

Curriculum Overview 2024-2025

School Values	Whakaute (Respect)	Ngakau Pono (Integrity)	Kanorau (Diversity)	Panekiretanga (Excellence)
Te Ao Maori	Whakapapa	Turangawaewae	Kaitiakitanga	Mana Aoturoa
Y 0 - 3	Term 1	Term 2	Term 3	Term 4
Cycle A	Getting to know you	The Essence of Manurewa	Coast to Coast	Extreme Earth
Overview	<p>This unit of work provides the opportunity to explore who we are and to understand and explore that we are part of a community and the different notions of whanau or family structures, It is designed to nurture self-awareness and acceptance, develop social skills, and create positive and inclusive classroom communities. We explore our immediate environment and those within it.</p> <p>Properties and changes of matter</p> <p>Akongā will observe, describe, and compare physical properties of common materials. They will understand that materials, for everyday objects, are chosen for specific reasons based on the properties they possess.</p>	<p>In this unit, akonga will explore the story behind our mural, and the history of Manurewa from the perspective of local iwi. They will recognise the importance of the people and places introduced in the school pepeha. Local buildings of significance will be introduced and explored e.g. Manurewa Marae, local Gurudwaras, Auckland city buildings etc.</p> <p>We then look at the different roles that people have within the local community and further afield. It aims to promote positive role models and challenge stereo-types. We learn about specific jobs and what they entail and where these jobs take place.</p> <p>We learn that people belong to groups and have roles and responsibilities that sustain these groups.</p> <p>Properties and changes of matter (for Year 1 only)</p>	<p style="text-align: center;">Ecology and Evolution</p> <p>In this unit, akonga learn about significant landmarks around the country. This enables them to identify the major habitats in which plants and animals live, and the size and significance of human settlements. They learn about settlement of Maori tribes in these regions, and the effect human arrival had on species such as the Giant Moa, Haast's Eagle, Laughing owl (whekau) etc. They explore the importance of the ocean to Maori.</p> <p>Young Ocean Explorers Resource</p>	<p style="text-align: center;">Earth Systems</p> <p>Through this unit of work, akonga will understand that New Zealand volcanoes and earthquakes are related in that they are both caused by the tectonic plates our country sits on. They will locate our 12 active volcanoes and describe how an eruption occurs.</p> <p>They will learn about significant volcanic/earthquake events in NZ.. They will grow their knowledge by researching facts and information about tsunamis.</p> <p>They will study rocks and soils growing their understanding of organic matter and fossils. They will learn what it means to be emergency ready in NZ.</p>

Cycle B	This is me, who are you?	Aotearoa - Land of the long white cloud	Changing the World	Beyond our Islands - Voyage and Discovery
<p>Overview</p>	<p>This unit of work encourages children to develop a sense of mana through exploring the qualities of Mauria te Pono from our learner profile - He Manu Rere. This learning is extended to value the cultural diversity in the classroom and the importance of language, culture and identity. Shared and exclusive traditions/celebrations will be acknowledged. Akonga will explore where their classmates originate from and how different cultures are embraced in NZ life.</p> <p>Life processes common to all living things</p> <p>Akongā will recognise that all living things have certain requirements so they can stay alive. They will study the human body, senses, the importance of exercise, diet and hygiene. They will understand that skeletons and muscles are necessary for movement and protection.</p>	<p>During this unit of work, akonga will develop an understanding that Waitangi Day marks the significance of the initial signing of Te Tiriti o Waitangi/ The Treaty of Waitangi. We recall what happened at Waitangi at the time of the signing and who was there. This helps us understand why we have a holiday. They will recognise that the relationships of individuals, groups, and communities with the land, water, and resources are reflected in the names of places and in the stories we tell about them.</p> <p>Life Processes and Evolution</p> <p>Akongā will identify native birds and trees, and Maori associations/cultural significance/mauri symbolisms/uses e.g. ngahere (forest), the kiwi, ruru, flax etc. They will begin by investigating the school's House Names (birds) and the Pod tree names. They will investigate the life cycle of the NZ Monarch Butterfly, Kiwi etc. They will investigate the conditions needed for plants to grow and thrive.</p>	<p>Physical Inquiry and Physics concepts</p> <p>In this unit of work, we investigate the careers of some key people who changed the world through their discoveries and inventions e.g. Thomas Edison, NiKola Tesla, James Francis, Ernest Hayes, Frank Cresswell (NZ sustainable energy inventor)</p> <p>We learn that energy is required to make things move and explore the transfer of energy from one form to another without loss. Scientific inquiry focuses on forces, electricity and magnetism.</p> <p>Akongā will also examine sustainable energy forms such as wind farms, geothermal energy, hydro and solar power. They will undertake practical work to explore these topics.</p>	<p>This unit of work will explore the journey of the polynesians from Hawaiki to Aotearoa. Akonga will learn about traditional waka, navigation techniques and early settler life. They will learn about Kupe and the significance of place names.</p> <p>Astronomical and Interacting Systems</p> <p>They will share ideas and observations about the Sun and the Moon and their physical effects on the heat and light available to Earth. They will explore the seasons.</p>

