



# EARTH'S CHANGING CLIMATE — New Zealand Curriculum Correlations

(based on the NZ Social Sciences and Science Curriculum)

LEVEL	KNOWLEDGE AND UNDERSTANDING - SOCIAL STUDIES & SCIENCE	CORRELATIONS TO "Earth's Changing Climate"
<b>Levels 1 – 5</b>  <b>Years 1-10</b>  <b>Ages 5-14</b>	<p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"> <li>• Understand how people make choices to meet their needs and wants. (L2)</li> <li>• Understand how time and change affect people's lives. (L2)</li> <li>• Understand how places influence people and people influence places. (L2)</li> <li>• Understand how people view and use places differently. (L3)</li> <li>• Understand how people make decisions about access to and use of resources. (L3)</li> <li>• Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies. (L4)</li> <li>• Understand how exploration and innovation create opportunities and challenges for people, places, and environments. (L4)</li> <li>• Understand how formal and informal groups make decisions that impact on communities.(L4)</li> <li>• Understand that events have causes and effects. (L4)</li> <li>• Understand how people participate individually and collectively in response to community challenges. (L4)</li> <li>• Understand that people move between places and how this has consequences for the people and the places. (L5)</li> <li>• Understand how economic decisions impact on people, communities, and nations. (L5)</li> <li>• Understand how people's management of resources impacts on environmental and social sustainability. (L5)</li> <li>• Understand how cultural interaction impacts on cultures and societies. (L5)</li> <li>• Understand how the ideas and actions of people in the past have had a significant impact on people's lives. (L5)</li> </ul> <p><b>SCIENCE</b></p> <p><b>Nature of science - Investigating in science</b></p> <ul style="list-style-type: none"> <li>• Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models. (L1 &amp; L2)</li> </ul> <p><b>Nature of science - Participating and contributing</b></p> <ul style="list-style-type: none"> <li>• Explore and act on issues and questions that link their science learning to their daily living. (L1&amp; L2)</li> </ul> <p><b>Living World - Ecology</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things are suited to their particular habitat. (L1&amp; L2)</li> </ul> <p><b>Living World - Evolution</b></p> <ul style="list-style-type: none"> <li>• Explain how we know that some living things from the past are now extinct. (L1&amp; L2)</li> </ul> <p><b>Planet Earth and beyond - Earth systems</b></p> <ul style="list-style-type: none"> <li>• Explore and describe natural features and resources. (L1&amp; L2)</li> </ul> <p><b>Planet Earth and beyond - Interacting systems</b></p> <ul style="list-style-type: none"> <li>• Describe how natural features are changed and resources affected by natural events and human actions. (L1&amp; L2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Food, Water, and Climate Change</b></li> <li>• <b>Habitats and Climate Change</b></li> <li>• <b>Living with Climate Change</b></li> <li>• <b>Natural Cycles and Climate Change</b></li> <li>• <b>Oceans and Climate Change</b></li> <li>• <b>Understanding Climate Change</b></li> <li>• <b>Weather and Climate Change</b></li> <li>• <b>Wildlife and Climate Change</b></li> </ul>



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