

Incorporating Aboriginal and Torres Strait Islander Histories and Cultures into the curriculum.

Australian Curriculum - History

Foundation Year

- Stories of the past
- Dreaming stories
- Kinship groups
- Structures and roles
- Celebrations
- Communication

Year 1

- Kinship system
- Seasonal calendars
- Oral Histories
- Family life – past and present

Year 2

- Local language group
- Cultures, then and now

Year 3

- Local language group
- Cultures, then and now
- Significant sites
- Celebrations
- Signs/symbols of commemoration

Year 4

- Diversity and longevity of First Peoples
- Traditional life
- Ancient Australia and what it reveals
- Early contact history
- Frontier conflict events
- Relationship with the land

Year 5

- Contributions to the development of a colony
- Impact of colonisation, including massacres

Year 6

- Impact of Government legislation
- Fight for recognition and rights
- Contribution to development of Australian society

Year 7

- Ancient Australia and what it reveals, e.g. Lake Mungo, Kimberley art and shell middens

Year 9

- Impact of Government legislation
- Fight for recognition and rights
- History of Reconciliation movement
- Impact of free settlers on Aboriginal and Torres Strait Islander people
- Effects of contact
- Involvement in World War 1

Year 10

- Racism and prejudice
- Fight for rights and freedom
- Stolen Generation, Mabo, Reconciliation, The Apology
- Charles Perkins and the Freedom Riders
- 1967 Referendum
- Declaration on the Rights of Indigenous Peoples (2007)
- Aboriginal musicians, performing artists and sports people

Australian Curriculum - Geography

Foundation Year

- Discussion the location and connection between places and features are represented e.g. stone, stories, paintings, song, dance.
- Identifying and using the name of the local Aboriginal or Torres Strait Islander Peoples.
- Using the words 'country', 'place' and 'nation', investigate how they are used for the places they belong to.
- Identify places considered to be special.

Year 1

- Recount Dreaming stories and Legends of the Torres Strait that identify the natural features of a place.
- Compare Seasonal Calendars.

Year 2

- Investigate names and meanings for local features
- Identify and discuss connections to countries through marriage, birth, residence, movement
- Describe connections to land, sea and animals

Year 3

- Use Language maps
- Feelings about places through poems, songs, paintings and stories
- Protection of significant sites
- Diversity of Aboriginal and Torres Strait Islander people

Year 4

- Distribution of Aboriginal people before colonisation
- Adaptation to the environment
- Rotational use of resources and sustainable harvesting.

Year 5

- Environmental characteristics that have been shaped through knowledge and practices.

Year 6

- Ethical Research

Year 7

- Multilayered meanings associated with rivers, waterholes, seas, lakes, soaks and springs
- Investigate liveability in a variety settings, including connections to cultural groups
- Living on Country/Place
- Ethical Research

Year 8

- Unit 1 – Landforms and landscapes
- Aboriginal tourism associated with geomorphic landforms and landscapes
- Multilayered meanings of landscapes and landforms
- Dreaming stories and legends associated with the formation, meaning and interconnection of landforms.

- Identifying the contribution of Aboriginal and Torres Strait Islander knowledge to the use and management of landforms and landscape.
- Ethical Research
- Unit 2 - Changing Nations
- Explaining the Indigenous population's mobility reflects attachment to a number of places through family, Country/Place, dispossession, relocation and employment.
- Ethical Research

Year 9

- Comparing students' perceptions and use of places and spaces in their local area, particularly at different times of day, including Indigenous and non-Indigenous peoples, and reflecting on the differences.
- Collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities

Year 10

- Unit 1 – Environmental Change and Management
 - Role in environmental management
 - Models of sustainability that contribute to broader conservation practices
 - Environmental changes
- Unit 2 – Geographies of Human Wellbeing
 - The concept of human wellbeing
 - Variations in human wellbeing
 - Improving the wellbeing of remote Aboriginal and Torres Strait Islander communities.

Australian Curriculum - English

Foundation

- Different languages exist in the community
- Some texts include Aboriginal and Torres Strait Islander languages
- Story tellers are in all cultures
- View online stories by Aboriginal and Torres Strait Islander story tellers
- Engage with texts from Aboriginal and Torres Strait Islander culture
- Recognise cultural patterns in stories
- Recount narrative texts

Year 1

- Compare texts from different cultures
- Identify character features
- Explore performance poetry, chants and songs
- Create visual and multimodal representations of texts
- Use digital technologies
- Explore meanings and teachings of Dreaming stories.

Year 2

- Identify different kinds of communication
- Explore iconography
- Dreaming stories
 - Moral features
 - Physical features of landscape
 - Online
 - Compare stories from different Aboriginal cultures.

Year 3

- Texts with Aboriginal or Torres Strait Islander children as central characters

- Same stories different cultures
- Create visual and multimodal texts based on Aboriginal and Torres Strait Islander literature.

Year 4

- Identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander languages.

