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Country/Place Connections - Year 2

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Country/Place Connections – teacher overview

Year 2 • HASS • Geography

Ten complete 60-minute lessons, or eight integrated 60-minute sessions.

Learning purpose

Students explain interconnections between people and Country/Place, use a named source, distinguish observation from interpretation and propose a respectful response. Country includes continuing relationships and responsibilities; it is more than a location on a map.

Success looks like

Ask a relevant question. Record information accurately. Compare evidence from different perspectives. Explain a supported relationship and conclusion. Name a responsibility, required permission and an evidence limit.

The teaching cases

Budj Bim on Gunditjmara Country is a specific comparative case. Short public Gunditj Mirring account shows continuing community connection. Brian Robinson is a named Torres Strait Islander example, with Kala Lagawanna and Mathathi heritage. Aboriginal peoples and Torres Strait Islander peoples are distinct and diverse. These examples do not stand for every community.

Included teaching materials

Ten separate editable lesson presentations: 10 slides each, 100 slides total. One editable quiz: 24 slides, including 10 questions and 10 reasoned answers. This Unit Plan contains 30 resource-image pages, including two colour displays, eight case cards across two pages, a three-page cooperative game, ten worksheets with immediately paired red model responses, a two-page assessment and a rubric.

Assessment

Use the ongoing question/source/recording/comparison portfolio, a three-idea connection map and an accessible explanation. Judge the learning and evidence, not handwriting, neatness or public-speaking confidence.

Prepare, localise and teach respectfully

Before lesson 1

Read the short public source accounts listed on the next page. Prepare C1–C8, displays and worksheets. All artwork in this pack is an original conceptual illustration. It is not a photograph, exact site map, Traditional Owner artwork, cultural design or authentic observation. The water diagram models relationships, not the precise Budj Bim system.

Before lesson 2

Confirm the school's Country/Place attribution with school-approved information and the relevant local Traditional Owner organisation. Retain the exact approved spelling and any multiple names. Record the organisation, page and date in the teacher's local notes. Use a lawful school-approved map; the pack does not supply an authoritative local map. Do not infer local Country from Budj Bim or a broad map boundary.

If local information is not yet approved

Teach how attribution is checked, and record "needs checking" on W02. Do not invent a local name. Continue the full named Budj Bim inquiry and assessment case; keep the local identification as a source-checking question. Content locally asks the teacher to supply a checked local source.

Before lesson 6

Check school approval, access, weather, supervision, mobility needs and place-specific guidance. The complete indoor narrative is the fictional Riverbend scene on W06. Label it fictional; it is not evidence about a real community. Observation alone cannot establish cultural meaning or Traditional Owner identity.

Classroom conduct

Do not expect students to represent a culture or disclose family knowledge. Do not role-play an Elder, copy cultural artwork, imitate ceremony, collect artefacts or enter restricted areas. Visitors follow relevant permissions; classroom care activities confer no custodial authority.

Access and challenge

Read sources aloud in short chunks. Offer pictures, symbols, gestures, dictation, a communication board or device, and private adult conferences. Keep the same reasoning criteria. Extend with a source limitation, a competing explanation or a change needed for a different place. No public campaign or external submission is required.

Source guide and case boundaries

Teacher links — checked 11 October 2026

UNESCO: Budj Bim Cultural Landscape

<https://whc.unesco.org/en/list/1577/>

Use the description to discuss Gunditjmara Country, channels/weirs/ponds and kooyang (short-finned eels), ancient aquaculture and continuing knowledge/care. The account records restoration of Tae Rak water flows in 2010. C1–C3 and their related examples are original paraphrases of these facts. No UNESCO photograph or map is reproduced.

Gunditj Mirring Traditional Owners Aboriginal Corporation

<https://www.gunditjmirring.com/>

Read the organisation's brief public account aloud for W03. Record the named organisation as the source. Separate its account of continuing connection and heritage from students' interpretations. Our short summaries do not Elong quotations or permission to reproduce cultural knowledge.

Australian National Maritime Museum: Brian Robinson

<https://www.sea.museum/en/person/brian-robinson>

C5 names Robinson's Kala Lagaw Ya and Waiben/Thursday Island's marine environment. It does not reproduce his artwork, portrait or style. Discuss a named example rather than treating one person as representative of every Torres Strait Islander community.

Source and illustration labels

C6's family, C7's Riverina, C8's scene and the visitor/action scenarios are fictional. C8 is a teacher-completed approved local source. The evidence comparison distinguishes public community accounts from an observer's description. A picture can prompt a question; it cannot establish a cultural claim by itself.

Rights boundaries

This pack uses original text and original neutral illustrations with visible source footers for factual case summaries. No seasonal calendar, Indigenous weather knowledge, language dictionary, real cultural art or ceremony is reproduced. If adding local material, check the relevant rights and permissions before use. These links are teacher references; internet access is not required for the supplied case cards.

Separate lesson files 1-5

Lesson 01 — Connections not just locations

Country-Place Connections - Year 2 - Lesson 01 - Presentation.pptx

10 slides: cover; learning; notice/wonder; worked example; guided thinking; partner task; learning record; check/explain; reflection; closing.

Lesson 02 — Our local Country

Country-Place Connections - Year 2 - Lesson 02 - Presentation.pptx

10 slides: cover; learning; notice/wonder; worked example; guided thinking; partner task; learning record; check/explain; reflection; closing.

Lesson 03 — Listen to knowledge holders

Country-Place Connections - Year 2 - Lesson 03 - Presentation.pptx

10 slides: cover; learning; notice/wonder; worked example; guided thinking; partner task; learning record; check/explain; reflection; closing.

Lesson 04 — Water and living things

Country-Place Connections - Year 2 - Lesson 04 - Presentation.pptx

10 slides: cover; learning; notice/wonder; worked example; guided thinking; partner task; learning record; check/explain; reflection; closing.

Lesson 05 — Continuity through time

Country-Place Connections - Year 2 - Lesson 05 - Presentation.pptx

10 slides: cover; learning; notice/wonder; worked example; guided thinking; partner task; learning record; check/explain; reflection; closing.

Open the numbered file for the lesson you are teaching. All ten are independent complete sequences. The only one that is not is Country-Place Connections - Year 2 - Quiz.pptx (24 slides). Use its answer slides for students explain their own thinking. The complete presentations remain editable.

Separate lesson files 6-10

Lesson 06 — Local observation

Country-Place Connections - Year 2 - Lesson 06 - Presentation.pptx

10 slides: cover; learning; notice/wonder; worked example; guided thinking; partner task; learning record; check/explain; reflection; closing.

Lesson 07 — Responsibilities

Country-Place Connections - Year 2 - Lesson 07 - Presentation.pptx

10 slides: cover; learning; notice/wonder; worked example; guided thinking; partner task; learning record; check/explain; reflection; closing.

Lesson 08 — Connection map

Country-Place Connections - Year 2 - Lesson 08 - Presentation.pptx

10 slides: cover; learning; notice/wonder; worked example; guided thinking; partner task; learning record; check/explain; reflection; closing.

Lesson 09 — Explain Country connections

Country-Place Connections - Year 2 - Lesson 09 - Presentation.pptx

10 slides: cover; learning; notice/wonder; worked example; guided thinking; partner task; learning record; check/explain; reflection; closing.

Lesson 10 — Act respectfully

Country-Place Connections - Year 2 - Lesson 10 - Presentation.pptx

10 slides: cover; learning; notice/wonder; worked example; guided thinking; partner task; learning record; check/explain; reflection; closing.

Open the numbered file for the lesson you are teaching. All ten are independent complete sequences. The only one that is not is Country-Place Connections - Year 2 - Quiz.pptx (24 slides). Use its answer slides for students explain their own thinking. The complete presentations remain editable.

Eight-session route – sessions 1-4

Use the same resources, learning expectations and assessment as the ten-lesson route. Preparation happens before class. Eight sessions are eight meetings, not necessarily eight consecutive days. All sessions total 60 minutes: retrieve 5, source/model 10, guided and independent task 30, evidence explanation 10, transition/exit 5.

Session 1 – lessons 01 + 02

Use L01 slides 1–5 and 7, then L02 slides 4–5 and 7–9, ending with L01 slide 10. Model the sourced people–water link, then demonstrate checking the separate school attribution. Use W01/W02; one combined recording is acceptable if it retains the relationship question and accurate local source check. Omit repeated covers, general learning instructions and duplicated reflections, not either concept. If attribution is unavailable, record “needs checking”.

Session 2 – lesson 03

Use the full L03 sequence with W03 and the public community account. Model source information versus interpretation; listen in short sections, record accurate ideas, name the organisation and verify each idea. Keep the medical knowledge-holder listening session.

Session 3 – lesson 04

Use the full L04 sequence, C1 and C4. Model the people–water–kooyang chain. Students label two supported links and ask a new relationship question. Explain that the idea diagram is simplified and not a map.

Session 4 – lesson 05

Use the full L05 sequence, C2/C3 and W05. Compare long-ago aquaculture, the 2010 restoration record and continuing knowledge/care. Record an unscaled timeline. Retain accurate source labels, changed/continued reasoning and the statement that equal gaps do not measure equal time.

Collect throughout

Keep the relationship question, verified source notes, two recorded ideas, relationship diagram and continuity comparison. Accessible oral or drawn records count as the same evidence.

Eight-session route – sessions 5-8

Each session: retrieve 5 min, source/model 10, guided/independent task 30, evidence explanation 10, transition/exit 5 = 60 minutes. Use the detailed corresponding lesson plans with these compact timings.

Session 5 – lesson 06

Use the full L06 sequence and W06. Include transitions in the 30-minute task block or use the fictional scene indoors. Record two observed features, a possible relationship clearly marked as inference, a respectful choice and something still to check. Compare observer and knowledge-holder perspectives.

Session 6 – lesson 07

Use the full L07 sequence, W07 and C3/C8. Compare visitor choices with additional Owner responsibilities. Require a reason and a relevant permission check. Use selected G1 challenges in the task block; they consolidate source reasoning not speed.

Session 7 – lesson 08

Use the full L08 sequence and W08. Build a three-sided map, model arrows with evidence, explain a conclusion and propose a safe response. Begin R1 from the existing map/portfolio so the final session is not a start and product made from scratch.

Session 8 – lessons 09 + 10

Use L09 slides 1–2, 4–5 and 7–8 and L10 slides 4–5 and 7–10. Retrieve the prepared map and rubric. Model a concise source explanation, then a modest permission-checked care proposal. During the 30-minute task block collect each student's explanation/question response, W10 or any action note, and AI's unfamiliar beach transfer response. Finish conference and evidence checks in the 10-minute explanation block. Retain one closing reflection.

