

Geography F

Chapter 2 — Geographical Skills: geographical inquiry, concluding and decision-making, communicating

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Asking our own questions about places

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

Owens (one CD, D5)

VC2HG2S01 (code referenced; VC2 wording is not reproduced in this book) — asking questions about places and about our links to them: the first inquiry skill. Strand: Geographical Skills. Sub-strand: Geographical inquiry. Level: Foundation to Level 2 band, taught at Foundation pitch (D1, D9).

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

.E01 .E02 .E03 .E04 .E05 taught in full; .E06 **excluded entire** — First Nations content, CONTENT_POLICY Rule 1, recorded as ACCEPTED in TOC.md §2 D3(c) and §3, never taught and not replaced (D3/D5).

Questions land on (D6: Skills sections draw content from Chapter 1)

VC2HG2K01 (1A our place, care), VC2HG2K02 (1B naming), VC2HG2K04 (1C maps and scale), VC2HG2K05 (1D features, change, care), VC2HG2K06 (1E weather), VC2HG2K07 (1F connections). VC2HG2K03 is excluded entire in this book (D3(a)) and no question in this section is about it.

Band achievement-standard extract this section serves

VC2HG2S01, S02 → the question-asking and information-collecting share of the band standard (referenced, not quoted; 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 posed question, a told observation, a placed slip. Scored against that extract's language in the VCAA export, using Figure 2A.9. No written response, no timed paper.

Same-year cross-subject notes (§4)

The oral telling and listening here lean on VC2 English Foundation oral language, taught by the English book in the same year; this book supplies the geography content only.

What this section is about

Geography begins with a question. This section teaches the very first skill of the discipline's inquiry spine: **posing questions about places**. It is the first Geographical Skills section of the book, and per D6 it has no content of its own — every question the children ask lands on the content of Chapter 1 (our place, names, maps, features, weather, connections). Teach it **after** 1A, and revisit it as 1B–1F are taught, so the questions always have somewhere to land.

Pitch (D9). Everything here is oral, place-led, picture-led and observation-led. The deliverable is the teacher script below: introduce every task orally, display the figures, and do the geography outside the classroom door where possible. No task may depend on a child reading anything. Where a child's response is wanted, the child **says** it or **points** to it or **places** a slip; the teacher scribes.

The word ceiling (D2). Every student-facing word in this section — the spoken script, the figure text and captions, the alt text — sits at or below Foundation on the vocabulary ladder. The words *question*, *place*, *feature*, *weather*, *observe*, *care for*, *photo* and *map* are **subject terminology**, defined at first use in the New words box below and introduced orally. The five “big questions” in Figure 2A.6 are this book's own, written to cover the same ground as the example inquiry questions the VCAA elaborations to .E04 suggest (VC2 wording referenced, not reproduced).

What counts as student-facing here. Per D9 the deliverable is this teacher script; no child reads anything in it. The children's experience of the section is exactly: every **Say** line they hear, the New words box read with them, and the

figures they see (text, captions, alt text). Everything else — structural headings, task labels and mode tags, Do/Watch for/Model with notes, this trace, the coverage record — is teacher-facing script navigation and guidance, so it sits inside the TEACHER-ONLY markers and is not vocabulary-gated, exactly as MCQ rationales and administration notes are not gated (WORD_LEVEL_POLICY Rule 3). The gate that enforces all of this is `src/vocab_gate_2a.py`: it strips the marked regions, checks the rest at ceiling F (rank 0) with the house ladder, and separately checks every student-facing figure's baked-in text.

Definitions and attribution (CONTENT_POLICY companion rules). In this section, *place* is used in the sense the Victorian Curriculum F–10 Version 2.0: Humanities — Geography (VCAA) gives it in an elaboration to VC2HG2K04 (referenced, not quoted): a part of the world that people have picked out, named and given a meaning to. The child-facing definition in the word box is a restatement of that sense at Foundation pitch. *Question* is not contested at this level; it is defined operationally in the word box (“a question is what you say when you want to know something”).

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 only real named places in the student-facing text are **curriculum referents** named by VCAA itself (states, territories and capital cities; Australia's major natural features such as the Great Barrier Reef), which D4 permits without an external source line. No other real-world datum is asserted: the question walk is deliberately set in **your** school and **your** local place, because at Foundation the geography is carried in the real local place (D9). Put your own school's stops into Figure 2A.4's route when you walk it.

Safety. On the question walk: stay together, walk (do not run), and keep hands gentle. Children observe with eyes, ears, nose and hands only — **nothing goes in anyone's mouth** (no taste observations at this level). Check the route for hazards before the walk.

Materials. The 9 figures of this section; a paper bag; 6–8 everyday objects (a rock, a stick, a shell, a pinecone or seed pod, a spoon, a small toy); a pictorial map of your local area (from 1C); 2–3 printed photos of your school and local place; a picture book about a place (your choice; any story set in a recognisable place — a park, a beach, a farm, a street); blank paper and pens or crayons; pre-cut slips for scribed questions.

Exclusion note. .E06 of this CD — the question-asking about the First Nations names of local features and places that it describes — is excluded entire under CONTENT_POLICY Rule 1 (TOC.md §2 D3(c), recorded ACCEPTED). It is not taught, not gestured at and not replaced. 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 1. They are the only new words in this section. Every one comes back in the teaching sequence.

question — A question is what you say when you want to know something. *What is that?* is a question.

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.

feature — A feature is a thing in a place that you can see. A hill is a feature. A big tree is a feature. A rock is a feature.

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

observe — To observe is to look and look. We observe with our eyes, our ears, our nose and our hands.

care for — To care for a place is to help it. We put our things in the bin. We do not put them on the sand.

photo — You look at a photo and see a place.

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

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

All **Say** lines are spoken to the children and are written at the Foundation word level — read them as written, or in your own words at the same level. **Do** and **Watch for** lines are for you only. Scribe the children's questions on slips as they come — the slips become the material for Task 2 and Doing task 2.

Part 1 — We observe first [E01]

Do: Gather the children at the door. Step out and walk a short way around the school — or stay just inside if the weather is bad. At three spots, stop and be still for a count of ten. No pointing at this stage: the children find things with their own eyes, ears, nose and hands. (Figure 2A.2 is the visual anchor back in the room.)

Say: “Today we will look at our place.”

Say: “We will look with our eyes. We will listen with our ears. Our nose can find things. Our hands can touch things.”

Say: “When we look, and listen, and find, and touch — we **observe**.”

Say: “What can your eyes see?”

Say: “Listen! What is that sound?”

Say: “What can your nose find?”

Say: “What can your hands touch? Is it soft?”

Say: “Now ask a question about what you see.”

Watch for: a child who points, names or asks without being asked again. Scribe the first questions — they belong to Task 2.

We observe with our eyes, ears, nose and hands



EYES

What can you see?



EARS

What is that sound?



NOSE

What can your nose find?



HANDS

What can you touch? Is it soft?

Eyes, ears, nose and hands, with a question for every one.

2A.2 — We observe with our eyes, ears, nose and hands.

Part 2 — The 4 question words [E02]

Do: Back in the room, show Figure 2A.1. Say each question word and have the children say it with you. Then bring out the sources one at a time — an everyday object from the bag, a photo of the school, the pictorial map of the local place, and a drawing a child made in 1A or 1D — and ask the children to pose questions about each one (Figure 2A.3). Scribe every question on a slip and keep the slips.

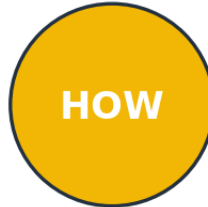
Say: “Questions can start with 4 little words: **where, what, how** and **why**.”

Say: “Where is the park? What can you see? How do we care for it? Why do you love it?”

Say: “Look at this map. What can you see on the map? What is the name of our place?”

Say: “I have a thing in my bag. What is it? Where did it come from?”

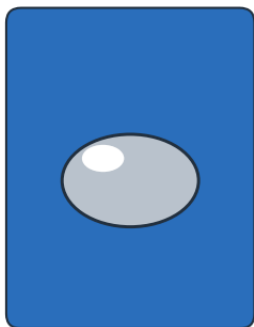
Questions start with 4 little words

 WHERE	 WHAT	 HOW	 WHY
Where is the park?	What can you see?	How do we care for it?	Why do you love it?

Say a question. Start with where, what, how or why.

The 4 question words: where, what, how and why.

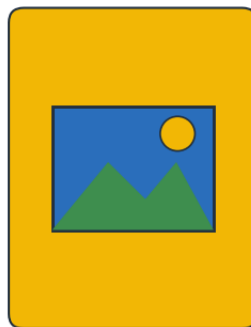
What starts a question?



a thing



a map



a photo



a drawing

Look, and ask!

A thing, a map, a photo and a drawing.

2A.3 — *A question can start from a thing, a map, a photo or a drawing.*

Part 3 — Story time questions [E03]

Do: Choose a picture book about a place. Show Figure 2A.5 first: first, next, at the end — we ask questions all through a story. Read the story and pause three times: at the start, part-way through, and at the end. At each pause, ask the matching question from the figure, and invite the children's own questions too. Scribe them with the others.

Say: “We will listen to a story about a place.”

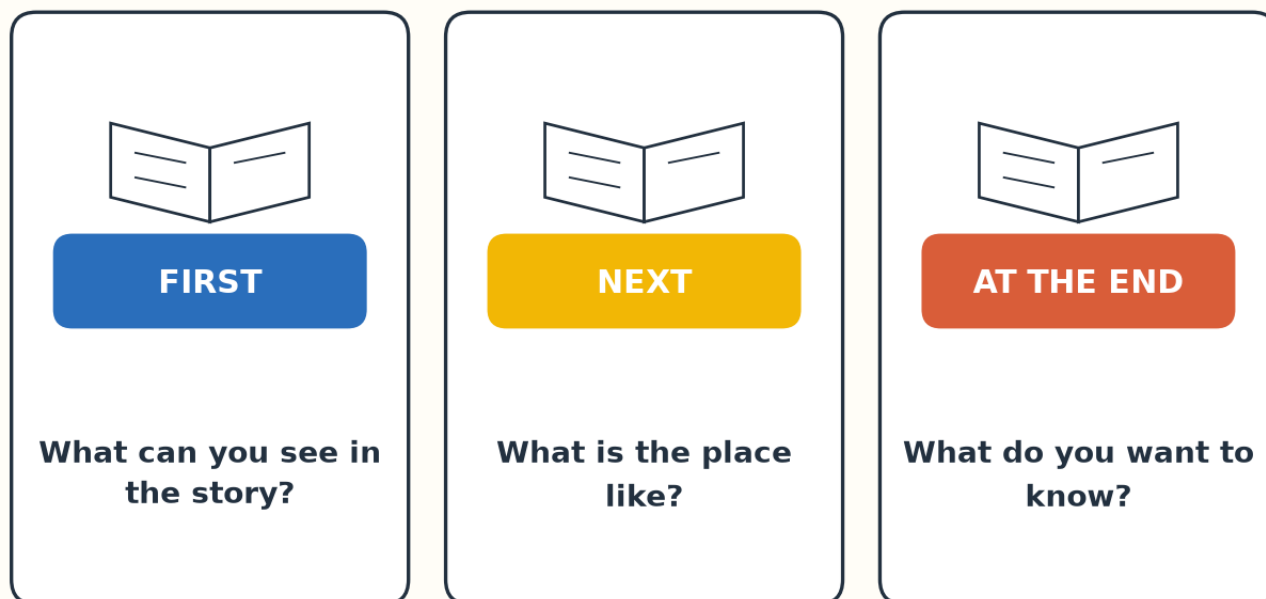
Say: “First: What can you see in the story?”

Say: “Next: What is the place like?”

Say: “At the end: What do you want to know?”

Say: “You can ask a question all through the story.”

Story time questions



We ask questions all through the story.

The words first, next and at the end, with a question for story time.

2A.5 — We ask questions first, next and at the end of a story.

Part 4 — Our 5 big questions [E04]

Do: Show Figure 2A.6. The five questions on it are this book’s own, covering the same ground as the example inquiry questions the VCAA elaborations to this content description suggest (VC2 wording referenced, not reproduced) — say them aloud one at a time and point as you say them. Then ask the children to pick one and aim it at a place they know: the park, the school, the home — and at places a long way from here that Chapter 1 has met (the city of Melbourne, the state of Victoria, Australia, the Great Barrier Reef). These five questions are the ones 2B will go out and answer.

Say: “We have 5 big questions about places.”

Say: “What can we see in the place?”

Say: “How far is it?”

Say: “How do we get there?”

Say: “What connects me to the place?”

Say: “What connects the place to other places?”

Say: “We can ask them about our park, our school and our home — and about big places a long way from here, like the Great Barrier Reef.”

Say: “Which one do you want to ask first?”

Our 5 big questions about places

1



What can we see in the place?

2



How far is it?

3



How do we get there?

4



What connects me to the place?

5



What connects the place to other places?

The 5 big questions about places.

2A.6 — The 5 big questions about places.

Part 5 — Who cares for our place? Why do we love it? [E05]

Do: Show Figure 2A.8. Talk about who cares for the park, the school, the homes and the shops the children know — the children themselves, their families, the people at the school, all of us. This is the caring-for-place thread of 1A and 1D coming back as a question. Close on the weather, so the questions land on 1E too.

Say: “Who cares for our park? Who cares for our school?”

Say: “What do you do to help our place?”

Say: “Why do you love your place?”

Say: “What do you like at our park? What do you not like?”

Say: “What is the weather like today? Where does the rain go?”

Who cares for our place?



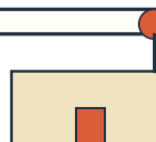
you



your family



the people at our school



all of us



We can all care for our place.

You, your family, the people at our school and all of us, caring for our place.

2A.8 — Who cares for our place?

Worked examples — model these out loud

Worked examples at Foundation are **modelled**, not printed for the child to read (TOC §3 calibration): you think aloud, the children watch and join in. Keep the child-facing words at the level of the script.

Worked example 1 — The question walk [E01] [E02]

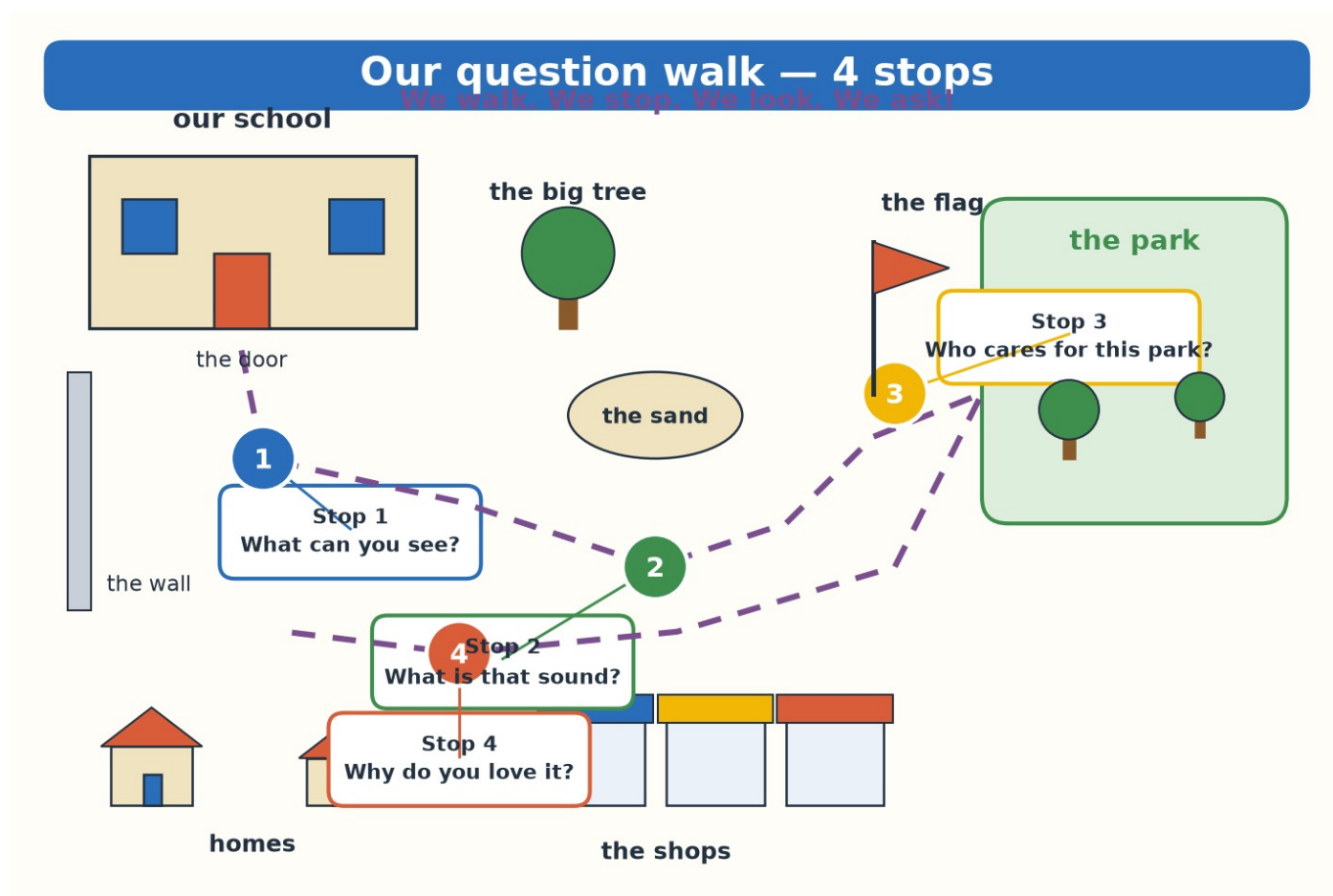
Model with: an outdoor observation around the school, using Figure 2A.4 as the route. Walk it once yourself first. At each stop, model the think-aloud below, then hand the question to the children (“Now you ask one”). Four stops are enough.

Say (stop 1, at the door): “I can see the door. I can see the wall. What can you see?”

Say (stop 2, at the big tree and the sand): “I can see the big tree. I can see the sand. Listen — a bird! What is that sound?”

Say (stop 3, at the flag and the park): “I can see the flag. I can see the park. Who cares for this park?”

Say (stop 4, looking at the homes and the shops): “I can see the homes. I can see the shops. Why do you love it?”



A map of our question walk around the school, with 4 stops.

2A.4 — Our question walk, with 4 stops.

Worked example 2 — The bag of things [E02]

Model with: the paper bag of everyday objects and one photo of a local place. Pull out one thing at a time and model the question words landing on it. Children take over as soon as they can. When you pull out the photo, use it to model a *where* question about the local place — this is the bridge to the map work in 1C.

Say: “I have a thing in my bag. What is it?”

Say: “Is it soft? No! Is it big? No — it is small. What can your hands find?”

Say: “Where did it come from? Who can say?”

Say: “Now look at this photo. What can you see here? Where is this place?”

Practice tasks — with your help

Four scaffolded tasks, picture-led, map-led, observation-led and oral (TOC §3). Read each Say line aloud exactly as written. Scribe responses; do not ask any child to write.

Task 1 — The sense walk [E01] (*observation-led*)

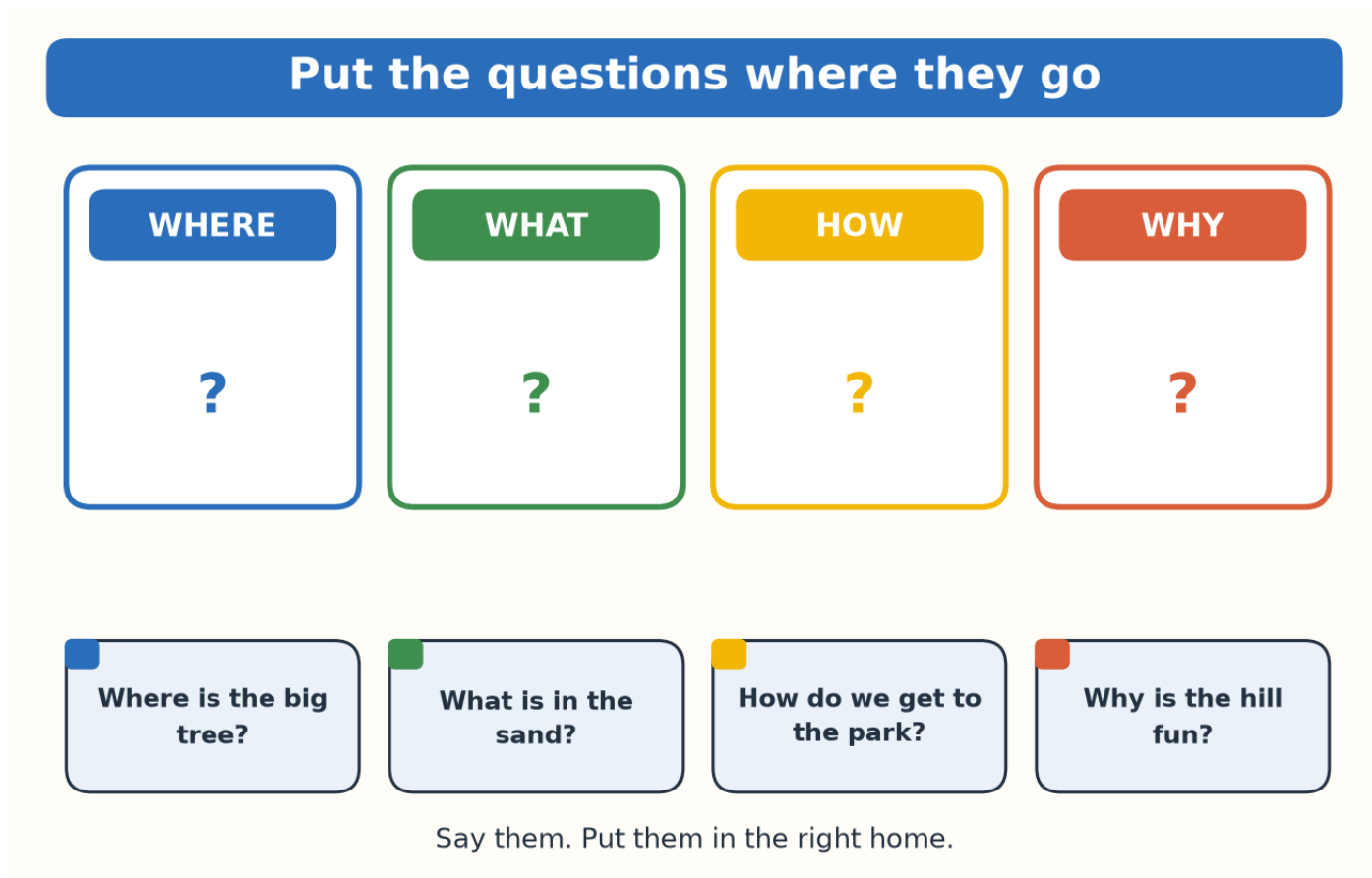
Run this as the warm-up for the question walk. Four stops, one sense named at every stop. Keep Figure 2A.2 up in the room for the debrief: what did our eyes find? our ears? our nose? our hands?

Say: “We will walk around our school. At every stop, say one thing you can see and one thing you can touch — and ask one question.”

Task 2 — The question mat [E02] (picture-led)

Show Figure 2A.7. Give out the scribed question slips from Parts 1–2 (and from story time). A child says a slip aloud, names the question word, and places the slip in the right home. The colour chips on the slips are your answer key (where = blue, what = green, how = yellow, why = red).

