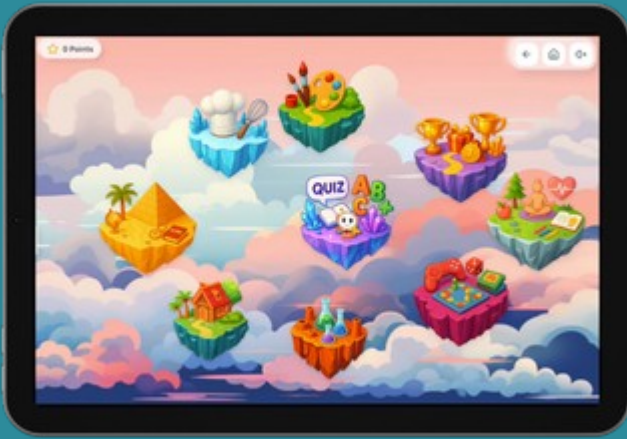


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Our Place Atlas - Year 1

Table of Contents	
Presentations: Our Place Atlas — Lessons 1–10	
Teacher Guide: Lesson Plans and Source Checks	
Classroom Display: Key Ideas	
Classroom Display: Worked Example	
Classroom Display: Riverbend Map	
Riverbend Source Cards: RB1–RB8	
Game: Evidence Trail	
Worksheet 1: Feature Detectives	
Worksheet 2: Natural Features	
Worksheet 3: Sort the Features	
Worksheet 4: Plan Our Investigation	
Worksheet 5: Observe and Locate	
Worksheet 6: Make a Readable Map	
Worksheet 7: Different Viewpoints	
Worksheet 8: My Atlas Draft	
Worksheet 9: Guide a Visitor	
Worksheet 10: Propose an Improvement	
Quiz: Our Place Atlas	
Assessment: My Place Atlas (2 pages)	
Rubric: Our Place Atlas	



Teacher overview

Year 1 Geography • Our Place Atlas

Purpose: pupils identify natural, managed and constructed features, locate them, investigate a place, compare viewpoints and explain an evidence-based proposal. A feature belongs to a place; a place can contain several feature types.

Riverbend is a fictional classroom case. D3 is not a surveyed map and is not to scale. RB1–RB8 are fictional evidence cards; RB8 is an illustrative tally, not a representative survey.

Use ten separate lessons of about 60 minutes, or the reviewed eight-session route on the next page. There is a complete editable presentation for every lesson. Complete the final assessment at lesson 10 or compact session 8, using earlier portfolio evidence.

Prepare: display D1–D3; copy teacher worksheets only; retain each adjacent red answer page for teacher use. Print or project the source cards. Use the cooperative game in groups of 2–4 with a shared counter, no dice or speed score.

Safe investigation: use the fictional case whenever a local walk is unsuitable. Any walk needs school approval, adult supervision and a safe route. Do not enter water, approach hazards, handle litter or record private addresses. Children propose changes; adults assess and authorise action.

Offer speech, pointing, gesture, symbol choices, drawing, a communication device or an adult scribe. Read directions aloud and reduce copying. Keep the learning goal and reasoning expectations the same.

Eight-session teaching route

Use one opening and one closing in paired sessions. Select the slide ranges below from the two separate lesson files; do not deliver both full decks at double speed.

Session 1 • Lessons 1 + 2. Open with L01 slides 1–3; model place/feature using L01 slide 4 and natural features using L02 slides 4–5. Use W01 then selected W02 sorting. Explain with L01 slide 8; reflect with L02 slides 9–10.

Sessions 2–7 • Lessons 3, 4, 5, 6, 7 and 8 respectively. Use the corresponding complete 10-slide deck and W03–W08. Build and return the question, source record, observation, map/key and viewpoints and a portfolio.

Session 8 • Lessons 9 + 10. Open with L09 slide 1–3 model route explanation using L09 slides 4–5 and a separate proposal using L10 slides 4–5. Apply W09/W10 selectively; explain with L09 slides 8–9; reflect/close with L10 slides 9–10.

Each compact session: 5 min retrieval, 10 min model, 30 min investigation/application, 10 min explanation and 5 min reflection/transition. In session 8 use about 10 min for the visitor explanation and 15 min for the proposal, using pupils' existing maps.

By the end of session 8, collect A1 pages 1–2, W04–W08 evidence and W09/W10 or equivalent recorded explanations. The quiz adds diagnostic evidence; it does not replace the map, source work or individual explanation.

For a large class, hear short individual explanations during the 30-minute task as others work. Use evidence already gathered in earlier sessions; do not schedule essential assessment for a later optional display session.

Presentation file index

Lesson 1 • Feature detectives

Our Place Atlas – Year 1 – Lesson 01 – Presentation.pptx

Lesson 2 • Natural features

Our Place Atlas – Year 1 – Lesson 02 – Presentation.pptx

Lesson 3 • Managed and constructed

Our Place Atlas – Year 1 – Lesson 03 – Presentation.pptx

Lesson 4 • Plan our investigation

Our Place Atlas – Year 1 – Lesson 04 – Presentation.pptx

Lesson 5 • Observe and locate

Our Place Atlas – Year 1 – Lesson 05 – Presentation.pptx

Lesson 6 • Map conventions

Our Place Atlas – Year 1 – Lesson 06 – Presentation.pptx

Lesson 7 • Different viewpoints

Our Place Atlas – Year 1 – Lesson 07 – Presentation.pptx

Lesson 8 • Atlas page draft

Our Place Atlas – Year 1 – Lesson 08 – Presentation.pptx

Lesson 9 • Guide a visitor

Our Place Atlas – Year 1 – Lesson 09 – Presentation.pptx

Lesson 10 • Propose an improvement

Our Place Atlas – Year 1 – Lesson 10 – Presentation.pptx

Lesson 1: Feature detectives

Focus: I can name a place and a feature in it. I can explain the difference using a picture.

Prepare: Display D3. Provide pencils and W01. Protect personal addresses.

Resources: D1, D3, RB6, W01.

8 min: What can you see in Riverbend? Point to a place you could visit.

12 min: The library is a place to visit. Its doorway is a feature of that place. A creek is also a feature of a wider local area. Model first then ask pairs to try: Find the library on D3. Tell a partner one feature of a library. A doorway lets people enter.

25 min: Use D3 or a teacher-approved local scene. Name a place. Find three features. Draw or label them on W01. Then ask a what or where question that this scene could answer. Choose one feature and explain why it is a feature.

10 min: Is a doorway a whole town? Explain what it is a feature of. Discuss: I chose the library. Its doorway is one feature. I can find it in this scene.

5 min: Tell or point to one place, one feature and one question.

Access: Offer two picture choices. A learner may point, gesture, use a communication device or dictate.

Challenge: Explain how one place can also be a feature of a larger area.

Evidence: Place/feature distinction plus a relevant question.

Presentation file: Our Place Atlas – Year 1 – Lesson 01 – Presentation.pptx

Lesson 2: Natural features

Focus: I can recognise natural features. I can give a reason from what I see and know.

Prepare: Display D3 and RB1. No touching water, steep rocks or unknown materials. Resources: D1, D3, RB1, W02.

8 min: Recall one feature from D3. Was it made by people?

12 min: A rock outcrop, creek or hill forms through nature. People may still change the water, rocks or land around it. Model first, then ask pairs to try: RB1 shows the creek and rock outcrop. Neither was built as a building. A planted garden needs another classification.

25 min: Use W02 and D3. Circle natural examples. Ask a partner why creek and rock belong together. Then: Draw one natural feature. Give an observable reason. Ask what we would need to know about an unfamiliar feature.

10 min: Is everything green natural? How could you check who planted and cares for it? Discuss: The rock outcrop is natural because it formed through nature. A person could still affect it.

5 min: A natural feature can be affected by people. Share one example.

Access: Read prompts aloud, use large pictures and scribe the learner's reason.

Challenge: Compare naturally growing vegetation with a planted windbreak. Explain what information you need.

Evidence: Natural classification supported by a reason; uncertainty acknowledged.

