

YEAR 1 & 2

CURRICULUM COMPLIANCE

LONG TERM EXHIBITIONS

EDUCATION PROGRAMMES



southland
MUSEUM & ART GALLERY
NIHO O TE TANIWHA

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Introduction

This guide outlines how different long-term exhibitions and education programmes developed by Southland Museum and Art Gallery meet key competencies and specific achievement objectives for Level 1 of the New Zealand Curriculum for a range of key learning areas.

This guide is useful for teachers and educators who want to:

- understand how key competencies are met when attending a long-term education programme, or exploring a long-term exhibition.
- understand how specific achievement objectives within a range of learning areas are met when attending a long-term education programme, or exploring a long-term exhibition.
- know which exhibitions to visit, or education programme to attend, in order to meet specific achievement objectives for the New Zealand curriculum.
- develop an integrated approach to learning, using the Museum exhibitions, or learning programmes, as a tool.
- provide fun and interactive activities for students with certainty that specific curriculum requirements are being met.

Please note that this guide only covers the main learning areas where the long-term exhibitions and education programmes meet current New Zealand Curriculum achievement objectives. There may be additional learning areas and achievement objectives that are also met through participating in these learning experiences.

A reference table has been provided at the end of this guide so that teachers and educators can quickly refer to the achievement objectives that are met as students explore specific exhibitions and participate in specific education programmes.

Key Competencies

Capabilities for living and lifelong learning

The Southland Museum and Art Gallery long-term exhibitions and long-term education programmes help students to develop each of the five key competencies within the social context of the Museum and Art Gallery.

Thinking

The Southland Museum and Art Gallery use multi-sensory approaches to the learning experiences provided by its long-term exhibitions and long-term education programmes. These experiences ignite intellectual curiosity in students of all ages and abilities, engaging them in active inquiry and critical thinking. Throughout each gallery and specifically designed programme, students are given the opportunity to draw on personal knowledge and intuition, and challenge the basis of assumptions – seeing, using, and creating new knowledge. Every aspect of the Southland Museum and Art Gallery encourages the use of creative, critical, and metacognitive processes to make sense of their history and the world in which they are immersed.

Using language, symbols, and texts

The Southland Museum and Art Gallery is another context in which students can interpret words, symbols, images, and technologies. The Museum supplements the New Zealand curriculum and enhances cross-curricular learning throughout each gallery and education programme. The Southland Museum and Art Gallery provides opportunities for students to produce texts of all kinds within a range of contexts. Information and communications technology is used confidently throughout the Museum to access and provide information to students and to communicate with them.

Managing self

Throughout the tailored programmes and long-term exhibitions at the Southland Museum and Art Gallery, students are encouraged to be enterprising through self-management, making plans, and managing projects independently. Self-motivation and a ‘can do’ attitude is at the forefront of every learning experience.

Relating to others

The unique learning experiences at the Southland Museum and Art Gallery encourage effective interaction with a diverse range of students, working together to solve problems by listening actively, negotiating, and sharing ideas. When working together, students can discern when it is appropriate to compete and when it is appropriate to co-operate. They are able to access higher order thinking and come up with a variety of new ideas, approaches and ways of thinking, and understand how their contribution affects others.

Participating and contributing

The Southland Museum and Art Gallery is at the hub of the Southland community. It combines our culture, history, and present together for the purpose of learning and celebrating our province and country. Students visiting the Southland Museum and Art Gallery are drawn together within this learning context and are required to participate and contribute appropriately in order to learn more about our community and be actively involved in it.

Beyond the Roaring 40°S

Three key Level 1 curriculum areas are covered in the Beyond the Roaring 40°S gallery.

- Social Sciences
- Science
- English

Social Sciences

Students will gain knowledge, skills, and experience in relation to seal and penguin hunting on the southern islands. In particular, students will gain understanding of the following.

- The different roles and responsibilities that hunters, ship crew, castaways, farmers, and WWII coast watchers had on the southern islands.
- The different people groups who interacted with the southern islands and how they adapted to life on these islands (with a focus on the *General Grant* sinking).
- The different places in and around the southern islands that are represented in the Beyond the Roaring 40°S gallery and why these places are important.
- Why the southern islands are an important part of history (especially for New Zealanders).

Science

Nature of Science

Understanding Science

Students will use the Beyond the Roaring 40°S gallery to ask questions about the world in which they live. They will understand that open-mindedness is important because there may be more than one explanation.

Investigating in Science

Students will extend their experiences and personal explanations about the southern islands and the animals, flora, and fauna on these islands through play, asking questions, and discussing simple models.

Communicating in Science

Students will build their language and develop their understandings of the many ways the southern islands can be discussed and represented.

Participating and contributing

Students will explore and act on issues in and questions about the Beyond the Roaring 40°S gallery that link science to their daily living.

The Living World

Students will learn how to describe the following in relation to seals:

Life processes

- the requirements that seals have to stay alive

Ecology

- the habitat of seals and why they are suited to this habitat

Evolution

- the specific classification of seals and other animals that they are related to
- the threats that seals faced (ie hunting by humans).

Planet Earth and beyond

Students will learn how to describe the following in relation to the southern islands, including Adams Island:

Earth systems

- natural features and resources on the southern islands

Interacting systems

- how the natural features of the southern islands have been changed by natural events and human actions.

English

Listening, reading, and viewing

Students will develop an awareness of how different resources used in the Beyond the Roaring 40°S gallery are used to communicate. This includes oral, written, and visual resources in the collection.

Students will also start using basic comprehension strategies to think critically about the resources in the Beyond the Roaring 40°S gallery, using prior knowledge to help make sense of these resources. In particular, students will do the following.

Purpose and audience

- Recognise the purpose of the visual resources and any texts used in the Beyond the Roaring 40°S gallery.

Ideas

- Understand the key ideas shared in these resources. In particular, students should gain understanding of any historic personal experiences described in the gallery.

Language features and structure

- Recognise some basic words or high frequency words used in the gallery. Recognise the basic structure of texts.

Speaking, writing, and presenting

Students will begin to use information from the Beyond the Roaring 40°S gallery to identify, form, and express their own ideas. They should be given the opportunity to share these ideas either verbally, visually, or in basic written form. Students will be able to do the following.

Purpose and audience

- Create a basic text (verbal, visual, or written) for a specific purpose and audience. In particular, students should use an appropriate choice of content, language, and text form. They should develop and convey a personal voice in relation to their text where appropriate.

Ideas

- Form and express their own ideas on the Beyond the Roaring 40°S gallery, based on personal experience or knowledge. These ideas should be supported at a basic level.

Structure

- Organise the text using simple structures – such as sequencing ideas, using simple sentences, using knowledge of sentence and word order.

Language features

- Use language features as appropriate – such as oral, written, or visual language features to create meaning and effect, using high-frequency words or words related to the Beyond the Roaring 40°S gallery, using text conventions and grammatical conventions with some consistency.

