

# HASS - Above satisfactory - Year 3

## Portfolio summary

This portfolio of student work shows that the student can identify a range of individuals, events and aspects of the past that have significance in the present (WS2, WS3, WS7). The student identifies and describes specific aspects of the community that have changed and remained the same over time (WS2). The student describes in detail the diverse characteristics of different places at the local scale (WS2, WS4) and identifies and describes similarities and differences between the characteristics of these places (WS2, WS4). The student identifies connections between people and the characteristics of places (WS1, WS2). The student explains the role of rules in the community and the importance of making decisions democratically (WS6, WS8). The student identifies the importance of different celebrations and commemorations for different groups (WS1, WS2, WS3, WS7). The student explains how and why people participate in and contribute to the community (WS1, WS3, WS8).

The student poses questions and locates and collects information from sources, including observations, to answer these questions (WS1, WS2). The student examines information to identify a point of view (WS6) and interprets data to identify and describe simple distributions (WS1). The student draws detailed conclusions and shares views on an issue (WS3). The student sequences information about events and the lives of individuals in chronological order (WS2). The student records and represents data in different formats, including detailed labelled maps using basic cartographic conventions (WS1, WS4, WS5). The student reflects on learning to suggest individual action in response to an issue or challenge (WS3, WS6). The student clearly and accurately communicates ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms (WS1, WS3, WS6, WS7, WS8).

## Harmony Day

### Sample summary

Students completed a teacher-created worksheet to answer questions, and gather and interpret information associated with Harmony Day (21 March). As part of the task students completed a survey of the cultural heritage of their year group, and recorded and drew conclusions from the resultant data. The task was completed during class time over two 50-minute lessons during the week of the celebration.

## Achievement standard

### Learning Area

#### Subject - History

#### Subject - Geography

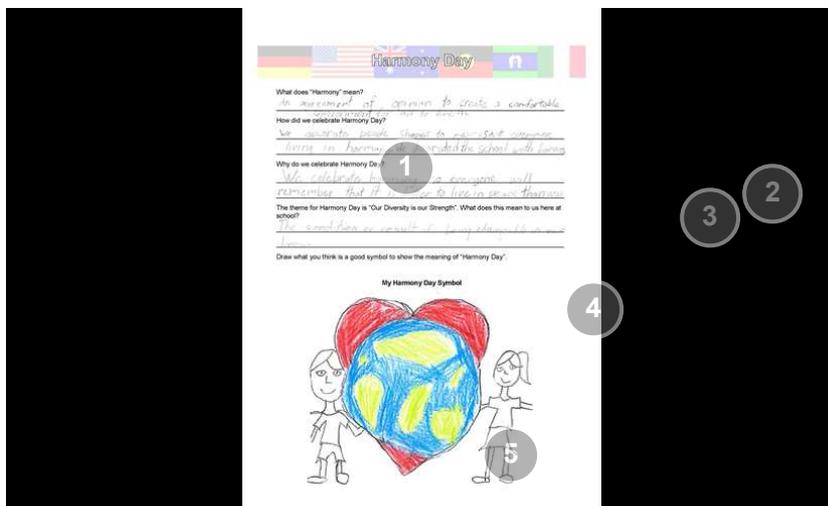
#### Subject - Civics and Citizenship

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same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

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### Worksheet



### Annotations

- 1 Learning Area**  
Describes the role played by a particular community commemoration
- 2 Subject - History**  
Describes the role played by a particular community commemoration
- 3 Learning Area**  
Responds to questions using texts containing specific terms
- 4 Learning Area**  
Represents the theme of a commemoration in visual form
- 5 Subject - Civics and Citizenship**  
Uses symbols when creating a visual text to represent their community



## My place

### Sample summary

Students completed a series of activities associated with a teacher-led reading and discussion of 'My Place' by Nadia Wheatley and Donna Rawlins. Students completed a Venn diagram to record similarities and differences between known or familiar places. Students annotated teacher-provided aerial photographs of the local area to indicate the varying uses of places. These photographs and annotations were then presented as a classroom display. Finally, students created their own drawings and text, using the structures and language features of 'My Place' as a template. The students' pages were printed and shared as a whole-class publication entitled 'Our Places'. All of these activities took place in class over a period of three weeks.

