

HASS - Satisfactory - Year 4

Portfolio summary

This portfolio of student works shows that the student can recognise the significance of events in bringing about change (WS2, WS3) and the importance of the environment (WS6). The student explains how and why life changed in the past (WS3) and identifies aspects of the past that have remained the same (WS3). The student describes the experiences of an individual or group in the past (WS2, WS3, WS8). The student describes and compares the diverse characteristics of different places at local to national scales (WS1). The student identifies the interconnections between components of the environment and between people and the environment (WS1). The student identifies structures that support the local community and recognises the importance of laws in society (WS7). The student describes factors that shape a person's identity and sense of belonging (WS4). The student identifies different views on how to respond to an issue or challenge (WS6).

The student develops questions to investigate (WS1, WS2, WS4, WS6, WS8). The student locates and collects information and data from different sources, including observations to answer these questions (WS1, WS4, WS6, WS8). When examining information, the student distinguishes between facts and opinions and detects points of view (WS2, WS4, WS8). The student interprets data and information to identify and describe distributions and simple patterns and draw conclusions (WS1, WS4, WS6). The student shares a point of view, respecting the views of others (WS6). The student sequences information and events about the lives of individuals in chronological order with reference to key dates (WS2, WS3, WS8). The student sorts, records and represents data in different formats, including large-scale maps using basic cartographic conventions (WS1, WS5). The student reflects on learning to propose action in response to an issue or challenge (WS6), and identifies the possible effects of that proposed action (WS6). The student presents ideas, findings and conclusions using discipline-specific terms in a range of communication forms (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8).

Comparing countries

Sample summary

Students selected two countries, one in Africa and one in South America. With teacher guidance, they undertook a structured inquiry to identify and compare the geographical features of each country. Students recorded their word-processed findings and reflections on a teacher-provided proforma. The task was completed in class time over five 50-minute lessons.

Achievement standard

Learning Area

Subject - Geography

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students

identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person’s identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

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Worksheet

1

Comparing Countries

What two countries would you like to compare?

BRAZIL and NIGERIA

What would you like to learn about your countries? Describe a question to investigate.
How is the vegetation of Brazil and Nigeria different?

Describe the country in relation to Australia and surrounding countries.

Brazil is on the northeast of South America. Its land area is the 5th biggest country in the world. It has a long coast on the Atlantic Ocean. It's north of Uruguay, Peru, Colombia and Venezuela. Brazil has the Equator and the Tropic of Capricorn running through it and it's 15500 kilometres north east of Australia.

Located in western Africa, The Federal Republic of Nigeria (named for the Niger River) is the most populous country of Africa. Its land area is the 32nd biggest country in the world. It has a coast on the Gulf of Guinea, and is located between Benue (west), Cameroon and Chad (east) and Niger (north). Nigeria is just above the Equator, 14000 kilometres north west of Australia.

Use the internet to find what the climate is like in one place in each of these countries. When you have located the information, complete the following tables.

Name of country: **Brazil** Name of place: **Santarém**

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Rainfall (mm)	85.4	72.7	55	38.4	41.4	6.5	4.5	6.2	25.3	98.6	84.6	41
Temperature (Celsius)	14.7	15.4	14.2	20.4	23.4	28.2	31.2	32.2	24.6	25.4	20.8	17.4

Name of country: **Nigeria** Name of place: **Lagos**

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Rainfall (mm)	3.6	4.1	12.4	48.7	113	193.7	212.4	224.1	190	42.4	13.5	3.8
Temperature (Celsius)	24.6	27	24.1	24.8	24	23.4	24.4	25.4	24	24.6	23.4	24.7

2

Annotations

- 1

Learning Area
Poses a question to investigate
- 2

Subject - Geography
Poses a geographical question to investigate
- 3

Learning Area
Identifies the location of a country in relative terms using compass directions
- 4

Subject - Geography
Identifies the location of a country in relative terms using compass directions
- 5

Learning Area
Records data associated with rainfall and temperature
- 6

Subject - Geography
Records data associated with rainfall and temperature

Using an atlas, look at maps of South America and Africa.
What similarities or differences are there between the vegetation of your two countries?

