

# YEAR 7 & 8

# CURRICULUM COMPLIANCE

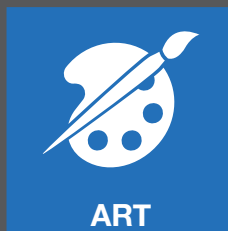
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## LONG TERM EXHIBITIONS

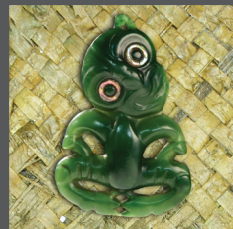
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## EDUCATION PROGRAMMES

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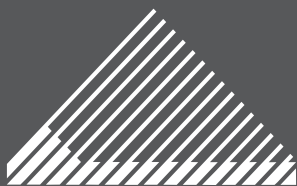
ART



HISTORY



TUATARA



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 4 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 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 4 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 ways in which leadership of groups was acquired and exercised amongst Māori and European hunters, ship crew, castaways, farmers, and/or WWII coast watchers on and around the southern islands, and the consequences it had for communities and societies.
- How exploration and innovation amongst Māori and European hunters, ship crew, castaways, farmers, and/or WWII coast watchers on and around the southern islands created opportunities and challenges for people, places, and environments in New Zealand and in the southern seas.
- The causes and effects of the sinking of the *General Grant*.
- How people participated individually and collectively in response to community challenges due to settling (or being a castaway) on the southern islands.

## Science

### *Nature of Science*

### Understanding Science

Students will use the Beyond the Roaring 40°S gallery to appreciate that science is a way of explaining the world and that science knowledge changes over time. They will identify ways that scientists work together and provide evidence to support their ideas.

### **Investigating in science**

Students will build on prior experiences, and work together to share and examine their own knowledge about animals living on and around the southern islands. They will ask questions, find evidence and explore simple models about animals living on and around the southern islands to develop simple explanations.

### **Communicating in Science**

Students will begin to use a range of scientific conventions and vocabulary related to the southern islands, and the animals, flora, and fauna living on these islands.

Students will engage with a range of texts about the southern islands and begin to question the purposes for which these texts are constructed.

### **Participating and contributing**

Students will use their science knowledge to consider issues and questions about the Beyond the Roaring 40°S gallery. They will explore possible actions that could be taken.

### ***The Living World***

Students will do the following in relation to seals:

#### **Life Processes**

- recognise life processes common to all animals and understand how these occur in seals

#### **Ecology**

- understand the habitat of seals and why they are suited to this habitat
- how seals respond to environmental changes – both natural and human-induced

#### **Evolution**

- group seals and other animals into relevant classifications
- explore how the population of seals has changed over time (due to seal hunting and environmental factors).

### ***Planet Earth and beyond***

Students will do the following in relation to the southern islands, including Adams Island:

#### **Earth systems:**

- recognise the resources that the available in and around the southern islands

#### **Interacting systems:**

- investigate the impact of the water cycle in the southern islands and its effect on climate, landforms, and life.

### **English**

#### ***Listening, reading, and viewing***

Students will recognise and understand the connections between different resources in the Beyond the Roaring 40°S gallery and how these are used to communicate. This includes oral, written, and visual resources in the collection. Students will also use a range of comprehension strategies to think critically about the resources in the Beyond the Roaring 40°S gallery. In particular, students will do the following.

#### **Purpose and audience**

- Recognise and understand how texts in the Beyond the Roaring 40°S gallery are constructed for different purposes and audiences.
- Recognise the point of view of texts, and evaluate the reliability and usefulness of texts in the exhibition with increasing confidence.

#### **Ideas**

- Understand main and subsidiary ideas shared in a range of texts from the Beyond the Roaring 40°S gallery. In particular, students will make connections by thinking about underlying ideas within and between texts from a range of contexts.
- Make inferences from texts in the gallery with increasing independence.

#### **Language features and structure:**

- Students will understand that the order and organisation of words, sentences, paragraphs, and images in texts from the Beyond the Roaring 40°S gallery contribute to and affect their meaning.

They will also understand that authors use different voices and styles, and can describe some of these differences.

### ***Speaking, writing, and presenting***

Students will integrate sources of information from the Beyond the Roaring 40°S gallery to identify, form, and express their own ideas. They will show increasing understanding of the connections between oral, written, and visual language from the Southern Seas exhibition when creating their own texts. Students will also seek feedback and make changes to the texts they have made to improve clarity, meaning and effect. Students will be able to do the following.

#### **Purpose and audience**

- Construct texts based on the Beyond the Roaring 40°S gallery (verbal, visual, or written) that show an awareness of purpose and audience through deliberate choice of context, language, and text form. They should convey and sustain a personal voice in relation to their text where appropriate.

#### **Ideas**

- Form and communicate their own ideas on the Beyond the Roaring 40°S gallery with clarity, drawing from a range of sources.

#### **Structure**

- Organise a text about the Beyond the Roaring 40°S gallery using a variety of sentence structures, beginnings and lengths, organising and sequencing ideas, achieving coherence and wholeness in the construction of the text.

#### **Language features**

- Use language features as appropriate – such as oral, written, or visual language features to create meaning and effect and to sustain interest, using a range of vocabulary to convey precise meaning, using text conventions and grammatical conventions with appropriately, writing legibly, fluently and with ease.

# Māori Gallery

Five key Level 4 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.

#### **Understand dance in context**

- Students will explore and describe how traditional Māori dance (haka, poi, rākau) is used for different purposes within the Southland community.

#### **Develop ideas**

- Students will combine and contrast dance elements to express images, ideas, and feelings evoked from the learning experiences in and around the Māori Gallery.

#### **Communicate and interpret**

- Prepare and present Māori dance with an awareness of the performance context.
- Describe and record how the purpose of a selected Māori dance (such as the haka) is expressed through movement.

## ***Drama***

Students will do the following.

### **Understand drama in context**

- Students will investigate the functions, purposes, and technologies of drama within the context of Māori culture and history.

### **Develop practical knowledge**

- Students will select and techniques and relevant technologies to explore drama elements and conventions within the context of Māori culture.

## ***Music – sound arts***

Students will do the following.

### **Sound arts in context**

- Identify and describe the characteristics of music associated with a range of sound environments, in relation to Māori history, society, and culture.
- Explore ideas about how Māori music serves a variety of purposes and functions in their lives and in the Southland community.

### **Communicate and interpret**

- Students will prepare, rehearse, and present a performance of Māori haka/waiata using performance skills and techniques.

## ***Visual Arts***

Students will do the following.