Complete assessment by session 8

Assess the prepared map, prior inquiry portfolio and concise explanation/action response using R1. For larger classes, gather short recordings, oral-to-adult or drawn/scribed explanations throughout the 30-minute block and combine them with observed portfolio evidence. Do not depend on a whole-class exhibition or public speaking. No criterion waits for a ninth meeting. The quiz can replace part of retrieval/check time as formative evidence; it is not the sole assessment.

Lesson 1 – Connections not just locations

Learning focus

I can explain a link between people, water and living things.

Prepare

W01, D1, C1–C3, pencils; teacher displays the public Budj Bim account.

Teaching sequence – 60 minutes

8 min – Retrieve: A place can include water, plants and people. What might connect them?

12 min – Model: At Budj Bim, Gunditjmara people made channels, weirs and ponds to manage water and kooyang, or short-finned eels. This connects people, water and food.

25 min – Guided then independent: Look at C1–C3. Say what the evidence tells us. Ask: How did the water system help people? On W01, draw or label two features. Add an arrow between two related ideas. Ask one question about the link.

10 min – Check and explain: A list names things. An explanation tells how they are connected. Explain one arrow using a source card.

5 min – Exit reflection: What connection did you find? What question could a source help us answer?

Support

Offer two feature pictures, record cards and scribe the student's explanation. A gesture or selected symbol can identify the link.

Extend

Ask what the picture cards can tell us; name a source that could help.

Keep this evidence

A relevant relationship question and a supported people–water–living–things link.

Source: UNESCO – Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577).

Lesson 2 – Our local Country

Learning focus

I can use a checked source to identify the Country/Place of our school.

Prepare

W02, school-approved map and Traditional Owner source; teacher completes localisation before teaching.

Teaching sequence – 60 minutes

8 min – Retrieve: Budj Bim is on Gunditjmara Country. Does that tell us the Country of our school?

12 min – Model: Our teacher checks an authoritative local organisation and the school's approved attribution. We record the name exactly as the source gives it.

25 min – Guided then independent: Find the school on the approved map. Read the local name and source together. Keep multiple names if the approved source gives them. Use W02 to draw an unscaled school-location sketch and record the checked attribution and source. Ask one respectful question.

10 min – Check and explain: A comparative case is a place we study. It does not identify our local Country. If a local name is not checked, say we need to check it.

5 min – Exit reflection: Which source helped us? What did we avoid guessing?

Support

Provide the verified name on a separate teacher-prepared word card; support pointing to the school and dictation of the source.

Extend

Explain why one map or case cannot settle every local attribution.

Keep this evidence

A verified local identification and source, plus a relevant inquiry question. When unresolved, teach the complete named case while the teacher resolves localisation; do not invent a local identity.

Use the approved local source or clearly labelled fictional context as specified.

Lesson 3 – Listen to knowledge holders

Learning focus

I can say where an idea came from and retell it accurately.

Prepare

W03, C3, teacher-approved local account if available, and the public Gunditj Mirring homepage.

Teaching sequence – 60 minutes

8 min – Retrieve: Who shared the information we used? How can we show where the idea it is?

12 min – Model: Gunditj Mirring says its community established the connection to continue connection to Gunditjmara Country. Our retelling names the organisation; it is not an invented Elder story.

25 min – Guided then independent: Listen as the teacher reads the approved public account. Pick two ideas. Say: The source tells us... Then explain what you think the idea means. Use W03 to record two ideas and the source names. You write, select symbols or dictate. Put quotation marks only around exact words.

10 min – Check and explain: Source information and our interpretation are different. We can explain an idea without pretending we heard an Elder say invented words.

5 min – Exit reflection: Retell one idea with its source. What would you check before sharing more?

Support

Read in short chunks providing two relevant pictures or symbols and partner-supported choices. Scribe the student's ideas.

Extend

Identify and answer a question or a limit of this short public account.

Keep this evidence

Two accurate recorded ideas with a named source and separation of source information from interpretation.

Source: Gunditj Mirring Traditional Owners Aboriginal Corporation (gunditjmirring.com).

Lesson 4 – Water and living things

Learning focus

I can explain how the Budj Bim water system connects people and eels.

Prepare

W04, C1–C3, D1, coloured pencils for arrows; no construction or imitation of cultural objects.

Teaching sequence – 60 minutes

8 min – Retrieve: Name one relationship from Budj Bim. What does an arrow help explain?

12 min – Model: Gunditjmara engineering changed water flow. Channels, weirs and ponds helped trap, store and harvest kooyang. People's knowledge and care are part of this connected system.

25 min – Guided then independent: Read the three case studies. Build a linked chain: people manage water; water supports kooyang; kooyang provides food. Label each link with its source. Complete W04. Draw arrows and explain the links. Ask one new question that the public source could help answer.

10 min – Check and explain: Say Gunditjmara and Budj Bim when explaining this case. We cannot say that every First Nations group has the same water system.

5 min – Exit reflection: Which link shows people's knowledge? Which link shows water and living things?

Support

Offer labelled people, water and eel pictures and allow pointing between them. Adult scribes the student's reasons.

Extend

Explain which parts of the model come from evidence and which are simplified.

Keep this evidence

A coherent recorded system with supported relationships and a relevant question.

Source: UNESCO – Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577).

Lesson 5 – Continuity through time

Learning focus

I can use past and present evidence to explain a continuing connection.

Prepare

W05, C2–C3 and current source accounts; timeline is explicitly unscaled.

Teaching sequence – 60 minutes

8 min – Retrieve: Does a very old water system mean the connection ended long ago?

12 min – Model: The public Budj Bim account describes ancient aquaculture and continuing Gunditjmara knowledge and management. Tae Rak waterways were restored in 2010. Connection continues.

25 min – Guided then independent: Sort three evidence statements: long ago, 2010 and continuing today. Name the source. A timeline orders evidence; its spaces do not show equal time. Use W05 to make an unscaled continuity timeline. Add a source label and explain one thing that continued.

10 min – Check and explain: A single old image cannot prove a connection ended.

Compare past evidence with present-day information before drawing a conclusion.

5 min – Exit reflection: Use both past and present language in one explanation. What does our timeline not measure?

Support

Use three large time labels and read one source statement at a time; allow an oral explanation.

Extend

Explain why evidence of continuity does not mean every practice has stayed exactly the same.

Keep this evidence

Correct sequence, present as well as past language, and a source-backed continuity claim.

Source: UNESCO – Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577).

Lesson 6 – Local observation

Learning focus

I can record a place respectfully and separate noticing from guessing.

Prepare

W06, clipboard/pencils and approved observation location, or the fictional Riverbend scene; teacher checks access and conditions.

Teaching sequence – 60 minutes

8 min – Retrieve: What can looking show us? What information must we ask a source about?

12 min – Model: I can notice water, trees and a path. I cannot identify cultural meaning or local Traditional Owners just by looking. I need a checked source.

25 min – Guided then independent: Observe from the approved path in the supplied fictional scene. Look without taking objects, disturbing living things or entering restricted areas. Use W06 to record two visible features and one possible link. Mark a question or guess clearly. Explain a respectful choice.

10 min – Check and explain: Compare an observer's description with a Traditional Owner source. They answer different questions. We do not speak for knowledge holders.

5 min – Exit reflection: What did you notice? What could a source help you understand? What did you leave undisturbed?

Support

Use the supplied scene, two large picture choices and a communication board or device. Assess noticing and reasoning, not mobility or handwriting.

Extend

Compare two possible interpretations and name what evidence would help choose between them.

Keep this evidence

Relevant respectful observations, a labelled uncertainty and comparison of source perspectives.

Use the approved local source or clearly labelled fictional context as specified.

Lesson 7 – Responsibilities

Learning focus

I can explain a respectful visitor choice and who has authority.

Prepare

W07, C3/C8, G1 challenges; fictional visitor scenarios.

Teaching sequence – 60 minutes

8 min – Retrieve: Is being a visitor the same as being a Traditional Owner?

12 min – Model: Gunditjmara Traditional Owners hold continuing relationships and responsibilities for their Country. A visitor follows local guidance and permissions. Students do not gain custodial authority by doing this activity.

25 min – Guided then independent: Discuss a visitor who wants to pick up an object or enter a closed area. Ask who can give permission. Choose to leave it and follow guidance. On W07, compare a visitor's decision with Traditional Owner custodianship. Give a reason and identify the needed permission.

10 min – Check and explain: Respectful care can help a place. It does not give us permission to copy cultural designs, collect artefacts or speak for a whole community.

5 min – Exit reflection: Explain a visitor choice and its reason. What responsibility belongs to the knowledge holders in our source?

Support

Use two visitor-choice pictures and rehearse the reason orally; allow gestures, selected symbols or dictation

Extend

Explain when a visitor's action could still require permission or cause harm.

Keep this evidence

Two perspectives, a reasoned visitor choice and no claim of cultural authority.

Source: Gunditj Mirring Traditional Owners Aboriginal Corporation (gunditjmirring.com).

Lesson 8 – Connection map

Learning focus

I can build a map of linked ideas with evidence labels.

Prepare

W08, C1–C5, selected portfolio records and source cards; this is an idea map, not a geographic map.

Teaching sequence – 60 minutes

8 min – Retrieve: Which connections can we support? What should an arrow label tell us?

12 min – Model: My idea map links Gunditjmara people, water and knowledge of Budj Bim. An arrow says what the relationship is. A source label shows where the evidence came from.

25 min – Guided then independent: Choose the local approved source for the named Budj Bim case. Build three connected ideas. Add the evidence beside each important arrow. Use W08 to make your own three-idea connection map. Explain a conclusion and suggest one respectful visitor or care response.

10 min – Check and explain: A supported map names the people/place, explains the links and identifies evidence. We cannot add a cultural claim because it seems likely.

5 min – Exit reflection: Which arrow is strongest? What evidence or permission would you need before adding another?

Support

Supply a partially blank three-idea organiser and two source choices; the student selects and explains the arrows.

Extend

State a source limitation and justify a change needed for a new place.

Keep this evidence

A coherent three-idea map, a supported conclusion and safe proposed response.

Source: UNESCO – Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577).

Lesson 9 – Explain Country connections

Learning focus

I can explain my map using a source and answer a respectful question.

Prepare

W09, W08 or A1 planning map, C1–C5, teacher assessment conference record and rubric.

Teaching sequence – 60 minutes

8 min – Retrieve: What helps someone understand our arrows? Which source should we name?

12 min – Model: At Budj Bim, Gunditjmara people managed water to support booyang. UNESCO's account supports this link. Their continuing knowledge and care connect people and Country.

