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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 1 SyllabusTest

[Download Curriculum as PDF](#)

Year Level Description

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 [↗](#)

Year 1 Syllab

Year Level Descri

In Year 1, Humaniti

Students have the c
and/or data through
narratives can be u
understandings in r

In the early years, s
both natural and co
cared for and consi
further developed t
they begin to locate

The concept of cont
has changed or ren
different from, the
the context of the p

Civics and Citizensh
Framework provide
concepts, such as c
an understanding o

Economics and Bus
Framework provide
business concepts,
consumer decisions

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

Knowledge and

GEOGRAPHY

Places have distinctive

The location of the northern and south including the poles

 Numeracy

The natural, managed features of places, pictorial map, how over time (e.g. erosion areas, planted crops and how they can be used) ([ACHASSK031](#))

 Numeracy

 Critical and creative thinking

How weather (e.g. temperature, sunshine) seasons vary between terms used to describe ([ACHASSK032](#))

 Numeracy

✔ Personal and social capability

✔ Ethical understanding

✔ Intercultural understanding

🌀 Critical and creativ

🌀 Intercultural under

The activities (e.g. recreational, farming, medical, policing, e religious) that take community which c features ([ACHASSK](#)

🌀 Critical and creativ

HISTORY

Present and past

Differences in famil and roles today (e.g home, domestic ch and how these have remained the same ([ACHASSK028](#))

🌀 Critical and creativ

👤 Personal and socia

🌀 Intercultural under

How the present, p signified by terms i 'a long time ago'; 't and then'; 'old and

well as by dates and
have personal signi
birthdays, holidays,
seasons) ([ACHASSK](#)

 Numeracy

 Critical and creativ

 Personal and socia

 Intercultural under

The differences and
between students' c
during their parents'
childhoods (e.g. far
leisure time, comm
daily lives have cha
([ACHASSK030](#))

 Critical and creativ

 Personal and socia

 Intercultural under

Achievement st

At Standard, studer
and/or data from pr
and/or data by cate
Students use differ
conclusions. They p
discussions. Studer
texts, using some r
and/or written form

Students describe h
the natural, manag
features of places c
weather and season
and southern hemis
remained the same
generations, and cc
and future.

In Year 1, Humanities and Social Sciences consists of Geograph

Students have the opportunity to investigate different ways of
books, people and photos. They learn how narratives can be us
in multiple ways.

In the early years, students have the opportunity to develop an understanding of how places are cared for and consider who should be responsible for this. This is developed through investigating maps as a visual representation of the world.

The concept of continuity and change is extended through exploring the past, time, and how the present is similar to, or different from, the past. This is explored in the context of the present, past and future.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* encourages students to engage in civics and citizenship concepts, such as developing an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. The *Early Years Learning Framework* encourages students to engage in economics and business concepts, such as making decisions.

Principles

Teaching

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Policy

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