### **Understand the visual arts in context**

- Students will investigate the purpose of Māori objects and images from the past and present and identify the contexts in which they were or are made, viewed, and valued.

### **Develop practical knowledge**

- Students will explore and use art-making conventions, applying knowledge of elements and selected principles using materials and processes used by southern Māori during pre-European times.

### **Develop ideas**

- Students will develop and revisit visual ideas in response to how southern Māori lived, worked, and played in pre-European times, supported by the study of artists' works.

### **Communicate and interpret**

- Students will explore and describe ways in which their own and other's images and works of art communicate Māori culture and history.

## **Learning Languages**

Within the context of the Southland Museum and Art Gallery Māori gallery and associated learning experiences, students working at Level 4 will:

### ***Communication***

- understand and produce information and ideas using te reo Māori
- use knowledge of Māori culture to communicate appropriately

### ***Cultural knowledge***

- recognise and describe ways in which the Māori culture is organised.

## Social Sciences

### *Social Studies*

Students working at Level 4 will gain knowledge, skills, and experience to do the following.

- Understand how the ways in which leadership, in pre-European times and today, is acquired and exercised and how this has consequences for southern Māori communities and societies.
- Understand how New Zealand people pass on and sustain Māori culture and heritage for different reasons and that this has consequences for people.
- Understand how exploration and innovation create opportunities and challenges for people, places, and environments in relation to southern Māori.
- Understand that events, such as Te Tiriti o Waitangi, have causes and effects.
- Understand how people participate individually and collectively in response to challenges throughout southern Māori communities.

## Mathematics and Statistics

### *Geometry and measurement*

#### **Transformation**

- Students will use the invariant properties of Māori koru and designs, and figures and objects, inspired by the works and learning experiences in and around the Māori gallery, to learn about transformations (reflection, rotation, translation, or enlargement).

## Health and Physical Education

### *Personal health and physical development*

#### **A2 Regular physical activity**

- Students will incorporate enjoyable physical Māori activities into their personal lifestyle to promote well-being.

#### **A4 Personal identity**

- Students will describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth, in relation to our Māori culture and history.

#### ***Movement concepts and motor skills***

##### **B1 Movement skills**

- Students will demonstrate consistency and control of movement in traditional Māori games and physical activities.

##### **B4 Challenges and social and cultural factors**

- Students will participate in and demonstrate an understanding of how Māori social and cultural practices (such as kapahaka, poi, waiata, hangi, marae visits) are expressed through movement.

#### ***Relationships with other people***

##### **C2 Identity, sensitivity, and respect**

- Students will recognise instances of discrimination within Māori history and the present and act responsibly to support own rights and feelings, and those of other people.

#### ***Healthy communities and environments***

##### **D1 Societal attitudes and values**

- Students will investigate and describe lifestyle factors and media influence that contribute to the well-being of people in New Zealand

##### **D2 Community resources**

- Students will investigate and/or access a range of community resources that support the well-being of the of community members, such as the local marae.

# Natural History

Four key Level 4 curriculum areas are covered in the Natural History gallery.

- English
- The Arts
- Mathematics and Statistics
- Science

## English

### *Listening, reading, and viewing*

#### **Processes and strategies**

Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. In particular, students will do the following.

- Select and read texts about New Zealand's natural history (indigenous sea life, birds, shells, rocks, fossils, and minerals) and personal fulfilment.
- Recognise and understand the connections between the oral, written, and visual language gained from learning experiences in and around the Natural History gallery.
- Integrate sources of information and prior knowledge of New Zealand's natural history to confidently make sense of increasingly varied and complex texts from learning experiences in and around the Natural History gallery.
- Think critically about texts on New Zealand's natural history with increasing understanding and confidence.

#### **Purposes and audiences**

Students will show an increasing understanding of how texts are shaped for different purposes and audience. In particular, students will do the following.

- Recognise and understand how texts about New Zealand's natural history are constructed for different purposes, audiences, and situations.
- Evaluate the reliability and usefulness of texts about aspects of New Zealand's natural history (indigenous sea life, birds, shells, rocks, fossils, and minerals) with increasing confidence.

## **Ideas**

Students will show an increasing understanding of ideas within, across, and beyond texts.

- Students will make meaning of increasingly complex texts about New Zealand's natural history by identifying and understanding main and subsidiary ideas and the links between them.

## **Language features**

Show an increasing understanding of how language features are used for effect within and across texts.

In particular, students will do the following.

- Identify oral, written, and visual language features being used to communicate New Zealand's natural history and recognise and describe their effects.
- Use an increasing vocabulary to make meaning of New Zealand's natural history.

## ***Speaking, writing and presenting***

### **Processes and strategies**

Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. In particular, students will do the following.

- Use an increasing understanding of the connections between oral, written, and visual language when creating texts about New Zealand's natural history.
- Demonstrate increasing confidence in integrating sources of information gained from the learning experiences in and around the Natural History gallery by creating a range texts about sea life, birds, shells, rocks, fossils, or minerals.
- Seek feedback and make changes to texts to improve clarity, meaning, and effect about New Zealand's natural history.

### **Purposes and audience**

Students will show an increasing understanding of how to shape texts for different purposes and audiences.

- Students will construct texts that show a growing awareness of purpose and audience through deliberate choice of content, language, and text form about New Zealand's natural history.

## **Ideas**

Students will select, develop, and communicate ideas on a range of topics.

- Students will form and communicate ideas and information gained from the learning experiences in and around the Natural History Gallery clearly.

## **Language features**

Students will use language features appropriately, showing an increasing understanding of their effects.

In particular, students will do the following.

- Use oral, written, and visual language features to create meaning and effect to sustain interest when communicating information gained from the learning experiences in and around the Natural History gallery.
- Use a range of vocabulary to communicate precise meaning of aspects of New Zealand's natural history, such as indigenous sea life, birds, shells, rocks, fossils, or minerals.

## **Structure**

Students will organise texts, using a range of appropriate structures. In particular, students will do the following.

- Achieve some coherence and wholeness when constructing texts about how New Zealand's natural history with increasing confidence.
- Organise and sequence ideas and information about New Zealand's natural history for a purpose or effect.
- Use a variety of sentence structures, beginnings, and lengths when writing about aspects of New Zealand's natural history, such as indigenous sea life, birds, shells, rocks, fossils, or minerals for effect.

## The Arts

### *Visual Arts*

#### **Understand the visual arts in context**

- Students will investigate the purpose of indigenous sea life, birds, shells, rocks, fossils, and minerals from New Zealand's natural history.

#### **Develop ideas**

- Students will develop and revisit visual ideas in response to the many shells, rocks, fossils, and minerals within the Natural History gallery.

