



Identity, Culture, and Organisation <ul style="list-style-type: none">Students learn about society and communities and how they function, about the diverse cultures and identities of people within those communities, and about the impact of these on the participation of groups and individuals.	Place and Environment <ul style="list-style-type: none">Students learn about how people perceive, represent, interpret, and interact with places and environments to understand the relationships between people and the environment.	Continuity and Change <ul style="list-style-type: none">Students learn about past events, experiences, and actions, and their changing interpretation over time, to understand about the past, the present, and possible futures.	The Economic World <ul style="list-style-type: none">Students learn about the ways in which people participate in economic activities and about consumption, production, and distribution and use this knowledge to understand their place in the economic world.
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Social Inquiry	<i>Through social inquiry, students ask questions, gather information, and examine the background to important societal ideas and events, explore and analyse values and perspectives relating to these ideas and events; and develop understandings about issues and the ways that people (themselves and others) make decisions and participate in social action.</i>
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Level One	Level Two	Level Three	Level Four	Level Five	Level Six	Level Seven	Level Eight
<p>Through this process, and in a range of settings, students understand that:</p> <p>Social Studies</p> <ul style="list-style-type: none">people belong to groups for particular reasons;individuals and groups have social, cultural, and economic roles and responsibilities;the past is important to people;places in New Zealand are significant for individuals and groups;the cultures of people in New Zealand are expressed in their daily lives.	<p>Through this process, and in a range of settings, students understand that:</p> <p>Social Studies</p> <ul style="list-style-type: none">people have different roles, rights, and responsibilities as part of their participation in groups;people and groups make choices to fulfil their needs and wants;cultural practices reflect and express peoples' customs, traditions, and values;time and change affect peoples' lives;places influence people and people influence places;particular people make significant contributions to New Zealand's society;the role of Māori as tangata whenua is significant for communities in New Zealand.	<p>Through this process, and in a range of settings, students understand that:</p> <p>Social Studies</p> <ul style="list-style-type: none">formal and informal groups make decisions that impact on communities;cultural practices vary but reflect similar purposes;people have different perspectives on places that affect their use of those places;people make decisions about access to and use of resources;people remember and record the past in different ways;the migration of tangata whenua is significant for people in New Zealand;the movement of people affects cultural diversity and interaction in New Zealand.	<p>Through this process, and in a range of settings, students understand that:</p> <p>Social Studies</p> <ul style="list-style-type: none">leadership of groups is acquired and exercised in ways that have consequences for communities and societies;people pass on and sustain culture and heritage for different reasons and this has consequences for people;exploration creates opportunities and challenges for people, places, and environments;producers and consumers have rights and responsibilities;New Zealand has particular local and national systems of government;people participate individually and collectively to respond to community challenges and issues in New Zealand.	<p>Through this process, and in a range of settings, students understand that:</p> <p>Social Studies</p> <ul style="list-style-type: none">nations develop systems of government that affect people's lives and reflect different types of decision making;cultural interaction impacts on cultures and societies;people move between places, which has consequences for the people and the places;economic decisions impact on people, communities, and nations;the way people manage resources has impacts for environmental and social sustainability;the Treaty of Waitangi is responded to differently by people in different times and places;ideas and actions of people in the past have had a significant impact in shaping people's lives and identities in New Zealand's developing society;people in New Zealand seek and have sought economic growth through business, enterprise, and innovation.	<p>Through this process, and in a range of settings, students understand that:</p> <p>Social Studies</p> <ul style="list-style-type: none">individuals, groups, and institutions work to promote social justice and human rights;cultures adapt and change, and this has consequences for society. <p>History</p> <ul style="list-style-type: none">there are causes and consequences of past events that are of significance to New Zealanders and that shape the lives of people and society;people have different perspectives about past events that are of significance to New Zealanders. <p>Geography</p> <ul style="list-style-type: none">natural and cultural environments have particular characteristics and are shaped by processes that create spatial patterns;people interact with their environments in particular ways. <p>Economics</p> <ul style="list-style-type: none">as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society;the different sectors of the New Zealand economy are interdependent.	<p>Through this process, and in a range of settings, students understand that:</p> <p>Social Studies</p> <ul style="list-style-type: none">communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts;different cultural beliefs and ideas can lead to conflict and tension. <p>History</p> <ul style="list-style-type: none">historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders;people have different interpretations of events that are of significance to New Zealanders. <p>Geography</p> <ul style="list-style-type: none">natural and cultural patterns and processes change over time and vary in scale and from place to place;perceptions of and relationships with natural and cultural environments differ and have changed over time. <p>Economics</p> <ul style="list-style-type: none">economics provides an understanding of contemporary New Zealand economic issues;economic issues in New Zealand are interrelated.	<p>Through this process, and in a range of settings, students understand that:</p> <p>Social Studies</p> <ul style="list-style-type: none">ideologies shape society, and individuals and groups have different responses to these beliefs;the rights, roles, and responsibilities of individuals and communities are influenced by and impact on the nature of reform. <p>History</p> <ul style="list-style-type: none">the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and contested;trends over time reflect social, economic, and political forces. <p>Geography</p> <ul style="list-style-type: none">natural and cultural environments are shaped by interacting processes that occur at differing rates and scales;people bring diverse values, perceptions, and responses to the environmental, social, and economic choices, constraints, and consequences of planning and decision making. <p>Economics</p> <ul style="list-style-type: none">well-functioning markets are efficient, but governments may need to intervene where markets fail to deliver efficient or equitable outcomes;there are many influences on the nature and size of the New Zealand economy.