

# Our stories: Refugee histories

Below are some examples in the Instructional Series of refugee histories and a link to the **KNOW** element.

School Journal Level 3 November 2017

## My Name is Rez

A comic style narrative about the author's experience of coming to Aotearoa New Zealand as a young child refugee.



<https://bit.ly/3vYDDyf>

School Journal Level 3 November 2017

## New New Zealanders

An article introducing the Kaka family and their experiences settling in Aotearoa New Zealand, after escaping war-torn countries in the Middle East.



<https://bit.ly/3o8Gpli>

School Journal Story Library Level 3 2018

## Home: Stories from New New Zealanders

An article with audio support, which follows the stories of four Avondale Intermediate students who moved to Aotearoa New Zealand from overseas.



<https://bit.ly/3uSFmFv>

School Journal Level 2 November 2016

## The Polish Refugee Children

A narrative with audio support, which depicts the true story of the author's grandparents and their experiences as children in the Second World War.



<https://bit.ly/3eCDwmc>

<https://instructionalseries.tki.org.nz/>

## Progress outcome by the end of year 6

**DRAFT FOR CONSULTATION**

### Understand

Through building knowledge about contexts and drawing on inquiry practices, I have a deeper understanding that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and its consequences have been central to our history for the past 200 years and continue to influence all aspects of New Zealand society
- the course of Aotearoa New Zealand's history has been shaped by the exercise and effects of power.

### Know

I have built my knowledge of stories iwi and hapū tell about their history in the rohe, and of stories about the people, events, and changes that have been important in my local area.

For the national contexts, I know the following:

#### Whakapapa me te whanaungatanga

##### Migration and mobility

Polynesian peoples arriving in Aotearoa New Zealand had already explored vast areas of the Pacific Ocean, creating island settlements from Hawaii in the North to Easter Island in the East to Aotearoa New Zealand in the South.

The stories of iwi and migrants from different periods in our history convey their reasons for and experiences of migration. Sometimes these experiences were negative because of the way migrants were treated.

#### Tūrangawaewae me te kaitiakitanga

##### Land, water, and resources

Over the course of time, people have changed and been changed by the environment. These changes were governed by different values and cultures that sometimes coincided and sometimes clashed.

There were complicated relationships between iwi and early newcomers as those newcomers sought resources. Newcomers came for different reasons and had different experiences.

#### Tino rangatiratanga me te kāwanatanga

##### Te Tiriti o Waitangi

There was much debate among Māori chiefs over signing Te Tiriti o Waitangi.

There are two versions of the treaty - Te Tiriti o Waitangi and the Treaty of Waitangi. Some key words and phrases are different between the two versions.

While the versions were taken to other parts of Aotearoa New Zealand, not all Māori signed. Almost all who did signed the Māori version and were given assurances that it guaranteed their chiefly authority.

### Do

In my learning in Aotearoa New Zealand's histories, I can:

- construct an historical sequence of related events and changes and recognise that others might sequence it differently
- draw on historical sources, giving deliberate attention to mātauranga Māori sources, to answer questions about the past. While doing so, I identify views that are missing and note how this restricts my conclusions
- identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today.

### Your Stories

Schools choose topics and develop lessons and activities to weave the **UNDERSTAND**, **KNOW**, and **DO** elements together.

#### Understand

The big ideas of Aotearoa New Zealand's histories

#### Know

National, rohe, and local contexts

#### Do

Thinking critically about the past and interpreting stories about it

Learning that cannot be left to chance