year.

Four pictures about special days. The first shows a sun and a present: Christmas, in hot summer here. The second shows a hanging red paper light: Chinese New Year, red paper lights. The third shows a little lamp with a flame: Diwali, lights and lamps. The fourth shows a thin moon and a plate of food: Eid, a special meal. A note below says, many families also have other special days at other times of the year.

Things we buy

The things we buy are links too. Stand in a shop and look around. The things we buy come from many places, near and far.

- A **banana** in your lunchbox grew in hot, wet North Queensland. That is far from most of our towns.
- The **cocoa** in chocolate grows where it is hot and rainy. Most of it grows in Africa, in countries like Ghana and the Ivory Coast — very far away.

- The tag inside a **T-shirt** may say it was made in another country.
- Some things come from near, like **cheese** from farms close to your town.

Where do the things we buy come from?

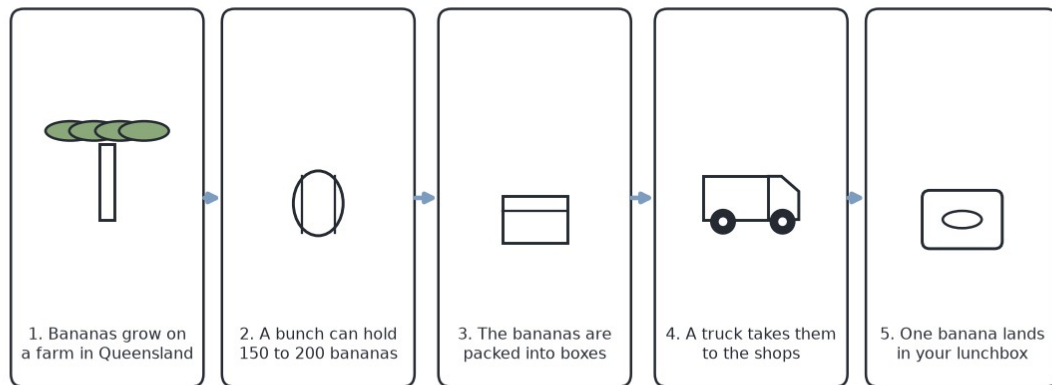
	A banana →	Hot, wet North Queensland	far away
	Chocolate →	Ghana and the Ivory Coast, where cocoa grows	very far away
	A T-shirt →	The label may say another country	maybe very far away
	Cheese →	Farms near your town	near

A picture that asks, where do the things we buy come from? Four rows join a thing to its place. A banana comes from hot, wet North Queensland, far away. Chocolate comes from Ghana and the Ivory Coast, where cocoa grows, very far away. A T-shirt comes from the country named on its tag, maybe very far away. Cheese comes from farms near your town, near.

Follow the banana. It takes a long trip to get to you.

The journey of a banana

from a farm far away to your lunchbox



In Australia, more than 28,000,000 boxes of bananas are packed each year.

Five steps in a row with arrows between them, titled *the journey of a banana, from a farm far away to your lunchbox*. Step one, bananas grow on a farm in Queensland. Step two, a bunch can hold 150 to 200 bananas. Step three, the bananas are packed into boxes. Step four, a truck takes them to the shops. Step five, one banana lands in your lunchbox. A note below says, in Australia, more than 28,000,000 boxes of bananas are packed each year.

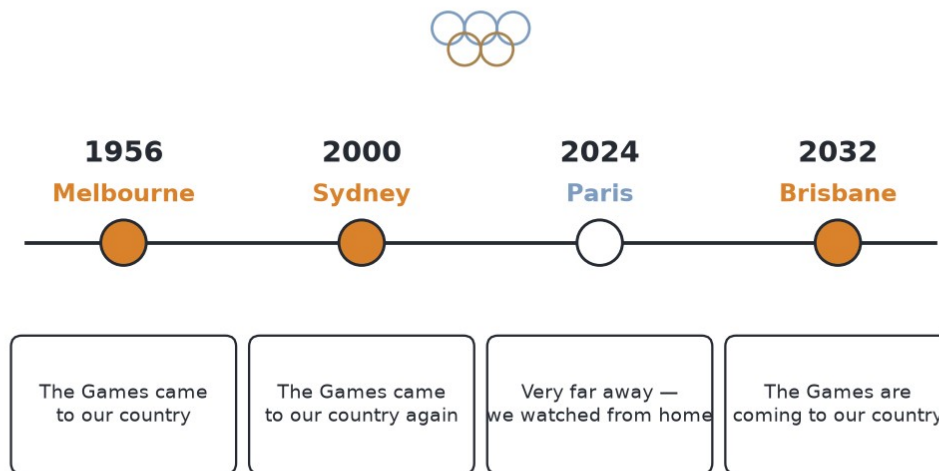
Banana facts: Australian Bananas, 'All about bananas — production', viewed 25 August 2026. Cocoa facts: Wikipedia, 'Cocoa bean', viewed 25 August 2026.

Sport and big events

Sport is a link too. Think of the big football final held in Melbourne each year. People in our place watch the same match as people in many other places. When one place holds a big game, lots of places feel part of it.

