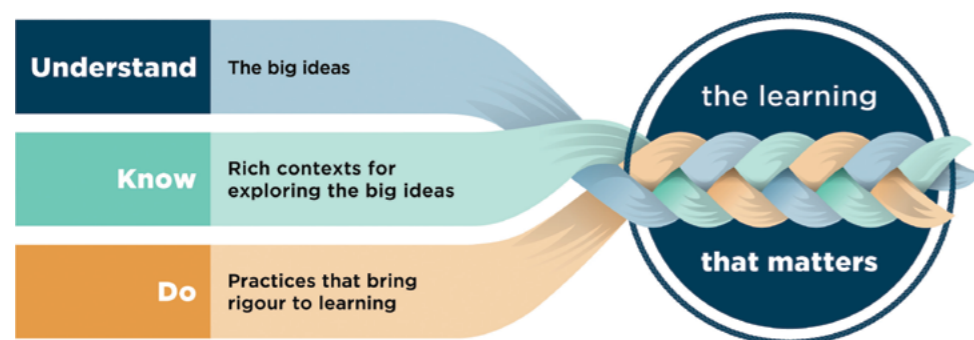


Te Mātaiāho Te ao tangata | Social sciences *Progression in Action*

Years 4–6 and Years 7–8



The Māori Enterprise and Trade Progression in Action is part of a broader unit exploring how people and communities buy, sell, and trade in different ways in order to survive and thrive. These transactions can be fair or unfair.

The focus on Māori Enterprise and Trade was selected to help ākonga understand how Māori adapted to new ideas, skills, and knowledge of enterprise and trade to survive and thrive in their local communities, country, and the Pacific. It highlights how Māori trade flourished when they had possession and access to their lands and other resources. It explores the need for iwi to unite and protect resources through He Whakaputanga o te Rangatiratanga o Nu Tirenī - The Declaration of Independence and combat unfair transactions.

In this phase of learning, the focus shifts from how people make decisions based on what they have and their needs and wants, and to provide for themselves and others (y1-3) to how people and communities buy, sell, and trade in different ways in order to survive and thrive (y4-6).

The Progression in Action represents a slice of learning at the end of a phase. Topics in this phase reflect the critical focus: Expanding horizons of knowledge and collaboration.

This Progression in Action includes:

- a **topic** overview - describing how ākonga can broaden and deepen their understandings of the big ideas through relevant Know contexts and Do practices
- a **task** description - explaining how one task, near the end of the topic, supports ākonga progress through the understand, Know and Do elements

- **ākonga responses** - showing how the Understand, Know, and Do elements work together, and how to recognise and respond to take learning towards the next progress outcome.

By comparing this Progression in Action with the one for the next progress outcome you can see:

- the cumulative progress, breadth, and depth of topic and task design
- what ākonga are expected to Understand, Know, and Do from one phase of learning to the next.

By viewing them as a set from Year 1-10 you can see the cumulative progression across the phases of the learner pathway.

