

Kia pai tō haere

Tikanga-ā-iwi

Possible contexts for kaupapa: Keeping whānau safe on a journey is everyone's work. Safe journeys. Safe: spiritually, physically and mentally.

Place and Environment (Te Wāhi me te Taiao)

Personalise the learning in this unit to reflect the students at your kura and in your community to:

- identify how and why places are used and considered important to different individuals and groups in our community in the past, present and the future.

Ngā putanga ako tauwhāiti – whāinga paetae achievement objective	Aromatawai: overall intended learning outcomes
<p><i>Ka tāea e te ākonga te:</i></p> <p>1.1 Ka whakamārama i ngā āhuatanga tūturu me ngā āhuatanga ahurea o tētahi wāhi.</p> <p>2.1 Ka whakaahua i te whakaawenga o ngā mahi a te tangata i te wāhi me te taiao, me te whakaawenga te wāhi me te taiao i ngā mahi a te tangata.</p> <p>3.1 Ka whakaahua i ngā huarahi i pāhekoheko ai, i urutau ai te tangata ki te taiao i ngā wā o mua.</p> <p>3.2 Ka whakamārama i ngā take me ngā huarahi e whakaatu ai te tangata i tōna hononga ki tētahi tino wāhi, ki tētahi tino taiao.</p> <p>4.1 Ka whakamārama i ngā whakaatatanga o te wāhi i ngā pāhekohekotanga o te tangata ki te taiao i ngā wā o mua.</p> <p>4.2 Ka whakamārama i ngā whaiwāhitanga me ngā mātātaki o te torotoro mō te tangata, te wāhi me te taiao.</p> <p>5.1 Ka whakamārama i ngā take e neke haere ai te tangata ki wāhi kē, me ngā putanga iho o ēnei nekehanga ki te tangata me te wāhi.</p> <p>5.2 Ka whakamārama i te papātanga o ngā huarahi whakahaere rawa ki runga i te whāomoomotanga o te taiao.</p>	<p>We are learning about how and why places are significant to different people.</p>

Raupapa mahi: specific learning intentions and possible learning experiences

Level 1

LI: Define 'place'.

LE: Define 'place'. Photograph and draw the kura as an example of a place. Locate the kura on a local map of the area.

LI: Identify a place (in your local area where events happen and people gather).

LE: Explore a place in your local area where events happen and people gather.

Identify all the different places you can get to in a half-hour walk from the place you identified. Photograph, video, sketch and draw a place where events happen and people gather.

LI: Describe a place [in your local area where events happen and people gather].

LE: Describe one of these places in your local area where events happen and people in their community gather, e.g. a large shady tree, an outdoor playground, local marae, a skate park, the kohanga, the local water hole.

Create a map of these "half-hour places". Mark each location on a Google Map with a photograph and a description of why it is worth visiting.

LI: Describe the significance of this place to [you/your whānau/ hapū/ iwi / local/national or global community].

As a class or in small groups, inquire into and describe:

- the significance of the events that happen in this place to you/your whānau, hapū, iwi/ local/national/global community.
- how people get to and from the events that happen in this place where people gather

Interview people in your local community to find out:

- the significance of this gathering place to Māori and different groups
- how they travelled to and from the events held in this gathering place

Invite a local kaumātua and/ or a historian and/or whānau who are long-time residents to share stories about this identified local gathering place and how people travelled to and from this place. Capture their stories about travelling to these local gathering places.

Invite a town planner and/ or a member of the local iwi and or hapū/ to share stories about the present of an identified local place and how they plan movement of people to and from this place.

LI: Compare the significance of this place to different people.

LE: Compare the significance of this local gathering place to different people, e.g. how important a local stadium is to young families, teenagers, the elderly, local iwi, tourists etc.

LI: Generalise about the significance of places to people.

Generalise about:

- the significance of gathering places to (i) Māori and (ii) another group of people
- how people travel to and from an event held in a gathering place

LI: Predict the significance of this place to people in the future.

