

HASS - Satisfactory - Year 1

Portfolio summary

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

The student identifies and describes 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 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.

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.

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>1. Stay on the path 1</p> <p>2. Don't throw anything into the lagoon 3</p> <p>3. Don't scare the animals</p>	<p>1. So the animals won't get hurt 2</p> <p>2. because the animals will die 4</p> <p>3. because we won't have any animals in the lagoon</p>	<p>the animals will be very sick 2</p> <p>We won't have any animals in the environment 4</p>

Annotations

- 1 **Learning Area**
Identifies some of the features of a local place
- 2 **Learning Area**
Suggests simple reasons to care for a local place
- 3 **Subject - Geography**
Identifies some of the features of a local place
- 4 **Subject - Geography**
Suggests simple 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? ocean</p>	<p>1. don't throw rubbish into the ocean</p> <p>2. Don't go fishing with a big fishing net</p>	<p>1. because we won't have any animals in the ocean 1</p> <p>2. because lost and lost of sick animals in the ocean 2</p>	<p>the animals will be very sick 1</p> <p>We won't have any animals in the ocean 1</p>

Annotations

- 1 **Learning Area**
Applies learning from a local place to another place
- 2 **Subject - Geography**
Applies learning from a local place to another 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

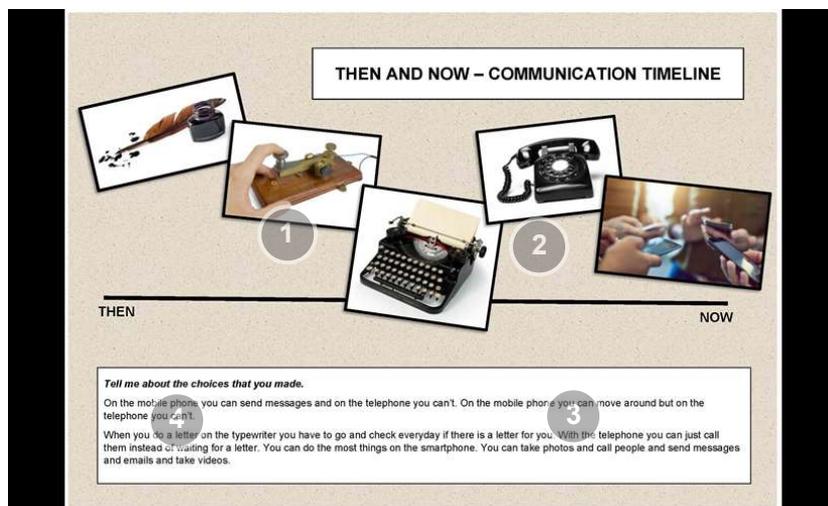
Learning Area

Subject - History

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Timeline



Annotations

- 1 **Learning Area**
Sequences developments in chronological order
- 2 **Subject - History**
Sequences developments in chronological order
- 3 **Subject - History**
Makes observations about the past and the present
- 4 **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

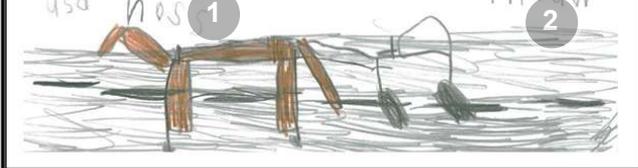
Annotations overview

Records, classifies and compares information about their known world

The Past

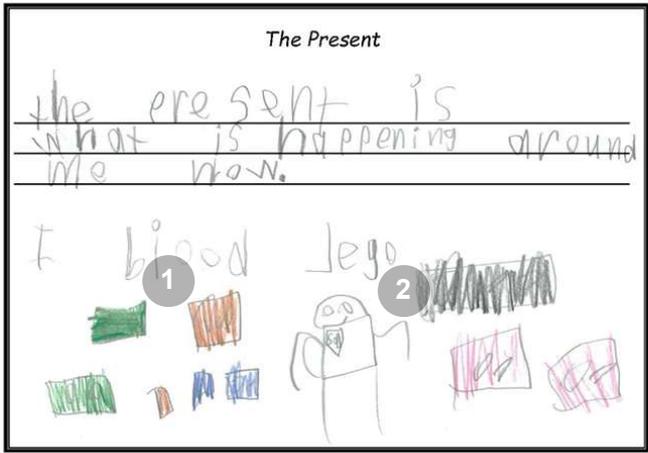
the past is made up
of events that happened
a long time ago.

