



Western Australian Curriculum

Humanities and Social Sciences

Proposed Year Level Descriptions | Pre-primary–Year 6

Draft for consultation | Not for implementation

Acknowledgement of Country

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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 Year Level Descriptions in the first column, the comparable Australian Curriculum version 9 Year Level Descriptions in the centre column, and the proposed revised Year Level Descriptions for Western Australia in the third column.

Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>In Pre-primary, Humanities and Social Sciences consists of Geography and History.</p> <p>Students have the opportunity to pose and respond to 'who', 'what', 'when', 'where' and 'why' questions. They collect, sort, represent and record information into simple categories. Students explore, play and investigate, and communicate their understandings through activities such as writing, painting, constructions or role-plays.</p> <p>Students gain a sense of location and learn about the globe, as a representation of the Earth, on which places can be located. There is a focus on developing students' curiosity of their personal world, with connections made between the early childhood setting and the local community. In the context of developing a sense of identity and belonging, students investigate the features of familiar places, why and how places are cared for, and explore what makes a place special.</p> <p>Students engage in stories of the past, particularly in the context of themselves and family. This may include stories from different cultures and other parts of the world. They perceive that the past is different from the present and understand the many ways in which stories of the past can be told. In the early years, students have the opportunity to explore their heritage, background and traditions.</p>	<p>In Foundation, the focus is on "my personal world". Learning in HASS builds on the Early Years Learning Framework and each student's prior learning and experiences. Students discuss and share personal observations and perspectives on their histories and special places, contributing to their sense of identity, connection and belonging. They continue to develop skills and processes for investigating their personal worlds, strengthening dispositions for learning such as curiosity and imagination, and resourcing their own learning through connecting with people and places.</p> <p>The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories, and the places they live in and belong to. Through inquiries into their family, familiar events and their own history, students examine evidence of the past and explore how the past is different from the present. They develop a deeper understanding about why some events are important in their own and others' lives. Students explore the places they live in and belong to, and observe and describe them. They identify the reasons why places are important to people and how they can care for them. They recognise that First Nations Australians have a special connection to places and that their school is located on the local Country/Place.</p>	<p>In Pre-primary, Humanities and Social Sciences consists of Geography and History.</p> <p>In the early childhood phase of schooling, learning in Humanities and Social Sciences builds on the <i>Early Years Learning Framework</i> and each child's funds of knowledge. Young children have a natural curiosity about their physical, social and technological world. Children should be provided with a holistic and integrated curriculum through which they are able to build, design, problem-solve, represent and reflect on new learning in ways that are meaningful to them.</p> <p>They explore, play, investigate, and communicate their understandings through a range of intentional learning experiences in creative ways. Children have the opportunity to pose questions about, and respond to their natural curiosities. They collect, sort, represent and record information into categories.</p> <p>Children gain a sense of location and learn about the globe, as a representation of the Earth, on which Australia and other countries can be located. There is a focus on fostering their interest in their personal world, with connections made between the early childhood setting and the local community. In the context of children developing a sense of identity and belonging, children investigate the features of familiar places, and explore what makes a place special, including their significance to Aboriginal and Torres Strait Islander peoples.</p>

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<p>Civics and Citizenship does not commence until Year 3. The <i>Early Years Learning Framework</i> provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.</p> <p>Economics and Business does not commence until Year 5. The <i>Early Years Learning Framework</i> provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.</p>	<p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • Who am I, where do I live and who came before me? • Why are some places and events special, and how do we know? 	<p>They engage in stories of families and the past, which may include stories from different cultures and other parts of the world. They perceive that the past is different from the present and understand the many ways in which stories may differ, depending on who is telling them. In the early years, children have the opportunity to explore family structures, their heritage, culture, backgrounds and traditions.</p>

