Learning across the curriculum in HSIE − Aboriginal and Torres Strait Islander histories and cultures

## Table of contents

[Learning across the curriculum in HSIE − Aboriginal and Torres Strait Islander histories and cultures 1](#_Toc59705630)

[Table of contents 2](#_Toc59705631)

[About this resource 2](#_Toc59705632)

[Aboriginal and Torres Strait Islander histories and cultures 3](#_Toc59705633)

[Relevance for Geography - Stage 4 and 5 3](#_Toc59705634)

[Geography - Stage 4 5](#_Toc59705635)

[Geography Stage 5 11](#_Toc59705636)

[Stage 4 geography lesson guide 16](#_Toc59705637)

[Stage 5 geography lesson guide 17](#_Toc59705638)

[Relevance for History - Stage 4 and 5 18](#_Toc59705639)

[History - Stage 4 19](#_Toc59705640)

[History Stage 5 24](#_Toc59705641)

[Stage 4 history lesson guide 32](#_Toc59705642)

[Stage 5 history lesson guide 33](#_Toc59705643)

## About this resource

The NSW Department of Education’s Quality Teaching Discussion Paper outlines a model of syllabus planning and implementation that supports teachers based on ‘central concepts or ideas’ to ensure deep knowledge in student learning.

Whilst the Learning across the Curriculum content – cross curriculum priority: Aboriginal and Torres Strait Islander histories and cultures is embedded in syllabus content through the process of tagging, teachers have requested guidance to identify:

* a continuum of conceptual development in each of the cross-curriculum priorities
* examples of what this looks like in each of the stages of learning.

This resource aims to further develop an understanding of the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and cultures, identified in the Alice Springs (Mparntwe) Education Declaration. The purpose of this document to give examples of what this concept looks like in Stage 4 and Stage 5 HSIE, to support all Australians to engage in reconciliation, respect and recognition of the world’s oldest continuous living cultures.

This resource supports the [History K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012, and the [Geography K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015

## Aboriginal and Torres Strait Islander histories and cultures

The Aboriginal and Torres Strait Islander histories and cultures priority is one of three cross-curriculum priorities found in all NSW syllabuses for the Australian curriculum. The priority uses a conceptual framework to provide a context for learning. The framework comprises the underlying elements of identity and living communities and the key concepts of Country or place, culture and people. Aboriginal and Torres Strait Islander identities are represented as central to the priority and are approached through knowledge and understanding of the interconnected elements of Country or place, culture and people.

All activities in the geography activity ideas relate to the key concepts of Country or place and people. All activities in the history activity ideas relate to the key concepts of Country or place, culture and people.

**Note to teachers** – when engaging with local Aboriginal communities, ensure you adhere to the [Aboriginal and Torres Strait Islander Principles and Protocols](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/aboriginal-education/aboriginal-and-torres-strait-islander-principles-and-protocols). When discussing Aboriginal and Torres Strait Islander cultures recognise generalisations but investigate and acknowledge the diversity of Aboriginal and Torres Strait Islander cultures.

## Relevance for Geography - Stage 4 and 5

The study of [geography](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/learning-across-the-curriculum) provides valuable opportunities for students to understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. It emphasises the relationships people have with places and their interconnections with the environments in which they live. The study of geography integrates Aboriginal and Torres Strait Islander Peoples’ use of the land, governed by a holistic, spiritually based connection to Country and Place, with the continuing influence of Aboriginal and Torres Strait Islander Peoples on places, including in environmental management and local and regional economies. Students learn that there are different ways of thinking about and interacting with the environment and how this can influence sustainable development. Geography provides opportunities for students to explore how the practices of Aboriginal Peoples, as the oldest, continuous cultures in the world, support the sustainable use of environments.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

* involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
* read the [Principles and Protocols](http://ab-ed.bostes.nsw.edu.au/principles-and-protocols) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

### Geography - Stage 4

These tables provided a limited number of suggested teaching and learning activities to support the integration of the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and cultures, into teaching and learning programs. This is **not** a teaching and learning program but has been designed to be incorporated into existing teaching and learning programs to suit the contextual needs of your school.

