

Geography Level 2

Chapter 2 — Geographical Skills: investigating places and sharing what we learn

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Asking big questions about places

You can find out about any place. All you need is a good question!

In this topic, you will learn how to ask **geographical questions** — good questions about places, and about how you are connected to them.

Teacher note: this section opens Chapter 2, the skills chapter, and is exercised on the places of Section 1A and the features (natural and constructed) of Section 1E (TOC decision D4): every worked example and question set is posed about a place, its features and its care. The four question stems come from VC2HG2S01.E02 ('where', 'what', 'how', 'why'); 'who' enters via VC2HG2S01.E05. VC2HG2S01.E06 is excluded under §2A and is not taught here — do not re-introduce it, even "accurately". This section exercises sentence 3 of the band achievement standard (TOC §1; wording not reproduced). Outdoor tasks need only the schoolyard and no equipment; the collecting itself belongs to Section 2B. For the tasks that ask a person questions, offer every student a choice of person — a parent, a grandparent, an aunt or uncle, a neighbour or another trusted adult — so no child is left out by their family or care situation.

Our learning

What is a place?

A **place** is somewhere in the world. Your home is a place. Your school is a place. A park, a beach, a farm and a city are all places. You met places in Topic 1A.

What is a geographical question?

Geographical means *about places*. So a **geographical question** is a question about a place. It can ask what a place is like, why it matters, how we care for it, or how we are connected to it.

- *What will we have for lunch?* — This is not about a place. It is **not** a geographical question.
- *What can we see in our park?* — This is about a place. It **is** a geographical question!

Features of places

A **feature** is something you can see in a place. You met features in Topic 1E.

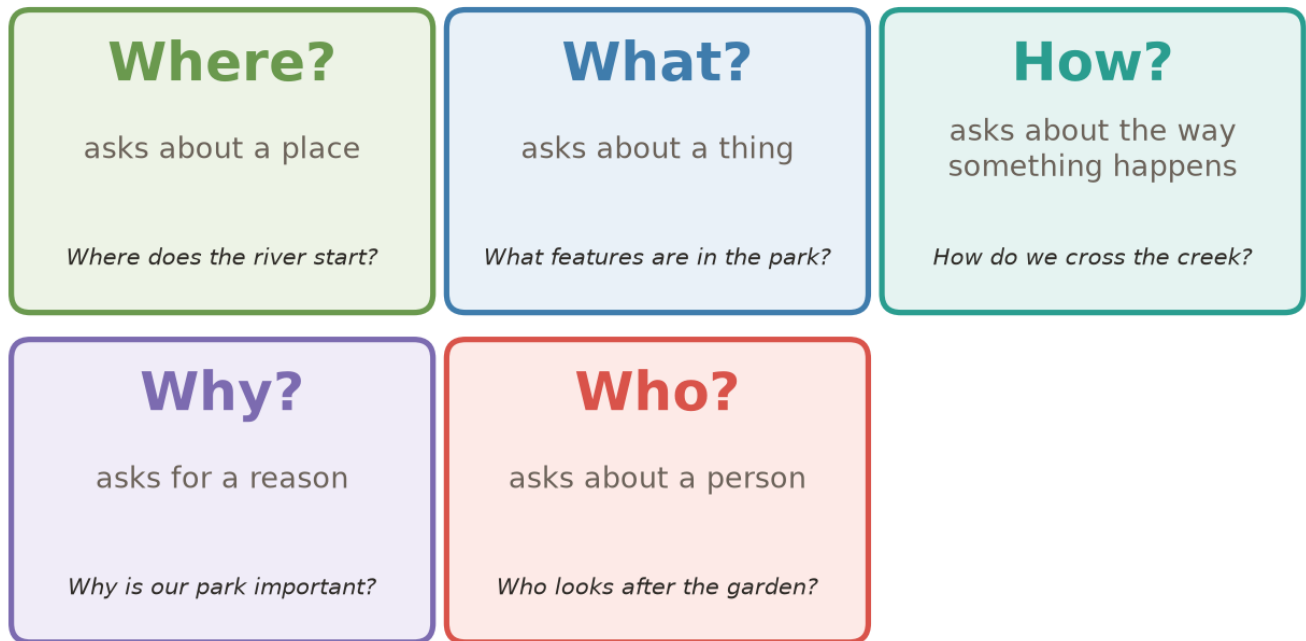
- A **natural feature** is made by nature, not by people. Hills, rivers, trees and beaches are natural features.
- A **constructed feature** is made by people. Bridges, paths, seats and signs are constructed features.

Many good questions are about the features of a place.

Starter words for questions

Strong geographical questions start with a **question stem**: Where? What? How? Why? Each stem asks for a different kind of answer. We can ask Who? too.

Question stems for geographical questions



Five question stem cards: where, what, how, why and who, each with what it asks about and one example question about a place

- *Where?* asks about a place. *Where does the river start?*
- *What?* asks about a thing. *What features are in the park?*
- *How?* asks about the way something happens. *How do we cross the creek?*
- *Why?* asks for a reason. *Why is the park important to us?*
- *Who?* asks about a person. *Who looks after the garden?*

We observe first

Good questions start with good looking. To **observe** means to look with care. When we observe a place, we use our senses. We see, hear, smell and touch. What we notice is an **observation**.

Observations give us ideas for questions!

We observe with our senses

eyes	We see	trees, paths, birds, the sky
ears	We hear	birds singing, cars, the wind
nose	We smell	flowers, the sea, rain
hands	We touch	rough bark, smooth stones, soft grass

Observations give us ideas for questions!

A chart of four senses used to observe a place, with what each sense can notice

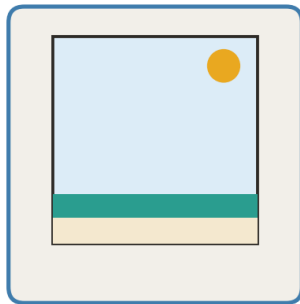
Sources give us ideas too

A **source** is something that helps us find out about a place.

- A **photo** is a source.
- A **map** is a source. A map shows us where things are.
- A **sketch** is a source too. A sketch is a quick drawing.
- An object can be a source, like a shell from the beach or a ticket from a trip.

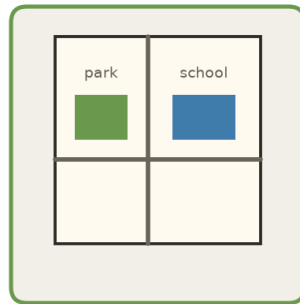
When we look at a source, questions pop into our heads. You will learn more about sources in Topic 2B.

Sources give us ideas for questions



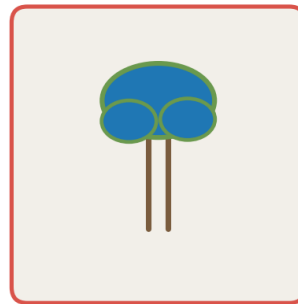
a photo

Where is this beach?



a map

What is near our school?



a sketch

How did the tree get so tall?



an object

Where did the shell come from?

When we look at a source, questions pop into our heads.

Three sources — a photo, a map and a sketch — plus a shell, each with a question it could give us

Five big questions

Here are five big questions we can ask about any place:

1. What can we see in the place?
2. How far is it from here?
3. How easy would it be to get there?
4. How am I connected to this place?
5. How is this place connected to other places?

When we ask how far away a place is, we can answer with words like *near* and *far*.

Five big questions about any place

1

What can we see in the place?

2

How far is it from here?

3

How easy would it be to get there?

4

How am I connected to this place?

5

How is this place connected to other places?

Five big questions we can ask about any place, written in speech bubbles

Questions about caring

Places need care. We can ask:

- Who looks after this place?
- How do they look after it?
- What do I like about my place?
- What do I not like about it?
- Why is this place important?

Before, during and after a story

When we listen to a story about a place, we can ask questions **before** the story, **during** the story and **after** the story. This helps us listen well and think hard.

Worked examples

Example 1 — with help

The class goes outside to observe the schoolyard. They use their senses. Then they ask questions about the things they observe.

What we observe

Our question

a big gum tree

How old is the gum tree?

a dry patch of grass

Why is the grass dry here?

a water tap

Who put the tap here?

What we observe

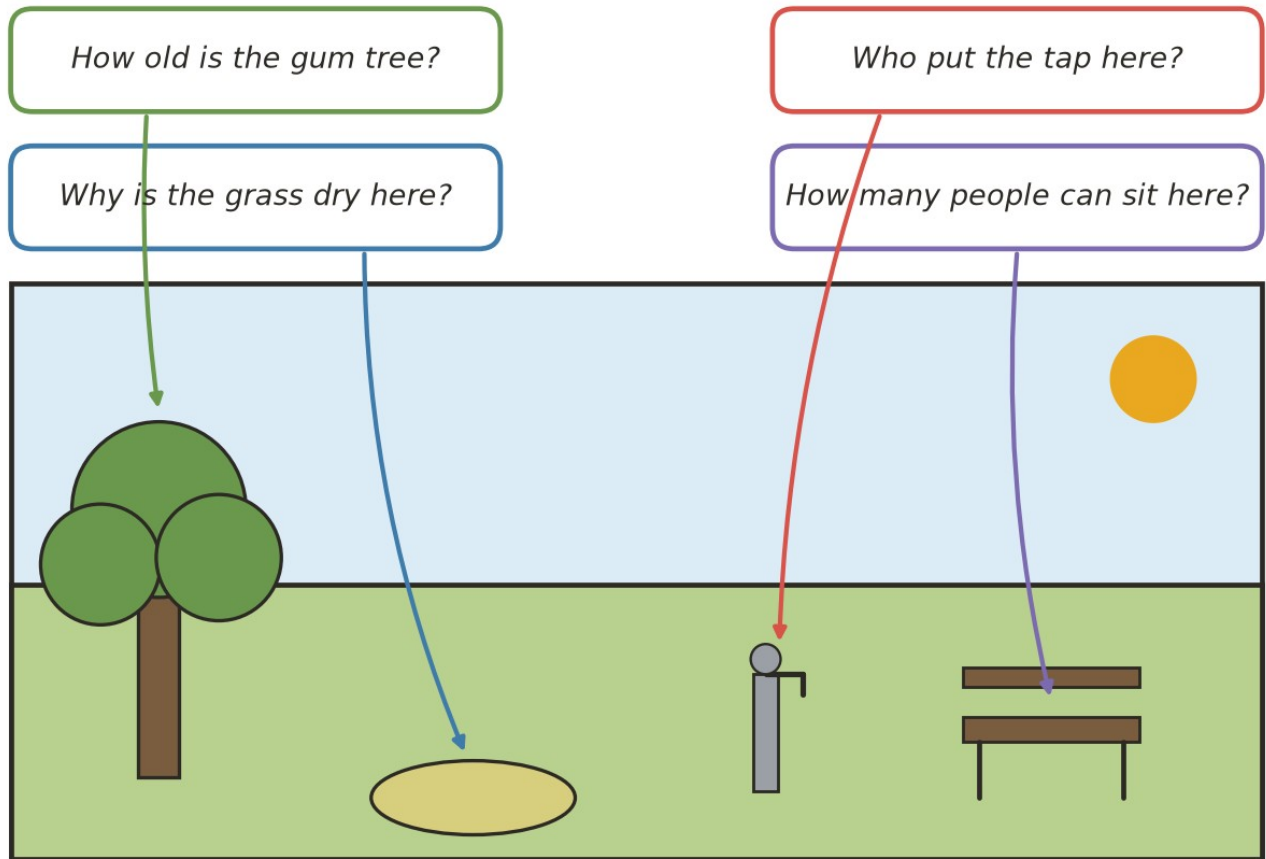
a seat under the tree

Our question

How many people can sit here?

The gum tree and the grass are **natural features**. The tap and the seat are **constructed features**. Every question is about the place, so every question is a geographical question.

We observe the schoolyard



The gum tree and the grass are natural features.
The tap and the seat are constructed features.

A drawing of a schoolyard with a gum tree, grass, a tap and a seat, with four question labels pointing to them

Example 2 — with help

The teacher reads the class a story about a beach town. The students ask questions **before**, **during** and **after** the story.

When we ask

before the story

during the story

after the story

Our question

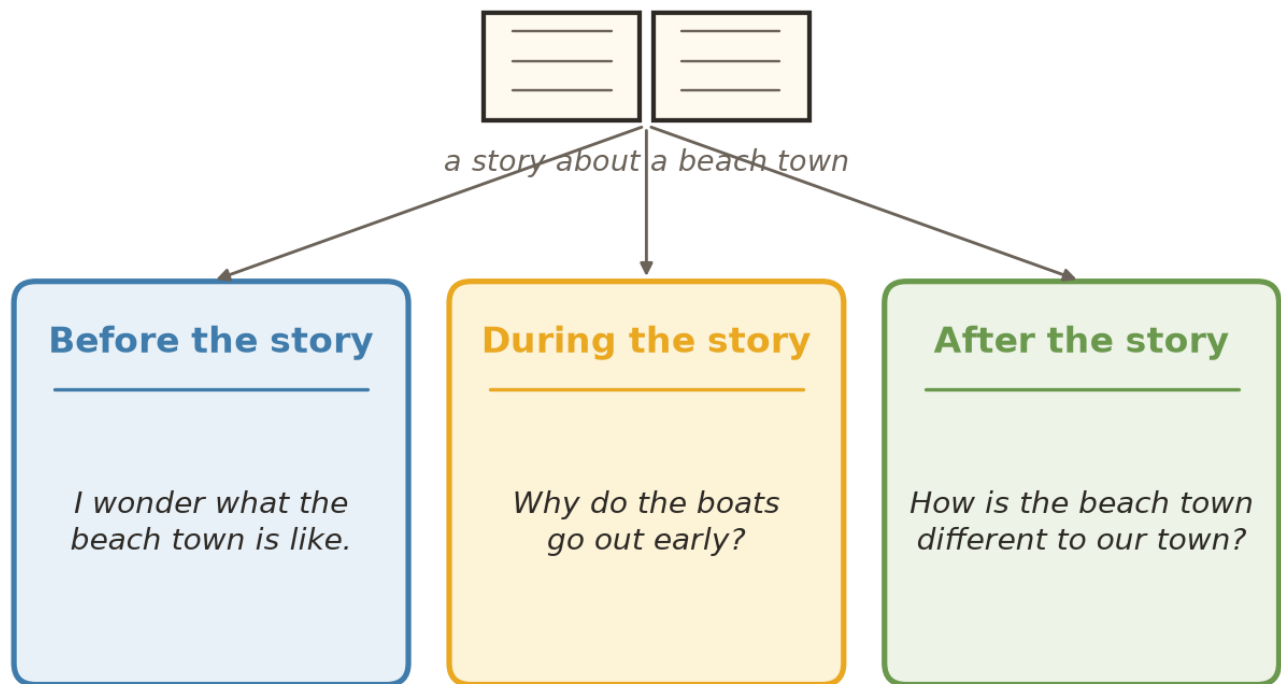
I wonder what the beach town is like.

Why do the boats go out early?

How is the beach town different to our town?

Asking before, during and after helps us listen well and think hard.

Questions about a story of a place



Asking before, during and after helps us listen well and think hard.

Three boxes for before, during and after a story about a beach town, each with one model question

Example 3 — on your own

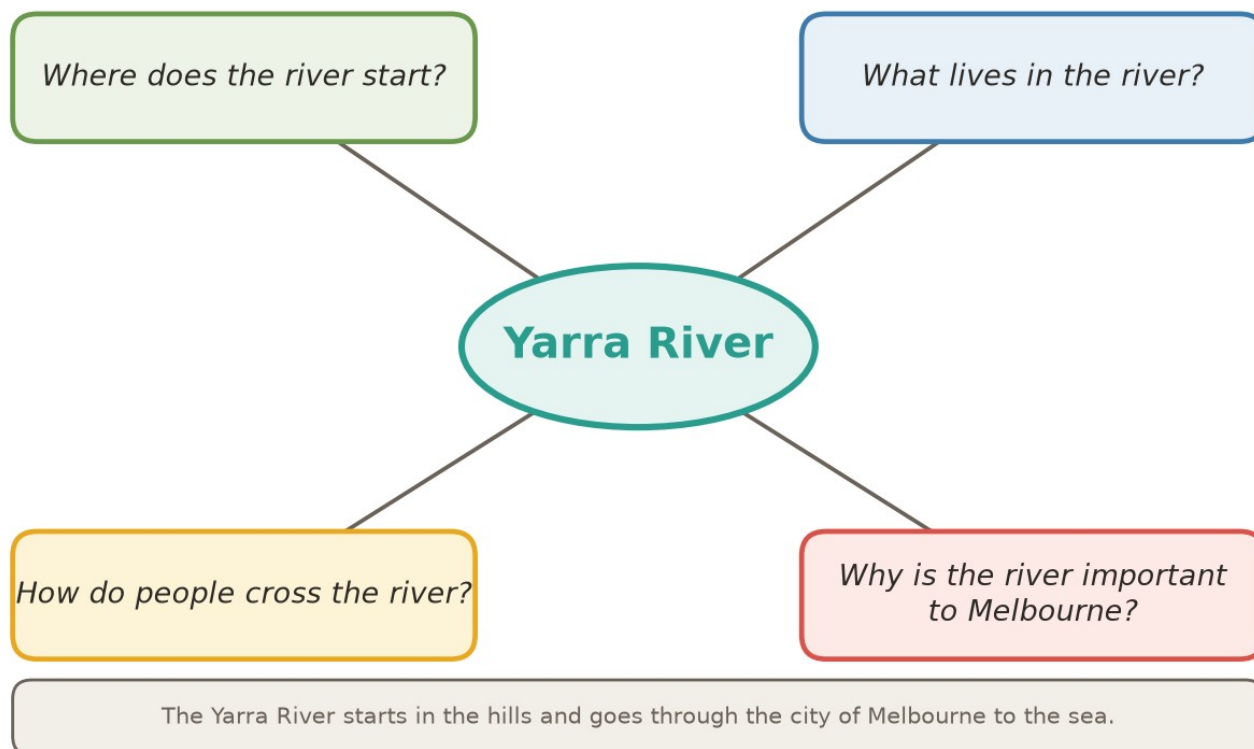
Zoe's class learns about the Yarra River. The Yarra River starts in the hills and flows through the city of Melbourne to the sea. (Source: Wikipedia 'Yarra River', looked at 2026-08-25.)

