**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 significant events about personal and family history to create a chronological narrative  [(VCHHC053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC053) | | Identify the content features of primary sources when describing the significance of people, places or events [(VCHHC054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC054) | | Identify perspectives about changes to daily life from people in the past or present  [(VCHHC055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC055) | | Identify examples of continuity and change in family life and in the local area by comparing past and present [(VCHHC056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC056) | | Identify the significance of a person and/or place in the local community  [(VCHHC057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC057) | |
| **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, describe where they were born and raised and how they are related to each other and how their stories are communicated and shared  [(VCHHK058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK058) | | Differences in family structures of families and the role of family groups today, and what they have in common and how these have changed or remained the same over time  [(VCHHK059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK059) | | How the present, past and future are signified by terms indicating and describing time  [(VCHHK060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK060) | | Differences and similarities between students' daily lives and perspectives of life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications [(VCHHK061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK061) | | How they, their family, friends and communities commemorate past events that are important to them  [(VCHHK062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK062) | | How they, their family, friends and communities commemorate past events that are important to them  [(VCHHK062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK062) | | The significance today of an historical site of cultural or spiritual importance  [(VCHHK064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK064) | | The effect of changing technology on people’s lives and their perspectives on the significance of that change  [(VCHHK065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK065) | |
| **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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| **Foundation to Level 2 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 and 4 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. (1) * They describe personal and family life, a person, site or event of significance in the local community. (2) * Students sequence events in order, using a range of terms relating to time.(3) * 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. (4) * They compare objects from the past and present. (5) * Students create a narrative about the past using terms and a range of sources. (6) | 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. * They describe the experiences and perspectives of an individual or group over time. * They recognise the significance of events in bringing about change. * Students sequence events and people (their lifetime) in chronological order to identify key dates, causes and effects. * They identify sources (written, physical, visual, oral), and locate information about their origin and content features. * They describe perspectives of people from the past and recognise different points of view. * Students create a narrative or description which explains continuity and change and cause and effect using historical terms. |

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