DRAFT FOR CONSULTATION

The New Zealand Curriculum Refresh

Vision for Young People and Te Ao Tangata | Social Sciences

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

The New Zealand Curriculum

Social Sciences survey

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The social sciences learning area includes Aotearoa New Zealand's histories, for which the final curriculum content will be published in Term One 2022 and which schools must teach from 2023. In this draft for social sciences, for the elements 'Understand' and 'Do', content that relates to Aotearoa New Zealand's histories is shown in grey. It is not shown for 'Know', because the 'Know' contexts are identical to those for Aotearoa New Zealand's histories and because it is important that readers can clearly see the detailed content specific to social sciences.

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The New Zealand Curriculum Refresh

Vision for Young People and Te Ao Tangata | Social Sciences

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Vision for young people

The vision written by young people for young people – to be realised throughout their education and beyond

We, the rangatahi of Aotearoa, know our society is collective, our wellbeing is collective, and we have a collective responsibility to each other.

We are strong in our identities, languages, cultures, and values, so that we can confidently carry who we are wherever we go.

We have a strong sense of belonging, which builds the foundation to be courageous, confident, and curious, understanding that success can look different for us all. This means we can learn and grow from our setbacks while surrounded by the support we need.

We can navigate the knowledge we receive, using our heads and our hearts to make decisions.

We understand our roles in honouring Te Tiriti o Waitangi.

We are kaitiaki of our environment.

We accept, acknowledge, and appreciate our different backgrounds and perspectives.

We positively contribute to our communities, Aotearoa, and beyond.

Minister Hipkins' Youth Advisory Group past and present members, July 2021

Image from 2007 Curriculum

Vision for Young People survey

Scan the QR Code to enter the survey

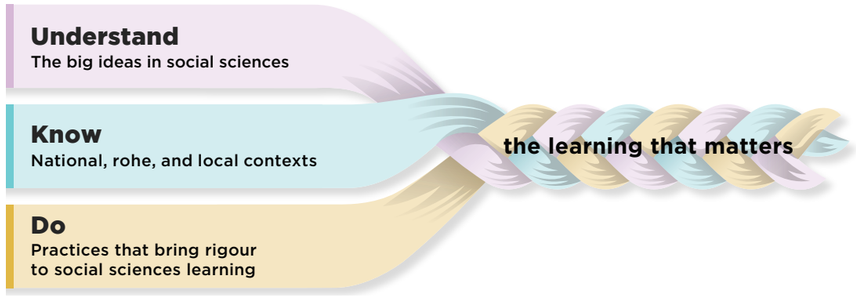
Purpose statement for social sciences in the New Zealand Curriculum

Me tiro whakamuri, kia anga whakamua.

If we want to shape Aotearoa New Zealand's future, start with our past.

Social sciences creates a curiosity about and respect for places, people, cultures, and systems. Ākonga learn to contribute, participate, and take positive action as informed, ethical, and empathetic citizens with a concern for the wellbeing of communities and a commitment to a fair society for all.

Learning in social sciences aims to help ākonga thrive in the diverse communities and environments of Aotearoa New Zealand and beyond. This includes understanding the mutual responsibilities to Te Tiriti o Waitangi | The Treaty of Waitangi of tangata whenua and tauiwi as they live together in relationships that promote respect for one another, tikanga, and the natural environment.



As they learn in social sciences, ākonga will build understandings about how Māori, and all those who have chosen this land as their home, have shaped Aotearoa New Zealand's past. This will help them make sense of the present and inform future decisions and actions. They will also explore enduring social, economic, and environmental issues associated with human rights, inequity, migration, mobility, and sustainability.

There are three elements in the draft social sciences curriculum content: Understand, Know, and Do. Teachers design learning experiences that weave these elements together so that student learning is deep and meaningful.

At years 11–13, ākonga deepen their understandings, knowledge, and practices through the separate social science subjects offered in senior secondary school.

Pedagogy: Selecting meaningful topics

Selecting meaningful topics is critical if ākonga are to deepen their understanding of social sciences' big ideas and be able to apply them to both familiar and new contexts. Teachers will choose topics that have personal and social significance for society and that engage ākonga at local, national, and global levels. Because important issues for society change frequently, it is important to regularly review topic selection.

When selecting a topic, teachers can ask the following questions:

- How will the topic help ākonga explore the big ideas: the history of Māori, the impact of colonisation, the power people and groups hold, the interactions that shape people's experiences and rights, how people form communities and society, and the multiple perspectives they bring?
- How will the topic draw on diverse examples across time and place so that ākonga explore their world and the world beyond?
- How will the topic draw on stories from iwi and hapū in the rohe?
- How will the topic support ākonga-led inquiries into societal issues in the rohe, the local area, Aotearoa New Zealand, and the world?
- In what ways is the topic relevant now?
- How will this topic support ākonga to apply their learning to new and more complex contexts?

Teachers can then support ākonga to use inquiry practices within the local curriculum, so that ākonga are using critical thinking and exploring perspectives to inform their social decisions and actions.

Overview

Understand
Big ideas

E kore au e ngaro; he kākano i ruia mai i Rangiātea.

Māori history is the foundational and continuous history of Aotearoa New Zealand.*

Māori have been ...

Kaua e uhia te Tiriti o Waitangi ki te kara o Ingarangi. Engari me uhi anō ki tōu kahu Māori, ki te kahu o tēnei motu ake.

Colonisation and settlement have been central to Aotearoa New Zealand's history for the past 200 years.

Colonisation began as ...

Ko te pipi te tuatahi, ko te kaunuku te tuarua.

Access to power and its use and misuse shape life experiences.

Individuals, groups, and organisations exert and contest power in ways that improve the lives of people and communities, and in ways that lead to exclusion, injustice, and conflict. The course of Aotearoa New Zealand's history has been shaped by the exercise and effects of power.