25 min – Guided then independent: Rehearse: My map shows... My source is... This matters because... Listen to a partner's respectful question. Explain your map orally, in writing, with a drawing, symbols or a communication device. Answer one question and identify one limit of your evidence.

10 min – Check and explain: Use accurate people/place names, a supported relationship and a responsibility. Confidence, neatness and handwriting are not the HASS criteria.

5 min – Exit reflection: What evidence supported your explanation? How did you avoid speaking for a whole culture?

Support

Provide sentence starters and source name card, allow private adult conference and partner-supported choices without supplying the student's reasoning.

Extend

Explain how a different source could change or strengthen a claim.

Keep this evidence

Accurate relationship, source origin, responsibility, response to a question and evidence limitation.

Source: UNESCO – Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577).

Lesson 10 – Act respectfully

Learning focus

I can propose a safe care action and explain its limits.

Prepare

W10, source/map records, A1 conference, teacher-approved school-care context.

Teaching sequence – 60 minutes

8 min – Retrieve: What did our sources teach us about responsibilities and permission?

12 min – Model: Fictional class proposal: ask the teacher to help us remind visitors to stay on the approved path. It may protect living things. We check guidance before acting.

25 min – Guided then independent: Discuss purpose, people who need a proposal, safe steps and how to review. Do not collect artefacts, enter restricted places or imitate a ceremony. Use W10 to propose one achievable action. Explain its link to learning, required approval and a way to check whether it helped. No public submission is required.

10 min – Check and explain: A good intention does not give cultural authority. Explain why your action is suitable and what you would change if evidence says it is unsuitable.

5 min – Exit reflection: Share one reason and one limit that would respectful learning look like in another place?

Support

Offer two feasible action pictures, an approval symbol and oral recording; preserve the requirement to explain a reason.

Extend

Compare two proposals using suitability, safety and permission, and choose with evidence.

Keep this evidence

A reasoned response, approval limits, review method and transfer to an unfamiliar context.

Use the approved local source or clearly labelled fictional context as specified.

Cooperative game – teacher response guide

G1 includes rules/worked turn, the six-stop board and eight challenge cards. Prepare C1–C8 and relevant worksheets. Teams of 2–4 select six challenges from the eight. A turn requires an answer, named evidence and a partner question before the teacher confirms the reasoning and the team moves to the next numbered stop. This is cooperative practice; there is no timed race. Students may point, draw, speak, dictate or use supported choices.

Acceptable reasoning – other supported answers count

- 1: C2 supports the link between Gunditjmara people managing water and aquaculture/food. Name the case and a relevant feature such as channels.
- 2: C6's fictional family keeps connections across distance using visits, letters or video calls. Do not infer all families use the same methods.
- 3: C4/C5 support diversity. Robinson is a named person with specific history/place connections, not evidence that every group has identical practices.
- 4: C8 must name the actual checked local source. "Needs checking" is honest when approval is unavailable. Budj Bim does not establish the school's country.
- 5: C3/current public accounts show continuing connection. One evidence alone cannot show that connection ended.
- 6: W06 can show visible water/trees with a possible link; it cannot establish cultural meaning or Traditional Owner identity by looking.
- 7: W07's visitor leaves the object undisturbed and follows responsible guidance. Good intention does not supply permission or cultural authority.
- 8: W08's arrow should state the relationship and cite a relevant source: people manage water; water supports kooyaa/food, with C2/UNESCO as evidence.

Check reasoning, not memorisation

Ask "Which on the board supports that?" or "What still needs checking?" If a claim is unsupported, revisit the card and let the team revise. Counter-scenarios can extend students. Use the supplied cards as conceptual information, not photographs or site maps.

Assessment, answers and moderation

Assessment A1 has two pages: connection map; explanation and unfamiliar-case transfer. R1 has four criteria at Developing, Sound and Transfer levels. Keep each student's portfolio evidence from lessons/sessions 1–8 alongside the final map and conference.

Task and evidence

Show three linked ideas from the approved local or named Budj Bim case; name the source and explain a relationship. Explain a responsibility, a safe response and required permission. Answer a respectful question and state what the evidence does not establish. Use A1b's beach scenario to check transfer rather than repeating a slogan.

Teacher model — not a fixed script

For Budj Bim, accept Gunditjmara people, water and kooyang as the three ideas, with arrows explaining management and food connections, supported by W1 CO/C2. Continuing care is a responsibility. Visitors follow the relevant guidance; they do not assume custodial authority. The source does not identify 'School's Country'. For Sam's new beach, recognise the diversity of First Nations peoples, oppose the universal assumption, seek the relevant local source/permission and change the claim. A different source-supported case can meet the same criteria.

Use answer pages well

Each W01–W10 is immediately followed by its identical-layout red model/criteria page. Discuss models after the independent attempt. W02's criteria intentionally require real local approval rather than a generic answer. Open tasks accept other accurate supported responses. Never demand an example's exact words.

Moderate fairly

Use question, recording, comparison, perspectives, conclusion and communication traces. Record the student's reasoning when responses are oral, gestural, drawn, scribed, symbolic or evidence-supported. A support need does not lower achievement automatically. Do not score handwriting, neatness, confidence or volume. Ask a short follow-up when evidence is unclear.

Formative quiz

The 10 questions include two required concepts, six lesson checks and two unfamiliar transfers. Review each reasoned answer after discussion. Use it to identify what needs reteaching alongside the portfolio; it cannot replace the complete map/source/responsibility assessment.

Country/Place Connections – Key Ideas

Connection:

a relationship between people and places.



Country:

for Aboriginal Peoples, land, waters, living things and continuing relationships.



Distance:

how far apart places are.



Travel:

moving between places.



Communication:

sharing ideas and keeping in touch.



Responsibility:

something we need to care for or do respectfully.



Aboriginal Peoples and Torres Strait Islander Peoples are distinct broad groups, with diversity within both. Use the name a source gives for a specific group.

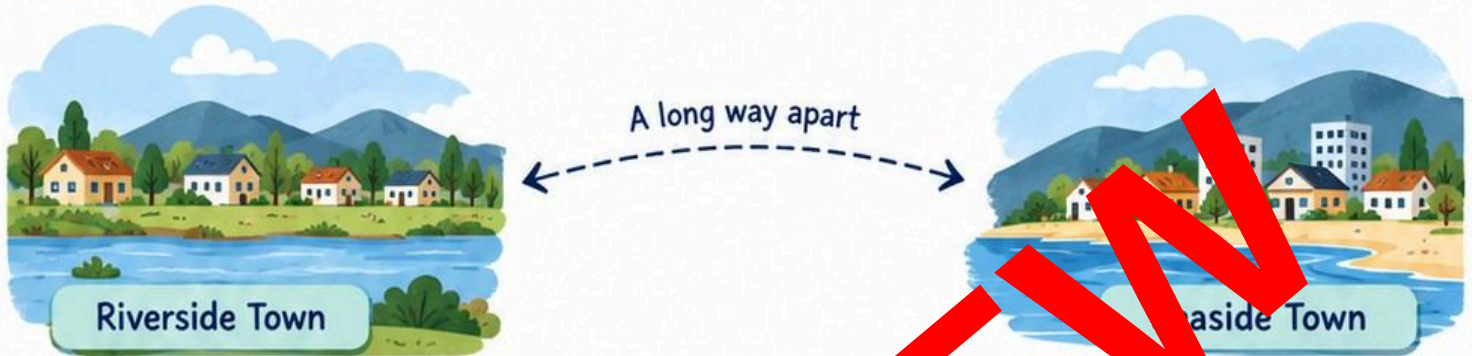
How We Explain Our Evidence

We ask questions.
We find evidence.
We give an explanation.

Fictional example

People can stay
connected in
different places.

1 **Question:** Can connection continue far away?



2 **Evidence:** A family exchanges letters and video calls, and visits when they can.



3 **Explanation:** They keep a connection even when they live far apart.



They share
messages, video calls
and visits. This helps
them feel close, even
when they live far apart.

For a real cultural connection, check and name the specific source.

Case and Source Cards — 1

Places
People
Connections
Today



Cut out the cards. Use them to explore the case study.

C1 — Named Country

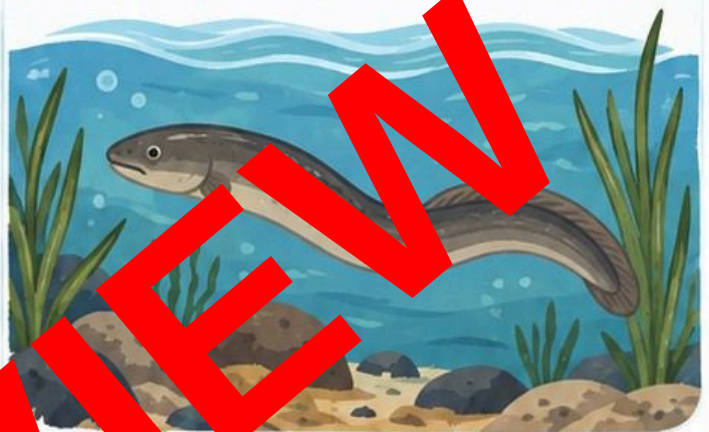
Budj Bim is on Gunditjmara Country in south-eastern Australia.



Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

C2 — Water and kooyang

Gunditjmara channels, weirs and ponds helped manage water and kooyang, or short-finned eels.



Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

C3 — Continuing connection

Gunditjmara know, use and care for country continue today.



Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

C4 — Different Peoples

Aboriginal Peoples and Torres Strait Islander Peoples are distinct broad groups. Each includes diverse groups.



Learning reminder: use specific names and sources.

C5 — A named contemporary connection

The museum describes Brian Robinson's Kala Lagaw Ya and Wuthathi heritage. His work reflects the marine environment around Waiben (Thursday Island).



Based on: Australian National Maritime Museum — Brian Robinson (sea.museum/en/person/brian-robinson)

C6 — Keeping in touch

Fictional example: family members in two Australian towns share letters and video calls.



C7 — A meeting place

Fictional example: a community group meets at Riverbend Hall.



C8 — Check our local source

Our teacher checks the school-approved Traditional Owner source. We do not guess our local attribution from another place.



Evidence Trail – How to Play

Players: 2–4. **You need:** the board, challenge cards, case cards and a large counter, or point instead.



