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Western Australian Curriculum

Humanities and Social Sciences

Scope and sequence of the mandated curriculum content

Pre-primary–Year 10 | Revised curriculum

For familiarisation in 2025

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Contents

Overview

The current Western Australian Curriculum: Humanities and Social Sciences was adopted and adapted from the Australian Curriculum version 8.4.

The revised Western Australian Curriculum: Humanities and Social Sciences has been adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

The document is organised by two Humanities and Social Sciences strands: Knowledge and understanding and Humanities and Social Sciences skills.

The Knowledge and understanding strand includes: Civics and Citizenship; Economics and Business; Geography; and History.

The Humanities and Social Sciences skills includes: Questioning and researching; Analysing; Evaluating; and Communicating and reflecting.

The table below outlines the learning area organisation for the Pre-primary to Year 10 Humanities and Social Sciences curriculum.

Knowledge and understanding			
Civics and Citizenship Years 3–10	Economics and Business Years 5–10	Geography Pre-primary–Year 10	History Pre-primary–Year 10

Humanities and Social Sciences skills			
Questioning and researching	Analysing	Evaluating	Communicating and reflecting

Pre-primary–Year 6

Strand: Knowledge and understanding

Sub-strand: Civics and Citizenship

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This sequence starts at Year 3			**Communities** Who makes rules, why rules are important in the school and/or local community, and the consequences of rules not being followed Why people participate in community groups, and how students can actively participate and contribute to their local community	**Government and society** The roles of local government and how members of the community use and contribute to local services The differences between rules and laws and why laws are important People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity	**Roles, responsibilities and participation** The key values and features of Australia's democracy and the electoral process The roles and responsibilities of electors and representatives How regulations and laws affect the lives of citizens How citizens with shared beliefs and values work together to achieve a civic goal	**Australia's system of government and citizenship** The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts The roles and responsibilities of the three levels of government How laws are initiated and passed through the federal parliament

Sub-strand: Economics and Business

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This sequence starts at Year 5					**Wants, resources and choices** The difference between needs and wants, and how they may differ between individuals Resources can be natural, human, or capital, and how these are used sustainably to make goods and services to satisfy the needs and wants of present and future generations Due to scarcity, choices need to be made about the use of limited resources and how the alternative use of resources results in the need to consider trade-offs	**Impacts of consumer and financial decisions** The impact consumer purchasing decisions can have on a family, the broader community and the environment Businesses provide goods and services in different ways to earn revenue Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices

Sub-strand: Geography

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
People live in places	**Places have distinctive features**	**People are connected to many places**	**Places are both similar and different**	**The Earth's environment sustains all life**	**Factors that shape the environmental characteristics of places**	**A diverse and connected world**
The globe as a representation of the Earth on which Australia and other countries can be located	The location of the equator and the northern and southern hemispheres, including the poles	The location of the major geographical divisions of the world in relation to Australia	The location of Australian states, territories, capital cities and major regional centres of Western Australia	The main characteristics of the continents of Africa and Europe, and the location of their major countries in relation to Australia	The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia	The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region
The location of familiar places on a map	The location of local places and their natural, managed and constructed features	How people and places interconnect across Australia, Asia and the world	The location and identifying attributes of Australia's major natural features	The importance of environments to animals and people, and the different views on how they can be protected	The way people alter the environmental characteristics of Australian places	The world's cultural diversity, including that of its First Nations peoples who live in different regions in the world
The places people live in and belong to, the reasons places are special or important to people and their significance to Aboriginal and Torres Strait Islander peoples	How places change and how they can be cared for by different groups, including Aboriginal and Torres Strait Islander peoples	The ways in which Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, the names and meanings given to local features and places	How language groups of Australia's Aboriginal and Torres Strait Islander peoples divide their Country/Place and how this compares to the surveyed boundaries of Australian states and territories	Sustainable use and management of renewable and non-renewable resources	The impact of bushfires, droughts, cyclones, floods or other weather events on environments and communities, and how people can respond	Australia's connection with countries and how these connections change people and places

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		How places can be defined on a variety of geographical scales	The location of Australia's neighbouring countries and the similarities and differences in natural and human characteristics			