E koekoe te tūī, e ketekete te kākā, e kūkū te kererū.

People see the world differently depending on their values, traditions, and experiences.

Diversity encompasses differences in age, ethnicity, culture, religion, citizen status, abilities and disabilities, family composition, and gender and sexuality identity. It results in a wide range of views, values, beliefs, and perspectives between and within cultures, communities, and societies. It enriches and challenges individuals and the collective.

Ki ngā whakaeke haumi.

People participate in communities by acting on their beliefs and through the roles they hold.

People participate in groups ranging in size and complexity to meet the need to belong, to affirm individual and collective identity, to fulfil obligations, and to survive and flourish.

Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka tāngata.

Relationships and connections between people, across boundaries, and with the environment shape societies.

People connect locally, nationally, and globally through voyaging, discovery, trade, aid, and creative exchanges. Such connections have shaped the course of Aotearoa New Zealand's histories and led to the adoption of new ideas and technologies, political institutions and alliances, and social movements. How people live is shaped by and shapes the environment. Central to social sciences in Aotearoa New Zealand, and arising from Te Tiriti o Waitangi, is imagining equal, balanced relationships between Māori and other New Zealanders.

Know
Contexts

Whakapapa me te whanaungatanga |Culture and identity

This context focuses on familial links and bonds, networks and connections, the importance of respect and obligation, and the stories woven into people's collective and diverse identities. It recognises the dynamic nature of culture and identity and the social and cultural importance of community practices, heritage, traditions, knowledge, and values.

Tino rangatiratanga me te kāwanatanga | Government and organisation

This context focuses on contests over authority and control, at the heart of which are the authorities guaranteed by Te Tiriti o Waitangi | The Treaty of Waitangi. It considers the systems and rules that groups, organisations, and governments set up to create unity and order, and the roles, rights, and responsibilities relating to these. It also includes decision-making processes, and people's responses to social issues and ideas.

Tūrangawaewae me te kaitiakitanga | Place and environment

This context focuses on the place of Aotearoa New Zealand in Te Moana Nui a Kiwa and the world. It considers the interrelationship between people and the natural world, and the wellbeing of both. It explores the significance of resources, places, and the environment for individuals, groups, and communities, and competing ideas on the control, use, and protection of them.

Kōwhiringa ohaoha me te whai oranga | Economic activity

This context focuses on the choices people make to meet their needs and wants, how they make a living individually and collectively, their exchanges and interconnections when doing so, and their rights and responsibilities as producers and consumers. It considers the different ways in which economies allocate, sustain and regenerate resources, and the resulting national and global consequences for people's wellbeing and equity.

Rohe and local contexts

- Knowledge, stories, and experiences of iwi and hapū and guided by the question *What stories do local iwi and hāpu share about this rohe?*
- Knowledge, stories, and experiences relevant to local communities and guided by the question *What stories are told about the people, events, and changes that are important to this area?*
- Topics chosen by ākonga when inquiring into social issues and ideas

Do
Inquiry practices

Thinking conceptually

Exploring multiple examples across time, place, and culture develops a richer understanding of concepts, their contested nature, and how they can be used as generalisations to make sense of social issues.

Researching in social sciences

Posing rich questions and using social science concepts and conventions are key to inquiry. Drawing on a wide range of sources (with particular attention to mātauranga Māori), considering biases, and identifying missing voices ensures breadth, depth, and integrity of research.

Exploring values and perspectives

Examining how information represents, persuades, or manipulates and listening and engaging in a respectful and ethical way help us understand why people think, feel, and act the way they do. Frameworks for organising perspectives enable multiple experiences to be understood.

Taking social action

Drawing on evidence and using creative, collaborative approaches helps to generate a range of solutions for social issues. Social decisions and actions should be underpinned by an understanding of their impact on others.

Thinking critically about the past and how it is interpreted

Constructing narratives about the past is based on the ability to sequence and relate events, to connect them with the present, and to identify appropriate sources and perspectives. The same story can told in different ways. Judgements about past actions need to take account of the attitudes and values of the time and people's predicaments and points of view.

* Content that relates to Aotearoa New Zealand's histories is shown in grey for 'Understand' and 'Do'. It is not shown for 'Know', because the 'Know' contexts are identical to those for Aotearoa New Zealand's histories.

Understand

Big ideas

The big ideas for social sciences don't change across year levels. Rather, students gradually deepen their understanding of the ideas as their knowledge of national, rohe, and local contexts grows and as they develop their use of inquiry practices to think critically. Teachers support this growth and development through their design of rich learning opportunities.

Years 1–3 (Foundation)	**Years 4–6**	**Years 7–8**	**Years 9–10**	**Years 11–13**
Through building knowledge about contexts and drawing on inquiry practices, I am beginning to understand the six big ideas:	Through building knowledge about contexts and drawing on inquiry practices, I have a deeper understanding of the six big ideas:	Through building knowledge about contexts and drawing on inquiry practices, I have a broader and deeper understanding of the six big ideas:	Through building knowledge about contexts and drawing on inquiry practices, I have a broad and deep understanding of the six big ideas:	Through building knowledge about contexts and drawing on inquiry practices in the separate social science subjects, I have a broad and deep understanding of the six big ideas:

> ***E kore au e ngaro; he kākano i ruia mai i Rangiātea.***
> *We know who we are and where we come from; therefore we can move forward with confidence.*

Māori history is the foundational and continuous history of Aotearoa New Zealand.
Māori have been …

> ***Kaua e uhia te Tiriti o Waitangi ki te kara o Ingarangi. Engari me uhi anō ki tōu kahu Māori, ki te kahu o tēnei motu ake.***
> *Do not drape The Treaty of Waitangi with the Union Jack of England, but rather with your Māori cloak, which is of this country. (Āperahama Taonui, 1863)*

Colonisation and settlement have been central to Aotearoa New Zealand's history for the past 200 years.
Colonisation began as …

> ***Ko te pipi te tuatahi, ko te kaunuku te tuarua.***
> *People use their agency to respond to injustice.*

Access to power and its use and misuse shape life experiences.
Individuals, groups, and organisations exert and contest power in ways that improve the lives of people and communities, and in ways that lead to exclusion, injustice, and conflict. The course of Aotearoa New Zealand's history has been shaped by the exercise and effects of power.

> ***E koekoe te tūī, e ketekete te kākā, e kūkū te kererū.***
> *There is unity in diversity.*

People see the world differently depending on their values, traditions, and experiences.
Diversity encompasses differences in age, ethnicity, culture, religion, citizen status, abilities and disabilities, family composition, and gender and sexuality identity. It results in a wide range of views, values, beliefs, and perspectives between and within cultures, communities, and societies. It enriches and challenges individuals and the collective.

> ***Ki ngā whakaeke haumi.***
> *Effective leaders can weld diverse groups into a successful combination.*

People participate in communities by acting on their beliefs and through the roles they hold.
People participate in groups ranging in size and complexity to meet the need to belong, to affirm individual and collective identity, to fulfil obligations, and to survive and flourish.

> ***Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka tāngata.***
> *People can achieve a common goal when connected through relationships and knowledge.*

Relationships and connections between people, across boundaries, and with the environment shape societies.
People connect locally, nationally, and globally through voyaging, discovery, trade, aid, and creative exchanges. Such connections have shaped the course of Aotearoa New Zealand's histories and led to the adoption of new ideas and technologies, political institutions and alliances, and social movements. How people live is shaped by and shapes the environment. Central to social sciences in Aotearoa New Zealand, and arising from Te Tiriti o Waitangi, is imagining equal, balanced relationships between Māori and other New Zealanders.

Know

Whakapapa me te whanaungatanga | Culture and identity

This context focuses on familial links and bonds, networks and connections, the importance of respect and obligation, and the stories woven into people's collective and diverse identities. It recognises the dynamic nature of culture and identity and the social and cultural importance of community practices, heritage, traditions, knowledge, and values.

Years 1–3 (Foundation)	**Years 4–6**	**Years 7–8**	**Years 9–10**	**Years 11–13**
People express their culture through their daily lives.	People's cultural practices can vary but reflect similar purposes.	People use different ways to sustain their culture and identity during migration and change. Stereotypes about people's culture and identity are deliberately constructed to decide who is included and excluded.	Interactions change people's culture and identity, communities, and countries. People contest ideas about identity as they challenge injustices and social norms.	Knowledge developed in years 11–13 is described in the separate social science subjects offered in senior secondary school.

Knowledge in relation to stories iwi and hapū tell about the rohe, to stories told about important people, events, and changes in the local area, and to ākonga-led inquiries into the rohe and local area.

Know

Tino rangatiratanga me te kāwanatanga | Government and organisation

This context focuses on contests over authority and control, at the heart of which are the authorities guaranteed by Te Tiriti o Waitangi | The Treaty of Waitangi. It considers the systems and rules that groups, organisations, and governments set up to create unity and order, and the roles, rights, and responsibilities relating to these. It also includes decision-making processes, and people's responses to social issues and ideas.

Years 1–3 (Foundation)	**Years 4–6**	**Years 7–8**	**Years 9–10**	**Years 11–13**
People belong to groups and have roles and responsibilities that help sustain these groups.	Communities create rules for belonging and systems to maintain order.	Societies create systems and laws for the common good. Some people are excluded from decision-making processes within organisations and the state, creating inequalities and injustice. People adopt different roles in response to community challenges, sometimes acting individually and sometimes organising themselves collectively.	Systems of government and justice differ in the way they operate and in how they affect people's lives. Together, people assert their human rights and attempt to persuade organisations and the state to respond.	Knowledge developed in years 11–13 is described in the separate social science subjects offered in senior secondary school.

Knowledge in relation to stories iwi and hapū tell about the rohe, to stories told about important people, events, and changes in the local area, and to ākonga-led inquiries into the rohe and local area.

Know

Tūrangawaewae me te kaitiakitanga | Place and environment

This context focuses on the place of Aotearoa New Zealand in Te Moana Nui a Kiwa and the world. It considers the interrelationship between people and the natural world, and the wellbeing of both. It explores the significance of resources, places, and the environment for individuals, groups, and communities, and competing ideas on the control, use, and protection of them.

Years 1–3 (Foundation)

Mana whenua are deeply connected to the local area.

Places have special meaning for individuals and groups. People feel connected to these places in different ways.

Years 4–6

People interact with and use places, resources, and environments for personal, social, cultural, and economic reasons.

The changes people make to places can have long-term environmental impacts on those places, the people who live there, and on global processes such as climate change.

Years 7–8

People claim ownership of places, resources, and environments, which leads to disputes over the rights to them.

People's values and connection to place affect their sense of responsibility for environmental sustainability and their resulting responses.

Climate change is creating urgency and building a stronger sense of environmental responsibility.

Years 9–10

The movement of people within and across borders impacts on people and places.

Climate change and environmental degradation are outcomes of unsustainable use of resources and are impacting inequitably on different communities.

Groups are responding locally and internationally as they work towards environmental justice.

Years 11–13

Knowledge developed in years 11–13 is described in the separate social science subjects offered in senior secondary school.

Knowledge in relation to stories iwi and hapū tell about the rohe, to stories told about important people, events, and changes in the local area, and to ākonga-led inquiries into the rohe and local area.

Know

Kōwhiringa ohaoha me te whai oranga | Economic activity

This context focuses on the choices people make to meet their needs and wants, how they make a living individually and collectively, their exchanges and interconnections when doing so, and their rights and responsibilities as producers and consumers. It considers the different ways in which economies allocate, sustain and regenerate resources, and the resulting national and global consequences for people's wellbeing and equity.

Years 1–3 (Foundation)

People make choices based on their priorities and to provide for themselves and others.

Priorities change over time and must be managed to ensure fairness, sustainability, and regeneration.

Years 4–6

Some communities can provide for themselves and others through their own resources. Other communities need to buy, sell, and trade with others in order to survive.

There are different perspectives on fair processes for managing these transactions and on the sustainability and regeneration of the resources involved.

Years 7–8

People engage in a wide range of economic activities to provide for their own and others' needs and wants. There are different perspectives on the distribution of wealth arising from these activities and on the sustainable, ethical production and consumption of goods and services.

Innovations and new technologies benefit producers and trade and impact on people's lives and wellbeing.

Economic systems can impact inequitably on people, communities, and nations, and on the sustainability and regeneration of resources.

Years 9–10

Through innovation and enterprise, individuals, communities, and societies create new opportunities that can enrich or disrupt lives, change views about needs and wants, and impact on sustainability and regeneration.

Economic interdependence at local, national, and global levels creates opportunities and challenges, with social, economic, and cultural impacts.

The uneven distribution of wealth creates personal, societal, and global challenges that demand individual and collective action.

Years 11–13

Knowledge developed in years 11–13 is described in the separate social science subjects offered in senior secondary school.

Knowledge in relation to stories iwi and hapū tell about the rohe, to stories told about important people, events, and changes in the local area, and to ākonga-led inquiries into the rohe and local area.

Do

Inquiry practices that bring rigor to learning

During social science inquiries, students use four practices to ensure that critical thinking and the exploration of perspectives inform their social decisions and actions.

Years 1–3 (Foundation)	**Years 4–6**	**Years 7–8**	**Years 9–10**	**Years 11–13**
Thinking conceptually Exploring multiple examples across time, place, and culture develops a richer understanding of concepts, their contested nature, and how they can be used as generalisations to make sense of social issues.				
I am curious about the big ideas. I explore facts about the big ideas. I can describe a big idea, and how it relates to me and my place.	I can define and explain a range of big ideas and concepts. I can discuss the similarities and differences between people's ideas. I can give valid examples to illustrate a big idea, and I know which examples aren't relevant.	I can connect concepts with other concepts and contexts. I can sort and group ideas into themes and label the themes. I can use social science conventions (e.g., maps and graphs) and concepts (expressed through specialised vocabulary) to form generalisations.	I can transfer conceptual understandings to unfamiliar contexts from different times and places. I can use social science conventions (e.g., maps, graphs, data analysis, and referencing) and concepts (expressed through specialised vocabulary) to sort and develop generalisations about society and social issues, using reasoning, evidence, and logic. I can explain that concepts mean different things to different groups.	In the separate social science subjects, I can apply frameworks and models to develop theoretical understandings and to form generalisations about society.
Researching in social sciences Posing rich questions and using social science concepts and conventions are key to inquiry. Drawing on a wide range of sources (with particular attention to mātauranga Māori), considering biases, and identifying missing voices ensure breadth, depth, and integrity of research.				
I can ask questions to find information about my inquiry. I can understand and use at least two different types of information from a variety of sources. I can sort and communicate my ideas.	I can ask a range of appropriate questions about the big ideas. I can use sources (e.g., oral stories and written research) to gather reliable information about a big idea. I can sort my ideas into key themes and communicate them effectively.	I can ask a range of appropriate questions about current social issues. I can gather information from primary and secondary sources, considering their reliability and identifying gaps in them. I can process information using social science conventions (e.g., graphs and maps) to communicate my ideas effectively, reflecting on the process used and how it relates to an inquiry.	I can ask challenging or provocative questions about perspectives and social responses. I can consider whether my sources are valid and reliable, identify gaps in them, and reflect on any weaknesses and biases in them. I can approach sources and people in the community ethically and with generosity and care. I can process information using social science conventions (e.g., graphs and maps) to communicate my ideas to different audiences.	In the separate social science subjects, I can pose challenging or provocative questions to evaluate evidence, explore values and actions, and develop understandings about society. I can explore and compare primary and secondary sources and consider their strengths, limitations, and integrity. I can process information using appropriate social science conventions to clearly communicate ideas to different audiences.

Do (continued)

Inquiry practices that bring rigor to learning

During social science inquiries, students use four practices to ensure that critical thinking and the exploration of perspectives inform their social decisions and actions.

Years 1–3 (Foundation)	**Years 4–6**	**Years 7–8**	**Years 9–10**	**Years 11–13**
Exploring values and perspectives Examining how information represents, persuades, or manipulates and listening and engaging in a respectful and ethical way help us understand why people think, feel, and act the way they do. Frameworks for organising perspectives enable multiple experiences to be understood.				
I can say what I think using kind words. I can talk about how people do things in different ways and that my way is not the only way. I can listen to other people's stories and points of view.	I can state my opinion, reflect on how I formed it, and acknowledge that it is one of many. I am open to changing my opinion based on evidence. I can explain how my view may be different to the views of others.	I can engage with people in respectful and ethical ways in order to understand their perspectives. I can explore and explain multiple perspectives that people hold about an idea. I can analyse and categorise people's viewpoints and perspectives, including my own.	I can seek out and appreciate diverse perspectives and identify whose perspectives are missing. I acknowledge that my perspectives can be influenced by others (including media). I can critically evaluate and break down information to recognise how it is being used to represent the world. I can develop frameworks and criteria to analyse perspectives and to examine social issues through multiple lenses.	In the separate social science subjects, I can analyse and evaluate the contested beliefs, values, and perspectives that underpin people's dispositions, actions, and decision-making. I can engage with diverse theoretical perspectives that seek to explain the paradigms and ideologies behind people's actions and ideas.
Taking social action Drawing on evidence and using creative, collaborative approaches help to generate a range of solutions for social issues. Social decisions and actions should be underpinned by an understanding of their impact on others.				
I can work with others to create a social action plan and explain the actions we chose to take.	I can use multiple strategies to address a problem. I can work with others to create a social action plan that takes account of the actions others take in response to similar issues. I can explain why I chose a particular action and the impact it has had.	I can analyse reasons for social decisions and actions. I can generate ideas with others for possible social actions and use criteria to assess them. Before I take action, I can reflect on its possible impact and how I will take into account people's responses to it.	I can use evidence and logic to problem solve. I can generate with others a wide range of ideas and innovative solutions for taking social action. I can evaluate the impact on people and the environment of our social actions and those of others.	In the separate social science subjects, I can collaborate with others to make informed decisions and create alternative solutions for social issues, drawing on multiple perspectives to ensure solutions are ethical, just, and inclusive.
Thinking critically about the past and how it is interpreted Constructing narratives about the past is based on the ability to sequence and relate events, to connect them with the present, and to identify appropriate sources and perspectives. The same story can told in different ways. Judgements about past actions need to take account of the attitudes and values of the time and people's predicaments and points of view.				