### Achievement standard

#### Learning Area

#### Subject - History

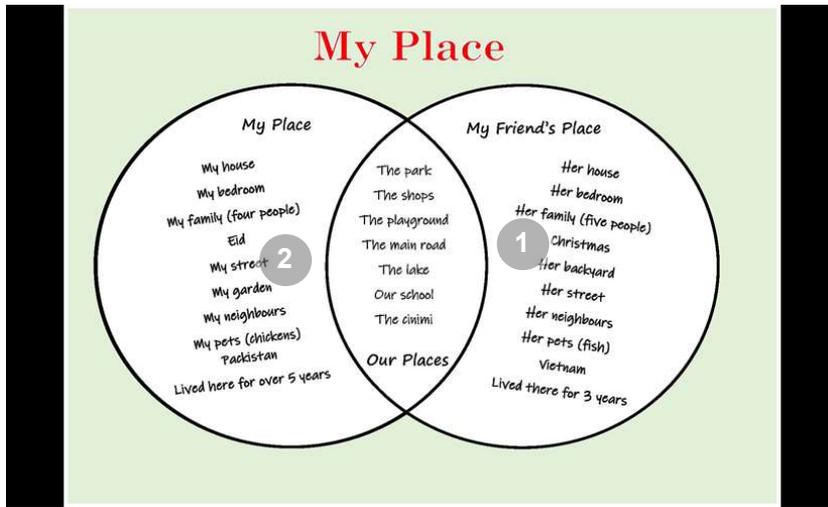
#### Subject - Geography

#### Subject - Civics and Citizenship

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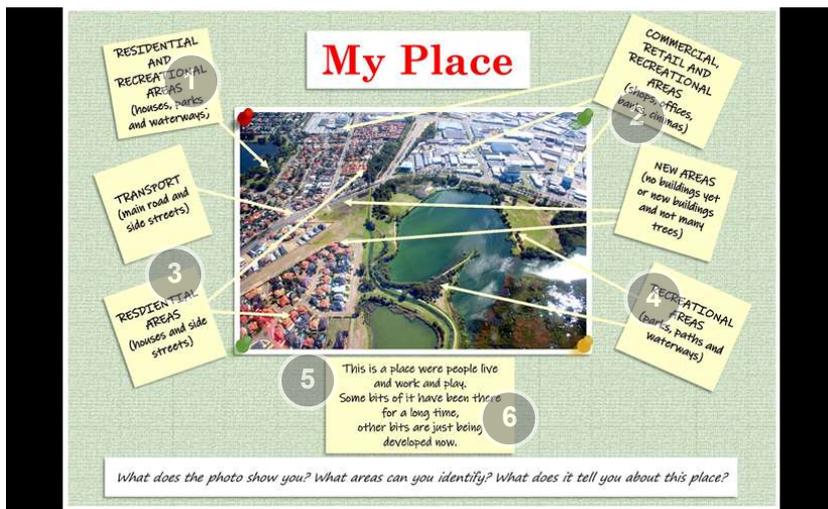
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#### Diagrams, annotations and text



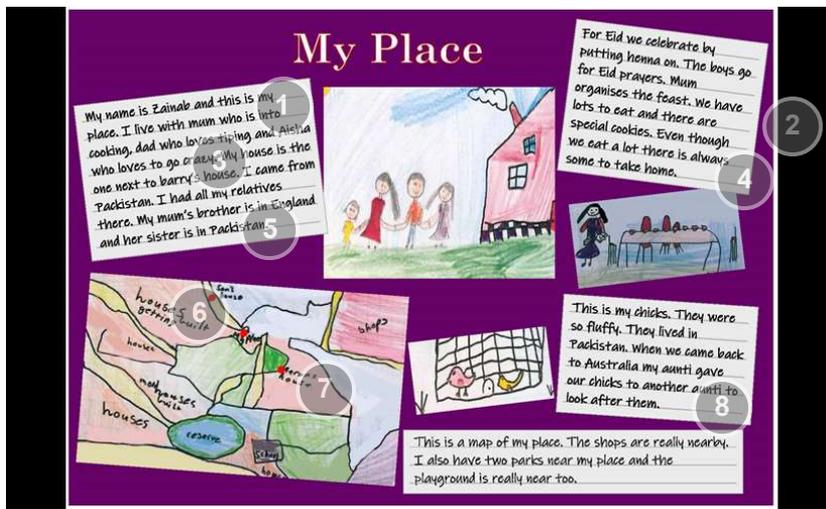
### Annotations

- 1 **Subject - Geography**  
Categorises similarities and differences for familiar places
- 2 **Learning Area**  
Categorises similarities and differences for familiar places



