**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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