Zoe makes a **question web**. She writes the place in the middle. Then she writes her questions around it.

- Where does the river start?
- What lives in the river?
- How do people cross the river?
- Why is the river important to Melbourne?

Zoe's web is full of geographical questions about a real place.

A question web about a real place



A question web about the Yarra River, with the place in the middle and four questions around it

Example 4 — on your own

Sam loves the small park near his home. It has a creek, two seats and a big tree. Sam wants to care for the park. He fills in a question planner:

Stem	Sam's question
Where?	Where is the creek in the park?
What?	What lives in the creek?
How?	How can we keep the park clean?
Why?	Why is the park important to our street?
Who?	Who looks after the park?

Sam can ask his questions to the people who live near the park. Then he can share what he finds out.

My question planner

Place:	<i>the park near my home</i>
Where?	<i>Where is the creek in the park?</i>
What?	<i>What lives in the creek?</i>
How?	<i>How can we keep the park clean?</i>
Why?	<i>Why is the park important to our street?</i>
Who?	<i>Who looks after the park?</i>

Now copy the planner and fill it in for a place you know well.

A model question planner about a park, with one question for where, what, how, why and who

Practice questions

With help

Q1. Circle the geographical questions. A geographical question is about a place.

1. Where does our street go?
2. What will we have for lunch today?
3. What features are in our park?
4. Who looks after the school garden?
5. What is my favourite food?

Q2. Join each question stem to what it asks about.

Question stem	Asks about
Where?	a person
What?	a reason
How?	a place
Why?	a thing
Who?	the way something happens

Q3. Sort the questions into the right box: **features**, **care** or **connection**.

- *Features* — what the place is like.
 - *Care* — how we look after the place.
 - *Connection* — how we are linked to the place.
1. What can you see at the beach?
 2. Who looks after our park?
 3. How am I connected to my grandparents' farm?
 4. Why does the grass need water?
 5. How is our town connected to the city?
 6. What do the rocks look like?

Q4. Tick the question that tells us more in each pair.

1. ☐ Is the river long? ☐ How long is the river?
2. ☐ Do you like the park? ☐ What do you like about the park?
3. ☐ Is the tree tall? ☐ Why is the tree so tall?

Q5. Look at the schoolyard in Example 1. Write two more questions about it. Start one question with *Where* and one with *Why*.

On your own

Q6. Go to a place at your school, like the yard or the garden. Observe it with two senses. Write two observations, then write one question for each one.

Q7. Choose a place you know well. Copy the planner in Example 4 and fill it in. Write one question for Where, What, How, Why and Who.

Q8. The Twelve Apostles are tall rock towers in the sea near Port Campbell in Victoria. They are a natural feature. (Source: Wikipedia 'The Twelve Apostles', looked at 2026-08-25.) Write four geographical questions about the Twelve Apostles. Use four different stems.

Q9. You will listen to a story about a place. Write one question you could ask **before** the story, one **during** the story and one **after** the story.

Q10. Make a question web about your favourite place, like Zoe's web in Example 3. Ask what the place is like, how you are connected to it, and how you can care for it.

Answers

Q1. The geographical questions are 1, 3 and 4.

Q2. Where? — a place. What? — a thing. How? — the way something happens. Why? — a reason. Who? — a person.

Q3. Features: 1, 6. Care: 2, 4. Connection: 3, 5.

Q4. 1. How long is the river? 2. What do you like about the park? 3. Why is the tree so tall?

Q5. Answers will be different. One good answer: *Where is the grass dry?* and *Why is the tap there?*

Q6–Q10. Answers will be different for every student. See the worked answers for one good way to answer.

Worked answers

Q1. A geographical question is about a place.

1. *Where does our street go?* — A street is a place, so this **is** a geographical question.
2. *What will we have for lunch today?* — This is about food, not a place, so it is **not** a geographical question.
3. *What features are in our park?* — A park is a place, so this **is** a geographical question.
4. *Who looks after the school garden?* — A garden is a place, so this **is** a geographical question.
5. *What is my favourite food?* — This is about food, not a place, so it is **not** a geographical question.

Q2. *Where?* asks about a place. *What?* asks about a thing. *How?* asks about the way something happens. *Why?* asks for a reason. *Who?* asks about a person.

Q3. Questions 1 and 6 ask what the place is like, so they go in **features**. Questions 2 and 4 ask how we look after the place, so they go in **care**. Questions 3 and 5 ask how we are linked to the place, so they go in **connection**.

Q4. A yes-or-no question gives a small answer. A question-stem question gives a big answer. In each pair, the second question starts with a stem (*How? What? Why?*), so it tells us more.

Q5. One good answer: *Where is the grass dry?* and *Why is the tap there?* Both questions start with a stem, and both are about the schoolyard.

Q6. One good answer, in the school garden: I can see bees on the flowers. I can hear birds in the tree. My questions: *What do the bees do?* and *Where do the birds live?*

Q7. One good planner, about the beach: Where? — *Where is the best place to swim?* What? — *What shells can I find?* How? — *How do the waves get so big?* Why? — *Why is the sand hot?* Who? — *Who keeps the beach clean?*

Q8. One good way: *Where are the Twelve Apostles?* · *What are they made of?* · *How did the rocks get so tall?* · *Why do people visit them?*

Q9. One good answer: before — *I wonder what the place is like.* During — *Where is the town in the story?* After — *How is the place different to our town?*

Q10. One good web, about a farm: What is it like? — *What animals live on the farm?* Connection — *How am I connected to the farm?* Care — *How can we care for the creek on the farm?*

VC2HG2S01 Draws on: VC2HG2S01.E01, .E02, .E03, .E04, .E05 VC2HG2S01.E06 is not taught here. It is recorded under §2A of the TOC.

Collecting, sorting and recording: observations, fieldwork and maps

Geography Year 2 · Chapter 2 · Section 2B

In Chapter 1 we looked at places, the weather, and the places we are connected to. Now we find out about places for ourselves. We collect what we find out. We sort it into groups. We record it, so we can look back and share it.

CURRICULUM TRACEABILITY (teacher-facing)

Content description VC2HG2S02 (Level 2): code only - no VC2 wording is reproduced in this book. In this book's own words, the CD is about collecting, sorting and recording what we find out, from observations, fieldwork and maps.

Achievement standard, F-2 band, sentence 3 (TOC §1; attached to VC2HG2S02 - wording not reproduced).

Elaborations VC2HG2S02.E01-.E06 (glosses in this book's own words):

- .E01 gathering data and information by observing outside the classroom, by asking people questions (interviews), or from sources like photos, films, books, plans and satellite images
- .E02 finding evidence of the features of a local place (for example with observations, aerial photos from online, and sketches - and noticing how they change: for example by comparing what we see now with old photos of the place, or by recording weather and seasons)
- .E03 finding, on a print or electronic map, an outline map or a wall map, the places they are connected to (through family, friends or travel) and the places they visit (for shopping, play, the trip to school or other reasons)
- .E04 interviewing older relatives or long-standing community members about how they feel about their place
- .E05 gathering photos of the places they know, and writing notes on them (annotating) to show the weather
- .E06 choosing a local place they like, mapping where it is, and talking about why they like it and ways they could look after it

Mapping to this section:

E01 -> What we learn 1; E02 -> 2, 3, 4; E03 -> 7; E04 -> 8;
E05 -> 5, 9; E06 -> 10. Worked examples and practice questions reuse every elaboration at least once.

Section 2A exclusions (do not teach here): see TOC. In particular this section does not teach compass directions, scale, projections or climate (Levels 3-4 territory); weather only, per the chapter notes. E04 is taught neutralised per TOC D5: "older relatives and long-standing community members" - the courtesy protocol for speaking with Elders is a 2A matter and is not exercised here.

D4 links: the fieldwork walk collects 1E features (natural / constructed) and 1F weather; the map work locates 1G connected places on an outline or wall map.

What we learn

1. Four ways to collect

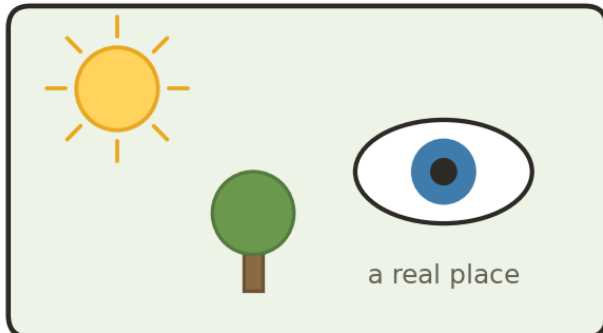
We collect when we find out things and keep them. There are four easy ways. We can go and look. We can ask people. We can look at photos and maps. We can read books and watch films.

When we look and notice things, we make an observation. An observation is what we see and hear.

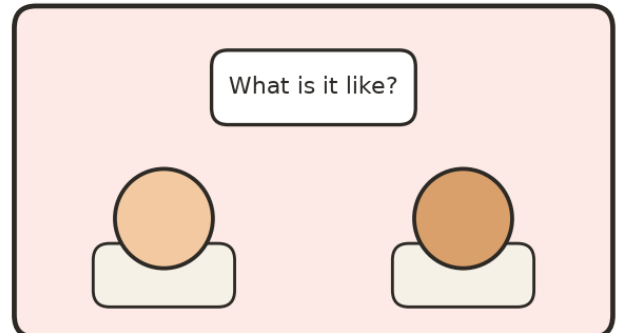
Photos, maps, books and films are sources. A source is where we get information from.

Four ways to collect

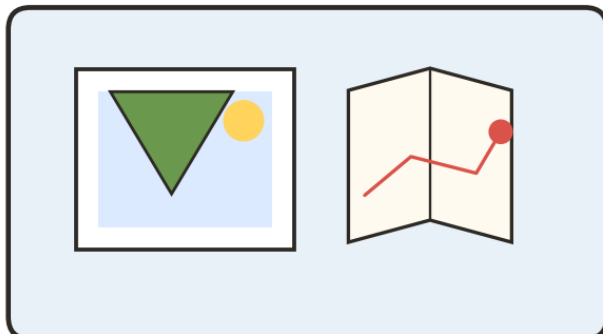
1. Go and look



2. Ask people

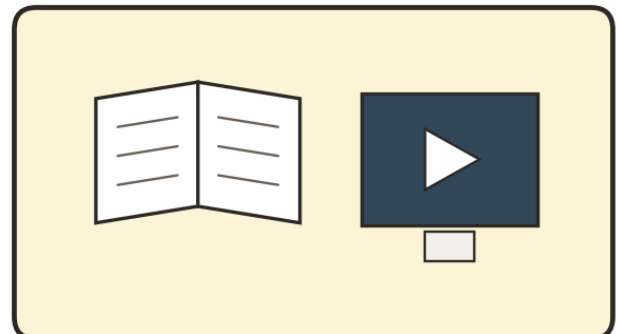


3. Look at photos and maps



We collect, then we sort and record.

4. Read and watch



Books and films can show us places.

Four ways to collect: go and look at a real place; ask people; look at photos and maps; read a book and watch a screen.

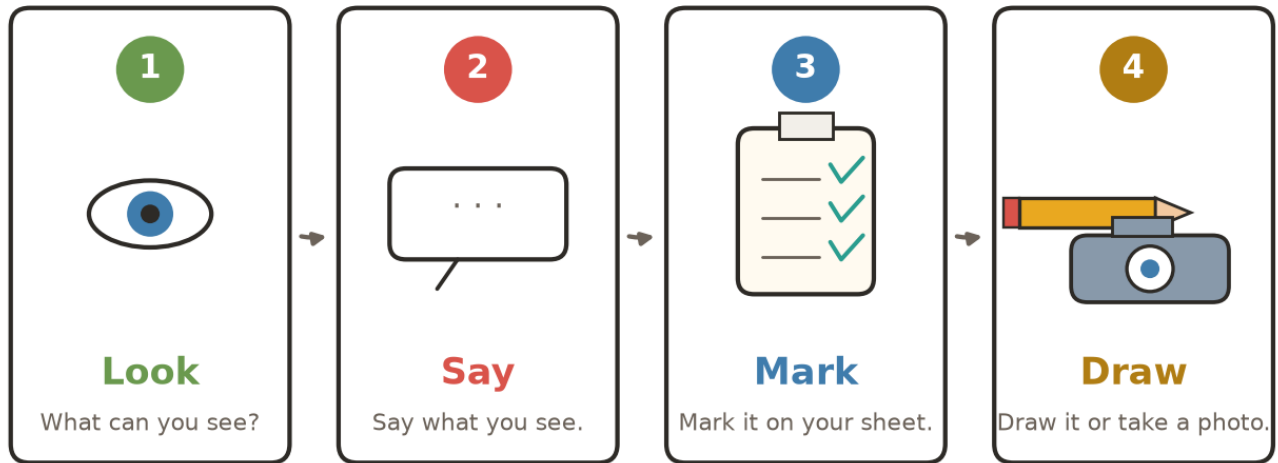
2. Our fieldwork walk

Fieldwork is when we go to a real place to find out about it. We do fieldwork in our schoolyard, with our class and our teacher.

We follow four steps. Look: what can you see? Say: say what you see. Mark: mark it on your sheet. Draw: draw it, or take a photo.

We can draw a sketch. A sketch is a quick drawing. A sketch and a photo are both good ways to record what we see.

Our fieldwork walk: four steps



We do this walk in our schoolyard. We go with our class and our teacher.

Fieldwork means going to a real place to find out about it.

Our fieldwork walk in four steps: 1 Look, what can you see? 2 Say, say what you see. 3 Mark, mark it on your sheet. 4 Draw, draw it or take a photo.

3. What we found

On our walk we counted things. We recorded the count with a tally. A tally is a way to count. We draw a line for each thing we see. Four lines and a cross over them make five. The count is the number.

Our class record: what we found in the schoolyard

What we found	Natural or constructed?	Tally	Count
gum tree	natural		2
grass	natural		1
flowers	natural		3
bench	constructed		4
bin	constructed		3
sign	constructed		2
path	constructed		1

The tally shows how many of each thing we found. The count is the number.

These are our class numbers. Your class may find different things.

A class record table of what we found in the schoolyard. Gum tree, natural, 2. Grass, natural, 1. Flowers, natural, 3. Bench, constructed, 4. Bin, constructed, 3. Sign, constructed, 2. Path, constructed, 1.

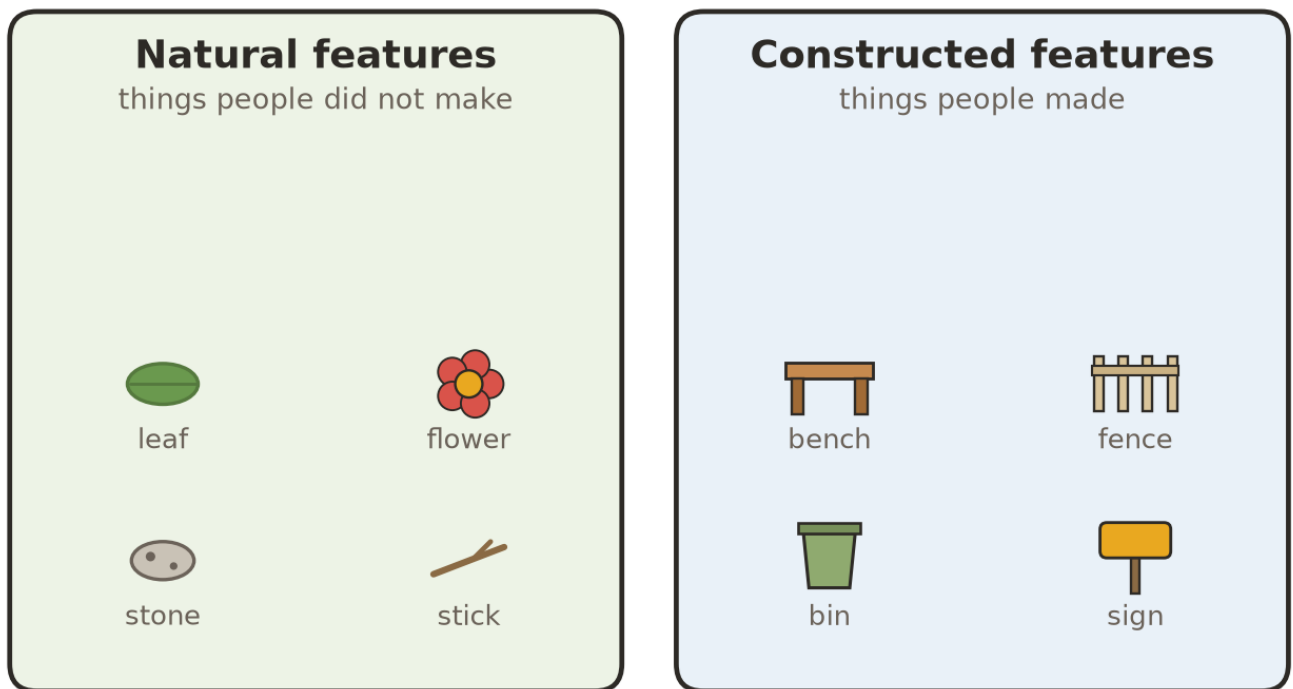
These are our class numbers. Your class may find different things.

4. Sorting what we found

We sort when we put things into groups. We sorted what we found into two groups.

Features are the things we can see in a place. Natural features are things people did not make. Constructed features are things people made. We met these groups in Chapter 1.

We sort the features



Sort means to put things into groups. We met these groups in Chapter 1.

Sorting features into two groups. Natural features, things people did not make: leaf, flower, stone, stick. Constructed features, things people made: bench, fence, bin, sign.

5. Watching the weather

Each morning we looked outside and recorded the weather. Then we sorted the days by weather word.

Our weather record: one week

Day	What we saw	Weather word
Monday		sunny
Tuesday		windy
Wednesday		rainy
Thursday		sunny
Friday		cloudy

Counts: sunny 2 · windy 1 · rainy 1 · cloudy 1

We looked outside each morning and recorded what we saw.