Progress outcome by the end of year 3
(Foundation)

Understand

Through building knowledge about contexts and drawing on inquiry practices, I am beginning to understand that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's history for the past 200 years
- access to power and its use and misuse shape life experiences
- people see the world differently depending on their values, traditions, and experiences
- people participate in communities by acting on their beliefs and through the roles they hold
- relationships and connections between people, across boundaries, and with the environment shape societies.

Know

I have built my knowledge about social, economic, and environmental matters for local iwi, hapū, and others in the community.

For the national contexts, I know the following:

Whakapapa me te whanaungatanga | Culture and identity

People express their culture through their daily lives.

Tino rangatiratanga me te kāwanatanga | Government and organisation

People belong to groups and have roles and responsibilities that help sustain these groups.

Tūrangawaewae me te kaitiakitanga | Place and environment

Mana whenua are deeply connected to the local area.

Places have special meaning for individuals and groups. People feel connected to these places in different ways.

Kōwhiringa ohaoha me te whai oranga | Economic activity

People make choices based on their priorities and to provide for themselves and others.

Priorities change over time and must be managed to ensure fairness, sustainability, and regeneration.

Do

In my learning in social sciences, I can:

- be curious and explore facts about the big ideas. I can describe a big idea and how it relates to me and my place
- ask questions to find information about my inquiry, and understand and use at least two different types of information from a variety of sources. I can sort and communicate my ideas
- say what I think using kind words, and talk about how people do things in different ways and that my way is not the only way. I can listen to other people's stories and points of view
- work with others to create a social action plan and explain the actions we chose to take.

Key knowledge	Key questions Exploring our place*	Learning experiences Exploring our place*
Whakapapa me te whanaungatanga | Culture and identity		
People express their culture through their daily lives.	Who lives in our area, and why do they live here? Who are mana whenua, and what are their origin stories? How did others arrive here, and what stories do they tell? What groups do people in our community participate in, and what does this involve?	Explore who lives in your area, why they live there, and how they participate. Explore how people in your area connect as a community.
Tino rangatiratanga me te kāwanatanga | Government and organisation		
People belong to groups and have roles and responsibilities that help sustain these groups.	What groups do we and our whānau belong to? What rights and responsibilities are there in these groups? How do they differ for groups we choose (e.g., friendships and sports teams) versus groups like school and whānau? What are the rights and responsibilities associated with different places (e.g., using the road, using computers at school, visiting a marae or museum)? How are these rights and responsibilities expressed (e.g., unspoken, written, or taught)? How do they help to sustain groups and communities?	Explore the different groups in the community, and how people's roles and responsibilities help sustain these groups.
Tūrangawaewae me te kaitiakitanga | Place and environment		
Mana whenua are deeply connected to the local area. Places have special meaning for individuals and groups. People feel connected to these places in different ways.	Who were the first people to live in our area? What names do mana whenua give to its features? What are the stories behind these names? What local whakataukī are there? Where are local marae? What does our area mean to us and to those around us? What is special about it? What places in our community are important to restore or sustain?	Explore how mana whenua and immigrant communities connected with the land. Explore the different ways in which people express their connection to the local area today.
Kōwhiringa ohaoha me te whai oranga | Economic activity		
People make choices based on their priorities and to provide for themselves and others. Priorities change over time and must be managed to ensure fairness, sustainability, and regeneration.	How do people provide for themselves and others in our area today? How do people use resources in our community, and how has this changed over time? What do they use, sustain, and restore, and what impact has this had over time?	Explore how people in your community make choices to provide for themselves and others, based on what matters to them and their needs and wants. Explore how their choices have an impact beyond themselves.

* The rich learning experience 'Exploring our place' has been chosen as an example for this draft because it supports learning in all four contexts.

Progress outcome by the end of year 6

Understand

Through building knowledge about contexts and drawing on inquiry practices, I have a deeper understanding that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's history for the past 200 years
- access to power and its use and misuse shape life experiences
- people see the world differently depending on their values, traditions, and experiences
- people participate in communities by acting on their beliefs and through the roles they hold
- relationships and connections between people, across boundaries, and with the environment shape societies.

Know

I have built my knowledge about social, economic, and environmental matters for local iwi, hapū, and others in the community.

For the national contexts, I know the following:

Whakapapa me te whanaungatanga | Culture and identity

People's cultural practices can vary but reflect similar purposes.

Tino rangatiratanga me te kāwanatanga | Government and organisation

Communities create rules for belonging and systems to maintain order.

Tūrangawaewae me te kaitiakitanga | Place and environment

People interact with and use places, resources, and environments for personal, social, cultural, and economic reasons.

The changes people make to places can have long-term environmental impacts on those places, the people who live there, and on global processes such as climate change.

Kōwhiringa ohaoha me te whai oranga | Economic activity

Some communities can provide for themselves and others through their own resources. Other communities need to buy, sell, and trade with others in order to survive.

There are different perspectives on fair processes for managing these transactions and on the sustainability and regeneration of the resources involved.

Do

In my learning in social sciences, I can:

- define and explain a range of big ideas and concepts, and discuss the similarities and differences between people's ideas. I can give valid examples to illustrate a big idea, and I know which examples aren't relevant
- ask a range of appropriate questions about the big ideas, and use sources (e.g., oral stories and written research) to gather reliable information about a big idea. I can sort my ideas into key themes and communicate them effectively
- state my opinion, reflect on how I formed it, and acknowledge that it is one of many. I am open to changing my opinion based on evidence, and I can explain how my view may be different to the views of others
- use multiple strategies to address a problem. I can work with others to create a social action plan that takes account of the actions others take in response to similar issues. I can explain why I chose a particular action and the impact it has had.

Key knowledge	Key questions Exploring our place*	Learning experiences Exploring our place*
Whakapapa me te whanaungatanga | Culture and identity		
People's cultural practices can vary but reflect similar purposes.	How do people who live here express their culture and identity every day? How do they celebrate on special occasions? How is this different for different groups? How does this compare to how people express their culture in other places?	Explore how people express their culture and identity in everyday ways. Explore how these ways may vary while having similar purposes (e.g., in the meals people share, their religion and spirituality, how they remember their families and histories, and their relationship with place).
Tino rangatiratanga me te kāwanatanga | Government and organisation		
Communities create rules for belonging and systems to maintain order.	How does the participation of people, young and old, in decision making help our community thrive? Who does and who doesn't participate? Who have emerged as leaders and what impact have they had? What rules and laws help our community thrive and enable diverse people to live together? How do we determine whether rules and laws are fair? How are decisions made and rules and laws developed by hapū and rūnanga? How are decisions made in other communities across Aotearoa and the Pacific? How can we promote and support human rights in our community?	Explore how decision making in your community promotes a sense of belonging and maintains order. Explore how people participate in it and how some emerge as leaders.
Tūrangawaewae me te kaitiakitanga | Place and environment		
People interact with and use places, resources, and environments for personal, social, cultural, and economic reasons. The changes people make to places can have long-term environmental impacts on those places, the people who live there, and on global processes such as climate change.	What are the origin stories of those who live in our area? How is its past recorded? How do people's memories of it differ? Who gets the right to name physical and cultural features of our area? What do we do about people's different perspectives on place names? How do iwi, hapū, and community groups rejuvenate and preserve places and environments of value? What are the sacred places around here? Who are they sacred to, and why? How are these places used and sustained by different people? What local practices are contributing to global processes such as climate change? How are people seeking to change these practices?	Explore how people's connections with the land impact on the land and on other people. Explore the changes people have made to the local environment, and how some of these changes are contributing to global processes.
Kōwhiringa ohaoha me te whai oranga | Economic activity		
Some communities can provide for themselves and others through their own resources. Other communities need to buy, sell, and trade with others in order to survive. There are different perspectives on fair processes for managing these transactions and on the sustainability and regeneration of the resources involved.	What are the daily flows of economic activity into and out of our community? How does this connect our community to other people and places? How has this changed over time? What are the different systems of trade used in our community (e.g., green or bartering, cash, and credit)? What perspectives are there on fair processes for managing these systems? How is our community supporting the sustainability of the resources involved in transactions? How are decisions being made about sustainability and regeneration? How can people influence these decisions?	Explore how people in the community provide for themselves and others and how interdependent they are at the local level. Explore the reasons for economic decisions, the values that underpin them, and how they impact on the collective and the individual.

* The rich learning experience 'Exploring our place' has been chosen as an example for this draft because it supports learning in all four contexts.

Progress outcome by the end of year 8

Understand

Through building knowledge about contexts and drawing on inquiry practices, I am have a broader and deeper understanding that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's history for the past 200 years
- access to power and its use and misuse shape life experiences
- people see the world differently depending on their values, traditions, and experiences
- people participate in communities by acting on their beliefs and through the roles they hold
- relationships and connections between people, across boundaries, and with the environment shape societies.

Know

I have built my knowledge about social, economic, and environmental matters for local iwi, hapū, and others in the community.

For the national contexts, I know the following:

Whakapapa me te whanaungatanga | Culture and identity

People use different ways to sustain their culture and identity during migration and change.

Stereotypes about people's culture and identity are deliberately constructed to decide who is included and excluded.

Tino rangatiratanga me te kāwanatanga | Government and organisation

Societies create systems and laws for the common good. Some people are excluded from decision-making processes within organisations and the state, creating inequalities and injustice.

People adopt different roles in response to community challenges, sometimes acting individually and sometimes organising themselves collectively.

Tūrangawaewae me te kaitiakitanga | Place and environment

People claim ownership of places, resources, and environments, which leads to disputes over the rights to them.

People's values and connection to place affect their sense of responsibility for environmental sustainability and their resulting responses.

Climate change is creating urgency and building a stronger sense of environmental responsibility.

Kōwhiringa ohaoha me te whai oranga | Economic activity

People engage in a wide range of economic activities to provide for their own and others' needs and wants. There are different perspectives on the distribution of wealth arising from these activities and on the sustainable, ethical production and consumption of goods and services.

Innovations and new technologies benefit producers and trade and impact on people's lives and wellbeing.

Economic systems can impact inequitably on people, communities, and nations, and on the sustainability and regeneration of resources.