Māori Gallery

Five key Level 1 curriculum areas are covered in the Māori Gallery exhibition.

- The Arts
- Learning languages
- Social sciences
- Mathematics and statistics
- Health and physical education

The Arts

Dance

Students will do the following:

Develop ideas

- improvise and explore movement in response to Māori haka and poi

Communicate and interpret

- perform a Māori dance, sharing feelings in response to their own and others' dances.

Drama

Students will do the following:

Communicate and interpret

- respond to ways in which drama tells stories of important taonga (treasures) from the Southland region and how southern Māori people lived, worked, and played in pre-European times.

Music – sound arts

Students will do the following:

Develop practical knowledge

- listen and respond to traditional Māori music.

Develop ideas

- explore and express sound through poi, rākau, and other traditional Māori media.

Visual Arts

Students will do the following:

Develop practical knowledge

- explore a variety of traditional Māori tools and materials used to communicate and create important taonga.

Develop ideas

- investigate many intricate designs, types of jewellery, and tools used by southern Māori during pre-European times.

Learning Languages

Communication

Within the context of the Māori Gallery students working at Level 1 will:

- be introduced to familiar and common Māori expressions.
- be introduced to the way in which Māori people from the Southland region interacted with others during pre-European times.

Cultural knowledge

Within the context of the Māori Gallery students working at Level 1 will:

- recognise that Māori culture is organised in particular ways.
- make connections with Māori culture.

Social Sciences

Social Studies

Students working at Level 1 will gain knowledge, skills, and experience to:

- understand how belonging to an iwi was important to Southern Māori in pre-European times.
- Understand that Southern Māori had different roles and responsibilities as part of their participation in their iwi in pre-European times.
- Understand how the past (pre-European times) is important to find out how Southern Māori lived, worked, and played.
- Understand the significance of the Southland region for Māori and their iwi, and early European settlers.
- Understand how Māori culture is expressed in people’s daily lives throughout the Southland region and wider New Zealand.

Mathematics and Statistics

Number and algebra

Students will do the following:

Patterns and relationships

- create and continue sequential patterns using Māori koru and patterns, inspired by works in the Māori gallery.

Health and Physical Education

Movement concepts and motor skills

Students will do the following:

B1 Movement skills; B3 Science and technology

- develop a range of movement skills using poi, rākau, and other traditional Māori games/music/movement.

Relationships with other people

Students will do the following:

C1 Relationships

- explore and share ideas about relationships between Māori and pākehā in pre-European times.

C2 Identity, sensitivity, and respect

- demonstrate respect through sharing and cooperation in groups within the context of learning experiences in and around the Māori Gallery.

C3 Interpersonal skills

- express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Natural History

Four key Level 1 curriculum areas are covered in the Natural History gallery.

- The Arts
- Mathematics and Statistics
- Science
- English

The Arts

Visual Arts

Students will do the following:

Develop practical knowledge

- Students will share ideas about how and why their own and others' works are made and their purpose, value, and context within New Zealand's natural history-inspired art.

Develop ideas

- Throughout the Natural History gallery, students will investigate shells, rocks, fossils, and minerals.

Mathematics and Statistics

Number and algebra

Patterns and relationships

- Students will create and continue sequential patterns using shells, rocks, and fossils inspired by New Zealand's natural history in the Natural History gallery.

Geometry and measurement

Measurement

- Students will order and compare objects from New Zealand's natural history (sea life, birds, shells, rocks, and fossils) by length, volume, and capacity.

Shape

- Students will sort objects from New Zealand’s natural history (sea life, birds, shells, rocks, and fossils) by their appearance.

Statistics

Statistical investigation

- Students will pose and answers questions about objects found in and around the Natural History gallery.
- Students will gather, sort and count, and display data associated with information gained from the learning experiences in and around the Natural History gallery.

Science

Nature of Science

Understanding about science

Students will appreciate that scientists ask questions about New Zealand’s natural history that lead to investigations and that open-mindedness is important because there may be more than one explanation.

Investigating in science

Students will extend their experiences and personal explanation of the natural world (New Zealand’s natural history) through exploration, play, asking questions, and discussing simple models.

Communicating in science

Students will build language and develop understanding of the many ways the natural world can be represented.

The Living World

Students will do the following.

Life Processes

- Recognise that New Zealand’s sea and bird life have certain requirements so they can stay alive.

Ecology

- Recognise that New Zealand’s sea and bird life were/are suited to their particular habitat.

Evolution

- Recognise that there are lots of different living things throughout New Zealand’s natural history that can be grouped in different ways.
- Explain how we know that some living things from the past are now extinct.

Planet Earth and beyond

Students will do the following.

Earth systems

- Explore and describe natural features and resources throughout New Zealand’s natural history.

Interacting systems

- Describe how natural features are changed and resources affected by natural events and human actions throughout New Zealand.

English

Listening, reading, and viewing

Processes and strategies

Students will acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. They will do the following.

- Select and read texts about New Zealand’s natural history (sea life, birds, shells, rocks, fossils, and minerals) for enjoyment and personal fulfilment.
- Develop an awareness of the connections between the oral, written, and visual language gained from learning experiences in and around the Natural History gallery.
- Use prior knowledge of New Zealand’s natural history to make sense of simple texts from learning experiences in and around the Natural History gallery.

Purposes and audiences

Students will recognise that texts are shaped for different purposes and audiences. They will do the following.

- Be introduced to simple texts about New Zealand’s natural history.

Ideas

Students will recognise and identify ideas within and across texts. They will do the following.

- Use personal experience to gain meaning from texts in and around the Natural History gallery.
- Identify simple ideas in some texts about New Zealand’s natural history. These texts can include information about sea life, birds, shells, rocks, fossils, and minerals.

Language Features

Students will recognise and begin to understand how language features are used for effect within and across texts. They will do the following.

- Recognise a large bank of topic-specific words.

Speaking, writing and presenting

Processes and strategies

Students will acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. They will do the following.

- Demonstrate some confidence in processing new sources of information gained from the learning experiences in and around the Natural History gallery by creating a simple text, image, or verbal explanation about sea life, birds, shells, rocks, fossils, or minerals.

Purposes and audience

Students will recognise how to shape texts for a purpose and an audience. They will do the following.

- Construct texts about an aspect of New Zealand’s natural history that demonstrate some awareness of purpose and audience through appropriate choice of content and language.
- Expect that texts created about New Zealand’s natural history will be understood, responded to, and appreciated.

Ideas

Students will form and express ideas on a range of topics. They will do the following.

- Form simple ideas and information gained from the learning experiences in and around the Natural History gallery.
- Support ideas about an aspect of New Zealand’s natural history (sea life, birds, shells, rocks, fossils, and minerals) with some detail.

Language features

Students will use language features, showing some recognition of their effects. They will do the following.

- Use some oral, written, and visual language features to create meaning and effect when communicating information gained from the learning experiences in and around the Natural History gallery.
- Use a range of topic-specific words to create meaning of New Zealand’s natural history.