The Olympic Games are an even bigger link.

One big event, many places: the Olympic Games



When the Games are on, people all over Australia watch, cheer and talk about them.

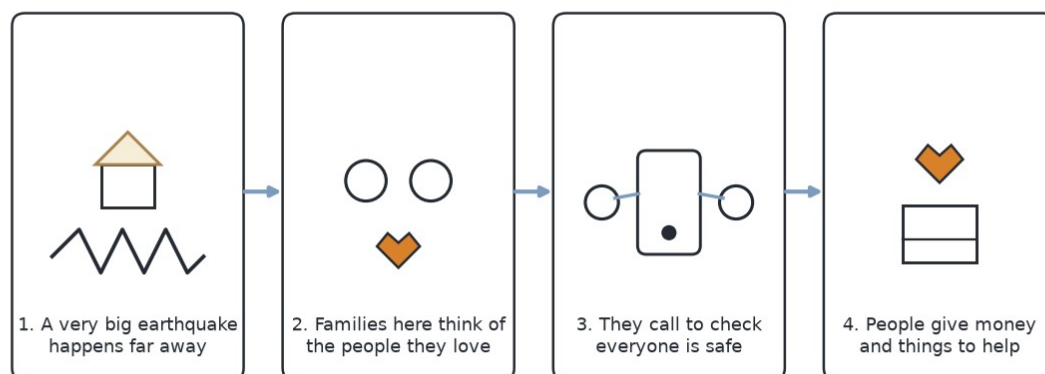
A line of four Olympic Games, with the five rings above. Melbourne 1956: the Games came to our country. Sydney 2000: the Games came to our country again. Paris 2024: very far away, we watched from home. Brisbane 2032: the Games are coming to our country. A note below says, when the Games are on, people all over Australia watch, cheer and talk about them.

Olympic Games facts: Wikipedia, 'Olympic Games', viewed 25 August 2026.

Events that are not happy can link places too. On 6 February 2023, a very big earthquake shook Turkey and Syria. Families here who love people there thought of them. They called to check everyone was safe. Many people gave money and things to help. Our place felt an event that happened far away.

An event far away can touch our place

On 6 February 2023, a very big earthquake shook Turkey and Syria.



Four gentle steps in a row with arrows between them, titled *an event far away can touch our place*. A line above says, *on 6 February 2023, a very big earthquake shook Turkey and Syria*. Step one shows a house over a line that goes up and down: *a very big earthquake happens far away*. Step two shows two people and a heart: *families here think of the people they love*. Step three shows people talking on a phone: *they call to check everyone is safe*. Step four shows a heart over a box: *people give money and things to help*.

Earthquake facts: Wikipedia, '2023 Turkey–Syria earthquakes', viewed 25 August 2026.

Words to know

Word	What it means in this book
connection	a link between people and places
interconnection	many links joining our place to other places
relative	a person in your family, like an aunt, an uncle or a cousin
event	something that happens
place	where people live and things happen

Skills used in this part

This part calls on skills you also learn in other parts of this book:

- **Ask questions about places** (part 2A, VC2HG2S01): “Who in our class has family in another place?”
- **Collect and sort what we find** (part 2B, VC2HG2S02): doing our class count, and finding our connected places on a wall map.
- **Show what we find in pictures and tables** (part 2C, VC2HG2S03): our person-shape table shows what we counted.
- **Tell a story about places** (part 2E, VC2HG2S05): telling the class about one of your links.

The questions and activities below ask you to use these skills.

Worked examples

Worked example 1 — sorting links (guided)

Links come in three kinds: **people**, **things** and **events**. Put each card on the right mat.

Sort the cards

Put each card on the right mat.

My cousin lives in New Zealand.

Our bananas come from Queensland.

We watched the Olympic Games on the TV.

My grandmother lives in Perth.

The cocoa in our chocolate grew in Ghana.

Our class gave money to help after the big earthquake.

PEOPLE

THINGS

EVENTS

Cards can be moved to the mats. Some people sort the same card in a new way — talk about it.

Six cards above three mats labelled people, things and events. The cards say: my cousin lives in New Zealand; our bananas come from Queensland; we watched the Olympic Games on the TV; my grandmother lives in Perth; the cocoa in our chocolate grew in Ghana; our class gave money to help after the big earthquake.

Card	Mat	Why
My cousin lives in New Zealand.	people	A cousin is a relative. The relative is the link.
Our bananas come from Queensland.	things	A banana is a thing we buy.
We watched the Olympic Games on the TV.	events	The Games are a big event.
My grandmother lives in Perth.	people	A grandmother is a relative.
The cocoa in our chocolate grew in Ghana.	things	Cocoa is a thing we buy.
Our class gave money to help after the big earthquake.	events	The earthquake is an event.

Some cards can go on two mats. A grandmother who rings after the earthquake is people and events. That is fine — talk about it.

Worked example 2 — how far is it? (guided)

Say how far each place is. Use the words **near**, **far** or **very far**.