Y 4 - 6	Term 1	Term 2	Term 3	Term 4
School Values	Whakaute (Respect)	Ngakau Ponoī (Integrity)	Kanorau (Diversity)	Panekiretanga (Excellence)
Te Ao Maori	Whakapapa	Mana Motuhake	Kaitiakitanga	Mana Aoturoa
Cycle A	Our Stories	War and Peace	Mountains, Rivers and Oceans	Reach for the Stars
Overview	<p>In this unit, akonga will explore the concept of migration & immigration through the stories of Early & European settlers, Pacific peoples, NZ Indians and the Chinese. They will find out about refugees in NZ. Akonga will unpack our He Manu Rere disposition - Shape the Future, with a focus on the skills they need to acquire perseverance and successful collaboration with others, in order to generate ideas that create new thinking.</p> <p style="text-align: center;">Material World</p> <p>This unit of work will investigate properties and changes/states of matter, and chemistry and society. Akonga will group materials indifferent ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials. They will also compare chemical and physical changes. and changes that occur when materials are mixed, heated, or cooled.</p>	<p>During this unit of work, akonga will understand the significance of the Cenotaph and the memorial plaques They will explore ANZAC history. The unit will then focus on the time that colonial government summoned thousands of British troops to mount major campaigns to overpower the Kīngitanga (Māori King) movement, the conquest of farming and residential land for British settlers and economic relationships between Maori and the new comers. Akonga will explore this period of history from different perspectives, including Te Tiriti.</p> <p style="text-align: center;">Physical World - light</p> <p>In this unit of work, we learn about the nature of light, its properties and why we can see different colours looking through a prism. We learn about key scientists who have helped develop human understanding of the nature of light and why light can't escape the gravity of black holes; John Mitchell, Albert Einstein and Stephen Hawking all feature. Finally, we learn about Katie Bouman - the first person to 'photograph' a black hole.</p>	<p>This unit studies the life of three explorers - Ernest Shackleton and his Trans-Antarctic Expedition between 1914-1917. We learn about what happened on this fateful expedition once his boat, the Endurance, was caught in sea ice. We finish this unit of work by learning about the 2021 expedition to find the Endurance. We learn about Edmund Hillary and Tenzing Norgay - the life, times and legacy of both explorers. We explore Amundsen and Scott's race to the south pole and finish this unit by examining the Antarctic Treaty and New Zealand's modern expeditions for work and pleasure.</p> <p style="text-align: center;">Earth Systems and Interacting Systems</p> <p>Akongā will appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources. They will investigate the water cycle and its effect on climate, landforms, and life.</p>	<p style="text-align: center;">Astronomical Systems</p> <p>In this unit we learn about the Big Bang theory, the solar system, planets, galaxies and the universe. While learning about the basics of the mechanics of the solar system we learn about what ancient civilisations believed about the celestial bodies in the sky and find out how human's understanding of our place in the universe has changed over time. This leads to the unpacking of our He Manu Rere disposition Dream Big in relation to modern space exploration. Akonga will explore the future of space flights, planet explorations and the New Zealand Space Agency. They will investigate how rockets and satellites work and what life is like aboard the International Space Station.</p>