### Annotations

- 1 **Learning Area**  
Categorises the features of a local place
- 2 **Subject - Geography**  
Categorises the features of a local place
- 3 **Learning Area**  
Uses specific geographical terminology
- 4 **Subject - Geography**  
Uses specific geographical terminology
- 5 **Learning Area**  
Presents conclusions based on observations
- 6 **Subject - Geography**  
Presents conclusions based on observations



## Annotations

- 1 Learning Area**  
Explains the connections between people and places
- 2 Subject - Geography**  
Explains the connections between people and places
- 3 Learning Area**  
Describes an important celebration for a group in the community
- 4 Subject - Geography**  
Describes an important celebration for a group in the community
- 5 Subject - Civics and Citizenship**  
Describes the features of a community
- 6 Learning Area**  
Creates a simple map to indicate the features and location of a place
- 7 Subject - Geography**  
Creates a simple map to indicate the features and location of a place
- 8 Subject - History**  
Creates a text using terms to denote the passing of time

## 'Stolen'

### Sample summary

Students were engaged in a series of activities associated with the theme of reconciliation. Students

listened to a teacher-reading of 'The Shack that Dad Built' by Elaine Russell and completed a tabular comparison of lives and experiences. Students listened to a teacher-reading of 'Stolen Girl' by Trina Saffioti and completed a Venn diagram to identify similarities and differences in lives. Students viewed selected sections of the film 'Rabbit Proof Fence', listened to the music and lyrics of Archie Roach and completed an acrostic poem for the word STOLEN. These activities took place in class across five weeks and culminated in a whole-school assembly on National Sorry Day (26 May) at which students read their poems.

## **Achievement standard**

### **Learning Area**

#### **Subject - History**

#### **Subject - Civics and Citizenship**

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#### **Summary, diagram and poem**

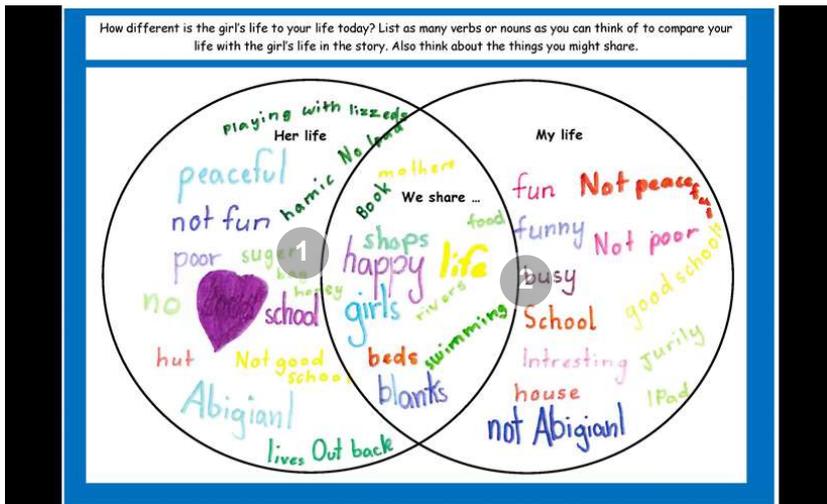
##### **Annotations overview**

Describes and compares the way they live with people in other places and times.

COMPARING LIVES		
Element	Her Life	My Life
Number of family members	She has 7 family members.	I only have 4 family members.
Housing	They have a shack.	I have a brick house with a brick roof.
Games played	They play hop scotch.	We play football, table tennis and basketball.
Food	Bush tucker.	Vegetables, pizza, lollies and chocolate.
Cooking techniques	They use an outside fire.	We use a stove, oven and BBQ.
School	They go to a school that gets split in half.	We go to a school with 2 halves.
Christmas gifts	They were asking to get stuff but they didn't.	We get lots of things and toys.
Transport	They had steam trains.	We do not have steam trains and trains.
Earning pocket money	They had to sweep floors.	We have a bank and a bus.

