Maori Hill School Project Design Overview:

Name of Project: Voyagers: Our Place in the World and the Discovery of Aotearoa		**Duration:** **10 weeks**
Core Curriculum Areas:	**Teachers:**	**Year level: 2**

Driving Question: How can we as historians share the discovery of Aotearoa New Zealand?
What guided Maori get to New Zealand? What did the Maori bring with them in their waka that helped them settle in their new country?

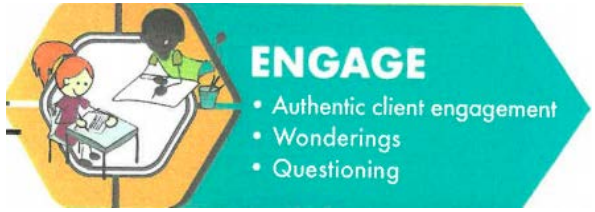
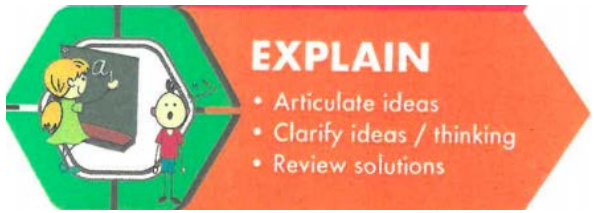
Project Summary: In this project children go on a voyage of discovery about the technology and innovation that brought people to Aotearoa. Armed with their ancestral knowledge and a bigger vision of science - mātauranga - Pacifica/Maori created our land of voyagers. Polynesian navigators on state-of-the-art waka crossed the Pacific Ocean guided only by their kinship with the natural world. These extraordinary engineers, scientists, and mathematicians created the paving stones upon which we stand today. Children will learn about the journeys and the science and technology used to discover land in Aotearoa. They will experiment with this science and technology to create a product that shares the stories of our ancestral voyagers.

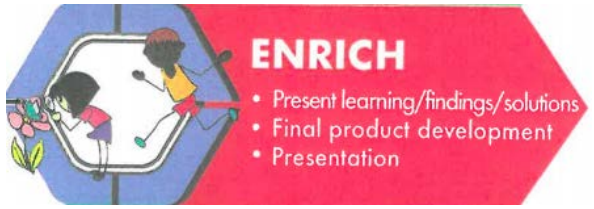
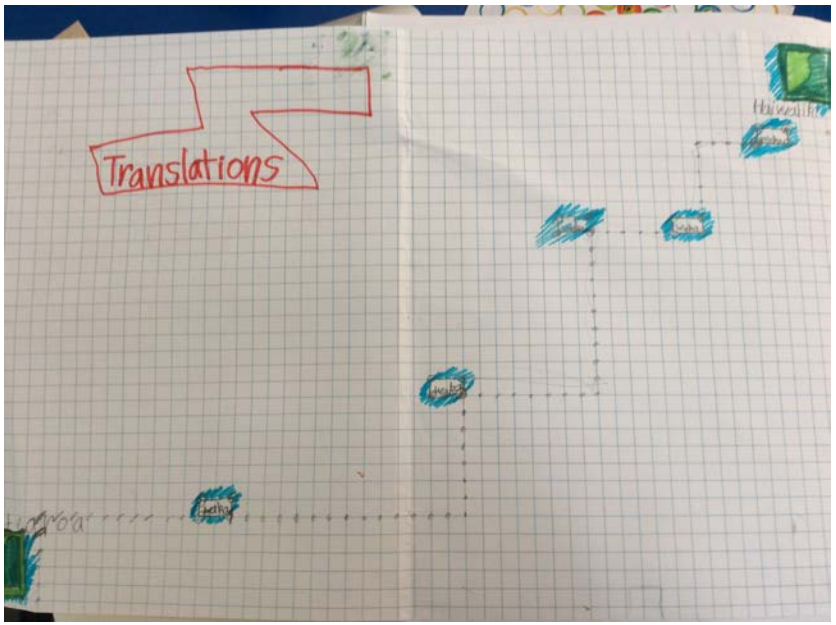
Key Competency: • thinking. • using language, symbols, and texts. • managing self. • relating to others. • participating and contributing.	**LEADERS:** Learners Engaged Adventurous Diligent Empathetic Resilient Self-Motivated

New Zealand Curriculum Achievement Objectives/Maori Hill Learning Map Outcomes:

Other subjects to be included:

Digi tech	Drama	Speaking and presenting	Writing

Resources:	**Reflection Methods: (list these)**	
MHS Project Based Learning Stages:	**Learning Experiences (Progression):**	**Ongoing Teacher Reflection:**
	Look at globe to try and understand distance from Hawaiiki. Look at times in different countries. Discuss sun, earth movement and day night. Videos of voyages in waka. Pose question. Discuss new words and their meanings. Unravel meaning of question.	Lots of discussion about godwits. Children enjoyed science aspect of project. Interesting discussion about what needed to be brought - water in plastic bottles…. Use satellite tracking like the godwits have now, to get to NZ….
	Visit by Museum staff Build jigsaw puzzle of world. Map out route. Video of godwit migration. How did Maori Know how to follow godwits? How what can we design /make to show others how godwit helped Maori find NZ? What did Maori need to bring with them for survival?	
	Make prototype diorama. (shoeboxes)What do we need to make dioramas? What do we want to tell people with our dioramas? How can we make godwits/ waka? Origami	
	Visit by Museum Staff What has been successful in our prototype? What can we change to make it better? How can we show distance - colours,size Are we telling the whole story of Maori migration with the help of godwits?	Origami tricky - children who managed, made birds for diorama.

	Maths- transformation - after learning/ practising translation, use grid paper to move waka from Hawaiiki to NZ	Enjoyed translation and finding pathway to NZ
	Make dioramas in groups. Draw pictures of story of how godwits/ kuaka guided Maori people, paste information on pictures, then paste onto dioramas. Share with other classes.	
	Write report on success of product What made it successful? Does it tell whole story, did other people enjoy finding out about godwits? What was easy, tricky?	

Assessment:	**Who: (eg client…)**	**How (form of assessment)**
Product:	Time Capsule	
Process:		
Progress/Content:		
Overall Reflection (summary):		