The majority of vegetation in Brazil is rainforest.
The majority of vegetation in Nigeria is desert.

Why do you think this is?

Brazil has a lot less rainfall than Nigeria if you just add it up and Nigeria has higher average temperatures in some months. Nigeria sometimes has very little rain. This does not provide ideal conditions for plants to grow all year round.

Describe the similarities and differences between the geography (climate, location, land features) of these two countries.

Nigeria and Brazil are very hot, but Nigeria is very dry some times and Brazil is much wetter all of the time.

Nigeria is made up of 60% desert and just over half of Brazil is rainforest (59%). Brazil is located across the Tropic of Capricorn and the Tropic of Capricorn where most of the world's rainforests are.

The biggest river in Nigeria is the Niger. The biggest river in Brazil is the Amazon. It's the 2nd biggest river in the world, and it's the biggest in terms of volume of water.

Annotations

- 1 **Learning Area**
Makes a simple generalisation about a place
- 2 **Subject - Geography**
Makes a simple generalisation about a place
- 3 **Learning Area**
Draws conclusions based on collected data
- 4 **Subject - Geography**
Draws conclusions based on collected data
- 5 **Learning Area**
Uses data and elements of location to compare countries
- 6 **Subject - Geography**
Uses data and elements of location to compare countries

Explorer research

Sample summary

Students selected a seventeenth century Dutch explorer from a list provided by the teacher. They were asked to pose a series of questions about the explorer using the stems 'who', 'what', 'where', 'when', 'how' and 'why'. With teacher guidance and support from the teacher-librarian, students examined a range of selected texts – print and digital – to find answers to their questions. The questions and answers were then recorded on a digital proforma created by the teacher. This task was completed in class time over three 50-minute lessons.

Achievement standard

Learning Area

Subject - History

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Research proforma

DUTCH EXPLORER - RESEARCH

My Inquiry Questions		My Research Answers					
Explorers: <u>Willem Janszoon</u>		Who	What	Where	When	Why	How
Topic: <u>Explorer's Journey</u>		A Dutch explorer.	The Duyfken.	He started at Batavia, sailed past Java and followed the south coast of New Guinea.	1605 and 1606	He worked for the Dutch East India Company.	We have a copy of his map.
Who was Willem Janszoon?	What was the name of his ship?	He is the first European known to have landed on Australia.	This means Little Dove.	He sailed across the Torres Strait but didn't go through it.		They sent him to look for places to trade.	We don't have a copy of his logbook.
Where did he sail to?	When did he first come to Australia?			He sailed into the Gulf of Carpentaria.			
Why did he go on his voyage?	How do we know about him?			He landed on the eastern side of the Gulf.			

Annotations

- 1 **Learning Area**
Presents gathered information in a simple chronological sequence
- 2 **Learning Area**
Poses questions as the basis of a specific inquiry
- 3 **Subject - History**
Poses questions as the basis of a specific historical inquiry
- 4 **Learning Area**
Records answers to posed questions
- 5 **Subject - History**
Records answers to posed questions
- 6 **Subject - History**
Presents gathered information in a simple chronological sequence

Cook's logbook

Sample summary

Students, under teacher guidance, collaboratively traced the journey made by James Cook in the Endeavour between 1768 and 1771 to create a class map of the voyage. This map is included as part of the work sample. Students then chose four locations along the route for further investigation. Supported by the teacher and the teacher-librarian – through the provision of a range of written, visual and digital sources, including selected extracts from Cook's journal – students adopted the persona of James Cook to write their own journal entries to describe the events and importance of each of their chosen locations. The journal entries were drafted, edited, word-processed, printed and displayed in the classroom. The entire sequence of activities, from the co-creation of the map through to the publication of the final journal entries, took place during class time over a four-week period.

