

# 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

**Comparing Countries**

What two countries would you like to compare?



**BRAZIL**



**NIGERIA**

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

Describe the countries in relation to Australia and surrounding countries.

**Brazil** is on the northeast of South America. Its land area is the 5<sup>th</sup> largest country in the world. It has a long coast on the Atlantic Ocean. It's north of Equator, 1000 km and Terra and south of Colombia and Venezuela. Brazil runs 160 Equator and the Tropic of Capricorn passing through it and it's 15000 kilometres north east of Australia.

Located in western Africa, The Niger Republic of Nigeria (named for the Niger River) is the most populous country of Africa. Its land area it is the 32<sup>nd</sup> largest country in the world. It has a coast on the Gulf of Guinea, and is located between Benin (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: **Saltairam**

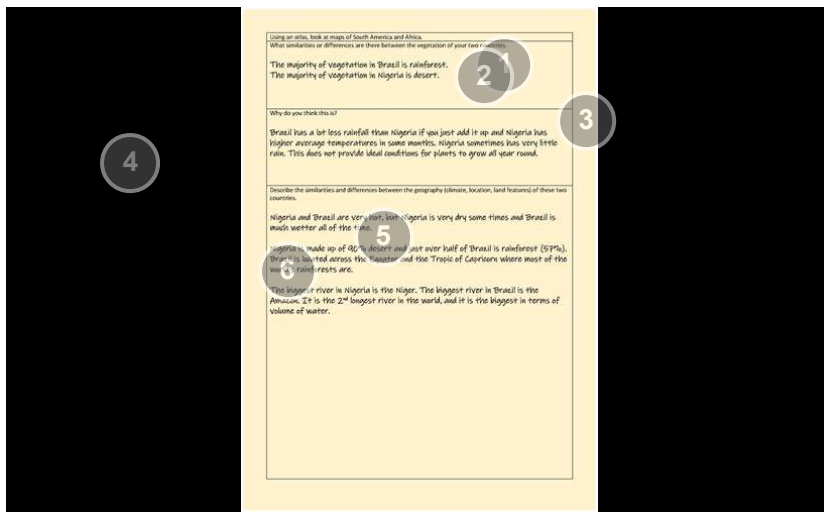
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Rainfall (mm)	85.4	72.7	66	58.4	49.8	41.6	34.5	28.3	23.5	19.8	16.6	14
Temperature (Celsius)	14.3	15.4	16.2	16.8	17.4	18.2	19.1	19.2	18.4	17.8	17.1	16.8

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

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Rainfall (mm)	5.4	4.1	30.4	68.3	115	196.7	312.4	224.9	105	45.4	15.5	5.8
Temperature (Celsius)	24.8	23	24.1	24.8	24	23.4	22.8	22.4	21	20.8	20.8	20.3

### 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



## 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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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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### Research proforma

**DUTCH EXPLORER - RESEARCH**

My Inquiry Questions		My Research Answers					
Explorer: <u>Willem Janszoon</u> Topic: <u>Explorer's Journey</u>		Who	What	Where	When	Why	How
Who was Willem Janszoon?	What was the name of his ship?	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.
Where did he sail to?	When did he first come to Australia?	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.
Why did he go on his voyage?	How do we know about him?			He sailed into the Gulf of Carpentaria			
				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