Cycle B	What makes us unique?	Conflict and Resolution	Weather Watch - Fragile Earth	Adaptation and Evolution
<p>Overview</p>	<p>In this unit, the concept of nature- v nurture will be explored. Nature is pre-wired and is influenced by genetic inheritance and other biological factors. Nurture is generally taken as the influence of external factors after birth. Akonga will identify their own gifts, talents and personality traits. They will acknowledge and respect these, and how relationships change and grow as they get older. They will explore the value of tolerance. They will also critique Gardner's Multiple Intelligences and explore the concept of emotional intelligence.</p> <p style="text-align: center;">Human Body</p> <p>During this unit of work, we consider the pioneering first heart transplant and ask whether it was ethically sound. We learn about the heart, the circulatory system, and investigate the conditions necessary to maintain a healthy heart. Alternatively, akonga will explore the functions of the digestive system from mouth to large intestine. They will learn about the food pyramid and the foods needed to maintain a healthy gastrointestinal tract. They will investigate food intolerances such as gluten (Celiac disease) and lactose in children, the effects and lifestyle choices to alleviate sensitivities.</p>	<p>In this unit of work, akonga will be exposed to part of a wider narrative about the settlement and experiences of Pacific people in Aotearoa New Zealand and the exercise and effects of power as demonstrated by the Dawn Raids.</p> <p>The unit will continue to look at the impact of NZ activists such as Kate Sheppard, Tame Wairere Iiti, Dame Whina Cooper (IMaori Land March 1975 - links to Mangere and our local iwi) Green Peace activists, Springbok Tour protests etc., and international activists such as Mahatma Gandhi, Nelson Mandela, Martin Luther King etc. The notion of protest and reform will be unpacked.</p> <p style="text-align: center;">Physical World - sound</p> <p>In sound we explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways. Pupils might work scientifically to explore how sound travels from source to the ear. The history of hearing aids, from Miller Reece Hutchinson 1898 to the bluetooth digital devices used today, will allow akonga to expand their understanding of how technology has advanced in the last century.</p>	<p style="text-align: center;">Ecology and Earth Systems</p> <p>In this unit, akonga will explore the effects of extreme weather (home and abroad) which includes, but not limited to: Too much rain (heavy downpours), causing floods and landslides. Too much heat and no rain (heatwave) causing droughts and wildfires. Strong winds, such as hurricanes and tornadoes, causing damage to man made structures, ecosystems and animal habitats. Understanding will extend to melting ice caps and deforestation of rainforests. They will appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.</p> <p>They will also explore the concept of consumerism and the economic, social, and environmental consequences.</p>	<p style="text-align: center;">Evolution</p> <p>This unit contributes to learning about the life of Charles Darwin and his controversial publication of 'On The Origin of Species'. We learn about how he developed his theory of natural selection (when resources are limited in nature, organisms with heritable traits that favour survival and reproduction will tend to leave more offspring than their peers, causing the traits to increase in frequency over generations), the angst he suffered when deciding whether or not to publish and learn about how, eventually, it became the theory of development of life on Earth.</p> <p>We investigate primary and secondary sources related to Darwin's expedition to NZ in December 1835.</p> <p>Examples of natural selection, biological adaptation and behavioural adaptation will be considered e.g. Tibetans living at high altitudes, succulents in dry climates, Emperor penguins in Antarctica, seasonal migration etc. A focused study on NZ plant and animal adaptations will also be explored. As will the importance of pest control for our native NZ species.</p> <p style="text-align: center;">Earth Systems</p> <p>We learn about how all five Earth systems inter relate to provide continual evolution and support for life.</p>

