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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 C Test

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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

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 C

The Stage C curriculum exploration and current knowledge of the local community on their own experiences learning about their developing a sense of identity and their purposes. Their experiences and

Students are developing structured experiences in their place, its purpose, and recorded through their They assist in the development of vocabulary related to significant places

The key questions for Personal and Recreational
What places do I live in?

- What do I identify with?
- What they do in their community?

Personal and Recreational

The curriculum at Stage C
Students learn about their stories from different

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, 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 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 activit
[\(VCGGK042\)](#)

HISTORY

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
[\(VCHHK036\)](#)

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

Link cultural or spiritual
events or history [\(V](#)

Explore changes in
difference between

Achievement st

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

Students observe the
features and their
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 recognise
celebrations. They
significant commen

Students sequence
identify key milesto
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 id
their purposes. They record and reflect on significant communit

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 pla

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 cultu
history, students build on their knowledge and understanding o
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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