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Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>In Year 1, Humanities and Social Sciences consists of Geography and History.</p> <p>Students have the opportunity to investigate different ways of collecting information and/or data through sources such as books, people and photos. They learn how narratives can be used to communicate and represent their changing understandings in multiple ways.</p> <p>In the early years, students have the opportunity to develop an appreciation for both natural and constructed environments as they understand how places are cared for and consider who should provide this care. Their understanding of place is further developed through investigating maps as a visual representation of Earth, as they begin to locate geographical divisions.</p> <p>The concept of continuity and change is extended through exploring how family life has changed or remained the same over time, and how the present is similar to, or different from, the past. The understanding of time as a sequence is developed in the context of the present, past and future.</p> <p>Civics and Citizenship does not commence until Year 3. The <i>Early Years Learning Framework</i> provides opportunities for students to engage in civics and citizenship concepts, such as developing a sense of</p>	<p>In Year 1, the focus is on "how my world is different from the past and can change in the future".</p> <p>The Year 1 curriculum builds on each student's prior learning and experiences investigating the past and places. Students' exploration of the history of their family contributes to their sense of identity, connection and belonging. They consider how they can contribute to their world by sharing a perspective on family roles and responsibilities, and ways people care for places. Students continue to develop skills and processes to investigate the past and places, and dispositions for learning, such as curiosity, imagination and problem-solving. They resource their own learning through connecting with people, places, and the natural, managed and constructed world.</p> <p>The Year 1 curriculum focuses on developing students' understanding of the recent past of families and the features of local places. Students are given opportunities to explore similarities and differences in family structures and roles over recent time. They consider how aspects of family life such as education and play have undergone continuities and changes. Students learn about the location and nature of natural, managed and constructed features of local places. They consider how places change over time and the ways different groups of people can care for places, including how First Nations Australians care for Country/Place.</p>	<p>In Year 1, Humanities and Social Sciences consists of Geography and History.</p> <p>In the early childhood phase of schooling, learning in Humanities and Social Sciences builds on the <i>Early Years Learning Framework</i> and each child's funds of knowledge. Young children have a natural curiosity about their physical, social and technological world. Children should be provided with a holistic and integrated curriculum through which they are able to build, design, problem-solve, represent and reflect on new learning in ways that are meaningful to them.</p> <p>Children have the opportunity to investigate different ways of collecting information and/or data through a range of intentional learning experiences, books, people and photos. They learn how narratives can be used to communicate and represent their changing understandings in multiple ways.</p> <p>In the early years, children have the opportunity to develop an appreciation for both natural and constructed environments as they understand how places are cared for by different groups including Aboriginal and Torres Strait Islander peoples. Children's understanding of place is further developed through investigating maps as a visual representation of Earth, as they begin to locate geographical divisions.</p> <p>The concept of continuity and change is extended through exploring how family life has changed or</p>

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<p>community; an awareness of diversity; and an understanding of responsibility, respect and fairness.</p> <p>Economics and Business does not commence until Year 5. The <i>Early Years Learning Framework</i> provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.</p>	<p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • How has family life and the place we live in changed and stayed the same over time? • What events, activities and places do I care about? Why? 	<p>remained the same over time, and how the present is similar to, or different from, the past. The understanding of time as a sequence is developed in the context of the present, past and future.</p>

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Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>In Year 2, Humanities and Social Sciences consists of Geography and History.</p> <p>Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>The concepts of place, space and interconnection are expanded through exploring the links with people and places, both locally and globally. The concept of scale is introduced as students explore the hierarchy of scale. They further develop a mental map of the world and of where they are located in relation to other places.</p> <p>Students are given the opportunity to develop their historical understanding through the key concepts of continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the history of their local area and why the past is important to the local community, and therefore worthy of preservation.</p> <p>Civics and Citizenship does not commence until Year 3. The <i>Early Years Learning Framework</i> provides opportunities for students to engage in civics and</p>	<p>In Year 2, the focus is on "past and present connections to people and places".</p> <p>The Year 2 curriculum builds on each student's prior learning and experiences investigating the past and places. Through exploring the history of their local community and places across a range of scales, students develop an understanding of how connections to history and place shape identity, diversity, connection and belonging. They consider how they can contribute to their world by exploring perspectives on the historical, cultural or spiritual significance of a person, place and/or building. Students continue to develop skills and processes to investigate the history of their local community and places across a range of scales. They develop dispositions for learning such as curiosity, imagination, problem-solving and researching. They resource their own learning through connecting with people, places and technologies.</p> <p>The Year 2 curriculum extends contexts for study from the local to the regional and state/territory, exploring connections between the past and present, and between people and places. Through studies of their local area, students explore, recognise and appreciate the history of their community, and what it reveals about significant people or places. They examine the causes and effects of changes in communication and transport technology. Students learn about the scale</p>	<p>In Year 2, Humanities and Social Sciences consists of Geography and History.</p> <p>In the early childhood phase of schooling, learning in Humanities and Social Sciences builds on the <i>Early Years Learning Framework</i> and each child's funds of knowledge. Young children have a natural curiosity about their physical, social and technological world. Children should be provided with a holistic and integrated curriculum through which they are able to build, design, problem-solve, represent and reflect on new learning in ways that are meaningful to them.</p> <p>Children have the opportunity to investigate different ways of collecting information and/or data through a range of intentional learning experiences, books, people and photos. They learn how narratives can be used to communicate and represent their changing understandings in multiple ways.</p> <p>The concepts of place, space and interconnection are expanded through exploring the links with people and places. The ways that Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, and Australia's interconnections with Asia and the world, allow children to explore the hierarchy of geographical scale. They further develop a mental map of the world and of where they are located in relation to other places.</p>

