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# ABLEWA Stage CTest

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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

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Glossary



Humanities & Social Sciences Scope and Sequence [↗](#)



Humanities & Social Sciences Scope and Sequence [↗](#)



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ABLEWA Humanities and Social Sciences Scope and Sequence [↗](#)



ABLEWA Humanities and Social Sciences Scope and Sequence [↗](#)

## ABLEWA Stage C

The Stage C curriculum provides a structured exploration and curriculum knowledge of the local, state and national communities on their own experiences and learning about their own and others' experiences, developing a sense of belonging and their purposes. The curriculum is based on their experiences and learning about their own and others' experiences, developing a sense of belonging and their purposes.

Students are developing a sense of belonging through structured experiences in their local, state and national communities, its purpose, and its place, recorded through their own and others' experiences. They assist in the curriculum knowledge of the local, state and national communities on significant places and their purposes.

The key questions for Stage C are:

What places do I live in?

- What do I identify myself as?
- What they do in their own and others' experiences?

Personal and Recreational

The curriculum at Stage C provides a structured exploration and curriculum knowledge of the local, state and national communities on their own experiences and learning about their own and others' experiences, developing a sense of belonging and their purposes. The curriculum is based on their experiences and learning about their own and others' experiences, developing a sense of belonging and their purposes.

## Filters



### Show/Hide Curriculum

- ☒ Year level descriptors
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### 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, student  
different from the p  
history.

Key questions:

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

## Knowledge and

### GEOGRAPHY

### Places and our co them

Recognising and lal  
places in the schoo  
constructed map ([V](#)

Places are represen  
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

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[\(VCGGK038\)](#)

Connection of weat

[\(VCGGK039\)](#)

The major features  
activities [\(VCGGK04](#)

What I do in this sp

Places regularly use  
location, and activit  
[\(VCGGK042\)](#)

HISTORY

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**Personal historie**

Who the people in t  
[\(VCHHK032\)](#)

The people and the  
family [\(VCHHK033\)](#)

Distinguish between  
day and the past [\(V](#)

Similarities and diff  
daily life over time

**Community histo**

How events are cel  
assist to prepare ar

personal, school and community events  
([VCHHK036](#))

Link significant local events  
([VCHHK037](#))

Link cultural or spiritual events or history  
([VCHHK038](#))

Explore changes in the landscape  
difference between past and present

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## Achievement standards

By the end of Stage 1, students will be able to identify and describe the features of the local environment in the place. Students will be able to create a simple map of the local environment.

Students observe the local environment and identify features and their location. They share observations and findings. Information can be found in a place.

Students can independently identify and describe the local environment and they begin to create a simple map of the local environment.

By the end of Stage 2, students will be able to identify and describe the features of the local environment in the place. Students identify the time. They recognise the local environment. They identify the local environment. They identify the local environment.

Students sequence  
identify key milestones  
range of texts, objects  
has change over time

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

Students are developing an emerging understanding of spatial  
and their environment. The idea of a place, its purpose, features  
through the use of multimodal texts, images, maps, photos and  
place. They are introduced with vocabulary related to place, space  
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 and  
that of their family; this may include stories from different cultures  
history, 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?

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