

# HASS - Above satisfactory - Year 1

## Portfolio summary

This portfolio of student work shows that the student can identify and describe with detail important dates and changes in the student's own life (WS5, WS6). The student explains how specific aspects of daily life have changed over recent time while others have remained the same (WS2, WS3, WS4).

The student identifies and describes with detail the features of places and their location at a local scale (WS1) and identifies changes to the features of places (WS7). The student recognises that people describe the features of places differently (WS8) and describes how places can be cared for (WS1, WS7).

The student responds to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided (WS6).

The student sequences personal and family events in order (WS5) and accurately represents the location of different places and their features on labelled maps (WS8). The student reflects on learning to suggest ways to care for places (WS1, WS7). The student shares stories about the past (WS4), and presents observations and findings using everyday terms to denote the passing of time and to describe direction and location (WS2, WS5, WS8).

## The local lagoon

### Sample summary

Students undertook a guided excursion to a freshwater wetland in a local national park. After the excursion students completed a structured worksheet in class.

### Achievement standard

#### Learning Area

#### Subject - Geography

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

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Excursion worksheet

♥ Caring for Longneck Lagoon ♥

	How can we care for this place?	Why?	What might happen if we do not care for this place?
<p>Part A: Longneck Lagoon</p> 	<p>Do not throw rubbish in the water. <b>1</b></p> <p>Do not take animals or other stuff home with you. <b>2</b></p> <p>walk on the path. <b>3</b></p> <p>Don't pour chemicals in the water. <b>3</b></p>	<p>Animals eat from that water. <b>2</b></p> <p>They want have there habitat. <b>2</b></p> <p>So you don't set on bugs and plants. <b>4</b></p> <p>Animals that live in the water will swallow it. <b>4</b></p>	<p>The animals eat it they will dye. <b>1</b></p> <p>They will dye. <b>2</b></p> <p>The animals want hate anything to eat. <b>4</b></p> <p>They will get very sick and maby dye. <b>4</b></p>

Annotations

- 1 Learning Area**  
Identifies many of the features of a local place
- 2 Learning Area**  
Suggests a range of reasons to care for a local place
- 3 Subject - Geography**  
Identifies many of the features of a local place
- 4 Subject - Geography**  
Suggests a range of reasons to care for a local place

	How can we care for this place?	Why?	What might happen if we do not care this place?
<p>Part B: Choose another place that you have learnt about</p> <p>What place have you chosen?</p> <p>Sea</p>	<p>Keep the rubbish with you insted of throwing it into the water. <b>2</b></p> <p>If you see rubbish pick it up. <b>2</b></p> <p>Don't pour chemicals in the water. <b>3</b></p>	<p>the animals will swallow the rubbish. <b>1</b></p> <p>It might blow away into the water. <b>1</b></p> <p>They might spread all over the sea. <b>4</b></p>	<p>They will dye or get really sick. <b>1</b></p> <p>The fish might get cut. <b>1</b></p> <p>All of the animals might become extinct. <b>4</b></p>

Annotations

- 1 Learning Area**  
Provides examples to support reasons to care for a place
- 2 Learning Area**  
Applies learning from a local place to another place
- 3 Subject - Geography**  
Applies learning from a local place to another place
- 4 Subject - Geography**  
Provides examples to support reasons to care for a place

Communications timeline

Sample summary

Students sequenced teacher-provided images of different forms of communication, from oldest to newest, along a timeline. The teacher then questioned the students about the choices they made. The question, along with a transcript of the student’s answer, is included as part of the work sample.

## Achievement standard

### Learning Area

### Subject - History

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

### Timeline



### Annotations

- 1 **Learning Area**  
Sequences developments in chronological order
- 2 **Subject - History**  
Sequences developments in chronological order
- 3 **Learning Area**  
Uses terms to denote change or the passing of time
- 4 **Subject - History**  
Uses terms to denote change or the passing of time
- 5 **Learning Area**  
Makes observations about the past and the present

## Past and present

### Sample summary

Students recorded, with teacher guidance, a definition of 'the past' and a definition of 'the present'. Following class discussion, and teacher provision of examples, students drew pictures and wrote explanatory texts to support each definition. Students then completed a series of activities to support the development of critical thinking about their own past and present. First, students recorded the contents of their school bags. Students then completed two Venn diagrams to identify the similarities and differences between bedrooms in the past and present, and classrooms in the past and present. These activities took place in class with teacher guidance over a period of two weeks.

