



All LEARNZ field trips targeting primary and secondary schools are closely linked to the New Zealand curriculum, in particular science, social studies and geography. They can also be used by other subject teachers.

Key concepts

Archaeology, community involvement, cultural process, early settlers, earth science, economy, environment, geographic issue, geology, government, heritage, history of New Zealand, identity, infrastructure, innovation, land use, management, people and the environment, people in the past, perspectives, rock types, social and environmental impacts, soils, sustainability, technological innovation, technology, traditions, transport, tunnel, values, viewpoints, war.

The New Zealand Curriculum - NZC

Key Competencies

LEARNZ virtual field trips contribute to the development of all five key competencies:

Key Competencies	Examples of Related Field Trip Components
Thinking	Constructing questions to put to experts during Audioconferences and via Ask-an-Expert.
Using language, symbols and texts	Interpreting and making meaning of a variety of language and symbols in the Background Pages and throughout the web site.
Managing self	Numerous content-related Activities provide students with chances to engage with the material and create their own interpretation of the content.
Relating to others	Videos connect students with a range of expert opinions. Students listen actively when seeking answers to video questions.

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Participating and contributing

LEARNZ Virtual Field Trips are an ideal medium for group-based topic inquiry. They also enable students to transfer new learning into the context of their own communities where they are encouraged to take action.

(See page 12-13 NZC 2007)

Values

The Memorial Park field trip encourages, models and explores these values:

- innovation, inquiry and curiosity
- diversity
- community and participation

(see page 10 NZC 2007).

E-learning and pedagogy

The Memorial Park field trip directly involves learning that is supported by information and communication technology (ICT). In particular, the trip will:

- Assist the making of connections by enabling students to enter and explore new learning environments, overcoming barriers of distance and time.
- Facilitate shared learning by enabling students to join or create communities of learners that extend well beyond the classroom.
- Enhance opportunities to learn by offering students virtual experiences and tools that save them time, allowing them to take their learning further (Page 36 NZC 2007).

Citizenship education

The Memorial Park field trip is an ideal vehicle to explore citizenship education, enabling students to deepen and extend their learning. For more information go to page 3 of this [NZTA Education newsletter](#) [1].

Social Science

Strand	Achievement Aims	Background Pages	Related Activities
Social Studies	Continuity and Change	ALL	Activities



- Level 2:
Understand
how time
and change
affect
people's
lives
- Level 4:
Understand
that events
have causes
and effects
- Level 5:
Understand
how the
ideas and
actions of
people in
the past
have had a
significant
impact on
people's
lives

Place and Environment


- Level 2
Understand
how places
influence
people and
people
influence
places
- Level 3
Understand
how people
view and
use places
differently
- Level 5
Understand
how
people's ma

management of
resources
impacts on e
nvironmenta
l and social s
ustainability

Identity, Culture, and Organisation

- Level 4:
Understand
how formal
and informal
groups
make
decisions
that impact
on
communities
- Level 4:
Understand
how people
participate
individually
and
collectively
in response
to
community
challenges
- Level 5:
Understand
how
systems of
government
in New
Zealand
operate and
affect
people's
lives, and
how they
compare
with another
system

Science

Strand	Achievement Aims	Background Pages	Related Activities
<p>The Nature of Science</p> 	<p>Participating and contributing</p> <ul style="list-style-type: none"> • Levels 1-2: Explore and act on issues and questions that link their science learning to their daily living. • Level 3-4: Use their growing science knowledge when considering issues of concern to them. <p>Understanding about science</p> <ul style="list-style-type: none"> • Levels 1-2: Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more 	<ul style="list-style-type: none"> • Memorial Park Construction Building a Safe Tunnel Managing the Impacts on People and the Environment 	<p>Activities</p>

- than one explanation.
- Level 3-4: Identify ways in which scientists work together and provide evidence to support their ideas.

Communicating in science

- Level 5-6: Use a wider range of Science vocabulary, symbols, and conventions.

Planet Earth and Beyond



Earth systems

- Level 2-5; Explore and describe natural features and resources

- Memorial Park Construction | Building a Safe Tunnel | Managing the Impacts on People and the Environment

Activities

Technology

Strand	Achievement Aims	Background Pages	Related Activities
Technological Knowledge	<p>Technological Products</p> <ul style="list-style-type: none"> • Level 1-3; Understand the relationship 	<ul style="list-style-type: none"> • Memorial Park Construction Building a Safe Tunnel Managing the Impacts 	Activities



between the materials used and their performance properties in technological products.

on People and the Environment

- also specific videos describing technology products

Technological Practice



Planning for practice

- Level 1-3; Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.

- Memorial Park Construction | Building a Safe Tunnel | Managing the Impacts on People and the Environment
- also specific videos following technology practice

Activities

Brief development

- Level 1-3; Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the

key attributes that enable development and evaluation of an outcome.

Outcome development and evaluation

- Level 1-3; Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.

Nature of Technology	Nature of Technology	<ul style="list-style-type: none"> • Memorial Park Construction Building a Safe Tunnel Managing the Impacts 	Activities
	<ul style="list-style-type: none"> • Level 1-3; Understand how technological devel 		

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Development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.

on People and the Environment

English

The selected processes and strategies indicators used in the table below are from Level three of the NZC, but aim to cover indicators from levels two to four.

Strand	Processes and Strategies Indicators	Example of Related Field Trip Component
<p>Listening, Reading and Viewing</p> 	<ol style="list-style-type: none"> 1. selects and reads for enjoyment and personal fulfilment 2. recognises connections between oral, written, and visual language 3. integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts 4. thinks critically about texts with increasing understanding and confidence 	<ol style="list-style-type: none"> 1. printed copies of Background Pages could be part of classroom library 2. making links between Audioconferences, Background Pages, and Videos 3. Audioconferences, Videos, Diaries, and Ask-an-Expert can be used to make sense of Background Pages and Diaries and generate questions to put to experts for further clarification
<p>Speaking, Writing and Presenting</p>	<ol style="list-style-type: none"> 1. uses an increasing understanding of the connections between oral, written, and visual language when creating texts 2. creates a range of texts by integrating sources of 	<ol style="list-style-type: none"> 1. making the connection between Audioconferences, Background Pages, Videos, and own discussion when generating written responses 2. assimilate

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information and processing strategies with increasing confidence

information from Audioconferences, Background Pages, Videos, and Ask-an-Expert to create a range of texts



Geography

Level 6: Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.

NCEA Geography - Level 1

- 1.6 Describe aspects of a contemporary New Zealand geographic issue (**AS91012**) - Roads of National Significance
- 1.8 Apply spatial analysis, with direction, to solve a geographic problem (**AS91014**) - Creating a National War Memorial Park

Source URL: <http://www.learnz.org.nz/memorialpark/curriculum>

Links

[1] https://education.nzta.govt.nz/__data/assets/pdf_file/0011/49448/Education-Portal-News-Issue-21-Oct-14.pdf