

## Year 12 History

In the Year 12 History course, students will develop important transferable skills: seeing historical events in context, distinguishing relationships, reading historical material in a discriminating way, weighing evidence relating to historical events and issues, forming judgements on the basis of evidence rather than prejudice, and arguing a case and present conclusions intelligently in structured prose. The content of the course covers the major political forces that have shaped the 20<sup>th</sup> century – part of the nature of these political forces means that these events are constantly being reinterpreted to reflect new evidence, new concerns in society, and differing perspectives. By critically evaluating evidence, identifying your own perspectives and those of others, using empathy, and communicating effectively, students will gain a greater understanding of both past and present.

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

The **key areas of learning** in Year 12 History are:

- Developing key skills that will help students analyse historical sources to understand the purpose, context and intention in which they were created
- Understanding how superpower rivalry during the Cold War shaped the modern world, the significance of particular Cold War flashpoint, and how they have been interpreted over time
- Developing the skills of independent inquiry and research to investigate an historical event of significance to New Zealanders

**Key skills developed** in Year 12 History are:

- Develop understanding of change over an extended time period by entering into the events of the past
- Further students' understanding of major trends and developments in both New Zealand and global society
- 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
91229	2.1	3	Carry out an inquiry of an historical event or place that is of significance to New Zealanders	Internal	4
91230	2.2	2	Examine an historical event or place of significance to New Zealanders	Internal	5
91231	2.3	2	Examine sources of an historical event that is of significance to New Zealanders	External	4
91233	2.5	2	Examine causes and consequences of an historical event	External	5

Week	Date	Topic	Assessment / Skills	Other dates
TERM ONE				
1	27Jan-31 Jan	Introduction to History		
2	3- 7 Feb			Waitangi Day
3	10 – 14 Feb	Introduction to the Cold War	Preparation for AS 91233 (Essay)	
4	17 – 21 Feb			
5	24 Feb – 28 Feb			
6	3 – 7 Mar			
7	10 – 14 Mar	Research Internal Assessment - skills	Internal As 91231	
8	17 – 21 Mar	Begin Internal Assessment 2.1		
9	24 – 28 Mar			
10	31 Mar – 4 April			Internal Due 4 April
TERM TWO				
1	28 Apr – 2 May	Internal Assessment 2.2		
2	5 May – 9 May	Sources Practice Prep		
3	12 May – 16 May	Internal Assessment 2.2	Internal AS 91232	
4	19 May – 23 May			
5	26 May – 1 Jun	Cuban Missile Crisis	Preparation for AS 91233 (Essay)	Internal due 27 May
6	2 Jun – 6 Jun			King’s Birthday
7	9 Jun – 13 Jun			
8	16 Jun – 20 Jun			Matariki
9	23 Jun – 27 Jun	Sources Interpretation		
TERM THREE				
1	21 July – 25 July	Sources Interpretation	Preparation for AS 91231	
2	28 July – 1 Aug			
3	4 Aug – 8 Aug		Derived Grade	
4	11 Aug – 15 Aug			
5	18 Aug – 22 Aug	End of the Cold War	Preparation for AS 91233 (Essay)	Exam week?
6	25 Aug – 29 Aug			Tournament week
7	1 Sep – 5 Sep			
8	8 Sep – 12 Sep			
9	15 Sep – 19 Sep			
TERM FOUR				
1	6 Oct - 10 Oct	Revision	Preparation for External Exams AS 91231 (Sources) and AS 91233 (Essay)	
2	12 Oct – 17 Oct			
3	20 Oct – 24 Oct			
4	27 Oct – 31 Oct			Labour Day

Rangi Values	How will ākonga demonstrate these values?	Rangi Graduate Dispositions	How will ākonga develop these dispositions?	Culturally Empowering Pedagogy	
<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>Te tautohu uara me ngā tirohanga   Identifying values and perspectives</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>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi   Communicating arguments and ideas using social science conventions</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>