

ABLEWA Stage C

The Stage C curriculum focuses on local places I live in and developing student's exploration and curiosity of personally significant places. Students will build on their knowledge of the local space around personal significant places. Students will draw on their own experience to help them understand places around them. They are learning about their own place and building a connection to places and are developing a sense of identify and awareness. Students experience different places and their purposes. They record and reflect on significant community facilities and their experiences at these places.

Students are developing an emerging understanding of spatial concepts through structured experiences within various places and their environment. The idea of a place, its purpose, features and location (a part of the concept of space) are recorded through the use of multimodal texts, images, maps, photos and models. They assist in the caring for and maintenance of a place. They are introduced with vocabulary related to place, space, and interconnections. The emphasis in Stage C is on 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 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 Stage C the focus 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 my past?
- How can events and stories of the past be told and shared?

Knowledge and understanding

GEOGRAPHY

Places and our connections to them

Recognising and labelling familiar places in the school using a jointly constructed map ([VCGGK035](#))

Humanities and Social Sciences skills

GEOGRAPHY

Place, space and interconnection

Identify a familiar place and present findings using locational vocabulary, photos and visuals ([VCGGC029](#))

Places are represented at a variety of scales ([VCGGK036](#))

The connection of their family and peers to other places in Australia and across the world ([VCGGK037](#))

Explore names and places of local spaces and their Dreaming stories ([VCGGK038](#))

Connection of weather to seasons ([VCGGK039](#))

The major features of a place and its activities ([VCGGK040](#))

What I do in this space ([VCGGK041](#))

Places regularly used at school and the location, and activities undertaken ([VCGGK042](#))

HISTORY

Personal histories

Who the people in their family are ([VCHHK032](#))

Link activities to a location ([VCGGC030](#))

Link places to their related activities and special events ([VCGGC031](#))

Data and information

Collect geographical data and information ([VCGGC032](#))

Use images to match a familiar place to a significant feature ([VCGGC033](#))

Indicate how they use a space based on geographical information ([VCGGC034](#))

HISTORY

Chronology

Sequence parts within a significant event ([VCHHC027](#))

Historical sources as evidence

Explore a range of sources that describe an event in the

The people and their name in the family ([VCHHK033](#))

Distinguish between events within the day and the past ([VCHHK034](#))

Similarities and differences in their daily life over time ([VCHHK035](#))

Community histories

How events are celebrated and how to assist to prepare and participate in personal, school and community events ([VCHHK036](#))

Link significant local sites and people to events ([VCHHK037](#))

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

Explore changes in technology and the difference between each ([VCHHK039](#))

recent past ([VCHHC028](#))

Explore their perspective on how things have changed from past and present in their daily life ([VCHHC029](#))

Continuity and change

Compare features of objects from the recent past and present ([VCHHC030](#))

Historical significance

Assist to construct a narrative about a significant person or past event ([VCHHC031](#))

Achievement standard

By the end of Stage C, students label personally significant places and what they do in the place. Students demonstrate a few ways they can care for a familiar place by creating a simple rule for this place.

Students observe the familiar features of places and assist to represent these features and their location on group constructed pictorial maps and models. They share observations about a place using simple sentences and show the people who can be found in a place.

Students can independently locate some significant spaces within a significant local place and they begin to communicate using direction and location.

By the end of Stage C, can identify keys routines and events within their daily life. Students identify key members of their family and how they have changed over time. They recognise some important family events and some objects used in celebrations. They recognise some significant artefacts or objects associated with significant commemorative events or sites in local community.

Students sequence three elements within familiar recent events in order. They identify key milestones in their past. Students relate a story about their past using a range of texts, objects or images. They can identify objects and technology which has change over time.

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