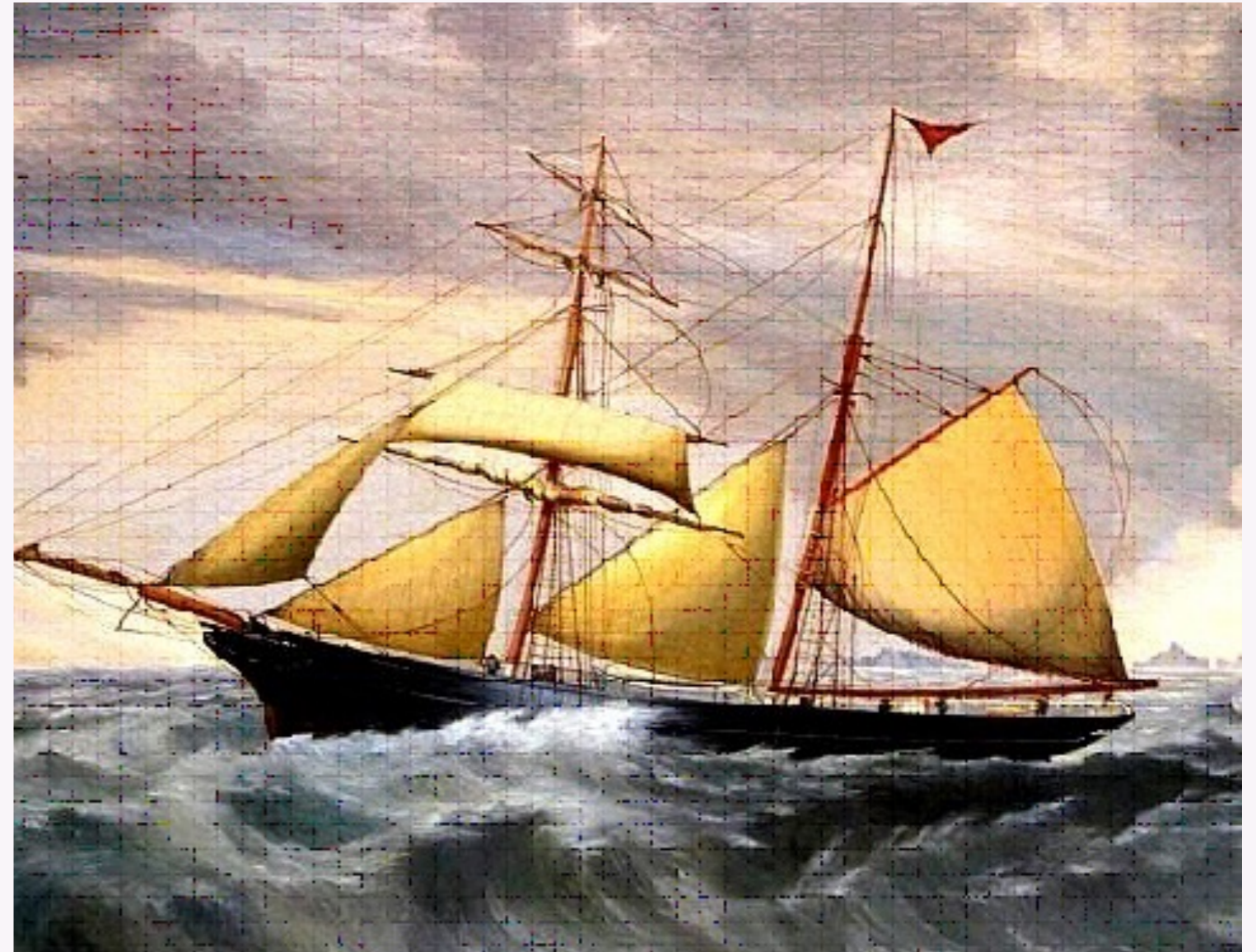


Image attribution: [As Māori trade expanded to exporting goods to Australia ships were acquired by Māori to fulfil their commercial endeavours.](#)

Understand

Ākonga will build their understanding of the big ideas by exploring:

- Māori history is the **foundational** and **continuous** history of Aotearoa New Zealand
- how different Māori iwi and hapū **participated** in their communities through enterprise and trade and **acted on their beliefs** about how resources should be accessed and managed
- how people's lived **experiences** have been shaped by the use and misuse of **power**.

Know

Ākonga will build their knowledge of the local and national context: **Ngā mahinga ohaoha | Economic activity**

- People and communities buy, sell, and trade in different ways in order to survive and thrive. These transactions can be fair or unfair.

Over time Māori developed relationships with settlers. The Māori trade and enterprise topic provides opportunities for ākonga to explore the ways Māori tribes embraced new knowledge and resources to survive and thrive. Māori developed systems of trade across Aotearoa, Australia, and the Pacific. Māori Enterprise and Trade was at its height when Māori tribes had ownership and control of their whenua.

Do

Ākonga will develop their inquiry practices by:

- **collecting, analysing, and using a range of sources** to gather historical information about Māori enterprise and trading
- **identifying values and perspectives** of Māori tribes, traders, settlers, and missionaries stating their opinion, reflecting on how they formed it, and acknowledging that it is one of many
- **communicating ideas** from key themes and presenting them logically, **using** examples as evidence and **social science conventions**.