### Achievement standard

#### Learning Area

#### Subject - History

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#### Diagrams

##### Annotations overview

Records, classifies and compares information about their known world

**The Past**

The past is made up of events that happened a long time ago.

1 there was no electricity in the past. 2

**Annotations**

- 1 Learning Area**  
Records an aspect of daily life to support a simple definition of the past
- 2 Subject - History**  
Records an aspect of daily life to support a simple definition of the past

**The Present**

The present is what is happening around me now

1 I can play on my i-pads. 2

**Annotations**

- 1 Learning Area**  
Records an aspect of daily life to support a simple definition of the present
- 2 Subject - History**  
Records an aspect of daily life to support a simple definition of the present

**My school bag 2017**

Forn  
mudge  
her brush  
bed bend sho  
2 lunch boxes

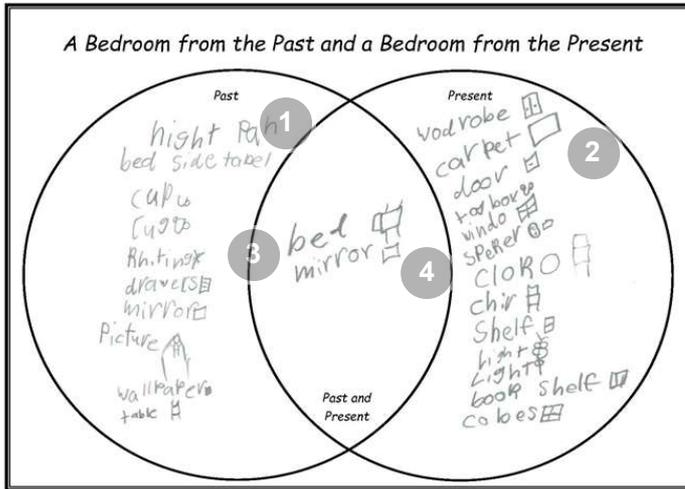
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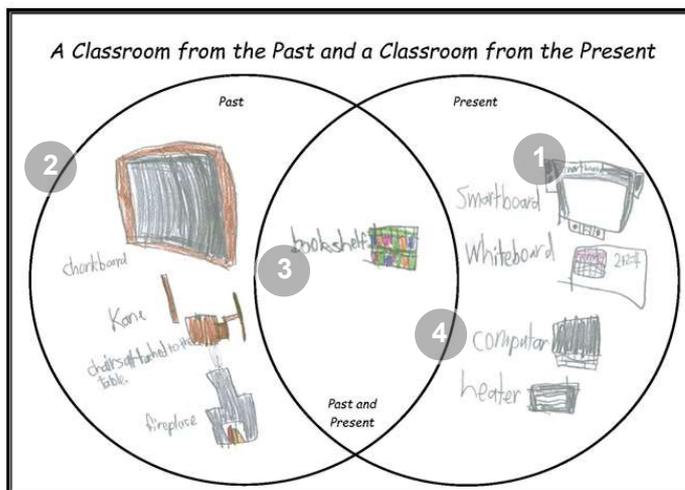
**Annotations**

- 1 Learning Area**  
Records a list of artefacts associated with own life
- 2 Subject - History**  
Records a list of artefacts associated with own life



### Annotations

- 1 **Learning Area**  
Categorises a range of objects from the past and present
- 2 **Learning Area**  
Categorises a range of objects from the past and present
- 3 **Learning Area**  
Identifies a range of objects that have changed and that have stayed the same
- 4 **Subject - History**  
Identifies a range of objects that have changed and that have stayed the same



### Annotations

- 1 **Subject - History**  
Categorises a range of objects from the past and present
- 2 **Learning Area**  
Categorises a range of objects from the past and present
- 3 **Learning Area**  
Identifies a range of objects that have changed and that have stayed the same
- 4 **Learning Area**  
Identifies a range of objects that have changed and that have stayed the same

## Then and now

### Sample summary

Students talked about schools in the past – ‘then’ – compared to the present – ‘now’. They drew pictures and wrote a simple text to illustrate and describe schools in the past and present. The teacher supported students in editing, scanning and including their drawings and texts in a template. The task was completed in class over two 50-minute lessons.

