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From Street to State - Year 2

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Teacher overview

From Street to State – Year 2

How do maps show places at different extents and reveal connections? Students locate consistent places across local, regional and state views, choose representations for questions, and explain people and goods routes. They distinguish real official facts from fictional teaching models.

Preparation

Prepare the displays, eight case/source cards, Evidence Trail game, ten worksheet records, pencils and large counters. Model the same labels consistently. Read each card aloud before independent work. Keep home addresses private.

Geography and sources

Banksia Town, Rivergum Region and related routes are invented. Rectangular frames show conceptual grouping, not actual boundaries. All schematics are not to scale. Use the official teacher locator for real state locations: <https://digitalatlas.gov.au/>
Geoscience Australia: <https://www.ga.gov.au/scientific-topics/national-location-information/dimensions/area-of-australia-states-and-territories>
Melbourne fact: <https://liveinmelbourne.vic.gov.au/discover/melbourne/about-melbourne>

Participation

Students may point to symbols, move place labels, gesture, use a communication board/device, draw or dictate to an adult. Assess map reasoning rather than handwriting, speed or public speaking. The quiz supplies minimal factual evidence.

Presentation files and lesson route

01. Zoom in zoom out

From Street to State – Year 2 – Lesson 01 – Presentation.pptx

02. Local places

From Street to State – Year 2 – Lesson 02 – Presentation.pptx

03. A region connects

From Street to State – Year 2 – Lesson 03 – Presentation.pptx

04. State and territory

From Street to State – Year 2 – Lesson 04 – Presentation.pptx

05. Questions for maps

From Street to State – Year 2 – Lesson 05 – Presentation.pptx

06. People move

From Street to State – Year 2 – Lesson 06 – Presentation.pptx

07. Goods and services connect

From Street to State – Year 2 – Lesson 07 – Presentation.pptx

08. Build a map story

From Street to State – Year 2 – Lesson 08 – Presentation.pptx

09. Map-story presentation

From Street to State – Year 2 – Lesson 09 – Presentation.pptx

10. Improve our representation

From Street to State – Year 2 – Lesson 10 – Presentation.pptx

Ten separate complete edited slides. The full route uses each 60-minute lesson. The compact route uses selected slides from the same files, as described next.

Eight-session teaching route

Eight 60-minute sessions, with the same essential learning and assessment. Each: retrieval 5 min, model 10 min, guided/independent task 30 min, explanation 10 min, transition 5 min.

1. Lessons 01 and 02: one keyed local map plus a nested set. Collect labels, positions, a question and view matching. Avoid repeated map construction.
2. Lesson 03: group towns and farm within a region.
3. Lesson 04: check official facts, distinguish city/state/territory, and locate the fictional region in a state frame.
4. Lesson 05: choose a useful map for a question and explain a distance limit.
5. Lesson 06: trace the hospital route and compare traveller viewpoints.
6. Lesson 07: label a goods connection and compare grower/shopper needs.
7. Lesson 08: complete the nested set using accumulated records. Explain a connection and supported conclusion.
8. Lessons 09 and 10: explain the existing set, answer a new, answer question, improve one symbol and complete A1 transfer.

For paired sessions, use one opening and closing, select the work-plan-model, guided-practice and task slides from both numbered decks in the integrated order. Do not run two full decks end-to-end.

Gather individual assessment through portfolio evidence and brief accessible responses during the 30-minute task block. The 10-minute discussion is not the only observation window. No essential criterion waits for a next session.

Lesson 1: Zoom in zoom out

Learning focus

I can find the same place in a local, regional and state view.

Resources

W01, relevant D1/D2 and case cards, pencils and counters. Review the resource and response anchor before class.

8 minutes: retrieve and question

What places might a map show near a school? What question could we ask about those places? Hear initial ideas before providing the model. Record a misconception to revisit.

12 minutes: explicit teaching

Useful words: A local view shows nearby places. A regional view shows a larger area. A state view shows more land and less street detail.

Worked model: Willow School is in Banksia Town. Banksia Town is in Rivergum Region. In our fictional example, the region is in Victoria. The school stays in the same place when the view widens.

Point to the relevant label or map feature while thinking aloud. Ask one student to explain the evidence, then check with the class.

25 minutes: guided to independent work

Begin with: Find Willow School in each view on W01. Match each view with local, regional or state. Explain one clue to a partner.

Then: Use W01 and D1. Match each school to three views. Circle the same school in each. Record one question a map could help answer.

Students may use the practical map or dictated record when writing would obscure their understanding. Observe individuals as they work.



Lesson 1: checks and participation

10 minutes: explain the evidence

Which view shows the most nearby detail? How can you tell that all three views include the same school?

Response anchor

The local view shows nearby buildings. The wider views show where the town and region fit. A wider view can leave out small details.

Accept other accurate reasoning. Ask students to point to the supporting map feature or case fact. Keep fictional/model evidence separate from real source claims.

5 minutes: exit reflection

Name one detail you can see locally that a state view might leave out.

Collect a short response and return materials. Use a specific misunderstanding as the next retrieval check.

Useful participation options

Offer two view labels at a time. Students may point to maps or dictate their explanation.

Give adequate wait time. Support with a familiar partner while retaining individual evidence of the same learning.

Further challenge

Ask why a street name may appear in a wider view, and what map would help find it.

Ask for reasoning or a change of context rather than extra handwriting.

Portfolio evidence

A matched view set, question and a reason for one match.

Record how the student responded and what they showed. Support needs or response mode do not automatically reduce achievement.



Lesson 2: Local places

Learning focus

I can use a key and describe where places are on a local map.

Resources

W02, relevant D1/D2 and case cards, pencils and counters. Review the resource and response anchor before class.

8 minutes: retrieve and question

Which view would help us find a library near Willow School? Why? Hear initial ideas before providing the model. Record a misconception to revisit.

12 minutes: explicit teaching

Useful words: A key explains symbols. A label names a place. North is at the top of our map.

Worked model: On the Banksia Town map, Willow School is west of the park. Banksia Library is south of the school. Oak Street links the school and park. The map is a fictional schematic, not to scale. Our key uses a triangle for school, a tree circle for park and a book square for library. Point to the relevant label or map feature while thinking aloud. Ask one student to explain the evidence, then check with the class.

25 minutes: guided to independent work

Begin with: Use the key on W02. Point to the school, park and library. Rehearse: The library is south of the school.

Then: Use W02, a pencil and a coloured counter. Label the three places. Trace a route from school to library. Write a sentence in position sentence.

Students may use the practical map or dictated record when writing would obscure their understanding. Observe individuals as they work.



Lesson 2: checks and participation

10 minutes: explain the evidence

What does each symbol mean? Where is the park compared with the school?

Response anchor

The key names each symbol. The park is east of the school. The library is south of the school. We cannot calculate an exact journey distance from this schematic.

Accept other accurate reasoning. Ask students to point to the supporting map feature or case fact. Keep fictional/model evidence separate from real source claims.

5 minutes: exit reflection

Ask one question about our local map and identify the symbol that helps answer it.

Collect a short response and return materials. Use a specific misunderstanding to plan the next retrieval check.

Useful participation options

Provide labelled picture choices and let students mark a choice or dictate a position sentence.

Give adequate wait time. Support with a familiar partner while gathering individual evidence of the same learning.

Further challenge

Describe the route in two steps, then explain what the map cannot tell us.

Ask for reasoning or a check of context rather than extra handwriting.

Portfolio evidence

Accurate labelled route and a relative-position explanation.

Record how the student responded and what they showed. Support needs or response mode do not automatically reduce achievement.



Lesson 3: A region connects

Learning focus

I can show local places grouped within a region.

Resources

W03, relevant D1/D2 and case cards, pencils and counters. Review the resource and response anchor before class.

8 minutes: retrieve and question

Can one local map show every place people travel to? Explain your thinking. Hear initial ideas before providing the model. Record a misconception to revisit.

12 minutes: explicit teaching

Useful words: A region is an area that groups places with something in common. Regions can have different boundaries for different purposes.

Worked model: Our fictional Rivergum Region includes Banksia Town, Cedar Town and Fresh Fields Farm. A regional view helps show connections between these places. A town and a region describe different extents.

Point to the relevant label or map feature while thinking aloud. Ask one student to explain the evidence, then check with the class.

25 minutes: guided to independent work

Begin with: On W03, group town and farm cards inside Rivergum Region. Keep the school inside Banksia Town.

Then: Use W03 and case cards C1–2. Sort the place labels. Draw a region frame around the grouped places and what belongs inside it.

Students may use the practical map or dictated record when writing would obscure their understanding. Observe individuals as they work.



Lesson 3: checks and participation

10 minutes: explain the evidence

Is Banksia Town the whole region? What evidence shows that another town belongs in the region?

Response anchor

Banksia Town is one place in the region. The model also shows Cedar Town and the farm inside the regional frame. These are fictional teaching places.

Accept other accurate reasoning. Ask students to point to the supporting map feature or case fact. Keep fictional/model evidence separate from real source claims.

5 minutes: exit reflection

Explain how a regional view helps show a connection beyond one town.

Collect a short response and return materials. Use a specific misunderstanding as the next retrieval check.

Useful participation options

Use movable labels with large symbols. Students may show their setup practically and explain orally.

Give adequate wait time. Support with a partner or partner while retaining individual evidence of the same learning.

Further challenge

Suggest why a transparent region might map places differently from a farming region.

Ask for reasoning or a map to support text rather than extra handwriting.

Portfolio evidence

An accurately mapped model with consistent labels and a local/regional distinction.

Record how the student responded and what they showed. Support needs or response mode do not automatically reduce achievement.



Lesson 4: State and territory

Learning focus

I can distinguish a city, a state and a territory.

Resources

W04, relevant D1/D2 and case cards, pencils and counters. Review the resource and response anchor before class.

8 minutes: retrieve and question

Is Melbourne a state? Say what you already think and what source could help us check. Hear initial ideas before providing the model. Record a misconception to revisit.

12 minutes: explicit teaching

Useful words: Victoria is a state. Melbourne is a city in Victoria. The Australian Capital Territory is a territory. Canberra is the national capital.

Worked model: Australia has six states and two principal mainland territories. There are other Australian territories beyond this introductory focus. In our testing model, a region fits within its state.

Point to the relevant label or map feature while thinking aloud. Ask one student to explain the evidence, then check with the class.

25 minutes: guided to independent work

Begin with: Read C1-3, C1-4 and C1-5. Sort Melbourne, Victoria and Australian Capital Territory by place type.

Then: Use W04 and the fictional region locator link. Put the fictional region inside the Victoria frame, then Victoria inside Australia. Label the city example and territory example.

Students may use the practical map or dictated record when writing would obscure their understanding. Observe individuals as they work.

Based on: Geoscience Australia (ga.gov.au) and Victorian Government, About Melbourne (liveinmelbourne.vic.gov.au)



Lesson 4: checks and participation

10 minutes: explain the evidence

What is wrong with the sentence Melbourne is a state? Does country mean the same thing as city?

Response anchor

Melbourne is a city in Victoria. Victoria is a state in Australia. Canberra is in the Australian Capital Territory. A city, state and country represent different kinds of places.

Accept other accurate reasoning. Ask students to point to the supporting map feature or case fact. Keep fictional/model evidence separate from real source claims.

