

Curriculum links

This exhibition and its associated activities link mainly to social studies at levels 1–4, years 1–8. However, there are also strong links with:

- the arts
- technology
- science
- English.

Social Studies in the New Zealand Curriculum

Strands and achievement objectives

Culture and Heritage	
Level 1	<ul style="list-style-type: none">• customs and traditions associated with participation in cultural activities
Level 2	<ul style="list-style-type: none">• ways in which communities reflect the cultures and heritages of their people• how people interact within their cultural groups and with other cultural groups
Level 3	<ul style="list-style-type: none">• how practices of cultural groups vary but reflect similar purposes
Level 4	<ul style="list-style-type: none">• why and how individuals and groups pass on and sustain their culture and heritage
Place and Environment	
Level 1	<ul style="list-style-type: none">• why particular places are important for people• how and why people record the important features of places and environments
Level 2	<ul style="list-style-type: none">• how people's activities influence places and the environment and are influenced by them
Level 3	<ul style="list-style-type: none">• how different groups view and use places and the environment• how and why people express a sense of belonging to particular places and environments
Level 4	<ul style="list-style-type: none">• how places reflect past interactions of people with the environment• why and how people find out about places and environments

Essential skills

Communication skills

- Communicate confidently and competently by listening, speaking, reading, and writing.

Numeracy skills

- Understand information that is presented in mathematical ways.

Information skills

- Gather and process information from a range of sources.
- Identify, describe, and interpret different points of view.
- Present information clearly, logically, concisely, and accurately.

Processes

Inquiry, values, and social decision-making

Perspective

Multicultural perspective

Setting

Other