This is our class week. Your week may be different.

*Our weather record for one week. Monday sunny, Tuesday windy, Wednesday rainy, Thursday sunny, Friday cloudy.
Counts: sunny 2, windy 1, rainy 1, cloudy 1.*

Sorting helps us see which weather came up the most.

6. Rain in two places

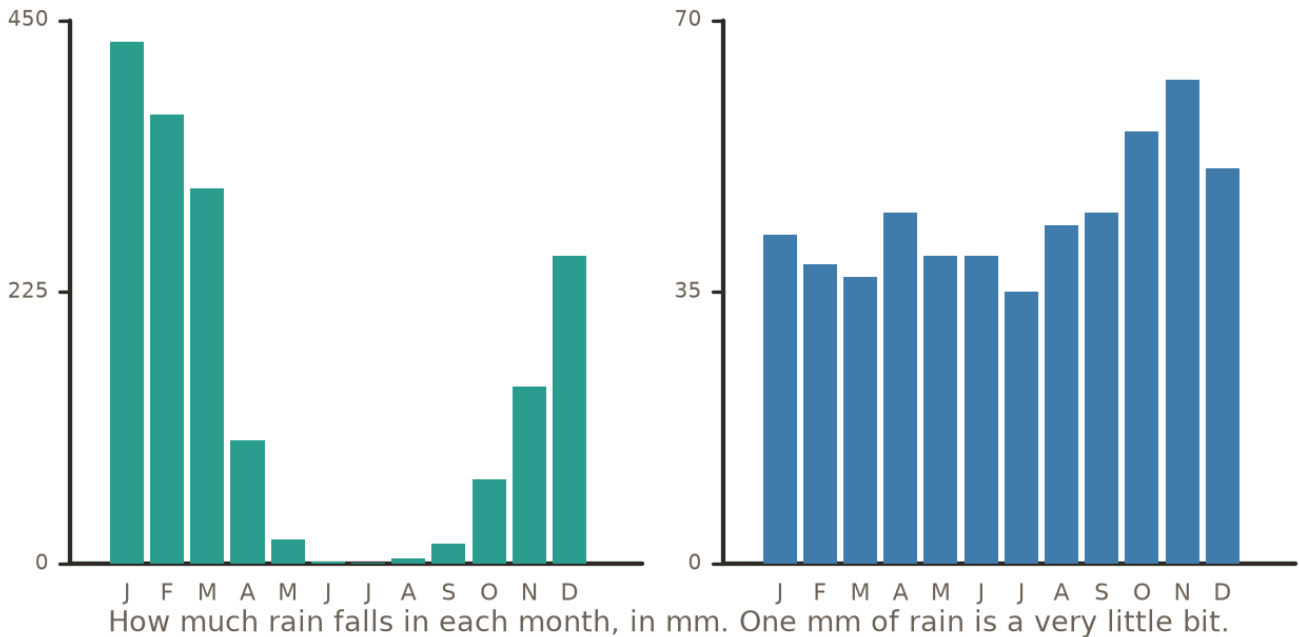
The Bureau of Meteorology keeps weather records every day. We used their numbers for two places we are connected to: Darwin and Melbourne.

How much rain falls in each place

The tall bars show months with more rain.

Darwin

Melbourne



Source: Bureau of Meteorology, rain numbers for Darwin Airport and Melbourne Airport.

Two bar pictures showing how much rain falls in each month at Darwin and at Melbourne. Darwin has tall bars at the start and end of the year and very small bars in the middle. Melbourne has bars about the same size all year.

In Darwin, the bars are very tall at the start of the year and at the end of the year. In the middle of the year they are very small. In Melbourne, the bars are about the same size all year. The two places do not get their rain the same way.

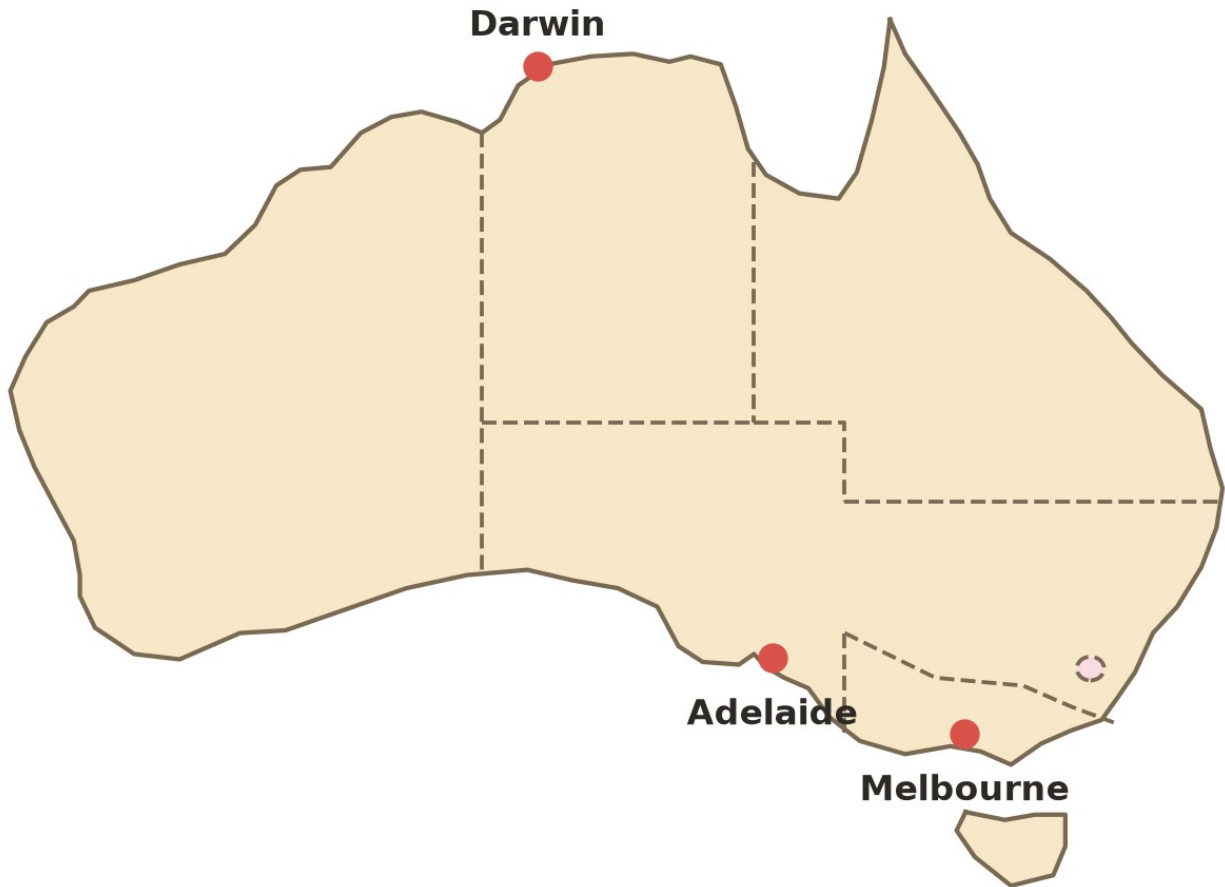
7. Finding places on a map

A map shows places. We can put a dot on a map to show a place.

An outline map shows the shape of the land. A wall map is a big map on our classroom wall. We can find places on both.

Our class put a dot on three places we are connected to. Melbourne, because our school is here. Adelaide, because my grandma lives there. Darwin, because we went there on a trip.

We find places on a map



Our class put a dot on three places we are connected to.

This is an outline map. It shows the shape of Australia. We made this map for this book.

An outline map of Australia with a dot on three places: Darwin at the top, and Adelaide and Melbourne lower down.

8. Asking an older person

We can ask people about their places. An interview is when we ask someone questions and write down what they say.

Ask an older relative, or someone who has lived near here for a long time. Listen to the answers. Write them down, or draw them.

Our interview questions

1

What is your favourite place near here?

2

Why do you like it?

3

How do you look after it?

Ask an older relative, or someone who has lived near here for a long time.

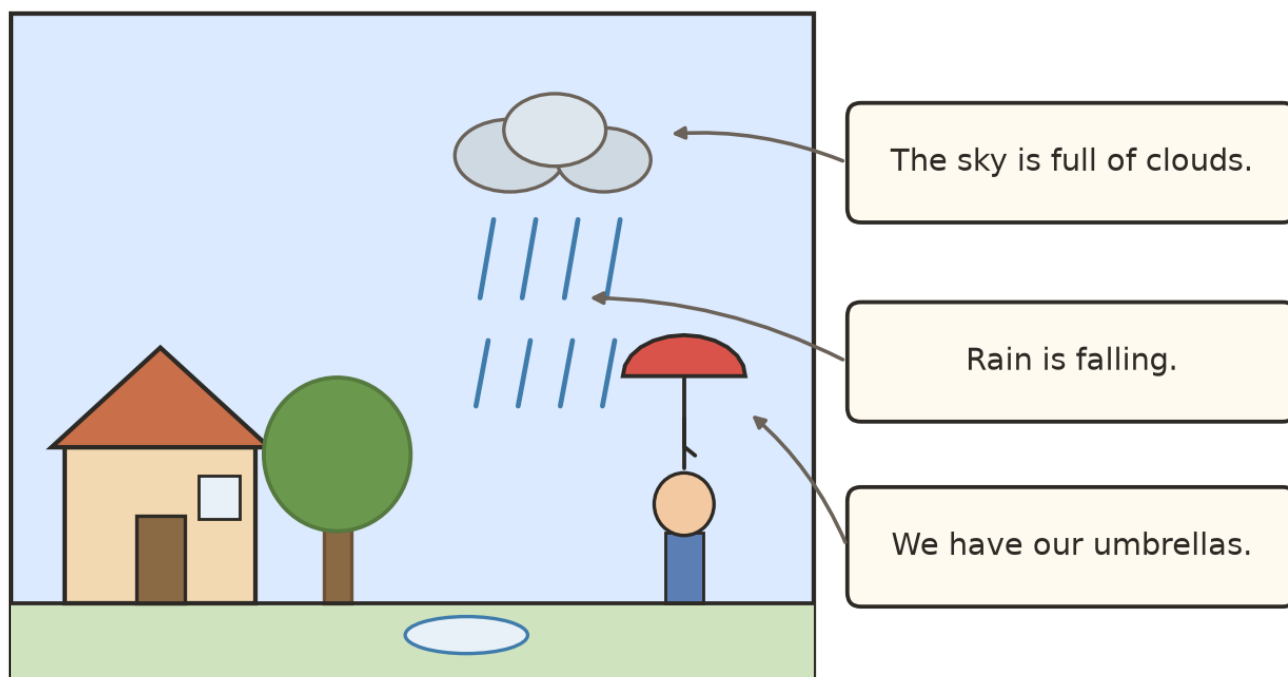
Listen to the answers. Write them down, or draw them.

Three interview question cards: 1 What is your favourite place near here? 2 Why do you like it? 3 How do you look after it?

9. Writing on a picture

We can collect a picture of a place we know. We can write on the picture to show the weather. Writing on a picture to show information is called annotating.

We write on a picture to show the weather



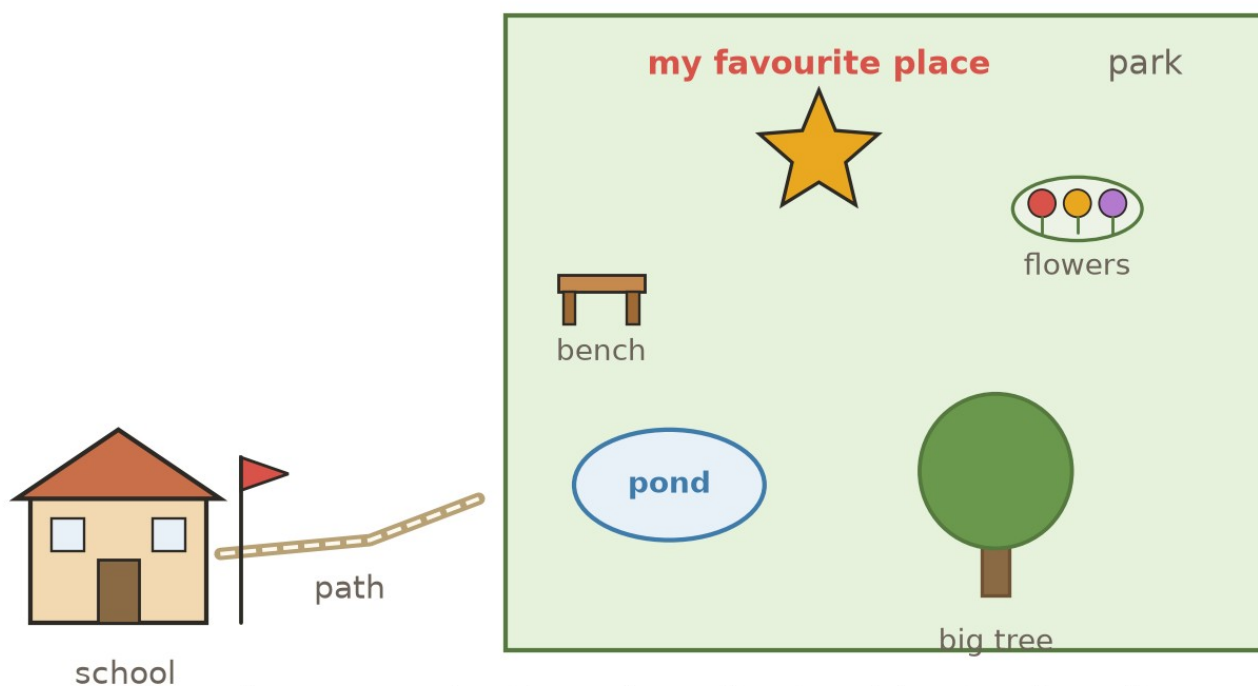
This is a picture of our street. The writing tells about the weather.
We made this picture for this book. You can use a photo of your own place.

A picture of a street on a rainy day. Three notes point to the clouds, the rain and the umbrella: The sky is full of clouds. Rain is falling. We have our umbrellas.

10. My favourite place

The park near my school is my favourite place. I put a star on my map to show it. I like it because I can play and rest there. I can care for it by putting my rubbish in the bin and by staying on the path.

My place map



The park near my school is my favourite place. The star shows it.

We made this map for this book. Make your own place map.

A picture map of a park near a school, with a star on my favourite place. The map shows the school, a path, a pond, a bench, flowers and a big tree.

Now you. Draw a map of a place you like. Put a star on it. Say why you like it. Say how you could care for it.

Worked examples

Worked example 1 (with help) — How many constructed features did we find? Use the tally table.

Constructed means people made them. In the table, the constructed things are: bench, bin, sign and path. Now add the counts. Bench 4, bin 3, sign 2, path 1. $4 + 3 + 2 + 1 = 10$. We found 10 constructed features.

Worked example 2 (with help) — Look at our weather week. Which weather word came up the most?

Count each word. Sunny 2. Windy 1. Rainy 1. Cloudy 1. The biggest count is 2. So sunny came up the most.

Worked example 3 (on your own) — Look at the outline map. Which marked place is at the top of the map?

Hint: look at where the dots are. The worked answer is at the back.

Worked example 4 (on your own) — Look at the rain picture. In which place are the bars about the same size all year?

Hint: look at both bar pictures. The worked answer is at the back.

Practice questions

With help

1. Name two ways to collect.
2. What is fieldwork?
3. Look at the tally table. How many benches did we find?
4. Sort these into two groups: gum tree, bin, flowers, sign.

5. Look at our weather week. How many rainy days were there?
6. Put a dot on a wall map to show where our school is.

On your own

7. Look at the rain picture. Which place has very tall bars at the start of the year?
8. Write one question you could ask an older person about their favourite place.
9. Write a note on a photo of your street to show the weather, like our rainy-day picture.
10. Draw a map of a place you like. Add a star. Tell why you like it, and how you could care for it.

Answers

1. Any two of: go and look; ask people; look at photos and maps; read and watch.
2. Fieldwork is when we go to a real place to find out about it.
3. Four benches.
4. Natural: gum tree, flowers. Constructed: bin, sign.
5. One rainy day (Wednesday).
6. Answers will be different. Check the dot sits on your school's town.
7. Darwin.
8. Answers will be different. Listen for a question about a place, such as "What was your street like when you were little?"
9. Answers will be different. Listen for a note about the weather, such as "It is raining. We have our umbrellas."
10. Answers will be different. Look for a map with a star, a reason, and a care idea.

Worked answers

Worked example 3 — The top of the map is the far side from Tasmania. Darwin is the dot at the top. So the answer is Darwin.

Worked example 4 — In the Darwin picture, the bars jump up and down a lot. In the Melbourne picture, the bars stay about the same size. So the answer is Melbourne.

SCORING GUIDE (teacher-facing)

Q1-Q5, Q7: 1 mark each; accept the answers above or close equivalents.

Q3/Q5: accept the numeral or the word; the tally and the count must agree if the student shows both.

Q4: 1 mark per correct group (2 marks); the group names must be natural and constructed (or "things people did not make" / "things people made").

Q6, Q8-Q10: open; 1 mark each for a sensible attempt meeting the listen-for criteria in Answers. Q10 awards the mark in three parts if marked strictly: map with a star / reason / care idea.

Worked examples 3-4: 1 mark each.

Band standard linkage: evidence for AS sentence 3 (TOC §1; attached to VC2HG2S02 - wording not reproduced) is best taken from the schoolyard walk (What we learn 2-4), the weather week (5) and the map work (7).

