

HASS - Above satisfactory - Foundation

Portfolio summary

This portfolio of student work shows that the student can identify a number of important events in the student's own life (WS1, WS6, WS7) and recognises why some places are special to people (WS2, WS3, WS5). The student describes, with examples, the features of familiar places (WS1, WS5) and recognises that the features of places can be represented on maps and models (WS2, WS4). The student identifies how people know about their past (WS6) and commemorate events that are important to them (WS7).

The student responds in detail to questions about the student's own past and places the student belongs to (WS1, WS2, WS5). The student sequences familiar events in order (WS1, WS6, WS7). The student observes the familiar features of places and represents these features and their location on detailed pictorial maps and models (WS2, WS4). The student reflects on learning to suggest ways to care for a familiar place (WS3). The student relates stories about the past (WS1, WS6) and shares and compares observations about familiar places (WS1, WS3, WS5).

My holiday story

Sample summary

Students produced a sequence of drawings of the key events in a recent holiday. The drawings were completed in class on a teacher-provided template. The teacher then interviewed the student, posing questions about the holiday. A transcript of the interview is included as part of the work sample.

Achievement standard

Learning Area

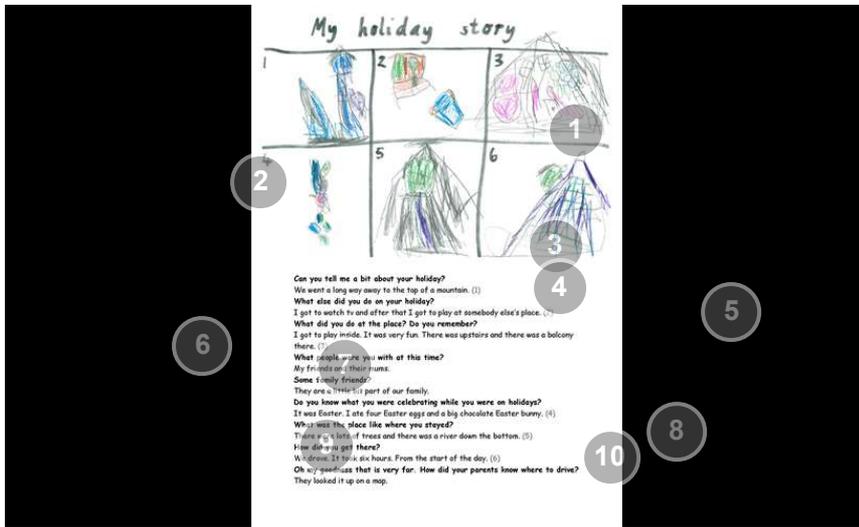
Subject - History

Subject - Geography

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

Drawing and transcript



Annotations

1 Learning Area
Sequences familiar events in chronological order

2 Subject - History
Sequences familiar events in chronological order

3 Subject - History
Creates a visual text to present a story

4 Subject - Geography
Makes a statement about distance and location

5 Subject - History
Answers questions about own past

6 Subject - Geography
Provides examples of the features of places

7 Learning Area
Answers questions about own past

8 Learning Area
Provides examples of the features of a place

9 Learning Area
Makes a simple observation about the passage of time

10 Subject - History
Makes a simple observation about the passage of time

Community walk map

Sample summary

Students undertook a supervised walk around the local community and recorded the journey on a template map containing key marker points. The teacher then interviewed the student, posing questions about the journey. A transcript of the interview is included as part of the work sample.

Achievement standard

Learning Area

Subject - Geography

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Map and transcript

Community Walk Map

Tell me about your walk. Start from the beginning and think about what you walked past as you went from place to place.

We started at school and we walked past the carpark. Then we walked along the street and we walked past the other school and then we walked across then we walked across the street crossing and we turned right to the bakery and then the post office. Then after the post office we went down the hill and crossed the road where it is a fire. Then we turned right and went past the park where the swings are but we weren't all with them. Then we went down, past the pet shop and to the ice cream shop. Then we turned right at the roundabout and down the road and then we were back at school.

1 Why is the bakery important and special?
So teachers can get their lunch when they are running late for a road.

2 Why is the post office important and special?
So they keep our mail safe. They have a box and if you a box to keep your mail safe.

3 Why are ice cream shops important and special?
So you can spend time with your family there and a special treat.

4 Why are schools important and special?
So you can learn to write so when we grow up we can get a good job and earn lots of money.

5

Annotations

- 1 Learning Area**
Creates a simple map of a familiar place using images and conventions such as north point
- 2 Subject - Geography**
Creates a pictorial map of a familiar place
- 3 Subject - Geography**
Uses simple language to indicate direction and location
- 4 Learning Area**
Identifies a range of reasons why places are special to people
- 5 Subject - Geography**
Identifies a range of reasons why places are special to people

My special place

Sample summary

Students produced a drawing of an important place in their lives. The teacher then interviewed the students regarding the reasons why the places depicted were important. The explanations were transcribed by the teacher. The drawings and explanations formed part of a classroom display.

Achievement standard

Learning Area

Subject - Geography

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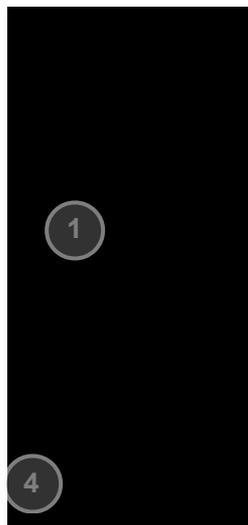
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Drawing and transcript



A secret cave at the beach is an important place

It is important to me because there's heaps of room for my family. I can play tips on the beach and I like to be near the water because I like the feel of it. I like the sound of the waves. I keep it clean so that everyone can use it and the animals can live a happy life too.



