



Western Australian Curriculum

Humanities and Social Sciences

Proposed Achievement Standards | Pre-primary–Year 6

Draft for consultation | Not for implementation

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Overview

The current Western Australian Curriculum: Humanities and Social Sciences was adopted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the review of the Australian Curriculum for Humanities and Social Sciences and this is reflected in the endorsed Australian Curriculum version 9.

The proposed Western Australian Curriculum: Humanities and Social Sciences is adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

This document shows the current Western Australian Curriculum: Humanities and Social Sciences curriculum Achievement Standards in the first column, the comparable Australian Curriculum version 9 Achievement Standards in the centre column, and the proposed revised Achievement Standards for Western Australia in the third column.

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Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At Standard, students pose and respond to questions, and recognise that there are a variety of sources from which information can be collected. They use simple categories to organise information and sequence familiar events. Students explore points of view, represent information in different ways and begin to draw simple conclusions. They share observations and ideas when participating in the decision-making process. Students develop simple oral texts, and reflect on what they have learnt using language, gesture and other non-verbal modes.</p> <p>Students recognise that countries, such as Australia, and familiar places are represented on a globe or a map. They describe the features of places that are familiar to them. Students identify the interconnections that people have with familiar places and recognise why some places are special and need to be looked after. They identify similarities between families and suggest ways that families communicate and commemorate significant stories and events from the past.</p>	<p>By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.</p> <p>Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.</p>	<p>By the end of the year, children pose and respond to questions, and recognise that there are a variety of sources from which information can be collected. They use simple categories to organise information and sequence familiar events. Children represent information in different ways and begin to draw simple conclusions. They share observations and ideas when participating in the decision-making process. Children develop simple oral texts, and reflect on what they have learnt using language, gesture and other non-verbal modes.</p> <p>Children recognise that countries, such as Australia, and familiar places are represented on a globe or a map. They describe the features of places that are familiar to them. Children identify the interconnections that people have with familiar places and recognise why some places are special. They identify similarities between families and suggest ways that families communicate and commemorate significant stories and events from the past.</p>

Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At Standard, students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts, using some relevant terms. They reflect on what they have learnt using oral and/or written forms.</p> <p>Students describe how spaces are used in their local community. They categorise the natural, managed and constructed features of places. Students describe how the features of places can be cared for and changed over time. They describe the weather and seasons for selected places, and locate the equator and the northern and southern hemispheres. Students describe how families have changed or remained the same over time. They describe how daily lives change over generations, and consider the personal significance of events in the present, past and future.</p>	<p>By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.</p> <p>Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.</p>	<p>By the end of the year, children pose questions, locate, sort and record collected information and/or data from provided sources. They process relevant information and/or data by categorising, sequencing events and exploring points of view, and use this information to draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Children share their findings in a range of ways, using some relevant terms. They reflect on what they have learnt using oral and/or written forms.</p> <p>Children categorise the natural, managed and constructed features of places. They describe how the features of places can be cared for and changed over time and they locate the equator and the northern and southern hemispheres. Children describe how families have changed or remained the same over time. They describe how daily lives change over generations, and consider the personal significance of events in the present, past and future.</p>

Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At Standard, students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts using some relevant terms. They reflect on what they have learnt using oral and/or written forms.</p> <p>Students locate major geographical divisions of the world, and describe places at a variety of scales. They describe the interconnections between people and places, and they identify the factors that influence people’s connections with others in different places. Students identify people, sites and parts of the natural environment in their local community that reveal information about the past, and those that have significance today. They identify examples of how technology has changed and its impact on people’s lives.</p>	<p>By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people’s lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.</p> <p>Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.</p>	<p>By the end of the year, children pose questions, locate, sort and record collected information and/or data from provided sources. They process relevant information and/or data by categorising, sequencing events and exploring points of view, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Children share their findings in a range of ways using some relevant terms. They reflect on what they have learnt using oral and/or written forms.</p> <p>Children locate major geographical divisions of the world, and describe places at a variety of scales. They describe the interconnections between people and places, and they identify the factors that influence people’s connections with others in different places. Children identify people, sites and parts of the natural environment in their local community that reveal information about the past, and those that have significance today. They identify examples of how technology has changed and its impact on people’s lives.</p>

Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts, supported by researched information, and reflect on findings to propose an action.</p> <p>Students identify the importance of rules and the democratic processes that groups follow when making decisions. They describe how people participate in community groups, and identify the benefits to both the individual and the community.</p> <p>Students map and locate various boundaries and natural features that define Australia. They describe the diverse characteristics of Australia’s neighbouring countries, and identify different climatic zones of the</p>	<p>By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia’s identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people’s contributions to communities.</p> <p>Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.</p>	<p>By the end of the year, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students reflect on findings to propose an action.</p> <p>Students identify the importance of rules and the democratic processes that groups follow when making decisions. They describe how people participate in community groups, and identify the benefits to both the individual and the community.</p> <p>Students map and locate various boundaries and natural features that define Australia. They describe the diverse characteristics of Australia’s neighbouring countries, identify simple interconnections between</p>

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<p>world. Students identify simple interconnections between people and places, and describe how people’s perceptions of places are influenced.</p> <p>Students describe an example of continuity and change over time in a given area. They identify the contribution of different cultural groups on a community. Students identify the ways people in Australia, and around the world, acknowledge days and events that have historical significance.</p>		<p>people and places, and describe how people’s perceptions of places are influenced.</p> <p>Students describe an example of continuity and change over time in a given area. They identify the contribution of different cultural groups on a community. Students identify the ways people in Australia, and around the world, acknowledge days and events that have historical significance.</p>