SOURCES (teacher-facing)

- Rain numbers (figure 6): Bureau of Meteorology, climate statistics for Darwin Airport (station 014015) and Melbourne Airport (station 086282), https://www.bom.gov.au/climate/averages/tables/cw_014015.shtml and https://www.bom.gov.au/climate/averages/tables/cw_086282.shtml, retrieved 2026-08-25; cached in `_data/bom_014015.shtml`, `_data/bom_086282.shtml` and `_data/bom_monthly.json`. Mean monthly rainfall values were re-plotted as an original figure for this book; no published chart was copied. Student text avoids the term "climate statistics" (Levels 3-4); the figure says "rain numbers" and explains mm in words.
- All ten figures are original, generated for this book by `src/fig_2b_01_ways.py` .. `src/fig_2b_10_myplace.py` (shared helpers in `src/fig_2b_common.py`). The schoolyard tally numbers, the weather week, the street picture and the place map are invented models, labelled as such in the figure captions.
- Outline map (figure 7): the book's own hand-set geometry (`src/au_geometry_1d.py`, shared with Section 1D); approximate by design; no scale bar, no grid, no compass directions (Level discipline).
- Contested terms: none used. Operational definitions carried from 1E: natural feature = a thing people did not make; constructed feature = a

thing people made.

- Exclusions: no Aboriginal and Torres Strait Islander content in this section (CONTENT_POLICY Rule 1). Elaboration .E04 is taught neutralised per TOC D5 ("older relatives and long-standing community members"); the courtesy protocol for yarning with Elders is assessed in Section 2A and is not exercised here.

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

VC2HG2S03

Geography is about finding out about places. We asked our questions, and we collected and sorted what we found out. Now for the fun part — we get to show it, so other people can see what we found!

Things you need: pencils, paper, crayons, a ruler, glue, and your class records from when we collected and sorted what we found, if you have them.

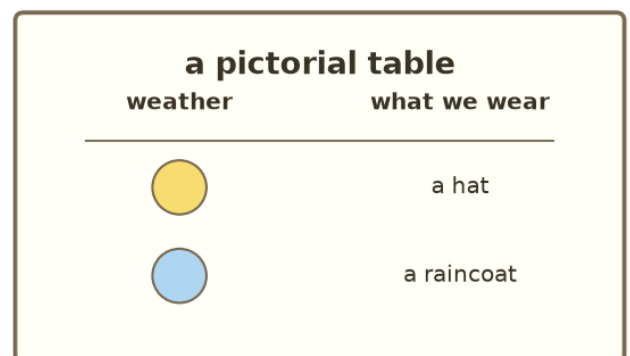
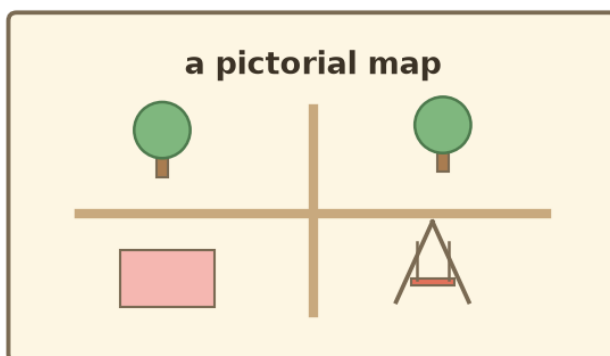
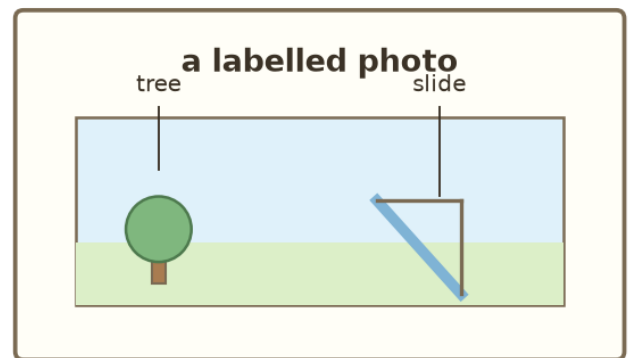
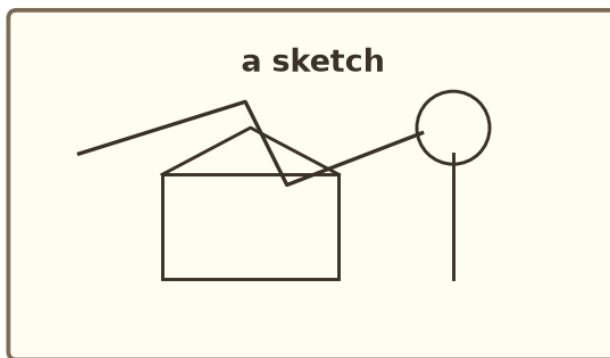
What we learn

Four ways to show what we find

When we find things out about a place, we **represent** them. To represent means to show, so people can see.

We can show what we find in four ways.

Four ways to show the same place



A sketch, a labelled photo, a pictorial map and a pictorial table all show the same schoolyard.

Four small pictures that show the same schoolyard in four ways, as a sketch, as a labelled photo, as a pictorial map and as a pictorial table

- A **sketch** is a quick drawing. It shows the big things you see.
- A **photograph** is a picture a camera takes. We can add **labels** to a photo. A label is a word that names a thing.

- A **pictorial map** is a map made with little pictures. You met pictorial maps when we mapped the people we love.
- A **pictorial table** is a table that uses little pictures.

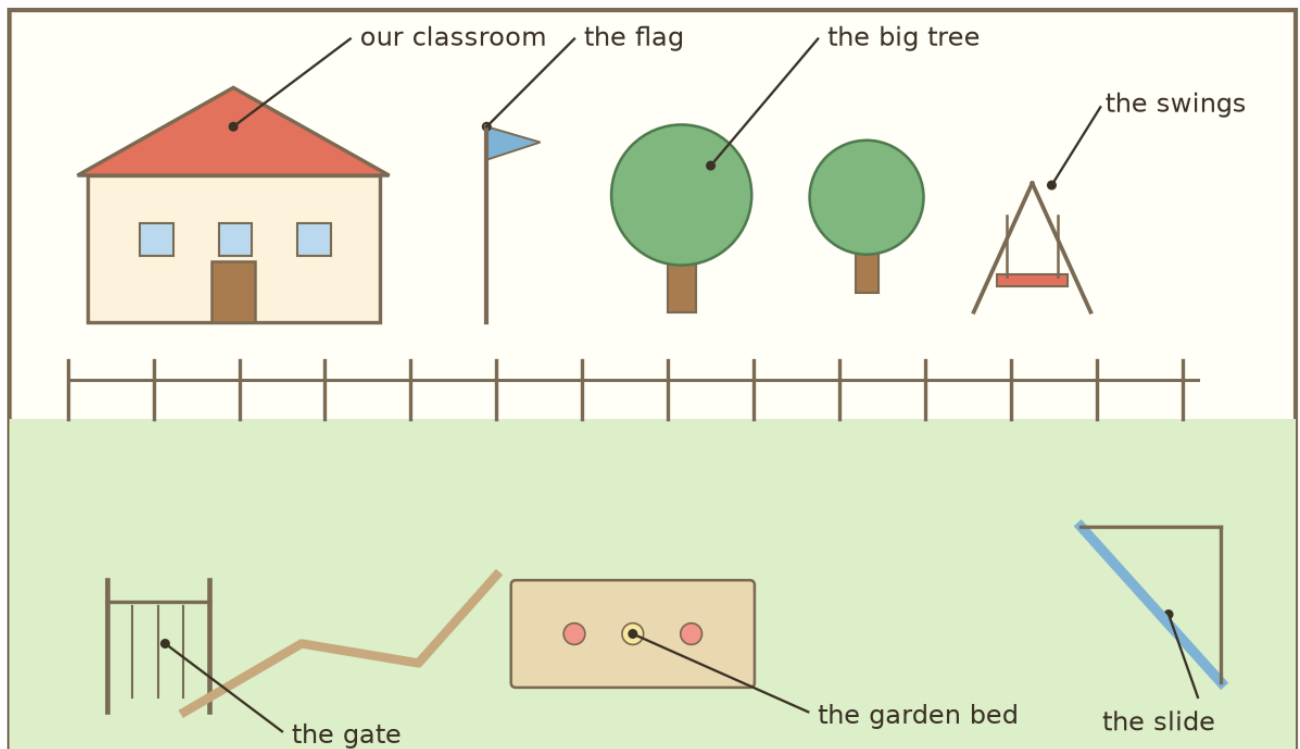
All four show the same place. We pick the one that shows what we found best.

Sketches with labels

Look at Mia's sketch of her schoolyard. She drew the big things, and then she labelled them.

Mia's sketch of her schoolyard

Draw what you see. Then label what you drew.



A child's sketch of a schoolyard with labels, showing our classroom, the flag, the big tree, the swings, the slide, the garden bed and the gate

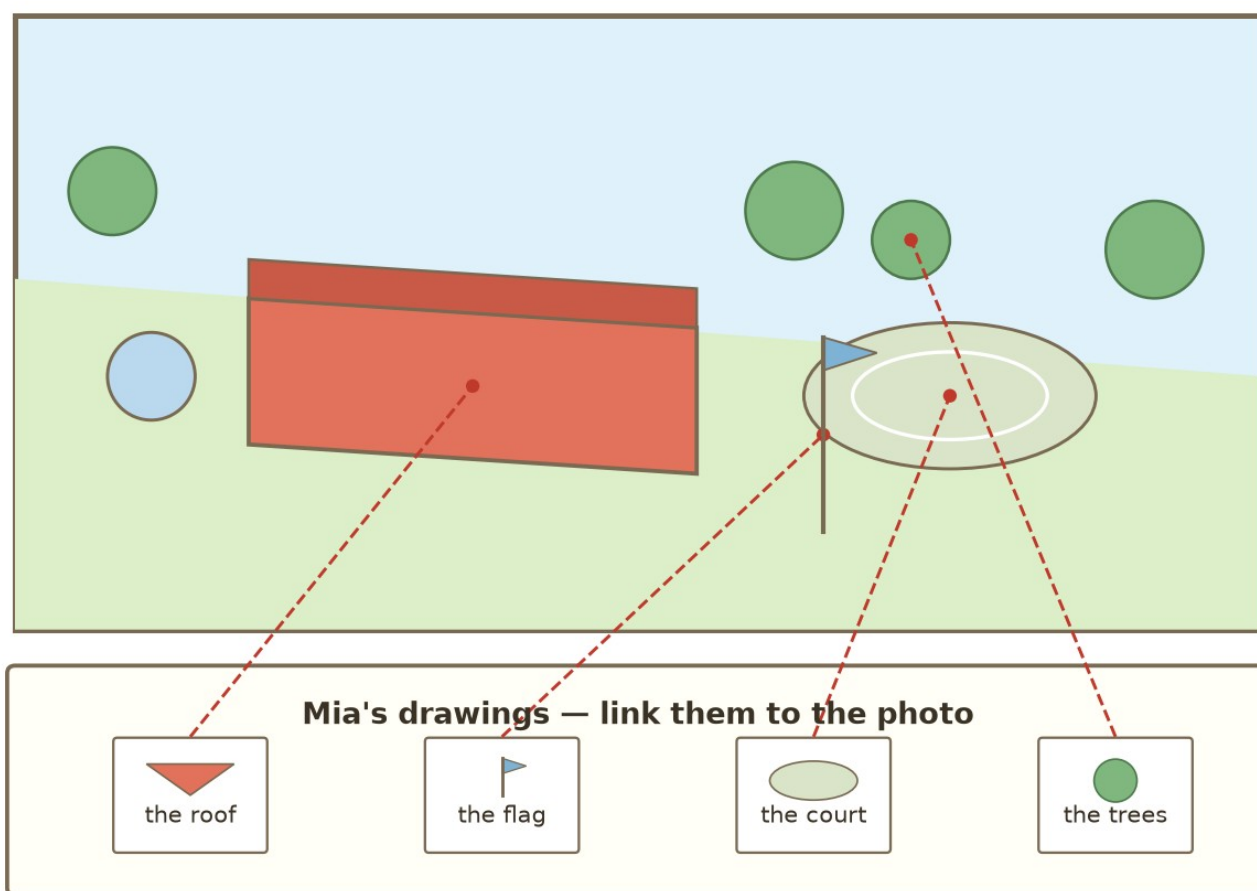
Mia drew only the big things: the classroom, the flag, the big tree, the swings, the slide, the garden bed and the gate. She did not draw every little thing. That is what a sketch is — quick and clear.

Photos, and photos from the sky

A photograph shows a place as it really looks. We can add labels to a photo, just like a sketch.

Some photos are taken from high up in the sky, from a plane. These are called **aerial photographs**. Some aerial photos look straight down at the ground. Some look down from the side, like this one. A sky photo from the side is called **oblique**.

A photo of our school from the sky



An oblique aerial photo is taken high in the sky, looking down from the side.

A photo of a school taken from the sky, looking down from the side, with four small drawings of the roof, the flag, the court and a tree, joined by lines to the same features in the photo

Mia drew the features she saw in the sky photo. Then she linked each drawing to the photo with a line.

A **satellite image** is like a sky photo, but it is taken from way up in space, higher than a plane can fly.

A grown-up can help you look at sky photos of your school or your street on a computer.

Symbols and a key

A **map** shows where things are.

Maps can use **symbols**. A symbol is a little picture that stands for a thing. It is small and quick to draw.

The **key** tells you what each symbol means. A key is also called a **legend**.

Symbols and their key

A symbol is a little picture that stands for a thing.

 tree	 playground
 water	 gate
 flower bed	 bin

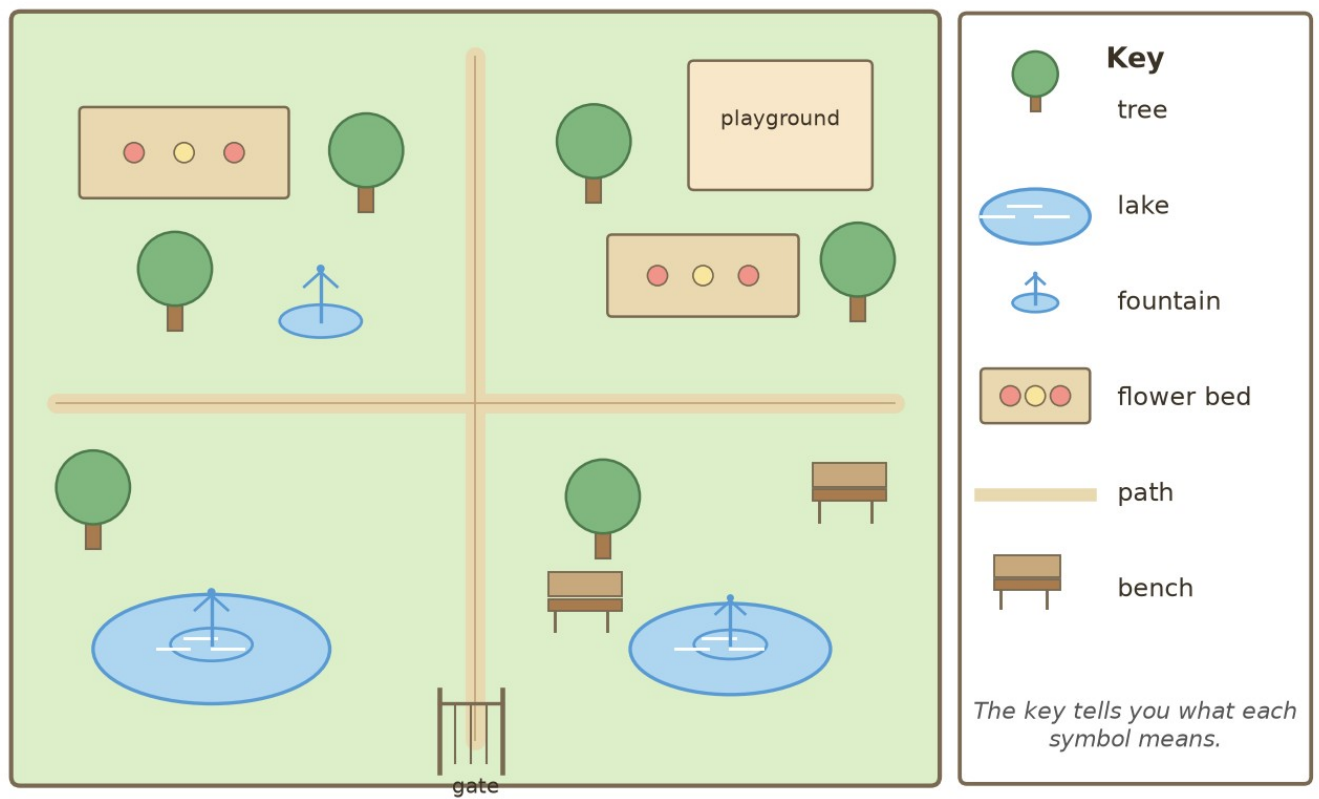
On a map, the key lists the symbols and tells you what they mean.

Six symbol cards in a key, a tree, water, a flower bed, a playground, a gate and a bin, each with the word for what the symbol means

A pictorial map of a big garden

Now let's use symbols on a map. This is a pictorial map of a big garden.

