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# Organisation

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#### 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 Ad ditional Content

EAL/D Humanities and Social Sci ences Pre-primary to Year 10

■ ABLEWA Humanities and Social S
ciences Scope and Sequence

ABLEWA Humanities and Social S ciences Scope and Sequence

#### Content stru

The Humanities and subject is organised and Humanities and

History and Geogra introduced in Year : through to Year 10.

## Knowledge a

Humanities and Soc theories and model dynamic and its inte supported by evide

The key concepts a from a Humanities concepts for the lea

Humanities and Soc between aspects of these relationships. to solve new proble

### **Humanities**

This strand includes skills can be taught necessarily implem

### Return to Humanities and Social Sciences

skills. Moreover, the as part of an inquirg skills.

## Relationship

The two strands are program. The know through which partisequencing and des 10). This may assist the teaching and le

### Year level de

Year level description with core content be interrelated nature integration of contents.

#### Content des

Content description are expected to tea approaches to teac is appropriately ord concept or skill intreextended at later years.

Additional content (teaching programs.

into	account learnir
The	additional cont

## **Overviews**

In History, the over historical period. Th

## Achievemen

From Pre-primary to that students shoul An achievement sta conceptual underst student is well-plac achievement.

## Glossary

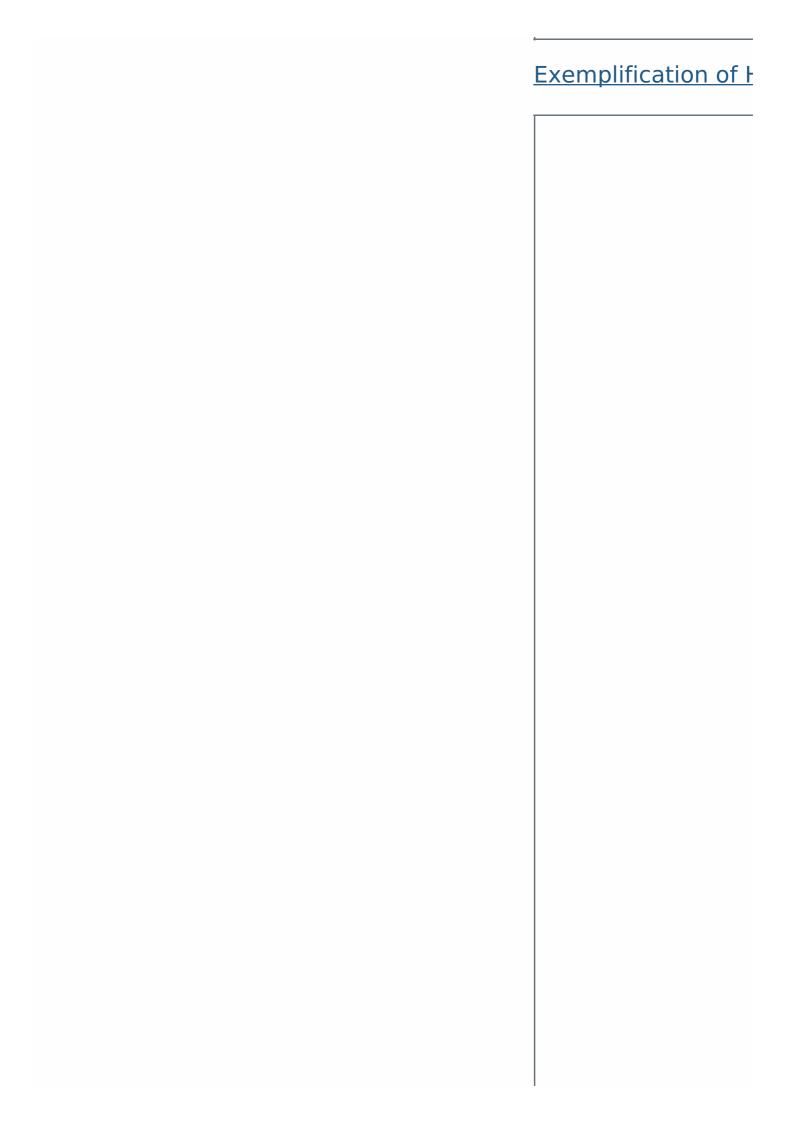
A glossary is provid concepts included i

## HUM/

The Humanities and S the high-level ideas in perspective. The conc History are introduced Year 10 to develop sto



Figure 1: Humanit



## HUMA

The Humanities and ! broadly as questionir reflecting. Students a inquiry approach to ill and/or phenomena. I investigations will invithe learning area fror

# QUESTIONING AN

Develop que events, deve issues ar phenomena; c organise infor evidence and/c from primary secondary sou

> Present fil appropriat different a purposes specific teri conclusion

COMMUNIC

Figure 2: Humanit

	Exemplification of I
Dringinles	
<u>Principles</u>	
<u>Teaching</u>	
Assessing	
Policy	
<u>Resources</u>	
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