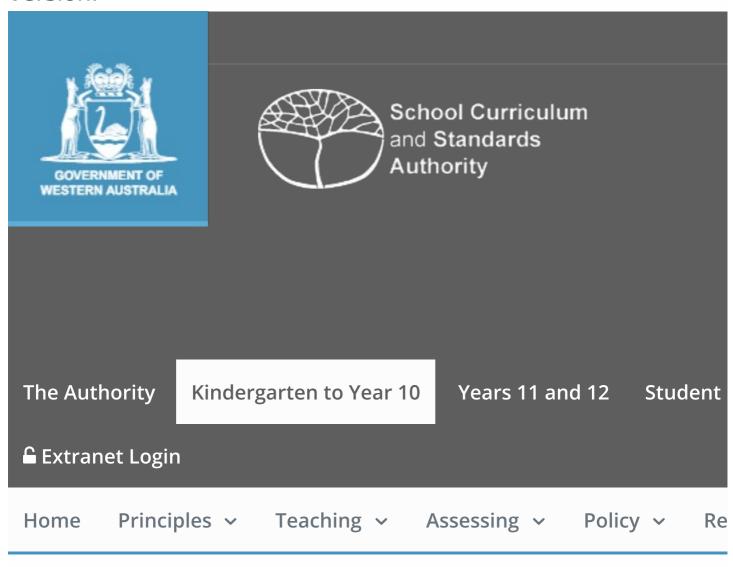
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# Organisation

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#### 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

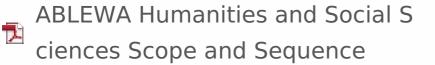


Humanities & Social Sciences Scope and Sequence





■ ABLEWA Humanities and Social S ciences Scope and Sequence



#### Content stru

The Humanities and subject is organised and Humanities and

History and Geogra introduced in Year : through to Year 10.

## Knowledge a

Humanities and Soc theories and model dynamic and its inte supported by evide

The key concepts a from a Humanities concepts for the lea

Humanities and Soc between aspects of these relationships. to solve new proble

### **Humanities**

This strand includes skills can be taught necessarily implem

#### Return to Humanities and Social Sciences

skills. Moreover, the as part of an inquiry skills.

## Relationship

The two strands are program. The know through which partisequencing and des 10). This may assist the teaching and le

#### Year level de

Year level description with core content be interrelated nature integration of contents.

#### Content des

Content description are expected to tea approaches to teac is appropriately ord concept or skill intreextended at later years.

Additional content (teaching programs.

| into | account learnir |
|------|-----------------|
| The  | additional cont |

## **Overviews**

In History, the over historical period. Th

### Achievemen

From Pre-primary to that students shoul An achievement sta conceptual underst student is well-plac achievement.

## Glossary

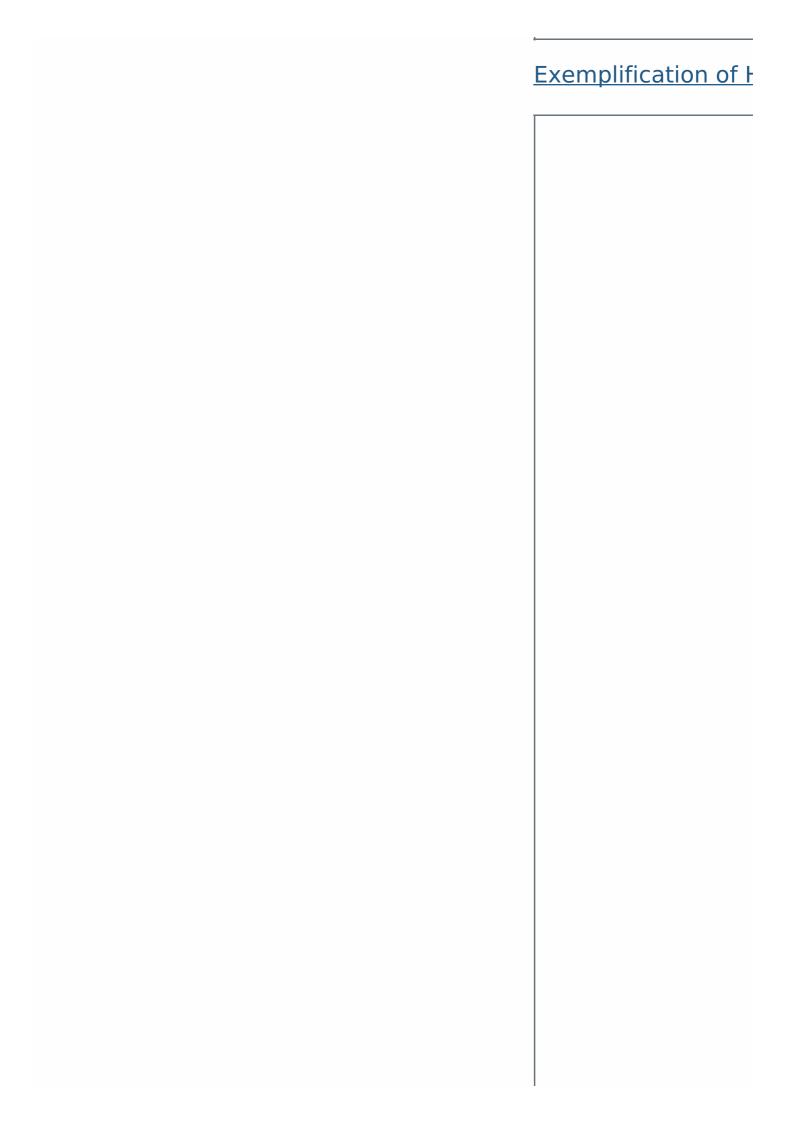
A glossary is provid concepts included i

## HUM/

The Humanities and S the high-level ideas in perspective. The conc History are introduced Year 10 to develop sto



Figure 1: Humanit



## HUMA

The Humanities and ! broadly as questionir reflecting. Students a inquiry approach to ill and/or phenomena. I investigations will investigations area fror

# QUESTIONING AN

Develop que events, deve issues ar phenomena; c organise infor evidence and/c from primary secondary sou

> Present fil appropriat different a purposes specific teri conclusion

COMMUNIC

Figure 2: Humanit

|                            | Exemplification of I |
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| <u>Principles</u>          |                      |
| <u>Teaching</u>            |                      |
| Assessing                  |                      |
| Policy                     |                      |
| <u>Resources</u>           |                      |
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