

# YEAR 3 & 4

# CURRICULUM COMPLIANCE

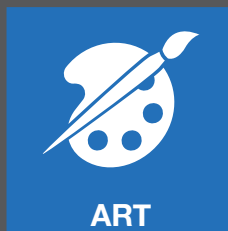
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## LONG TERM EXHIBITIONS

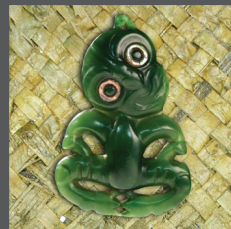
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## EDUCATION PROGRAMMES

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ART



HISTORY



TUATARA



southland  
**MUSEUM & ART GALLERY**  
NIHO O TE TANIWHA

For further inquiries or to make a booking contact:

**EMAIL** [education@southlandmuseum.co.nz](mailto:education@southlandmuseum.co.nz) **PHONE** 03 219 9069 **WEB** [www.southlandmuseum.co.nz](http://www.southlandmuseum.co.nz)

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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 2 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 2 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 different social, cultural, and/or economic rights and responsibilities that hunters, ship crew, castaways, farmers, and WWII coast watchers had on and around the southern islands.
- The choices that hunters, ship crew, castaways, farmers, and/or WWII coast watchers on the southern islands made to meet their needs and wants.
- How different locations throughout the southern islands and its seas were influenced by people on the islands such as hunters, ship crew, castaways, farmers, and WWII coast watchers.
- The contribution that hunters, ship crew, castaways, farmers, and WWII coast watchers made to the southern islands (as well as some of the negative impacts).

## Science

### *Nature of Science*

### **Understanding Science**

Students will use the Beyond the Roaring 40°S gallery to ask questions about the world in which they live. They will understand that open-mindedness is important because there may be more than one explanation.

### **Investigating in Science**

Students will extend their experiences and personal explanations about the southern islands and the animals on these islands through play, asking questions, and discussing simple models.

### **Communicating in Science**

Students will build their language and develop their understandings of the many ways the southern islands, the animals, flora and fauna can be discussed and represented.

### **Participating and contributing**

Students will explore questions about the Beyond the Roaring 40°S gallery that link science to their daily living.

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

Students will learn how to describe the following about seals:

#### **Life processes**

- the requirements that seals have to stay alive

#### **Ecology**

- the habitat of seals and why they are suited to this habitat

#### **Evolution**

- the specific classification of seals and other animals that they are related to
- the threats that seals faced (due to hunting for seals).

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

Students will learn how to describe the following about the southern islands, including Adams Island:

#### **Earth systems**

- natural features and resources in the southern islands



## **Interacting systems**

- how the natural features of the southern islands have been changed by natural events and human actions.

## **English**

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

Students will develop an awareness of how different resources used in the Beyond the Roaring 40°S gallery are used to communicate. This includes oral, written, and visual resources in the collection.

Students will also start using an increasing range of comprehension strategies to think critically about the resources in the Beyond the Roaring 40°S gallery. They will be able to think critically about these resources with some confidence. In particular, students will do the following.

### **Purpose and audience**

- Recognise how texts in the Beyond the Roaring 40°S gallery are created for different purposes, audiences, and situations. Recognise different points of view in texts, and the reliability and usefulness of texts in the gallery.

### **Ideas**

- Understand ideas shared in the Beyond the Roaring 40°S gallery. In particular, students will use their personal experiences and world and literacy knowledge to make meaning from texts. They will identify main ideas in the texts and make inferences from these texts.

### **Language features and structure**

- Students will use words specific to the Beyond the Roaring 40°S gallery, as well as words that are high frequency and related to their own experiences.

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

Students will begin to use information from the Beyond the Roaring 40°S gallery to identify, form, and express their own ideas. They will show understanding of the connections between oral, written, and visual language from the gallery when creating their own texts. Learners will also seek feedback and make changes to the texts they have made to improve clarity and meaning.

Students will be able to do the following.

#### **Purpose and audience**

- Create texts based on the Beyond the Roaring 40°S gallery (verbal, visual, or written) that use appropriate content, language and text form for the purpose and audience. They should develop and convey a personal voice in relation to their text where appropriate.

#### **Ideas**

- Form and express their own ideas on the Beyond the Roaring 40°S gallery with reasonable clarity, based on personal experience or knowledge.

#### **Structure**

- Organise a text about the Beyond the Roaring 40°S gallery using a variety of sentence structures, beginnings and lengths, sequencing ideas, communicating meaning.

#### **Language features**

- Use language features as appropriate – such as oral, written, or visual language features to create meaning and effect, using high-frequency words, words related to the Beyond the Roaring 40°S gallery or personal-context words, using text conventions and grammatical conventions with increasing control.

# Māori Gallery

Five key Level 2 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**

- identify and describe traditional Māori dance (haka, poi, rākau) within the Southland community

#### **Communicate and interpret**

- present a Māori dance, identifying the elements of dance.

### *Drama*

Students will do the following:

#### **Develop ideas**

- develop and sustain ideas in drama to tell stories of important taonga (treasures) from the Southland region and how southern Māori people lived, worked, and played in pre-European times.

