

Humanities

Stage One

Students encounter activities and experiences. Participation is fully prompted. They may be passive or resistant. They may show simple reflex responses. Students show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention. They may give intermittent reactions.

Students:

- explore their immediate personal space
- experience the school environment and significant people

Stage Two

Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people events and objects. They accept and engage in coactive exploration.

Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognize familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time.

History

Students:

- respond to familiar objects
- respond to regular activities and or daily routine cues
- cope with changes to regular routines
- respond to personal events such as birthdays

Geography

Students:

- respond to familiar environments e.g. laugh when taken toward pool
- attempt to locate own classroom/bus
- attempt to locate specific areas within familiar environments

Economics

Students:

- respond to people who regularly impact on their lives e.g. physio, teacher

Stage Three

Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods. Students greet known people and may initiate interactions. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems.

History

Students:

- show an interest in family photographs

Geography

Students:

- request events or activities e.g. moving to the door to show they want to go outside
- attend to a book of photographs of their classroom or school grounds

Economics

Students:

- initiate appropriate interactions and activities with specialist staff, eg greeting them and moving to the door with them

Stage Four

Students draw on their own experiences to help them understand the world around them. They have opportunities to take part in the life of their school and local community. They link the passage of time with a variety of indicators, such as weekend activities and holidays.

History

Students:

- acknowledge and respond to regular activities and daily routine cues
- recall and recognise recent routine events e.g. swimming or an excursion

Geography

Students:

- know familiar places and people and what they are there for e.g. the park, the physio
- locate rooms and places that are important to them at school e.g. walk to the multipurpose room for Perceptual Motor Programs (P.M.P.)
- experience, explore and investigate the natural and made features of the local environment e.g. the park
- notice differences between features of the local environment

Economics

Students:

- participate in class activities aimed at managing resources e.g. putting rubbish in the bin with directional support

Stage Five

Students listen and respond to familiar stories about their own past and begin to communicate about activities in their recent past. They show awareness (through gestures, signs, symbols, or words) of significant differences between specific physical/natural and human/made features of places. They can answer simple questions about places and people such as 'Who can help us?'

History

Students:

- remember and talk about significant things that have happened to them
- begin to differentiate between past and present
- use talk, actions and objects to recall and relive past experiences e.g. photo, baby toys

Geography

Students:

- experience early representation of maps e.g. play with toy cars on a city road play mat
- show awareness of significant differences between specific natural and man-made features of places e.g. 'cars here' on a noisy street, 'cars gone' in the park
- notice and collect objects from the local environment e.g. feathers and pebbles from the park
- identify the functions of places e.g. library, safe places to play
- observe changes in the environment e.g. as a building is constructed

Economics

Students:

- identify the roles of people who can help us e.g. fireman
- identify the roles of familiar people e.g. family members, neighbours
- begin to show awareness of the need to conserve resources e.g. turn off the tap
- identify waste materials

Stage Six

Students recognise and make comments about themselves and people they know in pictures of the more distance past. They recognise some obvious distinctions between the past and present in their own lives. They understand the differences between the physical and made features of places. They show what they think about people and environments and answer simple questions about places and people.

History

Students:

- regularly recall and talk about significant events in their lives
- show an interest in stories that introduce a sense of time and people from the past
- sequence photos of themselves, showing their growth over time
- use the basic vocabulary of time e.g. yesterday, old, later, now

Geography

Students:

- label the significant features of natural and man-made environments e.g. house with fence and concrete path, parks with trees
- sort and classify objects in terms of simple features or properties e.g. rocks found on local walk sorted according to size or colour
- identify the functions of places e.g. library, safe places to play
- identify changes that are taking place in the environment e.g. playground, house, road constructions

Economics

Students:

- show an interest in the lives of people familiar to them
- interact with local people e.g. talk to the visiting fireman or the green grocer
- explore the clothing and equipment of various occupations, eg fireman's coat, policeman's hat
- demonstrate basic responsible resource management in the classroom e.g. careful use of paste, turning off the tap

Stage Seven

Students begin to recognise some distinction between the past and present in other people's lives as well as their own and communicate about these in simple phrases and statements. They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria such as old and new toys. They are aware of their role in caring for their own environment.