## Mathematics and Statistics

### *Geometry and measurement*

#### **Measurement**

- Students will use appropriate scales, devices and metric units to measure length, area, volume and capacity, and weight of objects such as shells, rocks, and fossils.

#### **Transformation**

- Students will use the invariant properties of objects, such as shells, rocks, and fossil found in the Natural History gallery to learn about transformations (reflection, rotation, translation, or enlargement).

## Science

### *Nature of Science*

Students will do the following:

#### **Understanding about science**

Students will appreciate that science is a way of explaining New Zealand's natural history and that science knowledge changes over time.

## **Investigating in science**

Students will build on prior experiences, working together to share and examine their own and other's knowledge about New Zealand's natural history. They will ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations about our natural history.

### ***The Living World***

Students will do the following.

#### **Life Processes**

- Recognise that there are life processes common to all living things throughout New Zealand's natural history and that these occurred in different ways

#### **Ecology**

- Explain how living things throughout our natural history were suited to their particular habitat and how they responded to environmental changes, both natural and human-induced.

#### **Evolution**

- Begin to group plants, animals, and other living things from New Zealand's natural history into science-based classifications.
- Explore how the groups of living things we have in our world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world.

### ***Planet Earth and beyond***

Students will do the following.

#### **Earth systems**

- Develop an understanding that objects from our natural history (rocks, fossils, minerals, and life forms) make up our planet and recognise that these are also Earth's resources.

#### **Interacting systems**

- Investigate the water cycle and its effect on the climate, landforms, and life throughout New Zealand's natural history.

### ***Material world***

Students will do the following.

#### **Properties and changes of matter**

- Compare chemical and physical changes of certain minerals and materials from New Zealand's natural history.

#### **Chemistry and society**

- Relate the observed, characteristic chemical and physical properties of a range of different materials from New Zealand's natural history to natural processes.

# Southlanders' Story

Three key Level 4 curriculum areas are covered in the Southlanders' Story exhibition.

- English
- The Arts
- Social Sciences

## English

### *Listening, reading, and viewing*

#### **Processes and strategies**

Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. In particular, students will do the following.

- Select and read texts about Southland's past for enjoyment and personal fulfilment.
- Recognise and understand the connections between the oral, written, and visual language gained from learning experiences in and around Southlanders' Story within the History Gallery.
- Think critically about texts, with increasing understanding and confidence, about Southland's history.

#### **Purposes and audiences**

Students will show an increasing understanding of how texts are shaped for different purposes and audiences.

- Students will recognise and understand how texts about Southland's history are constructed for a range of purposes, audiences, and situations.

#### **Ideas**

Students will show an increasing understanding of ideas within, across, and beyond texts.

- Students will make and support inferences from texts about Southland with increasing independence.

### **Language features**

Students will show an increasing understanding of how language features are used for effect within and across texts. In particular, students will do the following.

- Identify oral, written, and visual language features being used and recognise and describe their effect on communicating Southland's history.
- Use an increasing vocabulary to make meaning of Southland's history.

### ***Speaking, writing and presenting***

#### **Processes and strategies**

Students will integrate sources of information, processes, and strategies with confidence to identify, form, and express ideas. In particular, students will do the following.

- Use an increasing understanding of the connections between oral, written, and visual language when creating texts about Southland's history.
- Demonstrate an increasing confidence in processing strategies and integrating sources of information gained from the learning experiences in and around Southlanders' Story within the History gallery by creating texts about Southland's past.
- Seek feedback and make changes to writing about Southland's history to improve clarity, meaning, and effect.

#### **Purposes and audience**

Students will show an increasing understanding of how to shape texts for different purposes and audiences.

- Students will construct texts about Southland's history that show an awareness of purpose and audience through deliberate choice of content, language, and text form.

#### **Ideas**

Students will select, develop, and communicate ideas on a range of topics.

- Students will form and communicate ideas and information gained from the learning experiences in and around Southlanders' Story within the History Gallery clearly, drawing on a range of sources.

### **Language features**

Students will use a range of language features appropriately, showing an increasing understanding of their effects. In particular, students will do the following.

- Use a range of oral, written, and visual language features to create meaning and effect and to sustain interest when communicating information gained from the learning experiences in and around Southlanders' Story within the History Gallery
- Use a range of vocabulary to communicate precise meaning about Southland's history.

### **Structure**

Students will organise New Zealand natural history-inspired texts, using a range of appropriate structures. In particular, students will do the following.

- Achieve some coherence and wholeness when constructing texts about Southland.
- Organise and sequence ideas and information to communicate Southland's history.
- Use a variety of sentence structures, beginnings, and lengths for effect.

## **The Arts**

### ***Visual Arts***

Students will do the following:

#### **Understand the visual arts in context**

- Students will investigate the purpose of objects and images from the past and present in the Southland culture and identify the contexts in which they were or are made viewed, and valued.

## Social Sciences

### *Social Studies*

Students working at Level 4 will gain knowledge, skills, and experience to do the following.

- Understand how the ways in which leadership of groups within Southland is acquired and exercised and how they have consequences for the Southland community and throughout society.
- Understand how Southlanders pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Understand how exploration and innovation create opportunities and challenges for people, places, and environments throughout Southland.
- Understand that events in and around the Southland region have causes and effects.
- Understand how producers and consumers throughout Southland exercise their rights and meet their responsibilities.
- Understand how formal and informal groups throughout Southland make decisions that impact on our community.
- Understand how people participate individually and collectively in response to challenges throughout the Southland community.

# Southern Seas: Whales, Whaling, and the Antarctic

Three key Level 4 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 appreciate that science is a way of explaining the world and that science knowledge changes over time. They will identify ways that scientists work together and provide evidence to support their ideas.

#### **Investigating in science**

Students will build on prior experiences, and work together to share and examine their own knowledge about whales and the Antarctic region. They will ask questions, find evidence and explore simple models about whales and the Antarctic region to develop simple explanations.

#### **Communicating in Science**

Students will begin to use a range of scientific conventions and vocabulary related to whaling and Antarctica.

Students will engage with a range of texts about whales and Antarctica and begin to question the purposes for which these texts are constructed.

#### **Participating and contributing**

Students will use their science knowledge to consider issues and questions about the Southern Seas exhibition. They will explore possible actions that could be taken.

### ***The Living World***

Students will do the following in relation to whales:

#### **Life processes**

- recognise life processes common to all animals and understand how these occur in whales

#### **Ecology**

- learn about the habitat of whales and why they are suited to this habitat
- understand how whales respond to environmental changes – both natural and human-induced

#### **Evolution**

- group whales and other animals into relevant classifications
- explore how the population of whales has changed over time (due to whaling and environmental factors).

