



Level 1 2025

WHAT WILL YOU LEARN?

Ākonga who study Geography at Rangitikei High School have the opportunity to:

- build on and expand their personal experiences of natural and cultural environments.
- explore real and relevant contemporary contexts.
- think spatially – explore the ways in which features are arranged on the earth's surface.
- look at the natural and cultural processes that shape our world.
- undertake fieldwork investigations in different locations outside the classroom.
- participate in informed responsible action in relation to geographic issues that affect them.
- investigate connections between people and place at local, regional, national, and global scales.
- investigate how te taiao have evolved spatially and temporally.
- learn about indigenous best practice around the protection and regeneration of te taiao
- learn about how Te Tiriti o Waitangi is important in geography. This includes its values, and relevance in Aotearoa New Zealand.
- explore how differences in perspectives and power influence decision making, which has consequences within te taiao.

The topics taught in Year 11 Geography include natural hazards, biomes, tourism, a current geographic issue, global demographics, and a range of other local and global challenges affecting people, and the way people interact with a range of environments. Geographic and tikanga concepts and geographic skills such as mapping, statistical analysis of data, GIS, graphing, and fieldwork are woven throughout the course. The subject focuses on Aotearoa New Zealand and the wider Pacific region, so that ākonga can grow their relationship with their communities and environments and explore knowledge systems and decision-making that matter to them. There will be a day trip in Term 3.

KEY SKILLS AND DISPOSITIONS OF GEOGRAPHERS:

Geographic thinking helps ākonga to participate in the world as critical, empathetic, informed, and responsible people. It considers where features of te taiao are, how they interconnect, and how they can change over time.

In Geography, ākonga nurture kaitiakitanga and manaakitanga by considering the impact their actions can have within te taiao. To do this, ākonga draw from multiple perspectives, including te ao Māori and Pacific perspectives.

Ākonga can embrace their relationship with te taiao.

They use geographic thinking to develop understandings related to patterns, processes, relationships, interactions, change, and systems.

They are curious learners who are effective communicators across a range of modes including digital, written, and visual language.

Geography is an interdisciplinary subject that grows well-rounded Ākonga who are adaptable and can demonstrate a range of skills and knowledge.

NCEA STANDARDS COVERED IN THIS COURSE:

Achievement Standard Number	Subject Reference	Version	Title	Assessment Mode	Credits
91932	1.1	3	Demonstrate understanding of the spatial distribution of a phenomenon and its impacts on place.	Internal	5
91935	1.4	3	Demonstrate understanding of decision-making in response to a geographic challenge in the wider Pacific region.	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. Learners will seek examples where groups and individuals are showing respect for environment / people / equity.</i>	Be You	<i>Learners are encouraged to be curious through asking questions. 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>Opportunities for cultures of other Ākongas will be incorporated through:</i>	<i>Kaiako and learners are encouraged to use te reo maori where they feel appropriate/confident.</i> <i>Authentic mātauranga maori case-studies 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>Fundamental maori concepts and principles will be evident in learning.</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 seek opportunities to encourage equity / identify inequity in Geographic Issues</i>		<i>Learners will be encouraged to use case-studies they are familiar with when demonstrating learning.</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>	<i>Opportunities to think & connect as a globally minded citizen will include:</i>	<i>A wide variety of geographic contexts will be included.</i>
Integrity/Tika	<i>Learners will show integrity by ensuring they submit authentic evidence of their learning</i>				<i>Learners will be encouraged to connect with international development agencies where appropriate.</i>

Progress outcomes in Geography typically by the end of Year 13

Understand/ kia mārama	Know/ kia mōhio	Do/ kia mahi
<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"> • 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>I have built my knowledge about social, economic, and environmental issues for iwi, hapū, and others in the community. I know that:</i></p> <p>Te tūrangawaewae me te taiao Place and environment</p> <ul style="list-style-type: none"> • A place's character results from its location, natural environment, and people's perceptions and experiences of it, which are based on their culture and values. • Interactions between human activity and the natural world are influenced by competing ideas about the control, use, protection, and regeneration of natural resources. • Interactions at global, national, and local levels impact on people, economies, places, and cultural practices. <p>Ngā ahurea me te tuakiri kiritōpū Culture and collective identity</p> <ul style="list-style-type: none"> • Beliefs, values, perspectives, and world-views held by groups and organisations (including political groups) help explain why people think, feel, and act differently. <p>Te tino rangatiratanga me te kāwanatanga Sovereignty, organisation, and government</p> <ul style="list-style-type: none"> • 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 	<p>Te ui pātai whaihua hei ārahi tūhuratanga whaitake Asking rich questions to guide worthy investigations</p> <p>In my learning in mātai matawhenua geography, I can:</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>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using social science conventions</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>Te kohikohi, te tātari, me te whakamahi mātāpuna Collecting, analysing, and using sources</p> <ul style="list-style-type: none"> • process information using appropriate social science conventions to clarify my thinking and organise my research. <p>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using social science conventions</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

	social change, but they can also face considerable risk and make significant sacrifices.	<ul style="list-style-type: none">• use tools to reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated.
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