

Geography F

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

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Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

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Our place: what it is like, why it is important, and how we look after it

Teacher note — how to use this section. Everything on this page is read aloud by the teacher; children do not read from the book. Show each picture as you read. Tasks labelled *With me* are scaffolded: model first, then children find and say with you. Tasks labelled *Your go* are doing tasks: children draw and make with no scaffold, then say what they did. Assess by observing and by what children say — use the checklist at the end. The only new words children are asked to hear and say are the ones in the “New words” panel.

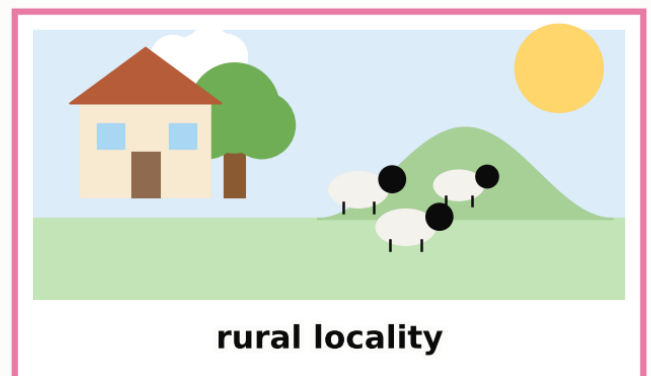
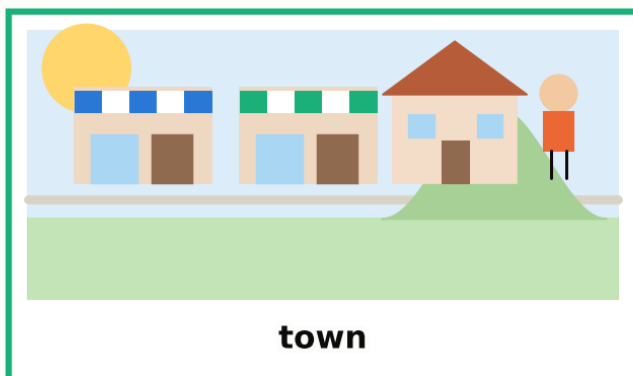
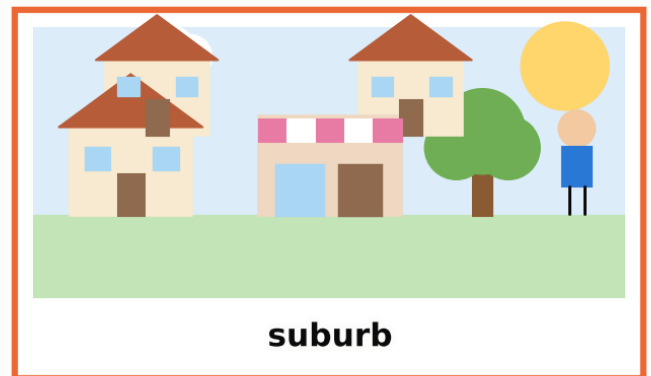
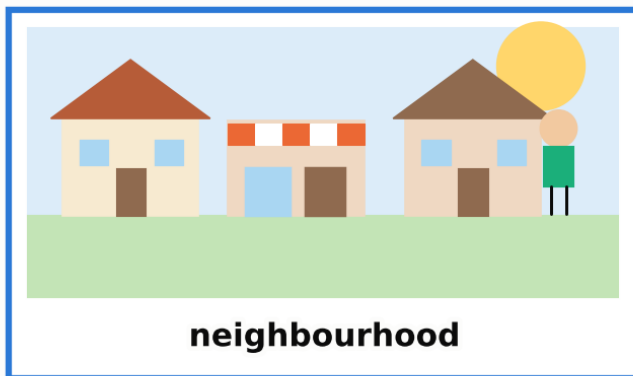
New words

- **place** — where you live and play.
- **feature** — a thing you can see in a place. A river is a feature. A shop is a feature too.
- **map** — a drawing of where things are.
- **pictorial map** — a map with little drawings on it.
- **observe** — to look and look, and say what you see.
- **care for** — to look after.
- **special** — a place you love. My special place is not the same as your special place. That is all right.

1. The places we live

I read. We all live in a place. A place can be a neighbourhood — some homes and shops. A place can be a suburb, like Footscray. A place can be a town, like Lismore. A place can be a rural locality, like Gheringhap — some homes and farms, with lots of land.

Places where people live

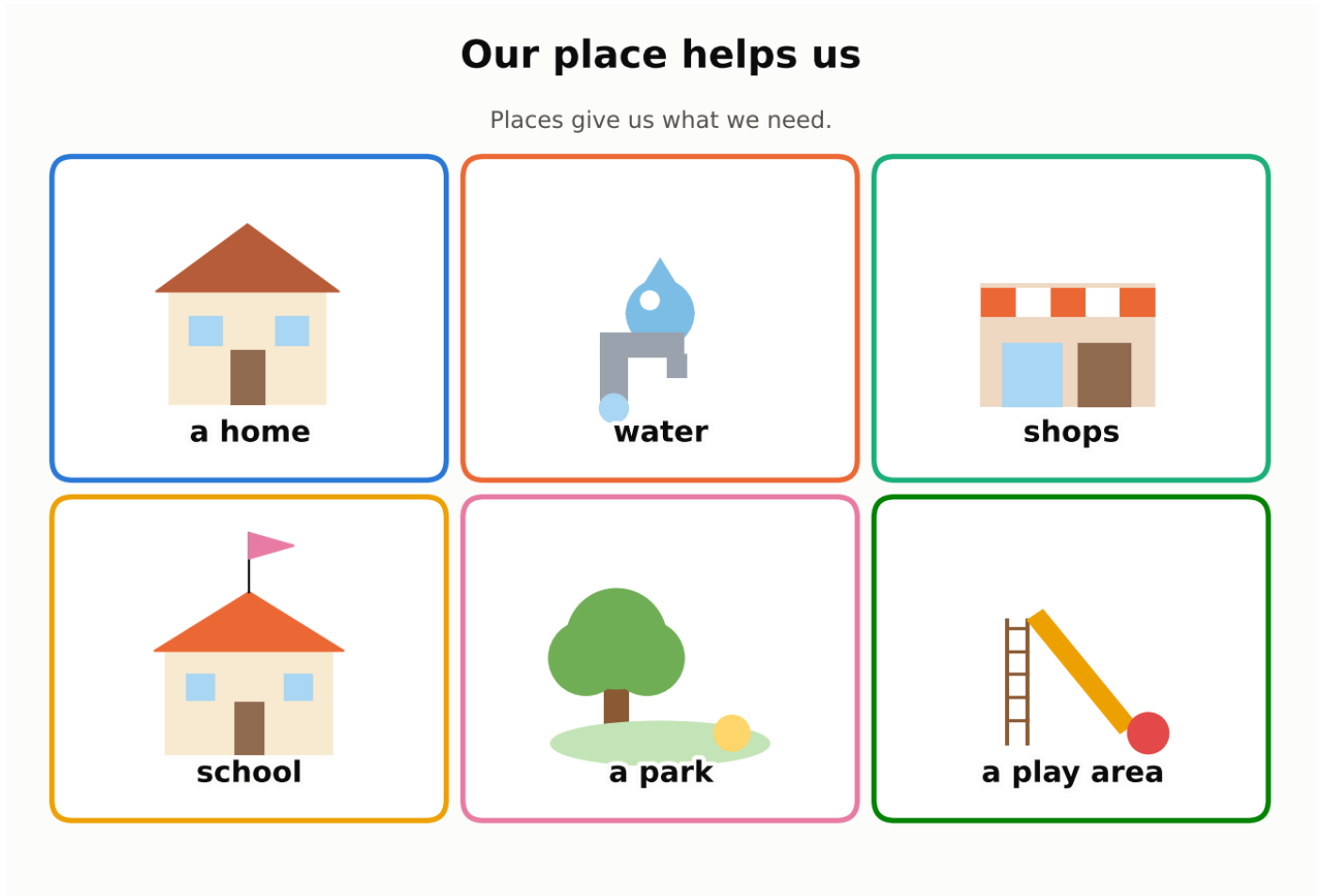


Four picture panels: a neighbourhood with a few homes and a shop, a suburb with more homes and a shop, a town with a row of shops and homes by a hill, and a rural locality with one home, sheep and a hill

With me 1. Look at the four drawings. Find the town. Find the rural locality. Now say to your friend: which one is like your place?

2. Our place helps us

I read. Our place gives us what we need: a home to live in, water to drink, shops for food, a school, a park and a play area for fun. And the people we love are in our place or near it — our mum and dad, our family, our friends.



Six picture cards: a home, water from a tap, shops, a school, a park with a tree, and a play area with a slide and a ball

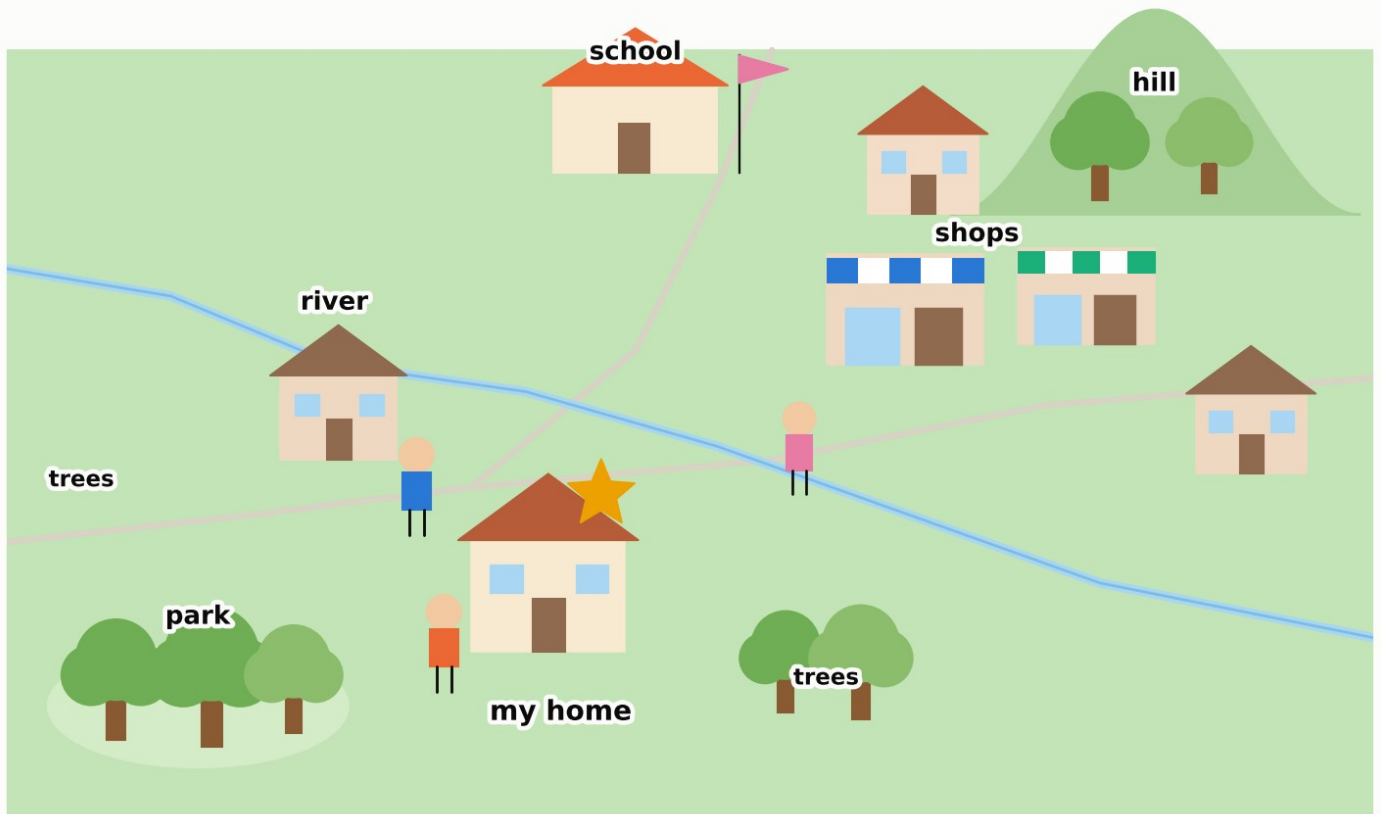
With me 2. Find water. Find the school. What more does our place give us? Say one more thing.

3. A map of our place

I read. A map is a drawing of where things are. This map is a pictorial map of Sunview. Sunview is a story place. We make it up. The star is on my home. Look: a river winds through Sunview. A hill is at the top. There are trees, a park, a school and shops.

The places we live in have features too. The Yarra River is a river in Victoria. It winds through Melbourne.

Sunview: a pictorial map

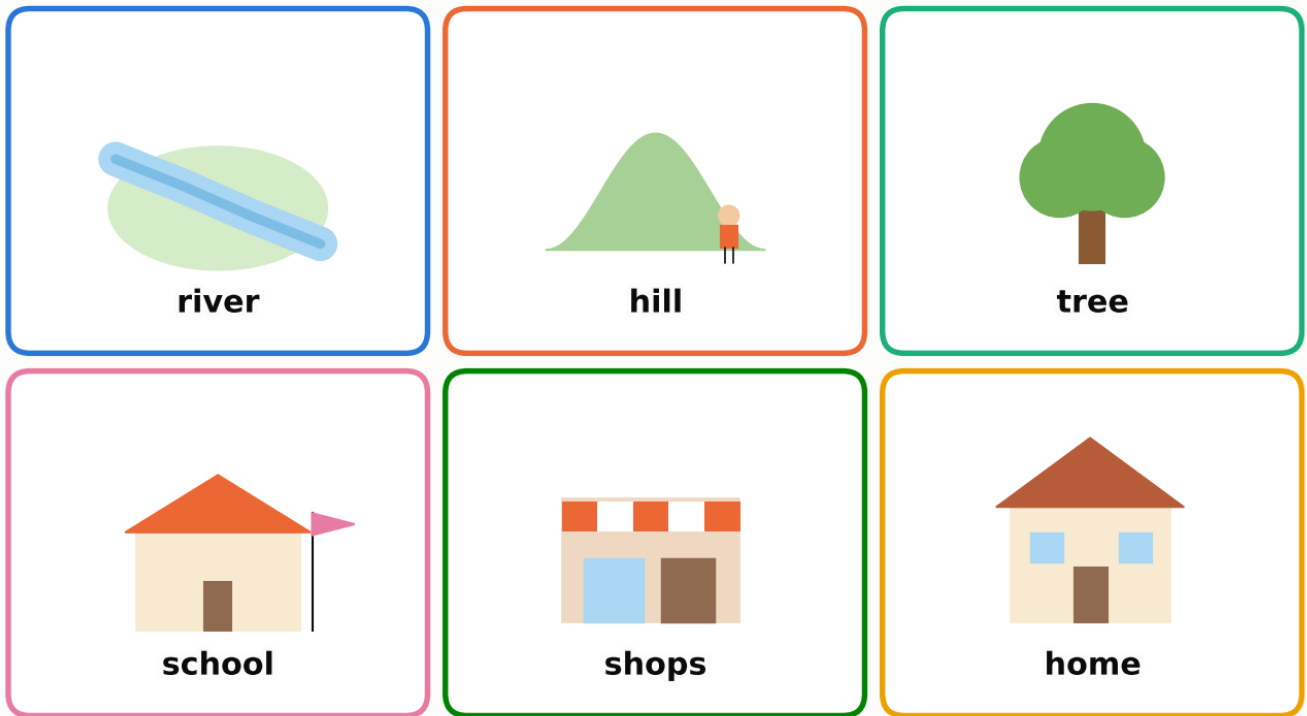


A pictorial map of Sunview: my home marked with a star, a school with a flag, two shops, a park with trees, a river winding across, a hill with trees at the top right, and other homes

I do it first. I can find the features on the map. Here is the school — it has a flag. Here is the river — it is blue. Here is the hill — it is big and green.

What can you see in our place?

Look for them on our walk.



Six picture cards to look for on our walk: a river, a hill, a tree, a school, shops and a home

With me 3. Look at the six drawings. Now find them on the Sunview map. Find the park. Find the shops. Find the hill.

4. Special places and feelings

I read. Some places are special to us. My bedroom is special to me. A play area can be special. A holiday place can be special. Grandma's home can be special. You can love one place. Your friend can love another place. All are right.

Special places

Where is your special place?



my bedroom



our play area



a holiday place



grandma's home

Four picture cards of special places: a bedroom with a bed and a teddy, a play area with swings and a slide, a holiday place at the beach with a bucket and spade, and grandma's home with grandma

I read (feelings). We can sing a song about our place. We can draw our place and say why we love it. Here is a song. Here is a drawing. The drawing says: I love my place. Happy. Loved.

Feelings for our place

A song for our place

I love my place,
my place loves me.
It has a park
and a big gum tree.

I love my home,
my home loves me.
My mum and dad
are here with me.

Make up a new song!

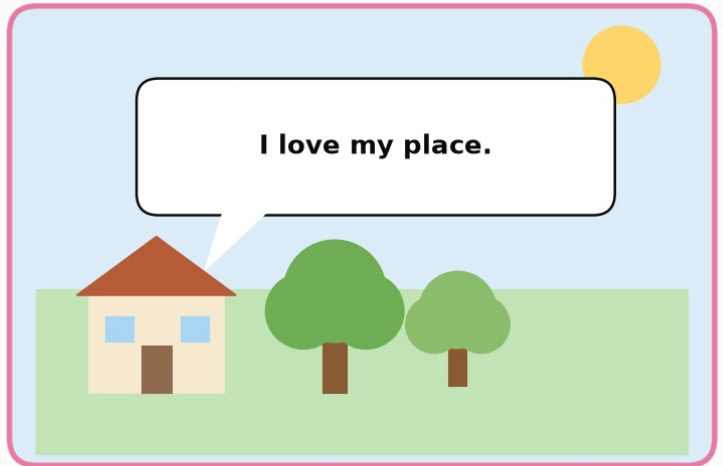


happy



loved

A drawing of my place



A model song card reading “I love my place, my place loves me. It has a park and a big gum tree. I love my home, my home loves me. My mum and dad are here with me.”, a model drawing of a home with trees and a speech bubble saying “I love my place.”, and two feeling faces labelled happy and loved

With me 4. Draw your special place, or say it. Say it like this: My special place is ...

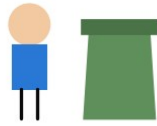
Why? (say and listen). Why is your place special to you? How do you know?

Your go 1. Draw your place. Draw the things you love in it. Say one thing about your drawing.

5. We care for our place

I read. We care for our place. We put it in the bin. We water the trees. We plant new trees. We care for our park. Why? So our place is nice for all of us.

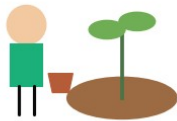
How we care for our place



put it in the bin



water the trees



plant a tree



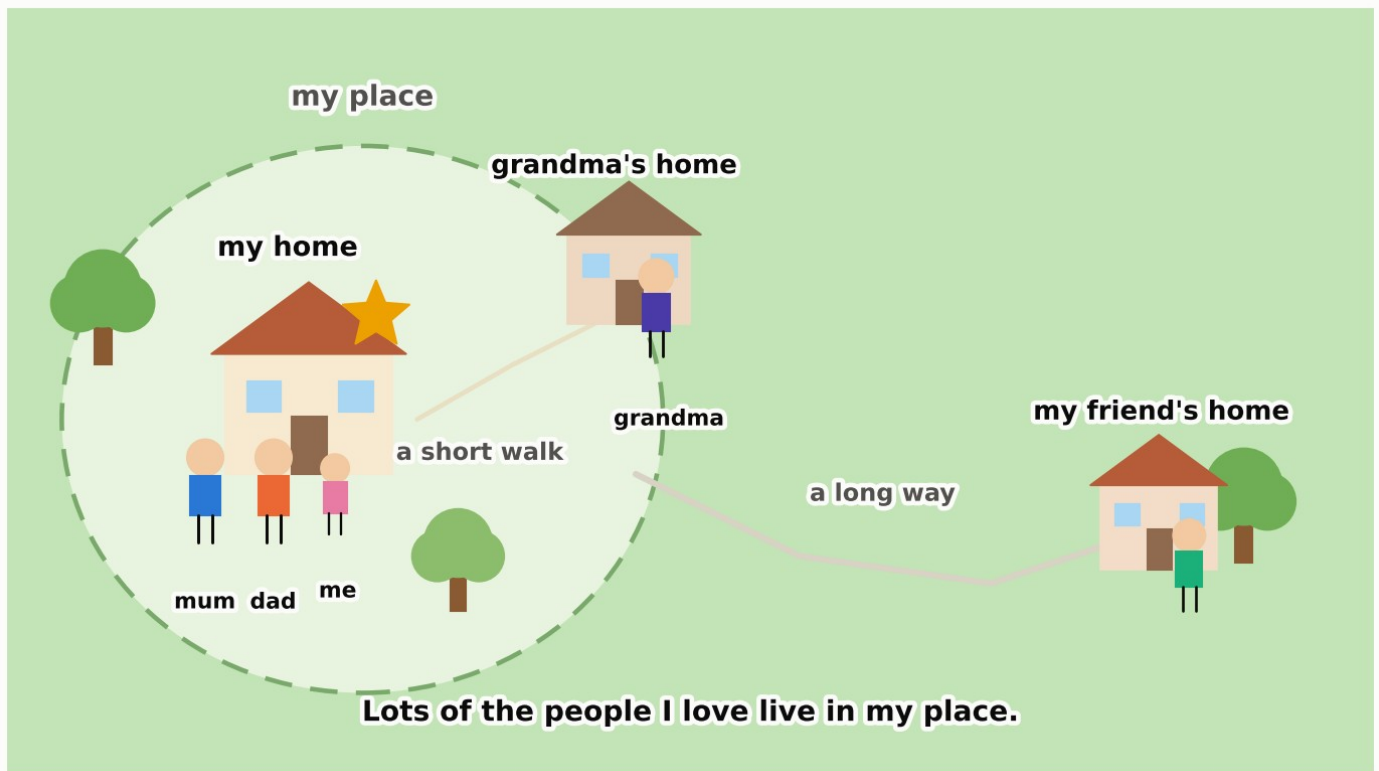
care for our park

Four picture cards: a child putting paper in a bin, a watering can watering trees, a child planting a seedling, and two children in a park with a bin

6. My people map

I read. This is my people map. It is a pictorial map of the people I love. Mum and dad are at my home. Grandma is a short walk away. My friend is a long way away. Now I observe: lots of the people I love live in my place. That is the pattern I see.

My people map



A pictorial people map: my home with a star and mum, dad and me; grandma's home a short walk away inside the dashed line of my place; my friend's home a long way away; and the sentence "Lots of the people I love live in my place."

Your go 2. Make a people map. Draw the people you love and where they live. Now say what you see: are they in your place, or a long way away?

For the teacher: what to look for

Observation evidence for this section, against the F–2 achievement standard (Foundation entry point: a first step toward the band standard, which is stated at the end of Level 2 — referenced, not quoted; this book does not claim it).

- Says or points to where they live and belong; the words neighbourhood, suburb, town and rural locality are heard and tried. (E01)
- Names what places give us — home, water, shops, school, park, play area — and names people close to their place. (E02)
- Finds the features on the Sunview pictorial map: river, hill, trees, park, school, shops, home. (E04)
- Names a special place and says why it is special; draws or tells feelings about their place. (E05, E06)
- Joins in a song or drawing about feelings for a place. (E03)
- Says ways people care for places, and why. (E07)
- Makes a pictorial people map and describes a pattern they observe, such as: lots of the people I love live in my place. (E08)

Sources — the real places named in this section (all pictures are original artwork made for this workbook):

- Footscray — inner suburb of Melbourne, about 5 km west of the city centre. Wikipedia, *Footscray*, looked at on 25 August 2026.

- Lismore — town in Victoria on the Hamilton Highway, about 170 km west of Melbourne. Wikipedia, *Lismore, Victoria*, looked at on 25 August 2026.
 - Gheringhap — locality in the Golden Plains Shire, south-west of Melbourne. Wikipedia, *Gheringhap*, looked at on 25 August 2026.
 - Yarra River — river in south-central Victoria, winding through Melbourne. Wikipedia, *Yarra River*, looked at on 25 August 2026.
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Curriculum links — the VC2 codes are references to the VCAA export; VC2 wording is not reproduced in this book.

VC2HG2K01

Draws on (elaborations):

- **VC2HG2K01.E01** (*D3: no Aboriginal or Torres Strait Islander example is taught in this workbook; the neighbourhood, suburb, town and rural locality examples are used.*)
- **VC2HG2K01.E02**
- **VC2HG2K01.E03**
- **VC2HG2K01.E04**
- **VC2HG2K01.E05**
- **VC2HG2K01.E06**
- **VC2HG2K01.E07**
- **VC2HG2K01.E08**

How places get their names

Curriculum trace — teacher reference. Do not read this box to the children. The VC2 codes are references to the VCAA export; VC2 wording is not reproduced in this book.

Owns (one CD, D5)

VC2HG2K02 (code referenced, not quoted). Strand: Geographical Knowledge and Understanding. Sub-strand: Places and our connections to them. Level: Foundation to Level 2 band, taught at Foundation pitch (D1, D9). The CD's First Nations clause is **excluded** per D3(b); the neutral core — how places get their names — is taught in full.

Draws on (elaboration ids in export order — linkage keys per D7/D8, not a teaching order)

.E01 taught in full (looking at local place names and what they are about). .E02, .E03, .E04 **excluded entire** — First Nations content, CONTENT_POLICY Rule 1, recorded as ACCEPTED in TOC.md §2 D3(c) and §3; never taught, never gestured at, not replaced. 1B is the most D3-affected taught section (§3 chapter note): the section stands on .E01 alone, extended with neutral naming contexts (streets, suburbs, towns and features named after people, families, settlers, landmarks or other languages).

Band achievement-standard extract this section serves

VC2HG2K02 → the place-defining and feature-describing share of the band standard (referenced in the VCAA export, not quoted here; stated at the end of Level 2 — this book contributes the first rung of that progression only; nothing here claims the band standard is met at Foundation, D1.)

Assessment

Observed and oral only (D9): a said name, a placed card, a hand on a place on the map, a told reason. Scored against that extract's language in the VCAA export. No written response, no timed paper.

