Social Studies Learning Matrix

Curriculum Levels 6, 7, 8

Learning Area Whakataukī

Unuhia te rito o te harakeke kei whea te kōmako e kō?	*Remove the heart of the flax bush and where will the kōmako sing?*
Whakatairangitia – rere ki uta, rere ki tai;	*Proclaim it to the land, proclaim it to the sea;*
Ui mai koe ki ahau he aha te mea nui o te ao,	*Ask me, 'What is the greatest thing in the world?'*
Māku e kī atu he tangata, he tangata, he tangata!	*I will reply, 'It is people, people, people!'*

Social Inquiry Processes

In Social Studies, students explore and engage in contemporary social issues through social inquiry processes. Wānanga and talanoa are approaches to inquiry that also allow students to explore and engage in contemporary social issues.

Using a social inquiry, students will:

- understand and use appropriate inquiry frameworks that are culturally and ethically sound to examine relevant contemporary social issues
- ask questions, gather information, and background ideas to deepen conceptual understanding
- explore people's points of view, values, and perspectives
- consider the ways in which people make decisions and participate in social actions
- suggest possible solutions, resolutions and responses that may be required
- reflect on and evaluate the understandings they have developed.

Big Idea	At Curriculum Level 6, students will...	At Curriculum Level 7, students will... (indicative only)	At Curriculum Level 8, students will... (indicative only)

| Cultures and identities can change and this shapes societies | • understand that identities and culture can be multiple, dynamic and change in response to shifts, such as cultural, economic, political, and religious influences within society

• consider how societies, communities, and individuals navigate inclusion and difference in society

• explore how whakapapa and whakawhanaungatanga shape the past, inform the present, and empower the future

• understand the importance of mana motuhake and empowerment of indigenous knowledge in Aotearoa New Zealand | • explore the ways that expression of identities, cultures, status, and belonging reflect aspects of power and privilege

• explore the relationship between change and continuity of cultures and evaluate the impact of this for groups and individuals

• investigate the ways in which societies respond to challenges and opportunities, in relation to cultural diversity

• investigate how whakapapa and whakawhanaungatanga shape the past, inform the present, and empower the future

• investigate the importance of mana motuhake and empowerment of indigenous knowledge in Aotearoa New Zealand | • examine the relationship between cultural norms, dominance, and the marginalisation of groups

• examine how beliefs and cultural practices are informed by ideologies and how these shape people's values, actions, and decisions

• compare the strategies international communities develop to negotiate differences

• critically examine how whakapapa and whakawhanaungatanga shape the past, inform the present, and empower the future

• critically examine the importance of mana motuhake and empowerment of indigenous |

| **Big Idea**

Societies are made up of diverse systems and structures which impact individuals and groups | ● learn that society's range of social organisation systems and structures (such as social, political, cultural, spiritual) impact upon the rights, roles, and responsibilities of people and groups

● explore how power is distributed within social systems and structures and how groups challenge and question these structures

● examine contemporary contexts and issues related to Te Tiriti o Waitangi and The Treaty of Waitangi and the decision-making processes which attempt to address these

● honour the principles and values of Te Tiriti o Waitangi

● learn that there are different views about what human rights are, and how they are valued and applied | ● explore roles and responsibilities in different systems and structures, such as within government and in local, national, and global contexts

● explore how the actions of people and structures legacies, such as colonisation, impact current expressions of social organisation

● explore how the nature of power within political systems and structures can enable and constrain agency with differing impacts on groups and organisations and outcomes

● engage with individuals, communities, and community leaders to understand how to respond to challenges | knowledge in Aotearoa New Zealand

● understand the relationship between the continuity of government systems and dominance

● consider the ways in which political ideologies are underpinned by diverse and at times conflicting values, beliefs, worldviews, and perspectives

● explore policy processes in Aotearoa New Zealand, how the people can participate, and limitations to participation

● develop ideas around what challenges systems and structures may face in the future from different perspectives |

Big Idea			
Global flows and processes interact with and shape society	• learn about how global flows and processes, including the influences of media and flows of ideas, impacts on individuals and/or local communities and places • learn about how a global flow or process has impacted on communities in the past and continues to shape communities today.	• explore how communities and societies are impacted by global flows and ideas and the ways in which they respond • investigate the ways in which challenges can arise in relation to globalisation and compare how communities have responded to these • explore how indigenous communities and people have been impacted by globalisation	• apply understanding of global flows and processes to possible future outcomes and impacts on individuals, communities, and societies • examine how responses to global processes are shaped by ideological differences • examine the responses and actions of organisations and groups involved in the global process of de-colonisation.