



Western Australian Curriculum

Humanities and Social Sciences

Proposed Comparison of Curriculum | Pre-primary–Year 6
Draft for consultation | Not for implementation

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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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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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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

The first row contains the current Western Australian Curriculum: Humanities and Social Sciences curriculum content organised in year levels. The second row contains the endorsed content for Australian Curriculum version 9. The content listed for the Western Australian Curriculum and the Australian Curriculum version 9 is unedited. The third row content is the proposed content for familiarisation in 2025 and implementation in Western Australia in 2026.

In each Proposed WA Curriculum cell within the tables, the statements without a bullet point are the content descriptions. The content description is the mandated material for teaching. To support teachers, some content descriptions also have a 'For example' followed by bullet point examples that provide suggested content to clarify the content descriptions. This is not mandated material, and teachers may choose to use the suggested example, or may choose to use alternative examples that are relevant to the context of their school and student population.

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Strand: Knowledge and understanding

Sub-strand: Civics and citizenship

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum		This sequence starts at Year 3		<p>Communities</p> <p>Communities make decisions in different ways and voting is a way that groups make decisions democratically</p> <p>Who makes rules, why rules are important and the consequences of rules not being followed</p> <p>Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community</p>	<p>Government and society</p> <p>The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management)</p> <p>The differences between 'rules' and 'laws'</p> <p>The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values)</p> <p>People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity</p>	<p>Roles, responsibilities and participation</p> <p>The key values that underpin Australia's democracy, including freedom, equality, fairness and justice</p> <p>The roles and responsibilities of electors (e.g. enrolling to vote, being informed) and representatives (e.g. representing their electorate's interests, participating in the parliamentary process) in Australia's democracy</p> <p>The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting</p> <p>How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights)</p> <p>The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges)</p> <p>Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups)</p>	<p>Australia's system of government and citizenship</p> <p>The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts</p> <p>The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system</p> <p>How laws are initiated and passed through the Federal parliament</p> <p>Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship</p>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Australian Curriculum v9				<p>who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed</p> <p>why people participate within communities and how students can actively participate and contribute to communities</p>	<p>the differences between “rules” and “laws”, why laws are important and how they affect the lives of people</p> <p>the roles of local government and how members of the community use and contribute to local services</p> <p>diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity</p>	<p>the key values and features of Australia’s democracy, including elections, and the roles and responsibilities of elected representatives</p> <p>how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal</p>	<p>the key institutions of Australia’s system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies</p> <p>the roles and responsibilities of the 3 levels of government in Australia</p>
Proposed WA Curriculum				<p>Who makes rules, why rules are important in the school and/or local community, and the consequences of rules not being followed</p> <p>Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community</p>	<p>The roles of local government and how members of the community use and contribute to local services</p> <p>For example:</p> <ul style="list-style-type: none"> leisure services such as libraries, pools and sporting facilities environmental services such as waste management and parks administrative services such as pet management and town planning <p>The differences between rules and laws and why laws are important</p> <p>People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity</p>	<p>The key values and features of Australia’s democracy and the electoral process</p> <p>For example:</p> <ul style="list-style-type: none"> compulsory voting, secret ballot and preferential voting values such as freedom, equality, fairness and justice <p>The roles and responsibilities of electors and representatives</p> <p>For example:</p> <ul style="list-style-type: none"> enrolling to vote and being informed representing electorate’s interest and participating in the parliamentary process <p>How regulations and laws affect the lives of citizens</p> <p>For example:</p> <ul style="list-style-type: none"> the different types of laws how laws protect human rights <p>How citizens with shared beliefs and values work together to achieve a civic goal</p>	<p>The key institutions of Australia’s democratic system of government based on the Westminster system, including the monarchy, parliaments and courts</p> <p>The roles and responsibilities of the three levels of government</p> <p>For example:</p> <ul style="list-style-type: none"> Federal government is responsible for defence force, postal service and immigration State government is responsible for education and health Local government is responsible for parks, verges and rubbish collection <p>How laws are initiated and passed through the Federal parliament</p>

