**Phase 1 (P1a) – Years 1-3 - (Foundation) – Social Sciences (SS) – Page 1/3**

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

|  |
| --- |
| Is this used as a Class Checklist: or as a Child’s Coverage Chart: Child/Class name: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Understand*** *(Big ideas)*  Through building knowledge about people, society, and their environments and drawing on the practices of te ao tangata | social sciences, I am deepening my understanding that: | • 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.  • People’s lived experiences have been shaped by the use and misuse of power.  • People hold different perspectives on the world depending on their values, traditions, and experiences.  • People participate in communities by acting on their beliefs and through the roles they hold.  • Interactions change societies and environments. | | | |
| ***Know*** *(Contexts)*  I have built my knowledge about social, economic, and environmental issues for iwi, hapū, and others in the community. I know that… | *Local rohe contexts (LRC) - (list areas below)* | | *National Contexts (NC) - (list areas below)* | |
|  | |  | |
|  | ✓ |  | | Teacher notes |
| Culture and collective identity (CCI) |  | - Relationships, language, and culture shape identity. | |  |
|  | - People express their culture through their daily lives and through stories about their past. | |  |
|  | Within Aotearoa New Zealand’s histories  - Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival. | |  |
|  | Within Aotearoa New Zealand’s histories  - People in our area have come from a variety of places and some retain connections to those places. | |  |
| Sovereignty, organisation, and government (SOG) |  | - People belong to groups and have roles and responsibilities that help sustain these groups. | |  |
|  | Within Aotearoa New Zealand’s histories  - 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 | |  |

**Phase 1 (P1b) – Years 1-3 - (Foundation) – Social Sciences (SS) – Page 2/3**

|  |  |  |  |
| --- | --- | --- | --- |
|  | ✓ |  | Teacher notes |
| Place and environment (P&E) |  | - Places and environments are often significant for individuals and groups. |  |
|  | - People express their connection to places in different ways. |  |
|  | Within Aotearoa New Zealand’s histories  - Tangata whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae. |  |
|  | Within Aotearoa New Zealand’s histories  - Many of the names of geographical features, towns, buildings, streets, and places tell stories. Sometimes there is more than one story. |  |
| Economic activity (EA) |  | - People make decisions based on what they have and their needs and wants, and to provide for themselves and others. |  |
|  | - Priorities about needs and wants differ by time and place and impact on fairness and sustainability. |  |
|  | Within Aotearoa New Zealand’s histories  -The ways different groups of people have lived and worked in this rohe have changed over time. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Know***  *(Contexts)*  *Links to 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | Managing self | Relating to Others | Participating and Contributing |

**Phase 1 (P1c) – Years 1-3 - (Foundation) – Social Sciences (SS) – Page 3/3**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Do*** *(Practices)* | ✓ | *In my learning in Social Sciences, I can:* | Teacher notes |
| Asking rich questions to guide worthy investigations. |  | • generate questions that reflect my curiosity about people and communities and that can’t be answered by a simple yes or no. |  |
| Thinking conceptually. |  | • define some social science concepts and explain how they relate to an investigation. |  |
| Collecting, analysing, and using sources. |  | • use at least two different types of information from a variety of sources |  |
|  | • use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past |  |
|  | • use simple numeracy tools to count, sort, and group my findings. |  |
| Identifying values and perspectives. |  | • say what I think using kind words |  |
|  | • listen to other people’s stories and points of view |  |
|  | • talk about how people do things in different ways and understand that my way is not the only way. |  |
| Thinking critically about the past. |  | • retell a story from the past and talk about how other people might tell it differently |  |
|  | • make observations about how people have acted in the past and how they act today. |  |
| Communicating arguments and ideas using social science conventions. |  | • communicate the information I have sorted about a topic or investigation to others and notice their reaction |  |
|  | • reflect on the communication process I have used and how effectively I have communicated. |  |
| Analysing decisions and taking social action. |  | • work with others to create a social action plan and explain the actions we think are best to take. |  |

