**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  | **Historical Concepts and Skills Strand** | | | | | | | | | | | | |
|  | **Sub-strand** | **Chronology** | | **Historical sources as evidence** | |  | | **Continuity and change** | | **Cause and effect** | | **Historical significance** | |
|  | **Content Descriptions** | Sequence significant events and lifetimes of people in chronological order to create a narrative to explain the developments in Australia’s colonial past and the causes and effects of Federation on its people  [(VCHHC082)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC082) | | Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation  [(VCHHC083)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC083) | | Describe perspectives and identify ideas, beliefs and values of people and groups in the past  [(VCHHC084)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC084) | | Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies  [(VCHHC085)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC085) | | Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants [(VCHHC086)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC086) | | Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation  [(VCHHC087)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC087) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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|  | **Historical Knowledge Strand** | | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **The Australian colonies** | | | | | | | | | | **Australia as a nation** | | | | | | | |
|  | **Content Descriptions** | The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800  [(VCHHK088)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK088) | | The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples [(VCHHK089)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK089) | | The effects of a significant development or event on a colony  [(VCHHK090)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK090) | | The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony  [(VCHHK091)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK091) | | The role that a significant individual or group played in shaping and changing a colony  [(VCHHK092)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK092) | | The significance of key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government  [(VCHHK093)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK093) | | The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children  [(VCHHK094)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK094) | | The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated  [(VCHHK095)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK095) | | Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society  [(VCHHK096)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK096) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement  standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement  standard # |
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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4   * Students explain how and why life changed in the past, and identify aspects of the past that remained the same. * They describe the experiences and perspectives of an individual or group over time. * They recognise the significance of events in bringing about change. * Students sequence events and people (their lifetime) in chronological order to identify key dates, causes and effects. * They identify sources (written, physical, visual, oral), and locate information about their origin and content features. * They describe perspectives of people from the past and recognise different points of view. * Students create a narrative or description which explains continuity and change and cause and effect using historical terms. | By the end of Level 6   * Students identify and describe change and continuity and explain the causes and effects of change on society. (1) * They compare the different experiences and perspectives of people in the past. (2) * They explain the significance of an individual and group. (3) * Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. (4) * They identify a range of sources and locate and compare information about the origin, content features and the purpose of historical sources. (5) * Students describe the historical context of these sources to describe perspectives of people from the past and recognise different points of view. (6) * Students develop texts, particularly narratives and descriptions of continuity and change. (7) * In developing these texts and organising and presenting their information, students create an explanation about a past event, person or group using sources of evidence and historical terms and concepts. (8) | By the end of Level 8   * Students identify and explain patterns of change and continuity over time. * They analyse the causes and effects of events and developments. * They identify the motives and actions of people at the time. * Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. * They evaluate different interpretations of the past. * Students sequence events and developments within a chronological framework with reference to periods of time. * They locate and select historical sources and identify their origin, content features and purpose. * Students explain the historical context of these sources. * They compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. * Students analyse the different perspectives of people in the past using sources. * They explain different historical interpretations and contested debates about the past. * Students construct an explanation using sources of evidence to support the analysis. * In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information. |

*Refer next page for Assessments section*

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| **Assessments** | | | **Notes/Action Items** |
| **Unit (Title)** | **Assessment Task** | **Achievement Standard/s** |  |
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