5 minutes: exit reflection

Ask a question an official locator map could answer about a state or territory.
Collect a short response and return materials. Use a specific misunderstanding as the next retrieval check.

Useful participation options

Read names aloud, use word-and-picture choice and allow spoken or scribed classification. Give adequate wait time. Support with a familiar partner while retaining individual evidence of the same learning.

Further challenge

Explain why the introductory two-territory focus is not a claim that Australia has only two territories of every kind.

Ask for reasoning or a map reference text rather than extra handwriting.

Portfolio evidence

Correct nesting of a city/state/territory explanation using the source cards.

Record how the student responded and what they showed. Support needs or response mode do not automatically reduce achievement.

Based on: Geoscience Australia (ga.gov.au) and Victorian Government, About Melbourne (liveinmelbourne.vic.gov.au)



Lesson 5: Questions for maps

Learning focus

I can choose a useful map for a question and explain a limit.

Resources

W05, relevant D1/D2 and case cards, pencils and counters. Review the resource and response anchor before class.

8 minutes: retrieve and question

Which view would help find the library building? Which would locate Victoria within Australia? Hear initial ideas before providing the model. Record a misconception to revisit.

12 minutes: explicit teaching

Useful words: A map scale compares distance on a map with distance on the ground. Our schematics are not to scale, so we cannot measure exact journey distances.

Worked model: Question: Where is Banksia Library compared with the school? Use the local view.

Question: Which town has the regional hospital? Use the regional view. Question: How many kilometres? We need a reliable distance scale or other source.

Point to the relevant label or map feature while thinking aloud. Ask one student to explain the evidence, then check with the class.

25 minutes: guided to independent work

Begin with: Sort the W05 questions together. Explain why a map with too little detail cannot answer a street question.

Then: Use W05. Choose each regional or state/country for each question. Mark the exact-distance question needs more information. Give one reason for a choice.

Students may use the practical map or dictated record when writing would obscure their understanding. Observe individuals as they work.



Lesson 5: checks and participation

10 minutes: explain the evidence

Does a drawing with a north arrow automatically tell us exact distance? What additional information would we need?

Response anchor

No. The north arrow shows direction. We need a reliable distance scale or measured information to work out kilometres. A map should suit the question.

Accept other accurate reasoning. Ask students to point to the supporting map feature or case fact. Keep fictional/model evidence separate from real source claims.

5 minutes: exit reflection

Write or say a new map question, choose a view and identify the evidence needed.
Collect a short response and return materials. Use a specific misunderstanding as the next retrieval check.

Useful participation options

Read each question and offer two view choices. Students can choose and give a scribed reason. Give adequate wait time. Support with a familiar partner while retaining individual evidence of the same learning.

Further challenge

Explain how changing the question can change the most useful view of the same place. Ask for reasoning or a change of context rather than extra handwriting.

Portfolio evidence

A justified question part, a student question and an acknowledged distance limit.
Record how the student responded and what they showed. Support needs or response mode do not automatically reduce achievement.



Lesson 6: People move

Learning focus

I can trace a connection between towns and explain why people travel.

Resources

W06, relevant D1/D2 and case cards, pencils and counters. Review the resource and response anchor before class.

8 minutes: retrieve and question

Which view helps follow a trip between Banksia Town and Cedar Town? Hear initial ideas before providing the model. Record a misconception to revisit.

12 minutes: explicit teaching

Useful words: A route shows a path between places. A service helps meet a need. Different travellers may need different information.

Worked model: In fictional case C1-7, Sam travels from Banksia Town to Rivergum Hospital in Cedar Town. The regional view shows the town-to-town connection. A local view helps find the hospital entrance.

Point to the relevant label or map feature while thinking aloud. Ask one student to explain the evidence, then check with the class.

25 minutes: guided to independent work

Begin with: Trace Banksia Town to Cedar Town on W06. Compare Sam, who needs the entrance, with a bus driver, who needs the between-town route.

Then: Use W06 and C1-7. Trace a route. Explain what each traveller wants to know. Choose the view that answers each question.

Students may use the practical map or dictated record when writing would obscure their understanding. Observe individuals as they work.



Lesson 6: checks and participation

10 minutes: explain the evidence

Why do the two travellers choose different views? Does the schematic tell us a real bus timetable?

Response anchor

Sam needs local entrance detail. The driver needs the regional connection. Both views can help the same trip. The fictional map does not provide a real timetable or measured journey time.

Accept other accurate reasoning. Ask students to point to the supporting map feature or case fact. Keep fictional/model evidence separate from real source claims.

5 minutes: exit reflection

Explain a connection using the words town, region and route.

Collect a short response and return materials. Use a specific misunderstanding as the next retrieval check.

Useful participation options

Use a finger or large counter for tracing. Offer two traveller questions and allow oral comparison.

Give adequate wait time. Support with a partner while retaining individual evidence of the same learning.

Further challenge

Name another source needed to plan a real trip safely, such as a current timetable.

Ask for reasoning or a comparison of text rather than extra handwriting.

Portfolio evidence

A traced route, two viewpoints and one source limitation.

Record how the student responded and what they showed. Support needs or response mode do not automatically reduce achievement.



Lesson 7: Goods and services connect

Learning focus

I can explain how goods and services connect places.

Resources

W07, relevant D1/D2 and case cards, pencils and counters. Review the resource and response anchor before class.

8 minutes: retrieve and question

What service drew Sam to Cedar Town? What else might travel between places? Hear initial ideas before providing the model. Record a misconception to revisit.

12 minutes: explicit teaching

Useful words: Goods are things people grow or make and use. Services are work that helps people. Connections can work in more than one direction.

Worked model: In fictional case C1–8, Lee grows vegetables at Fresh Fields Farm. Vegetables travel to Banksia Market. The grower needs a delivery route. The shopper wants to know where to collect the vegetables.

Point to the relevant label or map feature while thinking aloud. Ask one student to explain the evidence, then check with the class.

25 minutes: guided to independent work

Begin with: On W07, trace from farm to market. Compare the grower and shopper questions. Explain what the town receives and what the grower receives from selling goods.

Then: Use W07 and C1–8. Add a goods arrow from farm to market. Label the goods. Explain why the connection matters to the grower and the shopper.

Students may use the practical map or dictated record when writing would obscure their understanding. Preserve individuals as they work.



Lesson 7: checks and participation

10 minutes: explain the evidence

Does an arrow explain everything by itself? What words make the connection clear?

Response anchor

A labelled arrow shows what moves and where it goes. A sentence can explain why people use the connection. The diagram is a model, not evidence of a real farm or delivery schedule.

Accept other accurate reasoning. Ask students to point to the supporting map feature or case fact. Keep fictional/model evidence separate from real source claims.

5 minutes: exit reflection

Explain one way a town and a farm can depend on each other.

Collect a short response and return materials. Use a specific misunderstanding to plan the next retrieval check.

Useful participation options

Offer vegetable and market picture labels. Students play both the roles with cards and dictate reasons.

Give adequate wait time. Support with a familiar partner while retaining individual evidence of the same learning.

Further challenge

Identify what else we would need to know about a real delivery, such as road access or timing.

Ask for reasoning or a change of context rather than extra handwriting.

Portfolio evidence

A labelled route, an interdependence explanation and a comparison of two viewpoints.

Record how the student responded and what they showed. Support needs or response mode do not automatically reduce achievement.



Lesson 8: Build a map story

Learning focus

I can keep the same places consistent across my map views.

Resources

W08, relevant D1/D2 and case cards, pencils and counters. Review the resource and response anchor before class.

8 minutes: retrieve and question

What features helped you read the local and regional maps? Hear initial ideas before providing the model. Record a misconception to revisit.

12 minutes: explicit teaching

Useful words: A map title names the view. A key explains symbols. Consistent labels keep the same place recognisable.

Worked model: Start with the local view of Willow School, show Banksia Town containing the school in the regional view. Put Rivergum Region within Victoria in the state frame. Add one labelled people or goods connection.

Point to the relevant label or map feature while thinking aloud. Ask one student to explain the evidence, then check with the class.

25 minutes: guided to independent work

Begin with: Use W08 to plan the three views. Check that the school stays in Banksia Town and all town labels stay the same.

Then: Use W08 and your response cards. Create a title, labels, key and north indicator where useful. Mark symbols on the views not to scale. Trace and explain one connection.

Students may use the practical map or dictated record when writing would obscure their understanding. Observe individuals as they work.



Lesson 8: checks and participation

10 minutes: explain the evidence

Can a reader recognise the same town across your views? Which evidence supports your connection explanation?

Response anchor

The labels and grouping should agree in every view. A traced route and the matching fictional case card support a model explanation. We keep real source facts separate from invented places.

Accept other accurate reasoning. Ask students to point to the supporting map feature or case fact. Keep fictional/model evidence separate from real source claims.

5 minutes: exit reflection

Make a supported conclusion about how a wider view changes the available evidence. Collect a short response and return materials. Use a specific misunderstanding to plan the next retrieval check.

Useful participation options

Provide large blank frames and place labels. Students may arrange cards, dictate or use a communication device.

Give adequate wait time. Support with a familiar partner while retaining individual evidence of the same learning.

Further challenge

Explain a second connection in facilitation without claiming precise distance.

Ask for reasoning on changed context rather than extra handwriting.

Portfolio evidence

A consistent nested map set, labelled connection and supported conclusion.

Record how the student responded and what they showed. Support needs or response mode do not automatically reduce achievement.



Lesson 9: Map-story presentation

Learning focus

I can explain my map story with evidence and answer a viewer question.

Resources

W09, relevant D1/D2 and case cards, pencils and counters. Review the resource and response anchor before class.

8 minutes: retrieve and question

Which part of your map set helps a reader follow the connection? Hear initial ideas before providing the model. Record a misconception to revisit.

12 minutes: explicit teaching

Useful words: Evidence is information that supports an explanation. A model shows an idea but does not prove that an invented place exists.

Worked model: A viewer asks Where is the library building? I choose my local map and its key. A viewer asks Which towns connect? I choose my regional view and the labelled route. I name the case card behind my story.

Point to the relevant label or map feature while thinking aloud. Ask one student to explain the evidence, then check with the class.

25 minutes: guided to independent work

Begin with: In pairs, practice one question and one evidence-based answer. Point to the exact label, symbol or arrow that supports the answer.

Then: Use W09, A1 and your map set. Explain the three views and the people or goods connection. Answer the next viewer question and record the source or case used.

Students may use the practical map or dictated record when writing would obscure their understanding. Observe individuals as they work.



Lesson 9: checks and participation

10 minutes: explain the evidence

What does your selected view reveal? What detail does it leave out?

Response anchor

A useful explanation points to evidence and chooses the appropriate view. An oral, drawn, written or supported response can show the same understanding.

Accept other accurate reasoning. Ask students to point to the supporting map feature or case fact. Keep fictional/model evidence separate from real source claims.

5 minutes: exit reflection

Explain a responsible use for a map, such as helping a visitor choose the right view.

Collect a short response and return materials. Use a specific misunderstanding to plan the next retrieval check.

Useful participation options

Use paired rehearsal, an adult scribe, gestures or a communication board. Public speaking is optional.

Give adequate wait time. Support with a familiar partner while retaining individual evidence of the same learning.