there was no cars then
they used trees



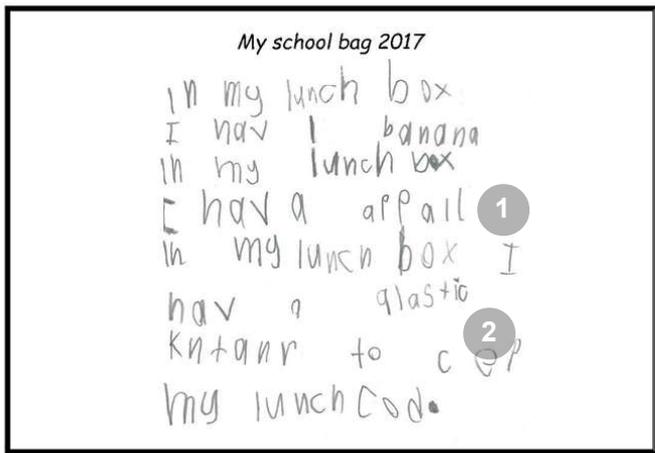
Annotations

- 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



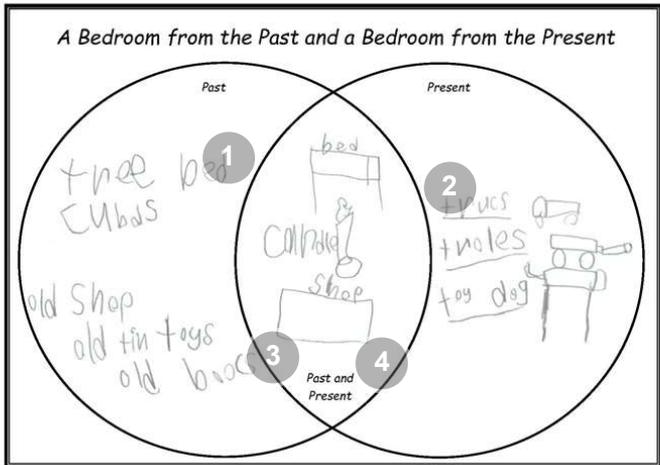
Annotations

- 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



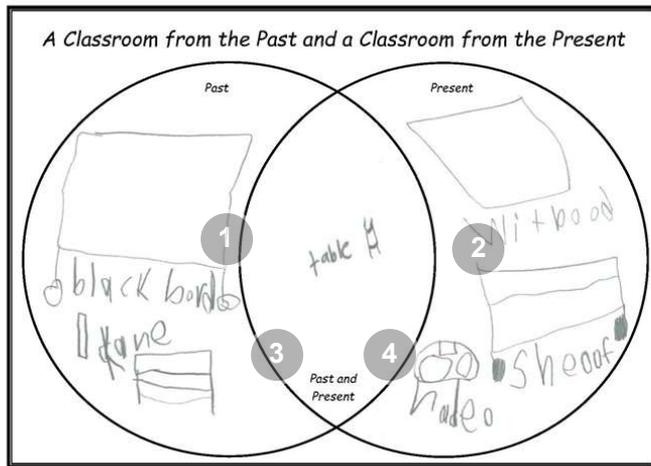
Annotations

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



Annotations

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

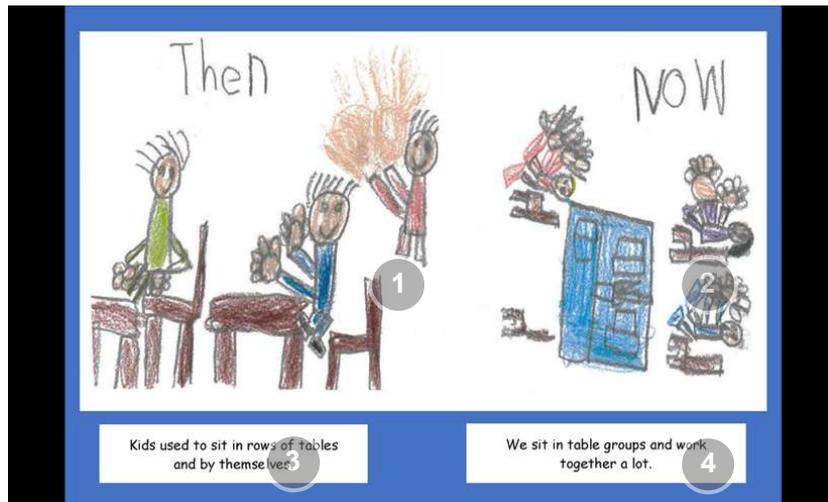
Learning Area

Subject - History

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Diagram



Annotations

- 1 Learning Area**
Categorises similar objects and features into past and present
- 2 Subject - History**
Categorises similar objects and features into past and present
- 3 Learning Area**
Creates a simple text using past or present tense verbs
- 4 Subject - History**
Creates a simple text using past or present tense verbs

