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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 DTest

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The Stage D curriculum focuses on the features of places where

Overview



Rationale

Aims

Organisation

Key Concepts and Skills

Student Diversity

Ways of Teaching

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General Capabilities

Cross-Curriculum Priorities

Glossary



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



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



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ABLEWA Stage D

The Stage D curriculum focusing on developing Students are encouraged They use their senses spaces, features and

Learning about a place student's sense of identity and understanding experience and development The idea of a place (space) are explored models.

The emphasis in Stage major characteristics explore and how a associated with the

The key questions for

- What places do I
- What are the major
- What does the place
- What is my special

Personal Past History

The curriculum at Stage

Filters



Show/Hide Curriculum

- ☒ Year level descriptors
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- ☒ Achievements Standards
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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

Students learn about stories from different own history, student different from the p

Key questions:

- What is my history
- What stories do c
- How can stories c

Knowledge and

GEOGRAPHY

Places and our cc them

Locating familiar pl and purpose [\(VCGG](#)

How places can be of scales [\(VCGGK05](#)

The connection of t community to other and across the worl

The Countries/Place and Torres Strait Isl belong to in the loc

- ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-

Ways weather and described ([VCGGK054](#))

The major features location ([VCGGK054](#))

What people do in s ([VCGGK055](#))

Places used regular community, their lo undertaken in this p of visits ([VCGGK056](#))

HISTORY

Personal histories

Who the people in t how they are relate ([VCHHK045](#))

The different family and what they have ([VCHHK046](#))

Distinguish between 'tomorrow' and 'yes' ([VCHHK047](#))

Similarities and diff their life and the life and grandparents ([VCHHK048](#))

Community history

How they and their
past events that are
([VCHHK049](#))

Explore and sequer
significant place, pe
site ([VCHHK050](#))

Explore the signific
spiritual places to u
people in the past ([VCHHK051](#))

Explore technologie
today and what pec
([VCHHK052](#))

Achievement st

By the end Stage D
and the related act
have a special purp
learning to suggest

Students observe tl
their location on joi
how they travel to a
recognise that plac

They follow and use

explain where a place

By the end of Stage
families in their class
they were common
personal event, site

Students sequence
related to a significant
Students answer questions
Students relate a number
of other (parents are

understanding and purpose of a place. Students are encouraged
their senses to explore the tangible characteristics of a place such
characteristics.

Learning about a place and building a connection with it, continue
continue to develop a connection and understanding of significant
experience and develop their curiosity about different places and
location (a part of the concept of space) are explored through the

The emphasis in Stage D is on the significant places students relate
students connect to each place. They also explore and how a place
associated with the place.

The key questions for Stage D are:

- What places do I regularly visit?
- What are the major features of each place?

- What does the place look like?
- What is my special space in this place?

Personal Past History

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

Key questions:

- What is my history and what objects relate to this?
- What stories do other people tell about my past?
- How can stories of my past be told and shared?

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