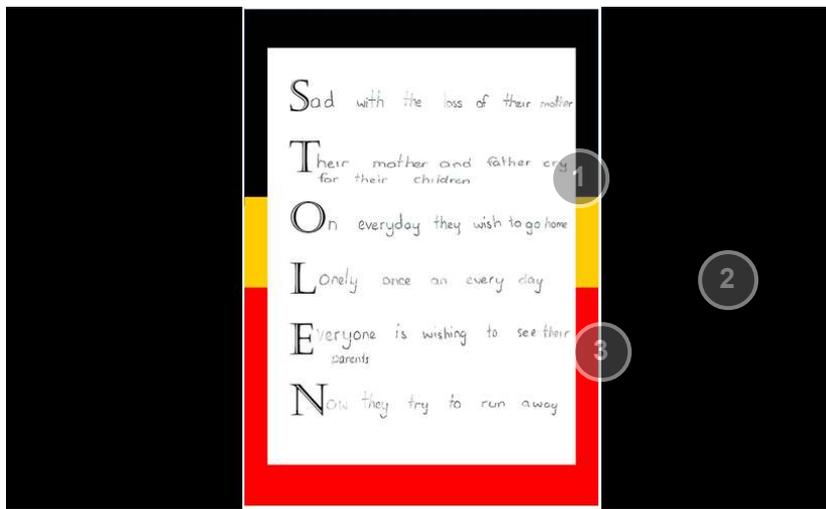
## Annotations

- 1 **Learning Area**  
Records detailed observations from provided sources in a simple table
- 2 **Subject - History**  
Records detailed observations from provided sources in a simple table
- 3 **Learning Area**  
Compares characteristics of life in the past and present
- 4 **Subject - History**  
Compares characteristics of life in the past and present



## Annotations

- 1 **Learning Area**  
Categorises similarities and differences of lives in the past and the present
- 2 **Subject - History**  
Categorises similarities and differences of lives in the past and the present



## Annotations

- 1 Learning Area**  
Creates an abstract text based on presented information and sources
- 2 Subject - History**  
Creates an abstract text based on presented information and sources
- 3 Subject - Civics and Citizenship**  
Creates an abstract text based on presented information and sources

## My island

### Sample summary

Students explored a range of maps through interactive activities, atlases and games. Students used grid references and compass directions to identify the location of features on a teacher-provided map. Students then created their own island maps and used grid references to identify the location of selected features. These activities took place in class over a period of three weeks.

### Achievement standard

#### Learning Area

#### Subject - Geography

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reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

### Island maps

**Exploring the Island**

	<p>What would you see at?</p> <p>A6 <u>shipwreck</u> 1</p> <p>I2 <u>telescope</u></p> <p>G2 <u>windmill</u></p> <p>H7 <u>swimming</u></p>	<p>Where would you find?</p> <p>airport <u>C3</u></p> <p>mountains <u>D2, E2</u> 2</p> <p>farm <u>H4</u></p> <p>national park <u>F4, F5, G5</u></p>	<p>What direction is</p> <p>small town from the airport? <u>east</u></p> <p>the airport from big city? <u>south</u></p>
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### Annotations

- 1 **Learning Area**  
Uses grid references to identify the location of features on a map
- 2 **Subject - Geography**  
Uses grid references to identify the location of features on a map
- 3 **Learning Area**  
Uses compass points to identify direction
- 4 **Subject - Geography**  
Uses compass points to identify direction

**My Island**

	<p>Volcano <u>B4</u> 3</p> <p>Farmhouse <u>F5</u></p>	<p>Mountains <u>C4, F2</u> 4</p> <p>Big town <u>D5, E5</u></p>	
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### Annotations

- 1 **Learning Area**  
Draws an island containing a variety of recognisable landforms and landmarks
- 2 **Subject - Geography**  
Draws an island containing a variety of recognisable landforms and landmarks
- 3 **Learning Area**  
Uses grid references to indicate the location of identifiable features
- 4 **Subject - Geography**  
Uses grid references to indicate the location of identifiable features

# Australia and its neighbours

## Sample summary

Students labelled outline maps to show the location of the following: the states, territories and capital cities of Australia; some of the major natural features of Australia; and Australia's neighbouring countries in the Asia-Pacific region. Students were supported in this task by classroom resources such as globes, wall maps, atlases and digital applications. The task was completed during two 50-minute lessons.