Curriculum Overview - Programme foci for Year Groups

School Values	Whakaute (Respect)	Ngakau Ponoī (Integrity)	Kanorau (Diversity)	Panekiretanga (Excellence)
Te Ao Maori	Whakapapa	Turangawaewae	Kaitiakitanga	Mana Aoturoa
Y 0 - 3	Term 1	Term 2	Term 3	Term 4
Cycle A	Getting to know you Learn about	The Essence of Manurewa Learn about	Coast to Coast Learn about	Extreme Earth Learn about
Year 1	<ul style="list-style-type: none"> ● Family structure, their place in it, non family members who are part of their network, and similarities and differences between the families of their peers. ● Friendship ● The countries of origin of the akonga in the class. In simple terms, discuss the similarities and differences between these places and life in NZ. 	<ul style="list-style-type: none"> ● The history and story behind the school mural. ● The importance of their personal Pepeha. ● Emergency services that help us e.g. police, fire, ambulance. ● The names of a variety of everyday materials. ● Simple physical properties of everyday materials. ● Classification of natural and manmade objects found in and outside of the classroom. 	<ul style="list-style-type: none"> ● The location of key geographical and manmade features in NZ e.g. Southern Alps, major cities, oceans etc. ● The similarities and differences between a variety of common animals including fish, amphibians, reptiles, birds and mammals. ● The micro habitat of creatures living in our school grounds. 	<ul style="list-style-type: none"> ● The structure of a volcano. ● How a volcano erupts by making models. ● The location of the 12 active volcanoes in NZ. ● What happens when an earthquake occurs . Use simple models to demonstrate the concept. ● What to do in an earthquake drill, and if a tsunami warning is given when you are near the coast.

<p>Year 2</p>	<ul style="list-style-type: none"> • The meaning of being part of a community - home, school, community groups etc. • The suitability of a variety of everyday materials, for particular uses e.g. absorbency, durability strength etc. • How the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> • The history of Manurewa, its name and its people • The significance of the school Pepeha. • How places and environments are often significant for people and groups e.g. investigate significant buildings in the city - ferry terminal, Auckland Townhall, Museum and War Memorial and Sky City, buildings of cultural significance such as art galleries, places of worship etc. • Emergency services that help us e.g. air medical services, life boat search and rescue. 	<ul style="list-style-type: none"> • The location of Maori tribal areas of Aotearoa. • How the naming of Marae, hapu, iwi and geographical features relate to experiences and whakapapa. • The effects of early settlement and the extinction of native birds. • Simple food chains in a variety of habitats. • The wetland habitat of Awhitu Regional Park - Manukau Harbour. Identify and name a variety of plants and animals found in this environment. 	<ul style="list-style-type: none"> • How an eruption occurs and the effects this has on the planet. • Active volcanoes locating them on a map of the world and identifying the 'ring of fire' around the Pacific ocean. • The history of Rangitoto and Ruapehu. • The causes of an earthquake and tsunami risk in simple terms.
<p>Year 3</p>	<ul style="list-style-type: none"> • How people express their connection to people and places in different ways. • People who have developed useful new materials, or adapted materials for creative uses, e.g. John Dunlop, Charles Macintosh & NZ inventors; Colin Murdoch, Zorb Akers Brothers, Richard Pearce flying machine etc. • The process of design, build, test and improve through e.g. build a bridge/shelter and/or invent a leisure activity/game considering the properties of materials used. 	<ul style="list-style-type: none"> • How places and environments are often significant for people and groups, and how people express their connections to these in different ways e.g. investigate the Importance of Marae/Gurudwara/Fo Guang Shan Buddhist Temple - Manurewa Marae visit/Temple visit etc. • The development of their Pepeha as it develops with growing knowledge. • Civil defence and emergency response to crisis. • How people belong to groups and have roles and responsibilities that sustain these groups. 	<ul style="list-style-type: none"> • How settlements in NZ have changed over time e.g. the effects of urbanisation and/or growth of coastal regions etc. • The Hauraki Gulf. • The importance of oceans to Maori. 	<ul style="list-style-type: none"> • Ruaumoko - Maori god of earthquakes, volcanoes and seasons to activate prior knowledge. Build on learning from Year 1 and 2 by investigating the structure of the earth and, in simple terms, the significance of tectonic plates and NZ's split from Gondwana • How to distinguish different kinds of rocks on the basis of their appearance and simple physical properties. • How fossils are formed when things that have lived are trapped within rock. • Different soils and understand they are made from rocks and organic matter.