Say: “Here is our mat. It has 4 homes for questions: where, what, how and why. Say your question. Put it where it goes.”



A mat with 4 homes for questions: where, what, how and why.

2A.7 — Put the questions where they go.

Task 3 — Story questions [E03] (oral)

Use a second picture book about a place, or re-read the first one. Say one of the three time words; the children ask a question that fits that time. Accept and praise every real question; model one more if the group is quiet.

Say: “I will say a word: first, next, or at the end. When I say your word, you ask a question about the story.”

Task 4 — Which big question? [E04] (map-led)

Show Figure 2A.6 next to the pictorial map of the local place from 1C (or Figure 2A.4). Point at a place on the map; the children pick one of the 5 big questions to ask about it and say why that question is a good one. Accept more than one right answer — several big questions fit most places.

Say: “Look at the map of our place. Which big question can we ask about the park? Which one can we ask about our school?”

Doing tasks — their turn

Two unscaffolded tasks (TOC §3): the child does, the teacher observes and scribes. This is the evidence for Figure 2A.9.

Doing 1 — Draw your question walk [E01] [E02]

Say: “Draw our question walk. Draw one thing you saw. Say your question to me.”

Give blank paper and pens or crayons. Listen to each child’s question and write it on the back of the drawing. No writing is expected from the child; the drawing and the told question are the product.

Doing 2 — Put the questions where they go [E02]

Say: “Here are your questions. Say them. Put them where they go.”

Give each child two or three of the scribed slips and the mat (Figure 2A.7). Watch whether the child can say the question and place it without help. Note the stem they used most and the stem they never used — that is your next teaching point.

Reasoning prompt — how do you know? [E05]

One observed reasoning prompt (TOC §3): the child gives a reason and says how they know. Run it one child at a time, orally, during free play or at the mat. Accept any true reason and any real observation; then ask the follow-up once. Record the reason on Figure 2A.9.

Say: “Why do you love your place? Say it like this: *I love my place. It has _____. I can _____ there.*”

Say: “How do you know?”

The follow-up is the reasoning move: a child who says “I love the park. It has sand. I can dig there.” and then adds “I know — I went today” is giving reason and evidence at Foundation level. That is the whole goal of this prompt.

What to watch for — observed evidence

Evidence for this section is observed and oral (D9). Use Figure 2A.9 as the observation sheet: tick what you see, and write down one question the child asked if you can — the child’s own words are the best evidence you have. The rows track this CD’s share of the band achievement standard (referenced, not quoted): the child **asks questions** about **places**, from what they **observe** and from the **sources** given (objects, photos, maps, stories).

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

What to watch for — 2A (teacher observation sheet)

VC2HG2S01 (code referenced, not quoted) — asking our own questions about places

What the child does or says	Seen (Y/N)
asks a where / what / how / why question about a place	☐
uses eyes, ears, nose and hands to find a feature	☐
asks a question about a story about a place	☐
asks one of the 5 big questions about a place	☐
asks who cares for a place	☐
says why a place is loved, and how they know	☐

Note the question the child asked, and who they asked it about.

A teacher observation sheet with 6 things to watch for in this section.

2A.9 — Observation sheet for the teacher.

Where this leads

- **Next in this book — 2B (VC2HG2S02).** The questions posed here are the ones 2B goes out and answers: fieldwork and maps — collecting, sorting and recording what we find. Keep the scribed question slips — 2B uses them.
- **Next in the band — Levels 1–2.** The same 12 CDs continue at their own pitch (D1); this section's contribution to the band progression is the asking.
- **Next band — Levels 3–4 (VC2HG4S01).** The Levels 3–4 question-developing CD (code referenced, not quoted) is the direct continuation of this section (TOC §4 handoff). The habit formed here — that a walk outside can answer a question about a place — is what every later band sharpens. No VCE content enters this book (D10).

Figures of this section

Figure	File	Used in	Audience
2A.1	diagrams/ 2a_question_stems. png	Part 2	children
2A.2	diagrams/ 2a_look_and_find.p ng	Part 1, Task 1	children
2A.3	diagrams/ 2a_question_starts .png	Part 2	children
2A.4	diagrams/ 2a_question_walk.p	Worked example 1, Task 4	children



Figure	File	Used in	Audience
2A.5	diagrams/ 2a_story_time.png	Part 3	children
2A.6	diagrams/ 2a_big_questions.png	Part 4, Task 4	children
2A.7	diagrams/ 2a_sort_mat.png	Task 2, Doing 2	children
2A.8	diagrams/ 2a_who_cares.png	Part 5	children
2A.9	diagrams/ 2a_watch_for.png	What to watch for	teacher

All nine figures are original artifacts of this build, generated by the scripts in `src/gen_2a_*.py` (SOURCE_USE.md Rule 3; diagrams house standard).

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

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

Owens (one CD, D5)

VC2HG2S02 (code referenced; VC2 wording is not reproduced in this book) — gathering, ordering and writing down what we find out: from what we observe, from fieldwork and from maps. Strand: Geographical Skills. Sub-strand: Geographical inquiry. Level: Foundation to Level 2 band, taught at Foundation pitch (D1, D9).

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

.E01 .E02 .E03 taught in full; .E04 **partial (D3)** — the interviewing elaboration is taught with the ask going to the child's own older family members, and its First Nations Elders clause dropped (TOC.md §2 D3(b), recorded ACCEPTED); .E05 .E06 taught in full.

Questions land on (D6: Skills sections draw content from Chapter 1)

VC2HG2K01 (1A our place, care), VC2HG2K02 (1B naming), VC2HG2K04 (1C maps and scale), VC2HG2K05 (1D features, change, care), VC2HG2K06 (1E weather), VC2HG2K07 (1F connections). VC2HG2K03 is excluded entire in this book (D3(a)) and no observation, sort or record in this section is about it. The questions answered here are the ones 2A posed — teach 2B after 2A.

Band achievement-standard extract this section serves

VC2HG2S01, S02 → the question-asking and information-collecting share of the band standard (referenced, not quoted; 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 collected thing, a placed picture, a dot tally, a weather mark, a told family answer. Scored against that extract's language in the VCAA export, using Figure 2B.12. No written response, no timed paper.

Same-year cross-subject notes (§4)

Observing with the senses and the weather thread lean on Science VC2S2U07, taught by the Science book in the same year; the one-dot-for-one-thing tally leans on Maths VC2MFM02, taught by the Maths book; the told family answer leans on VC2 English Foundation oral language. This book supplies the geography content only.

What this section is about

This is the fieldwork section of the book. Where 2A posed the questions, 2B goes out and answers them the way a geographer first does: **collect** what we can see and find on a walk, **sort** it, and **record** it with dots, marks and pictures. Per TOC §3, this section and 1C carry the most materials and the most fieldwork in the book, so the teaching sequence below is the deliverable — seven short parts, two worked examples, four practice tasks, two doing tasks and one reasoning prompt, all oral and picture-led. Every task lands on content Chapter 1 already gave the children (our place, features, maps, weather, connections) and on the questions 2A scribed.

Pitch (D9). Everything here is oral, place-led, picture-led and observation-led. Introduce every task orally, display the figures, and do the geography outside the classroom door where possible. No task may depend on a child reading anything. Where a child's response is wanted, the child **says** it or **points** to it or **places** a picture or a dot; the teacher scribes.

The word ceiling (D2). Every student-facing word in this section — the spoken script, the figure text and captions, the alt text — sits at or below Foundation on the vocabulary ladder. The words *place, feature, map, weather, season, photo, observe, collect, sort, record* and *care for* are **subject terminology**, defined at first use in the New words box below and introduced orally. Numerals and proper nouns (Australia, Melbourne, Adelaide, Sydney) sit outside the ladder per D2.

What counts as student-facing here. Per D9 the deliverable is this teacher script; no child reads anything in it. The children's experience of the section is exactly: every **Say** line they hear, the New words box read with them, the **Doing** labels they hear, and the figures they see (text, captions, alt text). Everything else — structural headings, task labels and mode tags, Do/Watch for/ Model with notes, this trace, the coverage record — is teacher-facing script navigation and guidance, so it sits inside the TEACHER-ONLY markers and is not vocabulary-gated, exactly as MCQ rationales and administration notes are not gated (WORD_LEVEL_POLICY Rule 3). The gate that enforces all of this is `src/vocab_gate_2b.py`: it strips the marked regions, checks the rest at ceiling F (rank 0) with the house ladder, and separately checks every student-facing figure's baked-in text.

Definitions and attribution (CONTENT_POLICY companion rules). In this section, *place* is used in the sense the Victorian Curriculum F–10 Version 2.0: Humanities — Geography (VCAA) gives it in an elaboration to VC2HG2K04 (referenced, not quoted): a part of the world that people have picked out, named and given a meaning to; the child-facing definition in the word box is a restatement of that sense at Foundation pitch. *Seasons* follow the neutral Foundation framing of 1E (the cold time, the hot time, the wet time, the dry time) and no seasonal calendar of any culture is taught here (D3(b)).

Sources and places (D4, SOURCE_USE.md). All twelve figures are original artifacts of this build; the Australia map reuses the build's own hand-built geometry from `src/au_shape.py` (1C), never an atlas or map-service image. The walk is set in **your** school — put your own stops into Figure 2B.1 when you walk it. The one real-world dataset in this section is the 7-day weather strip in Figure 2B.6, and it is sourced: **Source: Open-Meteo weather archive (ERA5), daily data for the Melbourne grid point (37.79°S, 144.94°E, 19 m), 2026-07-27 to 2026-08-02 (temperature max/min, precipitation sum, max wind speed, sunshine duration), retrieved 2026-08-25.** Day mapping with the child rule (rain ≥ 1 mm $\rightarrow$ rain mark; max wind ≥ 15 km/h $\rightarrow$ wind mark; no rain and bright $\rightarrow$ sun mark): Day 1 Mon 27 Jul 13.9/8.9 °C, 0.0 mm, 18.3 km/h $\rightarrow$ sun+wind; Day 2 Tue 28 Jul 15.6/7.9 °C, 5.8 mm, 27.8 km/h $\rightarrow$ rain+wind; Day 3 Wed 29 Jul 11.8/7.1 °C, 1.1 mm, 21.5 km/h $\rightarrow$ rain+wind; Day 4 Thu 30 Jul 12.2/6.2 °C, 0.0 mm, 12.0 km/h, 6.0 h sun $\rightarrow$ no big weather; Day 5 Fri 31 Jul 12.4/3.4 °C, 0.0 mm, 5.4 km/h $\rightarrow$ sun; Day 6 Sat 1 Aug 15.0/2.4 °C, 0.0 mm, 14.8 km/h $\rightarrow$ sun; Day 7 Sun 2 Aug 15.8/8.0 °C, 0.0 mm, 18.4 km/h $\rightarrow$ sun+wind. If your school keeps Bureau of Meteorology observations for the same week, substitute them day for day — the strip teaches the recording, not the numbers. Melbourne, Adelaide and Sydney on Figure 2B.8 are the worked example's family places; swap in the places your families actually go to.

Safety. On the walk: stay together, walk (do not run), and keep hands gentle. Children observe with eyes, ears, nose and hands only — **nothing goes in anyone's mouth** (no taste observations at this level). Collect only what is safe and allowed (a rock, a stick — nothing living); check the route for hazards before the walk.

Materials. The 12 figures of this section; a paper bag for walk finds; two hoops or chalk circles for sorting; pre-cut pictures of a tree, a bird, a rock, a plant, a car and a home; dot stickers; blank paper and crayons; an old photo and a current photo of your local place, from your school's own collection; place pictures for the children to put weather marks on; the pictorial local map from 1C; your wall, print or electronic Australia map from 1C; slips for the family ask.

Exclusion note. .E04 is taught **partial**: the child's ask goes to their own older relatives (grandma, grandpa, mum, dad, an older cousin) and the elaboration's First Nations Elders clause is dropped — Aboriginal and Torres Strait Islander content is excluded under CONTENT_POLICY Rule 1 (TOC.md §2 D3(b), recorded ACCEPTED). It is not taught, not gestured at and not replaced. VC2HG2K03 remains excluded entire (D3(a)); no question in this section lands on it. 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 1. 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.

feature — A feature is a thing in a place that you can see. A hill is a feature. A big tree is a feature. A rock is a feature.

map — A map says where things are. You can find your home on a map. You can find the park on a map.

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

season — The seasons are the big times we have. The cold time. The hot time. The wet time. The dry time.

photo — You look at a photo and see a place.

observe — To observe is to look and look, and to listen. We observe with our eyes, our ears, our nose and our hands.

collect — To collect is to get things. On our walk, we collect what we can see and what we can find.

sort — To sort is to put things where they go. Rocks with rocks. Birds with birds.

record — To record is to put what we find on paper. We record with dots. We record with pictures.

care for — To care for a place is to help it. We put our things in the bin. We do not put them on the sand.

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

All **Say** lines are spoken to the children and are written at the Foundation word level — read them as written, or in your own words at the same level. **Do** and **Watch for** lines are for you only. Keep what the children make — the walk paper, the dot tally, the weather strip, the family slips. They become the material for 2C.

Part 1 — We go out and observe [E01]

Do: Gather the children at the door and walk the four-stop route of Figure 2B.1 (or your own). At each stop, be still for a count of ten. At stop 3 the children collect one safe find each — a rock, a stick, nothing living — into the bag. Back in the room, show Figure 2B.2 as the anchor.

Say: “Today we will go out. We will walk to 4 stops.”

Say: “At every stop, we stop. We look. We listen.”

Say: “We **observe** with our eyes, our ears and our hands.”

Say: “What can you see?”

Say: “Listen! What is that sound?”

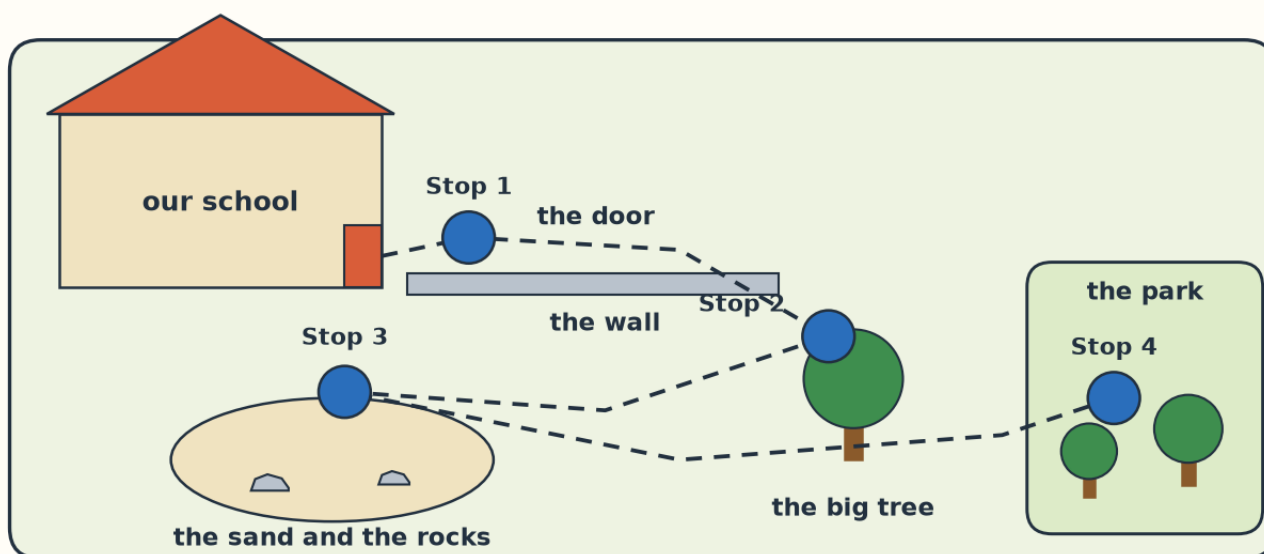
Say: “What can your hands touch? Is it soft?”

Say: “At the sand, we find things. We **collect** what we find — a rock, a stick. We put them in the bag.”

Say: “We can look in books. We can look on maps.”

Watch for: a child who stops and looks without being told again, and a child who names the sense they used (“I can see...”, “I can touch...”). Scribe both.

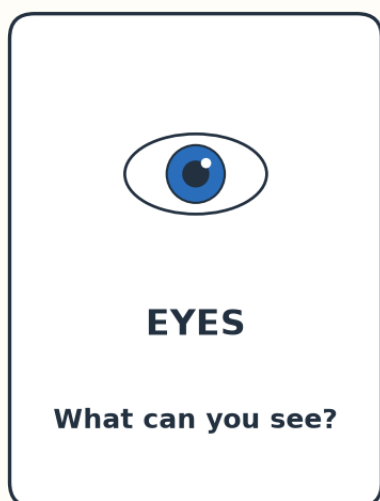
Our walk — we stop, we look, we collect!



A map of our walk at school, with 4 stops.

2B.1 — Our walk, with 4 stops.

We observe with our eyes, ears and hands



Eyes, ears and hands, and what they can find.

2B.2 — We observe with our eyes, ears and hands.

Part 2 — We sort and record [E01]

Do: Empty the bag. Show Figure 2B.3 and sort the pre-cut pictures as a group — things we find, and things people make — into the two hoops. Then show Figure 2B.4 and record what the children saw on the walk, one dot for one thing, with dot stickers or marks you make as they count.

Say: “We have our things. Now we **sort** them.”

Say: “Rocks with rocks. Sticks with sticks.”

Say: “Look at the pictures. Some are things we find. Some are things people make.”

Say: “Put the pictures where they go.”

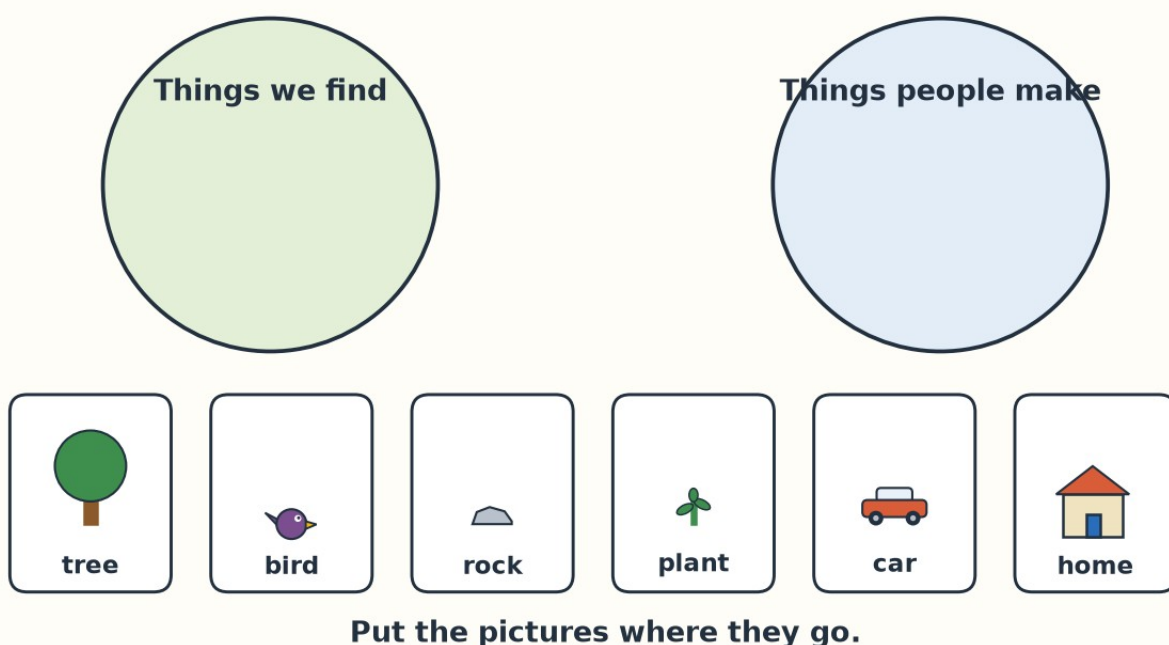
Say: “How many trees can you see? How many birds?”

Say: “We **record** it. One dot for one thing.”

Say: “4 trees. 2 birds. 3 rocks. 5 plants.”

Watch for: one dot for one thing — the one-to-one match is the recording skill at this level. If a child puts three dots for three rocks without help, that is your evidence for Figure 2B.12.

Sort the things!



The diagram illustrates a sorting activity. At the top, a blue banner reads "Sort the things!". Below this, there are two large circles: a light green one on the left labeled "Things we find" and a light blue one on the right labeled "Things people make". Below the circles, there are six rectangular boxes, each containing a picture and a label: a tree (labeled "tree"), a bird (labeled "bird"), a rock (labeled "rock"), a plant (labeled "plant"), a car (labeled "car"), and a house (labeled "home"). At the bottom, the text "Put the pictures where they go." is written.

Pictures to sort: things we find, and things people make.

We record with dots.

trees



birds



rocks



plants



Dots for the trees, the birds, the rocks and the plants.

2B.4 — We record with dots.

Part 3 — What changed? [E02]

Do: Put the old photo and the current photo of your local place side by side, and show Figure 2B.5. The photos come from your school's own collection — the same place, two times.

Say: “Look at the old photo. It is our place.”

Say: “Now look at our place today.”

Say: “What changed?”

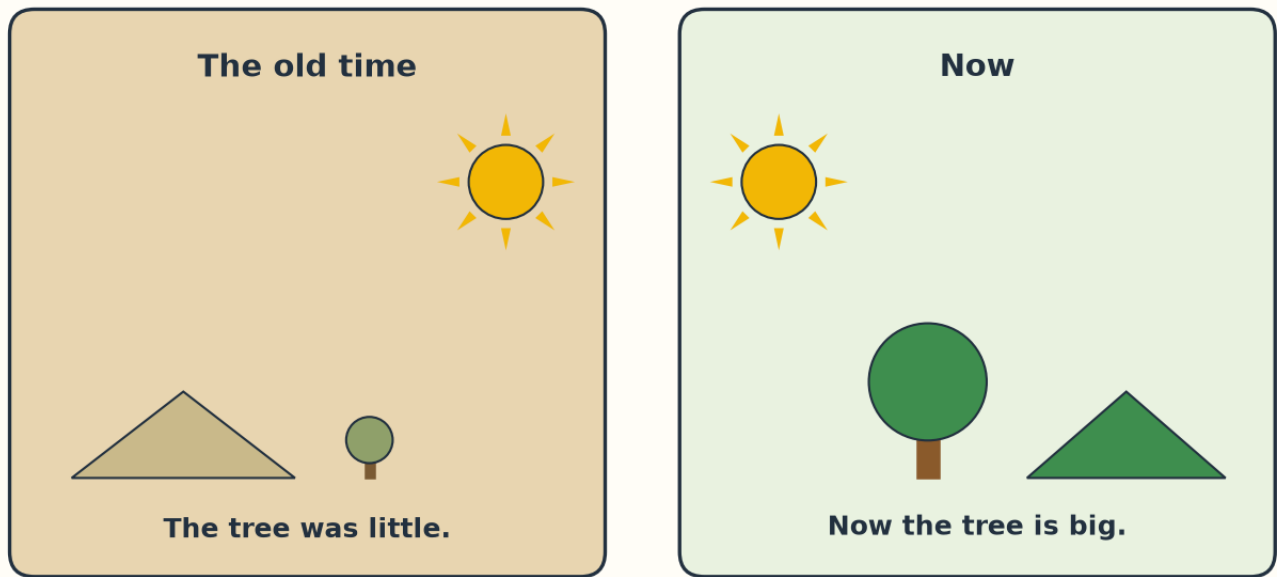
Say: “The tree was little. Now the tree is big.”

