

**Learning Area Statement**

Through the social sciences, students develop the knowledge and skills to enable them, to: better understand participate in, and contribute to the local, national, and global communities in which they live and work; engage critically with societal issues; and evaluate the sustainability of alternative social, Economic, political, and environmental practices.

Students explore the unique bicultural nature of New Zealand society that derives from the Treaty of Waitangi. They learn about people, places, cultures, histories and the economic works. Within and beyond New Zealand. They develop understanding about how societies are organised and function and how the ways in which people and communities respond are shaped by different perspectives, values and viewpoints. As they explore how others see themselves, students clarify their own identities in relations to their particular heritages and contexts.

**History Achievement Objectives and Indicators**

These provide a framework that teachers may choose to use their programmes to prioritise the contexts used un history and the conceptual tools needed for the study of the past. They are not used to measure understanding of content "... sophisticated historical thinkers ...have made significant progress in understanding both the substance of the past and the ideas (procedures and concepts) necessary to make sense of it".  
Stephane Levesque, *Thinking Historically Educating Students for the 21<sup>st</sup> Century* (Toronto: University of Toronto Press, 2008), 31.

**Curriculum Level 8**

**Achievement Objective 1**

Understand that the causes, consequences and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested

**Indicators**

- Using a range of historical evidence and contexts, the student might do this by:
- sorts with justification historical events to explain their causes
  - sorts with justification historical events to explain their consequences
  - explains how interpretations of historical events are different,
  - explains how and why these interpretations are contested by historians and other commentators
  - can debate historical interpretations

**Curriculum Level 8**

**Achievement Objective 2**

Understand how trends over time reflect social, economic and political forces

**Indicators**

- analysing social, cultural, economic, and political forces
- identifying trends over time
- explaining trends over time
- illustrating how trends have changed over time

**Principles (NZC)**  
Which principle is underpinning this episode of learning

**Brief Explanation**

What are your students telling you formally and informally about their learning?

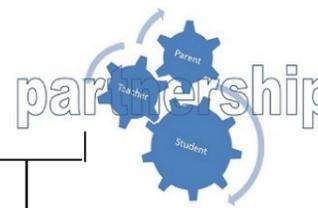


**Learning Outcomes (CG)**  
What are the big idea(s) you want to develop?

Students will be able to:

**Key Concept(s) (CG)**  
What concepts will be explicitly taught / covered in the unit?

whakatoro whānau / whānau engagement

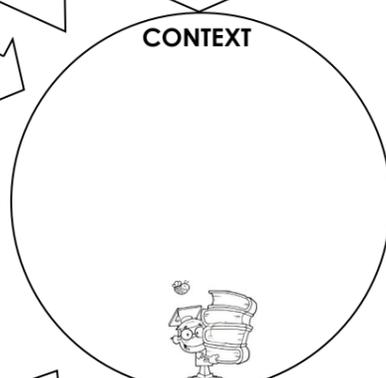


**Values (NZC)**  
Does the context provide an opportunity to encourage specific values?

**Value(s) - brief explanation**

**Key Competencies (NZC)**  
Does the context provide an opportunity to develop key competencies?

**Brief Explanation**



**BES Social Sciences**  
Does the context provide opportunity (ies) to enable BES mechanisms?

**Mechanism — brief explanation**

**Effective pedagogies (NZC)**  
Does the context provide an opportunity to utilize effective pedagogies?

**Brief Explanation**

Te Kōtahitanga Effective Teaching Profile



TĀTAIAKO Cultural Competencies



**Level 2 Achievement Standards**

**Achievement Standard 91434**

Research an historical event or place of significance to New Zealanders, using primary and secondary sources

**Achievement Standard 91435**

Analyse an historical event, or place, of significance to New Zealanders

**Achievement Standard 91436**

Analyse sources of an historical event of significance to New Zealanders

**Achievement Standard 91437**

Analyse different perspectives of a contested event of significance to New Zealanders

**Achievement Standard 91438**

Analyse the causes and consequences of an historical event

**Achievement Standard 91439**

Analyse a significant historical trend and the force(s) that influenced it

