

## Year 13 History

History explores past events in order to inform us about who we are and what is happening today. History gives us our cultural roots. It helps us understand ourselves, our neighbours, our nation, other cultures and the world, enabling us to become truly global citizens. We learn a lot from history, and this knowledge helps us to avoid the mistakes of the past and make better decisions for the future, just as we learn from our own experiences.

Studying History supplies students with the skills to analyse complex evidence, present evidence-based arguments and put things in perspective. Such skills developed from studying History can be applied in many careers, as well as to all walks of life.

History is a big subject, at the very heart of the humanities. Everything has a history, and every history can be challenged by a fresh mind. Historians often use techniques and results from other disciplines.

The **key areas of learning** in Year 13 History are;

- developing key skills that will help students analyse primary historical sources to understand the purpose, context and intention in which they were created. Learners will learn to discern evidence to gather a range of sources to understand an event
- Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested.
- The main topics studied:
  - the reasons, responses and modern day interpretations of signing the Treaty of Waitangi.
  - the causes and consequences of the outbreak of World War One and the significance of this war on New Zealand society.
- Understand how trends over time reflect social, economic, and political forces. In 2024 learners will focus on the relationship between individuals and groups with New Zealand's identity in the first half of the twentieth century

**Key skills developed** in Year 13 History are;

- Develop understanding of change over an extended time period
- Develop a critical approach to historical sources by exposing learners to varying interpretations and debates that result from historical study
- Build on the skills of independent research and inquiry developed in Year 11 and 12.

**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
91434	3.1	2	Research an historical event or place of significance to New Zealanders, using primary and secondary sources.	Internal	5
91435	3.2	2	Analyse an historical event or place of significance to New Zealanders, using primary and secondary sources.	Internal	5
91436	3.3	2	Analyse evidence relating to an historical event of significance to New Zealanders.	External	4
91437	3.4	2	Analyse different perspectives of a contested event of significance to New Zealanders	Internal	5

<b>Rangi Values</b>	<b>How will ākonga demonstrate these values?</b>	<b>Rangi Graduate Dispositions</b>	<b>How will ākonga develop these dispositions?</b>	<b>Culturally Empowering Pedagogy</b>	
<b>Respect/Whakaute</b>	<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>	<b>Be You</b>	<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>
<b>Aroha</b>	<i>Learners will support other learners by participating in an inclusive and positive classroom culture</i>	<b>Belong</b>	<i>Learners are encouraged to link their learning to personal experiences and local contexts</i>		
<b>Enthusiasm &amp; Endeavour Rikarika &amp; Ngana</b>	<i>Learners will strive for their own personal best in learning.</i>	<b>Be The Change</b>	<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>Perspectives from a diverse range of cultures will be investigated when studying historical events and actions.</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>
<b>Generosity of Spirit Manaakitanga</b>	<i>Learners will support each other and provide support for others when needed</i>	<b>Be Your Best</b>	<i>Learners are encouraged to strive for their own personal best in their learning</i>		
<b>Integrity/Tika</b>	<i>Learners will show integrity by ensuring they submit authentic evidence of their learning</i>			<i>Opportunities to think &amp; 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"> <li>• Māori history is the foundational and continuous history of Aotearoa New Zealand.</li> <li>• Colonisation and settlement have been central to Aotearoa New Zealand’s histories for the past 200 years.</li> <li>• People’s lived experiences have been shaped by the use and misuse of power.</li> <li>• People hold different perspectives on the world depending on their values, traditions, and experiences.</li> <li>• People participate in communities by acting on their beliefs and through the roles they hold.</li> <li>• Interactions change societies and environments.</li> </ul>	<p><b><i>Ngā ahurea me te tuakiri kiritōpū   Culture and collective identity</i></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Advocating for human rights can lead to reconciliation and redress for trauma caused by oppression and repression.</li> <li>• Cultural diversity strengthens communities by expanding our ways of thinking and seeing the world, and providing new knowledge, insights, and experiences.</li> <li>• Beliefs, values, perspectives, and world-views held by groups and organisations (including political groups) help explain why people think, feel, and act differently.</li> </ul> <p><b><i>Te tino rangatiratanga me te kāwanatanga   Sovereignty, organisation, and government</i></b></p> <ul style="list-style-type: none"> <li>• Forms of government differ according to their values and beliefs about authority and control.</li> <li>• 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.</li> <li>• People and groups participate in different ways at local, national, and international levels to contribute as citizens and work towards social change.</li> <li>• They can achieve important gains in social change, but they can also face considerable risk and make significant sacrifices</li> </ul>	<p><i>In my learning in te ao tangata   social sciences, I can:</i> •</p> <p><b><i>Te ui pātai whaihua hei ārahi tūhuratanga whaitake   Asking rich questions to guide worthy investigations</i></b></p> <ul style="list-style-type: none"> <li>• pose challenging and provocative disciplinary-specific questions to evaluate evidence, explore values and actions, and develop understandings about significant aspects of society</li> </ul> <p><b><i>Te kohikohi, te tātari, me te whakamahi mātāpuna   Collecting, analysing, and using sources</i></b></p> <ul style="list-style-type: none"> <li>• explore and compare primary and secondary sources and consider their strengths, limitations, and integrity</li> <li>• process information using appropriate social science conventions to clarify my thinking and organise my research</li> </ul> <p><b><i>Te tautohu uara me ngā tirohanga   Identifying values and perspectives</i></b></p> <ul style="list-style-type: none"> <li>• analyse and explain the contested beliefs, values, perspectives, and world-views that underpin people’s dispositions, actions, and decision making</li> <li>• engage with diverse theoretical perspectives that seek to explain the ideologies behind people’s ideas and actions.</li> </ul> <p><b><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></b></p> <ul style="list-style-type: none"> <li>• communicate using social science conventions and specialist concepts and language, integrating evidence and examples to support an argument</li> <li>• adapt my communication according to an audience</li> <li>• use tools to reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated.</li> </ul> <p><b><i>Te whakaaro arohaehae mō ngā wā o mua   Thinking critically about the past</i></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>