#### Landscape and landforms

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Value of landscapes and landforms**  Students investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example:   * explanation of the aesthetic value of landscapes and landforms to culture and identity * description of the cultural and spiritual value of landscapes or landforms in different places * examination of **one** landscape and its distinctive landforms | Investigate Dreaming stories of a local landform of significant aesthetic, cultural or spiritual value to Aboriginal people.  Use [Google Tour Creator](https://arvr.google.com/tourcreator/) or similar platform to create a virtual tour of a local Aboriginal heritage site.  Contact the local AECG to invite a local Elder guest speaker to speak about the local Aboriginal connection to Country and the Dreaming of specific landforms.  Investigate the cultural, spiritual, aesthetic, and economic value of Uluru to the Anangu people.  Access the UNESCO world heritage list and identify and describe sites in Australia that are listed for cultural reasons related to Aboriginal and Torres Strait Islander Peoples, for example:   * Budj Bim cultural landscape * Kakadu National Park * Tasmanian Wilderness * Uluru-Kata Juta National Park   You can access further information on Australia’s World Heritage sites through the Department of Agriculture water and the environment.  Undertake a virtual tour of an Aboriginal heritage site. | * [Visit NSW – museums and sites](https://www.visitnsw.com/things-to-do/aboriginal-culture/museums-and-sites) list of significant Aboriginal heritage sites * [Aboriginal Heritage in Your Local Area](https://www.aboriginalheritage.org/downloads1/) * [Aboriginal Education Consultative Group Inc](https://www.aecg.nsw.edu.au/) * [Anangu culture](https://parksaustralia.gov.au/uluru/discover/culture/) * [UNESCO World Heritage list - Australia](https://whc.unesco.org/en/statesparties/au) * [Australia’s World Heritage list](https://www.environment.gov.au/heritage/places/world-heritage-list) |
| **Landscape management and protection**  Landscape management and protection  Students investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes   * examination of management and protection strategies for **one** landscape * assessment of the contribution of Aboriginal and Torres Strait Islander Peoples’ knowledge to the use and management of an Australian landscape or landform | Aboriginal Australians are referred to as custodians’, guardians or stewards of the land. Define these terms and discuss how they might affect your view of the land and its resources.  Investigate the practice of Aboriginal cultural burning and its long-term impact on the environment.  Watch Australian story “How Indigenous fire management practices could protect bushland”.  Investigate Aboriginal management practices in Kakadu National Park.  Investigate and report on the construction and content of Aboriginal seasons calendars.  Research and assess the role of Aboriginal burning in the management of landscapes.  Investigate with the assistance of the local AECG, local Aboriginal land management practices.  Examine the creation of aquaculture systems at Budj Bim and Brewarrina. | * [Custodianship and stewardship](https://rous.nsw.gov.au/cp_themes/default/page.asp?p=DOC-VZG-26-11-82) * [What is cultural burning?](https://www.firesticks.org.au/about/cultural-burning/) * [How Indigenous fire management practices could protect bushland | Australian Story](https://www.youtube.com/watch?v=d-9hmEiH828) (duration 26.52) * [Caring for Country](https://parksaustralia.gov.au/kakadu/discover/culture/country/) – Kakadu National Park * [CSIRO Indigenous seasons calendars](https://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars) * [Traditional Aboriginal burning in modern day land management](https://landcareaustralia.org.au/project/traditional-aboriginal-burning-modern-day-land-management/) * [Aboriginal Education Consultative Group Inc](https://www.aecg.nsw.edu.au/) * [Gunditjmara people build Budj Bim eel trap system](https://www.deadlystory.com/page/culture/history/Gunditjmara_people_build_sophisticated_Budj_Bim_eel_trap_system) * [Brewarrina Aboriginal Fish Traps - Baiame's Ngunnhu](https://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=5051305) |
| **Influences and perceptions**  Students investigate factors influencing perceptions of the liveability of places   * discussion of human factors that influence perceptions of liveability | Examine and explain Aboriginal Peoples’ connection to Country.  Examine Aboriginal cultural statistics and discuss the effect these may have on perceptions of liveability.  Conduct a circle of viewpoints—why do I live here? (Note diversity of Aboriginal experience, urban, rural, and remote). | * [Our connection to the land](https://www.youtube.com/watch?v=av3SeQpn37o) (Duration 3:29) * [Aboriginal and Torres Strait Islander Wellbeing: A focus on children and youth, Apr 2011](https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4725.0Chapter220Apr%202011) |
| **Access to services and facilities**  Students investigate the influence of accessibility to services and facilities on the liveability of places, for example   * identification of services and facilities considered important to people’s wellbeing. * examination of variations in access to services and facilities between urban, rural and remote places. * explanation of how limited access to services and facilities affects the liveability of one place for different groups of people for example: young people, people with disabilities, the aged, rural and remote communities. | Describe the role one of the following has in improving people’s wellbeing and creating a sense of community identity:   * NAIDOC * Koori Cup * Gai-mariagal festival * Blak markets * Saltwater festival * Garma, Jabun   Conduct research to identify the services provided in a range of Aboriginal communities, particularly remote communities.  Conduct research to identify and describe the reason for specific government provided services for Aboriginal Australians.  Conduct research to determine if these policies are achieving their stated goals. | * [NAIDOC week](https://www.naidoc.org.au/) * [Stories from the 2019 Koori Cup](https://www.sbs.com.au/nitv/koori-knockout) * [Gai-mariagal festival](https://gai-mariagal-festival.com.au/) * [Garma festival](https://www.yyf.com.au/) * [Saltwater – freshwater festival](http://www.saltwaterfreshwater.com.au/festival/) * [Indigenous communities list](https://www.indigenous.gov.au/communities/list-view) * [Indigenous policy and programs](https://info.australia.gov.au/about-government/government-and-parliament/indigenous-policy-and-programs) |