Cross-chapter and same-year notes (§4, D6)

Skills sections land on this section's names: 2A poses questions about them, 2B collects them on the name walk, 2C draws and labels pictorial maps of them. 1C continues the naming idea at scale — people pick out a part of the world, name it and give it a meaning, and that makes it a place (VC2HG2K04 .E01). 1A supplies the child's own place that the name walk starts from.

What this section is about

Every place has a name, and names carry stories: a place can be named for a person, for what is there, or for another place a long way away. This section teaches the neutral core of VC2HG2K02 — how places get their names — through .E01 (looking at local place names and what they are about), which is the elaboration this section retains after D3. The First Nations clause of the CD and elaborations .E02–.E04 are excluded entire (D3(b), D3(c)); the section is extended instead with neutral naming contexts per the §3 chapter note: streets, suburbs, towns and features named after people, families, settlers, landmarks or other languages.

Pitch (D9). Everything here is oral, place-led, picture-led and observation-led. The deliverable is the teacher script below: read every **Say** and **Ask** line as written (or in your own words at the same word level), display the figures, and take the name walk outside the classroom door. No task may depend on a child reading anything; where a response is wanted, the child says it, points to it or places a card, and you scribe.

The word ceiling (D2). Every student-facing word in this section — the spoken script, the task prompts, the figure text and captions, the alt text — sits at or below Foundation on the vocabulary ladder, checked by

src/vocab_gate_1b.py at ceiling rank 0. The three exemptions apply as in every book: the curriculum’s own words (referenced by code, not reproduced); subject terminology defined at first use — *place*, *map*, *meaning*, defined orally in the “New words” box below; and proper nouns and numerals (Victoria, Melbourne, Bourke Street, Swan Hill, Williamstown, Horsham, Queen Victoria, King William, Richard Bourke, and the numerals on the step cards). Rule 4’s teacher-read-aloud relaxation is **not** used — the script is reworded instead (e.g. “a long, long time back” for “a long time ago”, “people” for “person”, “the birds and the hill” for “swans”), so the words a child hears are the words on the ladder.

Definitions and attribution (CONTESTED_TERMS companion rules). *Place* is used in the sense of the Victorian Curriculum F–10 Version 2.0 (VCAA): a part of the world that people have picked out, named and given a meaning to (the sense carried by VC2HG2K04 .E01; referenced, not quoted). The child-facing definition in the word box is a restatement of that sense at Foundation pitch. *Meaning* is used as the everyday word for what a name is about; the word box gives it a child-facing gloss.

Sources and places (D4, SOURCE_USE.md). This section is written from the content description and first principles; no textbook sentence, example, figure or structure is used. The real named places in the script — Bourke Street, Victoria, Melbourne, Swan Hill, Williamstown, Horsham — are real-world data beyond the curriculum’s own referents, and each naming fact carries a source line with a retrieval date in “Where the name stories come from” at the end of this section (all retrieved 2026-08-25). Where a source hedges, this section hedges with it (Horsham is “probably” a town of the same name in Sussex, England). The name walk is set in **your** school and **your** local place, because at Foundation the geography is carried in the real local place (D9).

Safety. On the name walk: stay together, walk (do not run), keep hands gentle, and children observe with eyes and ears — nothing goes in anyone’s mouth. Check the route for hazards before the walk; near roads, the name is read by you, from the footpath side.

Materials. The 9 figures of this section; printed name cards (Victoria, Bourke Street, Williamstown, Swan Hill, Horsham — pre-cut, large type for you to read aloud); a pictorial map of your local area (from 1C) or Figure 1B.8; 2–3 printed photos of local places with visible names (a school sign, a shop, a street name sign); blank paper and crayons or pens.

Exclusion note. The First Nations clause of VC2HG2K02 (D3(b)) and elaborations .E02–.E04 (D3(c)) are excluded entire under CONTENT_POLICY Rule 1, recorded as ACCEPTED in TOC.md §2 and §3. They are not taught, not gestured at and not replaced; the neutral core and .E01 are taught in full. The front-of-book exclusion note and the legal disclaimer are injected into the front matter by the assembler.

New words

Teacher: say the new words and what they mean, with the children, before Part One. They are the only new words in this section; every one comes back in the teaching sequence.

place — A place is where people are, or where people live. Our school is a place. The park is a place. Your home is a place.

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

meaning — Swan Hill is a name. What is the name about? It is about the birds and the hill. That is the meaning of the name.

What we do today

All **Say** and **Ask** lines are spoken to the children and written at the Foundation word level — read them as written, or in your own words at the same level. **Do** lines are for you only. The sequence runs about one sitting; Parts Three and Four are the modelled worked examples of the TOC calibration.

One — Every place has a name [E01]

Do: Gather the children at the mat. Show Figure 1B.1 and say each place name as you touch the card. Then show Figure 1B.2 and hold it while the children say their own names aloud, one by one if time allows.

Say: “Today we will talk about places.”

Say: “You have a name. I have a name.”

Say: “Places have names too.”

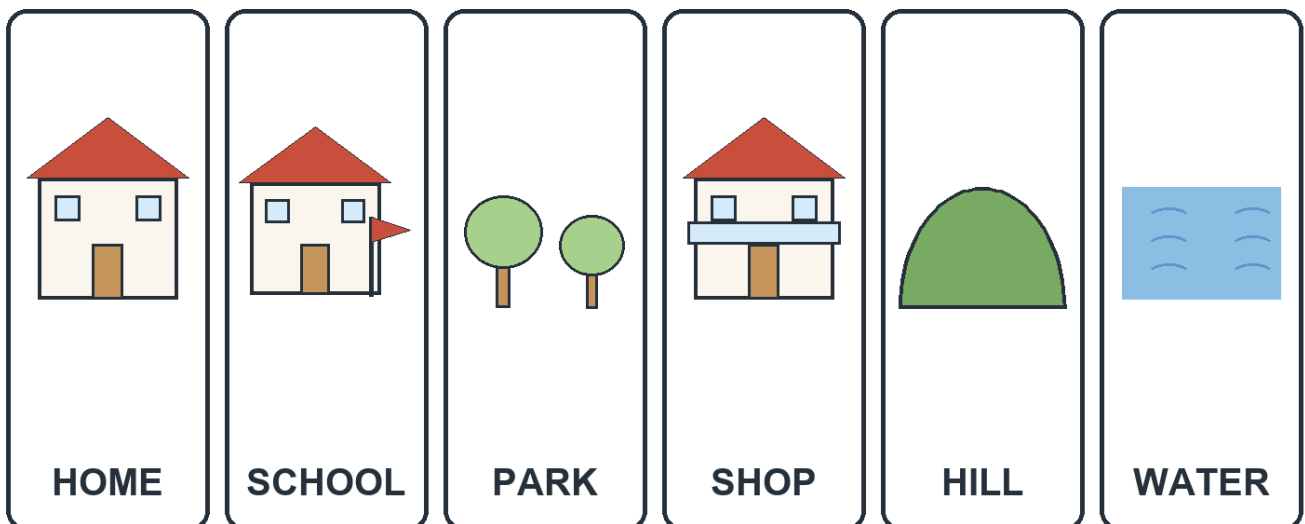
Say: “Our school has a name. Our home has a name. The park has a name.”

Ask: “What is the name of our school?”

Ask: “What is the name of a place you know?”

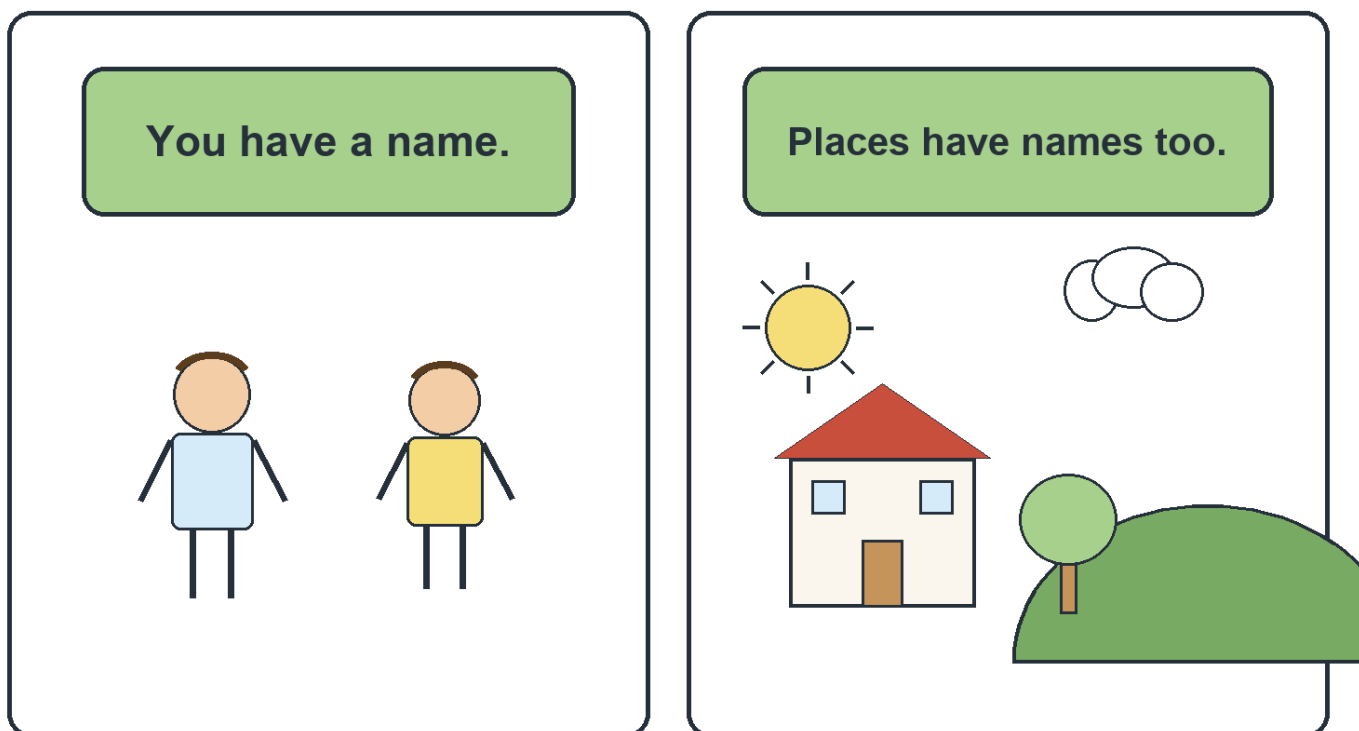
Say: “Every place has a name!”

Every place has a name.



Six little drawings: a home, a school, a park, a shop, a hill and water. Every place has a name.

1B.1 — Every place has a name.



Drawings of two little people and of a little place, with the words: you have a name, and places have names too.

1B.2 — You have a name. Places have names too.

Two — A name helps us find a place [E01]

Do: Show Figure 1B.3. Say the name as it is written on the sign and have the children say it with you; if you can show a photo of a real street name sign or the school's own name sign, show it now. Then lay out Figure 1B.8 and play it as a game: you say a place name, the children put a hand on the place. Slow to fast.

Say: “A name helps us find a place.”

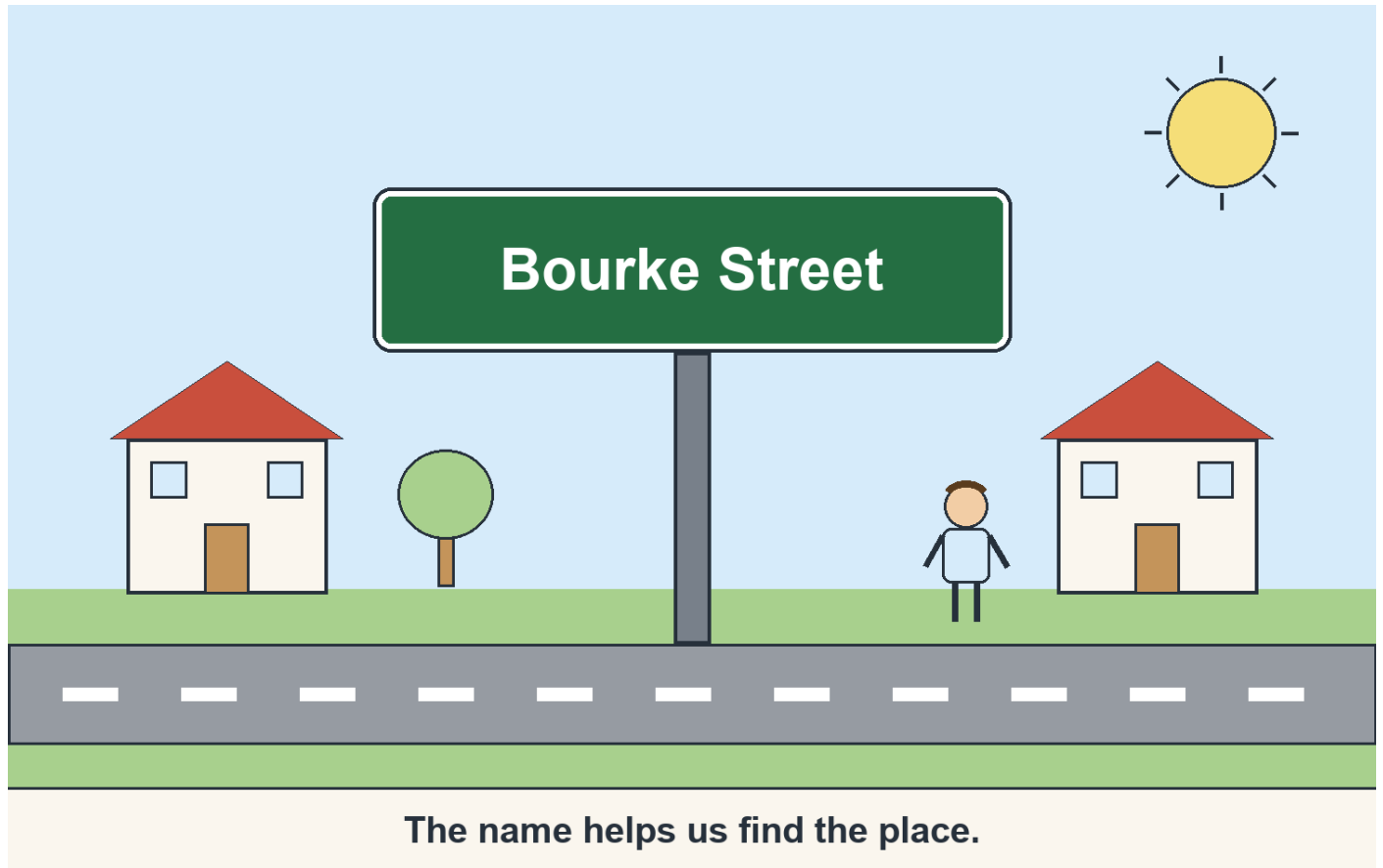
Say: “Look at this. It says Bourke Street. Bourke Street is a place.”

Say: “The name helps us find the place.”

Say: “Look at the little map. Can you find the park?”

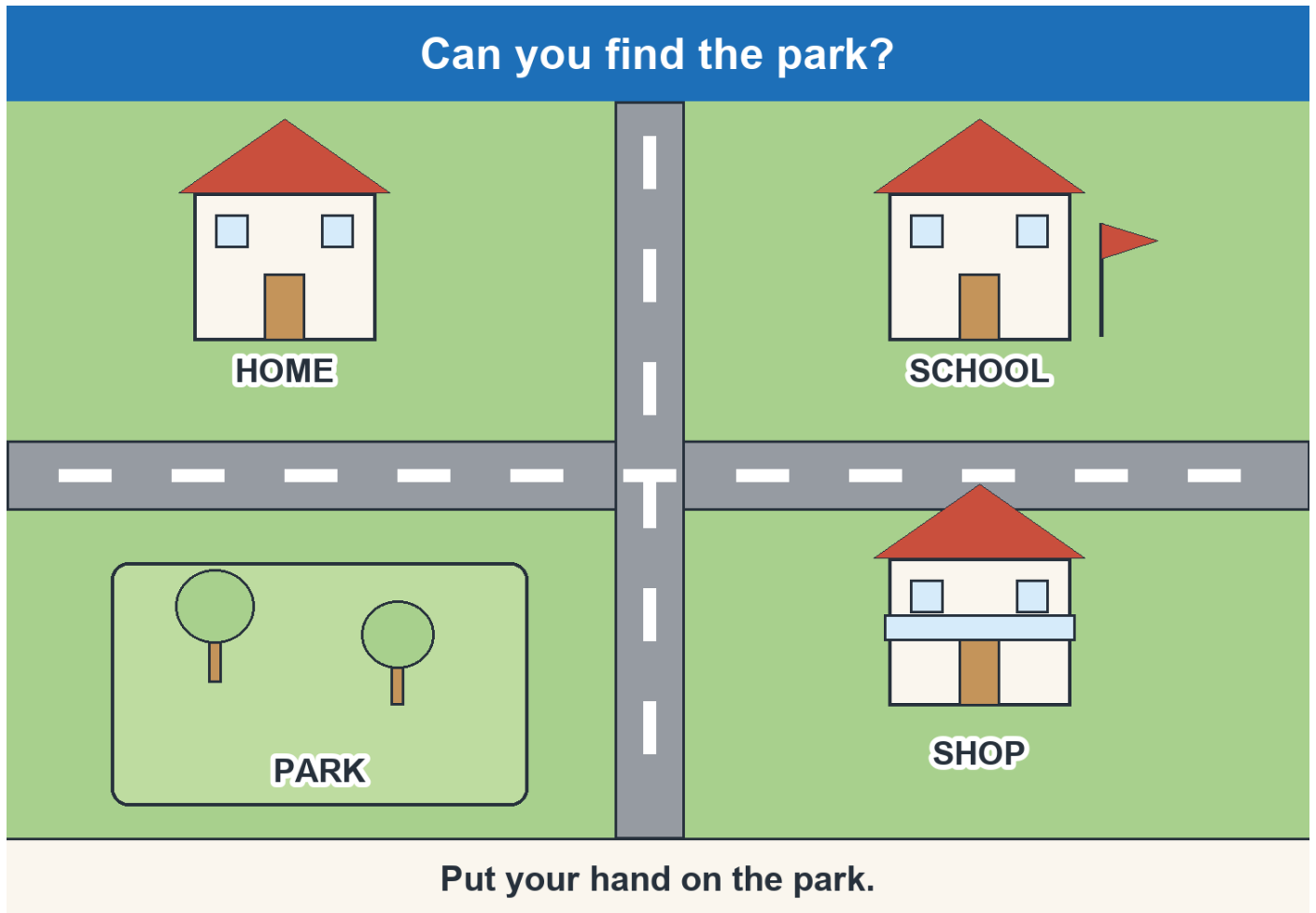
Ask: “What can you find on the map?”

Say: “When I say a name, you find the place. Put your hand on it!”



Bourke Street in big letters over a drawing of houses, a tree and a man. The name helps us find the place.

1B.3 — The name helps us find the place.



A little map with a home, a school, a park and a shop.

1B.8 — Can you find the park?

Three — Two name stories [E01]

Do: These are the two worked examples of this section, modelled out loud with Figures 1B.4 and 1B.5 while the children watch and join in — never written out for a child to read. Model the think-aloud move each time: say the name, ask why it is called that, find the name story. The facts are sourced (see “Where the name stories come from”).

Say: “I will say a name: Victoria.”

Say: “Victoria is a big place. We live in Victoria.”

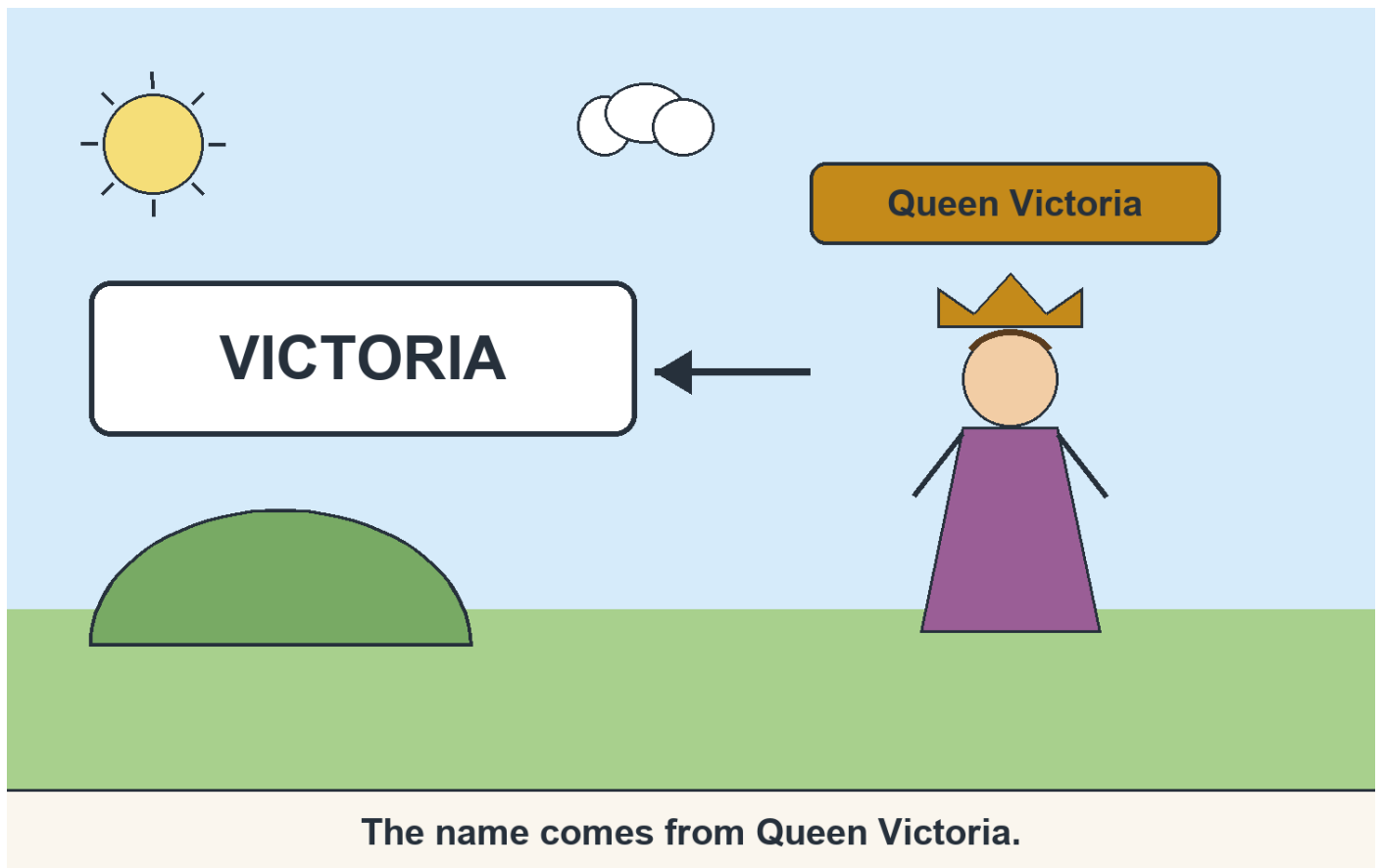
Ask: “How did Victoria get the name?”

Say: “The name comes from Queen Victoria.”

Say: “She lived a long, long time back.”

Say: “People said: We will call the big place Victoria.”

Say: “I see the name. I ask: Why is it called that? Now I know!”



The word Victoria in a big white box, and a drawing of Queen Victoria. The name comes from Queen Victoria.

1B.4 — The name comes from Queen Victoria.

Say: “I will say the name Swan Hill.”

Say: “A long, long time back, a man went to that place.”

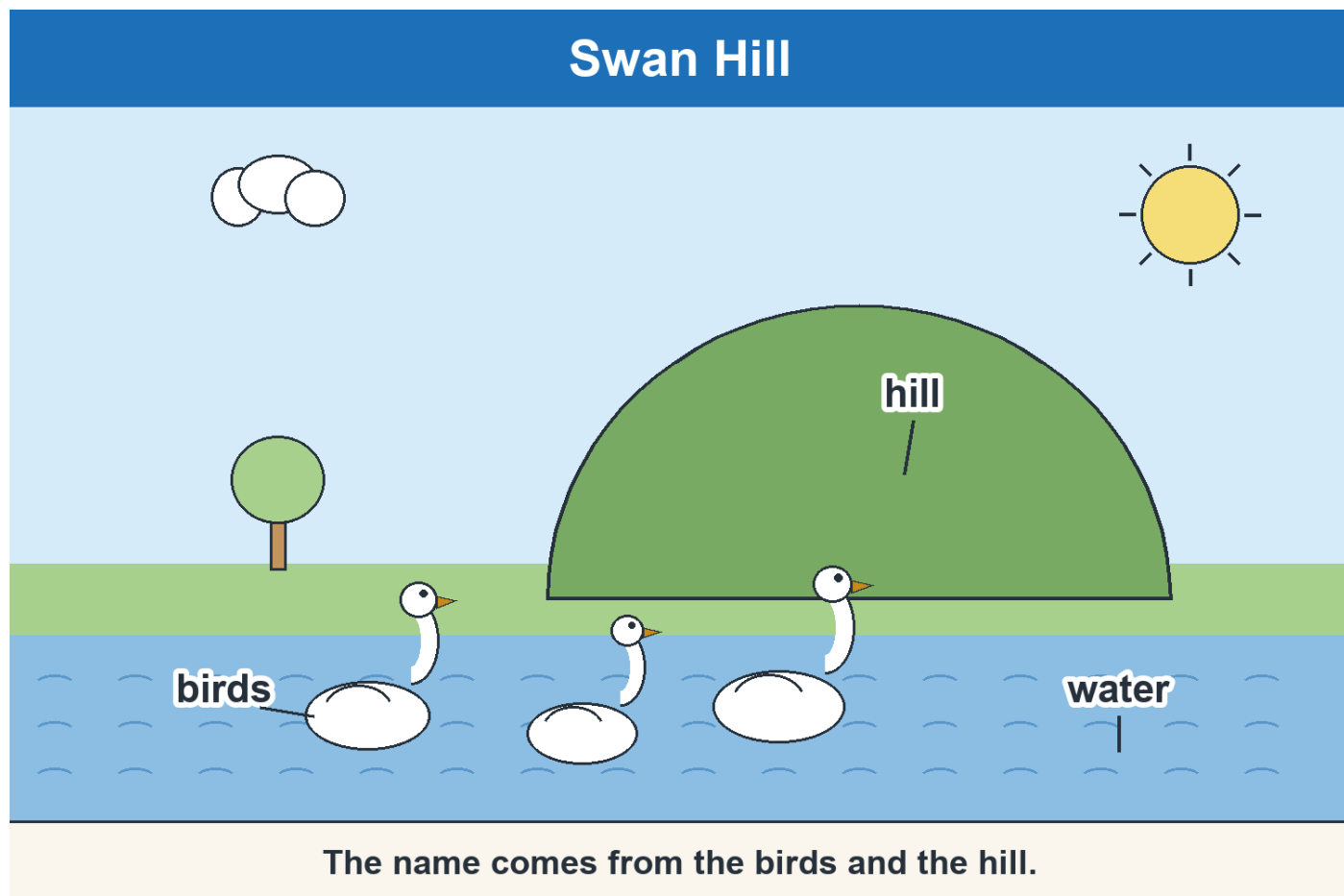
Say: “He saw a hill. He saw water. He saw lots of big white birds.”