Years 4–6 task:
Values and perspectives

Ensuring fair transactions

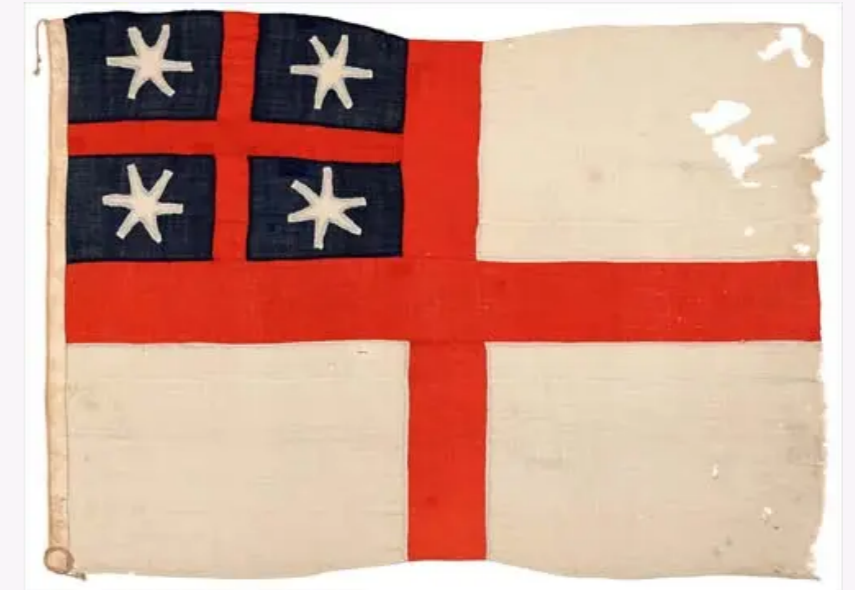
To set up this task, ākonga accessed a variety of resources about Māori enterprise and trading and drew on the stories and experiences of people within their community, including whānau, hapū, and iwi.

This is part of a broader topic examining how people and communities buy, sell, and trade in different ways in order to survive and thrive; and the fairness of these transactions. Prior to the activity, ākonga explored the history of bartering and trading in Aotearoa, the issues and conflicts that arose, and how those problems were responded to. Ākonga engaged with key concepts, including understanding how the experiences and perspectives of Māori and settlers impacted economic activity and their ability to survive and thrive.

Ākonga:

- identify and share the perspective of one person who was present at the signing of Te Tiriti o Waitangi or He Whakaputanga o te Rangatiratanga o Niu Tīreni – The Declaration of Independence of New Zealand
- reflect on why these documents were needed to ensure transactions were fair and the rights of Māori were protected.

Ākonga were given choice around how they shared their knowledge and understanding.



Understand

How the task supports progress in the big ideas in the topic

Understanding our shared history and identity is critical to how we view ourselves in the past, present, and future. Māori and settlers' experiences were shaped by the use and misuse of power. For example, land ownership or alienation have affected people's well-being and their ability to survive and thrive.

Know

How the task supports progress in the topic through the Know contexts

The task requires ākonga to consider the perspectives of others and how the use and misuse of power led to fair or unfair transactions. The task also encouraged ākonga to identify how people took action to resolve issues.

Do

To complete the task ākonga **collect and analyse** a range of historical information about Māori enterprise and trading from their local communities and nationally.

They use graphic organisers such as timelines and tables to sort and group their findings about Māori enterprise and trading.

Ākonga **identify values and perspectives** of different groups regarding trade and transactions and explain the reasons for conflict and the need for the Declaration of Independence.

Notice and recognise how ākonga responses show Understand, Know, and Do working together

Ākonga show that they **Understand** that Māori history highlights how local iwi and hapū have played an important part in their communities through the roles they held over time as traders and enterprisers. They identified that the experiences of these iwi and hapū were affected by the use and misuse of power.

They **Know** that early Māori communities were successful places for buying, selling, and trading and that many iwi thrived through their economic enterprises. They also know that at times some of the transactions were unfair and so steps were taken to address this.

Ākonga can **Do** the following:

Collect, analyse, and use sources

Ākonga gathered information from a range of sources about Māori enterprise and trading and used this to inform their thinking.

