**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 significant events during their lifetime[(VCHHC014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC014) | Explore a range of sources that show families over time [(VCHHC015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC015) | Explore peoples perspective to events within their daily life [(VCHHC016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC016) | Explore features of objects from the past and present[(VCHHC017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC017) | Assist to construct a narrative about a person or a shared past event [(VCHHC018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC018) |
| **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 the people in their immediate family are[(VCHHK019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK019) | The structure of their immediate family [(VCHHK020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK020) | Indicate the events at the beginning of the day, at midday and evening [(VCHHK021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK021) | Similarities and differences within their daily life from day to day [(VCHHK022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK022) | Awareness of significant commemorative events and ways they can assist with preparation [(VCHHK023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK023) | Explore significant places and site, and events associated with them [(VCHHK024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK024) | Participate in celebrations and special events of a cultural or spiritual place or site [(VCHHK025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK025) | Explore different technologies used to make their daily life better [(VCHHK026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK026) |
| **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** | **Level B Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Level C Achievement Standard** |
| By the end of Level A* Students experience routine events within their daily life and react to significant chances.
* They react to personally significant people, objects and sites.
* They participate and react to significant events, which are commemorated.
* Students react to stories, images and representations of familiar events and stories about them.
* They react to significant objects of their past and present.
 | By the end of Level B* Students identify immediate family members. (1)
* They recognise some significant events. (2)
* Students respond to images of personal, family and sites of significance. (3)
* Students assist to sequence significant parts of recent familiar events. (4)
* They can identify themselves at different milestones in their past. (5)
* They assist to create a story about their past using a range of texts, objects and images. (6)
 |  By the end of Level C* Students can identify key routines and events within their daily life.
* Students identify key members of their family and how they have changed over time.
* They recognise some important family events and some objects used in celebrations.
* They recognise some significant artefacts or objects associated with significant commemorative events or sites in local community.
* Students sequence three elements within familiar recent events in order.
* They identify key milestones in their past.
* Students relate a story about their past using a range of texts, objects or images.
* They can identify objects and technology which has change over time.
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| **Assessments** | **Notes/Action Items** |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  |
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