Presentation file: Our Place Atlas – Year 1 – Lesson 02 – Presentation.pptx

Lesson 3: Managed and constructed

Focus: I can sort managed and constructed features. I can explain why a garden differs from a building.

Prepare: Prepare cards or point to D3. Use safe classroom sorting, not a real construction task. Resources: D1, D2, D3, RB1, RB2, W03.

8 min: Name a natural example. Can a park contain more than one kind of feature?

12 min: Managed features are shaped or cared for by people such as a planted garden or mown lawn. Constructed features are built by people such as a library or path. Model first, then ask pairs to try: Sort creek, garden and library. Creek: natural. Garden: managed. Library: constructed. Talk about a bridge over a creek: two features, two types.

25 min: Use W03 and picture cards. Make natural, managed, constructed and discuss groups. Give a reason for each choice. Then: Check the garden on RB2. Living plants do not make an otherwise planted garden simply natural.

10 min: A park contains a creek, garden and toilet. Can one label describe every feature? Discuss. A planted garden is managed because people plant and care for it. The toilet is constructed because people built it.

5 min: A place can contain mixed features. Explain one mixed example.

Access: Begin with three large cards and oral explanations. Keep the same classification demand.

Challenge: Place a creek bridge in discuss, then separate the natural creek from the constructed bridge.

Evidence: Sorting trace and managed/constructed reasoning.

Presentation file: Our Place Atlas – Year 1 – Lesson 03 – Presentation.pptx

Lesson 4: Plan our investigation

Focus: I can plan a feature investigation. My question and record match what I need to find out.

Prepare: Choose the complete Riverbend fallback or an approved walk. Obtain permissions, check access and supervision in advance. Resources: D3, C1, W04.

8 min: Which source could tell us where the library is? Which could tell us what a visitor wants?

12 min: Question: Where is the library compared with the garden? Source: D3. Record: a sketch and labels showing their positions. Model first, then ask pairs to try: Ask what or where. Choose a map, case card or supervised observation. Explain what each source can and cannot tell us.

25 min: Use W04. Write or dictate a question. Choose your source. Plan two observations and a simple recording method. Then: Tell a partner what you will look for. Check whether that evidence would answer your question.

10 min: Would a toy machine be the favourite game of every child? Explain the limit. Discuss: We will inspect D3 to find the library's location. RB6 tells a fictional librarian's view, not everyone's view.

5 min: One question. One useful source. One safe way to record.

Access: Offer question stems and two sources. Learners may select a picture and dictate a plan.

Challenge: Choose a second source that would help check your answer.

Evidence: Relevant question, source choice and safe recording plan.

Presentation file: Our Place Atlas – Year 1 – Lesson 04 – Presentation.pptx

Lesson 5: Observe and locate

Focus: I can record features and where they are. My labels match the source or my observation.

Prepare: Check route/weather/supervision and continuous access before any walk. Never enter water or handle hazardous litter. Resources: D3, W05.

8 min: Recall the investigation question. Point to its source.

12 min: On D3, the garden is beside the library. The toilet is below the library on this map. These are relative positions, not measured distances. Model first, then ask pairs to try: Face the map the same way as your partner. Use beside, above, below and near. Behind needs a shared viewing position.

25 min: Inspect D3 or take a teacher-supervised walk. Record three features and two relative locations on W05. Then: Label your evidence: fictional map or own observation. Check your sketch against the source before explaining.

10 min: Could we know the distance in metres from this unscaled map? What is missing? Discuss: My source is the fictional map. It shows the garden beside the library. It does not give an exact distance.

5 min: Point to the evidence for one location statement.

Access: Use a partner pointer, adult scribe or audio description. Offer a seated classroom investigation.

Challenge: Explain why behind can change when a person faces another direction.

Evidence: Recorded features, locations and evidence origin.

Presentation file: Our Place Atlas – Year 1 – Lesson 05 – Presentation.pptx

Lesson 6: Map conventions

Focus: I can make a map that someone else can read. My title, labels and key match my map.

Prepare: Provide blank drawing area and model D3. Keep personal home locations private. Resources: D3, W06, RB5, RB6.

8 min: Which two features are beside each other on D3? Show your evidence.

12 min: A title names the place. A key tells what each symbol means. Use the same symbol for the same feature on the map and in the key. Model first, then ask pairs to try: On D3, find the library symbol and its matching key entry. A different symbol would confuse the reader.

25 min: Use W06. Make an unscaled map with a title, three features, labels and a matching key. Preserve the features' relative positions. Then: Swap maps. Follow your partner's key. Ask one respectful question if a symbol is unclear.

10 min: Does a north arrow make an unscaled map a measured survey? Why not? Discuss: My key uses the same symbols as my map. I marked it not to scale because I did not measure distances.

5 min: Check one symbol and one location. Make one useful correction.

Access: Use a small set of chosen symbols and adult-supported labels. Explain through pointing or a device.

Challenge: Explain how a key helps a visitor or librarian read the same map.

Evidence: Readable map, consistent key and reasoned peer check.

Presentation file: Our Place Atlas – Year 1 – Lesson 06 – Presentation.pptx

Lesson 7: Different viewpoints

Focus: I can explain what different people need from a place. I can compare two views using their source cards.

Prepare: Use fictional cases, never ask learners to disclose disability or personal circumstances. Resources: C1, D3, W07.

8 min: What could a continuous path help a visitor do?

12 min: The child wants a safe place to play. The older resident values quiet seating. They may use the same place differently. Model it then ask pairs to try: Compare RB2 and RB6: the gardener protects plants and the librarian wants people to reach reading and meeting spaces.

25 min: Read or hear RB3–RB6. Use W07 to represent views. Find one shared need and one difference. Then: Discuss RB5. A usable route must continue all the way. A ramp ending at steps would not meet this need.

10 min: If most people choose games, can we ignore safe access? Give a reason. Discuss: These are fictional viewpoints. We should ask real users before deciding for a real place.

5 min: Listen, compare and ask respectfully. People's needs matter as well as the tally.

Access: Read the cards aloud. Offer picture choices, gestures and supported speech without changing the reasoning.

Challenge: Propose a choice that helps two users while protecting plants.

Evidence: Two source-linked viewpoints and an inclusive conclusion.

Presentation file: Our Place Atlas – Year 1 – Lesson 07 – Presentation.pptx

Lesson 8: Atlas page draft

Focus: I can draft a useful atlas page. My page includes all three feature types with reasons.

Prepare: Bring the portfolio from earlier lessons. No second large project is needed. Resources: D3, W06, W08, A1.

8 min: Name a natural, managed and constructed feature.

12 min: Use creek, planted garden and library. Classify the feature, not the whole town. Keep observed information separate from ideas for change. Model first, then ask pairs to try: Check title, source label, locations and matching key. Explain two classifications with because.

25 min: Use W08 and earlier records to build your atlas page. Include three feature types, two relative locations and a consistent key. Then: Ask a partner to read your map. Correct only what does not match the evidence.

10 min: How do you know the garden is managed? Which source supports your reason? Discuss: My map is based on D3, a fictional unscaled source. My drawing is a representation, not a measured plan.

5 min: Choose one useful correction and explain why it helps.

Access: Combine drawing, picture selection, labels and a recorded explanation. Judge learning, not handwriting or art polish.

Challenge: Explain a feature that includes more than one type and how you would represent it.

Evidence: Atlas draft and classification explanations prepared for assessment.

Presentation file: Our Place Atlas – Year 1 – Lesson 08 – Presentation.pptx

Lesson 9: Guide a visitor

Focus: I can explain my map to a visitor. I can describe a safe route and explain two classifications.

Prepare: Set up small groups. Capture individual explanations during task time, not only a ten-minute whole-class conference. Resources: D3, W08, W09, A1.

8 min: Read one key symbol on your atlas page.

12 min: On D3 start at the entrance. Follow the broad dry perimeter path past the hall and toilet to the library. The path never enters the creek. Model first, then ask pairs to try: A partner traces the route while you use location words. Explain why the garden is managed and the library is constructed.

25 min: Use W09 and your atlas page. Rehearse a short guide. State the source, route and two classification reasons. Then Respond to one respectful question. If a fact is missing, say what you would need to check.

