

CREATE – Who are our ancestors and what are their stories?

Let's develop understanding of where our ancestors came from

Big ideas



Whakapapa, 2021, by Stevei Houkamau.
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- We have all inherited genetic resilience and strengths from those that have gone before us.
- In mātauranga Māori, oral traditions passed through whakapapa, sustain the tikanga for a thriving taiao.
- Understanding where your ancestors came from is an important step to help understand your connectedness to te taiao
- Knowing who your ancestors are helps us to understand our relationship to Te Tiriti o Waitangi and Aotearoa
- Every culture has a visual language associated with it - a tradition of arts, symbols, abstraction, and colour that reflected who they were as people, and their relationship to the land.
- Those that have gone before us, and those that will come next are with us, in a spiral across time.

Social Sciences

Understand

E kore au e ngaro; he kākano i ruia mai i Rangīātea.

We know who we are and where we come from; therefore, we can move forward with confidence.

Māori history is the foundational and continuous history of Aotearoa New Zealand.

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.

Kaua e uhia Te Tiriti o Waitangi ki te kara o Ingarangi. Engari me uhi anō ki tōu kahu Māori, ki te kahu o tēnei motu ake.

Do not drape The Treaty of Waitangi with the Union Jack of England, but rather with your Māori cloak, which is of this country.
(Āperahama Taonui, 1863)

Colonisation and settlement have been central to Aotearoa New Zealand’s histories for the past 200 years.

Colonisation in Aotearoa New Zealand 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. Settlement by peoples from around the world has been part of, and experienced through, colonisation. Colonisation has also been a feature of New Zealand’s role in the Pacific.

E koekoe te tūi, e ketekete te kākā, e kūkū te kererū.

There is unity in diversity.

People hold different perspectives on the world depending on their values, traditions, and experiences.

Diversity encompasses differences in age, ethnicity, culture, religion, faith and beliefs, citizen status, abilities and disabilities, family composition, and gender and sexual identity. It results in a wide range of views, values, beliefs, and perspectives between and within cultures, communities, and societies. It enriches and challenges individuals and the collective.

Know		Do	
<p>Ngā ahurea me te tuakiri kiritōpū Culture and collective identity</p> <p>This context focuses on how the past shapes who we are today, familial links and bonds, networks and connections, the importance of respect and obligation, and the stories woven into people’s collective and diverse identities. It recognises the dynamic nature of culture and identity and the social and cultural importance of community practices, heritage, traditions, knowledge, and</p>	<p>Phase 1 (Year 1-3)</p> <p>Relationships, language, and culture shape identity. People express their culture through their daily lives and through stories about their past.</p> <p>Within Aotearoa New Zealand’s histories</p> <p>Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival.</p> <p>People in our area have come from a variety of places and some retain connections to those places.</p>	<p>Te ui pātai whaihua hei ārahi tūhuratanga whitake Asking rich questions to guide worthy investigations</p> <p>Posing rich questions about society opens up interesting lines of inquiry that support meaningful and deep investigations into social issues and ideas.</p>	<p>Phase One (Year 1–3)</p> <p>generate questions that reflect my curiosity about people and communities and that can’t be answered by a simple yes or no.</p> <p>Phase Two (Year 4–6)</p> <p>ask a range of appropriate questions to help focus an investigation on social issues and ideas.</p> <p>Phase Three (Year 7–8)</p> <p>ask a range of questions that support meaningful investigations into social issues and ideas.</p>
		<p>Te whakaaro huatau Thinking conceptually</p> <p>Thinking conceptually involves</p>	<p>Phase One (Year 1–3)</p> <p>Define some social science concepts and explain how they relate to an investigation.</p>

<p>values. In Aotearoa New Zealand, the dynamic nature of culture and identity can be observed through people’s different experiences of migration, settlement, and participation.</p>	<p>Phase Two (Years 4-6) Culture shapes individual and collective identities and creates diversity within societies. People’s cultural practices and relationships can vary but reflect similar purposes.</p> <p>Within Aotearoa New Zealand’s histories The stories of groups of people from different periods in our history convey their reasons for and experiences of migration. These stories have shaped their culture and identity in Aotearoa New Zealand.</p>	<p>forming generalisations around key concepts to make sense of society and social issues.</p> <p>Conceptual depth develops through the exploration of multiple examples across time and place.</p>	<p>Phase Two (Year 4-6) Define and explain concepts that are relevant to what I am learning about, using relevant examples.</p> <p>Phase Three (Year 7-8) Make connections between concepts by exploring different contexts.</p> <p>Phase Four (Year 9-10) – Apply conceptual understandings across contexts and case studies in order to develop generalisations.</p> <p>– Explain that concepts are contested and mean different things to different groups.</p>
		<p>Te kohikohi, te tātari, me te whakamahi mātāpuna Collecting, analysing, and using sources Drawing on a broad range of diverse sources, particularly mātauranga Māori sources, provides a fuller and layered understanding of the context of an investigation.</p> <p>Critiquing authorship and purpose and identifying missing voices ensure breadth, depth, and integrity in research.</p>	<p>Phase One (Year 1-3) – Use at least two different types of information from a variety of sources.</p> <p>– Use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past.</p> <p>Phase Two (Year 4-6) Define and explain concepts that are relevant to what I am learning about, using relevant examples.</p> <p>Phase Three (Year 7-8) Make connections between concepts by exploring different contexts.</p>

			<p>Phase Four (Year 9-10) – Use historical sources with differing perspectives and contrary views (including those that challenge my own interpretation), giving deliberate attention to mātauranga Māori sources. I can recognise that the sources available may not capture and fairly represent the diversity of people’s experiences.</p>
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Visual Arts		Level 1	Level 2	Level 3	Level 4
Understanding the visual arts in context	Who are our ancestors and what are their stories? explores the practices, patterns and motivations that artists have to create art that reflects identity, language and culture.	Share ideas about how and why their own and others' works are made and their purpose, value, and context.		Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.	
Practical knowledge	Who are our ancestors and what are their stories? creates opportunities for ākonga to create artwork with a variety of tools, materials, elements and principles.	Explore a variety of materials and tools and discover elements and selected principles.		Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.	Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.
Developing ideas	Who are our ancestors and what are their stories? develops visual ideas in response to the inquiry and other artists' work.	Investigate visual ideas in response to a variety of motivations, observation, and imagination.		Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.	
Communicating and interpreting	Who are our ancestors and what are their stories? explores the ways in which meaning can be created and communicated through the visual arts.	Share the ideas, feelings, and stories communicated by their own and others' objects and images.		Describe the ideas their own and others' objects and images communicate.	Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.