Year 5

- Visuals, symbolic elements, dialogue and character descriptions convey information about culture
- Identify the variability within cultural contexts in literary texts e.g. urban and remote
- Examine the narrative voice in texts.

Year 6

- Recognising the diversity of Aboriginal and Torres Strait Islander languages.
- Recognising that languages and dialects are of equal value although used in different context.

Year 7

- Features of text related to culture
- building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples
- Identifying and explaining differences between points of view in texts
- Analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people
- discussing a text's intended audience

Year 8

- investigating texts about Aboriginal and Torres Strait Islander history from different sources and explaining differing viewpoints
- Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors

Year 9

- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts
- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts

Year 10

- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices

Australian Curriculum - Science

Foundation Year

- Living things have basic needs, including food and water
- Objects are made of materials that have observable properties
- Compare the traditional materials used for clothing from around the world
- Learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them.
- The way objects move depends on a variety of factors, including their size and shape

Year 1

- Light and sound are produced by a range of sources and can be sensed
- People use science in their daily lives, including when caring for their environment and living things.
- Technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks.

Year 2

- A push or a pull affects how an object moves or changes shape
- Science is used in daily lives, including when caring for the environment and living things

Year 3

- Living things can be grouped on the basis of observable features and can be distinguished from non-living things
- Earth's rotation on its axis causes regular changes, including night and day
- Researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander people
- Researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals.

Year 4

- Natural and processed materials have a range of physical properties; these properties can influence their use.
- Considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander people in everyday life.

Year 5

- Learning how Aboriginal and Torres Strait Islander people used observation of the night sky to assist with navigation.

Year 6

- Investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world
- Learning how Aboriginal and Torres Strait Islander knowledge, such as the medicinal and nutritional properties of Australian plants, is being used as part of the evidence base for scientific advances.

Year 7

- Researching specific examples of human activity, such as the use of fire by traditional Aboriginal people.
- Investigating how land management practices of Aboriginal and Torres Strait Islander peoples can help inform sustainable management of the environment
- Investigating how Aboriginal and Torres Strait Islander knowledge is being used to inform scientific decisions, for example care of waterways.

Year 8

- Investigating how Aboriginal people recognise relationships in ecosystems by burning to promote new growth, attract animals and afford easier hunting and food gathering.

There are no Indigenous perspectives in the Year 9 and Year 10 Australian curriculum, Science.

Australian Curriculum - Mathematics

Foundation Year

- using scenarios to help students recognise that other cultures count in a variety of ways, such as the Wotjoballum number systems
- using Aboriginal and Torres Strait Islander methods of adding, including spatial patterns and reasoning
- An Aboriginal or Torres Strait Islander component can be included by using Indigenous resources to interpret the everyday language of location and direction, such as 'between', 'near', 'next to', 'forwards', 'towards'

Year 1

- There is no Aboriginal or Torres Strait Islander histories and cultures cross curriculum priority in the Australian Curriculum but an Indigenous component could be included by using related objects when modelling numbers with a range of material and images

Year 2

- Demonstrate and use models such as linking blocks, sticks in bundles, place-value blocks and Aboriginal bead strings and explain reasoning
- Investigate the seasons used by Aboriginal people and compare them to those used in Western society, and recognise the connection to weather patterns

Year 3

- Identify symmetry in Aboriginal rock carvings or art
- Exploring meaningful and increasingly efficient ways to record data, and representing and reporting the results of investigations (this can include an Indigenous component)

Year 4

- Investigate the use of fractions and sharing as a way of managing Country: for example taking no more than half the eggs from a nest to protect future bird populations
- Use stimulus materials such as the motifs in Central Asian textiles, Tibetan artefacts, Indian lotus designs and symmetry in Yolngu or Central and Western Desert art

Year 5

- Recognising that some units of measurement are better suited for some tasks than others, e.g. kilometres rather than metres to measure the distance between two towns (this can include an Indigenous component)
- Identifying the best methods of presenting data to illustrate the results of investigations and justifying the choice of representations (this can include an Indigenous component)
- Investigate the ways time was and is measured in different Aboriginal Country, such as using tidal change
- Compare aerial views of Country, desert paintings and maps with grid references

Year 6

- Investigate the use of rotation and symmetry in the diagrammatic representations of kinship relationships of Central and Western Desert people

Year 7

- There is no Aboriginal or Torres Strait Islander histories and cultures cross curriculum priority in the Australian Curriculum but an Indigenous component could be included by using Indigenous statistics when understanding that some data representations are more appropriate than others for particular data sets, and answering questions about those data sets

Year 8 & 9

- There is no Aboriginal or Torres Strait Islander histories and cultures cross curriculum priority in the Australian Curriculum but an Indigenous component could be included by using statistics and data that relate to Indigenous Australians

Year 10

- using parallel box plots to compare data about the age distribution of Aboriginal and Torres Strait Islander people with that of the Australian population as a whole