### Achievement standard

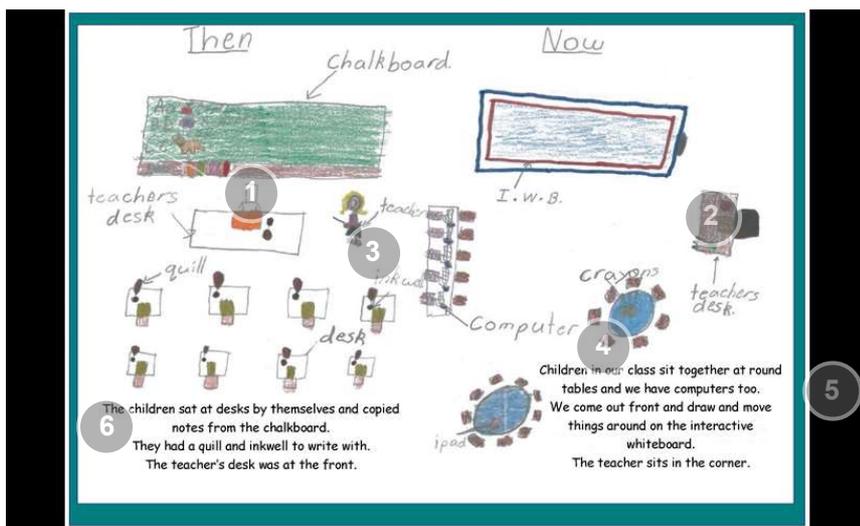
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#### Subject - History

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#### Diagram



#### Annotations

- 1 **Learning Area**  
Categorises a variety of objects and features into past and present
- 2 **Subject - History**  
Categorises a variety of objects and features into past and present
- 3 **Learning Area**  
Labels specific objects in each category
- 4 **Subject - History**  
Labels specific objects

in each category

**5****Subject - History**

Creates a text

containing language features and examples to denote past and present

**6****Learning Area**

Creates a text

containing language features and examples to denote past and present

## Toys

### Sample summary

Students talked with their grandparents, during a school visit, about the toys they played with at the same age. Students used a Venn diagram to record and categorise the similarities and differences in toys at the two different times. These activities took place in class over two 50-minute periods. Students then chose one of the toys from the past for further inquiry and comparison. They were required to ask questions of their grandparents, produce photographic evidence and present their findings in a text scribed by the teacher. These activities took place at home and in class over a one-week period.

### Achievement standard

#### Learning Area

#### Subject - History

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#### Diagram and text

#### Annotations overview



find similar clothing which they subsequently wore for a full day at school. Students then responded to teacher questions on their likes and dislikes and how clothing has changed over time or remained the same. Student answers to these questions were scribed by the teacher and posted on the classroom noticeboard. The activity took place during class time over the course of one school day.

## Achievement standard

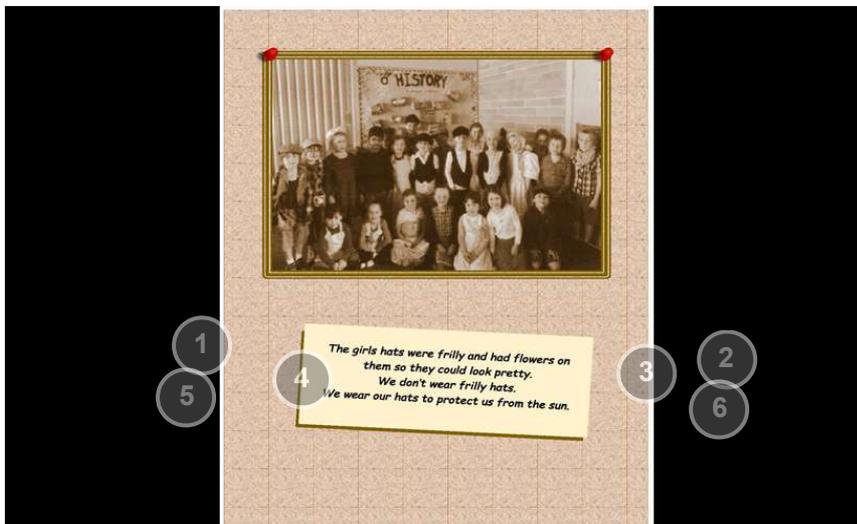
### Learning Area

#### Subject - History

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### Reflection



### Annotations

- 1 **Learning Area**  
Presents an explanation for a past event
- 2 **Subject - History**  
Presents an explanation for a past event
- 3 **Learning Area**  
Offers an explanation for a change over time
- 4 **Learning Area**  
Uses past and present tense verbs to denote changes in time
- 5 **Subject - History**  
Uses past and present tense verbs to denote changes in time

