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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 4 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 4 Syllabus

Year Level Description

In Year 4, Humanities and Social Sciences, Geography and History

Students develop their skills in thinking and researching, and apply these skills to their learning and developments, issues and

Students continue to develop the concepts of diversity and community life. They explore the past and present to community life. The syllabus is developed to encourage diversity.

The concepts of place and environment continue to be developed. Students inquire into how things are made and that people live. The development of the study of the location

Students are given the key concepts of empathy and significance exploring the historical arrival of the European

Filters



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- ☒ Year level descriptors
- ☒ Content Descriptions
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- ☒ 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

1800s. They explore experiences contri

Economics and Bus curriculum provides concepts, such as p

Knowledge and

CIVICS AND CITIZENSHI

Government and

The purpose of gov familiar services pr government (e.g. li parks, environment and sporting faciliti management) ([ACH](#)

 Personal and socia

 Ethical understand

The differences bet 'laws' ([ACHASSK09](#)

 Personal and socia

 Ethical understand

The importance and

- ✔ Personal and social capability
- ✔ Ethical understanding
- ✔ Intercultural understanding

(e.g. to maintain so
reflect society's val

- 🧠 Critical and creativ
- 👥 Personal and socia
- ⚖️ Ethical understand

People belong to di
as cultural, religious
groups, and this ca
([ACHASSK093](#))

- 🧠 Critical and creativ
- 👥 Personal and socia
- ⚖️ Ethical understand
- 🌐 Intercultural under

GEOGRAPHY

The Earth's environ all life

The main character
natural vegetation,
animals) of the con
Europe, and the loc
countries in relatio
([ACHASSK087](#))

- 🔢 Numeracy
- 🧠 Critical and creativ

The importance of e
animals and people
views on how they
([ACHASSK088](#))

 Critical and creativ

 Personal and socia

Aboriginal and Torr
Peoples' ways of liv
available resources
connection to Coun
influenced their vie
sustainable use of t
before and after co
([ACHASSK089](#))

 Numeracy

 Critical and creativ

 Personal and socia

 Intercultural under

The natural resourc
timber, minerals) p
environment and di
how they can be us
([ACHASSK090](#))

 Critical and creativ

 Personal and socia

✂ Ethical understand

HISTORY

First contacts

The diversity and loc
Australia's first peo
they are connected
(e.g. land, sea, wat
their pre-contact w
([ACHASSK083](#))

🌀 Critical and creativ

🌀 Intercultural under

The journey(s) of **at**
navigator, explorer
late 18th century (e
Columbus, Vasco d
Magellan), including
exchanges with soc
Americas, Asia and
impact on **one** soci

✚✖ Numeracy

🌀 Critical and creativ

🌀 Intercultural under

Stories of the First I
reasons for the jour

to Australia, and the following arrival (e.g. convicts, daily lives) ([ACHASSK085](#))

🕒 Critical and creative thinking

🌐 Intercultural understanding

The nature of contact between Aboriginal and/or Torres Strait Island Peoples and others (e.g. Macassans, Europeans) and that these interactions had on the environment and lives (e.g. dispossession, the loss of lives through disease, loss of food and medicines) ([ACHAS](#))

🕒 Critical and creative thinking

🌐 Intercultural understanding

Achievement standard

At Standard, students from a variety of sources and formats and use sources given criteria to select data by sequencing information and/or processes to draw conclusions from information and/or forms appropriate to texts supported by action.

Students identify the people's identity can distinguish between important in maintaining

Students identify the relation to Australia environments and communities plants and animals different views on the can be managed and

Students describe the Country/Place and its and around the world significance of past of an individual or a the past and identify

In Year 4, Humanities and Social Sciences consists of Civics and

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

Students continue to build on their understanding of civics and and responsibilities, and participation. They explore the purpos community life. The notions of belonging and personal identity in society and cultural diversity.

The concepts of place, space, environment, interconnection and Students have the opportunity to inquire into how the environn that people have differing views on how sustainability can be a world is extended through a study of the location and character

Students are given the opportunity to develop their historical u and change, cause and effect, perspectives, empathy and signi exploring the history of Aboriginal and Torres Strait Islander Pe exploration and colonisation up to the early 1800s. They explor experiences contributed to cultural diversity.

Economics and Business does not commence until Year 5. The students to engage in economics and business concepts, such as

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