Further challenge

Answer a changed destination question and explain whether the existing map has enough information.

Ask for reasoning or a map reference text rather than extra handwriting.

Portfolio evidence

An individual explanation, source reference, scale choice and relevant response.

Record how the student responded and what they showed. Support needs or response mode do not automatically reduce achievement.



Lesson 10: Improve our representation

Learning focus

I can improve a confusing symbol and explain what my map cannot show.

Resources

W10, relevant D1/D2 and case cards, pencils and counters. Review the resource and response anchor before class.

8 minutes: retrieve and question

Has a reader asked about a confusing symbol or label in your map? Hear initial ideas before providing the model. Record a misconception to revisit.

12 minutes: explicit teaching

Useful words: Clarity helps another person understand. A limitation of information representation does not give us.

Worked model: Two places use the same unclear symbol. Choose a distinct symbol for the library and update the key. I check the same label across every view. Still cannot measure kilometres from a not-to-scale map.

Point to the relevant label or map feature while thinking aloud. Ask one student to explain the evidence, then check with the class.

25 minutes: guided to independent work

Begin with: On W10, compare a confusing key with a clearer one. Explain why a symbol and key must agree.

Then: Use W10 and your map to improve one symbol, label or connection explanation. Record before and after. Complete the A1 transfer question and reflection.

Students may use the practical map or dictated record when writing would obscure their understanding. Observe individuals as they work.



Lesson 10: checks and participation

10 minutes: explain the evidence

What changed for the reader? What remains unknown even after your improvement?

Response anchor

A clear matching key helps the reader identify places. More attractive drawing does not create accurate measured distances. We need a reliable scale or other source for that.

Accept other accurate reasoning. Ask students to point to the supporting map feature or case fact. Keep fictional/model evidence separate from real source claims.

5 minutes: exit reflection

Complete: This view helps us see ... It leaves out ... Next I would check ...

Collect a short response and return materials. Use a specific misunderstanding to plan the next retrieval check.

Useful participation options

Offer one concrete symbol problem at a time. Allow practice waiting and a dictated explanation.

Give adequate wait time. Support with a familiar partner while gathering individual evidence of the same learning.

Further challenge

Transfer the view-choice reasoning to a new fictional destination and identify missing information.

Ask for reasoning or a change of context rather than extra handwriting.

Portfolio evidence

A specific viewed improvement, a meaningful limitation and a transfer explanation.

Record how the student responded and what they showed. Support needs or response mode do not automatically reduce achievement.



Evidence Trail: teacher criteria

Use the six stops: Notice, Ask, Compare, Explain, Apply, Reflect. At each stop ask for a feature, a question, a comparison, a supported explanation, a new use and a limit. Groups cooperate without a speed requirement. Read challenge cards aloud as needed.

1. Melbourne is a city in Victoria. Victoria is the state.
2. A suburb is much smaller than a continent. Wider views show different detail.
3. A local view shows nearby buildings.
4. Name two of Banksia Town, Cedar Town or Fresh Fields Farm, with a consistent regional grouping.
5. Sam may need local entrance detail. The bus driver needs the town-to-town route.
6. Vegetables move from farm to market. Explain a grower/shopper reason.
7. Exact kilometres need a reliable scale or measured information.
8. A distinct symbol and matching key improve clarity. Explain the meaning.

A correct alternative supported by the case is valid. Keep the model status clear. Students may point or move a counter and explain with a partner or dev.

Real facts: Geoscience Australia and Victorian Government sources listed in the overview.

Fictional cases: authored for this unit.

PREVIEW



Assessment and quiz guidance

Assessment: My Map Story

Use A1 and the existing portfolio. Collect a consistent nested map set, a labelled people/goods connection, an explanation of view choice and what the representation leaves out. The new Cedar Library destination tests transfer.

Individual evidence to gather

A useful inquiry question and source/case origin; collected labels and grouping; a map comparison; at least two viewpoints; a supported conclusion and useful/ responsible map response; a clear explanation using subject terms and evidence. Ask the student to point to the evidence.

Response options

Oral, drawn, written, practical, recorded, adult-scribed, picture/symbol or communication-device responses can show the same learning. A whole-class exhibition is unnecessary. Combine direct observations with a short conference so every student is assessed by compact session8.

Quiz

The quiz has ten questions, each followed by a separate visible explanation slide. The first two check city/state and suburb/continent. The next two introduce changed destination and route questions. Use the response explanations as anchors accepting accurate alternatives. The quiz supports the practical assessment.

Rubric

Judge geographical understanding by evidence/process, explanation and reflection.

Supported/incomplete describes learning still unresolved, not a communication mode. Use sound or transfer when the evidence supports it.





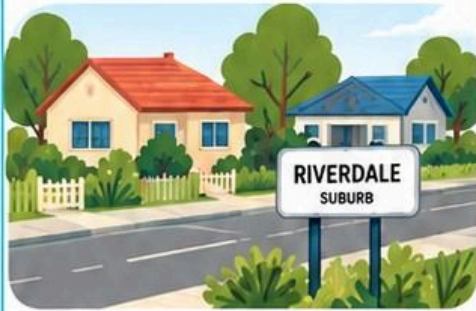
Small places
help make
a big picture!

From Street to State

Key Ideas

Places
connect
at different
scales!

Suburb: a smaller part of a town or city.



Suburb

not to scale

Region: an area that groups connected places.



Region

not to scale

State: a large political area, such as Victoria.



State

not to scale

Territory: a political area, such as the Northern Territory.



Territory

not to scale

Continent: a very large area on land. Australians call a country and use the name of a continent.



Continent

not to scale

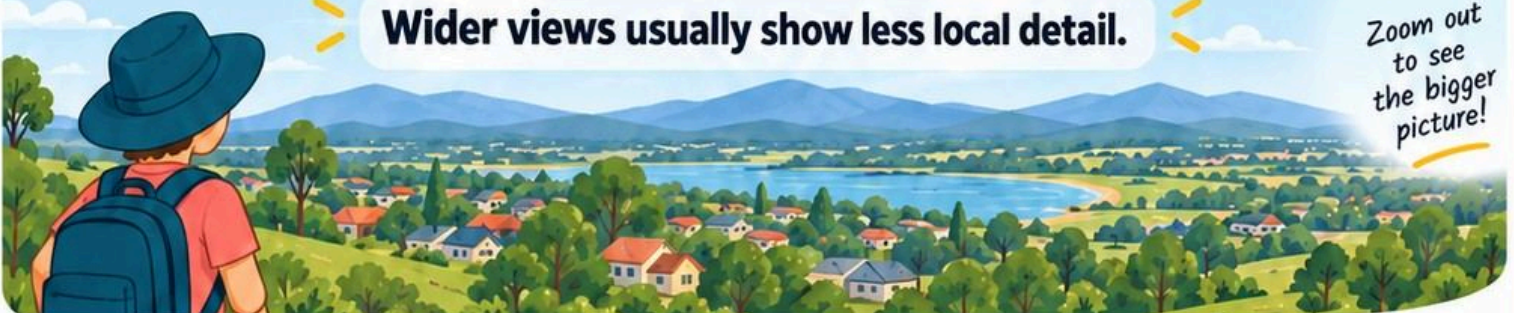
Scale: compares map distance with ground distance. Our schematics are not to scale.



Different views show different detail.

Our schematics are not to scale.

Wider views usually show less local detail.

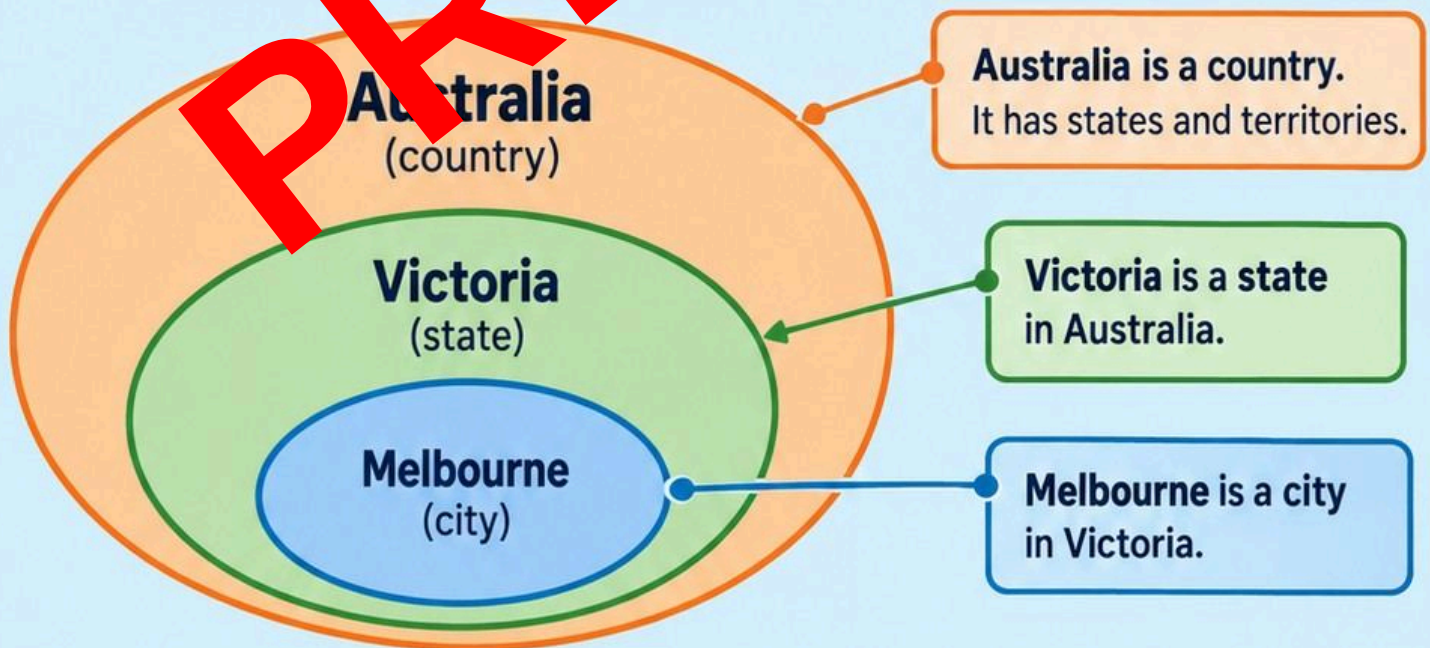


Zoom out
to see
the bigger
picture!

How We Explain Our Evidence



Concept diagram, not to scale.



Case and Source Cards

C1-1 Willow School

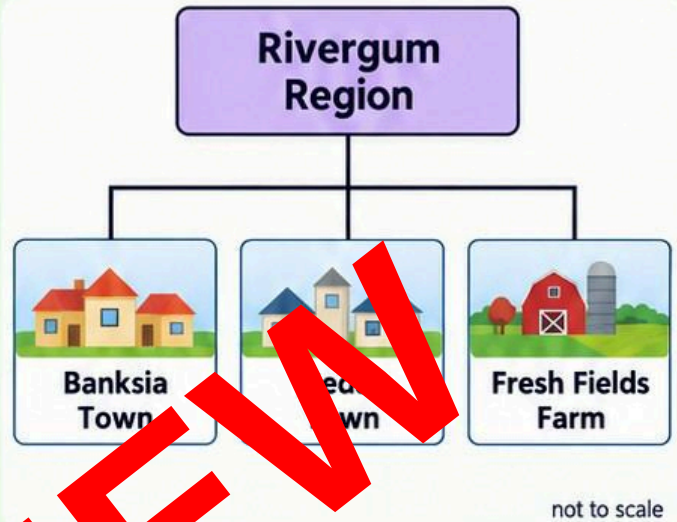
Fictional model: Willow School is in Banksia Town.



