



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:
Aotearoa New Zealand Histories

Teachers:
Ewan

Year level:
Year 5/6

Driving Question: How can we as historians share the discovery of Aotearoa New Zealand?

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.

Product/ Project Outcome:

Maori Hill School will create their own museum to share their learning. Products May include: Waka, map of the stars or birds and their migration, oral stories, digital presentations, models, digital timelines. * Interactive exhibit to share

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

Aotearoa New Zealand Histories:

Know: Whakapapa me te whanaungatanga -

Migration and mobility Years 1-3:

What do we know about the origins of the Maori and their voyaging to Aotearoa New Zealand? Who were the great navigators?

What other voyaging stories are there about coming to Aotearoa New Zealand?

Migration and mobility Year 4-6:

How and why did the ancestors of Maori navigate to Aotearoa New Zealand?

What are the origin and settlement stories of particular groups who have moved to Aotearoa New Zealand? Why were some treated differently from others?

Know: Turangawaewae me te kaitiakitanga:

Land, water, and resources Year 4-6

What different people came to Aotearoa New Zealand, and what were their experiences in adapting to a new environment?

Do: Thinking critically about the past and interpreting stories about it
Year 1 -3: I can use historical sources with deliberate attention to matauranga Maori to help answer questions about the past.

Year 4 -6: I can draw on historical sources, giving deliberate attention to matauranga Maori sources, to answer questions about the past. While doing so, I identify views that are missing and note how this restricts my conclusions.

Science:

Level 1& 2: Share ideas and observations about the Sun and the Moon and their physical effects on the heat and light available to Earth.

Level 3: Investigate the components of the solar system, developing an appreciation of the distances between them.

Key Understandings/Learning Outcomes:

- Pacific navigators knew they would find land
- How Kupe and pacific navigators travelled to Aotearoa New Zealand
- Pacifica/Maori used bird migration, patterns in the sky and ocean currents to navigate on their journey
- Scientific Language (MHS Learning Map):
 - Year 1: In a shared situation use their own and scientific language to make connections within a common experience.
 - Year 6: Communicate scientific ideas using symbols, models and diagrams and analyse the effects.

Other subjects to be included:

Science

Social Sciences



English

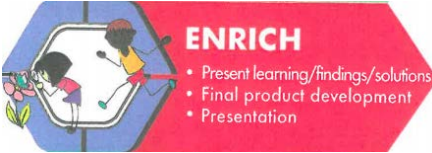

Digi Tech

[Digital Tools in the classroom](#)







Maths

<p>Resources: Otago Museum: Pacific Explorers/Amadeo visit</p> <p>https://maatauranga.co.nz/index.html</p> <p>https://tuliaeducation.org.nz/resources</p>	<p>Reflection Methods: Student journaling, SWSW throughout, Circle View Points, Gallery Walks, 'I use to think... now I think'</p>
<p>MHS Project Based Learning Stages:</p> <div data-bbox="155 630 590 781"> </div> <p>Milestone 1</p>	<p>Learning Experiences (Progression):</p> <p>Thinking Critically - Group Task - Watch the videos on the Maturanga website in groups. White Hat - What facts did you learn? Record these on large sheets of paper</p> <p>Digi tech skills needed later in the project to be explored - Makey Makey and Scratch (coding and voice recording)</p> <p>Share Driving Question: <i>How can we as historians share the discovery of Aotearoa New Zealand?</i></p> <p style="text-align: center;">Key Student Questions</p> <p><i>How did Kupe and pacific navigators travel to Aotearoa New Zealand?</i></p> <p style="text-align: center;">Formative Assessment</p> <p>Exit Ticket - 321 strategy</p>
<div data-bbox="155 1170 590 1321"> </div> <p>Milestone 2</p>	<p>Share with families our focus - Newsletter</p> <p>Client Brief - We will be creating our own Voyagers Museum at the Otago Museum to share with our community</p> <p>Compare to our own journeys to Aotearoa NZ (little side study here to learn about their own family history - venn diagram)</p> <p>Watch clips from: https://maatauranga.co.nz/index.html . Complete some of the 'Things to Do' activities. Wonderings and Questions.</p> <p>What is a museum? Expert (Craig from Otago Museum to share what an interesting/interactive exhibit looks like)</p> <p>Thinking Critically - Question Starts</p>