10 min: Does this fictional catch prove that a real path is accessible? What would an adult need to check? Discuss: Speak, point, demonstrate, record or use a communication device. Every mode can show the same learning.

5 min: Your visitor should know where to go and how your evidence supports the guide.

Access: Use a partner listener, short recording or adult scribe. Public speaking is not required.

Challenge: Give an alternative route only if the mapped evidence shows it is continuous and safe.

Evidence: Individual map explanation, source origin and safe-route reasoning.

Presentation file: Our Place Atlas – Year 1 – Lesson 09 – Presentation.pptx

Lesson 10: Propose an improvement

Focus: I can propose a change using evidence. My proposal is separate from what already exists.

Prepare: Display the fictional tally. Complete individual conferences using prior evidence and accessible short explanations. Resources: RB7, RB8, W10, A1, R1.

8 min: What does RB7 say about access and shade after the new path?

12 min: Observation: the path improves access, but shade is limited. Proposal: ask adults to assess shade planting beside seating, clear of the route. It is an idea, not a feature already there. Model first, then ask pairs to try: RB8 is an illustrative tally of 20 responses: shaded seating 8, clearer access 7, clearer shade 5. It does not describe everyone.

25 min: Use W10. Keep your observed map unchanged, put a proposal on a separate label. Name its evidence, who it helps and an adult safety check. Then: Explain two feature classifications and your proposal using A1. Complete your assessment from the existing portfolio.

10 min: Should a new tree be drawn as if it already exists? Who must assess real planting or a crossing? Discuss: Ask the appropriate adults or local authority to assess real changes. Pupils do not build paths, enter water or handle hazardous litter.

5 min: One claim, one source, one limitation and one safe proposed action.

Access: Offer a drawn separate label, picture choices, supported speech or device response. Same evidence demand.

Challenge: Weigh a trade-off: shade and garden care must preserve continuous access.

Evidence: Supported conclusion, separate proposal, communication and transfer.

Presentation file: Our Place Atlas – Year 1 – Lesson 10 – Presentation.pptx

Assessment and feedback

Use A1 page 1 to finish or transfer the pupil's earlier map. Add a map title, labels, all three feature types, relative positions and a matching key. A north arrow is a classroom convention; if using a local observation, establish direction with an adult. Mark unscaled maps 'not to scale'.

A1 page 2: hear two classification reasons, two relative locations and one key interpretation; compare two named Riverbend cards; apply the types to a new creek/bridge/planted-bank case; give a separate safe proposal with evidence and a limit.

Core examples: creek/rock are natural; planted garden is managed because people plant and care for it; library/path/toilet are constructed because people built them. A living plant does not make a planted garden simply natural. One place can contain mixed features.

Transfer example: creek natural; bridge constructed; deliberately planted bank managed. The question names the planted bank, so pupils need not infer human care from an ambiguous drawing.

Viewpoints: RB3 child values safe play; RB4 older resident values quiet seating; RB5 wheelchair user needs a continuous route; RB6 librarian values access for reading and meeting. Accept a different reasoned comparison linked to named cards.

Proposal example: ask adults to assess shade beside seating while preserving a clear route. RB7 shows improved access and limited shade; RB8 records shade 8, access 7, games 5 out of 20. Neither source proves what every resident needs. Majority preference never removes access or safety needs.

Use the rubric dimension by dimension. Communication support does not lower achievement. Record what was heard or seen and one next teaching step. Assess reasoning, source use and explanation rather than neatness, drawing polish or public confidence.

Game guide and source checks

Evidence Trail • cooperative inquiry game

Set up G1 rules, board and eight challenge cards with D3 and RB1–RB8 nearby. Take turns reading a card, consulting its source, explaining, and asking a partner to check. Move the shared counter through Notice → Ask → Compare → Explain → Apply → Reflect. Everyone may contribute; there is no fastest-player winner.

Card 1: library is a place to visit; doorway is a feature of it. Use D3/RB6. Card 2: creek is natural because it formed in nature; people cannot affect it. Use RB1.

Card 3: garden is managed because people plant/care for it. Use RB2.

Card 4: a key tells symbol meanings; require the exact map symbol to match. Use D3. Card 5: check the whole continuous dry route; a ramp ending at steps is insufficient. Use RB5; real access needs adult checking.

Card 6: RB3 play and RB4 quiet setting differ; safe, usable access is shared. Card 7: RB7 path added, garden bed smaller, access improved, shade limited. Discuss the trade-off.

Card 8: RB8 has 20 illustrative responses: shade 8, access 7, games 5. It is not representative. A safe shade/access proposal must name evidence, acknowledge this limit and require adult checks.

If an answer is uncertain, revisit the source and improve it before moving on. Accept equivalent reasoned responses; offer pointing, picture choices or a scribe. The game supports learning evidence, not timed competition.

Quiz reference and credits

Quiz • 10 questions with separate answer slides

Use slide 2 for response options. Question/answer pairs are slides 3/4, 5/6, 7/8, 9/10, 11/12, 13/14, 15/16, 17/18, 19/20 and 21/22. Slide 23 reflects; slide 24 closes. Let pupils respond before revealing the answer.

1 Garden: managed, because people plant and care. 2 Key: tells meanings; symbols match. 3 Creek natural/library constructed. 4 Unscaled map cannot give distances in metres. 5 RB2 gives the fictional gardener's viewpoint; a map gives location.

6 Shared safe, usable place; respect differing activities. 7 7 + 8 + 7 + 5 = 20; small illustrative group, not everyone. 8 Ramp ending in steps makes continuous access for some users; adults check the real path.

9 New creek natural/bridge constructed/planted bank managed; mixed features can share a place. 10 Proposal separate from observed map, supported by evidence and adult assessment with clear access.

The red worksheet companions show correct closed responses and labelled open-task samples. Other questions, maps and proposals may be sound when supported by the chosen source. A1 is open assessment; use the teacher guidance and rubric rather than a single prescribed drawing.

Teaching concepts are based on Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum Version 9, HASS Year 1: australiancurriculum.edu.au/curriculum/learning-areas/humanities-and-social-sciences/hass-f-6. Accessed 9 October 2026. No official imagery is reproduced.

Riverbend illustrations and classroom resources were created for this unit. They are fictional and must not be presented as survey evidence, real community views or proof that a real facility is accessible. The supplied Sukindi artwork and logo remain in their prescribed positions.

Our Place Atlas: Key Ideas

Natural

formed through nature.

Example: creek.



Managed

shaped or cared for by people.

Example: planted garden.



Constructed

built by people.

Example: library.



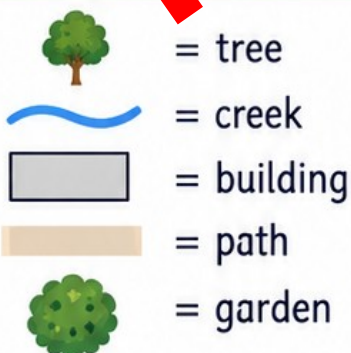
Feature

something that is part of a place.

Example: library doorway.



tells what map symbols mean.



Location

where something is.

Example: garden beside library.



A place can contain different kinds of features.



How We Explain Our Evidence

We can ask a question, look for evidence and then explain what we think.

Question:

Is this garden simply natural?



Evidence:

People planted and care for the garden.



Explanation:

The plants are living, but this planted garden is managed.



Talk About It

Use this sentence stem to share your idea with a partner or the class.

I think _____ because _____.

Riverbend: fictional classroom case

Based on: ACARA, HASS Year 1 (australiancurriculum.edu.au).

Riverbend Map

Fictional classroom source • Not to scale



Key



Creek



Rock



Garden



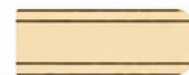
Toilet



Library



Hall



Footpath

Use the source to describe features and relative locations. Check real routes with an adult.

Riverbend Source Cards 1-4

Fictional classroom case

RB1: Natural features

The creek and rock outcrop formed through nature.
People can still affect them.



RB2: Gardener

People planted and care for our garden.
Please protect the plants.



RB3: Child

I want a safe place
to play.



RB4: Older resident

I value quiet seating.



