Planning hub for Aotearoa Histories in Te Kāhui Ako o Tarikākā:

Ideally, this is a 'live document' that will grow as we get further in our journey of the new ANZHC. To add to it, follow this edit link- but this is the master so please be careful not to change other's work!

		Under	stand			Know				Do			
Phase	Māori history foundational	Colonisation	Shaped by use of power	Relationship and connections	Whakapapa/ identity	Rangatiratanga/ Govt & org	Tūrangawaewae/place	Ohaoha/ economic	Historical relationships	Sources & perspectives	Interpreting	"What"- Unit name, and brief description of learning and historical content.	"How" Key resources and links. Activity ideas. Could link to planning
1-3 (and 4)	x	x			x		x		x	х	x	A sense of place: "The relationships of individuals, groups, and communities with the land, water, and resources are reflected in the names of places and in the stories we tell about them. This resource shows how five texts from the School Journal series can be used to support learning in the context of tūrangawaewae me te kaitiakitanga through stories, names, whakairo (carvings), and pepeha" Year 3-4 Term Planning (link goes to a google doc) Examples of planning from Term 1 this year. We looked at the timeline of events from Kupe discovering Aotearoa, to the New Zealand Wars. We looked at the impact of migration and colonisation, and how this impacts us today.	https://aotearoahistories.education.govt.nz/teaching-resource/sense-place Uses 5 school journal texts. Range of potential activities suggested including reading, visual language, discussions, video, roleplay. Google site page with teacher made slideshows/info for student use This is a set of slideshows with information/videos that our ākonga accessed to help them with their learning. It also has the learning activities that went alongside it.
1-8	x	x	X	x	X	x	X			x		 Living History: (made for L1-4, Y0-8, but could be useful above this) Aotearoa New Zealand Histories (draft curriculum): Know I have built my knowledge of stories iwi and hapū tell about their history in the rohe (area), and of stories about the people, events, and changes that have been important in my local area. Whakapapa me te whanaungatanga Māori voyaged across the Pacific and became tangata whenua: the indigenous people of this place. Māori navigation to Aotearoa New Zealand was deliberate and skilful. Migrant connections with the Pacific have been important and continue to be so. Key Understandings: 	Shared reading/studying of 'The House that Jack Built' By Gavin Bishop. A rich resources that teaches colonisation very clearly at a year 1-8 level. Main Text PDF Here Teacher notes here Used māori stories around how the world and nz was made, discovering nz etc.

Pre-colonisation Pre-colonisation	
 Kupe discovering Aotearoa New Zealand The migration of Māori to Aotearoa New Zealand How Māori lived pre-colonisation Animals, including native and introduced species and introduced pests Colonisation and its consequences Captain Cook and Abel Tasman discovering Aotearoa / New Zealand The migration of Pakeha to Aotearoa New Zealand, including their impact on Māori (missionaries, whalers, sealers, trading, etc.) The Declaration of Independence / He Whakaputanga Te Tiriti o Waitangi / The Treaty of Waitangi 	
1-3	
4-6	
4-6	
4-6	
4-6	
This unit on protest and activism explores what protest has looked like and continues to look like today in Aotearoa, through an art lens. It explores historic protests and what influence they had at the time and continue to have today (on tangata Māori, pākeha, and the relationships of people in those communities). This unit is not complete, but it gives a good place to start and build from. Planning sheet – context, rough plan, activities, useful links Slides – pictures and activities Images in the slideshow and NZ, as well as other journ reading and independent end links work and the next steps of the pictures and activities.	a History of Protest in nal texts to support t learning. that support the
7-8	
7-8	
7-8	
9-10 X X X This unit on migration looks at the reasons for migration and why people move through the context of Pacific migration to Aotearoa in the 1950s-70s (including the Dawn Raids) and then looks at the Syrian refugee crisis as a comparison. Comparison of differences between migration unit plan. Migration Unit Uses School Journal text (available this text and other supporting domain migration and refugees.	- ·
9-10 x Te Ao Tangata (social science) unit outlines- y9: "significant Places" looking at the places in Wellington region named by Kupe and how they've been used by different groups since. Te Ao Tangata Course Outlines 20. Final assessment asks students to resource for use by our Kahui Ako Map of historical places from Kup Student created	o create a learning
	23.pdf
9-10 Y10: "Ingoa and Whakapapa": Whakapapa of akonga and history of mana whenua Te Ao Tangata Course Outlines 20.	