



# Social Sciences

## Overview:

Social Sciences at Collingwood Area school aims to use a social enquiry approach to enable students to develop understandings of people; their actions, attitudes and beliefs and for our students to become responsible, confident and informed participants in a changing society.

### The Social Science Curriculum Document has four strands:

- **Identity, Culture and Organisation** - Students learn about society and communities and how they function; also about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.
- **Place and Environment** - Students learn about how people perceive, represent, interpret, and interact with places and environments. They come to understand the relationships that exist between people and the environment.
- **Continuity and Change** - Students learn about past events, experiences, and actions and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures.
- **The Economic World** - Students learn about the ways in which people participate in economic activities and about the consumption, production, and distribution of goods and services. They develop an understanding of their role in the economy and of how economic decisions affect individuals and communities.

Achievement objectives of Social Studies at levels 1-5 integrate concepts from one or more of the conceptual strands.

## Statement of Belief:

At Collingwood Area School we believe Social Science should:

- ☐ Develop understandings and appreciation of the bi-cultural heritage and multicultural society of Aotearoa New Zealand.
- ☐ Develop empathy and sensitivity towards others, relating what they learn to real life.
- ☐ Develop an awareness of the ways in which students can contribute to their own community and the wider community.
- ☐ Examine the ways in which people from diverse cultures, times and places meet their needs.
- ☐ Broaden students' understanding of the environment and resources.
- ☐ Develop an interest and understanding of events and issues occurring in the world in which we live.
- ☐ Provide children with opportunities to develop appropriate skills and knowledge.

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## Organisation and Planning

- The basis for organizing and planning is the **NZ Social Science Curriculum** document.
- Individual teachers prioritise the **specific learning areas and strands** to ensure that identified learning needs of their students are met.
- Teachers address the particular **achievement objectives** in each strand relevant to the class needs and abilities.
- Students will have exposure to each of the Achievement Objectives and the four strands for their level over a two year period.
- Learning in Social Science will support the development of the **Key Competencies and Values** in the NZ Curriculum.
- Social Science inquiries will often be integrated with other curriculum areas, where there is a natural connection.

## Effective Teaching and Learning:

Teachers will use the Effective Pedagogy section of the curriculum to develop a range of approaches to support student learning.

### The four key mechanisms are:

- Connection (make connection to student's lives)
- Interest (design experiences that interest students)
- Alignment (align experiences to important outcomes)
- Community (build & sustain a learning community)

## Achievement, Assessment and Monitoring:

- Teachers will use a range of procedures to improve student learning needs and curriculum delivery.
- Data entry of objective and strands covered over a two year period will ensure coverage of the NZ Curriculum Social Science requirements.

## Social Studies Curriculum Years 1-10

(NCEA Level 1-3 not currently offered at Collingwood Area School)

Year Level	Yr 1
<b>Achievement Objectives</b>  <i>Beginning Level 1</i>	<p>Students will gain knowledge, skills, and experience to:</p> <ul style="list-style-type: none"> <li>● Understand how belonging to groups is important for people.</li> <li>● Understand that people have different roles and responsibilities as part of their participation in groups.</li> <li>● Understand how the past is important to people.</li> <li>● Understand how places in New Zealand are significant for individuals and groups.</li> <li>● Understand how the cultures of people in New Zealand are expressed in their daily lives.</li> </ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"> <li>● Myself and My Family - every year</li> <li>● Belonging - e.g. another culture</li> <li>● Classroom rules/ Treaty of Waitangi - every year</li> <li>● Anzac</li> <li>● Grandparents - life in the past e.g. family stories</li> <li>● Cultural games</li> <li>● Important and special places</li> <li>● Celebrations</li> <li>● Conservation</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher OTJ (Overall Teacher Judgement)</li> <li>● Self/Peer Assessment or reflections</li> </ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Think/pair/share</li> <li>● Whole class Inquiry</li> <li>● Role play</li> <li>● High visual aids to support written word (Dvd, posters, photos)</li> <li>● Hands-on learning experiences</li> <li>● Guest speakers</li> <li>● Visits to local places</li> <li>● Linking topics to key competencies</li> <li>● Scaffolded learning tasks</li> <li>● Growth Mindset</li> <li>● *SOLO <a href="https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/">https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/</a></li> </ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>● Visits to the Marae, museum &amp; places of interest</li> <li>● Friends and family</li> <li>● Local visitors and guest speakers, iwi support person, historians</li> </ul>