Achievement standard

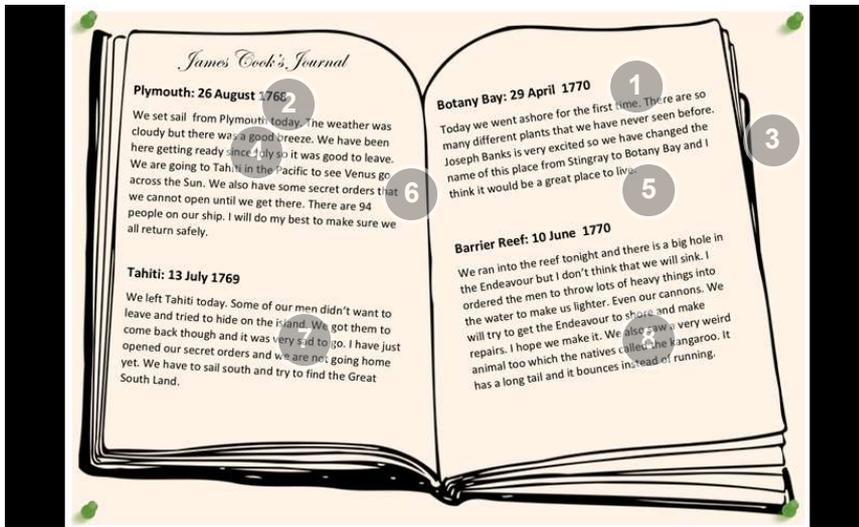
Learning Area

Subject - History

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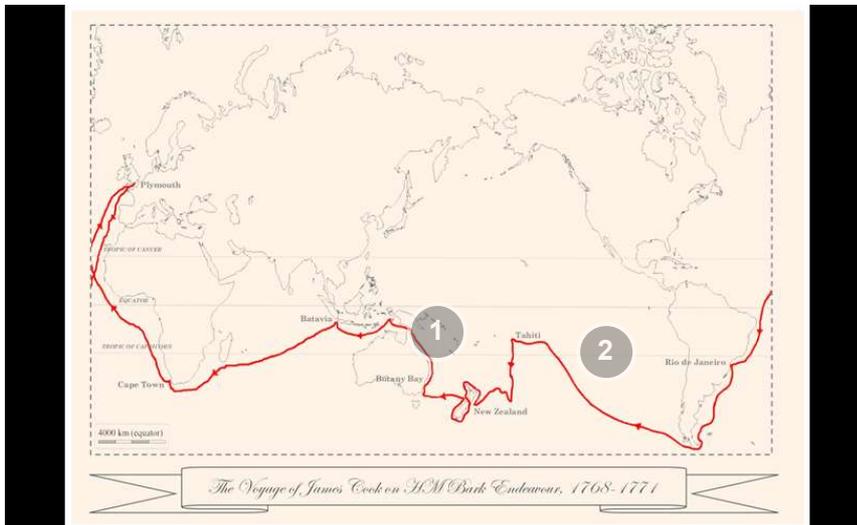
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Journal and map



Annotations

- 1 Subject - History**
Identifies significant events associated with Cook's voyage
- 2 Learning Area**
Identifies significant events associated with Cook's voyage
- 3 Subject - History**
Uses specific detail within the text
- 4 Learning Area**
Uses specific detail within the text
- 5 Subject - History**
Makes a connection between the past and present
- 6 Learning Area**
Makes a connection between the past and present
- 7 Learning Area**
Presents an empathetic perspective on past events
- 8 Subject - History**
Presents an empathetic perspective on past events



Annotations

- 1 Learning Area**
Records the route of Cook's voyage on a world map
- 2 Subject - History**
Records the route of Cook's voyage on a world map

Who are we?