	<p style="text-align: center;">Key Student Questions</p> <p><i>What do high quality questions look like?</i> <i>What questions will help us answer our driving questions?</i></p> <p style="text-align: center;">Formative Assessment</p> <p>‘Need to Knows’</p>
 <p style="text-align: center;">Milestone 3</p>	<p>Design Thinking (see guide from Pip) Understand, Define, Ideate, prototype Digital Tech Lessons - Makey Makey - How can we use this in our project? Snakes and Ladders Self review (see Kath Murdoch template at the bottom of the page)</p> <p style="text-align: center;">Key Student Questions</p> <p><i>Are my plans and prototypes going to share my learning?</i></p> <p style="text-align: center;">Formative Assessment</p> <p>Create shared product rubric (shows key understandings and quality of presentation)</p>
 <p style="text-align: center;">Milestone 4</p>	<p>Self/Group Review (Thinking critically - Circle View Points) Share prototype/design with others Class Feedback - Feedback Carousel Reflect and revisit prototype/design after feedback (Thinking Critically - SWSW/ SCAMPER) Second visit from Craig (Head of Otago Museum Exhibits) to give feedback on plans and prototypes</p> <p style="text-align: center;">Key Student Questions</p> <p><i>Can I justify the choices I have made?</i> <i>Can I improve my design?</i> <i>Will this product inform my audience and help them understand?</i></p> <p style="text-align: center;">Formative Assessment</p> <p>Class Feedback - Feedback Carousel</p>
	<p>Construct/create Product MidPoint of construction - Gallery walk Use Makey makey and Scratch (voice recordings) to explain the different parts of the waka. Create our own Voyagers Museum at the Otago Museum to share with our community</p>

 <p>Milestone 5</p>	Key Student Questions
	<p><i>Is there anything else I need to consider before taking it to our museum? What do I think people will learn from my product?</i></p>
	Formative Assessment
	Journaling
 <p>Milestone 6</p>	<p>SWSW of product and process Thinking Critically - ‘I use to think... now I think...’</p>
	Key Student Questions
	<p><i>What have I learnt about myself as a learner? Can I justify the choice I have made throughout this project?</i></p>
	Formative Assessment
	Participation in group SWSW

Assessment:	Who: (eg client...)	How (form of assessment)
<p>Product: (May include: Waka, map of the stars or birds and their migration, oral stories, digital presentations, models, digital timelines)</p>	Parents and our community. 	Shared criteria for product - rubric
<p>Process:</p>	Peer and Teacher	MHS E stages learning journals SWSW Critical Thinking Rubric
<p>Progress/Content:</p>	Peer and Teacher	MHS E stages learning journals SWSW I use to think... now I know...

MHS Project Based Learning Stages:	Reflection:
 <p>EMBARK</p> <ul style="list-style-type: none"> • Launch Pad • Hook to start the Project • Challenge/Problem/Question <p>Milestone 1</p>	
 <p>ENGAGE</p> <ul style="list-style-type: none"> • Authentic client engagement • Wonderings • Questioning <p>Milestone 2</p>	
 <p>EXPERIMENT</p> <ul style="list-style-type: none"> • Investigate related to the engagement meeting/activities • Question and brainstorm • Problems and solutions <p>Milestone 3</p>	
 <p>EXPLAIN</p> <ul style="list-style-type: none"> • Articulate ideas • Clarify ideas / thinking • Review solutions <p>Milestone 4</p>	
 <p>ENRICH</p> <ul style="list-style-type: none"> • Present learning/findings/solutions • Final product development • Presentation <p>Milestone 5</p>	
 <p>EVALUATE</p> <ul style="list-style-type: none"> • Evaluate product/process • Review project in relation to client brief <p>Milestone 6</p>	

SNAKES & LADDERS

Think back over your learning. At the *bottom* of each ladder, write something that *helped* you learn. At the *top* of each snake, write something that *got in the way* of your learning.

