

# ABLEWA Stage B

The Stage B curriculum focuses on places I live in and developing students' awareness of the places they experience daily. They are supported to develop their curiosity of place by exploring some of the significant features of the place and what they do in each. They are developing an emerging understanding of special awareness such as location, direction and distance. Places will range in size from part of a room, to a building or area.

Students are encouraged to explore the space within a place. They use their senses to explore the tangible characteristics of a place such as the features, its environmental and human characteristics. Learning about their own place and building a connection with it contributes to their sense of identify and awareness. Students experience different places and their purposes.

The idea of a place, its purpose, features and location (a part of the concept of space and distance) are introduced through experiences and reinforced through the use of multi-modal texts, images, maps, photos and models. The emphasis in Stage B is on the significant places in which they live and what they do in each place.

The key questions for Stage B are:

- What do I like in a place?
- What do I dislike in a place?

## Personal and Present Family History

The curriculum at Levels A to D provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the

world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present. At Level B the focus is on present and recent history.

Key questions:

- What people are part of my immediate family?
- What stories do other people have about my recent past?
- How can stories and events of my present and recent past be told and shared?

---

## Knowledge and understanding

### GEOGRAPHY

---

#### **Places and our connections to them**

Moving to different places and recognising some features/places on the way [\(VCGGK021\)](#)

Familiar places identified through images at a variety of scales [\(VCGGK022\)](#)

The connection of self to other places in Australia and across the world [\(VCGGK023\)](#)

## Humanities and Social Sciences skills

### GEOGRAPHY

---

#### **Place, space and interconnection**

Explore the features of a place and demonstrate a preference for certain features [\(VCGGC015\)](#)

Explore the location of regular places and activities in school [\(VCGGC016\)](#)

Explore the importance of places and participate in special events related to specific places [\(VCGGC017\)](#)

Experience dreaming stories of the local country/places and their features ([VCGGK024](#))

Observe and identify major weather type ([VCGGK025](#))

The major features of a place ([VCGGK026](#))

Experience specific activities in a place ([VCGGK027](#))

Places used regularly at school and activities I do there ([VCGGK028](#))

## HISTORY

---

### **Personal histories**

Who the people in their immediate family are ([VCHHK019](#))

The structure of their immediate family ([VCHHK020](#))

Indicate the events at the beginning of the day, at midday and evening ([VCHHK021](#))

Similarities and differences within their daily life from day to day ([VCHHK022](#))

### **Data and information**

Assist to collect geographical data and information ([VCGGC018](#))

Use images to identify a familiar place ([VCGGC019](#))

Respond to elements of a space using positive and negative response ([VCGGC020](#))

## HISTORY

---

### **Chronology**

Recognise significant events during their lifetime ([VCHHC014](#))

### **Historical sources as evidence**

Explore a range of sources that show families over time ([VCHHC015](#))

Explore peoples perspective to events within their daily life ([VCHHC016](#))

### **Continuity and change**

Explore features of objects from the past and present ([VCHHC017](#))

## Community histories

Awareness of significant commemorative events and ways they can assist with preparation ([VCHHK023](#))

Explore significant places and site, and events associated with them ([VCHHK024](#))

Participate in celebrations and special events of a cultural or spiritual place or site ([VCHHK025](#))

Explore different technologies used to make their daily life better ([VCHHK026](#))

---

## Historical significance

Assist to construct a narrative about a person or a shared past event ([VCHHC018](#))

---

## Achievement standard

By the end of Stage B, students can identify some familiar places using photos, images or augmentative alternative communication when asked. They will select to view a multimodal text about a preferred place.

Students experience the familiar features and purposes of places and the representation of these features, purposes and their location as words, gestures, images, pictures and photos. They begin to indicate objects and places they like from a field of two to three choices. They begin to follow everyday language related to direction and location.

By the end of Stage B, students identify immediate family members. They recognise some significant events. Students respond to images of personal, family and sites of significance.

Students assist to sequence significant parts of recent familiar events. They can identify themselves at different milestones in their past. They assist to create a story about their past using a range of texts, objects and images.

The Stage B curriculum focuses on places I live in and developing students' awareness of the places they experience daily. They are supported to develop their curiosity of place by exploring some of the significant features of the place and what they do in each. They are developing an emerging understanding of special awareness such as location, direction and distance. Places will range in size from part of a room, to a building or area.

Students are encouraged to explore the space within a place. They use their senses to explore the tangible characteristics of a place such as the features, its environmental and human characteristics. Learning about their own place and building a connection with it contributes to their sense of identify and awareness. Students experience different places and their purposes.

The idea of a place, its purpose, features and location (a part of the concept of space and distance) are introduced through experiences and reinforced through the use of multi-modal texts, images, maps, photos and models. The emphasis in Stage B is on the significant places in which they live and what they do in each place.

The key questions for Stage B are:

- What do I like in a place?
- What do I dislike in a place?

## Personal and Present Family History

The curriculum at Levels A to D provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present. At Level B the focus is on present and recent history.

Key questions:

- What people are part of my immediate family?
- What stories do other people have about my recent past?
- How can stories and events of my present and recent past be told and shared?