

Te ao tangata | Social sciences

Planning guidance example years 4–6

This planning guidance example helps teachers develop a learning area programme as part of your school curriculum, as described in Mātaiao. You can use it to focus on one topic/unit or the programme over the whole phase. The prompts for planning help you to consider how you will bring your te ao tangata | social sciences, including Aotearoa New Zealand's histories, planning to life.



Planning connections to Mātaiao School Curriculum and review	Planning guidance	Prompts for planning	Notes and ideas
School curriculum	<p>Mātaiahikā Relationships with tangata whenua</p> <p>Connecting with the stories, knowledge, and texts of tangata whenua</p>	<p>Know, through our relationships with tangata whenua, the stories, knowledge, values, and perspectives we can draw on for our unit.</p> <p>Plan for opportunities to further deepen our relationships with tangata whenua. How can we give back?</p> <p>Plan for opportunities to make mātauranga Māori, te reo Māori, and tikanga Māori prominent.</p>	<p>These notes give examples of what teachers might include in their planning. The examples are drawn from the teaching and learning shown in the progression in action resources and videos for years 4–6.</p> <p>Find out if there is a community member from our local whānau or iwi group who can share the concept of kaitiakitanga and talk about conservation practices from a te ao Māori perspective for our <i>People's use of plastic</i> unit.</p> <p>Ask at our local marae if there is a conservation or environmental concern they would like our syndicate to help with and how best we can help. Weave community social action into the unit.</p> <p>Kupu to learn: kaitiakitanga, kaitiaki, rāhui, mana, mauri, tapu.</p>
	<p>Mātainuku Creating a foundation</p> <p>Using our school curriculum to guide programme planning</p>	<p>Align the planning with our school curriculum and values.</p> <p>Ensure the content and delivery makes visible our school's accountability to the three curriculum principles, which can be found in Mātainuku Creating a foundation.</p> <p>Consider how to use the calls to action associated with each principle to hold ourselves to account.</p>	<p>Our unit, <i>People's use of plastic</i>, aligns with our school-wide focus on kaitiakitanga and our school values of sustainability, collaboration, and global awareness.</p>
	<p>Mātaitipu Vision for young people</p> <p>Placing students at the centre of our programme</p>	<p>Ensure content realises our school's vision for young people.</p> <p>Consider ways to ensure that every student feels that what they have to say is valued.</p>	<p>Invite students to share their knowledge and experiences, for example, what food packaging methods do they know about, how and why do they recycle and reduce plastic at home, etc.</p> <p>Share this excerpt from Mātaitipu Vision for young people with students at the start of the unit – “we are kaitiaki of our environment ... we positively contribute to our communities, Aotearoa, and the world.” Ask students to identify environmental concerns they have and discuss ways that they can take on a role of kaitiaki and contribute to our community.</p> <p>Provide opportunities for students to:</p> <ul style="list-style-type: none"> design and carry out a community survey to gather perspectives about an environment issue that is related to them share solutions, plan, and take part in social action in response to their survey results.



Te ao tangata | Social sciences

Planning guidance example years 4–6

This planning guidance example helps teachers develop a learning area programme as part of your school curriculum, as described in Mātaiao. You can use it to focus on one topic/unit or the programme over the whole phase. The prompts for planning help you to consider how you will bring your te ao tangata | social sciences, including Aotearoa New Zealand's histories, planning to life.



Planning connections to Mātaiao School Curriculum and review	Planning guidance	Prompts for planning	Notes and ideas
<p>School curriculum organisation</p>	<p>Mātairea Supporting progress</p> <p>Focusing on the relevant phase(s) of learning and identifying the critical focus for that phase</p>	<p>Note that many of these prompts draw from the te ao tangata social sciences purpose statement and from Mātaiao School curriculum design and review.</p> <p>Connect the critical focus for the phase with our planning so that learning in te ao tangata social sciences develops in depth and breadth and complexity over time.</p> <p>Consider if the unit/programme covers a whole phase or if the focus is on the early phase, mid phase, or end of phase and design learning accordingly.</p> <p>Plan to offer a range of options and supports that:</p> <ul style="list-style-type: none"> • are inclusive of student learning preferences and needs • reduce anticipated barriers to learning • differentiate content to meet student needs. 	<p>These notes give examples of what teachers might include in their planning. The examples are drawn from the teaching and learning shown in the progression in action resources and videos for years 4–6.</p> <p>Provide multiple opportunities for students to expand their horizons of knowledge and collaborate:</p> <ul style="list-style-type: none"> • Compare home/school environmentalism practices with the banning of single-use plastic shopping bags in Aotearoa New Zealand and The New Zealand Plastic Packaging Declaration. • Read the school journal article The Plastic Free Challenge to learn how another school is reducing waste. • Explore and make connections between key concepts – conservation, environmental impacts, power, kaitiakitanga, kaitiaki, democracy, fair, unfair, representation, and leadership. <p>This topic builds on our recent science unit about native birds and gardening, which also had connections to kaitiakitanga.</p> <p>Plan for students to have flexible ways to engage with, access, and show their learning. Get support from the Inclusive Education guide How to plan using Universal Design for Learning.</p>



Te ao tangata | Social sciences

Planning guidance example years 4–6

This planning guidance example helps teachers develop a learning area programme as part of your school curriculum, as described in Mātaiao. You can use it to focus on one topic/unit or the programme over the whole phase. The prompts for planning help you to consider how you will bring your te ao tangata | social sciences, including Aotearoa New Zealand's histories, planning to life.



