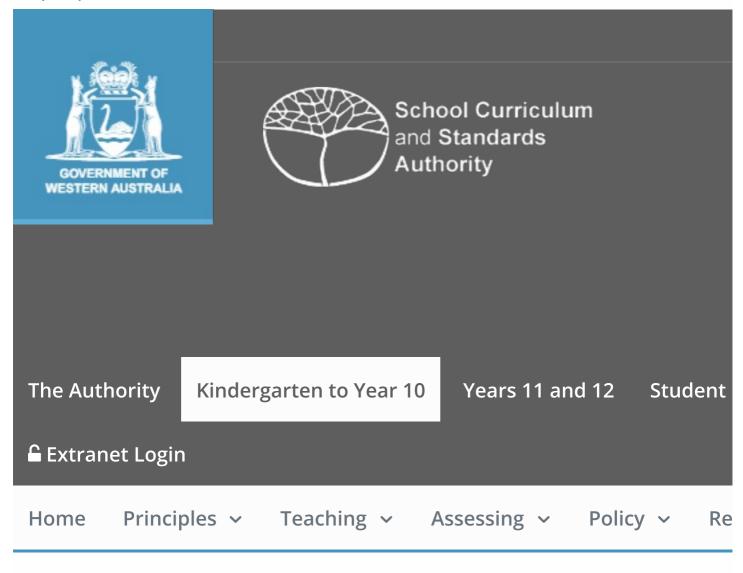
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# Pre-primary year syllabusTest

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**Year Level Description** 

# Overview



# Year Level Descri

**Pre-primary** 

In Pre-primary, Hun

Students have the and 'why' questions categories. Student understandings throplays.

Students gain a ser the Earth, on which curiosity of their pe childhood setting a identity and belong how places are care

Students engage in family. This may income that ways in which storic opportunity to explanation of the storic opportunity to explanation.

Civics and Citizensh Framework provide concepts, such as c an understanding o

**Economics and Bus** 

#### 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 2

➡ Humanities & Social Sciences Sco pe and Sequence

Humanities & Social Sciences Ad ditional Content

EAL/D Humanities and Social Sci ences Pre-primary to Year 10

■ ABLEWA Humanities and Social S ciences Scope and Sequence

ABLEWA Humanities and Social S ciences Scope and Sequence 2

# **Filters**



Framework provide business concepts, consumer decisions

#### 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

# Knowledge and

**GEOGRAPHY** 

### People live in pla

The globe as a repr Earth on which Aus familiar countries c (ACHASSK014)

Numeracy Numeracy

The representation such as schools, pa pictorial map (ACH)

Numeracy

The places people I (e.g. neighbourhood rural locality), the fathe local area and wimportant to people basic needs) (ACHA

© Critical and creativ

- Personal and social capability
- **□** Ethical understanding
- □ Intercultural understanding

(5) Intercultural under

The reasons some people and how the after, including Abo Strait Islander Peopsignificance (ACHAS (ACHASSK016)

- Critical and creativ
- Personal and socia
- 5 Intercultural under

#### **HISTORY**

#### Personal and fam

Who the people in the where they were book showing how they a other, using simple (ACHASSK011)

- Critical and creativ
- Personal and socia

The different struct family groups today child, large, single plended, adoptive pand what they have

### (ACHASSK011)

- Critical and creativ
- Personal and socia
- 5 Intercultural under

How they, their far commemorate past important to them religious festivals, f community comme (ACHASSK012)

- Critical and creativ
- Personal and socia
- Intercultural under

How the stories of f can be communicat down from generat (e.g. photographs, oral histories, digita and how the stories depending on who (ACHASSK013)

Information and Cc Technology (ICT) capa

- Critical and creativ
- Personal and socia

(5) Intercultural under

# Achievement st

At Standard, studer variety of sources f categories to organ points of view, repr conclusions. They s making process. St

learnt using langua

Students recognise represented on a glamiliar to them. St familiar places and after. They identify communicate and c

In Pre-primary, Humanities and Social Sciences consists of Geo

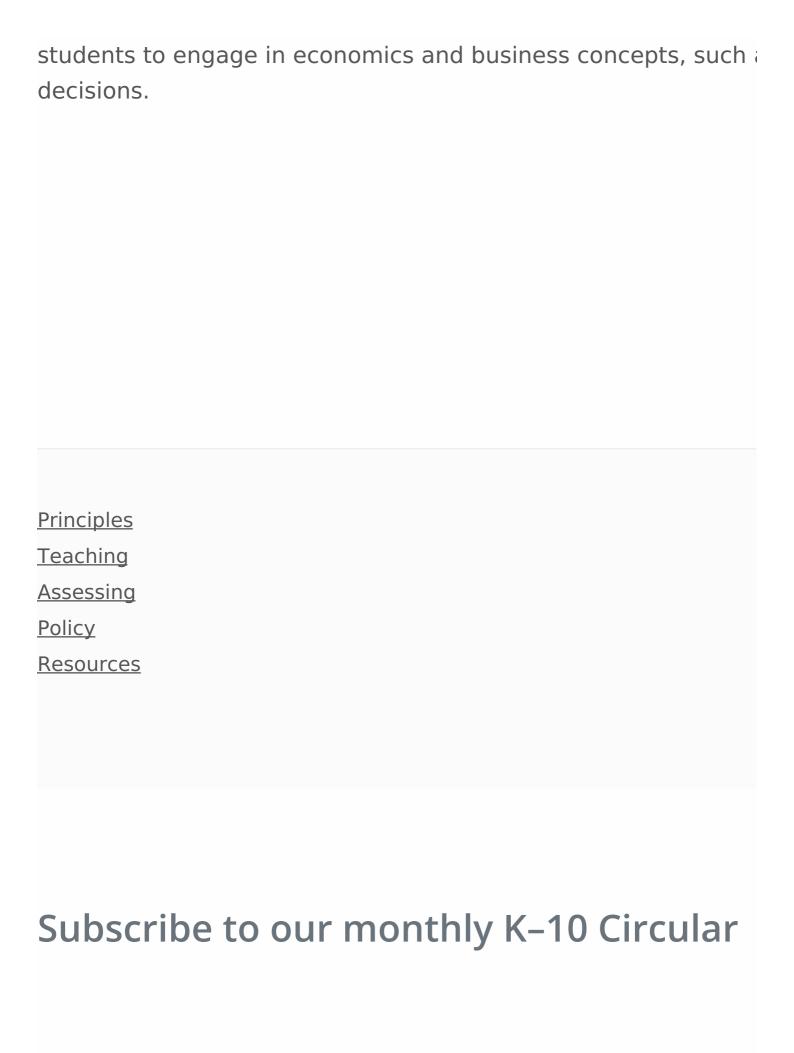
Students have the opportunity to pose and respond to 'who', 'w represent and record information into simple categories. Stude understandings through activities such as writing, painting, con

Students gain a sense of location and learn about the globe, as There is a focus on developing students' curiosity of their perso setting and the local community. In the context of developing a features of familiar places, why and how places are cared for, a

Students engage in stories of the past, particularly in the conte different cultures and other parts of the world. They perceive the many ways in which stories of the past can be told. In the early background and traditions.

Civics and Citizenship does not commence until Year 3. The *Ear* to engage in civics and citizenship concepts, such as developin understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. The



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