**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.

|  |  |
| --- | --- |
|  | **Historical Concepts and Skills Strand**  |
|  | **Sub-strand** | **Chronology** | **Historical sources as evidence** | **Continuity and change** | **Historical significance** |
|  | **Content Descriptions** | Sequence significant family milestones [(VCHHC040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC040) | Explore a range of sources that describe families in the past[(VCHHC041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC041) | Explore peoples perspectives about change to daily life [(VCHHC042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC042) | Identify and compare features of objects used by the family from the past and present [(VCHHC043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC043) | Develop a narrative about a significant family member and/or place [(VCHHC044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC044) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
|  | **Historical Knowledge Strand**  |
|  | **Sub-strand** | **Personal histories** | **Community histories** |
|  | **Content Descriptions** | Who the people in their family are and how they are related to me[(VCHHK045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK045) | The different family groups in my class and what they have in common [(VCHHK046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK046) | Distinguish between 'today’, ‘tomorrow’ and ‘yesterday’ [(VCHHK047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK047) | Similarities and differences between their life and the life of their parents and grandparents [(VCHHK048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK048) | How they and their family celebrate past events that are important to them [(VCHHK049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK049) | Explore and sequence the history of a significant place, person or building or site [(VCHHK050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK050) | Explore the significance of cultural or spiritual places to us today and to people in the past [(VCHHK051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK051) | Explore technologies of the past and today and what people like and why [(VCHHK052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK052) |
| **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 # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Level D Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Foundation to Levels 2 Achievement Standard**  |
| By the end of Level D* Students identify similarities and differences between families in their class. (1)
* They identify many important family events and indicate how they were commemorated. (2)
* Students use images to describe a significant family, personal event, site or person of significance. (3)
* Students sequence their key milestones in order. (4)
* They can sequence key events related to a significant person, building or site. (5)
* They can sequence routine events. (6)
* Students answer questions about their past by using a variety of sources provided. (7)
* Students relate a narrative about their past using objects, images, and perspectives of other (parents and grandparents). (8)
 |  By the end of Level 2 * Students explain aspects of daily life to identify how some have changed over recent time while others have remained the same.
* They describe personal and family life, a person, site or event of significance in the local community.
* Students sequence events in order, using a range of terms relating to time.
* They use sources (physical, visual, oral) including the perspectives of others (parents, grandparents) to describe changes to daily life and the significance of people, places or events.
* They compare objects from the past and present.
* Students create a narrative about the past using terms and a range of sources.
 |

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