Structure

Students will organise New Zealand natural history-inspired texts, using simple structures. They will do the following.

- Use knowledge of word and sentence order to communicate meaning in simple texts.
- Begin to sequence ideas and information.
- Use simple sentences with some variation in beginnings.

Southlanders' Story

Four key Level 1 curriculum areas are covered in the Southlanders' Story exhibition.

- English
- The Arts
- Social Sciences
- Technology

English

Listening, reading, and viewing

Processes and strategies

Students will acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. Students will do the following.

- Select and read texts about Southland's past for enjoyment and personal fulfilment.
- Develop an awareness of the connections between the oral, written, and visual language gained from learning experiences in and around Southlanders' Story within the History gallery.
- Use prior knowledge of Southland's history to make sense of simple texts from learning experiences in and around the History gallery.

Purposes and audiences

Students will recognise that texts are shaped for different purposes and audiences.

- Students will be introduced to simple texts about Southland's history, such as 'What is a Southlander?'

Ideas

Students will recognise and identify ideas within and across texts. Students will do the following.

- Use personal experience to gain meaning from texts in and around Southlanders' Story in the History gallery.

- Identify simple ideas in some texts about Southland’s history. These texts can include information about the Waipapa lighthouse and what technology looked like in the early 20th century.

Language Features

Students will recognise and begin to understand how language features are used for effect within and across texts.

- Students will recognise a large bank of topic-specific words.

Speaking, writing and presenting

Processes and strategies

Students will acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

- Students will demonstrate some confidence in processing new sources of information gained from the learning experiences in and around Southlanders’ Story by creating a simple text, image, or verbal explanation about Southland’s past.

Purposes and audience

Students will recognise how to shape texts for a purpose and an audience. Students will do the following.

- Construct texts about an aspect of Southland’s history that demonstrate some awareness of purpose and audience through appropriate choice of content and language.
- Expect that texts created about Southland’s history will be understood, responded to, and appreciated.

Ideas

Students will form and express ideas on a range of topics.

- Students will form simple ideas and information gained from the learning experiences in and around Southlanders’ Story within the History gallery.

Language features

Students will use language features, showing some recognition of their effects. Students will do the following.

- Use some oral, written, and visual language features to create meaning and effect when communicating information gained from the learning experiences in and around ‘Southlanders’ Story’ within the History gallery.
- Use a range of topic-specific words to create meaning about Southland’s history.

Structure

Students will organise New Zealand natural history-inspired texts, using simple structures. Students will do the following.

- Use knowledge of word and sentence order to communicate meaning in simple texts.
- Begin to sequence ideas and information.
- Use simple sentences with some variation in beginnings.

The Arts

Visual Arts

Students will do the following:

Understand the visual arts in context

- Students will share ideas about how and why their own and others’ works are made and their purpose, value, and context within ‘Southlanders’ Story’ (Southland’s history-inspired art).

Develop ideas

- Throughout Southlanders’ Story within the History gallery, students will investigate the technology display, Southland’s crafts, sawmilling, surveying, and immigration.

Communicate and interpret

- Students will share ideas, feelings, and stories about ‘Southlanders’ Story’ communicated by their own and others’ objects and images.

Social Sciences

Social Studies

Students working at Level 1 will gain knowledge, skills, and experience to:

- Understand how belonging to a group is important to Southlanders.
- Understand that Southlanders had different roles and responsibilities as part of their participation in society in history.
- Understand how the past is important to find out how Southlanders lived, worked, and played.
- Understand the significance of the Southland region for individuals and groups.
- Understand how culture is expressed in people's daily lives throughout the Southland region.

Technology

Technological knowledge

Students will understand the following:

Technological products

- Students will understand that technological products, from the early 20th century, through to the present are made from materials that have performance properties.

Technological systems

- Students will understand that all technological gadgets and products have inputs, controlled transformations, and outputs.

Nature of technology

Students will understand the following:

Characteristics of technology

- Students will understand that technology is purposeful intervention through design – from the early 20th century through to the present.

Characteristics of technological outcomes

- Students will understand that everything in the technology display is a product or system developed by people and have/had a physical nature and functional nature.

Southern Seas: Whales, Whaling, and the Antarctic

Three key Level 1 curriculum areas are covered in the Southern Seas exhibition.

- Science
- Social Sciences
- English

Science

Nature of Science:

Understanding Science

Students will use the Southern Seas exhibition to ask questions about the world in which they live. They will understand that open-mindedness is important because there may be more than one explanation.

Investigating in Science

Students will extend their experiences and personal explanations about the Antarctic and whales through play, asking questions, and discussing simple models.

Communicating in Science

Students will build their language and develop their understandings of the many ways the Antarctic region and whales can be discussed and represented.

Participating and contributing

Students will explore questions about the Southern Seas exhibition that link science to their daily living.

The Living World

Students will learn how to describe the following about whales.

Life Processes

- Recognise the requirements that whales have to stay alive

Ecology

- Recognise the habitat of whales and why they are suited to this habitat

Evolution

- Recognise the specific classification of whales and other animals that they are related to
- Understand the threat of extinction that whales face (ie due to human activity).

Planet Earth and beyond

Students will learn how to describe the following about Antarctica:

Earth systems

- Explore and describe natural features and resources in the Antarctic region

Interacting systems

- Describe how the natural features of the Antarctic region have been changed by natural events and human actions.

Social Sciences

Students will gain knowledge, skills and experience in relation to whaling in the nineteenth and twentieth centuries. In particular, students will gain understanding of the following.

- The different roles and responsibilities that Māori and European settlers had in relation to whaling.
- How different locations throughout New Zealand and its seas were important for whalers.
- The daily life of a Māori and/or European whaler in the nineteenth and/or twentieth centuries.
- Why whaling is an important aspect of Southland history.

English

Listening, reading, and viewing

Students will develop an awareness of how different resources used in the Southern Seas exhibition are used to communicate. This includes oral, written, and visual resources in the collection.

Students will also start using basic comprehension strategies to think critically about the resources in the Southern Seas exhibition, using prior knowledge to help make sense of these resources. In particular, students will do the following.

Purpose and audience

- Recognise the purpose of the visual resources and any texts used in the Southern Seas exhibition.

Ideas

- Understand the key ideas shared in these resources. In particular, students should gain understanding of any historic personal experiences described in the exhibition.

Language features and structure

- Recognise some basic words or high frequency words used in the Southern Seas exhibition.
Recognise the basic structure of texts.

Speaking, writing, and presenting

Students will begin to use information from the Southern Seas exhibition to identify, form, and express their own ideas. They should be given the opportunity to share these ideas either verbally, visually, or in basic written form. Students will be able to do the following.

Purpose and audience

- Create a basic text (verbal, visual, or written) related to the Southern Seas exhibition for a specific purpose and audience. In particular, students should use an appropriate choice of content, language, and text form. They should develop and convey a personal voice in relation to their text where appropriate.

Ideas

- Form and express their own ideas on the Southern Seas exhibition, based on personal experience or knowledge. These ideas should be supported at a basic level.

Structure

- Organise the text using simple structures – such as sequencing ideas, using simple sentences, using knowledge of sentence and word order.

Language features

- Using language features as appropriate – such as oral, written, or visual language features to create meaning and effect, using high-frequency words or words related to the Southern Seas exhibition, using text conventions and grammatical conventions with some consistency.

Te Waka o Mokomoko

Three key Level 1 curriculum areas are covered in the Te Waka o Mokomoko exhibition.

- Social Sciences
- Technology
- English

Social Sciences

Students will gain knowledge, skills, and experience in relation to the treatment of the historic waka found in an estuary near Invercargill. In particular, students will gain understanding of the following.

- The different roles and responsibilities that stakeholders had during the waka treatment process.
- The iwi who historically used the waka and how they adapted to life in the Murihiku area.
- The different places where the waka was historically used and why these places are important.
- Why the preservation of the waka and other taonga are important.

Technology

Students will create their own vessel that can float, similar to a waka. In particular, students will do the following:

Technological practice

Planning for practice

- outline a general plan to support the development of a vessel that can float, and identify appropriate steps and resources required

Brief development

- identify the outcomes and attributes they are seeking for the vessel

Outcome development and evaluation

- develop the vessel based on the identified plan and outcomes

English

Listening, reading, and viewing

Students will develop an awareness of how different resources used in the Te Waka o Mokokoko exhibition are used to communicate. This includes oral, written, and visual resources in the collection. In particular, students will do the following.

Purpose and audience

- Recognise the purpose of the visual resources and any texts used in the Te Waka o Mokokoko exhibition.

Ideas

- Understand the key ideas used in resources at the exhibition. In particular, students should gain understanding of any historic personal experiences described in the exhibition.

Language features and structure

- Recognise some basic words or high frequency words used in the exhibition. Recognise the basic structure of texts.

Speaking, writing, and presenting

Students will begin to use information from the Te Waka o Mokokoko exhibition to identify, form, and express their own ideas through the development of a basic project brief. Students will be able to do the following.

Purpose and audience

- Create a basic project brief based on the development of a simple vessel (either in verbal, visual, or written form) for a specific purpose and audience. In particular, students should use an appropriate choice of content, language, and text form. They should develop and convey a personal voice in relation to their text where appropriate.

Ideas

- Form and express their own ideas for their project brief, based on personal experience or knowledge. These ideas should be supported at a basic level.

Structure

- Organise the text using simple structures – such as sequencing ideas, using simple sentences, using knowledge of sentence and word order.

Language features

- Using language features as appropriate – such as oral, written, or visual language features to create meaning and effect, using high-frequency words or words related to the project brief, using basic text conventions and grammatical conventions with some consistency.

Tuatarium

Three key Level 1 curriculum areas are covered in the Tuatarium exhibition

- English
- The Arts
- Science

English

Listening, reading, and viewing

Processes and strategies

Students will acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. Students will do the following.

- Select and read picture books about tuatara for enjoyment and personal fulfilment.
- Develop an awareness of the connections between the oral, written, and visual language gained from learning experiences in and around the Tuatarium.
- Use prior knowledge of the tuatara to make sense of simple texts from picture books and the learning experiences in and around the Tuatarium.
- Develop the ability to listen to and think critically about texts about the tuatara.

Purposes and audiences

Students will recognise that texts are shaped for different purposes and audiences. Students will do the following.

- Identify the purpose of simple texts about tuatara. Are they for fun, or do they teach us about tuatara?
- Evaluate the usefulness of these simple texts about tuatara.

Ideas

Students will recognise and identify ideas within and across texts. Students will do the following.

- Use personal experience to gain meaning from texts about tuatara and from in and around the Tuatarium.
- Identify simple ideas in some texts about the tuatara.

Language features

Students will recognise and begin to understand how language features are used for effect within and across texts. Students will do the following.

- Be introduced to oral, written, and visual language features being used for effect in and around the Tuatarium.

Structure

Students will recognise and begin to understand text structures. Students will do the following.

- Understand that the order and organisation of words, sentences, and images throughout the Tuatarium contribute to the text meaning.

Speaking, writing and presenting

Processes and strategies

Students will acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. Students will do the following.

- Have an awareness of the connections between oral, written, and visual language when creating text inspired by the Tuatarium.
- Demonstrate some confidence in processing new sources of information gained from the learning experiences in and around the Tuatarium by creating a simple text, image, or verbal explanation about the tuatara and the way in which they survive within their enclosure.

Purposes and audience

Students will recognise how to shape texts for a purpose and an audience. Students will do the following.

- Construct texts about tuatara that demonstrate some awareness of purpose and audience through appropriate choice of content and language.
- Expect that texts created about tuatara and the Tuatarium will be understood, responded to, and appreciated.

Ideas

Students will form and express ideas on a range of topics. They will do the following.

- Form simple ideas and information gained from the learning experiences in and around the Tuatarium.
- Begin to support ideas about how tuatara survive with some detail.

Language features

Students will use language features, showing some recognition of their effects. They will do the following.

- Use some oral, written, and visual language features to create meaning and effect when communicating information gained from within and around the Tuatarium.
- Use a range of tuatara-specific words to create meaning.

Structure

Students will organise tuatara-inspired texts, using simple structures. They will do the following.

- Use knowledge of word and sentence order to communicate meaning in simple texts
- Begin to sequence ideas and information.
- Use simple sentences with some variation in beginnings.

The Arts

Visual Arts

Students will do the following:

Develop practical knowledge

- Students will explore a variety of materials and tools and discover elements and selected principles during tuatara-inspired art.

Develop ideas

- Students will investigate visual ideas in response to a variety of motivations, observation, and imagination in and around the Tuatarium.

Communicate and interpret

- Students will share the ideas, feelings, and stories about tuatara communicated by their own and others' objects and images.

Science

Nature of Science

Understanding about science

Students will appreciate that scientists ask questions about tuatara that can lead to investigations about how tuatara live and survive.

Investigating in science

Students will use learning experiences in and around the Tuatarium to explore, play, and ask questions about how tuatara live and survive.

Communicating in science

Students will build language and develop understandings of the ways in which the tuatara, within their habitats, can be represented.

The Living World

Students will do the following:

Life Processes

- Recognise that tuatara have certain requirements so they can stay alive

Ecology

- Recognise that tuatara are suited to their habitat.

Evolution

- Recognise that there are lots of different living things in the world and that tuatara are in the reptile group.
- Explain how we know that some living things from the past are now extinct and the risk of tuatara becoming extinct.

Victoriana

Three key Level 1 curriculum areas are covered in the Victoriana gallery.

- Social Sciences
- The Arts
- English

Social Sciences

Students will gain knowledge, skills, and experience in relation to the Victorian era (1837 to 1901). In particular, students will gain understanding of the following.

- How different people had different roles and responsibilities during the Victorian era. Students will explore different jobs, and the different roles that males and females had.
- The different places in Invercargill that represent the Victorian era and why these places are important.
- The different cultures represented in New Zealand during the Victorian era and how they adapted to life in New Zealand. Students will explore selected British and European cultures, they may also explore how these cultures interacted with Māori.
- Why the Victorian era is an important part of Southland history.

The Arts

Visual Arts

Students will have the opportunity to do the following:

Understand visual arts in context

- Develop some basic artwork based on the Victorian era, and use this artwork to share ideas, feelings or stories (eg a self-portrait, a Victorian wallpaper design etc).

Develop practical knowledge

- Learn about basic materials and tools commonly used in the Victorian era for artwork.

Develop ideas

- Develop some basic art ideas in relation to the Victorian era.

Communicate and interpret

- Learn about basic pieces of visual art in the context of the Victorian era and explore how they communicate information.

Music – Sound Arts

Students will have the opportunity to do the following:

Understand music – sound arts in context

- Explore music from the Victorian era and recognise the purpose and function of this music in the Victorian community.

Develop practical knowledge

- Explore how music from the Victorian era was made, responding to elements of beat, rhythm, pitch, tempo, dynamics, and tone colour.

Develop ideas

- Explore sounds and musical ideas from the Victorian era, drawing on personal experience and imagination.

Communicate and interpret

- Respond to recorded music from the Victorian era.

English

Listening, reading, and viewing

Students will develop an awareness of how different resources used in the Victoriana gallery are used to communicate. This includes oral, written, and visual resources in the collection.

Students will also start using basic comprehension strategies to think critically about the resources in the Victoriana gallery, using prior knowledge to help make sense of these resources. In particular, students will do the following.

Purpose and audience

- Recognise the purpose of the visual resources and any texts used in the Victoriana gallery.

Ideas

- Understand the key ideas shared through the resources in the Victoriana gallery. In particular, students should gain understanding of any historic personal experiences described in the gallery.

Language features and structure

- Recognise some basic words or high frequency words used in the Victoriana gallery. Recognise the basic structure of texts.

Speaking, writing, and presenting

Students will begin to use information from the Victoriana gallery to identify, form, and express their own ideas. They should be given the opportunity to share these ideas either verbally, visually, or in basic written form. Students will be able to do the following.

Purpose and audience

- Create a basic text (verbal, visual, or written) for a specific purpose and audience. In particular, students should use an appropriate choice of content, language, and text form. They should develop and convey a personal voice in relation to their text where appropriate.

Ideas

- Form and express their own ideas on the Victoriana gallery, based on personal experience or knowledge. These ideas should be supported at a basic level.

Structure

- Organise the text using simple structures – such as sequencing ideas, using simple sentences, using knowledge of sentence and word order.

Language features

- Using language features as appropriate – such as oral, written, or visual language features to create meaning and effect, using high-frequency words or words related to the Victoriana gallery, using text conventions and grammatical conventions with some consistency.

Long-term Education Programmes

Animal Adaptations	
Overview	In this 1.5-hour lesson, students will study New Zealand’s native birds and tuatara. They will explore the features that have helped these animals survive, as well as the reasons why some are extinct or endangered.
Main Learning Area: Science	<p>Science: The Nature of Science</p> <p>Students will do the following.</p> <p>Understanding about science</p> <ul style="list-style-type: none"> • Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation. <p>Investigating in science</p> <ul style="list-style-type: none"> • Extend experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models. <p>Science: The Living World</p> <p>Students will do the following.</p> <p>Life processes</p> <ul style="list-style-type: none"> • Recognise that New Zealand’s native birds and tuatara have certain requirements so they can stay alive. <p>Ecology</p> <ul style="list-style-type: none"> • Recognise that New Zealand’s native birds and tuatara are suited to their habitat. <p>Evolution</p> <ul style="list-style-type: none"> • Recognise that the tuatara and New Zealand’s native birds can be grouped in different ways. • Explain how we know that some living things from the past (native birds) are now extinct.

Archaeology	
Overview	In this 2-hour lesson, students will explore ‘What we can tell about the way people lived by the things they left behind’, by investigating the galleries and other artefacts in the Museum.
Main Learning Area: Social sciences	<p><i>Social sciences: Social studies</i></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> • Understand how belonging to groups in and around Southland was important for people. • Understand that in the past, Southlanders had different roles and responsibilities as part of their participation in groups. • Understand how the past is important for Southlanders. • Understand how places in New Zealand were and are still significant for individuals and groups • Understand how cultures of people in New Zealand’s past were expressed in their daily lives.

Beyond the Roaring 40°S	
Overview	In this 1.5-hour lesson, students will go on an interactive explorative mission of the Subantarctic Islands of New Zealand. They will learn about the geography of the islands, and the flora and fauna unique to the islands. They will also learn about the history of the shipwrecks on the islands and different types of human activity on the islands, including hunting, farming, fishing, and wartime activities.
Main Learning Area: Social sciences	<p><i>Social sciences: Social studies</i></p> <p>Students will develop an understanding of the following.</p> <ul style="list-style-type: none"> • The different roles and responsibilities that hunters, ship crew, castaways, farmers, and WWII coast watchers had on the southern islands. • The different people groups who interacted with the southern islands and how they adapted to life on these islands (with a focus on the <i>General Grant</i> sinking). • The different places in and around the southern islands that are represented in the Beyond the Roaring 40°S Gallery and why these places are important. • Why the southern islands are an important part of history (especially for New Zealanders).
Other Learning Area: Science	<p><i>Science: Living World</i></p> <p><i>Focus on Seals:</i> Students will develop knowledge of the following:</p> <p>Life Processes</p> <ul style="list-style-type: none"> • the requirements that seals have to stay alive <p>Ecology</p> <ul style="list-style-type: none"> • the habitat of seals and why they are suited to this habitat <p>Evolution</p> <ul style="list-style-type: none"> • the specific classification of seals and other animals that they are related to. • the threats that seals faced (due to hunting for seals). <hr/> <p><i>Science: Planet Earth and beyond</i></p> <p><i>Focus on Adams Island</i> Students will develop knowledge of the following:</p> <p>Earth systems</p> <ul style="list-style-type: none"> • the different types of flora and fauna on the southern islands • natural features and resources in the southern islands <p>Interacting Systems</p> <ul style="list-style-type: none"> • the natural features of the southern islands have been changed by natural events and human actions.

Change in schools	
Overview	In this 1.5-hour lesson, students will explore how schools have changed in Southland by examining genuine photos and artefacts. Students will also get to participate in popular activities from the early days in Southland schools.
Main Learning Area: Social sciences	<p><i>Social sciences: Social studies</i></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> • Understand how belonging to a school is important for people from the past and for today. • Understand that people had and continue to have different roles and responsibilities as part of their participation in education. • Understand how schooling (of the past and of today) is important for people.