Say: “How do you know?”

Say: “I can see it in the two pictures.”

Watch for: a child who gives you a *was / now* pair, and a child who says how they know. Both are the reasoning you are building; the reasoning prompt at the end of this section returns to it.

What changed?



The same place two times: the old time, and now.

2B.5 — *What changed?*

Part 4 — We record the weather [E02] [E05]

Do: Show Figure 2B.6 — a real 7-day record (see the source note above). Say what each mark means, then put weather marks on pictures of places the children know (Figure 2B.7): a rain mark where the rain fell on the picture, a wind mark where it was windy. Keep the strip up and add your own week beside it, one mark a day, the children taking turns.

Say: “We look at the sky every day. We **record** the weather.”

Say: “Sun? Rain? Wind?”

Say: “Day 2: rain and wind. Day 5: sun.”

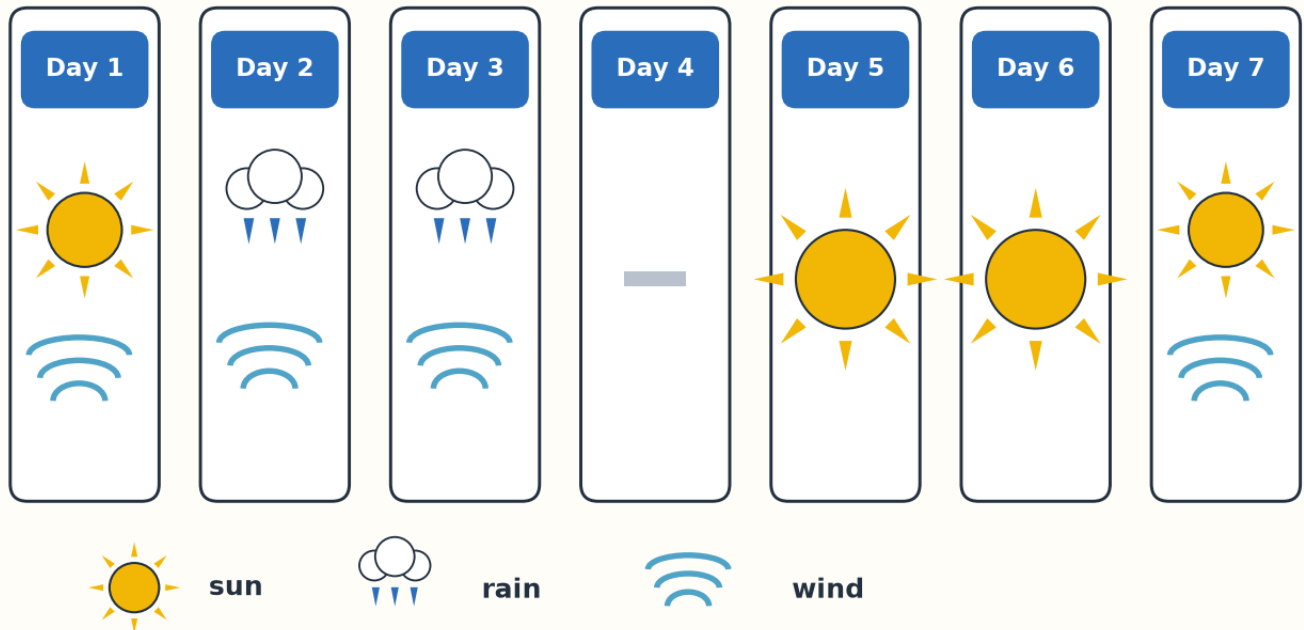
Say: “Day 4: no rain and no wind and no sun. It is empty.”

Say: “We put the weather on our pictures.”

Say: “Here is rain. Here is wind.”

Watch for: a child who matches the mark to the day, and a child who says *why* (“we saw the rain”). The *why* is the observation behind the record.

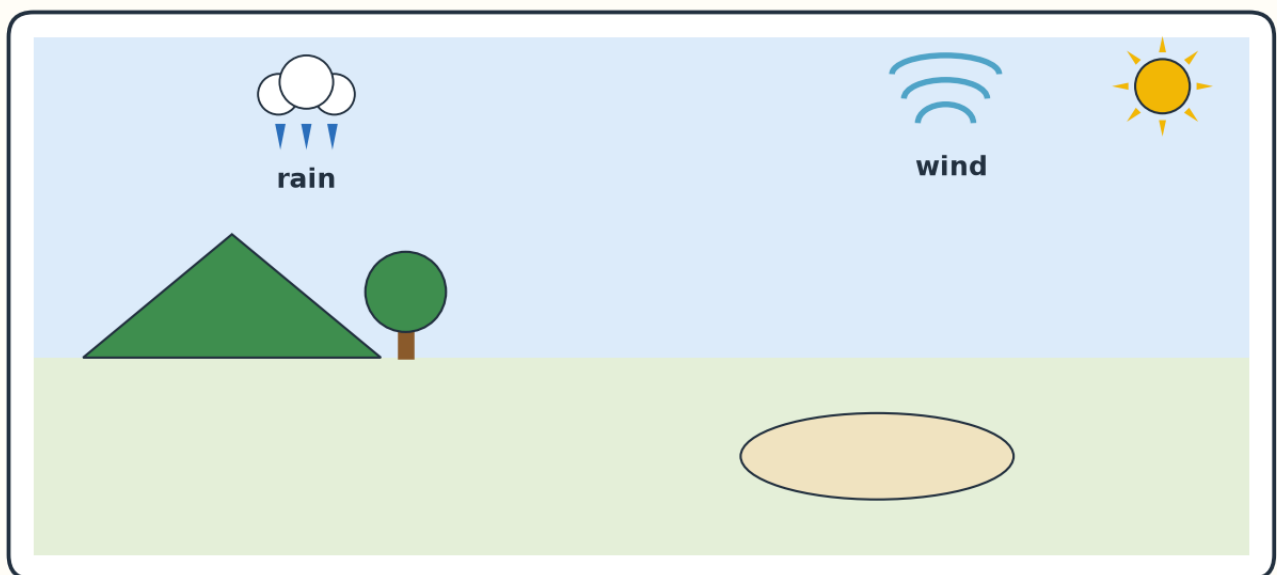
Our weather, 7 days



Our weather for 7 days, with sun, rain and wind.

2B.6 — Our weather, 7 days. Sun? Rain? Wind?

We put the weather on our pictures.



A place with rain and wind put on it.

2B.7 — We put the weather on our pictures.

Part 5 — Our places on the map [E03]

Do: Show your wall, print or electronic Australia map from 1C beside Figure 2B.8. Place the star on your home city and dots on the places your families go to — the figure’s Melbourne, Adelaide and Sydney are the worked example’s places, not yours. Children come up and place a dot for a place they go to or have been to.

Say: “Here is a map of Australia.”

Say: “Our school is in Melbourne. We put a star on our home.”

Say: “We put dots on places we go to.”

Say: “This dot is Adelaide. Grandma is in Adelaide.”

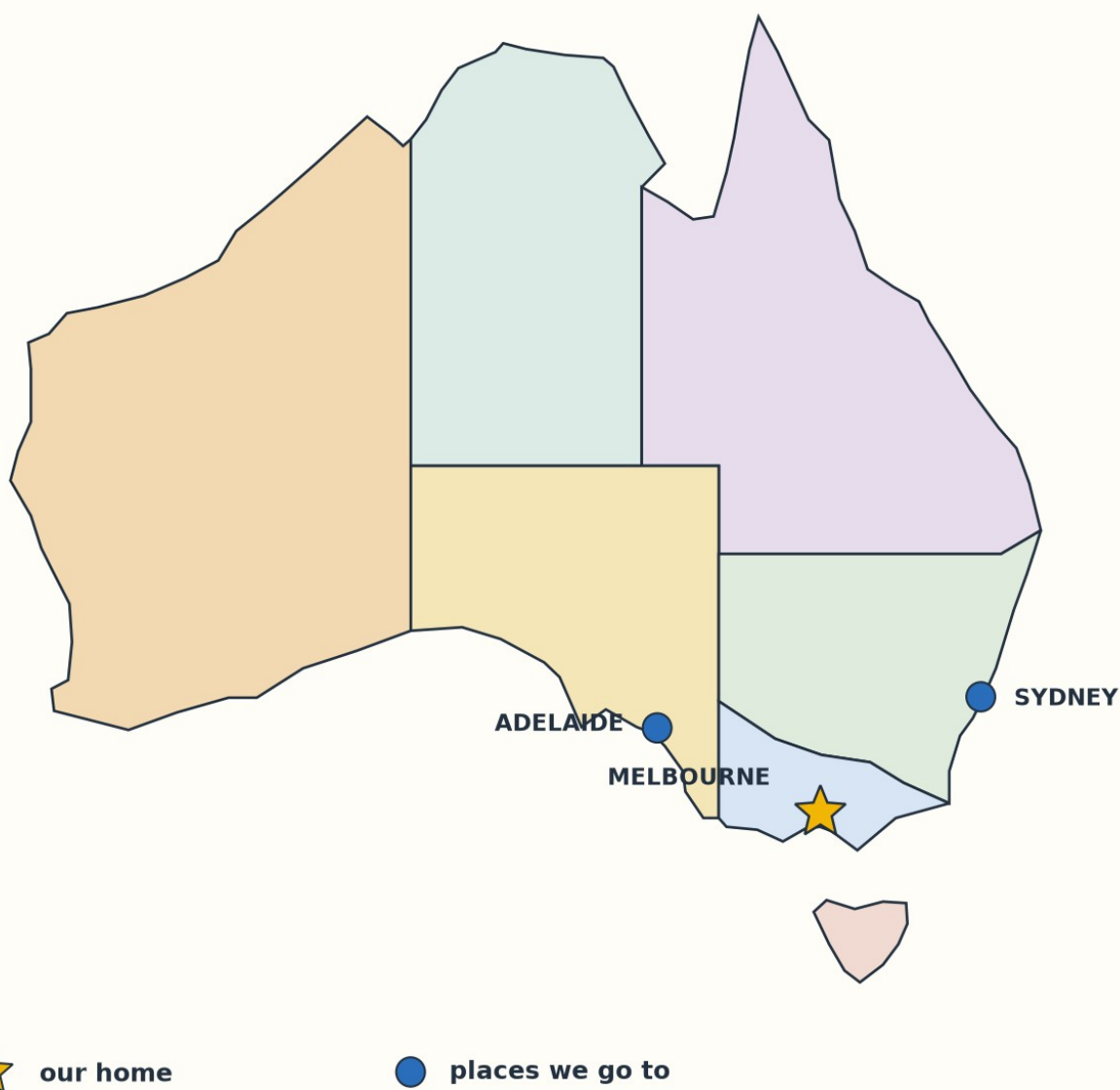
Say: “This dot is Sydney. I went to Sydney.”

Say: “Can you find your place on the map?”

Say: “Put a dot on a place you go to. Say the place.”

Watch for: a child who touches the right spot for their place, and a child who names a place they go to without help. Locating connected and visited places is exactly E03.

Our places on the map



A map of Australia with a star for our home and dots for places we go to.

2B.8 — Our places on the map.

Part 6 — We ask our family [E04]

Do: Send the ask home on the slip in Figure 2B.9: the child asks an older relative — grandma, grandpa, mum, dad, an older cousin — about a place they like and their feelings for it (the partial elaboration, D3). Tomorrow the child tells the answer back; you scribe it.

Say: “At home, ask your grandma. Ask your grandpa. Ask your mum and dad.”

Say: “Say: What place do you like?”

Say: “Say: Why do you like it?”

Say: “What are their feelings for the place?”

Say: “Tomorrow, come and say their words to us.”

Watch for: the child who comes back with a place *and* a reason. Scribe the child’s own words on the slip — those slips are evidence for Figure 2B.12 and material for 2C.

We ask our family

Who do you ask?	
	
grandma	grandpa

What place do you like?
Why do you like it?

Grandma and Grandpa, and what to say to them.

2B.9 — We ask our family.

Part 7 — A place we like [E06]

Do: The children choose a local place they like — the park, the sand, the big tree at school — and draw it or put weather and heart marks on a picture of it (Figure 2B.10). Close with care: what we do to help the place.

Say: “Think of a place you like.”

Say: “Draw it. Draw the big things in it.”

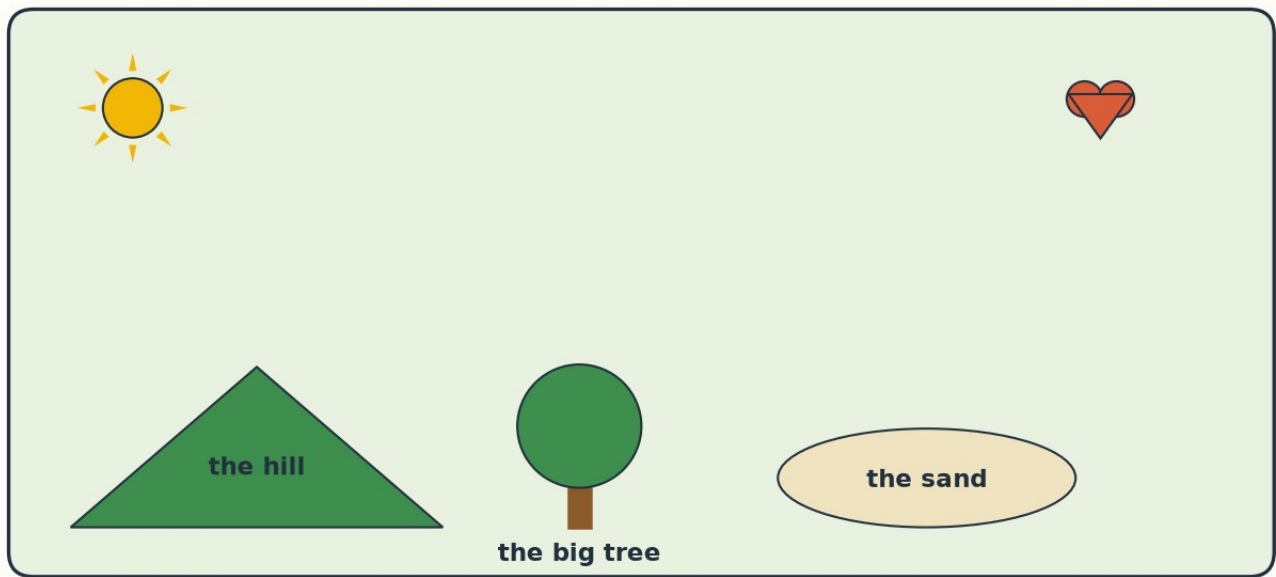
Say: “Why do you like it?”

Say: “How can we **care for** it?”

Say: “We put our things in the bin. We do not put them on the sand.”

Watch for: a child who names a feature of their place and a child who gives a care action. Mapping the liked place and the care thread together close E06.

A place I like



A map of a place I like, with a big tree, the sand and the hill.

2B.10 — A place I like. How can we care for it?

Worked examples — model these out loud

Worked examples at Foundation are **modelled**, not printed for the child to read (TOC §3 calibration): you think aloud, the children watch and join in. Keep the child-facing words at the level of the script.

Worked example 1 — The walk: collect, sort, record [E01]

Model with: the four-stop walk of Figure 2B.1. Walk it once yourself first. At each stop model the think-aloud below, then hand it to the children (“Now you collect one”). Back in the room, model the sort and the tally on Figure 2B.4.

Say (stop 1, at the door and the wall): “I can see the door. I can see the wall.”

Say (stop 2, at the big tree): “I can see the big tree. Listen — a bird! I can see 2 birds.”

Say (stop 3, at the sand and the rocks): “3 rocks! I collect 1 rock. It is small. It goes in the bag.”

Say (stop 4, at the park): “I can see 4 trees and 2 birds. I can see 5 plants.”

Say (back in the room): “Now we sort. The rock is a thing we find. My hat is a thing people make.”

Say: “Now we record. One dot for one thing we saw. 4 trees. 2 birds. 3 rocks. 5 plants.”

Worked example 2 — What changed? [E02]

Model with: Figure 2B.5 and your two photos. Model the *was / now* pair, then model the reason. Children take over as soon as they can.

Say: “Look at the old photo. The tree was little.”

Say: “Look now. Now the tree is big.”

Say: “What changed? The tree! The tree was little. Now it is big.”

Say: “How do you know? I can see it in the two pictures.”

Practice tasks — with your help

Four scaffolded tasks — observation-led, picture-led, map-led and picture-led again (TOC §3). Read each Say line aloud exactly as written. Scribe responses; do not ask any child to write.

Task 1 — The walk paper [E01] (*observation-led*)

Take Figure 2B.11 as your scribe sheet on the next walk. At every stop a child says one thing for each question; you write their words on the paper. The filled-in walk paper is the child’s record — keep it for 2C.

Say: “We will walk to the 4 stops. At every stop, say one thing you can see, one thing you can touch and one thing you can find. I will put your words on our walk paper.”

Our walk paper

What can you see?	
What can you touch?	
What can you find?	

The teacher puts your words on paper.

A paper for our walk.

2B.11 — Our walk paper.

Task 2 — Sort the pictures [E01] (*picture-led*)

Two hoops, the six pre-cut pictures. A child says their picture, names its home, and puts it in. Accept more than one right home only if the child can say why (a plant can be a thing people make if it is a pot plant — praise the reason, keep the sort simple).

Say: “Here are 6 pictures: a tree, a bird, a rock, a plant, a car and a home.”

Say: “Say what it is. Put it where it goes.”

Task 3 — Our places on the map [E03] (*map-led*)

At the wall or print Australia map (or Figure 2B.8 held up big), each child comes up, puts the star or a dot down, and says the place. Every child places one dot; the star is ours together.

Say: “Put a star on our home.”

Say: “Put a dot on a place you go to. Say the place.”

Task 4 — The weather days [E05] (*picture-led*)

Use Figure 2B.6. Model Day 2 and Day 5 from the Say lines; then the children do Day 1 and Day 7 with you — say the marks, then put them on. Dot stickers or drawn marks, either way.

Say: “Day 2: rain and wind. We put rain and wind on Day 2.”

Say: “Day 5: sun. We put sun on Day 5.”

Say: “Now you do Day 1 and Day 7. Sun? Rain? Wind? Say it and put it on.”

Doing tasks — their turn

Two unscaffolded tasks (TOC §3): the child does, the teacher observes and scribes. This is the evidence for Figure 2B.12.

Doing 1 — Draw a map of a place you like [E06]

Say: “Draw a map of a place you like. Say: Where is it? Why do you like it? How can we care for it?”

Give blank paper and crayons. The drawing and the told words are the product; write the child’s words on the back. Display the maps beside Figure 2B.10.

Doing 2 — Ask your older relatives about a place they like [E04]

Say: “Ask your older relatives: What place do you like? Why do you like it? What are their feelings for the place?”

Say: “Tomorrow, come and say their words to us.”

Send the Figure 2B.9 slip home. The ask goes to older relatives only — the words “or significant Elders” are not in this book (D3 partial). Watch whether the child comes back with a place and a reason; scribe the told answer.

Reasoning prompt — how do you know? [E02]

One observed reasoning prompt (TOC §3): the child gives a change and says how they know. Run it one child at a time, orally, at the mat with Figure 2B.5 or your two photos up. Accept any true *was* / *now* pair and any real observation; then ask the follow-up once. Record the reason on Figure 2B.12.

Say: “Our place changed. How do you know? Say it like this: *The _____ was _____. Now it is _____. I can see it in the pictures.*”

Say: “How do you know?”

The follow-up is the reasoning move: a child who says “The tree was little. Now it is big. I can see it in the pictures” — or “I saw it on our walk” — is giving change and evidence at Foundation level. That is the whole goal of this prompt.

What to watch for — observed evidence

Evidence for this section is observed and oral (D9). Use Figure 2B.12 as the observation sheet: tick what you see, and write down one thing the child said if you can — the child's own words are the best evidence you have. The rows track this CD's share of the band achievement standard (referenced, not quoted): the child **collects**, **sorts** and **records** what they find — from what they **observe**, from **fieldwork** (the walk) and from **maps**.

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

What to watch for — observed evidence for VC2HG2S02

- ☐ Collects — gathers what we can see and find on the walk (E01)
- ☐ Sorts — puts things where they go (E01)
- ☐ Records — dots for things; weather marks on pictures (E01, E05)
- ☐ Says a change — 'The tree was little. Now it is big.' (E02)
- ☐ Finds places on the Australia map — star for home, dots for places we go to (E03)
- ☐ Tells what family said — the ask, with older relatives (E04, D3 partial)
- ☐ Gives a reason — says how they know (E02)

Band achievement standard (referenced, not quoted; stated at the end of Level 2): the question-asking and information-collecting share. Scribe the child's own words as you watch; no written responses from children (D9).

A teacher observation sheet with 7 things to watch for in this section.

2B.12 — Observation sheet for the teacher.

Where this leads

- **Next in this book — 2C (VC2HG2S03).** 2C represents what this section collected: the walk papers, the dot tallies, the weather strips and the family slips all become the things the children draw, map and tell in 2C. Keep them.
- **Next in the band — Levels 1–2.** The same 12 CDs continue at their own pitch (D1); this section's contribution to the band progression is the collecting, sorting and recording itself.
- **Next band — Levels 3–4 (VC2HG4S02).** The Levels 3–4 locating-collecting-recording CD (code referenced, not quoted) is the direct continuation of this section (TOC §4 handoff). The dot tally is the first graph; the weather strip is the first sourced dataset. No VCE content enters this book (D10).

Figures of this section

Figure	File	Used in	Audience
2B.1	diagrams/	Part 1, Worked example 1	children

Figure	File	Used in	Audience
2B.2	2b_walk_map.png diagrams/ 2b_senses.png	Part 1	children
2B.3	diagrams/ 2b_sort_circles.png	Part 2, Task 2	children
2B.4	diagrams/ 2b_tally.png	Part 2, Worked example 1, Task 4	children
2B.5	diagrams/ 2b_old_new.png	Part 3, Worked example 2, Reasoning prompt	children
2B.6	diagrams/ 2b_weather_week.png	Part 4, Task 4	children
2B.7	diagrams/ 2b_weather_marks.png	Part 4	children
2B.8	diagrams/ 2b_australia_map.png	Part 5, Task 3	children
2B.9	diagrams/ 2b_ask_family.png	Part 6, Doing 2	children
2B.10	diagrams/ 2b_liked_place.png	Part 7, Doing 1	children
2B.11	diagrams/ 2b_walk_sheet.png	Task 1	children
2B.12	diagrams/ 2b_watch_for.png	What to watch for	teacher

All twelve figures are original artifacts of this build, generated by the scripts in `src/gen_2b_*.py` (SOURCE_USE.md Rule 3; diagrams house standard). The Australia map geometry is the build's own `src/au_shape.py`.

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

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

Owens (one CD, D5)

VC2HG2S03 (code referenced; VC2 wording is not reproduced in this book) — representing and describing what we find out, in formats such as sketches, maps with labels, photographs and tables. Strand: Geographical Skills. Sub-strand: Geographical inquiry. Level: Foundation to Level 2 band, taught at Foundation pitch (D1, D9).

