

## [Curriculum](#) [1]



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**

Auckland, boundary, changing values, citizenship, electric vehicles, future focus, government, infrastructure, innovation, land use, law, NZ Transport Agency, people and the environment, personal health, perspectives, rail, resource use, risk management, risks, safety, sustainability, technological change, technology, transport, urban design, values, viewpoints.

## **The New Zealand Curriculum - NZC**

### **Key Competencies**

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

<b>Key Competencies</b>	<b>Examples of Related Field Trip Components</b>
Thinking	Constructing pre-organised and spontaneous questions to put to experts during web conferences.
Using language, symbols and texts	Interpreting and making meaning of a variety of language and symbols in the background readings and throughout the web site.
Managing self	Numerous content-related quizzes and 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

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	expert opinions. Students listen actively when seeking answers to video questions.
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 *Rail Safety* 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 *Rail Safety* 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).

## Health and Physical Education

Strand	Achievement Area
<b>Personal health and physical development - A</b>	<b>A3 Safety management</b>  L2: Identify risks  L3: Identify risks and these.



L4: Access and ...  
of contexts.

L5: Investigate a  
risk situations.

**Healthy communities and environments - D**



**D1 Societal at**

L2: Explore how  
healthy physical

L3: Identify how  
by community a

**Social Science**

Strand	Achievement Aims
<p><b>Social Studies</b></p> 	<p><b>Continuity and change</b></p> <ul style="list-style-type: none"> <li>• Level 2: Understand how time and change affect people's lives</li> <li>• Level 4: Understand that events have causes and effects</li> <li>• Level 5: Understand how the ideas and actions of people in the past have had a significant impact on people's lives</li> </ul> <p><b>Place and environment</b></p> <ul style="list-style-type: none"> <li>• Level 2 Understand how places influence people and people influence places</li> <li>• Level 3 Understand how people view and use places differently</li> <li>• Level 5 Understand how people's management of resources impacts on environmental and social sustainability</li> </ul> <p><b>Identity, culture, and organisation</b></p>

- 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
<b>The Nature of Science</b> 	<b>Participating and contributing</b> <ul style="list-style-type: none"><li>• Levels 1-2: Explore and act on issues and questions that link their science learning to their daily living.</li><li>• Level 3-4: Use their growing science knowledge when considering issues of concern to them.</li></ul> <b>Understanding about science</b> <ul style="list-style-type: none"><li>• 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 than one explanation.</li><li>• Level 3-4: Identify ways in which scientists work together and provide evidence to support their ideas.</li></ul> <b>Communicating in science</b>

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

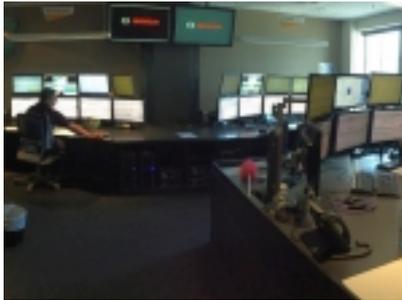
## Planet Earth and Beyond



## Earth systems

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

## Technology

<b>Strand</b>	<b>Achievement Aims</b>
<b>Technological Knowledge</b> 	<b>Technological products</b> <ul style="list-style-type: none"><li>• Level 1-3; Understand the relationship between the materials used and their performance properties in technological products.</li></ul>
<b>Technological Practice</b> 	<b>Planning for practice</b> <ul style="list-style-type: none"><li>• 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.</li></ul> <b>Brief development</b> <ul style="list-style-type: none"><li>• Level 1-3; Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable</li></ul>

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**

- Level 1-3; Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.

**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.

<b>Strand</b>	<b>Processes and strategies indicators</b>	<b>Example of related field trip component</b>
<p><b>Listening, Reading and Viewing</b></p> 	<ol style="list-style-type: none"> <li>1. selects and reads for enjoyment and personal fulfilment</li> <li>2. recognises connections between oral, written, and visual language</li> <li>3. integrates sources of information and prior knowledge confidently to make sense of</li> </ol>	<ol style="list-style-type: none"> <li>1. printed copies of background readings could be part of classroom library</li> <li>2. making links between web conferences, background readings, and videos</li> <li>3. web conferences, web conference</li> </ol>

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- increasingly varied and complex texts
4. thinks critically about texts with increasing understanding and confidence

chat pod, videos, and diaries can be used to make sense of background readings and diaries and generate questions to put to experts for further clarification

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### Speaking, Writing and Presenting



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 information and processing strategies with increasing confidence

1. making the connection between web conferences, background readings, videos, and own discussion when generating written responses
2. assimilate information from web conferences, background readings, and videos to create a range of texts

**Source URL:** <https://www.learnz.org.nz/railsafety203/curriculum>

### Links

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