Place	How far?	Words that tell
The shop at the end of your street	near	a short walk
Grandma's house in Brisbane	far	many hours by car or by bus
The country where Dad was born, Greece	very far	a long, long flight over the sea

Now say each one in a full sentence: *Greece is very far from our place. It takes a long, long flight.*

Worked example 3 — a short story about a link (model text)

Zoe wrote this short story about her link to Greece:

My name is Zoe. My dad was born in Greece. My aunt and my cousin still live there. Greece is very far away — a long, long flight. In summer, we call them on the phone. We talk about the sea and the food we all love. One day, I will visit. I am connected to Greece.

A model text: Zoe's story



My name is Zoe. My dad was born in Greece.
My aunt and my cousin still live there.
Greece is very far away — a long, long flight.
In summer, we call them on the phone.
We talk about the sea and the food we all love.
One day, I will visit. I am connected to Greece.

A good answer names a place, says how far it is, and tells what links the two places.

A story card titled a model text: Zoe's story, with a person shape beside six lines: my name is Zoe, my dad was born in Greece; my aunt and my cousin still live there; Greece is very far away, a long, long flight; in summer, we call them on the phone; we talk about the sea and the food we all love; one day, I will visit, I am connected to Greece. A note below says, a good answer names a place, says how far it is, and tells what links the two places.

Why is this a good answer?

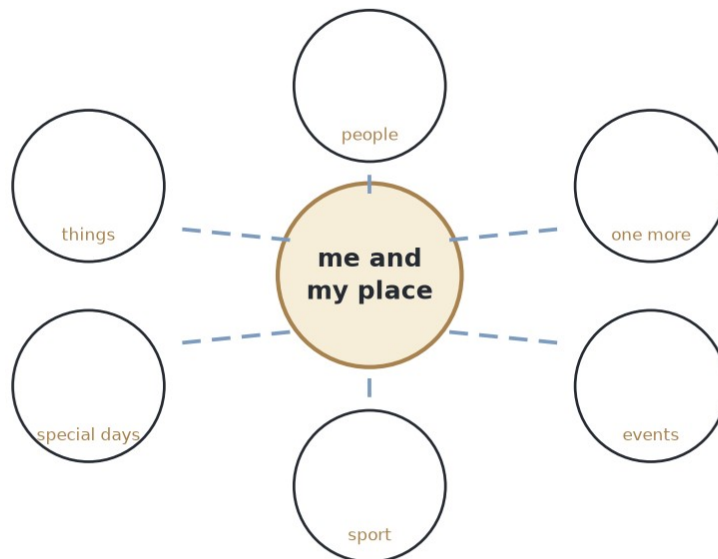
- It **names a place** (Greece).
- It **says how far** it is (very far — a long, long flight).
- It **tells the link** (Dad was born there; an aunt and a cousin live there; they call and talk).

Questions and activities

Guided

Q1. Fill in your web of connections below. Write or draw one link in each circle. Then tell the class about one of your links.

My web of connections



Write or draw in each circle. Then tell the class about one of your links.

A blank web to fill in, titled my web of connections. A circle in the middle says me and my place. Six empty circles around it are labelled people, things, special days, sport, events and one more, each joined to the middle by a broken line. A note below says, write or draw in each circle, then tell the class about one of your links.

Q2. Look at the things-we-buy picture in this part. Point to the thing that comes from near. Point to a thing that comes from very far.

Q3. Look at the Olympic Games picture. Name the two cities where the Games were held in our country. Name the city that is very far away. Name the city the Games are coming to.

Q4. Put these cards under **near**, **far** or **very far**:

- a short walk
- many hours by bus
- a long, long flight over the sea
- a short ride in the car

On your own

Q5. Ask at home: name one place your family is connected to. Say how far it is — near, far or very far. Say what the link is: people, things, special days, sport or an event.

Q6. With your family, look at the tag inside a shirt, or the box or bag a food comes in. Where did it come from? Is that near, far or very far from your place?

Q7. Draw yourself on one side of the page and a place you are connected to on the other side. Draw the link as a line. Under your picture, write near, far or very far.

Q8. A big event can happen far away, like the earthquake in the picture. Name two kind things people in our place did to help.

Answers

Answers can be different and still be right. These are model answers.

Q1. Answers will be different. A good answer has one link in each circle, and the child tells the class about one of them. Example: “My uncle lives in Perth. That is my people link.”

Q2. Near: cheese, from farms close to your town. Very far: chocolate, from Ghana and the Ivory Coast (or a T-shirt made in another country).

Q3. Held in our country: Melbourne (1956) and Sydney (2000), and Brisbane in 2032. Very far away: Paris (2024).

Q4. Near: a short walk; a short ride in the car. Far: many hours by bus. Very far: a long, long flight over the sea.

Q5. Answers will be different. Example: “My family is connected to New Zealand. It is very far — across the sea. The link is people: my cousin lives there.”

Q6. Answers will be different. A good answer names the place on the tag or box and says near, far or very far.

Q7. A good picture shows you, one other place, and a line linking the two, with a near, far or very far label.

Q8. They called to check everyone was safe. They gave money and things to help.