Sub-strand: Economics and business

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	This sequence starts at Year 5					<p>Water, resources and choices</p> <p>The difference between needs and wants, and how they may differ between individuals</p> <p>Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations</p> <p>Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle)</p> <p>The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use</p> <p>Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future)</p>	<p>Trade-offs and impacts of consumer and financial decisions</p> <p>Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity)</p> <p>Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle)</p> <p>The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste)</p> <p>Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue</p>
Australian Curriculum v9						types of resources, including natural, human and capital, and how they satisfy needs and wants	influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices
Proposed WA Curriculum						<p>The difference between needs and wants, and how they may differ between individuals</p> <p>Resources can be natural, human, or capital, and how these are used sustainably to make goods and services to satisfy the needs and wants of present and future generations</p>	<p>The impact consumer purchasing decisions can have on a family, the broader community and the environment</p> <p>For example:</p> <ul style="list-style-type: none"> • where money goes when buying from local businesses compared to

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>For example:</p> <ul style="list-style-type: none"> natural resources such as solar, water human resources such as workers, business owner capital resources such as machinery, tools, technologies <p>Due to scarcity, choices need to be made about the use of limited resources and how the alternative use of resources result in the need to consider trade-offs</p> <p>For example:</p> <ul style="list-style-type: none"> using school land to plant a garden bed or install additional playground equipment committing to organized sport or having more free time 	<p>large multinational companies</p> <ul style="list-style-type: none"> the environmental consequences of purchasing goods with excessive plastic packaging <p>Businesses provide goods and services in different ways to earn revenue</p> <p>For example:</p> <ul style="list-style-type: none"> variety of scale and physical locations, such as shopping centres, local markets, online stores, small independent stores and remote community stores <p>Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices</p> <p>For example:</p> <ul style="list-style-type: none"> influences such as available money, advertising, peer pressures, price of goods and services, cultural or personal belief systems strategies such as comparing prices and keeping financial records