LE: Predict the significance of this local place to people in the future.

Level 2

* Select relevant experiences from Level 1 to orient the students to the learning in this unit.

LI: Identify a place (in your local area where events happen and people gather) that influences you/your whānau/ the local hapū/iwi/ people.

LE: Consider a place in your local community. Identify how it is important to you. Survey your whānau and local community to find out:

- how this gathering place influences others
- how they travel safely to and from this gathering place

LI: Describe a place (in your local area where events happen and people gather) that influences you/your whānau/ the local hapū/ iwi and other groups of people in the community.

LE: Use the findings of your survey to describe how a place in your local area is important to you/ your whānau/ the local hapū/ iwi and other groups of people in the community.

LI: Explain how an identified place (where events happen and people gather) influences you and your life.

LI: Explain how an identified place (where events happen and people gather) influences others including your whanau, hapū/ and iwi and their lives.

LE: Explain how events held at an identified gathering place influence others and their lives.

Explain how events held at an identified gathering place influence the travel behaviour of others.

LI: Sequence the way that local hapū/ iwi and other individuals and groups have viewed and used a place (where events happen and people gather) over time.

LE: Sequence the way that people have:

- viewed and used this gathering place over time
- travelled to this gathering place over time.

LI: Explain how hapū/iwi and other groups have influenced an identified place (where events happen and people gather) in the past.

LI: Explain how iwi and other individuals and groups influence an identified place (where events happen and people gather) in the present.

Collect stories from others in the local community about this gathering place and people's travel.

Explain how people:

- influence an identified gathering place in the present

- travel to an identified gathering place in the present and past.

LI: Generalise about the way hapū/iwi and other individuals and groups view and use places.

LE: Generalise about the way people view, use and travel to and from gathering places.

Level 3

* Select relevant experiences from Level 1 and or 2 to orient the students to the learning in this unit.

LI: Identify and describe a place where events happen and people gather that is useful to you/people.

Identify and describe (1) a place that holds events that are useful to you, your family, and your friends and (2) how you and your family and friends travel to and from this gathering place.

LI: Explain how this identified place where events happen and people gather is useful to you.

LI: Explain how this identified place where events happen and people gather is useful to whānau/ hapū/ iwi.

Explain:

- how this identified gathering place is useful to you
- how you, your friends and/or your family travel safely to this gathering place.

LI: Compare and contrast how whānau/ hapū/ iwi and other groups view and use this place where events happen and people gather.

Survey your local community to find out:

- how this gathering place is useful to iwi and other groups in the community
- how others travel safely to and from events held at this place.

LI: Sequence how whānau/ hapū/ iwi and different groups have used this place (where events happen and people gather) over time.

LI: Explain how this identified place (where events happen and people gather) was useful to whānau/ hapū/ iwi and others in the past.

LE: Collect stories about the usefulness of this gathering place and travel stories regarding this place from iwi and others in the local community.

Invite a kaumātua, local historian, long-time resident, and town planner to share stories about the ways people have used and travelled to and from an identified gathering place.

LI: Compare and contrast how whānau/ hapū/ iwi and different groups have viewed and used this place (where events happen and people gather) in the past and the present.

LE: Explain how this identified gathering place is useful to others.

Compare and contrast how different people view, use and travel to and from this gathering place in the past and present day.

On a timeline, sequence how different people have used this gathering place over time, e.g. use over a 24 hour period.

On a timeline, sequence how different people have travelled to this gathering place over time, e.g. use over a 24 hour period/year/decade.

LI: Predict how whānau/ hapū/ iwi and different groups might view and use this place (where events happen and people gather) in the future.

Predict how whānau/ hapū/ iwi and other groups might view, use and travel to this gathering place in the future.

Level 4

* Select relevant experiences from previous levels to orient the students to the learning in this unit.

LI: Define ‘exploration’ and ‘innovation’.

LE: Define ‘exploration and innovation’. Brainstorm and record students’ views.

LI: Identify and describe a place where events happen and people gather.

Identify a place in your local area where people gather and events are held.