<b>Year Level</b>	<b>Yr 2</b>
<b>Achievement Objectives At Level 1</b>	<p><i>Students will gain knowledge, skills, and experience to:</i></p> <ul style="list-style-type: none"> <li>• Understand that people have social, cultural, and economic roles, rights, and responsibilities.</li> <li>• Understand how people make choices to meet their needs and wants.</li> <li>• Understand how cultural practices reflect and express people’s customs, traditions, and values.</li> <li>• Understand how time and change affect people’s lives.</li> <li>• Understand how places influence people and people influence places.</li> <li>• Understand how people make significant contributions to New Zealand’s society.</li> <li>• Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.</li> </ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"> <li>• Anzac</li> <li>• Grandparents/ family history</li> <li>• Cultural games of the past</li> <li>• Important local places</li> <li>• Conservation</li> <li>• Celebrations including Matariki</li> <li>• Rights and Responsibilities</li> <li>• Te marae</li> <li>• Farming/ work</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher OTJ (Overall Teacher Judgement)</li> <li>• Self/Peer Assessment or reflections</li> </ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>• Think/pair/share</li> <li>• School resources</li> <li>• Inquiry</li> <li>• Teacher modelling</li> <li>• High visual aids to support written word (Dvd, posters, photos)</li> <li>• Linking key competencies to topics</li> <li>• role play</li> </ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>• Visits to the Marae, museum &amp; places of interest</li> <li>• Friends and family</li> <li>• Local historians</li> <li>• Local visits and guest speakers, iwi support person</li> </ul>

<b>Year Level</b>	<b>Yr 3</b>
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<b>Achievement Objectives</b> <i>Beginning Level 2</i>	<p><i>Students will gain knowledge, skills, and experience to:</i></p> <ul style="list-style-type: none"> <li>● Understand that people have social, cultural, and economic roles, rights, and responsibilities.</li> <li>● Understand how people make choices to meet their needs and wants.</li> <li>● Understand how cultural practices reflect and express people’s customs, traditions, and values.</li> <li>● Understand how time and change affect people’s lives.</li> <li>● Understand how places influence people and people influence places.</li> <li>● Understand how people make significant contributions to New Zealand’s society.</li> <li>● Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.</li> </ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"> <li>● Anzac</li> <li>● Grandparents/ family history</li> <li>● Cultural games of the past</li> <li>● Important local places</li> <li>● Conservation</li> <li>● Celebrations including Matariki</li> <li>● Rights and Responsibilities</li> <li>● Te marae</li> <li>● Farming/ work</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Self/Peer Assessment and reflection</li> <li>● End of unit assessment. Teacher OTJ (Overall Teacher Judgement)., rubric or matrix</li> </ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Think/pair/share</li> <li>● Hands-on learning experiences</li> <li>● School resources</li> <li>● Inquiry</li> <li>● Teacher modelling</li> <li>● High visual aids to support written word (Dvd, posters, photos)</li> <li>● Linking key competencies to topics</li> <li>● Scaffolded learning tasks.</li> <li>● Growth Mindset</li> <li>● * SOLO <a href="https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/">https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/</a></li> </ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>● Visits to the Marae, museum &amp; places of interest</li> <li>● Friends and family</li> <li>● Local historians</li> <li>● Local visits and guest speakers, iwi support person</li> </ul>

<b>Year Level</b>	<b>Yr 4</b>
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<b>Achievement Objectives</b> <b>At Level 2</b>	<i>Students will gain knowledge, skills, and experience to:</i> <ul style="list-style-type: none"> <li>● Understand that people have social, cultural, and economic roles, rights, and responsibilities.</li> <li>● Understand how people make choices to meet their needs and wants.</li> <li>● Understand how cultural practices reflect and express people’s customs, traditions, and values.</li> <li>● Understand how time and change affect people’s lives.</li> <li>● Understand how places influence people and people influence places.</li> <li>● Understand how people make significant contributions to New Zealand’s society.</li> <li>● Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.</li> </ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"> <li>● Anzac</li> <li>● Family history/ culture</li> <li>● Important or special places</li> <li>● Treaties, Roles, Rights, Responsibilities</li> <li>● Beliefs and rituals</li> <li>● Matariki</li> <li>● Countries and cultures</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● End of unit assessment. Teacher OTJ (Overall Teacher Judgement)</li> <li>● Self/Peer Assessment, reflections based on agreed success criteria</li> </ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Guided Inquiry using scaffolded thinking e.g. Solo</li> <li>● Collaborative research and reporting</li> <li>● Research skills e.g. triangulation</li> <li>● Hands-on learning experiences</li> <li>● Teacher modelling</li> <li>● High visual aids to support written word (Dvd, posters, photos)</li> <li>● Linking topics to key competencies.</li> <li>● Scaffolded learning tasks.</li> <li>● Growth Mindset</li> <li>● * SOLO <a href="https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/">https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/</a></li> </ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>● The Marae, museum &amp; places of interest</li> <li>● Friends and family</li> <li>● Experts from our community</li> <li>● Local visits and guest speakers, iwi support person</li> <li>● Community service - taking action</li> </ul>

