

| Programme design – years 11–13 | | |
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| Achievement Objectives | Suggestions | Possible assessment opportunities |
| <p>Level 6:</p> <ul style="list-style-type: none"> • Understand how individuals, groups, and institutions work to promote social justice and human rights.(SS) • Understand how cultures adapt and change and that this has consequences for society. (SS) • Understand how people interact with natural and cultural environments and that this interaction has consequences. (G) • Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society. (H) | <ul style="list-style-type: none"> • At this level, examine the interrelated nature of local and national events, and how a specific event affected two different individuals or groups of people. • Examine perspectives. For example,, how do we determine what social justice is? Who is social justice for? • Presentations on relevant topics could be assessed for media studies credits, Reports could be assessed for English credits. • Work with oral histories <ul style="list-style-type: none"> - Oral histories need to be treated with respect. - Understand that an oral history encompasses a person's world view. - As with all sources, be conscious that voices represent points of view, that are open to critical analysis and questioning. | <p>For AS 1.1 and 1.2, develop a unit on family history research. In consultation with hapū or iwi, choose two important historical events. Develop a set of questions to pose to students that prompt them to investigate the iwi perspective and an alternative perspective, and have them locate documentary evidence for their answers.</p> <p>For AS1.4 (reusing some of the writing for 1.2, if desired), present how people saw an event in a different way and how that had a different effect on what that person believed, and how they acted as a result of those beliefs.</p> <p>Using the same event/s, complete AS 1.5, examining what caused a local event and what the consequences of the event were.</p> <p>The knowledge gained and work completed on these standards will be presented to the hapū or iwi.</p> <p>AS1.6 moves from the local to the national. Examine a national New Zealand event that affected Māori and challenged the existing order of New Zealand society. Examples of these include :</p> <ul style="list-style-type: none"> • the Treaty of Waitangi • land confiscation • World War 1 • World War II • the influenza epidemic • universal suffrage |

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| <ul style="list-style-type: none"> ● Understand how people’s perspectives on past events that are of significance to New Zealanders differ. (H) | | <ul style="list-style-type: none"> ● Bastion point ● Parihaka ● kīngitanga ● the foreshore and seabed issue ● the first Māori Parliament ● the Māori Party ● the Land Wars ● the Musket Wars |
| <p>Level 7:</p> <ul style="list-style-type: none"> ● Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts. (SS) ● Understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes. (SS) ● Understand how historical forces and movements have influenced the causes and consequences of | <ul style="list-style-type: none"> ● Local and national can also be examined in global contexts. Introduce students to transnationalism. Explore the idea that things that happen in New Zealand do not happen in isolation, and are affected by what happens overseas. Sometimes there may be a link between the two. ● Ideas and assessment tasks from Level 1 could be extended here, or a learning progression framework developed. For example, if at Level 1 students were looking at the battle of Gate Pā, by Year 13 they could be examining the New Zealand Wars. ● Historical forces and movements are big ideas that captured a moment or moments in history. | <p>For AS 2.1, students need to formulate their own questions for inquiry. An historical event or place may include a person, so students may choose to investigate a significant person’s part in an event, for example,. Princess Te Puea and the influenza epidemic, Tohu and Te Whiti – or local examples of events and leaders.</p> <p>In choosing an event, consult with hapū and iwi to get their perspective on events that were pivotal in local history, or which were tied in some way to larger national events. When investigating perspectives (2.4), causes and consequences (2.5) or the ways in which New Zealand society was affected (2.6), it is important not to be broad, and create a large but light approach. Instead, look more specifically. For example, if examining the events at Parihaka, students could look deeply at one day of the campaign, rather than try to examine the whole series of events.</p> <p>When looking at perspectives, some contexts could be:</p> <ul style="list-style-type: none"> ● The Foreshore and Seabed Act ● The setting up of the Māori Party ● Parihaka ● The occupations of the Raglan Golf course, or |

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| <p>events of significance to New Zealanders.(H)</p> <ul style="list-style-type: none"> ● Understand how people’s interpretations of events that are of significance to New Zealanders differ. (H) | <p>Examples in the context of Māori history might be:</p> <ul style="list-style-type: none"> - Colonisation - Eugenics - Self-determination - Protest - Revolution - Racism. <ul style="list-style-type: none"> ● Contexts with a narrower, more specifically New Zealand focus include: <ul style="list-style-type: none"> - Māori engagement with the politics of assimilation, for example, attempts to set up a comprehensive Māori nursing programme; native schools; Te Kotahitanga Hou (Young Māori Party) - Komiti Wāhine and the suffrage movement - Māori Women's Welfare League - Te Kōhanga Reo movement - Language revitalisation - Ngā Tamatoa and Māori renaissance | <p>Pākaitore/Motua Gardens, or Bastion Point.</p> <p>Focusing on ecological places such as watersheds, streams, town belts, rivers, estuaries, and mountains is another way to bring a local place into the curriculum. A possible focus could be exploring the environmental history of waterways that played a key role in Māori communities before European settlement and the impact of colonisation on those places and the Māori communities that depended on them.</p> |
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| | <ul style="list-style-type: none"> - Development of indigenous Māori religious movements, including Rātana, Hiruhārama (Suzanne Aubert), Maungapōhatu, Ringatū - Māori and sport: rugby, tennis, rugby league, netball, golf, swimming (Katerina Nehua) - History based on oral traditions. | |
| <p>Level 8:</p> <ul style="list-style-type: none"> ● Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested. | <ul style="list-style-type: none"> ● At this level, students must look at the work of professional historians. A lot of these resources are not easily found or digestible. Make up a resource of specific, relevant chapters, prologues or online articles where different historians write about their ideas and methods, and use these to provide your students with material that is appropriate for their level. ● It is all right to admit you are unsure about teaching Māori history at this level, and that you are learning from hapū, iwi, and | <ul style="list-style-type: none"> ● The finest example of a contested event in Māori history is the Treaty of Waitangi, which is contested between and within iwi as well as between and among Māori and Pākehā. The Land Wars would be another good example. ● One way of approaching contested histories may be to take a small piece of contested history, such as photographic representations of Māori in the 1800, or an event in the Land Wars. Explain that causes can be a matter of perspective and need to be explored - they could develop a hierarchy of causes and debate their reasoning with others. ● The context of AS 3.4, in which contested histories could be examined, could also be used for the writing in AS 3.5. ● To guide students in AS 3.1, have them- choose and examine a |

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| | <p>historians along with the students. Find your own perspective and acknowledge it in the classroom.</p> <ul style="list-style-type: none"> ● Explanations, or ways of knowing, can be complex and students will need skills in sifting through different sources to look closely at perspective and bias. ● Look to identify challenges to conventional history, or that which has always been understood as the truth. ● Possible context: The impact of colonisation on indigenous peoples : a comparative study of Māori, Aboriginal and Torres Strait Islanders and First Nations peoples of North America. | <p>perspective that they themselves can identify with and then compare and explore in their analyses in 3.2 and 3.5. For example, the conventional historical view is ... but from my work there is a different explanation.</p> <ul style="list-style-type: none"> ● When analysing, it is very important to establish a sense of time and place, putting the key ideas into historical context and acknowledging the history of the local area as significant to the people who were there and the people who live there now. |
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