**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 in chronological order to analyse the causes and effects and identify continuities and changes  [(VCHHC097)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC102) | | Describe and explain the broad patterns of change over the period from the Ancient to the Modern World  [(VCHHC098)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC103) | | Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability  [(VCHHC099)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK113) | | Analyse the different perspectives of people in the past  [(VCHHC100)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK119) | | Explain different historical interpretations and contested debates about the past  [(VCHHC101)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK105) | | Identify and explain patterns of continuity and change in society to the way of life  [(VCHHC102)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK112) | | Analyse the causes and effects of significant events that caused change and/or a decline over the period  [(VCHHC103)](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx) | | Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress  [(VCHHC104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC099) | |
| **Unit** | **Semester/Year** | CD | Achievement standard (number) | CD | Achievement standard (number) | CD | Achievement standard (number) | CD | Achievement standard (number) | CD | Achievement standard (number) | CD | Achievement standard (number) | CD | Achievement standard (number) | CD | Achievement standard (number) |
| Aboriginal & Torres Strait Islander peoples & cultures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| European and the Mediterranean world (60 000BC – c.650AD) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The Asian world |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| European and the Mediterranean world (c.590 – c.1683) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The Asia-Pacific world |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Expanding Contacts: Discovery and Exploration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Historical Knowledge Strand** | | | | | | | | |
| **Sub-Strand**  **Aboriginal and Torres Strait Islander peoples and cultures** | | **Sub-Strand**  **Ancient world and early civilisations**  **60 000 BC (BCE) – c.650 AD (CE)** *Choose at least one topic (e.g. Egypt) from each of the following which is in the school curriculum* | **European and the Mediterranean world**  Egypt  Greece  Rome | **The Asia-Pacific world**  India  China | **Sub-Strand**  **Middle Ages and early exploration**  *Choose at least one topic (e.g. The Vikings) from each of the following which is in the school curriculum* | **European and the Mediterranean world**  The Vikings (c.790–c.1066)  Medieval Europe (c.590–c.1500)  The Ottoman Empire (c.1299 – c.1683) | **The Asia-Pacific world**  Angkor/Khmer Empire (c.802–c.1431)  Mongol Expansion (c.1206–c.1368)  Japan under the Shoguns (c.794– 1867)  The Polynesian expansion across the Pacific (c.700–1756) | **Expanding Contacts: Discovery and Exploration**  Renaissance Italy (c.1400– c.1600)  The Spanish Conquest of the Americas (c.1492–c.1572) |
| **Content Descriptions** | |  | | |  | | | |
| How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples’ communities, foundational stories and land management practices [(VCHHK105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK116) |  | How physical features influenced the development of the civilisation [(VCHHK109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK109) |  |  | The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society [(VCHHK116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK114) |  |  |  |
| The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs [(VCHHK106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC104) |  | Changes in society and the perspectives of key groups effected by change including the influence of law and religion [(VCHHK110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK118) |  |  | Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power  [(VCHHK117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK106) |  |  |  |
| The nature of sources of evidence about ancient Australia and what they reveal about Australia’s ancient past, such as the use of resources [(VCHHK107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC101) |  | Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs [(VCHHK111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC098) |  |  | Perspectives of subject peoples and their interactions with power and/or authority of others  [(VCHHK118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK107) |  |  |  |
| The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples [(VCHHK108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC100) |  | Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs [(VCHHK112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK120) |  |  | The role and achievements of a significant individual and/or group  [(VCHHK119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK117) |  |  |  |
|  | | The role and achievements of a significant individual in an ancient society  [(VCHHK113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK115) |  |  | One significant challenge and one development faced by the society that caused progress or decline [(VCHHK120)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK110) |  |  |  |
| The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery [(VCHHK114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK108) |  |  |  |  |  |  |
|  | | The significance and importance of conserving the remains and heritage of the past [(VCHHK115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK111) |  |  |  |  |  |  |

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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 9 and 10 Achievement Standard** |
| By the end of Level 6   * Students identify and describe change and continuity and explain the causes and effects of change on society. * They compare the different experiences and perspectives of people in the past. * They explain the significance of an individual and group. * Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. * They identify a range of sources and locate and compare information about the origin, content features and the purpose of historical sources. * Students describe the historical context of these sources to describe perspectives of people from the past and recognise different points of view. * Students develop texts, particularly narratives and descriptions of continuity and change. * 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. | By the end of Level 8   * Students identify and explain patterns of change and continuity over time. (1) * They analyse the causes and effects of events and developments. (2) * They identify the motives and actions of people at the time. (3) * Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. (4) * They evaluate different interpretations of the past. (5) * Students sequence events and developments within a chronological framework with reference to periods of time. (6) * They locate and select historical sources and identify their origin, content features and purpose. (7) * Students explain the historical context of these sources. (8) * They compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. (9) * Students analyse the different perspectives of people in the past using sources. (10) * They explain different historical interpretations and contested debates about the past. (11) * Students construct an explanation using sources of evidence to support the analysis. (12) * 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. (13) | By the end of Level 10   * Students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. * They analyse the causes and effects of events and developments and explain their significance. * They explain the context for people’s actions in the past. * Students evaluate the significance of events and analyse the developments from a range of perspectives. * They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations. * Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. * They locate and select historical sources and identify their origin, purpose and content features. * Students explain the context of these sources to identify motivations, values and attitudes. * They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability. * Students analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by the significant events, ideas, location, beliefs and values. * They evaluate different historical interpretations and contested debates. * Students construct and communicate an argument about the past using a range of reliable sources of evidence. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they use consistent referencing of these sources. |

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