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| Experience | Level 1  Years 1-2 | Level 2  Years 3-4 | Level 3  Years 5-6 | Level 4  Year 7-8 |
| Cultural Engagement  **Whakapapa-Connect**  **Meet your guide and begin your journey in the footsteps of Kupe. On the way to Manea, your guide will share stories of our ancestors and the ancient realms of Kupe, told through carvings and the surrounding land. Deepen your understanding of Māori customs and our dynamic connections to the natural and spiritual world. Following this schools will then be warmly welcomed by pōwhiri.**  **Main Topics**  -Ranginui and Papatu**ā**nuku  -Carving  -Powhiri  -Karakia  -Mihimihi  -Waiata  -Protocols  -Story Telling  -Te Reo M**ā**ori | **Social Studies**  \*Understand that people have different roles and responsibilities as part of their participation in groups.  \*Understand how belonging to groups is important for people.  **Learning Languages- Te Reo Mā**ori  Participating and contributing in communities  \*Show social awareness when interacting with others.  \*Make connections with known culture(s).  **Health and Physical Education**  **Relationships with other people**  \*Demonstrate respect through sharing and co-operation in groups. | **Social Studies**  \*Understand how cultural practices reflect and express people’s customs, traditions, and values.  \*Understand how the status of Maori as tangata whenua is significant for communities in New Zealand.  **Learning Languages – Te Reo Mā**ori  Participating and contributing in communities  \*Show social awareness when interacting with others.  \*Make connections with known culture(s).  **Health and Physical Education**  **Relationships with other people**  \*Describe how individuals and groups share characteristics and are also unique. | **Social Studies**  \*Understand how cultural practices vary but reflect similar purposes.  \*Understand how people view and use places differently.  **Learning Languages- Te Reo Mā**ori  Participating and contributing in communities  \*Use cultural knowledge to communicate appropriately.    \*Compare and contrast cultural practices.  **Health and Physical Education**  **Healthy Communities and Environments**  \*Participate in communal events and describe how such events enhance the well-being of the community. | **Social Studies**  \*Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.  **Learning Languages – Te Reo Mā**ori  Participating and contributing in communities  \*Use cultural knowledge to communicate appropriately.  \*Compare and contrast cultural practices.  **Health and Physical Education**  **Movement Concepts and Motor Skills**  \*Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement. |
| 4D Theatre Presentation  **Ruku-Immerse**    **You now enter the Manea theatre, where a 20-minute 4D-digital extravaganza and live performance immerses you in a full sensory recreation of the rich and vibrant world of the intrepid adventures of Kupe. You appreciate in a new way the extraordinary feats of our ancestors’ ocean voyaging**.  Main Topics  -History  -Animation  -Sound effects  -Visual effects  -Senses | **Visual Arts**  \*Share ideas about how and why their own and others’ works are made and their purpose, value, and context.  **Dance**  \*Demonstrate an awareness of dance in their lives and in their communities.  **Drama**  \*Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.  **Music**  \*Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities. | **Visual Arts**  \*Share ideas about how and why their own and others’ works are made and their purpose, value, and context.  **Dance**  \*Identify and describe dance in their lives and in their communities.  **Drama**  \*Identify and describe how drama serves a variety of purposes in their lives and their communities.  **Music**  \*Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities. | **Visual Arts**  \*Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.  **Dance**  \*Explore and describe dances from a variety of cultures.  **Drama**  \*Investigate the functions and purposes of drama in cultural and historical contexts.  **Music**  \*Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts. | **Visual Arts**  **\***Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.  **Dance**  \*Explore and describe how dance is used for different purposes in a variety of cultures and contexts.  **Drama**  \*Investigate the functions, purposes, and technologies of drama in cultural and historical contexts.  **Music**  \*Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts. |
| Interactive Gallery  **Toro-Interact**    **From the theatre, your guide will lead you outside to absorb the full significance of the Hokianga harbour and our story. This was not only where Kupe made his home, but also his final departure point from this land. Some historical sites connected to Kupe will be pointed out.**    **Schools can then continue the journey of discovery at their leisure in the Footprints of Kupe Interactive Gallery, where digital stations reveal more of our ancestor’s stories.**  Main topics  -History  -Exploration  -Hokianga events  -Connections | **Social Studies**  \*Understand how the past is important to people.  \*Understand how places in New Zealand are significant for individuals and groups.  \*Understand how the cultures of people in New Zealand are expressed in their daily lives.  **Listening Reading and Viewing**  **Speaking, Writing and Presenting**  \*Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. - Form and express ideas on a range of topics.  **Technology**  **Nature of Technology/Characteristics of technology**  \*Understand that technology is purposeful intervention through design. | **Social Studies**  \*Understand that people have social, cultural, and economic roles, rights, and responsibilities.  \*Understand how the status of M**ā**ori as tangata whenua is significant for communities in New Zealand.  **Listening Reading and Viewing**  **Speaking, Writing and Presenting**  \*Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.  **Technology**  **Technological Knowledge/Products**  \*Understand that there is a relationship between a material used and its performance properties in a technological product. | **Social Studies**  \*Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.  \*Understand how the movement of people affects cultural diversity and interaction in New Zealand.  **Listening Reading and Viewing**  **Speaking, Writing and Presenting**  \*Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.  **Technology**  **Nature of Technology/Characteristics of technology**  \* Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function. | **Social Studies**  \*Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.  \*Understand how exploration and innovation create opportunities and challenges for people, places, and environments.  **Listening Reading and Viewing**  **Speaking, Writing and Presenting**  \*Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.  **Technology**  **Technological knowledge/Products**  \*Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product. |
| **NZ Key Competencies** | **Thinking**  **Using language, symbols and texts** **Managing self** **Relating to others** **Participating and contributing**  All key competencies are covered through the rich learning experiences provided. | | | |
| **NZ Curriculum Values** | **Excellence, Innovation, Inquiry and Curiosity, Diversity, Equity, Community and Participation, Integrity**  **Ecological Sustainability / Kaitiakitanga – respect & responsibility for self, for others and for the environment**  The development of these competencies and values enables life-long learning and are promoted during the visit to Manea. | | | |