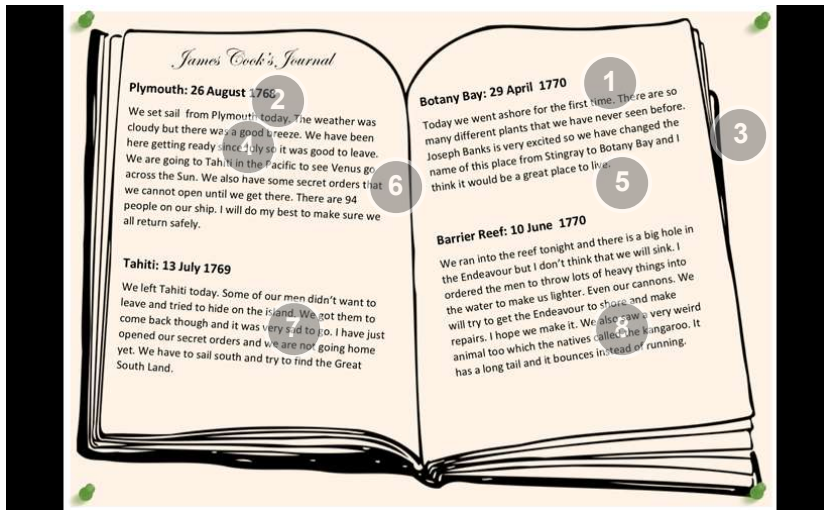
### Learning Area

### Subject - History

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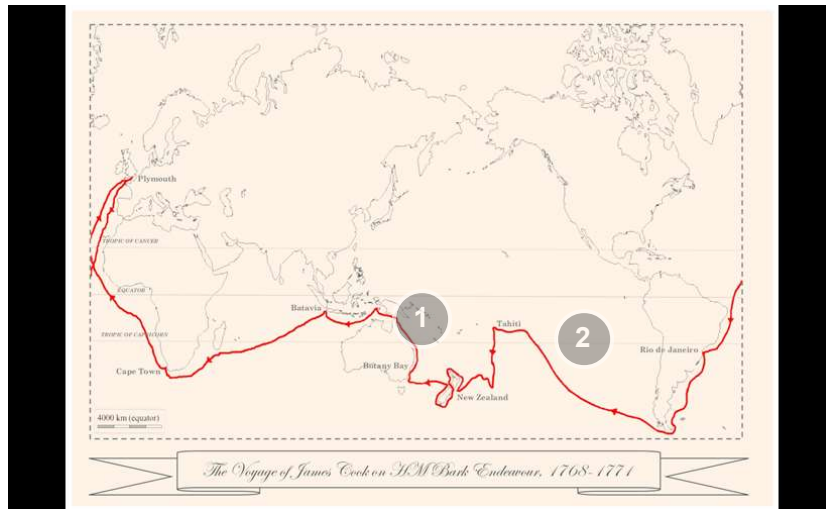
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### Journal and map



## 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

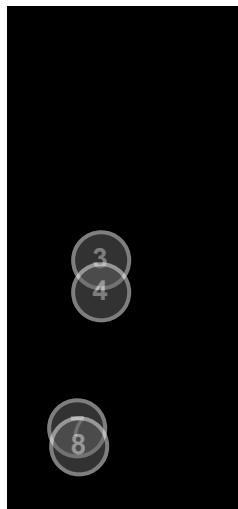
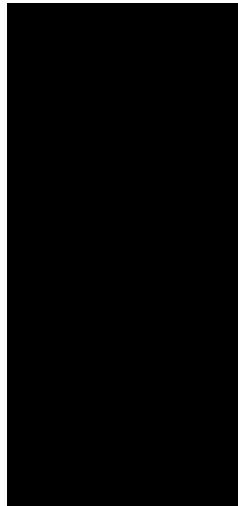
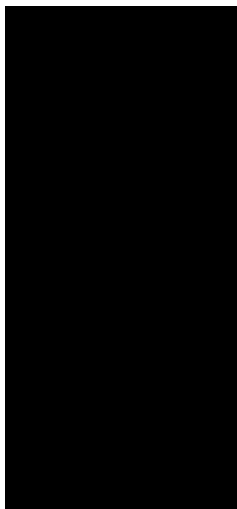
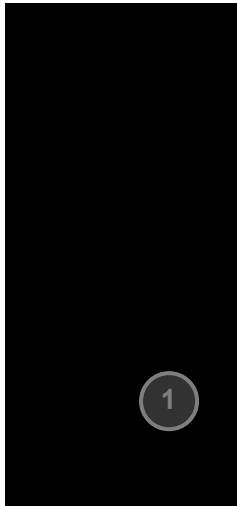
#### Learning Area

