

# HASS - Satisfactory - Foundation

## Portfolio summary

This portfolio of student work shows that the student can identify 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 the features of familiar places (WS1, WS5) and recognises that 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 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 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

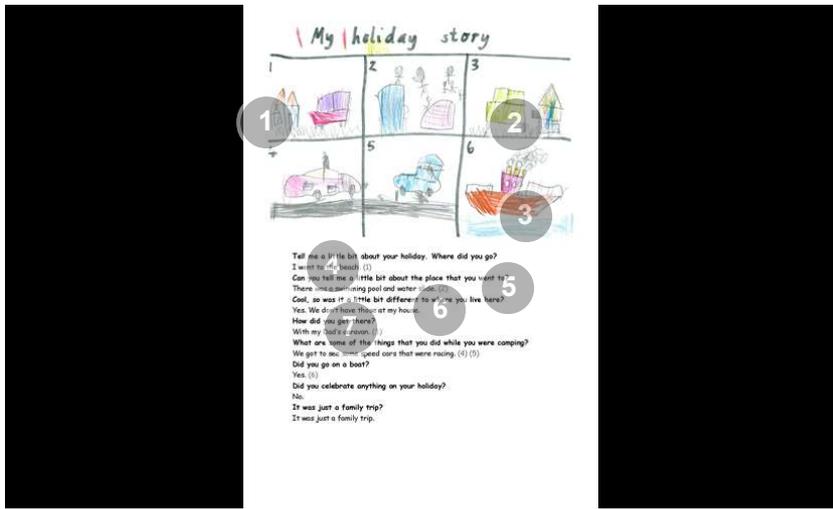
### Subject - History

### 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 **Subject - History**  
Sequences familiar events
- 2 **Learning Area**  
Sequences familiar events
- 3 **Subject - History**  
Creates a visual text to present a story
- 4 **Learning Area**  
Answers questions about own past
- 5 **Subject - Geography**  
Identifies the features of a place
- 6 **Learning Area**  
Makes a simple comparison between familiar places
- 7 **Subject - History**  
Answers questions about own past

## 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

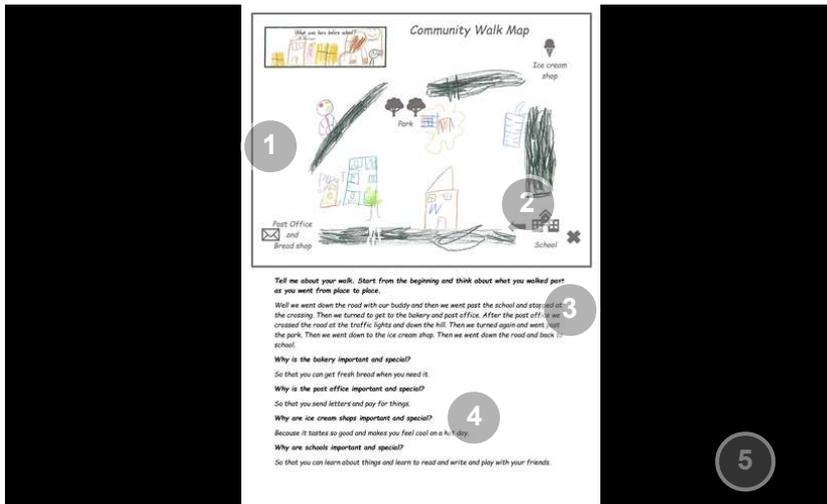
### Subject - Geography

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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.

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### Map and transcript



### Annotations

- 1 **Learning Area**  
Creates a simple map of a familiar place using images
- 2 **Subject - Geography**  
Creates a pictorial map of a familiar place
- 3 **Subject - Geography**  
Uses simple language to indicate direction
- 4 **Learning Area**  
Identifies different reasons why places are special to people
- 5 **Subject - Geography**  
Identifies different 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

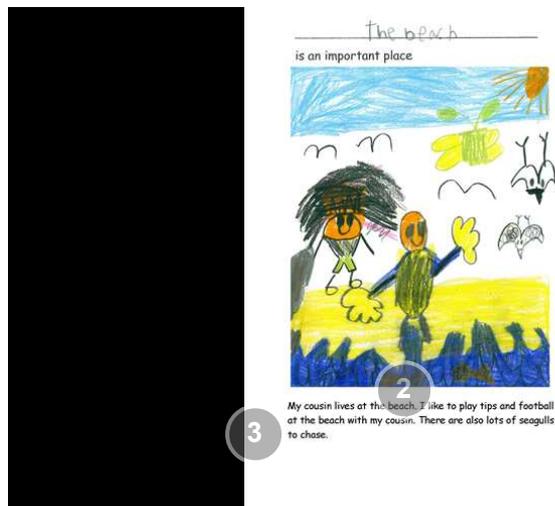
## Learning Area

### Subject - Geography

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#### Drawing and transcript



#### Annotations

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

## 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

## 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**  
Recognises practical or personal reasons why places are important to people
- 2 **Subject - Geography**  
Recognises practical or personal reasons why places are important to people
- 3 **Learning Area**  
Provides observations about a place to which they belong
- 4 **Subject - Geography**  
Records observations in a mind map combining images and text

**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**

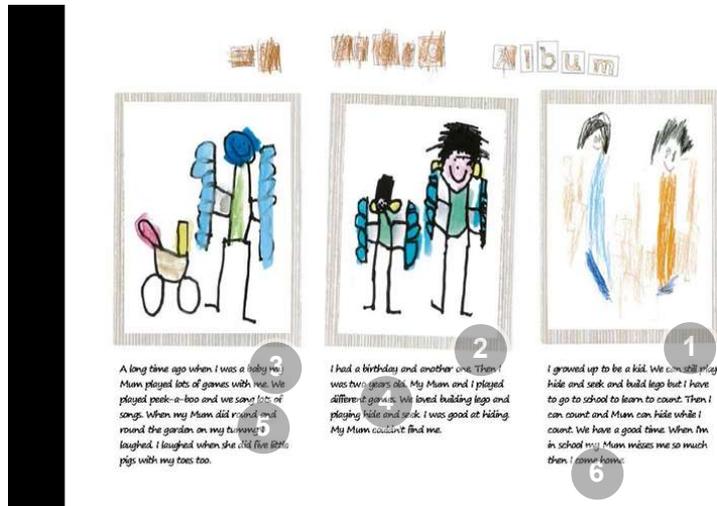
**Subject - History**

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about their past and commemorate events that are important to them.

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### Drawings and transcripts



### Annotations

- 1 Learning Area**  
Presents a story about their past using personal examples
- 2 Learning Area**  
Sequences events in order
- 3 Learning Area**  
Recounts familiar events
- 4 Subject - History**  
Recounts familiar personal events
- 5 Subject - History**  
Sequences events in order and recognises notions of change
- 6 Subject - History**  
Uses simple terms to denote time

## 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 Subject - History**  
Positions important personal and public events on a simple timeline
- 3 Learning Area**  
Selects images associated with the commemoration of events
- 4 Subject - History**  
Selects images associated with the commemoration of events