**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** | **Cause and Effect** | **Historical significance** |
|  | **Content Descriptions** | Sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement  [(VCHHC066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC066) | Identify the origin and content features of primary sources when describing the significance of people, places and events [(VCHHC067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC067) | Describe perspectives of people from the past[(VCHHC068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC068) | Identify and describe continuity and change over time in the local community, region or state and as a result of the effects of European exploration [(VCHHC069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC069) | Identify and explain the causes and effects of European settlement and exploration [(VCHHC070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC070) | Describe the significance of Australian celebrations, symbols and emblems [(VCHHC071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC071) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Historical Knowledge Strand** |
|  | **Sub-strand** | **Community, remembrance and celebrations** | **First contacts** |
|  | **Content Descriptions** | The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area [(VCHHK072)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK072) | A significant example of change and a significant example of continuity over time in the local community, region or state/territory [(VCHHK073)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK073) | The role that people of diverse backgrounds have played in the development and character of the local community and/or other societies[(VCHHK074)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK074) | One significant narrative, myths or celebration from the past [(VCHHK075)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK075) | Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day[(VCHHK076)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK076) | Significance of celebrations and commemorations in other places around the world [(VCHHK077)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK077) | The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives[(VCHHK078)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK078) | The journey(s) of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies [(VCHHK079)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK079) | Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival [(VCHHK080)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK080) | The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions[(VCHHK081)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK081) |
| **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 # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Foundation to Level 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 5 and 6 Achievement Standard**  |
| 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 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.
 | By the end of Level 4* Students explain how and why life changed in the past, and identify aspects of the past that remained the same. (1)
* They describe the experiences and perspectives of an individual or group over time. (2)
* They recognise the significance of events in bringing about change. (3)
* Students sequence events and people (their lifetime) in chronological order to identify key dates, causes and effects. (4)
* They identify sources (written, physical, visual, oral), and locate information about their origin and content features. (5)
* They describe perspectives of people from the past and recognise different points of view. (6)
* Students create a narrative or description which explains continuity and change and cause and effect using historical terms. (7)
 | By the end of Level 6* Students identify and describe change and continuity and explain the causes and effects of change on society.
* They compare the different experiences and perspectives of people in the past.
* They explain the significance of an individual and group.
* Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines.
* They identify a range of sources and locate and compare information about the origin, content features and the purpose of historical sources.
* Students describe the historical context of these sources to describe perspectives of people from the past and recognise different points of view.
* Students develop texts, particularly narratives and descriptions of continuity and change.
* In developing these texts and organising and presenting their information, students create an explanation about a past event, person or group using sources of evidence and historical terms and concepts.
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| **Assessments** | **Notes/Action Items** |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  |
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