Sub-strand: Geography

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Current WA Curriculum</p> <p>The globe as a representation of the Earth on which Australia and other familiar countries can be located</p> <p>The representation of familiar places, such as schools, parks and lakes on a pictorial map</p> <p>The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs)</p> <p>The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance</p>	<p>People live in places</p> <p>The globe as a representation of the Earth on which Australia and other familiar countries can be located</p> <p>The representation of familiar places, such as schools, parks and lakes on a pictorial map</p> <p>The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs)</p> <p>The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance</p>	<p>Places have distinctive features</p> <p>The location of the equator and the northern and southern hemispheres, including the poles</p> <p>The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for</p> <p>How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them</p> <p>The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features</p>	<p>People are connected to many places</p> <p>The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia</p> <p>Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country)</p> <p>The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place</p> <p>The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters)</p> <p>The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places</p>	<p>Places are both similar and different</p> <p>The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef)</p> <p>Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories</p> <p>The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics</p> <p>The difference between climate and weather, the main climatic zones of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different places</p> <p>The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places</p>	<p>The Earth's environment sustains all life</p> <p>The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia</p> <p>The importance of environments to animals and people, and different views on how they can be protected</p> <p>Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation</p> <p>The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably</p>	<p>Factors that shape the environmental characteristics of places</p> <p>The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of South America and North America, and the location of their major countries in relation to Australia</p> <p>The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining)</p> <p>Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places</p> <p>The impact of bushfires or floods on environments and communities, and how people can respond</p>	<p>A diverse and connected world</p> <p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p>Differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world</p> <p>The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia</p> <p>Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places</p>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Australian Curriculum v9	<p>the features of familiar places they belong to, why some places are special and how places can be looked after</p> <p>the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located</p>	<p>the natural, managed and constructed features of local places, and their location</p> <p>how places change and how they can be cared for by different groups including First Nations Australians</p>	<p>how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales</p> <p>the interconnections of First Nations Australians to a local Country/Place</p>	<p>the representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia's neighbouring regions and countries</p> <p>the ways First Nations Australians in different parts of Australia are interconnected with Country/Place</p> <p>the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features</p>	<p>the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent</p> <p>sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place</p>	<p>the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place</p> <p>the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences</p>	<p>the geographical diversity and location of places in the Asia region, and its location in relation to Australia</p> <p>Australia's interconnections with other countries and how these change people and places</p>	
Proposed WA Curriculum	<p>The globe as a representation of the Earth on which Australia and other countries can be located</p> <p>For example:</p> <ul style="list-style-type: none"> concrete representations to locate places and landmarks digital technologies such as online maps <p>The location of familiar places on a map</p> <p>For example:</p> <ul style="list-style-type: none"> local places such as parks, schools and shops styles of maps such as pictorial, self-constructed and digital <p>The places people live in and belong to, the reasons places are special or important to people and their significance to Aboriginal and Torres Strait Islander peoples</p>	<p>The location of the equator and the northern and southern hemispheres, including the poles</p> <p>The location of local places and their natural, managed and constructed features</p> <p>For example:</p> <ul style="list-style-type: none"> identify and locate places and features on pictorial maps the daily and seasonal weather of their place <p>How places change and how they can be cared for by different groups including Aboriginal and Torres Strait Islander peoples</p> <p>For example:</p> <ul style="list-style-type: none"> the influence of weather and seasons, including Aboriginal and Torres Strait Islander peoples' seasons 	<p>The location of the major geographical divisions of the world in relation to Australia and how people and places interconnect across Australia, Asia and the world</p> <p>For example:</p> <ul style="list-style-type: none"> continents and oceans personal connections and travel experiences across Australia and the world how special events or current natural phenomena influence connections <p>The ways in which Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, the names and meanings given to local features and places and how these places can be defined on a variety of geographical scales</p> <p>For example:</p>	<p>The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features</p> <p>For example:</p> <ul style="list-style-type: none"> natural features such as rivers, deserts, mountains and rainforests <p>How language groups of Australia's Aboriginal and Torres Strait Islander peoples divides their Country/Place and how this compares to the surveyed boundaries of Australian states and territories</p> <p>The location of Australia's neighbouring countries and the similarities and differences in natural and human characteristics</p> <p>For example:</p>	<p>The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features</p> <p>For example:</p> <ul style="list-style-type: none"> natural features such as rivers, deserts, mountains and rainforests <p>How language groups of Australia's Aboriginal and Torres Strait Islander peoples divides their Country/Place and how this compares to the surveyed boundaries of Australian states and territories</p> <p>The location of Australia's neighbouring countries and the similarities and differences in natural and human characteristics</p> <p>For example:</p>	<p>The main characteristics of the continents of Africa and Europe, and the location of their major countries in relation to Australia</p> <p>For example:</p> <ul style="list-style-type: none"> characteristics such as climate, natural vegetation, landforms and native animals <p>The importance of environments to animals and people, and the different views on how they can be protected</p> <p>Sustainable use and management of renewable and non-renewable resources, and the custodial responsibility Aboriginal and Torres Strait Islander peoples have for Country/Place</p> <p>For example:</p> <ul style="list-style-type: none"> the use of renewable and non-renewable resources in the classroom 	<p>The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia</p> <p>For example:</p> <ul style="list-style-type: none"> characteristics such as climate, natural vegetation, landforms and native animals <p>The way people alter the environmental characteristics of Australian places</p> <p>For example:</p> <ul style="list-style-type: none"> land cover clearing for farming and urban development introduction of boundaries through the establishment of fences, drainage or irrigation infrastructure land use such as plantations and mining 	<p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p>For example:</p> <ul style="list-style-type: none"> economic characteristics such as per capita income or energy consumption demographic characteristics such as population size and density social characteristics such as education and life expectancy <p>The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world</p> <p>For example:</p> <ul style="list-style-type: none"> the Māori of Aotearoa (New Zealand) the Orang Asli of Malaysia and Indonesia

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>For example:</p> <ul style="list-style-type: none"> people live in neighbourhoods, suburbs, towns, rural/regional/lands the Country/Place on which the school is located the Country/Place students' culture or heritage is connected to sources that represent a range of cultures and languages 	<ul style="list-style-type: none"> causes of change to places, such as erosion, revegetation, new infrastructure, the influence of weather patterns how places and locations are cared for and the community members responsible for its care 	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander names and meanings of places and locations how names are given and who is responsible for allocating them geographical scales such as personal, local, regional and national 	<ul style="list-style-type: none"> natural characteristics such as climate, animals and vegetation human characteristics such as language, family composition and built environment 	<ul style="list-style-type: none"> how Aboriginal and Torres Strait Islander peoples manage and use plants, animals and minerals sustainably 	<p>The impact of bushfires, droughts, cyclones or floods on environments and communities, and how people can respond</p>	<p>Australia's connection with countries and how these connections change people and places</p> <p>For example:</p> <ul style="list-style-type: none"> temporary connections, such as tourism, foreign aid and sport longer-term connections such as trade, migration, education and defence