Sub-strand: History

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal and family histories The different structures of families, the people in their family, their culture, where they were born and raised, and how they are connected to each other The celebrations and commemorations of significant	**Present and past family life** The diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time How the present, past and future are represented by terms indicating time as well as by	**The past in the present** The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past The importance today of an historical site or place and why it has heritage	**Communities and remembrance** One important example of change and one important example of continuity over time in the local community, region or state/territory The role that different cultural groups have played in the development and character of	**First contacts** The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place and their pre-contact ways of life Stories of the First Fleet, including reasons for the journey, who travelled to	**The Australian colonies** The economic, political and social reasons for establishing British colonies in Australia after 1800 The patterns of colonial development and settlement and how this impacted upon the environment and	**Australia as a nation** Key figures, ideas and events that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government Changes in Australia's political

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
events shared with their families and others How the stories of families and the past can be communicated and passed down through generations and how the stories may differ, depending on who is telling them	dates and changes that may have personal significance The differences and similarities between children's daily lives and life during their parents' and grandparents' childhoods and how daily lives have changed	significance and cultural values for present generations The impact of changing technology on people's lives and how the technology of the past differs from the technology used today	the local community compared with development in another community Significant events, symbols and emblems that are important to Australia's shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia	Australia, and their experiences following arrival The nature of contact between Aboriginal and Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people's lives The journey of **one** world navigator, explorer or trader up to the late 18th century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania	the daily lives of the different inhabitants The contribution or significance of **one** individual or group in shaping the Swan River Colony, including their motivations and actions	system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children Stories of groups of people who migrated to Australia, including from **one** Asian country, the reasons they migrated and their contributions to society

Strand: Humanities and Social Sciences skills

Sub-strand: Questioning and researching

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share prior knowledge about a topic Pose and respond to natural curiosities about known objects, people, places and events Sort and record information and/or data into simple categories	Reflect on current understanding of a topic Pose and respond to reflective questions about objects, people, places and events in the past and present Locate information from a variety of provided sources Sort and record selected information and/or data		Identify current understanding of a topic Develop a range of focus questions to investigate Locate and collect information from a variety of sources Record selected information and/or data Recognise the ethical protocols that exist when gathering information and/or data		Identify current understandings, consider possible misconceptions and identify personal views on a topic Develop and refine a range of questions required to plan an inquiry Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods Use ethical protocols when gathering information and/or data	

Humanities and Social Sciences | Scope and sequence of the mandated curriculum content | Pre-primary–Year 10 | For familiarisation in 2025

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Sub-strand: Analysing

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore points of view	Process information and/or data collected Explore and discuss points of view		Use criteria for selecting relevant information Interpret information and/or data collected Identify different points of view in information and/or data		Develop and use criteria to determine the relevancy of information Analyse information and/or data collected Identify different perspectives in information and/or data	

Sub-strand: Evaluating

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Draw conclusions based on discussions and/or observations Participate in decision-making processes	Draw conclusions based on information and/or data Participate in decision-making processes		Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps Use decision-making processes		Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps Use decision-making processes, including the use of criteria to assess the possible effects	

Sub-strand: Communicating and reflecting

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share observations and ideas, using everyday language Reflect on and assess learning and thinking	Present findings in a range of communication forms, using relevant terms Reflect on learning and respond to findings		Present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms Reflect on learning and act on findings in different ways		Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts Reflect on learning, identify new understandings and act on findings in different ways	

Years 7–10

Strand: Knowledge and understanding

Sub-strand: Civics and Citizenship

Year 7	Year 8	Year 9	Year 10
Australian Constitution The purpose and value of the Australian Constitution	**Freedom and democracy** The freedoms that enable active participation in Australia's democracy within the bounds of the law, including freedom of speech, association, assembly, religion and movement	**Shaping voter decisions** The role of political parties and independent representatives in Australia's system of government	**Protecting democracy** The key features and values of Australia's system of government compared with another system of government in the Asia–Pacific region
The three branches of government, including the legislature, the executive and the judiciary	The election process and how government is formed	How citizens' choices are shaped at election time	The threats to Australia's democracy and other democracies
The different roles of the House of Representatives and the Senate in Australia's bicameral parliament	How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action	How social media and other emerging technologies are used to influence people's understanding of political issues	The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law
The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum	**Law and order** How statute law is made in Australia through parliaments	How young people can participate in and contribute to civic life in Australia and as a global citizen	The role of the High Court, including interpreting the Constitution

Year 7	Year 8	Year 9	Year 10
Australia's legal system How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation	How common law is made in Australia through the courts	**Australian court system** The key features and jurisdictions of Australia's court system, and the operations of courts	**Australia as a global citizen** Australia's roles and responsibilities at a global level
The role of courts, judges, lawyers and court officials in trials	The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander peoples' customary law	The key principles of Australia's justice system, including equality before the law, independent judiciary and right of appeal	The international agreements the Australian Government has ratified and how they shape policies and laws, including their response to the United Nations Declaration on the Rights of Indigenous Peoples
How citizens participate in providing justice through their roles as witnesses and jurors	Young people's rights and responsibilities when interacting with law enforcement	The factors that can undermine the application of the principles of justice	

