



## Social Studies Learning Matrix

### Curriculum Levels 6, 7, and 8

#### Learning Area Whakatauākī:

*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!”*

Nā, Meri Ngāroto, Te Aupōuri (1830s)

Big Ideas		
Cultures are dynamic and change through hononga and interaction	Societies are made up of diverse systems	Global flows influence societies
Significant Learning		
Across all Curriculum Levels, ākonga will...		
<ul style="list-style-type: none"> <li>understand and use appropriate inquiry frameworks that are culturally sustaining and ethically sound</li> <li>ask challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges</li> <li>reflect on and evaluate the understandings developed through social inquiry</li> <li>participate in thoughtful social action in response to social issues or opportunities.</li> </ul>		
At Curriculum Level 6, ākonga will...	At Curriculum Level 7, ākonga will... (indicative only)	At Curriculum Level 8, ākonga will... (indicative only)
<ul style="list-style-type: none"> <li>explore the values behind diverse perspectives between groups that underpin viewpoints and responses</li> <li>reflect on how people and groups make just and inclusive considerations to inform ethical decision making</li> <li>explore how and why identities and culture can be multiple and dynamic</li> <li>consider how societies, communities, and individuals navigate diversity and inclusion in society</li> <li>recognise that society's range of social organisation systems (such as social, political, cultural, spiritual) impact upon the rights, roles, and responsibilities of people and groups</li> <li>explore different views about human rights and how they are valued and applied</li> <li>explore how power is exerted to influence multiple aspects of society and the impact on groups and communities</li> <li>investigate the ways groups and communities are responding to challenges and opportunities related to Te Tiriti o Waitangi</li> <li>explore how global flows impact individuals and/or local communities and places.</li> </ul>	<ul style="list-style-type: none"> <li>consider how ideologies and diverse perspectives within and between groups inform people's values and responses</li> <li>explore the tension between cultural continuity and change and the significance of this for groups and communities</li> <li>investigate how social issues are responded to by different groups</li> <li>investigate how groups, communities and nations meet their responsibilities and exercise their rights in local, national, or global contexts and how these have varying degrees of effectiveness</li> <li>explore how the nature of power within social organisation systems can enable and constrain agency with differing impacts</li> <li>evaluate the processes used to attempt to resolve grievances related to Te Tiriti o Waitangi and The Treaty of Waitangi</li> <li>investigate the systems that impact the practices of mana motuhake in Aotearoa New Zealand, and their implications</li> <li>investigate the ways global flows, including colonisation, create challenges and opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>compare how ideologies inform beliefs, cultural practices, and political stances and how these influence people's values and actions</li> <li>investigate how international agreements are enacted by nations and communities to address global issues</li> <li>explore how people participate to influence policy processes internationally and in the Pacific Realm including Aotearoa New Zealand</li> <li>examine how responses to global flows are influenced by ideological differences</li> <li>compare the responses taken by groups and organisations to global flows including colonisation.</li> </ul>