## Visiting the park

### Sample summary

Students undertook an excursion to a local park to observe the natural, managed and constructed features of a place. After the excursion students completed a teacher-created digital worksheet containing photographs of the features of the park they had visited. Students labelled each photograph according to category – natural, managed, constructed – and provided reasons for their choices, along with a description of how to care for the park. Students then, with teacher support, proofread and edited their final word-processed responses. Including time for the excursion, students completed the task in class over a period of one week.

### Achievement standard

#### Learning Area

#### Subject - Geography

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#### Excursion worksheet



## Annotations

- 1 **Subject - Geography**  
Identifies the natural features of a place
- 2 **Learning Area**  
Identifies the natural features of a place
- 3 **Learning Area**  
Identifies the managed features of a place
- 4 **Learning Area**  
Identifies the constructed features of a place
- 5 **Subject - Geography**  
Identifies the constructed features of a place
- 6 **Subject - History**  
Identifies the managed features of a place
- 7 **Learning Area**  
Provides a variety of reasons for the classification of the features of a place
- 8 **Learning Area**  
Suggests ways to care for a place
- 9 **Subject - Geography**  
Suggests ways to care for a place

## My place in the world

### Sample summary

Students listened to and discussed a teacher-reading of a picture book, such as My Place in Space or Me on the Map. Students then collected photographs and maps to show the location of their own homes on a variety

of scales. The pictures were positioned along a sequence from nearest to furthest and displayed in the classroom. The task took place in class over the course of a week and required students to spend some time at home collecting appropriate maps or images.

## Achievement standard

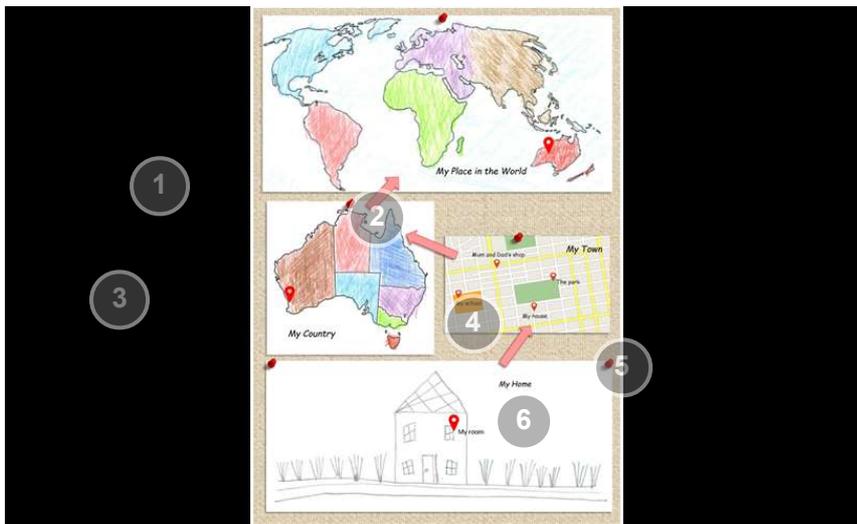
### Learning Area

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### Display



### Annotations

- 1 **Learning Area**  
Identifies that a familiar place can be represented in different ways and on different scales
- 2 **Learning Area**  
Positions a familiar place along a continuum to indicate changes in scale
- 3 **Learning Area**  
Uses marker points to precisely locate a familiar place on labelled maps and diagrams on a variety of scales
- 4 **Subject - Geography**  
Identifies that a familiar place can be represented in different ways and on different scales

**5 Subject - Geography**  
Positions a familiar place along a continuum to indicate changes in scale

**6 Subject - Geography**  
Uses marker points to precisely locate a familiar place on labelled maps and diagrams on a variety of scales