<b>Year Level</b>	<b>Yr 5</b>
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<b>Achievement Objectives</b> <i>Beginning Level 3</i>	<i>Students will gain knowledge, skills, and experience to:</i> <ul style="list-style-type: none"> <li>● Understand how groups make and implement rules and laws.</li> <li>● Understand how cultural practices vary but reflect similar purposes.</li> <li>● Understand how people view and use places differently.</li> <li>● Understand how people make decisions about access to and use of resources.</li> <li>● Understand how people remember and record the past in different ways.</li> <li>● Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.</li> <li>● Understand how the movement of people affects cultural diversity and interaction in New Zealand.</li> </ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"> <li>● Anzac</li> <li>● Cultural Differences</li> <li>● Important or special places around the world</li> <li>● Treaties, Roles, Rights, Responsibilities - Waitangi</li> <li>● Matariki</li> <li>● Migration</li> <li>● Famous people - leadership, role models</li> <li>● Tourism - local and global</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● End of unit assessment. Teacher OTJ (Overall Teacher Judgement) - task related</li> <li>● Self/Peer Assessment, reflections based on agreed success criteria</li> </ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Guided then individual inquiries</li> <li>● Collaborative research and reporting</li> <li>● Research skills</li> <li>● Teacher modelling of steps of inquiry</li> <li>● High visual aids to support written word (Dvd, posters, photos)</li> <li>● ICT skills</li> <li>● Linking topics to key competencies.</li> <li>● Scaffolded learning tasks.</li> <li>● Growth Mindset</li> <li>● * SOLO <a href="https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/">https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/</a></li> </ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>● The Marae, museum &amp; places of interest</li> <li>● Friends and family</li> <li>● Experts from our community</li> <li>● Local visits and guest speakers, iwi support person</li> <li>● Community service - taking action</li> </ul>

<b>Year Level</b>	<b>Yr 6</b>
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<b>Achievement Objectives</b> <b>Level 3</b>	<i>Students will gain knowledge, skills, and experience to:</i> <ul style="list-style-type: none"> <li>● Understand how groups make and implement rules and laws.</li> <li>● Understand how cultural practices vary but reflect similar purposes.</li> <li>● Understand how people view and use places differently.</li> <li>● Understand how people make decisions about access to and use of resources.</li> <li>● Understand how people remember and record the past in different ways.</li> <li>● Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.</li> <li>● Understand how the movement of people affects cultural diversity and interaction in New Zealand.</li> </ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"> <li>● Anzac</li> <li>● Cultural Differences</li> <li>● Important or special places around the world</li> <li>● Treaties, Roles, Rights, Responsibilities - Waitangi</li> <li>● Matariki</li> <li>● Migration</li> <li>● Famous people - leadership, role models</li> <li>● Tourism - local and global</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● End of unit assessment. Teacher OTJ (Overall Teacher Judgement) - task related</li> <li>● Self/Peer Assessment, reflections based on agreed success criteria</li> </ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Guided then individual inquiries</li> <li>● Collaborative research and reporting</li> <li>● Research skills</li> <li>● Teacher modelling of steps of inquiry</li> <li>● High visual aids to support written word (Dvd, posters, photos)</li> <li>● ICT skills</li> <li>● Linking topics to key competencies.</li> <li>● Scaffolded learning tasks.</li> <li>● Growth Mindset</li> <li>● * SOLO <a href="https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/">https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/</a></li> </ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>● The Marae, museum &amp; places of interest</li> <li>● Friends and family</li> <li>● Experts from our community</li> <li>● Local visits and guest speakers, iwi support person</li> <li>● Community service - taking action</li> </ul>

