

Te Mātaiaho | the refreshed New Zealand curriculum

Te ao tangata | Social sciences

Guide for getting started

Me tiro whakamuri, kia anga whakamua.
If we want to shape Aotearoa New Zealand's future, start with our past.

This guide, for school leaders and teachers, is designed to help you:

- explore the revised te ao tangata | social sciences learning area (including Aotearoa New Zealand's histories)
- familiarise yourself with the progression model and the three interwoven elements of **Understand, Know, and Do (UKD)**
- work towards using the elements of Understand, Know, and Do to design topics and/or themes as you notice, recognise, and respond to progress for students.

Exploring te ao tangata | social sciences

The refresh of te ao tangata | social sciences is part of a wider refresh of our national curriculum to ensure it:

- is fit for purpose now and in the future
- supports the languages, identities, cultures, and wellbeing of all learners in Aotearoa New Zealand.

Through te ao tangata | social sciences, students can observe, wonder, and be curious about people, places, and society; and take an interest and engage in social issues and ideas.

Aotearoa New Zealand's histories is a critical part of social science learning. Together, the Aotearoa New Zealand's histories content within the social sciences learning area encourages students to be critically informed, ethical, and empathetic citizens – learning about the past to understand the present and prepare for the future.

Te ao tangata | social sciences is embedded in the whakapapa of Te Mātaiaho. This learning area brings Mātaurangi (the guiding kaupapa), Mātainuku (the principles), and Mātaaitipu (vision for young people) to life by:

- expressing the centrality of Te Tiriti o Waitangi so students can contribute to, and participate in, society

- understanding people's different experiences and perspectives so students can recognise diversity and thrive as community members and citizens
- supporting all students to see themselves reflected in what they are learning so they can take informed, positive action.

Mātaiahikā (relationships with tangata whenua) is an important consideration as you plan your school's te ao tangata | social sciences programme. By building learning-focused, reciprocal, and respectful relationships with whānau and local tangata whenua, and drawing on their mātauranga and experience, you can design learning experiences for students to:

- experience rohe and local learning contexts, as defined by whānau, hapū, and iwi
- explore the knowledge, stories, and perspectives of tangata whenua
- explore values that demonstrate respect for your local place and environment.

Mātainuku Curriculum principles	How this principle comes to life in te ao tangata social sciences
Give effect to Te Tiriti o Waitangi	<p>Te ao tangata social sciences focuses student learning on:</p> <ul style="list-style-type: none"> • the responsibilities deriving from Te Tiriti o Waitangi – of: <ul style="list-style-type: none"> • engaging in power sharing • building honourable relationships with tangata whenua • respecting tikanga and the natural environment • mātauranga Māori and te reo Māori • Māori history, as the foundational and continuous history of Aotearoa New Zealand • whānau, hapū, and iwi stories.
Hold a broad view of student success	<p>Te ao tangata social sciences focuses student learning on:</p> <ul style="list-style-type: none"> • recognising diverse languages, cultures, and identities • understanding people's different experiences and perspectives • the wellbeing of communities and a commitment to a fair society for all. <p>Teachers plan from the outset for all students in te ao tangata social sciences, viewing every learner as having open-ended potential. Teachers foster wellbeing and excellence as important outcomes.</p>
Hold high expectations for every student	<p>Te ao tangata social sciences focuses student learning on:</p> <ul style="list-style-type: none"> • meaningful topics that are relevant and support rich and progressive exploration of the big ideas • deep conceptual understandings about society and of enduring local, national, and global issues • financial capability, critical thinking, and literacy and numeracy skills • self-expression – through communicating, reasoning, arguing, and making decisions and taking informed, positive action.

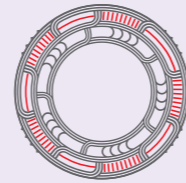
Understanding the progression model

The phases of learning (Mātairea) and the progress outcomes (Mātaiaho) make up the full progression model for te ao tangata | social sciences. Together, they provide explicit signposts along the schooling pathway in relation to the learning that matters, while leaving space for local decision making and classroom teaching that is responsive to individual students.

Mātairea | Supporting progress

Mātai ka rea, ka pihi hei māhuri Build and support progress.

Mātairea frames the five phases of learning (years 0-3, 4-6, 7-8, 9-10, 11-13) for te ao tangata | social sciences. This whakapapa moves us to a progression-focused curriculum that is designed to be cumulative and increasingly complex.



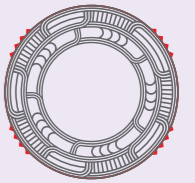
What's changed?