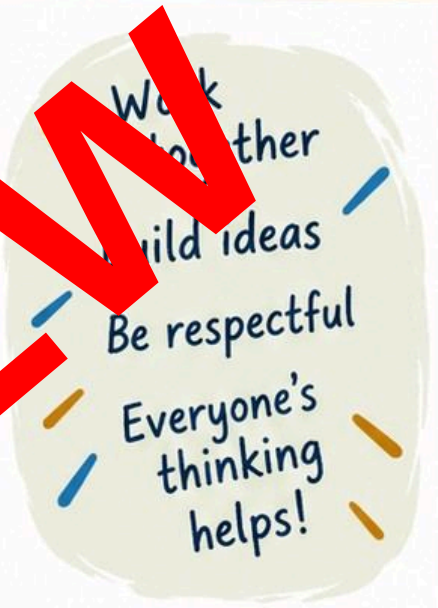
1 Begin at Notice. Choose a challenge card.

2 Use a case card or learning record to answer.
Name your evidence.

3 A partner asks one respectful question.

4 Check the teacher response guide.
Improve the answer together.

5 Move to the next stop. Finish after Reflect.



There is no race and no timer. Everyone may speak, draw, point, select symbols or use a communication tool.

Worked turn



...and explain a people–water link.
I used C2. Gunditjmara water
engineering helped manage kooyang.
My evidence is the named Budj Bim
account.

Different ideas make a stronger story.

Example source card

C2 | Budj Bim Cultural Landscape



The Budj Bim Cultural Landscape shows how Gunditjmara people used engineering to manage water and support kooyang (eel).

Based on: UNESCO — Budj Bim Cultural Landscape
(whc.unesco.org/en/list/1577)

Key ideas

- People and environment
- Engineering and water
- Ongoing connections
- A place of significance





Evidence Trail — Board

Look
Think
Discover
Together

1

Notice

Look closely
at people, places
and things.

2

Ask

What do you
want to find out?

3

Compare

What is the same?
What is different?

4

Explain

Use your evidence
to tell us why.

5

Apply

How can this
help now or
in the future?

6

Reflect

What have you learned?
What will you do next?

Use a challenge card at each stop.

Name your evidence. Help your group improve its answer.

Evidence Trail – Challenge Cards

Think • Look • Make connections • Explain

People
Places
Connections

1. Use C2.

Explain a link between people, water and kooyang.



2. Use C6.

Can connection continue far away? Explain.



3. Use C4 and C5.

Why should we avoid saying all connections are the same?



4. Use C8.

What sources should we check for our school?



5. Use C3.

What tells us the connection continues today?



6. Use W06.

Name an observation and something still to check.



7. Use W07.

Give a respectful visitor choice and its reason.



8. Use W08.

Explain an arrow and name its evidence.

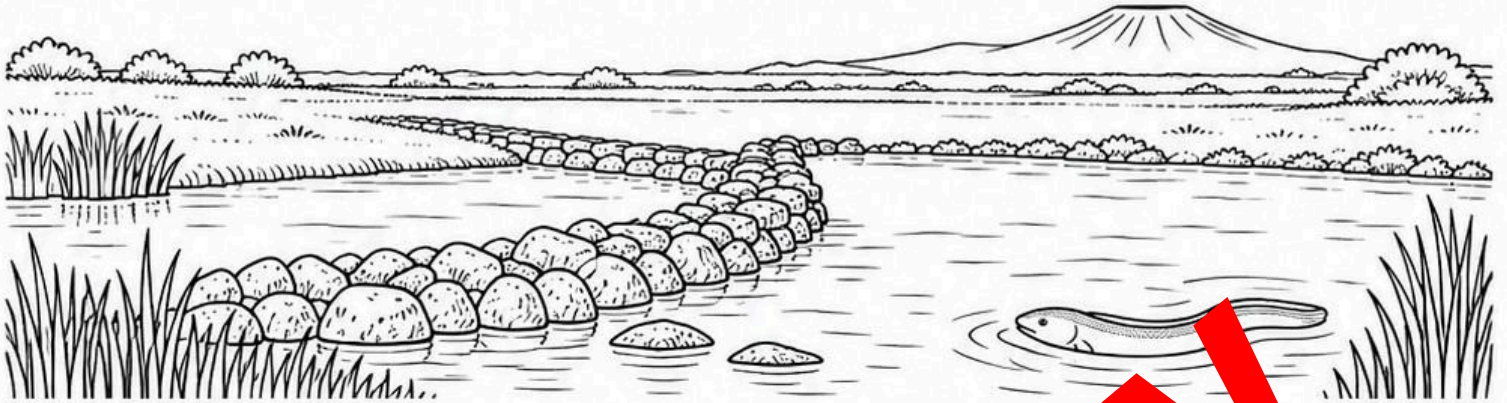


Teacher checks the response guide. More than one reasoned answer may be valid.

Connections not just locations – Learning Record

Name: _____

Model: At Budj Bim, people manage water and kooyang. Use C1–C3.



Notice: Draw or label two features from the case.

Link: Add an arrow and explain how they are connected.

Ask: Write or tell one question about the relationship.

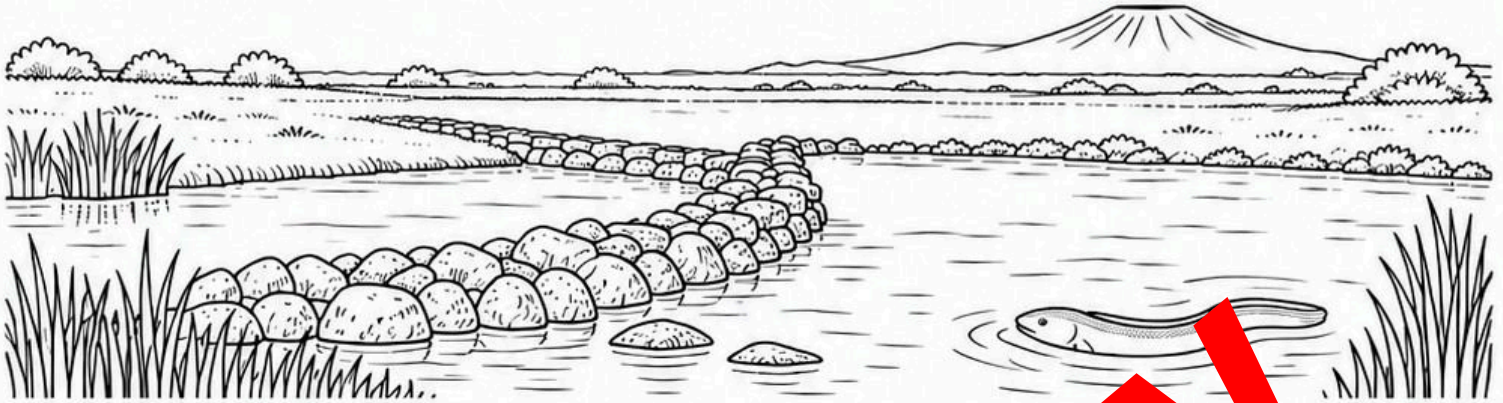
You may draw, speak, write, select symbols or dictate.

Based on: UNESCO – Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Connections not just locations – Learning Record

Name: **ANSWERS**

Model: At Budj Bim, people manage water and kooyang. Use C1–C3.



Notice: Draw or label two features from the case.

Two features may be water and kooyang.

Link: Add an arrow and explain how they are connected.

Gunditjman people managed water to trap, store and harvest kooyang.

Ask: Write or tell one question about the relationship.

How did channels help manage water?

You may draw, speak, write, select symbols or dictate.

Based on: UNESCO – Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Our local Country – Learning Record

Name: _____

Teacher uses the school-approved local source. C8 reminds us to check.

Locate: Draw an unscaled sketch showing the school.

Record: Our checked local name(s): _____

Source: _____

Explain: Why can we not use Budj Bim to guess our local attribution?

You may draw, speak, write, select symbols or dictate.

Our local Country – Learning Record

Name: ANSWERS

Teacher uses the school-approved local source. C8 reminds us to check.

Locate: Draw an unscaled sketch showing the school.

Use the school-approved location; sketch is unscaled.

Record: Our checked local name(s): Record only the verified local name(s)
and exact source.

Source: _____

Explain: Why can we not use Budj Bim to guess our local attribution?

Budj Bim is a different named case; we need our local source.

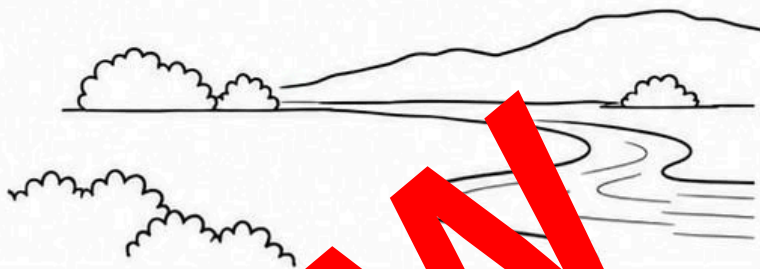
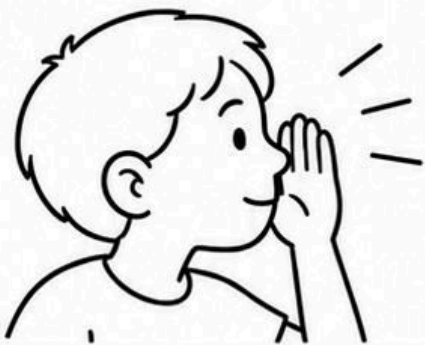
You may draw, speak, write, select symbols or dictate.

Listen to knowledge holders – Learning Record

Name: _____

Listen to the teacher-approved public account. Use C3 and the source name.

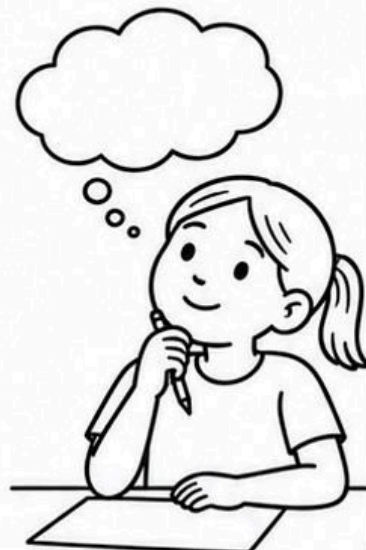
Record: Source organisation or speaker: _____



Two ideas: Draw, write or tell two ideas the source gives.

1

Explain: The source idea is... I think it means...



You may draw, speak, write, select symbols or dictate.