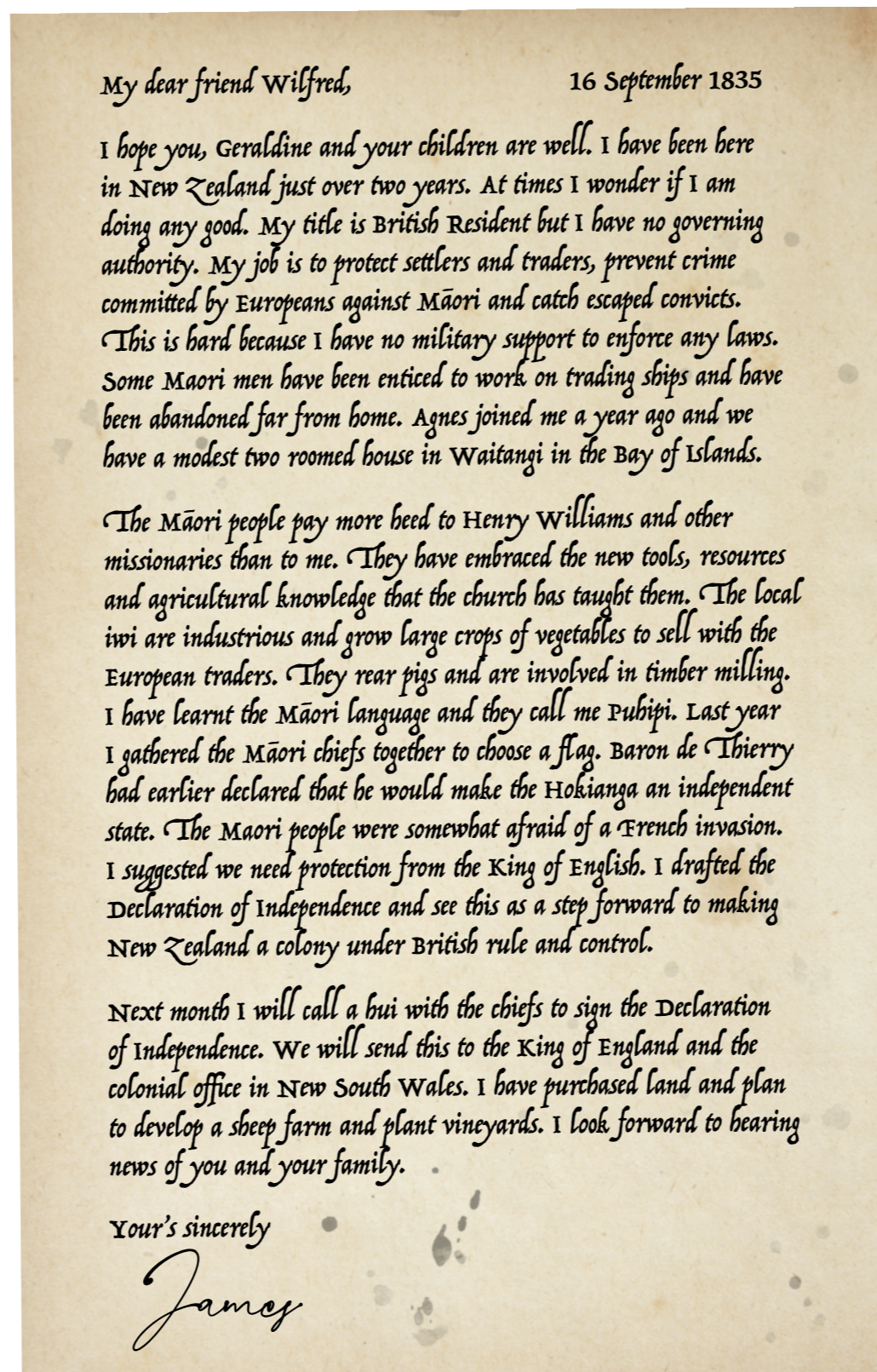
Identify values and perspectives

Ākonga identified the perspective of one of the groups, and described that perspective by detailing the events that led to it being formed.

Communicate arguments and ideas using social science conventions

Ākonga communicated their ideas, sorted them into key themes, and presented them logically using examples to highlight their point.

Ākonga response 1: Letter from James Busby to a relative



What are the kaiako and ākonga responses that will take learning toward the next Progress Outcome

Ways that ākonga could deepen their understanding, knowledge, and inquiry practices in Years 7 and 8 include:

Understand: deepen their understanding of how the use and misuse of power can shape people's lived experiences and consider how these interactions can change societies and environments.

Know: when people and communities buy, sell, and trade they experience and manage scarcity in different ways, and make trade-offs with differing consequences.

Do: Collecting, analysing and using sources: Gather information from primary and secondary sources, considering their reliability and identifying their limitations.

Identifying values and perspectives: Analyse and categorise people's values, viewpoints, and perspectives, including their own.

Communicating arguments and ideas using social science conventions: Continue to communicate information using social science conventions and also with an audience in mind and reflect on the strengths and limitations of the communication process they have used and how effectively they have communicated.