### ***Music – sound arts***

Students will do the following:

#### **Sound arts in context**

- explore and share how sound is made using poi, rākau, and other traditional Māori media

#### **Develop ideas**

- improvise, explore, express, and create Māori music with others using traditional poi, rākau, and other traditional Māori instruments

#### **Communicate and interpret**

- listen and respond to traditional Māori music.

### ***Visual Arts***

Students will do the following:

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

- share ideas about how and why traditional Māori tools and materials were used to communicate and create important taonga

#### **Develop practical knowledge**

- explore many intricate designs, jewellery, and tools used by southern Māori during pre-European times

#### **Develop ideas**

- investigate and develop visual ideas to communicate how southern Māori lived, worked, and played in pre-European times

#### **Communicate and interpret**

- discuss ideas and feelings evoked from and communicated through important Māori taonga, jewellery, works of art, and tools.

## Learning Languages

### ***Communication***

Within the context of the Māori gallery and associated learning experiences, students working at Level 2 will:

- understand and respond to familiar Māori expressions
- show social awareness when interacting with other cultures.

### ***Cultural knowledge***

- recognise that the Māori culture is organised in particular ways
- make connections with Māori culture.

## Social Sciences

### ***Social studies***

Students working at Level 2 will gain knowledge, skills, and experience. In particular, students will do the following.

- Understand that Southern Māori in pre-European times had social, cultural, and economic rights, roles, and responsibilities.
- Understand that Southern Māori and Māori throughout New Zealand made choices to meet their needs and wants in pre-European times.
- Understand how Māori cultural practices reflect and express customs, traditions, and values.
- Understand how time and change affects people's lives, within the context of Southern Māori.
- Understand the significant contribution Māori culture makes to Southland.
- Understand how the status of Māori as tangata whenua is significant for Southland.

## Mathematics and Statistics

### *Number and algebra*

Students will do the following:

#### **Patterns and relationships**

- find rules in sequential patterns using Māori koru and designs, inspired by works in the Māori gallery.

## Health and Physical Education

### *Personal health and physical development*

Students will do the following:

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

- experience and describe creative and enjoyable physical activity historically done by Māori.

### *Movement concepts and motor skills*

Students will do the following:

#### **B2 Positive attitudes**

- participate in a variety of traditional Māori games and physical activities

#### **B3 Science and technology**

- use traditional Māori equipment (poi, rākau) in a range of contexts, identifying how this enhances movement experiences

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

- develop and apply rules in traditional Māori games and activities to promote fair, safe, and culturally appropriate participation for all involved.

***Relationships with other people***

Students will do the following:

**C2 Identity, sensitivity, and respect**

- describe how individuals and different iwi share characteristics and how they are also unique.

# Natural History

Four key Level 2 curriculum areas are covered in the Natural History Gallery exhibition.

- English
- The Arts
- Mathematics and Statistics
- Science

## English

### *Listening, reading, and viewing*

#### **Processes and strategies**

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

- Select and read texts about New Zealand's natural history (sea life, birds, shells, rocks, fossils, and minerals) for enjoyment and personal fulfilment.
- Recognise the connections between the oral, written, and visual language gained from learning experiences in and around the Natural History gallery.
- Think critically about texts, with some confidence, about New Zealand's natural history.

#### **Purposes and audiences**

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

- Students will recognise that simple texts about New Zealand's natural history are constructed for different purposes, audiences, and situations.

#### **Ideas**

Students will show some understanding of ideas within, across, and beyond texts. In particular, students will do the following.

- Use personal experience to gain meaning from texts in and around the Natural History gallery.
- Identify ideas in some texts about New Zealand's natural history.



## **Language features**

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

- Recognise that oral, written, and visual language features being used for effect to communicate New Zealand's natural history.
- Use a large and increasing bank of topic-specific words to create meaning of New Zealand's natural history.

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

### **Processes and strategies**

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

- Show some understanding of the connections between oral, written, and visual language when creating texts about New Zealand's natural history.
- Demonstrate growing confidence in processing new sources of information gained from the learning experiences in and around the Natural History gallery by creating texts about sea life, birds, shells, rocks, fossils, or minerals.
- Seek feedback and make changes to writing about New Zealand's natural history.

### **Purposes and audience**

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

- Students will construct texts about New Zealand's natural history that will be understood and responded to by their peers.

## **Ideas**

Students will select, form, and express ideas on a range of topics.

- Students will form and express ideas and information gained from the learning experiences in and around the Natural History gallery, and from personal experience.

## **Language features**

Students will use language features appropriately, showing some understanding of their effects. In particular, students will do the following.

- Use oral, written, and visual language features to create meaning and effect when communicating information gained from the learning experiences in and around the Natural History gallery.
- Use a large and increasing bank of topic-specific words to create meaning of New Zealand's natural history.

## **Structure**

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

- Use knowledge of word and sentence order to communicate meaning when creating texts.
- Organise and sequence ideas and information with some confidence.
- Use a variety of sentence structures, beginnings, and lengths.

## **The Arts**

### ***Visual Arts***

Students will do the following.

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

- Students will share ideas about how and why their own and others' works are made and their purpose, value, and context within New Zealand's natural history-inspired art.

#### **Develop ideas**

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

## Mathematics and Statistics

### *Number and algebra*

#### Patterns and relationships

- Students will find rules for the next member (shell, rock, bird, sea creature, fossil etc.) in a sequential pattern.