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

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

Content lands on (D6: Skills sections draw content from Chapter 1)

VC2HG2K01 (1A place), VC2HG2K02 (1B naming — a label is a name we put on a map), VC2HG2K04 (1C maps and scale), VC2HG2K05 (1D features and change), VC2HG2K06 (1E weather and seasons), VC2HG2K07 (1F connections). VC2HG2K03 is excluded entire in this book (D3(a)) and nothing in this section is about it.

Band achievement-standard extract this section serves

VC2HG2S03, S04 → the representing-and-describing share of the band standard (referenced, not quoted; band AS sentence 4, 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 drawing linked to a map, a symbol placed, a hand on a map and a told “here”, a picture put in its home in a table. No written response, no timed paper.

Same-year cross-subject notes (§4)

The oral telling and listening here lean on VC2 English Foundation oral language, taught by the English book in the same year; the weather and seasons content in .E03/.E05 shares its phenomenon with VC2 Science F-2 VC2S2U07, taught in parallel with 1E (TOC §4). This book supplies the geography content only.

What this section is about

2B went out and collected. This section is what happens when the children come back in: **representing what they found**. It is the third Geographical Skills section of the book, and per D6 it has no content of its own — every sketch, label, symbol, table and display the children make represents the content of Chapter 1 (our place, names, maps, features and change, weather and seasons, connections). Teach it **after** 2B, so there is something collected to represent, and keep the scribed observations, drawings and photos from 2B where the children can reach them — they are the raw material here.

The section follows the elaboration order: finding features on a provided pictorial map, or on an oblique aerial photograph, and linking them to the child's own drawings (.E01); reading symbols and map legends (.E02);

representing how features change, including the weather and the seasons (.E03); recording locations on maps and plans — labelling a home on a local map and a provided classroom plan with symbols (.E04); making pictorial tables that match clothes with seasons and activities with weather (.E05); reading displays of system connections — the places classmates are connected to and where some food comes from (.E06, partial per D3); and reading distance in a qualitative way — close, distant, walking distance, many hours in a car or a plane (.E07).

Pitch (D9). Everything here is oral, place-led, picture-led and observation-led. The deliverable is the teacher script below: introduce every task orally, display the figures, and do the geography outside the classroom door where possible. No task may depend on a child reading anything. Where a child’s response is wanted, the child **draws** it, **points** to it, **places** a symbol or slip, or **says** it; the teacher scribes words where words are wanted.

No formal reasoning prompt in this section. Per the TOC §3 calibration, the observed “how do you know?” reasoning prompt belongs only where the CD asks the child to explain, give reasons or make proposals (VC2HG2K01, VC2HG2S04, and sections 1D/1E). VC2HG2S03 asks the child to **represent and describe**, and the evidence collected here is exactly that.

The word ceiling (D2). Every student-facing word in this section — the spoken script, the figure text and captions, the alt text — sits at or below Foundation on the vocabulary ladder. The words *map, plan, sketch, symbol, legend, label, photograph, aerial photograph, pictorial table, feature, weather, season, distant, close* and *walking distance* are **subject terminology**, defined at first use in the box below and introduced orally. Curriculum words (the CD’s and the elaborations’ own words — *garden, line, show, change, match, clothes, classmate, connected, hour, plane, local, area*) appear only in their curriculum sense. The gate is enforced by `src/vocab_gate_2c.py`.

Definitions and attribution (CONTENT_POLICY companion rules). *Place* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 — Humanities: Geography (VCAA), as restated at Foundation pitch in 1A and 2A; it is not redefined here. No term in this section is listed in `CONTESTED_TERMS.md`; nothing contested arises at this level of the content.

Sources and places (D4, SOURCE_USE.md). This section is written from the content description and first principles; no textbook sentence, example, figure or structure is used. All twelve figures are original artifacts of this build, generated by the scripts in `src/gen_2c_*.py`. The real named places in the student-facing text are **curriculum referents** (Melbourne, Sydney, Perth) or the named example of .E01’s “public garden”, the Royal Botanic Gardens Melbourne (facts in the Sources and teacher notes below, with retrieval dates). Everything else is deliberately fictional and local: Sam, Mia, Ali and Lily are fictional classmates; the local map, the room plan and the then-and-now place are invented so that **your** school and **your** local place stay the real geography (D9). Where you use a real photo of your own school from up high, use a photo you or the school own; if you source one online instead, record the source and retrieval date in your notes.

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

Materials. The 12 figures of this section; blank paper and pens or crayons; one printed copy of Figure 2C.6 and one of Figure 2C.7 per child for the doing tasks; small picture cards of the symbols from Figure 2C.4 (draw them once on card and reuse them); the scribed observations, drawings and photos collected in 2B; a real photo of your school from up high if you have one (see above).

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

Sources and teacher notes

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

- **Royal Botanic Gardens Melbourne** — the .E01 “public garden” referent — sits on the Yarra River in Melbourne, was established in 1846, covers about 38 hectares and has free entry (Wikipedia, “Royal Botanic Gardens Victoria”, retrieved 2026-08-25).
- **Melbourne to Sydney** is about 877 km by road; **Melbourne to Perth** is about 3,337 km by road (Wikipedia, “Melbourne”, retrieved 2026-08-25). Part 7 uses these only qualitatively — Sydney and Perth are “distant, many hours in a car or a plane”; no number is put in front of the children.
- **Where food comes from** (Part 6) is taught qualitatively, as the elaboration itself does: bananas from hot farms, milk from cows on farms, bread from farms. No production shares or statistics are asserted in this section; if you want current figures for a class discussion, check the Australian Banana Growers’ Council (abgc.org.au) and Dairy Australia (dairyaustralia.com.au) and record the retrieval date.

The distances above are the only real-world data the children meet, and they meet them as words, not numbers.

New words

Teacher: say the new words and what they mean, with the children, before Part 1. They are the only new words in this section. Every one comes back in the teaching sequence. Words already defined in Chapter 1 and 2A (place, observe, care for) keep their meanings here.

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

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

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

symbol — Symbols are little pictures on a map. One symbol shows one thing.

legend — The legend says what the symbols show.

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

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

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

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

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

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

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

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

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

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

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

All **Say** lines are spoken to the children and are written at the Foundation word level — read them as written, or in your own words at the same level. **Do** and **Watch for** lines are for you only. Keep the drawings, photos and scribed observations from 2B at hand throughout: 2C represents what 2B collected.

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

Do: Show Figure 2C.1 (a pictorial map of a garden — the section’s stand-in for a real pictorial map of a public garden such as the Royal Botanic Gardens Melbourne; if your class visited a garden in 2B, use your own map or photo of it

alongside). The children find each feature with their hands. Then show Figure 2C.2 — an oblique aerial photograph of the school — and, if you have a real photo of your own school from up high, show it too. Close with Figure 2C.3: the move of this part is draw it, find it, link it with a line.

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

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

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

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

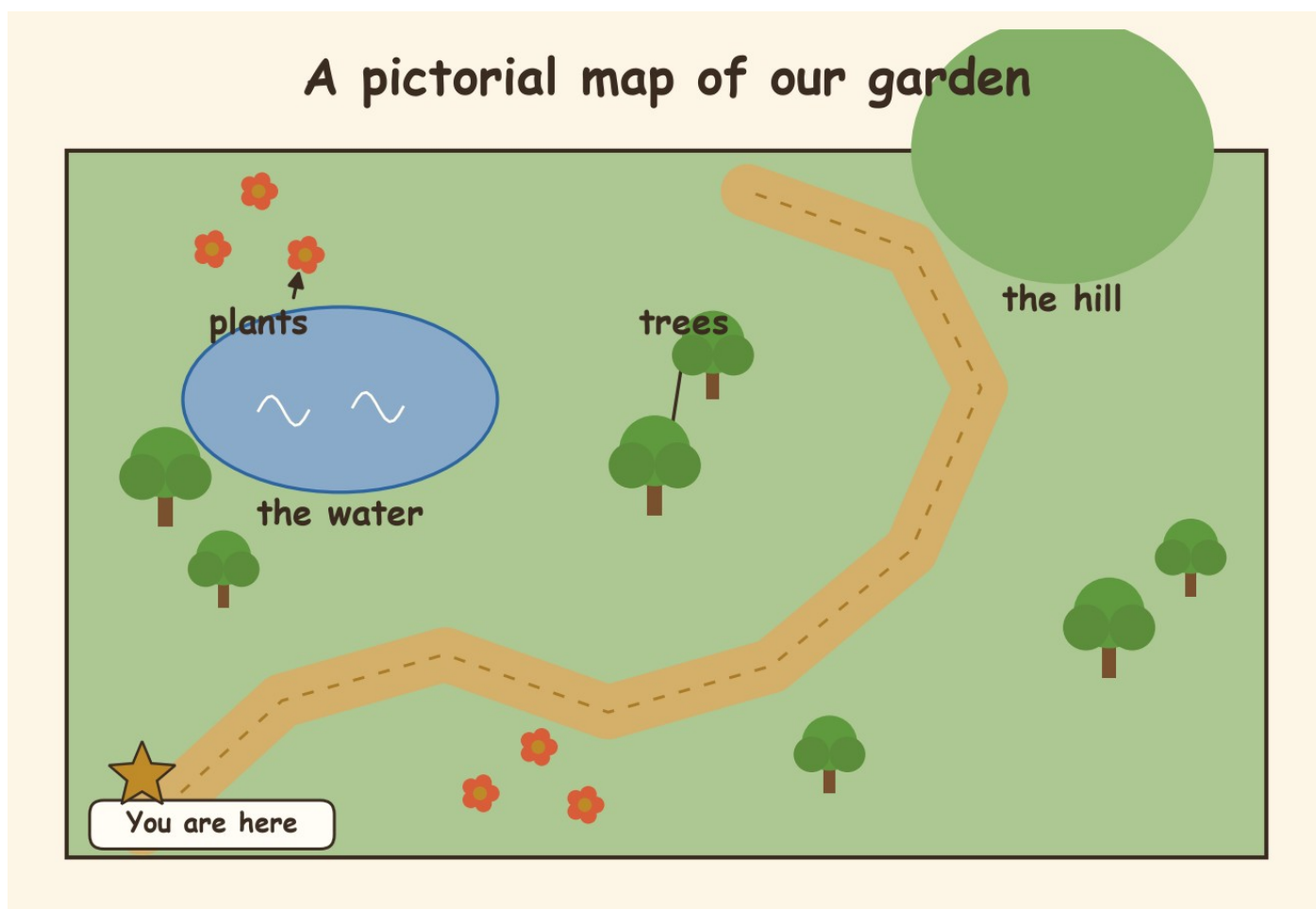
Say: “Now look at this photo. It is our school, from up high.”

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

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

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

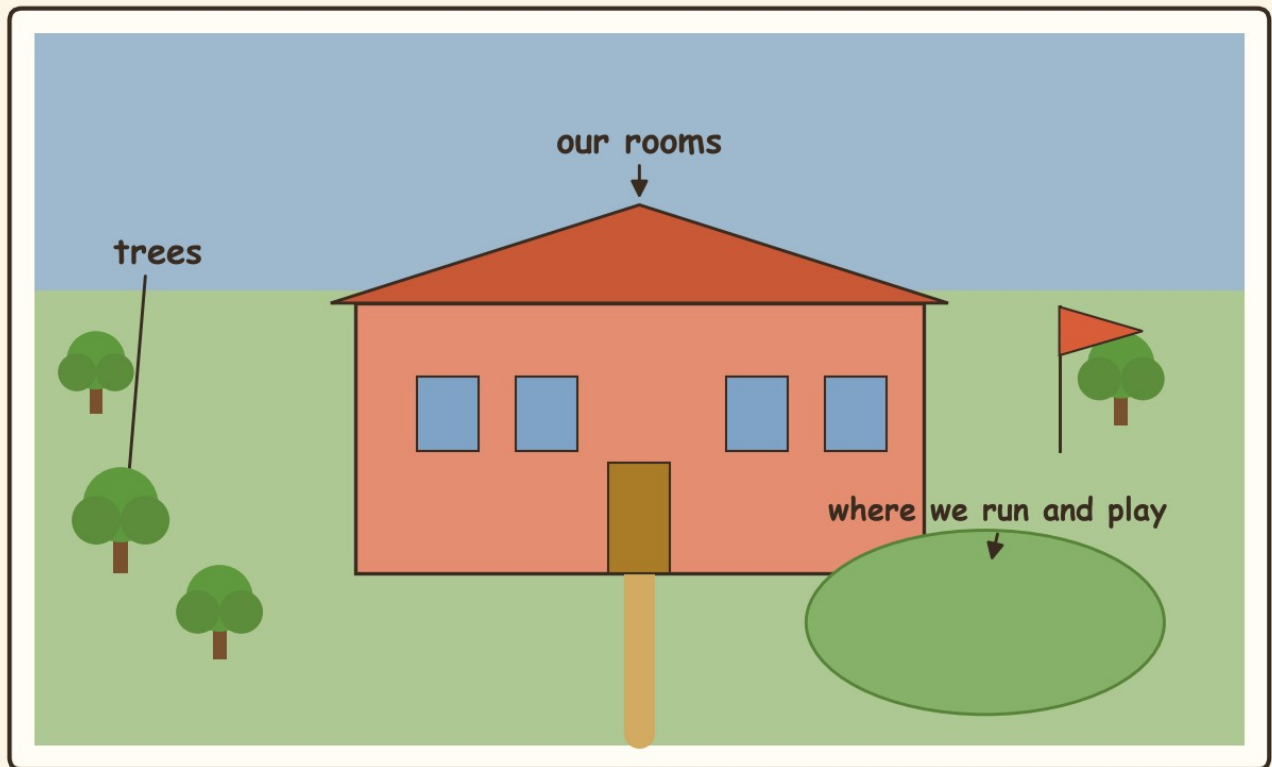
Watch for: a child who finds the feature with eyes only before the hand goes down; a child who says the feature’s name unprompted.



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

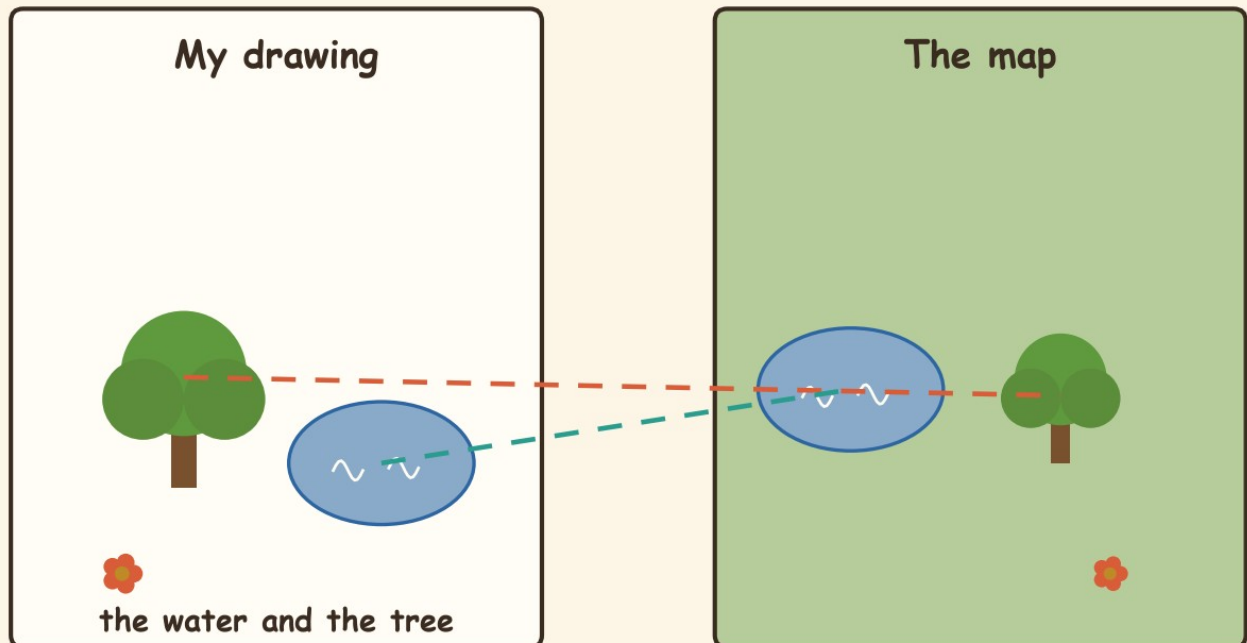
2C.1 — A pictorial map of the garden. Can you find the water?

Our school from up high



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

Draw it. Now find it on the map.



My line shows: this is the same thing.

My drawing of the water and the tree, with lines to the same things on the map.

2C.3 — Draw it. Find it on the map. Link the two with a line.

Part 2 — Symbols and the legend [E02]

Do: Show Figure 2C.4. Say each symbol's word with the children and have them say it back. Then play it as a game: you say the word, the children find the symbol. Bring out the symbol cards and the legend from your materials so the children handle them.

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

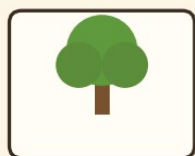
Say: "One symbol shows one thing. This symbol shows a tree."

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

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

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

Little pictures on a map are symbols



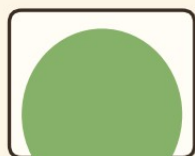
tree



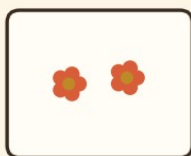
water



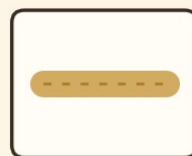
home



hill



plants



the track

The legend says what the symbols show.

Little pictures on a map, with the symbols for a tree, water, a home, a hill, plants and the track.

2C.4 — The symbols on a map, and the legend that says what they are.

Part 3 — The same place can change [E03]

Do: Show Figure 2C.9 — the same place a long time back and now. This is the section’s stand-in for the elaboration’s move of comparing what we see now with photographs taken in the past. If you have an old photograph of your school or local place (school archives work well here), show it next to a photo of the same place today. Close by linking .E03’s weather-and-seasons clause to 1E: we also record the weather as it changes — the bridge to Part 5.

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

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

Say: “What is not the same?”

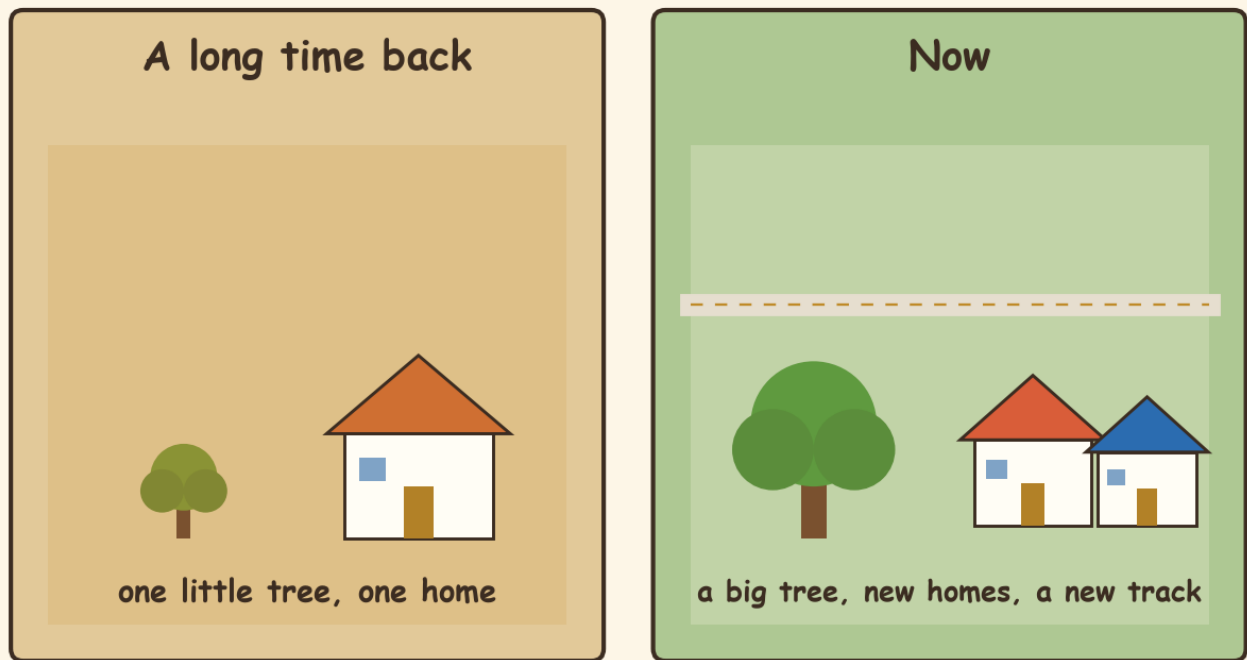
Say: “The tree is big now! There are new homes. There is a new track.”

Say: “Places can change.”

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

Watch for: a child who names a change unprompted (“the tree is big now”); a child who links the weather to what we put on or do — that is 1E coming back.

The same place: a long time back and now



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

2C.5 — The same place: a long time back and now.

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

Do: Show Figure 2C.6 — a map of a local area with a home to find. The move is: hand on the place, say “here”. Then show Figure 2C.7, a plan of a room. This part is the one that writes on maps: children put symbols and labels on copies of Figures 2C.6 and 2C.7 in the practice and doing tasks below.

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

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

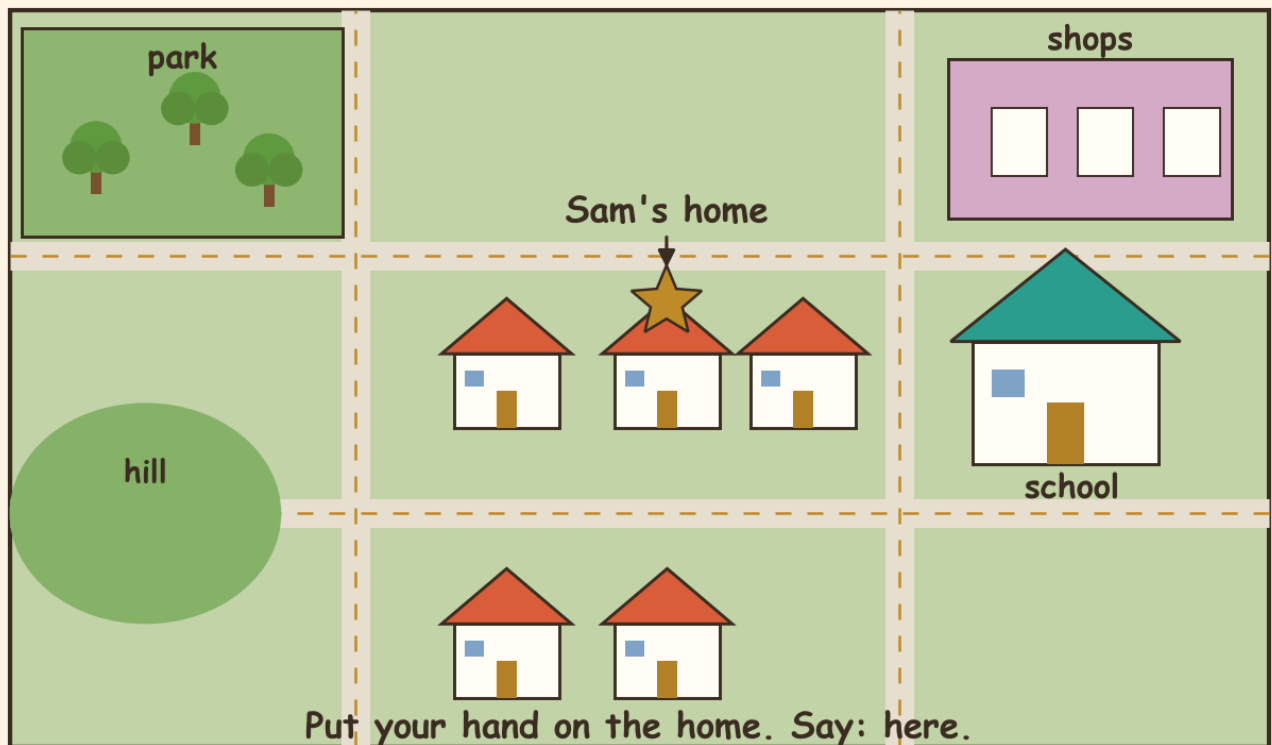
Say: “This is a plan of our room. A plan is a map of a room.”