### ***Planet Earth and beyond***

Students will do the following in relation to the Antarctic region:

#### **Earth systems**

- recognise the resources that are available in the Antarctic region

#### **Interacting systems**

- investigate the impact of the water cycle in the Antarctic region and its effect on climate, landforms, and life.

## 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 ways in which leadership of groups was acquired and exercised amongst Māori and European whalers, and the consequences it had for communities and societies.
- How exploration and innovation amongst Māori and European whalers created opportunities and challenges for people, places, and environments in New Zealand and in the southern seas.
- The causes and effects of a specific event that happened to Māori and/or European whalers.
- How people participated individually and collectively in response to community challenges due to whaling.

## English

### *Listening, reading, and viewing*

Students will recognise and understand the connections between different resources in the Southern Seas exhibition and how these are used to communicate. This includes oral, written, and visual resources in the collection.

Students will also use a range of comprehension strategies to think critically about the resources in the Southern Seas exhibition. In particular, students will do the following.

### **Purpose and audience**

- Recognise and understand how texts in the Southern Seas exhibition are constructed for different purposes and audiences.
- Recognise the point of view of texts, and evaluate the reliability and usefulness of texts in the exhibition with increasing confidence.

## **Ideas**

- Understand main and subsidiary ideas shared in a range of texts from the Southern Seas exhibition. In particular, students will make connections by thinking about underlying ideas within and between texts from a range of contexts.
- Make inferences from texts in the Southern Seas exhibition with increasing independence.

## **Language features and structure**

- Students will understand that the order and organisation of words, sentences, paragraphs, and images in texts from the Southern Seas exhibition contribute to and affect their meaning.
- Understand that authors use different voices and styles, and can describe some of these differences.

## ***Speaking, writing, and presenting***

Students will integrate sources of information from the Southern Seas exhibition to identify, form, and express their own ideas. They will show increasing understanding of the connections between oral, written, and visual language from the Southern Seas exhibition when creating their own texts. Students will also seek feedback and make changes to the texts they have made to improve clarity, meaning and effect.

Students will be able to do the following.

## **Purpose and audience**

- Construct texts based on the Southern Seas exhibition (verbal, visual, or written) that show an awareness of purpose and audience through deliberate choice of context, language, and text form.
- Convey and sustain a personal voice in relation to their text where appropriate.

## **Ideas**

- Form and communicate their own ideas on the Southern Seas exhibition with clarity, drawing from a range of sources.

### **Structure**

- Organises a text about the Southern Seas exhibition using a variety of sentence structures, beginnings and lengths, organises and sequences ideas, achieving coherence and wholeness in the construction of the text.

### **Language features**

- Using language features as appropriate – such as oral, written, or visual language features to create meaning and effect and to sustain interest, using a range of vocabulary to convey precise meaning, using text conventions and grammatical conventions appropriately, writing legibly, fluently and with ease.

# Te Waka o Mokomoko

Three key Level 4 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 historic waka found in an estuary near Invercargill. In particular, students will gain understanding of the following.

- The ways in which leadership was displayed during the waka treatment process, and the consequences the waka treatment process had for communities and societies.
- How the waka treatment process created opportunities and challenges for people in the Murihiku region.
- The causes and effects of the initial damage to the waka (and why treatment was needed).
- How people participated individually and collectively in response to the restoration and treatment of the waka.

## Technology

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

### *Technological practice*

#### **Planning for practice**

- undertake planning to develop a vessel that can float, reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of feedback from others

### **Brief development**

- justify intended outcomes, in relation to need or opportunity, describing key attributes as identified in stakeholder feedback
- describe intended outcomes, and the key attributes required for development

### **Outcome development and evaluation**

- develop the vessel based on functional modelling, taking into account stakeholder feedback – developing the outcome that best addresses the key attributes
- reflect on developed vessel in terms of how well it addresses the need or opportunity.

## **English**

### ***Listening, reading, and viewing***

Students will recognise and understand the connections between different resources in the Te Waka o MokoMoko exhibition and how these are used to communicate. This includes oral, written, and visual resources in the collection.

Students will also use a range of comprehension strategies to think critically about the resources in the Te Waka o MokoMoko exhibition. In particular, students will do the following.

### **Purpose and audience**

- Recognise and understand how texts in the Te Waka o MokoMoko exhibition are constructed for different purposes and audiences.
- Recognise the point of view of texts, and evaluate the reliability and usefulness of texts in the exhibition with increasing confidence.

### **Ideas**

- Understand main and subsidiary ideas shared in a range of texts from the Te Waka o MokoMoko exhibition.
- Make connections by thinking about underlying ideas within and between texts from a range of contexts. They will make inferences from texts in the gallery with increasing independence.

### **Language features and structure**

- Students will understand that the order and organisation of words, sentences, paragraphs, and images in texts from the Te Waka o Mekomoko exhibition contribute to and affect their meaning.
- Understand that authors use different voices and styles, and can describe some of these differences.

### ***Speaking, writing, and presenting***

Students will integrate sources of information from the Te Waka o Mekomoko exhibition to develop a project brief. They will show increasing understanding of the connections between oral, written, and visual language from the Te Waka o Mekomoko exhibition when creating their project brief. Students will also seek feedback and make changes to the brief they have made to improve clarity, meaning and effect.

Students will be able to do the following.

### **Purpose and audience**

- Construct a project brief based on the Te Waka o Mekomoko exhibition that shows an awareness of purpose and audience through deliberate choice of context, language, and text form.
- Convey and sustain a personal voice in relation to their text where appropriate.

### **Ideas**

- Form and communicate their own ideas for the project brief with clarity, drawing from a range of sources.

### **Structure**

- Organise a project brief about the Te Waka o Mekomoko exhibition using a variety of appropriate sentence structures, beginnings and lengths, organising and sequencing ideas, achieving coherence and wholeness in the construction of the text.

### **Language features**

- Using language features as appropriate – such as oral, written, or visual language features to create meaning and effect and to sustain interest, using a range of vocabulary to convey precise meaning, using text conventions and grammatical conventions appropriately, writing legibly, fluently and with ease.

# Tuatarium

Three key Level 4 curriculum areas are covered in the Tuatarium exhibition

- English
- The Arts
- Science

## English

### *Listening, reading, and viewing*

#### **Processes and strategies**

Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. In particular, students will do the following.

