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ABLEWA Stage D Test

ABLEWA Stage D

The Stage D curriculum focuses on the features of places where students live focusing on developing student's awareness, understanding and purpose of a place. Students are encouraged to be curious about a place and explore its local area. They use their senses to explore the tangible characteristics of a place such as the spaces, features and environmental and human characteristics.

Learning about a place and building a connection with it, contributes to the student's sense of identify and awareness. They continue to develop a connection and understanding of significant places they are in and what it is they like. Students experience and develop their curiosity about different places and their purposes. The idea of a place, its purpose, features and location (a part of the concept of space) are explored through the use of multimodal texts, images, maps, photos and models.

The emphasis in Stage D is on the significant places students regularly visit, their major characteristics, purpose and how students connect to each place. They also explore and how a place is affected by natural factors, and the environmental issues 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 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 D the focus is 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?

Knowledge and understanding

GEOGRAPHY

Places and our connections to them

Locating familiar places and label place

Humanities and Social Sciences skills

GEOGRAPHY

Place, space and interconnection

Identify familiar places and their features,

and purpose ([VCGGK049](#))

How places can be defined at a variety of scales ([VCGGK050](#))

The connection of their school and local community to other places in Australia and across the world ([VCGGK051](#))

The Countries/Places that Aboriginal and Torres Strait Islander people belong to in the local area ([VCGGK052](#))

Ways weather and seasons are described ([VCGGK053](#))

The major features of a place and their location ([VCGGK054](#))

What people do in specific spaces ([VCGGK055](#))

Places used regularly in the community, their location, activities undertaken in this place and frequency of visits ([VCGGK056](#))

HISTORY

Personal histories

Who the people in their family are and how they are related to me ([VCHHK045](#))

The different family groups in my class

using photos and locational vocabulary ([VCGGC043](#))

Describe the location of a familiar place and the related activities ([VCGGC044](#))

Identify personally significant places and their connection and importance ([VCGGC045](#))

Data and information

Reconstruct geographical data and information ([VCGGC046](#))

Model or draw key features of a familiar place ([VCGGC047](#))

Answer yes/no questions about a place based on geographical observations and information ([VCGGC048](#))

HISTORY

Chronology

Sequence significant family milestones ([VCHHC040](#))

Historical sources as evidence

Explore a range of sources that describe families in the past ([VCHHC041](#))

Explore peoples perspectives about change to daily life ([VCHHC042](#))

and what they have in common

[\(VCHHK046\)](#)

Distinguish between 'today', 'tomorrow' and 'yesterday' [\(VCHHK047\)](#)

Similarities and differences between their life and the life of their parents and grandparents [\(VCHHK048\)](#)

Community histories

How they and their family celebrate past events that are important to them

[\(VCHHK049\)](#)

Explore and sequence the history of a significant place, person or building or site [\(VCHHK050\)](#)

Explore the significance of cultural or spiritual places to us today and to people in the past [\(VCHHK051\)](#)

Explore technologies of the past and today and what people like and why

[\(VCHHK052\)](#)

Continuity and change

Identify and compare features of objects used by the family from the past and present [\(VCHHC043\)](#)

Historical significance

Develop a narrative about a significant family member and/or place [\(VCHHC044\)](#)

Achievement standard

By the end Stage D, students label familiar routine places and some of their features and the related activities undertaken in these places. They recognise places can have a special purpose or connection for some people. Students reflect on their learning to

suggest ways they can care for a familiar place.

Students observe the familiar features of places and represent these features and their location on jointly constructed pictorial maps and models. They can identify how they travel to a place and one or two key features of the journey. They recognise that places can be represented by an image or on a map.

They follow and use simple everyday language to describe direction and location to explain where a place is or to locate a place or object

By the end of Stage D, students identify similarities and differences between families in their class. They identify many important family events and indicate how they were commemorated. Students use images to describe a significant family, personal event, site or person of significance.

Students sequence their key milestones in order. They can sequence key events related to a significant person, building or site. They can sequence routine events. Students answer questions about their past by using a variety of sources provided. Students relate a narrative about their past using objects, images, and perspectives of other (parents and grandparents).

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