

ABLE WA History: Scope and Sequence

Historical Knowledge and Understanding

	Stage A	Stage B	Stage C	Stage D	Pre primary	Year 1
Level focus	Me	Me and my family	Me, my family and celebrations	Me, my family and my story	Personal and family histories	Present and past family life
Key questions	What is my name and what do I look like? Which people are familiar and support me? Which objects are familiar to me?	Which people are part of my immediate family? Which stories do other people have about my past? How can stories and the events of my past be told and shared?	What people are part of my family? What is my history? Which stories do other people tell about major milestones in my past? How can events and stories of the past be told and shared?	What is my history and what objects relate to this? Which stories do other people tell about my past? How can stories of my past be told and shared?	What is my history and how do I know? What stories do other people tell about the past? How can stories of the past be told and shared?	How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past? How do we describe the sequence of time?
Key concepts	The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance.					
Knowledge and understanding	Who they are and what they look like (ACHHK001a)	Who the people in their immediate family are (ACHHK001b)	Who the people in their family are (ACHHK001c)	Who the people in their family are and how they are related to me (ACHHK001d)	Who the people in their family are, where they were born and raised, and how they are related to each other (ACHHK001)	Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)
	The people in their family (ACHHK002a)	The structure of their immediate family (ACHHK002b)	The people and their name in the family (ACHHK002c)	The different family groups in my class and what they have in common (ACHHK002d)	The different structures of families and family groups today, and what they have in common (ACHHK002)	How the present, past and future are signified by terms indicating time such as '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, such as birthdays, celebrations and seasons (ACHHK029)
	Commemorate significant events (ACHHK003a)	Awareness of significant commemorative events and ways they can assist with preparation (ACHHK003b)	How events are celebrated and how to assist to prepare and participate in personal, school and community events (ACHHK003c)	How they and their family celebrate past events that are important to them (ACHHK003d)	How they, their family and friends commemorate past events that are important to them (ACHHK003)	
	How stories about them can be communicated, for example in photographs and multimedia (ACHHK004a)	How stories about them and their family can be communicated, for example in photographs and digital media (ACHHK004b)	How the stories of their family and recent celebrations can be communicated, for example through photographs, artefacts, oral histories, digital and media (ACHHK004c)	How the stories of their past can be communicated, for example through photographs, artefacts, oral histories, digital media (ACHHK004d)	How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)	Differences and similarities between students' daily lives and those of their parents and grandparents, including family traditions, leisure time and communications (ACHHK030)

Historical Skills

		Stage A	Stage B	Stage C	Stage D	Pre primary to Year 2
Historical skills	Chronology, terms and concepts	Recognise personally significant objects (ACHHS015a)	Recognise a significant event from images, photographs, or objects (ACHHS015b)	Sequence parts within a significant event (ACHHS015c)	Sequence significant milestones (ACHHS015d)	Sequence familiar objects and events (ACHHS015)
		React to people and objects (ACHHS016a)	Indicate what event was first in a routine daily event (ACHHS016b)	Distinguish between events within the day and the past (ACHHS016c)	Distinguish between 'today', 'tomorrow', 'yesterday' (ACHHS016d)	Distinguish between the past, present and future (ACHHS016)
	Historical questions and research	Experience images of self using sources provided (ACHHS017a)	Answer questions about their immediate family using sources provided (ACHHS017b)	Answer questions about their past using sources provided (ACHHS017c)	Answer questions about the past using sources provided (ACHHS017d)	Pose questions about the past using sources provided (ACHHS017)
		Analysis and use of resources	Explore a range of sources about the present (ACHHS018a)	Explore a range of sources about the present (ACHHS018b)	Explore a range of sources about the recent past (ACHHS018c)	Explore a range of sources about the past (ACHHS018d)
	Explore objects from the past and present (ACHHS019a)		Explore features of objects from the past and present (ACHHS019b)	Compare features of objects from the past and present (ACHHS019c)	Identify and compare features of objects from the past and present (ACHHS019d)	Identify and compare features of objects from the past and present (ACHHS019)
	Perspectives and interpretations	Explore a point of view (ACHHS020a)	Explore a point of view (ACHHS020b)	Explore a point of view (ACHHS020c)	Explore a point of view (ACHHS020d)	Explore a point of view (ACHHS020)
	Explanation and communication	Experience narratives about the past (ACHHS021a)	Assist to construct a narrative about a shared past event (ACHHS021b)	Assist to construct a narrative about significant past event (ACHHS021c)	Develop a narrative about the past (ACHHS021d)	Develop a narrative about the past (ACHHS021)
		Use gesture, facial expression and verbal communication (ACHHS022a)	Use a range of communication forms (oral, objects, visual and gesture), communication systems and digital technologies (ACHHS022b)	Use a range of communication forms (visual, oral, graphic) and digital technologies (ACHHS022c)	Use a range of communication forms (oral, graphic, role play) and digital technologies (ACHHS022d)	Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)