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Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts supported by researched information, and reflect on findings to propose an action.</p> <p>Students identify the role of local government in the community, and recognise that people’s identity can be shaped through participation in a community group. They distinguish between rules and laws and identify that rights and responsibilities are important in maintaining social cohesion.</p> <p>Students identify the location of Africa and Europe, and their major countries, in relation to Australia. They identify the main characteristics of their natural</p>	<p>By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.</p> <p>Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.</p>	<p>By the end of the year, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. Students use given decision-making processes to draw simple conclusions and provide explanations based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students reflect on findings to propose an action.</p> <p>Students identify the role of local government in the community, and recognise that people’s identity can be shaped through participation in a community group. They distinguish between rules and laws and identify that rights and responsibilities are important in maintaining social cohesion.</p> <p>Students identify the location of Africa and Europe, and their major countries, in relation to Australia. They identify the main characteristics of their natural environments and describe the importance of the interconnections between people, plants and animals</p>

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<p>environments and describe the importance of the interconnections between people, plants and animals at the local to global scale. Students recognise that people have different views on the sustainable use of natural resources and describe how they can be managed and protected.</p> <p>Students describe the connection that Australia’s First Peoples have to Country/Place and identify the impact of contact on Indigenous peoples in Australia, and around the world, as a result of exploration and colonisation. They identify the significance of past events in bringing about change and describe the experiences of an individual or a group over time. Students explain how and why life changed in the past and identify aspects of the past that have remained the same.</p>		<p>at the local to global scale. Students recognise that people have different views on the sustainable use of natural resources and describe how they can be managed and protected.</p> <p>Students describe the connection that Aboriginal and Torres Strait Islander peoples have to Country/Place and identify the impact of contact on Indigenous peoples in Australia, and around the world, as a result of exploration and colonisation. They identify the significance of past events in bringing about change and describe the experiences of an individual or a group over time. Students explain how and why life changed in the past and identify aspects of the past that have remained the same.</p>

Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They use a variety of appropriate formats to translate collected information and draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate source materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.</p> <p>Students identify the key features of Australia's democracy, describe the electoral process, and explain the significance of laws and how they are enforced. They describe how participation in groups can benefit the community.</p>	<p>By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.</p> <p>Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.</p>	<p>By the end of the year, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms, including some subject-specific terminology and concepts. They reflect on findings to refine their learning.</p> <p>Students identify the key features of Australia's democracy, describe the electoral process, and explain the significance of laws. They describe how participation in groups can benefit the community.</p> <p>Students identify the imbalance between wants and resources, and the impact of scarcity on resource allocation.</p>

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<p>Students identify the imbalance between wants and resources, and the impact of scarcity on resource allocation. They identify that, when making choices, people use strategies to inform their purchasing and financial decisions.</p> <p>Students identify the location of North America and South America and their major countries, in relation to Australia. They describe the characteristics of places, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge.</p> <p>Students identify the cause and effect of change on Australia’s colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony.</p>	<p style="text-align: center; opacity: 0.5; font-size: 48px; font-weight: bold;">DRAFT</p>	<p>Students identify the location of North America and South America and their major countries, in relation to Australia. They describe the characteristics of places, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge.</p> <p>Students identify the cause and effect of change on Australia’s colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony.</p>

Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They use a variety of appropriate formats to translate collected information and draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate source materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.</p> <p>Students recognise that Australia’s democracy is based on the Westminster system, and describe the roles and responsibilities of each level of government and how laws are made. They identify the democratic values associated with Australian citizenship and</p>	<p>By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia’s levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.</p> <p>Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.</p>	<p>By the end of the year, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms, including some subject-specific terminology and concepts. They reflect on findings to refine their learning.</p> <p>Students recognise that Australia’s democracy is based on the Westminster system, and describe the roles and responsibilities of each level of government and how laws are made.</p> <p>Students identify the different ways businesses organise the provision of goods and services. Students identify the factors that influence consumer decisions when making choices, and the consequences of those choices for businesses and the consumer.</p>

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<p>describe the rights and responsibilities of being an Australian citizen.</p> <p>Students identify the imbalance between needs and wants, and describe how the allocation of resources involves trade-offs. They identify the advantages and disadvantages of specialisation in terms of the different ways businesses organise the provision of goods and services. Students identify the factors that influence consumer decisions when making choices, and the consequences of those choices for businesses and the consumer.</p> <p>Students identify the location of Asia and its major countries, in relation to Australia. They recognise the geographical and cultural diversity of places, by describing the physical and human characteristics of specific places, at the local to global scale. Students identify that people, places and environments are interconnected and describe how these interconnections lead to change.</p> <p>Students explain the significance of an individual, group or event on the Federation of Australia, and identify ideas and/or influences of other systems on the development of Australia as a nation. They describe continuity and change in relation to Australia’s democracy and citizenship. Students compare experiences of migration and describe the cause and effect of change on society.</p>	<p style="text-align: center; opacity: 0.5; font-size: 48px; font-weight: bold;">DRAFT</p>	<p>Students identify the location of Asia and its major countries, in relation to Australia. They recognise the geographical and cultural diversity of places, by describing the physical and human characteristics of specific places, at the local to global scale. Students identify that people, places and environments are interconnected and describe how these interconnections lead to change.</p> <p>Students explain the significance of an individual, group or event on the Federation of Australia, and identify ideas and/or influences of other systems on the development of Australia as a nation. They describe continuity and change in relation to Australia’s democracy and citizenship. Students compare experiences of migration and describe the cause and effect of change on society.</p>

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