

HASS - Satisfactory - Year 2

Portfolio summary

This portfolio of student work shows that the student can describe a person, site and/or event of significance in the local community (WS1) and explain 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 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 simple conclusions (WS4, WS6). The student sequences familiar objects and events in order (WS4, WS6) and sorts and 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 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

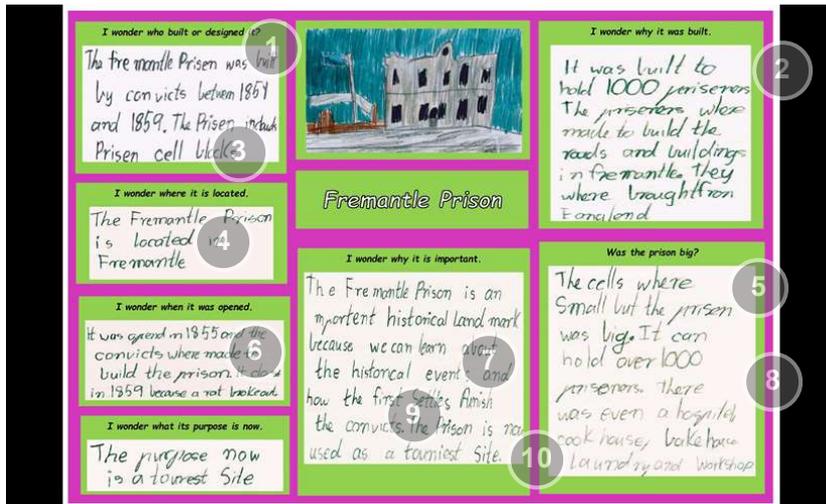
Subject - Geography

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 simple questions about the past and present
- 2 Learning Area**
Records key details and events associated with the site
- 3 Subject - History**
Identifies the features of a local site
- 4 Subject - Geography**
Uses simple terms to denote the location of the site
- 5 Subject - History**
Provides answers to inquiry questions
- 6 Subject - History**
Positions events in the past using dates and terms to denote time
- 7 Learning Area**
Reflects upon the significance of the site
- 8 Subject - Geography**
Identifies the features of a local site

9 Subject - Geography

Explains the importance of the site

10 Learning Area

Uses language to distinguish between the past and the present

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

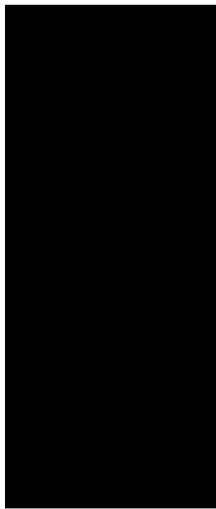
Learning Area

Subject - Geography

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World map and globe



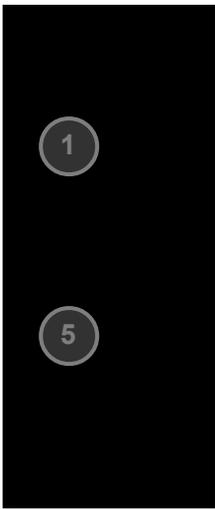
GEOGRAPHY – My Map and Globe

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

The globe was better to stick onto because the continents had the map because it could tell a why and on the flat map it kept with the flat map was easier to put the lines and prime meridian on than the globe because the globe was round and could be tilted. It was hard to write on the ocean on the globe.

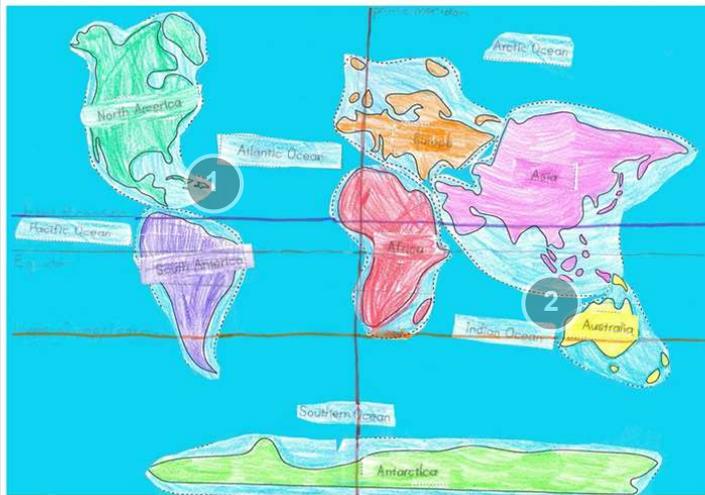
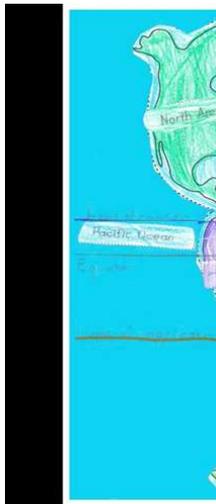
What was the most interesting fact that you learned?