Which view shows nearby buildings?

C1-2 Rivergum Region

Fictional model: Banksia Town, Cedar Town and Fresh Fields Farm belong to Rivergum Region.



Which places connect?

C1-3 Victoria

Real source fact: Victoria is an Australian state.



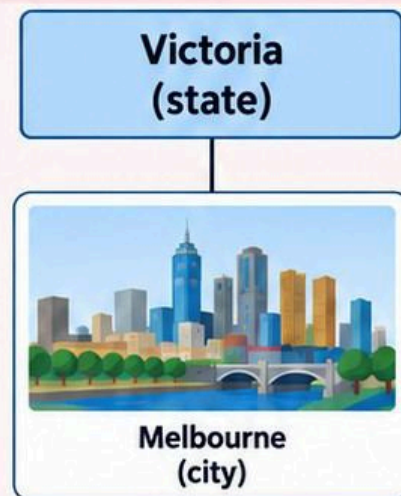
not to scale

How does a state differ from a town?

State names: Geoscience Australia (ga.gov.au).

C1-4 Melbourne

Real source fact: Melbourne is a city in Victoria.



not to scale

Is Melbourne a state?

Melbourne: Victorian Government (liveinmelbourne.vic.gov.au).

Case and Source Cards

Based on: Geoscience Australia, Area of Australia - States and Territories (ga.gov.au).

C1-5 Canberra

Real source fact:

Canberra is the national capital, in the Australian Capital Territory.

Australia

Australian Capital Territory

Canberra (national capital)

Is Canberra a state?

C1-6 States and territories

Real source fact:

Australia has six states and two principal mainland territories. Other territories are beyond this introductory focus.

Six states

New South Wales, Victoria,
Queensland, Western Australia,
South Australia, Tasmania

Two principal mainland territories

Northern Territory,
Australian Capital Territory

C1-7 Sam travels

Fictional case:

Sam travels from Banksia Town to Rivergum Hospital in Cedar Town.



Which view shows the towns?

Banksia
Town

Cedar
Town



Not to scale.

C1-8 Lee delivers

Fictional case:

Lee sends vegetables from Fresh Fields Farm to Banksia Market.



What moves between places?



Not to scale.

Evidence Trail



Groups of 2–4. Use one large counter or point.

- 1 Choose a numbered challenge card.
- 2 Follow the six steps on the mat.
- 3 Answer using a map or case card.
- 4 A partner asks one respectful question.
- 5 Check the teacher criteria together.

Everyone may talk, point, draw or use a communication device.
Take your time.



Worked turn: Is Melbourne a state?

C1-4 says Melbourne is a city
in Victoria.

Answer: No. Victoria is the state.

Based on: Victorian Government,
About Melbourne (liveinmelbourne.vic.gov.au).



Evidence Trail

Follow every stop. Help each other use evidence.

START



1
Notice



FINISH



2
Ask



3
Compare



4
Explain



5
Apply



6
Reflect

Place your
challenge card
here.

PREVIEW



Evidence Trail: Challenges



1

Use C1-4.
Is Melbourne
a state?



2

Is a suburb as
large as a
continent?



3

Use C1-1.
Which view
shows nearby
buildings?



4

Use C1-2.
Name two
connected
places.



5

Use C1-7.
Why might
travellers need
different views?



6

Use C1-8.
Label a goods
connection.



7

Can a not-to-scale
map give exact
kilometres?



8

Improve one
symbol.
Explain the
change.



Name: _____

Zoom in zoom out

Fictional model. Not to scale.



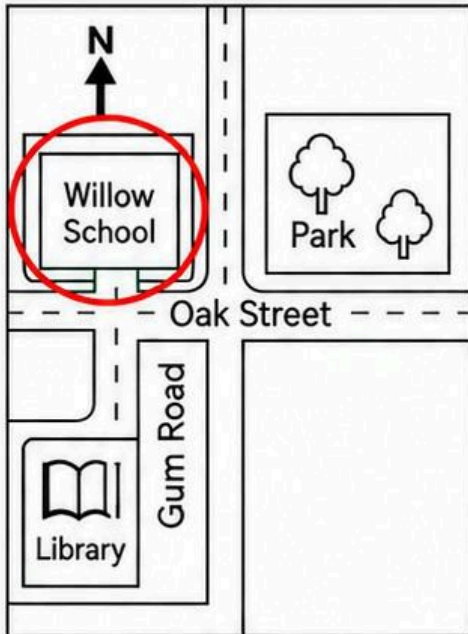
1. Label the views: local, regional, state.
2. Circle Willow School in each view.
3. Which view shows the most nearby detail?

4. Write or say one map question.

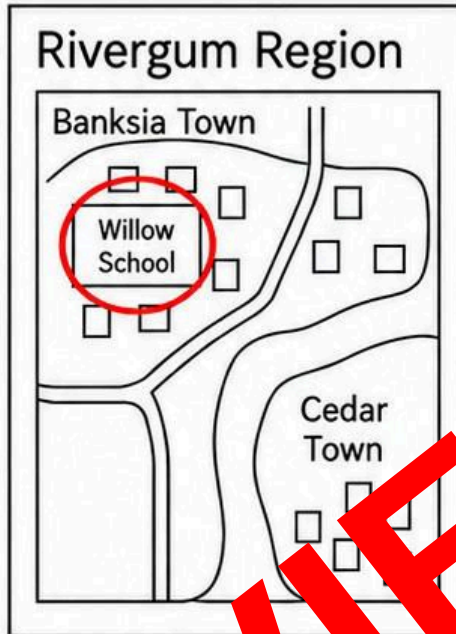
Name: **ANSWERS**

Zoom in zoom out

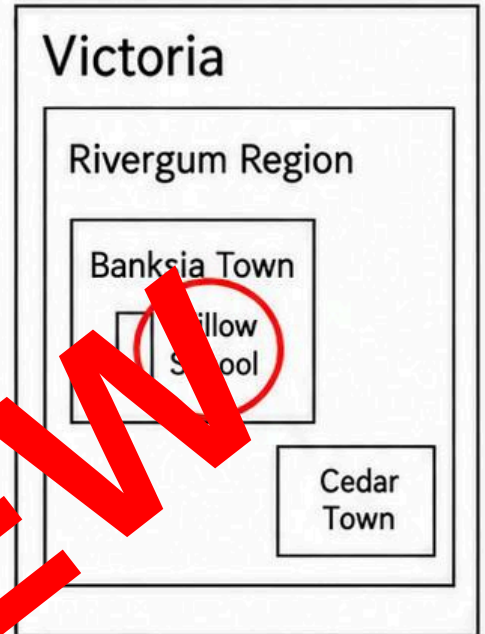
Fictional model. Not to scale.



local



regional



state

1. Label the views: local, regional, state.

2. Circle Willow School in each view.

3. Which view shows the most nearby detail?

The local view shows the most nearby detail.

4. Write or say one map question.

Example: Where is the park compared with the school?

Name: _____

Local places

Banksia Town: fictional map, not to scale.



1. Label school, park and library using the key.
2. Trace school to library.
3. The park is _____ of the school.
Use north, south, east or west.
4. The library is _____ of the school.
Use north, south, east or west.

Name: **ANSWERS**

Local places

Banksia Town: fictional map, not to scale.



1. Label school, park and library using the key.
2. Trace school to library.
3. The park is **east** of the school.
Use north, south, east or west.
4. The library is **south** of the school.
Use north, south, east or west.

Name: _____

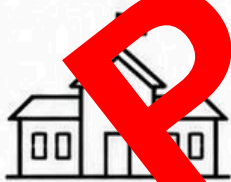
A region connects

Fictional model. Not to scale.

