**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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