

natural history

CURRICULUM LINKS | YEAR 1-8 LEVEL 1-4



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INTRODUCTION TO THE RESOURCE:

The education resources provided by Auckland War Memorial Museum focus on specific galleries or on specific exhibitions in those galleries. There are a small number of resources that were developed for exhibitions that are no longer present but which have been maintained on the website by popular demand.

Visiting education groups may book to request the following learning opportunities:

- Self-conducted visits based on supporting resource materials.
- Gallery Introduction with a Museum Educator or trained guide (approx 15 minutes), using resource materials. Longer gallery tours and Highlights Tours are also available.
- Hands-on activity session for school groups with a Museum Educator (approx 45–50 mins), using resource materials. Students have the opportunity to handle real or replica items from museum collections,

Sessions will be tailored to suit the level and focus of the visiting group.

ABOUT THIS EDUCATION RESOURCE:

This kit has been designed to meet the needs of a wide range of education groups.

The kit is in three separate sections and includes:

BACKGROUND NOTES suitable for all levels

CURRICULUM LINKS from Pre-school to Adult
[these are still under development]

ACTIVITIES Pre-visit, Post-visit and Gallery Activity Sheets

BOOKING INFORMATION

All education group visits must be booked.

Phone: 306 7040 Fax: 306 7075

Email: schools@aucklandmuseum.com

Service charges apply to education groups depending on the level of service required.

Numbers and Adult/Child ratios:

Pre-school	1:3 or better
Y 1–6	1:6
Y 7–8	1:10
Y 9–13	1:30

All groups including Adult groups ought to be accompanied by their teacher or educator.

Adult/child interaction is vital to maximize the value of the museum experience. Group leaders need to have some background knowledge of what the students are expected to cover and they do need to participate in the introduction process on arrival. Knowing about the expectations of the class teacher and the museum will make the visit smoother for everyone.

www.aucklandmuseum.com

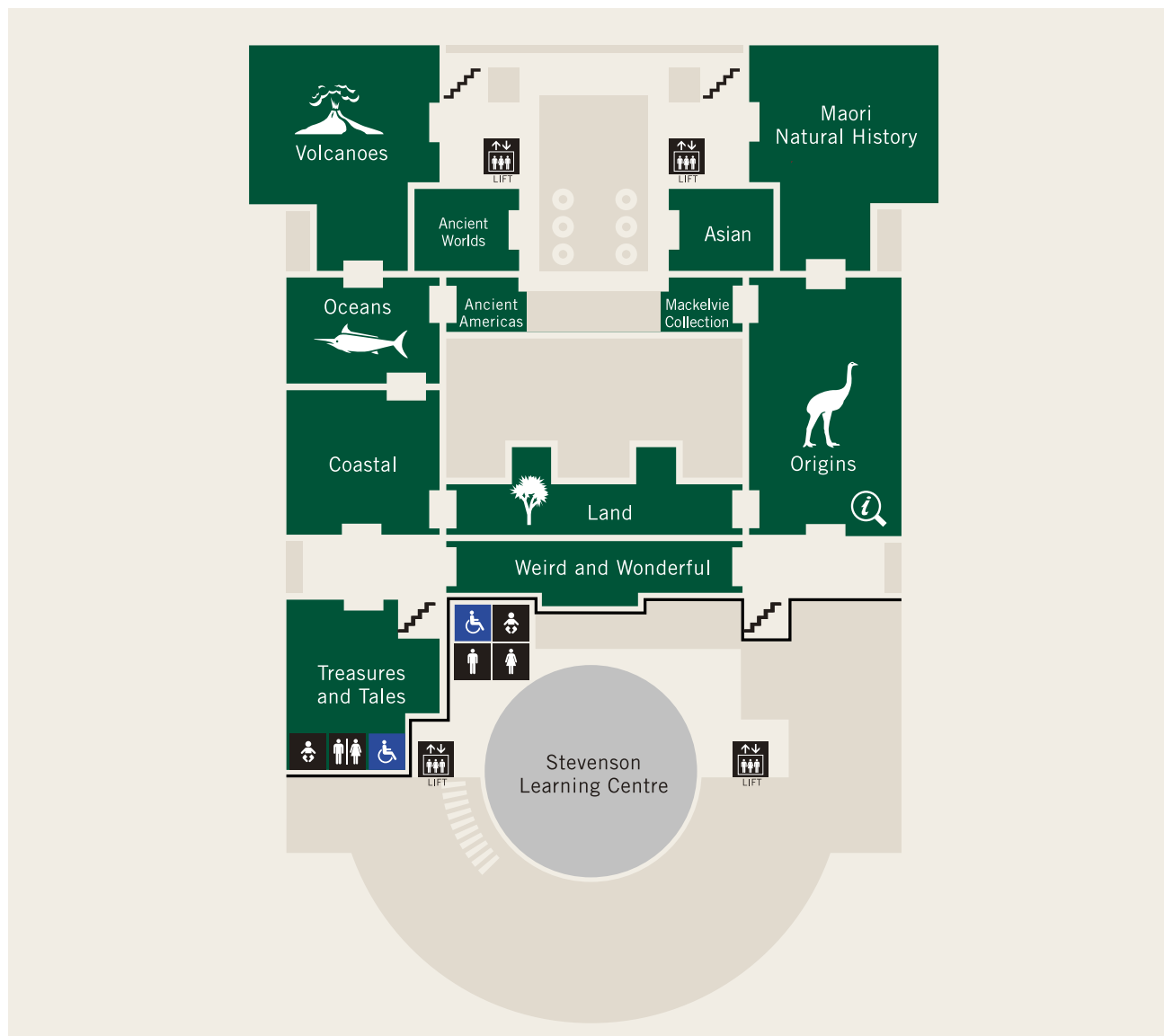
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The four natural history galleries form a suite with a logical progression, which will encourage the visitor who wants to learn of wonderful and unique life on the islands of New Zealand to take. The first gallery, Origins, is a journey through time where we tell the story of our country's beginning and how we came to be where we are today with our unique flora and fauna.