LI: Describe the early explorers and developers of a place where people gather and events happen.

Invite a kaumātua, local historian, long-time resident, and or town planner to share stories about the ways people **discovered** and **developed** an identified local place as a place where people gather and events happen.

LI: Describe a place where people gather and events happen in terms of its use since discovery and development.

Describe this place in terms of its earliest discovery.

For example refer to this description of places of interest in Wellington City.

[Now we're a tourist city: how Wellington buildings tell our story.](#)

Blog post by Lindsay Shelton on walking past Wellington’s buildings.

LI: Describe the people who have used a place where people gather and events happen since its development.

LE: Identify and describe early Māori explorers and other groups of explorers of this place. Describe other groups who have used this place since its development.

Identify/ list/ describe/ explain/ make generalisations about the knowledge, skills and attributes of early explorers. Identify/ list describe/ explain/ evaluate how their knowledge, skills and attributes contributed to their success (or failure) as explorers and or innovators.

LI: Sequence the changes in a place where people gather and events happen and the way people have used a place since its discovery.

Map the explorers’ journey before and after they discovered an identified gathering place.

LI: Classify the different uses of a place where people gather and events happen since its discovery.

Hypothesise, then investigate the reasons explorers chose to use an identified gathering place for a particular purpose. (For example, the top of the hill overlooking the harbour, made an ideal place to establish a fortified pa as it would help villagers to detect the arrival of an enemy by sea). Inquire into and describe the development and use of this place by Māori and other groups of early explorers.

LI: Compare and contrast the different uses of a place where people gather and events happen in the past with the present.

LE: Describe signs of their exploration that can still be observed today (signs of former fortifications, rua or kumara pit). Explain and make a generalisation about what these signs tell us about how this place was viewed and used by a group of people. Draw an artist's impression or create a model that illustrates how a group of people used this site in the past. Compare this with how the identified gathering place is viewed and used by different groups today.

See Whare Taonga series: Information the stories that describe places and how and why they are special to their different communities.

[Whare Taonga – First episode](#)

Use a Venn diagram to compare similarities and differences between how groups of people view and use this place.

LI: Explain how discovery and subsequent changes to a place where people gather and events happen have provided opportunities for people.

LI: Explain how discovery and subsequent changes to a place where people gather and events happen have provided challenges for people.

LE: List:

- the changes in/development of a gathering place since its discovery
- the changes in the way people have accessed and used a gathering place since its discovery
- the different ways people have travelled to and from a gathering place.

Classify/ explain how these changes to the development of place where people gather can be considered an opportunity or challenge for people.

Sequence the changes

- in a gathering place and the way people have used a place since its discovery
- in the way people travel to and from a gathering place where events are held.

Find early maps of your local area and map the changes to an identified gathering place since its discovery.

Classify the different modes of travel used by people to get to and from a gathering place today.

LI: Compare and contrast the challenges and opportunities provided by the exploration and development of a place where people gather and events happen.

Compare and contrast:

- the different uses of a gathering place in the past with the present

- the different **modes of travel** used to move to and from a gathering place that hosts events, in the past with the present.

Explain how discovery and subsequent changes to a gathering place have:

- provided (i) **opportunities** and (ii) **challenges** for people
- provided (i) **travel opportunities** and (ii) **travel challenges** for people.

Compare and contrast:

- the challenges and opportunities provided by the exploration and development of a gathering place
- the challenges and opportunities **to travel** provided by the exploration and development of a gathering place.

Identify/ list/ describe/ explain/ make generalisations about how challenges and opportunities provided by the exploration and development of a gathering place led people to innovation. Identify/ describe/ explain/ make generalisations about the impact of an innovation on (i) the development of a gathering place (ii) people (iii) how people viewed and used a place and (iv) how people travelled to and from a gathering place. (For example, Te Wai o Hua in Mangere made kohanga or nest from granite to draw the warmth of the sun to make it warm enough to grow kumara in a cooler environment).