1. Show Banksia Town, Cedar Town and *Fresh Fields Farm* inside Rivergum Region.

Rivergum Region

Banksia Town

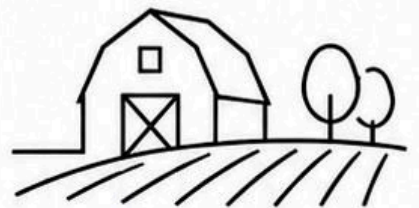


Willow School

Cedar Town



Fresh Fields Farm



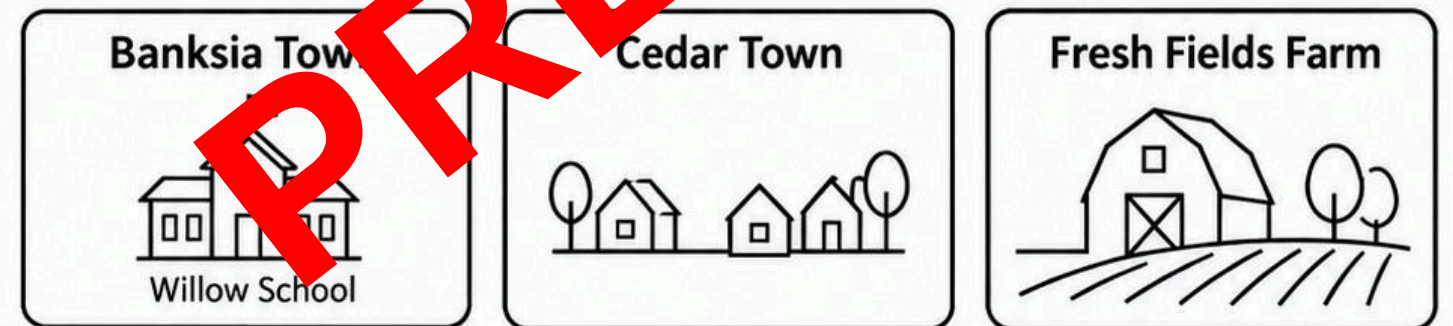
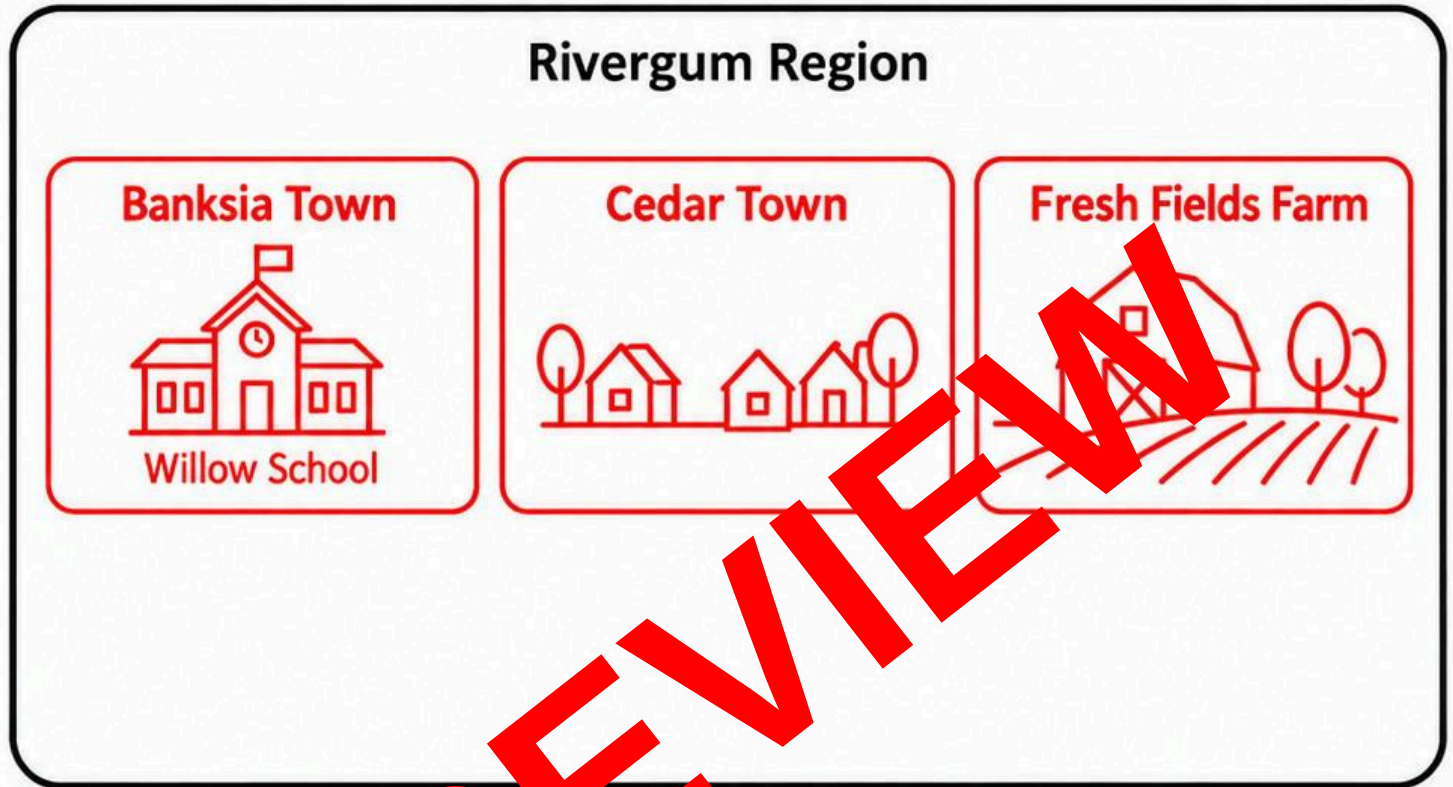
2. Keep Willow School inside Banksia Town.
3. Banksia Town is one place in the _____.
4. Explain how the region is larger than one town.

Name: **ANSWERS**

A region connects

Fictional model. Not to scale.

1. Show Banksia Town, Cedar Town and *Fresh Fields Farm* inside Rivergum Region.



2. Keep Willow School inside Banksia Town.
3. Banksia Town is one place in the **region**.
4. Explain how the region is larger than one town.

Example: The region groups two towns and a farm.



Name: _____

State and territory

1. Put Rivergum Region inside Victoria, then Victoria inside Australia.
Fictional region. Concept diagram, not to scale.



2. Complete with city, state or territory.

Melbourne is a _____.

Victoria is a _____.

Australian Capital Territory is a _____.

3. Explain why Melbourne is not a state.



Name: **ANSWERS**

State and territory

1. Put Rivergum Region inside Victoria, then Victoria inside Australia.
Fictional region. Concept diagram, not to scale.



2. Complete with city, state or territory.

Melbourne is a **city**.

Victoria is a **state**.

Australian Capital Territory is a **territory**.

3. Explain why Melbourne is not a state.

Melbourne is a city in Victoria. Victoria is the state.

Name: _____

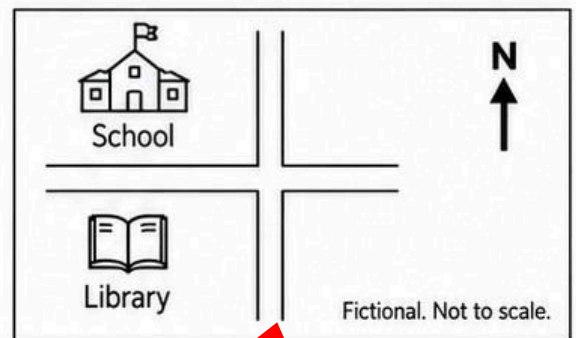
Questions for maps

Choose: local, regional, state/country or more information.

1. Where is the library compared with the school?

☐ local ☐ regional ☐ state/country ☐ more information

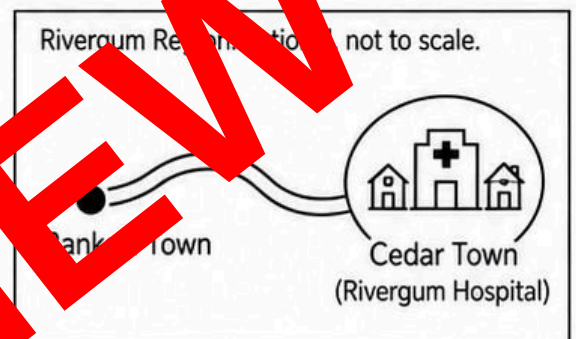
Explain your choice.



2. Which towns connect to the regional hospital?

☐ local ☐ regional ☐ state/country ☐ more information

Explain your choice.



3. Where is Victoria within Australia?

☐ local ☐ regional ☐ state/country ☐ more information

Explain your choice.



4. How many kilometres from farm to market on a not-to-scale map?

☐ local ☐ regional ☐ state/country ☐ more information

Explain your choice.



Write or say a new map question.

Name: **ANSWERS**

Questions for maps

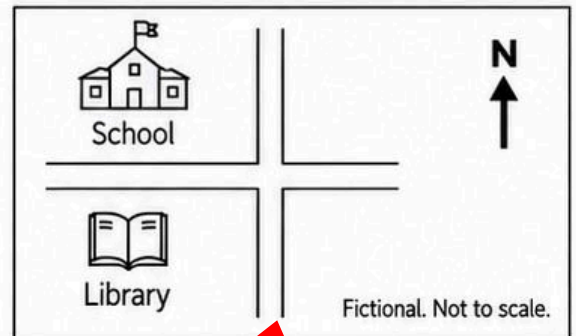
Choose: local, regional, state/country or more information.

1. Where is the library compared with the school?

☒ local ☐ regional ☐ state/country ☐ more information

Explain your choice.

Nearby buildings and their positions.

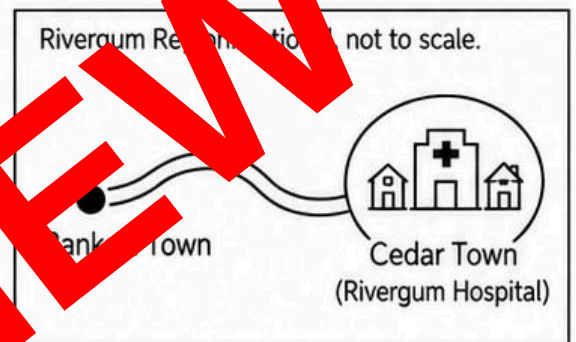


2. Which towns connect to the regional hospital?

☐ local ☒ regional ☐ state/country ☐ more information

Explain your choice.

The view links towns.



3. Where is Victoria within Australia?

☐ local ☐ regional ☒ state/country ☐ more information

Explain your choice.

The state is within the country.

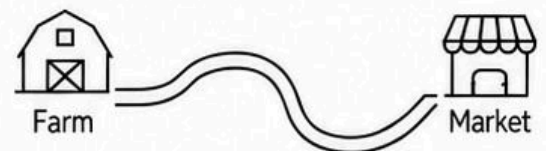


4. How many kilometres from farm to market on a not-to-scale map?

☐ local ☐ regional ☐ state/country ☒ more information

Explain your choice.

No reliable distance scale is given.



Write or say a new map question.

Which route links the towns?

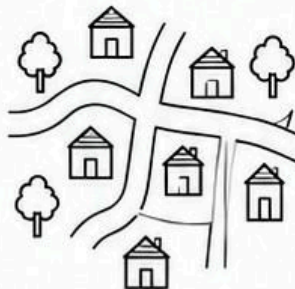


Name: _____

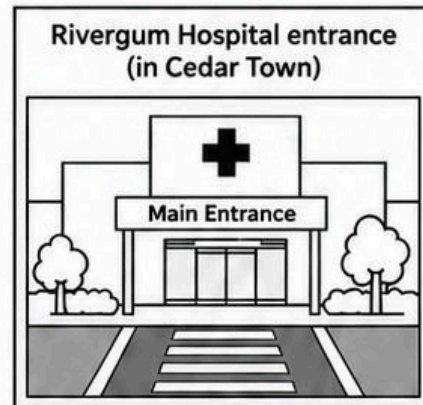
People move

Fictional case C1-7. Not to scale.

Banksia Town



Cedar Town



1. Trace Sam's route from Banksia Town to Rivergum Hospital in Cedar Town.



2. Sam asks:
Where is the entrance?
Which view helps?

Useful view:

Useful view:

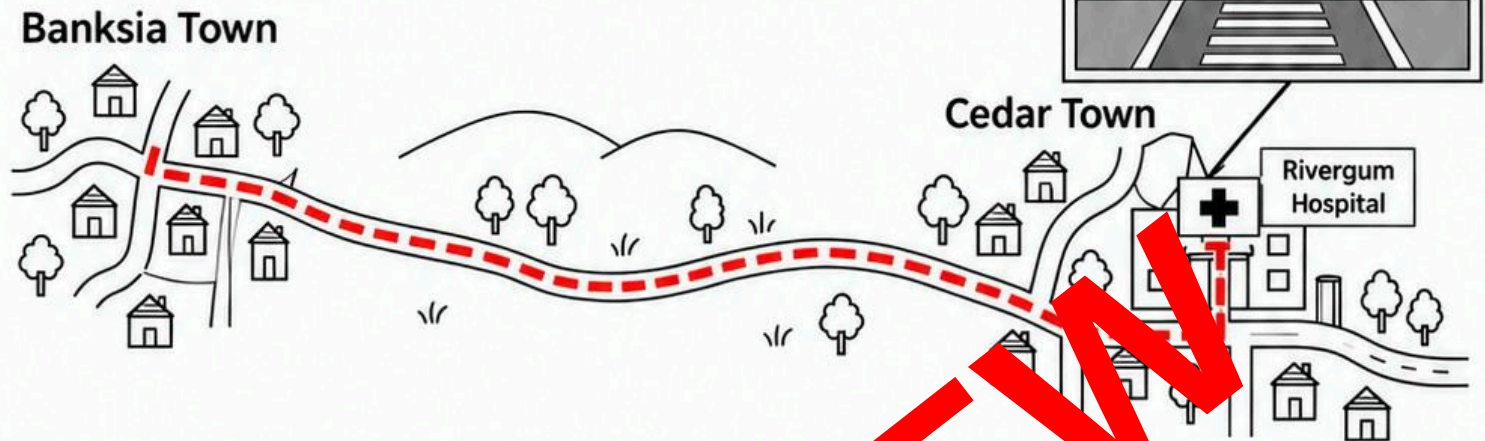


3. The bus driver asks:
Which town connects?
Which view helps?

4. Explain why the two questions differ.

People move

Fictional case C1-7. Not to scale.