<b>Year Level</b>	<b>Yr 7</b>
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<p><b>Achievement Objectives</b> <i>Beginning Level 4</i></p>	<p><i>Students will gain knowledge, skills, and experience to:</i></p> <ul style="list-style-type: none"> <li>● Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.</li> <li>● Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</li> <li>● Understand how exploration and innovation create opportunities and challenges for people, places, and environments.</li> <li>● Understand that events have causes and effects.</li> <li>● Understand how producers and consumers exercise their rights and meet their responsibilities.</li> <li>● Understand how formal and informal groups make decisions that impact on communities.</li> <li>● Understand how people participate individually and collectively in response to community challenges.</li> </ul>
<p><b>Possible Topics</b></p>	<ul style="list-style-type: none"> <li>● Anzac</li> <li>● Treaty of Waitangi</li> <li>● Other Countries</li> <li>● Local Government</li> <li>● Disasters</li> <li>● Business</li> <li>● General election</li> </ul>
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Formative assessment. Teacher OTJ (Overall Teacher Judgement)</li> <li>● Peer/Self-Assessment - reflection, evaluation and student feedback</li> </ul>
<p><b>Teaching Strategies</b></p>	<ul style="list-style-type: none"> <li>● Think/pair/share</li> <li>● School resources</li> <li>● Inquiry</li> <li>● Teacher modelling</li> <li>● High visual aids to support written word (Dvd, posters, photos)</li> <li>● Linking topics to key competencies</li> <li>● Scaffolded learning tasks.</li> <li>● Growth Mindset</li> <li>● * SOLO <a href="https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/">https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/</a></li> </ul>
<p><b>Community Support Ideas</b></p>	<ul style="list-style-type: none"> <li>● The Marae, museum &amp; places of interest</li> <li>● Friends and family</li> <li>● Local historians</li> <li>● DOC</li> <li>● TDC</li> </ul>

<b>Year Level</b>	<b>Yr 8</b>
<b>Achievement Objectives</b> <i>At Level 4</i>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.</li> <li>• Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</li> <li>• Understand how exploration and innovation create opportunities and challenges for people, places, and environments.</li> <li>• Understand that events have causes and effects.</li> <li>• Understand how producers and consumers exercise their rights and meet their responsibilities.</li> <li>• Understand how formal and informal groups make decisions that impact on communities.</li> <li>• Understand how people participate individually and collectively in response to community challenges.</li> </ul>
<b>Possible Topics (may be integrated)</b>	<ul style="list-style-type: none"> <li>• Anzac</li> <li>• Treaty of Waitangi</li> <li>• Other Countries</li> <li>• Leadership</li> <li>• Local Government</li> <li>• Disasters</li> <li>• Business</li> <li>• Career education</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative assessment. Teacher OTJ (Overall Teacher Judgement)</li> <li>• Peer/Self-Assessment - reflection, evaluation and student feedback</li> </ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>• Think/pair/share</li> <li>• School resources</li> <li>• Inquiry</li> <li>• Teacher modelling</li> <li>• High visual aids to support written word (Dvd, posters, photos)</li> <li>• Linking key competencies.</li> <li>• Scaffolded learning tasks.</li> <li>• Growth Mindset</li> <li>• * SOLO <a href="https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/">https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/</a></li> </ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>• The Marae, museum &amp; places of interest</li> <li>• Friends and family</li> <li>• Local historians</li> <li>• DOC</li> <li>• TDC</li> <li>• Community service -taking action</li> </ul>

Year Level	Yr 9
<b>Achievement Objectives</b> <i>Beginning Level 5</i>	<p><i>Students will gain knowledge, skills, and experience to:</i></p> <ul style="list-style-type: none"> <li>● Understand how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system.</li> <li>● Understand how the Treaty of Waitangi is responded to differently by people in different times and places.</li> <li>● Understand how cultural interaction impacts on cultures and societies.</li> <li>● Understand that people move between places and how this has consequences for the people and the places.</li> <li>● Understand how economic decisions impact on people, communities, and nations.</li> <li>● Understand how people’s management of resources impacts on environmental and social sustainability.</li> <li>● Understand how the ideas and actions of people in the past have had a significant impact on people’s lives.</li> <li>● Understand how people seek and have sought economic growth through business, enterprise, and innovation.</li> <li>● Understand how people define and seek human rights.</li> </ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"> <li>● Anzac</li> <li>● Fair Trade</li> <li>● Animal and Human Rights.</li> <li>● Natural Resources.</li> <li>● Treaty of Waitangi</li> <li>● Awesome NZ attractions.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Presentations</li> <li>● Formative, end of unit assessment by teacher</li> <li>● Student reflection</li> <li>● Peer assessment.</li> </ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Group work</li> <li>● Teacher modelling</li> <li>● High use of visual aids to support reading materials (photo’s, youtube,)</li> <li>● Use of ICT to promote inquiry learning and sharing.</li> <li>● Teacher relates teaching material to Key Competencies.</li> <li>● Scaffolded learning tasks.</li> <li>● Growth Mindset</li> <li>● *SOLO <a href="https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/">https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/</a></li> </ul>