## Achievement standard

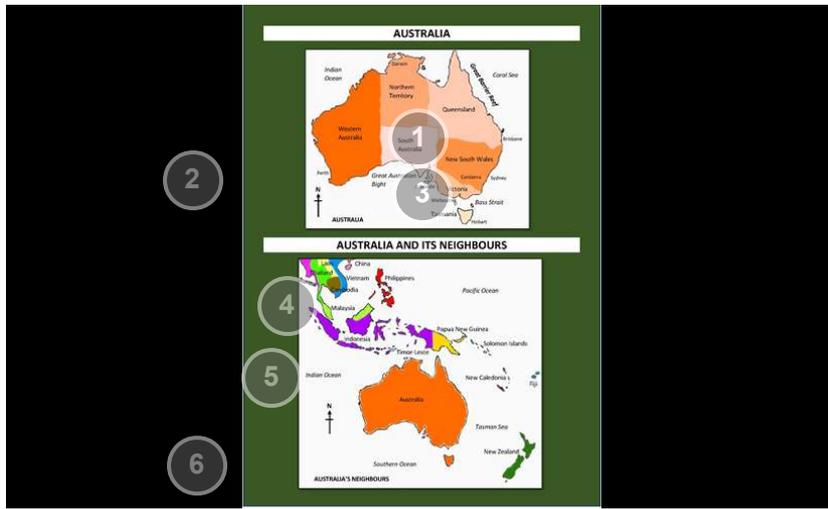
### Learning Area

### Subject - Geography

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### Maps



## Annotations

- 1 Learning Area**  
Locates and labels specific places on maps
- 2 Learning Area**  
Uses the cartographic conventions of north point and title on both maps
- 3 Subject - Geography**  
Locates and labels the key geographic features of Australia on a map
- 4 Subject - Geography**  
Uses colour to delineate borders within and between countries
- 5 Subject - Geography**  
Locates and labels Australia, its near neighbours and surrounding seas and oceans on a map
- 6 Subject - Geography**  
Uses the cartographic conventions of north point and title on both maps

## Save the bushland

### Sample summary

Students undertook a teacher-led excursion to a local bushland area that had been marked for potential redevelopment. Students examined and discussed arguments for and against the redevelopment. Students then wrote letters to the editor of the local newspaper asking for the redevelopment to be stopped. The students' letters were word-processed, printed and posted on a 'community action' noticeboard in the classroom. The task, including time for the excursion as well as exploring the language and structural features of the written text, took place over six 50-minute lessons.

### Achievement standard

#### Learning Area

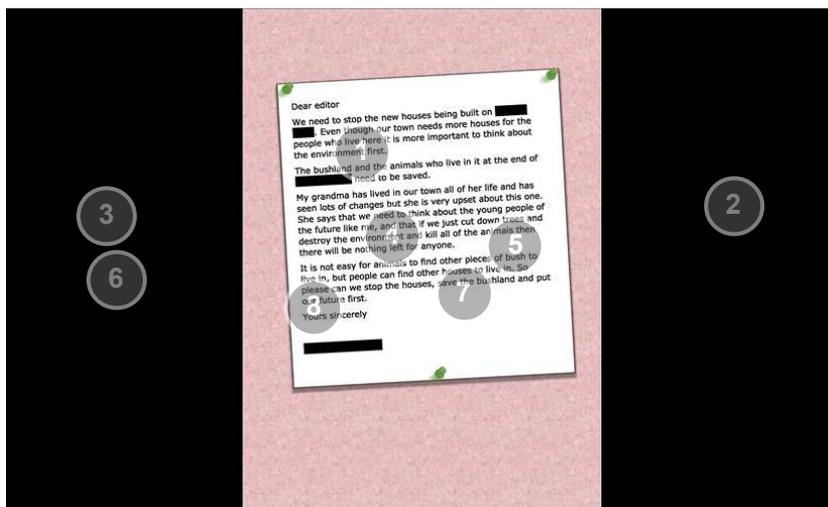
## Subject - Geography

## Subject - Civics and Citizenship

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### Letter



### Annotations

- 1 **Learning Area**  
Assesses differing views about a place or issue
- 2 **Subject - Civics and Citizenship**  
Identifies differing views about an issue
- 3 **Subject - Geography**  
Identifies differing views about a place
- 4 **Learning Area**  
Provides reasons with examples for the protection of places
- 5 **Subject - Geography**  
Provides reasons with examples for the protection of places