Change in Southland	
Overview	In this 1 to 2-hour lesson, students will explore how Southland has changed over time by learning about the history of Southland since the arrival of people, and comparing artefacts from our past to their modern-day equivalents.
Main Learning Area: Social sciences	<p><i>Social sciences: Social studies</i></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> • Understand how belonging to groups was important for the first Southlanders. • Understand that the first people to arrive in Southland created different roles and responsibilities as part of their participation in newly formed groups. • Understand how Southland’s past is important to people today. • Understand how Southland is significant for Māori. • Understand how the cultures of the first Southlanders were expressed in their daily lives and in our lives today.

Ecosystems	
Overview	In this 45-minute to a 1.5-hour lesson, students study either tuatara and their ecosystem, New Zealand native birds and their ecosystem, or a combination of both. Through this lesson, students will recognise that all living things have certain requirements to stay alive and are suited to their living environment for this reason. Students will also be able to explore how environmental changes, both natural and human-induced are responded to by either the tuatara or New Zealand’s native birds.
Main Learning Area: Science	<p>Science: The Nature of Science</p> <p>Students will do the following.</p> <p>Understanding about science</p> <ul style="list-style-type: none"> • Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation. <p>Investigating in science</p> <ul style="list-style-type: none"> • Extend experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models. <p>Science: The Living World</p> <p>Students will do the following.</p> <p>Life processes</p> <ul style="list-style-type: none"> • Recognise that New Zealand’s native birds and tuatara have certain requirements so they can stay alive. <p>Ecology</p> <ul style="list-style-type: none"> • Recognise that New Zealand’s native birds and tuatara are suited to their habitat.

Fossils	
Overview	<p>In this 1.5-hour lesson, students will use a variety of media to explore and discover:</p> <ul style="list-style-type: none"> - What is a fossil? - How are fossils made? - What different types of fossils are there? - How old are fossils? - What is a 'living fossil'? - What fossils have been found in Southland
Main Learning Area: Science	<p>Sciences: Planet Earth and beyond</p> <p>Students will do the following.</p> <p>Earth systems</p> <ul style="list-style-type: none"> • Explore and describe natural features and resources, such as fossils. <p>Interacting systems</p> <ul style="list-style-type: none"> • Describe how fossils are created and changed by natural events and human actions.

Insects	
Overview	<p>In this 1.5-hour lesson, students will work their way around stations to find out more about insects. They will study real (although deceased) insects which are mounted in display boxes or preserved in plastic. A variety of media will be used to research questions the students have about insects.</p>
Main Learning Area: Science	<p>Science: Living world</p> <p>Students will do the following.</p> <p>Life processes</p> <ul style="list-style-type: none"> • Recognise that all insects have certain requirements for them to stay alive. <p>Ecology</p> <ul style="list-style-type: none"> • Recognise that each insect is suited to its particular habitat. <p>Evolution</p> <ul style="list-style-type: none"> • Recognise that there are lots of different insects in the world and that they can be grouped in different ways. • Explain how we know that some insects from the past are now extinct.

Kaupapa Māori	
Overview	In this 2-hour lesson, students will explore how the early Māori people lived and Māori culture through the Māori Gallery, as well as through Māori artefacts, art, games, and musical instruments.
Main Learning Area: Social sciences	<p><i>Social sciences: Social studies</i></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> • Understand how belonging to an iwi is important to Southern Māori. • Understand that Southern Māori had different roles and responsibilities as part of their participation in their iwi in pre-European times. • Understand how the past (pre-European times) is important to find out how southern Māori lived, worked, and played. • Understand the significance of the Southland region for Māori people and their iwi, and early European settlers. • Understand how the Māori culture is expressed in people’s daily lives throughout the Southland region and wider New Zealand.
Other Learning areas: Learning Languages	<p><i>Learning Languages</i></p> <p>Students will:</p> <p>Communication</p> <ul style="list-style-type: none"> • be introduced to familiar and common Māori expressions • be introduced to the way in which Māori people from the Southland region interacted with others during pre-European times <p>Language knowledge</p> <ul style="list-style-type: none"> • make connections between te reo and first language <p>Cultural knowledge</p> <ul style="list-style-type: none"> • recognise that Māori culture is organised in particular ways • make connections with Māori culture.

Light	
Overview	In this 1.5-hour lesson, students will find out how the observatory telescope works, conduct light reflecting and bending experiments, discover what happens when you spin a colour wheel quickly, learn about the importance of the special roof in the tuatarium, and how lighting is used in our exhibitions.
Main Learning Area: Science	<p>Science: Physical world</p> <p>Students will do the following.</p> <p>Physical inquiry and physics concepts</p> <ul style="list-style-type: none"> • Explore the physical phenomena of light. • Seek and describe what happens to the light and colour when a colour wheel is spun quickly and how light is used in the Museum’s exhibitions.

Literature Link	
Overview	<p>In this flexible one-hour lesson, learners are able to explore a specific gallery or exhibition of the teacher’s choice at the Southland Museum and Art Gallery. The aim of exploring the gallery or exhibition is to help stimulate and develop ideas for learners’ in-class reading and writing projects. For example, if learners are reading a book about life in early New Zealand, they may visit the Victoriana Gallery to get ideas about what life was like for some European settlers during this time. Or, if learners are writing a story about the life of penguins, they may explore the Roaring 40°S Gallery to get ideas and inspiration.</p>
Main Learning Area: English	<p>English: Listening, reading and writing</p> <p>Students will develop an awareness of how the select exhibition or gallery communicates information. This includes oral, written, and visual resources in the selected collection. Students will also start using basic comprehension strategies to think critically about the resources in the selected gallery or exhibition, using prior knowledge to help make sense of these resources.</p> <p>In particular, students will develop knowledge of the following.</p> <p>Purpose and audience</p> <ul style="list-style-type: none"> Recognise the purpose of the visual resources and any texts used in the selected exhibition or gallery, and relate these to the in-class text they are reading. <p>Ideas</p> <ul style="list-style-type: none"> Understand the key ideas shared in these resources. Students should gain understanding of any historic personal experiences described in the exhibition and gallery. They can relate these ideas to the in-class text they are reading. <p>Language features and structure</p> <ul style="list-style-type: none"> Recognise some basic words or high frequency words used in the gallery. Recognise the basic structure of texts. <p>English: Speaking, writing, and presenting</p> <p>Students will begin to use information from the selected exhibition or gallery to identify, form, and express their own ideas and apply it to the in-class task they have been given. Students will be able to do the following.</p> <p>Purpose and audience</p> <ul style="list-style-type: none"> Create a basic text (verbal, visual, or written) for a specific purpose and audience. In particular, students should use an appropriate choice of content, language, and text form. They should develop and convey a personal voice in relation to their text where appropriate. <p>Ideas</p> <ul style="list-style-type: none"> Form and express their own ideas on the selected exhibition or gallery, based on personal experience or knowledge. These ideas should be supported at a basic level. <p>Structure</p> <ul style="list-style-type: none"> Organise the text using simple structures – such as sequencing ideas, using simple sentences, using knowledge of sentence and word order. <p>Language features</p> <ul style="list-style-type: none"> Using language features as appropriate – such as oral, written, or visual language features to create meaning and effect, using high-frequency words or words related to the selected exhibition or gallery, using text conventions and grammatical conventions with some consistency.