Riverbend Source Cards 5–8

Fictional classroom case

RB5: Wheelchair user

I need a continuous accessible route, not a ramp leading to steps.



RB6: Librarian

People need to reach the library for reading and meetings.



RB7: Change record

A new path links the gate to the library. One garden bed shrinks. Access improves, but space is still limited.

Before



After



RB8: Illustrative tally

20 responses: shaded seating 8; clearer access 7; extra games 5. This does not tell us what everyone wants.



shaded seating 8



clearer access 7



extra games 5

Evidence Trail: How to Play

2–4 players.

Use Riverbend cards RB1–RB8 and D3.

Use a counter or point.

No racing.



1

Start at Notice.

2

Pick a challenge card.

3

Answer using a source.

4

A partner asks one respectful question.

5

Check the teacher's response guide.

6

Move on after a supported response. Finish all six steps.

Worked turn

Card 3 asks about the garden.

RB2 says people plant and care for it.

We explain: the garden is managed.



The garden is managed.

Access note

Speak, point, draw, gesture, use a communication board or device, or ask an adult to scribe.



Fictional Riverbend case. More than one reasoned response can be valid.

Evidence Trail Board

Move one stop after a supported response. Point instead of using a counter if you prefer.



Small steps.
Big thinking!

We worked on:

Evidence Trail Challenge Cards

1

D3 / RB6: Name a place and one feature of it.

2

RB1: Why is a creek a natural feature?

3

RB2: Why is the planted garden managed?

4

D3: Match one map symbol to its key.

5

RB5: What makes a route continuous?

6

RB3 + RB4: Compare two users' needs.

7

RB7: What changed? What stayed limited?

8

RB8: Does the tally tell everyone's view? Suggest one safe action.

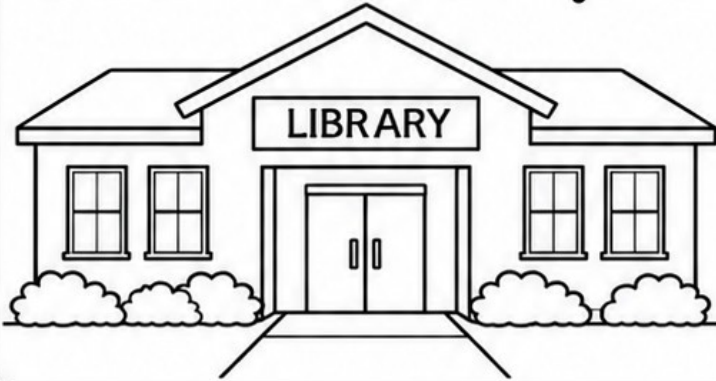
Use a source and explain. See the teacher's response guide.

Feature Detectives

Name: _____

Source: D3 and RB6: fictional Riverbend

Notice: Find the library. What is a feature of it?



Record: Draw or name three features from D3.

PREVIEW

Explain: A place I chose is _____. One feature is _____.

My question: What or where _____?

Draw, say, point or ask an adult to write.

Feature Detectives

Name: ANSWERS

Source: D3 and RB6: fictional Riverbend

Notice: Find the library. What is a feature of it?



Record: Draw or name three features from D3.



creak



planted garden



library

Explain: A place I chose is _____. One feature is _____.

library

doorway

My question: What or where _____?

Where is the garden?

Draw, say, point or ask an adult to write.

Sample responses

Natural Features

Name: _____

D3 / RB1: fictional Riverbend

Notice

Circle the natural features.



creek



rock outcrop



planted garden



library

Record

Draw one natural feature.

PREVIEW

Explain

It is natural because ____.

Could people still affect it? Tell a partner.

Natural Features

Name: ANSWERS

D3 / RB1: fictional Riverbend

Notice

Circle the natural features.



creek



rock outcrop



planted garden



library

Record

Draw one natural feature.



Explain

It is natural because _____. It formed through nature.

Could people still affect it? Tell a partner.

Yes. People can still affect natural features.

Sort the Features

D3 / RB1 / RB2: fictional Riverbend

Name: _____

Think about how each feature came to be.



creek



garden



library



path

Natural	Managed	Constructed	Discuss
PREVIEW			

Sort the features. Explain a discuss choice.

The garden is _____ because _____.

A park can contain _____.

Sort the Features

D3 / RB1 / RB2: fictional Riverbend

Name: _____ **ANSWERS**

Think about how each feature came to be.



creek



garden



library



path

Natural	Managed	Constructed	Discuss
creek	garden	library, path	A creek bridge: creek natural; bridge constructed.

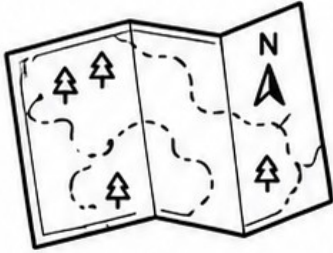
Sort the features. Explain a discuss choice.

The garden is **managed** because **people plant and care for it**.

A park can contain **different types of features**.

Plan Our Investigation

Name: _____



D3: fictional map



RB1–RB8:
fictional case cards

Question: What or where do I want to find out?

Plan: Which source will help? What two things will I look for?

1. _____
2. _____

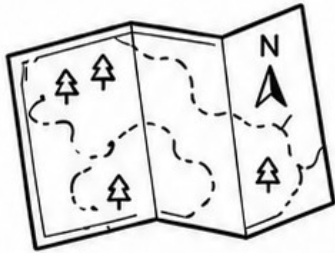
Record: Draw or write how I will show the answer.



Safety: Stay with an adult. Keep away from water.
Use the classroom case if a walk is not suitable.

Plan Our Investigation

Name: ANSWERS



D3: fictional map



RB1–RB8:
fictional case cards

Question: What or where do I want to find out?

Where is the library compared with the garden?

Plan: Which source will help? What two things will I look for?

1. Find the garden.

2. Find the library.

Record: Draw or write how I will show the answer.

D3: fictional map

Sample: a labelled sketch showing garden beside library.

Garden

Library

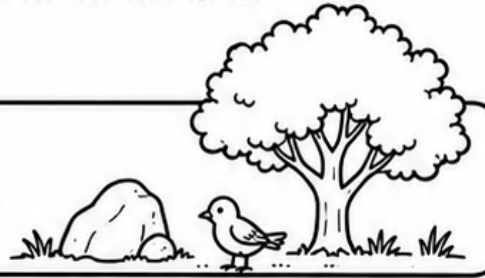


Safety: Stay with an adult. Keep away from water.
Use the classroom case if a walk is not suitable.

Observe and Locate

Name: _____

Use **beside**, **above**, **below** and **near**.



My source: ☐ fictional D3 ☐ my own observation

Feature	Where is it?

My sketch

PREVIEW

My evidence shows _____ .

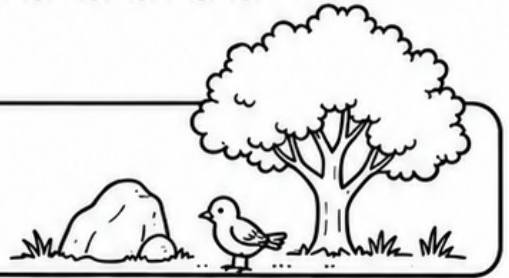
It does not tell me _____ .

Behind needs a shared viewing position. Do not record a private address.

Observe and Locate

Name: ANSWERS

Use beside, above, below and near.



My source: ☒ fictional D3 ☐ my own observation

Feature	Where is it?
garden	beside library
toilet	below library
creek	left of garden

My sketch



My evidence shows the garden is beside the library.

It does not tell me the distance in metres.

Behind needs a shared viewing position. Do not record a private address.

Sample

Make a Readable Map

Name: _____

Use D3 or your approved observations.

