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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 A Test

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The Stage A curriculum develops student's awareness of a plac

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 A

The Stage A curriculum scale. Places will raise. They are supported in place such as the social human characteristics.

Learning about their sense of identity and what it is like.

The idea of a place (space) are introduced of multisensory and emphasis in Stage A to them.

Key question:

- What do I experience Personal Present History

The curriculum at Stage A. Students learn about stories from different own history, student different from the past.

Key questions:

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

- What is my name
- What people are
- What objects are

Knowledge and

GEOGRAPHY

Places and our communities

Experience the distribution of familiar places ([VCCG001](#))

Experience personal and community features represented on maps and models ([VCCG002](#))

Experience their communities in Australia and across the world ([VCCG003](#))

Experience local and regional and country/places

Experience weather and climate ([VCCG004](#))

Experience and represent elements of a place

Experience the purpose of a place

- ☑ Personal and social capability
 - ☑ Ethical understanding
 - ☑ Intercultural understanding
-
-

special event/s of a

React to features a
familiar place ([VCG](#)

HISTORY

Personal historie

Who they are and v
([VCHHK006](#))

The people in their

Indicate what event
routine daily event

Similarities and diff
daily life ([VCHHK00](#)

Community histo

Commemorate sign
([VCHHK010](#))

Experience significa
([VCHHK011](#))

Exposure to the cul
importance of signi
sites ([VCHHK012](#))

Experience the use
their lives ([VCHHK0](#)

Achievement st

By the end of Stage
select preferred obj

Students react to th

By the end of Stage
react to significant
sites. They particip

Students react to st
about them. They r

of a room or garden to community place. They are supported to
place such as the sound, smell, feel of significant features, and

Learning about their own place and building a connection with i
to explore significant places they are in, and what it is like. Stud

The idea of a place, its purpose, features and location (a part of
experience and reinforced through the use of multisensory and

emphasis in Stage A is on the significant place in which they live

Key question:

- What do I experience in this place?

Personal Present 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 the present.

Key questions:

- What is my name and what do I look like?
- What people are familiar and support me?
- What objects are familiar to me?

Principles

Teaching

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