



## Humanities and Social Sciences: Scope and sequence ABLEWA Stages A–D

Geography: Knowledge and understanding				
	Stage A	Stage B	Stage C	Stage D
<b>Places and our connections to them</b>	Experience the distance and location of familiar places	Moving to different places and recognising some features/places on the way	Recognising and labelling familiar places in the school using a jointly constructed map	Locating familiar places and label place and purpose
	Experience personal places and their features represented on large-scale maps and models	Familiar places identified through images at a variety of scales	Places are represented at a variety of scales	How places can be defined at a variety of scales
	Experience their connection to a place in Australia and across the world	The connection of self to other places in Australia and across the world	The connection of their family and peers to other places in Australia and across the world	The connection of their school and local community to other places in Australia and across the world
	Experience local area dreaming stories and country/places	Experience dreaming stories of the local country/places and their features	Explore names and places of local spaces and their dreaming stories	The country/places that Aboriginal and Torres Strait Islander peoples belong to in the local area
	Experience weather and seasons	Observe and identify major weather type	Connection of weather to seasons	Ways weather and seasons are described
	Experience and react to the sensory elements of a place	The major features of a place	The major features of a place and its activities	The major features of a place and their location
	Experience the purpose of or the special event/s of a space	Experience specific activities in a place	What I do in this space	What people do in specific spaces
	React to features and activities of a familiar place	Places used regularly at school and activities I do there	Places regularly used at school and the location, and activities undertaken	Places used regularly in the community, their location, activities undertaken in this place and frequency of visits

### Geography: Humanities and Social Sciences skills

	Stage A	Stage B	Stage C	Stage D
<b>Place, space and interconnection</b>	Experience and react to a place and its features	Explore the features of a place and demonstrate a preference for certain features	Identify a familiar place and present findings using locational vocabulary, photos and visuals	Identify familiar places and their features, using photos and locational vocabulary
	React to familiar places and activities	Explore the location of regular places and activities in school	Link activities to a location	Describe the location of a familiar place and the related activities
	Experience places that are important for specific people and related activities	Explore the importance of places and participate in special events related to specific places	Link places to their related activities and special events	Identify personally significant places and their connection and importance
<b>Data and information</b>	Experience geographical information by using their senses	Assist to collect geographical data and information	Collect geographical data and information	Reconstruct geographical data and information
	React to images or sensory elements which represent preferred personally significant places	Use images to identify a familiar place	Use images to match a familiar place to a significant feature	Model or draw key features of a familiar place
	React to an element of a place	Respond to elements of a space using positive and negative response	Indicate how they use a space based on geographical information	Answer yes/no questions about a place based on geographical observations and information

### Achievement standard

<b>Stage A</b>	<p>By the end of Stage A, students recognise some personally significant places. They select preferred objects through reaching towards, accepting or rejecting actions.</p> <p>Students react to the familiar features of some personally significant places.</p>
<b>Stage B</b>	<p>By the end of Stage B, students can identify some familiar places using photos, images or augmentative alternative communication when asked. They will select to view a multimodal text about a preferred place.</p> <p>Students experience the familiar features and purposes of places and the representation of these features, purposes and their location as words, gestures, images, pictures and photos. They begin to indicate objects and places they like from a field of two to three choices. They begin to follow everyday language related to direction and location.</p>

### Achievement standard

<b>Stage C</b>	<p>By the end of Stage C, students label personally significant places and what they do in the place. Students demonstrate a few ways they can care for a familiar place by creating a simple rule for this place.</p> <p>Students observe the familiar features of places and assist to represent these features and their location on group constructed pictorial maps and models. They share observations about a place using simple sentences and show the people who can be found in a place.</p> <p>Students can independently locate some significant spaces within a significant local place and they begin to communicate using direction and location.</p>
<b>Stage D</b>	<p>By the end of Stage D, students label familiar routine places and some of their features and the related activities undertaken in these places. They recognise places can have a special purpose or connection for some people. Students reflect on their learning to suggest ways they can care for a familiar place.</p> <p>Students observe the familiar features of places and represent these features and their location on jointly constructed pictorial maps and models. They can identify how they travel to a place and one or two key features of the journey. They recognise that places can be represented by an image or on a map.</p> <p>They follow and use simple everyday language to describe direction and location to explain where a place is or to locate a place or object.</p>