1. Trace Sam's route from Banksia Town to Rivergum Hospital in Cedar Town.



2. Sam asks:
Where is the entrance?
Which view helps?

Useful view:

local



3. The bus driver asks:
Which town connects?
Which view helps?

Useful view:

regional

4. Explain why their questions differ.

Sam needs entrance detail.

The driver needs the route between towns.

Name: _____

Goods and services connect

Fictional case C1-8. Not to scale.

1. Draw an arrow from Fresh Fields Farm to Banksia Market. Label what moves.



Fresh Fields Farm



Banksia Market

2. Why does the grower use this connection?

- Why does the shopper use this connection?

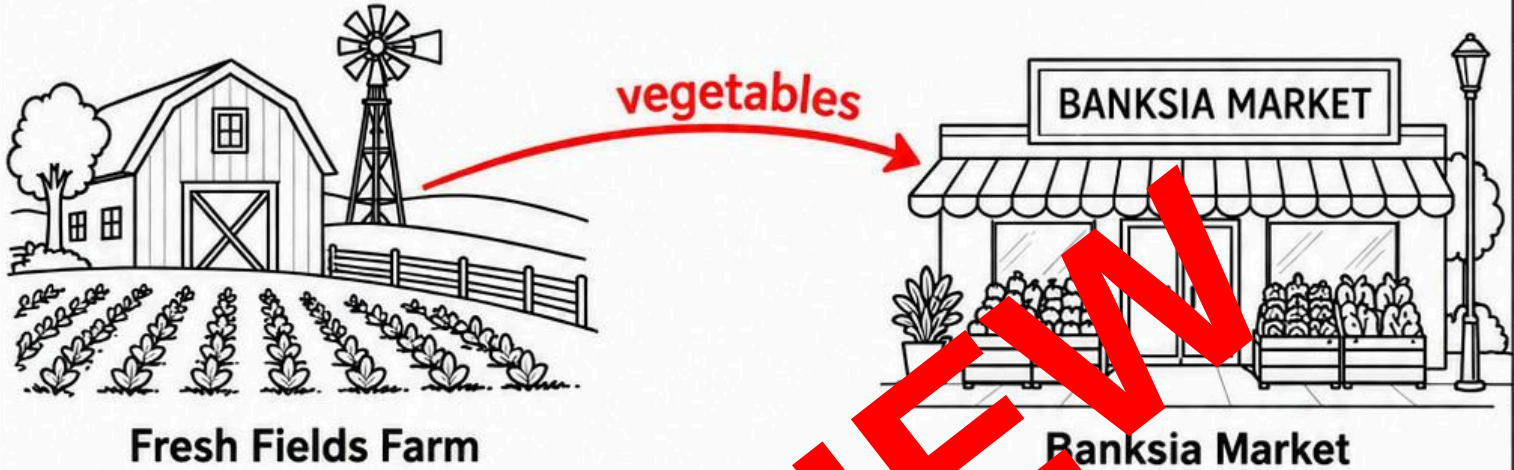
4. What would we need to check for a real delivery?

Name: **ANSWERS**

Goods and services connect

Fictional case C1-8. Not to scale.

1. Draw an arrow from Fresh Fields Farm to Banksia Market. Label what moves.



2. Why does the grower use this connection?

Example: To sell the vegetables.

- Why does the shopper use this connection?

Example: To collect vegetables to use.

4. What would we need to check for a real delivery?

Example: A current route or delivery time.

Name: _____

Build a map story

Use our fictional places or invent safe places. Never use a home address.

Local view

- ☐ Title
- ☐ Labels
- ☐ Key
- ☐ Not to scale



Regional view

- ☐ Title
- ☐ Labels
- ☐ Key
- ☐ Not to scale



State frame

- ☐ Title
- ☐ Labels
- ☐ Key
- ☐ Not to scale



Trace one people or goods connection.

Explain what moves and why.

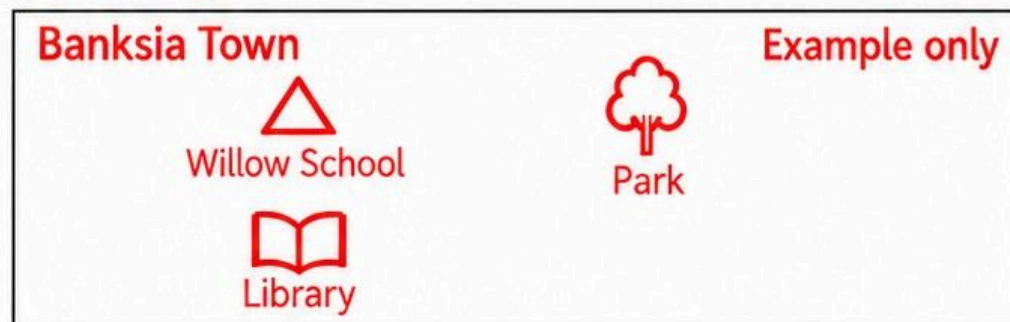


Name: **ANSWERS**

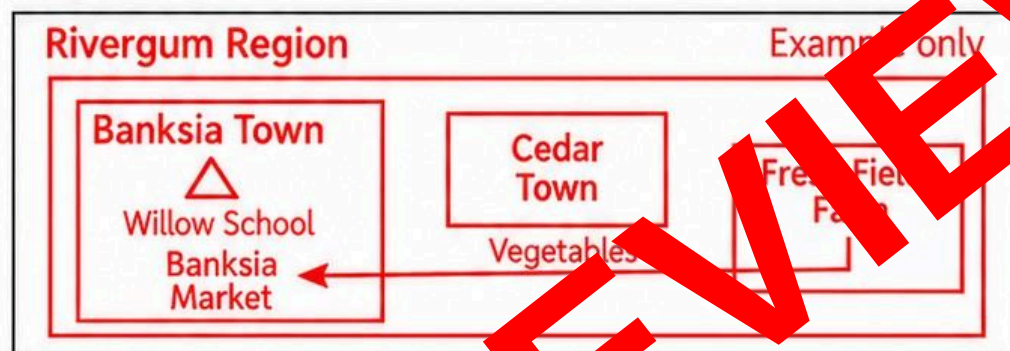
Build a map story

Use our fictional places or invent safe places. Never use a home address.

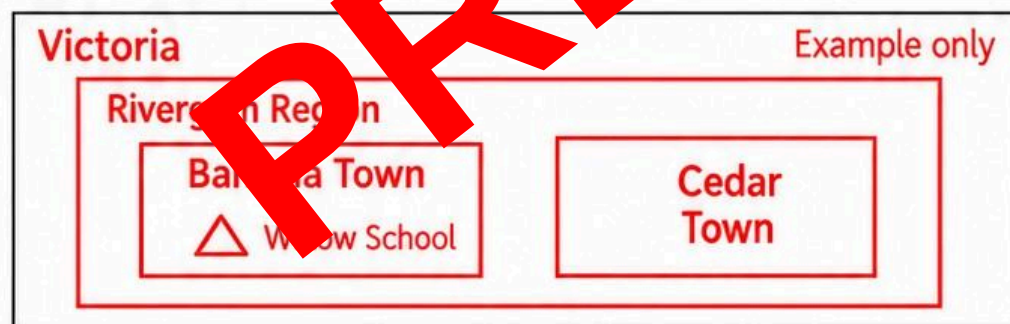
Local view



Regional view



State frame



Trace one people or goods connection.

Vegetables: Fresh Fields Farm to Banksia Market.

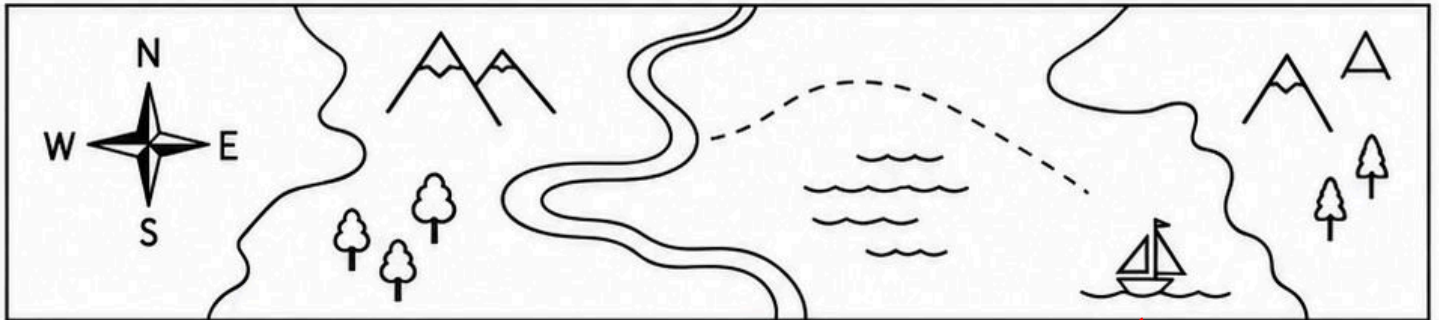
Explain what moves and why.

People can collect the vegetables. Other accurate models are valid.

Name: _____

Map-story presentation

Use your map set. You may talk, point, draw, write or dictate.



Viewer question:

Chosen view:

Point to the evidence:

Explain the people or goods connection:

This view reveals:

This view leaves out:

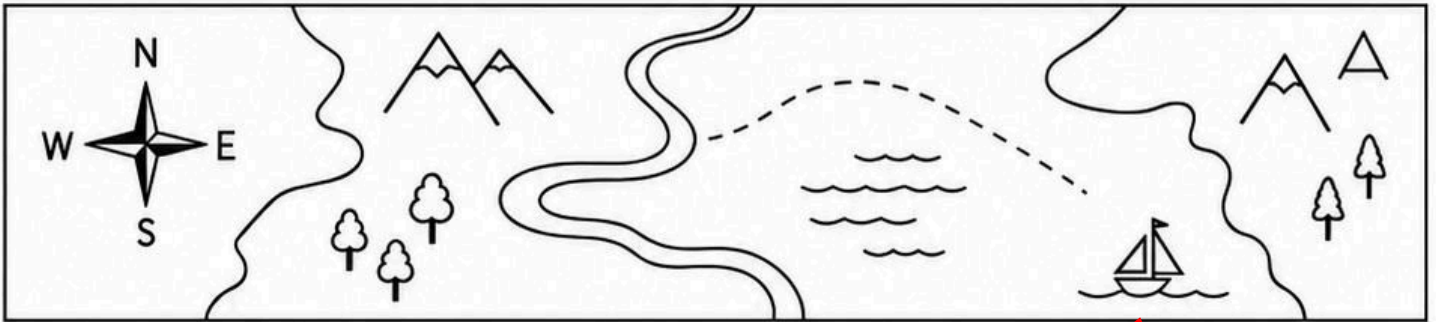
A respectful partner question:



Name: **ANSWERS**

Map-story presentation

Use your map set. You may talk, point, draw, write or dictate.



Viewer question:

Example: Where is the library?

Chosen view:

local

Point to the evidence:

The key and library label.