#### Water in the world

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Water Scarcity and water management**  Students investigate the nature of water scarcity and ways of overcoming it, for example:   * description of the nature, extent and causes of water scarcity in different countries * assessment of strategies used to overcome water scarcity and the role of governments, non-government organisations, individuals, and communities in sustainable water management. * proposal of individual actions contributing to water management | Read the story of Tiddalik: The frog who caused a flood. Discuss the symbolism in the story and the relationship of the story to water scarcity and management.  Access a range of maps showing rainfall averages, rivers and lakes, and drainage basins across Australia. Identify patterns and challenges that are evident from the spatial distribution of water across Australia.  Research and report on Indigenous weather knowledge.  Investigate the impact of western water management strategies on Aboriginal communities.  National cultural flows Echuca declaration – investigate the definition of Cultural flows and the purpose of them in supporting Aboriginal communities.  Investigate the National Cultural flows research project, its purpose, and the role of Aboriginal knowledge in determining water management strategies.  Use the cultural flows assessment methodology toolkit to determine cultural flow quantities for a particular location.  Search “Aboriginal Water management” on the internet. There are a range of PDF documents that explain Aboriginal water management practices. | * [Long range weather and climate](http://www.bom.gov.au/climate/) - Bureau of Meteorology * [Indigenous weather knowledge](http://www.bom.gov.au/iwk/culture.shtml) - Bureau of Meteorology * [Caring for river country](https://www.mdba.gov.au/education/resources/caring-for-river-country) * [National cultural flows research project](http://culturalflows.com.au/) * [Cultural flows](https://www.mldrin.org.au/what-we-do/cultural-flows/) – Access the Report: Cultural Flows: Guide for First Nations (Cultural Flows Assessment Methodology) * [River Country spirit ceremony](https://www.youtube.com/watch?v=GqrRfyVNqIo) (Duration 13:22) |
| **The value of water**  Students investigate the economic, cultural, spiritual, and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples and/or peoples of the Asia region, for example:   * description of the ways water is used by people for example: agricultural, commercial, industrial, and recreational uses * discussion of variations in people’s perceptions about the value of water for example: economic versus aesthetic * comparison of the importance of water to one Aboriginal or Torres Strait Islander community and/or one Asian community | Investigate the role of water in Aboriginal people’s daily lives by watching the video clip, “Wilcannia mob - Down River”. Search the internet to find a copy of the lyrics for analysis.  Watch the CSIRO video on the relationship between seasons, water, and Aboriginal life.  Investigate Aboriginal weather knowledge and calendars. Create an infographic depicting the relationship between seasons, climate, and food availability.  Watch the videos on the Barwon-Darling river. Write a report on the use of the river and its importance the Ngemba language group. Report on the impact of changes to the flows due to farming and irrigation practices.  Through our eyes – Aboriginal cultural knowledge series. A series of videos pertaining to Aboriginal knowledge of North-Western NSW. | * [Wilcannia Mob - Down River](https://www.youtube.com/watch?v=Cq8ePLUdnT8) (Music Video) - (duration 2:36) * [Aboriginal water values and management in northern Australia](https://www.youtube.com/watch?v=XMKYybtUJ-o) (duration 14:16) * [BOM Indigenous Weather Knowledge](http://www.bom.gov.au/iwk/) * [Indigenous seasons calendars](http://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars) - CSIRO * [Through Our Eyes - Life on the River with Diane Kelly](https://www.youtube.com/watch?v=3XHe5ICX1k4) (duration 4:47) * [Through Our Eyes - Life on the River with Lionel (Charlie) Williams](https://www.youtube.com/watch?v=FsFGrud7hu4) (duration 4:00) * [Western Local Land Services - Through our Eyes - Aboriginal cultural knowledge series](https://www.youtube.com/user/WesternLLS/playlists?view=50&sort=dd&shelf_id=5) |