### *Geometry and measurement*

#### Measurement

- Students will create and use appropriate units to measure objects from New Zealand's natural history (sea life, birds, shells, rocks, and fossils).

#### Shape

- Students will sort objects from New Zealand's natural history (sea life, birds, shells, rocks, and fossils) by their appearance and by their spatial features, with justification.

### *Statistics*

#### Statistical investigation

- Students will pose and answers questions about objects found in and around the Natural History gallery.
- Students will gather, sort and count, and display data associated with information gained from the learning experiences in and around the Natural History gallery.
- Students will communicate findings based on data.

## Science

### *Nature of Science*

#### Understanding about science

Students will appreciate that scientists ask questions about New Zealand's natural history that lead to investigations and that open-mindedness is important because there may be more than one explanation.

### **Investigating in science**

Students will extend their experiences and personal explanation of the natural world (New Zealand's natural history) through exploration, play, asking questions, and discussing simple models.

### **Communicating in science**

Students will build language and develop understandings of the many ways the natural world can be represented.

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

Students will do the following.

#### **Life Processes**

- Recognise that New Zealand's sea and bird life have certain requirements so they can stay alive.

#### **Ecology**

- Recognise that New Zealand's sea and bird life were/are suited to their particular habitat.

#### **Evolution**

- Recognise that there are lots of different living things throughout New Zealand's natural history that can be grouped in different ways.
- Explain how we know that some living things from the past are now extinct.

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

Students will do the following.

#### **Earth systems**

- Explore and describe natural features and resources throughout New Zealand's natural history.

#### **Interacting systems**

- Describe how natural features are changed and resources affected by natural events and human actions throughout New Zealand.

# Southlanders' Story

Four key Level 2 curriculum areas are covered in the Southlanders' Story exhibition.

- English
- The Arts
- Social Sciences
- Technology

## English

### *Listening, reading, and viewing*

#### **Processes and strategies**

Students will select and use sources of information, processes, and strategies with some confidence 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 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 some confidence, about Southland's history.

#### **Purposes and audiences**

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

- Students will recognise that simple texts about Southland's history are constructed for different purposes, audiences, and situations.

#### **Ideas**

Students will recognise and identify ideas within and across texts. In particular, students will do the following.

- Use personal experience to gain meaning from texts in and around Southlanders' Story in the History gallery.
- Identify ideas in some texts about Southland's history.

### **Language features**

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

- Recognise that oral, written, and visual language features being used for effect to communicate Southland's history.
- Use a large and increasing bank of topic-specific words to create meaning of Southland's history.

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

#### **Processes and strategies**

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

- Show some understanding of the connections between oral, written, and visual language when creating texts about Southland's history.
- Demonstrate growing confidence in processing new 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.

#### **Purposes and audience**

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

- Students will construct texts about Southland's history that will be understood and responded to by their peers.

#### **Ideas**

Students will select, form, and express ideas on a range of topics.

- Students will form and express ideas and information gained from the learning experiences in and around Southlanders' Story within the History Gallery, and from previous experiences.

## **Language features**

Students will use language features appropriately, showing some understanding of their effects. In particular, students will do the following.

- Use oral, written, and visual language features to create meaning and effect when communicating information gained from the learning experiences in and around Southlanders' Story within the History Gallery
- Use a large and increasing bank of topic-specific words to create meaning of Southland's history.

## **Structure**

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

- Use knowledge of word and sentence order to communicate meaning when creating texts
- Organise and sequence ideas and information with some confidence.
- Use a variety of sentence structures, beginnings, and lengths.

## **The Arts**

### ***Visual Arts***

Students will do the following:

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

- Students will share ideas about how and why their own and others' works are made and their purpose, value, and context within Southlanders' Story (Southland's history-inspired art).

#### **Develop ideas**

- Students will develop ideas by investigating the technology display, Southland's crafts, sawmilling, surveying, and immigration displays.

#### **Communicate and interpret**

- Students will share their ideas, feelings, and stories about Southlander's story communicated by their own and others' objects and images.

## Social Sciences

### *Social Studies*

Students working at Level 2 will gain knowledge, skills, and experience. They will understand the following.

- That Southlanders have social, cultural, and economic roles, rights, and responsibilities within the Southland community.
- That cultural practices within the wider Southland community reflect and express people's customs, traditions, and values.
- How time and change affect the lives of Southlanders.
- How Southland influences people and how people influence Southland.
- How people make significant contributions to Southland.
- How the status of Māori as tangata whenua is significant for the Southland community.

## Technology

### *Technological knowledge*

Students will understand the following:

#### **Technological products**

- That there is a relationship between a material used and its performance properties in a technological product and gadget from the early 20<sup>th</sup> century.

#### **Technological systems**

- That there are relationships between the inputs, controlled transformations, and outputs occurring within the technological systems of gadgets found from the early 20<sup>th</sup> century, through to the present.

### *Nature of technology*

Students will understand the following about the characteristics of technology.

- That technology both reflects and changes society and the environment and increases people's capability.



# Southern Seas: Whales, Whaling, and the Antarctic

Three key Level 2 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 ask questions about the world in which they live. They will understand that open-mindedness is important because there may be more than one explanation.