Annotations

- 1 **Subject - Geography**
Creates a visual text to represent the characteristics of a place
- 2 **Learning Area**
Explains connections between people and places
- 3 **Subject - Geography**
Explains connections between people and places
- 4 **Learning Area**
Identifies reasons to care for a place

- 5 Subject - Geography**
Identifies reasons to care for a place

World map

Sample summary

Students recorded the location of continents and oceans on a world map. Prior to students completing the activity, the teacher provided students with visual representations of key places using printed maps, globes and projections. Students completed their world maps in class with teacher direction and guidance.

Achievement standard

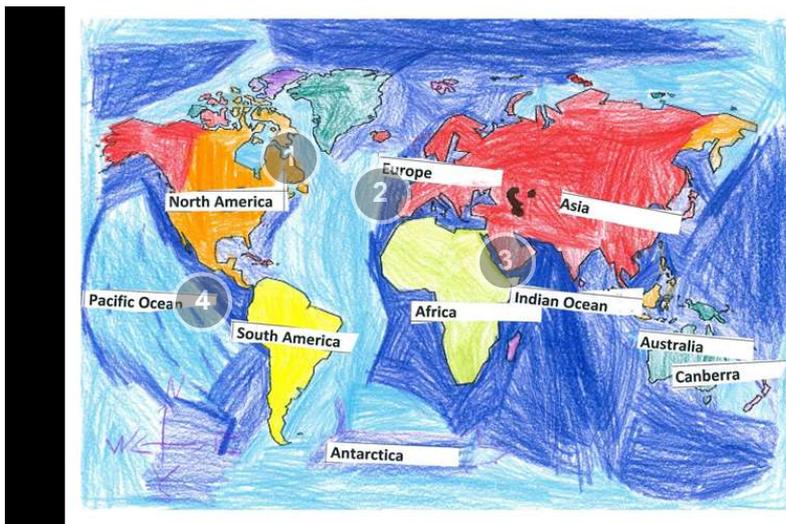
Learning Area

Subject - Geography

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Map



Annotations

- 1 Learning Area**
Records the location of key features on a world map
- 2 Subject - Geography**
Records the location of key features on a world map
- 3 Subject - Geography**
Uses colour to differentiate between continents
- 4 Learning Area**
Uses colour to

What is a home?

Sample summary

Students completed a mind map template to record their answers to the question: 'What is a home?' The activity took place in class with students creating visual representations to support their own texts which were scribed by the teacher.

Achievement standard

Learning Area

Subject - Geography

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Mind map



Annotations

- 1 Learning Area**
Analyses features associated with a place to which they belong
- 2 Subject - Geography**
Records observations in a mind map combining text and images
- 3 Learning Area**
Recognises a range of reasons why places are special to people

4 Subject - Geography
Recognises a range of reasons why places are special to people

My photo album

Sample summary

Students were asked to pose questions to their mothers regarding their lives at particular ages (baby, toddler, school student). The teacher subsequently transcribed students' recollections of the answers to these questions. Students then created pictures, using coloured pencils and/or paint, of themselves with their mothers at each of these three ages. The pictures and transcribed answers were matched and then sequenced chronologically by the students, and presented as 'photo albums' of their lives.

Achievement standard

Learning Area

Subject - History

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Drawings and transcripts

MY PHOTO ALBUM



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Once in a time I was a little baby and I couldn't walk so Mum pushed me in the pram. Mum took me to Mum and Dad's go-go and we did special poses like the dog, the lion and the butterfly. Mum said I liked going there.



8

Then I grew up a little taller to be a toddler so I could walk. Mum still a little smaller and a little bigger than I am. Mum still pushed me in the pram when we went to the park because I couldn't walk very far.



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And then I grew up up up to a big school boy. My Mum said I walk to school and Mum said my little sister in the pram. My Mum thinks it's fantastic that I go to school to learn reading and writing.

Annotations

- 1 Learning Area**
Identifies important and familiar events
- 2 Learning Area**
Sequences events in order
- 3 Subject - Geography**
Sequences events in order

- 4 Subject - History**
Identifies important and familiar events
- 5 Learning Area**
Presents a story about their past using terms to denote time and change
- 6 Subject - History**
Refers to the source of an idea or information
- 7 Learning Area**
Refers to the source of an idea or information
- 8 Learning Area**
Uses a range of terms to denote time and change

My birthday week

Sample summary

Students positioned their birthday on a template provided by the teacher. Students also recorded the date of each day on the template and used text and images to indicate all personal or public events and celebrations occurring within the week.

Achievement standard

Learning Area

Subject - History

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Calendar



Annotations

- 1 Learning Area**
Positions important personal and public events on a simple timeline
- 2 Learning Area**
Selects images associated with the commemoration of events
- 3 Learning Area**
Recognises that commemorations can have varying timeframes
- 4 Subject - History**
Recognises that commemorations can have varying time frames
- 5 Subject - History**
Selects images associated with the commemoration of events
- 6 Subject - History**
Positions important personal and public events on a simple timeline