**Phase 2 (P2a) – By the end of Year 6 - Social Sciences (SS) – Page 1/4**

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

|  |
| --- |
| Is this used as a Class Checklist: or as a Child’s Coverage Chart: Child/Class name: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Understand*** *(Big ideas)*  Through building knowledge about people, society, and their environments and drawing on the practices of te ao tangata | social sciences, I am deepening my understanding that: | • 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.  • People’s lived experiences have been shaped by the use and misuse of power.  • People hold different perspectives on the world depending on their values, traditions, and experiences.  • People participate in communities by acting on their beliefs and through the roles they hold.  • Interactions change societies and environments. | | | |
| ***Know***  I have built my knowledge about social, economic, and environmental issues for iwi, hapū, and others in the community. I know that… | *Local rohe contexts (LRC) - (list areas below)* | | *National Contexts (NC) - (list areas below)* | |
|  | |  | |
|  | ✓ |  | | Teacher notes |
| **Know**  Culture and collective identity (CCI) |  | - Culture shapes individual and collective identities and creates diversity within societies. | |  |
|  | - People’s cultural practices and relationships can vary but reflect similar purposes. | |  |
|  | Within Aotearoa New Zealand’s histories  - 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. | |  |
|  | Within Aotearoa New Zealand’s histories  - 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. | |  |
|  | Within Aotearoa New Zealand’s histories  Individuals and communities have responded to international conflicts in a range of ways for a range of reasons. | |  |

**Phase 2 (P2b) – By the end of Year 6 – Social Sciences (SS) – Page 2/4**

|  |  |  |  |
| --- | --- | --- | --- |
|  | ✓ |  | Teacher notes |
| Sovereignty, organisation, and government (SOG) |  | - Communities create rules for belonging and systems to maintain order. These rules and systems are not always fair for all people. |  |
|  | Within Aotearoa New Zealand’s histories  - 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. |  |
|  | Within Aotearoa New Zealand’s histories  - 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. |  |
| Place and environment (P&E) |  | - People interact with places, resources, and environments for personal, social, cultural, economic, and spiritual reasons. |  |
|  | - People’s actions can have long-term positive and negative environmental impacts on places, the people who live in them, and the wider world. |  |
|  | Within Aotearoa New Zealand’s histories  - People adapted their technologies and tools to the new environment of Aotearoa New Zealand |  |
| Economic activity (EA) |  | - People and communities buy, sell, and trade in different ways in order to survive and thrive. These transactions can be fair or unfair. |  |
|  | - Consumerism (the increasing consumption of goods) benefits producers and has economic, social, and environmental consequences. |  |
|  | Within Aotearoa New Zealand’s histories  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. |  |

**Phase 2 (P2c) – By the end of Year 6 – Social Sciences (SS) – Page 3/4**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Do*** *(Practices)* | ✓ | *In my learning in Social Sciences, I can:* | Teacher notes |
| Asking rich questions to guide worthy investigations. |  | • ask a range of appropriate questions to help focus an investigation on social issues and ideas. |  |
| Thinking conceptually. |  | • define and explain concepts that are relevant to what I am learning about, using relevant examples. |  |
| Collecting, analysing, and using sources. |  | • use appropriate, relevant sources (e.g., oral stories and written research). |  |
|  | • use historical sources, giving deliberate attention to mātauranga Māori sources, to gather evidence to answer my questions about the past. |  |
|  | • identify views that are missing and note how this may affect my answers. |  |
|  | • use literacy and numeracy tools (e.g., graphic organisers) to sort and group findings. |  |
| Identifying values and perspectives. |  | • state my opinion, reflect on how I formed it, and acknowledge that it is one of many. |  |
|  | • remain open to changing my opinion based on evidence. |  |
|  | • discuss similarities and differences between people’s views and compare these views to my own. |  |
| Thinking critically about the past. |  | • 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. |  |
|  | • identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today. |  |
| Communicating arguments and ideas using social science conventions. |  | • communicate ideas I have sorted into key themes and present them logically, using examples as evidence and social science conventions. |  |
|  | • reflect on the communication process I have used and how effectively I have communicated. |  |
| Analysing decisions and taking social action. |  | • work with others to generate a range of ideas to solve a problem. |  |
|  | • refer to actions others have taken, and the impact they have had, to help justify a social action plan. |  |
|  | • evaluate the outcomes of the actions I have taken with others. |  |

**Phase 2 (P2d) – By the end of Year 6 – Social Sciences (SS) – Page 4/4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Know***  *(Contexts)*  *Links to 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | Managing self | Relating to Others | Participating and Contributing |