The continents of Europe and Africa were together and the continents are made and how they are made and that is a prime meridian.



Annotations

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

1 This is my paper mache globe which I made. This is Australia and this is where I live. This is Asia and this is Europe and Asia and Europe are different continents but they are connected together. This is South America and this is North America and this is Antarctica. Next to Australia is a tiny little island and tiny little country which used to be connected called New Zealand. This is the Arctic Ocean. This is the Southern Ocean and this is the Pacific Ocean. This line is an invisible line which helps you go through the world on the map. It is called the Equator. This one going through the middle also helps you go around the world. It is called the Prime Meridian.

Annotations

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

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

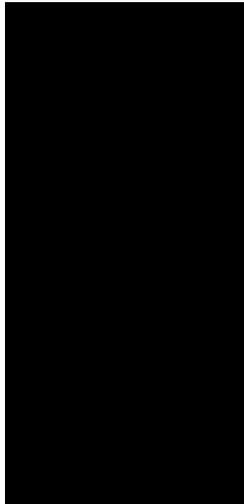
Subject - Geography

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Survey



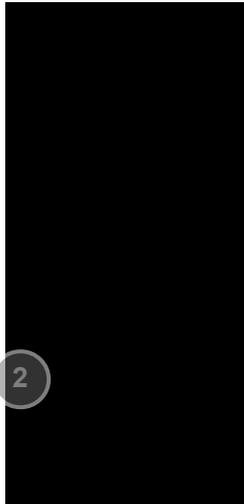
Creating a place
 Ask 2 adults their favourite activity to do in the following environments. They may need to give an activity they expect to like if they haven't been to the environment.

	Adult 1	Adult 2
Beach (land environment)	Go to the beach	Go to the beach
Ocean (water environment)	Float	Swim
Rainforest	Go around the plants	Write or read
National Park	Have a picnic	Walk with
Local Park	Swing	Play with my kid
Desert	Ride a camel	Go

Choose 1 of the environments. Ask 10 other students in the 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.

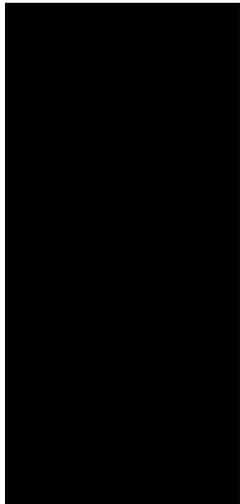
Rainforest

Bird watching		4
Bushwalking		3
Look at the natural features		1
Camping		
Looking at animals		
Picnic		



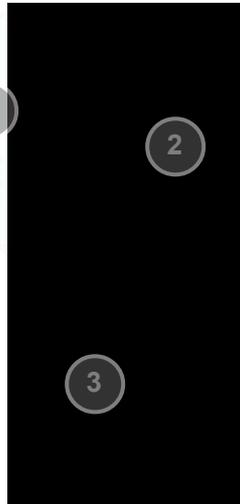
Annotations

- 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?

In the survey said to draw animals. In the survey I draw a forest for the environment. The survey said to do bird watching. The survey said to do bush walk in the sun because it is



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**
Indicates connections between gathered data and decisions made
- 4 **Subject - Geography**
Indicates 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

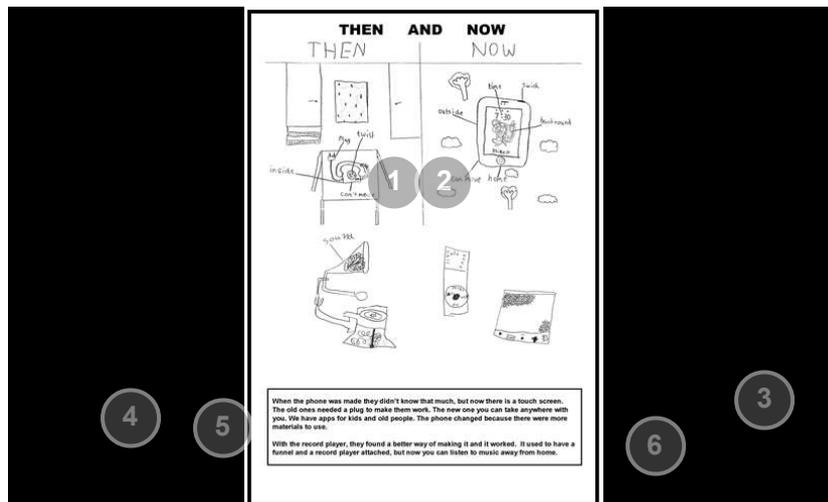
Learning Area

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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**
Identifies differences between past and present devices
- 4 **Subject - History**
Identifies differences between past and present devices