A pictorial map of a big garden



A pictorial map of a big garden with wide paths, two lakes, fountains, trees, flower beds, benches, a playground and a gate, and a key that lists the symbols for tree, lake, fountain, flower bed, path and bench

This map is like a real public garden in Melbourne called Carlton Gardens. Carlton Gardens has wide paths, big trees, flower beds, two lakes and a playground. *Source: Wikipedia, "Carlton Gardens", viewed 25 August 2026.*

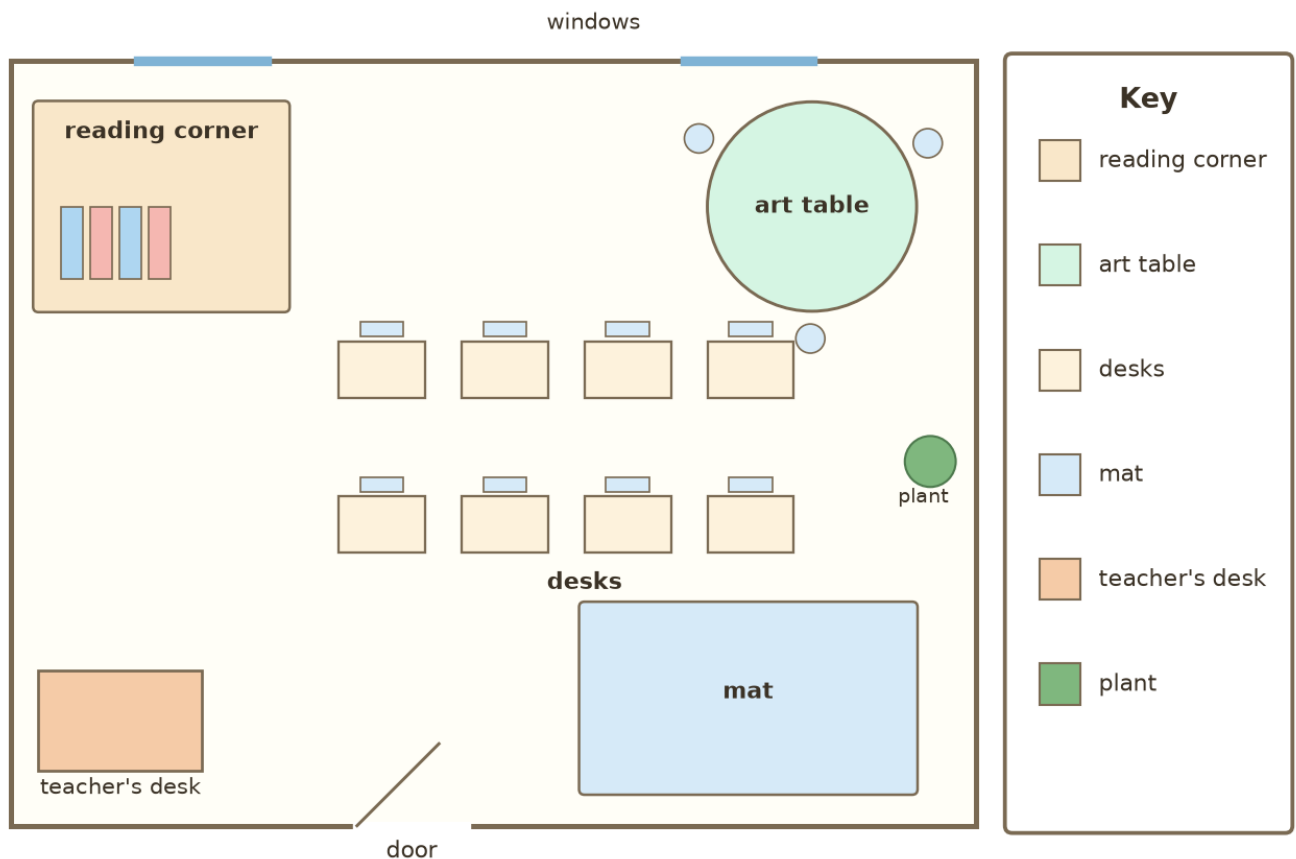
Use the key to read the map. The key is the helper that turns symbols back into things.

A plan shows a place from straight above

A **plan** is a drawing of a place seen from straight above, like a bird looking down. You met a plan before, when we looked at things from straight above.

We can label the parts of a plan, and we can use symbols on a plan too.

A plan of our classroom, seen from straight above



A plan of a classroom seen from straight above, with the reading corner, the art table, eight desks, the mat, the teacher's desk, the door, the windows and a plant, and a key of coloured squares for each part

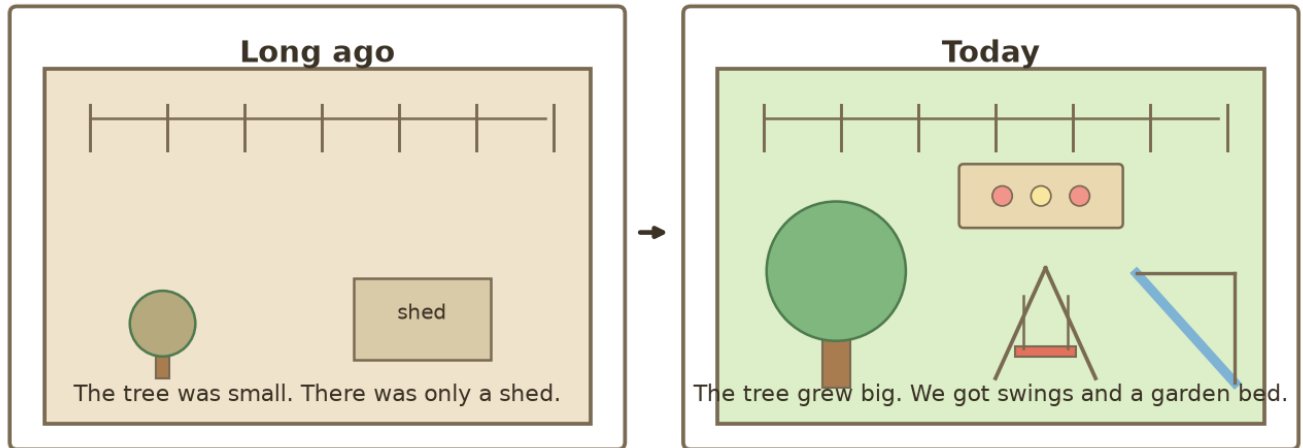
On this plan of our classroom, each part is labelled, and the key shows what each colour means.

Then and now: how places change

We can use photos and sketches to see how a place **changes**.

We look at old photos of a place. Then we look at the place today, or at new photos. What is the same? What is different?

The same schoolyard, long ago and today



Old photos help us see how a place changes.

We can sketch the place today, too.

Two pictures of the same schoolyard side by side, one from long ago with a small tree and only a shed, and one from today with a big tree, swings, a slide and a garden bed

Real places change too. Flinders Street station is in Melbourne. Long ago, the first Flinders Street station was only small old buildings made of wood. The big one we see today opened in 1910. *Source: Wikipedia, "Flinders Street railway station", viewed 25 August 2026.*

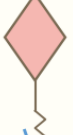
We can also record the weather and the seasons, like we did before. Our weather records show how a place changes through the year.

Pictorial tables match things

A **pictorial table** puts things into groups that match, using little pictures.

Pictorial tables match things that go together

season	what we wear
summer 	
winter 	 
We match the clothes to the season.	

weather	what we can do
 sunny	
 rainy	 
We match the activity to the weather.	

Two pictorial tables, one matching a sun hat and a coat and scarf to summer and winter, and one matching kite flying and puddle jumping to sunny and rainy weather

In the first table we match clothes to seasons. In summer we wear a sun hat. In winter we wear a coat and a scarf.

In the second table we match things we can do to the weather. On a sunny, windy day we fly a kite. On a rainy day we jump in puddles in our boots.

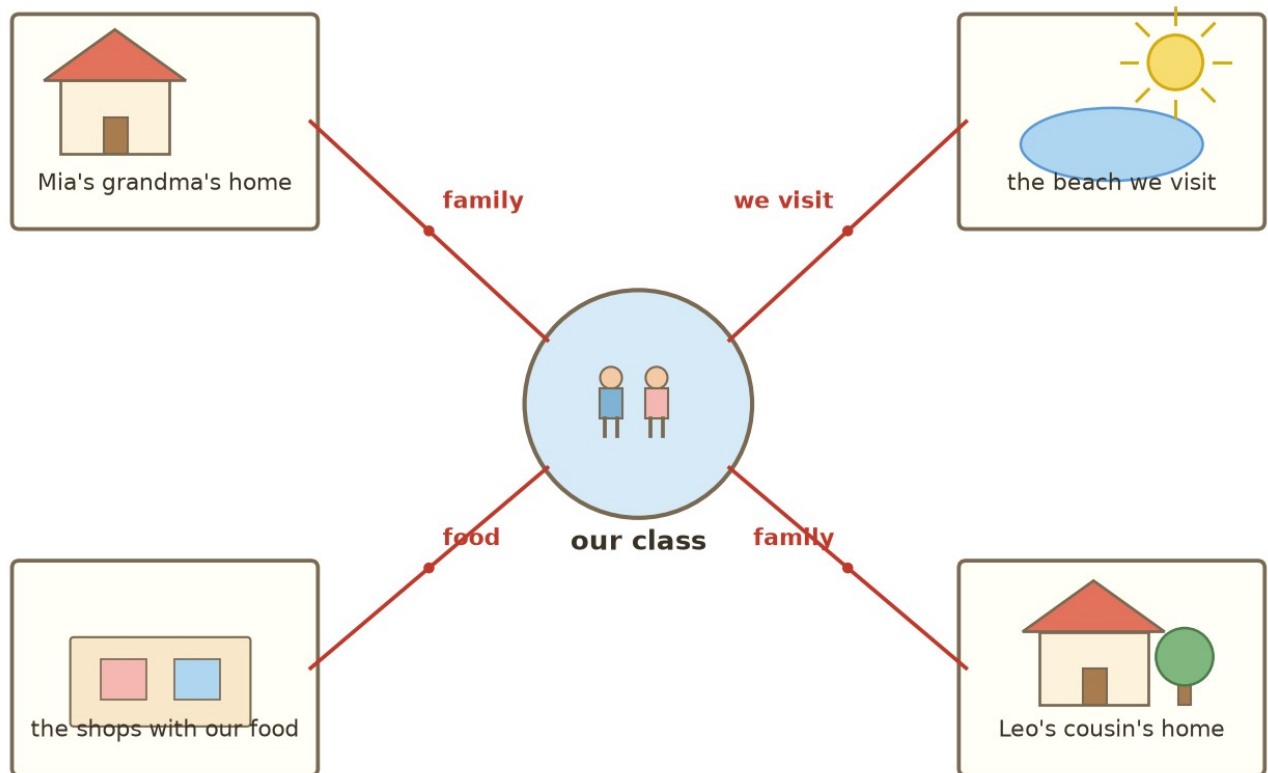
Tables like this use our weather and season work from before.

Places we link to

Maps and tables can also show how people and places link.

Look at this map of our class.

Places our class links to



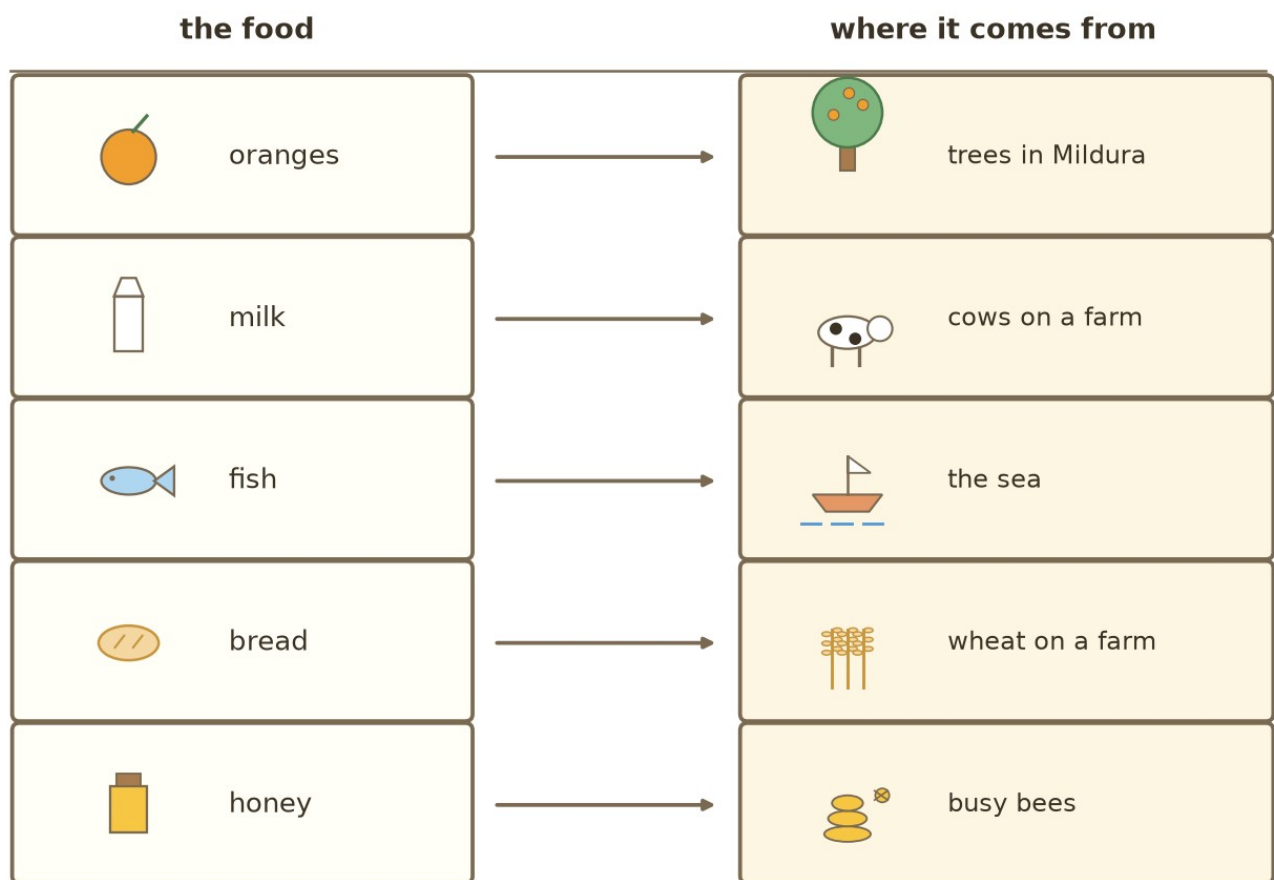
A map like this shows the places our class links to.

A map with our class in the middle, linked by red lines to four place cards, Mia's grandma's home, the beach we visit, the shops with our food, and Leo's cousin's home, with the words family, we visit and food on the lines

Our class is in the middle. The lines show how we link to places. Some of us have family in other towns. Some of us visit the beach in summer. Some of us get our food from the shops.

Maps and tables can also show where our food comes from.

Where does some of our food come from?



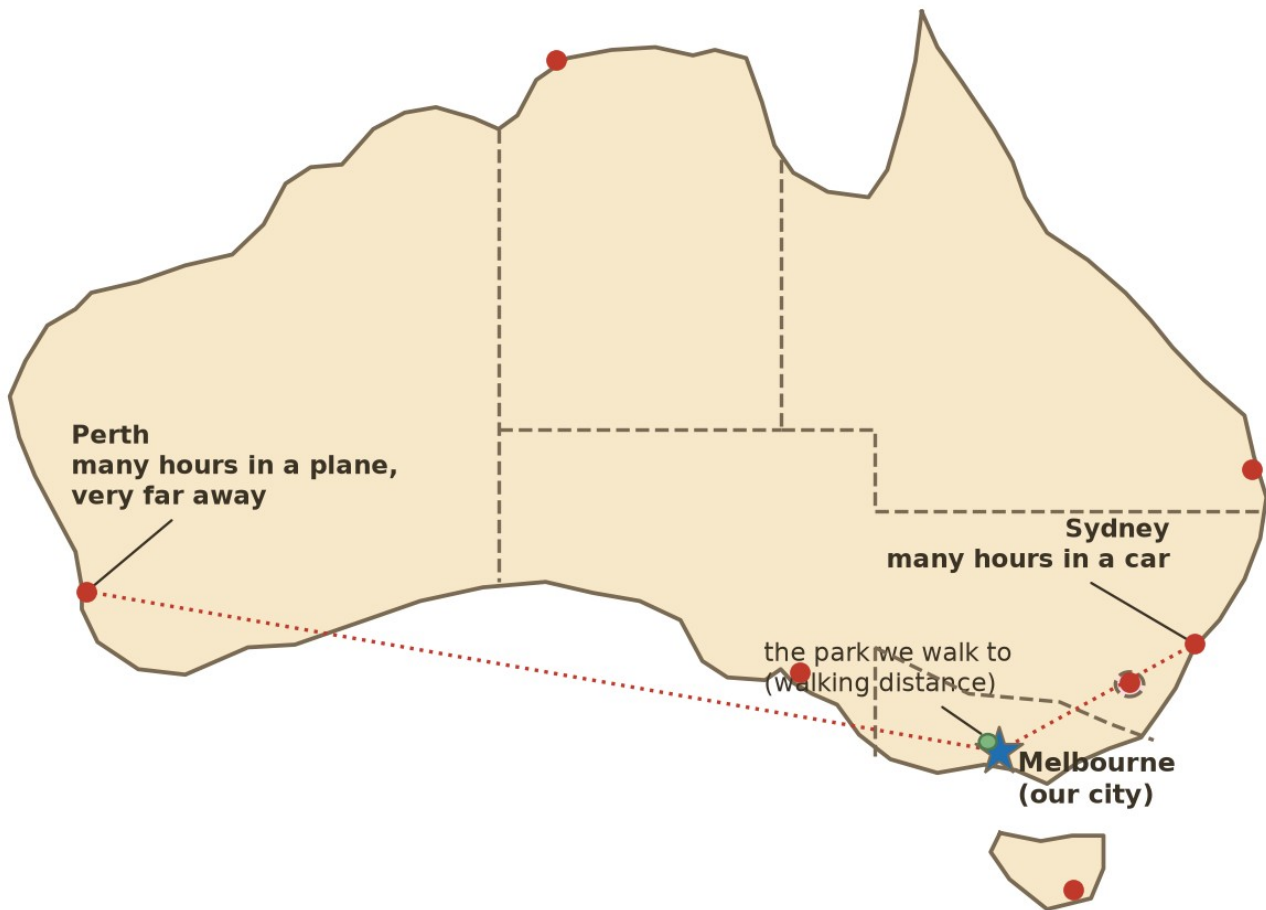
A pictorial table with arrows, showing that oranges come from trees in Mildura, milk comes from cows on a farm, fish come from the sea, bread comes from wheat on a farm and honey comes from busy bees

Lots of Australia's oranges and grapes grow near Mildura. Mildura is far from Melbourne, and it sits by the Murray River. Source: Wikipedia, "Mildura", viewed 25 August 2026.

How far away? Words for distance

Maps help us talk about **distance** — how far away things are. We do not need numbers. We can use words.

How far away? Words for distance



Maps help us talk about distance: close, local, distant, or many hours away.

A map of Australia with Melbourne marked by a star, the park we walk to marked as walking distance, Sydney marked as many hours in a car, and Perth marked as many hours in a plane and very far away

- **close or local** — the park we walk to. It is walking distance from our city.
- **far** — Sydney. It is many hours in a car from Melbourne.
- **distant** — Perth. It is many hours in a plane. It is very far away.