Say: “The birds made a big sound.”

Say: “The man said: I will call the place Swan Hill.”

Ask: “What is the name about?”

Say: “The birds and the hill!”



A hill, water and big white birds at Swan Hill, with the words hill, water and birds. The name comes from the birds and the hill.

1B.5 — The name comes from the birds and the hill.

Four — More name stories [E01]

Do: Show Figure 1B.6. Read each row as a tiny story — name on the left, where the name comes from on the right — and let the children say the names with you. Close by handing the question back to the local place: the school, the park, the child’s own home.

Say: “Places get names in lots of ways.”

Say: “Some names come from people. Bourke Street. The name comes from Richard Bourke.”

Say: “Williamstown. The name comes from a king. He was called King William.”

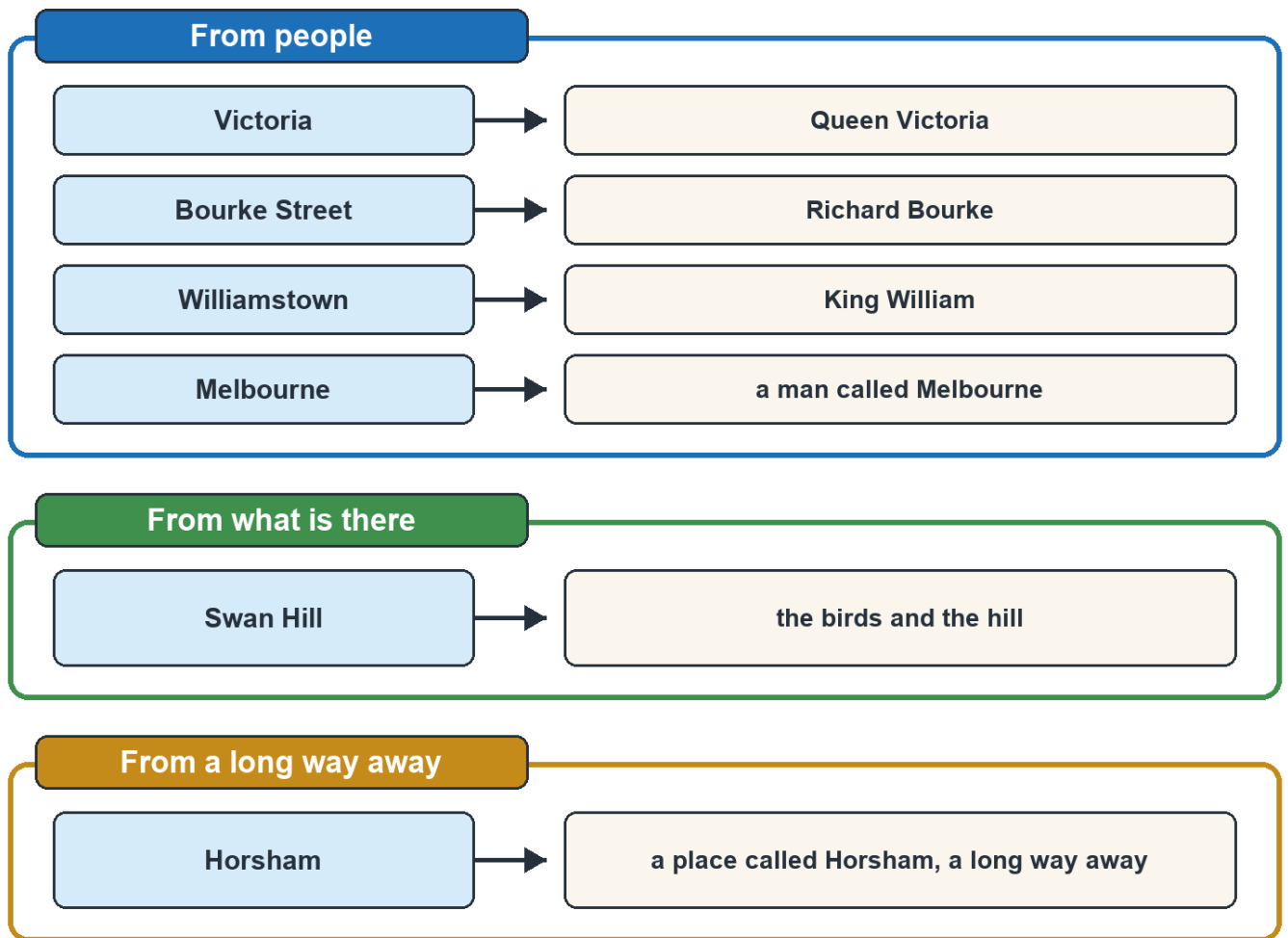
Say: “Some names come from what is there. Swan Hill. The name comes from the birds and the hill.”

Say: “Some names come from a place a long way away. Horsham. A place a long way away is called Horsham too.”

Ask: “How did our school get the name?”

Say: “Ask at home: Why is our place called that?”

How do places get their names?



A table of name stories in three big homes: from people, from what is there, and from a long way away.

1B.6 — How do places get their names?

Try it, with help

Four scaffolded tasks — picture-led, map-led, observation-led and oral (TOC §3 calibration). Read each prompt aloud exactly as written. Scribe anything a child says that you want to keep; do not ask any child to write.

One — Put the names where they go [E01]

Show Figure 1B.7 and give out the printed name cards (one between two children is fine). A child says the name on the card and puts it in a home; the three homes are the three groups of Figure 1B.6, which is your answer key: Victoria, Bourke Street and Williamstown from people; Swan Hill from what is there; Horsham from a long way away. Accept and discuss any second right answer a child defends (a card can sit in two homes — Swan Hill is from people too, because a man said it).

Say: “Look at the names. Say the names. Put the names where they go.”

Where do the names come from?

From people	From what is there	From a long way away

Victoria	Williamstown	Horsham
Bourke Street		Swan Hill

Say the names. Put them where they go.

Three homes — from people, from what is there, from a long way away — and five names: Victoria, Bourke Street, Williamstown, Swan Hill, Horsham.

1B.7 — Put the names where they go.

Two — Find the place on the map [E01]

Lay out Figure 1B.8 (or the pictorial map of your local area from 1C, with your own stops in place of mine). Say a place name; each child puts a hand on the place. Then swap: you point at a place, the children say the name together. Watch who finds fast and who finds with help — that is your next teaching point.

Say: “Look at the map. I will say a name. You find the place.”

Three — The name walk [E01]

The fieldwork of this section (D9). Walk a short loop around the school and, where safe, the local place. At three or four stops with visible names — the school’s own name sign, a park, a shop, a street name sign you read aloud — stop, say the name, and have the children say it with you and look for what the name could be about. Scribe the children’s guesses about meanings; they are the evidence for .E01. Walk it once yourself first and check the route for hazards.

Say: “We will walk and look. We will find places with names.”

Say: “What is the name of this place? Say the name with me.”

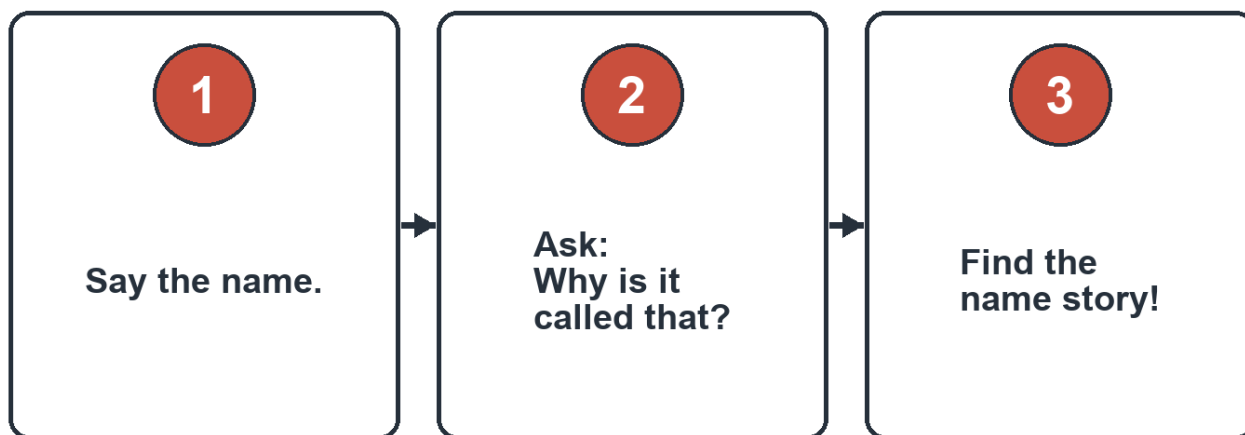
Four — Say the name, ask why [E01]

Back in the room, show Figure 1B.9 and run the three steps with a place each child knows: their home, a grandparent’s home, a holiday place, the park. The child says the name, asks the why-question out loud, and tells you

the name story if they have one. Scribe the told story on the back of a drawing from Doing task 1 if you can — the child's own words are the best evidence you have.

Say: “Say the name. Ask: Why is it called that? Find the name story!”

How do we find the name story?



Three steps with red numbers: one, say the name; two, ask why it is called that; three, find the name story.

1B.9 — How do we find the name story?

Now you do it

Two unscaffolded doing tasks (TOC §3): the child does, the teacher observes and scribes. No help beyond the prompt; a drawing and a told name are the product, and no writing is expected from the child.

One — Draw a place you love [E01]

Say: “Draw a place you love. Say the name of the place. Say why you love it.”

Blank paper and crayons or pens. Write the child's said name and reason on the back of the drawing. A child who names the place and gives any true reason has done the task; a child who also says what the name is about is working at the meaning end of .E01 — note it.

Two — Draw a map with two places [E01]

Say: “Draw a map. Put two places on the map. Say the names.”

Watch whether the child's two places are put in space (one here, one there) or stacked as two drawings with no where — the first is a map beginning, the second is a drawing that 1C will grow into one. Scribe the two names on the back. Keep the drawings: 2C links them to pictorial maps.

How do you know?

One observed reasoning prompt (TOC §3): the child says how they know what a place is called. Run it one child at a time, orally, at the mat or on the name walk. Accept any real way of knowing — I saw it, I was told, I looked — then ask the follow-up once and record what they say.

Say: “How do you know the name of a place?”

Say: “What can you do to find the name?”

Say: “I can look at the map. I can ask. I can listen.”

What to look for

Evidence for this section is observed and oral (D9). Tick what you see; the rows track the band achievement-standard extract for VC2HG2K02 at the first rung of its progression:

- **Defines a place at Foundation pitch** — points to or says a place (our school, the park, my home) as a thing with a name.
- **Identifies** — finds a named place on a provided pictorial map when the name is said (Figure 1B.8), and names a place on the walk when its sign is shown.
- **Names and meanings** — says a place name clearly and offers what the name is about (the birds and the hill; a person; another place), in the child’s own words.
- **Reasons** — answers “how do you know the name?” with a real way of knowing, and can put a name card in a home and say why.

There is no written response anywhere in this section, and nothing here is marked against the band standard, which is stated at the end of Level 2, two years downstream of this book (D1). You are recording the first rung.

Where we go next

- **Next in this book — 1C (VC2HG2K04).** The scale ladder starts from this section’s naming: a place is a part of the world people have picked out, named and given a meaning to (.E01 of 1C), and the child’s home address climbs from home to suburb or town, state and country. Keep the name-walk drawings: 1C puts the same places on a map.
- **Next in this book — 2A–2C (VC2HG2S01–S03).** The questions 2A poses and the data 2B collects land on these names; 2C links the children’s drawings of named places to provided pictorial maps.
- **Next in the band — Levels 1–2.** The same 12 CDs continue at their own pitch (D1); this section’s contribution is the first idea that a name identifies a place and carries a meaning.
- **Next band — Levels 3–4 (VC2HG4K01, VC2HG4K02).** The relationships between people and their place build directly on a child who knows that places are named and that names have stories (TOC §4 handoff). No VCE content enters this book (D10).

Where the name stories come from

Real-world data beyond the curriculum’s own referents, each with a retrieval date (SOURCE_USE.md Rule 3; D4). All retrieved 2026-08-25.

- **Victoria** — named in honour of Queen Victoria; separated from New South Wales as a colony in 1851. Wikipedia, *Victoria (state)*, [https://en.wikipedia.org/wiki/Victoria_\(state\)](https://en.wikipedia.org/wiki/Victoria_(state))
- **Melbourne** — named on 10 April 1837 by Governor Richard Bourke in honour of William Lamb, 2nd Viscount Melbourne, British Prime Minister (said in the script as “a man called Melbourne”). Wikipedia, *Melbourne*, <https://en.wikipedia.org/wiki/Melbourne>
- **Bourke Street** — named for Sir Richard Bourke, Governor of New South Wales. Wikipedia, *Bourke Street*, https://en.wikipedia.org/wiki/Bourke_Street
- **Swan Hill** — named by Major Thomas Mitchell, Surveyor General, in June 1836; the reedy waters were home to noisy swans and the rise between them gave the hill. Victorian Places, *Swan Hill*, <https://www.victorianplaces.com.au/swan-hill>

- **Williamstown** — surveyed and named “William’s Town” after King William IV, 10 April 1837. Victorian Places, *Williamstown*, <https://www.victorianplaces.com.au/williamstown>
- **Horsham** — probably from Horsham, a town in Sussex, England (the source hedges; so does the script). Victorian Places, *Horsham*, <https://www.victorianplaces.com.au/horsham>
- **Shepparton** — renamed in 1853 from Macguire’s Punt after Sherbourne Sheppard (an extra name story for your own telling). Victorian Places, *Shepparton*, <https://www.victorianplaces.com.au/shepparton>

All nine figures are original artifacts of this build, generated by the scripts `src/gen_1b_*.py` (SOURCE_USE.md Rule 3; diagrams house standard).

Figures of this section

Figure	File	Used in	Audience
1B.1	diagrams/ 1b_every_place_a_name.png	Part One	children
1B.2	diagrams/ 1b_names_for_you_and_me.png	Part One	children
1B.3	diagrams/ 1b_sign_bourke.png	Part Two	children
1B.4	diagrams/ 1b_queen_victoria.png	Part Three (worked example)	children
1B.5	diagrams/ 1b_swan_hill.png	Part Three (worked example)	children
1B.6	diagrams/ 1b_why_names_table.png	Part Four	children
1B.7	diagrams/ 1b_sort_the_names.png	Try it 1	children
1B.8	diagrams/ 1b_find_the_place.png	Part Two, Try it 2	children
1B.9	diagrams/ 1b_find_the_name_story.png	Try it 4	children

Representing places on maps: from home to Australia

Section 1C of the Foundation Geography workbook. One CD is taught here: VC2HG2K04. Students build the scale ladder of place — home, suburb/town, state, country — using their home address, then read two big provided maps: Australia as states and territories with their capital cities, and Australia's major natural features. At Foundation no student reads or writes anything in this section: every line is read aloud by the teacher, and evidence is what the teacher sees and hears. This section carries the chapter's fieldwork: one outdoor observation walk (step 5, repeated in Q4).

New words

The teacher says each word, shows the thing or map, and the class says it back.

- **place** — an area of space with a name. People know it and say the name.
- **map** — a drawing of a place from up high. It helps us see where things are.
- **key** — a box on a map. It says what the drawings are.
- **state** — Australia has six states. Victoria is a state.
- **territory** — a big bit of Australia, like a state.
- **capital city** — the big city of a state. Canberra is the capital city of Australia.
- **natural feature** — a big thing on the land, not made by people: a river, a desert, high land, a reef.
- **desert** — a very dry place with sand.
- **reef** — a place in the water where fish live.
- **high land** — land that goes up, like a long hill.

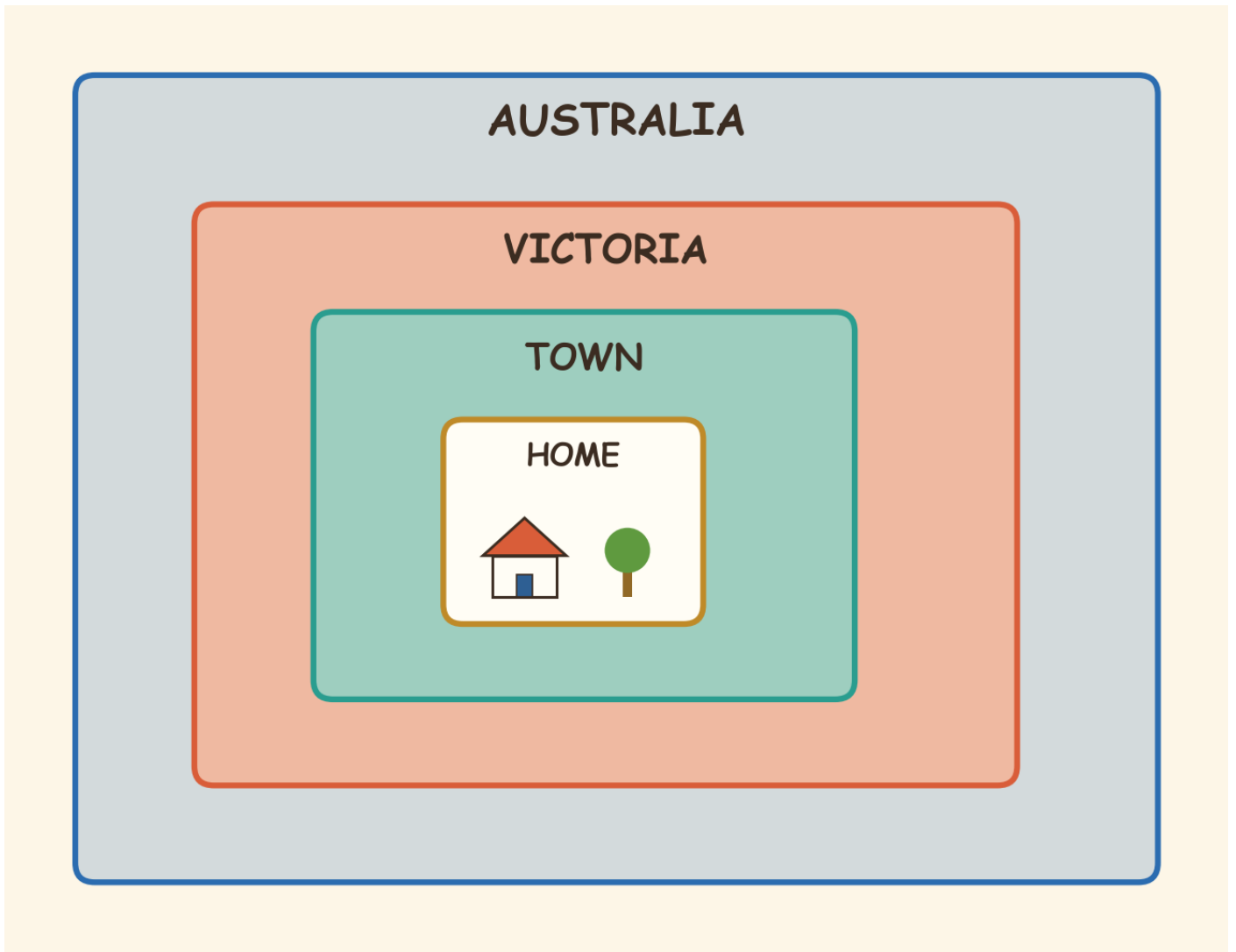
What you need

- The ten pictures from this section, printed big.
 - A view of the school's own suburb or town from outside (step 5, Q4) — the oval, a gate, a rise, anywhere the class can stand and look safely.
 - The blank place-ladder picture (Q5), one per student, and the four feature cards (Q6), printed to cut out.
-

Say and do

The teaching sequence. The teacher reads every **Say** line aloud, word for word, and does the **Do** line as it comes.

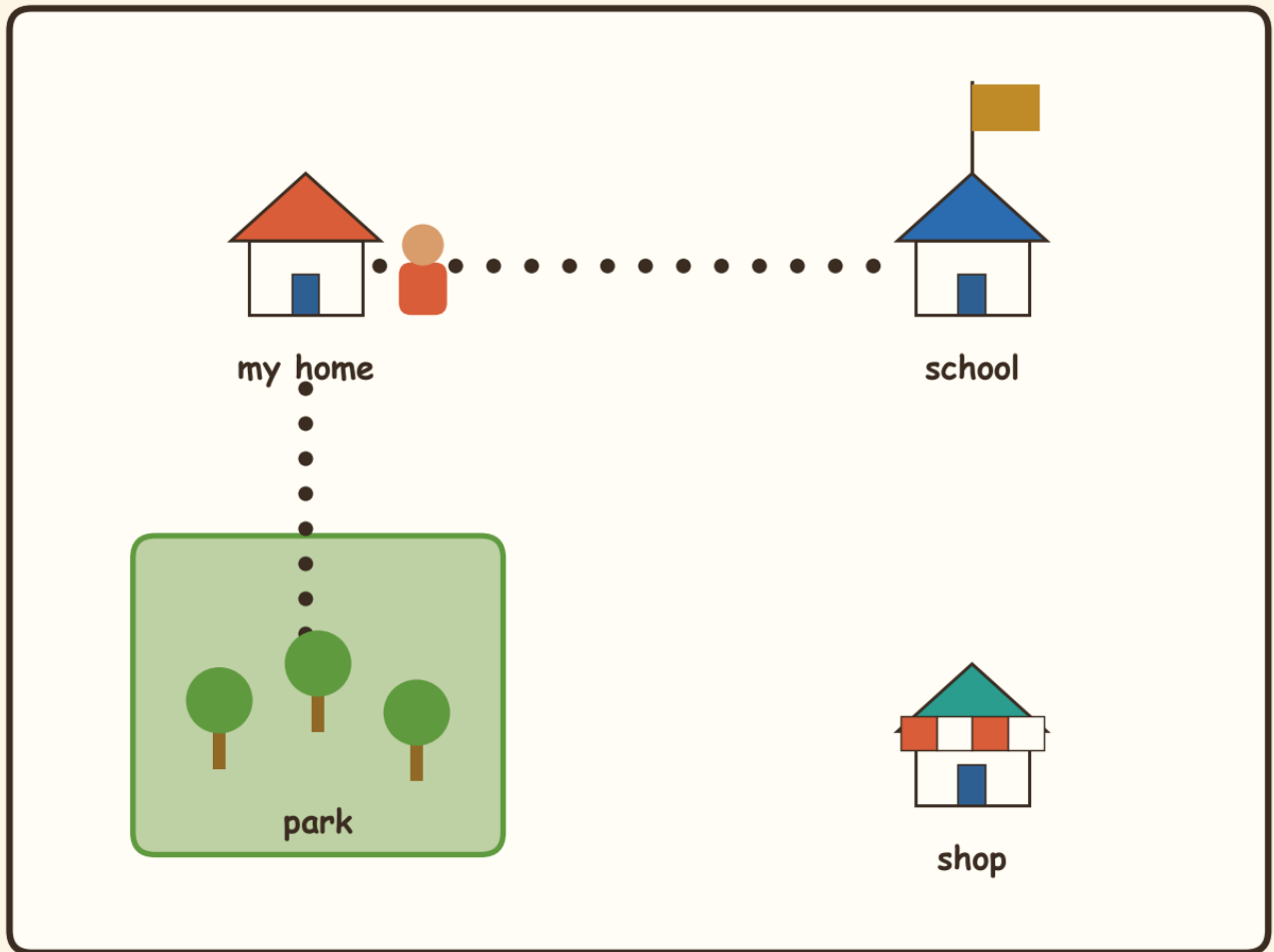
1. Do: Put the big place-ladder picture where all students can see it.



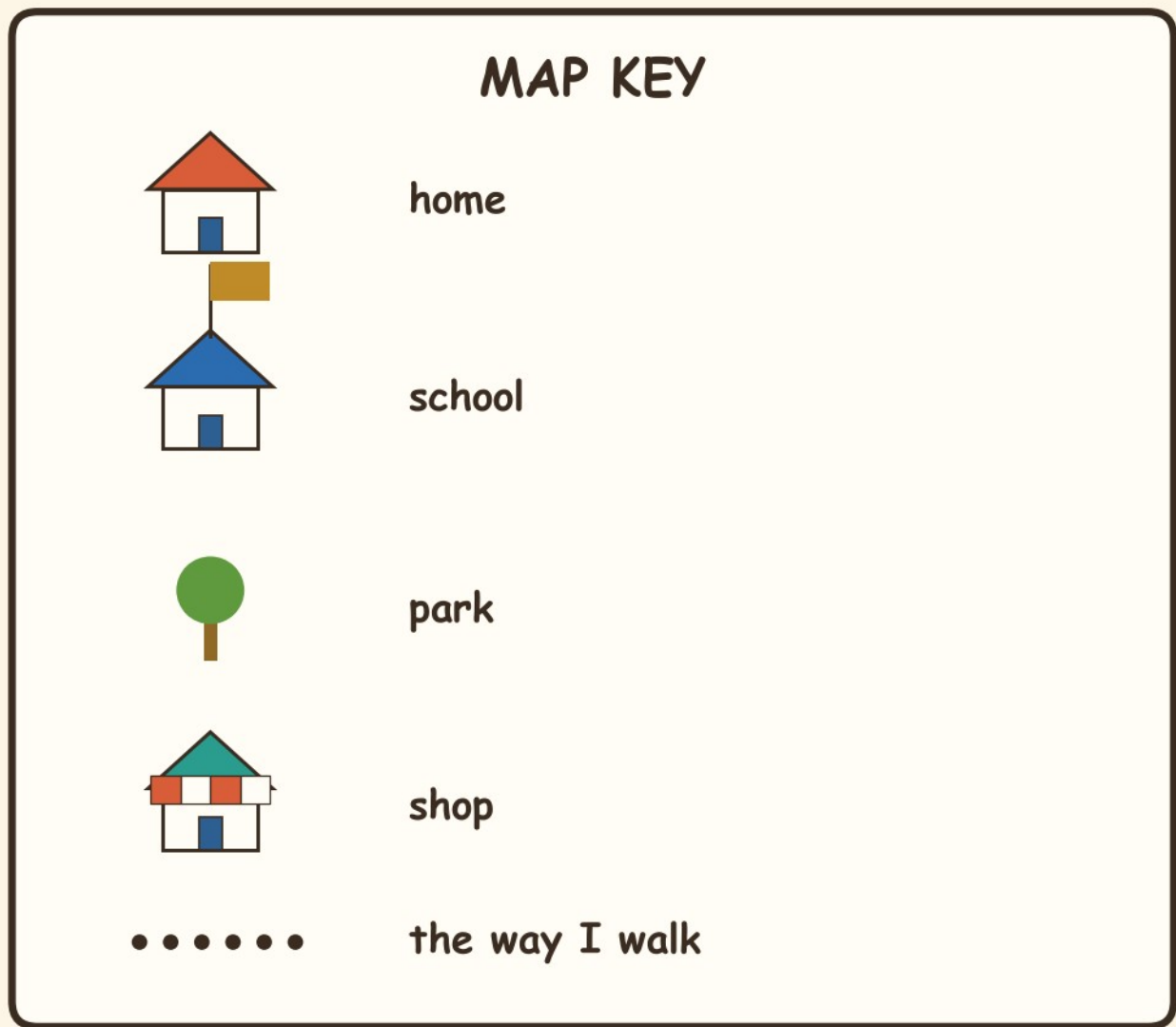
A home in a town in Victoria in Australia. Four boxes, one in the next. The small box says HOME. The next box says TOWN. The next box says VICTORIA. The big box says AUSTRALIA.