The next two galleries, Land and Oceans, take the visitor on a topographical journey from mountain top down to the shore and out to the sea that surrounds us. Their aim is to present our wonderful natural heritage and excite the visitor with its diversity, while telling the individual stories and adaptations of certain plants and animals. Sharing the gallery space with the first gallery is Matapuna — the Natural History Resource Centre. It is seen as crucial to all four galleries and is a place where the visitor will be able to access deeper level information than is possible to convey in the galleries themselves.

Visiting schools may book for the following learning opportunities:

- Self-conducted visit with supporting resource material.
- Hands-on activity session with Museum Educator (approx 45–50 mins), plus resource material. Students have the opportunity to handle rock collections, fossils, lava bombs etc. Sessions can be tailored to suit the level and focus of your visit.



This section is divided into the learning levels. Curriculum links are made but may not be all inclusive.

The suggested pre-visit activities will provide opportunities to gain the minimum knowledge required by students before visiting the Museum. These are sample indicators of the type of activity that may be carried out.

Post-visit learning activities are also suggested, although some of these may also be used as pre-visit material. These are sample indicators of the type of activity that may be carried out.

Teachers may wish to select material from different levels, according to the ability of their students.

LEVEL 1

Science in the New Zealand Curriculum Level 1

Making Sense of Planet Earth and Beyond

Students can:

- 1/4 share their ideas about some easily observable features and patterns that occur in their physical environment and how some of these features may be protected, e.g. hills, beaches, cliffs.
- 2 suggest ways that their immediate physical environment was different in the past e.g. land use.

Making Sense of the Living World

Students can:

- 1 share their experiences relating to the living world, and group the living world according to some of its attributes, e.g., living, non-living; plant, animal; mammal, non-mammal; backbone, no backbone.
- 2 observe and identify parts of common animals and plants, e.g., major parts of the human body, paw, snout, tail, fin, wing, leaf, seed, flower, stem.

LEVEL 2

Science in the New Zealand Curriculum Level 2

Making Sense of Planet Earth and Beyond

Students can:

- 1/4 investigate easily observable features and patterns and consider how the features are affected by people e.g. local landscapes, rocks, soils.
- 2 understand that Earth is very old and that animals and plants in past times were very different.

Making Sense of the Living World

Students can:

- 1 use differences and similarities in external characteristics to distinguish broad groups of living things, e.g. mammals, frogs, fish, birds, insects, spiders, worms, snails; flowering plants, ferns, mosses.
- 4 investigate the responses of plants or animals, including people, to environmental changes in their habitats, e.g. seasonal changes in deciduous trees, bird migration, plants grown in sun and shade, hibernation.

Social Studies in the New Zealand Curriculum Level 2

Place and Environment

*how people's activities influence places and the environment and are influenced by them.

LEVEL 3

Science in the New Zealand Curriculum Level 3

Making Sense of Planet Earth and Beyond

Students can:

gather and present information about the origins and history of major natural features of the local landscapes e.g. volcanic cones.

Making Sense of the Living World

Students can:

- 1 distinguish between living things within broad groups on the basis of differences established by investigating external characteristics, e.g. moth, butterfly, bee, fly; shark, trout, flounder; kowhai, pohutukawa, rewarewa.
- 2 investigate special features of common animals and plants and describe how these help them to stay alive e.g. the five senses of people, feet of birds, camouflage and mimicry in insects, animals living in tidal zones, roots and leaves.
- 3 research and describe how some species have become extinct or are endangered e.g. moa, dinosaurs, kokako, kakapo, kauri snail, mountain gorilla, blue whale, cabbage tree.
- 4 explain, using information from personal observation and library research, where and how a range of familiar New Zealand plants and animals live.

Social Studies in the New Zealand Curriculum Level 3

Place and Environment

*how different groups view and use places and the environment.

LEVEL 4

Science in the New Zealand Curriculum Level 4

Making Sense of Planet Earth and Beyond

Students can:

- 2 collect and use evidence from landforms, rocks, fossils, and library research to describe the geological history of the local area.

Making Sense of the Living World

Students can:

- 1 investigate and classify closely related living things on the basis of easily features, e.g. mussel, pipi, cockle; little spotted kiwi, brown kiwi; blue whale, pilot whale, sperm whale; breeds of dog, cat, horse; kowhai, kaka beak; rata, pohutukawa.
- 2 investigate and describe special features of animals or plants which help survival into the next generation.
- 4 use simple food chains to explain the feeding relationships of familiar animals and plants, and investigate effects of human intervention on these relationships e.g. lettuce leaf, snail, thrush; pollution, food production for people.

Social Studies in the New Zealand Curriculum Level 4

Place and Environment

*how places reflect past interactions of people with the environment.

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