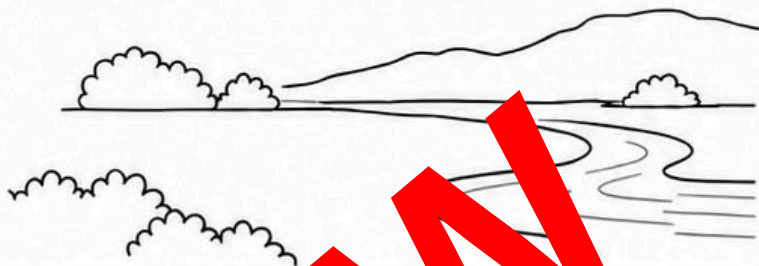
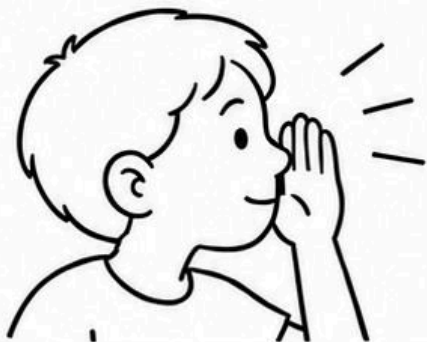
Based on: Gunditj Mirring Traditional Owners Aboriginal Corporation (gunditjmirring.com)

Listen to knowledge holders – Learning Record

Name: **ANSWERS**

Listen to the teacher-approved public account. Use C3 and the source name.

Record: Source organisation or speaker: **Gunditj Mirring Traditional Owners Aboriginal Corporation.**



Two ideas: Draw, write or tell two ideas the source gives.

1

Continuing connection to Gunditjmara Country.

Protecting cultural heritage.

Explain: One source idea is... I think it means...

Example interpretation: care and knowledge continue. This is our retelling.



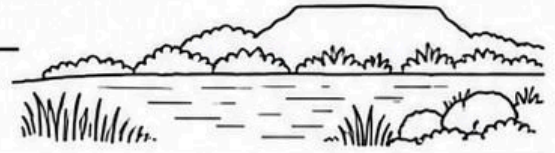
You may draw, speak, write, select symbols or dictate.

Based on: Gunditj Mirring Traditional Owners Aboriginal Corporation (gunditjmirring.com)

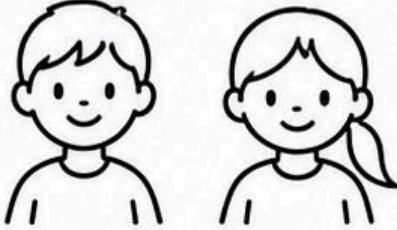
Water and living things – Learning Record

Name: _____

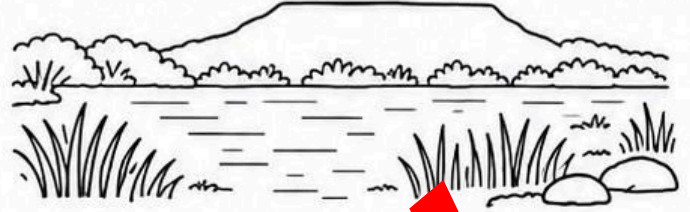
Use C1–C3. Budj Bim is our named comparative case.



Plan: Name the people and place.

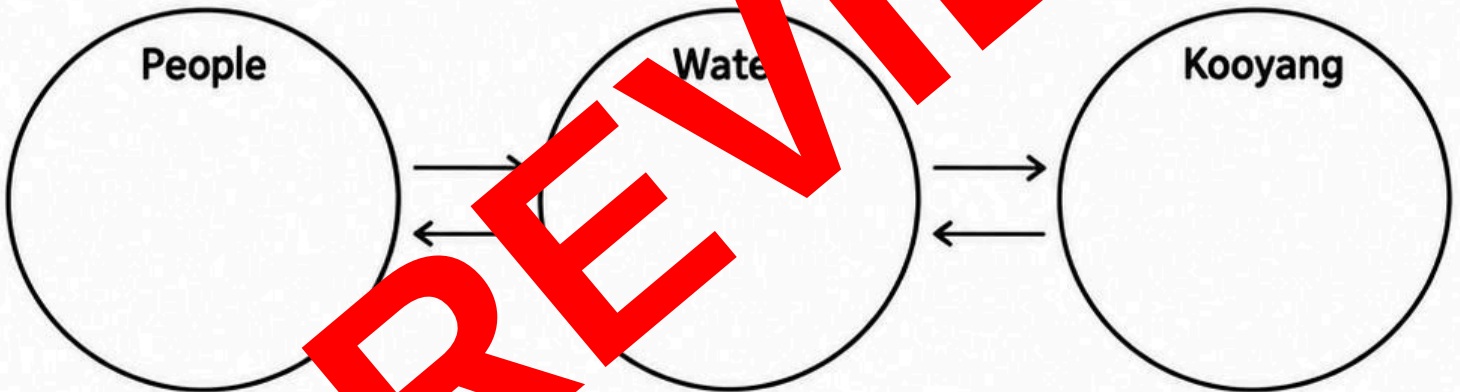


People:



Place:

Connect: Complete a large three-part idea diagram: People — Water — Kooyang.
Add labelled arrows.



Explain: Tell two links and ask one new question.

1. Link: _____

2. Link: _____

3. New question: _____

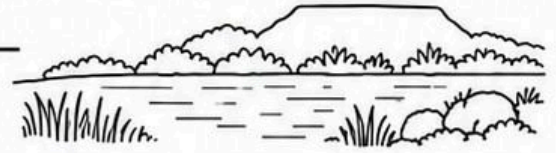
You may draw, speak, write, select symbols or dictate.

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

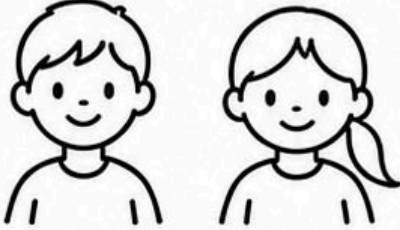
Water and living things – Learning Record

Name: **ANSWERS**

Use C1–C3. Budj Bim is our named comparative case.

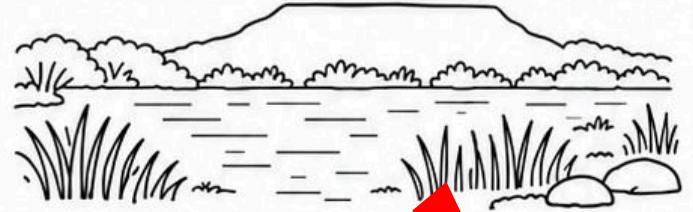


Plan: Name the people and place.



People:

Gunditjmara people.



Place:

Budj Bim.

Connect: Complete a large three-part idea diagram: People – Water – Kooyang.
Add labelled arrows.



Explain: Tell two links and ask one new question.

1. Link: **Cannels help people manage water.**

2. Link: **Kooyang provides food.**

3. New question: **How did people care for the system?**

You may draw, speak, write, select symbols or dictate.

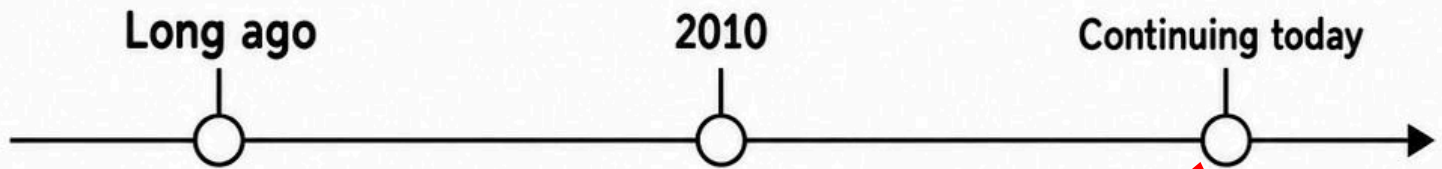
Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Continuity through time – Learning Record

Name: _____

Use C2–C3 and the public Budj Bim account. This timeline is not to scale.

Order: Place the events in time order.



Record: Draw or write one source-backed statement in each zone.

Long ago	2010	Continuing today
Source: _____	Source: _____	Source: _____

Explain: What continued? What does this timeline not measure?

You may draw, speak, write, select symbols or dictate.

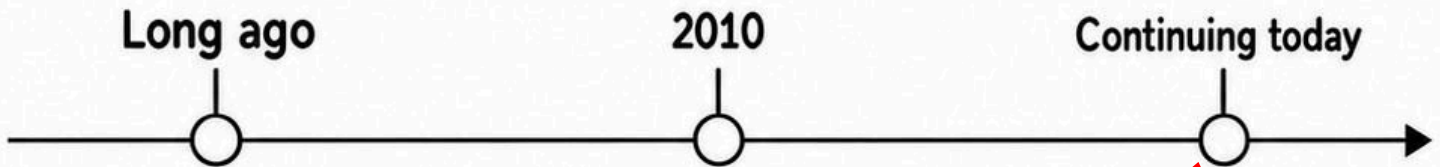
Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Continuity through time – Learning Record

Name: **ANSWERS**

Use C2–C3 and the public Budj Bim account. This timeline is not to scale.

Order: Place the events in time order.



Record: Draw or write one source-backed statement in each zone.

Long ago	2010	Continuing today
Gunditjmara aquaculture	Tae Rak water flows restored	Continuing Gunditjmara knowledge and care
Source: UNESCO	Source: UNESCO	Source: UNESCO

Explain: What continued? What does this timeline not measure?

Connection and knowledge continue. The spaces do not measure equal time.

You may draw, speak, write, select symbols or dictate.

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Local observation — Learning Record

Name: _____

Observe an approved place or use the supplied fictional Riverbend scene. Look without disturbing.

Notice:



Record:

Two visible features: _____

A possible link: _____

Reflect:

One respectful choice: _____

Something still to check: _____

You may draw, speak, write, select symbols or dictate.

Local observation — Learning Record

Name: ANSWERS

Observe an approved place or use the supplied fictional Riverbend scene. Look without disturbing.

Notice:



Fictional Riverbend scene.

Record:

Two visible features: Example: water and trees.

A possible link: Birds may use trees for shelter; this is an inference to check.

Reflect:

One respectful choice: Stay on the approved path.

Something still to check: Check local cultural meaning with an appropriate source.

You may draw, speak, write, select symbols or dictate.

Responsibilities — Learning Record

Name: _____

Compare visitor choices with Traditional Owner custodianship. Use C3 and C8.

Choose: Fictional visitor wants to take an object from beside a path. What should the visitor do?



Compare: Explain each role.

Visitor

Traditional Owner

Empty box for Visitor explanation.

Empty box for Traditional Owner explanation.

Explain: Who should give permission? Why does a good intention not give authority?

Empty box for explanation.

You may draw, speak, write, select symbols or dictate.

