

# Caversham Project Web Exhibition: Selected Links to Social Studies in the New Zealand Curriculum

## Achievement Objectives and Learning Outcomes

	<i>Social Organisation</i>	<i>Culture and Heritage</i>	<i>Place and Environment</i>	<i>Time, Continuity and Change</i>	<i>Resources and Economic Activities</i>
	Students will demonstrate knowledge and understandings of:	Students will demonstrate knowledge and understanding of:	Students will demonstrate knowledge and understanding of:	Students will demonstrate knowledge and understanding of:	Students will demonstrate knowledge and understanding of:
Level One	A.O. Why people belong to groups; the different roles people fulfil within groups  L.O. Students can describe what a group is e.g. sport, music, religious congregation, Sunday school. Who are the leaders, captain, conductor, minister, priest. Evidence of their roles.	A.O. Features of the culture and heritage of their own and other groups; customs and traditions associated with participation in cultural activities.  L.O. Students will describe features of their own culture and heritage, e.g. names, greetings, food, dress, music and language as recorded in the oral histories	A.O. Why particular places are important for people; how and why people record the important features of places and environments.	A.O. Ways in which time and change affect people; important events in their own lives L.O. Students will give examples of ways in which changes in areas like clothing, transport, education and family activities since the 1890s have affected family life Using oral histories	A.O. Different resources that people use; different types of work that people do L.O. Work according to Gender. Describe types of jobs, pay, conditions CF men.
Level Two	A.O. How and why groups are organised within communities and societies; how participation within groups involves both responsibilities and rights  L.O. Students can describe a range of groups (as above) and explain ways in which people are part of various communities (belong to multiple groups). What responsibilities and rights did you have a school pupil in early 20 <sup>th</sup> Century NZ - oral histories, education photos, biographies..	A.O. Ways in which communities reflect the culture and heritage of their people; how people interact within their cultural groups and with other groups L.O. Students will explore for evidence of the culture and heritage of this community, e.g. special events, buildings, parks, monuments, street names, churches, historic buildings	A.O. How people's activities influence places and the environment and are influenced by them; how and why people describe places and environments in different ways.	A.O. How past events changed aspects of the lives of communities; how and why the past is important to people L.O. Students could give examples of ways that past events changed or affected the lives of communities	A.O. How and why people work together to obtain resources; how people participate in the production process L.O. Women workers in factories, conditions, hours of work payment CF men
Level Three	A.O. How leadership of groups is acquired and exercised; how and why people make and implement rules and laws  L.O. Students can describe ways people can become leaders. TK Sidey, his election to Parliament and his long campaign for Daylight Saving. Biographies. Other leaders Rev Dutton. The Grimmetts.	A.O. How practices of cultural groups vary but reflect similar purposes; ways in which the movement of people affects cultural diversity and interaction L.O. Students could identify how cultural practices reflect tradition e.g. food gathering and preparation, gift giving	A.O. How different groups view and use places and the environment; how and why people express a sense of belonging to particular places and environments	A.O. How the ideas and actions of people in the past changed the lives of others; how the past is recorded and remembered in different ways. L.O. Students could describe people's ideas and actions that changed the lives of other people in particular times and places e.g. Kate Sheppard with the introduction of the vote for women Memorials, oral histories, film ,video, art, music, poetry	A.O. How and why people manage resources; how and why different systems of exchange operate.
Level Four	A.O. How people organise themselves in response to challenge and crisis; how and why people exercise their rights and meet their responsibilities  L.O. Students can describe the challenges faced by the introduction of new technology in the workplace - clothing factories (especially women), Hillside workshops. Changes to tram systems.	A.O. Why and how groups of people sustain their culture and heritage; the impact of the spread of new technology and ideas on culture and heritage  L.O. Students will describe ways that different cultural groups [e.g. Chinese and Lebanese] kept their culture and heritage alive through songs, schooling, stories and religion	how places reflect past interactions of people with the environment; why and how people find out about places and environments.	A.O. Causes and effects of events that shaped the lives of a group of people; how and why people experience events in different ways.  L.O. Students could describe events a group of people has experienced over time e.g. wars, disease and epidemics	A.O. How and why people view and use resources differently and the consequences of this; how and why individuals and groups seek to safeguard the rights of consumers.