#### Interconnections

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Personal connections**  Students investigate the influences on and effects of, people’s travel and recreational, cultural or leisure connections with different places for the future, for example:   * examination of the impact of people’s travel, recreational, cultural or leisure activities on the future of places | Investigate the impact of tourism on Uluru. Compare and contrast tourism before and after banning of climbing on Uluru.  Explain the cultural connections of the Anangu people with Uluru and their reason for banning climbing on there.  Summarise the connection of Aboriginal people and the Great Barrier Reef. Discuss the nature of indigenous tourism in the Great Barrier Reef Marine Park.  Access song Wilcannia Barkindji Soldiers “Heartbeat” Analyse the lyrics and identify the nature of Aboriginal connection to Country. | * [Civics and Citizenship Education](http://www.civicsandcitizenship.edu.au/cce/default.asp?id=17948) - Uluru - Topic 2 Investigation 1: To climb or not to climb * [Indigenous participation in Tourism](http://www.gbrmpa.gov.au/managing-the-reef/how-the-reefs-managed/tourism-on-the-great-barrier-reef/indigenous-participation-in-tourism) – Great Barrier Reef Marine Park Authority * [Mungo National Park – Looking after Mungo](http://www.visitmungo.com.au/looking-after-mungo) * [Wilcannia Barkindji Soldiers - Heartbeat](https://www.youtube.com/watch?v=pW6Pt3In780) (duration 3:23) |
| **Trade**  Students investigate the ways places and people are interconnected through trade in goods and services across a range of scales, for example:   * examination of a country’s trade links with other countries for example: major trade partners, sources of raw materials | Investigate the Yolngu people’s history of trade and interconnection with Makassan fishermen.  Access the webpage on titled Trade Routes. Research and describe ceremonial trade routes.  Describe the nature and extent of Aboriginal interconnections across Australia.  Examine the features and characteristics of the Western Australian pearling industry. Investigate Aboriginal trade within Australia of pearl products and interactions with pearlers from other countries. | * [Trade with Makassar](https://www.nma.gov.au/defining-moments/resources/trade-with-the-makasar) * National film and sound archive - [Trade routes](https://dl.nfsa.gov.au/module/1567/) (duration 0:51) * [Indigenous science: “Australia had ancient trade routes too”](https://blog.qm.qld.gov.au/2012/05/16/indigenous-science-australia-had-ancient-trade-routes-too-2/) * [Pearling Timeline](http://museum.wa.gov.au/explore/lustre-online-text-panels/pearling-timeline) |

### Geography Stage 5

These tables provided a limited number of suggested teaching and learning activities to support the integration of the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and cultures into teaching and learning programs. This is not a teaching and learning program but has been designed to be incorporated into existing teaching and learning programs to suit the contextual needs of your school.

