**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** |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |