

Social Sciences Years 0-10: framing & conceptual knowledge statements

The New Zealand Curriculum, August 2026.

Phase	Civics and Society	History — New Zealand	History — Global	Geography	Financial & Economic Activity
Phase 1 Years 0–3	How communities function <i>People belong to diverse communities that rely on roles, responsibilities, and cooperation to function effectively.</i> Year 1: People belong to groups and communities, and these can have different and shared expressions of belonging. Year 2: Communities reflect, respect, and celebrate the cultures and values of people within them. Year 3: Groups and communities have different forms of social organisation, roles and responsibilities according to their purpose.	Similarities and differences <i>There are both similarities and differences between everyday life in the past and the present.</i> Year 1: People's lives and stories, and features we can still see, help us to understand how people lived in the past. Year 2: The lives of children have similarities and differences across time, cultures and societies. Year 3: There are differences in the cultural practices and customs of cultures and societies across time, but they often reflect similar purposes.	<i>History is not yet split into New Zealand and Global History — see History – New Zealand for the shared Phase 1 statement.</i>	<i>Places are described by where they are located on the earth's surface, what they are like, and why they matter to people.</i> Year 1: Places are described through stories, pūrakau, and by features. Year 2: The location of places affects what they are like. Year 3: A tropical, ocean location influences what places are like and people's way of life.	Money in our lives <i>Money plays a role in people's lives and people make different choices about how to use it.</i> Year 1: Money is part of everyday life. Year 2: Money is used in different ways to get the things people need and value. Year 3: People earn money and make choices about how to use it.
Phase 2 Years 4–6	Justice, rights, and responsibilities <i>Democracy is a system of government where rule by the people is upheld by rights and responsibilities.</i> Year 4: In a democracy, people rule and have the right to have their voices heard and to vote in elections. Year 5: Groups, communities, and governments make rules and laws based on values and agreements about what is just, fair, and right. Year 6: Everybody has the right to be treated fairly and with respect, and the responsibility to act ethically and respect the rights of others.	Continuity and change <i>Mobility of people and ideas in the past contributed to continuity and change.</i> Year 4: The stories of groups of people who voyaged to new places from different periods in history convey the experiences, challenges, and changes they experience. Year 5: The historical movement of people, and settlement of new places changed societies and environments. Year 6: Women have influenced and responded to changing social norms, contributing to social and economic change over time.	Continuity and change <i>The social order of societies in the past was challenged by significant technological and environmental change.</i> Year 4: Ancient societies had customs, beliefs and practices about social order. Year 5: Rapid technological advances changed people and societies. Year 6: Significant environmental challenges in the past have led to social and economic disruption and change.	Patterns and processes <i>Patterns in the visible features of places (landscapes) are shaped by processes, and influence how people live.</i> Year 4: The location and size of a place gives rise to a great diversity of landscape patterns. Year 5: Landform processes create distinctive landscape patterns that influence people's use. Year 6: Natural and human-induced processes shape large, global-scale landscape patterns.	Financial choices and planning <i>People make decisions about earning, spending, saving, borrowing, and investing using financial information, services, and planning.</i> Year 4: Money has changed over time and comes from different sources. Year 5: Financial services and information support decision-making about money as a limited resource. Year 6: Planning, goal setting, and understanding interest helps people to manage money.
Phase 3 Years 7–8	Democracy and participation <i>Active participation and respectful dialogue strengthen democracy.</i> Year 7: Democracies depend on active participation by people taking civic responsibility in local communities informally and formally. Year 8: Healthy democracies enable respectful dialogue about political values and ideas and peaceful resolution of conflict.	Causes and consequences <i>There are causes and consequences of cultural contact.</i> Year 7: Cultural contact in the past involved the exchange of new ideas, resources, and technologies, with consequences on people and society. Year 8: Agreements were formed in the past in an attempt to resolve differences arising from cultural contact, and to maintain stability, with different consequences for groups.	Causes and consequences <i>There are causes and consequences of cultural contact.</i> Year 7: Cultural contact between people and societies created opportunities, conflict, and challenges. Year 8: Cultural contact can be caused by a group advancing its interests, with consequences on the rights of others, leading to resistance and advocacy for civil rights.	Environmental change <i>Environmental change is driven by human activities and natural processes.</i> Year 7: Population change through migration impacts people, places, and environments. Year 8: Natural processes interact with human activities to create environmental impacts that affect people.	Navigating financial systems <i>Understanding how money works within communities, businesses, and governments enables better decisions together.</i> Year 7: Managing money as a group requires financial planning based on shared values and decisions. Year 8: Scams, credit, debt, and awareness of consumer rights can affect financial outcomes.
Phase 4 Years 9–10	Democracy processes and international cooperation <i>People and countries can work together through democratic and cooperative processes to influence decisions and solve challenges.</i> Year 9: Representative democracy shapes how people can participate and influence political decisions. Year 10: People and countries can cooperate internationally to try to resolve disagreement for more peaceful, just, and sustainable futures.	Causes and consequences, and perspectives <i>Historical conflicts have multiple causes and consequences, about which people have different perspectives and interpretations.</i> Year 9: Multiple interrelated factors contribute to the causes of conflict with significant short and longer-term consequences for those involved. Year 10: The causes and consequences of the world wars and various forms of participation can reshape identity, relationships, and place in the world.	Causes and consequences, and perspectives <i>Historical encounters and conflicts have multiple causes and consequences, about which people have different perspectives and interpretations.</i> Year 9: People hold different perspectives towards interactions between societies and the consequences on identity, authority, and independence. Year 10: Differing perspectives about which people belong in a place have had, and continue to have, significant consequences.	Interaction and sustainability <i>Human–environment interactions create both opportunities and challenges for places.</i> Tourism (Y9): The rapid growth of tourism impacts on the sustainability of vulnerable human and physical environments. Urbanisation & megacities (Y10): Rapid urbanisation changes environments and creates sustainability challenges that can be costly and difficult to resolve. New Zealand coasts (Y9): The interactions between natural processes at the coast and people's activities creates sustainability challenges that need to be actively managed. Global inequalities (Y10): Interactions between countries can increase or reduce the impacts of inequality and the sustainability of communities and countries.	Financial well-being in a complex and changing world <i>Understanding the economic systems that shape our financial lives empowers people to make informed decisions and build long-term financial well-being.</i> Year 9: Knowledge of the economy and markets helps inform financial decision-making, planning, and managing risk. Year 10: Budgeting and knowledge of investments, saving, and borrowing supports long-term financial sustainability.