

Our Beliefs About Social Sciences, Science, Technology and Health

The study of the thematic areas is important for our students as they help them to investigate, understand and explain our natural and physical world, relationships, communities and the wider world in which we live in. It is important for our students to understand and develop an appreciation of how technological outcomes expand human possibilities by addressing needs and realizing opportunities.

Through studying Social Sciences, Science, Technology and Health our students will:

- Develop an understanding of the world, build on current scientific theories and engage critically with societal issues;
- Use their current knowledge and skills for problem solving and developing further knowledge;
- Gain knowledge, skills, and experiences that will help them to understand, participate and contribute to the communities they live and work in;
- To gain knowledge, skills, attitudes and values to enjoy a healthy lifestyle and contribute actively to the wellbeing of others and the wellbeing of their community
- Use their knowledge to form opinions and challenge theories;
- Use their knowledge and skills to make informed decisions as these relate to their lives, cultures and to the sustainability of the environment.
- Have the opportunity to gain enjoyment, fun, success and self esteem

Why Study Social Sciences, Science, Technology and Health?

At Rangikura we want our students to develop the knowledge and skills to enable them to;

- Better understand, participate in, and contribute to the local, national and global communities in which they live and work
- Engage critically with societal issues
- Evaluate the sustainability of alternative social, economic, political, technological and environmental practices
- Understand how societies are organized and function along with ways in which people and communities respond and are shaped by different perspectives, values and viewpoints
- Use Inquiry Learning, Thinking Skills and Fair Testing models.

Students will explore the unique bicultural nature of New Zealand society that derives from the Treaty of Waitangi and learn about people, places, cultures, histories and the economic world within and beyond New Zealand. As they explore how others see themselves, students will clarify their own identities in relation to their particular heritage and context

The Key Competencies

All the key competencies can be incorporated into thematic teaching programmes:

- **Thinking:**
 - To develop understanding and purpose
 - To construct ideas
 - To create possible solutions to issues
 - To make sense of conflicting information
 - To question and challenge
 - To draw on personal knowledge and experiences
 - To make connections to prior learning
 - To construct ideas
 - To be inquisitive learners
- **Using Language, Symbols and Texts:**
 - To communicate ideas and information
 - To display and describe understandings
 - To interpret information using words, numbers and symbols
 - To label diagrams
- **Managing Self**
 - To complete tasks and activities
 - To assess performance
 - To manage progress by setting goals
 - To have strategies to meet challenges
 - To act on feedback
 - To develop independence
 - To be organised for learning
- **Relating to Others**
 - When communicating information
 - When working in group activities
 - When participating in team/sports events
 - When working in cooperative groups
 - When comparing and contrasting their ideas with those of others
 - When giving and receiving feedback
 - When actively listening
- **Participating and Contributing**
 - When involved in environmental projects and investigations
 - When discussing issues, strategies and understanding

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- When working on group projects
- When working on projects that relate to real life situations, community and home
- When working in cooperative groups
- When involved in thematic experiences
- When presenting work
- When responding appropriately in a variety of situations

These key competencies will be evident in teachers' planning and classroom programmes.

The Nature of Science will be incorporated into Science Planning.

The Core Values

All of the values will be incorporated into Thematic programmes school wide. However, in Thematic programmes the following will be given greater emphasis.

- **Excellence**
 - Students will be supported and encouraged to produce high quality work
 - Students will be recognised for attaining excellence and persevering to complete tasks and activities
 - Students supported to strive to do their best
- **Innovation, Inquiry and Curiosity**
 - Students given opportunities to develop the skills needed to look at topics in depth
 - Students will be given opportunities to pose their own investigations
 - Students will be given opportunities to express their own ideas and opinions
 - Students will work creatively, critically and reflectively
 - Students have opportunities to approach ideas from different angles and perspectives
 - Students have the opportunity to develop interest and curiosity
- **Community and Participation**
 - Students have the opportunity to share their ideas and to participate as part of various groups
 - Students will gain skills and knowledge to help them become a positive and healthy member of their community
 - Students will participate in programmes relevant to the real world
 - Students will develop knowledge and ideas about how communities work
 - Students will gain knowledge, skills and experience to help prepare them for life in the wider community