Melbourne, Sydney and Perth are capital cities — you met them before. This map shows all three.

We try together

Worked example 1 — Read the garden map with the key

Let's use the key to read the pictorial map of the big garden.

1. Find the key. The key lists six symbols: tree, lake, fountain, flower bed, path and bench.
2. Find the lakes. The lake symbol is a blue shape. Look at the map — there are two lakes.
3. Find the playground. The playground is the big sand-coloured box. It is in the top right of the map.
4. Find the fountains. There is one in each lake, and one on the grass by the top path. Three fountains!

Now we can describe the garden: *The garden has two lakes, three fountains, a playground and lots of trees.*

Worked example 2 — Make a pictorial table together

Let's make a pictorial table about the weather, using our 1F weather records.

1. Draw a table with a ruler. Write **weather** at the top of one side and **what we can do** at the top of the other side.
2. Pick a kind of weather. Draw it. Sunny! Draw a sun.
3. Draw what we can do. Draw a kite for a sunny, windy day.
4. Add more lines: rainy — jump in puddles; windy — watch the flag fly.

weather	what we can do
sunny	wear a sun hat
rainy	jump in puddles
windy	fly a kite

A pictorial table puts things into groups that match. Now anyone can read our table and see what we found.

Your turn

With help

Activity 1 — Sketch and label your schoolyard

1. Go outside with your teacher. Look at your schoolyard with care.
2. Draw a sketch. Draw only the big things.
3. Label three things in your sketch.
4. Show a friend. Can they find the three things you labelled?

Activity 2 — Sky photo finder

1. With a grown-up, look at a sky photo of your school or your street on a computer.
2. Find three features you know. Remember: some features are natural (part of nature, like trees and rivers) and some are constructed (made by people, like buildings and roads). Name one natural feature and one constructed feature in your photo.
3. Draw one of the features you found. Then link your drawing to the photo with a line, like Mia did.

Activity 3 — Label a plan

1. Look at the classroom plan in “A plan shows a place from straight above”.
2. Draw a symbol for the door and a symbol for the plant. Add them to the key.
3. Now draw a plan of your own classroom from straight above. Label two parts and add a key.
4. If you have a map of your local area, put a star on your home and label it.

Activity 4 — Match with a pictorial table

1. Make a pictorial table with two sides: **season** and **what we wear**.
2. Draw summer and draw winter. Draw clothes that match each one.
3. Add one more row for spring or autumn.

On your own

Activity 5 — Then and now

1. Find an old photo of a place you know. Ask a grown-up to help. It might be your street, your school or your home.
2. Look at the place today.
3. Draw two pictures: the place long ago, and the place today.
4. What changed? What is the same? Tell a friend.

Activity 6 — Your link map

1. Think of three places you link to. They might be where your family lives, where you go on holidays, or where your food comes from.
2. Draw yourself in the middle of your page. Draw the three places around you.
3. Link each place to you with a line. Write one word on each line, like *family* or *visit*.
4. Show a friend. Which places do you both link to?

Activity 7 — Distance words

1. Look at the map in “How far away? Words for distance”.
2. Name a place that is walking distance from your home.
3. Name a place that is many hours in a car from your home.
4. Name a place that is very far away. Is it distant?

Geography in real life

Our class display map

1. As a class, pick a place you all know — your schoolyard, or a park near school.
2. Remember when we collected and sorted the features of a place? In groups, draw one feature each, as a symbol.
3. Put the symbols together on one big pictorial map. Add a key so people can read it.
4. Put your map on display. Ask another class to come and look.
5. Tell them what your map shows.

Next, you will use your maps and tables to work out conclusions and proposals about places. Then you will share what you found, using your maps and photographs.

Answers

Answers will look different for every child. Here is one way to answer each one. Most responses are personal — yours will be different, and that is right.

Worked example 1: The key lists six symbols. The map has two lakes, one playground (top right) and three fountains. One way to describe it: *The garden has two lakes, three fountains, a playground and lots of trees.*

Worked example 2: A sunny day matches a sun hat, a rainy day matches puddle jumping, a windy day matches kite flying. Any matching that makes sense is right.

Activity 1: Check: the sketch shows only the big things, and three of them have labels a friend can find.

Activity 2: Every photo is different. One answer: the trees are natural features; the school building is a constructed feature; the drawing of the slide is linked to the slide in the photo.

Activity 3: Check: your plan is drawn from straight above, two parts are labelled, and the key matches your symbols. One door symbol is a gap with a line; one plant symbol is a green circle.

Activity 4: One answer: summer matches a sun hat; winter matches a coat and scarf; spring matches a raincoat.

Activity 5: One answer: long ago our street had only a few houses; today it has many houses. The hill is the same.

Activity 6: One answer: I link to the beach (we visit), to my grandma's home (family) and to the farm where our eggs come from (food).

Activity 7: One answer: the shops are walking distance; my cousin's town is many hours in a car; Perth is distant — very far away.

What it all means: conclusions and proposals about places

You asked. You collected. You showed. Now comes the best part — saying what it all means, and planning how to help!

In this topic, you will learn how to reach a **conclusion** and make a **proposal** about places.

Teacher note: this is the conclude-and-propose step of Chapter 2's inquiry sequence, and it is exercised on Chapter 1 content per TOC decision D4: every conclusion and proposal here answers the caring questions posed by Sections 1A and 1E ("how can we care for it?"), and the "Now and later" work imagines how a local feature might change and proposes actions to improve it, as the chapter-block spec requires (VC2HG2S04.E06). This section exercises sentence 4 of the band achievement standard (TOC §1; wording not reproduced). Level discipline: conclusions rest on collected information and observations — the word "analyse" and any weighing of possible impacts of actions belong to Levels 3–4 (VC2HG4S03, VC2HG4S05) and are not anticipated; proposals are actions to care for or improve a place, full stop. This section is wholly neutral under TOC D5 — none of the seven elaborations carries an excluded First Nations limb, and nothing here is §2A-affected. The Sustainability cross-curriculum priority tags on E03, E05, E06 and E07 are recorded only (TOC D6); no organising idea is mapped. Inclusion: Q9 offers the E03 space list as choices (bedroom, reading corner, play area, chicken coop, a beach you visit) so no child is caught by their living situation, and Q10's "far place" may be any place that matters to the child — a place a relative loves, a place visited, or a place their food comes from — never a prescribed person. The one real, sourced place (St Kilda Beach and its little penguins) carries a source line with its viewing date; everything else is the class's own collected evidence, original by construction.

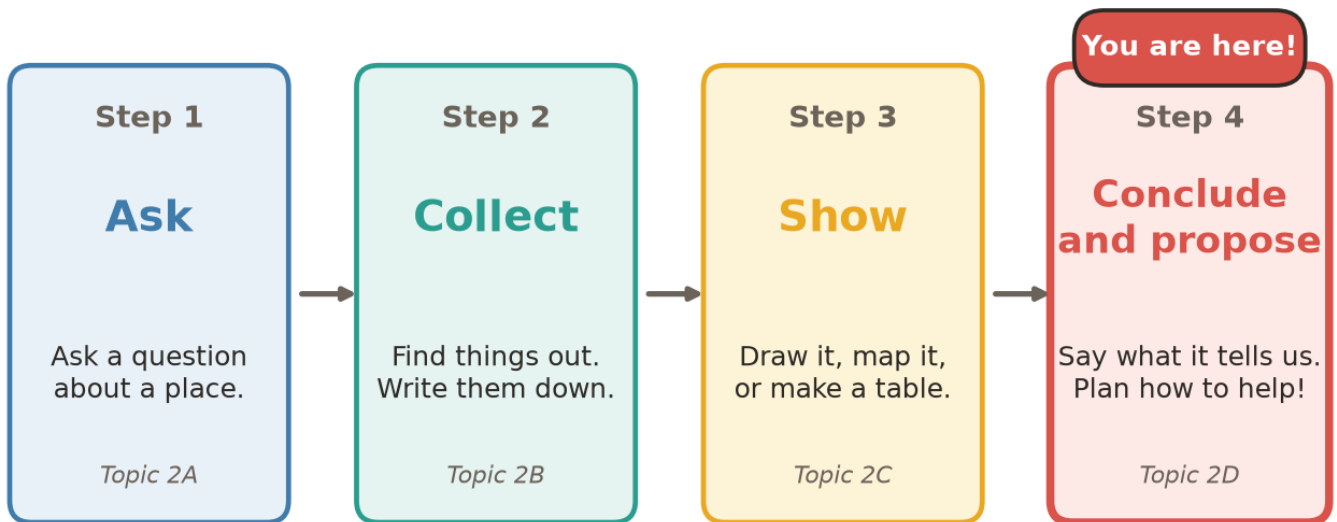
Our learning

Where are we?

In Topic 2A, you asked questions about places. In Topic 2B, you collected what you saw and wrote it down. In Topic 2C, you showed what you found in drawings, maps and tables.

Now it is time to think about what it all tells us. That is what we do in this topic!

Our steps for finding out about a place



In this topic, we take Step 4.

Four step cards for finding out about a place: ask a question, collect and write down, show it, then conclude and propose, with a You are here badge on the last step

What is a conclusion?

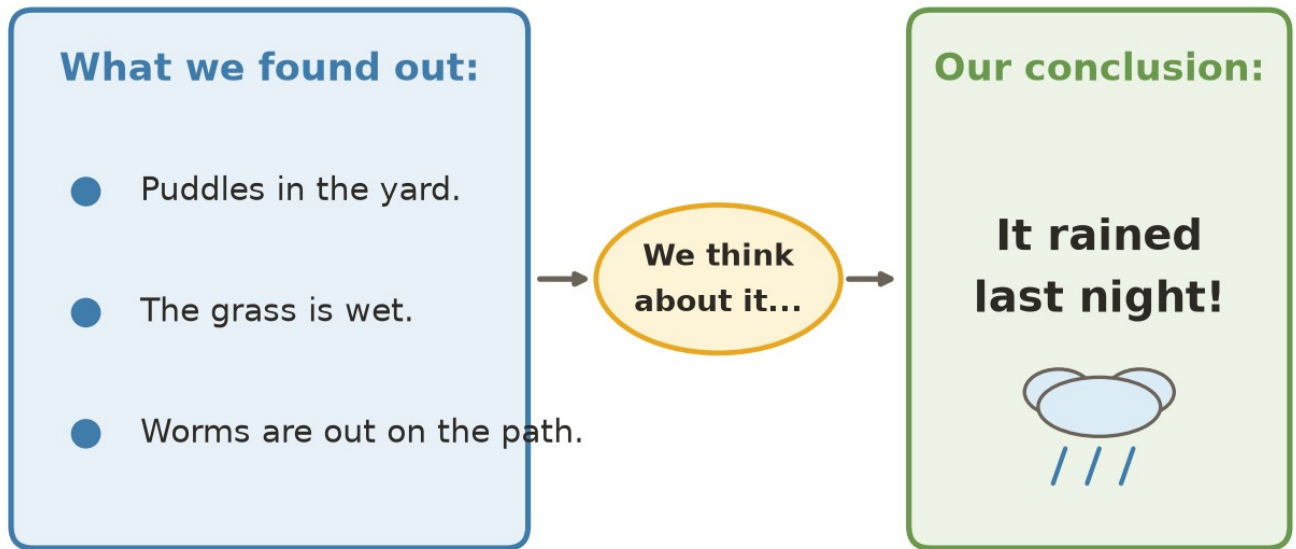
To **conclude** means to think about what we found out, and say what it tells us. A **conclusion** is what we say.

Good conclusions come from what we found out. They answer our questions.

Look at this. The class sees puddles in the yard. The grass is wet. Worms are out on the path. They conclude: *It rained last night!*

The puddles, the wet grass and the worms are what they found out. The class did not just guess. They looked first. Then they concluded.

What is a conclusion?



We looked first. Then we said what it tells us.

A conclusion card showing what we found out, puddles in the yard, wet grass and worms on the path, and our conclusion, it rained last night

Guess, or conclusion?

A guess is what we say when we have not looked first. A conclusion comes from what we found out.

Guess, or conclusion?

 Just a guess	 A conclusion from what we found out
 The park is the best place.	 We counted ten kids in the park. Many kids like our park.
 Gardens are sad.	 The soil is dry. The garden needs water.
 I heard birds are nice.	 We saw four birds in our tree. Birds like our tree.

A conclusion comes from what we found out. A guess does not.

A sort chart with two sides, just a guess and a conclusion from what we found out, with three example sentences on each side

What is a proposal?

To **propose** means to share a plan. A **proposal** is a plan we share. It says: *Let's do this!*

In Topic 1A, you learned how to look after places. In Topic 1E, you saw how places can change. A proposal is how we help. We see what a place needs. Then we propose a way to care for it, or to make it better.

What is a proposal?



A proposal is a plan we share. It says: Let's do this!

A proposal card showing a problem, litter in our park, and a proposal, let's put the litter in the bin and put up a kind sign

Proposals to care for a place

Here are some proposals that care for a place.

Proposals to care for a place



Six proposal cards for caring for a place, such as let's put the litter in the bin, let's plant new trees, and let's be kind to the birds and bees

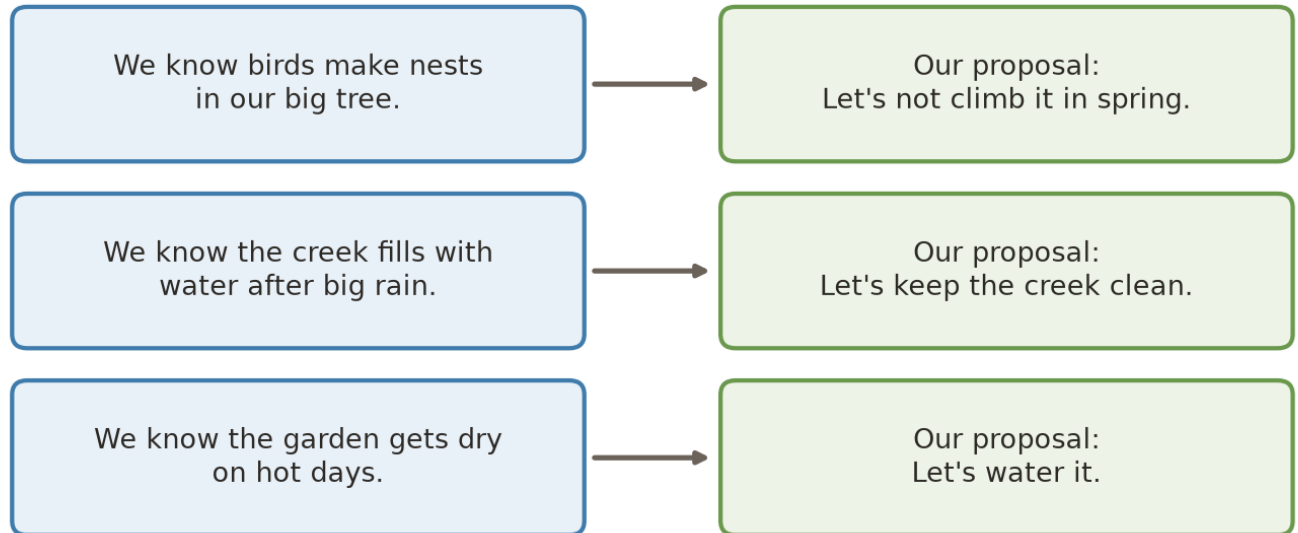
- Let's put the litter in the bin.
- Let's pick up litter with a grown-up.
- Let's plant new trees.
- Let's water the garden on hot days.
- Let's use the path, not the flowers.
- Let's be kind to the birds and bees.

Each proposal says: *Let's do this!* Each one helps a place.

Knowing about a place helps us care for it

What we know about a place can help us make good proposals.

Knowing about a place helps us care for it



What we know about a place can help us make good proposals.

Three rows that match what we know about a place to a caring proposal, such as we know birds make nests in our tree, so let's not climb it in spring

- We know birds make nests in our big tree. So our proposal is: *Let's not climb it in spring, when the baby birds are new.*
- We know the creek fills with water after big rain. So our proposal is: *Let's keep the creek clean, so the water can flow.*
- We know the garden gets dry on hot days. So our proposal is: *Let's water it.*

When we know about a place, we can care for it well.

Now and later

Places can change. You met change in Topic 1E. We can think about a place now. Then we can think: what might it be like later?

Now and later



Two pictures, our park now with a small new tree, and our park later with a big tree full of birds, joined by the words with our care, with a proposal underneath

The small, new tree in our park might grow into a big tree. Birds might live in it. It might give us cool shade on hot days.

What can we do now, to help it have a good later? We can propose: *Let's water the new tree. Let's keep the soil safe.*

Our connections, near and far

A **connection** joins you and a place. You met connections in Topic 1C, and far-away places in Topic 1G.

We can draw conclusions about our connections too. Think about a far place that is important to you. It might be a place your family loves. It might be a place you went on a trip to. It might be a place where some of your food comes from.

Our conclusion might be: *This far place is important to me.* It gives us food. Someone we love lives there. We had fun there.

And our proposal might be: *Let's keep our connection going!* We can visit, write, talk, or look at photos. We can care about what happens there.

Worked examples

Example 1 — with help

The class asked a question in Topic 2A: *What does our school garden need?*

In Topic 2B, they went to the garden. They **observed** it. To observe means to look with care. They wrote down what they saw.

What we found out

The soil is dry.

What it tells us

The garden needs water.

There are three empty bottles on the ground.

There is litter in the garden.

We saw bees on the new flowers and a worm in the soil.

Bugs like our garden.

Then the class put it all together.

Their conclusion: *Our garden needs water, and it needs a clean-up. Bugs like our garden.*

Their proposal: *Let's water the garden after lunch. Let's put the litter in the bin.*

The class found out first. Then they concluded. Then they proposed. That is how it works!

Example 2 — with help

Mia's class asked a geographical question: *Is our park a good home for birds?* (Geographical means *about places*.)

In Topic 2B, the class collected what they saw in the park.