<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>● The Marae, museum &amp; places of interest</li> <li>● Friends and family</li> <li>● Local historians</li> <li>● Global partnerships and connections in international community.</li> </ul>
<b>Year Level</b>	<b>Yr 10</b>
<b>Achievement Objectives</b>  <i>At Level 5</i>	<p><i>Students will gain knowledge, skills, and experience to:</i></p> <ul style="list-style-type: none"> <li>● Understand how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system.</li> <li>● Understand how the Treaty of Waitangi is responded to differently by people in different times and places.</li> <li>● Understand how cultural interaction impacts on cultures and societies.</li> <li>● Understand that people move between places and how this has consequences for the people and the places.</li> <li>● Understand how economic decisions impact on people, communities, and nations.</li> <li>● Understand how people’s management of resources impacts on environmental and social sustainability.</li> <li>● Understand how the ideas and actions of people in the past have had a significant impact on people’s lives.</li> <li>● Understand how people seek and have sought economic growth through business, enterprise, and innovation.</li> <li>● Understand how people define and seek human rights.</li> </ul>
<b>Possible Topics</b>	<p>Due to the structure of the school and combined classes, CAS works on a bi-annual scheme of work and planning</p> <ul style="list-style-type: none"> <li>● Anzac</li> <li>● Fair Trade</li> <li>● Animal and Human Rights.</li> <li>● Natural Resources.</li> <li>● Treaty of Waitangi</li> <li>● Awesome NZ attractions.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Presentations</li> <li>● Formative end of unit assessment by teacher</li> <li>● Student reflection</li> <li>● Peer assessment.</li> </ul>

<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Thinking levels to encourage Inquiry learning</li> <li>● Group work</li> <li>● Teacher modelling</li> <li>● High use of visual aids to support reading materials (photo's, YouTube,)</li> <li>● Use of ICT to promote <u>inquiry</u> learning and sharing.</li> <li>● Teacher relates teaching material to key competencies.</li> <li>● Scaffolding of learning tasks.</li> <li>● Growth Mindset</li> <li>● *SOLO <a href="https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/">https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/</a></li> </ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>● The Marae, museum &amp; places of interest</li> <li>● Friends and family</li> <li>● Local historians</li> <li>● Global partnerships and connections in international community.</li> <li>● EOTC e.g. The "Histrionics"</li> </ul>

<b>Year Level</b>	<b>Yr 11</b>
<b>Skills</b>	<p>By the end of Year 11 students will be able to:</p> <ul style="list-style-type: none"> <li>● Describe aspects of a geographic topic at a global scale.</li> <li>● Demonstrate understanding of different perspectives of people in an historical event of significance, to New Zealanders</li> <li>● Apply concepts and basic geographic skills to demonstrate understanding of a given environment.</li> <li>● Conduct a social inquiry</li> <li>● Interpret sources of an historical event of significance to New Zealanders.</li> </ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"> <li>● Global Pandemic</li> <li>● Social Networking</li> <li>● Desegregation at Little Rock High School</li> <li>● Interpreting Historical Sources</li> <li>● Understanding basic Geographic skills (Map skills)</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● End of term reports to parents.</li> <li>● Internally assessed work.</li> <li>● Externally assessed work.</li> </ul>
<b>NCEA Terminology</b>	<ul style="list-style-type: none"> <li>● <b>Describe, apply, conduct, interpret</b></li> </ul>