Cycle B	This is me, who are you? Learn about	Aotearoa - Land of the long white cloud Learn about	Changing the World Learn about	Beyond our Islands - Voyage and Discovery Learn about
Year 1	<ul style="list-style-type: none"> • The value of cultural diversity through the sharing of stories that acknowledge how people express their culture through their daily lives • The qualities of Mauria te Pono from our learner profile. • The basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> • Why we have a holiday on Waitangi day. • The story of Kupe and how Aotearoa got its name. • The significant plants and trees in the school environment. • The basic structure of a variety of common flowering plants, including trees. • Life cycle of the Monarch Butterfly. • How living things depend on each other, for example, plants serving as a source of food and shelter for animals. 	<ul style="list-style-type: none"> • Simple circuits and lighting a bulb. • Push and pull forces. • How things move on different surfaces. • Sustainable energy - solar power (our swimming pool) • Solar powered toys. • The uses of solar power. 	<ul style="list-style-type: none"> • The first settlers in NZ and how they arrived by Waka. • The structure and parts of a waka then design and build their own using simple materials. • About the sun, moon and stars by making simple observations. • The four seasons and explore them in context.
Year 2	<ul style="list-style-type: none"> • How relationships, language and culture shape identity. • The qualities of Mauria te Pono from our learner profile. • The differences between things that are living, dead, and things that have never been alive. • The basic needs of animals, including humans. • The importance of exercise, eating the right amounts of different food, and hygiene. 	<ul style="list-style-type: none"> • The events of Waitangi at the time of signing the Treaty and who was there. • How seeds and bulbs grow into mature plants - school vegetable garden. • How plants need water, light and a suitable temperature to grow and stay healthy. • The birds associated with our school houses. • Lifecycle of a kiwi. 	<ul style="list-style-type: none"> • Simple circuits with multiple components. • The terms attract and repel and investigate magnetic materials. • Friction. • Sustainable energy - wind farms. • Thomas Edison/Frank Cresswell/Ernest Hayes. • Wind turbines and how to build a simple windmill. 	<ul style="list-style-type: none"> • The significance of place names linked to Kupe and Te Wheke. • How Māori used natural resources to make tools for hunting, fishing, eeling, and cultivating crops before the arrival of metal tools and the gun was introduced by settlers. Explain how they adapted over time and traditional methods were lost. • How the sun appears to move in the sky as we change from day to night and how the moon appears to change shape.

<p>Year 3</p>	<ul style="list-style-type: none"> • The ethnic diversity of Aotearoa and what it means to be a New Zealander whilst still retaining connections to places people have come from. • The qualities of Mauria te Pono from our learner profile. • The skeleton and muscles of different animals and their use for support, protection and movement. 	<ul style="list-style-type: none"> • How the names of geographical features, towns, buildings, streets and places tell stories. Recognise that sometimes there is more than one story. • The significance of the initial signing of the Treaty of Waitangi. • NZ's native flora and the significance of these to Maori. • The functions of different parts of flowering plants including the life cycle e.g. pollination, seed formation and seed dispersal. • The requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • The transportation of water and nutrients within plants. 	<ul style="list-style-type: none"> • Insulators and conductors. • Circuit diagrams/voltage. • How some forces need contact between two objects, but magnetic forces can act at a distance. • A magnet's two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Air resistance/gravity/water resistance. • Sustainable energy - geothermal and hydro power. • Nikola Tesla/James Francis (hydro). • The NZ history of geothermal energy. • How to make a water wheel - STEM activities. 	<ul style="list-style-type: none"> • Aspects of the natural world that guided oceanic navigation to Aotearoa e.g. the flight paths of migratory birds, the sun and stars, ocean swells, changes in wave patterns, the presence of certain fish and birds, flotsam, and cloud formations. • The different ways early settlers adapted to life in Aotearoa e.g. climate/landscape differences etc. • How the amount of daylight changes depending on the seasons.
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Te Ao Maori	Whakapapa	Turangawaewae	Kaitiakitanga	Mana Aoturoa
Y 4 - 6	Term 1	Term 2	Term 3	Term 4
Cycle A	Our Stories Learn about	War and Peace Learn about	Mountains, Rivers and Oceans Learn about	Reach for the Stars Learn about
Year 4	<ul style="list-style-type: none"> The community practices, heritage, traditions, knowledge, and values akonga bring to the classroom from a range of cultures, and the unique, personal stories of their classmates and their whanau. Shape the Future The Learning Pit - perseverance and resilience. Solids, liquids and gases. The change of state when materials are heated or cooled. Investigate temperatures at which this happens. 	<ul style="list-style-type: none"> Anzac history - Cenotaph and Memorial plaques. Causes of the Great War (First World war - who took part, life at home during WW1, the peace Treaty of Versailles. Gallipoli Campaign - causes, NZ involvement in the conflict including the stories of famous NZ soldiers, life in the trenches, impact etc. Remembrance day and the poppy. Te Tiriti o Waitangi. Light and how light is reflected from surfaces. Reflective materials found in jackets/cat's eyes in the road etc. Understand the use and purpose. How to design and make their own reflective jacket. The danger of light from the sun and the need to protect eyes. 	<ul style="list-style-type: none"> Amundsen and Scott's race to the South Pole. Ernest Shackleton and his Trans - Antarctic Expedition, 1914-1917. The journey of a river from source to mouth. The water cycle - know the part played by evaporation and condensation in the water cycle and associated evaporation with temperature. Tides and tidal waves and the causes of rising sea levels. Erosion of coastlines. 	<ul style="list-style-type: none"> The solar system and its planets. The moon landing and astronauts. The phases of the moon. Shooting stars/asteroids. NZ meteorites and the theory behind the extinction of dinosaurs. Dream Big.
Year 5	<ul style="list-style-type: none"> The stories relating to Early & European settlers and their adaptation to life 	<ul style="list-style-type: none"> The two versions of Te Tiriti. NZ involvement in World War 2 and how our role in this 	<ul style="list-style-type: none"> The causes, consequences and lesson learnt from different modern/historic 	<ul style="list-style-type: none"> Stars and constellations. Ancient civilisations and their understanding of celestial

