

Programme design – years 9 and 10		
Achievement Objectives	Conceptual understandings	Possible contexts
<p><b>Level 4:</b> Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</p>	<p>Culture Diversity Colonisation Dominance</p>	<ul style="list-style-type: none"> <li>● What do we remember? How do we remember? Different perspectives and stories can cloud or enhance memories and develop different understandings of the same event. <ul style="list-style-type: none"> <li>- Investigate the way culture is sustained and passed on through integration with the arts – kapa haka, waiata, dance, visual imagery; and community action, such as marae-building projects, the Māori Women’s Welfare League’s role in teaching weaving, or the rise of Te Kōhanga Reo language nests, Te Puna Reo, kura kaupapa Māori and wānanga</li> <li>- Examine the value of oral histories, and how they can be collected, collated and interpreted</li> <li>- Use the approach that there are a tangle of histories to unravel – is it important to have one answer?</li> <li>- Which waka came here – who came? from where? Why?</li> </ul> </li> <li>● What conflicts have been memorialised in your area. How? Are any groups missing? <ul style="list-style-type: none"> <li>- Is the recognition and commemoration of Captain Cook’s visit relevant to the people in your local area?</li> </ul> </li> <li>● Examine this achievement objective through examining local memorials, such as the Te Awamutu Walk of Fame; the memorial in Lower Hutt to the “Battle of Boulcotts Farm”; or a memorial to the “South African War” in Napier. How might these memorials be seen through a Māori lens?</li> <li>● What was the impact of post WW2 urbanisation for Māori identity and culture?</li> <li>● Look at the process of colonisation for local iwi: <ul style="list-style-type: none"> <li>- In what ways were their lives and land changed?</li> <li>- What aspects of colonisation were embraced by Māori in your area?</li> <li>- Was there ever a chance to live in Māori contexts, on Māori terms?</li> </ul> </li> </ul>

<p><b>Level 4:</b> Understand how people participate individually and collectively in response to community challenges.</p>	<p>Kotahitanga Whanaungatanga Community Environments</p>	<ul style="list-style-type: none"> <li>● What has local leadership looked like over time in your local area?</li> <li>● Explore local and national protest movements. An example would be the Springbok tour, particularly events that took place in Hamilton, Gisborne, Auckland and Wellington.</li> <li>● What were the local responses to national and international events such as the signing of the Treaty of Waitangi, World Wars 1 and 2, and the influenza epidemic? <ul style="list-style-type: none"> <li>- How far reaching were the consequences of those responses?</li> </ul> </li> </ul>
<p><b>Level 5:</b> Understand how the Treaty of Waitangi is responded to differently by people in different times and places.</p>	<p>Mana Motuhake Tino rangatiratanga Partnership Relevance Significance Justice Independence</p>	<p>After developing an understanding of the Treaty of Waitangi in its entirety, encourage students to focus on localised impacts</p> <ul style="list-style-type: none"> <li>● What is the history of the Treaty of Waitangi in your local area and how does it relate to the present day? Carry out an iwi investigation <ul style="list-style-type: none"> <li>- What has happened to the people where the treaty was signed?</li> <li>- How is the Treaty of Waitangi relevant in your local area?</li> <li>- Who were the people that signed it?</li> <li>- Why did they sign the Treaty of Waitangi?</li> </ul> </li> <li>● Over the last 30 years governments have worked towards Treaty settlements that attempt to resolve historical grievances through “full and final” settlements. Can Treaty settlements can ever be fully and finally settled?</li> <li>● Does the Treaty of Waitangi apply to those who chose not to sign it, or were not invited to do so?</li> <li>● What has happened in other countries to indigenous peoples who have not had a treaty with colonisers? (Explore the history of Australian aborigines as an example. How did their experience differ to the experience of Māori?</li> </ul>
<p><b>Level 5:</b> Understand how economic decisions impact on</p>	<p>Empire and power Market competition</p>	<ul style="list-style-type: none"> <li>● How have economic decisions affected the social and whānau fabric of local iwi? <ul style="list-style-type: none"> <li>- Investigate the movement of local iwi over time – what were the economic</li> </ul> </li> </ul>