- Select and read texts about tuatara for enjoyment and personal fulfilment.
- Recognise and understand the connections between the oral, written, and visual language gained from learning experiences in and around the Tuatarium.
- Integrate sources of information and prior knowledge of tuatara to confidently make sense of increasingly varied and complex texts from learning experiences in and around the Tuatarium.
- Think critically about texts about tuatara with increasing understanding and confidence.

#### **Purposes and audiences**

Students will show an increasing understanding of how texts are shaped for different purposes and audience. In particular, students will do the following.

- Recognise and understand how texts about tuatara are constructed for different purposes, audiences, and situations.
- Evaluate the reliability and usefulness of texts about the tuatara with increasing confidence.

## **Ideas**

Students will show an increasing understanding of ideas within, across, and beyond texts.

- Students will make meaning of increasingly complex texts about tuatara by identifying and understanding main and subsidiary ideas and the links between them.

## **Language features**

Show an increasing understanding of how language features are used for effect within and across texts.

- Students will identify oral, written, and visual language features being used to communicate information in and around the Tuatarium and recognise and describe their effects.

## ***Speaking, writing and presenting***

## **Processes and strategies**

Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. In particular, students will do the following.

- Use an increasing understanding of the connections between oral, written, and visual language when creating texts about tuatara.
- Seek feedback and make changes to texts about tuatara and their existence to improve clarity, meaning, and effect.

## **Purposes and audience**

Students will show an increasing understanding of how to shape texts for different purposes and audiences.

- Students will construct texts that show an awareness of purpose and audience through deliberate choice of content, language, and text form about tuatara.

## **Ideas**

Students will select, develop, and communicate ideas on a range of topics. In particular, students will do the following.

- Form and communicate ideas and information gained from the learning experiences in and around the Tuatarium clearly.

- Ideas about how tuatara live show an increasing awareness of a range of dimensions and viewpoints gained from the learning experiences in and around the Tuatarium.

### **Structure**

Students will organise texts, using a range of appropriate structures. In particular, students will do the following.

- Achieve some coherence and wholeness when constructing texts about tuatara into paragraphs with increasing confidence.
- Organise and sequence ideas and information about tuatara for a particular purpose or effect.
- Use a variety of sentence structures, beginnings, and lengths when writing about tuatara for effect.

## **The Arts**

### ***Visual Arts***

Students will do the following.

#### **Develop practical knowledge**

- Students will explore some art-making conventions, applying knowledge of elements and selected principles using materials and processes to create tuatara-inspired art.

#### **Develop ideas**

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

#### **Communicate and interpret**

- Students will explore and describe ways in which meanings about tuatara can be communicated in their own and others' work.

## Science

### ***Nature of Science***

#### **Understanding about science**

Students will appreciate that science is a way of explaining the survival of tuatara and that science knowledge changes over time.

#### **Investigating in science**

Students will build on prior experiences of visiting the Tuatarium, working together to share and examine their own and others' knowledge of the tuatara. They will ask questions about and explore a simple model of the tuatara to develop simple explanations about the survival of the tuatara.

#### **Communicating in science**

Students will use a range of vocabulary associated with the tuatara. They will engage with a range of science texts about the tuatara.

### ***The Living World***

Students will do the following.

#### **Life Processes**

- Recognise the life process (life cycle) of the tuatara and how this occurs in comparison with other living things.

#### **Ecology**

- Explain how the tuatara are suited to their habitat and how they respond to environmental changes, both natural and human-induced.

#### **Evolution**

- Begin to group tuatara into science-based classifications.
- Explore how the tuatara has changed over long periods of time and appreciate that tuatara, in New Zealand, are quite different from reptiles in other areas of the world.

# Victoriana

Three key Level 4 curriculum areas are covered in the Victoriana Gallery exhibition.

- 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.

- The ways in which leadership of groups was acquired and exercised during the Victorian era, and the consequences it had for communities and societies.
- How people during the Victorian era passed on and sustained culture, and the consequences that this had for people.
- How exploration and innovation during the Victorian era created opportunities and challenges for people, places, and environments in New Zealand.
- The causes and effects of a specific event that happened during the Victorian era.
- How people participated individually and collectively in response to community challenges during the Victorian era.

## The Arts

Students will focus on the Visual Arts element of the arts curriculum.

### *Visual Arts*

Students will do the following.

#### **Understand visual arts in context**

- Investigate the purpose of different objects and images from the Victoriana gallery and identify the contexts in which they were made, viewed, and valued.

#### **Develop practical knowledge**

- Explore some art-making conventions from the Victorian era and use materials and processes to apply knowledge of elements and principles from this era.

#### **Communicate and interpret**

- Create their own artwork based on ideas explored from in the Victoriana gallery by observing and using their imagination. They will explore ways to communicate by using their artwork.

## English

### *Listening, reading, and viewing*

Students will recognise and understand the connections between different resources in the Victoriana Gallery and how these are used to communicate. This includes oral, written, and visual resources in the collection.

Students will also use a range of comprehension strategies to think critically about the resources in the Victoriana Gallery. In particular, students will do the following.

#### **Purpose and audience**

- Recognise and understand how texts in the Victoriana gallery are constructed for different purposes and audiences.
- Recognise the point of view of texts, and evaluate the reliability and usefulness of texts in the gallery with increasing confidence.

## **Ideas**

- Understand main and subsidiary ideas shared in a range of texts from the Victoriana Gallery. In particular, students will make connections by thinking about underlying ideas within and between texts from a range of contexts.
- Make inferences from texts in the Victoriana Gallery with increasing independence.

## **Language features and structure**

- Students will understand that the order and organisation of words, sentences, paragraphs, and images in texts from the Victoriana Gallery contribute to and affect their meaning. They will also understand that authors use different voices and styles, and can describe some of these differences.

## ***Speaking, writing, and presenting***

Students will integrate sources of information from the Victoriana gallery to identify, form, and express their own ideas. They will show increasing understanding of the connections between oral, written, and visual language from the Victoriana Gallery when creating their own texts. Students will also seek feedback and make changes to the texts they have made to improve clarity, meaning and effect.

Students will do the following.

## **Purpose and audience**

- Construct texts based on the Victoriana Gallery (verbal, visual, or written) that show an awareness of purpose and audience through deliberate choice of context, language, and text form.
- Convey and sustain a personal voice in relation to their text where appropriate.

## **Ideas**

- Form and communicate their own ideas on the Victoriana exhibition with clarity, drawing from a range of sources.

### **Language features**

- Use language features as appropriate – such as oral, written, or visual language features to create meaning and effect and to sustain interest, using a range of vocabulary to convey precise meaning, using text conventions and grammatical conventions with appropriately, writing legibly, fluently and with ease.