Ākonga 2 response: Interview recording

What is 'He Whakaputanga'?

It is the Declaration of Independence of New Zealand. It is an official document made up of 4 parts saying that we the Te Whakaminenga o ngā hapū o Nu Tirenī, the United Tribes of New Zealand are an independent nation and have mana or authority over our lands.

It expresses that we, Te Whakaminenga have rangatiratanga or chiefly authority over our lands and we will not allow foreigners to make laws unless they are appointed by us to carry them out.

We agreed to gather every year in Autumn at Waitangi to establish laws to bring justice and peace. We want to stop wrongdoing and ensure trading is fair. We also invited the southern tribes to unite with us to protect our lands.

We agreed that a written copy of our declaration would be sent to the King William IV of England to show our appreciation for his approval of our flag. Because we have shown friendship and care for the Pākehā people who have come to our country to trade we asked that the King be our protector.

Who wrote the Declaration of Independence?

James Busby drafted the Declaration of Independence and called a hui at Waitangi where he lived. Henry Williams wrote He Whakaputanga in Te Reo Māori. We signed the Māori copy.

Who signed the Declaration of Independence?

Myself and 33 other rangatira signed it on 28th October 1835. Another 18 chiefs have also now signed He Whakaputanga.

What events led to the signing of the Declaration of Independence?

In 1831, I was one of the 13 Ngāpuhi chiefs who wrote a letter of petition to King William IV of the United Kingdom to seek protection. We thought there was going to be a French invasion because Frenchman Baron Charles de Thierry had announced that was going to set up an independent state in Hokianga. With many trading ships entering the settlement of Kororāreka there was drunken behaviour and lawlessness. We had no authority over the settlers coming from other countries and wanted the help of the British government to keep their people under control.

We were also trading and exporting crops to Australia. International law states that we must fly our country's national flag or we may be considered pirates and have our goods seized. In 1834 we chose a flag to represent our nation. It was called Te Kara, the United Tribes flag.

What are your hopes for the future for your people?

I want to continue trading with the European people. I want my people to be healthy, prosperous, and live peacefully alongside our Pākehā neighbours.





The *Caring for our taonga in Aotearoa* Progression in Action is part of a broader unit exploring how individuals, communities, and societies experience and manage scarcity in different ways and make trade-offs with differing consequences.

The focus on whales was chosen after ākonga initiated conversations had taken place in class due to a news report they had seen about whales being found stranded on a beach in Aotearoa New Zealand. It gave ākonga the opportunity to compare the use of a resource across time. First through the whaling industry in Aotearoa in the 19th century and then through the whale watching industry this century. By seeing how the same resource had been used in different ways, ākonga were able to reflect on the importance of sustainable business practices and explore how scarce resources could be managed in different ways with differing consequences.

In this phase of learning, the focus shifts from how people and communities buy, sell, and trade in different ways in order to survive and thrive (y4–6) to how people and communities experience and manage scarcity in different ways and make trade-offs with differing consequences (y7–8).

The Progression in Action represents a slice of learning at the end of a phase. Topics in this phase reflect the critical focus: Knowing I belong and advocating for self and others.

This Progression in Action includes:

- a **topic** overview – describing how ākonga can broaden and deepen their understandings of the big ideas through relevant know contexts and do practices
- a **task** description – explaining how one task, near the end of the topic, supports ākonga progress through the understand, know and do elements
- **ākonga responses** – showing how the Understand, Know, and Do elements work together, and how to recognise and respond to take learning towards the next progress outcome.





Understand

Ākonga will build their understanding of the big ideas by exploring:

- how different whale-interest groups **participated** in their communities and **acted on their beliefs** about how resources should be accessed and managed
- how people in Aotearoa New Zealand have **held different perspectives** over time about the most effective way to use whales as a resource, depending on their values, traditions, and experiences
- how the **interactions** of whalers and Whale Watch Kaikōura caused **change** for the society and **environment** around them.

Know

Ākonga will build their knowledge of the local and national context: **Ngā mahinga ohaoha | Economic activity**

- Individuals, communities, and societies experience and manage scarcity in different ways and make trade-offs with differing consequences.

Whales have always held a place of value in Māori tradition and many iwi have accounts of connections between whales and their ancestors. Over the last 200 years whales have been used as an economic resource, first through their exploitation during the whaling industry in the 1800s and now in recent times through the whale watching industry in Kaikōura.

