| **Sample assessment task** | |
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| **Year level** | 1 |
| **Learning area** | Humanities and Social Sciences |
| **Subject** | Geography |
| **Title of task** | Weather and seasons |
| **Task details** | |
| **Description of task** | Students will research their local weather, and then choose a place in the northern hemisphere to research. Students will use a table to record the weather (seasons, temperature and rainfall) and compare the weather in both places. They will reflect on their learning. |
| **Type of assessment** | Summative |
| **Purpose of assessment** | To assess students' understanding of weather and seasons through comparison of one familiar and one unfamiliar place, located in different hemispheres. |
| **Assessment strategy** | Visual (table) and written (short answer) representations |
| **Evidence to be collected** | • Table comparing and contrasting seasons and weather information of two locations, one of them being their own location in Western Australia<br>• Written reflection which demonstrates their understanding of the key concept of 'interconnection' - using teacher-generated questions as a guide |
| **Suggested time** | 3 x 1 hour lessons |
| **Content description** | |
| **Content from the Western Australian Curriculum** | **Knowledge and understanding**<br>How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them<br>**Humanities and Social Sciences skills**<br>**Q&R>** Reflect on current understanding of a topic (e.g. Think-pair-share, brainstorm)<br>**Q&R>** Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)<br>**Q&R>** Sort and record selected information and/or data, (e.g. use graphic organisers, take keywords)<br>**A>** Identify relevant information<br>**C&R>** Reflect on learning and respond to findings (e.g. discussing what they have learned) |
| **Key concepts** | Place, Environment |
| **Early Years Learning Framework (EYLF)** | Outcome 1: Children have a strong sense of identity<br>Children develop knowledgeable and confident self-identities.<br>Outcome 2: Children are connected with and contribute to their world<br>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.<br>[Commonwealth of Australia. (2009). *Belonging, Being & Becoming—The Early Years Learning Framework for Australia*. Canberra: Australian Government Department of Education, Employment and Workplace Relations.] |

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| **National Quality Standard** | **National Quality Standard:**<br>Quality Area 1 – Educational program and practice<br>Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development<br>Element 1.1.5 Every child is supported to participate in the program<br>Element 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world<br> |

## Assessment task

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| **Assessment conditions** | This is an individual, in-class assessment |
| **Resources** | Suggested resources<br>• Atlases, range of world maps<br>• Reference books<br>• Internet – local weather report<br>• Computers for students to research weather information<br>• Weather table template (copied for each child)<br>• Information on world weather and seasons, for example National Geographic Kids videos, or weather information<br>www.bom.gov.au<br>http://www.weather.com<br>http://www.abc.net.au/news/weather/ |

## Task preparation

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| **Prior learning** | Students have explored seasons and terminology relating to weather.<br>Students have explored the world and its division into two hemispheres through a variety of sources – large floor maps, puzzles, globes, digital world maps.<br>Students have discussed their own experiences relating to different places and how the weather is similar or different to their local weather. |
| **Assessment differentiation** | Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students based on their level of readiness to learn and their need to be challenged.<br>Where appropriate, teachers may either scaffold or extend the scope of the assessment task. |

## Instructions for teacher

[Based on *iSTAR - A model for connected practice within and across classrooms*. Western Australian Primary Principals' Association.]

### Weather and Seasons

| **Strategy** | |
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| **Inspire/inform** | • View a local weather report. Discuss the weather information and what it means.<br>• Make a list of weather terminology, define and discuss any unknown terminology.<br>• Revise 4 seasons and the world's division into two hemispheres through a variety of sources – large floor maps, puzzles, globes, digital world maps.<br>• Explain to the students that they are going to look more closely at the differences of some weather in the northern and southern hemispheres by comparing the weather of places around the world in real time, i.e. their local weather (e.g. Perth) and the weather of their chosen 'place'. |
| **Show** | • Show a map and explain that the seasons and weather of the northern hemisphere are not the same as the seasons and weather of the southern hemisphere.<br>• Share own experiences relating to different places and how the weather is similar or different to their local weather.<br>• Show an example of a table with two columns (one for the local place and one from the northern hemisphere) and how the information will be organised, i.e. the season, temperature, rainfall and other (e.g. snowfall).<br>• Model the task to students by choosing a location and completing the table (see suggested template).<br>• Students complete their own table, by researching the weather in two locations (one local).<br>• After the table has been completed, students will use this to create a written reflection (*teacher may scribe*) which demonstrates their understanding of how we connect to a place, an environment or people in a personal way. Use questions in 'reflect' box (below) as a guide, although teachers may choose to leave this open-ended or create their own questions to guide their students. |
| **Try/Transfer** | • Talk about possible locations in northern hemisphere, taking into consideration the places the students have either visited, were born or where their parents originated.<br>• Think/pair/share to discuss ideas and then discuss some of the ideas as a class.<br>• Ensure that one place selected is from the northern hemisphere and the other one is where they live (e.g. Perth). |
| **Apply** | • Research information online (see resources section for suggested websites, guide students to access the websites, then independently they work to locate information)<br>• Students complete the table (see suggested template) |
| **Reflect** | Reflect on learning by:<br>• Comparing and contrasting the weather / seasons in the table and id*entifying and explaining personal connection to a place* (see questions on template)<br>• Discuss (Think/pair/share) possible activities for the location chosen in the northern hemisphere. Guiding questions might include: *What might the students in that place wear? What activities might they do at the moment? Why?*<br>1. The conclusions drawn from comparing and contrasting the weather and seasons in the two hemispheres and how personal connections differ is most important, as it will identify the knowledge and understanding of your students. |