### History: Knowledge and understanding

	Stage A	Stage B	Stage C	Stage D
<b>Personal histories</b>	Who they are and what they look like	Who the people in their immediate family are	Who the people in their family are	Who the people in their family are and how they are related to me
	The people in their family	The structure of their immediate family	The people and their name in the family	The different family groups in my class and what they have in common
	Indicate what event was first in a routine daily event	Indicate the events at the beginning of the day, at midday and the evening	Distinguish between events within the day and the past	Distinguish between 'today', 'tomorrow' and 'yesterday'
	Similarities and differences within their daily life	Similarities and differences within their daily life from day to day	Similarities and differences in their daily life over time	Similarities and differences between their life and the life of their parents and grandparents
<b>Community histories</b>	Commemorate significant events	Awareness of significant commemorative events and ways they can assist with preparation	How events are celebrated and how to assist to prepare and participate in personal, school and community events	How they and their family celebrate past events that are important to them
	Experience significant places and sites	Explore significant places and sites, and events associated with them	Link significant local sites and people to events	Explore and sequence the history of a significant place, person or building or site
	Exposure to the cultural or spiritual importance of significant places and sites	Participate in celebrations and special events of a cultural or spiritual place or site	Link cultural or spiritual site to their events or history	Explore the significance of cultural or spiritual places to us today and people in the past
	Experience the use of technology in their lives	Explore different technologies used to make their daily life better	Explore changes in technology and the difference between each	Explore technologies of the past and today and what people like and why

### History: Humanities and Social Sciences skills

	Stage A	Stage B	Stage C	Stage D
<b>Chronology</b>	Recognise personally significant objects from their childhood and from now	Recognise significant events during their lifetime	Sequence parts within a significant event	Sequence significant family milestones
<b>Historical sources as evidence</b>	Explore a source that describes a person	Explore a range of sources that show families over time	Explore a range of sources that describe an event in the recent past	Explore a range of sources that describe families in the past
	Explore their own perspective on events in their routine daily life	Explore people’s perspective of events within their daily life	Explore their perspective on how things have changed from past and present in their daily life	Explore people’s perspectives about change to daily life
<b>Continuity and change</b>	Explore objects from the past and present	Explore features of objects from the past and present	Compare features of objects from the recent past and present	Identify and compare features of objects used by the family from the past and present
<b>Historical significance</b>	Experience narratives about a person or the past	Assist in constructing a narrative about a person or a shared past event	Assist to construct a narrative about a significant person or past event	Develop a narrative about a significant family member and/or place

### Achievement standard

<b>Stage A</b>	<p>By the end of Stage A, students experience routine events within their daily life and react to significant changes. They react to personally significant people, objects and sites. They participate and react to significant events, which are commemorated.</p> <p>Students react to stories, images and representations of familiar events and stories about them. They react to significant objects of their past and present.</p>
<b>Stage B</b>	<p>By the end of Stage B, students identify immediate family members. They recognise some significant events. Students respond to images of personal, family and sites of significance.</p> <p>Students assist to sequence significant parts of recent familiar events. They can identify themselves at different milestones in their past. They assist to create a story about their past using a range of texts, objects and images.</p>
<b>Stage C</b>	<p>By the end of Stage C, students can identify key routines and events within their daily life. Students identify key members of their family and how they have changed over time. They recognise some important family events and some objects used in celebrations. They recognise some significant artefacts or objects associated with significant commemorative events or sites in local community.</p> <p>Students sequence three elements within familiar recent events in order. They identify key milestones in their past. Students relate a story about their past using a range of texts, objects or images. They can identify objects and technology which has changed over time.</p>

## Achievement standard

### Stage D

By the end of Stage D, students identify similarities and differences between families in their class. They identify many important family events and indicate how they were commemorated. Students use images to describe a significant family, personal event, site or person of significance.

Students sequence their key milestones in order. They can sequence key events related to a significant person, building or site. They can sequence routine events. Students answer questions about their past by using a variety of sources provided. Students relate a narrative about their past using objects, images, and perspectives of other (parents and grandparents).

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