Sample summary

Students answered a series of questions based on class data gathered and represented by the teacher as part of an interdisciplinary unit on Australian identity. They reflected on their learning experiences, including songs such as 'I Am Australian', and posed questions to further investigate and to clarify their understanding. The worksheet which is the basis of the work sample was completed in class during one 50-minute lesson.

Achievement standard

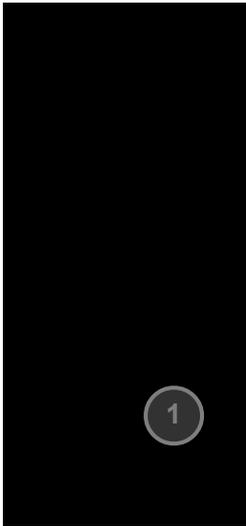
Learning Area

Subject - Civics and Citizenship

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Worksheet



WHO ARE WE?
We are one, but we are many ...

CLASS SURVEY
Where were we born?

45		
40		
35		
30		
25		
20		
15		
10		
5		
0	Australia	Overseas

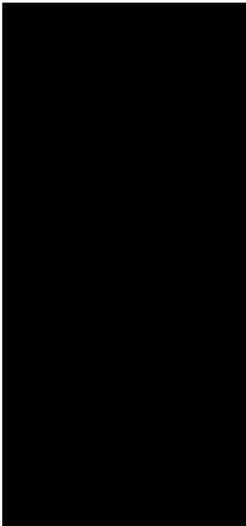
Where were our parents born?

45		
40		
35		
30		
25		
20		
15		
10		
5		
0	Australia	Overseas

Where were our grandparents born?

45		
40		
35		
30		
25		
20		
15		
10		
5		
0	Australia	Overseas

What does this information tell you about us?
 This tells me that most of our class were born here in Australia like me and that most of our parents and grandparents were not born here and they came from overseas instead.



Annotations

- 1 **Learning Area**
Presents a point of view based on presented data
- 2 **Subject - Civics and Citizenship**
Presents a point of view based on presented data

CLASS SURVEY
What is our religion?

10								
8								
6								
4								
2								
0	Catholic	Anglican	Uniting	Hindu	Buddhism	Judaism	No religion	

What does this information tell you about us?
 This tells me that we have lots of different religions in our class and that some people in the class have no religion. There are six different religions.

Is this statement a **FACT** or is it an **OPINION**?
 Australia today is made up of many different cultures. fact
 Everyone who lives in Australia must believe in the same things. Opinion
 Australia has changed over the years. fact

We listened to the song / am Australian. What do the words "We are one, but we are many" mean?
 We come from lots of different places but we all now live in the one place and work together to help each other.

Write three questions you would like to ask to understand more about what it means to be an Australian.
 1. What makes us different from other places?
 2. What makes us the same as other places?
 3. What is the best thing about Australia?

1

2

3

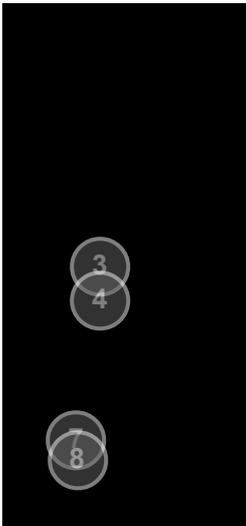
4

5

6

7

8



Annotations

- 1 **Learning Area**
Draws conclusions from presented data
- 2 **Subject - Civics and Citizenship**
Draws conclusions from presented data
- 3 **Learning Area**
Distinguishes between fact and opinion
- 4 **Subject - Civics and Citizenship**
Distinguishes between fact and opinion
- 5 **Learning Area**
Explains the meaning of a presented source
- 6 **Subject - Civics and Citizenship**
Explains the meaning of a presented source
- 7 **Learning Area**
Poses questions for further investigation

Island map

Sample summary

Students were asked to draw a map of an island to demonstrate their understanding of maps and the use of legends, scales, compass directions and grid references. They were also asked to position a 'treasure' at a particular location on the map and then provide instructions to locate the treasure using grid references, distance and direction. The task was completed in class over two 50-minute lessons.