LI: Predict the challenges and opportunities a place where people gather and events happen might provide for people, places and environments in the future.

LE: Predict the challenges and opportunities that further exploration of this gathering place might provide for iwi and other groups, places and environments in the future.

Level 5

* Select relevant experiences from previous levels to orient the students to the learning in this unit.

LI: Define and describe:

- **place**
- **people**
- **'big event'**
- **a place associated with hosting a big event**

LE: Define and describe a 'big event' in our community. This could include a cultural event like Poukai, Wānanga Reo, Te Matatini or a sporting event like Te Houtaewa or Iron Māori.

Identify a place associated with hosting big events in New Zealand. This could include Turangawaewae which annually hosts the Koroneihana, Waitangi, Ratana Pa.

Describe the people who:

- move to this place to take part in a big event
- move away from this place during a big event
- move away from this place after a big event
- move to this place after a big event.

Describe the people and services charged with helping people move safely to and from a place hosting a big event. E.g. health and safety, traffic control, security and crowd management.

LI: Describe:

- **the spaces between places**

- **the different values, viewpoints, perspectives and beliefs people hold**
- **the actions and decisions people take on the basis of the values, viewpoints, perspectives and beliefs held**
- **movement between places.**

LE: Describe:

- a place associated with hosting big events in New Zealand
- how the space was created, viewed and managed by people
- the climate and landforms of the place.
- the political, cultural, social, historical and economic aspects of the place
- site access and site design
- the spaces that people move between to access a place associated with hosting a big event in New Zealand.

Conduct interviews with people moving to and from a place hosting a big event.

Describe the different values, viewpoints, perspectives and beliefs people hold about a place hosting a big event.

Describe the actions and decisions of people moving to and from a place hosting a big event.

Identify:

- whose values and perspectives are stated and reported in the media
- whose values and perspectives are missing.

Identify who can and can't respond and act when big event is hosted in a place.

LI: Sequence:

- **the movement of people between places**
- **changes to a place through time**

LE: Map the routes people take when moving to a place hosting a big event. Annotate the map with descriptors of the modes of transport used to move people to and from the place.

Describe and sequence the movement of people to and from a place hosting a big event. Include the different modes of transport and the distances travelled. Prepare a timeline for group of people travelling to a place hosting a big event.

Sequence changes to a place through time. Sequence the changes to a place hosting a big event from site development and preparation to site cleanup and or decommissioning.

LI: Classify:

- **people and places**
- **movement**
- **the different values, viewpoints, perspectives and beliefs people hold**

LE: Classify:

- **people** moving to and from a place hosting a big event
- the **values, viewpoints and or perspectives** behind people's decisions to travel to a place hosting a big event – reported and unreported
- **places** hosting big events – stadiums
- **modes of transport** used when moving people to and from a place hosting a big event.

LI: Compare and contrast:

- people and places
- the movement of people between places
- the values, viewpoints, perspectives and beliefs people hold.

LE: Compare and contrast:

- people travelling to and from a place hosting a big event
- people who travel from **overseas** with people who travel **locally**, people who **travel to** the place during a big event and people who choose to **leave a place** during a big event etc
- **movement of people** between places
- the **different modes of transport** used when travelling to and from a place hosting a big event
- **a place** hosting a big event - **before, during and after the big event**
- the **values, viewpoints and or perspectives** behind people's decisions to travel to a place hosting a big event.

LI: Explain:

- **the causes for people's actions in moving between places**
- **the consequences of people moving between places**
- **what has shaped the different values, viewpoints, perspectives and beliefs people hold**
- **how people's values, perspectives, viewpoints and beliefs influence people's decisions and actions**
- **the consequences of these actions.**

LE: Explain:

- the **values, viewpoints and or perspectives** behind people's decisions to travel to a place hosting a big event
- **how** these different values, viewpoints and or perspectives about a place hosting a big event are in **agreement and in conflict**
- the **consequences** of people's actions and decisions in moving to and from a place hosting a big event
- what has **shaped** the different values, viewpoints, perspectives and beliefs people hold about a place hosting a big event.