Say: “Look. A home is a place. A place has a name. People know it and say the name. Your home is a place!”

2. Do: Say the new words with the town map and the key.



A map of a town. A home, a school, a park and a shop. Trees at the park. Dots are the way I walk.



The map key. A house is a home. A house with a flag is a school. A tree is a park. A house with red and white bits is a shop. Dots are the way I walk.

Say: “This is a map. A map is a drawing of a place, from up high. This is a map of a town. The key says what the drawings are. Here is a home. Here is a school. Here is a park. Here is a shop.”

3. Do: Trace the dots on the town map with your hand.

Say: “The dots are the way I walk from my home to my school. Walk the dots with your hand. Home, school. Home, park. All of this is my town. My town is a place!”

4. Do: Chant the ladder with the place-ladder picture. Say your own town’s name where I say my town.

Say: “An address says where your home is. Say it with me. My home. My home in my town. My town in Victoria. Victoria in Australia. That is where I live! Home, town, Victoria, Australia. In, in, in!”

5. Do: Take the class outside to the looking spot. Hold up the look frame.

WHAT I CAN SEE

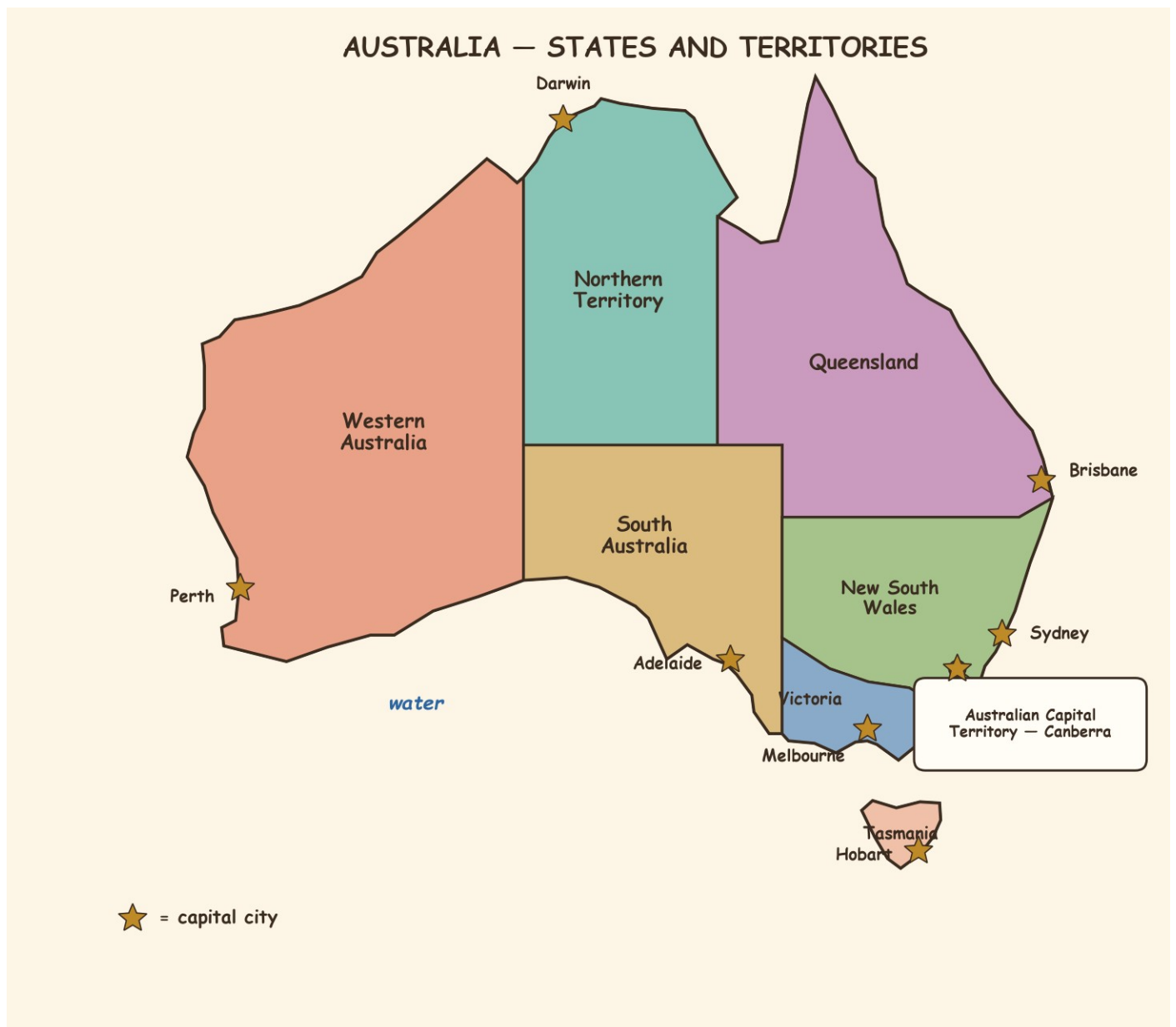
CAN I SEE MY HOME?

CAN I SEE ALL OF MY TOWN?

A big box to look out. Up it says: WHAT I CAN SEE. Down it says: CAN I SEE MY HOME? CAN I SEE ALL OF MY TOWN?

Say: “We are out. We look. What can you see? Can you see your home? Can you see all of your town? No! We can see a bit of our town. Your home is in your town. In, in, in!”

6. Do: Put up the big map of the states and territories.



A map of Australia with the states and territories. Every one has a name. The stars are the capital cities. Canberra is the capital city of Australia.

Say: “Now the big map. This is a map of Australia. Australia is a country. It has six states and two territories. And every state and territory has a capital city. The stars are the capital cities.”

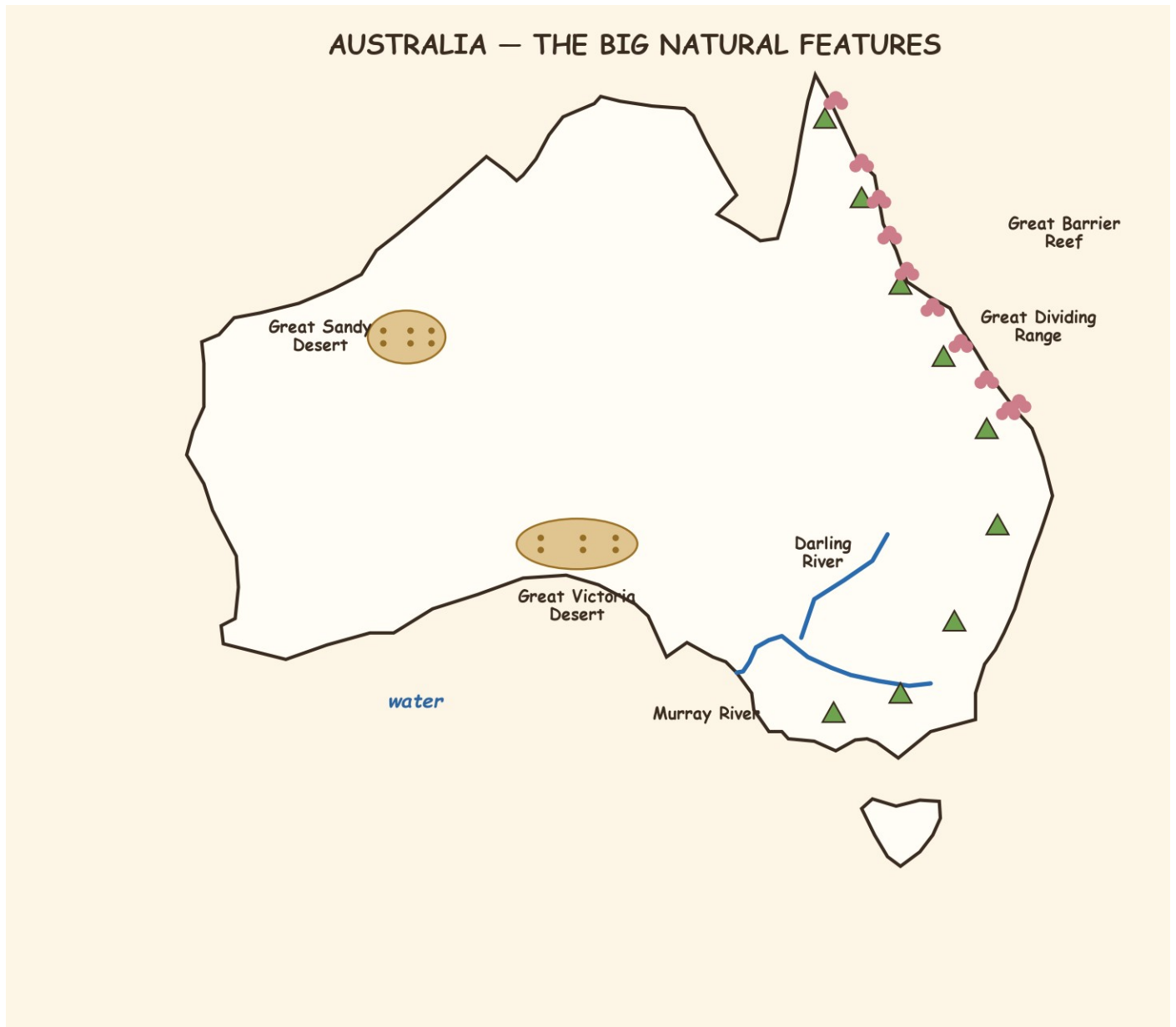
7. **Do:** Say the states and territories and their capital cities with the table, one row at a time.

THE STATES AND TERRITORIES AND THEIR CAPITAL CITIES		
	Western Australia	★ Perth
	Northern Territory	★ Darwin
	South Australia	★ Adelaide
	Queensland	★ Brisbane
	New South Wales	★ Sydney
	Victoria	★ Melbourne
	Tasmania	★ Hobart
	Australian Capital Territory	★ Canberra

The states and territories and their capital cities. Western Australia and Perth. Northern Territory and Darwin. South Australia and Adelaide. Queensland and Brisbane. New South Wales and Sydney. Victoria and Melbourne. Tasmania and Hobart. Australian Capital Territory and Canberra.

Say: “Say them with me. Western Australia — Perth. Northern Territory — Darwin. South Australia — Adelaide. Queensland — Brisbane. New South Wales — Sydney. Victoria — Melbourne. Tasmania — Hobart. Australian Capital Territory — Canberra. Canberra is the capital city of Australia.”

8. Do: Put up the features map and the feature key.

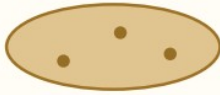


A map of Australia with the big natural features: the Murray River, the Darling River, the Great Victoria Desert, the Great Sandy Desert, the Great Dividing Range and the Great Barrier Reef.

FEATURE KEY



river



desert



high land

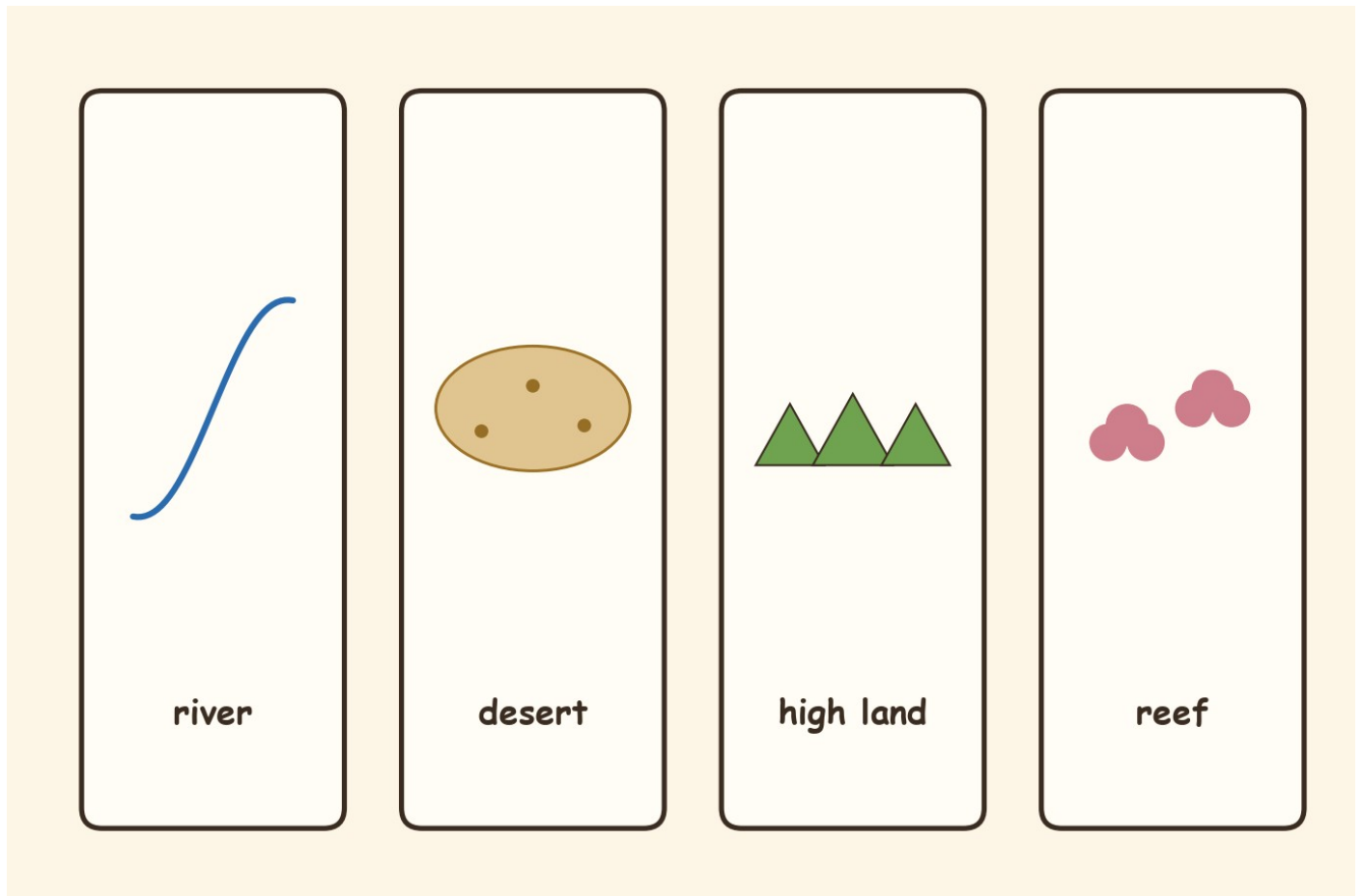


reef

The key for the big map. Blue is a river. Sand with dots is a desert. Green hills are high land. Pink is a reef.

Say: “Australia has very big natural features. Look. A river — the Murray River. It is the longest river in Australia. The Darling River is long too. A desert — the Great Victoria Desert. It is the biggest desert in Australia. The Great Sandy Desert is big too. High land — the Great Dividing Range. It goes down, down, by the water. A reef — the Great Barrier Reef. It is in the water by Queensland. Fish live at the reef.”

9. Do: Put the four feature cards on the map as the class says where.



Four pictures to cut out: a river, a desert, high land and a reef. Put them on the big map.

Say: “The river one goes here, at the Murray River. The desert one goes here. The high land one goes here. The reef one goes here, in the water. We put the natural features on the map!”

How we do it

Two worked examples. The teacher does each one in front of the class and thinks out loud.

Example 1 — where does it go?

Do: Hold up a drawing of a home. Think out loud, then put it on the place-ladder picture.

Say: “I have a drawing of a home. Where does it go? I look. A home is in a town. A town is in Victoria. Victoria is in Australia. So it goes in the small box. In, in, in! How do I know? A home is in a town. A town is in a state. A state is in a country.”

Example 2 — find Victoria and its capital city

Do: Take a dot. Think out loud, then put the dot on Victoria on the big map.

Say: “I want Victoria. I look at the big map. Victoria is the blue bit, down here. Here is Victoria. Now the capital city. The star on Victoria is Melbourne. Melbourne is the capital city of Victoria. How do I know? The star is the capital city. The key says so.”

Practice questions

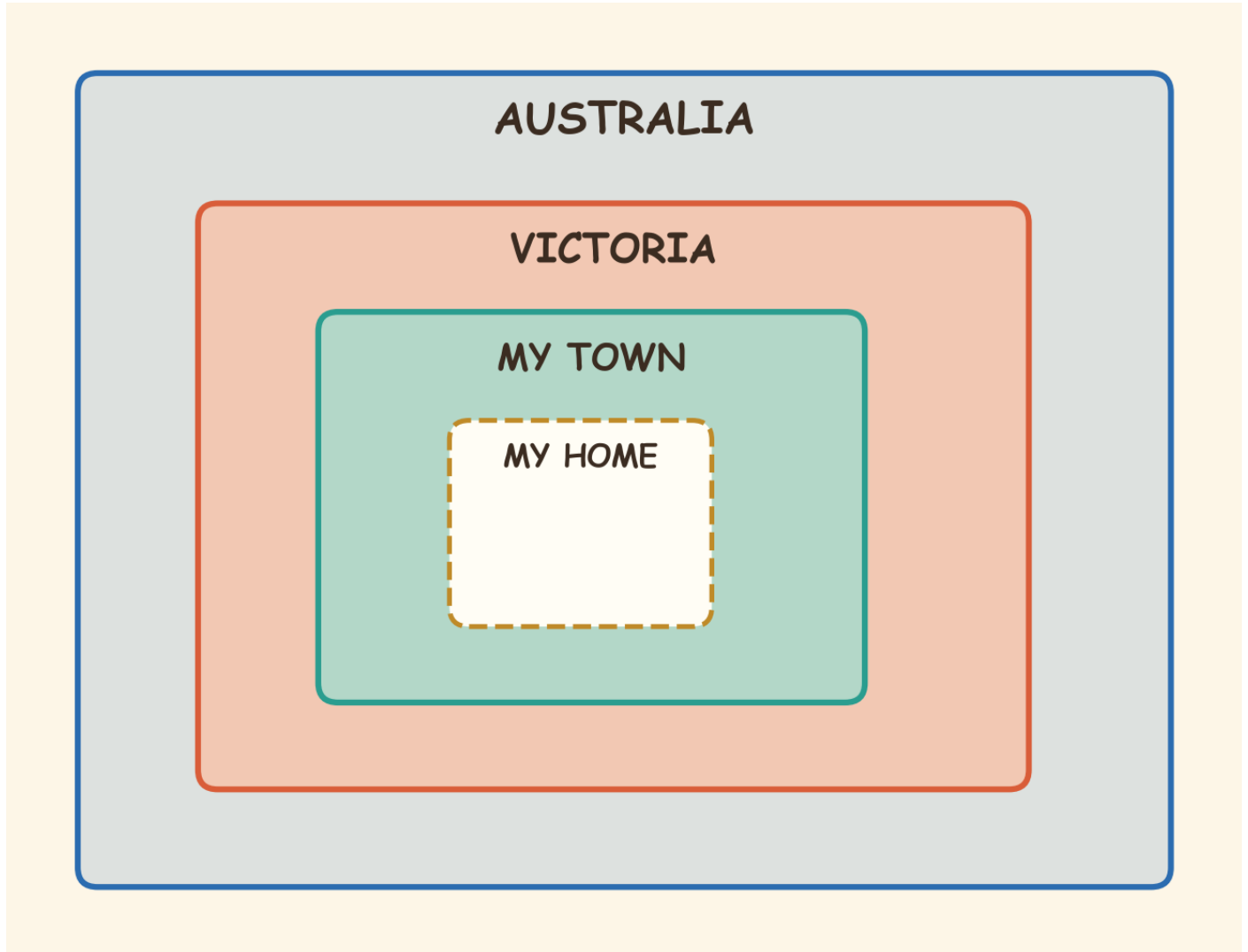
Try with help

Q1. With the teacher: touch the places on the town map. Home. School. Park. Shop. Say every one.

- Q2.** Put your dot on Victoria on the big map. Touch the star. Say the capital city of Victoria.
- Q3.** With the teacher, say every state and territory and the capital city, looking at the colours.
- Q4.** Go out with the teacher. Look. Draw what you can see.

Now you try

- Q5.** Draw your four boxes: my home, my town, Victoria, Australia. Say it to the teacher.



Four boxes, one in the next: MY HOME, MY TOWN, VICTORIA, AUSTRALIA. Draw your home in the small box.

- Q6.** Put the four feature pictures on the big map: river, desert, high land, reef. Say what goes where.

Say how you know

- Q7.** Look at the big map. How do you know it is a map of Australia?

What to listen for

Evidence at Foundation is observed and oral. Things you might see and hear:

- A student puts a hand on the school on the town map and says, “The dots are the way I walk.”
- A student chants, “My home, my town, Victoria, Australia,” and says “in, in, in!”
- Outside, a student says, “I can see a bit of my town. I can not see my home.”
- A student puts the dot on Victoria and says, “Melbourne. The star is the capital city.”
- A student puts the reef card in the water by Queensland and says, “Fish live at the reef.”

- A student answers “How do you know it is a map of Australia?” with what they see: “It says Australia. It has Tasmania. It has the Great Barrier Reef.”
-

For the teacher

CD VC2HG2K04 – code referenced; VC2 wording is not reproduced in this book (VCAA, Victorian Curriculum 2.0, Foundation-Level 2 Humanities). The CD's Countries-and-Places clause is excluded per TOC decision D3(b) and is not taught in this book.

Elaborations taught (ids are linkage keys per TOC D7; glosses are this book's own words):

.E01 – the place idea: people pick out a part of the world, name it and give it a meaning, and that makes it a place.

.E02 – the scale ladder from the child's own home address: home is the personal rung, suburb or town the local, state the regional, country the national – and each rung is found on a map.

.E03 (D3: partial) – the states, territories and capital-cities half is taught: the class uses a map to find and say the states and territories of Australia and their capital cities. The AIATSIS-map half of .E3 is excluded per Rule 1 / TOC decision D3 (Aboriginal and Torres Strait Islander content): recorded, not taught, and not present in this section.

.E04 (D3: partial) – identifying and locating the major natural features on a map is taught, in the book's own words and maps. The ATSI-names exercise of .E04 is excluded per Rule 1 / TOC decision D3: recorded, not taught. Features are limited to the TOC chapter note: rivers, deserts, high land and reef – the Great Dividing Range and the Great Barrier Reef by name (Uluru and Kati Thanda are not used).

Band achievement standard (Foundation-Level 2): referenced, not quoted – the standard is stated at the end of Level 2, and this section serves its place-defining and feature-describing share only.

Chapter framing: the band description's example focus questions (VC2 wording, referenced not reproduced) frame the chapter as framing, not content. Section 1C leans on the first – what places are like.

Sources (real-world facts beyond the curriculum's own referents; retrieved 2026-08-25): Murray River – Australia's longest river (2,508 km); Darling River – third-longest (1,472 km), joining the Murray at Wentworth; Great Victoria Desert – largest desert in Australia; Great Sandy Desert – north-east Western Australia, extending into the Northern Territory; Great Barrier Reef – world's largest coral reef system, in the Coral Sea off Queensland; Great Dividing Range – along the east of Australia; Canberra – capital city of Australia. (Wikipedia, en.wikipedia.org.) The maps and all drawings in this section are original to this build and are not to scale.

- Contested/undefined terms (CONTESTED_TERMS Rule 1): *place* carries the sense VCAA itself gives in .E01 (referenced, not quoted) — a part of the world that people have picked out, named and given a meaning to — and is attributed as such in New words. *Natural feature* and *scale* the curriculum uses but does not define; this subtopic therefore treats *natural feature* as a big thing on the land not made by people (a river, a desert, high land, a reef), and *scale* as the ladder of size in .E02 (personal home, local suburb or town, regional state, national country), and every task is answerable on those definitions alone.
- No reading, no writing: students do not read anything in this section. The teacher reads every line aloud. Evidence is what the teacher sees and hears (touching, dots, sorting cards, drawings, oral answers).

- The scale ladder is the section’s running tool: every place the class names this chapter goes on the ladder (home, in town, in Victoria, in Australia). Keep the place-ladder picture up for the whole chapter.
- Fieldwork: step 5 and Q4 are the outdoor observation. It is qualitative — what can and cannot be seen from here — and it motivates the ladder (we can see a bit of our town; our home is in our town even when we cannot see it). No scale drawing, no coordinates, no atlas work at Foundation (TOC D9).
- Maps are provided and pictorial. The two Australia maps are original, simplified drawings: states and territories as colour areas with their names, capital cities as stars, features as simple marks with a key. Colour is never the only identity — every area and mark carries its name.
- The home-address chant uses each student’s own suburb or town where the script says “my town”; Victoria stands for the state because this book is Victorian. For interstate delivery, say your state and keep Australia as the country.
- D3 record: the AIATSIS-map half of .E03 and the ATSI-names exercise of .E04 are excluded per Rule 1 and TOC decision D3 — recorded here, not taught, absent from the student-facing text.