### **Structure**

- Organise a text about the Victoriana Gallery using a variety of sentence structures, beginnings and lengths, organising and sequencing ideas, achieving coherence and wholeness in the construction of the text.

# 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: <b>Science</b>	<p><b><i>Science: The Nature of Science</i></b></p> <p>Students will do the following.</p> <p><b>Understanding about science</b></p> <ul style="list-style-type: none"> <li>• Appreciate that science is a way of explaining the world and that science knowledge changes over time.</li> </ul> <p><b>Investigating in science</b></p> <ul style="list-style-type: none"> <li>• Build on prior experiences, working together to share and examine their own and others' knowledge.</li> <li>• Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.</li> </ul> <p><b><i>Science: The Living World</i></b></p> <p>Students will do the following.</p> <p><b>Life processes</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are life processes common to New Zealand's native birds and tuatara and that these occur in different ways.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• Explain how New Zealand's native birds and tuatara are suited to their habitat and how they respond to environmental changes, both natural and human-induced.</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>• Begin to group the tuatara and New Zealand's native birds into science-based classifications.</li> <li>• Explore how groups of living things we have in the world have changed over long periods of time and appreciate that New Zealand's native birds and tuatara are quite different from living things in other areas of the world.</li> </ul>

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: <b>Social sciences</b>	<p><b><i>Social sciences: Social studies</i></b></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> <li>• Understand how the ways in which leadership of groups was acquired and exercised, and the consequences of these on communities and societies throughout New Zealand.</li> <li>• Understand how people passed on and sustained culture and heritage for different reasons and how this has consequences for people in and around Southland and the wider community today.</li> <li>• Understand how exploration and innovation created opportunities in the past for people, places and environments.</li> <li>• Understand that events in the past had causes and effects.</li> <li>• Understand how the producers and consumers of New Zealand in the past exercised their rights and met their responsibilities.</li> <li>• Understand how formal and informal groups made decisions that impacted on Southland in the past.</li> <li>• Understand how people used to participate individually and collectively in response to some of Southland’s challenges.</li> </ul>

<b>Beyond the Roaring 40°S</b>	
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: <b>Social Sciences</b>	<p><b><i>Social Sciences: Social Studies</i></b></p> <p>Students will develop an understanding of the following.</p> <ul style="list-style-type: none"> <li>• The ways in which leadership of groups was acquired and exercised amongst Maori and European hunters, ship crew, castaways, farmers, and/or WWII coast watchers on and around the southern islands, and the consequences it had for communities and societies.</li> <li>• How exploration and innovation amongst Maori and European hunters, ship crew, castaways, farmers, and/or WWII coast watchers on and around the southern islands created opportunities and challenges for people, places, and environments in New Zealand and in the southern seas.</li> <li>• The causes and effects of the sinking of the General Grant.</li> <li>• How people participated individually and collectively in response to community challenges due to settling (or being a castaway) on the southern islands.</li> </ul>
Other Learning Area: <b>Science</b>	<p><b><i>Science: The Living World</i></b></p> <p><b>Focus on Seals:</b> Students will develop knowledge of the following:</p> <p><b>Life processes</b></p> <ul style="list-style-type: none"> <li>• life processes common to all animals and understand how these occur in seals</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• the habitat of seals and why they are suited to this habitat</li> <li>• how seals respond to environmental changes – both natural and human-induced</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>• how to group seals and other animals into relevant classifications</li> <li>• how the population of seals has changed over time (due to seal hunting and environmental factors).</li> </ul> <p><b><i>Science: Planet Earth and beyond</i></b></p> <p><b><i>Focus on Adams Island</i></b> Students will do the following:</p> <p><b>Earth systems</b></p> <ul style="list-style-type: none"> <li>• develop knowledge of different types of flora and fauna on the southern islands</li> <li>• recognise the resources that are available in and around the southern islands</li> </ul> <p><b>Interacting systems</b></p> <ul style="list-style-type: none"> <li>• investigate the impact of the water cycle in the southern islands and its effect on climate, landforms, and life.</li> </ul>

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: <b>Social sciences</b>	<p><b><i>Social sciences: Social studies</i></b></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> <li>• Understand how the ways in which leadership of Southland schools is and was acquired and exercised and had consequences for schools throughout Southland.</li> <li>• Understand how schools pass on and sustain culture and heritage for different reasons and that this continues to have consequences for younger generations.</li> <li>• Understand how exploration and innovation create opportunities and challenges for students, schools, and the environment.</li> <li>• Understand that events within the school environment have causes and effects.</li> <li>• Understand how formal and informal groups within schools make decisions that impact on the wider school community.</li> <li>• Understand how students participate individually and collectively in response to challenges within their school community.</li> </ul>

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: <b>Social sciences</b>	<p><b><i>Social sciences: Social studies</i></b></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> <li>• Compare and understand the ways in which leadership of groups within Southland was acquired and exercised and the consequences that this has had for Southland.</li> <li>• Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</li> <li>• Understand how exploration and innovation created opportunities and challenges for the first people to arrive in Southland, for Southland itself, and for the environment.</li> <li>• Understand that events from our past and in the modern-day have causes and effects.</li> <li>• Compare the past to today to understand how formal and informal groups made decisions that impacted on the Southland community, and continue to do so.</li> <li>• Understand how people participate individually and collectively in response to challenges within the Southland community, by comparing the past with modern-day equivalents.</li> </ul>

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: <b>Science</b>	<p><b>Science: The Nature of Science</b></p> <p>Students will do the following.</p> <p><b>Understanding about science</b></p> <ul style="list-style-type: none"> <li>• Appreciate that science is a way of explaining the world and that science knowledge changes over time.</li> </ul> <p><b>Investigating in science</b></p> <ul style="list-style-type: none"> <li>• Build on prior experiences, working together to share and examine their own and others' knowledge.</li> <li>• Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.</li> </ul> <p><b>Science: The Living World</b></p> <p>Students will do the following.</p> <p><b>Life processes</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are life processes common to New Zealand's native birds and/or tuatara and that these occur in different ways.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• Explain how New Zealand's native birds and tuatara are suited to their habitat and how they respond to environmental changes, both natural and human-induced.</li> </ul>

Fossils	
Overview	<p>In this 1.5-hour lesson, students will use a PowerPoint presentation, classroom activities and the Museum's fossils display to explore and discover:</p> <ul style="list-style-type: none"> <li>- What is a fossil?</li> <li>- How are fossils made?</li> <li>- What different types of fossils are there?</li> <li>- How old are fossils?</li> <li>- What is a 'living fossil'?</li> <li>- What fossils have been found in Southland?</li> </ul>
Main Learning Area: <b>Science</b>	<p><b>Science: The Living world</b></p> <p>Students will do the following.</p> <p><b>Earth systems</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding that water, air, rocks and soils make up our planet and recognise that these are also earth's resources.</li> <li>• Investigate the effect of the water cycle on the formation of fossils.</li> </ul>