#### **Investigating in Science**

Students will extend their experiences and personal explanations about the Antarctic and whales through play, asking questions, and discussing simple models.

#### **Communicating in Science**

Students will build their language and develop their understandings of the many ways the Antarctic region and whales can be discussed and represented.

#### **Participating and contributing**

Students will explore and act on issues in and questions about the Southern Seas exhibition that link science to their daily living.

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

Students will learn how to describe the following about whales:

#### **Life Processes**

- the requirements that whales have to stay alive

#### **Ecology**

- the habitat of whales and why they are suited to this habitat

#### **Evolution**

- the specific classification of whales and other animals that they are related to
- the threat of extinction that whales face.

### ***Planet Earth and Beyond***

Students will learn how to describe the following about Antarctica:

#### **Earth systems**

- natural features and resources in the Antarctic region

#### **Interacting systems**

- how the natural features of the Antarctic region have been changed by natural events and human actions.

### **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 different social, cultural, and economic rights and responsibilities that Māori and European settlers had in relation to whaling.
- The choices that Māori and European whalers made to meet their needs and wants.

- How different locations throughout New Zealand and its seas were influenced by whalers and how whalers influenced these places.
- The contribution that whalers made to New Zealand society (include positive as well as negative impacts).
- The status of Māori as tangata whenua and the importance of whaling for Māori.

## English

### *Listening, reading, and viewing*

Students will develop an awareness of how different resources used in the Southern Seas exhibition are used to communicate. This includes oral, written, and visual resources in the collection.

Students will also start using an increasing range of comprehension strategies to think critically about the resources in the Southern Seas exhibition. They will be able to think critically about these resources with some confidence. In particular, students will do the following.

### **Purpose and audience**

- Recognise how texts in the Southern Seas exhibition are created for different purposes, audiences, and situations.
- Recognise the point of view of texts, and the reliability and usefulness of texts in the exhibition.

### **Ideas**

- Understand ideas shared in the Southern Seas exhibition. In particular, students will use their personal experiences and world and literacy knowledge to make meaning from texts.
- They will identify main ideas in the texts and make inferences from these texts.

### **Language features and structure**

- Students will use words specific to the Southern Seas exhibition, as well as words that are high frequency and related to their own experiences.

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

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

Students will be able to do the following.

#### **Purpose and audience**

- Create texts based on the Southern Seas exhibition (verbal, visual, or written) that use appropriate content, language and text form for the purpose and audience.
- Develop and convey a personal voice in relation to their text where appropriate.

#### **Ideas**

- Form and express their own ideas on the Southern Seas exhibition with reasonable clarity, based on personal experience or knowledge.

#### **Structure**

- Organise a text about the Southern Seas exhibition using a variety of sentence structures, beginnings and lengths, sequencing ideas, communicating meaning.

#### **Language features**

- Use language features as appropriate – such as oral, written, or visual language features to create meaning and effect, using high-frequency words, words related to the Southern Seas exhibition or personal-context words, using text conventions and grammatical conventions with increasing control.

# Te Waka o Mokomoko

Three key Level 2 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 treatment of the historic waka found in an estuary near Invercargill. In particular, students will gain understanding of the following.

- The different social, and cultural rights and responsibilities that stakeholders, including Māori, had during the waka treatment process.
- The choices that stakeholders made during the waka treatment process in order to meet needs and wants.
- How the waka was traditionally used in different locations throughout New Zealand and how these areas were influenced by Māori.
- The contribution that Māori made to Aotearoa (and in particular, how the waka influenced this contribution as a main mode of transport).

## Technology

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

### *Technological practice*

#### **Planning for practice**

- outline a general plan to support the development of a vessel that can float, identifying the key stages required

### **Brief development**

- explain the outcomes they are developing and attributes they will have for the vessel
- develop the vessel based on the identified plan and outcomes

### **Outcome development and evaluation**

- evaluate the outcomes

## **English**

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

Students will develop an awareness of how different resources used in the Te Waka o Mokonoko exhibition are used to communicate. This includes oral, written, and visual resources in the collection.

Students will also start using an increasing range of comprehension strategies to think critically about the resources in the Te Waka o Mokonoko exhibition. They will be able to think critically about these resources with some confidence. In particular, students will do the following.

### **Purpose and audience**

- Recognise how texts in the Te Waka o Mokonoko exhibition are created for different purposes, audiences, and situations.
- Recognise the point of view in texts, and the reliability and usefulness of texts in the exhibition.

### **Ideas**

- Understand ideas shared in the Te Waka o Mokonoko exhibition. In particular, students will use their personal experiences and world and literacy knowledge to make meaning from texts.
- Identify main ideas in the texts and make inferences from these texts.

### **Language features and structure**

- Students will use words specific to the Te Waka o Mokonoko exhibition, as well as words that are high frequency and related to their own experiences.

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

Students will begin to use information from the Te Waka o Mekomoko exhibition to develop a project plan for the creation of a vessel. They will show understanding of the connections between oral, written, and visual language from the exhibition when creating their own project plan. Learners will also seek feedback and make changes to the project plan to improve clarity and meaning.

Students will be able to do the following.