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

Section 1D of the Foundation Geography workbook. One CD is taught here: VC2HG2K05 (code referenced, not quoted) — what places are made of, how they change, and who looks after them. Students observe the features of their local place, locate them on a pictorial map, identify change from two-drawing then-and-now pairs, and say which features people look after and who provides the care. The section includes a short teacher-led walk on the school grounds: the fieldwork observation that carries elaboration .E01. At Foundation no child reads or writes anything in this section (TOC D9): every line is read aloud by the teacher, figures are read aloud with the children looking on, and all evidence is what the teacher observes and hears — sorting, pointing, drawing and talk.

New words

The teacher says each word, shows the matching card or figure, and the class says the word back. All of these words are used again and again in the section; they are the section's defined terms.

- **place** — where we live, and all the things around us (used in 1A and all through this book).
- **feature** — a thing we can see in a place.
- **natural feature** — a feature people did not make, like a hill, a river or a forest.
- **constructed feature** — a feature people made, like a road, a building or a bridge.
- **map** — a drawing of a place that says where things are.
- **observe** — to look with your eyes, very hard.
- **change** — when a place is not the same as before.
- **care for** — to look after.
- **bushland** — land with many trees and small plants.
- **wetland** — a wet place where water sits on the land; birds and frogs live there.
- **erosion** — when water or wind takes the land away.
- **arch** — rocks that look like a big door over the water.
- **bridge** — a thing people make so we can go over a river or a road.
- **playground** — a fun place to play.

Words for our walk (the school's own features — point to each one as you name it): **garden, sandpit, oval, fence.**

Words for the people who care for features: **ranger, gardener, helper, builder.**

What you need

- The sort mat (1d_sort_mat) and the eight feature cards (1d_feature_cards), printed large and cut out.
 - The pictorial map of our place (1d_local_map), printed large — or a pictorial map of the school's own local place if the school has one.
 - The walk map (1d_walk_map), printed. Its four stops are models: rename them for the school's own grounds before the walk.
 - The three change pairs (1d_change_houses, 1d_change_erosion, 1d_change_planting) and the reasoning pair (1d_how_do_you_know), printed.
 - The four care cards (1d_care_cards) and the four carer cards (1d_care_who), printed and cut out.
 - If the school has old and new photographs of the same local spot, use them alongside the drawn change pairs — the drawn pairs are this book's models, and elaboration .E03 names photographs as the source type.
-

Say and do

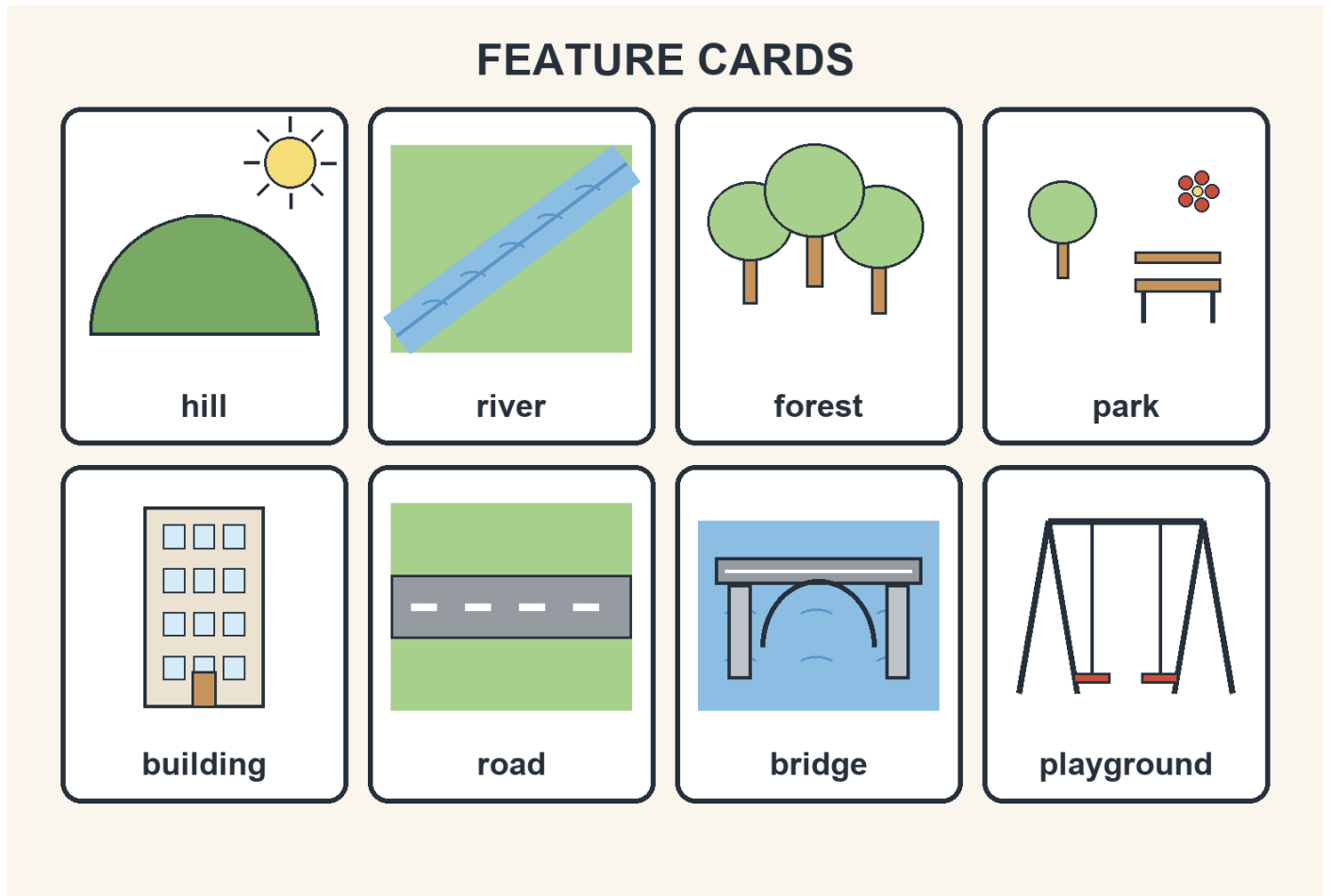
1. **Do:** Show the sort mat. Put it where all the class can see.

SORT THE FEATURES	
NATURAL FEATURE people did not make it	CONSTRUCTED FEATURE people made it

A sort mat. One spot says NATURAL FEATURE, people did not make it. One spot says CONSTRUCTED FEATURE, people made it. The eight features go on the mat.

Say: “Today we look at our place. A place is where we live and all the things around us. The things we can see in a place are called features. Some features are natural features. People did not make them. Some features are constructed features. People made them.”

2. Do: Show the eight feature cards, one at a time, and the class says each word.



Eight features: a hill, a river, a forest, a park, a building, a road, a bridge and a playground.

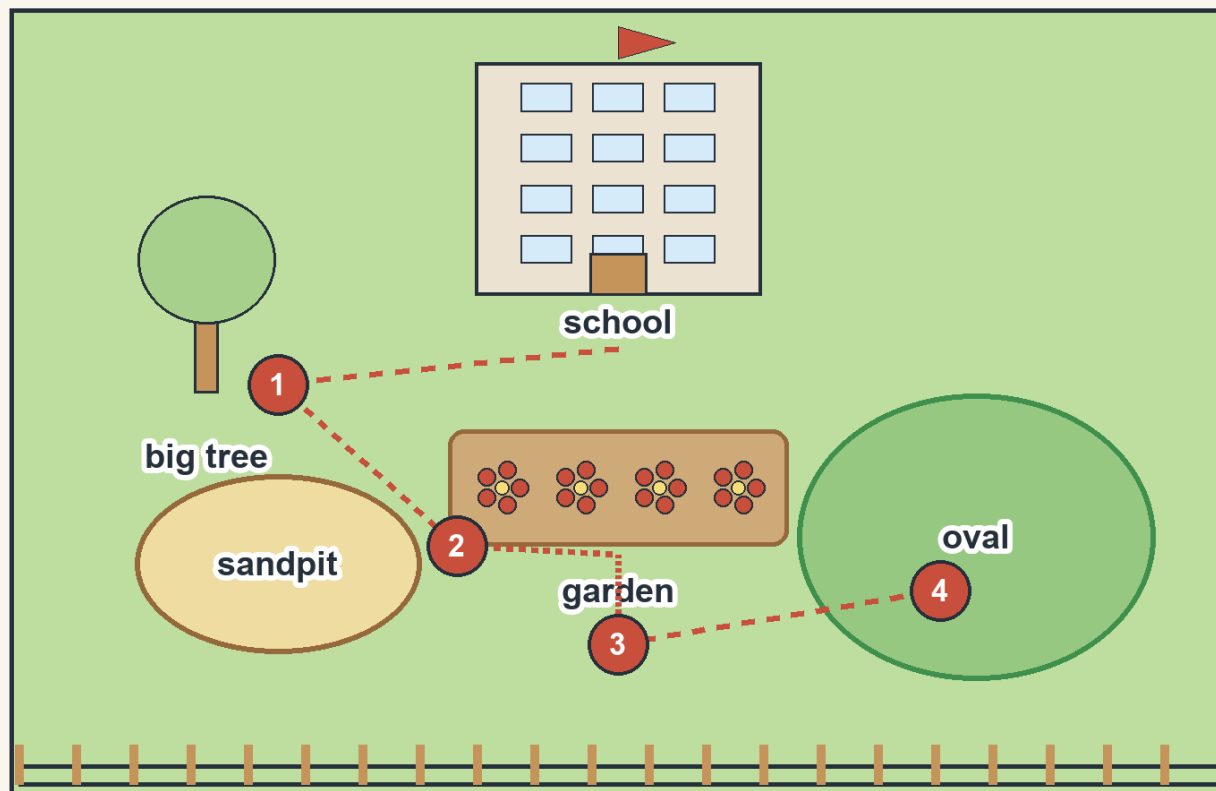
Say: “Here are eight features. Say them with me. A hill. A river. A forest. A park. A building. A road. A bridge. A playground. A bridge goes over a river or a road. A playground is a fun place to play.”

3. Do: Sort the first two cards on the mat. Think aloud, then hand the next cards to children to sort.

Say: “The hill. Did people make the hill? No! People did not make it. The hill is a natural feature. It goes here. The building. Did people make the building? Yes! People made it. The building is a constructed feature. It goes here.”

4. Do: Show the walk map. Go on the walk. Stop at each numbered stop; the children look, then say what they can see.

OUR SCHOOL WALK

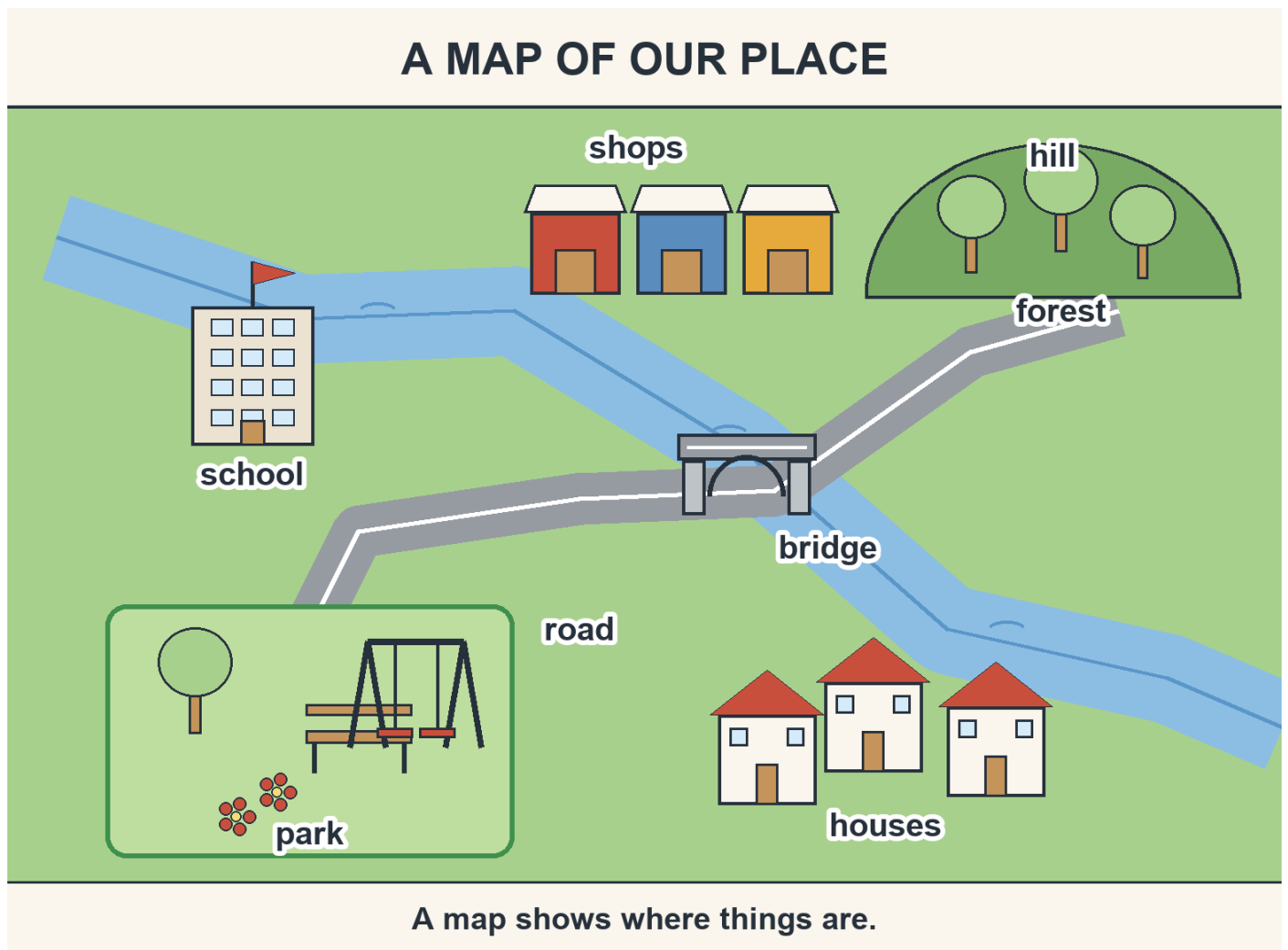


We stop. We look. We say what we can see.

A map of our school walk. It has four stops: the big tree, the sandpit, the garden and the oval. The school is at the top.

Say: "Now we go on our walk. We stop at four spots. At all the stops, we observe. Observe: look with your eyes! Stop 1 is the big tree. Stop 2 is the sandpit. Stop 3 is the garden. Stop 4 is the oval. The tree is a natural feature. People did not make it. The fence is a constructed feature. People made it. What about the sandpit? Did people make the sandpit? Yes! It is a constructed feature."

5. Do: Back in the room. Show the big pictorial map. Children come up and point.



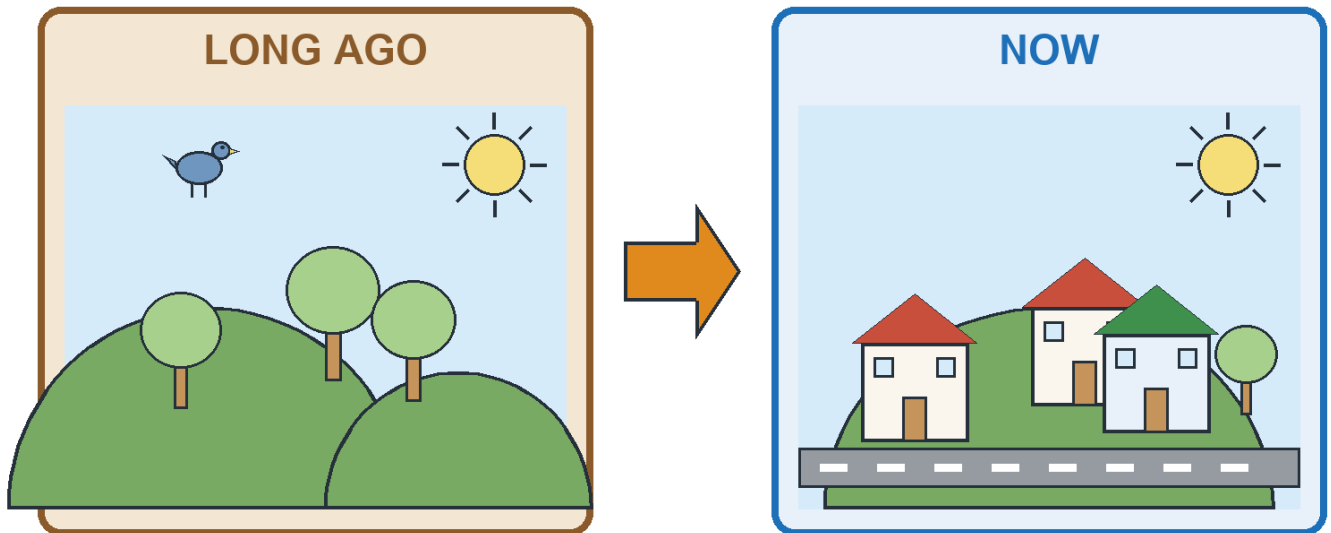
A map of our place with a river, a hill, a forest, a park, a school, houses, shops, a road and a bridge.

Say: “This is a map. A map is a drawing of our place. It says where things are. Find the river on the map. Find the hill. Find the school. Find the bridge. The river and the hill are natural features. The road, the bridge and the school are constructed features. Can you find the park?”

6. Do: Name features of real Victorian places the children may know, or see in photographs.

Say: “Big places have features too. The Yarra River is a big river. Rivers are natural features. The Dandenong Ranges are hills with many trees. Hills are natural features. The Royal Exhibition Building is a big, old building in Melbourne. It is very old. People made it. Buildings are constructed features.”

7. **Do:** Show the first change pair.

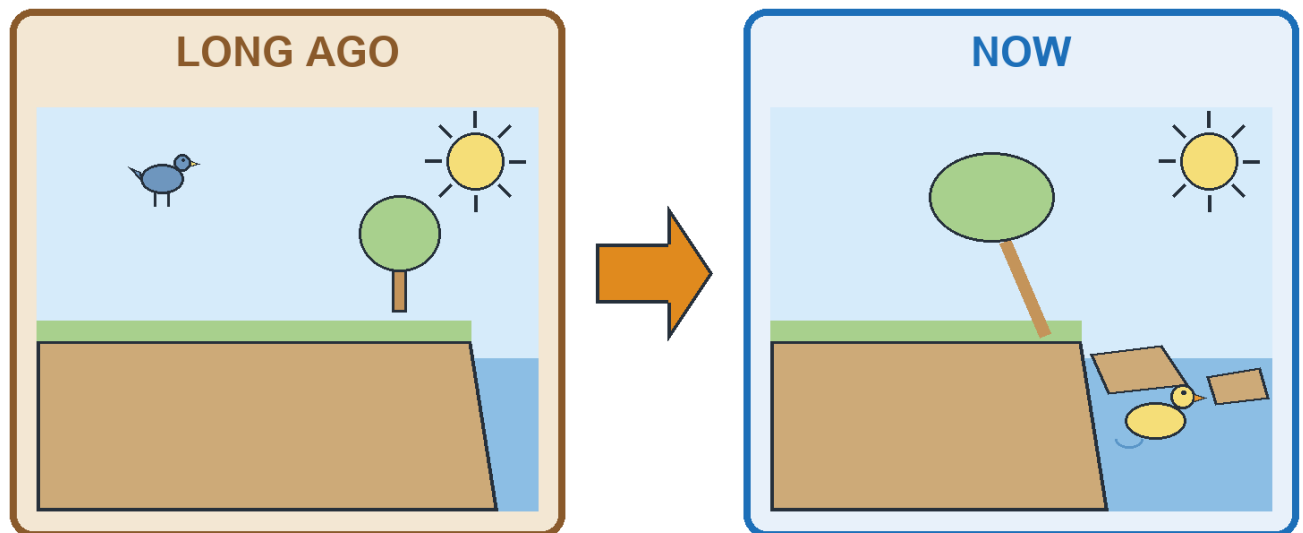


The trees went. New houses came.

Two drawings of the same hill. One drawing has trees on the hill. One drawing has new houses and a new road.

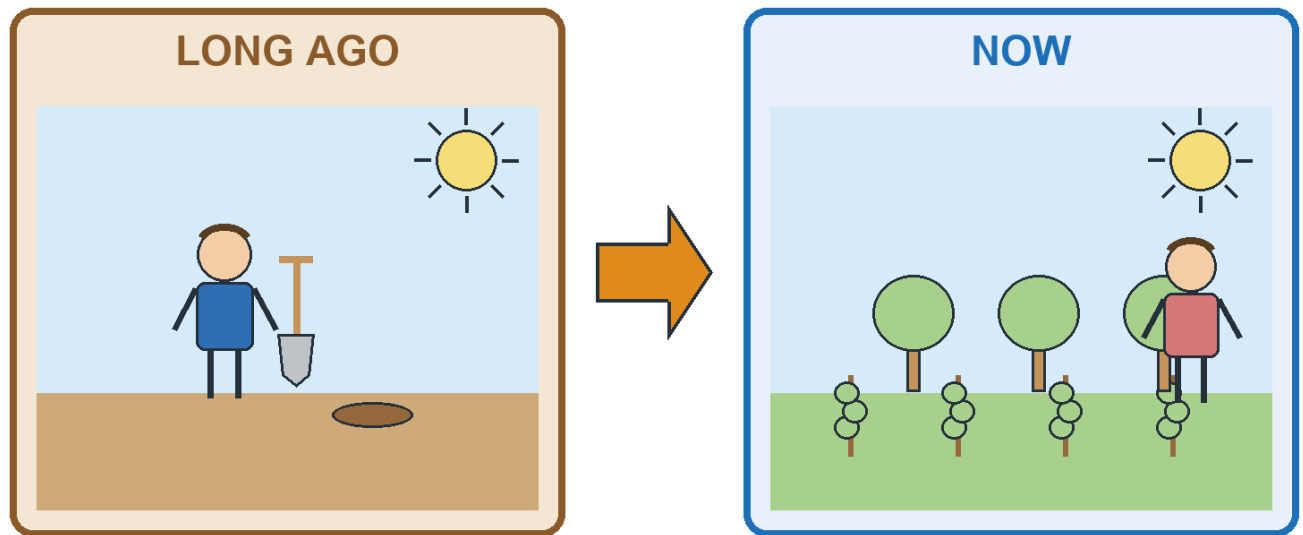
Say: "Places can change. Look at these two drawings of the same hill. In one drawing, the hill has many trees. In the next drawing, the trees are not there. New houses are there. A new road is there too. That is a change."

8. **Do:** Show the erosion pair, then the planting pair.



The water moved the soil away.

Two drawings of the same river. One drawing: the land by the river is high, with a tree. The next drawing: the water washed the land away. The land is small now.



People planted new trees.

Two drawings of the same place. One drawing has no trees. People dig and put in small new trees. The next drawing has many new trees.

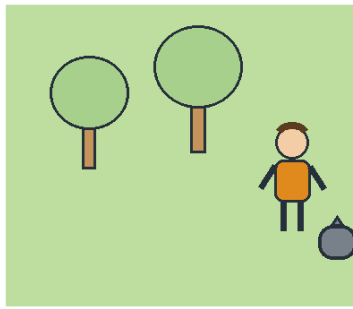
Say: “Some changes are made by water. Look at this drawing. The water takes the land away. The land is not the same. That is erosion. Erosion: water and wind take the land away. People can change a place too. Look at this drawing. People dig the land. They put in small new trees. Now there are many new trees.”

9. Do: Tell the real change story of London Arch.

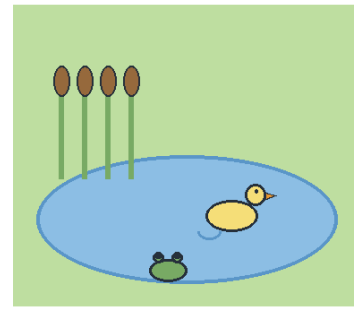
Say: “Here is a change made by water. These big rocks are called London Arch. They are by the Great Ocean Road. The water washed and washed at the rocks. In 1990, one big bit of rock went down. Now the rocks are not the same. That is erosion. An arch is rocks that look like a big door.”