Sub-strand: History

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Personal and family histories</p> <p>Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees</p> <p>The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common</p> <p>How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations)</p> <p>How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them</p>	<p>Present and past family life</p> <p>Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, childcare), and how these have changed or remained the same over time</p> <p>How the present, past and future are signified by terms indicating time (e.g. 'a long time ago'; 'then and now'; 'now and then'; 'old and new'; 'tomorrow') as well as by dates and changes that may have personal significance (e.g. birthdays, holidays, celebrations, seasons)</p> <p>The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed</p>	<p>The past in the present</p> <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p> <p>The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity)</p> <p>The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today</p>	<p>Communities and remembrance</p> <p>One important example of change and one important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life)</p> <p>The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community</p> <p>The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems</p> <p>The historical origins and significance of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan)</p>	<p>First contacts</p> <p>The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life</p> <p>The journey(s) of at least one world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco de Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one society</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order)</p> <p>The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines)</p>	<p>The Australian colonies</p> <p>The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)</p> <p>The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)</p> <p>The economic, social and political impact of one significant development or event on a colony and the potential outcomes created by 'what if ...?' scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought)</p> <p>The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel)</p>	<p>Australia as a nation</p> <p>Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament)</p> <p>Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women, and children</p> <p>Stories of groups of people who migrated to Australia (including from one Asian country), the reasons they migrated (e.g. push-pull factors) and their contributions to society</p>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Australian Curriculum v9	<p>the people in their family, where they were born and raised, and how they are related to each other</p> <p>the celebrations and commemorations of significant events shared with their families and others</p>	<p>differences in family structures and roles today, and how these have changed or remained the same over time</p> <p>continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods</p>	<p>a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance</p> <p>how technological developments changed people's lives at home, and the ways they worked, travelled and communicated</p>	<p>causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes</p> <p>significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals</p>	<p>the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place</p> <p>the causes of the establishment of the first British colony in Australia in 1788</p> <p>the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony</p> <p>the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion</p>	<p>the economic, political and social causes of the establishment of British colonies in Australia after 1800</p> <p>the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment</p> <p>the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development or events in an Australian colony</p>	<p>significant individuals, events and ideas that led to Australia's Federation, including the Constitution and democratic system of government</p> <p>changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted on First Nations Australians, migrants, women and children</p> <p>the motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region</p>
Proposed WA Curriculum	<p>The different structures of families, the people in their family, their culture, where they were born and raised, and how they are connected to each other</p> <p>The celebrations and commemorations of significant events shared with their families and others</p> <p>For example:</p> <ul style="list-style-type: none"> celebrated events such as birthdays, cultural festivals and family reunions different commemorations in the local community Aboriginal and Torres Strait Islander peoples participate in corroborees 	<p>The diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time</p> <p>For example:</p> <ul style="list-style-type: none"> the similarities and differences of a range of family structures and sizes changes in family roles such as domestic chores and childcare naming protocols across cultures for family and community members <p>How the present, past and future are represented by terms indicating time as well as by dates and changes that may have personal significance</p>	<p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p> <p>For example:</p> <ul style="list-style-type: none"> social, cultural or spiritual significance <p>The importance today of an historical site or place and why it has heritage significance and cultural values for present generations</p> <p>For example:</p> <ul style="list-style-type: none"> sites such as community buildings, landmarks, war memorials, rock paintings and engravings 	<p>One important example of change and one important example of continuity over time in the local community, region or state/territory</p> <p>For example:</p> <ul style="list-style-type: none"> in relation to the areas of transport, work, education, natural and built environments, entertainment or daily life <p>The role that different cultural groups have played in the development and character of the local community compared with development in another community</p>	<p>The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place and their pre-contact ways of life</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival</p> <p>For example:</p> <ul style="list-style-type: none"> treatment of convicts daily lives of the different people who travelled to Australia how social order was maintained 	<p>The economic, political and social reasons for establishing British colonies in Australia after 1800</p> <p>For example:</p> <ul style="list-style-type: none"> economic reasons such as the availability of natural resources and the establishment of penal colonies political reasons such as its strategic position in the Asia-Pacific region and the expansion of the British Empire social reasons such as population pressures in Britain 	<p>Key figures, ideas and events that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government</p> <p>For example:</p> <ul style="list-style-type: none"> Henry Parkes, Edmund Barton, George Reid and John Quick the Tenterfield Oration, Corowa Conference, the referendums the Magna Carta, federalism, constitutional monarchy, the Westminster system and the Houses of Parliament