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

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

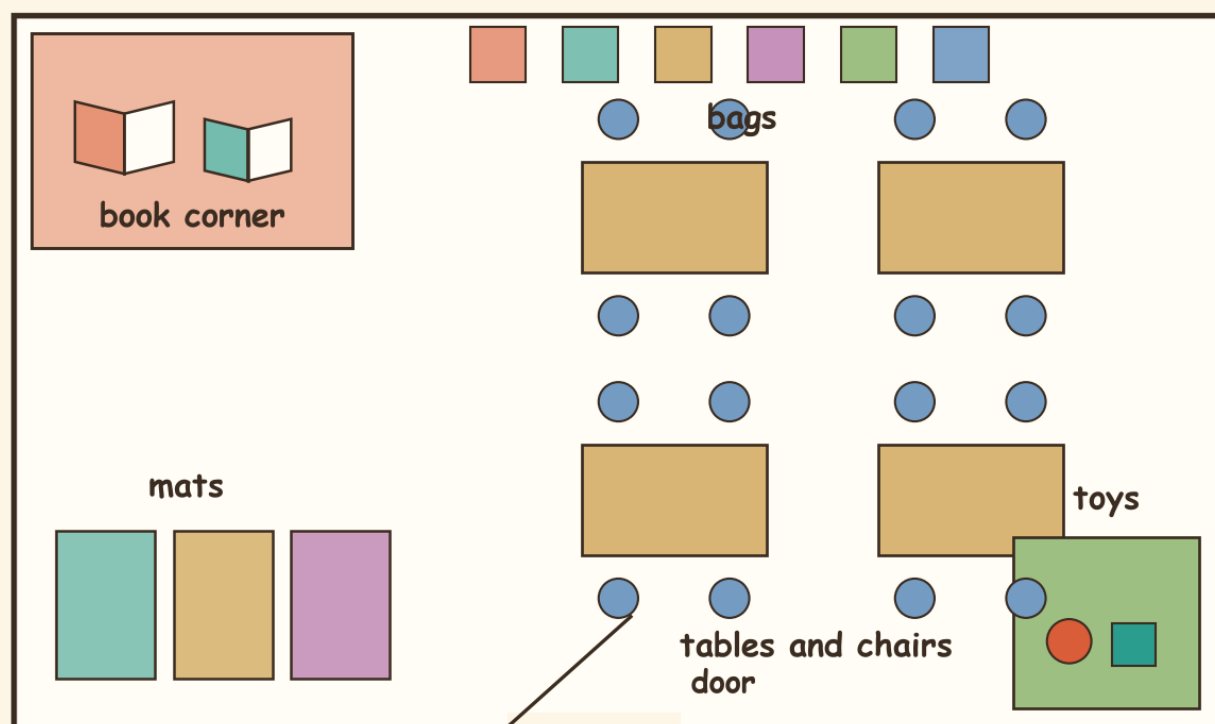
Watch for: the child who says “here” with the hand already on the right spot — location recorded without a written word. That is the Foundation form of labelling.

Where is the home on this map?



A map of our local place with the park, the shops, the hill, the school and Sam's home.

A plan of our room



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

2C.7 — A plan of our room.

Part 5 — Picture tables [E05]

Do: Show Figure 2C.8 (clothes with seasons) and Figure 2C.9 (activities with the weather). These are the elaboration's own two matchings at Foundation pitch. Build the table with the children orally first; the picture cards go in their homes in Task 4. The seasons named here are summer and winter, the two the children meet in 1E; the wet-and-dry scheme from 1E can come back if your class made it.

Say: "A pictorial table has homes for pictures."

Say: "Summer has hot days. What do we put on? A hat! Shorts!"

Say: "Winter has cold days. What do we put on? Socks! And more clothes."

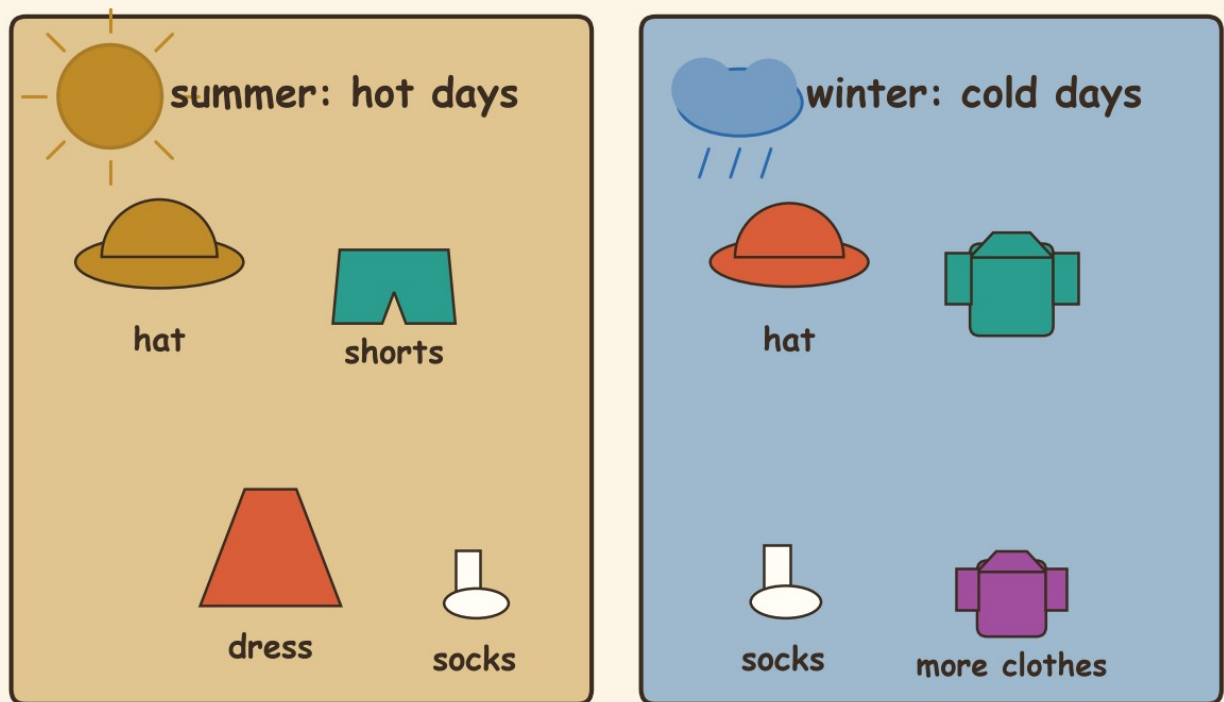
Say: "What can we do in the sun? We can play in the water."

Say: "What can we do in the rain? Hat on, jump in the wet!"

Say: "What can we do in the wind? Fly your paper plane."

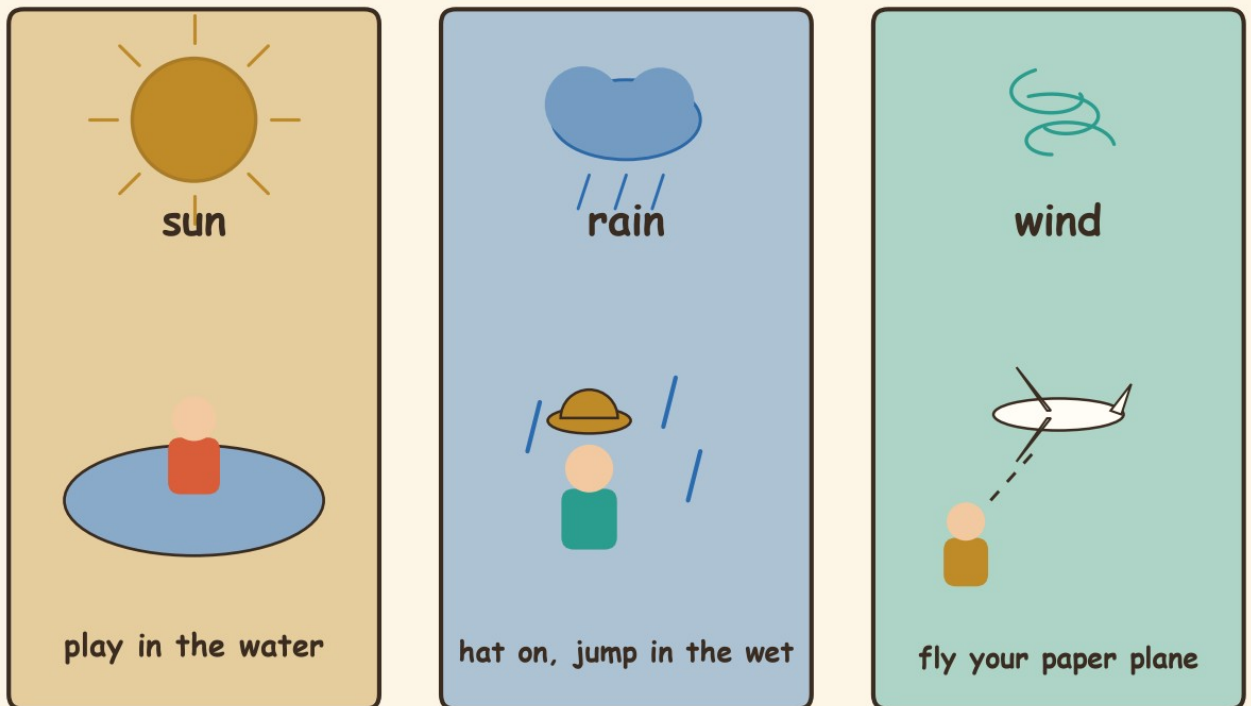
Watch for: a child who gives a second item unprompted (sun → hat *and* shorts); a child who says why ("it is hot") — scribe it.

Clothes for the days



A pictorial table of clothes for hot days and cold days: hat, shorts, dress and socks.

What can we do in this weather?



A pictorial table of what we can do in the sun, the rain and the wind.

2C.9 — What can we do in this weather?

Part 6 — Places we are connected to [E06]

Do: Show Figure 2C.10 — the places four fictional classmates are connected to. This is the first of .E06's two retained examples; the songlines example in the elaboration is excluded per D3 and is not taught, gestured at or replaced. Invite the children to name their own connected places and scribe them; the scribed list becomes a class display (the display work the elaboration names). Then show Figure 2C.11 — where some food comes from, the second retained example — and read the lines from the place to the food.

Say: "We are connected to places."

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

Say: "Ali is connected to the farm. Lily is connected to her grandma's home. Sam is connected to the park."

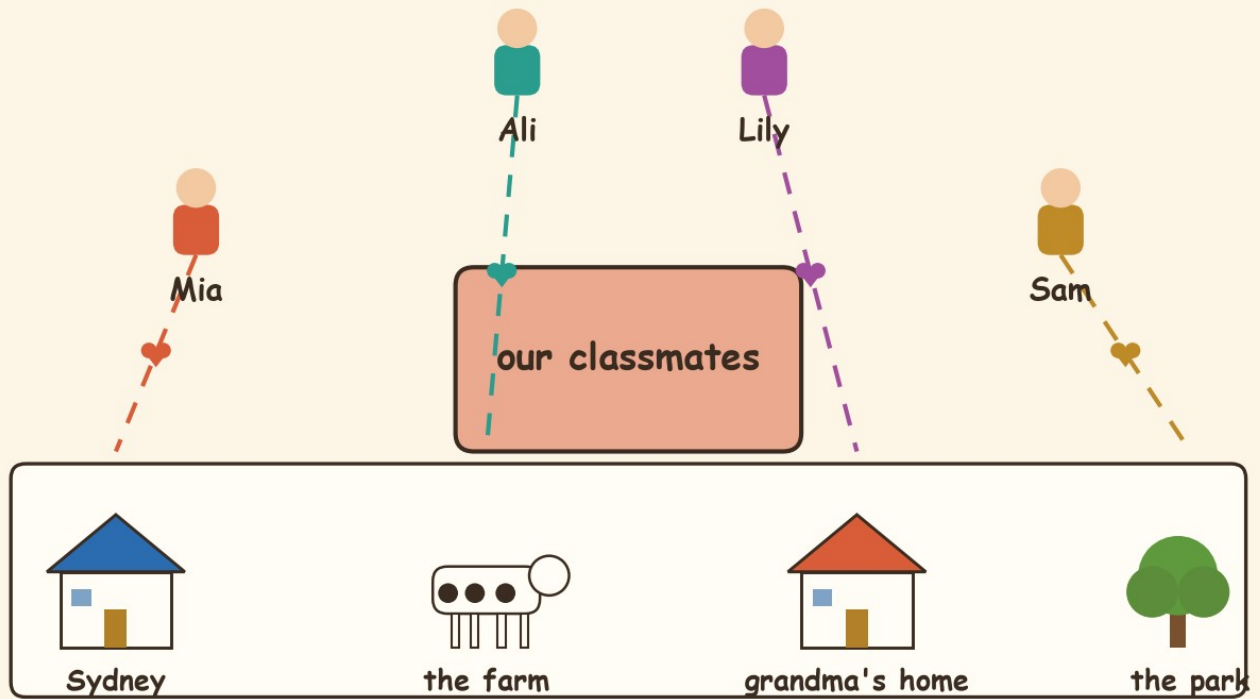
Say: "What place are you connected to?"

Say: "Our food comes from places too."

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

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

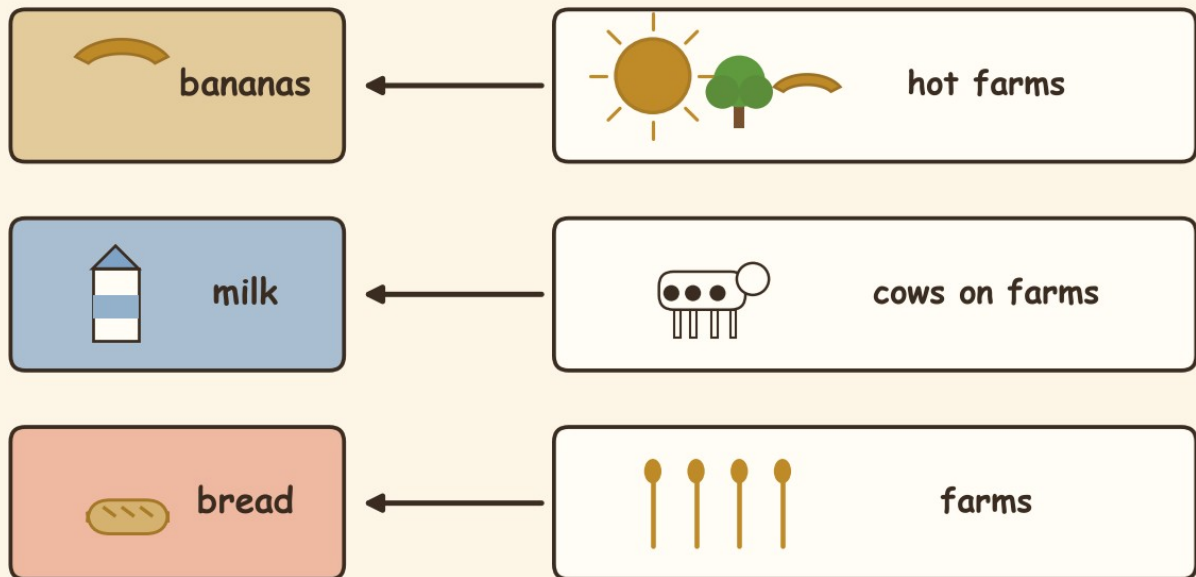
Places we are connected to



The lines show: this friend is connected to this place.

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

Where does our food come from?



The line shows: the food comes from this place.

Where does our food come from? Bananas from hot farms, milk from cows on farms and bread from farms.

2C.11 — Where does our food come from?

Part 7 — Close or distant? [E07]

Do: Show Figure 2C.12. Ground the close side in the children's own place: the school, the park, the shops — places they have walked to. Ground the distant side in the curriculum referents Sydney and Perth: a long way, many hours in a car or a plane. No distances in numbers at this level — the elaboration's distance terms (distant, close, walking distance, many hours in a bus/car/plane — referenced, not quoted) are the content.

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

Say: "The school is close. The park is close."

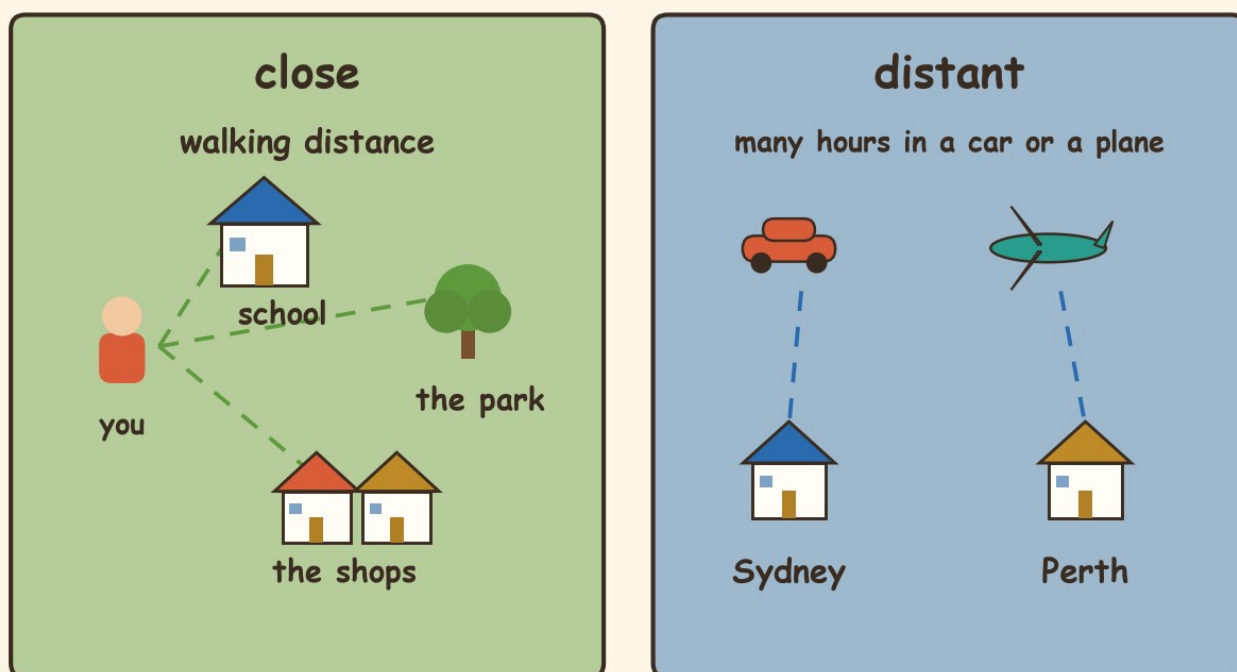
Say: "Some places are distant. They are a long way from us."

Say: "Sydney is distant. Perth is distant."

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

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

Close or distant?



Close places: we can walk there. Distant places: a long way from us.

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

2C.12 — Close or distant?

Worked examples — model these out loud

Worked examples at Foundation are **modelled**, not printed for the child to read (TOC §3 calibration): you think aloud, the children watch and join in. Keep the child-facing words at the level of the script.

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

Model with: Figure 2C.1 (the garden map), blank paper and a pen. You are the child: draw one feature, think aloud while you find the same feature on the map, and draw the line. Then hand the pen over — the children do the next feature.

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

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

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

Worked example 2 — Put the home on the map [E04]

Model with: Figure 2C.6 (the local map). Think aloud while you find the home, put your hand on it and say “here”, then model the label: the word next to the thing. Children take over with the park and the school.

Say: “Where is the home? I look at the map.”

Say: “I see the park. I see the school. I see the track by the home.”

Say: “I put my hand on the home. I say: the home is here.”

Say: “I put the label on the home. The label says the name: home.”

Practice tasks — with your help

Four scaffolded tasks, observation-led, picture-led, map-led and oral (TOC §3). Say each prompt aloud exactly as written. Scribe responses; do not ask any child to write.

Task 1 — Our sketch walk [E03] (*observation-led*)

Run this as the warm-up walk: out the door, one feature each, sketch it where you stand. Keep it short — five minutes of drawing is plenty. Back in the room, put the sketches next to the map from 1C or Figure 2C.1: these are the drawings Part 1 links to the map.

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

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

Use Figure 2C.4 and the symbol cards. Say a word; the children find the symbol and put their hand on it. Then reverse it: you hold up a card, the children say the word. The legend is their help if they want it — that is the point of a legend.

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

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

Use Figure 2C.7 and, if you can, the real room around you — children check the plan against the room with their own eyes. Call a place in the room; the children put their hand on it on the plan. Then give out the symbol cards and let children put one card where it goes.

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

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

Use Figures 2C.8 and 2C.9. Call out the picture (“a hat!”, “play in the water!”) and the children say its home (“hot days!”, “the sun!”). Then a child comes up and puts the card in its home. Run both tables: clothes with seasons, then activities with weather.

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

Doing tasks — their turn

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

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

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

Give blank paper, pens or crayons and the map (Figure 2C.1, Figure 2C.6, or the pictorial map of your local place from 1C). Watch whether the child draws the feature, finds the same feature on the map and draws the linking line without help — and whether they say the sentence at the end. The told sentence is the “describe” half of the CD; scribe it on the back of the drawing.

Doing 2 — Symbols on the plan [E04]

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

Give each child a copy of Figure 2C.7 and three or four symbol cards. Watch whether the child places each symbol in the right spot and says the sentence. Accept the hand-on-the-place and the told “here” as full marks at Foundation — the label is the grown-up form of the same move, and it comes later.

What to watch for — observed evidence

Evidence for this section is observed and oral (D9). The rows below track this CD’s share of the band achievement standard (referenced, not quoted): the child **represents** and **describes** what they collected. There is no written response anywhere in this section, and nothing here is marked against the band standard — the standard is stated at the end of Level 2, two years downstream of this book (D1). You are recording the first rung.

Watch for, and note down when you see it:

- **Finds a feature** on the pictorial map or the aerial photograph and names it (Part 1, Task 2).
- **Links the drawing to the map** with a line, and says “this is the _____” (Part 1, Doing 1) — the draw-find-link move of .E01.
- **Reads a symbol** and uses the legend as help, not by colour alone (Part 2, Task 2).
- **Names a change** between the place a long time back and now, or between today’s weather and yesterday’s (Part 3).
- **Records a location:** hand on the home and “here”; a symbol placed on the plan (Part 4, Task 3, Doing 2).
- **Puts a picture in its home** in the pictorial table, and says which home (Part 5, Task 4).
- **Names a connected place** — their own, or one from the display (Part 6).
- **Sorts close and distant** with the section’s words: close, distant, walking distance, many hours (Part 7).

