**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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