Sub-strand: Economics and Business

Year 7	Year 8	Year 9	Year 10
Consumers and businesses Why opportunity cost exists when decisions are made to allocate limited resources to meet unlimited needs and wants	**Australia's mixed market economy** The way markets in Australia influence decisions about the allocation of resources to the production of goods and services	**Australia in the global economy** The interdependence of households, businesses, and the financial, government and overseas sectors using the five-sector circular flow model	**Economic performance and living standards** How the business cycle model shows changes in economic activity over time
The interdependence between households and businesses using the two-sector circular flow model	How the demand and supply model shows the interactions between consumers and businesses	Who Australia trades with; what they trade; and the reasons for this trade, including specialisation	Indicators of economic performance and how Australia's economy is performing, including the economic growth rate, unemployment rate and inflation rate
How businesses respond to the changing tastes and preferences of consumers	Australia's system of taxation and why the government collects taxation revenue	Why and how participants in the global economy are dependent on each other; the effects of globalisation; and the impacts of global events on Australian consumers and businesses	The links between economic performance and living standards and the variations that exist within Australia
How businesses set prices for a product and how they might adjust the price according to changes in demand	How the government is involved in the market by providing some types of goods and services that are not sufficiently supplied by the market	**Opportunities, risks and rewards** How businesses seek to create and maintain a competitive advantage in a global and/or domestic market	The distribution of income and wealth in the economy and the ways in which governments can redistribute income

Year 7	Year 8	Year 9	Year 10
Innovation and enterprise Different types of business ownership	**Work and financial decision-making** The reasons individuals work; the types of work they are involved in; and how they may derive an income	How Aboriginal and Torres Strait Islander businesses develop opportunities in the market	The ways that governments influence the economy to improve economic performance and living standards, and to manage the effects of externalities
The concept of innovation and the ways businesses identify and respond to business opportunities	Factors that influence major consumer and financial decisions	Why and how individuals manage financial investment risks and rewards	**The changing world of business** Ways that businesses respond to changing economic conditions
The characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses	Ways that individuals plan and budget to achieve short-term and long-term financial goals	The ways consumers can practise personal financial safety	Processes that businesses use to improve productivity
	The rights and responsibilities of consumers and businesses in Australia		The role of ethical decision-making in production and consumption
			The way the work environment is changing in Australia and the implications for current and future work

Sub-strand: Geography

Year 7	Year 8	Year 9	Year 10
Water in Australia The classification of environmental resources as renewable or non-renewable	**Landforms, landscapes and hazards** The different types and spatial distribution of Australia's distinctive landscapes and significant landforms	**Biomes and food security** The characteristics and spatial distribution of biomes as regions with distinctive climates, soils and vegetation	**Environmental change and management** The human-induced changes that challenge the sustainability of natural environments
The location, distribution and variability of Australia's water resources	The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples	The ways that humans in the production of food and fibre have altered some biomes	The environmental worldviews of people, including Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibilities, and their implications for environmental management
Water scarcity and what causes it; why it is a problem; and ways of overcoming water scarcity	The causes, spatial distribution, impacts and responses to a geomorphic hazard	The challenges to food production, including climate change and at least **one** other of the following: land and water degradation, shortage of fresh water, competing land uses in Australia and the world	The causes and consequences of **one** environmental change at a local, national or global scale
Place and liveability The factors that influence the decisions people make about where to live and their perceptions of the liveability of places	How the impacts of a geomorphic hazard are influenced by social, cultural and economic factors	The effects of world population growth on global food security; the solutions for Australia and the world to achieve food security; and the implications for environmental sustainability	The responses to manage the environmental change and the application of environmental, economic and social criteria in evaluating these management responses

Year 7	Year 8	Year 9	Year 10
The influence of accessibility to services and facilities on the liveability of places	**Changing nations** The causes and consequences of urbanisation in Australia and **one** other country from the Asia region	**Geographies of interconnections** The perceptions people have of place, and how this influences their connections to different places	**Geographies of human wellbeing** The methods used to measure spatial variations in human wellbeing and development
The influence of environmental quality on the liveability of places	The reasons for, and effects of, internal migration in Australia	The ways transportation, and information and communication technologies (ICT) are used to connect people to services, information and people in other places	The reasons for spatial variations between Australia and **one** less economically developed country in selected indicators of human wellbeing
The strategies used to enhance the liveability of places for different groups in society	The reasons for, and effects of, international migration in Australia	The ways that places and people are interconnected with other places through trade in goods and services, at different scales	The issues affecting human wellbeing and development in Australia and **one** less economically developed country
		The effects of people's travel, recreation, cultural or leisure choices on places, and the implications for the sustainability of these places	The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries