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

Where this leads

- **Next in this book — 2D (VC2HG2S04).** The representations made here are what 2D draws conclusions from: the linked drawings, the labelled maps, the pictorial tables and the connected-places display. Keep them — 2D uses them.
- **Next in the band — Levels 1–2.** The same 12 CDs continue at their own pitch (D1); this section’s contribution to the band progression is the representing — band AS sentence 4 (referenced, not quoted) is the representing-and-describing rung, on the way to conclusions and proposals.
- **Next band — Levels 3–4 (VC2HG4S03).** The Levels 3–4 representing-and-analysing CD (code referenced, not quoted) is the direct continuation of this section (TOC §4 handoff). The habit formed here — that what we find can be drawn, labelled, tabled and shown — is what every later band sharpens into graphs and maps with convention. No VCE content enters this book (D10).

Figures of this section

Figure	File	Used in	Audience
2C.1	diagrams/ 2c_garden_map.png	Part 1, Worked example 1	children
2C.2	diagrams/ 2c_school_photo.png	Part 1	children
2C.3	diagrams/ 2c_link_drawing.png	Part 1, Worked example 1	children

Figure	File	Used in	Audience
2C.4	diagrams/ 2c_symbols_legend.png	Part 2, Task 2	children
2C.5	diagrams/ 2c_then_now.png	Part 3	children
2C.6	diagrams/ 2c_local_map.png	Part 4, Worked example 2, Doing 1	children
2C.7	diagrams/ 2c_classroom_plan.png	Part 4, Task 3, Doing 2	children
2C.8	diagrams/ 2c_table_clothes.png	Part 5, Task 4	children
2C.9	diagrams/ 2c_table_weather.png	Part 5, Task 4	children
2C.10	diagrams/ 2c_connections.png	Part 6	children
2C.11	diagrams/ 2c_food_from.png	Part 6	children
2C.12	diagrams/ 2c_far_near.png	Part 7	children

All twelve figures are original artifacts of this build, generated by the scripts in `src/gen_2c_*.py` (SOURCE_USE.md Rule 3; diagrams house standard).

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

Curriculum traceability (teacher/marker-facing — not read aloud). This section owns VC2HG2S04 (Strand: Geographical Skills; Sub-strand: Concluding and decision-making). The CD is referenced by code; VC2 wording is not reproduced in this book — in the book’s own words, the children work out what they know from what they found, and what they can do about places. One CD per section (D5). Foundation pitch per D1/D9: oral, picture- and observation-led; the teacher script is the deliverable and children are not required to read. This section draws on elaborations E01–E07 (ids in VCAA export order as in `geography_f2_cds.json`; glosses are this book’s own words):

- **E01** — drawing general conclusions from what was collected: saying what makes a place matter, and telling who and what joins the child to places — their own local one, and others across the region, the state or the territory (the park dots of Example 1; Mia’s web in Q4)
- **E02** — talking over what was collected, and putting it to work answering a geography question (the *What do we know?* step of every task)
- **E03** — telling what a space or place the child cares about is like — its features (a play area, a bedroom, the reading corner, the beach) — and saying what could be done to look after it (Example 2 and the care cards)
- **E04** — finding where the places the children belong to are, and what makes them special (Q1’s belong/go-to sort)
- **E05** — seeing how knowing about special places nearby, and the natural systems in them, shapes what people do — and ideas for looking after those places and keeping them special (Q3, Q6 — personal and family places only, per the D3 note below)
- **E06** — picturing how a feature or place nearby might be different later on, and proposing what the children could do to make a place better, or its future brighter (Q2’s what-if grounds)
- **E07** — talking about how important the children’s connections with places across Australia, and across the world, are — and saying why (Q4 Mia and Darwin; Q5’s two-places map)

Band achievement standard (stated at end of Level 2; Foundation contributes towards): referenced, not quoted — the standard’s representing-describing-concluding-proposing rung is what this section serves. Elaborations are illustrations, not syllabus (D7). No Aboriginal and Torres Strait Islander content is taught in this section (CONTENT_POLICY Rule 1); E04/E05 are taught with personal and family places only.

Theory (teacher notes — not read aloud)

What this section does. 2D is the “so what?” of the Foundation inquiry. Children have already asked questions, gone outside to observe, and sorted what they collected (2B/2C skills). Here they take the last two steps: say *what we know* (a conclusion) and say *what we can do* (a proposal). Every task is oral and observation-led (D9); nothing here requires a child to read.

Teaching definitions (say them with the children, not at them).

- *Conclusion* — “what we know, after we look at what we got.” Anchor it to step 4 of the inquiry picture and the tag **conclusions**.
- *Proposal* — “what we can do, to care for a place or make it better.” Anchor it to step 5 and the tag **proposals**.

Subject terminology is defined at first use, orally: **place**, **feature**, **map**, **weather**, **seasons**, **observe** (= “go and look”), **care for** (= “look after”). The curriculum’s own words (*conclusions*, *proposals*, *important*, *special*, *belong*) are used orally with the child anchors above (WORD_LEVEL_POLICY exemptions). “Special” and “important” are treated as feeling words: any place a child names is acceptable, and the reasoning (“how do you know?”) is what you listen for, never which place is chosen.

Teaching sequence (the script below is the deliverable).

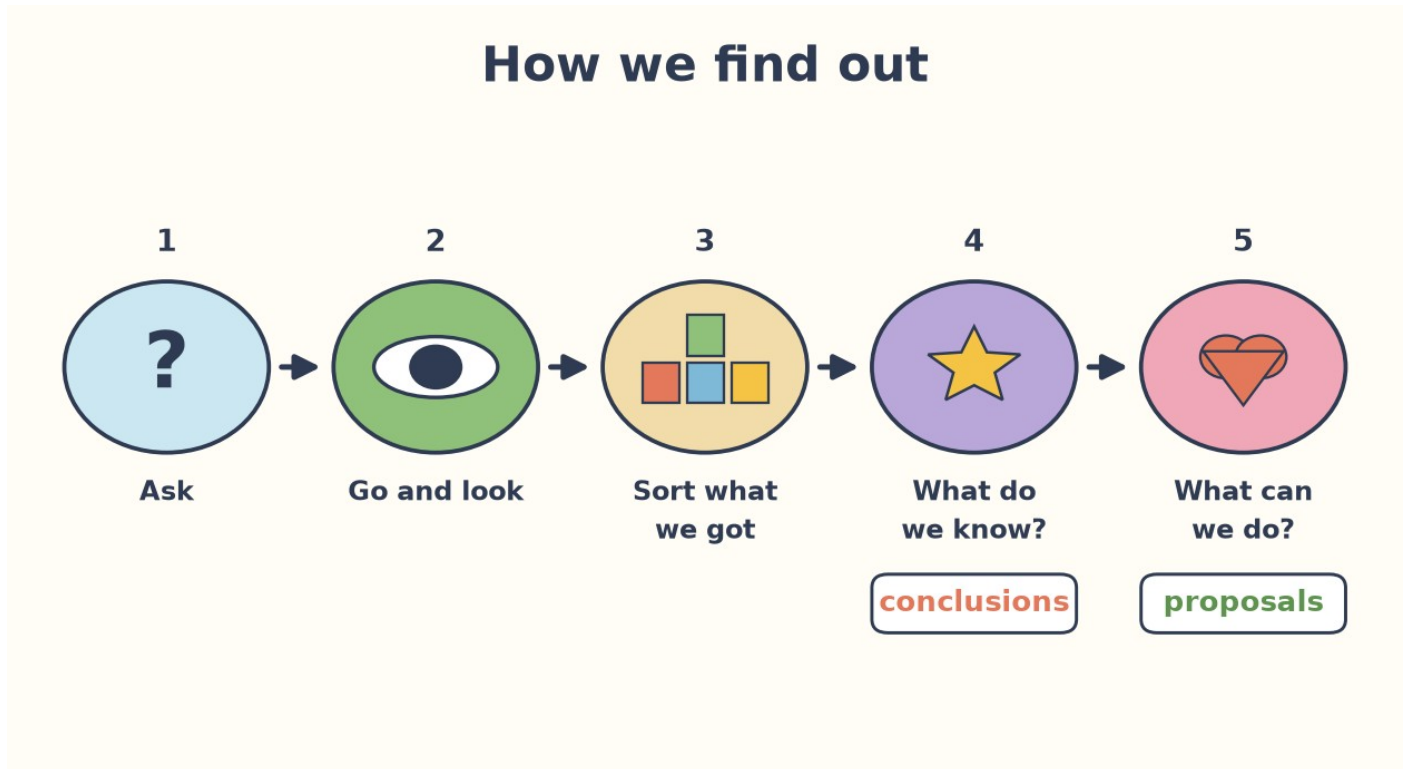
1. Show the inquiry picture (Figure 1); say the five parts aloud, children echo. 2. Model Example 1 with the park dots; children say a conclusion with you. 3. Model Example 2 at the real reading corner; children propose care actions. 4. Run the scaffolded tasks Q1–Q4 as talk-and-point tasks.

5. Q5–Q6 are the doing tasks: children draw and say, unprompted. 6. Use the reasoning poster after every task: *How do you know?*

Real places. Two named Australian places carry the Australia-and-world connection (E07) at Foundation pitch: **Darwin** (tropical climate with wet and dry seasons) and **Melbourne** (capital city of Victoria). Both are sourced (see Sources); the map is a pictorial map provided by the teacher (D9), not a scale map.

Worked examples

Example 1 — What do we know? (the park dots)



A drawing of how we find out: Ask, Go and look, Sort what we got, What do we know? (conclusions) and What can we do? (proposals).

Teacher script — say aloud, pointing at the picture:

“Look at how we find out.

One: we ask. Two: we go and look. Three: we sort what we got. Four: what do we know? Five: what can we do?

Now look at our park dots.”

What did we do at the park?

One dot for every kid



run



kick



dig



sit



What do we know? Most of us . . .

Dots that show what we did at the park: run 8, kick 5, dig 4, sit 3. One dot for every kid. What do we know? Most of us run.

“Look at the dots. One dot for every kid.

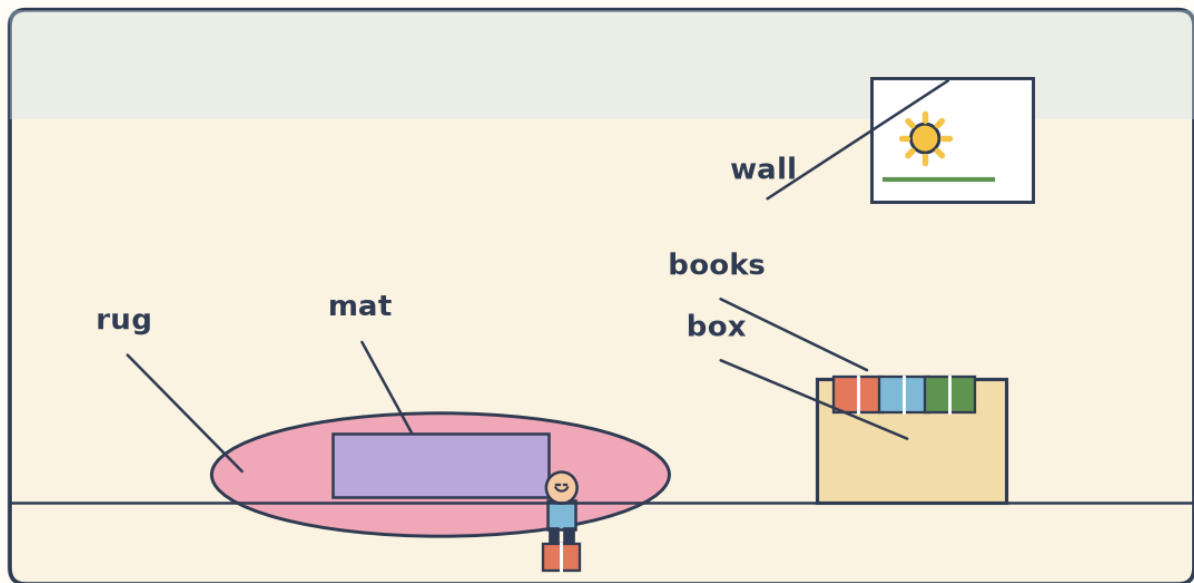
What do we know? Run has 8 dots. 8 is the most. So we can say: **Most of us run at the park.** That is what we know — our conclusions.

What can we do? We can put more seats at the park. We can make a sand place to dig. That is what we can do — our proposals.

Now you. What do we know? Say it with me. How do you know? Look at the dots!”

Example 2 — What can we do? (the reading corner)

An important space: our reading corner



Put the books back.

Care for our corner.

Our reading corner: rug, mat, books, box, wall. It says: Put the books back. Care for our corner.

Teacher script — say aloud at the real corner, then show the picture:

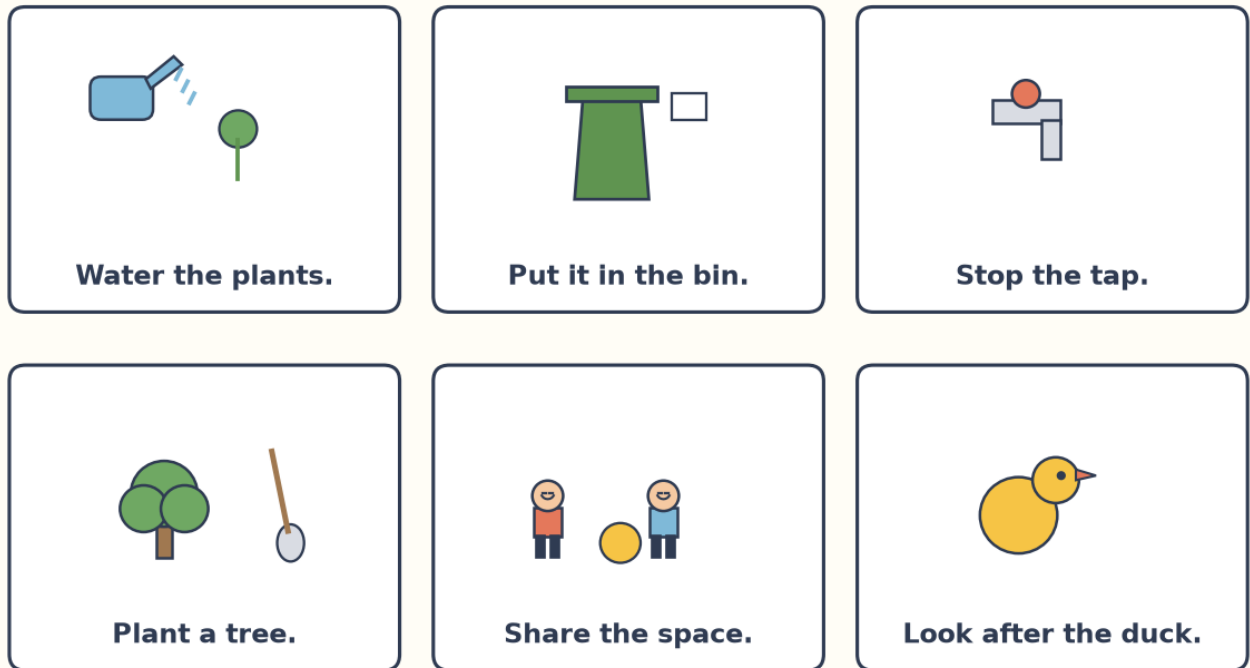
“Look at our reading corner. It is important to us.

What can we see? Books. A rug. A mat. A box. A wall. We love our corner. It is special.

What can we do to care for it? We can put the books back. We can help our friends.

Look at what we can do.”

What can we do?



Six things we can do: Water the plants. Put it in the bin. Stop the tap. Plant a tree. Share the space. Look after the duck.

“Water the plants. Put it in the bin. Stop the tap. Plant a tree. Share the space. Look after the duck.

These are our proposals — what we can do. Now you say one. What can you do? How do you know it is a good one? Look at our corner!”

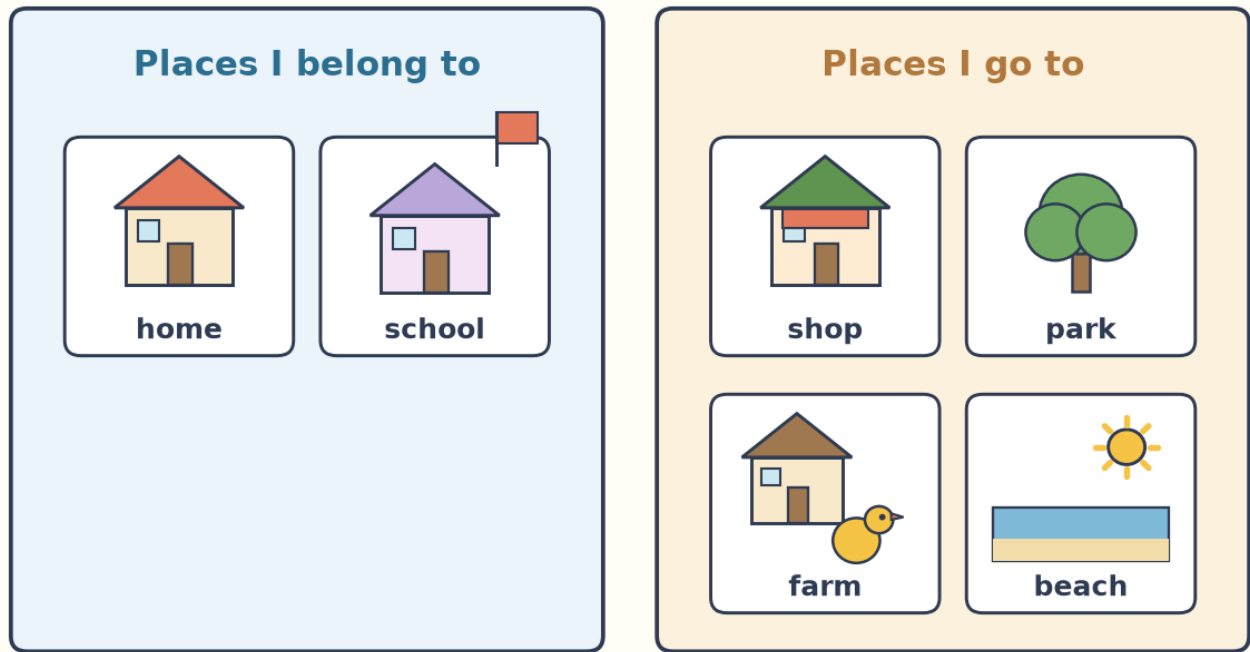
Practice questions

Scaffolded

Q1

Talk and point.

Where do we belong? Where do we go?

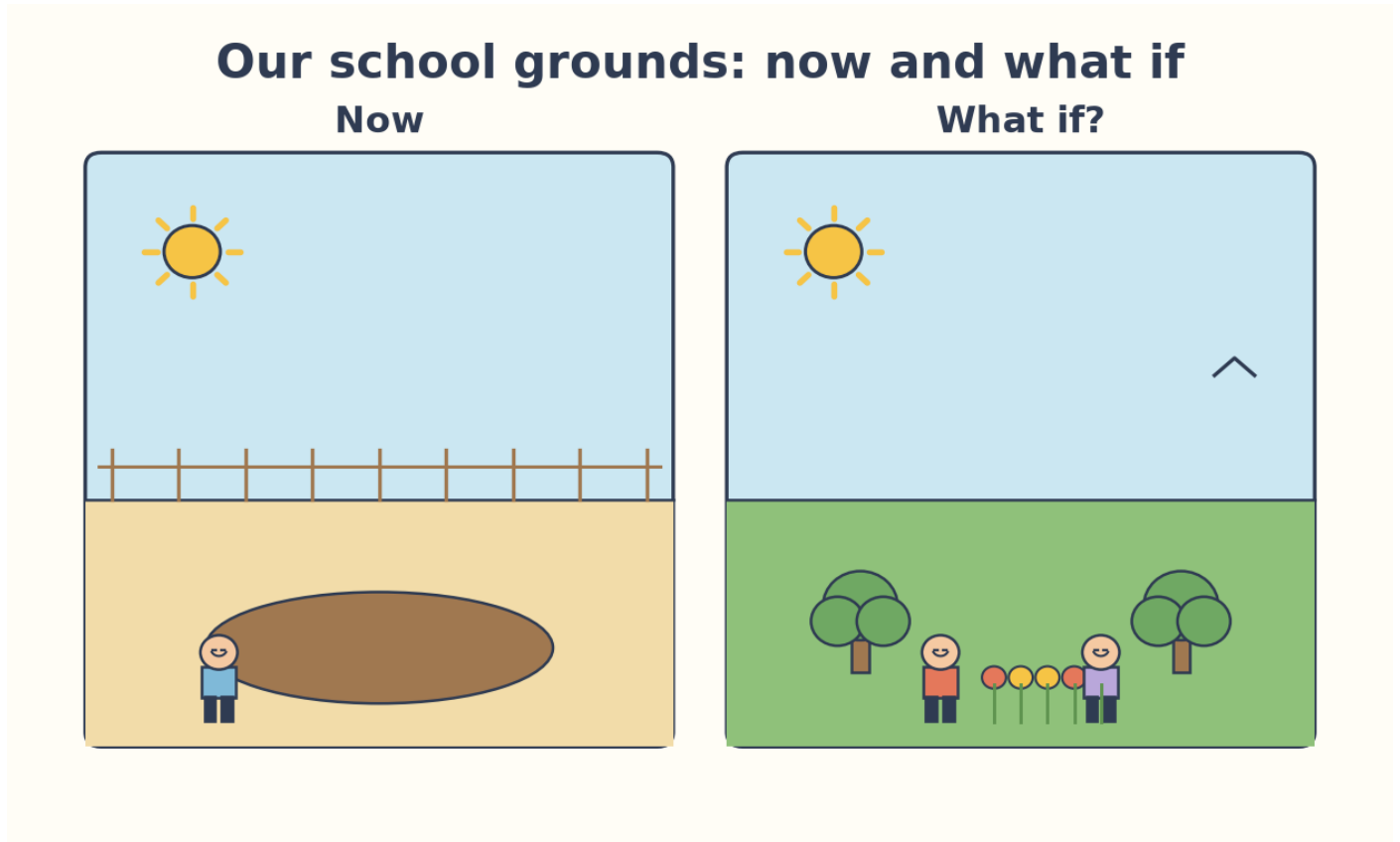


Two mats to sort places: Places I belong to (home, school) and Places I go to (shop, park, farm, beach).

Sort these places: home, school, shop, park, farm, beach. Which places do you belong to? Say. Which places do you go to? Say.

Q2

Talk and point.



Our school grounds now: one kid and dry sand. What if: two kids, trees, plants and a bird.

Look at our school grounds. Now: dry sand. What if: trees and plants and a bird. What do we know? Say what you know.