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>How the stories of families and the past can be communicated and passed down through generations and how the stories may differ, depending on who is telling them</p> <p>For example:</p> <ul style="list-style-type: none"> photographs, artefacts, books, oral histories, digital media, museums the significance and use of storytelling on Country 	<p>For example:</p> <ul style="list-style-type: none"> terms including, ‘a long time ago’; ‘then and now’; ‘now and then’; ‘old and new’; ‘tomorrow’; ‘Dreamtime’ or ‘The Dreaming’ dates and changes that have personal significance such as birthdays, traditions and rituals <p>The differences and similarities between children’s daily lives and life during their parents’ and grandparents’ childhoods and how daily lives have changed</p> <p>For example:</p> <ul style="list-style-type: none"> family traditions and leisure time changes to communication over time 	<p>The impact of changing technology on people’s lives and how the technology of the past differs from the technology used today</p> <p>For example:</p> <ul style="list-style-type: none"> use of technology situations such as in the home, at work, when travelling, for leisure activities and when playing and communicating 	<p>For example:</p> <ul style="list-style-type: none"> commercial outlets such as restaurants and shops different religious buildings <p>Significant events, symbols and emblems that are important to Australia’s shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia</p> <p>For example:</p> <ul style="list-style-type: none"> Australian commemorations and celebrations such as Anzac Day, Australia Day, NAIDOC Week, National Sorry Day international celebrations and commemorations such as religious and cultural festivals 	<p>The nature of contact between Aboriginal and Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people’s lives</p> <p>For example:</p> <ul style="list-style-type: none"> contact with the Macassans and Europeans impacts such as dispossession, dislocation, the loss of lives through contact, diseases, loss of food sources and medicines <p>The journey of one world navigator, explorer or trader up to the late eighteenth century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania</p> <p>For example:</p> <ul style="list-style-type: none"> Christopher Columbus Vasco de Gama Ferdinand Magellan 	<p>The patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of the different inhabitants</p> <p>For example:</p> <ul style="list-style-type: none"> geographical features, climate, water resources, transport, discovery of gold that shaped patterns introduced species lives of Aboriginal and Torres Strait Islander peoples, convicts and free settlers <p>The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions</p> <p>For example:</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Island peoples resistance fighters such as Yagan and Fanny Balbuk groups such as explorers, farmers, pastoralists, convicts Colonialists such as James Stirling and Thomas Peel 	<p>Changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children</p> <p>For example:</p> <ul style="list-style-type: none"> Right to vote <i>Aborigines Act 1905</i> (Western Australia) Women’s suffrage at the end of the 19th/start of the 20th Century <p>Stories of groups of people who migrated to Australia, including from one Asian country, the reasons they migrated and their contributions to society</p> <p>For example:</p> <ul style="list-style-type: none"> push factors such as war and conflict, economic hardship and political unrest pull factors such as gold rushes, employment opportunities and government funded land settlement and assisted passage schemes

Strand: Humanities and Social Sciences skills

Sub-strand: Questioning and researching

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share)</p> <p>Pose and respond to questions about the familiar</p> <p>Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources)</p> <p>Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings)</p>	<p>Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)</p> <p>Pose questions about the familiar and unfamiliar</p> <p>Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)</p> <p>Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)</p>		<p>Identify current understanding of a topic (e.g. brainstorm, KWL chart)</p> <p>Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)</p> <p>Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)</p> <p>Recognise the ethical protocols that exist when gathering information and/or data (e.g. respecting others' work)</p>		<p>Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map)</p> <p>Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)</p>	
Australian Curriculum v9	<p>pose questions about familiar objects, people, places and events</p> <p>sort and record information including pictorial timelines and locations on pictorial maps or models</p>	<p>develop questions about objects, people, places and events in the past and present</p> <p>collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models</p>		<p>develop questions to guide investigations about people, events, places and issues</p> <p>locate, collect and record information and data from a range of sources, including annotated timelines and maps</p>		<p>develop questions to investigate people, events, developments, places and systems</p> <p>locate, collect and organise information and data from primary and secondary sources in a range of formats</p>	