- Phases of learning replace the curriculum levels of *The New Zealand Curriculum (2007)*. They represent a natural way of chunking progression that reflects how most schools organise learning across year levels.
- Each phase describes the Understand, Know, Do expectations in the form of progress outcomes and steps (refer to Mātaiaho). Each phase also has a critical focus which anchors the holistic and cumulative outcomes of learning for equity and excellence.
- The phases of learning recognise that each student is an individual whose learning development and rate of progress is different from others. The phases offer sufficient time for students to experience multiple opportunities to engage with the UKD content – to revisit ideas, knowledge, and practices in ways that deepen their learning and enable them to use this learning at the next phase.

Mātaiaho | Learning areas

Mātai rangaranga te aho tū, te aho pae Weave the learning strands together.

Mātaiaho describes the purpose, big ideas, knowledge, and practices of te ao tangata | social sciences using three interwoven elements of Understand, Know, and Do.

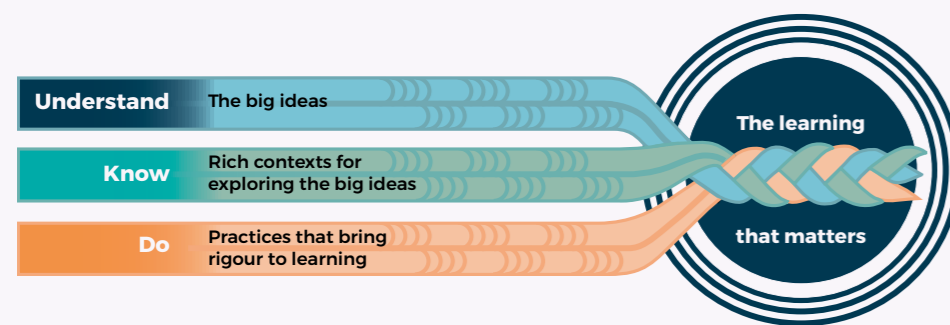


What's changed?

- Progress outcomes replace achievement objectives. They also describe what students should Understand, Know, and Do at each phase of learning. They also:
 - support teachers and students to view learning as a cumulative process that builds on what has gone before.
 - provide clarity about what is expected for each phase, in terms of both learning and the teaching focus.
- The respectful inclusion of mātauranga Māori is a deliberate feature of the Understand, Know, Do structure.
- The four conceptual strands from *The New Zealand Curriculum (2007)* are incorporated into the Know contexts. This learning remains important and relevant to the big ideas.
- Literacy, numeracy, key competencies, and values are deliberately interwoven rather than listed separately.

Understand, Know, and Do supports the learning that matters in te ao tangata | social sciences

Teachers design learning experiences that weave **Understand**, **Know**, and **Do** elements together.



Understand

The big ideas can be explored at any level of learning in different ways. Selecting meaningful topics is critical if students are to deepen their understanding of the big ideas and apply them in new and familiar contexts. Students gradually deepen their understanding of the big ideas as they grow their knowledge of national, rohe, and local contexts, and develop their use of inquiry practices.

Know

A rich range of contexts, including Aotearoa New Zealand's histories contexts, support students to explore diverse stories about people, places, and society. Aotearoa New Zealand's histories progress outcomes are signposted at different phases alongside progress outcomes for te ao tangata | social sciences to call out the learning that matters.

Do

The Do practices support students to develop their argumentation, questioning, and reasoning skills, to evaluate the integrity of sources and claims, and to identify and critique possible solutions to social issues.



Getting started - Bringing te ao tangata | social sciences to life at your school

You will have different approaches and starting points for exploring, planning, and teaching te ao tangata | social sciences at your school – it is about what works for you, your students, and community.

Suggested starting points

Design your te ao tangata | social sciences programme to reflect the vision and principles of your school curriculum (Mātaioho).

The following activities support you to work towards using the progression model and Understand, Know, Do framework in te ao tangata | social sciences. A leader of learning in your school can facilitate these activities.

Mātainuku | Creating a foundation

Read the **purpose statement** and **overview** for te ao tangata | social sciences.

- Reflect on how the purpose statement and overview brings the three curriculum principles of Mātainuku to life.
- Choose one principle from Mātainuku and think specifically about the actions you will take to enact this principle in te ao tangata | social sciences.
- Use the **planning guide** and **planning guidance examples** as you work through this. Repeat this process for the other two principles.

Mātairea | Supporting progress

Explore the **progression in action** resources for te ao tangata | social sciences that are relevant to the students you teach.

These will prompt you to start thinking about the expectations of the progress outcomes for each phase, and the types of topics and tasks that will enable student learning.

