**Phase 1 (P1) – Years 1-3 – Aotearoa NZ Histories**

**– Teacher Overview/Checklist – Term/Year:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Understand***  *(Big ideas)* | Māori history is the foundational and continuous history of Aotearoa New Zealand | | Colonisation and settlement have been central to Aotearoa New Zealand’s histories for the past 200 years. | The course of Aotearoa New Zealand’s histories has been shaped by the use of power | | Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand’s histories | |  | |  |
| ***Know***  *(Contexts)*  *Aotearoa NZ Histories (ANZH)* | (C&I)  Culture and Identity | | (G&O)  Government and organisation | (P&E)  Place and environment | | (EA)  Economic activity | | (LRC)  Local rohe contexts | | (NC)  National Contexts |
| *Know*  *(Contexts)*  *Social Sciences (SS)* | *Culture and collective identity (SS)* | | *Sovereignty, organisation, and government (SS)* | *Place and environment (SS)* | | *Economic activity (SS)* | | *Local rohe contexts* | | *National Contexts* |
| ***Do***  *(Practices)*  *In my learning in ANZH, I am:* | - Identifying and exploring historical relationships:  *I can retell a story from the past and talk about how other people might tell it differently).* | | - Identifying sources and perspectives:  *I can use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past).* | - Interpreting past experiences, decisions, and actions:  *I can make observations about how people have acted in the past and how they act today.* | |  | |  | |  |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | | | Managing self | | Relating to Others | | Participating and Contributing | |

**Phase 1 Aotearoa NZ Histories (ANZH)**  Is this used as a Class Checklist: or as a Child’s Coverage Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | ✓ | Child’s name (if used as a coverage chart): |
| **Know: Local rohe contexts (LRC)** | List local area/s used. |  |  |
|  | Stories |  |  |
|  | Events |  |  |
|  | Changes |  |  |
|  | Iwi and Hapū |  |  |
|  | History |  |  |
| **Know: National rohe contexts (NC)** |  |  |  |
| **Origins and connections (C&I)**   * Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival. |  |  |  |
| * People in our area have come from a variety of places and some retain connections to those places. |  |  |  |
| **Waitangi Day (G&O)**   * Waitangi Day marks the significance of the initial signing of Te Tiriti o Waitangi | The Treaty of Waitangi. We recall what happened at Waitangi at the time of the signing and who was there. This helps us understand why we have a holiday. |  |  |  |
| **Connecting (P&E)**   * Tangata whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae. |  |  |  |
| **Naming (P&E)**   * Many of the names of geographical features, towns, buildings, streets, and places tell stories. Sometimes there is more than one story. |  |  |  |
| **Living and working (EA)**   * The ways different groups of people have lived and worked in this rohe have changed over time. |  |  |  |
| **Do: National rohe contexts (NC)** | List national area/s used. |  |  |
| I can retell a story from the past and talk about how other people might tell it differently. |  |  |  |
| I can use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past. |  |  |  |
| I can make observations about how people have acted in the past and how they act today. |  |  |  |

**Phase 2 (P2) – Years 4-6 – Aotearoa NZ Histories**

**– Teacher Overview/Checklist – Term/Year:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Understand***  *(Big ideas)* | Māori history is the foundational and continuous history of Aotearoa New Zealand. | | Colonisation and settlement have been central to Aotearoa New Zealand’s histories for the past 200 years. | The course of Aotearoa New Zealand’s histories has been shaped by the use of power. | | Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand’s histories. | |  | |  |
| ***Know***  *(Contexts)*  *Aotearoa NZ Histories (ANZH)* | (C&I)  Culture and Identity | | (G&O)  Government and organisation | (P&E)  Place and environment | | (EA)  Economic activity | | (LRC)  Local rohe contexts | | (NC)  National Contexts |
| *Know*  *(Contexts)*  *Social Sciences (SS)* | *Culture and collective identity (SS)* | | *Sovereignty, organisation, and government (SS)* | *Place and environment (SS)* | | *Economic activity (SS)* | | *Local rohe contexts* | | *National Contexts* |
| ***Do***  *(Practices)*  *In my learning in ANZH, I am:* | - Identifying and exploring historical relationships:  *I can construct an historical sequence of related events and changes, show how long ago they happened, and say how other people might construct the sequence differently.* | | - Identifying sources and perspectives:  *I can use historical sources, giving deliberate attention to mātauranga Māori sources, to gather evidence to answer my questions about the past. I can identify views that are missing and note how this may affect my answers.* | - Interpreting past experiences, decisions, and actions:  *I can identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today.* | |  | |  | |  |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | | | Managing self | | Relating to Others | | Participating and Contributing | |

