

# Social Studies — Curriculum Levels 6, 7, and 8

## Learning Area Whakatauākī

**Unuhia te rito o te harakeke kei whea te kōmako e kō?**

Whakatairangitia — rere ki uta, rere ki tai;

Ui mai koe ki ahau he aha te mea nui o te ao,

Māku e kī atu he tangata, he tangata, he tangata!

Nā, Meri Ngāroto, Te Aupōuri (1830s)

*Remove the heart of the flax bush and where will the kōmako sing?*

*Proclaim it to the land, proclaim it to the sea;*

*Ask me, "What is the greatest thing in the world?"*

*I will reply, "It is people, people, people!"*

Knowledge big ideas

Subject knowledge, competencies and ways of working

Mātauranga Māori knowledge and knowledge-generating processes

Level-appropriate contexts

**Significant Learning**

At years 11 - 13

## 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...

- understand and use appropriate inquiry frameworks that are culturally sustaining and ethically sound
- ask challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges
- reflect on and evaluate the understandings developed through social inquiry
- participate in thoughtful social action in response to social issues or opportunities.

### At Curriculum Level 6, ākonga will...

- explore the values behind diverse perspectives between groups that underpin viewpoints and responses
- reflect on how people and groups make just and inclusive considerations to inform ethical decision making
- explore how and why identities and culture can be multiple and dynamic
- consider how societies, communities, and individuals navigate diversity and inclusion in society
- 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
- explore different views about human rights and how they are valued and applied
- explore how power is exerted to influence multiple aspects of society and the impact on groups and communities
- investigate the ways groups and communities are responding to challenges and opportunities related to Te Tiriti o Waitangi
- explore how global flows impact individuals and/or local communities and places.

### At Curriculum Level 7, ākonga will... (indicative only)

- consider how ideologies and diverse perspectives within and between groups inform people's values and responses
- explore the tension between cultural continuity and change, and the significance of this for groups and communities
- investigate how social issues are responded to by different groups
- 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
- explore how the nature of power within social organisation systems can enable and constrain agency with differing impacts
- evaluate the processes used to attempt to resolve grievances related to Te Tiriti o Waitangi and The Treaty of Waitangi
- investigate the systems that impact the practices of mana motuhake in Aotearoa New Zealand, and their implications
- investigate the ways global flows, including colonisation, create challenges and opportunities.

### At Curriculum Level 8, ākonga will... (indicative only)

- compare how ideologies inform beliefs, cultural practices, and political stances, and how these influence people's values and actions
- investigate how international agreements are enacted by nations and communities to address global issues
- explore how people participate to influence policy processes internationally and in the Pacific Realm, including Aotearoa New Zealand
- examine how responses to global flows are influenced by ideological differences
- compare the responses taken by groups and organisations to global flows, including colonisation.