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Proposed WA Curriculum	<p>Share prior knowledge about a topic</p> <p>For example:</p> <ul style="list-style-type: none"> • make and apply connections through play based learning • collaborative learning strategies • sustained shared thinking <p>Pose and respond to natural curiosities about known objects, people, places and events</p> <p>For example:</p> <ul style="list-style-type: none"> • 'I wonder... <p>Sort and record information and/or data into simple categories</p> <p>For example:</p> <ul style="list-style-type: none"> • drawings, pictorial timelines and maps • role play • whole class learning wall 	<p>Reflect on current understanding of a topic</p> <p>For example:</p> <ul style="list-style-type: none"> • brainstorm • collaborative learning strategies • sustained shared thinking <p>Expand curiosity, pose and respond to reflective questions about objects, people, places and events in the past and present</p> <p>For example:</p> <ul style="list-style-type: none"> • scaffold construction of questions <p>Locate information from a variety of provided sources</p> <p>For example:</p> <ul style="list-style-type: none"> • electronic sources • print sources such as books, photographs, graphics and plans • other sources including people <p>Sort and record selected information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> • use graphic organisers • identify key words • collaborative learning strategies 	<p>Identify current understanding of a topic</p> <p>For example:</p> <ul style="list-style-type: none"> • brainstorm • KWL chart <p>Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources</p> <p>For example:</p> <ul style="list-style-type: none"> • electronic sources such as television and websites • print sources such as books, photographs, images and plans • other sources including interviews, museums and library catalogues <p>Record selected information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> • using graphic organisers • using note-taking strategies <p>Recognise the ethical protocols that exist when gathering information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> • respecting others' work 	<p>Identify current understandings, consider possible misconceptions and identify personal views on a topic</p> <p>For example:</p> <ul style="list-style-type: none"> • KWL chart • concept map <p>Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources</p> <p>For example:</p> <ul style="list-style-type: none"> • different media, including print, television and internet • primary sources such as photographs, interviews and historical artefacts • secondary sources including documentaries and written texts <p>Record selected information and/or data using a variety of methods</p> <p>For example:</p> <ul style="list-style-type: none"> • using graphic organisers • paraphrasing • summarising <p>Use ethical protocols when gathering information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> • acknowledging the work of others • reference work • obtain permission to use photographs and interviews 			

Sub-strand: Analysing

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations)</p> <p>Explore points of view (e.g. understand that their point of view may differ from others)</p> <p>Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays)</p>	<p>Identify relevant information</p> <p>Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)</p> <p>Explore points of view (e.g. understand that stories can be told from different perspectives)</p> <p>Represent collected information and/or data into different formats (e.g. tables, maps, plans)</p>	<p>Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)</p> <p>Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph)</p>	<p>Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)</p> <p>Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)</p>			
Australian Curriculum v9	<p>share a perspective on information, such as stories about significant events and special places</p>	<p>interpret information and data from observations and provided sources, including the comparison of objects from the past and present</p> <p>discuss perspectives related to objects, people, places and events</p>	<p>interpret information and data displayed in different formats</p> <p>analyse information and data, and identify perspectives</p>	<p>evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships</p> <p>evaluate primary and secondary sources to determine origin, purpose and perspectives</p>			
Proposed WA Curriculum	<p>Explore points of view</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that their point of view may differ from others 	<p>Process information and/or data collected</p> <p>For example:</p> <ul style="list-style-type: none"> sequence information or events categorise information combine information from different sources <p>Explore and discuss points of view</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that stories can be told from different perspectives 	<p>Use criteria for selecting relevant information</p> <p>For example:</p> <ul style="list-style-type: none"> accuracy reliability usefulness <p>Interpret information and/or data collected</p> <p>For example:</p> <ul style="list-style-type: none"> sequence events in chronological order identify patterns and trends <p>Identify different points of view in information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> distinguish fact from opinion explore different stories on the same topic 	<p>Develop and use criteria to determine the relevancy of information</p> <p>For example:</p> <ul style="list-style-type: none"> consider accuracy, reliability and publication date usefulness to the question <p>Analyse information and/or data collected</p> <p>For example:</p> <ul style="list-style-type: none"> identify cause and effect make connections with prior knowledge <p>Identify different perspectives in information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> analyse language identify motives 			

