

JUNIOR SOCIAL STUDIES at LPHS

Purpose Statement

The Social Sciences learning area:

- Equips ākonga with knowledge of societies and of how people interact with each other and environments.
- Develops knowledge of the differences and similarities of human experiences across time and place.
- Builds understanding that supports informed participation in communities and enables them to consider multiple perspectives.

Through the study of social sciences, ākonga learn how to:

- Use disciplinary tools and conventions for gathering and analysing evidence and communicating findings.
- Be curious about the past and their own world.
- Develop broader understanding through exploring people, places, and ways of life beyond their own experiences.
- Develop skills and abilities in critical analysis and oral and written explanation.

The Social Sciences learning area equips ākonga with:

- Historical, geographical, economic, political, and financial knowledge of New Zealand and the world.
- Knowledge of matauranga Māori, including local, regional and national Māori history, tikanga and contemporary Māori communities and the issues they face.
- Knowledge and insights into the diverse communities of New Zealand.
- How democracy operates in New Zealand in theory and in practice and the practices of civic participation and engagement.

Learning Area Structure

The year-by-year teaching sequence, organised by strands, sets out what is to be taught.

In practice, the structure and content is adapted by teachers (our department,) and guided by school and community goals. We will:

- design learning in response to our learners
- adjust the order of content and the emphasis in presentation
- add appropriate contexts and content.
- For all strands (History, Geography, Economic Activity and Civics and Society) local examples and contexts will be drawn on as appropriate to enrich the content and increase the relevance and connection of the learning experience for ākonga.

In Years 9–10, teachers guide ākonga to

- Deepen their understanding of the changing nature of places, and how societies function and change, with a focus on New Zealand’s place in a globalised world.
- Explore complex contexts related to political ideologies, governance systems, and human rights frameworks, including the constitutional significance of te Tiriti o Waitangi | the Treaty of Waitangi.

Teaching supports ākonga to:

- Engage with higher-order concepts, such as sovereignty, inequality, ethics, and power
- Develop strong social sciences practices related to analysing data and sources
- Make decisions
- Evaluate significant events and challenges.

The Social Sciences learning area prepares students with the knowledge and practices to access related curriculum subjects for Years 11–13, such as History, Geography, Economics, and Pacific Studies.

The Current Programme:**Junior Social Studies**

Year 9	Year 10
Theme: Finding our Place	Theme: The Search for a Fair Society
Common Topics:	Common Topics:
Te Ao o Te Maori · What drove Polynesian exploration and settlement? · Adaptation and adjustment to the new land and its resources. · The origins of Maori culture	The Age of European Expansion and Colonisation: · Why did Europe “find” the world in the C15? · What were the consequences? · Why the growth in migration and colonisation after 1780? · The impact of race – slavery, discrimination, imperial economies and the myth of “the civilising mission”

Maori and Pākehā: 1769 – 1840 · From Cook to colonisation. · Maori choices and expectations: · Muskets, missionaries, sealers, whalers and traders: what were the consequences from first contact to first settlements?	Case Study: British Colonisation of New Zealand 1840 – 1920. · Te Tiriti o te Waitangi · Migrants from the British Isles and elsewhere · Gold, Land and War · “Brave New World”/Social Laboratory?
Our harbour, our place 1300 - 2020: · Our school and our neighbourhood · An inquiry into local history from discovery and colonisation to today ○ 1300 – 1840: Our foundational history ○ 1842 – 1900: Newcomers, new ways – changes and impacts	Human Rights: How far have we come? · Where are we at? · Past and Present Case Studies and Comparisons. · Exploration of themes – race, gender, belief. · International Bodies – Official and NGOs
Government in NZ – How Does It Stack up? · A comparative study over time and between cultures · Where does our system come from? · How does it work? · What are some alternatives?	Sustainability: Current crisis / future challenge? What does this look like · Past and Present Case Studies and Comparisons. · Exploration of themes · International Bodies – Official and NGOs, Role of the UN