New River Estuary	
Overview	In this 1.5-hour lesson, students will learn about the history of the New River (Invercargill) Estuary since the arrival of early Māori and early European settlers. They will learn how the Estuary has been used by people and the changes that it has gone through. The types of birds that live in and around the Estuary and how their features help them survive in this habitat will be studied.
Main Learning Area: Social Sciences	<p><i>Social sciences: Social studies</i></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> • Understand how the past is important to Māori and European people living in Invercargill today. • Understand how the New River Estuary in Invercargill is significant to early Māori and European settlers.
Other Learning areas: Science	<p><i>Science: Living world</i></p> <p>Students will do the following.</p> <p>Life processes</p> <ul style="list-style-type: none"> • Recognise that birds living in the New River Estuary have certain requirements so that they can stay alive. <p>Ecology</p> <ul style="list-style-type: none"> • Recognise that the birds living in the New River Estuary are suited to this particular habitat.

Our Culture	
Overview	In this 1.5-hour lesson, students will explore the topics of migration, personal identity, and our culture ('Kiwiana') by completing activities that relate to immigration to Southland and early Southland, the Momento gift shop, the Māori Gallery, Victoriana Gallery, Beyond the Roaring 40s Gallery, the Southland History Gallery, and the Tuatarium.
Main Learning Area: Social Sciences	<p><i>Social Sciences: Social studies</i></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> • Understand how belonging to groups throughout New Zealand, and in particular Southland, is important to people. • Understand how the past is important to one's personal identity. • Understand how places in New Zealand are significant for individuals and groups when learning more about personal identity and culture. • Understand how 'Kiwiana' is expressed in their daily lives.

Our Endemic Life	
Overview	In this 1-hour lesson, students will learn about the New Zealand moa family and its connections to other ratites in the world. The students will then study some of the birds on display and analyse features of each bird's anatomy which have contributed to their rate of survival. Why some of our birds are extinct, endangered, threatened, declining or rare will be looked at, and what can be done to help and protect them. A visit to the Tuatarium will give the students an opportunity to learn about the behaviour, anatomy, environment, history, and future of the tuatara.
Main Learning Area: Science	<p>Science: The Living world</p> <p>Students will do the following.</p> <p>Life processes</p> <ul style="list-style-type: none"> Recognise that moa, other ratites, the birds on display in the Southland Museum and Art Gallery, and the tuatara all had/have certain requirements to stay alive. <p>Ecology</p> <ul style="list-style-type: none"> Recognise that moa, other ratites, the birds on display in the Southland Museum and Art Gallery, and the tuatara were/are suited to their particular habitat. <p>Evolution</p> <ul style="list-style-type: none"> Explain how we know that the moa is now extinct.

Our Environment and Conservation	
Overview	In this 1.5-hour lesson, students will look at the changes that have taken place in Southland's environment since early colonisation. They will learn how to conserve what we have by learning from the mistakes of our past. Areas of interest are the Natural History Gallery, Beyond Roaring 40s Gallery and the Tuatarium.
Main Learning Area: Social sciences	<p>Social Sciences: Social studies</p> <p>Students will do the following.</p> <ul style="list-style-type: none"> Understand that since early colonisation in Southland, people have had different roles and responsibilities in relation to conserving the environment. Understand how the past is important when learning from mistakes and conserving Southland's environment. Understand how the conservation of Southland's environment is important for individuals and groups inhabiting it.

Our Native Birds	
Overview	In this 1.5-hour lesson, students will learn about the history of bird life in New Zealand, including rare and extinct birds. They will learn about the features of forest birds, swamp birds and sea birds and how these features help birds survive. Students will also learn about ways we can protect our native birds.
Main Learning Area: Science	<p>Science: The Living world</p> <p>Students will do the following.</p> <p>Life processes</p> <ul style="list-style-type: none"> • Recognise that birds have certain requirements so they can stay alive. <p>Ecology</p> <ul style="list-style-type: none"> • Recognise that different birds are suited to their particular habitat. <p>Evolution</p> <ul style="list-style-type: none"> • Recognise that there are a lot of different birds in the world and that they can be grouped in different ways (such as sea birds, swamp birds, and forest birds). • Explain how we know that some birds from the past are now extinct.

Penguing, sealing, and whaling	
Overview	In this 1.5-hour lesson, students will learn about Southland’s history of penguing, sealing, and whaling, using old photographs and the Beyond the Roaring 40s exhibition as resources.
Main Learning Area: Social sciences	<p>Social sciences: Social studies</p> <p>Students will do the following.</p> <ul style="list-style-type: none"> • Understand how belonging to a group that hunted penguins, seals, and whales was important for people in Southland’s history. • Understand how people had different roles and responsibilities within their hunting groups. • Understand how Southland’s past of penguing, sealing, and whaling is important to people today.

Pre-electricity Tour	
Overview	In this 1.5-hour lesson, students will imagine a world without electricity through examining pre-electricity Southland’s photos, as well exploring the Māori, Victoriana, and Beyond the Roaring 40s galleries.
Main Learning Area: Social sciences	<p><i>Social sciences: Social studies</i></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> • Understand how Southland’s pre-electricity past is important to people.

Protecting our Animals	
Overview	In this 1.5-hour lesson, students will explore the effect that humans have had on New Zealand’s native animals and discover what we can do to protect them. Areas of interest are the Māori Gallery, Beyond the Roaring 40s Gallery, and the Tuatarium.
Main Learning Area: Social sciences	<p><i>Social sciences: Social studies</i></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> • Understand that people have different roles and responsibilities to ensure that New Zealand’s native animals are protected. • Understand how the past has influenced New Zealand’s native animals and how this is important today.

Scientific Investigation Skills – Estuary Study	
Overview	In this 2.5-hour lesson, students will prepare for a scientific field trip to the Invercargill Estuary. They will travel around stations to learn to hypothesise, research, develop questions, investigate, use scientific methods, find evidence, explore, observe, record findings, and present findings.
Main Learning Area: Science	<p>Science: Nature of science</p> <p>Students will do the following.</p> <p>Understanding about science</p> <ul style="list-style-type: none"> • Appreciate that as scientists, they will ask questions about life around the Estuary that will lead to investigations. <p>Investigating in science</p> <ul style="list-style-type: none"> • Extend experiences and personal explanations about Invercargill’s estuary through exploration, play, asking questions, and discussing simple models. <p>Communicating in science</p> <ul style="list-style-type: none"> • Build language around and develop understanding of the ways in which the Invercargill Estuary can be represented. <p>Science: The Living World</p> <p>Students will do the following.</p> <p>Life processes</p> <ul style="list-style-type: none"> • Recognise that all living things around the Invercargill Estuary have certain requirements so they can stay alive. <p>Ecology</p> <ul style="list-style-type: none"> • Recognise that things living in and around the Invercargill Estuary are suited to this particular habitat.