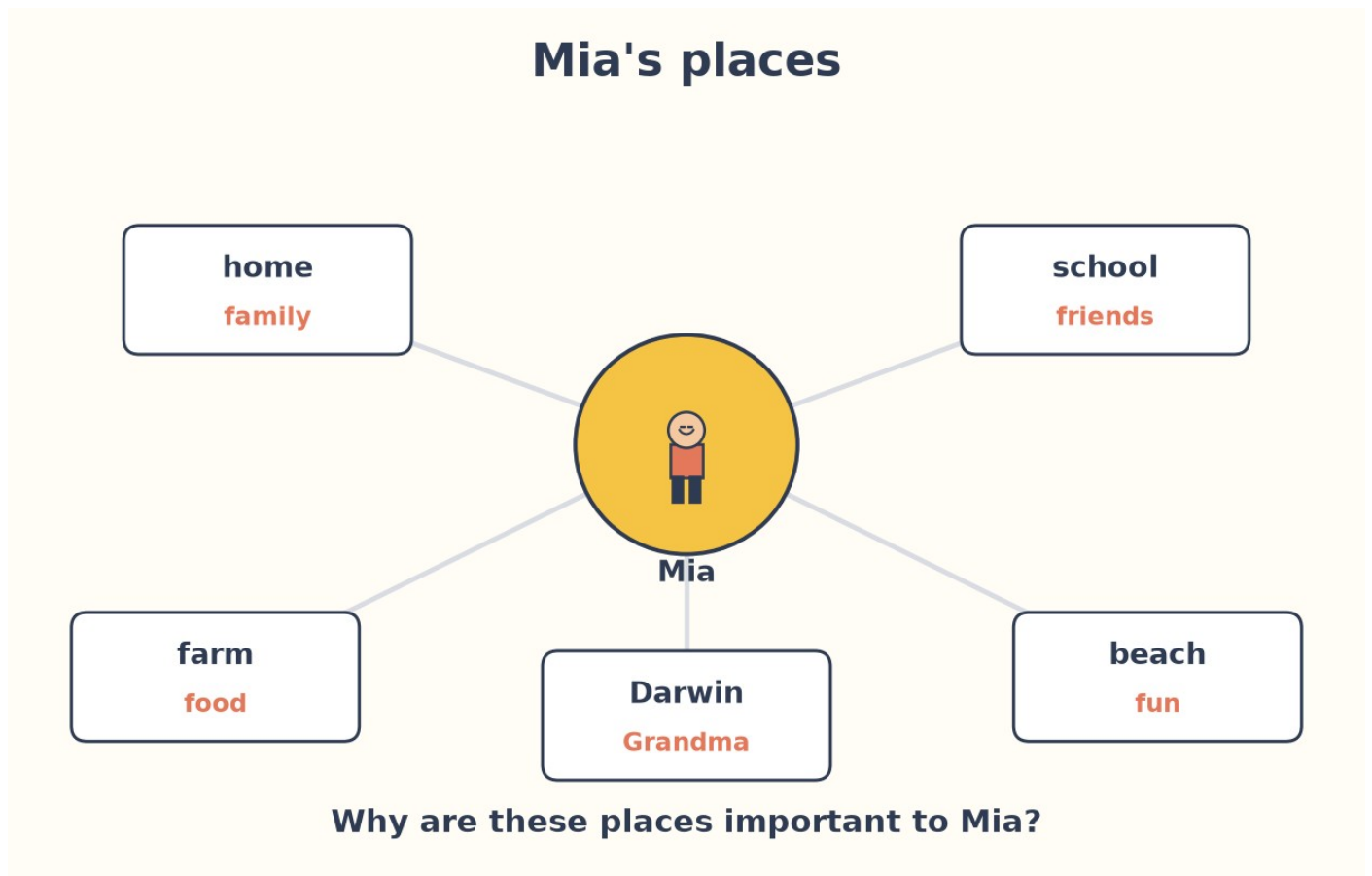
Q3

Talk.

Look at the six things we can do in Example 2. What can you do at home? Say one. What can you do at school? Say one.

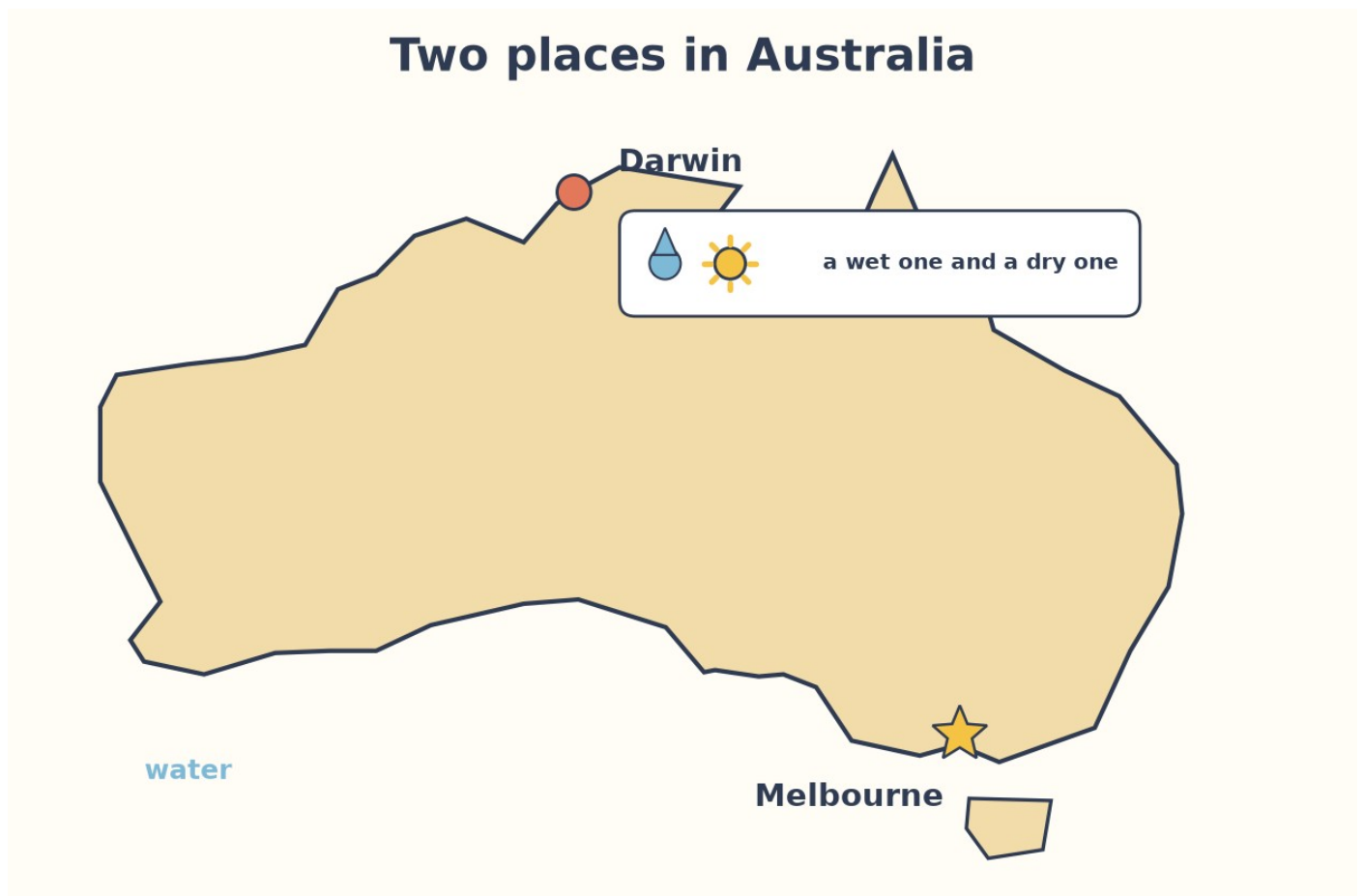
Q4

Talk and point.



Mia and the places she is connected to: home (family), school (friends), farm (food), beach (fun), Darwin (Grandma). Why are these places important to Mia?

Look at Mia's places. Why is home important to Mia? Family! Why is Darwin important to Mia? Grandma! Now you: why are these places important to you? Say.



A map of Australia. Darwin has two seasons: a wet one and a dry one. Melbourne is the capital of Victoria.

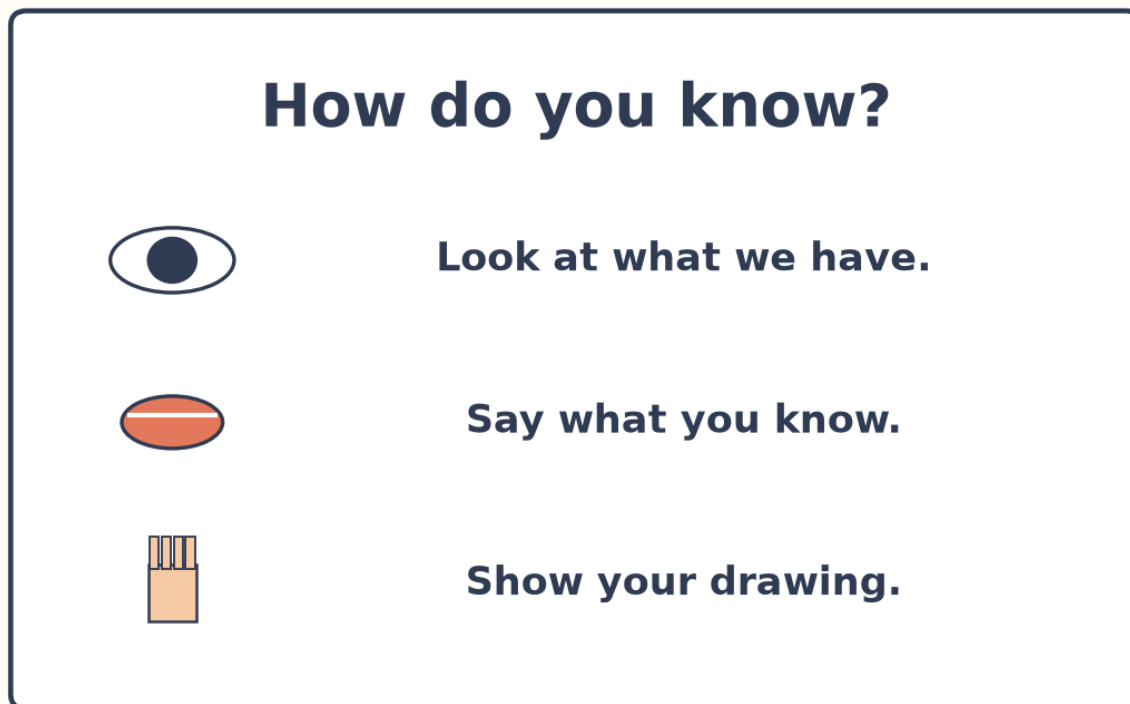
Look at the map. Two places: Darwin and Melbourne. Darwin has two seasons: a wet one and a dry one. Melbourne is the capital of Victoria. What do we know? What can we say about these two places? Say one thing.

Q6

Draw and say.

Think of a place you love. Draw it. What do we know about it? Say. What can we do to care for it? Say.

Reasoning prompt — ask after every task, and listen for the reason:



How do you know? Look at what we have. Say what you know. Show your drawing.

Observed evidence (teacher-facing — not read aloud)

There are no written answers at Foundation; evidence is observed and oral (D9). Accept any response where the child can point to, or say, a reason.

- **Example 1 / Q2 / Q5 (conclusions):** listen for a “most of us ...” or “we know ...” statement tied to the dots, the picture or the map (e.g. *most of us run at the park; Darwin has a wet one and a dry one*). The conclusion must come from what was looked at, not invented.
- **Example 2 / Q3 / Q6 (proposals):** listen for a “we can ...” care action tied to a named place or space (e.g. *we can put the books back; we can water the plants at home*).
- **Q1 (belong):** any sort is acceptable if the child can say why (family, friends, “I live there”, “I go there”); home and school will most often sit in “belong to”.
- **Q4 (important/special):** any place and any reason; feeling words count (family, fun, food, love).
- **Reasoning prompt:** the child answers “how do you know?” by pointing at the dots/picture/drawing or by saying what they saw — that is the assessed skill in VC2HG2S04 at Foundation pitch.

Sources (teacher-facing)

- Curriculum content: VCAA VC2 Humanities export, CSV VC2_AS-CD-Elab_29-07-2026.csv, via geography_f2_cds.json (VC2HG2S04 and elaborations E01–E07 referenced by code; VC2 wording is not reproduced in this book).

- Darwin, Northern Territory — tropical climate with distinct wet and dry seasons. Wikipedia, looked at 25 August 2026 (see `_src_cache/`).
- Melbourne — capital and most populous city of Victoria. Wikipedia, looked at 25 August 2026 (see `_src_cache/`).
- All nine figures are original drawings made for this build (SOURCE_USE Rule 3); the Australia map is pictorial and not to scale (D9).

Sharing what we learned: place stories, maps and photographs

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

Owns (one CD, D5)

VC2HG2S05 (code referenced; VC2 wording is not reproduced in this book) — telling place stories and sharing what we have observed, with maps and photos among the sources. Strand: Geographical Skills. Sub-strand: Communicating. Level: Foundation to Level 2 band, taught at Foundation pitch (D1, D9).

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

.E01 .E02 .E03 .E04 .E05 — all five taught in full. Section 2E is clean under D3: no elaboration of this CD carries excluded content, so nothing here is partial, dropped or replaced.

Content lands on (D6: Skills sections draw content from Chapter 1)

VC2HG2K01 (1A place — the special place the display is about), VC2HG2K05 (1D features and change — the then-and-now observations), VC2HG2K06 (1E weather and seasons — the infographic). The sources the children use are the ones the book has already made: the pictorial maps and drawings of 1C/2C, the scribed observations and photographs of 2B, and the weather records of 1E. Teach it last in the book, so there is something to share.

Band achievement-standard extract this section serves

VC2HG2S05 → the source-using and observation-sharing share of the band standard (referenced, not quoted; band AS sentence 5, 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 display assembled and told, where-words used with a hand and a voice, observations of change shared aloud, a care narrative told card by card, weather pictures put in their homes. **No written account is required of the child** (TOC §3); the teacher scribes where words are wanted.

Same-year cross-subject notes (§4)

The telling and listening here lean on VC2 English Foundation oral language, taught by the English book in the same year; the weather-and-seasons content of .E05 shares its phenomenon with VC2 Science F–2 VC2S2U07, taught in parallel with 1E (TOC §4). This book supplies the geography content only.

What this section is about

This is the book's **communication capstone**. 2B went out and collected, 2C represented what was found, 2D worked out what it all means and what we can do — and 2E is where the children **share it all**: telling place stories and sharing what they observed, with maps and photos among the sources. It is the last section of Chapter 2 and the only section of the Communicating sub-strand in this book. Teach it last, with everything the class has made this year within reach: the drawings, maps, scribed observations, photos and weather records are the sources the CD names.

The section follows the elaboration order: a display about a special place, assembled from a map, a photograph, a drawing and a thing (.E01); the where-words — near/far, above/below, beside/opposite — used to say where things are (.E02); sharing observations of the ways people get to a place, and use it, and how those have changed — read off an old and a new photograph and a pictorial map (.E03); a care narrative about how a place can be managed, told

as a three-card story (.E04); and a teacher-supported picture infographic about the weather and the seasons in our place, the link back to 1E (.E05). Everything is oral and visual; no written account is required of the child.

Pitch (D9). Everything here is oral, place-led, picture-led and observation-led. The deliverable is the teacher script below: introduce every task orally, display the figures, and let the children's own displays do the talking. No task may depend on a child reading anything. Where a child's response is wanted, the child **points** to it, **places** it, **draws** it or **says** it; the teacher scribes words where words are wanted.

No formal reasoning prompt in this section. Per the TOC §3 calibration, the observed “how do you know?” reasoning prompt belongs only where the CD asks the child to explain, give reasons or make proposals (VC2HG2K01, VC2HG2S04, and sections 1D/1E). VC2HG2S05 asks the child to **develop narratives and share observations**, and the evidence collected here is exactly that.

The word ceiling (D2). Every student-facing word in this section — the spoken script, the figure text and captions, the alt text — sits at or below Foundation on the vocabulary ladder. The words *display*, *narrative*, *infographic* and *where-words* are **subject terminology**, defined at first use in the box below and introduced orally; *photograph*, *observe*, *map*, *weather* and the season names keep the meanings they were given in 1A–2C. Curriculum words (the CD's and the elaborations' own words — *share*, *special*, *near*, *far*, *above*, *below*, *beside*, *opposite*, *changed*, *different*, *sources*) appear only in their curriculum sense. The gate is enforced by `src/gate_2e.py`.

Definitions and attribution (CONTENT_POLICY companion rules). *Place* and *observe* keep the senses given by the Victorian Curriculum F–10 Version 2.0 — Humanities: Geography (VCAA), as restated at Foundation pitch in 1A and 1B. *Managed*, in .E04, is used in the elaboration's sense — looked after, cared for — and is taught at Foundation pitch as “we look after it”; no term in this section is listed in `CONTESTED_TERMS.md`.

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. All ten figures are original artifacts of this build, generated by the scripts in `src/fig_2e_*.py`. The real named places in the student-facing text are the curriculum referent **Sydney** (a far place, qualitative only, exactly as in 2C) and the children's own local places. The then-and-now park of .E03 is deliberately fictional and local (D9) so that **your** school and **your** local place stay the real geography: if you have an old photograph of your own local place, show it beside a new one and the section's move happens with real sources. The weather-and-seasons scheme of .E05 is the one taught in 1E — the four seasons of much of Victoria — and the sourced weather facts behind it (Bureau of Meteorology material via Wikipedia, retrieved 2026-08-25, cached in `_src_cache/`) are recorded in 1E's notes; no new real-world data is asserted here.

Materials. The 10 figures of this section; the drawings, maps, scribed observations, photographs and weather records the class has made in 1A–2D; one printed copy of Figure 2E.9 per child and one of Figure 2E.10 per child for the doing tasks; a table or board for the class display; a small box of toys or things (ball, toy duck, book, bag) for the where-word games.

Exclusion note. None needed: section 2E is clean under TOC.md §2 D3 — no elaboration of VC2HG2S05 carries Aboriginal and Torres Strait Islander content, so nothing is excluded, gestured at or replaced. The front-of-book exclusion note and the legal disclaimer are injected into the front matter by the assembler.

Sources and teacher notes

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

- **Sydney** is the section's far place, as in 2C: Melbourne to Sydney is about 877 km by road (Wikipedia, “Melbourne”, retrieved 2026-08-25). Part 2 uses this only qualitatively — Sydney is “far, a long way from us”; no number is put in front of the children.
- **The then-and-now park** (Figures 2E.3 and 2E.4) is fictional. The change story — one little tree and no track, now a big tree, a new track, new seats and a tap — is invented to model the elaboration's move (sharing observations of the ways people get to a place, and use it, and how those have changed) without asserting facts about any real place.
- **Weather and seasons** (.E05) repeat 1E's teaching: the four-season scheme of much of Victoria (summer hot, winter cold, autumn windy, spring sun and rain) and the five sky words. The retrieval record for the

New words

Teacher: say the new words and what they mean, with the children, before Part 1. They are the only new words in this section. Words already defined in Chapters 1 and 2 (place, observe, map, photograph, weather, season, care for) keep their meanings here.

display — A display is our things, up for us to see. We look at the things. We say what they are.

narrative — A narrative is a story. Our care story is a narrative: this is our place, we look after it, it is a good place.

infographic — An infographic has homes for pictures. It is big. The pictures go in their homes.

where-words — Near, far, above, below, beside and opposite are where-words. A where-word says where a thing is.

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

All **Say** lines are spoken to the children and are written at the Foundation word level — read them as written, or in your own words at the same level. **Do** and **Watch for** lines are for you only. Keep the class's drawings, maps, scribed observations, photographs and weather records from 1A–2D at hand throughout: they are the sources this section shares.

Part 1 — Our display [E01]

Do: Build the class display as you go: a table or board where things the children bring and make get put up. Open with Figure 2E.1 — Mia's model display of her special place, the park — and name its four kinds of things: the map, the photograph, the drawing, and a thing from the place (the thing is the Foundation stand-in for .E01's artefacts). Close the part by naming what we do at a display: we look, we listen, we say (Figure 2E.8 comes back at the doing tasks).

Say: "Look! This is our display."

Say: "Mia's special place is the park. Her things are on the display."

Say: "A map! A photograph! A drawing! And a thing from the park: sand."

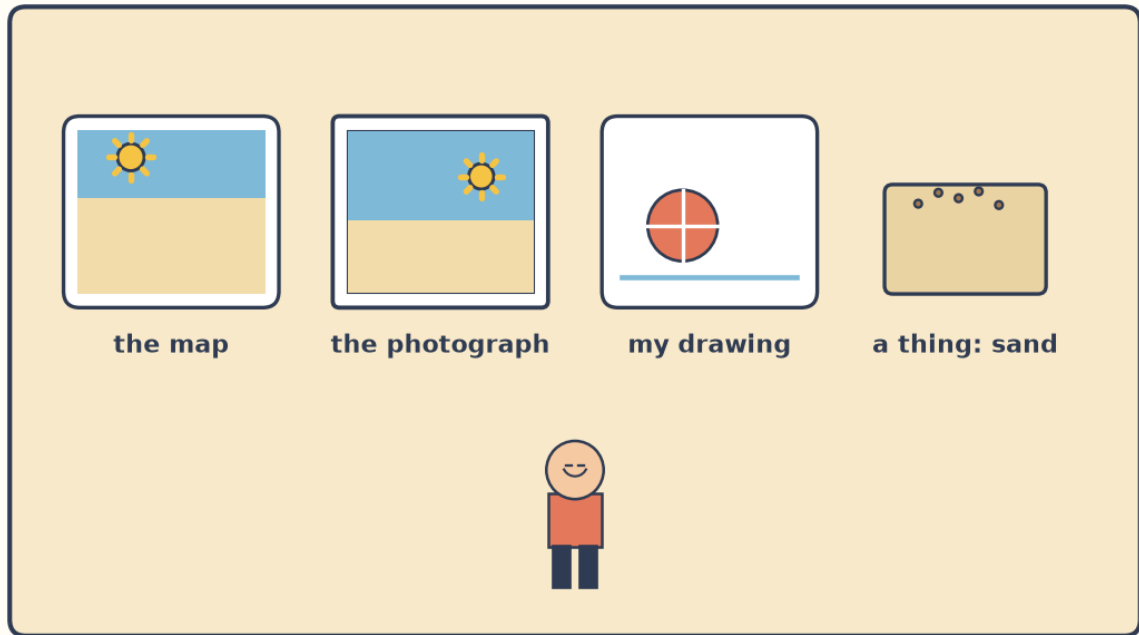
Say: "We put our things on the display. We say what our place is. We say why we love it."

Say: "We look at the display. We listen when our friends say."

Watch for: a child who names the kind of a thing unprompted ("it is a photograph!"); a child who says why they love their place — scribe it.

Our display

Mia's special place: the park



Our display with the map, the photograph, my drawing and a box of sand, and Mia.

2E.1 — Our display: Mia's special place, the park.

Part 2 — Where-words [E02]

Do: Show Figure 2E.2. Say each where-word with the children, panel by panel, and have them say it back. Then make it real in the room: put a toy near, far, above, below, beside or opposite a thing the children name, and have them use the word with a hand and a voice. Sydney is the far place, as in 2C — qualitative only.

Say: “Where-words say where a thing is.”

Say: “The duck is near. Sydney is far.”