Based on: Gunditj Mirring Traditional Owners Aboriginal Corporation (gunditjmirring.com)

Responsibilities — Learning Record

Name: ANSWERS

Compare visitor choices with Traditional Owner custodianship. Use C3 and C8.

Choose: Fictional visitor wants to take an object from beside a path. What should the visitor do?

Leave the object undisturbed and follow guidance.



Compare: Explain each role.

Visitor

Visitor: follow permissions.

Traditional Owner

Traditional Owner: continuing relationships and responsibilities for Country.

Explain: Who should give permission? Why does a good intention not give authority?

Ask the responsible authority. Wanting to help does not give cultural authority.

You may draw, speak, write, select symbols or dictate.

Based on: Gunditj Mirring Traditional Owners Aboriginal Corporation (gunditjmirring.com)

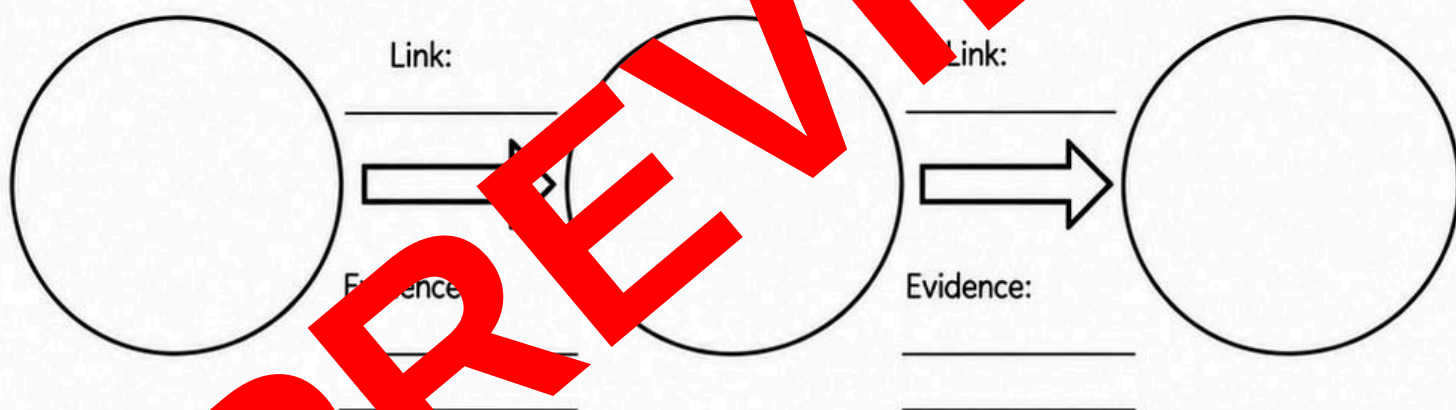
Connection map – Learning Record

Name: _____

Choose the approved local case or Budj Bim. Use relevant source cards. This is an idea map.

Plan: People/place: _____ My source: _____

Map:



Conclude:

My evidence shows...

A respectful response could be...

You may draw, speak, write, select symbols or dictate.

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Connection map – Learning Record

Name: **ANSWERS**

Choose the approved local case or Budj Bim. Use relevant source cards. This is an idea map.

Plan: People/place: Gunditjmara at Budj Bim My source: UNESCO

Map:



Conclude:

My evidence shows...

Water management connects
people and living things.

A respectful response could be...

Follow local guidance.

You may draw, speak, write, select symbols or dictate.

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Explain Country connections — Learning Record

Name: _____

Use your map and source. Your explanation may be spoken, drawn, written or supported.

Prepare:

My map shows...

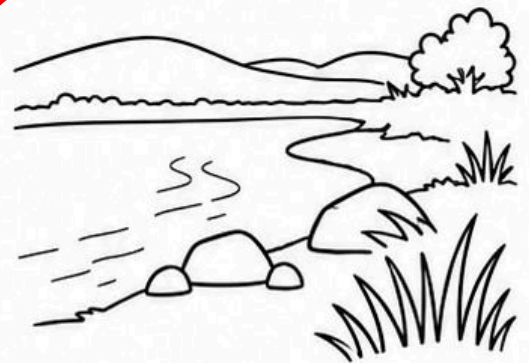
My source is...



Explain:

This relationship matters because...

A responsibility is



Respond:

A respectful question: _____

My answer: _____

A limit of my evidence: _____



You may draw, speak, write, select symbols or dictate.

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Explain Country connections — Learning Record

Name: **ANSWERS**

Use your map and source. Your explanation may be spoken, drawn, written or supported.

Prepare:

My map shows...

**Gunditjmara people, water and
kooyang at Budj Bim.**

My source is...

UNESCO.



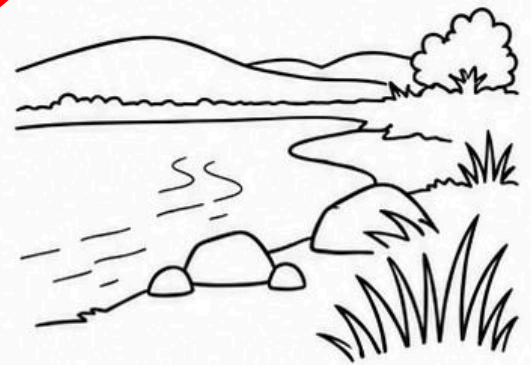
Explain:

This relationship matters because...

Water management supports food.

A responsibility is

Continuing care for Country.



Respond:

A respectful question: **How did water management help people?**

My answer: **Channels and ponds helped people trap, store and harvest kooyang.**

A limit of my evidence: **This source does not identify our school's Country.**



You may draw, speak, write, select symbols or dictate.

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Act respectfully – Learning Record

Name: _____

Make a proposal. Ask for teacher guidance before any action.

Propose:

My action: _____

It connects to our learning because...



PREVIEW

Check:

Who must approve? _____

Safe steps:



Review

How could I tell if it helped?

What might I need to change?



You may draw, speak, write, select symbols or dictate.

Act respectfully – Learning Record

Name: ANSWERS

Make a proposal. Ask for teacher guidance before any action.

Propose:

My action: Propose an approved path reminder.

It connects to our learning because...

We learned that visitors follow guidance to care for a place.



Check:

Who must approve? Teacher and responsible local authority.

Safe steps:

Check guidance, use permitted access.



Review

How could I tell if it helped?

Observe whether visitors follow guidance.

What might I need to change?

Revise it if the guidance says it is unsuitable.



You may draw, speak, write, select symbols or dictate.

Quiz – presentation reference

Open Country-Place Connections – Year 2 – Quiz.pptx.

The editable 24-slide quiz contains an introduction, response guidance, ten questions with paired reasoned answers, reflection and closing. It is supplied as a separate presentation so teachers can pace discussion and keep the answers hidden until students have reasoned.

Use speaking, pointing, drawing, writing or supported choices. Name source where useful and explore why an answer is supported. The quiz checks learning; combined with the source/recording/map portfolio and the assessment pages that follow.

The full Preview includes every actual quiz slide after all ten lesson presentations. This reference page does not replace or duplicate the quiz questions.

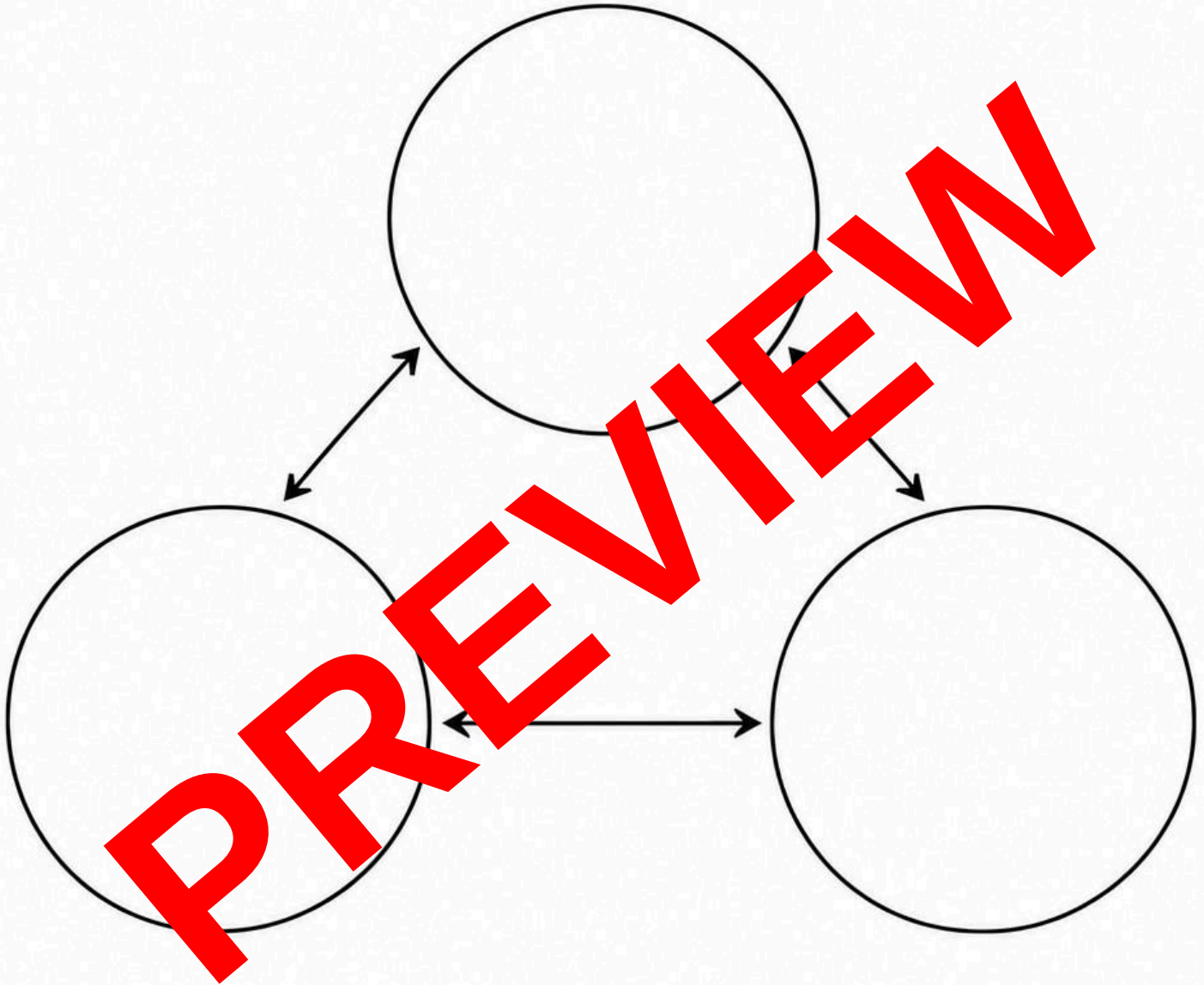
PREVIEW

Assessment — Connection Map

Name: _____

Use an approved local source or the named Budj Bim case. Show three linked ideas, name your evidence and explain a responsibility.

