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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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ABLEWA Stage BTest

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The Stage B curriculum focuses on places I live in and developi

Overview



Rationale

Aims

Organisation

Key Concepts and Skills

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary



Humanities & Social Sciences Scope and Sequence [↗](#)



Humanities & Social Sciences Scope and Sequence [↗](#)



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ABLEWA Humanities and Social Sciences Scope and Sequence [↗](#)



ABLEWA Humanities and Social Sciences Scope and Sequence [↗](#)

ABLEWA Stage B

The Stage B curriculum builds students' awareness of the place they live in, their curiosity of place by exploring the things they do in each. This includes awareness such as the things they do as part of a room, to a

Students are encouraged to explore the tangible environmental and building a connection. Students experience

The idea of a place, space and distance. The use of multi-model B is on the significance

The key questions for

- What do I like in
- What do I dislike

Personal and Present

The curriculum at L. Students learn about stories from different own history, student

Filters



Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
- ☒ Achievements Standards
- ☒ Icons

Year Levels

- ☒ Select All

Strands

- ☒ Select All
- ☒ Humanities and Social Sciences skills
- ☒ Knowledge and understanding

General Capabilities

- ☒ Select All
- ☒ Literacy
- ☒ Numeracy
- ☒ Information and Communication Technology (ICT) capability
- ☒ Critical and creative thinking

different from the p

Key questions:

- What people are
- What stories do c
- How can stories a

Knowledge and

GEOGRAPHY

Places and our co them

Moving to different
recognising some fo
the way [\(VCGGK021\)](#)

Familiar places ider
images at a variety
[\(VCGGK022\)](#)

The connection of s
in Australia and acr
[\(VCGGK023\)](#)

Experience dreamir
local country/places
[\(VCGGK024\)](#)

Observe and identifi

✔ Personal and social capability

✔ Ethical understanding

✔ Intercultural understanding

type [\(VCGGK025\)](#)

The major features
[\(VCGGK026\)](#)

Experience specific
[\(VCGGK027\)](#)

Places used regular
activities I do there

HISTORY

Personal historie

Who the people in t
family are [\(VCHHK020\)](#)

The structure of the
[\(VCHHK020\)](#)

Indicate the events
the day, at midday
[\(VCHHK021\)](#)

Similarities and diff
daily life from day t

Community histo

Awareness of signif
commemorative ev
can assist with prep
[\(VCHHK023\)](#)

Explore significant |
events associated v
([VCHHK024](#))

Participate in celeb
events of a cultural
site ([VCHHK025](#))

Explore different te
make their daily life

Achievement st

By the end of Stage
images or augment
view a multimodal t

Students experienc
representation of th
images, pictures ar
from a field of two t
to direction and loc

By the end of Stage
some significant ev
significance.

Students assist to s
identify themselves
story about their pa

are supported to develop their curiosity of place by exploring spaces in each. They are developing an emerging understanding of spaces of a range in size from part of a room, to a building or area.

Students are encouraged to explore the space within a place. To explore a place such as the features, its environmental and human characteristics and the connection with it contributes to their sense of identity and awareness.

The idea of a place, its purpose, features and location (a part of their lives) are experiences and reinforced through the use of multi-modal texts on the significant places in which they live and what they do in those places.

The key questions for Stage B are:

- What do I like in a place?
- What do I dislike in a place?

Personal and Present Family History

The curriculum at Levels A to D provides a study of personal and family history and that of their family; this may include stories from different cultures and histories. As history develops, students build on their knowledge and understanding of their family history and is on present and recent history.

Key questions:

- What people are part of my immediate family?
- What stories do other people have about my recent past?
- How can stories and events of my present and recent past be used to understand my family and community?

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