10. Do: Show the four care cards.

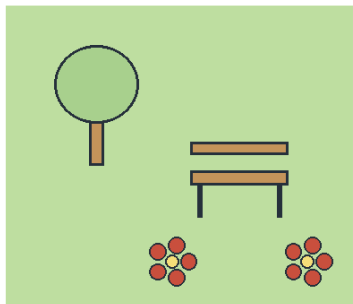
FEATURES PEOPLE LOOK AFTER



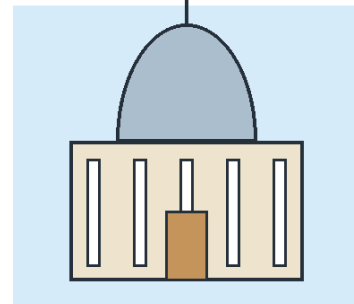
bushland



wetland



park

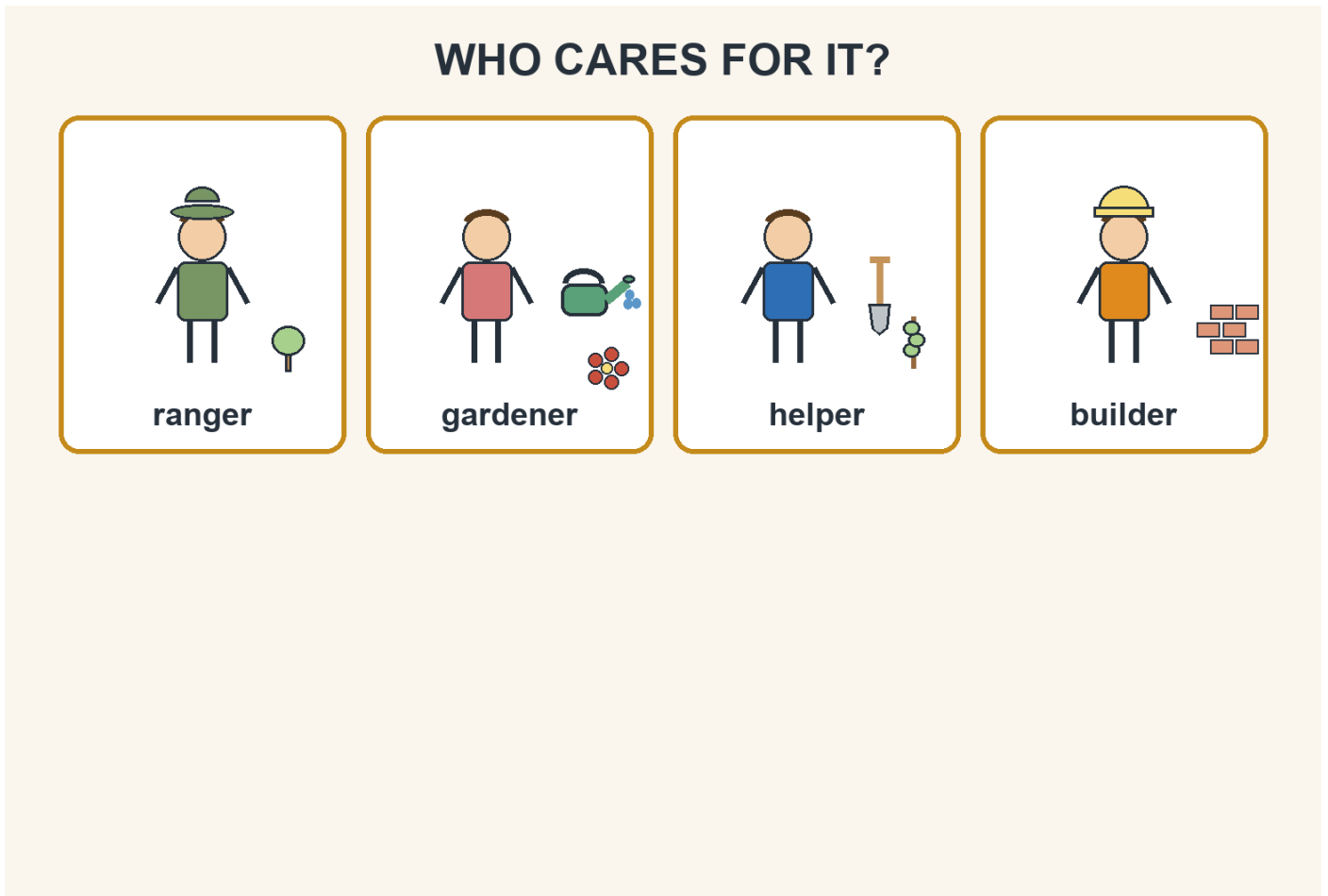


old building

Four features people look after: bushland, a wetland, a park and an old building.

Say: “People care for places. Care for: look after. Look at these four features people look after. Bushland. A wetland. A park. An old building. Bushland is land with many trees and small plants. A wetland is a wet place. Birds and frogs live in a wetland. A park is a fun place with trees. An old building is looked after too.”

11. Do: Show the four carer cards. Children put each carer with the feature it cares for.



Four people who care for features: a ranger, a gardener, a helper and a builder.

Say: “Who cares for these features? A ranger looks after bushland. A gardener looks after a park. Helpers plant new trees. Builders look after old buildings. Many people care for our place. Who looks after our school? Who looks after the park by your home?”

12. Do: Tell the real care stories.

Say: “The Royal Exhibition Building is very old. Museums Victoria looks after it. The Edithvale and Seaford wetlands are wetlands by Melbourne. Many birds live there. Melbourne Water looks after them with helpers. Our place has many features. We can look after them too.”

How we do it

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

Worked example 1 — sorting a feature on the walk

Do: At stop 1, hold the walk and think aloud.

Say: “I see the big tree. Did people make a tree? No. A tree is a natural feature. I see the fence too. Did people make the fence? Yes. The fence is a constructed feature.”

Worked example 2 — finding a change in two drawings

Do: Show the houses change pair again. Think aloud and point.

Say: “I look at the two drawings. In one, the hill has trees. In the next one, the hill has no trees. It has new houses and a new road. What changed? The trees are not there. New houses are there. How do I know? I look and look: one drawing has trees, one drawing has no trees. That is how I know.”

Practice questions

All tasks are observed and oral. The teacher reads each task aloud; the evidence is sorting, pointing, drawing and talk.

Try with help

Q1. Sort the eight feature cards on the sort mat. Natural or constructed? Say how you know for one card.

Q2. Look at the map of our place. Put your finger on the river. On the hill. On the school. On the bridge. Say: natural or constructed?

Q3. Look at the three change pairs, one at a time. Say what changed in each one: the hill, the river, the trees.

Q4. Match the carers to the features. Who looks after the bushland? Who looks after the park? Who looks after the old building? Who plants new trees?

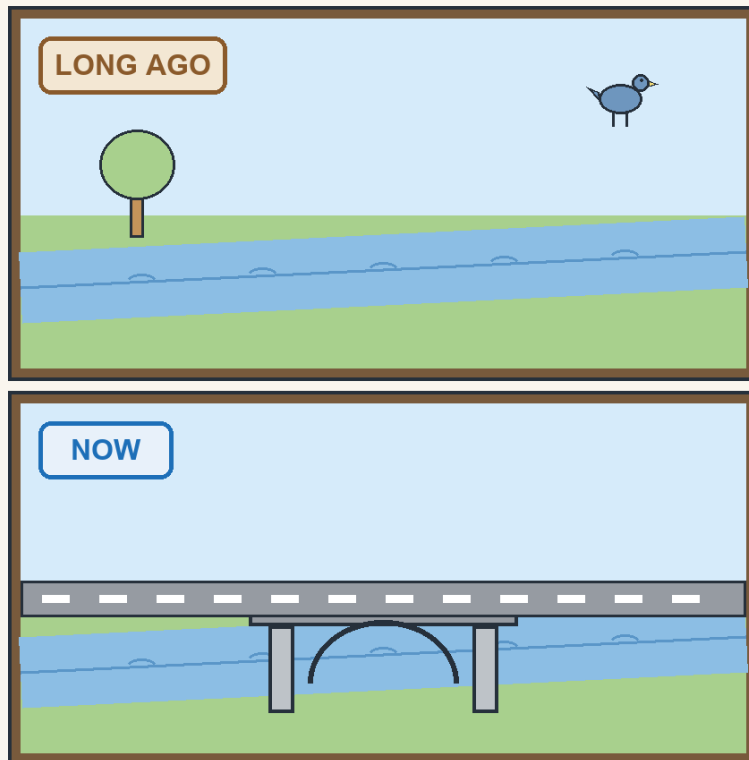
Now you try

Q5. Draw your place. Draw one natural feature and one constructed feature. Tell the class what they are.

Q6. Tell the class about a feature people look after, at school or by your home. Who looks after it?

Say how you know

Q7. Look at the two drawings of the river. What changed? How do you know? The teacher observes the child's answer and writes down the words.



**What
changed?**

**How do
you know?**



Two drawings of the same river. One drawing has no bridge. The next drawing has a new bridge and a new road. The drawings ask: What changed? How do you know?

What to listen for

- A child puts the river on the natural side and says, “People did not make a river.”
- A child finds the bridge on the map and says, “People made it.”
- On the walk, a child says, “I can see the big tree. It is a natural feature.”
- A child says of the hill pair, “The trees are not there. New houses are there.”
- A child answers *how do you know* with what they can see: “One drawing has trees. One drawing has no trees.”
- A child puts the ranger with the bushland and says, “The ranger looks after it.”
- A child names a feature people look after and a person who cares for it: “The gardener looks after the park.”

For the teacher

CD VC2HG2K05 – code referenced; VC2 wording is not reproduced in this book (VCAA, Victorian Curriculum 2.0, Geography, Foundation–Level 2).

Elaborations taught in this section (ids are linkage keys per TOC D7; glosses are this book's own words):

.E01 – observing the local place to find and say its features – hills, rivers, parks, forests, buildings – and put them on a map.

.E03 – finding changes in the place's features from what we see or from photographs (the section's change types: trees cleared, new buildings and roads, erosion, new planting).

.E04 – saying which features people look after near home – bushland, a wetland, a park, an old building – and finding out why they need care and who gives it.

.E02 (Aboriginal Dreaming and Creation stories) is excluded entire by TOC decision D3 and is not taught in this book. It is recorded as ACCEPTED in the teacher-facing metadata only; no content from it appears in this section.

Band achievement standard (Foundation–Level 2): referenced, not quoted – the standard is stated at the end of Level 2, and this section serves its feature-describing and care share only (TOC D1: nothing here claims the band standard is met at Foundation).

Chapter framing: the band description's example focus questions (VC2 wording, referenced not reproduced) frame the chapter as framing, not content; this section leans on the what-places-are-like and why-care-for-it questions.

- No reading, no writing (TOC D9): nothing in this section is read or written by the children. The teacher reads every line and every figure aloud. Evidence for Q1–Q7 is observed and oral; for Q7 the teacher records the child's words.
- Fieldwork: the school walk in step 4 is this section's observation outside the classroom and is what carries .E01 (observing the local place). The stops on the walk map are models — rename them for your own grounds. The walk is qualitative and pictorial throughout: no measurement, no recording sheets.
- The drawn change pairs are this book's models, and the section says so to the children ("drawings"). Wherever the school has old and new photographs of the same local spot, use them as the class's own source alongside the models — .E03 names photographs, and the 2B section will later collect its own then-and-now evidence.
- Real, named Victorian places and facts used in this section (all retrieved 2026-08-25):
 - Yarra River — a perennial river in Victoria; it flows from the Yarra Ranges through Melbourne to Port Phillip Bay, about 242 km long. Source: "Yarra River", Wikipedia, retrieved 2026-08-25.
 - Dandenong Ranges — low mountain ranges of rolling hills and forest about 35 km east of Melbourne. Source: "Dandenong Ranges", Wikipedia, retrieved 2026-08-25.
 - Royal Exhibition Building, Carlton Gardens, Melbourne — built 1879–1880; Museums Victoria is its custodian; in 2004 it became the first Australian building inscribed on the UNESCO World Heritage List. Source: "Royal Exhibition Building", Wikipedia, retrieved 2026-08-25.
 - London Arch, Port Campbell National Park, Great Ocean Road — an offshore natural rock arch formed by gradual erosion; its landward span collapsed on 15 January 1990. Source: "London Arch", Wikipedia, retrieved 2026-08-25.
 - Edithvale–Seaford Wetlands — about 261 ha of freshwater wetlands south-east of Melbourne near Port Phillip Bay; up to about 7,000 birds of around 190 species; Melbourne Water manages the Edithvale site, the Seaford site with the City of Frankston, with volunteer help from the Friends of Edithvale–Seaford Wetlands. Source: "Edithvale–Seaford Wetlands", Wikipedia, retrieved 2026-08-25.
- Natural versus constructed is a Foundation sorting tool, not a hard line: a park has natural things in it (trees, grass) and constructed things (paths, seats, taps). Accept both answers where a child can say why; the child's reason is the evidence, and the sort asks about the feature as a whole.
- The sort mat, the map of our place and the care cards are the section's running tools: keep them on the wall through the chapter. 1A has already asked why caring for place matters; 1D looks at the features people look after and who provides the care (.E04); 2B will collect its own evidence of change from old and new photographs.

Weather and seasons in our place and other places

Geography Foundation · Chapter 1 – Places and our connections to them · Section 1E

Owns:	VC2HG2K06 weather and seasons — the neutral core, taught in full (code referenced; VC2 wording is not reproduced). The CD's First Nations seasonal-calendars clause is excluded per TOC §2 D3(b) and is not taught.
Draws on:	VC2HG2K06.E01 (retained in full — the children describe and compare the weather of their own place, in this book's own words); VC2HG2K06.E02 (TOC §2 D3(c): excluded entire — ACCEPTED, recorded, not taught)
Pitch:	Foundation (first year of the F-2 band). Delivery is oral, place-led and picture-led (TOC D9): every task is introduced by the teacher from this script, no task depends on a child reading, and all evidence is observed and oral.
Script:	Lines the children hear sit in "***Say***" quote blocks and are held at the child's word level (vocabulary ceiling F, TOC D2); figure alt text is held to the same ceiling. All other text is teacher-facing. All figures are original to this build, generated by the scripts in src/.
Sources:	The comparison places are real, named, sourced places (sources note below). "Our place" is the children's own school locality, observed outside the classroom.

Chapter focus question (from the VCAA F-2 band description; VC2 wording referenced, not reproduced): this section asks what the seasons are like where we live, and whether people can sort the year in more than one way.

What this section teaches (teacher-facing)

This section is the first weather lesson of the book, and it delivers all of the neutral core of VC2HG2K06 in one short sequence:

1. children **describe the daily weather of their own place using the four measures — rainfall, temperature, sunshine and wind** — through an outdoor observation and a class weather-watch chart they fill in themselves (elaboration .E01, first half);
2. children **describe the seasons of their own place** — the four-season scheme (summer, autumn, winter, spring) used across much of Victoria;
3. children **compare the weather of their place with the weather of other places they know about** — Darwin, with its two seasons (the dry season and the wet season), and Falls Creek, with its winter snow (elaboration .E01, second half); and
4. children meet the idea that **seasons are a human way of describing the same phenomenon** — the weather of one year can be talked about as four seasons or as two, depending on the place. This is the band description's own point — people can sort the same weather in different ways — taught through neutral seasonal schemes exactly as TOC §2 D3(b) directs.

Terms the curriculum does not define. The Victorian Curriculum (VC2 Geography, Foundation to Level 2; VCAA export retrieved 2026-07-29) uses *weather* and *seasons* in VC2HG2K06 but does not define them. This section therefore treats them in the sense given here, and every task is answerable on these definitions alone:

- the **weather** is what the sky and the air are like on a day — rain or no rain, sun or no sun, wind, hot or cold; in this section it is described, as .E01 requires, using the four measures — rainfall, temperature, sunshine and wind;
- a **season** is one of the named parts of the year that people use to talk about what the weather is usually like at that time of year. The scheme used in our place has four seasons (summer, autumn, winter, spring); other

places use other schemes — Darwin uses two (the dry season and the wet season). Seasons are a human way of describing the same phenomenon: the scheme changes, the weather does not.

These definitions are the contested-terms note for this section (CONTESTED_TERMS.md). They are teacher-facing; the children hear only the spoken definitions in the sequence.

Subject words (TOC D2). Each is introduced orally at first use, with the spoken definition given in the sequence:

- *weather* — what the sky is like today (step 1);
- *cloud* — the big soft white thing in the sky (step 1);
- the five sky words *sunny*, *cloudy*, *rainy*, *windy*, *snowy* — said and shown with the five sky pictures (step 2, figure 1);
- *rainfall*, *temperature*, *sunshine*, *wind* — the curriculum’s own four words (.E01), said with the class at step 3 (figure 2);
- *season*, *summer*, *autumn*, *winter*, *spring* — the four named parts of the year in our place (step 5, figure 4);
- *the wet season*, *the dry season* — Darwin’s two seasons (step 6, figure 6); *wet* and *dry* carry their everyday sense;
- *snow* — the white cold thing that comes down when it is very cold (step 6, figure 5).

Exclusions (TOC §2 D3). Two First Nations items of VC2HG2K06 are excluded and are not taught anywhere in this section. The CD’s First Nations seasonal-calendars clause is excluded per D3(b); the neutral core — weather and seasons — is taught in full. .E02 (the two-calendar comparison it names — the European scheme against the local First Nations scheme, for the same place) is excluded entire per D3(c), recorded as ACCEPTED (CONTENT_POLICY Rule 1: recorded, never silently dropped). The words *calendar*, *European* and every First Nations seasonal comparison are absent from this section by design; the work of showing that people can sort the same weather in different ways is carried entirely by the neutral four-season and wet/dry schemes.

Sources for the section. The weather of the comparison places comes from named public sources, all retrieved 2026-08-25 and all citing Bureau of Meteorology data (snapshots kept under `_src_cache/`):

- Darwin’s two seasons — the dry season, about May to September, with nearly every day sunny, and the wet season, about December to March, with thunderstorms and monsoon rains — Wikipedia, *Darwin, Northern Territory* (climate section, retrieved 2026-08-25);
- the four-season temperate weather of much of Victoria — warm summers, cool winters, changeable weather — Wikipedia, *Melbourne* (climate section, retrieved 2026-08-25);
- Falls Creek as a snow place — an alpine ski resort in the Victorian Alps at 1,500 to 1,830 metres — Wikipedia, *Falls Creek Alpine Resort* (retrieved 2026-08-25).

The weather of our place needs no source: the class observes it outside, and what the children see is the evidence. All figures are original to this build, drawn by the `fig_1e_*.py` scripts in `src/`.

The places of this section. “Our place” is the school’s own locality — the real place the children stand in, looked at from the schoolyard. Darwin (Northern Territory) and Falls Creek (Victorian Alps) are real, named, sourced places; nothing in this section is made up. Where children know other places — a grandma’s town, a holiday place, a place a family comes from — their words are welcome at step 6: .E01 asks for the weather of other places the children know of (its wording referenced, not reproduced), and a child who has lived in a two-season place is a resource, not a problem.

Where this section joins the rest of the book. The weather-watch chart started here becomes the data collection of 2B (recording weather and seasons); the clothes-and-weather picture table is taken up as a representing skill in 2C; the picture infographic about local weather and seasons is the capstone of 2E; and the map work of 1C locates Darwin and Falls Creek on a map of Australia when the class is ready. Cross-reference only — this section teaches VC2HG2K06 and no other CD. Two same-year cross-subject notes (TOC §4): the daily weather watch is also the lesson claimed by VC2 Science F–2 VC2S2U07 (weather affects everyday decisions — one lesson, two curricula), and the day-by-day chart leans on VC2 Mathematics Foundation VC2MFM02 (days of the week), taught by those books in the same school year. This book supplies the geography content, not the Science or Mathematics teaching.

Teaching sequence (script for the teacher)

Step 1 — Out in the weather

Do: take the class outside the classroom, to a spot where they can see the sky — the schoolyard is perfect. One minute of looking is enough.

Say: Hello! Today we will go out and look at the sky.

Look up! What can you see in the sky?

Is the sun out? Are there clouds? A cloud is the big soft white thing in the sky.

Is rain coming down? Here comes the wind! Is the wind on your face?

Is it hot, or is it cold?

The sun, the clouds, the rain, the wind, hot and cold — all of this is the weather. The weather is what the sky is like today.

Say it with me: the weather!

The word *weather* is now said, defined and used. Back inside, the sequence goes on.

Step 2 — The five sky pictures

Say: The sky can be sunny. Sunny: the sun is out!

The sky can be cloudy. Cloudy: a big cloud in the sky.

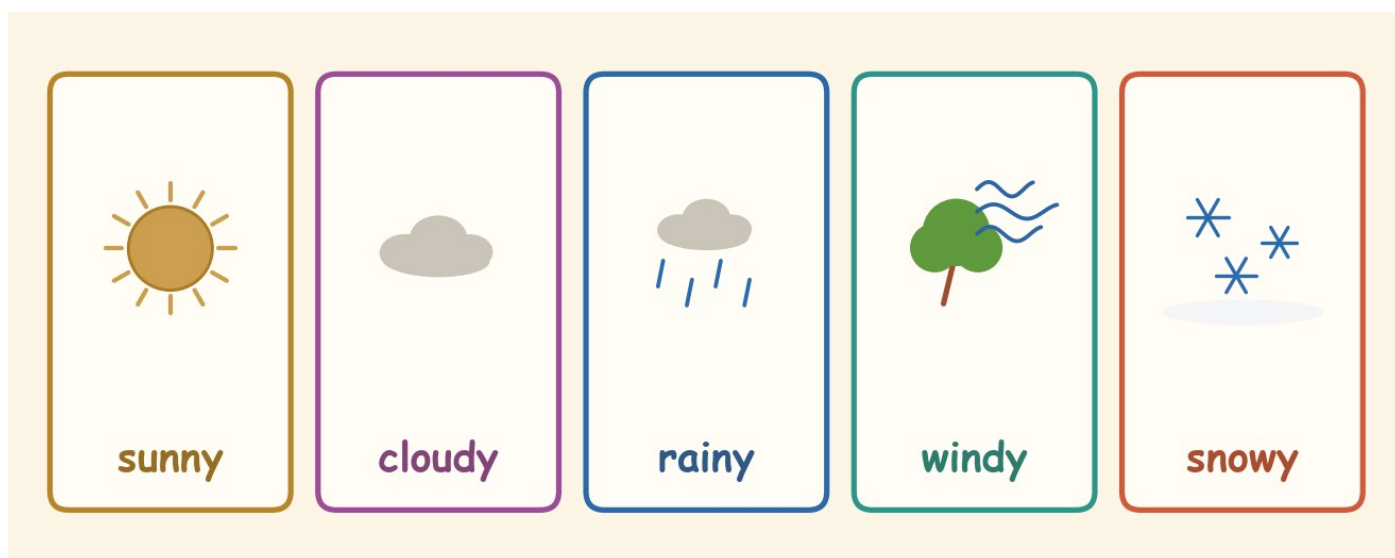
The sky can be rainy. Rainy: rain comes down.

The sky can be windy. Windy: the wind is big!

The sky can be snowy. Snowy: snow comes down. Snow is white and cold.

Sunny, cloudy, rainy, windy, snowy. Say them with me!

Do: show figure 1, the five sky pictures. Say each sky word and have the class say it back; then ask the class which picture the sky outside looks like today. Keep the answer — it is the first entry of the weather watch.



Five pictures of the sky: sunny, with a big sun; cloudy, with a big white cloud; rainy, with rain coming down; windy, with a tree in the wind; and snowy, with snow coming down

Step 3 — The four things

Say: We can talk about the weather in four ways.

One: the rain. Did rain come down today? How much? That is the rainfall.

Two: hot or cold. Is it hot, or is it cold? That is the temperature.

Three: the sun. Is the sun out? That is the sunshine.

Four: the wind. Is the wind big, or little? That is the wind.

Rainfall, sunshine, wind, temperature. Say them with me!

Do: show figure 2. Track down the four rows with your finger: rainfall, temperature, sunshine, wind. These are the four words of .E01 itself; the class has just said all four.

The four things we describe weather by

rainfall · temperature · sunshine · wind

rainfall



a rain gauge

How much rain fell?

temperature



a thermometer

How hot or cold is it?

sunshine



our eyes

Is the sun out?

wind



a wind sock

Is the air still or moving?

A big table with the four things we look at in the weather: the rain, hot and cold, the sun, and the wind. Every one has a question and a little drawing

Step 4 — Our weather watch

Say: Every school day, we will look at the weather.

We look at the sky: is it sunny, or cloudy?

We look at the rain: did rain come down?

Hot or cold? Wind big, or wind little?

Look at our big table. Every day has a box. We look, and we put pictures up!

Do: show figure 3, the class weather-watch chart, and put it on the wall where the class can see it. Run the watch every school day: one child looks out the window, says what the sky is like, and puts the picture in the box. This is the daily weather routine of .E01, and it is the same lesson VC2 Science F–2 claims (TOC §4). The chart fills up Monday to Friday; at the end of the week, look at it together and say what you see.

Our weather watch

	Mon	Tue	Wed	Thu	Fri
Sky?					
Rain?					
Hot or cold?					
Wind?					

key:



sun



cloud



rain



snow



wind



hot

A big empty table for the weather watch. The top says Monday, Tuesday, Wednesday, Thursday, Friday. The table says: Sky? Rain? Hot or cold? Wind? All the boxes are empty. There are little pictures to put in: a sun, a cloud, rain, snow, wind, and a hot-or-cold thing

Step 5 — The four seasons of our place

Say: Now, the seasons. Our place has four seasons!

Summer. Autumn. Winter. Spring. And summer comes back!

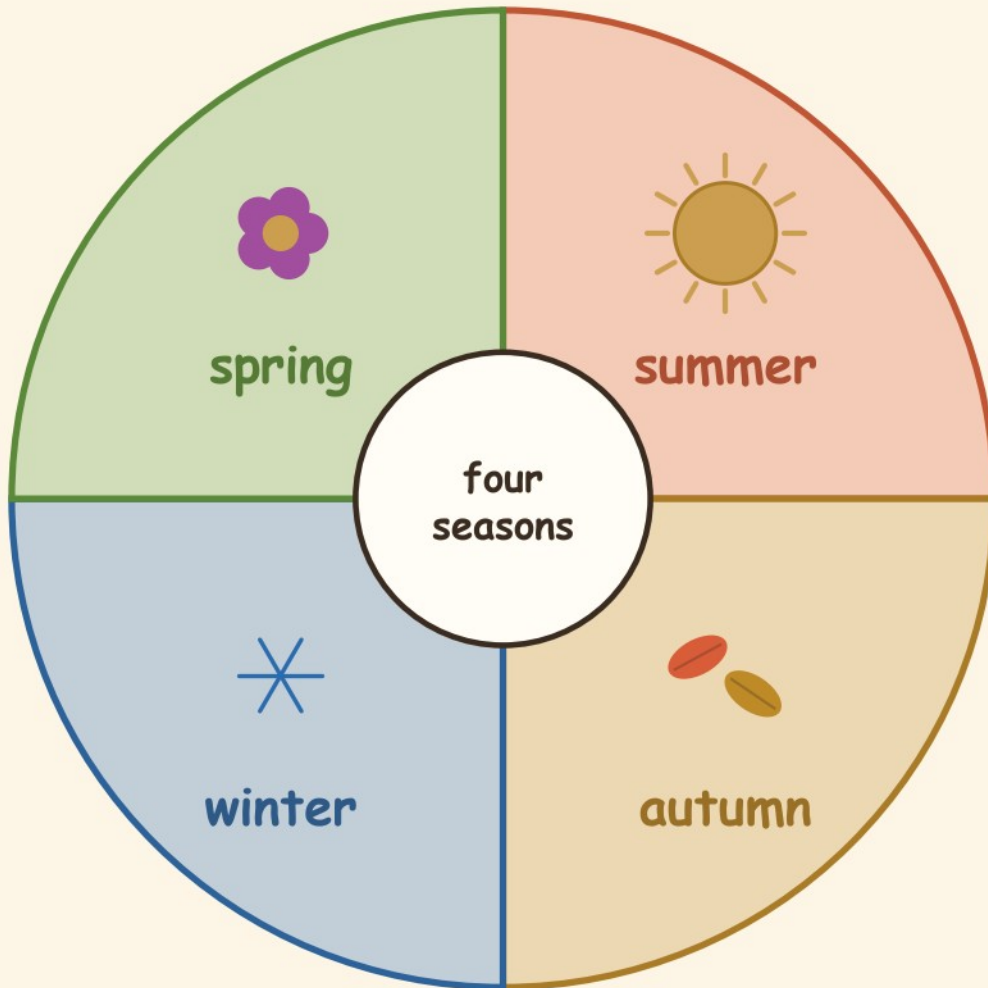
Summer is the hot season. The sun is out!