#### **Purpose and audience**

- Create a project plan based on the Te Waka o Mekomoko exhibition (either verbal, visual, or written) that uses appropriate content, language and text form for the purpose and audience.
- Develop and convey a personal voice in relation to their project plan where appropriate.

#### **Ideas**

- Form and express their own ideas for the project plan, based on personal experience or knowledge.

#### **Structure**

- Organise the project plan using a suitable variety of sentence structures, beginnings and lengths, appropriately sequencing ideas, communicating meaning within the project plan.

#### **Language features**

- Use language features as appropriate – such as oral, written, or visual language features to create meaning and effect, using high-frequency words, words related to the Te Waka o Mekomoko exhibition, using text conventions and grammatical conventions with increasing control.

# Tuatarium

Three key Level 2 curriculum areas are covered in the Tuatarium exhibition

- English
- The Arts
- Science

## English

### *Listening, reading, and viewing*

#### **Processes and strategies**

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

- Select and read picture books about tuatara for enjoyment and personal fulfilment.
- Recognise the connections between the oral, written, and visual language gained from learning experiences in and around the Tuatarium.
- Use various sources of information and prior knowledge of the tuatara with growing confidence to make sense of increasingly varied and complex texts about tuatara.
- Think critically about texts about tuatara with some confidence.

#### **Purposes and audiences**

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

- Recognise that simple texts about tuatara (picture and information books) are constructed for different purposes, audiences, and situations.
- Begin to evaluate the reliability and usefulness of texts about tuatara with some confidence.



## **Ideas**

Students will show some understanding of ideas within, across, and beyond texts. In particular, students will do the following.

- Use personal experience to gain meaning from texts in and around the Tuatarium.
- Make meaning of increasingly complex texts about tuatara by identifying main ideas.

## **Language features**

Students will show some understanding of how language features are used for effect within and across texts.

- Students will recognise that oral, written, and visual language features being used for effect to communicate information in and around the Tuatarium.

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

### **Processes and strategies**

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

- Show some understanding of the connections between oral, written, and visual language when creating texts inspired by the Tuatarium.
- Seek feedback and make changes to personal writing about the tuatara and/or the Tuatarium.

### **Purposes and audience**

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

- Students will create texts about tuatara that will be understood and responded to by their peers

## **Ideas**

Students will select, form, and express ideas on a range of topics.

- Students will form and express simple ideas and information gained from the learning experiences in and around the Tuatarium, and from prior knowledge.

## **Structure**

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

- Use knowledge of word and sentence order to communicate meaning when creating texts about tuatara.
- Organise and sequence ideas and information about tuatara with some confidence.
- Begin to use a variety of sentence structures, beginnings, and lengths when writing about tuatara.

## **The Arts**

### ***Visual Arts***

Students will do the following.

#### **Develop practical knowledge**

- Students will explore a variety of materials and tools and discover elements and selected principles during tuatara-inspired art.

#### **Develop ideas**

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

#### **Communicate and interpret**

- Students will share their ideas, feelings, and stories about tuatara communicated by their own and others' objects and images.

## Science

### *Nature of Science*

#### **Understanding about science**

Students will appreciate that scientists ask questions about tuatara that can lead to investigations about how tuatara live and survive.

#### **Investigating in science**

Students will use learning experiences in and around the Tuatarium to explore, play, and ask questions about how tuatara live and survive.

#### **Communicating in science**

Students will build language and develop understandings of the ways in which the tuatara, within their habitats, can be represented.

### *The Living World*

Students will do the following.

#### **Life Processes**

- Recognise that tuatara have certain requirements so they can stay alive.

#### **Ecology**

- Recognise that tuatara are suited to their habitat.

#### **Evolution**

- Recognise that there are lots of different living things in the world and that tuatara are in the reptiles.
- Explain how we know that some living things from the past are now extinct and the risk of tuatara becoming extinct.

# Victoriana

Three key Level 2 curriculum areas are covered in the Victoriana gallery.

- 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.

- How different people had different social, cultural, and economic roles and responsibilities during the Victorian era.
- The different choices that people made during the Victorian era to meet their needs and wants (e.g. the decision to migrate to New Zealand).
- The different cultural practices of those living in the Victorian era and how these reflected customs, traditions and values. Special attention will be focused on the cultural differences between European settlers and Māori.
- How time and change affected the lives of people during the Victorian era.
- Understand how people made significant contributions to New Zealand society during the Victorian era and why the Victorian era is an important part of Southland history.
- Understand how Māori as tangata whenua were significant for communities in New Zealand during the Victorian era.

## **The Arts**

Students will focus on the Visual Arts and Dance elements of the arts curriculum.

### ***Visual Arts***

Students will do the following.

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

- Learn about the purpose, value, and context of art created during the Victorian era.

#### **Develop practical knowledge**

- Learn about materials and tools commonly used in the Victorian era for art work.

#### **Develop ideas**

- Observe art work created during the Victorian era to investigate visual ideas.

#### **Communicate and interpret**

- Develop artwork based on the Victorian era, and use this artwork to share ideas, feelings or stories (eg drawing of the Victoriana display, an ornament, a Victorian wallpaper design etc).

### ***Dance***

Students will do the following.

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

- Demonstrate an awareness of the importance of dance in the Victorian era.

#### **Develop ideas**

- Explore the specific elements of dance (body, space, time, energy, relationships) in relation to common Victorian dancing.