Planning connections to Mātaiao School Curriculum and review	Planning guidance	Prompts for planning	Notes and ideas
<p>Unit or programme plan – weaving these two components together</p>	<p>Mātaiao Learning areas</p> <p>Supporting progress by providing breadth, depth, and complexity of learning within te ao tangata social sciences</p> <p>Our programme reflects the purpose statement and uses the planning for teaching advice.</p>	<p>Note that many of these prompts draw from the te ao tangata social sciences purpose statement and from Mātaiao School curriculum design and review.</p> <p>Review the progress outcomes for the previous phase and for the phase you are planning for and consider:</p> <ul style="list-style-type: none"> • what learning students are building on and building towards • how our planning supports students to progress their learning within new and more complex contexts. <p>Select and weave the Understand, Know, and Do aspects together to build and extend students' learning.</p> <p>Provide multiple opportunities for students to:</p> <ul style="list-style-type: none"> • explore the big ideas of Understand: the continuity of Māori history, the impact of colonisation, the power people and groups hold, the different perspectives they bring, how they form communities and society, and the interactions that shape their experiences and rights • develop their conceptual understandings by exploring their world and the world beyond through case studies and comparisons and by drawing on diverse examples across time and place • draw on stories from communities, iwi, and hapū in the rohe • research into enduring societal issues in the rohe, the local area, Aotearoa New Zealand, and the world • progress their learning within new and more complex contexts • consider the quality of the evidence they are drawing on, weigh different points of view and discuss possible solutions, and take action or contribute to others' actions • develop financial capability and literacy and numeracy skills. <p>Select content that reflects Aotearoa New Zealand's rich heritage of knowledge, traditions, and cultures.</p> <p>Consider opportunities to make authentic connections between learning areas.</p>	<p>These notes give examples of what teachers might include in their planning. The examples are drawn from the teaching and learning shown in the progression in action resources and videos for years 4–6.</p> <p>The <i>People's use of plastic</i> unit helps to explore the big ideas of Understand:</p> <ul style="list-style-type: none"> • the power people and groups hold • the different perspectives they bring • participation in communities. <p>The community survey will help students practice numeracy skills and develop these Do practices:</p> <ul style="list-style-type: none"> • ask rich questions to guide worthy investigations • identify values and perspectives. <p>Possible inquiry questions:</p> <ul style="list-style-type: none"> • Who has access to power in relation to decisions about use of plastics? • How do people's views, values, and perspectives underpin their care for the environment? • What impact do environmental rules and laws have on people and the environment? • Should our school go plastic-free? <p>Investigate working with iwi and local environmental organisations to respond to plastic problems – who can we connect with?</p> <p>Read the school journal article <i>Pōhā: A Clever Way of Storing Food</i> with students to learn about the traditional Māori practice of using pōhā to store tītī (muttonbirds) – then (thinking critically) identify attitudes and values that motivated people in the past and compare with today.</p> <p>Integrate with science – investigate the impact of plastics on the living world.</p> <p>Integrate with maths and statistics / financial capability – create graphs to show the results of our community survey. Compare the costs of single-use plastics against reusable plastics.</p>



Te ao tangata | Social sciences

Planning guidance example years 4–6

This planning guidance example helps teachers develop a learning area programme as part of your school curriculum, as described in Mātaiao. You can use it to focus on one topic/unit or the programme over the whole phase. The prompts for planning help you to consider how you will bring your te ao tangata | social sciences, including Aotearoa New Zealand's histories, planning to life.



Planning connections to Mātaiao School Curriculum and review	Planning guidance	Prompts for planning	Notes and ideas
<p>Unit or programme plan – weaving these two components together</p>	<p>Mātaiao School curriculum design and review</p> <p>Including local knowledge drawn from relationships, community, and events at school and programme level</p>	<p>Prompts for planning</p> <p>Note that many of these prompts draw from the te ao tangata social sciences purpose statement and from Mātaiao School curriculum design and review.</p> <p>Engagement with whānau, students, and the wider community</p> <p>Provide opportunities for students to engage with people, stories, issues, and resources in our local area and contribute to our place and community.</p> <p>Through our relationships with tangata whenua, identify who to collaborate with to incorporate mātauranga Māori, tikanga Māori, and te reo Māori into our planning.</p> <p>Responsiveness to important local, national, and global events that have an impact on the rohe</p> <p>Identify opportunities to incorporate learning about situations and events that are relevant and important to our students.</p> <p>Adaptive practices and essential pedagogies</p> <p>Consider teaching practices most likely to bring about inclusive and equitable social, emotional, and cognitive outcomes for every student, including those described in the Common Practice Model.</p>	<p>Notes and ideas</p> <p>These notes give examples of what teachers might include in their planning. The examples are drawn from the teaching and learning shown in the progression in action resources and videos for years 4–6.</p> <p>Contact the school liaison officer at the City Council to see if we can collaborate with them on a community project to reduce or re-use rubbish.</p> <p>Possible starter activity – participate in a community beach clean-up. Examine the impact of plastic rubbish at our local beach.</p> <p>Focus on the essential pedagogy of hononga ako (caring for learners and learning) by:</p> <ul style="list-style-type: none"> • supporting students to engage in empathetic and critical perspective taking as they learn about people’s different viewpoints on conservation • fostering individual and collective responsibility for the environment.