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<b>Level Five</b>	<p>A.O. How systems of government are organised and affect people's lives; how and why people seek to gain and maintain social justice and human rights</p> <p>L.O. Students will explain how government decisions affect people's lives. Caversham examples: the women's movement, temperance and suffragettes.</p>	<p>A.O. Ways in which cultural and national identity develop and are maintained; the effects of cultural interaction on culture and societies</p> <p>L.O. Students could describe ways in which groups e.g. ethnic groups, sports groups, music groups establish and maintain their culture and identity within society</p>	<p>A.O. Why people move between places and the consequences of this for the people and the places; why particular places and environments are significant for people.</p>	<p>A.O. How past events have influenced relationships within and between groups of people and continue to influence them; how the ideas and actions of individuals and groups that have shaped the lives and experiences of people are viewed through time</p>	<p>A.O. Factors that influence people's access to resources, goods, and services; the changing nature of work and the consequences of this for individuals and for society.</p>
<b>Level Six</b>	<p>A.O. How and why people organise themselves to review systems and institutions in society; the effects of changes in society on peoples rights, roles, and responsibilities</p> <p>L.O. The women's movement, temperance and suffragettes can be used as examples.</p>	<p>A.O. How and why cultures adapt and change; how people respond to diversity of cultures and heritages, and the consequences of such responses</p> <p>L.O. Students could identify ways cultures may adapt and change in response to new ideas</p>	<p>A.O. The implications of changes to places, for people and for the environment; how people's descriptions of places and the environment reflect particular purposes and points of view.</p>	<p>A.O. Beliefs and ideas that changed society and continue to change it; how people find out about the past and how records of the past reflect particular experiences and points of view</p> <p>L.O. Students could explain ways in which information about the past can be accessed through different sources e.g. books, articles, records, diaries, oral history, paintings, music</p>	<p>A.O. How and why individuals and groups make decisions about the use of resources, goods, and services; factors that affect people's work opportunities and conditions.</p>
<b>Level Seven</b>	<p>A.O. How and why international organisations become established and influence people and societies; how communities and nations meet their responsibilities and exercise their rights</p> <p>L.O. The establishment of NZ chapters of Boys and Girls Brigade by Horace &amp; Ada Grocott (biographies). Its impact on New Zealand society in to early 20<sup>th</sup> century.</p>	<p>A.O. ways in which peoples culture influences their perceptions of and responses to events, issues, and the activities of other cultures; ways in which individuals and groups can operate across cultures</p>	<p>A.O. Why and how people regulate the use of places and the environment; how people's perceptions of places and environments are reinforced or changed by information or experience.</p>	<p>A.O. How events have short-term and long-term consequences; how and why peoples views of time and of past events differ.</p> <p>Views of the 1918 flu epidemic differ in oral histories. Are men's and women's view of the event different?</p>	<p>A.O. How and why individuals and organisations gain access to the resources of nations other than their own, and the consequences of this; how and why people's participation in economic activities has changed, and the consequences of this</p>
<b>Level Eight</b>	<p>A.O. Different ideas about how society should be organised; the nature of reform and the impact of reforms have on the rights, roles and responsibilities of individuals and communities.</p> <p>L.O. The women's movement, temperance and suffragettes can be used as examples</p>	<p>A.O. How communities and nations respond to challenges to their identity; attitudes of individuals and groups towards cultural diversity within communities and nations, and the implications of these attitudes</p> <p>L.O. Students could describe institutional and governmental policies</p>	<p>A.O. How and why people seek to resolve differences over how places and environments should be used; how new technology influences the ways people find out about and describe places and environments</p>	<p>A.O. Ways in which present beliefs, issues, and events reflect social change and continuity; how and why people past experiences are reinterpreted and how records of past events are revised.</p>	<p>A.O. How decisions are made about the allocation of resources in contrasting economic systems; how the policies and actions of governments and international organisations result in economic change, and the social consequences of economic change.</p>