- 6 Learning Area**  
Suggests an action to resolve an environmental or community issue
- 7 Subject - Geography**  
Suggests an action to resolve an environmental issue
- 8 Subject - Civics and Citizenship**  
Suggests an action to resolve a community issue

## Anzac Day invitation

### Sample summary

Students explored the important symbols associated with the commemoration of Anzac Day (25 April). The teacher and teacher-librarian provided students with pictorial sources and real or replica artefacts using a 'memorial box' borrowed from the Australian War Memorial. Students then created invitations to the local Anzac Day service using annotated drawings of a selection of the symbols. The task was completed in class over four 50-minute lessons.

### Achievement standard

#### Learning Area

#### Subject - History

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## Invitation

**SYMBOLS OF ANZAC DAY**



1 Red poppies were first sold to raise money for people made disabled by war.



2 Rosemary is pinned to a person's clothes and is for remembrance.



3 Jack Simpson carried wounded soldiers even in enemy fire. He was killed in 1915 and was only 22. He symbolises bravery.



4 Medals are awarded for bravery. The Victoria Cross is the highest award.

**To Grandad**

Anzac Day is one of the most important events each year in Australia.

We are holding a Anzac Day service to remember those who have died in wars. There will be lots of people and the soldiers will be marching with their medals.

4

Date: 25<sup>th</sup> April  
Where: Queens Park  
Time: 12pm

## Annotations

- 1 **Learning Area**  
Explains selected symbols associated with the commemoration of Anzac Day
- 2 **Subject - History**  
Explains selected symbols associated with the commemoration of Anzac Day
- 3 **Learning Area**  
Creates a text about an event that contains appropriate language features and specific details
- 4 **Subject - History**  
Creates a text about an event that contains appropriate language features and specific details

## Our class rules

## Sample summary

Students discussed the role of rules in the classroom and were asked to propose lists of rules for members of the class to follow. The lists were word-processed and posted on the classroom noticeboard. One of these lists is provided as the work sample. Students then used stickers to identify the most important rules to be followed. The teacher collated the votes and the five most popular rules became the agreed core classroom rules for the year. The task took place in class during the first week of the new school year.

## Achievement standard

### Learning Area

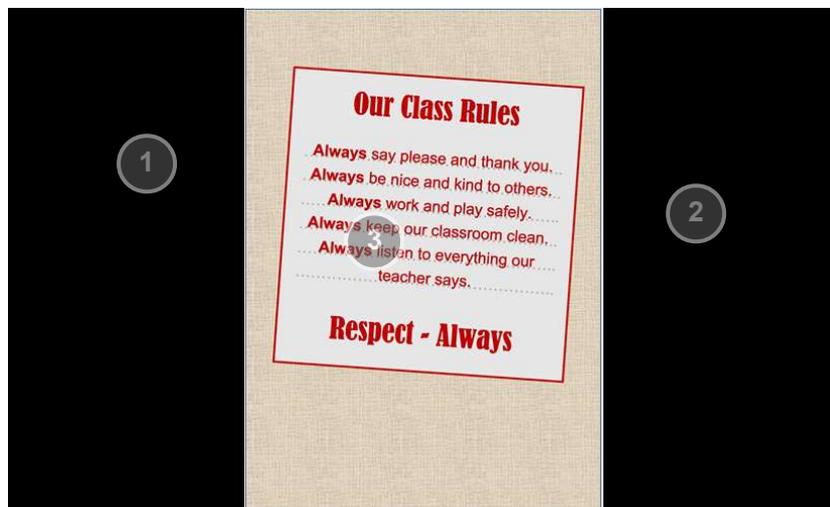
### Subject - Civics and Citizenship

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**List**



**Annotations**

- 1 Learning Area**  
Formulates simple rules for the classroom
- 2 Subject - Civics and Citizenship**  
Formulates simple rules for the classroom
- 3 Subject - Civics and Citizenship**  
Recognises different individuals and groups within the classroom