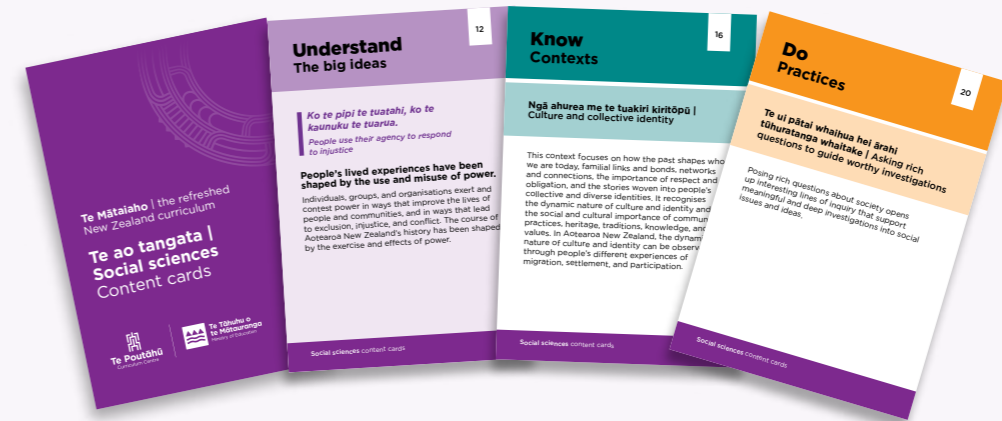


Mātaiaho | Learning areas

Read the planning for teaching section in the te ao tangata | social sciences **purpose statement**.

- Topic selection – Use the first set of questions to review the topics that you already teach in te ao tangata | social sciences and to brainstorm new topics for students to explore.
- Develop rich questions – Use the second set of questions to develop two or three rich and provocative social science inquiry questions for a topic that you already teach. The Knows are helpful examples. Consider how you might change or enhance the learning experiences you offer in this topic to focus students on the inquiry questions. You could also work with students to help them form their own questions which begin to enact the Dos.

- Develop critical thinking, and literacy and numeracy skills – Look at one of your existing unit plans for te ao tangata | social sciences and use the third set of questions to consider ways to support students to develop critical thinking and literacy and numeracy skills. Refresh the unit plan to incorporate your new ideas.
- Look across a broad programme – Map the opportunities for students to learn, consolidate and strengthen their knowledge (Know) and critical practices over time (Do). How will the big ideas (Understand) be explored through the programme?



To focus on Mātaiaho and Mātairea | Learning areas and supporting progress

Use the [te ao tangata | social sciences content cards](#) to:

- become more familiar with the Understand, Know, Do structure
- use the progress outcomes to review and refresh existing units of work
- use the progress outcomes to plan learning experiences for a specific topic at a particular phase of learning before moving from one phase to the next.

Watch some of the [te ao tangata | social sciences in action videos](#) that show teachers beginning to understand and use the refreshed [te ao tangata | social sciences learning area](#) in their classroom and include a range of teaching strategies and ideas.

If you are yet to get started on Aotearoa New Zealand's Histories, start with the [ANZH curriculum content cards](#) and [ANZH in action videos](#).

Further support

- Watch the curriculum writers discuss what's new in the refreshed social sciences learning area in the [social sciences refresh video](#).
- Read the **purpose statement** and **overview** of [te ao tangata | social sciences](#) to understand the essence of this learning area and explore important considerations for teaching.
- Hear Barbara Ala'alatoa (former Sylvia Park School principal) explain how the [Understand, Know, Do](#) framing fits together in this video.



Resources, professional learning supports, and services

Curriculum refresh information

You can find out more about the curriculum refresh at [Refreshing the New Zealand Curriculum](#).

Explore all the refreshed curriculum content as it is released and work towards its full implementation at the beginning of 2027.

Aotearoa New Zealand's histories (ANZH) content was released in 2022 and is part of the refreshed [te ao tangata | social sciences learning area](#). There is a requirement for schools to implement the Aotearoa New Zealand's histories content from the beginning of 2023.

Refer to the social sciences phase 11-13 as you draw on [NCEA guidance](#).

Guidance and supports

Guidance for teaching [te ao tangata | social sciences](#) is available to support understanding and planning for years 0-3, 4-6, 7-8, and 9-10:

- videos of teachers beginning to use the refreshed curriculum
- planning guide examples and templates
- content cards
- progression in action guidance which shows the difference from one phase to the next in terms of design of topic, task, and student work.

Teaching resources and guidance for Aotearoa New Zealand's histories is available on the [Aotearoa New Zealand's histories website](#)

Resources to use in the classroom will be available on Tāhūrangi, and [NCEA Social Studies](#) for senior years.

Supports for teaching literacy and communications through [te ao tangata | social sciences](#) can be found in the [Common Practice Model](#).

Networks of Expertise

[Networks of Expertise](#) are peer-to-peer support networks that deliver timely support to teachers.

Curriculum Leads

Curriculum Leads provide frontline support for curriculum design and newly developed resources, including those for [te ao tangata | social sciences](#).

Connect with a Curriculum Lead through your local [Te Tāhuhu o te Mātauranga | Ministry of Education office](#).

Regionally allocated PLD

Schools can apply for professional learning and development (PLD) for [te ao tangata | social sciences](#) via regionally allocated PLD.

[Ministry of Education PLD website](#) has more information on the national priorities for schools and kura, and how to apply for PLD.