<b>Insects</b>	
Overview	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.
Main Learning Area: <b>Science</b>	<p><b><i>Science: The Living world</i></b></p> <p>Students will do the following.</p> <p><b>Life processes</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are life processes common to all insects and that these occur in different ways.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• Explain how insects are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>• Begin to group insects into science-based classifications.</li> <li>• Explore how groups of insects we have in the world have changed over long periods of time and appreciate that some living insects in New Zealand are quite different from insects living in other areas of the world.</li> </ul>

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: <b>Social sciences</b>	<p><b><i>Social sciences: Social studies</i></b></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> <li>• Understand how the ways in which leadership, in pre-European times and today, is acquired and exercised and how this has consequences for southern Māori communities and societies.</li> <li>• Understand how New Zealand people pass on and sustain the Māori culture and heritage for different reasons and that this has consequences for people.</li> <li>• Understand how exploration and innovation create opportunities and challenges for people, places, and environments in relation to southern Māori.</li> <li>• Understand that events, such as Te Tiriti o Waitangi, have causes and effects. Understand how people participate individually and collectively in response to challenges throughout southern Māori communities.</li> </ul>
Other Learning areas: <b>Learning Languages</b>	<p><b><i>Learning Languages</i></b></p> <p>Students will do the following.</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of Māori culture to communicate appropriately.</li> </ul> <p><b>Language knowledge</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast te reo with the English language.</li> </ul> <p><b>Cultural knowledge</b></p> <ul style="list-style-type: none"> <li>• Recognise that Māori culture is organised in particular ways.</li> <li>• Compare and contrast cultural practices – Māori and one other.</li> </ul>

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: <b>Science</b>	<p><b><i>Science: The Physical world</i></b></p> <p>Students will do the following.</p> <p><b>Physical inquiry and physics concepts</b></p> <ul style="list-style-type: none"> <li>• Explore, describe, and represent patterns of light throughout the Museum.</li> <li>• Identify and describe light as a form of energy.</li> </ul>

Literature Link	
Overview	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.
Main Learning Area: English	<p><b>English: Listening, reading, and viewing</b></p> <p>Students will recognise and understand the connections between different resources in the selected exhibition or gallery and apply these to the in-class text they are studying. Students will also use a range of comprehension strategies to think critically about the resources in the selected exhibition or gallery. In particular, students will do the following.</p> <ul style="list-style-type: none"> <li>• <b>Purpose and audience:</b> Recognise and understand how texts in the selected exhibition or gallery are constructed for different purposes and audiences. Recognise the point of view of texts, and evaluate the reliability and usefulness of texts in the selected exhibition or gallery with increasing confidence. They will apply this knowledge to the in-class text they are studying.</li> <li>• <b>Ideas:</b> Understand main and subsidiary ideas shared in a range of texts from the selected exhibition or gallery. Students will make connections by thinking about underlying ideas within and between texts from a range of contexts. They will make inferences from texts in the selected exhibition or gallery with increasing independence, using these inferences to apply to the in-class text they are studying.</li> <li>• <b>Language features and structure:</b> Students will understand that the order and organisation of words, sentences, paragraphs, and images in texts from the selected exhibition or gallery contribute to and affect their meaning. They will also understand that authors use different voices and styles, and can describe some of these differences.</li> </ul> <p><b>English: Speaking, writing, and presenting</b></p> <p>Students will integrate sources of information from the selected exhibition or gallery to identify, form, and express their own ideas and incorporate these into the text they develop. They will show increasing understanding of the connections between oral, written, and visual language from the selected exhibition or gallery when creating their own texts. Students will also seek feedback and make changes to the texts they have made to improve clarity, meaning and effect. Students will do the following.</p> <ul style="list-style-type: none"> <li>• <b>Purpose and audience:</b> Construct texts based on the selected exhibition or gallery (verbal, visual, or written) that show an awareness of purpose and audience through deliberate choice of context, language, and text form. They should convey and sustain a personal voice in relation to their text where appropriate.</li> <li>• <b>Ideas:</b> Form and communicate their own ideas on the selected exhibition or gallery with clarity, drawing from a range of sources.</li> <li>• <b>Structure:</b> Organise a text about the selected exhibition or gallery using a variety of sentence structures, beginnings and lengths, organising and sequencing ideas, achieving coherence and wholeness in the construction of the text.</li> <li>• <b>Language features:</b> Use language features as appropriate – such as oral, written, or visual language features to create meaning and effect and to sustain interest, using a range of vocabulary to convey precise meaning, using text conventions and grammatical conventions appropriately, writing legibly, fluently, and with ease.</li> </ul>

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: <b>Social sciences</b>	<p><b><i>Social sciences: Social studies</i></b></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> <li>• Understand how early Māori and European settlers viewed and used the New River Estuary in different ways.</li> <li>• Understand how early Māori and European settlers, and Southlanders today make decisions about access to the New River Estuary and use of its resources.</li> </ul>
Other Learning areas: <b>Science</b>	<p><b><i>Science: The Living world</i></b></p> <p>Students will do the following.</p> <p><i>Ecology</i></p> <ul style="list-style-type: none"> <li>• Explain how birds that use the New River Estuary are suited to this habitat and how they respond to environmental changes, both natural and human-induced, such as walk ways, the seasons, pollution etc.</li> </ul>

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: <b>Social sciences</b>	<p><b><i>Social sciences: Social studies</i></b></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> <li>• Understand how people pass on and sustain culture and heritage for many different reasons and that this has consequences for people and their personal identity.</li> <li>• Understand how immigration to Southland has created opportunities and challenges for people and Southland.</li> <li>• Understand that events in and around Southland have causes and effects.</li> <li>• Understand how people participate individually and collectively in response to challenges in Southland – reflecting personal identity and the 'Kiwiana' culture.</li> </ul>

Our Endemic Life	
Overview	<i>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.</i>
Main Learning Area: <b>Science</b>	<p><b>Science: Living world</b></p> <p>Students will do the following.</p> <p><b>Life processes</b></p> <ul style="list-style-type: none"> <li>Recognise that moa, other ratites, the birds on display in the Southland Museum and Art Gallery, and the tuatara all had/have common life processes and that these occur in different ways.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>Explain how the moa, other ratites, the birds on display in the Southland Museum and Art Gallery, and the tuatara were/are suited to their particular habitat and how they respond/responded to environmental changes – both natural and human-induced.</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>Begin to group ratites, other birds, and tuatara into science-based classifications.</li> <li>Explore how ratites, other birds, and tuatara have changed over long periods of time and appreciate that some birds in New Zealand were and are quite different from living things in other areas of the world.</li> </ul>