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<p>citizenship concepts, such as developing a sense of community; an awareness of diversity; and an understanding of responsibility, respect and fairness.</p> <p>Economics and Business does not commence until Year 5. The <i>Early Years Learning Framework</i> provides opportunities for students to engage in economics and business concepts, such as exploring natural and processed materials, and consumer decisions.</p>	<p>by which places are defined. They learn about the ways local people and places are connected to people and places at broader scales within their region, state or territory. Students explore how places have meaning to people and the connection First Nations Australians have with local Country/Place.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • What does my place tell me about the past and present? • How are people connected to their place and other places, past or present? • How has technology affected daily life over time and the connections between people in different places? 	<p>Children are given the opportunity to develop their historical understanding through the key concepts of continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the history of their local area and why the past is important to the local community, and therefore worthy of preservation.</p>

Year 3

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<p>In Year 3, Humanities and Social Sciences consists of Civics and Citizenship, Geography and History.</p> <p>Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students build on their understanding of civics and citizenship through the concepts of democracy and participation. Using familiar contexts, they consider how and why community groups create rules and make decisions. Students think about their own participation in the local community and how this contributes to society.</p> <p>The concepts of place, space, environment and interconnection continue to be developed as a way of thinking. Students examine the similarities and differences between places, with the opportunity to inquire into the natural and human characteristics of places in various locations at the local, regional and national scale. The development of the students' mental map of the world is extended through a study of the location and characteristics of places in the</p>	<p>In Year 3, the focus is on "diverse communities and places, and the contributions people make".</p> <p>The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Through exploring how their community has changed over time, students identify the significant causes, events and people involved in change. They investigate the importance of different events, symbols and emblems in Australia. Students examine the representation of Australia, the location of Australia's neighbouring countries, and the similarities and differences between places at those scales in terms of natural, managed and constructed features. They explore the interconnections of First Nations Australians in different parts of Australia to Country/Place. Drawing on familiar and local contexts, students develop an understanding of the importance of rules, the consequences of rules not being followed, and how individuals, including themselves, participate in and contribute to their community.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The</p>	<p>In Year 3, Humanities and Social Sciences consists of Civics and Citizenship, Geography and History.</p> <p>In the middle childhood phase of schooling, learning in Humanities and Social Sciences builds on students' interests in other times, places and societies. The ability of students to work collaboratively and to develop their social skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. The ability of students to draw on a wider range of sources of information will also be enhanced by introducing them to experiences beyond their immediate environment including those of people from other times, places and cultures.</p> <p>Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students build on their understanding of civics and citizenship through the concepts of democracy and participation. Using familiar contexts, they consider how and why community groups create rules and make decisions. Students think about their own</p>

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<p>southern hemisphere, including Australia and its near neighbours.</p> <p>Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.</p> <p>Economics and Business does not commence until Year 5. The Year 3 Mathematics curriculum provides opportunities for students to engage in economics and business concepts, such as simple transactions and financial literacy.</p>	<p>following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • How do symbols, events, individuals and places in my community make it unique? • How do people contribute to their communities, past and present? • How are people in Australia connected to places and what are the similarities and differences between those places? 	<p>participation in the local community and how this contributes to society.</p> <p>The concepts of place, space, environment and interconnection continue to be developed as a way of thinking. Students examine the similarities and differences between places, with the opportunity to inquire into the natural and human characteristics of places in various locations at the local, regional and national scale. The development of the students' mental map of the world is extended through a study of the location and characteristics of places in the southern hemisphere, including Australia and its near neighbours.</p> <p>Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.</p>

Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>In Year 4, Humanities and Social Sciences consists of Civics and Citizenship, Geography and History.</p> <p>Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students continue to build on their understanding of civics and citizenship through the concepts of democratic values, rights and responsibilities, and participation. They explore the purpose and services of local government and how this contributes to community life. The notions of belonging and personal identity are further developed to encompass laws, the importance of laws in society and cultural diversity.</p> <p>The concepts of place, space, environment, interconnection and sustainability continue to be developed as a way of thinking. Students have the opportunity to inquire into how the environment supports the lives of people and all other living things; and that people have differing views on how sustainability can be achieved. The development of the students' mental map of the world is extended</p>	<p>In Year 4, the focus is on "how people, places and environments interact, past and present".</p> <p>The Year 4 curriculum focuses on interactions between people, places and environments over time and space, and the effects of these interactions. Students develop understandings about the causes and nature of significant events related to the First Fleet and the experiences of people involved in colonisation prior to 1800. They study the diversity of First Nations Australians prior to colonisation, their continuous connection to Country/Place, and the impacts of contact on them and their Countries/Places. Students examine the ways in which environments are important to people and animals, as well as the ways people sustainably allocate and manage renewable and non-renewable resources. Students' understanding of democratic decision-making is developed through investigating the role of their local government and the contribution of citizens to their community. They examine how rules and laws affect them and the importance of laws in society. Students explore cultural diversity in their community and how belonging to different groups can shape personal identity.</p>	<p>In Year 4, Humanities and Social Sciences consists of Civics and Citizenship, Geography and History.</p> <p>In the middle childhood phase of schooling, learning in Humanities and Social Sciences builds on students' interests in other times, places and societies. The ability of students to work collaboratively and to develop their social skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. The ability of students to draw on a wider range of sources of information will also be enhanced by introducing them to experiences beyond their immediate environment including those of people from other times, places and cultures.</p> <p>Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students continue to build on their understanding of civics and citizenship through the concepts of democratic values, rights and responsibilities, and participation. They explore the purpose and services</p>

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<p>through a study of the location and characteristics of Africa and Europe.</p> <p>Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the history of Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans, and European exploration and colonisation up to the early 1800s. They explore interactions between groups and determine how these experiences contributed to cultural diversity.</p> <p>Economics and Business does not commence until Year 5. The Year 4 Mathematics curriculum provides opportunities for students to engage in economics and business concepts, such as purchasing and financial literacy.</p>	<p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • How have diverse individuals and groups, past and present, contributed to the Australian community? • Why did Britain want to establish a colony in Australia? • What were the effects of European colonisation on Australia, and on Australian First Nations Peoples? • What is the significance of the environment, and what are different views on how it can be used and sustained, past and present? 	<p>of local government and how this contributes to community life. The notions of belonging and personal identity are further developed to encompass laws, the importance of laws in society and cultural diversity.</p> <p>The concepts of place, space, environment, interconnection and sustainability continue to be developed as a way of thinking. Students have the opportunity to inquire into how the environment supports the lives of people and all other living things; and that people have differing views on how sustainability can be achieved. The development of the students' mental map of the world is extended through a study of the location and characteristics of Africa and Europe.</p> <p>Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the history of Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans, and European exploration and colonisation up to the early 1800s. They explore interactions between groups and determine how these experiences contributed to cultural diversity.</p>

Year 5

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<p>In Year 5, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students continue to build on their understanding of the concepts of democratic values, justice and rights and responsibilities as they further develop their understanding of laws, including how they are enforced and how they affect the lives of citizens. Students are introduced to the concept of the Westminster system as they explore the key features of Australia's electoral process.</p> <p>The importance of informed consumer decision-making is introduced through the concept of making choices. Students focus on the factors that impact upon the allocation of resources and this is underpinned by the concept of scarcity. They relate this to a personal or community context, questioning what influences their own decision-making.</p>	<p>In Year 5, the focus is on "Australian communities – their past, present and possible futures".</p> <p>The Year 5 curriculum focuses on the development of colonial Australia after 1800, the relationship between humans and their environment, the development of the economy, the features of Australian democracy and citizenship. Students learn about the reasons for the founding of a British colony in Australia, the impact of colonisation on the environment, and the daily lives of different people within and around the colony. They explore the roles of people, including migrants and First Nations Australians, in the development of events in an Australian colony. Students explore the human influences on the characteristics of a place and the way spaces in the Australian landscape are managed, including the management of severe weather events. Students investigate the key values and features of Australia's democracy. They determine how people in the community cooperate to achieve civic goals. Students develop an understanding of natural, human and capital resources, and how they satisfy human needs and wants.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The</p>	<p>In Year 5, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>In the late childhood phase of schooling, learning in Humanities and Social Sciences builds on students' interests in other times, places and societies. They begin to understand and appreciate different points of view, develop the ability to think in more abstract terms and undertake sustained activities for longer periods of time. In late childhood, the investigation of their world should become more refined and include relationships, structures, systems and processes. The ability of students to draw on a wider range of sources of information will also be enhanced by introducing them to experiences beyond their immediate environment including those of people from other times, places and cultures.</p> <p>Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students continue to build on their understanding of the concepts of democratic values, justice and rights and responsibilities as they further develop their</p>