Southland Community	
Overview	In this 2-hour lesson, students will look at how Southland’s community has developed since the early Māori first settled here. Students will use a variety of activities to explore what it might have been like to be an early settler in Southland. Through this, they will learn how Southland’s community has been shaped and what it means to be a citizen of Southland.
Main Learning Area: Social sciences	<p><i>Social sciences: Social studies</i></p> <p>Student will do the following.</p> <ul style="list-style-type: none"> • Understand how belonging to groups within Southland was important to early Māori settlers. • Understand that within these groups, early Māori had different roles and responsibilities. • Understand how the past, when early Māori settled here, is important for contemporary Southlanders. • Understand how Southland is significant for early Māori settlers. • Understand how early Māori settlers expressed their culture in their daily lives.

Technology and Change	
Overview	In this 1.5-hour lesson, students will explore technology and how it has changed.
Main Learning Area: Social sciences	<p><i>Social sciences: Social studies</i></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> • Understand how the past is important to people when exploring how technology has changed and developed over time.

What's beneath our feet?	
Overview	In this 2-hour lesson, students will learn the history of gold mining in Central Otago and the importance of pounamu in New Zealand. Traditional Māori uses of our natural resources will be studied as well as the earth's crust, how rocks are formed, and different types of rocks, fossils, and minerals.
Main Learning area: Science	<p>Science: Planet earth and beyond</p> <p>Students will learn the following.</p> <p>Earth systems</p> <ul style="list-style-type: none"> • Explore and describe natural features and resources found throughout New Zealand, such as pounamu, different types of rocks, fossils, and minerals. <p>Interacting systems</p> <ul style="list-style-type: none"> • Describe how natural features are changed and resources affected by natural events and human actions.
Main Learning area: Social sciences	<p>Social sciences: Social studies</p> <p>Students will do the following.</p> <ul style="list-style-type: none"> • Understand why Central Otago is significant to those who mined for gold in New Zealand.

Reference Table: Long-term Exhibitions

Use this table to see which achievement objectives are covered in each exhibition/gallery.

		Beyond the Roaring 40°S	Māori Gallery	Natural History	Southlander's Story	Southern Seas	Te Waka o Mokomoko	Tuatarium	Victoriana
Science:	Nature of science	✓		✓		✓		✓	
	The living world	✓		✓		✓		✓	
	Planet earth and beyond	✓		✓		✓			
	Physical world								
	Material world								
Social Sciences	Social studies	✓	✓		✓	✓	✓	✓	✓
English - Listening, Reading, and Viewing	Process and strategies			✓	✓			✓	
	Purpose and audience	✓		✓	✓	✓	✓	✓	✓
	Ideas	✓		✓	✓	✓	✓	✓	✓
	Language features and structure	✓		✓	✓	✓	✓	✓	✓
English - Speaking, Writing and Presenting	Process and strategies			✓	✓			✓	
	Purpose and audience	✓		✓	✓	✓	✓	✓	✓
	Ideas	✓		✓	✓	✓	✓	✓	✓
	Structure	✓		✓	✓	✓	✓	✓	✓
	Language features	✓		✓	✓	✓	✓	✓	✓
Technology	Technological practice						✓		
	Technological knowledge				✓				
	Nature of technology				✓				
The Arts	Dance		✓						
	Drama		✓						
	Music – Sound arts		✓						✓
	Visual arts		✓	✓	✓			✓	✓
Learning Languages	Communication		✓						
	Language knowledge								
	Cultural knowledge		✓						
	Number and algebra		✓	✓					

		Beyond the Roaring 40°S	Māori Gallery	Natural History	Southlander’s Story	Southern Seas	Te Waka o Mokomoko	Tuatarium	Victoriana
Mathematics and Statistics	Geometry and measurement			✓					
	Statistics			✓					
Health and Physical Education	Personal health and physical development								
	Movement concepts and motor skills		✓						
	Relationships with other people		✓						
	Healthy communities and environments								

Reference Table: Long-term Education Programmes

Use this table to see which achievement objectives are covered in each exhibition/gallery.

		Animal Adaptations	Archaeology	Beyond the Roaring 40°S	Change in Schools	Change in Southland	Eco-systems	Fossils	Insects	Kaupapa Māori	Light
Science	Nature of science	✓					✓				
	The living world	✓		✓			✓		✓		
	Planet earth and beyond			✓				✓			
	Physical world										✓
	Material world										
Social Sciences	Social studies		✓	✓	✓	✓				✓	
English - Listening, Reading, and Viewing	Process and strategies										
	Purpose and audience										
	Ideas										
	Language features and structure										
English - Speaking, Writing and Presenting	Process and strategies										
	Purpose and audience										
	Ideas										
	Structure										
	Language features										
Technology	Technological practice										
	Technological knowledge										
	Nature of technology										
The Arts	Dance										
	Drama										
	Music – Sound arts										
	Visual arts										
	Communication									✓	

		Animal Adaptations	Archaeology	Beyond the Roaring 40°S	Change in Schools	Change in Southland	Eco-systems	Fossils	Insects	Kaupapa Māori	Light
Learning Languages	Language knowledge									✓	
	Cultural knowledge									✓	
Mathematics and Statistics	Number and algebra										
	Geometry and measurement										
	Statistics										
Health and Physical Education	Personal health and physical development										
	Movement concepts and motor skills										
	Relationships with other people										
	Healthy communities and environments										

		Literature Link	New River Estuary	Our Culture	Our Endemic...	Our Enviro...	Our Native Birds	Penguing, sealing...	Pre-electricity	Protecting our...
Science	Nature of science									
	The living world		✓		✓		✓			
	Planet earth and beyond									
	Physical world									
	Material world									
Social Sciences	Social studies	✓	✓	✓		✓		✓	✓	✓
English - Listening, Reading, and Viewing	Process and strategies	✓								
	Purpose and audience	✓								
	Ideas	✓								
	Language features and structure	✓								

		Literature Link	New River Estuary	Our Culture	Our Endemic...	Our Enviro...	Our Native Birds	Penguing, sealing...	Pre-electricity	Protecting our...
English - Speaking, Writing and Presenting	Process and strategies									
	Purpose and audience	✓								
	Ideas	✓								
	Structure	✓								
	Language features	✓								

		Scientific investing...	Southland Community	Technology & Change	What's beneath?
Science	Nature of science	✓			
	The living world	✓			
	Planet earth and beyond				✓
	Physical world				
	Material world				
Social Sciences	Social studies		✓	✓	✓