

PLANNING LOG

THE FIRST COLUMN IDENTIFIES WHAT'S IMPORTANT. THE SECOND COLUMN HAS PROMPTS TO GUIDE YOU AND THE THIRD SPACE FOR IDEAS.

Pounamu

How can we bring the histories to life?

What could we include in our planning?



Ākonga

Make your teaching and learning programme accessible to all ākonga. Increase engagement by making connections to your learners' lives and whakapapa in your planning.

- Deliver and interpret information using a variety of modes, e.g. storytelling, photographs, or maps.
- Make connections to the identities of ākonga, and who they are as learners.
- Explore the collective identity of people in this place
- Connect to the whakapapa and pēpeha of individual learners, and of the community.
- Help learners see themselves in their learning about the past.



Whānau and Community

Plan how you will make connections with knowledge from whānau, community, iwi, and hapū.

- Tell stories of local significance and about local people.
- Connect with whānau through family stories and look for ways that these stories can lead the learning.
- Find out who the people are in this place and how their stories feed into a collective story.
- Develop relationships with mana whenua over time, and strengthen existing relationships.

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Resources

Choose resources and experiences that will give learners a range of perspectives and voices reflecting the diversity of Aotearoa. Engage them with stories, experts, and trips to local places.

- Use frameworks to classify and critique resources.
- Use deliberate questions to help students look for missing voices or stories.
- Look at [Pounamu](#) to build rich and layered understanding.

Understand

Support rich learning for your ākonga by deliberately teaching the big ideas. Explore different ways to connect local history to the big ideas and the wider New Zealand or global context.

- Colonisation and settlement has been central to Aotearoa New Zealand's Histories for the past 200 years.

Know

Check that your theme or topic is significant, relevant, and authentic for mana whenua, whānau and ākonga.

Include explicit support for learners' histories, languages, cultures, and identities in your planning.

Key knowledge - tino rangatiratanga me te kāwanatanga. Te Tititi o Waitangi (the Treaty) was signed in different places. The two versions say different things about who would have authority.

- a) What is the purpose of a treaty?*
- b) Who was present at the signing of Te Tiriti o Waitangi/ The Treaty of Waitangi in Northland? What was debated?*
- c) Were there differences between the English and the Te Reo versions of the Treaty of Waitangi?*
- d) What was the significance of Honecutting down the flagpole?*

Do

Develop historical thinking through deliberate teaching of critical thinking strategies. Learners need these many different opportunities to learn and practice so they can apply their learning to new contexts.

- Investigate the places where Te Tiriti/the Treaty was signed and plot them on a map of NZ. Looking at the map, do you think that Māori in all areas of NZ were represented in the signing of it?
- Create a PMI about the Treaty. What were some of the positives, negatives and interesting things that came from the signing of it.
- Using this link Differences [Differences between the texts - Read the Treaty](#) find out the differences between keywords and phrases that were used in the two versions. Does this change the assurances that were offered to Māori and in what way?
- Think of an issue in NZ or the wider world. Design a treaty that you think could be helpful?

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Teachers

Reflect on the knowledge that you need as a teacher and where you could find it.

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