Do

Ākonga will develop their inquiry practices by:

- **collecting, analysing, and using a range of sources** to gather historical information about Māori enterprise and trading
- **identifying values and perspectives** of Māori tribes, traders, settlers, and missionaries stating their opinion, reflecting on how they formed it, and acknowledge that it is one of many
- **communicating ideas** from key themes and presenting them logically, using examples as evidence and social science conventions.

Years 7–8 task:
Considering the consequences



Analysing information

To set up this task, students will need to have access to a variety of appropriate resources about the whale industry in Aotearoa New Zealand and have spent time co-constructing a set of success criteria for how to identify a reliable information source. Teachers will need to have considered Mātaiahikā (connecting to place and community) and how opportunities have been created to connect this learning to their local context.

Prior to the activity, ākonga explored the history and impact of the whaling industry in Aotearoa, as well as the current impact a whale watching company in Kaikōura is having. Ākonga have developed their understanding of the key concepts, including *management of resources* and *consequences*.

Ākonga work independently or in small groups to:

- analyse and categorise the consequences of peoples' actions on whales as a resource
- consider whether whales, as a resource, were managed effectively when they became scarce.

Ākonga choose how to share their thinking and ideas.



Understand

How the task supports progress in the big ideas in the topic

Considering the different social, economic, and environmental consequences of whale-interest groups supports ākonga to see the connections between people and the environment and identify the different impacts they have.

Know

How the task supports progress in the topic through the Know contexts

The task builds ākonga knowledge about the ways that different groups use resources and manage scarcity, and the differing consequences their choices can bring.'

Do

How ākonga develop their inquiry practices

Ākonga need to consider the different consequences of whale-interest groups and use this information to make connections about how resources should and could be managed.

The task requires ākonga to choose reliable primary and secondary sources to draw their information from and analyse this information accordingly.

Ākonga apply conceptual thinking skills as they explore two different whaling contexts and make connections between them to decide on the most effective use of whales as a resource.

Notice and recognise how ākonga responses show Understand, Know, and Do working together

Ākonga show that they **Understand** people involved in whaling and whale watching have different beliefs around how resources should be managed.

They have identified relationships between people and the environment and considered the impact of these relationships.

They **Know** that resources need to be managed in a way that considers not only the economic gains, but also the social and environmental impacts as well. They know that our actions have consequences that need to be carefully weighed up before decisions are made. They know that scarcity should be managed in such a way that resources can be utilised for future generations as well as the present ones.

Ākonga can **Do** the following:

Collect, analyse and use sources

Ākonga have gathered information from multiple sources and used the reliability success criteria that was co-constructed earlier in this unit of work.

Identify values and perspectives

Ākonga have analysed the information they have gathered and categorised it according to positive or negative social, economic, and environmental consequences.

Think conceptually

Ākonga have made connections between the key concept of resource management and the contexts of whaling and whale watching as an industry.

