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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 ATest

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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 [↗](#)



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ABLEWA Stage A

The Stage A curriculum scale. Places will raise. They are supported 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 S 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 co them

Experience the dist
familiar places ([VCC](#))

Experience persona
features represente
maps and models ([V](#))

Experience their co
in Australia and acr
([VCGGK009](#))

Experience local ar
and country/places

Experience weathe
([VCGGK011](#))

Experience and rea
elements of a place

Experience the purp

- ✔ 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 statements

By the end of Stage 1, students will be able to select preferred objects from a range of objects.

Students react to the objects.

By the end of Stage 2, students will be able to react to significant sites. They participate in the process of identifying significant sites.

Students react to significant sites about them. They react to the objects.

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 it to explore significant places they are in, and what it is like. Students

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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