Explain the people or goods connection:

Example: Farmer sends vegetables to market.

This view reveals:

Nearby buildings.

This view leaves out:

The whole state.

A respectful partner question:

Which clue supports your answer?

Name: _____

Improve our representation

1. Show one confusing symbol or label and your improvement.

Before	After

2. My change helps a reader because:

3. This view helps us see:

4. This view cannot tell us:

5. Next I would check:



Name: **ANSWERS**

Improve our representation

1. Show one confusing symbol or label and your improvement.

Before	After
 School	 School
	 Library
 Library	Key:  School  Library
Example only	Example only

2. My change helps a reader because:

The reader can tell the places apart.

3. This view helps us see:

Nearby buildings

4. This view cannot tell us:

Exact kilometres on a not-to-scale map.

5. Next I would check:

A reliable distance source.

Name: _____

Assessment: My Map Story

Use fictional places. Keep home addresses private.

1. Show a local view, a regional view and a state frame.
Keep the same places consistent.

Local view	Regional view	State frame

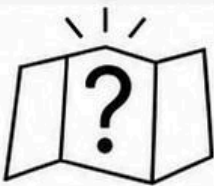
2. Add titles, labels, a key and a people or goods route.
Mark schematically not to scale.
3. Explain what moves, where it goes and why.
You may arrange cards, draw, talk, point, write or dictate.

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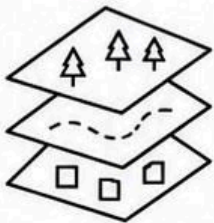
Name: _____

Assessment: Explain and Transfer

1. My map question:



2. My chosen view and evidence:



3. What my connection shows:



4. What this view reveals and leaves out:



5. New fictional case: Cedar Library opens in Cedar Town. Which view would help find its entrance? What extra information is needed?



6. One change that would help a reader:



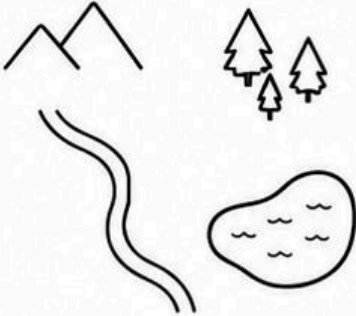
Teacher evidence record

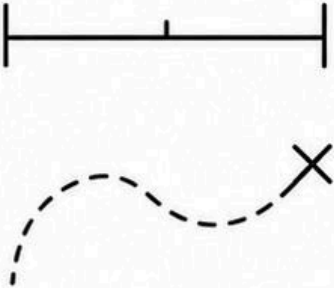
Question and source:		Date: _____
Map labels and grouping:		Date: _____
Two viewpoints:		Date: _____
Conclusion and transfer:		Date: _____
Response mode:		Date: _____

Rubric: My Map Story

	Supported / incomplete	Independent / sound	Justified / transfer
Understanding	Places or views still confused.	Correct local, regional and state grouping.	Applies grouping accurately in a new case.
Evidence and process	Labels or sources need clarification.	Uses consistent labels, key and relevant evidence.	Selects evidence and explains a source limit.
Explanation	Connection or view choice is unclear.	Explains a connection and a useful view.	Compares viewpoints and justifies a new view choice.
Reflection	Improvement or limit needs prompting.	Improves clarity and names a map limit.	Explains the improvement and checks missing information.







Assess learning, not handwriting or confidence. A supported response mode does not lower the level.



Lesson 1

Zoom in zoom out



Our learning

I can find the same place in a local, regional and state view.

PREVIEW

Retrieve and notice

What places might a map show near a school? What question could we ask about those places?

PREVIEW

Useful words

A local view shows nearby places. A regional view shows a larger area. A state view shows more land and less street detail.

PREVIEW

A worked example

Willow School is in Banksia Town. Banksia Town is in the Rivergum Region. In our fictional example, the region is in Victoria. The school stays in the same place when the view widens.

Name: _____

Zoom in zoom out

Original model. Not to scale.

1. Label the views: local, regional, state.

2. Circle Willow School in each view.

3. Which view shows the most nearby detail?

4. Write or say one map question.

Guided practice

Find Willow School in each view on W01. Match each view with local, regional or state. Explain one clue to a partner.

PREVIEW

Your map work

Use W01 and D1. Match the three views. Circle the same school in each.
Record one question a map could help answer.

PREVIEW

Check and discuss

Which view shows the most nearby detail? How can you tell that all three views include the same school?

PREVIEW

An explanation

The local view shows nearby buildings. The wide views show where the town and region fit. A wider view can lead to more details.

PREVIEW

Reflection

Name one detail you can see locally that a statewide view might leave out.

PREVIEW

PREVIEW

We'll do one.
You explained your map thinking.

Lesson 2

Local places



Our learning

I can use a key and describe where places are on a local map.

PREVIEW

Retrieve and notice

Which view would help us find a library near Willow School? Why?

PREVIEW

Useful words

A key explains symbols. A label names a place. North is at the top of our map.

PREVIEW

A worked example

On the Banksia Town map, Willow School is west of the park. Banksia Library is south of the school. Oak Street links the school and park. The map is a fictional schematic, not to scale. Our key uses a triangle for school, a tree circle for park and a book square for library.

Name: _____

Local places

Banksia Town: fictional map, not to scale.

			 N
	Oak Street		
	Gum Road		
			Key
			 _____
			 _____
			 _____

1. Label school, park and library using the key.
2. Trace school to library.
3. The park is _____ of the school.
Use north, south, east or west.
4. The library is _____ of the school.
Use north, south, east or west.

Guided practice

Use the key on W02. Point to the school, park and library. Rehearse: The library is south of the school.

PREVIEW

Your map work

Use W02, a pencil and a coloured counter. Label the three places. Trace a route from school to library. Write or say one position sentence.

PREVIEW

Check and discuss

What does each symbol mean? Where is the park compared with the school?

PREVIEW

An explanation

The key names each symbol. The park is east of the school. The library is south of the school. We cannot calculate an exact journey distance from this schematic.

PREVIEW

Reflection

Ask one question about our local map and identify the symbol that helps answer it.

PREVIEW

PREVIEW

We'll do one.
You explained your map thinking.

Lesson 3

A region connects



Our learning

I can show local places grouped within a region.

PREVIEW

Retrieve and notice

Can one local map show every place people travel to? Explain your thinking.

PREVIEW

Useful words

A region is an area that groups places with something in common.
Regions can have different boundaries for different purposes.

PREVIEW

A worked example

Our fictional Rivergum Region includes Banksia Town, Cedar Town and Fresh Fields Farm. A regional view helps show connections between these places. A town and a region describe different extents.

Name: _____

A region connects
Regional model. Not to scale.

Show Banksia Town, Cedar Town and Fresh Fields Farm inside Rivergum Region.

Rivergum Region



Banksia Town



Willow School

Cedar Town



Fresh Fields Farm



2. Keep Willow School inside Banksia Town.
3. Banksia Town is one place in the _____.
4. Explain how the region is larger than one town.

Guided practice

On W03, group the town and farm cards inside the Murrumbidgee Region. Keep the school inside Banksia Town.

PREVIEW

Your map work

Use W03 and case cards C1-1, C1-2. Sort the places into levels. Draw a region frame around the grouped places. Record what belongs inside it.

PREVIEW

Check and discuss

Is Banksia Town the whole region? What evidence shows that another town belongs in the region?

PREVIEW

An explanation

Banksia Town is one place in the region. The model also shows Cedar Town and the farm inside the regional frame. These are fictional teaching places.

PREVIEW

Reflection

Explain how a regional view helps show a connection beyond one town.

PREVIEW

PREVIEW

We'll do one.
You explained your map thinking.

Lesson 4

State and Territory



Our learning

I can distinguish a city, a state and a territory.

PREVIEW

Retrieve and notice

Is Melbourne a state? Say what you already think or what source could help us check.

PREVIEW

Useful words

Victoria is a state. Melbourne is a city in Victoria. The Australian Capital Territory is a territory. Canberra is the national capital.

Based on Geoscience Australia (ga.gov.au) and Victorian Government, About Melbourne (liveinmelbourne.vic.gov.au)

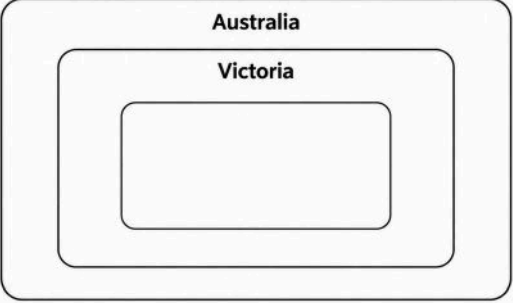
A worked example

Australia has six states and two principal mainland territories. There are other Australian territories beyond this introductory focus. In the nesting model, a region fits within its state.

Name: _____

State and territory

Start with the Rivergum Region inside Victoria, then Victoria inside Australia. National region. Concept diagram, not to scale.



2. Complete with city, state or territory.

Melbourne is a _____.

Victoria is a _____.

Australian Capital Territory is a _____.

3. Explain why Melbourne is not a state.

State names: Geoscience Australia (ga.gov.au).
Melbourne: Victorian Government (liveinmelbourne.vic.gov.au).

Guided practice

Read C1-3, C1-4 and C1-5. Sort Melbourne, Victoria and Australian Capital Territory by place type.

PREVIEW

Your map work

Use W04 and the official teacher locator link. Put the fictional region inside the Victoria frame, then Victoria inside Australia and label the city example and territory example.

PREVIEW

Check and discuss

What is wrong with the sentence Melbourne is a country. Does country mean the same thing as city?

PREVIEW

An explanation

Melbourne is a city in Victoria. Victoria is a state in Australia. Canberra is in the Australian Capital Territory. A city, state and territory represent different kinds of places.

Based on Geoscience Australia (ga.gov.au) and Victorian Government, About Melbourne (liveinmelbourne.vic.gov.au)

Reflection

Ask a question an official locator map could answer about a state or territory.

PREVIEW

PREVIEW

We'll do one.
You explained your map thinking.

Lesson 5

Questions for maps



Our learning

I can choose a useful map for a question and explain a limit.

PREVIEW

Retrieve and notice

Which view would help find the library building. Which would locate Victoria within Australia?

PREVIEW

Useful words

A map scale compares distance on a map with distance on the ground. Our schematics are not to scale, so we cannot measure exact journey distances.

PREVIEW

Question: Where is Banksia Library compared with the school? Use the local view. Question: Which town has the regional hospital? Use the regional view. Question: How many kilometres? We need a reliable distance scale or other source.

Worked example

: Where is Banksia Library compared with
ol? Use the local view. Question: Which tow
regional hospital? Use the regional view.
: How many kilometres? We need reliable
scale or other source.

PREVIEW

Name: _____

Questions for maps

Choose: local, regional, state/country or more information

Where is the library compared with the school?

☐ local ☐ regional ☐ state/country ☐ more information

Explain your choice.

2. Which towns connect to the regional hospital?

☐ local ☐ regional ☐ state/country ☐ more information

Explain your choice.

3. Where is Victoria within Australia?

☐ local ☐ regional ☐ state/country ☐ more information

Explain your choice.

4. How many kilometres from farm to market on a not-to-scale map?

☐ local ☐ regional ☐ state/country ☐ more information

Explain your choice.