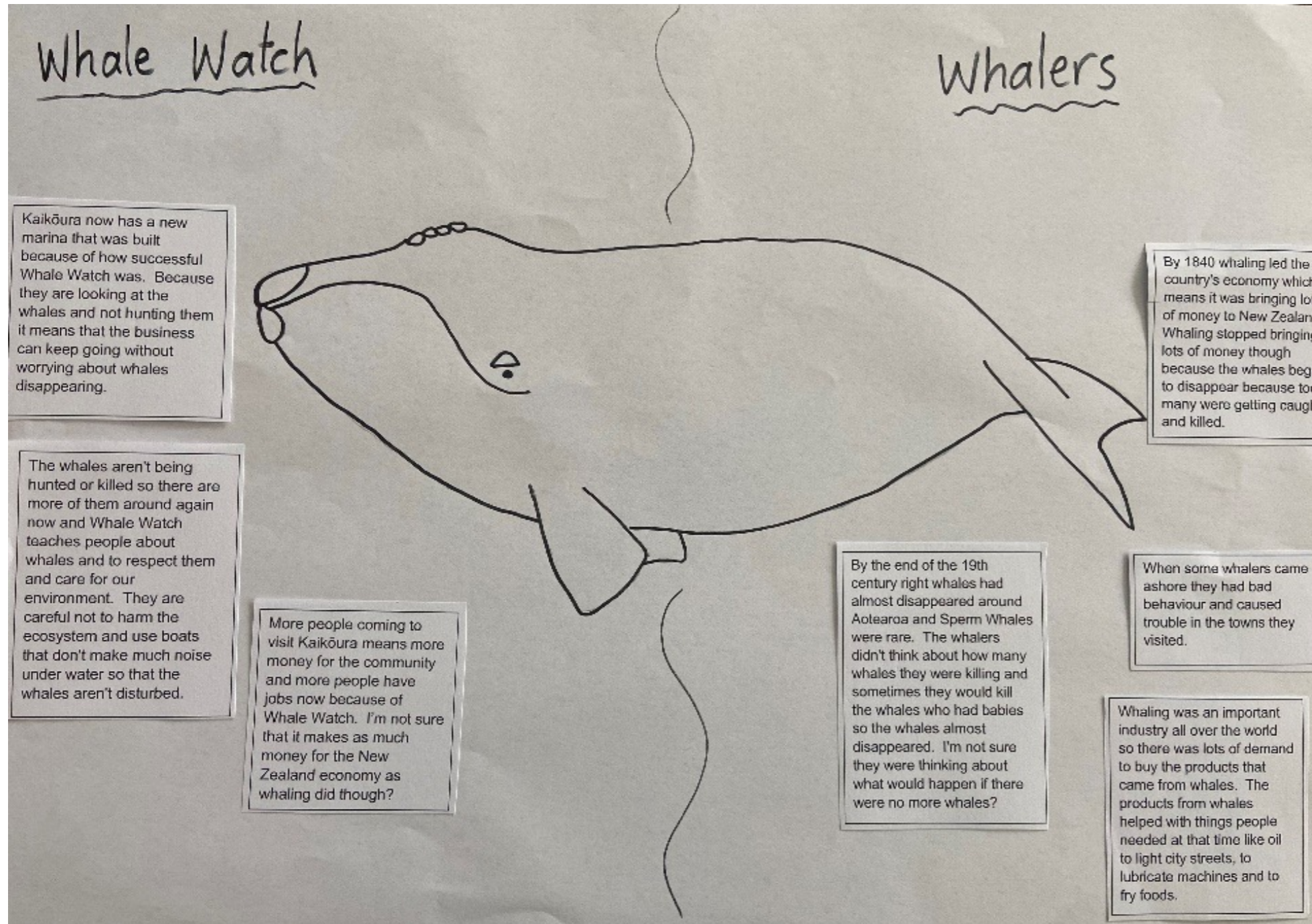
Ākonga response 1: Decision-making grid using Padlet

Considering the Consequences

	Social Consequences	Environmental Consequences	Economic Consequences
Whalers	<ul style="list-style-type: none"> Whalers would come ashore and break lots of rules. (e.g getting drunk, picking fights etc.) Resources from whales supplied everyday luxuries like lighting streetlamps, cooking oil and more. 	<ul style="list-style-type: none"> Whales were killed when coming to shore to have their calves, and therefore the whale population declined. 	<ul style="list-style-type: none"> Whaling made the New Zealand economy lots of profit.
Whale Watch	<ul style="list-style-type: none"> Whale watching can be an invigorating and sometimes soothing experience. 	<ul style="list-style-type: none"> Whale population has increased with time. Special silent eco-friendly boats allow people to see the whales without disturbing them. People have been educated about the whales and why we need to take extra-care around them. 	<ul style="list-style-type: none"> Whale Watching does not make as much money as whaling did. Whale Watching brought more jobs and income into Kaikōura. Whale Watching brings more tourists into Aotearoa.



Ākonga response 2: Student drawn picture, knowledge shared orally then typed up by the teacher, and arranged on the page by the student



What are the kaiako and ākonga responses that will take learning toward the next Progress Outcome?

Ways that ākonga could deepen their understanding, knowledge, and inquiry practices in Years 9 and 10 include:

Understand: deepen their understanding of how beliefs play a part in determining people's actions and explore how the roles people hold can also impact their actions.

Know: there are multiple ways that scarcity can be managed and consider the challenges that arise personally, societally, and globally from the uneven acquisition and allocation of resources.

Do: Collecting, analysing and using sources: Consider whether sources are valid and reliable, identify the gaps in them, and reflect on limitations and biases.

Identifying values and perspectives: Further explore the values and perspectives of others and develop frameworks and criteria for analysing these.

Thinking conceptually: Explain that concepts can be contested and mean different things to different groups.



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