**Phase 2a Aotearoa NZ Histories (ANZH)**  Is this used as a Class Checklist: or as a Child’s Coverage Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | ✓ | Child’s name (if used as a coverage chart): |
| **Know: Local rohe contexts (LRC)** | List local area/s used. |  |  |
|  | Stories |  |  |
|  | Events |  |  |
|  | Changes |  |  |
|  | Iwi and Hapū |  |  |
|  | History |  |  |
| **Know: National rohe contexts (NC)** |  |  |  |
| **Origins voyaging & adaptation (C&I)**   * The stories of groups of people from different periods in our history convey their reasons for and experiences of migration. These stories have shaped their culture and identity in Aotearoa New Zealand. |  |  |  |
| **Māori origins voyaging & adaptation (C&I)**   * Māori voyaging through the Pacific was deliberate and skilful and brought with it Pacific whakapapa and cultural identities. These identities were transformed over the centuries through adaptations to and relationships with the environment, and through the formation of hapū and iwi that eventually occupied Aotearoa New Zealand. |  |  |  |
| **Responses to war (C&I)**   * Individuals and communities have responded to international conflicts in a range of ways for a range of reasons. |  |  |  |
| **Te Tiriti o Waitangi | The Treaty of Waitangi (G&O)**  * Te Tiriti o Waitangi | The Treaty of Waitangi was signed in different places. The two versions of the Treaty say different things about who would have authority. Māori understandings were based on the version in te reo Māori, which the vast majority of Māori signed. |  |  |  |
| **Governing and equity (G&O)**   * Governments have selectively supported or excluded people through processes associated with voting rights, access to education, health, and welfare provision, reflecting prevailing public attitudes of the time. Often equitable treatment has been sought by people, including Māori, Chinese, women, children, and disabled people. |  |  |  |

**Phase 2b Aotearoa NZ Histories (ANZH)**  Is this used as a Class Checklist: or as a Child’s Coverage Chart:

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| --- | --- | --- | --- |
| **Adapting to new environments (P&E)**  * People adapted their technologies and tools to the new environment of Aotearoa New Zealand. |  |  |  |
| **Local economies and trade (EA)**  * Traditional Māori economies were finely tuned to the resources within each rohe, which provided the basis for trade between iwi. There were complicated economic relationships between iwi and early newcomers as newcomers sought resources. |  |  |  |
| **Do: National rohe contexts (NC)** | List national area/s used. |  |  |
| **Identifying and exploring historical relationships**  I can construct an historical sequence of related events and changes, show how long ago they happened, and say how other people might construct the sequence differently. |  |  |  |
| **Identifying sources and perspectives**  I can use historical sources, giving deliberate attention to mātauranga Māori sources, to gather evidence to answer my questions about the past. I can identify views that are missing and note how this may affect my answers. |  |  |  |
| **Interpreting past experiences, decisions, and actions**  I can identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today. |  |  |  |

