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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Pre-primary year syllabusTest

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Year Level Description

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 [↗](#)



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



Humanities & Social Sciences Additional Content [↗](#)



EAL/D Humanities and Social Sciences Pre-primary to Year 10 [↗](#)



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



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

Pre-primary

Year Level Description

In Pre-primary, Humanities and Social Sciences

Students have the opportunity to ask 'what' and 'why' questions across different categories. Student understandings through plays.

Students gain a sense of the Earth, on which they live, and the curiosity of their people in their childhood setting and how places are cared for.

Students engage in family. This may include They perceive that ways in which stories opportunity to explore

Civics and Citizenship *Framework* provide concepts, such as can an understanding of

Economics and Business

Filters



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

Framework provide business concepts, consumer decisions

Knowledge and

GEOGRAPHY

People live in pla

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

 Numeracy

The representation
such as schools, pa
pictorial map ([ACHA](#)

 Numeracy

The places people l
(e.g. neighbourhood
rural locality), the f
the local area and v
important to people
basic needs) ([ACHA](#)

 Critical and creativ

✔ Personal and social capability

✔ Ethical understanding

✔ Intercultural understanding

🌀 Intercultural understanding

The reasons some people have moved to Australia after, including Aboriginal and Torres Strait Islander Peoples, and their significance ([ACHASSK015](#)) ([ACHASSK016](#))

🌀 Critical and creative thinking

👥 Personal and social capability

🌀 Intercultural understanding

HISTORY

Personal and family history

Who the people in the family are, where they were born, and how they are showing how they are different from other, using simple language ([ACHASSK011](#))

🌀 Critical and creative thinking

👥 Personal and social capability

The different structures of family groups today, including single parent, large, single parent, blended, adoptive parent, and what they have

([ACHASSK011](#))

- 🎓 Critical and creativ
- 👥 Personal and socia
- 🌐 Intercultural under

How they, their fam
commemorate past
important to them (r
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, v
oral histories, digit
and how the stories
depending on who

([ACHASSK013](#))

- 💻 Information and Co
Technology (ICT) capa
- 🎓 Critical and creativ
- 👥 Personal and socia

Achievement standard

At Standard, students use a variety of sources from different categories to organize their points of view, represent their conclusions. They show the making process. Students

learnt using language

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

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

Students have the opportunity to pose and respond to 'who', 'where', 'when', 'what' and 'why' questions. They represent and record information into simple categories. Students develop their understandings through activities such as writing, painting, constructing models, etc.

Students gain a sense of location and learn about the globe, as well as the local community. There is a focus on developing students' curiosity of their personal and local environment. In the context of developing a sense of place, students identify features of familiar places, why and how places are cared for, and how they change over time.

Students engage in stories of the past, particularly in the context of their own community and other parts of the world. They perceive that there are many ways in which stories of the past can be told. In the early years, students learn about their own background and traditions.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* encourages children to engage in civics and citizenship concepts, such as developing a sense of community and understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. The *Early Years Learning Framework* encourages children to engage in

students to engage in economics and business concepts, such as making decisions.

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