<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Inquiry</li> <li>● Teacher modelling and repetition.</li> <li>● Group work.</li> <li>● Differentiated groups.</li> <li>● Peer learning.</li> <li>● High visual aids to support written word (Dvd, posters, photos)</li> </ul> <p>(Linking topics to key competencies)</p> <p>*SOLO <a href="https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/">https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/</a></p>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>● Local places of interest ( museum, Mt Burnett, Graveyard)</li> <li>● Friends and family</li> <li>● Local historians</li> <li>● International community online.</li> </ul>

<b>Year Level</b>	<b>Yr 12</b>
<b>Skills</b>	<p>By the end of Year 12 students will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of a large natural environment</li> <li>● Demonstrate understanding of an urban pattern.</li> <li>● Apply geographic concepts and skills to demonstrate understanding of a given environment.</li> <li>● Examine an historical event or place that is of significance to New Zealanders</li> <li>● Examine sources of an historical event that is of significance to New Zealanders.</li> <li>● Interpret different perspectives of people in an historical event that is of significance to New Zealanders.</li> </ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"> <li>● Deserts</li> <li>● Wellington City</li> <li>● Map skills</li> <li>● Interpreting Historical Sources</li> <li>● Local History</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● End of term reports to parents.</li> <li>● Internally assessed work.</li> <li>● Externally assessed work.</li> </ul>
<b>NCEA Terminology</b>	<ul style="list-style-type: none"> <li>● <b>Examine</b> and <b>Interpret</b>.</li> </ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Inquiry</li> <li>● Teacher modelling and repetition.</li> <li>● Group work.</li> <li>● Differentiated groups.</li> <li>● Peer learning.</li> <li>● High visual aids to support written word (Dvd, posters, photos)</li> </ul> <p>(Linking topics to key competencies)</p>

	<ul style="list-style-type: none"> <li>● SOLO*</li> </ul>
<b>Community Support Ideas</b>	Local places/historians/international community online.

<b>Year Level</b>	<b>Yr 13</b>
<b>Skills</b>	<p>By the end of Year 13 students will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment.</li> <li>● Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills</li> <li>● Conduct geographic research with consultation.</li> <li>● Research an historical event or place of significance to New Zealanders, using primary and secondary sources</li> <li>● Analyse evidence relating to an historical event of significance to New Zealanders.</li> <li>● Analyse the causes and consequences of a significant historical event.</li> </ul>
<b>Possible Topics</b>	<ul style="list-style-type: none"> <li>● South Island geography Fiordland to Glaciers</li> <li>● Inquiry research – field trip</li> <li>● Interpreting Historical Sources</li> <li>● Map skills</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● End of term reports to parents.</li> <li>● Internally assessed work.</li> <li>● Externally assessed work.</li> </ul>
<b>NCEA Terminology</b>	<ul style="list-style-type: none"> <li>● <b>Research, analyse</b></li> </ul>

<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Inquiry</li> <li>● Teacher modelling and repetition.</li> <li>● Group work.</li> <li>● Field work</li> <li>● Differentiated groups.</li> <li>● Peer learning.</li> <li>● High visual aids to support written word (Dvd, posters, photos)</li> <li>● SOLO *</li> </ul>
<b>Community Support Ideas</b>	<ul style="list-style-type: none"> <li>● Local places of interest (museum, Mt Burnett, Graveyard) /local historian/international community.</li> </ul>

<b>*SOLO</b>	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>● Identify</li> <li>● Describe</li> <li>● Name</li> <li>● Follow simple procedure</li> <li>● Sequence</li> <li>● Compare and Contrast</li> <li>● Question</li> <li>● Organise</li> <li>● Explain causes</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>● Explain effects</li> <li>● Analyse</li> <li>● Apply</li> <li>● Predict</li> <li>● Reflect</li> <li>● Evaluate</li> <li>● Argue</li> <li>● Justify</li> </ul> </td> </tr> </table> <p style="text-align: center; margin-top: 20px;"> <a href="https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/">*https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/</a> </p>	<ul style="list-style-type: none"> <li>● Identify</li> <li>● Describe</li> <li>● Name</li> <li>● Follow simple procedure</li> <li>● Sequence</li> <li>● Compare and Contrast</li> <li>● Question</li> <li>● Organise</li> <li>● Explain causes</li> </ul>	<ul style="list-style-type: none"> <li>● Explain effects</li> <li>● Analyse</li> <li>● Apply</li> <li>● Predict</li> <li>● Reflect</li> <li>● Evaluate</li> <li>● Argue</li> <li>● Justify</li> </ul>
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