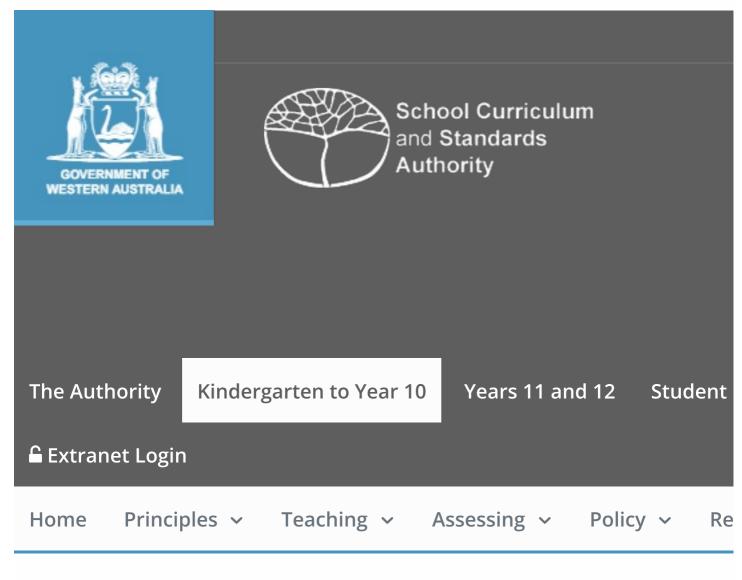
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# Year 2 SyllabusTest

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**Year Level Description** 

## Overview



## Year 2 Syllak

#### **Year Level Descri**

In Year 2, Humaniti

Students develop the and researching, are these skills to their developments, issu

The concepts of pla the links with peopl introduced as stude mental map of the

Students are given the key concepts of and significance. The the history of their and therefore worth

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

Economics and Bus
Framework provide
business concepts,
consumer decisions

#### 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 Sc ope 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**



#### 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 are conne places

The location of the divisions of the wor oceans) in relation (ACHASSK047)

Numeracy

Local features and names, which have and these places cavariety of scales, in (e.g. home), local (for town), regional (for town) and (for town).

Numeracy

Critical and creativ

The ways in which A Torres Strait Islando connections to their (ACHASSK049)

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

- Critical and creativ
- Intercultural under

The connections of to other places in A region, and across family connections, special events, natu (ACHASSK050)

- Critical and creativ
- (3) Intercultural under

The influence of pu shopping, recreatio location) and acces technology, transport frequency with which places (ACHASSK05

- Numeracy
- Critical and creativ

#### **HISTORY**

## The past in the p

The history of a signal building, site or par environment in the and what it reveals

#### (ACHASSK044)

Critical and creativ

• Intercultural under

The importance tod site (e.g. communit landmark, war men engraving) and why significance and cu present generations significant historica value, reflects the cidentity) (ACHASSK

Critical and creativ

• Intercultural under

The impact of chan people's lives (e.g. travel, communicat and how the technolistics from what is (ACHASSK046)

Critical and creativ

Personal and socia

<sup>©</sup> Intercultural under

### Achievement st

At Standard, studer and/or data from prand/or data by cate Students use difference conclusions. They prodiscussions. Students using some reand/or written form

Students locate ma variety of scales. The and they identify the different places. Stuin their local comm significance today. impact on people's

In Year 2, Humanities and Social Sciences consists of Geograph

Students develop their understanding and application of skills, communicating and reflecting. They apply these skills to their c developments, issues and phenomena, both historical and cont

The concepts of place, space and interconnection are expanded and globally. The concept of scale is introduced as students exposed the world and of where they are located in relation to other process.

Students are given the opportunity to develop their historical u cause and effect, perspectives, empathy and significance. Thes history of their local area and why the past is important to the l

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

**Principles** 

**Teaching** 

**Assessing** 

**Policy** 

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