Winter is the cold season. Cold, cold, cold!

What season is it now? ... How do you know?

Do: show figure 4, the seasons wheel. Go around the wheel with your finger: summer, autumn, winter, spring — and summer comes back. Ask *What season is it now?* and listen for the child's reason (the clothes, the sky, the trees). The four-season scheme is the one used across much of Victoria (sources note above); it is the scheme *our place* uses.

The four seasons of the year



summer: Dec · Jan · Feb autumn: Mar · Apr · May winter: Jun · Jul · Aug spring: Sep · Oct · Nov

A big round drawing of the four seasons, going around in a circle: summer, autumn, winter and spring, with a little drawing for every season

Step 6 — Other places, other weather

Say: Our place is one place. But there are lots of other places!

Do you know other places?

Look. This is one day in winter. Three places!

Our place: it is cold. We put on our hats.

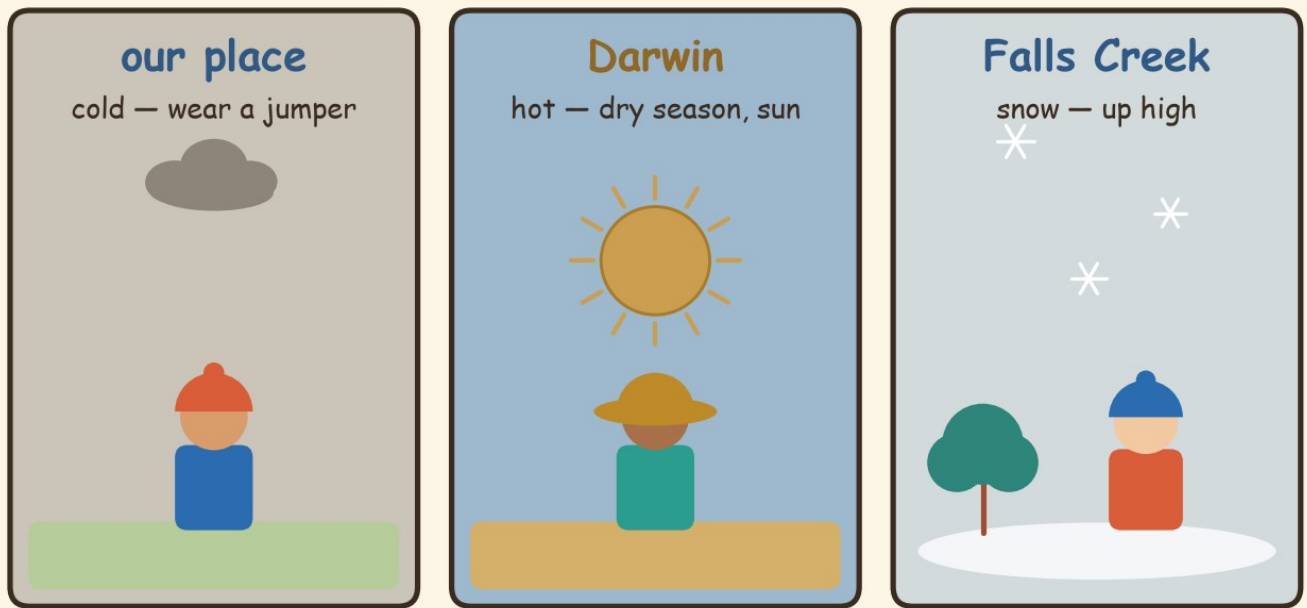
Darwin: it is hot! The sun is out. Darwin is up the top of Australia, a long, long way away.

Falls Creek: snow! Snow is white and cold. Falls Creek is up high in the hills. It is freezing!

One day. Three places. The weather is not the same!

Do: listen to the places the children name — a grandma's town, a holiday place, a place a family comes from — and say each one back to the class. Then show figure 5, one winter day in three places, and say the lines above as you point to each place.

One day in winter — three places



Three pictures of one day in winter, in three places. Our place: a big cloud in the sky, and a kid with a hat on, on a cold day. Darwin: a big sun in the sky, and a kid with a sun hat on, on a hot day. Falls Creek: snow coming down, and a kid with a hat on in the snow

Say: In our place: four seasons. In Darwin: two seasons.

Darwin has the dry season and the wet season.

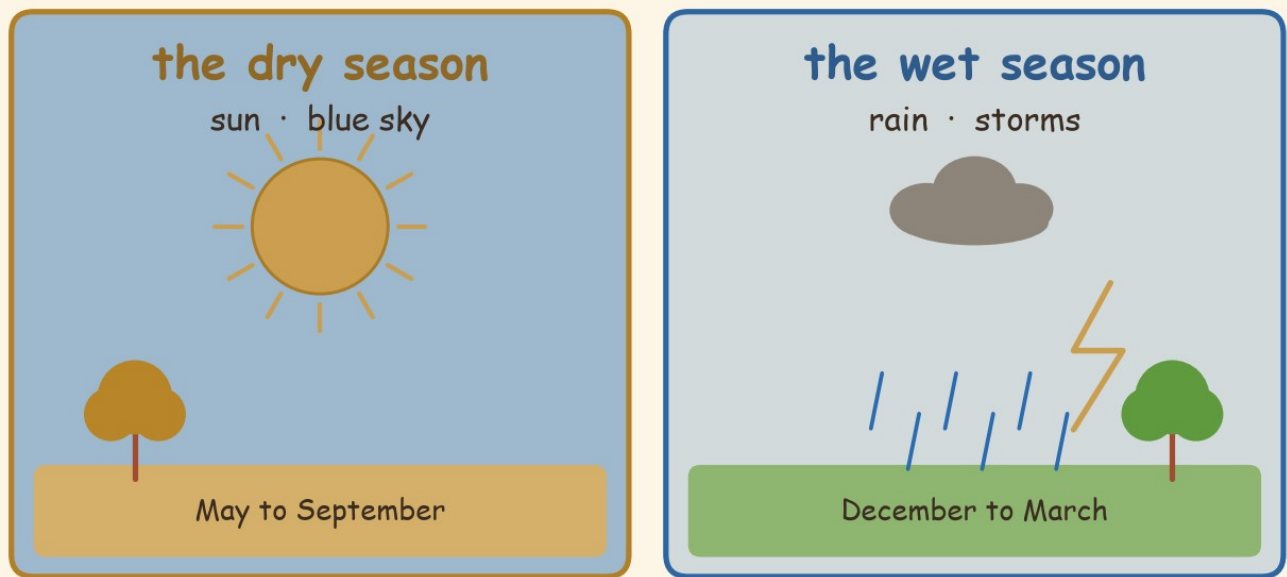
The dry season: the sun is out. Blue sky. Little rain.

The wet season: big, big rain comes down fast! The sky gets black. Wet, wet, wet!

Dry and wet. Two seasons for Darwin.

Do: show figure 6, Darwin's two seasons. The facts are real: in Darwin the dry season runs about May to September, with nearly every day sunny, and the wet season about December to March, with thunderstorms and monsoon rains (Wikipedia, *Darwin, Northern Territory*, citing Bureau of Meteorology data, retrieved 2026-08-25). The class does not need the months or the numbers; the class needs *dry* and *wet*.

Darwin has two seasons



Two pictures of Darwin. The dry season: a big sun and a blue sky. The wet season: a big black cloud, and lots and lots of rain

Step 7 — Two ways to talk about it

Say: Look at this.

Our place talks about the seasons four ways: summer, autumn, winter, spring.

Darwin talks about the seasons two ways: the wet season, and the dry season.

Same weather, different ways to talk about it. Good!

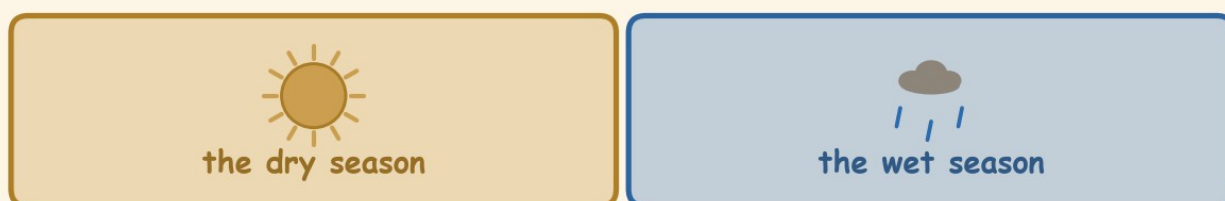
Do: show figure 7, the two strips. Run your finger along the top strip — our place, four seasons — and along the bottom strip — Darwin, two seasons. This is the whole of the section's big idea, said in one line: seasons are a human way of describing the weather, and people can do it in different ways. Say it with the class, and leave the strip on the wall next to the weather watch.

The same year, two ways to talk about it

our place



Darwin



Two long pictures of the same seasons, two ways. One is our place: summer, autumn, winter and spring. One is Darwin: the dry season with a big sun, and the wet season with rain

Modelled examples (teacher-facing)

Two worked examples, modelled with the class watching and joining in. Nothing here is written for the child to read; the child watches, listens and says.

Example 1 — scaffolded: saying today's weather with the four things

What the teacher models, standing where the class can see out the window (or outside, if the day is good):

Say: I look at the sky. I can see the sun. The sun is out! Sunshine, yes.

Is rain coming down? No! No rain today.

Hot or cold? It is cold. Cold, cold!

Is the wind big? I can see the wind in the trees!

The sun is out. No rain. It is cold. The wind is in the trees. That is our weather today!

The move being modelled is **look, then say** — one of the four things at a time, and all four in one go at the end. The class says the last line with you, and a child puts the pictures in the weather watch.

Example 2 — scaffolded: comparing two places

What the teacher models, with figure 5 up where the class can see it:

Say: Look. One day in winter. Three places.

Our place: cold! Darwin: hot! Falls Creek: snow!

Is the weather the same? No! The weather is different.

Say it with me: In our place, it is cold. In Darwin, it is hot.

The move being modelled is the comparison of .E01 — same day, different weather, said in full sentences with the place name in the sentence. The class says the sentences with you.

Practice tasks (teacher-facing)

Four scaffolded tasks, then two unscaffolded doing tasks, then the observed reasoning prompt. Predominantly picture-led, observation-led and oral, per the Foundation calibration in TOC §3.

Scaffolded

Q1 — Find the sky. Outside again, or at the window. Put the five sky pictures of figure 1 where the class can see them.

Say: Look at the sky! What can you see today?

Is it sunny? Is it cloudy? Is it rainy? Is it windy? Is it snowy?

Find the right one! Put it up!

A child finds the picture that matches the sky today and puts it up. The class says the sky word together.

Q2 — The weather watch. The daily routine of step 4, with figure 3 on the wall.

Say: Look at the sky. What do you see? Put it in the box!

Do: one child looks, says, and puts the picture up; the class says the word. Run it every school day. At the end of the week, stand in front of the chart and say what you see together — *Lots of sun! Two days of rain!* — the first data talk of the book, handed on to 2B.

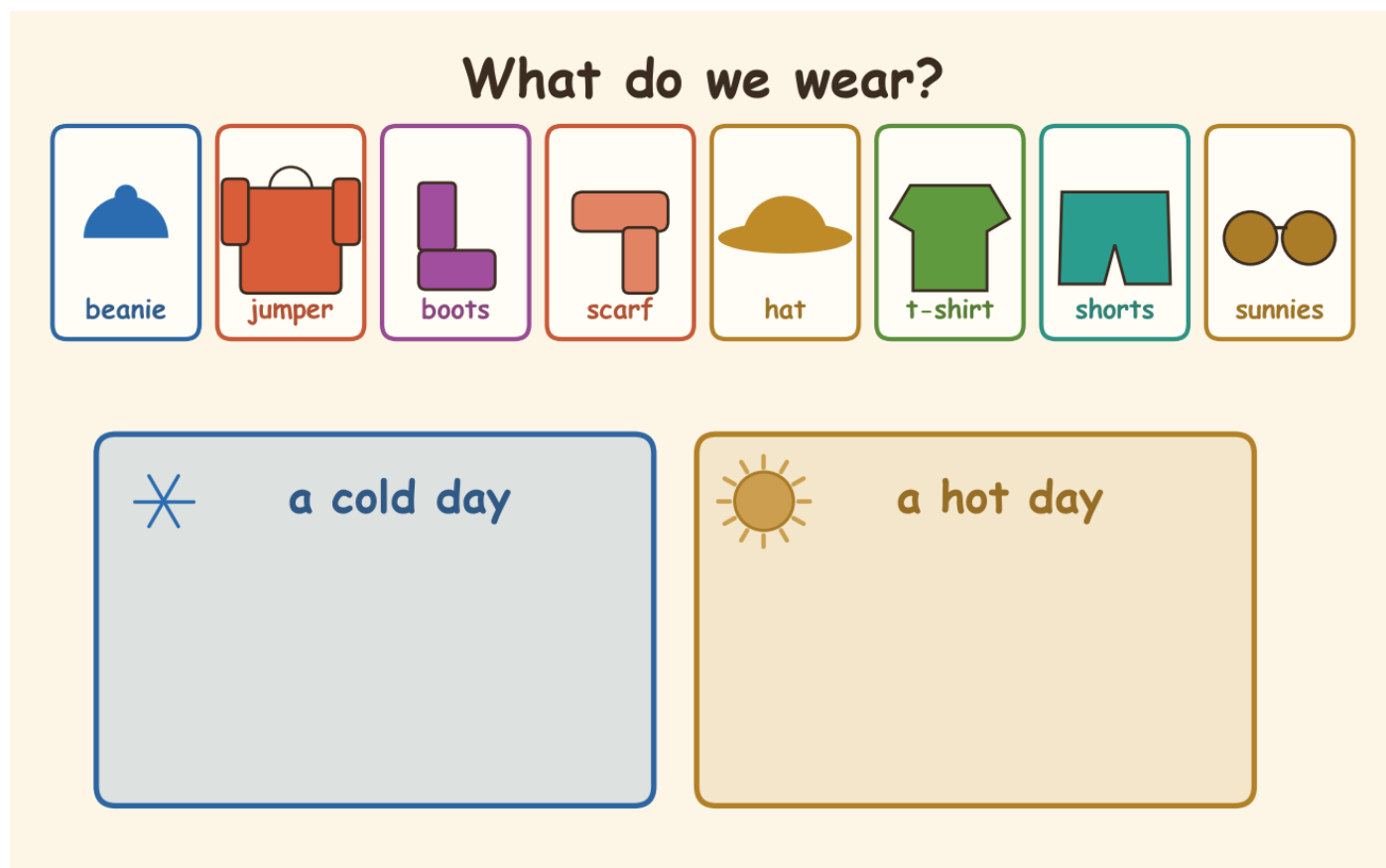
Q3 — What do we put on? Show figure 8. Have the eight clothes cards of the figure as real cards (or real clothes, better): a beanie, a jumper, boots, a scarf, a sun hat, a t-shirt, shorts and sunnies. Hold each card up and name it as you go.

Say: What do we put on?

A cold day: what do we put on? A hot day: what do we put on?

Look at the pictures. Cold day, or hot day? Say it! Put it in the box.

Children say where each card goes, and why: *Cold day! It is on my head!* This is the everyday-decisions lesson the section shares with VC2 Science F-2 (TOC §4).



Eight little pictures of things we put on. Under them: two big boxes, one for a cold day and one for a hot day

Q4 — The seasons round. Show figure 4 again.

Say: Summer, autumn, winter, spring. What season is it now?

What season comes next?

Do: say a season and have a child find it on the wheel; then reverse it — put your finger on a season and have the class say the word. End where the wheel ends: summer, autumn, winter, spring — and summer comes back!

Un scaffolded

Q5 — Draw and say. Each child draws the weather today — the sky, the sun, the rain, the wind — and then says the words for the drawing.

Say: Draw the weather today. Say the words!

The teacher scribes the words the child says under the drawing, exactly as modelled in example 1: *The sun is out. No rain. It is cold.*

Q6 — Two places. Each child says the weather of two places to a friend — our place and one other place: Darwin, Falls Creek, or a place the child knows.

Say: Say the weather in two places: our place, and one other place. Say it to your friend!

The friend listens; then the next child goes. The places the children bring are exactly the *other places they know* that .E01 asks for.

Reasoning prompt (observed)

Do: with figure 5 up where the child can see it, ask:

Say: Look at our place. Look at Darwin. The weather is different. How do you know? What can you see?

Listen for the child to say *how they know*, pointing at the pictures: “The sun!” “A hat!” “Snow!” A child who points to what they can see — the sun, the snow, the clothes — is pointing to evidence for a comparison. That is the reasoning this section asks for (the 1E comparisons named in the TOC §3 calibration), and at Foundation it is enough.

What to listen for (teacher observation)

No marks and no right or wrong. Watch and listen as the children look, say, draw and point, and note what each child can do. The band achievement standard (VCAA, stated at the end of Level 2 — referenced, not quoted) has students describing the features of places, natural and constructed ones among them, and their weather and seasons. In this section at Foundation, that looks like:

- the child **says the weather of our place**, using the four things — rainfall, temperature, sunshine and wind — in their own words: *No rain. The sun is out. It is cold. The wind is big!* (.E01, first half);
- the child **names the seasons of our place** — summer, autumn, winter, spring — and can say what season it is now;
- the child **compares the weather of our place with another place** — Darwin, Falls Creek, or a place the child knows — and says the difference: *Here it is cold. In Darwin it is hot.* (.E01, second half);
- the child **knows there is more than one way to talk about the seasons** — four ways here, two ways in Darwin — the neutral core of the CD, delivered with the excluded clause never taught;
- asked *How do you know?*, the child **points to what they can see** — the sun, the snow, the hat — as the reason for the comparison.

Keep the notes short and warm: one line per child, with the words the child actually said. These observation notes are the assessed evidence of this section.

Care points. Not every child has seen snow, and not every child comes from a four-season place — a child from a wet-and-dry place is bringing the section’s big idea in the door with them. Welcome the words the children bring, and never ask a child to say a season their place does not have. Where a child’s words for the weather come from another language, say that it is good, and use the child’s word with the class.

How our place connects to other places across Australia and the world

We love people. They live in many places. Some places are close. Some places are far away. In this book, we look at how our place is connected to other places across Australia and the world.

Steps for the teacher

1. Close and far away



Two homes. One home is close and we can walk to it. One home is far away over hills, and the way to it is long.

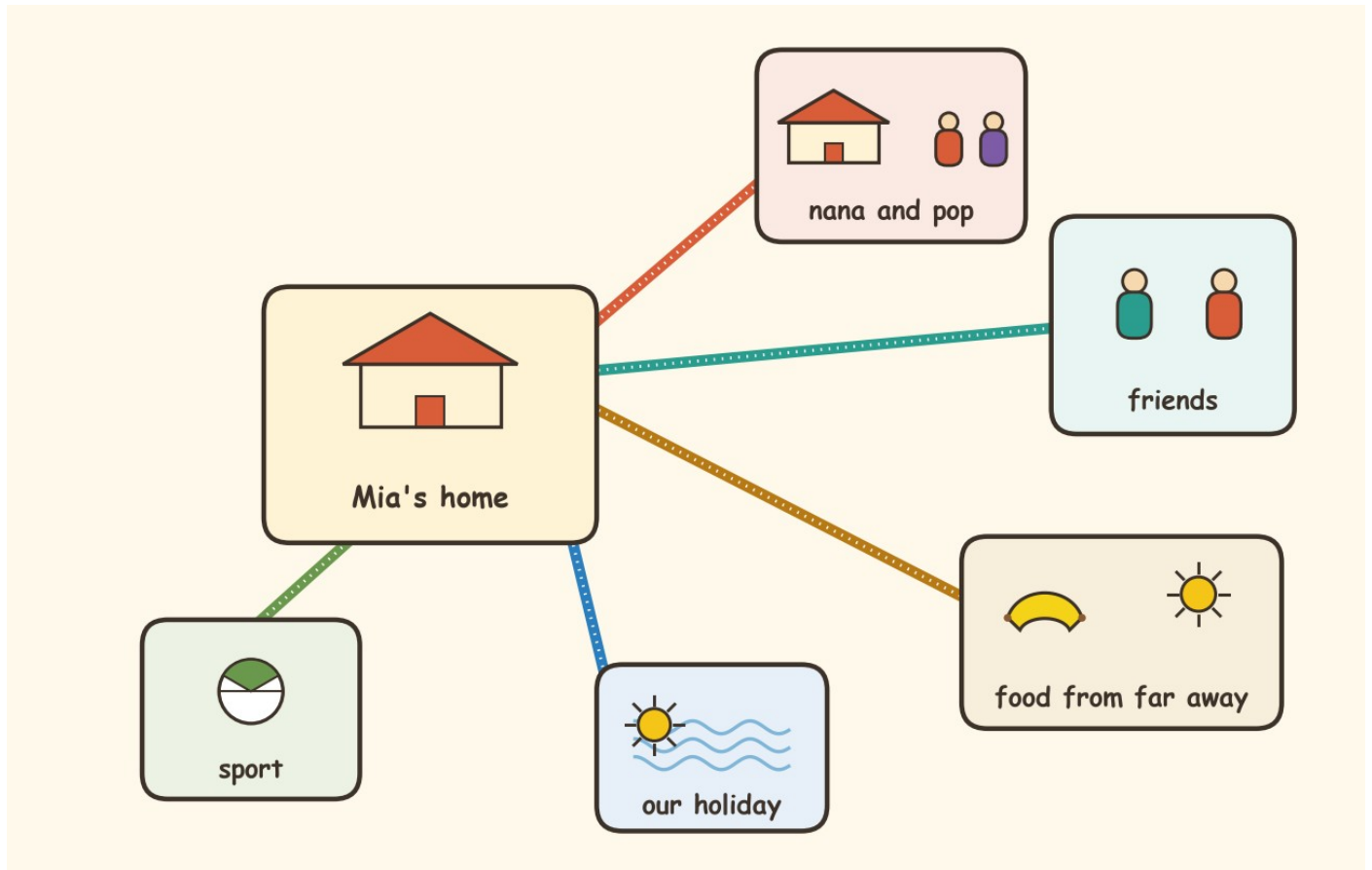
Do: Put up the close and far away picture.

Say: “Look. One home is close. We can walk there. One home is far away. We go for a long time to get there.”

Say: “Close and far away are our new place words. Today they are our words for the people we love.”

Do: Sit close to one kid. Sit far away from another kid. Ask every kid: close, or far away?

2. Mia's web



A web picture. Mia's home is the big box. Five lines run out to five boxes: nana and pop, friends, food from far away, our holiday, and sport.

Say: "This is Mia. Mia lives in Geelong, in Victoria. Look at Mia's home, the big box. Lines run out to the people and places Mia loves."

Say: "The lines connect Mia to the people and places she loves. That is a connection. This picture is a web. A web has lines that run out from one big box. A connection is like one of the lines in the web. It makes us close to the place we love."

Do: Go over the web a little at a time. For every box, say:

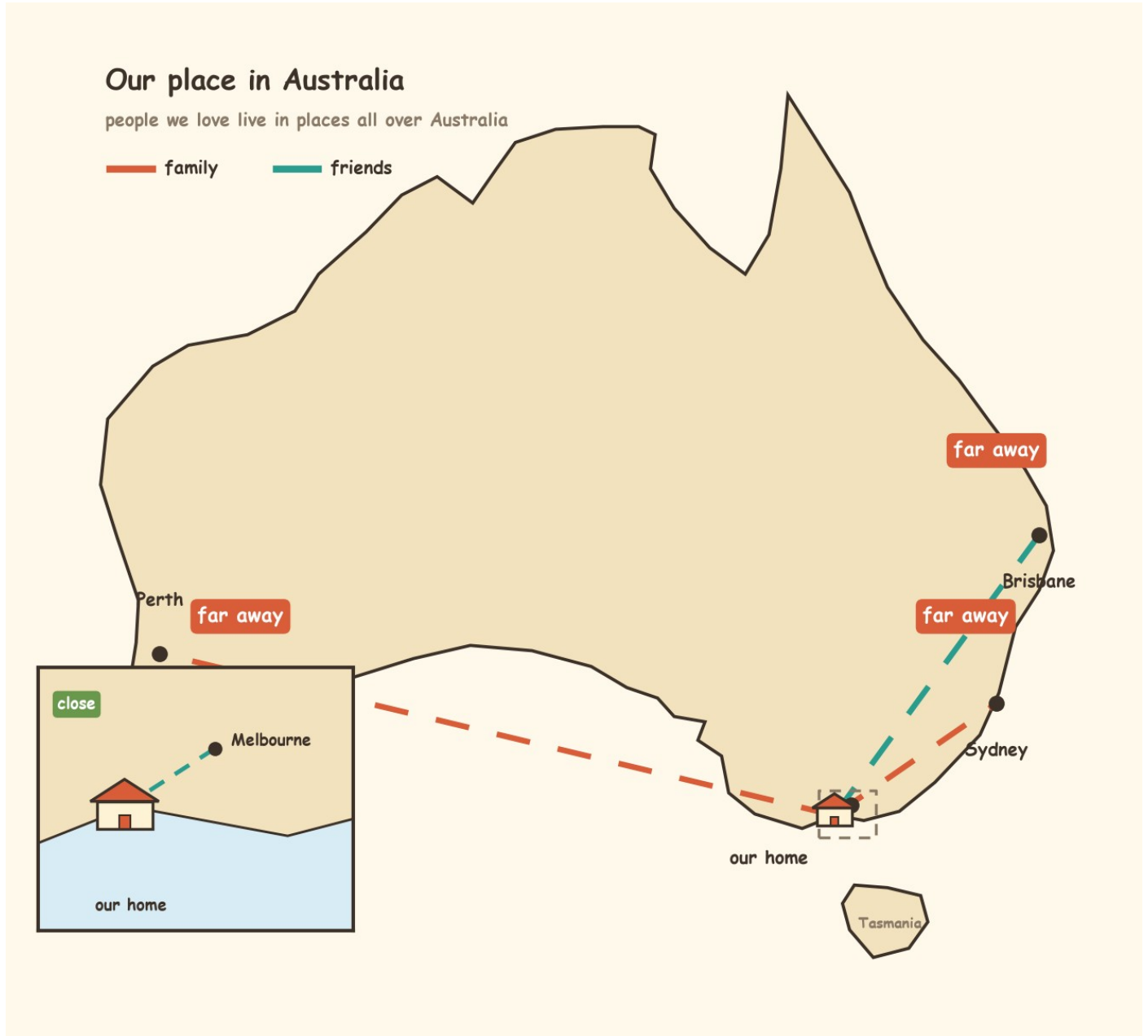
- "Nana and pop. They are Mia's family. They live in Colac. Colac is far away. The red way connects Mia to Colac."
- "Friends. Some of Mia's friends live in Melbourne. Melbourne is a city. It is close to Geelong. The blue-green way connects Mia to Melbourne."
- "Food from far away. Mia eats bananas. Bananas come from a hot farm far away. The yellow way connects Mia's home to that farm."
- "Our holiday. One holiday, Mia's family go to a place with sun and blue water. The blue way connects Mia to that place."
- "Sport. Mia loves sport. She watches sport on TV with her dad. People far away watch the same sport. The green way connects Mia to all of them."

