**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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