#### Sustainable biomes

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Changing biomes**  Students investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations, for example:   * examination of human alterations to the physical characteristics of biomes for example vegetation removal, agriculture, land terracing, irrigation, mining | Investigate the concept of firestick farming by Aboriginal peoples.  Access Gibberagong EEC for resources to explore Aboriginal food production and diet.  Read Young Dark Emu or watch Bruce Pascoe TEDx talk to explore the nature of Aboriginal agriculture prior to the arrival of Europeans.  Research and create an annotated visual representation of the fish either the Brewarrina or Budj Bim fish traps. | * [Science and ancient fire knowledge](http://education.abc.net.au/home#!/media/29925/) (duration 2:09) * [Gibberagong Environmental Centre](https://gibberagongeec.nsw.edu.au/professional-learning/teaching-resources/) * [Kurnell National Park](http://www.nationalparks.nsw.gov.au/things-to-do/visitor-centres/kurnell-visitor-centre/learn-more#C75B0084899348ED94F344EDF39AD5AF) * [Bruce Pascoe TEDx talk](https://www.youtube.com/watch?v=fqgrSSz7Htw) (duration 12:33) * [Brewarrina Fish traps](https://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=5051305) * [Gunditjmara people build Budj Bim eel trap system](https://www.deadlystory.com/page/culture/history/Gunditjmara_people_build_sophisticated_Budj_Bim_eel_trap_system) (duration 5:56) |
| **Challenges to food production**  Students investigate environmental challenges to food production for Australia and other areas of the world, for example:   * description of the impact of water scarcity and pollution on food production | Research or create an Indigenous seasons calendar for a local Aboriginal group.  Examine the necessity of cultural flows for food security for Aboriginal peoples. | * [Indigenous seasons calendars](https://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars/Gooniyandi) * [Cultural Flows](https://www.mdba.gov.au/discover-basin/water/cultural-flows) – Murray Darling Basin Authority |

#### Changing places

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Internal migration**  Students investigate reasons for and effects of internal migration in Australia and another country, for example:   * discussion of economic, social, or environmental consequences of internal migration on places of origin and destination | Investigate the history of Aboriginal and Torres Strait Islander Peoples’ dispossession in your local area. Write an article for a local newspaper on this, referring to the impact of dispossession. When consulting with your local community, ensure you adhere to the [Aboriginal and Torres Strait Islander Principles and Protocols](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/aboriginal-education/aboriginal-and-torres-strait-islander-principles-and-protocols). | * [List of Aboriginal Communities](https://www.indigenous.gov.au/communities/list-view) |
| **Australia’s urban future**  Students investigate the management and planning of Australia’s urban future, for example:   * explanation of strategies used to create economically, socially and environmentally sustainable urban places | Investigate and describe the role Aboriginal knowledge can play in creating sustainable urban places; for example, edible gardens containing Indigenous food plants.  Explain the role of Indigenous values in urban spaces.  Describe the possibilities of coexistence of Aboriginal Land rights claims and urban spaces. | * [How Aboriginal perspectives can shape new landscapes](https://nespurban.edu.au/2020/03/19/how-aboriginal-perspectives-can-shape-new-landscapes/) * [How can we meaningfully recognise cities as Indigenous places?](https://www.sbs.com.au/topics/voices/culture/article/2016/10/10/how-can-we-meaningfully-recognise-cities-indigenous-places) |