	<ul style="list-style-type: none"> in NZ. ● Shape the Future Learning Pit - perseverance and resilience. ● How a material dissolves to form a solution and how this can sometimes be recovered. ● The processes of filtering, sieving and evaporating to separate materials based on their knowledge of solids, liquids and gases. 	<ul style="list-style-type: none"> conflict was different to WW1. ● Maori in WW2. ● The Pacific War in the 1940's. ● The importance of D Day, VE and VJ days. ● How shadows are formed. ● The movement of sun on changing length of shadows. ● Light travels in straight lines. ● Einstein's theory of light ● Dispersion of light through exploration of prisms and rainbows - make their own. 	<ul style="list-style-type: none"> natural disasters e.g Christchurch earthquake, White Island eruption, Mt Erebus disaster, Mount Tarawera eruption. Pompeii, Vesuvius, Krakatoa, 2004 East Asian tsunami etc. ● The life, times and legacy of Edmond Hilary/Tenzing Norgay. 	<ul style="list-style-type: none"> bodies. ● Manmade satellites - how they work and what they do. ● The sun, moon and earth - orbits, gravity, rotations, seasons and solar/lunar eclipses. ● Dream Big.
Year 6	<ul style="list-style-type: none"> ● The Pacific, Indian, Chinese and refugee stories linked to NZ Histories resources. ● The dynamic nature of culture and identity that can be observed through people's different experiences of migration, settlement, and participation. ● Shape the Future ● Learning Pit - perseverance and resilience. ● Dissolving, mixing and changes of state are reversible changes. ● How some changes result in the formation of a new material that is usually irreversible e.g. burning. 	<ul style="list-style-type: none"> ● Economic relationships between Maori and settlers. ● Te Tiriti o Waitangi -- present. ● The New Zealand Wars 1845 - 1872 - Ngā pakanga o Aotearoa/Te riri Pākehā. ● Kingitanga - The Maori King movement and the British response - influential leaders.. ● How peace was restored after the battle at St John's Wood. ● The legacy of the NZ Wars. ● Light travelling in straight lines to explain that objects are seen because they give out or reflect light into the eye. ● How light reflects off a mirror then investigate, design and build a periscope. ● The structure of the eye. ● Braille. ● John Mitchell, Stephen Hawking and Katie Bouman - black holes. 	<ul style="list-style-type: none"> ● The 2021 expedition to find the Endurance. ● The Antarctic Treaty and environmental protection. ● NZ's expeditions for work/pleasure and their role in managing the research station at Scott's Base. ● NZ's landscape, the result of million of years of movements of the tectonic plates. 	<ul style="list-style-type: none"> ● The Big Bang Theory ● The women who helped to build NASA - Mary Jackson, Katherine Johnson ● Current space exploration and the future of space flights. ● How rockets work and life on board. ● Life on board the International Space Station. ● The New Zealand Space Agency news and activities. ● Dream Big.

