

HASS - Above satisfactory - Year 2

Portfolio summary

This portfolio of student work shows that the student can describe in detail a person, site and/or event of significance in the local community (WS1) and explain, using examples, why places are important to people (WS1). The student identifies how and why the lives of people have changed over time while others have remained the same (WS4, WS6). The student recognises that the world is divided into geographic divisions and that places can be described at different scales (WS2). The student describes in detail how people in different places are connected to each other and identifies a variety of factors that influence these connections (WS5). The student recognises that places have different meaning for different people (WS1, WS3) and why the significant features of places should be preserved (WS1).

The student poses questions about the past and familiar and unfamiliar objects and places (WS1). The student locates information from observations and from sources provided (WS3). The student compares objects from the past (WS4, WS6) and presents and interprets information and data to identify a point of view and draw conclusions (WS4, WS6). The student sequences familiar objects and events in order (WS4, WS6) and sorts and accurately records data in tables, plans and on labelled maps (WS2, WS3). The student reflects on learning to suggest ways to care for places and sites of significance (WS1). The student develops narratives about the past (WS1) and communicates findings in a range of texts using precise language to describe direction, location and the passing of time (WS1, WS2, WS5, WS6).

A significant place

Sample summary

Students selected a significant site in their local area from a list provided by the teacher. Working with the teacher, and supported by the teacher-librarian, students posed a series of questions about the building or place and researched answers to their questions from sources provided by the school library. Students organised and presented their answers on display posters. The task was completed during allocated class time over a period of three weeks.

Achievement standard

Learning Area

Subject - History

Subject - Geography

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these

connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

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Poster



Annotations

- 1 **Learning Area**
Poses questions for investigation about the past and present
- 2 **Learning Area**
Provides detailed information about the past and present use of the site
- 3 **Learning Area**
Reflects upon the significance of the site
- 4 **Subject - History**
Provides detailed answers to inquiry questions
- 5 **Subject - Geography**
Uses simple terms to denote the location and relative position of the site
- 6 **Subject - Geography**
Describes the features of a local site
- 7 **Subject - History**
Describes the features of a local site
- 8 **Learning Area**
Uses language to distinguish between the past and the present

9 Subject - Geography
Explains, using examples, the importance of the site

10 Subject - History
Positions events in the past using dates and terms to denote time and change

My map and globe

Sample summary

Students completed a series of activities associated with world maps and globes. First, after examining a series of printed maps and discussing the locations of continents, oceans and geographic regions, students produced their own labelled map of the world using the content of a teacher-provided worksheet. Then, after examining a world globe, students created their own papier mache globes and used paint, wool and the content of a teacher-provided outline map to replicate the positions of continents, oceans and the division of the hemispheres. Students then reflected on their learning through written comments. Finally, students gave oral presentations describing the key features of their maps and globes. A transcript of the presentation is provided as part of the work sample. These activities took place in class over a period of six weeks.

Achievement standard

Learning Area

Subject - Geography

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World map and globe

GEOGRAPHY – My Map and Globe

Look at and compare your globe and map, then write about the differences you find.

My map is simpler than the globe because you can see the whole map and there is more space for the contents and you mostly see flat maps.

My globe was harder because you got it to spin still and the contents were so big and the local equator and prime meridian did not spin still and it was hard to write on.

What was the most interesting fact that you learned?

The most interesting fact I learned was that the earth's plates move together and make mountains and the lava from under the water make some lands.

Annotations

- 1 Learning Area**
Reflects on learning
- 2 Subject - Geography**
Reflects on learning
- 3 Learning Area**
Uses geographic terms
- 4 Subject - Geography**
Uses geographic terms
- 5 Learning Area**
Presents geographic information in two-dimensional and three-dimensional forms
- 6 Subject - Geography**
Presents geographic information in two-dimensional and three-dimensional forms

Annotations

- 1 Learning Area**
Presents geographic information on a two-dimensional world map
- 2 Subject - Geography**
Presents geographic information on a two-dimensional world map



Transcript:

This is my paper mache globe of the world and this is Australia. This is where I live in Adelaide. Asia is on top of Australia and down the bottom is Antarctica. Asia is joined on to Europe but they are two different continents. Africa is different and has an island on the side of it. North America and South America are joined together. The Southern Ocean is near Antarctica, down there, and the Atlantic Ocean is between South America and Africa. The Pacific Ocean is between North America and Asia, and Australia and South America. The Indian Ocean is here near India and its between Africa and Australia. There are lots of little islands off the different countries. The pieces of wool are the Equator and the Prime Meridian. These are invisible lines that separate the hemispheres. These are the Northern and Southern Hemispheres and the Eastern and Western Hemisphere. On the map you can also see the Tropic of Cancer and the Tropic of Capricorn.

