

Year 11 History

Throughout the Year 11 History course we will build on the learners' understanding how the causes and consequences of Historical Events of the 20th century have shaped the world that we live in today. Through studying significant historical events, learners will be able to see the varied responses made by individuals and societies. Learners will investigate the differing perspectives that people have towards events, both at the time and today. Through gaining an understanding of past events, learners are able to see elements of history repeating itself over time.

We aim to enable our learners to be effective communicators of ideas and be prepared to go into their community as confident individuals.

The **key areas of learning** in Year 11 History are;

- developing key skills that will help students analyse historical sources to understand the purpose, context and intention in which they were created
- examining local history and understanding the significance of Kaiapoi Pa
- understanding how people used protest movements to improve the civil rights for themselves and others. Case studies will include Black Civil Rights in the USA and The Springbok Tour in New Zealand
- understanding how the misuse of power can create conflict that develop into an international crisis and how societies have responded to these events. The case study will include the road to World War Two and the specific role that New Zealand played in this combat.

Key skills developed in Year 11 History are;

- Develop in students a deeper awareness of themselves as New Zealanders – their heritage, culture and shared values
- Develop the literacy reading skills of inquiry, interpretation and communication
- Develop the literacy writing skills required for Historians including key vocabulary, essay and report writing
- Develop the ability to enter into the events of the past,
- Foster among students an understanding of other peoples, distant in time and place in order to become better informed citizens
- Further students' understanding of some major trends and developments in society

Learning opportunities include;

- Opportunities to self manage learning through topics
- Variety of teaching and learning experiences to help learners assess which is most effective for their learning
- Choice of context to apply understanding to
- Individual and group tasks which allow for independent learning as well as collaborative opportunities

Achievement Standard Number	Subject reference	Version number	Topic/Title	Mode of Assessment	Credits
92024	1.1	1	Engage with a variety of primary sources in an historical context	Internal	5
92025	1.2	1	Demonstrate understanding of the significance of an historical context	Internal	5
92026	1.3	1	Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand	External	5

Rangi Values	How will ākonga demonstrate these values?	Rangi Graduate Dispositions	How will ākonga develop these dispositions?	Culturally Empowering Pedagogy	
Respect/Whakaute	<i>Learners will be inclusive in their interactions and open to the perspectives of others.</i> <i>Learners will study examples where people have fought to gain the respect of others.</i>	Be You	<i>Learners are encouraged to be curious through asking questions.</i> <i>Learners are encouraged to develop their learning strategies through trying different approaches to see what works for them.</i>	<i>Tikanga, Te Reo Maori and Mātauranga Maori will be woven into this learning through:</i>	<i>Kaiako and learners are encouraged to use te reo Māori where they feel appropriate/confident.</i> <i>Authentic mātauranga Māori contexts will be included where appropriate.</i>
Aroha	<i>Learners will support other learners by participating in an inclusive and positive classroom culture</i>	Belong	<i>Learners are encouraged to link their learning to personal experiences and local contexts</i>		<i>Perspectives from a diverse range of cultures will be investigated when studying historical events and actions.</i>
Enthusiasm & Endeavour Rikarika & Ngana	<i>Learners will strive for their own personal best in learning.</i>	Be The Change	<i>Learners are encouraged to reflect on the causes and consequences of historical events studied and to be mindful of not repeating mistakes of the past</i>	<i>Opportunities for cultures of other students will be incorporated through:</i>	<i>Learners will be encouraged to independently research topics that have a local, New Zealand focus and to understand the impact our country has played on the world stage.</i>
Generosity of Spirit Manaakitanga	<i>Learners will support each other and provide support for others when needed</i>	Be Your Best	<i>Learners are encouraged to strive for their own personal best in their learning</i>		
Integrity/Tika	<i>Learners will show integrity by ensuring they submit authentic evidence of their learning</i>			<i>Opportunities to think & connect as a globally minded citizen will include:</i>	<i>Learners will be investigating how international events have affected the world and how history often repeats itself in the modern context.</i>

Progress outcomes typically by the end of year 13

Understand/ <i>kia mārama</i>	Know/ <i>kia mōhio</i>	Do/ <i>kia mahi</i>
<p><i>Through building knowledge about people, society, and their environments and drawing on the practices of te ao tangata social sciences, I am deepening my understanding that:</i></p> <ul style="list-style-type: none"> • Māori history is the foundational and continuous history of Aotearoa New Zealand. • Colonisation and settlement have been central to Aotearoa New Zealand’s histories for the past 200 years. • People’s lived experiences have been shaped by the use and misuse of power. • People hold different perspectives on the world depending on their values, traditions, and experiences. • People participate in communities by acting on their beliefs and through the roles they hold. • Interactions change societies and environments. 	<p><i>Ngā ahurea me te tuakiri kiritōpū Culture and collective identity</i></p> <ul style="list-style-type: none"> • Cultures and identities are dynamic. They seek to sustain connections to the past and values, practices, and bonds that unite. At the same time, they evolve in response to internal and external pressures and influences. • Advocating for human rights can lead to reconciliation and redress for trauma caused by oppression and repression. • Cultural diversity strengthens communities by expanding our ways of thinking and seeing the world, and providing new knowledge, insights, and experiences. • Beliefs, values, perspectives, and world-views held by groups and organisations (including political groups) help explain why people think, feel, and act differently. <p><i>Te tino rangatiratanga me te kāwanatanga Sovereignty, organisation, and government</i></p> <ul style="list-style-type: none"> • Forms of government differ according to their values and beliefs about authority and control. • Different forms impact differently on people’s freedoms and rights. Internal and external forces can lead to changes in how societies are governed and in systems, rules, and laws. • People and groups participate in different ways at local, national, and international levels to contribute as citizens and work towards social change. • They can achieve important gains in social change, but they can also face considerable risk and make significant sacrifices 	<p><i>In my learning in te ao tangata social sciences, I can:</i> •</p> <p><i>Te ui pātai whaihua hei ārahi tūhuratanga whaitake Asking rich questions to guide worthy investigations</i></p> <ul style="list-style-type: none"> • pose challenging and provocative disciplinary-specific questions to evaluate evidence, explore values and actions, and develop understandings about significant aspects of society <p><i>Te kohikohi, te tātari, me te whakamahi mātāpuna Collecting, analysing, and using sources</i></p> <ul style="list-style-type: none"> • explore and compare primary and secondary sources and consider their strengths, limitations, and integrity • process information using appropriate social science conventions to clarify my thinking and organise my research <p><i>Te tautohu uara me ngā tirohanga Identifying values and perspectives</i></p> <ul style="list-style-type: none"> • analyse and explain the contested beliefs, values, perspectives, and world-views that underpin people’s dispositions, actions, and decision making • engage with diverse theoretical perspectives that seek to explain the ideologies behind people’s ideas and actions. <p><i>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using social science conventions</i></p> <ul style="list-style-type: none"> • communicate using social science conventions and specialist concepts and language, integrating evidence and examples to support an argument • adapt my communication according to an audience • use tools to reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated. <p><i>Te whakaaro arohaehae mō ngā wā o mua Thinking critically about the past</i></p> <ul style="list-style-type: none"> • construct a narrative of cause and effect that shows relationships. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently • make informed ethical judgements about people’s actions in the past, basing them on historical evidence and giving careful consideration to the complex predicaments people faced, what they knew and expected, the attitudes and values of the times, and my own attitudes and values