#### Subject - Civics and Citizenship

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Worksheet



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

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

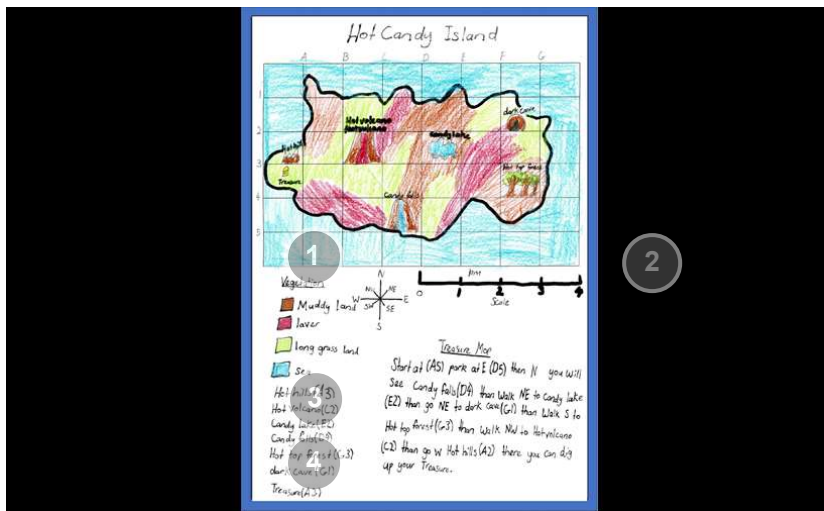
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#### Map



## 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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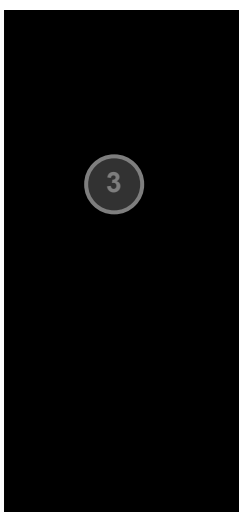
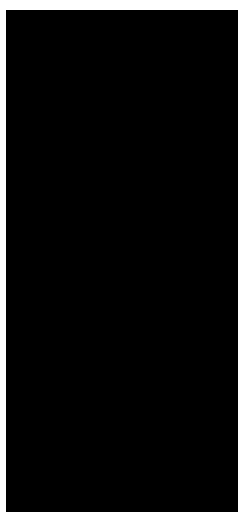
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### Letter and worksheet

#### Annotations overview

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

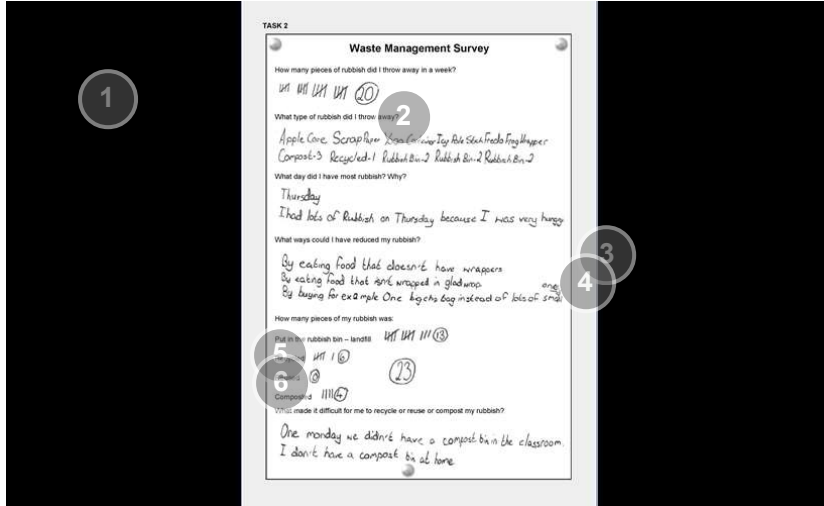


#### Annotations

- 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



### 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 medicine in the air that can harm the environment.  
 There will be less rubbish going to landfill because it can make people sick and kill animals.

**Graph**  
 My Rubbish

Method of disposal	Units
Rubbish Bin	14
Recycled	12
Reused	10

Plus + good positives	Minus - bad negatives	Interesting? New things I found out
That if you use a water bottle you can save ten litres of water. If you have a bike to go to school you don't need a motor bike. That if we keep recycling there will be no rubbish. That many people recycle, reuse and reduce.	That too many people don't recycle. They put their rubbish in the bin. That too many people use things that they don't need. Most people don't recycle as often as they should.	That there is a landfill that can hold 10,000. That our class had 49 bits of rubbish. That the US has the most rubbish in the world. That the US has the most rubbish in the world.