Achievement standard

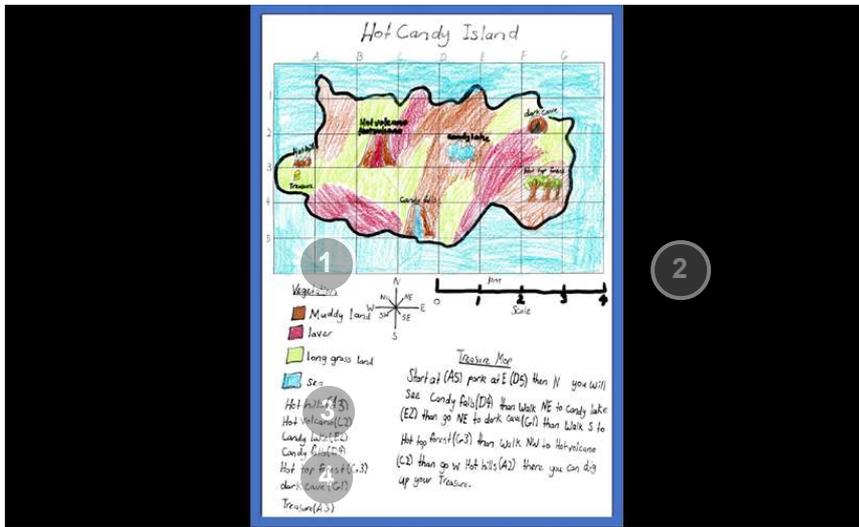
Learning Area

Subject - Geography

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Map



Annotations

- 1 Learning Area**
 Draws a map using the cartographic conventions of legend, title, scale and north point
- 2 Subject - Geography**
 Draws a map using the cartographic conventions of legend, title, scale and north point
- 3 Learning Area**
 Uses grid references and compass directions to give instructions relating to locations on a map
- 4 Subject - Geography**
 Uses grid references and compass directions to give instructions relating to locations on a map

Environmental investigation

Sample summary

Students investigated the impact of human activity on the environment. They listened to a teacher reading of 'The Lorax' by Dr Seuss and wrote a letter to the Once-Ler outlining their concerns about his intentions to commence production in their local area. They undertook two excursions, to a local waste disposal plant and to a local forest area, and observed real-world examples of aspects of the text. They then collected and analysed personal data associated with waste creation, disposal and management. Students recorded their findings and reflected on their learning on a scaffolded worksheet. The tasks and activities were completed in class over a four-week period, with some time spent at home to record data.

Achievement standard

Learning Area

Subject - Geography

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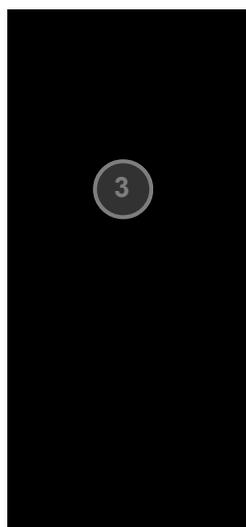
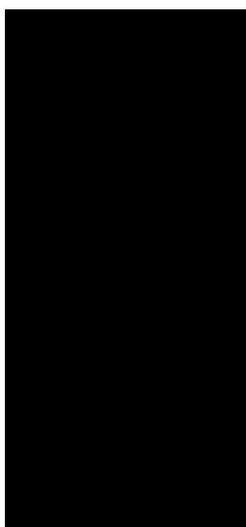
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Letter and worksheet

Annotations overview

Reflects on learning to identify connections between human actions and the sustainable management of the environment



Annotations

- 1 **Learning Area**
Identifies an impact of human activity on the natural environment
- 2 **Subject - Geography**
Identifies an impact of human activity on the natural environment
- 3 **Learning Area**
Describes connections between humans and the natural environment
- 4 **Subject - Geography**
Describes connections between humans and the natural environment
- 5 **Learning Area**
Proposes an alternative sustainable material for the production of goods

