

Te ao tangata | Social sciences

Planning guidance example years 7–8

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 7–8.</p> <p>Connect with our school whānau group and local iwi to find out what stories and perspectives they see as important to include in our <i>Whales as a resource</i> unit.</p> <p>Make links with mātauranga Māori, tikanga Māori, and te reo Māori as we:</p> <ul style="list-style-type: none"> • explore the kupu Māori used to name species of whales noticing variations of language across iwi • read origin stories about whales • find out about the connection between whales and Māori voyaging • explore how Māori utilised whale resources in the past.
	<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>The unit, <i>Whales as a resource</i>, aligns with our school-wide focus on kaitiakitanga and our school values of respect, integrity, and excellence.</p>
	<p>Mātaaitipu 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>The <i>Whales as a resource</i> topic was chosen by students because they were concerned about the recent whale strandings in our area, Mohua. They wanted to engage in learning that was meaningful to them.</p> <p>Support students to:</p> <ul style="list-style-type: none"> • write their own inquiry questions about the use of whales as a resource and the valuing of whales as a taonga • identify social action they can take in response to whale strandings – maybe organise a fundraising initiative and donate proceeds to Project Jonah NZ.



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<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 7–8.</p> <p>Provide multiple opportunities for students to see themselves in the wider world and advocate with and for others:</p> <ul style="list-style-type: none"> • Compare and contrast diverse examples of whales as a resource including the history of our local whaling industry, whale watching in Kaikōura, and contemporary whale hunting in Japan or Norway. • Unpack the concept of kaitiakitanga and support students to see themselves as kaitiaki of whales and other natural taonga. <p>Review previously taught units and assessment information, and use KWL (Know, Want-to-know, Learned) charts to find out students' prior learning in phase three and to identify what aspects of the progress outcome still need to be explored.</p> <p>Our focus is on the essential pedagogy Kauawhitanga Designing for inclusion in this unit.</p> <ul style="list-style-type: none"> • Use buddy reading to ensure all students can access texts. • View videos and images as alternative sources of information. • Support students to choose how they want to communicate their learning in the assessment task – possible options – decision-making grid or annotated diagram.



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<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 7–8.</p> <p>We explore all the big ideas of Understand in the <i>Whales as a resource</i> unit, with an increased focus on:</p> <ul style="list-style-type: none"> • different perspectives • participation in communities • interactions that change environments. <p>Students will focus on the Know context of ngā mahinga ohaoha economic activity, learning how people used and managed whales as a resource with differing consequences.</p> <p>Possible inquiry questions (co-construct with students):</p> <ul style="list-style-type: none"> • What impact did whaling have on resources in Aotearoa New Zealand? • What were the different beliefs that people held about whales during the height of the whaling industry? • What impact is Whale Watch Kaikōura having on the environment and economy? <p>Build students' inquiry skills through the Do practices – develop questions for meaningful inquiry, use information from a range of sources, consider the reliability of information, analyse people's values and viewpoints.</p> <p>Practice the literacy skills of skimming, scanning, synthesising, and summarising for the research stage of inquiry.</p> <p>Integrate with mathematics and statistics by supporting students to analyse and interpret data sets and data visualisations about the whaling industry.</p>



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<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 7–8.</p> <p>Connect with whānau before the start of the unit to introduce the topic and ask if they would like to contribute to the learning.</p> <p>Collect and analyse resources from:</p> <ul style="list-style-type: none"> • local stories • marae visit • local museum visit • digital resources about the history of whaling • National Library • Alexander Turnbull Library • Whale Watch Kaikōura.