#### **Communicate and interpret**

- Participate in a Victorian-era style dance – improvising and exploring ideas in response to stimuli and sharing dance through and informal presentation.

## English

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

Students will develop an awareness of how different resources used in the Victoriana gallery are used to communicate. This includes oral, written, and visual resources in the collection.

Students will also start using an increasing range of comprehension strategies to think critically about the resources in the Victoriana gallery. They will be able to think critically about these resources with some confidence. In particular, students will do the following.

### **Purpose and audience**

- Recognise how texts in the Victoriana gallery are created for different purposes, audiences, and situations. Recognise the point of view in texts, and the reliability and usefulness of texts in the gallery.

### **Ideas**

- Understand ideas shared in the Victoriana gallery. In particular, students will use their personal experiences and world and literacy knowledge to make meaning from texts.
- Identify main ideas in the texts and make inferences from these texts.

### **Language features and structure**

- Students will use words specific to the Victoriana Gallery, as well as words that are high frequency and related to their own experiences.

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

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

Students will be able to do the following.

#### **Purpose and audience**

- Create texts based on the Victoriana gallery (verbal, visual, or written) that use appropriate content, language and text form for the purpose and audience.
- Develop and convey a personal voice in relation to their text where appropriate.

#### **Ideas**

- Form and express their own ideas on the Victoriana exhibition with reasonable clarity, based on personal experience or knowledge.

#### **Structure**

- Organise a text about the Victoriana gallery using a variety of sentence structures, beginnings and lengths, sequencing ideas, and communicating meaning when creating texts.

#### **Language features**

- Using language features as appropriate – such as oral, written, or visual language features to create meaning and effect, using high-frequency words, words related to the Victoriana gallery or personal-context words, using text conventions and grammatical conventions with increasing control.

# 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 scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.</li> </ul> <p><b>Investigating in science</b></p> <ul style="list-style-type: none"> <li>• Extend experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.</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 New Zealand’s native birds and tuatara have certain requirements so they can stay alive.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• Recognise that New Zealand’s native birds and tuatara are suited to their habitat.</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>• Recognise that the tuatara and New Zealand’s native birds can be grouped in different ways.</li> <li>• Explain how we know that some living things from the past (native birds) are now extinct.</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 that in the past, Southlanders had social, cultural, and economic roles, rights, and responsibilities.</li> <li>• Understand how in the past, Southlanders made choices to meet their needs and wants.</li> <li>• Understand how cultural practices in the past reflected and expressed people’s customs, traditions, and values throughout New Zealand, and throughout Southland.</li> <li>• Understand how time and change affects people’s lives</li> <li>• Understand how places influenced people and how people influenced places.</li> <li>• Understand how in the past people have made significant contributions to New Zealand’s society.</li> <li>• Understand how the status of Māori as tangata whenua was and is significant for communities in New Zealand.</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 different social, cultural, and/or economic rights and responsibilities that hunters, ship crew, castaways, farmers, and WWII coast watchers had on and around the southern islands.</li> <li>• The choices that hunters, ship crew, castaways, farmers, and/or WWII coast watchers on the southern islands made to meet their needs and wants.</li> <li>• How different locations throughout the southern islands and its seas were influenced by people on the islands such as hunters, ship crew, castaways, farmers, and WWII coast watchers.</li> <li>• The contribution that hunters, ship crew, castaways, farmers, and WWII coast watchers made to the southern islands (as well as some of the negative impacts).</li> </ul>
Other Learning Area: <b>Science</b>	<p><b><i>Science: The Living World</i></b></p> <p><i>Focus on seals</i> Students will develop knowledge of the following:</p> <p><b>Life Processes</b></p> <ul style="list-style-type: none"> <li>• the requirements that seals have to stay alive</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> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>• the specific classification of seals and other animals that they are related to</li> <li>• the threats that seals faced (due to hunting for seals).</li> </ul>
	<p><b><i>Science: Planet Earth and beyond</i></b></p> <p><i>Focus on Adams Island</i> Students will develop knowledge of the following:</p> <p><b>Earth systems</b></p> <ul style="list-style-type: none"> <li>• the different types of flora and fauna on the southern islands</li> <li>• natural features and resources in the southern islands</li> </ul> <p><b>Interacting Systems</b></p> <ul style="list-style-type: none"> <li>• the natural features of the southern islands have been changed by natural events and human actions.</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 that within Southland schools, people in the past and in the present, had/have social, cultural, and economic roles, rights, and responsibilities.</li> <li>• Understand how people made choices to meet the needs and wants of Southland schools in the past and in the present.</li> <li>• Understand how cultural practices in the past and today reflect and express people's customs, traditions, and values.</li> <li>• Understand how time and change has affected Southland school children's lives over time.</li> <li>• Understand how students have in the past, and continue today, make significant contributions to Southland.</li> <li>• Understand how the status of Māori as tangata whenua is significant for Southland school communities in the past and in the present.</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>• Understand that since Southland's past to its present, people have had social, cultural, and economic roles, rights, and responsibilities.</li> <li>• Understand how the first people to arrive in Southland made choices to meet their needs and wants and how people in modern-day Southland meet their needs and wants today.</li> <li>• Understand how cultural practices in Southland, in the past and today, reflect and express people's customs, traditions, and values.</li> <li>• Understand how time and change, comparing the earliest people in Southland to modern-day Southlanders, affects people's lives.</li> <li>• Understand how the first people to Southland were influenced by the province, and how they influenced Southland.</li> <li>• Understand how the first Southlanders made significant contributions to our society and how these contributions compare to those of today.</li> <li>• Understand how the status of Māori tangata whenua is significant for Southlanders – from our past to their modern-day equivalents.</li> </ul>

