

# Social Sciences @ Tarras School

## “Understand” – Curriculum Big Ideas

1. Māori history is the foundational and continuous history of Aotearoa New Zealand.	2. Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years.	3. People's lived experiences have been shaped by the use and misuse of power	4. People hold different perspectives on the world depending on their values, traditions, and experiences.	5. People participate in communities by acting on their beliefs and through the roles they hold.	6. Interactions change societies and environments.
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### Our Aims

### Our Beliefs

### Our Approach

We aim to equip ākonga with the knowledge and understanding of their heritage, personal identity, and the rich history of New Zealand at local, regional, and national levels. By forging connections to the broader world and embracing diverse perspectives, our students will be equipped to make well-informed decisions and drive positive transformations in the world around them. We are committed to cultivating culturally responsive and empathetic learners who think critically and actively contribute to their communities and the global society.

We believe that through understanding the past and present, ākonga will gain valuable insights into different perspectives and develop empathy, respect, tolerance, humility, and a deep knowledge of how to relate to others and their beliefs. We believe that by incorporating the perspectives and knowledge of Mātauranga Māori, we can provide meaningful opportunities for ākonga to engage with our history and learn to honour Te Tiriti o Waitangi.

In Social Sciences, we facilitate learning through a collaborative learning approach. Our primary aim is to enhance student engagement and cultivate curiosity and critical thinking abilities. Through this approach, ākonga will gain a deep understanding of the past and present at a local, national and global level. We approach learning as a progression in our unique 1-8 setting.

## “Know” – Contexts for Learning

Ngā ahurea me te tuakiri kiritōpū <b>Culture &amp; collective identity</b>	Te tino rangatiratanga me te kāwanatanga <b>Sovereignty, organisation &amp; government</b>	Te tūrangawaewae me te taiao <b>Place and environment</b>	Ngā mahinga ohaoha <b>Economic activity</b>
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## How we go about it...

### Expectations

Social Sciences is integrated across the curriculum. Ākonga are provided with numerous opportunities to actively participate, explore, and deeply understand various Social Studies concepts.

### Planning Expectations

The following process is used for planning:  
**Step 1:** We foster collaboration to create a comprehensive yearly overview, which includes the development of a central big idea for the year.

**Step 2:** From this overarching big idea, we craft engaging storylines for each term, ensuring that our integrated units align with our school values.

### Coverage across Contexts

#### Yearly Overview

We use our yearly overview to track curriculum coverage across the phases of learning (refer to individual unit plans).

### How we Plan

At the beginning of each year, we create a comprehensive yearly overview as a dynamic working document. This guide is utilised by kaiako and can be modified based on the evolving needs and interests of ākonga. To maintain consistency and coherence, kaiako actively engage in a collaborative planning process at the beginning of each term which is then broken down into weekly planning.

<p><b>Step 3:</b> Collaborative integrated unit planning and daily lesson planning.  <a href="#">Social Sciences/ANZH Unit Plan Example</a></p>		
<p><b>Inquiry Questions</b>  An overarching inquiry question is developed by kaiako during the initial phase of collaborative planning when unpacking the big ideas. This is then broken down into essential questions that guide learning throughout the unit.</p>	<p><b>Mana Whenua</b></p> <ul style="list-style-type: none"> <li>- local marae is Moeraki</li> <li>- <a href="#">Ngāi Tahu - New Zealand South Island Maori tribal website</a></li> <li>- <a href="#">Papatipu Rūnanga</a></li> </ul>	<p><b>Our Values:</b></p> <ul style="list-style-type: none"> <li>● Community</li> <li>● Curiosity</li> <li>● Diversity</li> <li>● Sustainability</li> </ul>
<p><b>Local Contexts:</b></p> <ul style="list-style-type: none"> <li>- Local families that have been in Tarras for generations</li> <li>- Local Landmarks (Lake Dunstan, Lindas/Clutha River, Dunstan Mountains, High Country Farms/Stations)</li> <li>- EnviroSchools</li> <li>- School camp</li> <li>- Challenge Wanaka</li> </ul>	<p><b>Ākonga Interests</b></p> <ul style="list-style-type: none"> <li>- gardens, local area/history (people that came before them), regional issues and events, farming, the natural environment that surrounds us (geography), ongoing social issues that are relevant to them, sustainability</li> </ul>	
<p><b><u>"Do" - Skills or practices of a Social Scientist</u></b></p>		
<p>Asking rich questions</p>	<p>Communicating</p>	<p>Thinking critically about the past</p>
<p>Thinking conceptually</p>	<p>Identifying values and perspectives</p>	<p>Collecting, analysing, and using sources</p>
<p><b>How we go about it...</b></p>		
<p><b>Where the "DO" fits... <i>alignment with <a href="#">Tarras School Values</a></i></b>  (also refer to <a href="#">unit plans</a>)</p> <p><b>Value: Hapori/Community - SS Do:</b> communicating arguments and ideas using social science conventions.</p> <p><b>Value: Mahira/Curiosity - SS Do:</b> ask rich questions to guide worthy investigations; thinking conceptually; collecting, analysing, and using sources; thinking critically about the past.</p> <p><b>Value: Kanorau/Diversity - SS Do:</b> identifying values and perspectives.</p> <p><b>Value: Whakauka/Sustainability - SS Do:</b> analysing decisions and taking social action.</p>	<p><b>Assessment Beliefs &amp; Expectations:</b>  We believe as part of our planning process that we identify learning not left to chance. We hope that all ākonga will achieve at varying levels. Ākonga will develop deep understandings of our local, regional and national history.</p> <p><b>How does it look?</b>  Assessment for learning. Evidence is collected throughout the unit which is then used to triangulate a full picture of ākonga learning.</p>	