Sub-strand: Evaluating

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions)</p>	<p>Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)</p>		<p>Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences)</p> <p>Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)</p>		<p>Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)</p> <p>Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)</p>	
Australian Curriculum v9	<p>draw conclusions in response to questions</p>	<p>draw conclusions and make proposals</p>		<p>draw conclusions based on analysis of information</p> <p>propose actions or responses to an issue or challenge that consider possible effects of actions</p>		<p>develop evidence-based conclusions</p> <p>propose actions or responses to issues or challenges and use criteria to assess the possible effects</p>	
Proposed WA Curriculum	<p>Draw conclusions based on discussions and/or observations</p> <p>For example:</p> <ul style="list-style-type: none"> indicating conclusions in non-verbal ways such as drawing, making or gesturing use an opinion to make a judgement collaborative learning strategies <p>Participate in decision-making processes</p> <p>For example:</p> <ul style="list-style-type: none"> engage in group discussions make shared decisions share views 	<p>Draw conclusions based on information and/or data</p> <p>For example:</p> <ul style="list-style-type: none"> use an opinion to make a judgement form categories make generalisations based on patterns <p>Participate in decision-making processes</p> <p>For example:</p> <ul style="list-style-type: none"> engage in group discussions make shared decisions share views 		<p>Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>For example:</p> <ul style="list-style-type: none"> show similarities and differences <p>Use decision-making processes</p> <p>For example:</p> <ul style="list-style-type: none"> share views and recognise different points of view identify issues, possible solutions and plan for action in groups 		<p>Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>For example:</p> <ul style="list-style-type: none"> identify patterns infer relationships <p>Use decision-making processes including the use of criteria to assess the possible effects</p> <p>For example:</p> <ul style="list-style-type: none"> share opinions and personal perspectives, and consider different points of view identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options 	

Sub-strand: Communicating and reflecting

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)</p> <p>Develop texts (e.g. retell, describe personal stories)</p> <p>Reflect on learning (e.g. drawings, discussions)</p>	<p>Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)</p> <p>Develop texts, including narratives, that describes an event or place</p> <p>Reflect on learning and respond to findings (e.g. discussing what they have learned)</p>	<p>Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms</p> <p>Develop texts, including narratives and biographies, that use researched facts, events and experiences</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge)</p>	<p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts</p> <p>Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)</p>			
Australian Curriculum v9	<p>share narratives and observations, using sources and terms about the past and places</p>	<p>develop narratives and share observations using sources, and subject-specific terms</p>		<p>present descriptions and explanations, using ideas from sources and relevant subject-specific terms</p>		<p>present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p>	
Proposed WA Curriculum	<p>Share observations and ideas, using everyday language</p> <p>For example:</p> <ul style="list-style-type: none"> oral retell or role-play drawing sustained shared thinking <p>Reflect on and assess their learning and thinking</p> <p>For example:</p> <ul style="list-style-type: none"> use play to investigate, experiment, test hypotheses, imagine and explore ideas articulate their thoughts when they are learning new things develop growth mindset 	<p>Present findings in a range of communication forms, using relevant terms</p> <p>For example:</p> <ul style="list-style-type: none"> oral retell, role-play, graphic organisers, digital, written <p>Reflect on learning and respond to findings</p> <p>For example:</p> <ul style="list-style-type: none"> discuss what they have learnt and what they are still curious about discuss an appropriate response to findings apply learning contextually through play 	<p>Present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms</p> <p>For example:</p> <ul style="list-style-type: none"> written, oral, visual, digital, tabular, graphic <p>Reflect on learning and act on findings in different ways</p> <p>For example:</p> <ul style="list-style-type: none"> complete a KWL chart propose an action in response to new knowledge 	<p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts</p> <p>For example:</p> <ul style="list-style-type: none"> written, oral, visual, digital, tabular, graphic, maps <p>Reflect on learning, identify new understandings and act on findings in different ways</p> <p>For example:</p> <ul style="list-style-type: none"> suggest additional questions to be investigated propose a course of action on an issue 			