Map title: _____

PREVIEW

Symbol	Meaning

Check your map:

☐ Title ☐ Labels ☐ Matching key ☐ Relative positions ☐ Not to scale

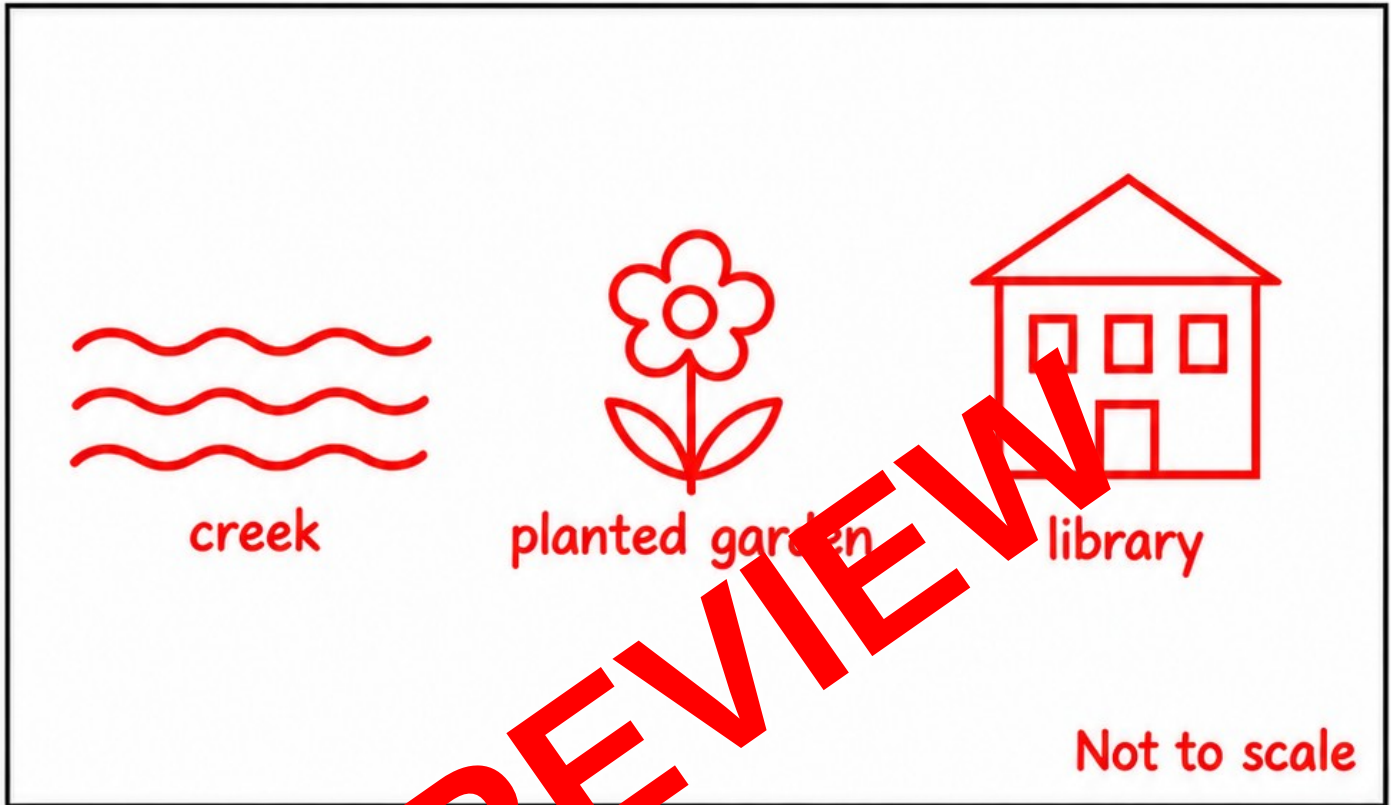
A partner could find ____.

Make a Readable Map

Name: ANSWERS

Use D3 or your approved observations.

Map title: Riverbend: sample map



Symbol	Meaning
	creek
	planted garden
	library

Check your map:

☒ Title ☒ Labels ☒ Matching key ☒ Relative positions ☒ Not to scale

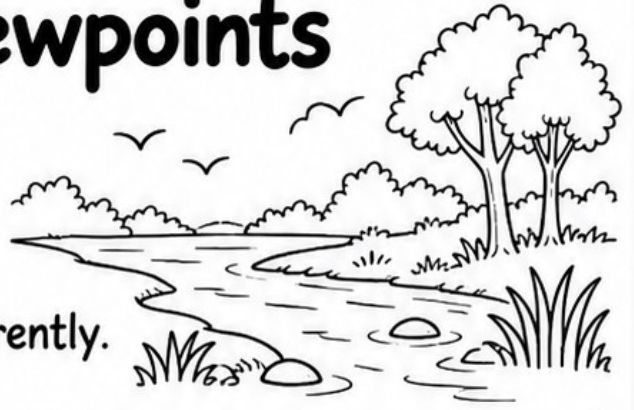
A partner could find the library using my key.

Different Viewpoints

Name: _____

Source: RB3–RB6: fictional Riverbend

Two people can value one place differently.



Person / card	What do they need?

One shared need

One different

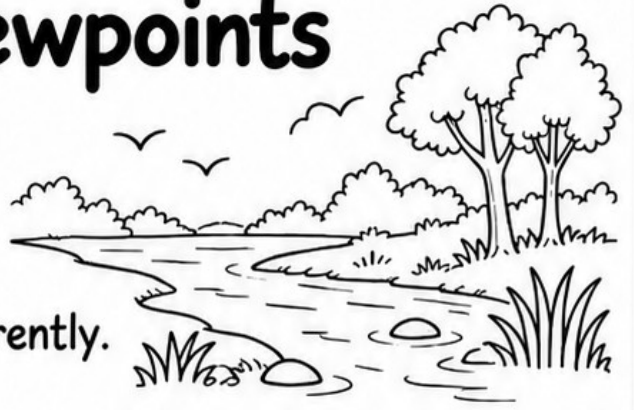
Why should we listen to both?

Read, point, talk, draw or use a communication device.

Different Viewpoints

Name: **ANSWERS**

Source: RB3–RB6: fictional Riverbend



Two people can value one place differently.

Person / card	What do they need?
Child / RB3	safe place to play
Older resident / RB4	quiet seating

One shared need
a safe usable place

Sample

One different
active play and quiet seating

Sample

Why should we listen to both?

Sample reasoning

Different people use the place. Safety and access matter for everyone.

Read, point, talk, draw or use a communication device.



My Atlas Draft



Name: _____

My evidence source: _____



Include natural, managed and constructed features.

Map title: _____

PREVIEW

Key







Feature 1 is _____
because _____.

Feature 2 is _____
because _____.

Check locations, source, labels and matching symbols. Keep proposals separate.



My Atlas Draft



Name: ANSWERS

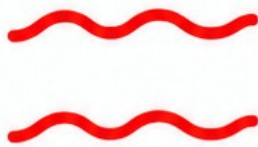
My evidence source: D3, fictional Riverbend



Include natural, managed and constructed features.

Map title: Riverbend

Not to scale



creek



garden



library

Key



= creek



= garden



= library

Feature 1 is managed
because people plant and care for
the garden.

Feature 2 is constructed
because people built the library.

Check locations, source, labels and matching symbols. Keep proposals separate.

Sample atlas

Guide a Visitor

Name: _____

Source: D3 and my atlas page: fictional case or labelled observations



1 Plan my route

Follow a continuous dry path. Speak, point, draw or use a communication device.

Start: _____

Finish: _____



PREVIEW

2 Explain two features

Feature 1: _____

Feature 2: _____

3 Reflect

My source is _____.



One thing to check is _____.

Guide a Visitor

Name: ANSWERS

Source: D3 and my atlas page: fictional case or labelled observations



1 Plan my route

Follow a continuous dry path. Speak, point, draw or use a communication device.

Start: entrance

Finish: library



Follow the dry perimeter path past hall and toilet to library.



Same route; not to scale.

2 Explain two features

Feature 1: Garden

Garden: managed; people care for it. People plant and look after the plants.

Feature 2: Library

Library: constructed; people built it. It is a building made by people.

3 Reflect

My source is fictional D3.



One thing to check is real access and safety with an adult.



Propose an Improvement



Name: _____

Source: RB7 and RB8: fictional case / illustrative tally

Observation: what exists now

Proposal: my idea for a change

My evidence is _____.

This could help _____.

An adult must check _____.

