

## A five-year programme

A five-year programme fits with decisions we have made about our approach to senior studies – strengthening pedagogical links with our junior programmes. It also fits in with our school’s curriculum plan, which seeks to make the most of the opportunities in the NZC to reflect community wishes and student need.

<p><b>Years 9–10:</b> A chronologically ordered past</p>	<p><b>Synoptic framework that can be reinforced and developed at subsequent stages</b> Entails:</p> <ul style="list-style-type: none"> <li>• Assimilating a mass of accurate historical information across a long period of time</li> <li>• Sequencing, grouping, and indexing of historical dates by chronology, location, and theme</li> <li>• Prioritising data taught around introduction of second-order concepts specified in AOs – cause and effect, change and continuity, perspectives, significance</li> <li>• Learning and using appropriate academic vocabulary</li> </ul>	<p><b>“World history” overviews: Studies to develop historical knowledge and introduce discussions about what history is and what it does</b></p>	
		<p><b>Year 9: Finding our place</b></p> <ul style="list-style-type: none"> <li>• Early humans / early society</li> <li>• Polynesian exploration</li> <li>• Māori settlement of New Zealand</li> <li>• European exploration</li> <li>• Māori and European before the Treaty</li> <li>• Government then and now</li> <li>• The age of Empires – the origins of globalisation</li> </ul>	<p><b>Year 10: The search for a fairer society</b></p> <ul style="list-style-type: none"> <li>• Slavery and its opponents</li> <li>• The Industrial Revolution and the Modern World</li> <li>• New Zealand 1840–1914 –changes, continuities, and new directions</li> <li>• The impact of belief – Christians and Muslims</li> <li>• The developing idea of human rights – gender, race, and class (the relationship between state, society, and individual)</li> </ul>
<p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• The same discipline-driven focus applies to how we also present the skills and insights from geography and economics included in the studied contexts.</li> <li>• This follows on from an earlier decision we took to rearrange and redistribute the level 4 and level 5 AOs to emphasise progression and provide more meaningful ways of measuring student learning</li> </ul>			
<p><i>Students will gain knowledge, skills, and experience to:</i></p>			
<p><b>Achievement Objectives</b></p> <p>Understand how systems of government in</p>	<p><b>Rationale</b></p> <p>The Y9 AO is a straight structural exploration with comparative elements. A broad notion</p>	<p><b>Achievement Objectives</b></p> <p>Understand how the ways in which</p>	

**Paul Enright: Proposed five-year programme**

<p>New Zealand operate and affect people's lives, and how they compare with another system.</p>	<p>of purpose and structural options for governing is a logical prerequisite for being able to assess paths to leadership and identify and evaluate consequences.</p> <p>The Y10 AO contains more comparative analysis, has a significant element of ethics / human rights and is best demonstrated over time, applying concepts like cause and effect and change and continuity. It is therefore best building on prior knowledge.</p>	<p>leadership of groups is acquired and exercised have consequences for communities and societies.</p>
<p>Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</p>	<p>The Y9 AO provides opportunities to look at cultural transmission and associated concepts like adaptation, change, and continuity as well as cause and effect.</p> <p>The underlying concepts in this Y10 AO, in keeping with most in the rearranged sequence, are significance and multiple perspectives.</p>	<p>Understand how the Treaty of Waitangi is responded to differently by people in different times and places.</p>
<p>Understand how cultural interaction impacts on cultures and societies.</p>	<p>The Y9 AO illustrates cause and effect, while the Y10 opens up issues of leadership, sustainability, and individual and collective decisions/rights.</p>	<p>Understand how exploration and innovation create opportunities and challenges for people, places, and environments.</p>
<p>Understand that events have causes and effects.</p>	<p>This Y9 AO remains there but it has no corresponding Y10 concept.</p>	
<p>Understand how economic decisions impact on people, communities, and nations.</p>	<p>The more general notion is best for our Y9, where it meshes with cause and effect. The Y10 AO reflects the human rights AO and our chosen Y10 theme better as well as speaking to the "new" concepts of significance and multiple perspectives.</p>	<p>Understand how producers and consumers exercise their rights and meet their responsibilities.</p>
<p>Understand how formal and informal groups make decisions that impact on communities.</p>		<p>Understand how people's management of resources impacts on environmental and social sustainability.</p>
<p>Understand how the ideas and actions of people in the past have had a significant impact on people's lives.</p>	<p>The Y9 AO clearly supports and reinforces the concepts of cause and effect, cultural transmission, and interaction.</p> <p>Once again, the realigned Y10 AO picks up on significance and perspectives while also lending itself to our human rights focus.</p>	<p>Understand how people participate individually and collectively in response to community challenges.</p>
<p>Understand that people move between places and how this has consequences for the people and the places.</p>	<p>There is no clear progression "partnership" between the last Y9 AO and the last 2 Y10 ones.</p>	<p>Understand how people seek and have sought economic growth through business, enterprise, and innovation.</p>
	<p>The last Y9 AO is obviously a good fit with our theme of "Finding Our Place" and the last Y10 AO provides the over-arching theme for that year's studies.</p>	<p>Understand how people define and seek human rights.</p>

**Paul Enright: Proposed five-year programme**

However, there are eight AOs at each level – an easy and useful symmetry (but we don't need to / won't offer them all).