Sub-strand: History

Year 7	Year 8	Year 9	Year 10
Deep Time History of Australia Major time periods in history, including Deep Time History of Australia	**Investigating medieval Europe** The way of life in a feudal society and the roles and relationships of different groups in society	**Australian history (1750–1914)** The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries	**Investigating World War II** The causes of World War II
How Aboriginal and Torres Strait Islander peoples are the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time	Continuity and change in society in at least **one** of the following areas: crime and punishment; military and defence systems; towns, cities and commerce	The effects of colonisation on Aboriginal and Torres Strait Islander peoples	The experiences of service personnel from Australia during World War II, including at least **one** of the following: prisoners of war, the North Africa Campaign, Kokoda, the fall of Singapore
The development of early innovative technologies by Aboriginal and Torres Strait Islander peoples and how they were developed in different places	A significant individual, event or development in the medieval period	Significant individuals and events in the development of Australian society during the time period	The impact of World War II on the Home Front, including at least **one** of the following: the bombing of Darwin, the changing roles of women, the use of wartime government controls
The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples	The transformation of the medieval world to the early modern world, including the causes, impacts and significance of at least **one** of the following on European society: the Black Death, scientific advancement, cultural and intellectual revival	Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers	Significant events of World War II, including the Holocaust and use of the atomic bomb

Year 7	Year 8	Year 9	Year 10
The ancient world (Egypt, Greece, Rome, India or China) Time frame and location of the ancient civilisation	**The Industrial Revolution (1750–1914)** The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th century	**Investigating World War I** The causes of World War I and the reasons why people enlisted to fight in the war for Australia	**Investigating rights and freedoms** The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration
How the physical environment influenced the development of the ancient society	The different experiences of men, women and/or children during the Industrial Revolution	The places where people from Australia fought, including Gallipoli and the Western Front, and the types of warfare during World War I	The background to Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965
The significant beliefs, values and practices of the ancient society in at least **one** of the following areas: everyday life, warfare, religion, death and funerary customs	The short- and long-term effects of the Industrial Revolution	The impacts of World War I on the Home Front, including at least **two** of the following: the use of propaganda, the role of women, political debates about conscription, relationships with the British Empire, the experiences of returned soldiers, including Aboriginal and Torres Strait Islander peoples	The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change
The role of a significant individual in the ancient society's history		The commemoration of World War I, including debates about the nature and significance of the Anzac legend	The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and **one** other group

Strand: Humanities and Social Sciences skills

Sub-strand: Questioning and researching

Year 7	Year 8	Year 9	Year 10
Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives		Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others	
Construct a range of questions, propositions and/or hypotheses		Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives	
Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork		Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation	
Select the best method for recording selected information and/or data		Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed with and without the use of digital and spatial technologies	
Identify differences in terms of origin and purpose between primary sources and secondary sources		Identify the origin, purpose and context of primary sources and/or secondary sources	
Use appropriate ethical protocols to plan and conduct an inquiry		Use appropriate ethical protocols, including specific formats for acknowledging information produced by others and understand that these formats vary between organisations	

Sub-strand: Analysing

Year 7	Year 8	Year 9	Year 10
Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question		Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources	
Interpret information and/or data to identify key relationships and/or trends displayed in various formats		Analyse information and/or data in different formats	
Identify points of view and perspectives, attitudes and/or values in information and/or data		Account for different interpretations and points of view/perspectives in information and/or data	
Translate information and/or data from one format to another		Analyse the 'big picture'	
Apply subject-specific skills and concepts in familiar and new situations		Apply subject-specific skills and concepts in familiar, new and hypothetical situations	

Sub-strand: Evaluating

Year 7	Year 8	Year 9	Year 10
Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships		Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena	
		Critically evaluate information and/or data and ideas from a range of sources	

Sub-strand: Communicating and reflecting

Year 7	Year 8	Year 9	Year 10
Represent information and/or data using appropriate formats to suit audience and purpose		Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate	
Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources		Reflect on why all findings are tentative	
Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena		Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments	
		Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts	
		Compare evidence to substantiate judgements	
		Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action	