Keep your observed map unchanged. A proposal is not a feature already there.

PREVIEW



Propose an Improvement



Name: **ANSWERS**

Source: RB7 and RB8: fictional case / illustrative tally

Observation: what exists now

**Sample: access improved;
shade is limited.**

Proposal: my idea for a change

**Sample idea: adults assess
shade planting beside
seating. Keep the route clear.**

My evidence is RB7 shows limited shade. RB8 has 8 of 20 responses
for shade; this does not represent everyone.

This could help people who need shaded seating.

An adult must check safe planting, permission and a clear accessible route.

Keep your observed map unchanged. A proposal is not a feature already there.

Assessment: My Place Atlas



Name: _____

Use your earlier work. Make or finish a labelled map with natural, managed and constructed features. Show relative locations and a matching key. Explain two classifications.

My source: _____



PREVIEW

☐

Natural feature: _____

☐

Managed feature: _____

☐

Constructed feature: _____

My question was _____.

One source that helped was _____.



Say, draw, point, dictate or use a device. These show the same learning.



Assessment: Explain and Transfer

Name: _____

Use your atlas and labelled evidence.

1. Explain **two** feature classifications using **because**.

a) _____

b) _____

2. Describe **two** relative locations and read one key symbol.

a) _____

b) _____

c) The symbol shows _____.

3. Compare **two** Riverbend users' needs. Name the cards.

Person / card: _____

Needs: _____

Person / card: _____

Needs: _____

4. **New case:** a creek has a bridge and a planted bank. Explain the types.

Creek type: _____

Bridge type: _____

Planted bank type: _____

5. Propose one safe improvement on a separate label. Give evidence and one limit.

My improvement:

Evidence:

One limit:

Teacher record (✓)

☐ Question/source

☐ Record/map

☐ Interpret

☐ Two viewpoints

☐ Conclusion/proposal

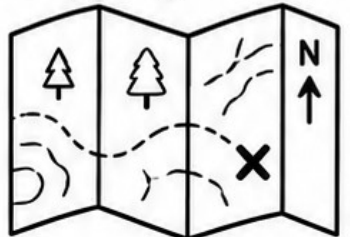
☐ Source-linked explanation

Evidence heard/seen: _____

Next teaching step: _____

Oral, supported and drawn responses accepted. This is open assessment.

Our Place Atlas: Assessment Rubric

Dimension	Developing	Sound	Transfer
Feature understanding 	Types confused or reasons missing.	Natural, managed and constructed features correctly identified; two reasons given.	Explains a mixed place or new bridge-and-creek case.
Evidence and mapping 	Records or key do not yet match evidence.	Relevant source, labels, matching key and relative locations.	Checks the source and explains an unscaled-map limit.
Explanation and viewpoints 	Claims or views not yet connected to a source.	Explains the map and compares two named viewpoints.	Uses source evidence to explain a trade-off.
Reflection and proposal 	Proposal lacks evidence or is mixed into observation.	Separate feasible proposal with evidence and an adult safety check.	Weights a limitation while preserving access and care.

Communication support does not lower achievement.

Assess the reasoning, not handwriting, drawing polish or public confidence.

Lesson 1

Feature adjectives



Our learning

I can name a place and a feature in it.

I can explain the difference using a picture.

Riverbend is a fictional classroom case. Its map is not to scale.

Notice and remember

What can you see in Riverbend? Point to
a place you could visit.



Riverbend is a fictional classroom case. Its map is not to scale.

A worked example

The library is a place to visit. Its doorway is a feature of that place. A creek is also a feature of a wider local area.



Riverbend is a fictional classroom case. Its map is not to scale.

Try it together

Find the library on D3. Tell a partner one feature of a library. A doorway is where people enter.



Riverbend is a fictional classroom case. Its map is not to scale.

Your investigation

Use D3 or a teacher-approved local scene. Name a place.
Find three features. Draw or label them on W01.

Riverbend is a fictional classroom case. Its map is not to scale.

Show your thinking

Ask a what or where question that the scene could answer.
Choose one feature and explain why it is a feature.

Riverbend is a fictional classroom case. Its map is not to scale.

Check and explain

Is a doorway a whole town? Explain what it is a feature of.

I chose the library. Its doorway is one feature. I can find it in this scene.

Riverbend is a fictional classroom case. Its map is not to scale.

Our reflection

Tell or point: one place, one feature and one question.

Riverbend is a fictional classroom case. Its map is not to scale.

Well Done!

Lesson 2

Natural Features



Our learning

I can recognise natural features.

I can give a reason from what I see and know.

Based on: ACARA, HASS Year 1 (australiancurriculum.edu.au). Riverbend is fictional.

Notice and remember

Recall one feature from D3. Was it made by people?



Based on: ACARA, HASS Year 1 (australiancurriculum.edu.au). Riverbend is fictional.

A worked example

A rock outcrop, creek or hill forms through nature. People may still change the water, rocks or land around it.



Based on: ACARA, HASS Year 1 (australiancurriculum.edu.au). Riverbend is fictional.

Try it together

RB1 shows the creek and rock outcrop.
Neither was built as a building. A planted
garden needs another classification.



Based on: ACARA, HASS Year 1 (australiancurriculum.edu.au). Riverbend is fictional.

Your investigation

Use W02 and D3. Circle natural examples. Tell a partner why creek and rock belong together.

Based on: ACARA, HASS Year 1 (australiancurriculum.edu.au). Riverbend is fictional.

Show your thinking

Draw one natural feature. Give an observable reason. Ask what we would need to know about an unfamiliar feature.

Based on: ACARA, HASS Year 5 (australiancurriculum.edu.au). Riverbend is fictional.

Check and explain

Is everything green natural? How could you check who planted and cares for it?

The rock outcrop is natural because it formed through nature. A person could still respect it.

Our reflection

A natural feature can be affected by people. Share one example.

Based on: ACARA, HASS Year 5 (australiancurriculum.edu.au). Riverbend is fictional.

Well Done!

Lesson 3

Managed and Constructed



Our learning

I can sort managed and constructed features.

I can explain why a garden differs from a building.

Based on: ACARA, HASS Year 1 (australiancurriculum.edu.au). Riverbend is fictional.

Notice and remember

Name a natural example. Can a park
contain more than one kind of creature?



Based on: ACARA, HASS Year 1 (australiancurriculum.edu.au). Riverbend is fictional.

A worked example

Managed features are shaped or cared for by people, such as a planted garden or mown lawn. Constructed features are built by people, such as a path or path.



Based on: ACARA, HASS Year 5 (Australiancurriculum.edu.au). Riverbend is fictional.

Try it together

Sort creek, garden and library. Creek:
natural. Garden: managed. Library:
constructed. Talk about a bridge over a
creek: two features, two types.



Based on: ACARA, HASS Year 1 (australiancurriculum.edu.au). Riverbend is fictional.

Your investigation

Use W03 and picture cards. Make naturally managed, constructed and discuss groups. Give a reason for each choice.

Based on: ACARA, HASS Year 9 (australiancurriculum.edu.au). Riverbend is fictional.

Show your thinking

Check the garden on RB2. Living plants do not make the whole planted garden simply natural.

Based on: ACARA, HASS Year 10 (australiancurriculum.edu.au). Riverbend is fictional.

Check and explain

A park contains a creek, garden and town. Can the label describe every feature?

A planted garden is man-made because people plant and care for it. The town is constructed because people built it.

Our reflection

A place can contain mixed features. Explain one mixed example.

Based on: ACARA, HASS Year 5 ([australiancurriculum.edu.au](https://www.australiancurriculum.edu.au)). Riverbend is fictional.

Well Done!

Lesson 4

Plan our investigation



Our learning

I can plan a feature investigation

My question and record match what I need to find out.

Riverbend is a fictional classroom case. Its map is not to scale.

Notice and remember

Which source could tell us where the library is? Which could tell us what a visitor wants?



Riverbend is a fictional classroom case. Its map is not to scale.

A worked example

Question: Where is the library compared with the garden? Source: D3. Record a sketch and labels showing the positions.



Riverbend is a fictional classroom case. Its map is not to scale.