**Weather Table Template**

| | **Local Place:_____ (southern hemisphere)** | **Other Place:_____ (northern hemisphere)** |
|---|---|---|
| **Season** | | |
| **Temperature** | | |
| **Rainfall** | | |
| **Other** | | |

What have you learnt about the weather in the two places you researched?

_____

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_____

What is your personal connection to this place? Draw or write about something you have done at one of these places that not everyone might have done.

## Sample marking key

| Description | Check |
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| Task – Locating information | ✓ |
| Independently locates information from a provided website. | |
| With assistance, locates information from a provided website. | |
| With constant assistance, locates information a provided website. | |
| **Description** | **Check** |
| Task – Sorting relevant information into a table (Place) | ✓ |
| Accurately and independently places relevant information into table. | |
| With assistance, places relevant information into table. Most information is accurate. | |
| With assistance, places limited information into table. Some information is inaccurate. | |
| **Description** | **Check** |
| Task – Oral/Written Reflection (Interconnection, Place) | ✓ |
| Effectively describes, without prompting, the interconnection of place, environment or people by comparing and contrasting the seasons/weather in both the northern and southern hemispheres. | |
| Describes, with some prompting, the interconnection of place, environment or people by comparing and contrasting the seasons/weather in both the northern and southern hemispheres. | |
| With constant prompting, lists some of the interconnection between place, environment or people by comparing the seasons/weather in both the northern and southern hemispheres. | |
| **Description** | **Check** |
| Task – Visual Reflection (Place) | ✓ |
| Independently creates an effective visual representation which shows a clear contrast between the seasons in both the northern and southern hemispheres. | |
| With some assistance creates an effective visual representation which shows some contrast between the seasons in both the northern and southern hemispheres. | |
| With constant assistance creates an effective visual representation which shows the seasons in one or both of the northern and southern hemispheres. | |

## Making connections across learning environments

**National Quality Standard, Quality Area 1 – Educational program and practice**

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element 1.1.5 Every child is supported to participate in the program

Element 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.

**Observations of individual learning behaviours**

| Inside spaces/environments | Provocations | Resources |
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| | **All dressed up and nowhere to go!**<br>Students have the opportunity to explore types of clothing from around the world by trying it on and playing as if in another country. | A variety of clothing for all weather conditions, such as coats, beanies, umbrellas, grass skirts, sarongs, ski boots, kilts and whatever is available. |
| | **The world's best model!**<br>Students have the opportunity to explore and experiment with a modelling media, such as playdough to create their own landscapes from around the world, e.g. as rivers, plains, mountain ranges. | Playdough, pop sticks, fabric, loose parts, cellophane, sticks, foliage. |
| | **Map my weather**<br>Students present the weather, standing in front of the map and telling the audience about the temperature, rainfall, snowfall, wind conditions and anything else of the region displayed. Record weather reports on an iPad to view later. | Students create a backdrop (map of Australia or other local regions) for filming weather reports, pointer, iPad. |
| **Outside spaces/environments** | **Shadow dancing**<br>Students explore dancing movements in shadow and observe changes that occur at different times of the day. | Music (songs related to weather). |
| | **Weather in a bottle**<br>Students create different types of weather in the bottles using the various resources. Label with the type of weather. | Plastic or glass bottles, small foam balls, oil, leaves, cotton wool, food colouring, water. |
| | **Weather station**<br>Design and create items to measure wind direction and collect rain. | Sticks, ribbons, plastic cups or jars, card, tape, scissors, skewers, rulers, markers. |

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| | **Rain explorations**<br>Provide opportunities for outdoor explorations during inclement weather. Activities include watching the leaves float after the rain and jump over or into puddles in gumboots. | Warm weather clothes<br>Umbrellas / Rain jackets<br>Gumboots |
| | **Weather, Weather, Everywhere!**<br>Go outside in different weather. Create a space for students to record the differences, e.g. temperature, clothing required, observations about the sky. | Paper / whiteboards<br>Hats<br>Raincoats / jumpers (weather dependent) |