What we saw

How many?

birds

5

nests in the trees

2

a bird bath

1

Then the class talked about what they found.

They concluded: *Yes! Birds eat, rest and live in our park. The park is a good home for birds.*

Their proposal: *Let's plant more trees. And let's put up a kind sign: Please be kind to our birds.*

Example 3 — on your own

Noah's special space at school is the reading corner. He describes it. To describe means to tell about something.

The reading corner has soft seats, a lamp, a rug and lots of books. It is quiet. I love it. It is important to me, because I can read and rest there.

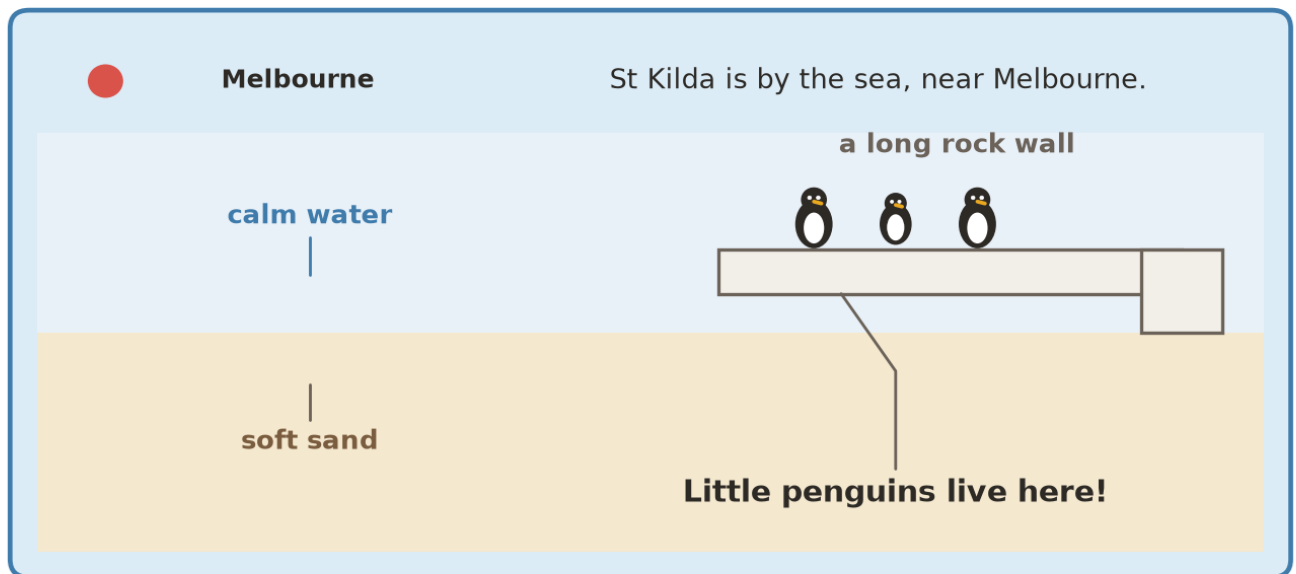
Noah draws a conclusion: *The reading corner is a calm place to read. Many kids like it, so it can get messy.*

His proposal: *Let's put the books back where they go. Let's use quiet voices in the reading corner.*

Example 4 — on your own

St Kilda is a place by the sea, near Melbourne. It has a beach with soft sand and calm water. A long rock wall goes out into the sea. It keeps the water still. Little penguins live there! People come from near and far to see them. (Source: Wikipedia, "St Kilda, Victoria", viewed 25 August 2026.)

A real place: St Kilda Beach



What we know: penguins need a clean, quiet home.

A card about a real place, St Kilda Beach near Melbourne, with soft sand, calm water, a long rock wall, and little penguins, and a note that penguins need a clean, quiet home

Lin reads about St Kilda. She draws a conclusion: *The penguins need a clean, quiet home by the sea.*

Then Lin makes a proposal: *Let's take our litter home, or put it in the bin. Let's watch the penguins quietly, so we do not scare them.*

If people care for the beach, the penguins can keep living there. That is a good later!

A model text

Here is one good way to write a conclusion and a proposal.

Model text: My conclusion and proposal

Our question: *Is our garden a good home for bugs?*

What we found out: *We saw bees on the flowers.*

We saw a worm in the soil.

My conclusion is: *Our garden is a good home for bugs.*

My proposal is: *Let's keep the garden clean
and water the flowers.*

A conclusion says what we found out. A proposal says: Let's do this!

A model text called My conclusion and proposal, with a question, what we found out, a conclusion and a proposal about the school garden

Practice questions

With help

Q1. Sort the sentences. Write **C** for a conclusion and **P** for a proposal.

1. The soil is dry. The garden needs water.
2. Let's pick up the litter in the yard.
3. We saw many bees on the flowers. Bees like our garden.
4. Let's put up a sign to help the birds.
5. There is litter near the seats. We need to use the bin.
6. Let's plant new flowers by the gate.

Q2. Look at what the class found out. Then finish the conclusion.

What we found out: *The yard has puddles. The grass is wet. The sky has big clouds.*

Our conclusion: _____.

Q3. Draw a line from each problem to a kind proposal.

Problem

Proposal

1. The school garden is dry.

a. Let's use quiet voices, and put the books back where they go.

2. There is litter by the seats in the park.

b. Let's water it after lunch.

3. The reading corner is loud, and the books are on the floor.

c. Let's put the litter in the bin, and put up a kind sign.

Q4. Tick ✓ the conclusion in each pair. A conclusion comes from what we found out.

1. ☐ Maybe the park is fun. ☐ We counted ten kids in the park. Many kids like our park.
2. ☐ I think gardens are sad. ☐ The soil is dry. The garden needs water.
3. ☐ Someone said birds are nice. ☐ We saw four birds in our tree today. Birds like our tree.

Q5. The class looked at their classroom book corner. They found books on the floor, and two torn books. Finish the conclusion and the proposal.

Our conclusion: _____.

Our proposal: Let's _____.

On your own

Q6. Pick a place at your school. Find out two things about it. Then finish the sentence: *My conclusion is* _____.

Q7. Copy the planner below. Pick a place you love. Fill it in: your place, what you found out, your conclusion, and your proposal.

My conclusion and proposal planner

My place:

What I found out:

My conclusion is:

My proposal is: Let's

Draw your place here:

Find out first. Then conclude. Then propose.

My conclusion and proposal planner, with spaces to write my place, what I found out, my conclusion, and my proposal, and a box to draw my place

Q8. Now and later. Pick a feature near you — a tree, a garden, a creek or a park. How might it change? Write or draw about **now** and **later**. Then write a proposal to help it have a good later.

Q9. A special space. Draw a space that is important to you. It might be your bedroom, the reading corner at school, a play area, a chicken coop at home, or a beach you visit. Write two things you can see there. Then write one way to care for it: *Let's* _____.

Q10. Far and wide. Think of a far place that is important to you. Finish the sentences.

This place is important to me because _____. *We can keep our connection going by* _____.

Answers

Q1. 1 C, 2 P, 3 C, 4 P, 5 C, 6 P.

Q2. One good answer: *It rained last night.* Another good answer: *It is a rainy day.*

Q3. 1 — b. 2 — c. 3 — a.

Q4. Tick the second one in each pair.

Q5. Answers will be different. One good answer: Our conclusion: *The book corner needs care.* Our proposal: *Let's put the books back where they go, and tell a grown-up about the torn books.*

Q6–Q10. Answers will be different for every student. See the worked answers for one good way to answer.

Worked answers

Q1. A conclusion says what we found out. A proposal says *Let's do this!*

1. *The soil is dry. The garden needs water.* — This says what is happening in the garden, from what we can see. It is a **conclusion**.
2. *Let's pick up the litter in the yard.* — This is a plan to help. It is a **proposal**.
3. *We saw many bees on the flowers. Bees like our garden.* — This comes from what we saw. It is a **conclusion**.
4. *Let's put up a sign to help the birds.* — This is a plan to help. It is a **proposal**.
5. *There is litter near the seats. We need to use the bin.* — This tells us what is happening. It is a **conclusion**.
6. *Let's plant new flowers by the gate.* — This is a plan to help. It is a **proposal**.

Q2. Puddles, wet grass and big clouds all tell us about rain. One good conclusion: *It rained last night.* Another good conclusion: *It is a rainy day.*

Q3. Match each problem to a proposal that helps with that problem.

- The school garden is dry → *Let's water it after lunch.* Water helps a dry garden.
- There is litter by the seats in the park → *Let's put the litter in the bin, and put up a kind sign.* The bin and the sign help with litter.
- The reading corner is loud, and the books are on the floor → *Let's use quiet voices, and put the books back where they go.* Quiet voices and tidy books help the reading corner.

Q4. A conclusion comes from what we found out. A guess does not.

1. Tick: *We counted ten kids in the park. Many kids like our park.* The class counted first. That is what they found out.
2. Tick: *The soil is dry. The garden needs water.* We can see and touch dry soil. That is what we found out.
3. Tick: *We saw four birds in our tree today. Birds like our tree.* The class saw the birds first. That is what they found out.

Q5. One good way: Our conclusion: *The book corner needs care. Many kids use it, and the books can get torn.* Our proposal: *Let's put the books back where they go. Let's tell a grown-up about the torn books, so they can be fixed.* The conclusion comes from what the class found. The proposal is a plan to help.

Q6. One good answer, about the schoolyard: I found out that the grass is dry, and that many kids play by the gate. *My conclusion is: our schoolyard needs water, and many kids love the gate.*

Q7. One good planner, about the park by my home: My place: *the park by my home.* What I found out: *1. There are two seats. 2. The swing is broken.* My conclusion is: *The park is fun, but the swing needs a fix.* My proposal is: *Let's tell a grown-up about the swing, and let's use the bin for our litter.*

Q8. One good answer: My feature is the young tree by the school gate. Now it is small. Later it might be big, and give us cool shade. My proposal: *Let's water the young tree, and be kind to it.*

Q9. One good answer, about the beach: I can see soft sand and calm water. I can see shells too. My way to care for it: *Let's take our litter home, or put it in the bin.*

Q10. One good answer: *This place is important to me because my uncle lives there, and I had fun on our last trip. We can keep our connection going by talking on the phone and looking at photos.* Another good answer: *This place is important to me because some of our food comes from there. We can keep our connection going by learning about it at the library.*

VC2HG2S04 Draws on: VC2HG2S04.E01, .E02, .E03, .E04, .E05, .E06, .E07 All of VC2HG2S04.E01 to .E07 are free to use here. Nothing here is left out under §2A of the TOC.

Sharing what we learned: place stories, maps and photographs

VC2HG2S05

How do we tell others about a place? We asked questions and looked with care. We drew maps and made plans. Now we put our learning together and share it — with place stories, maps, photos and pictures!

Things you need: pencils, paper, crayons, glue, and photos or drawings of your place if you have them.

What we learn

What is a narrative?

A **narrative** is a story about a place.

When we tell a place story, we can say:

- where the place is
- what we can see, hear and feel there
- what the place is like
- why it is special

An **observation** is something we notice. In 2B you collected observations. You wrote down what you saw, heard and felt. Our observations give our place stories lots to tell.

A narrative about our school garden



A narrative is a story about a place.

A story card about a school garden. Four little boxes tell what each part of the story does.

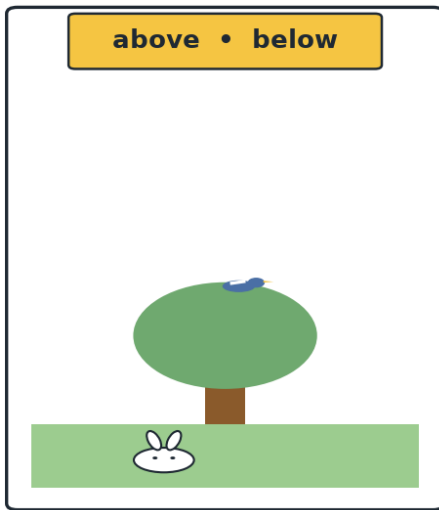
Talk about it: Read the story card with a friend. Can you find the part that says where the garden is? Can you find the part that tells why it is special?

Words that tell where

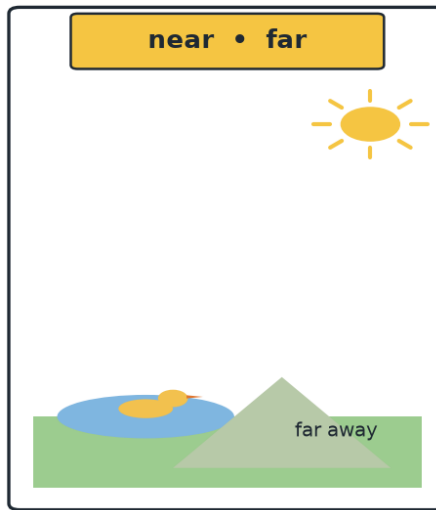
We can use little words to tell where a place is, or where things are in a place.

- **above** and **below** — The bird is above the tree. The rabbit is below the tree.
- **near** and **far** — The duck is near the pond. The hill is far away.
- **beside** and **opposite** — The bench is beside the tree. The houses are opposite each other.

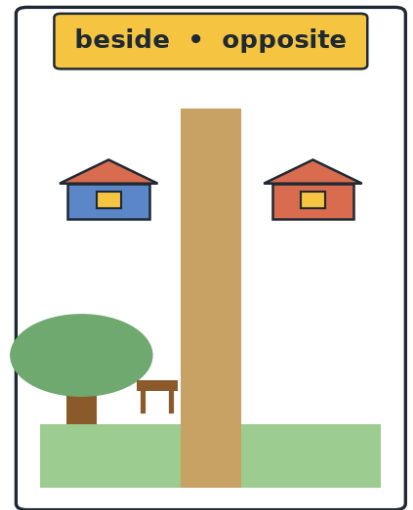
Words that tell where



The bird is above the tree.
The rabbit is below the tree.



The duck is near the pond.
The hill is far away.



The bench is beside the tree.
The houses are opposite each other.

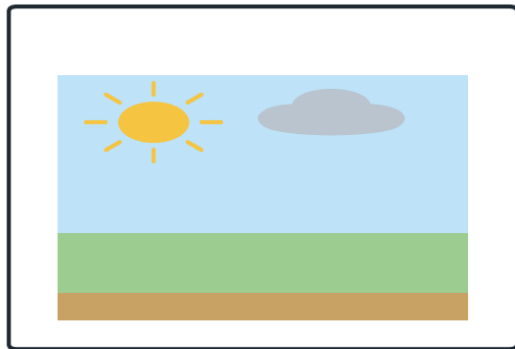
Three pictures for the where-words: a bird above a tree and a rabbit below the tree, a duck near a pond with a hill far away, and a bench beside a tree with two houses opposite each other

Sharing what we saw

A **source** is something we can use to find out and share.

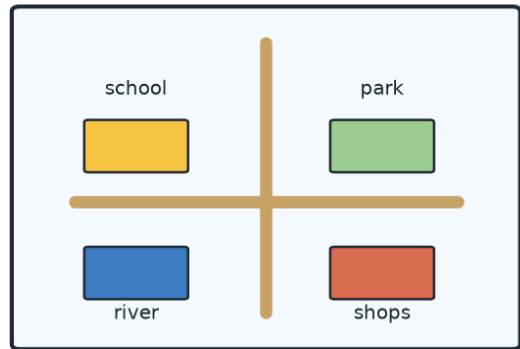
Maps are sources. A map shows where things are. Photographs are sources. A photograph shows what a place looks like. Our own observations are sources too.

We can share what we saw using sources



a photograph

shows what a place looks like



a pictorial map

shows where things are

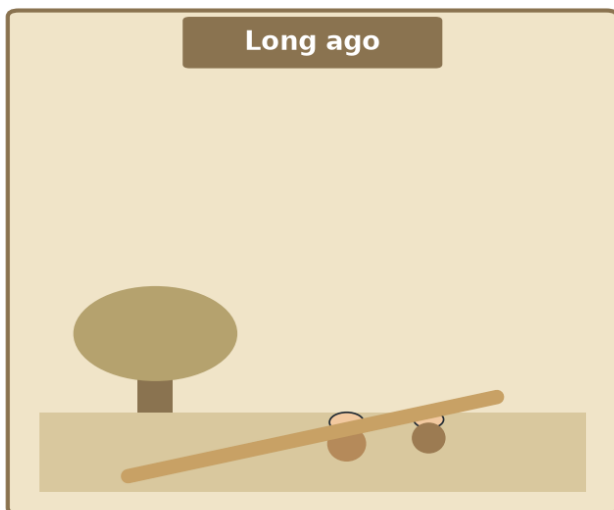
A source is something we can use to find out and share.

Two sources: a photograph that shows what a place looks like, and a pictorial map that shows where things are

Places can change

Places can change over time. The way we get to a place can change. The things we can do there can change too.

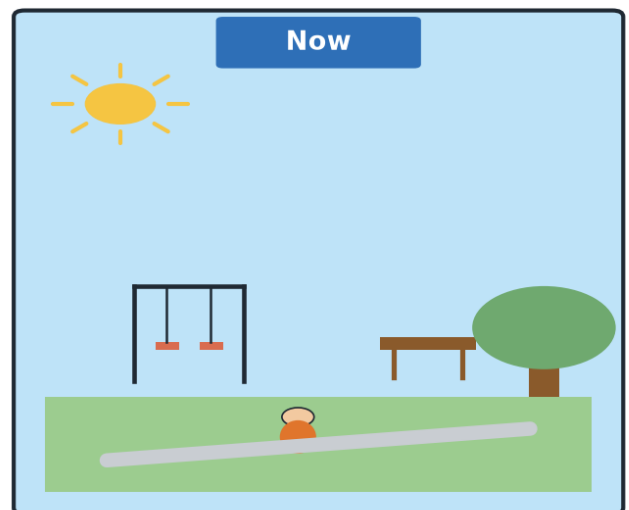
Places can change over time



Long ago

A dirt track. People walked there.
There were no swings or benches.

Old maps and old photos can show us what a place was like before.



Now

A new path, swings and a bench.
People walk, play and picnic there.

Two pictures of a park, long ago and now. Long ago there was a dirt track, and no swings or benches. Now there is a new path, swings and a bench.