Annotations

- 1 Learning Area**
Uses terms to indicate location and relative position
- 2 Subject - Geography**
Uses terms to indicate location and relative position
- 3 Learning Area**
Identifies geographic features and regions of the world

Creating a place

Sample summary

Students conducted surveys and collected data about different environments. Students then used the data to inform their drawings of imagined places and wrote reflections on the process and the choices they made. The entire task took place over a one-week period and included time in class as well as at home.

Achievement standard

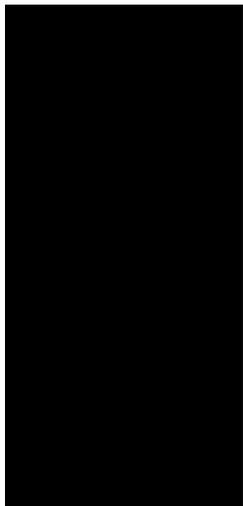
Learning Area

Subject - Geography

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Survey



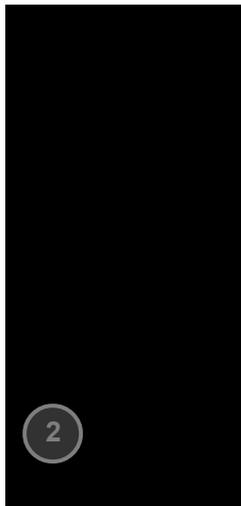
Creating a place
 Ask 2 adults their favourite activity to do in the following environments. They may need to give an activity they expect to like if they haven't been to the environment.

	Adult 1	Adult 2
Beach (land environment)	look for shells	make sandcastles
Ocean (water environment)	paddle	sun
Rainforest	boat trees	look for birds
National Park	walk	look at hills
Local Park	listen to crickets	swim on the sun
Desert	red sand	1

Choose 1 of the environments. Ask the other students in your class to name the activity that they would most like to do in that environment. Keep a record of how many students named each activity.

Rainforest

Bird watching	1	1
Bushwalking	1	1
Look at the natural features	1	3
Camping	1	1
Looking at animals	1	5
Picnic		



Annotations

- 1 **Learning Area**
Collects data about a variety of places or environments or activities
- 2 **Subject - Geography**
Collects data about a variety of places or environments or activities



Designing my environment

What have you drawn?
 What facts helped you to draw the environment this way?
 What information from the survey helped with your ideas?

I have drawn in my picture a rainforest. I drew the waterfall how it is because I'm trying to show the pattern of the hard rock soft rock and more hard rock. I did the waterfall because in the survey there was a couple people who like to look for them. I drew the creeper because people like to look for wild life.



Annotations

- 1 **Learning Area**
Uses gathered data and personal observations to create the features of an imagined place
- 2 **Subject - Geography**
Uses gathered data and personal observations to create the features of an imagined place
- 3 **Learning Area**
Provides detailed connections between gathered data and decisions made
- 4 **Subject - Geography**
Provides detailed connections between gathered data and decisions made

Then and now

Sample summary

Students examined teacher-provided examples of current and past communication and entertainment devices. Students created labelled diagrams to indicate the key features of functions of each device.

Students then spoke to another student in the class about the similarities and differences they had observed in the objects. These conversations were recorded by the teacher and transcripts are included as part of each work sample. The entire task took place in class over two 50-minute lessons.

Achievement standard

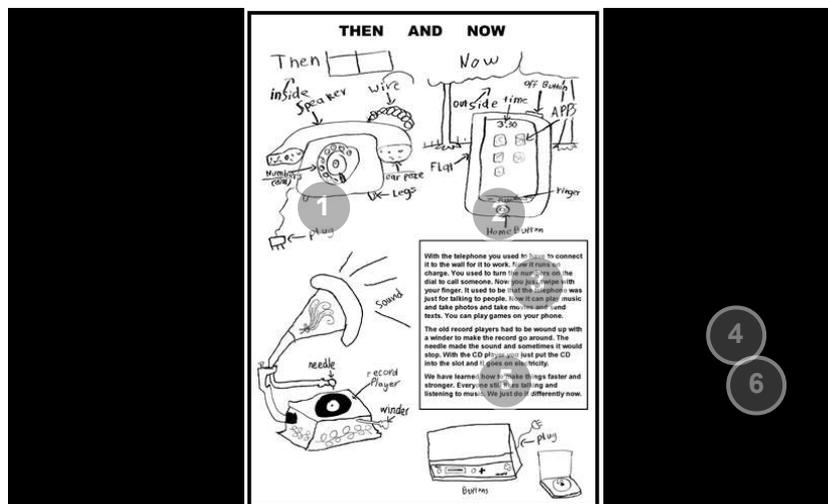
Learning Area

Subject - History

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Drawings and transcript



Annotations

- 1 **Learning Area**
Categorises devices into 'then' and 'now'
- 2 **Subject - History**
Categorises devices into 'then' and 'now'
- 3 **Learning Area**
Describes in detail differences between past and present devices
- 4 **Subject - History**
Describes in detail differences between past and present devices
- 5 **Learning Area**
Reflects upon the

My connections

Sample summary

Students discussed their personal connections to places in the world beyond Australia, particularly the Asia-Pacific region. Students then labelled and annotated a teacher-provided map of the region to indicate and explain these connections. The task was completed in class in two 50-minute lessons, with students also provided with the opportunity to consult with parents and carers out of class time.