History

Students:

- describe significant events for family or friends
- express feelings about significant personal events
- find appropriate ways of preserving memories of special events e.g. making a photo album
- identify some events that occur each year

Geography

Students:

- move around independently within their departmental area for a range of specific purposes e.g. taking a message to a named person
- locate and describe familiar geographical features e.g. roads, lakes, parks
- identify special places and buildings within the local area and describe their function
- experience and explore living in other environments e.g. attending school camps, staying in respite care

Economics

Students:

- identify people who help others in the community and describe what they do e.g. doctor, fire fighter
- identify the need to care for their own environment e.g. by watering plants

Stage Eight

Students indicate if personal events and objects belong in the past or present. They begin to use some common words, signs or symbols to indicate the passage of time. They can recount episodes from their past and some details from other historical events with prompts. Students communicate preferences about physical/natural and human/man-made features of places. They use simple geographic language to communicate their ideas about various locations, functions and roles. They show some understanding of environmental awareness and how it relates to their own lives.

History

Students:

- use words such as now/then, today/yesterday in relation to events
- recall their involvement in past events e.g. school concerts, Mackay Show, Variety Club
- place events in chronological order e.g. place routine events on a timetable, special events on a calendar
- demonstrate understanding of how people change over time, interests, responsibilities, appearance
- explore periods of history that they find interesting e.g. dinosaur theme

Geography

Students:

- identify some of the uses of land in the local area
- identify some of the uses of buildings in the local area
- identify ways in which people use the natural environment e.g. lake used for boats, swimming fishing
- recognise simple symbols or representations on maps or plans e.g. roads, railways
- express views on features of the environment which they find attractive or unattractive

Economics

Students may:

- identify some of the uses of buildings and understand that their uses are linked to the work people do
- identify the roles and responsibilities of family members
- identify that there is paid and unpaid work
- list the occupations of some people in the community e.g. librarian, hairdresser, dentist

Stage Nine

Students recognise that communities consist of various physical features and community facilities that meet human needs. They use a variety of resources and tools to gather, process and communicate information about the distinguishing physical features and community facilities in their area.

History

Students:

- use a range of primary and secondary sources to investigate the past e.g. interviewing grandparents
- use historical vocabulary, including the language of time and comparison
- construct timelines, and develop explanations and narratives in a range of forms
- explore community venues that provide historical experiences e.g. Greenmount Homestead, Pleystowe Sugar Mill, Bucasia Beach

Geography

Students:

- identify the physical and social needs of residents in an area e.g. for food, water, shelter, safety, recreation social interaction
- explore the different ways in which people travel around the community
- use pictures, maps, print materials, media sources and/or class excursions to gain information about the community
- use illustrations and text to sort, classify and record information about the local community
- make models and read maps of familiar areas in the local community
- use appropriate vocabulary to describe the relative location of places and objects

Economics

Students:

- identify the places in which people work and describe the technologies, tools and vehicles they use
- demonstrate an understanding of ways in which energy is used in daily life
- describe different uses of energy at home, at school and in the community and ways in which energy can be conserved
- demonstrate ways of reusing materials and objects in daily activities e.g. collecting and using compost

Stage Ten

Students demonstrate an understanding that the world is made up of countries and regions and that people's lifestyles may differ. They use a variety of resources and tools to gather, process and communicate information about physical and cultural differences.

History

Students:

- demonstrate a knowledge of how people lived in the past e.g. complete a project on a visit to Greenmount Homestead
- explore man-made and natural features that provide a sense of history e.g. Eungella Rainforest, Sugar-cane trains
- communicate about how people's interests and appearance change over time
- extend use of vocabulary relating to the passage of time e.g. 'a long time ago', 'before' and 'after'

Geography

Students:

- identify the distinguishing physical features of their community e.g. bridge, freeway, roads, buildings, schools, lakes
- experience and broaden their knowledge of places in Australia e.g. Interstate school camps,
- demonstrate the understanding that the world is made up of countries
- understand how the environment affects peoples' lives e.g. extreme conditions such as bush fires, drought and floods
- understand that some countries have a different climate from our own e.g. very cold climates
- identify similarities and differences between their community and a community in another world e.g. language, clothing, homes

- use factual texts, internet, to obtain information about communities around the world
- locate Australia and countries around the world on a globe or map

Economics

Students:

- identify how occupations within the community meet people's needs e.g. the hairdresser provides us with haircuts
- identify and participate in a chosen occupation for work experience
- use their experience of work (work experience, contract work) to extend their understanding of occupations and work responsibilities
- demonstrate understanding of work related vocabulary e.g. 'clock on', 'break time'
- visit centres and work places in readiness for transition to adult options
- identify preferences for their post school placements
- prepare personal action plans for their future with support from staff, family and advocates