## 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

**And our class**  
 We did a unit on the environment. We found out about pollution, recycling, reusing and reducing. We were looking out about it. We read the forecast of a rubbish day. We made paper planes and made a bin from a box. We went to the library for an excursion and we read about the environment. We found out about recycling, reusing and reducing. We thought our school about recycling, reusing, reducing and composting. We made some labels with 'Plungin' and words that are 'reuse and reduce'.

**Recycling**  
 Did you know if you reuse things you reduce noise and put less rubbish in landfills. Many people don't bother to put their rubbish in a bin. If they keep doing that then their country will be a dump. Because of many people's actions to do with the environment there are no more Tasmanian Tigers. There are too many animals on Earth like Tasmanian Devils, Orangutans, Bush Tigers, and Bears and etc that are scarce. If you have something you don't want anymore, that's in good condition, instead of putting it in the dump, sell it on eBay, give it to charity or just give it to an orphanage.

**Reusing**  
 Reusing is when you use something again. For example use a glass jar for water, pens, paper, jars and etc. Things you can reuse. Toys in good condition, clothes in good condition, paper, cardboard boxes for craft, old fabric for making clothes and bags and etc.

I think you should recycle, reuse, reduce and compost because earth isn't meant to be a dump. It was made so we could live on it in peace.

## 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

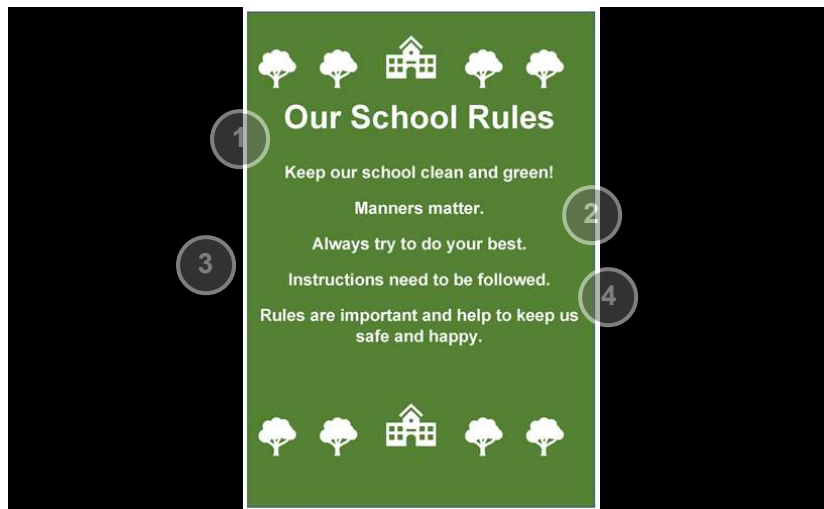
### Subject - Civics and Citizenship

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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.**

## 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

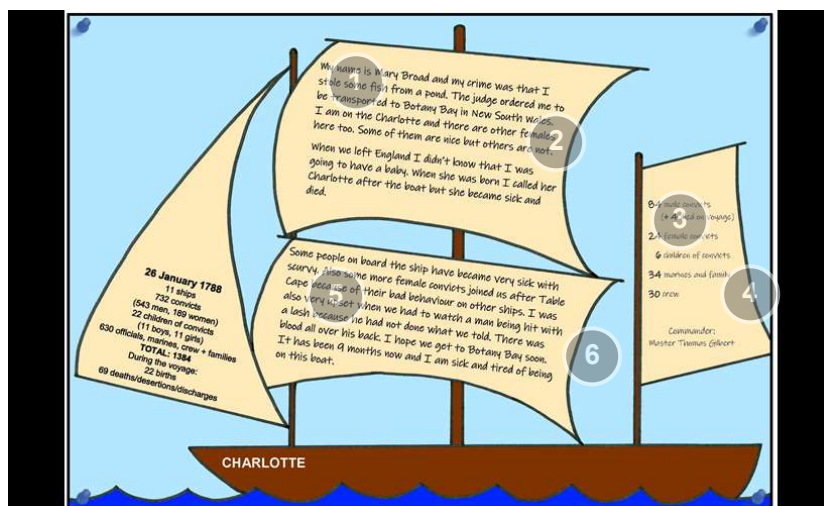
### Subject - History

**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