- The contexts listed are amongst those currently offered. They will be revised and reordered.
- The essential objectives in terms of history are the formation of chronological concepts/frameworks and academic vocabulary that can be revised, extended, and refined at subsequent stages.

<b>Year 11:</b> Coherent historical narratives	<b>Directly taught frameworks</b> <ul style="list-style-type: none"> <li>• Reinforcing approaches, conceptual understandings, and knowledge acquired</li> <li>• Explicitly developing strategies for modifying existing frameworks and assimilating new information</li> <li>• Developing a more critical approach to sources and narratives</li> </ul>	Contained and clear narratives to teach the next level of disciplinary skills (the traditional contexts and the new choices we've developed all fit)	
		<b>Current</b> <ul style="list-style-type: none"> <li>• Black civil rights</li> <li>• Ireland 1890 – 1922</li> <li>• Significant events in New Zealand's history 1945–2000</li> </ul>	<b>Potential</b> <ul style="list-style-type: none"> <li>• Women's suffrage in the UK</li> <li>• The origin and impact of the Great Depression</li> <li>• The origins of the Second World War / the Pacific War</li> </ul>

<b>Year 12:</b> Multidimensional narrative	<b>Big pictures</b> <ul style="list-style-type: none"> <li>• Developing abilities to group particularities into generalisations and begin to group lower-order generalisations under higher-order ones (a necessity for the next phase)</li> <li>• Using concept-based generalisations to move from “what was happening” to “why was it happening”</li> <li>• Acceptance that “the big picture” is transitory and subject to change – and that changes in temporally local or thematically narrow descriptions and interpretations can affect wide-reaching changes.</li> <li>• Recognition that reappraisals of, for example, economic, technological, or political changes require reappraisals of all other lines of development.</li> </ul>	Comparative and contested histories fit well here.	
		<b>Current</b> <ul style="list-style-type: none"> <li>• Vietnam (and New Zealand's involvement)</li> <li>• Germany 1933–1945: The nature and impact of the Nazi State</li> <li>• Comparative Study: The causes and consequences of the New Zealand Wars (1845–1900) and the Plains Wars of the US (1851–1890)</li> </ul>	<b>Potential</b> <ul style="list-style-type: none"> <li>• The impact of the First World War on New Zealand</li> <li>• The impact of second-wave feminism 1970–1990</li> <li>• Revolutions: Causes, course, and consequences – a comparison of the French and American revolutions with later examples</li> <li>• Medicine and society in the 19<sup>th</sup> and 20<sup>th</sup> centuries</li> </ul>

**Paul Enright: Proposed five-year programme**

	<p>Shemilt regards the preceding developments as “minimal preconditions” for the development of historical consciousness. He cites two further advanced and desirable characteristics of students who have developed the “big picture” understanding:</p> <ul style="list-style-type: none"> <li>● The ability to generate and accommodate “alternative big pictures” by examining different aspects and asking different questions requiring, amongst other things, some knowledge of a “new” second-tier concept generating discussion in the UK – diversity</li> <li>● The ability to evaluate “big pictures” counterfactually (requiring a working knowledge of a second-tier concept more commonly addressed overseas than in NZ – contingency).</li> </ul> <p>(Denis Shemilt, “Drinking an Ocean and Pissing a Cupful: How Adolescents Make Sense of History”, in Linda Symcox and Arnie Wilschut (eds.) <i>National History Standards: The Problem of the Canon and the Future of History Teaching</i> (International Review of History Education), Information Age Publishing, 2007.)</p>	
<p><b>Year 13:</b> Polythetic narrative frameworks</p>	<p><b>Historical consciousness</b></p> <p>Demonstrated in:</p> <ul style="list-style-type: none"> <li>● Analysis of present situations and future possibilities with reference to similar / comparable cases from the</li> </ul>	<p>(<i>Polythetic</i> means classifying according to multiple characteristics not all of which have to be shared.)</p> <p>Context studies like revolution and colonization obviously fit along with concepts like gender and religion.</p>

**Paul Enright: Proposed five-year programme**

	<p>past</p> <ul style="list-style-type: none"> <li>● Analyses that refer to continuing past – present trends</li> <li>● In both instances, historical consciousness is displayed in awareness and suspicion of distorted or partial pictures, national mythologies and the like.</li> <li>●</li> <li>● Historically informed generalisations about how and why things happen in human affairs.</li> <li>● Shemilt also points out that at the higher level of consciousness there will be evidence of the insight that the “higher resolution” of bigger pictures may impart more meaning than a closer examination can sustain. Awareness of this paradox indicates a high level of historical understanding.</li> </ul>	<p><b>In 2013</b>          Britain’s wars 1637 – 1653           From Colonies to Empire to Commonwealth: Britain’s Imperial Trajectory 1558 – 1970.</p>	<p><b>Potential:</b>          Comparative study of the impact of civil wars – British, American and Spanish           Historical impact of religion:          political (Crusades, Islamic Revolution)          social and cultural (role of women, morality, ideas and information)           Impact of an idea – equality, civil rights, toleration           Impact of a theory – eugenics, racism</p>
--	---	---	---