

Downloaded from

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/humanities-and-social-sciences/ablewa-stage-c> on 03/07/2024 check website for latest version.



School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

 Extranet Login

[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

[Re](#)

You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curri](#)

ABLEWA Stage CTest

[Download Curriculum as PDF](#)

The Stage C curriculum focuses on local places I live in and dev

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 [↗](#)



Humanities & Social Sciences Additional Content [↗](#)



EAL/D Humanities and Social Sciences Pre-primary to Year 10 [↗](#)



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



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

ABLEWA Stage C

The Stage C curriculum provides a structured exploration and curriculum knowledge of the local, state and national communities on their own experiences and learning about their own and others' experiences, developing a sense of belonging and their purposes. The curriculum is based on their experiences and learning about their own and others' experiences.

Students are developing a structured experience of the place, its purpose, and its recorded through the curriculum. They assist in the curriculum vocabulary related to the place and its purpose.

The key questions for the curriculum are:

What places do I live in?

- What do I identify?
- What they do in the place?

Personal and Recreational

The curriculum at Stage C provides a structured exploration and curriculum knowledge of the local, state and national communities on their own experiences and learning about their own and others' experiences, developing a sense of belonging and their purposes. The curriculum is based on their experiences and learning about their own and others' experiences.

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

own history, student
different from the p
history.

Key questions:

- What people are
- What is my history
- What stories do c
- How can events a

Knowledge and

GEOGRAPHY

Places and our co them

Recognising and la
places in the schoo
constructed map ([V](#)

Places are represen
scales ([VCGGK036](#))

The connection of t
peers to other place
across the world ([V](#)

Explore names and
spaces and their Dr

✔ Personal and social capability

✔ Ethical understanding

✔ Intercultural understanding

[\(VCGGK038\)](#)

Connection of weat

[\(VCGGK039\)](#)

The major features
activities [\(VCGGK04](#)

What I do in this sp

Places regularly use
location, and activit
[\(VCGGK042\)](#)

HISTORY

Personal historie

Who the people in t
[\(VCHHK032\)](#)

The people and the
family [\(VCHHK033\)](#)

Distinguish between
day and the past [\(V](#)

Similarities and diff
daily life over time

Community histo

How events are cel
assist to prepare ar

personal, school and community events
([VCHHK036](#))

Link significant local events
([VCHHK037](#))

Link cultural or spiritual events or history
([VCHHK038](#))

Explore changes in the landscape
difference between past and present

Achievement standards

By the end of Stage 1, students will be able to identify and describe the features of the local environment in the place. Students will be able to create a simple map of the local environment.

Students observe the local environment and their local community. They share observations and information about the local environment. They can be found in a place that is significant to the community.

Students can independently identify and describe the features of the local environment in the place and they begin to create a simple map of the local environment.

By the end of Stage 2, students will be able to identify and describe the features of the local environment in the place. Students identify the local environment and the local community. They recognise the local environment and the local community. They identify the local environment and the local community. They identify the local environment and the local community.

Students sequence
identify key milestones
range of texts, objects
has change over time

significant places. Students will build on their knowledge of the
draw on their own experience to help them understand places and
building a connection to places and are developing a sense of identity
their purposes. They record and reflect on significant community

Students are developing an emerging understanding of spatial
and their environment. The idea of a place, its purpose, features
through the use of multimodal texts, images, maps, photos and
place. They are introduced with vocabulary related to place, space
significant places and their local area, what they do in these places

The key questions for Stage C are:

What places do I live in?

- What do I identify in this place?
- What they do in this place?

Personal and Recent Celebrations and History

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

Key questions:

- What people are part of my family?
- What is my history?
- What stories do other people tell about major milestones in r
- How can events and stories of the past be told and shared?

[Principles](#)

[Teaching](#)

[Assessing](#)

[Policy](#)

[Resources](#)

Subscribe to our monthly K–10 Circular

wa.gov.au ↗