



Rangi Ruru
Girls' School

Year 10 Social Studies Programme of Learning 2024

He tangata, he tangata, he tangata.

It is the people, it is the people, it is the people.



Welcome to Year 10 Social Studies at Rangī Ruru Girls' School.

Social Studies encourages ākongā to observe, to wonder and be curious about people, places, and society, and to take an interest and engage in social issues and ideas. They will develop understanding, knowledge, and skills in relation to social, cultural, economic, and political processes. This enables them to contribute to and participate in society as critically informed, ethical, and empathetic citizens with a concern for the wellbeing of communities and a commitment to a fair society for all.

Students apply skills they have developed in previous years in more complex contexts. They will refine their structured paragraph and essay writing skills - preparing them for Year 11 where Social Studies ceases and breaks off into separate subjects which are History, Geography, Accounting and Economics.

In Social Studies students will demonstrate the Rangī Values and **Rangī Graduate Dispositions**



Whakaute Respect – showing respect to your teachers and other class members by listening, being **compassionate and understanding other people's viewpoints and experiences.**



Aroha – encouraging other students, being kind, **developing empathy and being respectful towards others.**



Rikarika Endeavour – doing your best, seeking advice, effective communication, managing yourself and your device, and being a being **resilient and flexible** learner, being reflective and **understanding your strengths and areas for growth.**



Ngaana Enthusiasm – being **positive, curious about the world and its people,** being openminded to new ideas and activities.



Manaakitanga Generosity of Spirit – helping your teacher and helping others, **responding positively to challenges and new situations.**



Tika Integrity – completing class work and homework, being honest about your understanding and always presenting your own work, showing **resilience and persevering when things get tough, standing strong to your values and beliefs.**

What will be covered in Social Studies this year?

Our Year 10 Social Studies course is designed to help students understand the six Big Ideas of the refreshed curriculum:

- 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. These Big Ideas will be incorporated into each unit with the contexts of culture and identity, government and organisation, place and environment and economic activity.

Our overarching theme for Year 10 Social Studies and connected to the school pillars is **'Be the Change'**. Each unit of study will connect to how individually and collectively people can have influence by staying true to their values. Each of us has the potential to be a change maker.

Year 10	
Term One	<p><u>Protest Songs</u>- This unit will introduce students to some of the key events of the last 100 years. Students will understand the way that songs have been used to raise awareness of issues and is a form of protest.</p> <p><u>The Value of Land</u>- this unit will look at the contentious issues around Land acquisition in New Zealand. Students will gain an overview into differing cultural beliefs around the use of land over time and strategize about the use of land in the future.</p>
Term Two	<p><u>Maori Battalion</u>- a brief unit that coincides with ANZAC Day.</p> <p><u>Poverty</u> - - this unit looks at Absolute and Relative Poverty and how these types of poverty differ. Students will look at both global and New Zealand contexts and will understand the causes, indicators, and the poverty cycle. The chocolate industry will be used as a case study. Students will investigate how people and communities are affected by poverty and students will engage in local social action.</p>
Term Three	<p><u>The Olympics</u>- A short unit to coincide with the Summer Olympics. We will look at the history of the games, and how sporting events can be politicised.</p> <p><u>Courage and Convictions</u> -Students will be looking at the concept and values surrounding Human Rights. Here students will question set beliefs, and their own ideas about social justice and what that is. We will focus on the Holocaust as a case study. They will investigate groups and individuals fighting for the rights of others. Students will consider, as citizens of the global community, where they belong, where other people belong and how we can contribute to a better and more just world.</p>
Term Four	<p><u>Crisis and Challenge</u> - students will consider the economic, environmental, and political causes and impacts of climate change. They will explore individual, community, and global responses. Significant events will be covered and the ways in which countries and local communities responded understood.</p>

Assessment will be a mixture of inquiry-based learning, essay responses and experience of exam conditions, oral presentations to peers and engaging in social action. This will be outlined to students at the start of each unit. We will complete a weekly current events quiz.

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