Say: "Family, friends, food, holidays, sport. All of them connect Mia to other places. Mia is connected to places near and far."

Say: "Some families say thank you. Some families sing old songs. The people who sing the same songs can live far away. That connects us to their place."

Say: "Mia's nana comes from a town far away. Mia's dad's family come from Perth. Where our family comes from is in our web too."

3. Our place on the map



A map of Australia. Lines run from our home to Melbourne, Sydney, Brisbane and Perth. A little box makes our home big. Our home and Melbourne are close. The cities far away are Sydney, Brisbane and Perth.

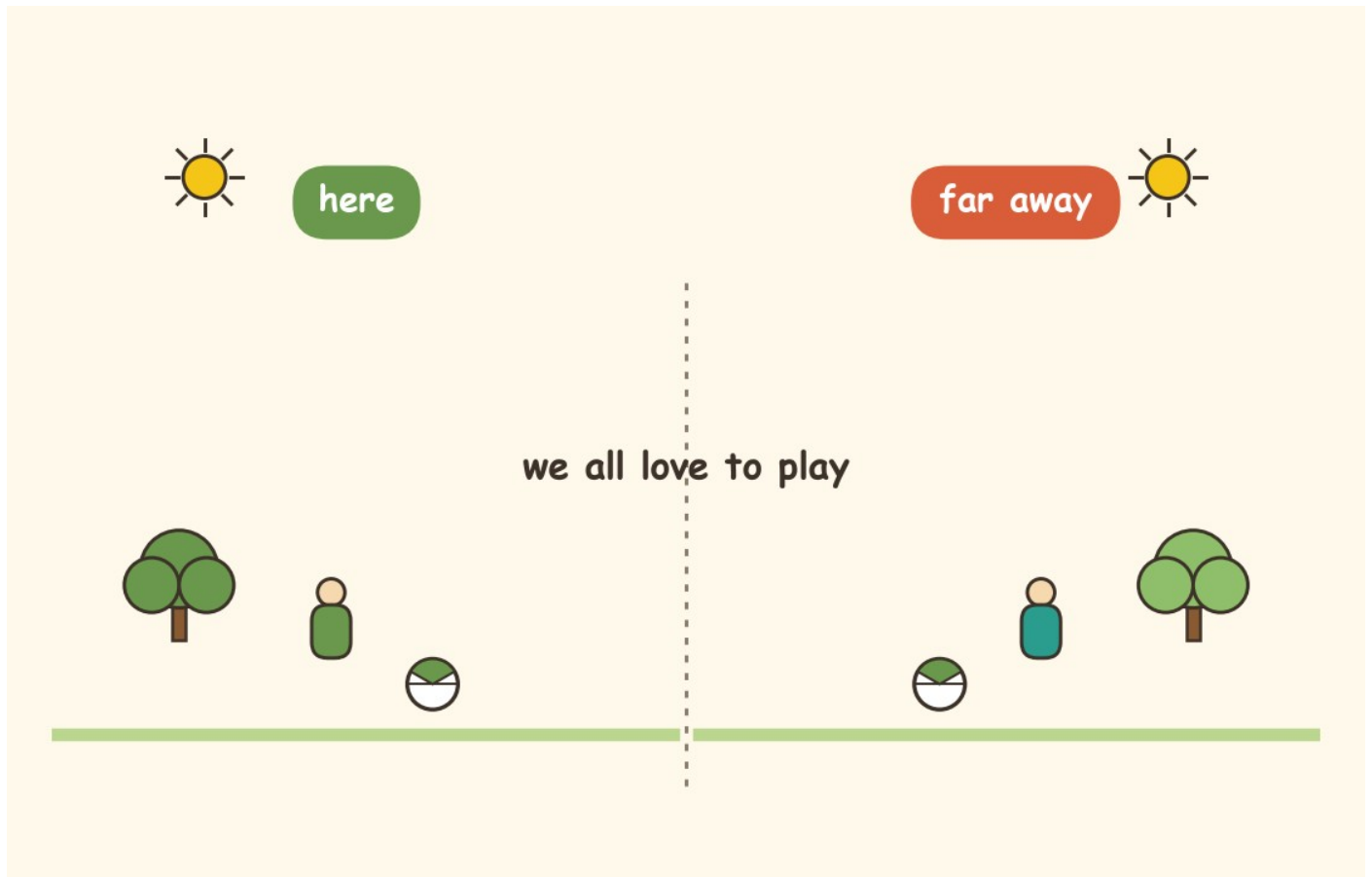
Say: “This is a map of Australia. A map is a drawing of places. It is like looking from the sky. Our home is here, in Geelong.”

Do: Touch the little box. **Say:** “Look at the little box. It makes our home big. Our home and Melbourne are close.”

Do: Touch every city as you say it. **Say:** “Sydney is far away. Brisbane is far away. Perth is far away. People we love live in places all over Australia.”

Say: “Tasmania is far away. Some of us have family in Tasmania too.”

4. The same play

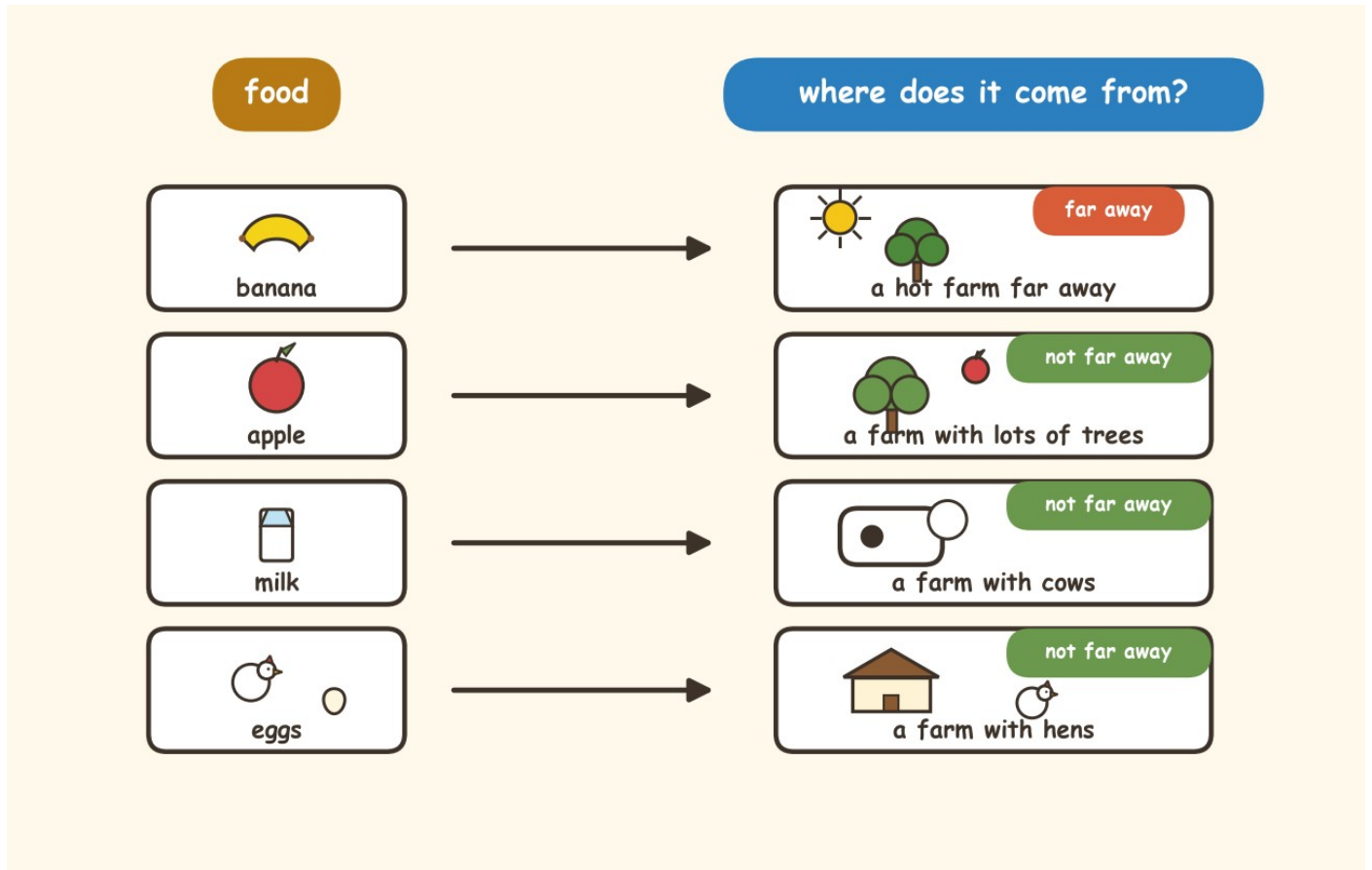


Two kids with balls. One kid is here. One kid is far away. Under the picture: we all love to play.

Say: “Here, we kick a ball and play. Far away, another kid kicks a ball and plays. We all love to play.”

Say: “Sport connects us. When we watch sport on TV, people all over Australia watch the same sport. People in the world watch it too.”

5. Food from places



Four foods and where they come from. A banana comes from a hot farm far away. An apple comes from a farm with lots of trees. Milk comes from a farm with cows. Eggs come from a farm with hens.

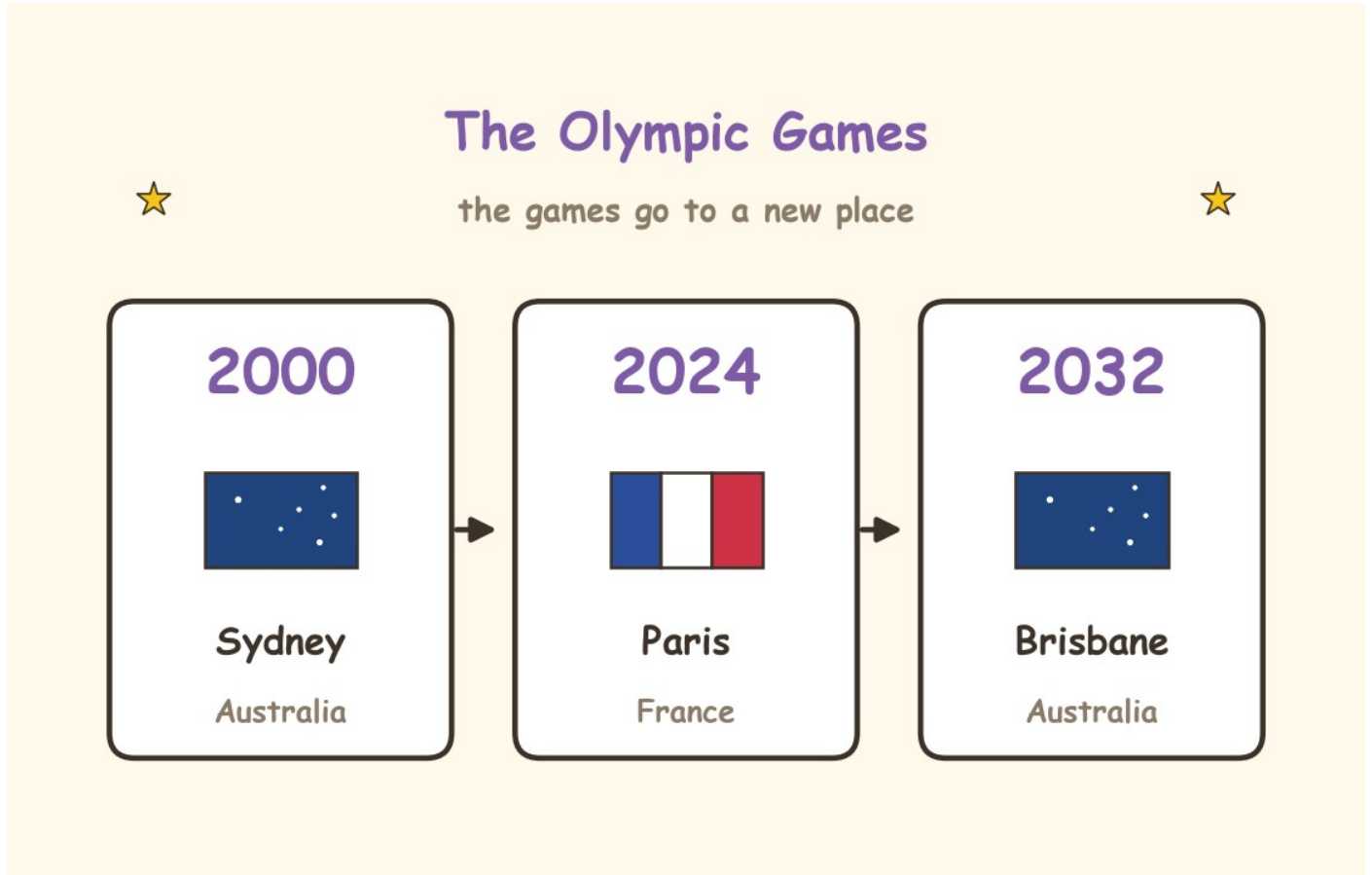
Say: “We buy food at the shop. But food first comes from a farm.”

Do: Go down the pictures, one at a time. Ask every time: “Where does it come from? Close, or far away?”

Say: “A banana comes from a hot farm far away. When Mia eats a banana, Mia is connected to that hot farm.”

Say: “Apples come from a farm with lots of trees. Milk comes from a farm with cows. Eggs come from a farm with hens. The farms are not far away.”

6. The big games



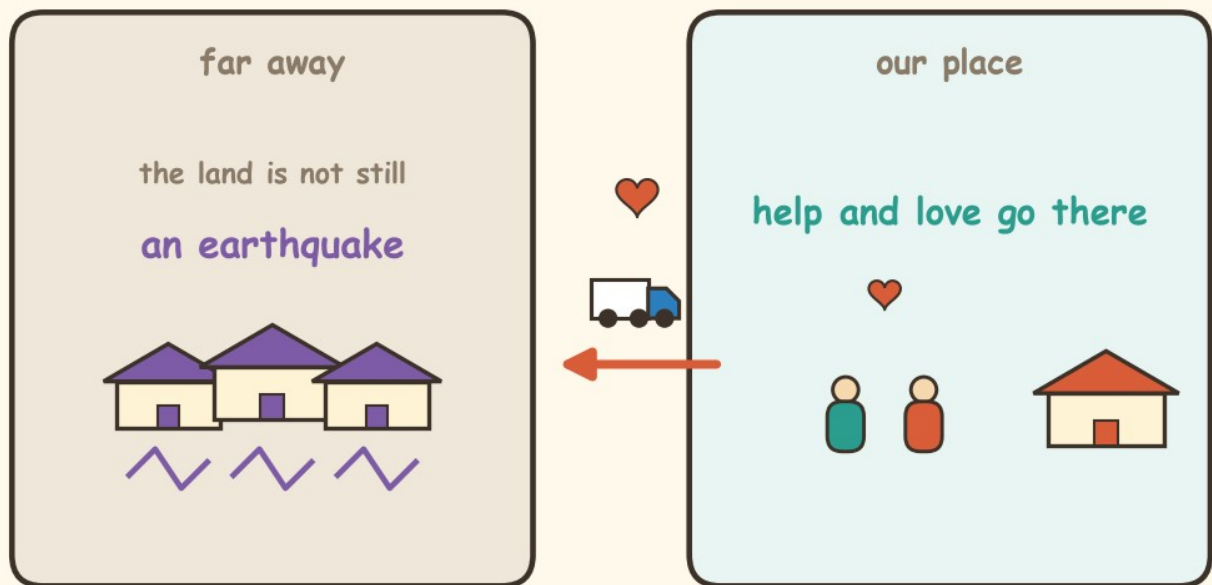
Three boxes for the Olympic Games. 2000 Sydney Australia. 2024 Paris France. 2032 Brisbane Australia. The games go to a new place.

Say: “The Olympic Games are a big sport event. The games go to a new place every time.”

Do: Read the boxes a little at a time. **Say:** “In 2000, the games are in Sydney, in Australia. In 2024, the games are in Paris, in France. In 2032, the games will be in Brisbane, in Australia.”

Say: “When the games come to Brisbane, people from all over the world will come too. Our place will be connected to the world.”

7. When big things happen far away



Two pictures. Far away, the land is not still and there is an earthquake. From our place, help and love go there.

Say: “One day, in a place far away, the land is not still. That is an earthquake. It is a big event.”

Say: “Our place is connected to that far place too. We see it on the news. We want to help. Help and love go there.”

Say: “People in our place give help and food. People go there to help. That is a connection too.”

We look first

First look — Mia’s web (we say our thinking)

Do: Put up Mia’s web one more time. Say the thinking a little at a time. Touch the picture as you say it.

Say: “I put my hand on Mia’s home. I go on the red way. I get to nana and pop. So Mia is connected to Colac. Her family live there. Now I go on the blue-green way. I get to friends. So Mia is connected to Melbourne too.”

Say: “Now you listen and help me. Which way goes to the bananas? Yes, the yellow way. So Mia is connected to a hot farm far away.”



Hi Mia!

Come to my house.

We can play at the park.

I love you.

Love,

Nana

A letter from Nana. It says: Hi Mia! Come to my house. We can play at the park. I love you. Love, Nana.

Do: Read the letter, some words at a time. Touch the words as you read them.

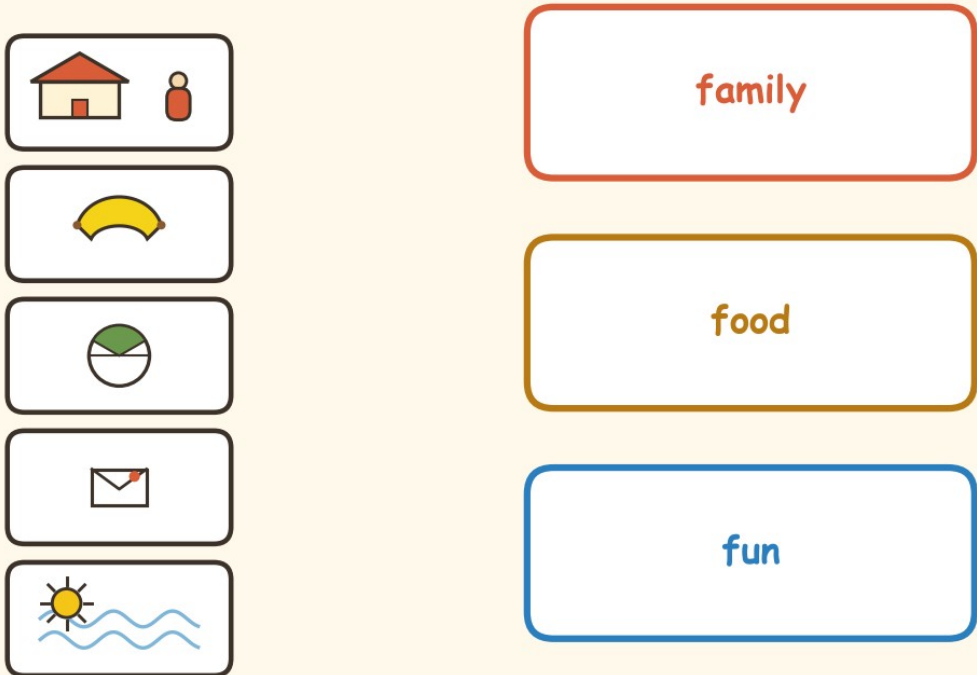
Say: “This letter comes from Colac. It is from Nana. The letter goes from Colac to Mia’s home in Geelong. The letter connects the two places.”

Say: “Who can see the park in our town? The park in the letter is in Colac. Mia will go to Colac. That is how the letter connects Mia to Colac.”

We try with the teacher

1. Pictures to mats (we try with the teacher)

draw lines to the right mats



family

food

fun

Five picture boxes: a house with family, a banana, a ball, a letter, and a place with sun and blue water. Three mats: family, food, fun. Under the pictures: draw lines to the right mats.

Do: Put up the big paper. Read the mats: family, food, fun.

Say: “First picture: a house with family. Which mat? Say it with me: family. We draw a way to the family mat.”

Do: Kids come up and draw one more way. Ask every time: “Which mat? How do you know?”

2. Close or far away? (we say it at the same time)

Do: Put up the Australia map from step 3. Say a place. Kids all say: close, or far away.

- “Melbourne.” (close)
- “Perth.” (far away)
- “Our school.” (close)
- “Brisbane.” (far away)
- “The shop near our home.” (close)

Say: “How do you know? Close is: we can walk there. Far away is: we go for a long time.”

3. Food talk (we talk with the teacher)

Do: Put up the food picture from step 5. Ask, and kids all say.

- “Where do bananas come from?” (a hot farm far away)
- “Where does milk come from?” (a farm with cows)
- “Where do eggs come from?” (a farm with hens)
- “What food do you love? Where does it come from?”

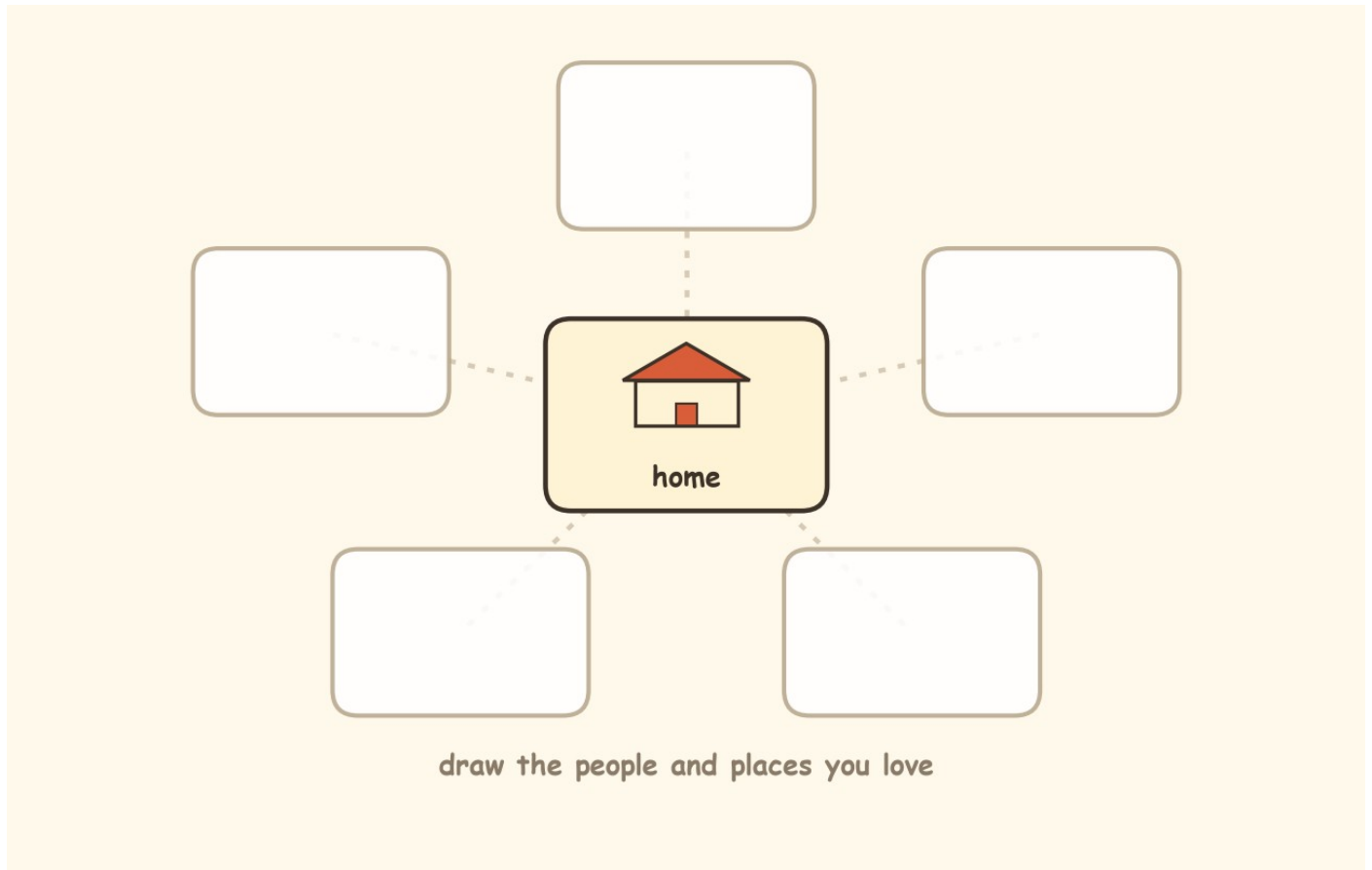
4. Letter talk (we talk with the teacher)

Do: Put up Nana's letter one more time. Ask:

- “Who made the letter?” (Nana)
 - “Where does Nana live?” (Colac, far away)
 - “What will Mia and Nana do at the park?” (play)
 - “Does the letter connect Colac to Geelong? Yes or no?” (yes)
-

Have a go

5. My web



A web paper. Home is the big box. Five empty boxes are around it. Under the web: draw the people and places you love.

Do: Every kid gets a web paper. Kids draw. Sit with one kid at a time and ask:

- “Who is this?”
- “Where do they live?”
- “Is that place close, or far away?”

Say: “Look at your web. You are connected to people and places.”

6. Draw and say

Do: Every kid draws one place they are connected to. It can be a family home, a farm, or a far place.

Do: In a small circle, every kid says one thing: “I am connected to _____. It is close / far away.”

One big think (the teacher listens)

Say: “How do you know a place is far away?”

Do: Kids say things like:

- “We go in the car for a long time.”
- “We can’t walk there.”
- “It is a long way on the map.”
- “We see it on the news. We do not see it from our home.”

Say: “And how do you know a place is close?” (“We can walk there. We see it every day.”)