People/place: _____ Source: _____



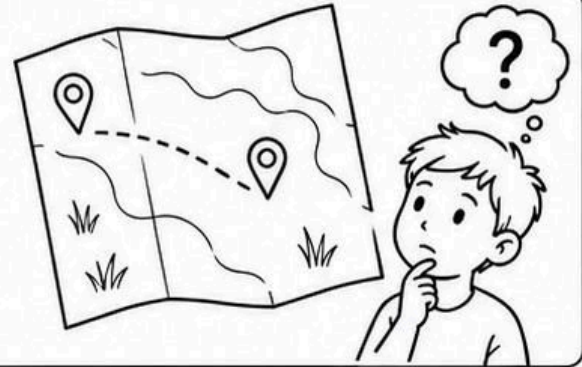
My evidence supports these links because...

Draw, speak, write, use symbols or dictate. Your teacher records your explanation.

Assessment – Explanation and Transfer

Name: _____

1. Explain a link on your map and name its source.



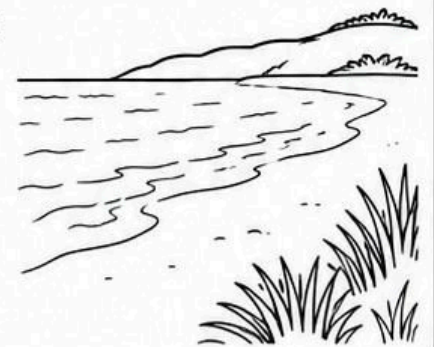
2. Explain a responsibility and a respectful action.



3. What is not established by your evidence?



New fictional case from v. a different beach and says every First Nations group must use the Bimbi water system. Explain what Sam should check and change.



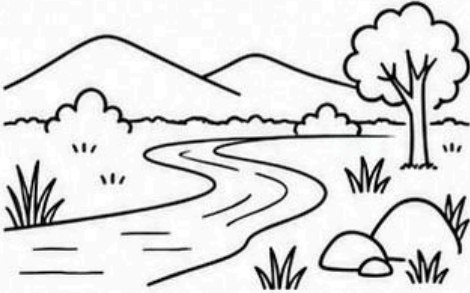
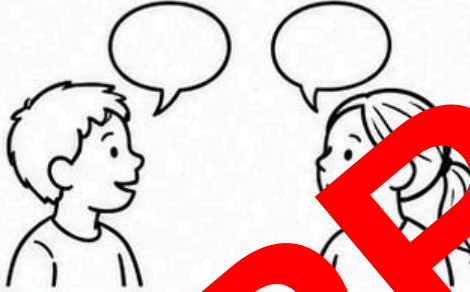
Teacher conference record

Question asked: _____

Student response: _____

Portfolio evidence: question / recording / comparison / perspectives / conclusion / communication

Rubric — Country/Place Connections

Understanding 	Developing An important link is missing or inaccurate.	Sound Explains a correct people–Country/Place relationship and responsibility.	Transfer Applies the relationship accurately to a new case and states a limit.
Evidence and inquiry 	Developing A claim is unconnected to a source or record.	Sound Names relevant evidence and poses questions, records, and comparison.	Transfer Justifies a choice of evidence and identifies what remains uncertain.
Explanation and perspectives 	Developing Ideas are not yet connected; a perspective is missing.	Sound Explains a conclusion and distinguishes visitor and Traditional Owner perspectives.	Transfer Answers a new question with a reason and considers another perspective.
Responsibility and reflection 	Developing A proposed response lacks a safe reason or permission check.	Sound Proposes a relevant safe response and names required approval.	Transfer Reviews likely effects and adapts the response for a different place.

Assess the same learning through oral, drawn, written, scribed, symbol or device-supported responses. A support need does not automatically lower achievement. Do not score neatness, confidence or volume.

Student: _____ Evidence/date: _____

Next teaching step: _____

PREVIEW

Lesson 1
Connections not just locations



Our learning

I can explain a link between people, water and living things

I can use evidence and explain my thinking

We respect different people and places.

PREVIEW

Notice and wonder

A place can include water, plants and people. What might connect them?

Tell a partner your idea before we look at the source.

A question helps us find out more.

PREVIEW

A worked example

At Budj Bim, Gunditjmara people made channels, weirs and ponds to manage water and kooyang, or short-finned eels. This connects people, water and food.

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Think it through

Look at C1–C3. Say what the evidence tells us. Ask: How did the water system help people?

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Work together

Use W01, D1, C1–C3, pencils.

Look at C1–C3. Say what the evidence tells us. Ask: How did the water system help people?

PREVIEW

Your learning record

On W01, draw or label two features. Add an arrow between two related ideas. Ask one question about their link.

You may draw, speak, write or use supported devices.

PREVIEW

Check and explain

A list names things. An explanation tells how they are connected.

Explain one arrow using a source card.

PREVIEW

Reflect

What connection did you find? What question could a source help us answer?

Name an idea you can support and something you will check.

PREVIEW

Well Done!
Keep asking respectful
questions

PREVIEW

PREVIEW

Lesson 2 Our Local Country



Our learning

I can use a checked source to identify the Country/Place of our school.

I can use evidence and explain my thinking

We respect different people and places.

PREVIEW

Notice and wonder

Budj Bim is on Gunditjmara Country. Does that tell us the Country of our school?

Tell a partner your idea before we look at the source

A question helps us find out more

PREVIEW

A worked example

Our teacher checks an authoritative local organisation and the school's approved attribution. We record the item exactly as the source gives it.

PREVIEW

Think it through

Find the school on the approved map. Read the local name and source together. Keep multiple names if the approved source gives them.

PREVIEW

Work together

Use W02, school-approved map and Traditional Owner source.
Find the school on the approved map. Read the local name and
source together. Keep multiple names if the approved source gives
them.

PREVIEW

Your learning record

Use W02 to draw an unscaled school-location sketch and record the checked attribution and source. Ask one meaningful question. You may draw, speak, write or use supported choice.

PREVIEW

Check and explain

A comparative case is a place we study. It does not identify our local Country. If a local name is not checked, say we need to check it.

PREVIEW

Reflect

Which source helped us? What did we avoid guessing?

Name an idea you can support and something still to check.

PREVIEW

Well Done!
Keep asking respectful
questions

PREVIEW

Lesson 3

Listen to knowledge holders

PREVIEW



Our learning

I can say where an idea came from and retell it accurately.

I can use evidence and explain my thinking.

We respect different people and places.

PREVIEW

Notice and wonder

Who shared the information we used? How can we show whose idea it is?

Tell a partner your idea before we look at the source

A question helps us find out more

PREVIEW

A worked example

Gunditj Mirring says its community established the corporation to continue connection to Gunditjmara Country. Our telling name is the organisation; it is not an invented Elder story.

PREVIEW

Based on: Gunditj Mirring Traditional Owners Aboriginal Corporation (gunditjmirring.com)

Think it through

Listen as the teacher reads the approved public account. Mark two ideas. Say: The source tells us... Then explain what you think the idea means.

PREVIEW

Based on: Gunditj Mirring Traditional Owners Aboriginal Corporation (gunditjmirring.com)

Work together

Use W03, C3, teacher-approved local account if available, and the public Gunditj Mirring homepage.

Listen as the teacher reads the approved public account. Pick two ideas. Say: The source tells ... Then explain what you think the idea means.

PREVIEW

Your learning record

Use W03 to record two ideas and the source name. Draw, write, select symbols or dictate. Put quotation marks only around exact words.

You may draw, speak, write or use supported choices.

PREVIEW

Check and explain

Source information and our interpretation are different. We can explain an idea without pretending we heard or ever saw invented words.

PREVIEW

Reflect

Retell one idea with its source. What would you check before sharing more?

Name an idea you can support and something you will check.

PREVIEW

Well Done!
**Keep asking respectful
questions**

PREVIEW

Lesson 1

Water and living things

PREVIEW



Our learning

I can explain how the Budj Bim water system connects people and places.

I can use evidence and explain my thinking.

We respect different people and places.

PREVIEW

Notice and wonder

Name one relationship from Budj Bim. What does an arrow help explain?

Tell a partner your idea before we look at the source.

A question helps us find out more.

PREVIEW

A worked example

Gunditjmara engineering changed water flow. Channels, weirs and ponds helped trap, store and harvest kooyan. People's knowledge and care are part of this connected system.

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Think it through

Read the three case cards. Build a spoken chain: people manage water; water supports kooyang; kooyang provides food labels; each link with its source.

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Work together

Use W04, C1–C3, D1, coloured pencils for arrows.

Read the three case cards. Build a spoken chain: people manage water; water supports kooyana; kooyana provides food. Label each link with its source.

PREVIEW

Your learning record

Complete W04. Draw arrows and explain two links. Ask one new question that the public source could help answer.
You may draw, speak, write or use supported devices.

PREVIEW

Check and explain

Say Gunditjmara and Budj Bim when explaining this case. We cannot say that every First Nations group has the same water system.

PREVIEW

Reflect

Which link shows people's knowledge? Which link shows water and living things?

Name an idea you can support and something you will check.

PREVIEW

Well Done!
Keep asking respectful
questions

PREVIEW

Lesson 1

Continuity through time

PREVIEW



Our learning

I can use past and present evidence to explain a continuing connection.

I can use evidence and explain my thinking

We respect different people and places.

PREVIEW

Notice and wonder

Does a very old water system mean the connection ended long ago?

Tell a partner your idea before we look at the source

A question helps us find out more

PREVIEW

A worked example

The public Budj Bim account describes ancient aquaculture and continuing Gunditjmara knowledge and management. The Raft weirs water flows were restored in 2010. Connection continues.

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Think it through

Sort three evidence statements: long ago, 2010 and continuing today. Name the source. A timeline orders evidence, its spaces do not show equal time.

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Work together

Use W05, C2–C3 and current source accounts.

Sort three evidence statements: long ago, 2010 and continuing today. Name the source. A timeline orders evidence, as spaces do not show equal time

PREVIEW

Your learning record

Use W05 to make an unscaled continuity timeline. Add a source label and explain one thing that continued

You may draw, speak, write or use supported devices

PREVIEW

Check and explain

A single old image cannot prove a connection ended. Compare past evidence with present-day information before drawing a conclusion.

PREVIEW

Reflect

Use both past and present language in one explanation. What does our timeline not measure?

