**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** | Sequence parts within a significant event  [(VCHHC027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC027) | | Explore a range of sources that describe an event in the recent past  [(VCHHC028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC028) | | Explore their perspective on how things have changed from past and present in their daily life  [(VCHHC029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC029) | | Compare features of objects from the recent past and present  [(VCHHC030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC030) | | Assist to construct a narrative about a significant person or past event  [(VCHHC031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC031) | |
| **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 family are  [(VCHHK032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK032) | | The people and their name in the family  [(VCHHK033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK033) | | Distinguish between events within the day and the past  [(VCHHK034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK034) | | Similarities and differences in their daily life over time  [(VCHHK035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK035) | | How events are celebrated and how to assist to prepare and participate in personal, school and community events  [(VCHHK036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK036) | | Link significant local sites and people to events  [(VCHHK037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK037) | | Link cultural or spiritual sites to their events or history  [(VCHHK038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK038) | | Explore changes in technology and the difference between each  [(VCHHK039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK039) | |
| **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 D Achievement Standard** | **Level C Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Level D Achievement Standard** |
| 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. | By the end of Level C   * Students can identify key routines and events within their daily life. (1) * Students identify key members of their family and how they have changed over time. (2) * They recognise some important family events and some objects used in celebrations. (3) * They recognise some significant artefacts or objects associated with significant commemorative events or sites in local community. (4) * Students sequence three elements within familiar recent events in order. (5) * They identify key milestones in their past. (6) * Students relate a story about their past using a range of texts, objects or images. (7) * They can identify objects and technology which has change over time. (8) | By the end of Level D   * Students identify similarities and differences between families in their class. * They identify many important family events and indicate how they were commemorated. * Students use images to describe a significant family, personal event, site or person of significance. * Students sequence their key milestones in order. * They can sequence key events related to a significant person, building or site. * They can sequence routine events. * Students answer questions about their past by using a variety of sources provided. * Students relate a narrative about their past using objects, images, and perspectives of other (parents and grandparents). |

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