<b>Ecosystems</b>	
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><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 scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.</li> </ul> <p><b>Investigating in science</b></p> <ul style="list-style-type: none"> <li>• Extend experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.</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 New Zealand's native birds and tuatara have certain requirements so they can stay alive.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• Recognise that New Zealand's native birds and tuatara are suited to their habitat.</li> </ul>

Fossils	
Overview	<p>In this 1.5-hour lesson, students will use a variety of media 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><i>Sciences: Planet Earth and beyond</i></b></p> <p>Students will do the following.</p> <p><b>Earth systems</b></p> <ul style="list-style-type: none"> <li>• Explore and describe natural features and resources, such as fossils.</li> </ul> <p><b>Interacting systems</b></p> <ul style="list-style-type: none"> <li>• Describe how fossils are created and changed by natural events and human actions.</li> </ul>

Insects	
Overview	<p>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.</p>
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 all insects have certain requirements for them to stay alive.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• Recognise that each insect is suited to its particular habitat.</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are lots of different insects in the world and that they can be grouped in different ways.</li> <li>• Explain how we know that some insects from the past are now extinct.</li> </ul>

<b>Kaupapa Māori</b>	
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 that Southern Māori in pre-European times had social, cultural, and economic rights, roles, and responsibilities.</li> <li>• Understand that Southern Māori and Māori, throughout New Zealand, in pre-European times made choices to meet their needs and wants.</li> <li>• Understand how Māori cultural practices reflect and express Southlander's and New Zealander's customs, traditions, and values.</li> <li>• Understand how time and change affects people's lives, within the context of southern Māori.</li> <li>• Understand the significant contribution Māori culture makes to Southland.</li> </ul> <p>Understand how the status of Māori as tangata whenua is significant for Southland.</p>
Other Learning areas: <b>Learning Languages</b>	<p><b><i>Learning Languages</i></b></p> <p>Students will:</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• understand and respond to familiar Māori expressions</li> <li>• show social awareness when interacting with other cultures</li> </ul> <p><b>Language knowledge</b></p> <ul style="list-style-type: none"> <li>• make connections between te reo and their first 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>• make connections with Māori culture.</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>Science: Physical world</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 the physical phenomena of light.</li> <li>• Seek and describe what happens to the light and colour when a colour wheel is spun quickly and how light is used in the Museum’s exhibitions.</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. Or, if learners are writing a story about the life of penguins, they may explore the Roaring 40°S Gallery to get ideas and inspiration.
Main Learning Area: <b>English</b>	<p><b>English: Listening, reading and writing</b></p> <p>Students will develop an awareness of how the select exhibition or gallery communicates information. This includes oral, written, and visual resources in the selected collection. Students will also start using an increasing range of comprehension strategies to think critically about the resources in the selected gallery or exhibition, relating these resources to the in-class reading task they have been given.</p> <p>In particular, students will develop knowledge of the following.</p> <ul style="list-style-type: none"> <li>• <b>Purpose and audience:</b> Recognise how texts in selected exhibition or gallery are created for different purposes, audiences, and situations. Recognise the point of view of texts, and the reliability and usefulness of texts in the exhibition.</li> <li>• <b>Ideas:</b> Understand ideas shared in the selected exhibition or gallery. Students will use their personal experiences and world and literacy knowledge to make meaning from texts. They will identify main ideas in the texts and make inferences from these texts, apply these ideas and inferences to the in-class reading task they have been given.</li> <li>• <b>Language features and structure:</b> Students will use words specific to the selected exhibition or gallery, as well as words that are high frequency and related to their own experiences.</li> </ul> <p><b>English: Speaking, writing, and presenting</b></p> <p>Students will begin to use information from the selected exhibition or gallery to identify, form, and express their own idea. They will show understanding of the connections between oral, written, and visual language from the exhibition or gallery when creating their own texts. Learners will also seek feedback and make changes to the texts they have made to improve clarity and meaning. Students will be able to do the following.</p> <ul style="list-style-type: none"> <li>• <b>Purpose and audience:</b> Create texts based on the selected exhibition or gallery (verbal, visual, or written) that use appropriate content, language and text form for the purpose and audience. They should develop and convey a personal voice in relation to their text where appropriate.</li> <li>• <b>Ideas:</b> Form and express their own ideas on the selected gallery or exhibition with reasonable clarity, based on personal experience or knowledge.</li> <li>• <b>Structure:</b> Organises an in-class text about the selected exhibition or gallery using a variety of sentence structures, beginnings and lengths, organises and sequences ideas, communicates meaning when creating texts.</li> <li>• <b>Language features:</b> Using language features as appropriate – such as oral, written, or visual language features to create meaning and effect, using high-frequency words, words related to the selected exhibition or gallery or personal-context words, using text conventions and grammatical conventions with increasing control.</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 time and change has affected the New River Estuary and therefore the lives of Māori and European people in Invercargill over time.</li> <li>• Understand how the New River Estuary influenced early Māori and European settlers in Southland and how these settlers also affected the New River Estuary.</li> <li>• Understand how early Māori and European settlers made significant contributions to Invercargill.</li> <li>• Understand that the status of Māori as tangata whenua is significant for the New River Estuary in Invercargill.</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><b>Life processes</b></p> <ul style="list-style-type: none"> <li>• Recognise that birds living in the New River Estuary have certain requirements so that they can stay alive.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• Recognise that the birds living in the New River Estuary are suited to this particular habitat.</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 that people throughout New Zealand have social, cultural, and economic roles, rights, and responsibilities when exploring personal identity and 'Kiwiana'.</li> <li>• Understand that through personal identity, people make choices to meet their needs and wants.</li> <li>• Understand immigration to Southland and early Southland, and how time and change has affected people's lives.</li> <li>• Understand how the status of Māori as tangata whenua is significant for the Southland community</li> </ul>

