

## YEARS 1-3 PROGRESS OUTCOMES

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UNDERSTAND	Through building knowledge about contexts and drawing on inquiry practices, ākonga are beginning to understand that:				
	<b>Māori history is the foundational and continuous history of Aotearoa New Zealand.</b>	<b>Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years.</b>	<b>The course of Aotearoa New Zealand's histories has been shaped by the use of power.</b>	<b>Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories.</b>	
	Māori have been settling, storying, shaping, and have been shaped by these lands and waters for centuries. Māori history forms a continuous thread, directly linking the contemporary world to the past. It is characterised by diverse experiences for individuals, hapū, and iwi within underlying and enduring cultural similarities.	The settlement of Aotearoa New Zealand has contributed to an increasingly diverse population, with many languages and cultures now part of its fabric. Colonisation began as part of a worldwide imperial project. It has been a complex, contested process, experienced and negotiated differently in different parts of Aotearoa New Zealand over time. Aotearoa New Zealand has also colonised parts of the Pacific.	Individuals, groups, and organisations have exerted and contested power in ways that improve the lives of people and communities, and in ways that lead to exclusion, injustice, and conflict.	People in Aotearoa New Zealand have been connected locally, nationally, and globally through voyaging, discovery, trade, aid, conflict, and creative exchanges. This has led to the adoption of new ideas and technologies, political institutions and alliances, and social movements.	
<p>Ākonga have explored the diverse histories and experiences of the peoples of Aotearoa New Zealand.</p> <p>Ākonga have built their knowledge of stories about the people, events, and changes that have been important in their local area, including knowledge of the stories iwi and hapū share about their history in the rohe.</p> <p><b>For the national contexts, ākonga know the following:</b></p>					
<b>Whakapapa me te whanaungatanga</b>  <b>Culture and identity</b>	<b>Tino rangatiratanga me te kāwanatanga</b>  <b>Government and organisation</b>	<b>Tūrangawaewae me te kaitiakitanga</b>  <b>Place and environment</b>	<b>Kōwhiringa ohaoha me te whai oranga</b>  <b>Economic activity</b>		

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KNOW	<p><b>Origins and connections</b> Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival. People in our area have come from a variety of places and some retain connections to those places.</p>	<p><b>Waitangi Day</b> Waitangi Day marks the significance of the initial signing of Te Tiriti o Waitangi, The Treaty of Waitangi. We recall what happened at Waitangi at the time of the signing and who was there. This helps us understand why we have a holiday.</p>	<p><b>Connecting</b> Tangata whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae.</p> <p><b>Naming</b> Many of the names of geographical features, towns, buildings, streets, and places tell stories. Sometimes there is more than one story.</p>	<p><b>Living and working</b> The ways different groups of people have lived and worked in this rohe have changed over time.</p>			
	Click on the + to the left for Key Questions related to each <b>KNOW</b> area:						
	<p><b>Origins and connections</b> What stories do hapū and iwi tell about their origins?</p> <p>Where do people in our community come from?</p> <p>Do they have connections to the places that they come from?</p> <p>How do they keep up those connections?</p>	<p><b>Waitangi Day</b> Why is February 6 called Waitangi Day?</p> <p>How does the community acknowledge the significance of 6 February 1840?</p> <p>What do we know about the people who were at Waitangi around the time of signing?</p>	<p><b>Connecting</b> What are the names of the features of the landscape in our area?</p> <p>Do some features have more than one name? If so, why, and where do the names come from?</p> <p>How did Māori name marae, hapū, iwi, and features of the landscape?</p> <p>How and why have some place names in Aotearoa New Zealand changed?</p> <p><b>Naming</b> How and why have some place names in Aotearoa New Zealand changed?</p> <p>How did Māori name marae, hapū, iwi, and features of the landscape?</p>	<p><b>Living and working</b> Who were the first people to live in our area?</p> <p>What are the stories about how they have met their needs and wants?</p> <p>Who else has lived here over time?</p> <p>What are the stories about how these people have met their needs and wants?</p>			
Click on the + to the left to show <b>Twinkl Links</b> and <b>Planning/Coverage</b> sections:							
TWINKL LINKS	Click on these links below to go to Twinkl resources directly linked to these progress outcomes:						
	<a href="#">Year 0-2: Culture &amp; Identity</a>	<a href="#">Year 0-2: Government and Organisation</a>	<a href="#">Year 0-2: Place and Environment</a>	<a href="#">Year 0-2: Economic Activity</a>			
	<a href="#">Year 3-4: Culture &amp; Identity</a>	<a href="#">Year 3-4: Government and Organisation</a>	<a href="#">Year 3-4: Place and Environment</a>	<a href="#">Year 3-4: Economic Activity</a>			

# YEARS 1-3 PROGRESS OUTCOMES

Add the date and links to planning or KNOW topics covered here:

PLANNING | COVERAGE

DO

TWINKL LINKS

In their learning in Aotearoa New Zealand's histories, ākonga can:

**Identify and explore historical relationships.**

**Identify sources and perspectives.**

**Interpret past experiences, decision and actions.**

Ākonga can retell a story from the past and talk about how other people might tell it differently.

Ākonga can use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer questions about the past.

Ākonga can make observations about how people have acted in the past and how they act today.

Click on the + to the left to show **Twinkl Links** and **Planning/Coverage** sections:

Click on these links to Twinkl resources directly linked to these progress outcomes:

[Year 0-2: Identifying and Explore Historical Relationships](#)

[Year 0-2: Identifying Sources and Perspectives](#)

[Year 0-2: Interpreting Past Experiences, Decisions and Actions](#)

[Year 3-4: Identify and Explore Historical Relationships](#)

[Year 3-4: Identifying Sources and Perspectives](#)

[Year 3-4: Interpreting Past Experiences, Decisions and Actions](#)

## YEARS 1-3 PROGRESS OUTCOMES

Add the date and links to **DO** followup activities or responses here:

PLANNING | COVERAGE