people, communities, and nations.	Accountability	<p>push and pull factors? Whose choice was it to move?</p> <ul style="list-style-type: none"> <li>- Why were some places more economically viable than others?</li> <li>- Māori businesses are role models in the international scene for other indigenous peoples and role models for New Zealand business due to the tikanga-related principles they use to govern. Why is this?</li> </ul>
<b>Level 5:</b> Understand how people’s management of resources impacts on environmental and social sustainability.	Kaitiakitanga Interdependence Sustainability	<ul style="list-style-type: none"> <li>● What are some of the natural, economic, cultural, and social resources of your local area? Whose resources are they? Why do these people or groups have ownership? <ul style="list-style-type: none"> <li>- How does kaitiakitanga fit into the past, present, and future contexts of your local area?</li> <li>- Is there a social and economic cost to environmental legislation? Has there been in the past?</li> <li>- What is the impact of the Resource Management Act and the Waitangi Claim 262 (Wai 262) on resource management?</li> </ul> </li> </ul>
<b>Level 5:</b> Understand how people define and seek human rights.	Active citizenship Democracy Representation Equity Social justice Mana Motuhake	<ul style="list-style-type: none"> <li>● How have human rights been defined in Aotearoa? <ul style="list-style-type: none"> <li>- Have there been times in your local area where a group or individual has been denied their human rights? And for what reason? What were the consequences?</li> <li>- Contexts to explore: incident with Auckland university engineering students, protest movements, Ngā Tamatoa, the Treaty of Waitangi rights, Māori suffrage.</li> <li>- How were human rights issues monitored in New Zealand before the Human Rights Commission or the the Race Relations Commissioner offices were established?</li> <li>- Note the influence that Māori assertion of rights (for example at Parihaka) has had on global leadership.</li> </ul> </li> </ul>
<b>Level 5:</b> Understand that people move between places and how this has consequences	Confiscation Resistance Tūrangawaewae	<ul style="list-style-type: none"> <li>● How has Māori identity changed over time? <ul style="list-style-type: none"> <li>- What does being Māori mean for those living in Australia?</li> </ul> </li> <li>● Has the concept of tūrangawaewawe changed? How and why?</li> </ul>

for the people and the places.		<ul style="list-style-type: none"> <li>- How might the meaning and value of land be perceived differently by Māori and by Pākehā?</li> <li>- See Te Tākanga o te Wā</li> </ul>
<b>Level 5:</b> Understand how cultural interaction impacts on cultures and societies.	Identity Heritage Change Conflict Cause and effect	<ul style="list-style-type: none"> <li>● Using a lens of ‘What happened here’ look at colonial Interaction as a two-way street <ul style="list-style-type: none"> <li>- How have some of these cultural effects been exacerbated or mitigated?</li> <li>- What were the intentions, philosophies, and understandings that underpinned colonisation? Do any of them continue today?</li> </ul> </li> <li>● What does tikanga look like in different local contexts, including at a school level?</li> <li>● What has the impact of cultural appropriation been on local iwi?</li> </ul>
<b>Level 5:</b> Understand how the ideas and actions of people in the past have had a significant impact on people’s lives.	Processes Patterns Change Conflict Cause and effect Continuity	<ul style="list-style-type: none"> <li>● How is place linked to history? Is history the same as memory?</li> <li>● What are some of the more significant events in your area? Who decides what is significant? <ul style="list-style-type: none"> <li>- What patterns can you see in your area over time?</li> <li>- Who were the key influencers in your area?</li> <li>- How have change and conflict characterised your local area?</li> </ul> </li> <li>● Are any histories “hidden” in your area?</li> <li>● Are the lives and histories of Pākehā and Māori people in your community comparable? (Students could follow individual experiences in local or national events such as World War I and 2.)</li> </ul>
<b>Level 5:</b> Understand how people seek and have sought economic growth through business, enterprise, and innovation.	Empire and power Market competition Accountability Integrity Reliability Globalisation	<ul style="list-style-type: none"> <li>● What were the economic drivers for the Treaty of Waitangi?</li> <li>● How is economic growth and recovery linked to the settlement process? Examples could be the mānuka honey industry, Tainui investments, iwi-owned and run businesses</li> <li>● In what ways do current economic growth and innovation show that Māori history is still being made?</li> </ul>