Achievement standard

Learning Area

Subject - Geography

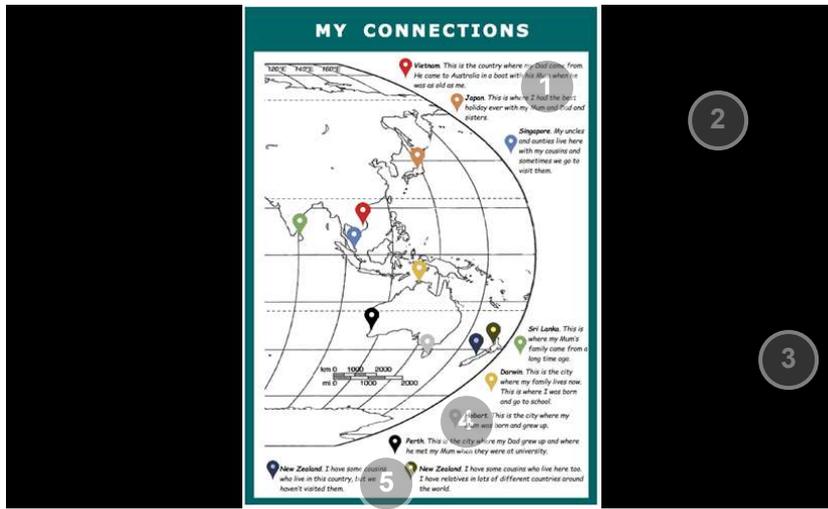
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Map

Annotations overview

Identifies connections between individuals, groups and places in Australia and Asia



Annotations

- 1 Learning Area**
Identifies a range of reasons for a personal connection to a place
- 2 Subject - Geography**
Identifies a range of reasons for a personal connection to a place
- 3 Learning Area**
Reflects on a variety of ways in which connections to places can be shaped and influenced
- 4 Subject - Geography**
Uses specific terms to denote position or location
- 5 Subject - Geography**
Reflects on a variety of ways in which connections to places can be shaped and influenced

Museum in a box

Sample summary

Students visited a local museum to investigate aspects of life in the past. Following the visit, students chose objects or technologies for teacher-guided research and inquiry, and students sequenced developments along a simple timeline and wrote scaffolded texts to describe changes over time. Students also created and labelled a 'museum in a box' as part of a classroom display about the past and present. The series of activities took place in class over six 50-minute lessons.

Achievement standard

Learning Area

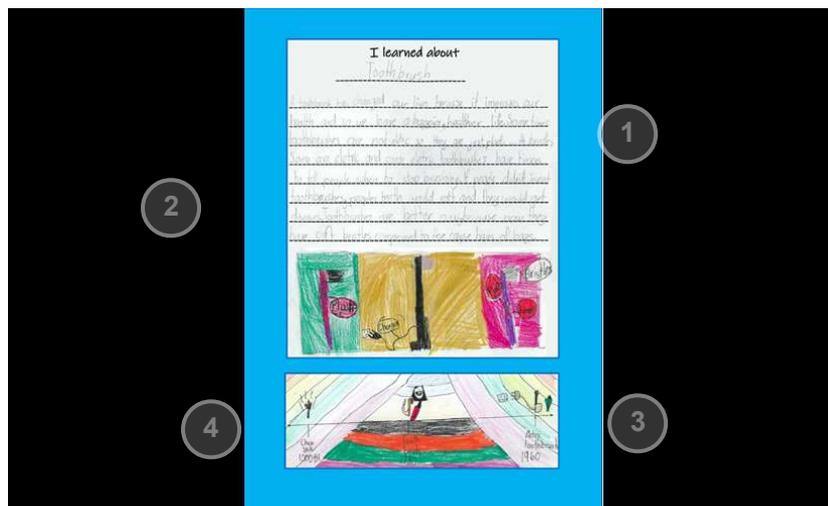
Subject - History

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Text and model



Annotations

- 1 **Learning Area**
Explains, with examples, differences between past and present
- 2 **Subject - History**
Explains, with examples, differences between past and present
- 3 **Subject - History**
Sequences developments in chronological order
- 4 **Learning Area**
Sequences developments in chronological order



Annotations

- 1 Learning Area**
Creates a display to represent differences between the past and the present
- 2 Subject - History**
Creates a simple display to represent differences between the past and the present
- 3 Subject - History**
Provides text to explain features of the display
- 4 Learning Area**
Provides text to explain features of the display