Try it together

Ask what or where. Choose a map, case card or supervised observation. Explain what each source can and cannot tell us



Riverbend is a fictional classroom case. Its map is not to scale.

Your investigation

Use W04. Write or dictate a question. Choose your source.

Plan two observations and a simple recording method.

Riverbend is a fictional class. Its map is not to scale.

Show your thinking

Tell a partner what you will look for. Check whether that evidence would answer your question.

Riverbend is a fictional classroom case. Its map is not to scale.

Check and explain

Would a town map tell us the favourite game of every child?

Explain the limit.

We will inspect D3 to find the library's location. RB6 tells a fictional librarian's view, not everyone's view.

Riverbend is a fictional classroom case. Its map is not to scale.

Our reflection

One question. One useful source. One safe way to record.

Riverbend is a fictional classroom case. Its map is not to scale.

Well Done!

Lesson 3

Observe and locate



Our learning

I can record features and where they are.

My labels match the source of my observation.

Riverbend is a fictional classroom case. Its map is not to scale.

Notice and remember

Recall the investigation question. Point to its source.



Riverbend is a fictional classroom case. Its map is not to scale.

A worked example

On D3, the garden is beside the library.

The toilet is below the library on this

map. These are relative positions, not

measured distances.



Riverbend is a fictional classroom case. Its map is not to scale.

Try it together

Face the map the same way as your partner. Use beside, above, below and near. Behind needs a shared viewing position.



Riverbend is a fictional classroom case. Its map is not to scale.

Your investigation

Inspect D3 or take a teacher supervised walk. Record three features and two relative locations on W05.

Riverbend is a fictional classroom case. Its map is not to scale.

Show your thinking

Label your evidence: fictional map, or own observation.
Check your sketch against the source before explaining.

Riverbend is a fictional classroom case. Its map is not to scale.

Check and explain

Could we know the distance in metres from the unscaled map? What is missing?

My source is the fictional map. It shows the garden beside the library. It does not give the exact distance.

Riverbend is a fictional class case. Its map is not to scale.

Our reflection

Point to the evidence for the location statement.

Riverbend is a fictional classroom case. Its map is not to scale.

Well Done!

Lesson 6

Map conventions



Our learning

I can make a map that someone else can read.

My title, labels and key make sense for my map.

Riverbend is a fictional classroom case. Its map is not to scale.

Notice and remember

Which two features are beside each other on D3? Show your evidence.



Key



Creek



Rock



Garden



Toilet



Library



Hall

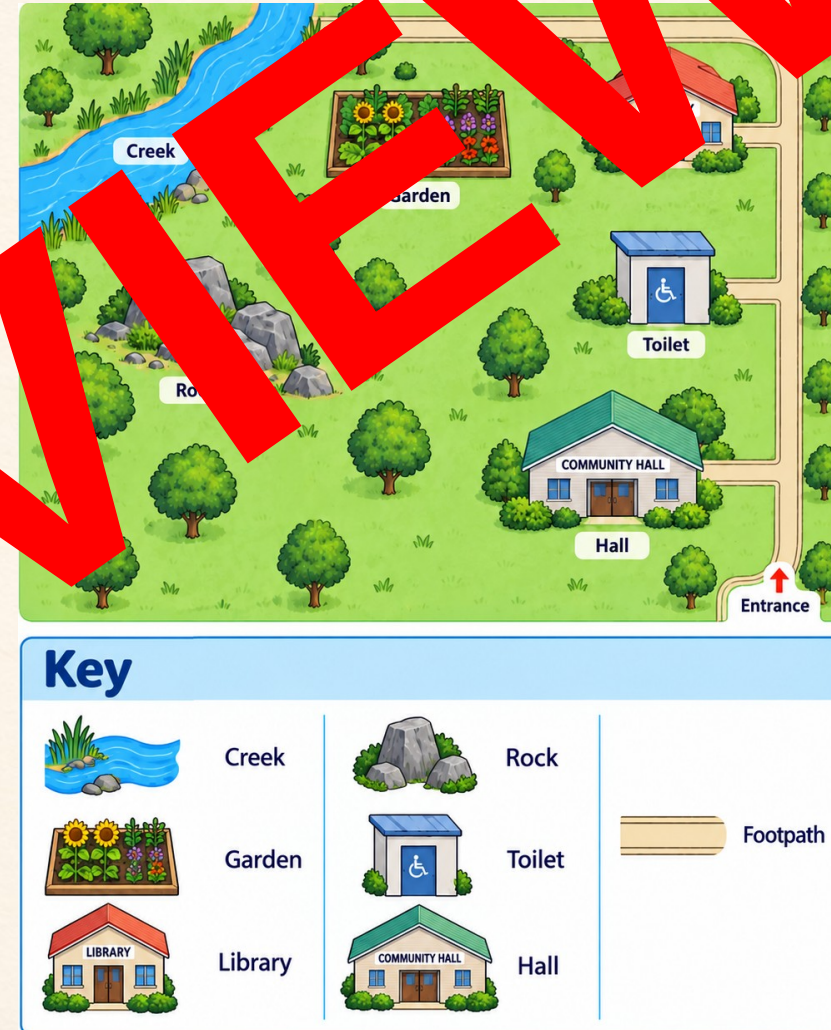


Footpath

Riverbend is a fictional classroom case. Its map is not to scale.

A worked example

A title names the place. A key tells what each symbol means. Use the same symbol for the same feature on the map and in the key.



Riverbend is a fictional classroom case. Its map is not to scale.

Try it together

On D3, find the library symbol and its matching key entry. A different symbol would confuse the reader.



Key



Creek



Rock



Garden



Toilet



Footpath



Library



Hall

Riverbend is a fictional classroom case. Its map is not to scale.

Your investigation

Use W06. Make an unscaled map with a title, three features, labels and a matching key. Preserve the features' relative positions.

Riverbend is a fictional classroom case. Its map is not to scale.

Show your thinking

Swap maps. Follow your partner's key. Ask one respectful question if a symbol is unclear.

Riverbend is a fictional classroom case. Its map is not to scale.

Check and explain

Does a north arrow make an unscaled map from a measured survey? Why not?

My key uses the same symbols as my map. I marked it not to scale because I did not measure distances.

Riverbend is a fictional class. Its case. Its map is not to scale.

Our reflection

Check one symbol and one location. Make one useful correction.

Riverbend is a fictional classroom case. Its map is not to scale.

Well Done!

Lesson 1

Different viewpoints



Our learning

I can explain what different people need from a place.

I can compare two views using their source cards.

Riverbend is a fictional classroom case. Its map is not to scale.

Notice and remember

What could a continuous path help a visitor do?



Riverbend is a fictional classroom case. Its map is not to scale.

A worked example

The child wants a safe place to play. The older resident values quiet seating. They may use the same place differently.



Riverbend is a fictional classroom case. Its map is not to scale.

Try it together

Compare RB2 and RB6: the gardener protects plants, and the librarian wants people to reach reading and meeting spaces.

RB6 Librarian

People need to reach the library for reading and meetings.



Riverbend is a fictional classroom case. Its map is not to scale.

Your investigation

Read or hear RB3–RB6. Use W07 to record two views. Find one shared need and one difference.

Riverbend is a fictional classroom case. Its map is not to scale.

Show your thinking

Discuss RB5. A usable route must continue all the way. A ramp ending at steps would not meet this need.

Riverbend is a fictional classroom case. Its map is not to scale.

Check and explain

If most people choose games, can we ignore other types of access?

Give a reason.

These are fictional viewpoints. We should ask real users before deciding on a real product.

Riverbend is a fictional class. Its map is not to scale.

Our reflection

Listen, compare and ask respectfully. People's needs matter as well as the tally.

Riverbend is a fictional classroom case. Its map is not to scale.

Well Done!

Lesson 6

Atlas pages draft



Our learning

I can draft a useful atlas page.

My page includes all three feature types with reasons.

Riverbend is a fictional class. Its map is not to scale.

Notice and remember

Name a natural, managed and constructed feature.



Riverbend is a fictional classroom case. Its map is not to scale.

