



Years 1–10 inquiry questions

Suggested years 1–10 inquiry questions for the *Voyaging* theme

- What were the reasons for the first Polynesian migrations to Aotearoa New Zealand?
- What were the consequences of the first Polynesian migrations to Aotearoa New Zealand?
- What were the reasons for the subsequent waves of Polynesian migration to Aotearoa New Zealand?
- What were the consequences of the subsequent waves of Polynesian migration to Aotearoa New Zealand?
- What were the main reasons for Captain Cook's voyages?
- Who was positively affected by his voyages? What are the consequences of this?
- Who was negatively affected by his voyages? What are the consequences of this?
- How might it feel to leave your home to explore new areas?
- How might the ones who were left behind have felt?
- How might it have felt for Māori people who went to England?
- Think about some of the voyages away from Aotearoa New Zealand, such as Ihumātao going to the United Nations or Hongi Hika meeting Queen Victoria. How might they have felt? What prompted these voyages?
- What are some similarities and differences between the way Māori and Pākehā explored new areas?
- Read a story about Polynesian exploring – what values does it show? What perspectives might be missing?
- Read a story about European exploring – what values does it show? What perspectives might be missing?
- Have the reasons people make voyages changed over time?
- How can we look after te moana (the ocean) better?
- How does the sea influence us in Aotearoa New Zealand?
- How can we increase awareness about Māori explorers?
- How could we celebrate/and commemorate Māori voyaging and voyagers?



Suggested years 1–10 inquiry questions for the *First Encounters* theme

- What might have happened if Captain Cook had acted differently when he first met Māori?
- What might have happened if the first encounter with Māori had ended badly for Captain Cook?
- What actions could help heal the pain of Captain Cook's first encounters with Māori?
- How were different groups' human rights impacted by the first encounters between Pākehā and Māori?
- What are some of the feelings iwi who encountered Cook might have about the arrival of Pākehā to Aotearoa New Zealand? Why?
- How has the pāmamae (grief) of these encounters impacted on people today?
- What are some of the different feelings iwi who didn't encounter Cook might have about the arrival of Pākehā to Aotearoa New Zealand? Why?
- Who were the groups who had an interest in the first encounters between Māori and Pākehā?
- If the story of the first encounters was being told by ___ group, what parts might they miss out? What parts might they emphasise? What consequences might this have?
- What values influenced the actions of the different groups who had an interest in the first encounters?
- What were the motivations of different groups coming to Aotearoa New Zealand? How did this influence their actions?
- How could we right some of the wrongs that occurred in the first encounters?
- What do the first encounters teach us about how to respond to encounters with other groups?



Suggested years 1–10 inquiry questions for the *New Zealand History* theme

- How does colonisation relate to some of the current injustices in Aotearoa New Zealand?
- What were the significant events in your area that have affected how people interact today?
- Did Captain Cook lay the foundation for current systemic injustices towards Māori?
- What effect has land use and settlement had on your local area? What impact has this had on different groups of people?
- How have the experiences of different groups affected their feelings about the Ihumātao issue?
- How are emotions passed down to future generations?
- Why do different groups tell different stories about events?
- What experiences have different people and groups had that may have influenced their perspectives on an issue in your community?
- Why do you think that myths about Moriori, as pre-ceding Māori on mainland New Zealand, have been so prevalent? What purpose do they serve for people who believe them? What consequences does this have for Māori?
- How could stories that have been excluded from the popular narrative be widely told?
- How did the places in your area get their names? Was this fair or unfair? How could you make this fairer?



Suggested years 1–10 inquiry questions for the *Legacy of Learning* theme

- How have the events of the past impacted on the present?
- What should we remember about the past to help improve the future in Aotearoa New Zealand?
- What should we remember about the past to help improve the future in our local area?
- What is our identity as New Zealanders? What are our ties to the countries our whānau came from?
- What do you think is unfair?
- When have you been treated unfairly?
- What cause would you consider protesting for?
- Is Aotearoa New Zealand fair for all groups? How can listening to marginalised perspectives help us make Aotearoa more fair?
- How can we ensure that places in our area are used fairly?
- How can we influence the world by what we do and buy?
- How we can protect and use te reo and tikanga?
- What are the things in your community that need to be protected?
- What are the things in your community that need to be changed?
- What ideas and opportunities are important for our future?