



## Geography Learning Matrix

Curriculum Levels 6–8

Learning Area Whakataukī:

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

Geography Kete			
Big Ideas	<p><i>Geographers use a range of different practices to learn about places and environments, both natural and cultural.</i>  <i>These geographic practices are woven throughout and across all the Big Ideas (what we know and understand).</i></p> <p>Geographers use:</p> <ul style="list-style-type: none"> <li>- tools, methods, and skills to explore the natural and cultural world, including maps, fieldwork, GIS, geographical models, decision-making, data, and inquiry</li> <li>- multiple knowledge systems to explore environments. In Aotearoa New Zealand, this includes mātauranga Māori and te ao Māori.</li> </ul>		
	At Curriculum Level 6, students will...	At Curriculum Level 7, students will... (indicative only)	At Curriculum Level 8, students will... (indicative only)
Environments shape people and people shape environments	<ul style="list-style-type: none"> <li>• describe the key natural and cultural characteristics of different environment</li> <li>• examine the relationships that tangata whenua have with significant places</li> <li>• explore the relationship between the taiao and the location of communities</li> <li>• explore how the locations of spatial patterns influence people</li> <li>• explore the impact of people on the taiao and consider the consequences of this</li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast key natural and cultural features to show how different environments shape communities</li> <li>• investigate the ways people interact with environments and the reason for this</li> <li>• examine kaitiakitanga and indigenous practices</li> <li>• understand how natural and/or cultural processes cause environments to change over time</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that identities, cultures, wairuatanga, beliefs, and values shape diverse perspectives and our interaction with the environment</li> <li>• investigate people's responses to environmental challenges</li> <li>• consider relationships between people and environments, and how these may change in the future</li> <li>• critically analyse the ways people interact with environments</li> <li>• consider how natural and cultural processes interact</li> </ul>
Big Idea			



Environments are shaped by natural processes	<ul style="list-style-type: none"> <li>• explore pūrākau and science to understand how natural environments are formed</li> <li>• investigate how natural processes operate in environments</li> <li>• investigate how natural processes form spatial patterns</li> </ul>	<ul style="list-style-type: none"> <li>• explore how natural processes vary in scale and from place to place</li> <li>• explore how natural processes create spatial patterns in different environments</li> <li>• engage with how te ao Māori relationships between the natural and cultural environments have remained the same and changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• critique the consequences of decisions that produce spatial patterns at a range of scales</li> <li>• explore different worldviews to understand power imbalances and that perspectives are nuanced</li> <li>• inquire into how kaitiakitanga influences the possible, probable, and preferred futures of Aotearoa New Zealand</li> </ul>
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>• investigate how natural processes have consequences on environments</li> </ul>	<ul style="list-style-type: none"> <li>• investigate how natural processes vary in scale, and from place to place</li> </ul>	<ul style="list-style-type: none"> <li>• Critique the consequences of decisions that produce spatial patterns at a range of scale</li> </ul>
Tikanga shapes the relationship between ngā tāngata and the taiao	<ul style="list-style-type: none"> <li>• know how kaitiakitanga can shape the relationship between ngā tāngata and the taiao</li> <li>• explore how principles of Te Tiriti o Waitangi relate to resource use and ownership in Aotearoa New Zealand</li> <li>• recognise that diverse perspectives will influence decision-making</li> <li>• explore how power can shape decision-making for the taiao</li> </ul>	<ul style="list-style-type: none"> <li>• make informed decisions on the use of an environment that considers kaitiakitanga</li> <li>• explore perspectives and power as they affect New Zealand's relationships with other nations now and in the future</li> <li>• reflect on Te Tiriti o Waitangi, in relation to access to and use of resources</li> <li>• identify and examine bias in perspectives</li> <li>• observe and assess how power sets agendas for decision-making and environmental change.</li> </ul>	<ul style="list-style-type: none"> <li>• consider how geographical practices in other countries exemplify guardianship, sustainability, and connections between people and place, including indigenous and non-indigenous approaches</li> <li>• integrate practices of kaitiakitanga with current environmental management practices at a range of scales including local, regional, national, and global</li> <li>• explore how power imbalances have shaped environments and how they can be addressed through applying Te Tiriti o Waitangi</li> </ul>
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>• recognise that the consequences of decisions shape spatial patterns.</li> </ul>		<ul style="list-style-type: none"> <li>• investigate how the power of language and discourse manipulates and marginalises people</li> </ul>
Perspectives and power influence environments			<ul style="list-style-type: none"> <li>• consider how perspectives and power may affect Aotearoa New Zealand's possible, probable, and preferred relationships with other nations.</li> </ul>