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: <b>Social sciences</b>	<p><b>Social sciences: Social studies</b></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> <li>Understand how leadership of groups is acquired and exercised and how this has consequences for the Southland community. This may include a comparison of past mistakes in relation to conservation of Southland's environment.</li> <li>Understand that since early colonisation in Southland, exploration and innovation have created opportunities to conserve our environment.</li> <li>Understand that past events had effects on our environment.</li> <li>Understand how formal and informal groups make decisions about how to conserve our environment and what we have.</li> <li>Understand how Southlanders participate individually and collectively in response to conservation of the environment.</li> </ul>

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: <b>Science</b>	<p><b>Science: Living world</b></p> <p>Students will do the following.</p> <p><i>Life processes</i></p> <ul style="list-style-type: none"> <li>Recognise that there are life processes common to all birds and that these occur in different ways.</li> </ul> <p><i>Ecology</i></p> <ul style="list-style-type: none"> <li>Explain how different birds are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.</li> </ul> <p><i>Evolution</i></p> <ul style="list-style-type: none"> <li>Begin to group different types of birds into science-based classifications.</li> <li>Explore how birds we have in the world have changed over long periods of time and appreciate that some birds in New Zealand are quite different from living things in other areas of the world.</li> </ul>

Penguin, sealing, and whaling	
Overview	In this 1.5-hour lesson, students will learn about Southland's history of penguin, sealing, and whaling, using old photographs and the Beyond the Roaring 40s exhibition as resources.
Main Learning Area: <b>Social sciences</b>	<p><b>Social sciences: Social studies</b></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> <li>Understand that events, such as penguin hunting, sealing, and whaling had causes and effects in Southland's history.</li> <li>Understand how producers and consumers exercised their rights and met their responsibilities in Southland's history in relation to penguin hunting, sealing, and whaling.</li> <li>Understand how groups of penguin hunters, sealers, and whalers made decisions that impacted on Southland in the past.</li> <li>Understand how people participated individually and collectively in response to Southland's history of penguin hunting, sealing, and whaling.</li> </ul>

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: <b>Social sciences</b>	<p><b><i>Social sciences: Social studies</i></b></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> <li>• Understand how exploration and innovation allowed Southlander's to have electricity.</li> <li>• Understand that the invention of electricity had causes and effects on the Southland community.</li> <li>• Understand how people's decision to allow electricity in homes throughout Southland impacted on the community.</li> <li>• Understand how Southlanders participated individually and collectively in response to not having access to electricity (eg how the cleaned their homes, had access to light etc).</li> </ul>

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: <b>Social sciences</b>	<p><b><i>Social sciences: Social studies</i></b></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> <li>• Understand how exploration and innovation creates opportunities and challenges for the environment and New Zealand's native animals.</li> <li>• Understand that events from the past have effects on New Zealand's native animals.</li> <li>• Understand how groups make decisions that impact on our native animals.</li> <li>• Understand how people participate individually and collectively in response to trying to protect our country's native animals.</li> </ul>

<b>Scientific Investigation Skills – Estuary Study</b>	
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: <b>Science</b>	<p><b><i>Science: Nature of science</i></b></p> <p>Students will do the following.</p> <p><b>Understanding about science</b></p> <ul style="list-style-type: none"> <li>• Appreciate that science is a way of explaining the Invercargill Estuary.</li> <li>• Identify ways in which they can work together to provide evidence to support their ideas about the Invercargill Estuary.</li> </ul> <p><b>Investigating in science</b></p> <ul style="list-style-type: none"> <li>• Build on prior experiences, working together to share and examine their own and others' knowledge about life living in and around the Invercargill Estuary.</li> <li>• Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations about life in and around the Invercargill Estuary.</li> </ul> <p><b>Communicating in science</b></p> <ul style="list-style-type: none"> <li>• Begin to use a range of scientific vocabulary associated with a scientific field trip and study.</li> </ul> <p><b><i>Science: The Living World</i></b></p> <p><b>Life processes</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are life processes common to all living things in and around the Invercargill Estuary and that these occur in different ways.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• Explain how things living in and around the Invercargill Estuary are suited to this particular habitat and how they respond to environmental changes, both natural and human-induced.</li> </ul>

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: <b>Social sciences</b>	<p><b><i>Social sciences: Social studies</i></b></p> <p>Student will do the following.</p> <ul style="list-style-type: none"> <li>• Understand how the ways of leadership of the early Māori settlers to Southland was acquired and exercised and had consequences for the Southland community.</li> <li>• Understand how early Māori settlers to Southland passed on and sustained their culture and heritage.</li> <li>• Understand how the exploration of Southland created opportunities for early Māori people to settle into this community.</li> <li>• Understand that certain historical events had causes and effects for early Māori settlers to Southland.</li> <li>• Understand how different groups within the early Māori and European settlers to Southland made decisions that impacted on the entire community.</li> <li>• Understand how early Māori settlers to Southland participated individually and collectively in response to the many challenges they faced.</li> </ul>

Technology and Change	
Overview	In this 1.5-hour lesson, students will explore technology and how it has changed.
Main Learning Area: <b>Social sciences</b>	<p><b><i>Social sciences: Social studies</i></b></p> <p>Students will do the following.</p> <ul style="list-style-type: none"> <li>• Understand how exploration and innovation in technology create opportunities and challenges for people and places.</li> <li>• Understand how producers and consumers exercise their rights and meet their responsibilities – in the past and in the present – using technology.</li> <li>• Understand how constantly changing technology impacts on communities.</li> </ul>

<b>What's beneath our feet?</b>	
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: <b>Science</b>	<p><b><i>Science: Planet earth and beyond</i></b></p> <p>Students will learn the following.</p> <p><b>Earth systems</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of New Zealand's natural resources, such as pounamu and water, air, rocks and soil and that these make up our planet and recognise that these are also Earth's resources.</li> </ul>
Main Learning area: <b>Social sciences</b>	<p><b><i>Social sciences: Social studies</i></b></p> <ul style="list-style-type: none"> <li>• Understand how exploration and innovation created opportunities to mine for gold in Central Otago.</li> <li>• Understand how gold miners and consumers exercised their rights and met their responsibilities throughout history.</li> </ul>

# 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 Mōkomoko	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 Mokonoko	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	Penguin, 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		✓	✓	✓