#### Environmental change and management

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Environmental management**  Students investigate environmental management, including various worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples, for example:   * discussion of varying environmental management approaches and perspectives | Explore Welcome to Country or acknowledgement of Country. Identify and explain the significance and meaning of the Acknowledgement.  Discuss and explain Aboriginal concept of belonging to Country. Compare and contrast with Western views.  Investigate Aboriginal land management practices.  Investigate the efficacy of cultural burning as a means to address issues of land management caused by climate change; for example, management of bushfires.  Research and create a multimedia presentation for local landholders on the work of the Firesticks Alliance and the possibilities for cultural burning in your local area. | * [Acknowledgement of and Welcome to Country](https://education.nsw.gov.au/about-us/strategies-and-reports/our-reconciliation-action-plan/acknowledgement-of-country) * [The Land owns us](https://www.youtube.com/watch?v=w0sWIVR1hXw) * [Can hazard reduction burning and cultural burning protect against catastrophic bushfires?](https://www.createdigital.org.au/hazard-reduction-burning-cultural-burning-protect-against-catastrophic-bushfires/) * [Firesticks Alliance](https://www.firesticks.org.au/) |
| **Investigative study**  Select one type of environment in Australia as the context for a comparative study with at least one other country.  Students investigate the management of the environmental change, for example:   * discussion of the factors influencing the management responses in each country for example worldviews, competing demands, technology, climate change * comparison and evaluation of the effectiveness of the management responses in achieving environmental sustainability | Explain the features and characteristics of Aboriginal management strategies around caring for river Country.  Investigate and report on the role of cultural burning as a strategy for managing bushfires. Compare this with management strategies used in another country, for example California. | * [Caring for river Country](https://www.mdba.gov.au/education/resources/caring-for-river-country) * [Can hazard reduction burning and cultural burning protect against catastrophic bushfires?](https://www.createdigital.org.au/hazard-reduction-burning-cultural-burning-protect-against-catastrophic-bushfires/) * [Wildland Fire Strategic Plan](https://www.nps.gov/subjects/fire/wildland-fire-strategic-plan.htm) – US National parks Service * [How will California prevent more mega-wildfire disasters?](https://www.nationalgeographic.com/science/2019/12/how-will-california-prevent-more-mega-wildfire-disasters/) * [California Tests New Strategies to Prevent Deadly Wildfires](https://www.scientificamerican.com/article/california-tests-new-strategies-to-prevent-deadly-wildfires/) |

#### Human Well being

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| Syllabus content | Teaching and learning activity ideas | Resources |
| **Human wellbeing in Australia**  Students investigate the reasons for and consequences of spatial variations in human wellbeing in Australia, for example:   * identification of differences in human wellbeing in Australia using a range of indicators * examination of reasons for and consequences of differences in human wellbeing for two groups of people in Australia for example: cultural groups, unemployed, the aged, young people, people with disabilities. * analysis of how human wellbeing is influenced by where people live in Australia. | Access the ABS and conduct a statistical comparison of human wellbeing differences between Aboriginal Australians and the broader community for example:   * life expectancy * education outcomes * access to services * income levels * housing.   Research the links between the history of dispossession of Aboriginal Australians and differences in wellbeing between that community and the broader community today.  Create a map showing changing selected wellbeing statistics for Aboriginal Australians based on remoteness. | * Australian Bureau of Statistics – [Aboriginal and Torres Strait Islander peoples](https://www.abs.gov.au/Aboriginal-and-Torres-Strait-Islander-Peoples) * [National Aboriginal and Torres Strait Islander Social Survey, 2014-15](https://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0/) ABS * [Indigenous Australians](https://www.aihw.gov.au/reports-data/population-groups/indigenous-australians/overview) Australian Institute of Health and Welfare * [What about history? How our history of invasion and social control impacts today](https://australianstogether.org.au/discover/australian-history/get-over-it/) * [Social and emotional wellbeing](https://healthinfonet.ecu.edu.au/learn/health-topics/social-and-emotional-wellbeing/) |
| **Improving human wellbeing**  Students investigate initiatives to improve human wellbeing in Australia and other countries, for example:   * evaluation of initiatives by governments and non-government organisations to reduce spatial variations in human wellbeing * discussion of the role individuals play in improving human wellbeing * proposal for action by governments, organisations or individuals to improve the wellbeing of one group in Australia | Research and discuss the effectiveness on a range of government policies intended to improve Aboriginal Peoples wellbeing for example:   * Native Title Act 1993 * Closing the Gap * Uluru Statement from the Heart | [Indigenous policy and programs](https://info.australia.gov.au/about-government/government-and-parliament/indigenous-policy-and-programs)  [1993 Native Title Act](https://digital-classroom.nma.gov.au/learning-modules/rights-and-freedoms-defining-moments-1945-present/121-1993-native-title-act) – National Museum Australia  [Closing the gap](https://closingthegap.niaa.gov.au/)  [Uluru statement from the heart](https://ulurustatement.org/) |

### Stage 4 geography lesson guide

**Teacher note – below are some** suggested lesson ideas which have been designed to be adjusted for your school’s specific context. Outcomes and syllabus content are included as a guide, but students may not meet the entirety of the included outcome or content points through these tasks and may need further support.