Do

In my learning in social sciences, I can:

- connect concepts with other concepts and contexts, and sort and group ideas into themes and label the themes. I can use social science conventions (e.g., maps and graphs) and concepts (expressed through specialised vocabulary) to form generalisations
- ask a range of appropriate questions about current social issues. I can gather information from primary and secondary sources, considering their reliability and identifying gaps in them. I can process information using social science conventions (e.g., graphs and maps) to communicate my ideas effectively, reflecting on the process used and how it relates to an inquiry
- engage with people in respectful and ethical ways in order to understand their perspectives. I can explore and explain multiple perspectives that people hold about an idea, and analyse and categorise people's viewpoints and perspectives, including my own
- analyse reasons for social decisions and actions, and generate ideas with others for possible social actions and use criteria to assess them. Before I take action, I can reflect on its possible impact and how I will take into account people's responses to it.

Key knowledge	Key questions Exploring our place*	Learning experiences Exploring our place*
Whakapapa me te whanaungatanga | Culture and identity		
People use different ways to sustain their culture and identity during migration and change. Stereotypes about people's culture and identity are deliberately constructed to decide who is included and excluded.	How have changes in our community due to migration and mobility impacted on the culture and identity of people who live here? What do people do to preserve their culture and social traditions in our community? Who are the people we celebrate and why? How could we celebrate the contributions of others?	Explore how communities respond to the pressures of change (e.g., to an increasing or decreasing population due to migration and mobility, or the construction of stereotypes). Explore how these responses help sustain people's culture and identity.
Tino rangatiratanga me te kāwanatanga | Government and organisation		
Societies create systems and laws for the common good. Some people are excluded from decision-making processes within organisations and the state, creating inequalities and injustice. People adopt different roles in response to community challenges, sometimes acting individually and sometimes organising themselves collectively.	What economic, environmental, and social challenges have our community faced? What challenges does it continue to face? How have individuals and groups experienced and responded to these challenges? What impact have their responses had on equality, rights, and fairness for all in this community?	Explore how systems and laws are created at local and national levels in response to economic, environmental, and social challenges. Explore how systems and laws can include some groups and exclude others. Explore how people have sought more equitable outcomes and organised themselves in response to inequities in systems and laws.
Tūrangawaewae me te kaitiakitanga | Place and environment		
People claim ownership of places, resources, and environments, which leads to disputes over the rights to them. People's values and connection to place affect their sense of responsibility for environmental sustainability and their resulting responses. Climate change is creating urgency and building a stronger sense of environmental responsibility.	Who has rights to the places and environments around here? How are decisions made about what features to change or preserve? What are the key environmental features of our area? Which are at risk and which can provide further opportunities for the community? Why do groups in our community have different ideas about how to use, sustain, or regenerate these features? How do people express their sense of responsibility for environmental sustainability?	Explore people's claims of ownership and rights to places, resources, and environments and how their use of them is contributing to climate change. Explore the environmental features of your area and how different groups use and value them. Explore the opportunities these features offer and the threats and challenges they face. Explore the different ways in which people value and connect with the land and how they affect their actions.
Kōwhiringa ohaoha me te whai oranga | Economic activity		
People engage in a wide range of economic activities to provide for their own and others' needs and wants. There are different perspectives on the distribution of wealth arising from these activities and on the sustainable, ethical production and consumption of goods and services. Innovations and new technologies benefit producers and trade and impact on people's lives and wellbeing. Economic systems can impact inequitably on people, communities, and nations, and on the sustainability and regeneration of resources.	What economic activities do people in our community engage in? When doing so, how are they influenced by external factors (e.g., advertising, peer pressure, and available finances)? What economic challenges has our community faced? What challenges does it continue to face? How have groups experienced these challenges differently? How do our local and national governments use taxes, social welfare, labour and consumer laws, and ethical incentives to respond to economic challenges and distribute resources? How does this ensure more equitable access to resources and their sustainability and regeneration? Who gets to participate in decision making about economic challenges and the distribution of resources?	Explore the wide range of economic activities people engage in to meet their own and others' needs and wants, and how these are impacted by external factors. Explore different perspectives on the fair distribution of wealth, sustainable regeneration, and ethical production and consumption. Explore the different economic systems governments and organisations use to distribute resources, and the impact these systems have on equitable access to resources and their sustainability and regeneration. Explore the impact of innovations and new technologies on people's lives and wellbeing.

* The rich learning experience 'Exploring our place' has been chosen as an example for this draft because it supports learning in all four contexts.

Progress outcome by the end of year 10

Understand

Through building knowledge about contexts and drawing on inquiry practices, I have a broad and deep understanding that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's history for the past 200 years
- access to power and its use and misuse shape life experiences
- people see the world differently depending on their values, traditions, and experiences
- people participate in communities by acting on their beliefs and through the roles they hold
- relationships and connections between people, across boundaries, and with the environment shape societies.

Know

I have built my knowledge about social, economic, and environmental matters for local iwi, hapū, and others in the community.

For the national contexts, I know the following:

Whakapapa me te whanaungatanga | Culture and identity

Interactions change people's culture and identity, communities, and countries.

People contest ideas about identity as they challenge injustices and social norms.

Tino rangatiratanga me te kāwanatanga | Government and organisation

Systems of government and justice differ in the way they operate and in how they affect people's lives.

Together, people assert their human rights and attempt to persuade organisations and the state to respond.

Tūrangawaewae me te kaitiakitanga | Place and environment

The movement of people within and across borders impacts on people and places.

Climate change and environmental degradation are outcomes of unsustainable use of resources and are impacting inequitably on different communities.

Groups are responding locally and internationally as they work towards environmental justice.

Kōwhiringa ohaoha me te whai oranga | Economic activity

Through innovation and enterprise, individuals, communities, and societies create new opportunities that can enrich or disrupt lives, change views about needs and wants, and impact on sustainability and regeneration.

Economic interdependence at local, national, and global levels creates opportunities and challenges, with social, economic, and cultural impacts.

The uneven distribution of wealth creates personal, societal, and global challenges that demand individual and collective action.