**Phase 3 (P3a) – Typically by the end of Year 8 - Social Sciences (SS) – Page 1/4**

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

|  |
| --- |
| Is this used as a Class Checklist: or as a Child’s Coverage Chart: Child/Class name: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Understand*** *(Big ideas)*  Through building knowledge about people, society, and their environments and drawing on the practices of te ao tangata | social sciences, I am deepening my understanding that: | • 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.  • People’s lived experiences have been shaped by the use and misuse of power.  • People hold different perspectives on the world depending on their values, traditions, and experiences.  • People participate in communities by acting on their beliefs and through the roles they hold.  • Interactions change societies and environments. | | | |
| ***Know***  I have built my knowledge about social, economic, and environmental issues for iwi, hapū, and others in the community. I know that… | *Local rohe contexts (LRC) - (list areas below)* | | *National Contexts (NC) - (list areas below)* | |
|  | |  | |
|  | ✓ |  | | Teacher notes |
| **Know**  Culture and collective identity (CCI) |  | - People use different ways to sustain and evolve their culture and identity. | |  |
|  | - People can experience inclusion or exclusion in different situations, which has consequences for them and for society. | |  |
|  | Within Aotearoa New Zealand’s histories  - 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. | |  |
|  | Within Aotearoa New Zealand’s histories  - 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. | |  |
|  | Within Aotearoa New Zealand’s histories  - Advocating for the right to citizenship and respect for difference has contributed to the development of a more diverse nation. | |  |

**Phase 3 (P3b) – Typically by the end of Year 8 – Social Sciences (SS) – Page 2/4**

|  |  |  |  |
| --- | --- | --- | --- |
|  | ✓ |  | Teacher notes |
| Sovereignty, organisation, and government (SOG) |  | - People respond to community challenges or government actions, sometimes acting individually and sometimes organising themselves collectively. |  |
|  | Within Aotearoa New Zealand’s histories  - 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. |  |
|  | Within Aotearoa New Zealand’s histories  - Mana was central to all political and economic relationships in traditional Māori society and has continued to shape internal and external interactions. |  |
|  | Within Aotearoa New Zealand’s histories  - 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. |  |
|  |  |  |  |
| Place and environment (P&E) |  | - People’s connections to places, resources, and environments can generate cooperation or lead to disputes over rights and responsibilities, with differing consequences. |  |
|  | Within Aotearoa New Zealand’s histories  - Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features. |  |
| Economic activity (EA) |  | - Individuals, communities, and societies experience and manage scarcity in different ways and make trade-offs with differing consequences. |  |
|  | Within Aotearoa New Zealand’s histories  Iwi and hapū experimented with new economic opportunities to enhance their mana. In doing so, they built extensive trading networks domestically and with Australia. |  |

**Phase 3 (P3c) – Typically by the end of Year 8 – Social Sciences (SS) – Page 3/4**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Do*** *(Practices)* | ✓ | *In my learning in Social Sciences, I can:* | Teacher notes |
| Asking rich questions to guide worthy investigations. |  | • ask a range of questions that support meaningful investigations into social issues and ideas. |  |
| Thinking conceptually. |  | • make connections between concepts by exploring different contexts. |  |
| Collecting, analysing, and using sources. |  | • gather information from primary and secondary sources, considering their reliability and identifying their limitations. |  |
|  | • 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. |  |
|  | • use literacy and numeracy tools (e.g., graphic organisers) to sort and group findings. |  |
| Identifying values and perspectives. |  | • engage with people in respectful and ethical ways in order to understand their perspectives. |  |
|  | • analyse and categorise people’s values, viewpoints, and perspectives, including my own. |  |
|  | • identify how language and messaging can be used to inform, to misinform, and to position people alongside particular values and perspectives. |  |
| Thinking critically about the past. |  | • 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. |  |
|  | • 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. |  |
| Communicating arguments and ideas using social science conventions. |  | • communicate information, using social science conventions (e.g., graphs and maps), synthesising ideas, making claims supported by evidence, and drawing conclusions. |  |
|  | • communicate with an audience and purpose in mind. |  |
|  | • reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated. |  |

**Phase 3 (P3d) – Typically by the end of Year 8 – Social Sciences (SS) – Page 4/4**

|  |  |  |  |
| --- | --- | --- | --- |
| Analysing decisions and taking social action. |  | • generate ideas with others for possible social actions, using a range of decision making processes. |  |
|  | • justify the social actions I take with others and consider their possible impact, after researching others’ actions and decisions |  |
|  | • evaluate the outcomes of the actions I take with others and the impact they have had. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Know***  *(Contexts)*  *Links to 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | Managing self | Relating to Others | Participating and Contributing |

*Document written: June, 2023. Website:* [*www.therelievingteacher.weebly.com*](http://www.therelievingteacher.weebly.com) *Email:* [*therelievingteacher@gmail.com*](mailto:therelievingteacher@gmail.com)