- **Diversity and Equity**
 - Students will be provided with a variety of learning experiences to fairly reflect the diversity of our school
 - To consolidate and develop understanding
 - Students will learn about human rights and equity
 - Students will show empathy to others

- **Respect**
 - Students will show respect for the ideas and strategies used by others
 - Students will gain respect for their own and others cultures
 - Students will gain respect for themselves and others' opinions and views
 - Students will demonstrate respect for the various ideas, strategies and resources used by others
 - Students will show empathy to others

- **Care for the Environment**
 - Students will be given the opportunity to look at environmental issues and world effects

- **Integrity**
 - Students will be given the opportunity to look at issues that involve issues around integrity
 - Students will act ethically when completing investigations

- **Ecological Sustainability**
 - Students will understand how technology can enhance and promote ecological sustainability
 - Students will understand how technology and technological products can endanger the environment and detract from sustainability

Thematic Programmes

The Social Sciences, Science, Technology and Health Curriculum areas will be taught under the following thematic umbrellas'

- History
- Society
- Climate (Living World and Beyond)
- How Things Work

We believe that these are the key areas our students need to focus on as they provide opportunities for exploration, links to cultural identity, engagement for boys, and even coverage over time. Each umbrella will be covered for 1 term each year. The Thematic Planning team will ensure an even coverage of strands and achievement objectives each year.

Thematic Contexts

1. How Things Work

Curriculum areas: Science, Technology, Health

Strands: Physical World, Material World, Technological Practice, Technological Knowledge, Nature of Technology, Healthy Communities and Environments

Achievement Objectives:

Possible themes: Electricity, Circuits, Technology, Toys, Heating and Cooling, Machines, Systems, Cycles, Computers, Gaming, Security Systems, Costumes and Stage Props, How the Body Works, Body Systems (circulatory), Growing things, Crystals, Floating and Sinking, Magnets, Forces, Motion, Fair Testing, Life Cycles, Wheels, Food Chains

2. Society (Healthy Communities and Environments)

Curriculum areas: Social Science, Health, Science

Strands: Living World, Planet Earth and Beyond, Healthy Communities and Environments, Relationships with Other People

Achievement Objectives:

Possible themes: Jobs, Elections, Government, Rules and Laws, Resources, Current Events, Economics, Living World, Plants, Animal Societies, Diversity, Environmental Issues, People Who Help Us, Habitat, Keeping Ourselves Safe, DARE, Growth and Puberty, Sustainability, Worm Farms, Food Products, Healthy Communities, Eating, Obesity Issue, Houses, Food

3. History

Curriculum areas: Science, Technology, Social Sciences, Health

Strands: Healthy Communities and Environments, Relationships with Other People, Living World, Technological Practice, Technological Knowledge, Nature of Technology

Achievement Objectives:

Possible themes: Migration, Evolution, Famous People, New Zealand, The Land, Treaty of Waitangi, Cultures, Families, Rules and Laws, Work Force, Habitat, Relationships With Other People, Religion, Special Events (Olympics), Dinosaurs, Costumes, Signage, Taonga, Pandemics, Historical Health Issues, Where in the World? Timelines

4. Climate (Living World and Beyond)

Curriculum areas: Science, Technology, Social Sciences, Health

Strands: Planet Earth and Beyond, Physical World, Material World, Technological Practice, Technological Knowledge, Nature of Technology, Healthy Communities and Environments

Achievement Objectives:

Possible themes: Rocky Shore, Weather, Economics, Natural Disasters, Global Warming, Water Cycle, Resources, Sun, Earth and Moon, Sustainability, Sunsmart, Clothing