Do

In my learning in social sciences, I can:

- transfer conceptual understandings to unfamiliar contexts from different times and places. I can use social science conventions (e.g., maps, graphs, data analysis, and referencing) and concepts (expressed through specialised vocabulary) to sort and develop generalisations about society and social issues, using reasoning, evidence, and logic. I can explain that concepts mean different things to different groups
- ask challenging or provocative questions about perspectives and social responses. I can consider whether my sources are valid and reliable, identify gaps in them, and reflect on any weaknesses and biases in them. I can approach sources and people in the community ethically and with generosity and care, and process information using social science conventions (e.g., graphs and maps) to communicate my ideas to different audiences
- seek out and appreciate diverse perspectives and identify whose perspectives are missing. I acknowledge that my perspectives can be influenced by others (including media), and I can critically evaluate and break down information to recognise how it is being used to represent the world. I can develop frameworks and criteria to analyse perspectives and to examine social issues through multiple lenses
- use evidence and logic to problem solve, and generate with others a wide range of ideas and innovative solutions for taking social action. I can evaluate the impact on people and the environment of our social actions and those of others.

Key knowledge	Key questions Exploring our place*	Learning experiences Exploring our place*
Whakapapa me te whanaungatanga | Culture and identity		
Interactions change people's culture and identity, communities, and countries. People contest ideas about identity as they challenge injustices and social norms.	How has our community changed due to people moving in and out of the area, changing economic priorities, and technological advances? What memories do people have about these changes and their impact on everyday life? What do people do to preserve their culture and social traditions in our community? How have people in our community challenged injustices and social norms? How does this compare to other communities?	Explore the challenges communities face as a result of a higher number of interactions and increased diversity. Explore how people respond to these challenges and the resulting changes to culture, identity, and community.
Tino rangatiratanga me te kāwanatanga | Government and organisation		
Systems of government and justice differ in the way they operate and in how they affect people's lives. Together, people assert their human rights and attempt to persuade organisations and the state to respond.	How, over time, have governments selectively supported or excluded groups of people through particular policies and practices? Why do governments uphold or abuse the rights of citizens? How have individuals and groups sought to assert their rights and to persuade the state to address injustice and inequality? How have people taken a lead from mana motuhake actions in Aotearoa New Zealand?	Explore how institutional structures (e.g., governments and political parties) in Aotearoa New Zealand and around the world are created to organise people, and how these structures can either support or oppress different groups. Explore ways in which people can assert their rights and the rights of others in Aotearoa New Zealand and globally.
Tūrangawaewae me te kaitiakitanga | Place and environment		
The movement of people within and across borders impacts on people and places. Climate change and environmental degradation are outcomes of unsustainable use of resources and are impacting inequitably on different communities. Groups are responding locally and internationally as they work towards environmental justice.	How has the physical and cultural landscape changed due to the movement of people in and out of our area, changing economic priorities, and technological developments? What do people remember about these changes? What changes are expected in the future, especially in response to environment degradation and climate change? How has iwi access to land, water, and resources been impacted by these changes? How have iwi responded to these impacts over time? How do iwi and government and community groups develop and manage resources and protect the environment? How has this impacted on the community? How have the risks of environmental degradation and climate change influenced decision makers and their decisions? What perspectives do people have on these decisions? How do they try to influence the decision makers?	Explore how the movement of people impacts on people and the environment. Explore the reasons for movement and why and how its impacts are inequitable. Explore the impact of people's movement on the physical and cultural landscape of your community. Explore how climate change and environmental degradation result from the unsustainable use of environments. Explore the practices in your area that have led to environmental degradation or climate change and that are impacting inequitably on people. Explore what environmental justice looks like in your area and beyond.
Kōwhiringa ohaoha me te whai oranga | Economic activity		
Through innovation and enterprise, individuals, communities, and societies create new opportunities that can enrich or disrupt lives, change views about needs and wants, and impact on sustainability and regeneration. Economic interdependence at local, national, and global levels creates opportunities and challenges, with social, economic, and cultural impacts. The uneven distribution of wealth creates personal, societal, and global challenges that demand individual and collective action.	How has the community changed over time due to globalisation, innovation, and changing local, national, and international economic priorities? What challenges and opportunities come with such changes? Are they evenly distributed in our community? What are the different perspectives on how to respond to them? How does our situation compare with other communities?	Explore how people innovate and create new opportunities and solutions. Consider the impact these have on communities. Explore the opportunities and challenges associated with economic interdependence, and how these have changed over time and impacted on people at different times in different places. Explore current responses for mitigating the social, economic, and cultural impacts of economic interdependence. Explore who makes the decisions, how they are made, and the values underpinning them.

* The rich learning experience 'Exploring our place' has been chosen as an example for this draft because it supports learning in all four contexts.

Progress outcome by the end of year 13

Understand

Through building knowledge about contexts and drawing on inquiry practices in the separate social science subjects, I have a broad and deep understanding that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's history for the past 200 years
- access to power and its use and misuse shape life experiences
- people see the world differently depending on their values, traditions, and experiences
- people participate in communities by acting on their beliefs and through the roles they hold
- relationships and connections between people, across boundaries, and with the environment shape societies.

Know

Knowledge developed in years 11–13 is described in the separate social science subjects offered in senior secondary school.

Do

In my learning in the separate social science subjects, I can:

- apply frameworks and models to develop theoretical understandings and to form generalisations about society
- pose challenging or provocative questions to evaluate evidence, explore values and actions, and develop understandings about society. I can explore and compare primary and secondary sources and consider their strengths, limitations. and integrity, and I can process information using appropriate social science conventions to clearly communicate ideas to different audiences
- analyse and evaluate the contested beliefs, values, and perspectives that underpin people's dispositions, actions, and decision-making. I can engage with diverse theoretical perspectives that seek to explain the paradigms and ideologies behind people's actions and ideas
- collaborate with others to make informed decisions and create alternative solutions for social issues, drawing on multiple perspectives to ensure solutions are ethical, just, and inclusive.

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