**Phase 3 (P3) – Years 7-8 – Aotearoa NZ Histories**

**– Teacher Overview/Checklist – Term/Year:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Understand***  *(Big ideas)* | Māori history is the foundational and continuous history of Aotearoa New Zealand | | Colonisation and settlement have been central to Aotearoa New Zealand’s histories for the past 200 years. | The course of Aotearoa New Zealand’s histories has been shaped by the use of power | | Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand’s histories | |  | |  |
| ***Know***  *(Contexts)*  *Aotearoa NZ Histories (ANZH)* | (C&I)  Culture and Identity | | (G&O)  Government and organisation | (P&E)  Place and environment | | (EA)  Economic activity | | (LRC)  Local rohe contexts | | (NC)  National Contexts |
| *Know*  *(Contexts)*  *Social Sciences (SS)* | *Culture and collective identity (SS)* | | *Sovereignty, organisation, and government (SS)* | *Place and environment (SS)* | | *Economic activity (SS)* | | *Local rohe contexts* | | *National Contexts* |
| ***Do***  *(Practices)*  *In my learning in ANZH, I am:* | - Identifying and exploring historical relationships:  *I can construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently.* | | - Identifying sources and perspectives:  *I can use historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. I can recognise that the sources may not fully answer my questions, and that my answers are themselves interpretations.* | - Interpreting past experiences, decisions, and actions:  *I can make informed ethical judgements about people’s actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them*. | |  | |  | |  |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | | | Managing self | | Relating to Others | | Participating and Contributing | |

**Phase 3a Aotearoa NZ Histories (ANZH)**  Is this used as a Class Checklist: or as a Child’s Coverage Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | ✓ | Child’s name (if used as a coverage chart): |
| **Know: Local rohe contexts (LRC)** | List local area/s used. |  |  |
|  | Stories |  |  |
|  | Events |  |  |
|  | Changes |  |  |
|  | Iwi and Hapū |  |  |
|  | History |  |  |
| **Know: National rohe contexts (NC)** |  |  |  |
| **Urbanisation and being Māori (C&I)**  * Mid twentieth-century Māori migration to New Zealand cities occurred at an unprecedented pace and scale, disrupting the whakapapa of te reo and tikanga and depopulating papa kāinga. New approaches to being Māori and retaining iwi values and practices were created and debated. Movements to reassert Māori language, culture, and identity arose throughout the country. |  |  |  |
| **Finding a place in Aotearoa New Zealand (C&I)**  * Over time people from a wide range of cultures have participated in and contributed to Aotearoa New Zealand, while retaining and adapting their distinctive identities. The histories of Chinese, Indian, and other Asian communities, Pacific communities, refugee and faith-based communities, disability communities, and the Deaf community demonstrate how this has been experienced. Some have met barriers. Advocating for the right to citizenship and respect for difference has contributed to the development of a more diverse nation. |  |  |  |
| **Colonial power in the Pacific (G&O)**  * Pacific peoples have experienced Aotearoa New Zealand’s colonial authority and control. Throughout these experiences, they have continued to sustain their cultures and assert their authority. The New Zealand Government has apologised to the people of Samoa for past injustices. |  |  |  |

**Phase 3b Aotearoa NZ Histories (ANZH)**  Is this used as a Class Checklist: or as a Child’s Coverage Chart:

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| --- | --- | --- | --- |
| **Te Tiriti o Waitangi | The Treaty of Waitangi: background (G&O)**  * The signings of He Whakaputanga o te Rangatiratanga o Nu Tireni | The Declaration of Independence and Te Tiriti o Waitangi | The Treaty of Waitangi emerged from a long period of complex interactions between hapū/iwi and newcomers in which Māori were the majority. These interactions, particularly those with missionaries, helped to facilitate the treaty process. Also important were the international events and ideas of the time that informed the Crown’s thinking and actions. |  |  |  |
| **Mana in Māori society (G&O)**  * Mana was central to all political and economic relationships in traditional Māori society and has continued to shape internal and external interactions. |  |  |  |
| **Transforming te taiao (P&E)**  * Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features. |  |  |  |
| **Māori economy: opportunities and challenges (EA)**  * Iwi and hapū experimented with new economic opportunities to enhance their mana. In doing so, they built extensive trading networks domestically and with Australia. |  |  |  |
| **Do: National rohe contexts (NC)** | List national area/s used. |  |  |
| Identifying and exploring historical relationships I can construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently. |  |  |  |
| Identifying sources and perspectives I can use historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. I can recognise that the sources may not fully answer my questions, and that my answers are themselves interpretations. |  |  |  |
| Interpreting past experiences, decisions, and actions I can make informed ethical judgements about people’s actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them. |  |  |  |

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