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<p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students have the opportunity to inquire into the connections between people and the environment, and how these interactions influence one another. The development of the students' mental map of the world is extended through a study of the location and characteristics of North America and South America.</p> <p>Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of colonial Australia in the 1800s and the significant events and people who shaped the political and social structures at that time are considered.</p>	<p>following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • How have individuals and groups in the past and present contributed to the development of Australia? • How do people influence environments, and how do consumers and citizens contribute to a sustainable Australia? • How have people enacted their values, beliefs and responsibilities about people, places and events, past and present? 	<p>understanding of laws, including how they affect the lives of citizens. Students are introduced to the concept of the Westminster system as they explore the key features of Australia's electoral process.</p> <p>The importance of informed consumer decision-making is introduced through the concept of making choices. Students focus on the factors that impact upon the allocation of resources and this is underpinned by the concept of scarcity. They relate this to a personal or community context, questioning what influences their own decision-making.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students have the opportunity to inquire into the connections between people and the environment, and how these interactions influence one another. The development of the students' mental map of the world is extended through a study of the location and characteristics of North America and South America.</p> <p>Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of colonial Australia in the 1800s and the significant events and people who shaped the political and social structures at that time are considered.</p>

Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>In Year 6, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students continue building on their understanding of the concepts of justice, rights and responsibilities, and the Westminster system. They investigate Australia's democratic system of government, including state/territory and federal parliaments, and the court system. Students examine Australian citizenship, and reflect on the rights and responsibilities that being a citizen entails.</p> <p>Students further develop their understanding of economics and business concepts, such as scarcity and making choices, as they explore the ways resources are allocated to meet needs and wants in their community. They consider the effect of consumer and financial decisions on individuals, the community and the environment. Students focus on community or regional issues, with opportunities for concepts to also be considered in national or global contexts where appropriate.</p>	<p>In Year 6, the focus is "Australia in the past and present, and its connections with a diverse world".</p> <p>The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the factors that led to Federation, the Constitution and our democratic system of government. Through studies of people's experiences of democracy and citizenship over time, students come to understand the significance of events, ideas and people's contributions in influencing the development of Australia's system of government. They learn about the way of life of people who have migrated to Australia since Federation and their contributions to Australia's development. Students explore the geographical diversity of the Asian region and how our interconnections with other countries change people and places. They study the key institutions of Australia's democratic government, and the key values and beliefs of Western democracies. Students learn about the roles and responsibilities of local, state and federal governments. They learn about the factors that influence consumer choices and how they can develop strategies to make informed consumer and financial choices.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The</p>	<p>In Year 6, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>In the late childhood phase of schooling, learning in Humanities and Social Sciences builds on students' interests in other times, places and societies. They begin to understand and appreciate different points of view, develop the ability to think in more abstract terms and undertake sustained activities for longer periods of time. In late childhood, the investigation of their world should become more refined and include relationships, structures, systems and processes. The ability of students to draw on a wider range of sources of information will also be enhanced by introducing them to experiences beyond their immediate environment including those of people from other times, places and cultures.</p> <p>Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>Students continue building on their understanding of the concepts of justice, rights and responsibilities, and the Westminster system. They investigate Australia's democratic system of government, including state/territory and federal parliaments, and the court system. Students examine Australian citizenship, and</p>

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<p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students inquire into the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected, including a study of the world's cultural, economic, demographic and social diversity. The development of the students' mental map of the world is extended through a study of the location of countries in the Asia region.</p> <p>Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of the development of Australia as a nation, particularly after 1900; the factors that led to Federation; and how Australian society changed throughout the 20th century.</p>	<p>following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none"> • How have key figures, events and values shaped Australian society, its system of government and citizenship? • How have experiences of democracy and citizenship differed between groups over time and place, and what is the role of citizens in contributing to environmental, economic and social sustainability? • How has Australia developed as a society with global connections, and in what ways is Australia similar and different to other countries? 	<p>reflect on the rights and responsibilities that being a citizen entails.</p> <p>Students further develop their understanding of economics and business concepts, such as scarcity and making choices, as they explore the ways resources are allocated to meet needs and wants in their community. They consider the effect of consumer and financial decisions on individuals, the community and the environment. Students focus on community or regional issues, with opportunities for concepts to also be considered in national or global contexts where appropriate.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students inquire into the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected, including a study of the world's cultural, economic, demographic and social diversity. The development of the students' mental map of the world is extended through a study of the location of countries in the Asia region.</p> <p>Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of the development of Australia as a nation, particularly after 1900; the factors that led to Federation; and how Australian society changed throughout the 20th century.</p>

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