**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** | | **Historical significance** | |
|  | **Content Descriptions** | Recognise personally significant objects from childhood and now  [(VCHHC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC001) | | Explore a source that describes a person  [(VCHHC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC002) | | Explore their own perspective on events in their routine daily life  [(VCHHC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC003) | | Explore objects from the past and present  [(VCHHC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC004) | | Experience narratives about a person or the past  [(VCHHC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC005) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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|  | **Historical Knowledge Strand** | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Personal histories** | | | | | | | | **Community histories** | | | | | | | |
|  | **Content Descriptions** | Who they are and what they look like  [(VCHHK006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK006) | | The people in their family  [(VCHHK007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK007) | | Indicate what event was first in a routine daily event  [(VCHHK008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK008) | | Similarities and differences within their daily life  [(VCHHK009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK009) | | Commemorate significant events  [(VCHHK010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK010) | | Experience significant places and sites  [(VCHHK011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK011) | | Exposure to the cultural or spiritual importance of significant places and sites  [(VCHHK012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK012) | | Experience the use of technology in their lives  [(VCHHK013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK013) | |
| **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 # |
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| **Level A Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Level B Achievement Standard** |
| By the end of Level A   * Students experience routine events within their daily life and react to significant chances. (1) * They react to personally significant people, objects and sites. (2) * They participate and react to significant events, which are commemorated. (3) * Students react to stories, images and representations of familiar events and stories about them. (4) * They react to significant objects of their past and present. (5) | By the end of Level B   * Students identify immediate family members. * They recognise some significant events. * Students respond to images of personal, family and sites of significance. * Students assist to sequence significant parts of recent familiar events. * They can identify themselves at different milestones in their past. * They assist to create a story about their past using a range of texts, objects and images. |

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