Cycle B	What makes us unique? Learn about	Conflict and Resolution Learn about	Weather Watch - Fragile Earth Learn about	Evolution and Adaptation Learn about
Year 4	<ul style="list-style-type: none"> • Their own gifts, talents and personality traits. They will acknowledge and respect those of others. • Tolerance - its meaning and application in school and at home. • How relationships change and grow as they get older. • Healthy lifestyle - diet, exercise, sleep habits and mental health. • The food pyramid. 	<ul style="list-style-type: none"> • The special relationships that New Zealand has with its former colonies which include the Cook Islands, Niue, Tokelau and Western Sāmoa. • NZ activists - Kate Sheppard and Tame Wairere Iti. • International activists e.g. Martin Luther King/ Mahatma Gandhi/Nelson Mandela etc. • Vibration, pitch and volume through exploration of musical instruments. • Making their own musical instruments. 	<ul style="list-style-type: none"> • Floods and landslides - causes e.g. overflowing water course, accumulation of drainage water, inundation and degrading soils etc. • Effects on natural and manmade environments (displacement, people, resources) - NZ floods and landslides of 2023/overseas disasters. • Landslides and the changing climate - precipitation, melting snow, temp changes etc. • Hurricanes and tornadoes and the difference between the two. How they form, where they occur and the devastation they cause. 	<ul style="list-style-type: none"> • NZ animal and plant adaptations in habitats such as volcanic islands, rivers and estuaries, mountains etc. • Pest control and the conservation of our native species.
Year 5	<ul style="list-style-type: none"> • Gardner's theory of multiple intelligences and recent critique • Emotional intelligence - including - red/green brain and activating the stress response). • The digestive system - functions of each part as food journeys from mouth to large intestine. • The importance of digestion in breaking down food and drink into carbohydrates, proteins, fats and vitamins and minerals. • How to maintain a healthy gastrointestinal tract. • Dietary intolerances and impact on lifestyle. 	<ul style="list-style-type: none"> • Migration stories shared in the documentary series (NZ Histories). Understand the different reasons for migration and recount some of the positive and negative stories. • Our own Pacific communities migration and settlement experiences. • NZ activists - Dame Whina Cooper (IMaori Land March 1975 - links to Mangere and our local iwi) • Green Peace and the sinking of the Rainbow Warrior. • Exploring how sound travels from its source to the ear, and the structure of the ear 	<ul style="list-style-type: none"> • Droughts and wildfires - effect on natural and manmade environments. • Cause - climate change • Wildfire readiness and prevention. • The African droughts and the humanitarian crisis. • Impact of deforestation and the loss of rainforests. • Consumerism and the economic, social, and environmental consequences. 	<ul style="list-style-type: none"> • Natural selection Introduction to Darwin), biological adaptation and behavioural adaptation e.g. Tibetans living at high altitudes, succulents in dry climates, Emperor penguins in Antarctica, seasonal migration etc.

Year 6

- The Nature v Nurture debate and how both genetics and environment can affect personality etc.
- The heart and the circulatory system - where it is located in the body.
- The different parts of the heart, how it works and its functions.
- Heart rate.
- Prevention of heart disease
- The pioneering first heart transplant and the ethics involved.

- The Dawn raids - causes, impact and legacy (including the importance of the apology).
- The Polynesian Panthers movement.
- The Springbok Tour civil disturbances.
- The history of hearing aids, from Miller Reece Hutchinson 1898 to the bluetooth digital devices used today.
- Sign language.

- Rising global temperatures - global warming and melting icecaps - effect on natural and manmade environments.
- Causes - CO2, fossil fuels/pollution, deforestation, agriculture/methane, water vapour.
- Effects - melting poles, sea level rise, extreme weather events, hotter temps/droughts, earlier flowering trees and plants, endangered species.
- International Treaty on Climate Change - Paris Agreement.
- Changes - renewable energy, electric vehicles, carbon foot print.
- The environmentalist Greta Thunberg.
- Consumerism and the economic, social, and environmental consequences.

- Charles Darwin's theory of natural selection and his book 'On the Origin of Species'.
- Darwin's expedition to NZ in December 1835.
- How the biosphere distinguishes Earth from all other planets, and the other Earth systems interact in such a way that allows evolution to continue.