Old maps and old photographs are sources. They show us what a place was like before.

Real places in Victoria

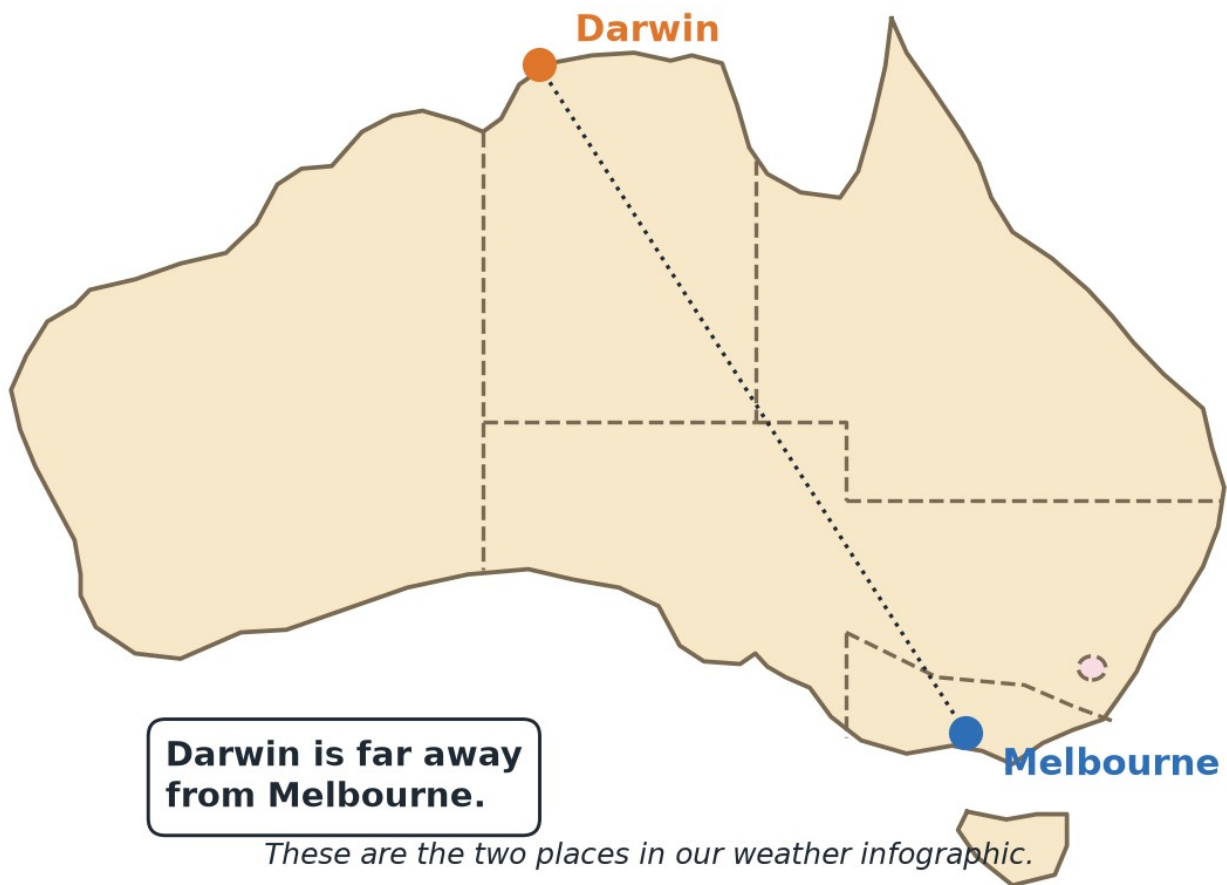
- The Royal Exhibition Building in Melbourne was built long ago, in 1880, for a big show. In 1901 a very big meeting for all of Australia was held there. Today it is a place for shows again. *Source: Wikipedia, "Royal Exhibition Building", viewed 25 August 2026.*
- Flinders Street Station in Melbourne opened in 1910. People caught trains there long ago, and people still catch trains there today. Friends still meet "under the clocks", above the doors. *Source: Wikipedia, "Flinders Street Station", viewed 25 August 2026.*

Talk about it: For each place, what stayed the same? What changed?

Our weather infographic

In 1F we learned about weather and seasons. Melbourne has four seasons: summer, autumn, winter and spring. Darwin has two seasons: the wet season and the dry season.

Two places in Australia

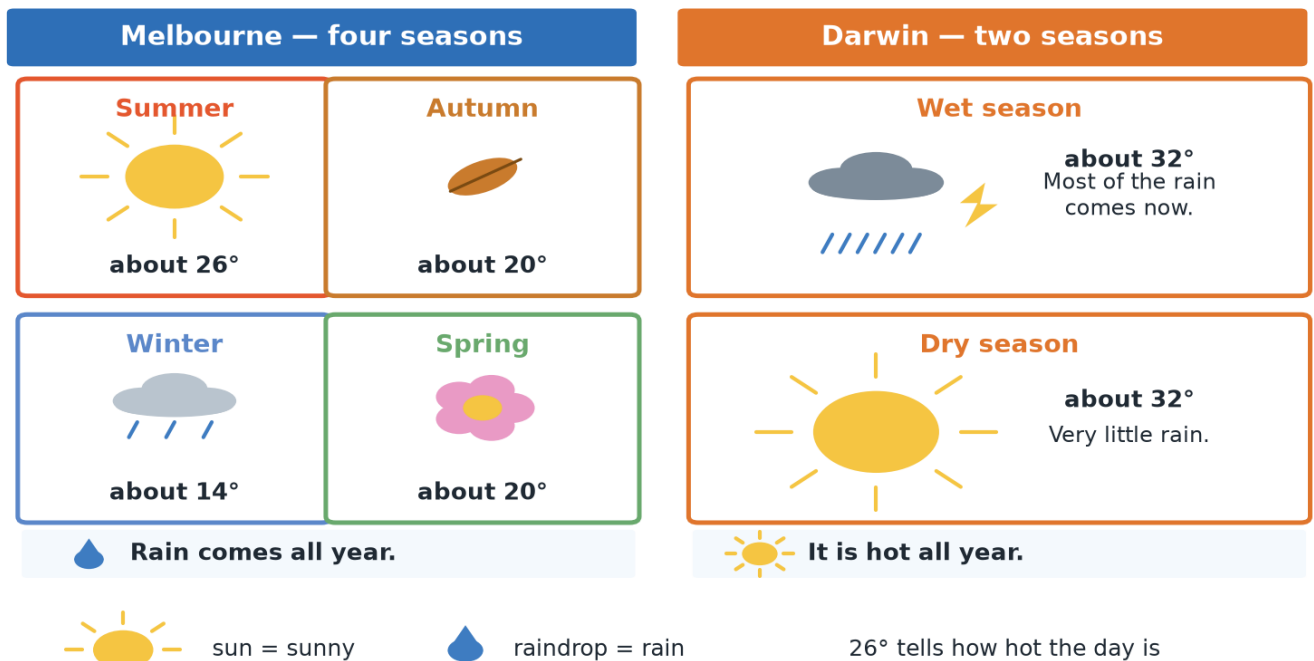


A simple map of Australia with a dot on Darwin and a dot on Melbourne, far away from each other

An **infographic** is a picture that shows facts, so we can see them all at once.

Weather and seasons: Melbourne and Darwin

What is the weather most like in each season?



These numbers show what the weather is most like in each season.

Weather numbers: Bureau of Meteorology, Darwin Airport and Melbourne Airport.

An infographic about the weather and seasons in Melbourne and Darwin. It uses sun, cloud, rain and flower pictures, and numbers that tell how hot each season is.

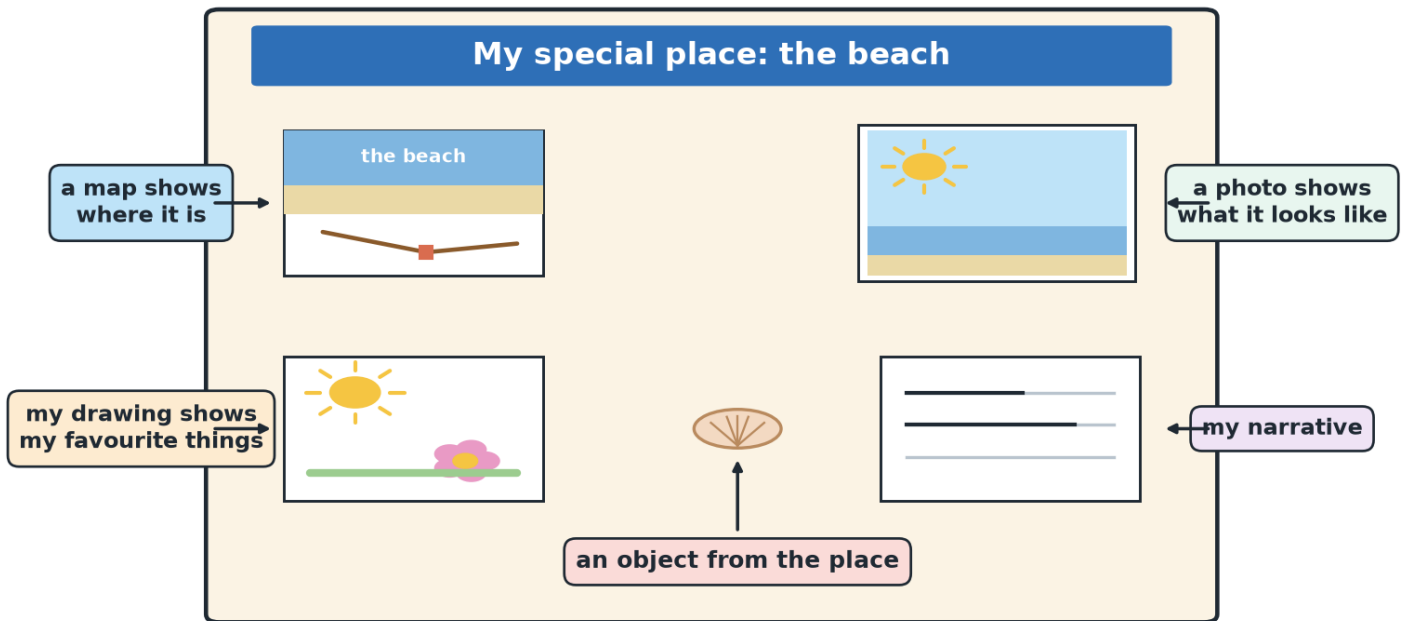
Look at the infographic. In Melbourne, summer days are about 26°. Winter days are about 14°. Rain comes all year. In Darwin, it is hot all year. Most of the rain comes in the wet season.

Source: Bureau of Meteorology, "Climate statistics for Australian locations", Melbourne Airport and Darwin Airport, viewed 25 August 2026.

Making a display

A **display** puts our maps, photos, drawings and words together for others to see. We can add a thing from the place too, like a shell from the beach.

A display about a special place



A display puts our maps, photos, drawings and words together for others to see.

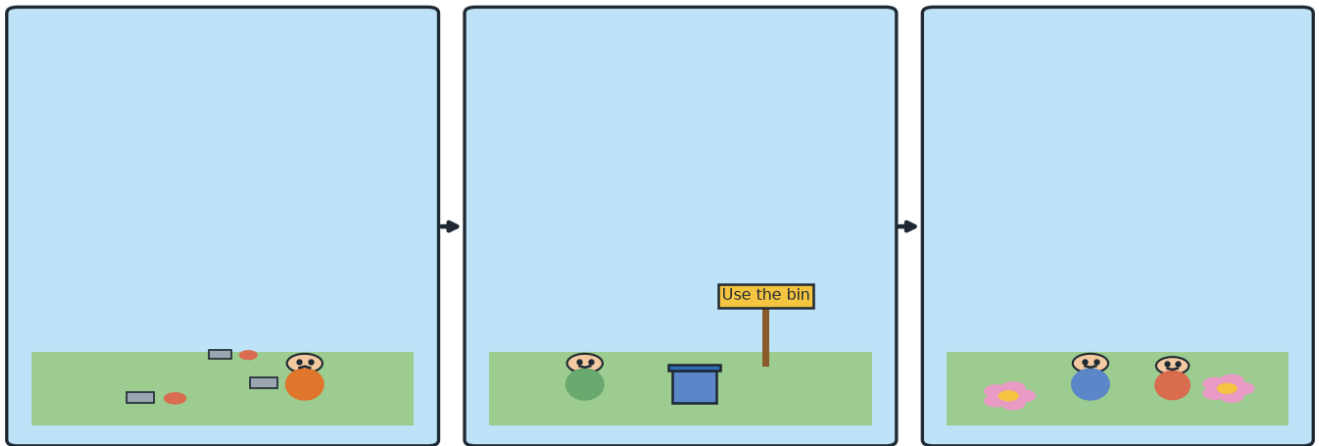
A display board about the beach. It has a map, a photo, a drawing, a shell and some writing, with a little note about what each one shows.

- a map shows where the place is
- a photo shows what it looks like
- a drawing shows my favourite things
- a thing from the place, like a shell
- my narrative tells the story

A story about looking after a place

Looking after a place is also called **managing** the place. A narrative can tell how a place is managed.

A story about looking after a place



1. We see rubbish in the park.

2. We pick it up. We use the bin.
We put up a sign.

3. Now the park is clean.
Everyone is happy.

This story tells how a place can be looked after.

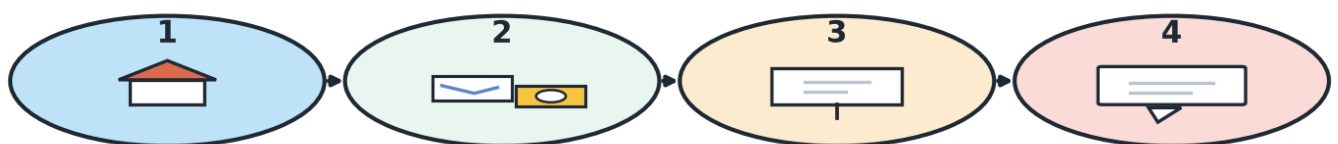
Three pictures that tell a story about looking after a park: seeing rubbish, picking it up and using the bin, and a clean park with happy children

Our story has three parts:

1. We see a problem.
2. We fix it.
3. The place is clean, and everyone is happy.

Our sharing plan

How we share our learning



Pick your place.

**Find your sources:
maps, photos and
your observations.**

Make your display.

Tell your narrative.

Then your friends can learn about your place too!

Four steps in circles: pick your place, find your sources, make your display, tell your narrative

When it is your turn to share, follow the four steps.

We try together

Worked example 1 — Use the where-words

Let's tell where things are in our classroom.

- The clock is **above** the door.
- The bags are **below** the shelf.
- My friend sits **beside** me.
- The library is **opposite** our room.
- The park is **near** my home. The beach is **far** away.

Now you try: say one where-word sentence about our classroom.

Worked example 2 — Read the infographic

Let's read our infographic together.

- How hot is a summer day in Melbourne? About 26°.
 - In which season are Melbourne days about 14°? Winter.
 - Does Darwin get rain all year? No. Most of the rain comes in the wet season.
 - Which place has two seasons? Darwin.
-

Your turn

With help

Activity 1 — Where-words hunt

1. Look around your classroom. Find one thing above something, one thing below something, and one thing beside something.
2. Tell a friend. Use the words above, below, near, far, beside and opposite.
3. Draw two things in your room. Tell a friend where they are, using where-words.

Activity 2 — Share your observations

1. Think about the place your class looked at in 2B. It might be a park, a garden or the playground.
2. Tell a friend one thing you saw, one thing you heard and one thing you felt.
3. Put them into one or two sentences. Now you are sharing your observations!

Activity 3 — Then and now

1. With your teacher, look at an old photo or an old map of a place near your school.
2. What is the same now? What is different?
3. Tell a friend one thing that changed and one thing that stayed the same.

Activity 4 — Read the infographic

1. Look at the infographic with a friend.
2. Ask each other: How hot is a winter day in Melbourne? In Darwin, when does most of the rain come?
3. Tell a friend which place you would like to see one day, and why.

On your own

Activity 5 — Make a display

1. Pick your own special place.
2. Collect your sources: draw a pictorial map of the place, add a photo or a drawing, and a thing from the place if you have one.

3. Put them together on paper or on a board to make a display. Add a name at the top, like “My special place: the beach”.

Activity 6 — Tell your narrative

1. Tell the story of your place. Say where it is, what you can see, hear and feel, what it is like, and why it is special.
2. Write one or two sentences for each part, or tell it out loud to a friend.
3. Point to the parts of your display as you tell.

Activity 7 — A care story

1. Think: how can your place be looked after?
 2. Tell or draw a three-part story, like our park story: the problem, the fix, and the happy ending.
 3. Share it on sharing day.
-

Geography in real life

Our sharing day

1. Set up your display at your desk or on a table.
2. Go to two friends’ displays. Ask them one question each.
3. Answer the questions about your own place.
4. Tell your narrative out loud.

You used lots of geography skills to get ready for sharing day. You asked questions about places (2A). You collected and wrote down your observations (2B). You drew maps and plans (2C). You thought about how to look after places (2D). And today you shared it all — with narratives, displays and an infographic (2E)!

Answers

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

Activity 1. The clock is above the door. The bags are below the shelf. My friend sits beside me.

Activity 2. At the park I saw a blue wren. I heard the wind in the trees. I felt the warm sun. My sentence: At the park I saw a blue wren and heard the wind.

Activity 3. In the old photo, the street had dirt tracks and horses. Now it has a road and cars. The shops stayed the same.

Activity 4. A winter day in Melbourne is about 14°. In Darwin, most of the rain comes in the wet season. I would like to see Darwin, because I have never seen the wet season.

Activity 5. My display is about the beach. It has my pictorial map, a photo, my drawing and a shell. The name at the top is “My special place: the beach”.

Activity 6. My place is the beach. It is near my grandma’s house. I can see the blue sea and hear the waves. I love it because I can swim and build sandcastles.

Activity 7. 1. We see rubbish at the beach. 2. We pick it up and use the bin. 3. The beach is clean, and the birds are safe.