Write or say a new map question.

Guided practice

Sort the W05 questions together. Explain why a person with too little detail cannot answer a street question.

PREVIEW

Your map work

Use W05. Choose local, regional or state/country for each question. Mark the exact-distance question needs more information. Give one reason for a choice.

PREVIEW

Check and discuss

Does a drawing with a north arrow automatically tell us exact distance?
What additional information would we need?

PREVIEW

An explanation

No. The north arrow shows direction. We need a scale or distance scale or measured information to work out kilometres. A map should suit the question.

PREVIEW

Reflection

Write or say a new map question, choose a view, and identify the evidence needed.

PREVIEW

PREVIEW

We'll do one.
You explained your map thinking.

Lesson 6

People Move



Our learning

I can trace a connection between towns and explain why people travel.

PREVIEW

Retrieve and notice

Which view helps follow a trip between Banksia View and Cedar Town?

PREVIEW

Useful words

A route shows a path between places. A service helps meet a need.
Different travellers may need different information.

PREVIEW

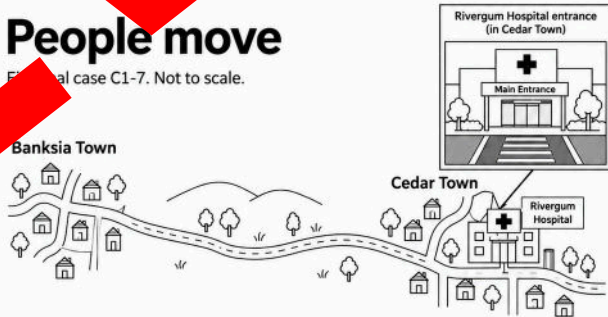
A worked example

In fictional case C1-7, Sam travels from Banksia Town to Rivergum Hospital in Cedar Town. The regional view shows the town-to-town connection. A local view helps find the hospital entrance.

Name: _____

People move

Fictional case C1-7. Not to scale.



1. Trace Sam's route from Banksia Town to Rivergum Hospital in Cedar Town.

2. Sam asks:
Where is the entrance?
Which view helps?

Useful view: _____

3. The bus driver asks:
Which towns connect?
Which view helps?

Useful view: _____

4. Explain why their questions differ.

Guided practice

Trace Banksia Town to Cedar Town on W06. Consider Sam, who needs the entrance, with a bus driver, who needs to be seen on route.

PREVIEW

Your map work

Use W06 and C1–7. Trace the route. Explain what each traveller wants to know. Choose the view that answers each question.

PREVIEW

Check and discuss

Why do the two travellers choose different views? Does the schematic tell us a real bus timetable?

PREVIEW

An explanation

Sam needs local entrance detail. The driver needs the regional connection. Both views can help the same trip. The fictional map does not provide a real timetable or measured journey time.

PREVIEW

Reflection

Explain a connection using the words town, region, and route.

PREVIEW

PREVIEW

We'll do one.
You explained your map thinking.

Lesson 7

Goods and services connect



Our learning

I can explain how goods and services connect places

PREVIEW

Retrieve and notice

What service drew Sam to Cedar Town? What else might travel between places?

PREVIEW

Useful words

Goods are things people grow or make and use. Services are work that helps people. Connections can work in more than one direction.

PREVIEW

A worked example

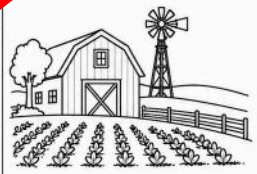
In fictional case C1-8, Lee grows vegetables at Fresh Fields Farm. Vegetables travel to Banksia Market. The grower needs a delivery route. The shopper wants to know where to collect the vegetables.

Name: _____

Goods and services connect

Fictional case C1-8. Not to scale.

Draw an arrow from Fresh Fields Farm to Banksia Market. Label what moves.



Fresh Fields Farm



Banksia Market

2. Why does the grower use this connection?

3. Why does the shopper use this connection?

4. What would we need to check for a real delivery?

Guided practice

On W07, trace farm to market. Compare the grower and shopper questions. Explain what the town receives and what the grower receives from selling goods.

PREVIEW

Your map work

Use W07 and C1-8. Add a goods arrow from farm to market. Label the goods. Explain why the connection matters to the grower and the shopper.

PREVIEW

Check and discuss

Does an arrow explain everything by itself? Who was make the connection clear?

PREVIEW

An explanation

A labelled arrow shows what moves and where it goes. A sentence can explain why people use the connection. The diagram is a model, not evidence of a real farm or delivery schedule.

PREVIEW

Reflection

Explain one way a town and a farm can depend on each other.

PREVIEW

PREVIEW

We'll do one.
You explained your map thinking.

Lesson 8

Build a map story



Our learning

I can keep the same places consistent across my new views.

PREVIEW

Retrieve and notice

What features helped you read the local and regional maps?

PREVIEW

Useful words

A map title names the view. A key explains symbols. Consistent labels keep the same place recognisable.

PREVIEW

A worked example

Start with the local view of Willow School. Show Banksia Town containing the school in the regional view. Put Rivergum Region within Victoria in the state frame. Add one labelled people or goods connection.

Name: _____

Build a map story

Use your fictional places or invent safe places. Never use a home address.

Local view

☐ Title

☐ Labels

☐ Key

☐ Not to scale

Regional view

☐ Title

☐ Labels

☐ Key

☐ Not to scale

State frame

☐ Title

☐ Labels

☐ Key

☐ Not to scale

Trace one people or goods connection.

Explain what moves and why.

Guided practice

Use W08 to plan the three views. Check that the observer stays in Banksia Town and all town labels stay the same.

PREVIEW

Your map work

Use W08 and your lesson records. Create a title, labels, key and north indicator where useful. Mark schematic views not to scale. Trace and explain one connection.

PREVIEW

Check and discuss

Can a reader recognise the same town across your views? Which evidence supports your connection explanation?

PREVIEW

An explanation

The labels and grouping should agree in every view, traced route and the matching fictional case card supporting model explanation. We keep real source facts separate from invited pieces.

PREVIEW

Reflection

Make a supported conclusion about how a wide view changes the detail we can see.

PREVIEW

PREVIEW

We'll do one.
You explained your map thinking.

Lesson 9

Map-story presentation



Our learning

I can explain my map story with evidence and answer a viewer question.

PREVIEW

Retrieve and notice

Which part of your map set helps a reader follow the connection?

PREVIEW

Useful words

Evidence is information that supports an explanation. A model shows an idea but does not prove that an invented place exists.

PREVIEW

A worked example

A viewer asks Where is the library building? I choose
my local map and its key. A viewer asks Which
towns connect? I choose my regional view and the
labelled route. I name the card behind my
story.

Name: _____

Map-story presentation

Use your map set. You may talk, point, draw, write or dictate.



Viewer question: _____

Chosen view: _____

Point to the evidence: _____

Explain the people or goods connection: _____

This view reveals: _____

This view leaves out: _____

A respectful partner question: _____

Guided practice

In pairs, practise one question and one evidence-based answer. Point to the exact label, symbol or arrow that supports the answer.

PREVIEW

Your map work

Use W09, A1 and your map set. Explain the three views and the people or goods connection. Answer one new view question and record the source or case used.

PREVIEW

Check and discuss

What does your selected view reveal? What details does it leave out?

PREVIEW

An explanation

A useful explanation points to evidence and chooses the appropriate view.

An oral, drawn, written or supported response can show the same understanding.

PREVIEW

Reflection

Explain a responsible use for a map, such as helping a visitor choose the right view.

PREVIEW

PREVIEW

We'll do one.
You explained your map thinking.

Lesson 10

Improve our representation



Our learning

I can improve a confusing symbol and explain what a map cannot show.

PREVIEW

Retrieve and notice

Has a reader asked about a confusing symbol or label in your map?

PREVIEW

Useful words

Clarity helps another person understand. A limitation is information a representation does not give us.

PREVIEW

A worked example

Two places use the same unclear symbol. I choose a distinct symbol for the library and update the key. I check the same label across every row. I still cannot measure kilometres from a not-to-scale map.

Name: _____

Improve our representation

Show one confusing symbol or label and your improvement.

Before	After

2. My change helps a reader because:

3. This view helps us see:

4. This view cannot tell us:

5. Next I would check:

Guided practice

On W10, compare a confusing key with a clear one and explain why a symbol and key must agree.

PREVIEW

Your map work

Use W10 and your map set. Improve one symbol label or connection explanation. Record before and after. Complete the 1 transfer question and reflection.

PREVIEW

Check and discuss

What changed for the reader? What remains unknown even after your improvement?

PREVIEW

An explanation

A clear matching key helps the reader identify pictures. More attractive drawing does not create accurate measured instances. We need a reliable scale or other source for that.

PREVIEW

Reflection

Complete: This view helps us see ... It leaves out ... I would check ...

PREVIEW

PREVIEW

We'll do one.
You explained your map thinking.

From Shore to State Year 2 Quiz



Your quiz choices

Think first. Then say, point, draw or write your answer.

Explain your evidence. A partner or adult can help record your thinking.

PREVIEW

Question 1

Is Melbourne a state?

PREVIEW

Question 1: explanation

No. Melbourne is a city in Victoria, an Australian state.

Based on Victorian Government, About Melbourne (liveinmelbourne.vic.gov.au)

Question 2

Is a suburb the same scale as a continent?

PREVIEW

Question 2: explanation

No. A suburb is a much smaller locality. A wider view usually shows less local detail.

PREVIEW

Question 3

What does a map key help us understand?

PREVIEW

Question 3: explanation

It explains the map symbols. A matching label can name the place.

PREVIEW

Question 4

Banksia Town and Cedar Town share a regional hospital. Which view shows their connection?

PREVIEW

Question 4: explanation

A regional view shows the two towns and the connecting route.

PREVIEW

Question 5

Can we work out exact kilometres from our not-to-scale schematic?

PREVIEW

Question 5: explanation

No. We need a reliable distance scale or measurement information.

PREVIEW

Question 6

A farm sends vegetables to a market. What should the arrow label say?

PREVIEW

Question 6: explanation

Vegetables, with the arrow from farm to market explain why the connection matters.

PREVIEW

Question 7

A grower needs a delivery route. A shopper needs a collection point. Do they need identical map detail?

PREVIEW

Question 7: explanation

No. Different questions can require different views. Give a reason for each choice.

PREVIEW

Question 8

For locating real Australian states, which is stronger evidence: an official locator map or our invented town story?

PREVIEW

Question 8: explanation

Use the official map to locate real states. Use the fictional model to practise reasoning. Keep their purposes clear.

PREVIEW

Question 9

New case: Cedar Library opens in Cedar Town. Which view would help find its entrance?

PREVIEW

Question 9: explanation

A local view of Cedar Town with a clear label and key. Our Banksia local map does not show the new entrance.

PREVIEW

Question 10

New case: a visitor wants to travel between two towns. What can a regional view show, and what extra source might help?

PREVIEW

Question 10: explanation

It can show the town-to-town connection. A current timetable, route guide or reliable distance source may be needed.

PREVIEW

Reflection

Which question changed your thinking?

Name one map feature that supports your answer.

What would you check next?

PREVIEW

**We'll do one.
You used map evidence.**