LI: Analyse:

- **place**
- **the movement of people between places**
- **the values, viewpoints, perspectives and beliefs people hold**

LE: Analyse:

- **place**
- **movement of people** between places
- **the values, viewpoints and or perspectives** behind people's decisions to travel to a place hosting a big event – reported and unreported.

LI: Generalise about the movement of people between places.

LE: Generalise about the actions and decisions of people moving to or away from a big event.

LI: Evaluate the consequences of the movement of people between places.

LE: Identify/ list/ describe classify the consequences of the movement of people between places.

Evaluate the consequences of hosting a big event in a place.

Student inquiry

Level 1

Your task: Imagine that you are an explorer who has just discovered this gathering place. Create an exploration report, profiling your discovery and the opportunities and challenges it provides, that you can upload to an online. Include recommendations for future use of the place.

Level 2

Your task: Create an online resource (or other) where you can share “stories about the influence of a gathering place on people and the ways they travel to and from this place” and encourage others to add comments, responses and stories of their own. [Blog, wiki, web page]

To support students with how to write a blog:

[10 Elements of a quality blog post: tips for teaching students](#)

Level 3

Your task: Create an online resource (or other), where you can share an identified gathering place (a natural or man-made feature) where events are hosted and safe travel options for getting to and from the event.

Use digital images, video, drawings, local history, stories, interviews, links to articles in local media, latitude and longitude etc, to bring in information that captures the identified place and how people travel to and from it.

Level 4

Your task: Imagine that you are an explorer who has just discovered this gathering place. Create an exploration report, profiling your discovery and the opportunities and challenges it provides, that you can upload to an online “places where we can gather” exploration database. Include recommendations for future use of the place. For example, refer to the school stories on:

[Living Heritage](#) An online space where New Zealand schools can publish their stories about people and places.

Level 5

Your task: Create a resource that helps an identified group of people understand why they feel empowered or powerless when taking actions and making decisions about safe travel to and from a place hosting a big event.

Ngā rauemi: resources

Print

Takaparawhau nā Tui Hawke-Tohiariki

Waipā nā Paul Meredith

Kāwhia Moana nā Gareth Seymour

Electronic

Travel to a big event: Hauiti prepares for 12 000 mourners

[Food flying of shelves as thousands gather for Horomia's tangi](#)

[Thousands likely at Horomia's tangi](#)

Learn about how local iwi, Te Wai o Hua viewed and used Mangere Mountain and its surrounds.

[Mangere Mountain – Māori history](#)

Excerpts about Maori navigators: Kupe

[Story: First peoples in Māori tradition \(Te Ara\)](#)

The history of Te Arawa and their links to the Bay of Plenty region

[Kōrero: Te Arawa \(Te Ara\)](#)

Assessment for learning: teacher/peer/self

Teachers to highlight learning experiences above that will be used for assessment for learning throughout the unit. These can be recorded in portfolios/school management systems.

Example self-assessment rubric

Teachers to code in the first column the symbols that they use in the school for assessment.

These could be against levels, MOE guidelines or internal criteria. The rubric can be written against the AOs or rewritten as success criteria for children depending on the preference of the school.

Highlight the relevant phrases at each step. This is an example of one dimension only.

Example: Compare and contrast the way people travelled to a BIG event in the past with the way they travel in the present.

Extended Abstract	I can make a generalisation about the way people travelled to BIG Events in the past and the present and from this predict how they might travel in the future.
Relational	I can list several relevant similarities and differences between how people travel to a BIG Event in the past with how they travel to a BIG Event in the present and explain why they are similarities or differences.
Multistructural	I can list several relevant similarities and differences between how people travel to a BIG Event in the past with how they travel to a BIG Event in the present.
Unistructural	I can list one relevant similarity or difference between how people travel to a BIG Event in the past with how they travel to a BIG Event in the present.
Prestructural	I need help to compare and contrast how people travelled to a BIG Event in the past with how they travel in the present.