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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 2 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 

Year 2 Syllak

Year Level Descri

In Year 2, Humaniti

Students develop th
and researching, ar
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. Th
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

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 connected to places

The location of the divisions of the world (oceans) in relation to the Torres Strait Islands (ACHASSK047)

Numeracy

Local features and names, which have a variety of scales, in (e.g. home), local (e.g. or town), regional (e.g. national (e.g. count

Numeracy

Critical and creative thinking

The ways in which the Torres Strait Islands are connected to their neighbours (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
- 🌀 Intercultural under

The influence of pu shopping, recreatio location) and acces technology, transpo frequency with whic places ([ACHASSK05](#))

🧮 Numeracy

- 🌀 Critical and creativ

HISTORY

The past in the p

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

(ACHASSK044)

 Critical and creative

 Intercultural under

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

 Critical and creative

 Intercultural under

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

 Critical and creative

 Personal and socia

 Intercultural under

Achievement st

At Standard, studer
and/or data from pr
and/or data by cate
Students use differ
conclusions. They p
discussions. Studer
texts using some re
and/or written form

Students locate ma
variety of scales. Th
and they identify th
different places. Sti
in 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 explore the world and of where they are located in relation to other parts of the world.

Students are given the opportunity to develop their historical understanding of cause and effect, perspectives, empathy and significance. They learn the history of their local area and why the past is important to the present.

Civics and Citizenship does not commence until Year 3. The *Early Years Learning Framework* provides a foundation for students to engage in civics and citizenship concepts, such as developing an understanding of responsibility, respect and fairness.

Economics and Business does not commence until Year 5. The *Early Years Learning Framework* provides a foundation for students to engage in economics and business concepts, such as making informed decisions.

Principles

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