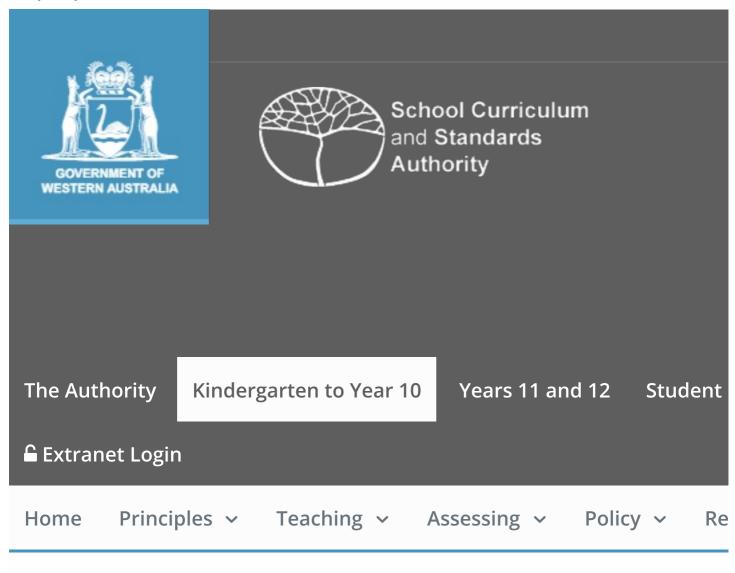
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## **ABLEWA Stage CTest**

#### Download Curriculum as PDF

The Stage C curriculum focuses on local places I live in and dev

## 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 2

## **ABLEWA Sta**

The Stage C curricule exploration and cur knowledge of the Ic on their own experional learning about their developing a sense and their purposes. their experiences a

Students are develor structured experier place, its purpose, it recorded through the They assist in the covocabulary related on significant place

The key questions f

What places do I liv

- What do I identify
- What they do in t

Personal and Recer

The curriculum at S Students learn about stories from differe

## **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

own history, studer different from the phistory.

## Key questions:

- What people are
- What is my histo
- What stories do c
- How can events a

## Knowledge and

**GEOGRAPHY** 

# Places and our co

Recognising and lal places in the schoo constructed map (\)

Places are represer scales (VCGGK036)

The connection of t peers to other place across the world (V

Explore names and spaces and their Dr

- Personal and social capability
- **Ethical understanding**
- **□** Intercultural understanding

#### (VCGGK038)

Connection of weat (VCGGK039)

The major features activities (VCGGK04

What I do in this sp

Places regularly use location, and activited (VCGGK042)

#### **HISTORY**

#### **Personal historie**

Who the people in t (VCHHK032)

The people and the family (VCHHK033)

Distinguish betwee day and the past (\)

Similarities and diff daily life over time

## **Community histo**

How events are celassist to prepare ar

personal, school an (VCHHK036)

Link significant loca events (VCHHK037)

Link cultural or spir events or history (\)

Explore changes in difference between

### Achievement st

By the end of Stage in the place. Studer creating a simple ru

Students observe the features and their least share observations can be found in a p

Students can indep place and they beg

By the end of Stage life. Students ident time. They recognis celebrations. They significant commen

Students sequence identify key milestc range of texts, obje has change over tir

significant places. Students will build on their knowledge of the draw on their own experience to help them understand places a building a connection to places and are developing a sense of it their purposes. They record and reflect on significant community

Students are developing an emerging understanding of spatial and their environment. The idea of a place, its purpose, feature through the use of multimodal texts, images, maps, photos and place. They are introduced with vocabulary related to place, sp significant places and their local area, what they do in these places

The key questions for Stage C are:

What places do I live in?

- What do I identify in this place?
- What they do in this place?

Personal and Recent Celebrations and History

The curriculum at Stages A to D provides a study of personal ar that of their family; this may include stories from different cultures, students build on their knowledge and understanding of is on present and recent past history.

Key questions:

What people are part of my family? What is my history? What stories do other people tell about major milestones in r How can events and stories of the past be told and shared? **Principles Teaching Assessing Policy** Resources Subscribe to our monthly K–10 Circular

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