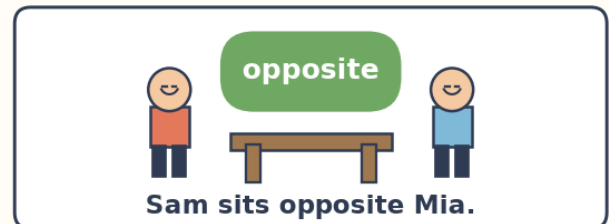
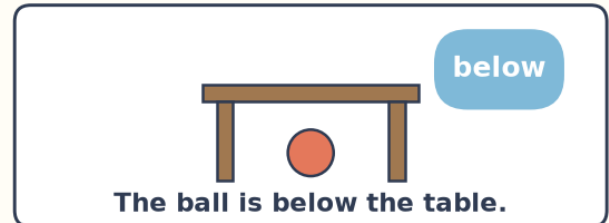
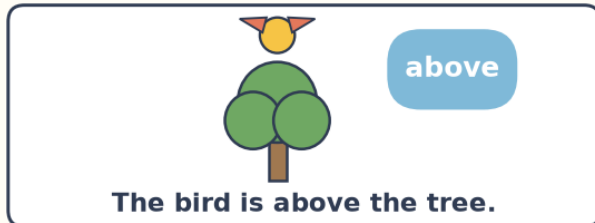
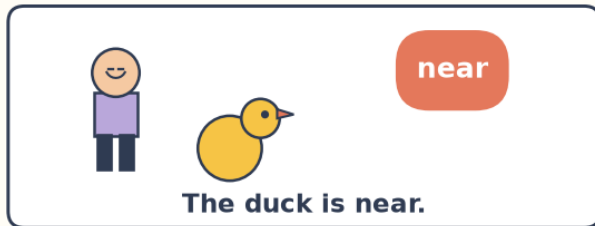
Say: “The bird is above the tree. The ball is below the table.”

Say: “The bag is beside the mat. Sam sits opposite Mia.”

Say: “Now you: I say a where-word, you put the toy!”

Watch for: a child who uses a where-word unprompted (“my bag is beside my mat!”); a child who pairs the words — near/far, above/below, beside/opposite.

Where is it? Where-words help us say!



Six pictures for the where-words: the duck is near, Sydney is far, the bird is above the tree, the ball is below the table, the bag is beside the mat, Sam sits opposite Mia.

2E.2 — The where-words: near, far, above, below, beside, opposite.

Part 3 — Share what changed [E03]

Do: Show Figure 2E.3 — the same fictional local park, a long time back and now. This is the section’s stand-in for the elaboration’s move: sharing observations of the ways people get to a place, and use it, and how those have changed — read from photographs as sources. Then show Figure 2E.4, the pictorial map of the park now, and have the children find the new things on it with their hands. If you have an old photograph of your own local place, show it beside a new one and run the same talk with real sources.

Say: “Look at the two photographs. The same place!”

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

Say: “What is new? A new track! New seats! A new tap!”

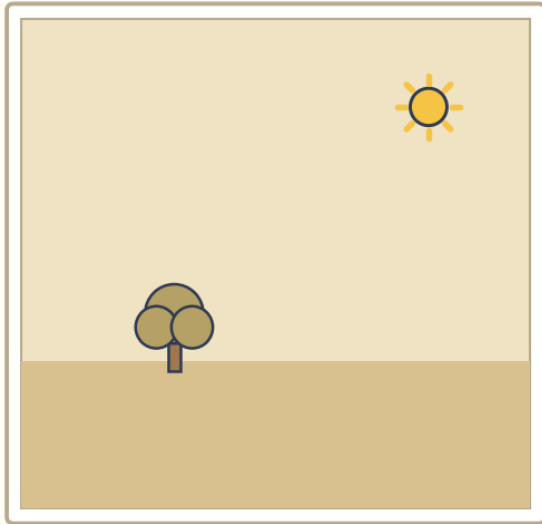
Say: “The tree is big now. It was little a long time back.”

Say: “We share what we see: the park has new things now.”

Watch for: a child who names a change unprompted (“the tree is big now!”); a child who finds the new things on the map without help — the map is the source, the told change is the observation.

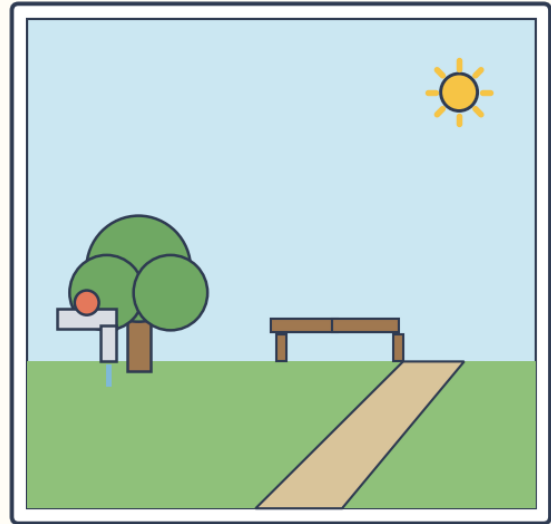
The same place: a long time back and now

A long time back



one little tree, no track

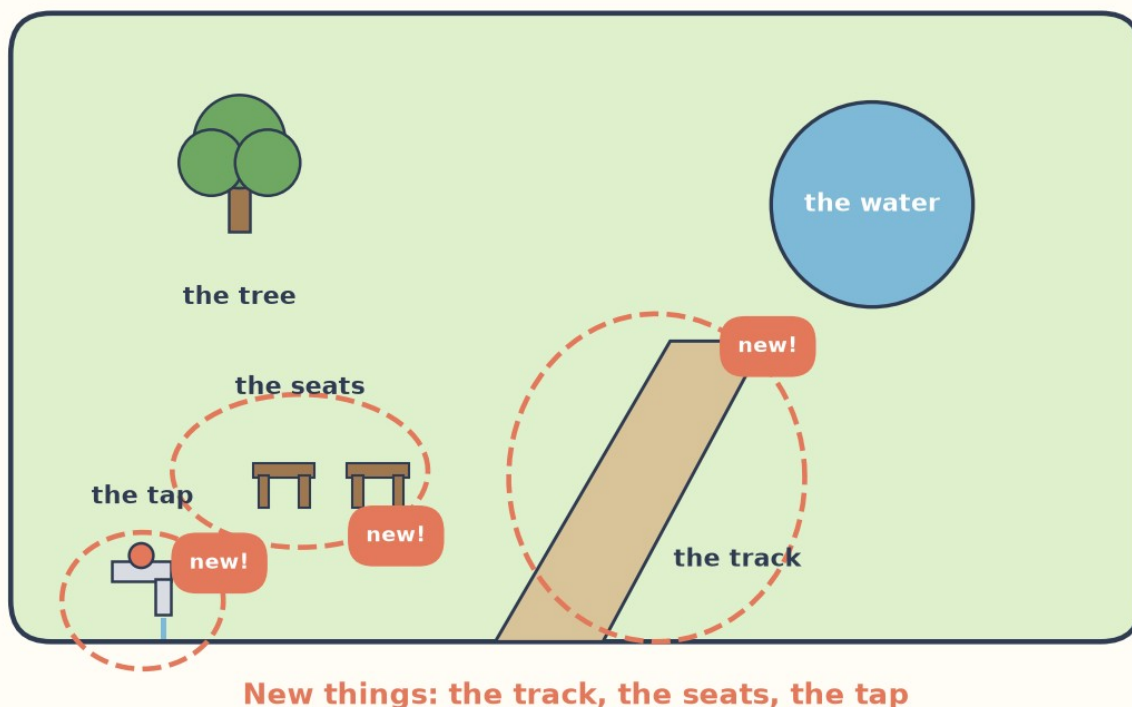
Now



a big tree, a new track, new seats, a tap

The same place a long time back and now: one little tree and no track, now a big tree, a new track, new seats and a new tap.

Find the new things on the map



A map of the park now with the tree, the water, and the new things in red: the track, the seats and the tap.

2E.4 — Find the new things on the map.

Part 4 — Our care story [E04]

Do: Show Figure 2E.5 — the care narrative as three story cards. This is the Foundation form of the managed-places narrative .E04 names (referenced, not quoted): the place, how we look after it, and the good place that follows. Say the story with the children, card by card, then invite their own places (the school, the park, the beach) into the first card and scribe what they say.

Say: “This is our park. Our park is special.”

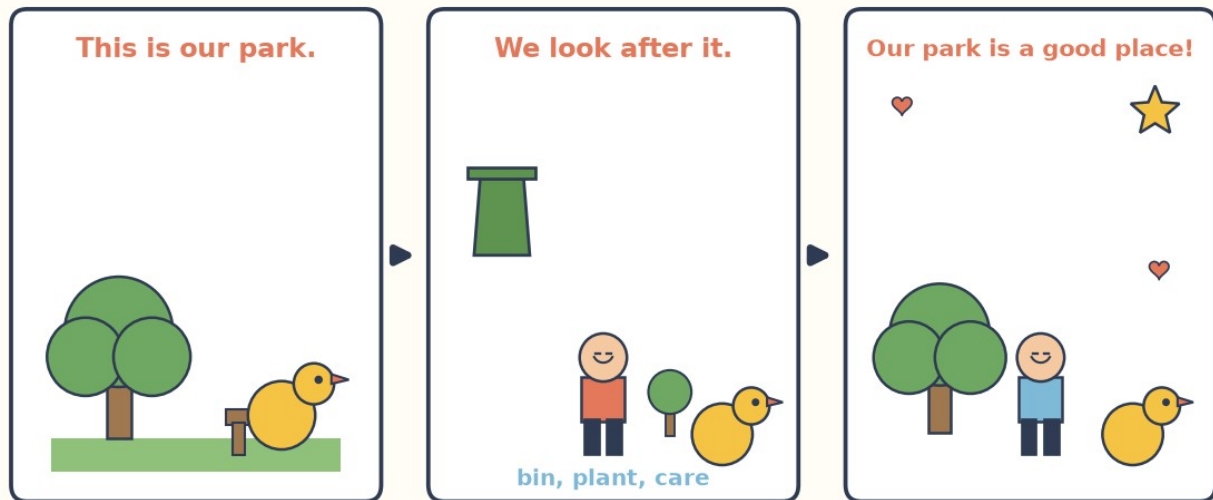
Say: “We look after it. We put things in the bin. We plant new trees. We look after the duck.”

Say: “Now our park is a good place. For all of us!”

Say: “That is our care story. We say it with the pictures, one at a time.”

Watch for: a child who adds a caring act unprompted (“we look after the trees!”); a child who retells the three cards in order without help — that is the narrative, developed.

Our care story



We say our story with the pictures.

Our care story in three pictures: this is our park, we look after it, our park is a good place.

2E.5 — Our care story in three pictures.

Part 5 — Our weather infographic [E05]

Do: Show Figure 2E.6 — the big weather picture with four empty homes — and build it with the children, exactly as 1E taught the seasons: summer, autumn, winter, spring. Put the weather pictures in their homes orally first, then show Figure 2E.7, the finished infographic, and check. This is the link back to 1E: the same four seasons, now designed as one big picture.

Say: “Here is our weather infographic!”

Say: “It has four homes. Summer! Autumn! Winter! Spring!”

Say: “Summer is hot. The sun goes in the summer home.”

Say: “Winter is cold. The rain goes in the winter home.”

Say: “Autumn has wind. Spring has sun and rain.”

Say: “Four seasons. The weather is not the same.”

Watch for: a child who puts a weather picture in its home unprompted; a child who says the 1E sky words or the hot/cold words with it — that is 1E coming back, as designed.

The weather in our place

Put the weather pictures in their homes.

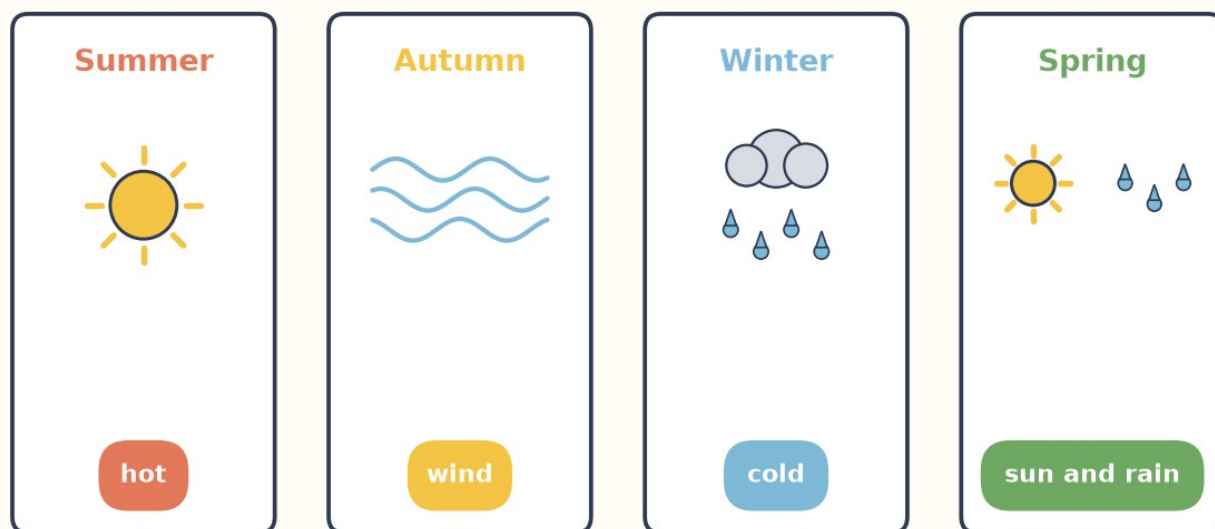
Summer	Autumn	Winter	Spring
			

Our weather pictures:



The weather infographic with four homes for summer, autumn, winter and spring, and the sun, rain and wind pictures.

The weather and the seasons in our place



Four seasons. Different weather.

The weather infographic with the pictures in their homes: summer hot with sun, autumn with wind, winter cold with rain, spring with sun and rain.

2E.7 — Our weather infographic, with the pictures in their homes.

Worked examples — model these out loud

Worked examples at Foundation are **modelled**, not printed for the child to read (TOC §3 calibration): you think aloud, the children watch and join in. Keep the child-facing words at the level of the script.

Worked example 1 — Say it at the display [E01, E02]

Model with: Figure 2E.1 (Mia’s display). You are the child at the display: point to each thing, say what it is, and use a where-word to say where it is. Then hand the pointing over — the children do the next thing.

Say: “I am at the display. I say my things.”

Say: “The photograph is beside the map. My drawing is beside the photograph.”

Say: “The sand is near my drawing.”

Say: “My special place is the park. I love the park!”

Worked example 2 — Share what changed [E03]

Model with: Figures 2E.3 and 2E.4 (the park then and now, and the map of the park now). Think aloud while you look at the old photograph, look at the new one, and share what you see. Children take over with the seats and the tap.

Say: “I look at the old photograph. I look at the new photograph.”

Say: “The same place! But the tree is big now.”

Say: “I see a new track. I see new seats. I see a new tap.”

Say: “I share what I see: the park has new things!”

Practice tasks — with your help

Four scaffolded tasks, observation-led, picture-led, map-led and oral (TOC §3). Say each prompt aloud exactly as written. Scribe responses; do not ask any child to write.

Task 1 — Where-words with our toys [E02] (*picture-led*)

Use the box of toys and Figure 2E.2. Say a where-word sentence; the children put the toy where it goes. Then reverse it: you put the toy, the children say the sentence.

Say: “I say a where-word. You put the toy: the ball is below the table! The duck is near the bag!”

Task 2 — Add to the display [E01] (*oral*)

Use the class display and Figure 2E.1. Each child puts a thing on the display — a drawing, a photograph, a thing from their place — and says what it is and why they love it. Scribe the why on a card and put it up.

Say: “Your thing goes on the display! Say what it is. Say why you love it.”

Task 3 — Say what changed [E03] (*observation-led*)

Use Figures 2E.3 and 2E.4. Ask for the changes one at a time; the children point at the new thing on the map as they say it. Accept the point and the told change as the full move — the map is the source, the telling is the observation.

Say: “Look at the two photographs. Say what is new. Say what is big now.”

Task 4 — Weather pictures go home [E05] (*picture-led*)

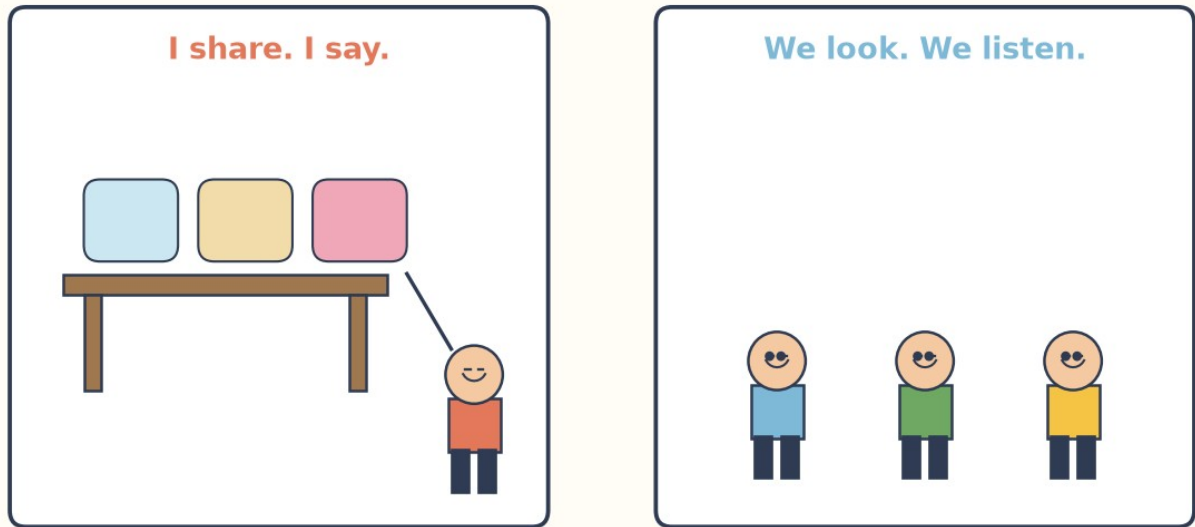
Use Figure 2E.6 and cut-out weather pictures (sun, rain, wind — draw them once on card and reuse them). Call out the picture; the children say its home; a child comes up and puts it in.

Say: “Put the weather pictures in their homes. The sun goes with summer. The rain goes with winter. The wind goes with autumn.”

Doing tasks — their turn

Two unscaffolded tasks (TOC §3): the child does, the teacher observes and scribes. This is the evidence for this section — the narrative developed and the observations shared. Show Figure 2E.8 first: one friend is up and says, the rest of us look and listen.

How we share



How we share: one friend at the display says her story, and three friends look and listen.

2E.8 — How we share.

Doing 1 — My display: share and say [E01, E02]

Say: “This is my display paper. My special place is the _____. This is my drawing. This is the map. This is the photograph. This is a thing from my place. The map is beside my drawing.”

My display paper

my drawing the map the photograph a thing from my place

My special place is _____ .

My display paper with homes for my drawing, the map, the photograph and a thing from my place, and the words My special place is.

2E.9 — My display paper.

Give each child a copy of Figure 2E.9. The child says the sentences over their sheet — with their own things on it where you have them, or drawn in — and uses at least one where-word. Watch whether the child names the kinds of things (drawing, map, photograph) and places one with a where-word without help. Scribe the child’s special place and the told sentences on the sheet; the told sentences are the “share” half of the CD.

Doing 2 — My care story [E04]

Say: “This is our _____. We look after it. Now it is a good place!”

My care story pictures

The image shows three cards arranged horizontally, connected by right-pointing arrows. Each card has a dashed rectangular box in the center for drawing. Below each box is the text 'say it or draw it' in blue. The text on the cards is in red.

- Card 1: "This is our" followed by a dashed box and "say it or draw it".
- Card 2: "We look after it." followed by a dashed box and "say it or draw it".
- Card 3: "Now it is a good place!" followed by a dashed box and "say it or draw it".

My care story pictures: three pictures to say or draw — this is our place, we look after it, now it is a good place.

2E.10 — My care story pictures.

Give each child a copy of Figure 2E.10. The child picks a place — the school, the park, the beach, their own — and says the three cards, or draws them, or both. Watch whether the child keeps the three-part order (the place, the caring, the good place) — that order is the narrative. Scribe the child’s words on the cards; a told or drawn three-card story is full marks at Foundation.

What to watch for — observed evidence

Evidence for this section is observed and oral (D9). The rows below track this CD’s share of the band achievement standard (referenced, not quoted): the child **uses sources** and **what they know about places**, and **shares observations** of places. There is no written response anywhere in this section — no written account is required of the child — and nothing here is marked against the band standard: the standard is stated at the end of Level 2, two years downstream of this book (D1). You are recording the first rung.

Watch for, and note down when you see it:

- **Assembles and tells a display** — puts a map, a photograph, a drawing or a thing on the display and says what it is and why the place is special (Part 1, Task 2, Doing 1).
- **Uses a where-word** with a hand and a voice — near/far, above/below, beside/opposite — in the room, on the display and on the sheet (Part 2, Task 1, Doing 1).
- **Shares an observation of change** off the two photographs and the map — names what is new, what is big now (Part 3, Task 3, Worked example 2).
- **Finds the new things on the map** — the map is used as a source, not just looked at (Part 3, Task 3).

- **Tells the care narrative** in the three-part order: the place, how we look after it, the good place (Part 4, Doing 2).
- **Puts the weather pictures in their homes** and says the seasons with them — the infographic, the link back to 1E (Part 5, Task 4).
- **Looks and listens** at a friend's telling — the other half of sharing (Figure 2E.8, both doing tasks).

A child who does several of these with no help is developing narratives and sharing observations at Foundation pitch. A child who does them with your words alongside them is on the way — scribe what they did with help, and what they did without.

Where this leads

- **Next in this book — this is the capstone.** 2E closes Chapter 2 and the Foundation book: every skill of 2A–2D ends here in telling and sharing. Keep the displays, the scribed care stories and the infographics — they are the book's finished evidence.
- **Next in the band — Levels 1–2.** The same CD continues at its own pitch (D1); this section's contribution to the band progression is band AS sentence 5 (referenced, not quoted): the source-using, knowledge-using, observation-sharing rung.
- **Next band — Levels 3–4 (VC2HG4S06).** The Levels 3–4 presenting-descriptions CD (code referenced, not quoted) is the direct continuation of this section (TOC §4 handoff). The habit formed here — that what we know about a place can be told, shown and shared from sources — is what the next band sharpens into presented descriptions. No VCE content enters this book (D10).

Figures of this section

Figure	File	Used in	Audience
2E.1	diagrams/ 2e_display.png	Part 1, Worked example 1, Task 2	children
2E.2	diagrams/ 2e_where_words.png	Part 2, Task 1	children
2E.3	diagrams/ 2e_then_now.png	Part 3, Worked example 2, Task 3	children
2E.4	diagrams/ 2e_change_map.png	Part 3, Worked example 2, Task 3	children
2E.5	diagrams/ 2e_care_story.png	Part 4	children
2E.6	diagrams/ 2e_infographic_bla nk.png	Part 5, Task 4	children
2E.7	diagrams/ 2e_infographic_don e.png	Part 5	children
2E.8	diagrams/ 2e_talk_time.png	Doing tasks	children
2E.9	diagrams/ 2e_my_display_shee t.png	Doing 1	children
2E.10	diagrams/ 2e_my_care_cards.p ng	Doing 2	children

All ten figures are original artifacts of this build, generated by the scripts in `src/fig_2e_*.py` (SOURCE_USE.md Rule 3; diagrams house standard).