Name an idea you can support and something you will check.

PREVIEW

Well Done!
**Keep asking respectful
questions**

PREVIEW

PREVIEW

Lesson 1 Local observation



Our learning

I can record a place respectfully and separate noticing from guessing.

I can use evidence and explain my thinking.

We respect different people and places.

PREVIEW

Notice and wonder

What can looking show us? What information must we ask someone about?

Tell a partner your idea before we look at the source

A question helps us find out more

PREVIEW

A worked example

I can notice water, trees and a path. I cannot identify cultural meaning or local Traditional Owners just by looking. I need a checked source.

PREVIEW

Think it through

Observe from the approved path or use the supplied fictional scene

Look without taking objects, disturbing living things or entering restricted areas.

PREVIEW

Work together

Use W06, clipboard/pencils and approved observation location, in the fictional Riverbend scene.

Observe from the approved path or use the supplied fictional scene.

Look without taking objects, disturbing living things or entering restricted areas.

PREVIEW

Your learning record

Use W06 to record two visible features and one possible link. Make a question or guess clearly. Explain a respectful hypothesis.
You may draw, speak, write or use supported devices.

PREVIEW

Check and explain

Compare an observer's description with a Traditional Owner's source.
They answer different questions. We do not speak for knowledge holders.

PREVIEW

Reflect

What did you notice? What could a source help you understand?

What did you leave undisturbed?

Name an idea you can support and something you will check.

PREVIEW

Well Done!
Keep asking respectful
questions

PREVIEW

PREVIEW

Lesson 2 Responsibilities



Our learning

I can explain a respectful visitor choice and who has authority.

I can use evidence and explain my thinking.

We respect different people and places.

PREVIEW

Notice and wonder

Is being a visitor the same as being a Traditional Owner?

Tell a partner your idea before we look at the curriculum.

A question helps us find out more.

PREVIEW

A worked example

Gunditjmara Traditional Owners hold continuing relationships and responsibilities for their Country. A visitor follows local guidance and permissions. Students do not gain custodial authority by doing this activity.

PREVIEW

Based on: Gunditj Mirring Traditional Owners Aboriginal Corporation (gunditjmirring.com)

Think it through

Discuss a visitor who wants to pick up an object or enter a closed area. Ask who can give permission. Choose to leave it and follow guidance.

PREVIEW

Based on: Gunditj Mirring Traditional Owners Aboriginal Corporation (gunditjmirring.com)

Work together

Use W07, C3/C8, G1 challenges.

Discuss a visitor who wants to pick up an object or enter a closed area. Ask who can give permission. Choose to leave and follow guidance.

PREVIEW

Your learning record

On W07, compare a visitor's decision with Traditional Owner custodianship. Give a reason and identify the needed permission. You may draw, speak, write or use supported choice.

PREVIEW

Check and explain

Respectful care can help a place. It does not give us permission to copy cultural designs, collect artefacts or speak for a whole community.

PREVIEW

Reflect

Explain a visitor choice and its reason. What responsibility belongs to the knowledge holders in our source?

Name an idea you can support and something you will check.

PREVIEW

Well Done!
**Keep asking respectful
questions**

PREVIEW

PREVIEW

Lesson 1 Connection Map



Our learning

I can build a map of linked ideas with evidence labels.

I can use evidence and explain my thinking

We respect different people and places.

PREVIEW

Notice and wonder

Which connections can we support? What should an arrow label tell us?

Tell a partner your idea before we look at the source

A question helps us find out more

PREVIEW

A worked example

My idea map links Gunditjmara people, water and kooyung at Budj Bim. An arrow says what the relationship is. A bubble label shows where the evidence came from.

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Think it through

Choose the local approved source or the named Budj Bim case.

Build three connected ideas. Add the evidence to each important arrow.

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Work together

Use W08, C1–C5, selected portfolio records and source cards.
Choose the local approved source or the named Bimbas.
Build three connected ideas. Add the evidence to side each
important arrow.

PREVIEW

Your learning record

Use W08 to make your own three-idea connection map. Explain a conclusion and suggest one respectful visitor to come respond. You may draw, speak, write or use supported digital tools.

PREVIEW

Check and explain

A supported map names the people/place, explains the link and identifies evidence. We cannot add a cultural chain because it seems likely.

PREVIEW

Reflect

Which arrow is strongest? What evidence or permission would you need before adding another?

Name an idea you can support and something you will check.

PREVIEW

Well Done!
**Keep asking respectful
questions**

PREVIEW

Lesson 9

Explain Country connections

PREVIEW



Our learning

I can explain my map using a source and answer a respectful question.

I can use evidence and explain my thinking.

We respect different people and places.

PREVIEW

Notice and wonder

What helps someone understand our arrows? Which source should we name?

Tell a partner your idea before we look at the source

A question helps us find out more

PREVIEW

A worked example

At Budj Bim, Gunditjmara people managed water to support kooyang. UNESCO's account supports this link. The continuous knowledge and care connect people and Country.

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Think it through

Rehearse: My map shows... My source is... This matters because...

Listen to a partner's respectful question.

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Work together

Use W09, W08 or A1 planning map, C1–C5, teacher assessment
conference record and rubric.

Rehearse: My map shows... My source is... This matters because...

Listen to a partner's respectful question

PREVIEW

Your learning record

Explain your map orally, in writing, with a drawing, symbol or a communication device. Answer one question and identify one part of your evidence.

You may draw, speak, write or use supported choices.

PREVIEW

Check and explain

Use accurate people/place names, a supported relationship, and a responsibility. Confidence, neatness and handwriting are not the HASS criteria.

PREVIEW

Reflect

What evidence supported your explanation? How did you avoid speaking for a whole culture?

Name an idea you can support and something you will check.

PREVIEW

Well Done!
Keep asking respectful
questions

PREVIEW

PREVIEW

Lesson 10
Accept respectfully



Our learning

I can propose a safe care action and explain its limits.

I can use evidence and explain my thinking.

We respect different people and places.

PREVIEW

Notice and wonder

What did our sources teach us about responsibilities and permission?

Tell a partner your idea before we look at the source

A question helps us find out more

PREVIEW

A worked example

Fictional class proposal: ask the teacher to help us remind visitors to stay on the approved path. It may protect living things. We check guidance before acting.

PREVIEW

Think it through

Discuss purpose, people who need to approve, safe steps and how to review. Do not collect artefacts, enter restricted places or initiate a ceremony.

PREVIEW

Work together

Use W10, source/map records, A1 conference, teacher-approved school-care context.

Discuss purpose, people who need to approve, safe steps and how to review. Do not collect artifacts, enter restricted places or imitate a ceremony.

PREVIEW

Your learning record

Use W10 to propose one achievable action. Explain its link to your learning, required approval and a way to check whether it has been achieved.

No public submission is required.

You may draw, speak, write or use supported choices.

PREVIEW

Check and explain

A good intention does not give cultural authority. Explain why your action is suitable and what you would change if guidance says it is unsuitable.

PREVIEW

Reflect

Share one reason and one limit. What would respectful learning look like in another place?

Name an idea you can support and something you will check.

PREVIEW

Well Done!
Keep asking respectful
questions

PREVIEW

Country/Place Connections Year 2 Quiz

PREVIEW



How to answer

Think first. Answer by speaking, drawing, pointing, writing using supported choices.

Explain your reason and name a choice when helpful.

We learn from the explanation, as well as the answer.

PREVIEW

Question 1: Can connection continue far away?

Can someone remain connected to a place while living far away?

PREVIEW

Answer 1 and reasoning

Yes. People can keep connections through family, communication, visits, memory and responsibilities. A specific source is needed for a cultural claim.

PREVIEW

Question 2: Are all connections the same?

Should all people's connection to a place be assumed identical?

PREVIEW

Answer 2 and reasoning

No. Explain the particular person, group and source. Aboriginal Peoples and Torres Strait Islander Peoples include many different groups and cultures.

PREVIEW

Question 3: Choose a useful question

Which question explores a connection?

A. What colour is my pencil?

B. How does water help kooyana at Budj Bim?

PREVIEW

Answer 3 and reasoning

B. It asks how parts of the named case are related. We can look for evidence in the Budj Bim account.

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Question 4: Find our local source

Can the Budj Bim case tell us the Traditional Owners of every school? What should we check?

PREVIEW

Answer 4 and reasoning

No. Check the school-approved authoritative local source. Record its name and attribution accurately, including not more than one group when relevant.

PREVIEW

Question 5: Past and present

One old record shows the Budj Bim water system. A present account describes continuing care. What connection fits both?

PREVIEW

Answer 5 and reasoning

Gunditjmara connection and knowledge continue. The old map does not show that the connection ended. Do not assume even if practice stayed unchanged.

PREVIEW

Based on: UNESCO — Budj Bim Cultural Landscape (whc.unesco.org/en/list/1577)

Question 6: Name the source

We retell information from Gunditj Mirring. Should we pretend it is an Elder's exact quotation?

PREVIEW

Answer 6 and reasoning

No. Name Gunditj Mirring and say that this is our retelling. Exact quotations need the actual words and correct attribution.

PREVIEW

Based on: Gunditj Mirring Traditional Owners Aboriginal Corporation (gunditjmirring.com)

Question 7: A visitor choice

A visitor finds an object near a path and wants to take it. What is a respectful choice, and why?

PREVIEW

Answer 7 and reasoning

Leave it undisturbed. Follow guidance and ask the responsible adult for permission or authority. A visitor does not gain permission or custodial authority by wanting to help.

PREVIEW

Question 8: What is not established?

A picture shows water and trees. Does it prove the local cultural meaning of that place?

PREVIEW

Answer 8 and reasoning

No. It supports visible observations. Cultural meaning and Traditional Owner identification need an appropriate source. See what you still need to check.

PREVIEW

Question 9: A new place

Fictional example: Lee visits a beach on a different Country. Lee says, “The Budj Bim water system must be used here too.” What should change?

PREVIEW

Answer 9 and reasoning

Lee should avoid assuming the same practice. Check a source for this place and follow local guidance. The name of Bimbas does not describe every Country.

PREVIEW

Question 10: Review an action

Fictional example: a class wants to plant beside a waterway without asking. Explain a better proposal and one way to review it.

PREVIEW

Answer 10 and reasoning

Ask the teacher and the responsible local authority first. Check suitability and safe access. A permitted path might be considered; review whether it helps visitors follow guidance. Other reasoned safe answers are valid.

PREVIEW

Reflect on your evidence

Which answer did you support with a source?

What did you still need to check?

How could you show respect when learning about a different place?

PREVIEW

PREVIEW

Well Done!
Use evidence and keep learning