6 Subject - Geography
Proposes an alternative sustainable material for the production of goods

TASK 2
Waste Management Survey

How many pieces of rubbish did I throw away in a week?
||||| (10)

What type of rubbish did I throw away?
Apple Core Scrap Paper Xmas Card Paper Tea Bag Seafood Tray Paper
Compost 3 Recycled 1 Rubbish Bin 3 Rubbish Bin 2 Rubbish Bin 2

What day did I have most rubbish? Why?
Thursday
I had lots of rubbish on Thursday because I was very hungry

What ways could I have reduced my rubbish?
By eating food that doesn't have wrappers
By eating food that isn't wrapped in plastic
By buying for example One Agets bag instead of lots of small bags

How many pieces of my rubbish was:
Put in a rubbish bin - landfill ||||| (5)
Compost 3 (3)
Recycled 2 (2)

What made it difficult for me to recycle or reuse or compost my rubbish?
One Monday we didn't have a compost bin in the classroom
I don't have a compost bin at home

Annotations

- 1 Learning Area**
Collects and records data using tally marks and text
- 2 Subject - Geography**
Collects and records data using tally marks and text
- 3 Learning Area**
Suggests personal actions to reduce waste
- 4 Subject - Geography**
Suggests personal actions to reduce waste
- 5 Learning Area**
Categorises personal waste disposal data
- 6 Subject - Geography**
Categorises personal waste disposal data

Reducing my rubbish is important because:
It means there will be less methane in the air that can harm the environment.
There will be less rubbish going to landfill which is bad for the environment because it can make people sick and kill animals

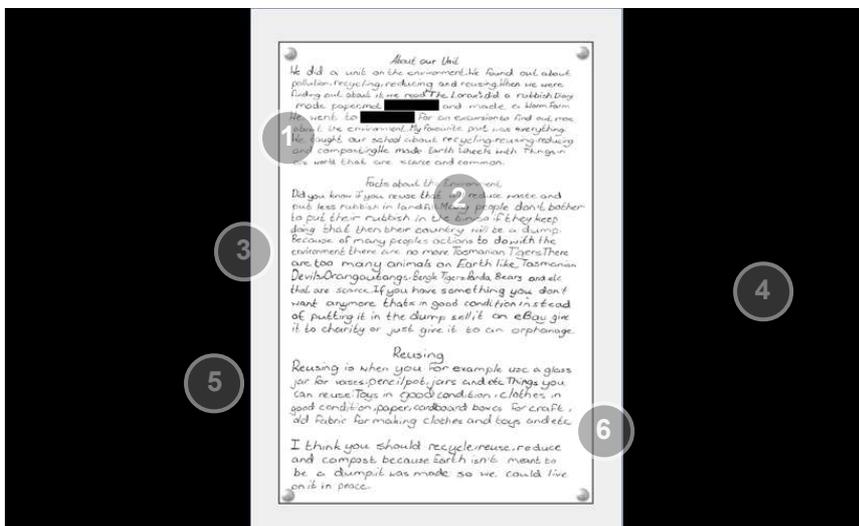
Graph
My Rubbish

Method of disposal	Number of pieces
Rubbish Bin	14
Recycled	3
Reused	2
Compost	3

Plus + good positives	Minus - bad negatives	Interesting? New things I found out
That if you buy a water bottle you can get them again. If you have fabric in the cupboard and you can't use it why make one instead of more clothes. That if we buy anything there is an alternative. That many people recycle, reuse and reduce.	That too many people don't recycle. Why that you can. That too many people don't buy things they don't need. That people don't think so often on what they buy.	That there is a landfill that can hold rubbish. That our class had 49 bits of rubbish. That the US has the most rubbish than the countries.