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

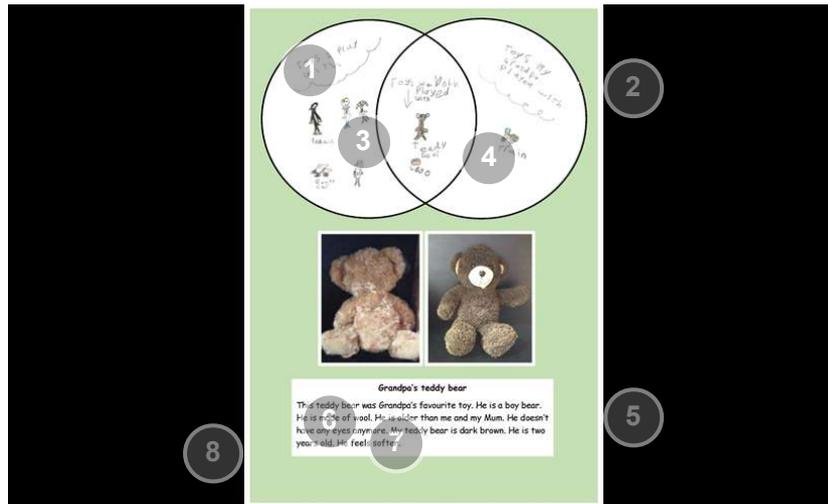
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Diagram and text

Annotations overview

Records, classifies and compares information about the past and present



Annotations

- 1 **Learning Area**
Categorises objects from the past and present
- 2 **Subject - History**
Categorises objects from the past and present
- 3 **Learning Area**
Identifies similarities and differences in objects
- 4 **Subject - History**
Identifies similarities and differences in objects
- 5 **Subject - History**
Makes statements about change and the passage of time
- 6 **Learning Area**
Makes statements about change and the passage of time
- 7 **Subject - History**
Reports information gathered from inquiry questions
- 8 **Learning Area**
Reports information gathered from inquiry

Clothing

Sample summary

Students looked at photographs of clothing worn in the first half of the twentieth century. They were asked to 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

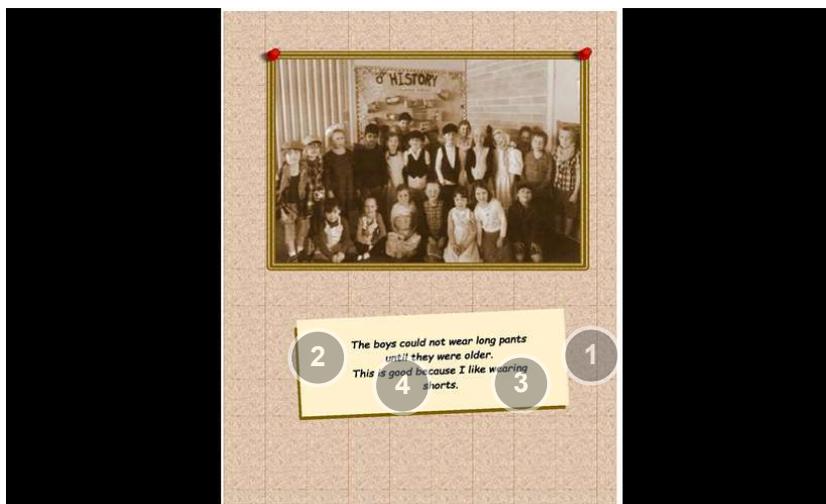
Learning Area

Subject - History

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Reflection



Annotations

- 1 **Subject - History**
Presents an explanation for a past event
- 2 **Learning Area**
Presents an explanation for a past event
- 3 **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 **Subject - Geography**
Identifies the managed features of a place
- 5 **Learning Area**
Identifies the constructed features of a place
- 6 **Subject - Geography**
Identifies the constructed features of a place
- 7 **Learning Area**
Suggests ways to care for a place
- 8 **Learning Area**
Provides reasons for the classification of the features of a place
- 9 **Subject - Geography**
Provides reasons for the classification of the features of a place
- 10 **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

Subject - Geography

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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 **Subject - Geography**
Identifies that a familiar place can be represented in different ways and on different scales

4

Subject - Geography

Positions a familiar place along a continuum to indicate changes in scale