A worked example

Use creek, planted garden and library.
Classify the feature, not the whole town.
Keep observed information separate
from ideas for change.



Riverbend is a fictional classroom case. Its map is not to scale.

Try it together

Check title, source label, locations and matching key. Explain two classifications with because.



Riverbend is a fictional classroom case. Its map is not to scale.

Your investigation

Use W08 and earlier records to build your atlas page.

Include three feature types, two relative locations and a consistent key.

Riverbend is a fictional classroom case. Its map is not to scale.

Show your thinking

Ask a partner to read your map. Correct only what does not match the evidence.

Riverbend is a fictional classroom case. Its map is not to scale.

Check and explain

How do you know the garden is mapped? Which source supports your reason?

My map is based on D3, a fictional unscaled source. My drawing is a representation, not a measured plan.

Riverbend is a fictional class case. Its map is not to scale.

Our reflection

Choose one useful correction and explain why it helps.

Riverbend is a fictional classroom case. Its map is not to scale.

Well Done!

Lesson 4

Guide a visitor



Our learning

I can explain my map to a visitor.

I can describe a safe route and explain two classifications.

Riverbend is a fictional classroom case. Its map is not to scale.

Notice and remember

Read one key symbol on your atlas page.



Riverbend is a fictional classroom case. Its map is not to scale.

A worked example

On D3 start at the entrance. Follow the broad dry perimeter path past the hall and toilet to the library. The path never enters the creek.



Riverbend is a fictional classroom case. Its map is not to scale.

Try it together

A partner traces the route while you use location words. Explain why the garden is managed and the library is constructed.



Riverbend is a fictional classroom case. Its map is not to scale.

Your investigation

Use W09 and your atlas page. Research a short guide. State the source, route and two classification reasons.

Riverbend is a fictional class. Its map is not to scale.

Show your thinking

Respond to one respectful question. If a fact is missing, say what you would need to check.

Riverbend is a fictional classroom case. Its map is not to scale.

Check and explain

Does this fictional sketch prove that a real path is accessible? What would an auditor need to check?

Speak, point, demonstrate, record or use a communication device. Every minute counts to the same learning.

Riverbend is a fictional classroom case. Its map is not to scale.

Our reflection

Your visitor should know where to go and how your evidence supports the grade

Riverbend is a fictional classroom case. Its map is not to scale.

Well Done!

Lesson 10

Propose an improvement



Our learning

I can propose a change using evidence.

My proposal is separate from what already exists.

Riverbend is a fictional classroom case. Its map is not to scale.

Notice and remember

What does RB7 say about access and shade after the new path?



Riverbend is a fictional class case. Its map is not to scale.

A worked example

Observation: the path improves access, but shade is limited. Proposal: ask add to assess shade planting beside seating, clear of the route. It is an idea, not a feature already the



Riverbend is a fictional class. Its map is not to scale.

Try it together

RB8 is an illustrative tally of 20 responses: shaded seating 8, clearer access 7, games 5. It does not describe everyone.



Riverbend is a fictional classroom case. Its map is not to scale.

Your investigation

Use W10. Keep your observed map unchanged. Put a proposal on a separate label. Name it, evidence, who it helps and an adult to check.

Riverbend is a fictional classroom case. Its map is not to scale.

Show your thinking

Explain two feature classification and your proposal using
A1. Complete your assessment from the existing portfolio.

Riverbend is a fictional classroom case. Its map is not to scale.

Check and explain

Should a new tree be drawn as if it already exists? Who must assess real planting or a crossing?

Ask the appropriate adults or local authority to assess real changes. Pupils do not build paths, enter water or handle hazardous litter.

Our reflection

One claim, one source, one limitation and one safe proposed action.

Riverbend is a fictional classroom case. Its map is not to scale.

Well Done!

Our Place Atlas Unit Quiz



How to respond

Think before the answer slide. Use your source and give a reason.

Speak, draw, point, gesture, use a communication device or ask an adult to scribe.

This quiz supports your map and explanation.

Based on: ACARA, HASS Year 4 (australiancurriculum.edu.au). Riverbend examples are fictional.

Question 1

Is a planted garden simply a natural feature?

Based on: ACARA, HASS Year 10 (australiancurriculum.edu.au). Riverbend examples are fictional.

Answer 1

No. Its plants are living, but people planted and care for the garden. The garden is managed. Accept an equivalent explanation.

Question 2

What does a map key do?

PREVIEW

Based on: ACARA, HASS Year 5 (australiancurriculum.edu.au). Riverbend examples are fictional.

Answer 2

It tells the reader what symbols mean. The map and key must use matching symbols.

Based on: ACARA, HASS Year 5 (australiancurriculum.edu.au). Riverbend examples are fictional.

Question 3

A creek and a library are on one map. How do their types differ?

Based on: ACARA, HASS Year 5 (australiancurriculum.edu.au). Riverbend examples are fictional.

Answer 3

The creek is natural. The library is constructed. People may still affect the creek.

Based on: ACARA, HASS Year 5 (australiancurriculum.edu.au). Riverbend examples are fictional.

Question 4

The garden is beside the library. Can this unscaled map tell their distance in metres?

Based on: ACARA, HASS Year 4 (australiancurriculum.edu.au). Riverbend examples are fictional.

Answer 4

No. It shows relative positions, but it has no measured distances or reliable scale.

Based on: ACARA, HASS Year 5 (australiancurriculum.edu.au). Riverbend examples are fictional.

Question 5

Which source could tell you what a fictional gardener wants:
a map or RB2?

Based on: ACARA, HASS Year 5 (australiancurriculum.edu.au). Riverbend examples are fictional.

Answer 5

RB2 gives the fictional gardener's viewpoint. A map shows location. Neither establishes everyone's view.

Based on: ACARA, HASS Year 5 ([australiancurriculum.edu.au](https://www.australiancurriculum.edu.au)). Riverbend examples are fictional.

Question 6

A child wants games. An older resident wants quiet seating.
What is one shared need?

Based on: ACARA, HASS Year 4 (australiancurriculum.edu.au). Riverbend examples are fictional.

Answer 6

A safe usable place. Accept other reasons for shared needs, such as access, while recognising the difference in preferred activities.

Based on: ACARA, HASS Year 6 (australiancurriculum.edu.au). Riverbend examples are fictional.

Question 7

The tally has 20 responses: roads 8, access 7, games 5. Does it tell us what every resident wants?

Based on: ACARA, HASS Year 4 ([australiancurriculum.edu.au](https://www.australiancurriculum.edu.au)). Riverbend examples are fictional.

Answer 7

No. It is an illustrative small group, not a representative survey. Access and safety still matter.

Based on: ACARA, HASS Year 7 (australiancurriculum.edu.au). Riverbend examples are fictional.

Question 8

A map shows a ramp leading to a step. Does it show a continuous accessible route?

Based on: ACARA, HASS Year 7 (australiancurriculum.edu.au). Riverbend examples are fictional.

Answer 8

No. The steps break the route for some users. Ask adults to check the whole real route.

Based on: ACARA, HASS Year 5 (australiancurriculum.edu.au). Riverbend examples are fictional.

Question 9

New case: a creek has a bridge and a planted bank. Must all three have one classification?

Based on: ACARA, HASS Year 7 (australiancurriculum.edu.au). Riverbend examples are fictional.

Answer 9

No. Creek: natural. Bridge: constructed. Planted bank: managed. One place can contain mixed features.

Based on: ACARA, HASS Year 5 (australiancurriculum.edu.au). Riverbend examples are fictional.

Question 10

New case: you suggest sharks be made legal. How do you show that it is a proposal?

Based on: ACARA, HASS Year 10 (australiancurriculum.edu.au). Riverbend examples are fictional.

Answer 10

Keep the observation map unchanged and add a separate proposal label. Give evidence and ask adults to assess planting while keeping access clear.

Based on: ACARA, HASS Year 10 (australiancurriculum.edu.au). Riverbend examples are fictional.

Reflect on your evidence

Explain one feature, one location and one source.

Name one fact to check before changing a real place.

Based on: ACARA, HASS Year 5 (australiancurriculum.edu.au). Riverbend examples are fictional.

Well Done!