Annotations

- 1 Learning Area**
Identifies connections between human action and the environment
- 2 Subject - Geography**
Identifies connections between human action and the environment
- 3 Learning Area**
Represents collected



data in a column graph

4 Subject - Geography
Represents collected data in a column graph

5 Learning Area
Reflects on collected information to identify simple patterns and practices

6 Subject - Geography
Reflects on collected information to identify simple patterns and practices

Annotations

1 Learning Area
Uses simple geographic terminology

2 Subject - Geography
Uses simple geographic terminology

3 Learning Area
Identifies some of the environmental impacts of waste management

4 Subject - Geography
Identifies some of the environmental impacts of waste management

5 Learning Area
Proposes a sustainable action in response to an environmental issue

6 Subject - Geography
Proposes a sustainable action in response to an environmental issue

Our school rules

Sample summary

Students explored the role and importance of rules for a community. They discussed how their school operated as a community and drafted their own set of rules for the school. Students produced posters of their rules for consideration by their school's executive, parent organisation and student representative body. One example from these posters is presented as the work sample. The posters were presented at a school assembly, and printed and displayed around the school site. The sequence of classroom activities associated with the production of each student's final poster took place over a three-week period at the start of a new school year.

Achievement standard

Learning Area

Subject - Civics and Citizenship

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Poster



Annotations

- 1 Learning Area**
Formulates simple rules for the school community
- 2 Learning Area**
Recognises the role of rules in a community
- 3 Subject - Civics and Citizenship**
Formulates simple rules for the school community
- 4 Subject - Civics and Citizenship**
Recognises the role of rules in a community

First Fleet recount

Sample summary

Students investigated the voyage of the First Fleet using primary and secondary sources selected by the teacher. In pairs, they selected one of the eleven ships in the fleet and posed questions to research. On a teacher-created template, the pair of students recorded statistics relating to the convicts and crew and then adopted the persona of one of the people on board to write a recount of the key events of the voyage. The recounts were word-processed and also placed into the template. The students' texts were printed and displayed in the classroom. The activities associated with the completion of this task took place in class over a two-week period.

Achievement standard

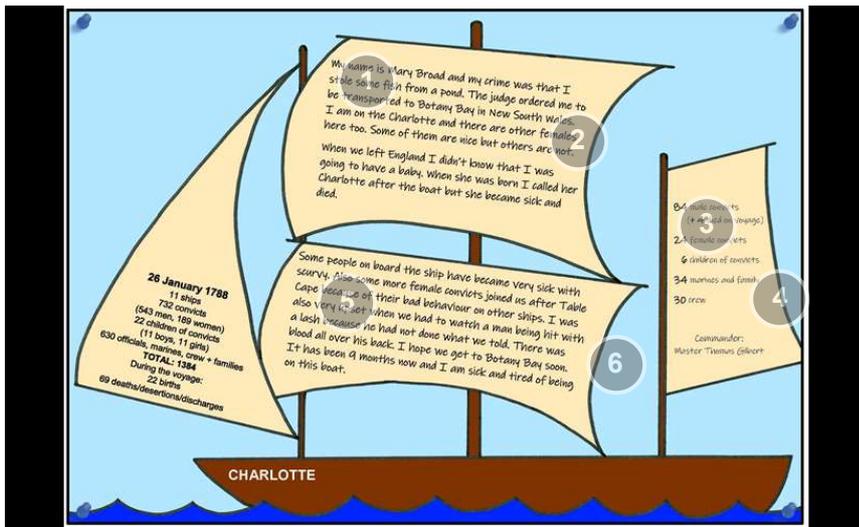
Learning Area

Subject - History

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

Recount



Annotations

- 1 **Learning Area**
Describes the experiences of a specific individual in the past
- 2 **Subject - History**
Describes the experiences of a specific individual in the past
- 3 **Learning Area**
Records information from provided sources
- 4 **Subject - History**
Records information from provided sources
- 5 **Learning Area**
Uses information from provided sources to create a perspective on a past event
- 6 **Subject - History**
Uses information from provided sources to create a perspective on a past event