5 Learning Area
Presents reasons for changes in devices

6 Subject - History
Presents reasons for changes in devices

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

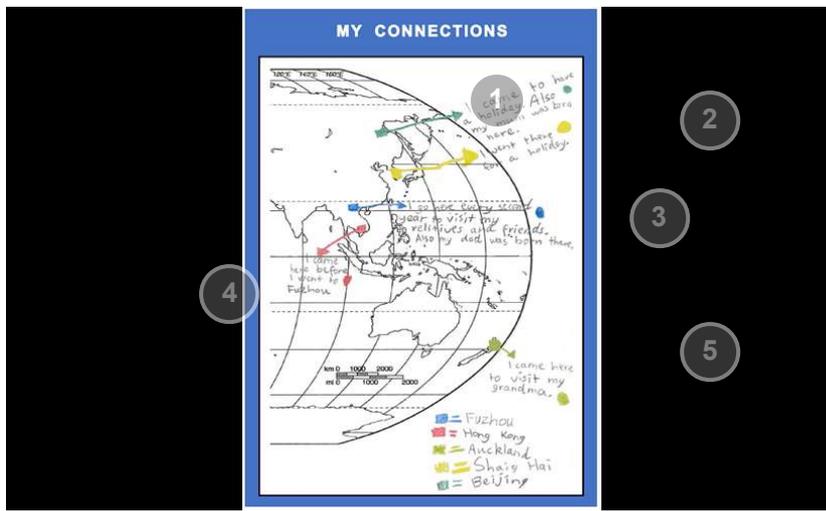
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Map

Annotations overview

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



Annotations

- 1 Learning Area**
Identifies reasons for a personal connection to a place
- 2 Subject - Geography**
Identifies reasons for a personal connection to a place
- 3 Learning Area**
Describes how connections to places can be shaped and influenced
- 4 Subject - Geography**
Uses simple terms to denote position or location
- 5 Subject - Geography**
Describes how 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

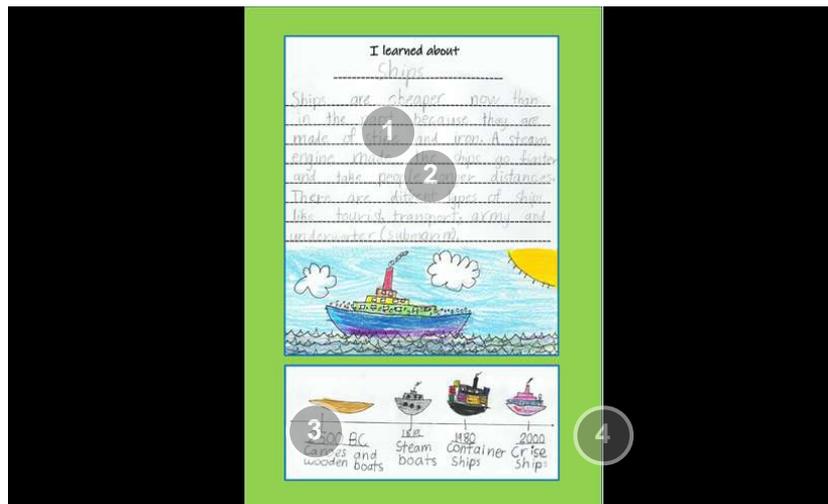
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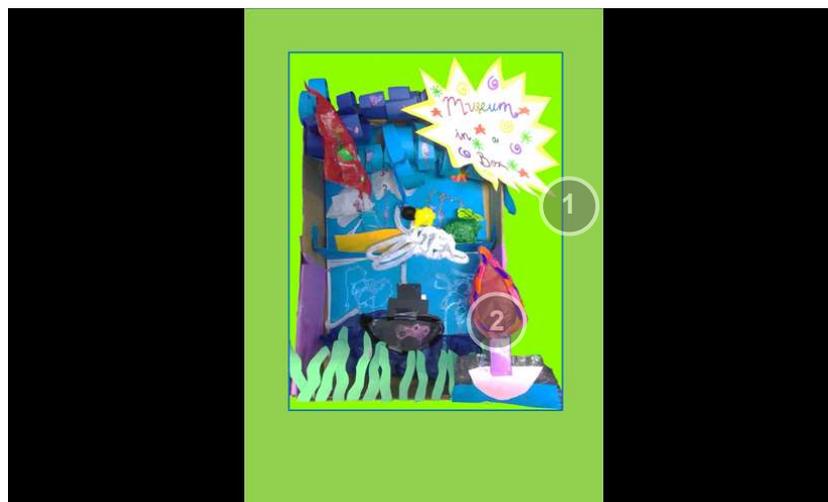
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Text and model



Annotations

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



Annotations

- 1 **Learning Area**
Creates a simple 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