Our Endemic Life	
Overview	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.
Main Learning Area: <b>Science</b>	<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 moa, other ratites, the birds on display in the Southland Museum and Art Gallery, and the tuatara all had/have certain requirements to stay alive.</li> </ul> <p><b>Ecology</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 were/are suited to their particular habitat.</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>Explain why the moa is now extinct.</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 that since early colonisation in Southland, people have had social, cultural, and economic roles, rights, and responsibilities in relation to conserving the Southland environment.</li> <li>Understand how time and change affect people's lives in relation to the conservation of the environment in and around Southland.</li> <li>Understand how people make significant contributions to the conservation of Southland.</li> <li>Understand how the status of Māori as tangata whenua is significant in relation to the conservation of the Southland 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><b>Life processes</b></p> <ul style="list-style-type: none"> <li>• Recognise that birds have certain requirements so they can stay alive.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• Recognise that different birds are suited to their particular habitat.</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are a lot of different birds in the world and that they can be grouped in different ways (such as sea birds, swamp birds, and forest birds).</li> <li>• Explain how we know that some birds from the past are now extinct.</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 in Southland's history, people had economic roles, rights, and responsibilities in relation to penguin, 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 people made choices to meet their needs and wants in a pre-electricity Southland.</li> <li>• Understand how time and change, such as the invention of electricity, has changed and affected Southlander's lives.</li> <li>• Understand how the introduction of electricity made a significant contribution to people's lives in Southland.</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 that people have a social, cultural, and economic roles, rights, and responsibilities to protect New Zealand's native animals.</li> <li>• Understand how people make choices to meet the needs of New Zealand's native animals.</li> <li>• Understand how time and change affects the protection of New Zealand's native animals.</li> <li>• Understand how people can influence the future of New Zealand's native animals.</li> <li>• Understand how people make significant contributions to our native animals and their impact on society.</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 as scientists, they will ask questions about life around the Estuary that will lead to investigations.</li> </ul> <p><b>Investigating in science:</b></p> <ul style="list-style-type: none"> <li>• Extend experiences and personal explanations about Invercargill's estuary through exploration, play, asking questions, and discussing simple models.</li> </ul> <p><b>Communicating in science:</b></p> <ul style="list-style-type: none"> <li>• Build language around and develop understanding of the ways in which the Invercargill Estuary can be represented.</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 all living things around the Invercargill Estuary have certain requirements so they can stay alive.</li> </ul> <p><b>Ecology:</b></p> <ul style="list-style-type: none"> <li>• Recognise that things living in and around the Invercargill Estuary are suited to this particular habitat.</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 that early Māori settlers to Southland had social, cultural, and economic roles, rights, and responsibilities.</li> <li>• Understand how early Māori settlers to Southland made choices in order to meet their needs and wants.</li> <li>• Understand how early Māori settlers to Southland practiced their culture through customs, traditions, and values.</li> <li>• Understand how time and change affected the lives of settlers to Southland.</li> <li>• Understand how Southland influenced its early Māori settlers, and how they also influenced Southland.</li> <li>• Understand how early Māori settlers made a significant contribution to Southland.</li> <li>• Understand the status of Māori as tangata whenua is significant to Southland.</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 that people made choices to meet their technological needs and wants throughout history.</li> <li>• Understand how time and change has affected technology and therefore people's lives.</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>• Explore and describe natural features and resources found throughout New Zealand, such as pounamu, different types of rocks, fossils, and minerals.</li> </ul> <p><b>Interacting systems</b></p> <ul style="list-style-type: none"> <li>• Describe how natural features are changed and resources affected by natural events and human actions.</li> </ul>
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 why people mined for gold to meet their needs and wants.</li> <li>• Understand how time and change affected people's lives throughout the gold mining days in Central Otago.</li> <li>• Understand how Central Otago influenced the lives of early settlers and how early settlers influenced Central Otago during the history of gold mining.</li> <li>• Understand how gold miners made significant contributions to Central Otago and wider New Zealand.</li> <li>• Understand how the status of Māori as tangata whenua was significant throughout Aotearoa regarding the use of natural resources.</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	Tuatariam	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	Penguin, 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		✓	✓	✓