#### Aboriginal and Torres Strait Islander histories and cultures – Water in the World

##### Outcome

**GE4-2** describes processes and influences that form and transform places and environments

##### Syllabus inquiry question

How do natural and human processes influence the distribution and availability of water as a resource?

##### Selected syllabus content

**The value of water**

Students Investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples

* description of the ways water is used by people for example: agricultural, commercial, industrial, and recreational uses

##### Learning intention

To describe and understand the ways in which Aboriginal Peoples use water resources.

##### Guiding inquiry questions

* Identify and explain Aboriginal peoples’ uses of water for recreation, survival and culture.
* Describe changes over time to rivers and river flows and as a result Aboriginal uses of water resources.

### Stage 5 geography lesson guide

**Teacher note – below are some** suggested lesson ideas which have been designed to be adjusted for your school’s specific context. Outcomes and syllabus content are included as a guide, but students may not meet the entirety of the included outcome or content points through these tasks and may need further support.

#### Aboriginal and Torres Strait Islander histories and cultures – Environmental change and Management

##### Outcome

**GE5-5** assesses management strategies for places and environments for their sustainability

##### Inquiry question

How do people’s worldviews affect their attitudes to and use of environments?

##### Selected syllabus content

**Environmental Management**.

Students Investigate environmental management, including different worldviews and the management approaches of Aboriginal and Torres Strait Islander peoples for example:

* discussion of varying environmental management approaches and perspectives

##### Learning intention

To understand the influence of a person or group’s worldview on their management of place.

##### Lesson guiding inquiry questions

* Identify and describe Aboriginal worldviews and the effect of these views on approaches to environmental management.
* Explore a range of Aboriginal land and water management strategies and explain the underlying worldview for this strategy.
* Assess a range of Aboriginal environmental management strategies.

## Relevance for History - Stage 4 and 5

The study of [History](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/learning-across-the-curriculum) in Australia requires a valued engagement in and celebration of the experiences of Aboriginal and Torres Strait Islander peoples, past and present, as part of the shared history belonging to all Australians. Students examine historical perspectives from Aboriginal and Torres Strait Islander viewpoints. Throughout the study of History, students learn about Aboriginal and Torres Strait Islander peoples, as the world’s oldest continuous cultures, prior to colonisation by the British, the ensuing contact and its impact. They will examine the interaction between Aboriginal and Torres Strait Islander peoples and Europeans, with special emphasis on Aboriginal initiatives and responses to key government policies since their earliest contact with British colonists. Students develop an awareness of the significant roles Aboriginal and Torres Strait Islander peoples have played in Australian society and the wider world. This knowledge and understanding will deepen and enable students’ capacity to participate in the ongoing development of a just and equitable Australian society that genuinely reconciles with Aboriginal and Torres Strait Islander peoples.

### History - Stage 4

These tables provided a limited number of suggested teaching and learning activities to support the integration of the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and cultures, into teaching and learning programs. This is **not** a teaching and learning program but has been designed to be incorporated into existing teaching and learning programs to suit the contextual needs of your school.

#### Overview

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| --- | --- | --- |
| Syllabus content | Teaching and learning activity ideas | Resources |
| Students briefly outline:   * the theory that people moved out of Africa around 60 000 years ago and migrated to other parts of the world including Australia * the evidence for the emergence and establishment of ancient societies, including art, iconography, writing, tools and pottery * key features of ancient societies (farming, trade, social classes, religion, rule of law) | Examine a range of theories explaining the arrival of Aboriginal peoples in Australia. Create a Venn diagram to compare and contrast the theories.  Identify key pieces of archaeological evidence of ancient Australia. Explain how these pieces of evidence have informed our understanding of Aboriginal and Torres Strait Islander peoples in ancient Australia.  Create a multimedia presentation for your school to explain the key features Aboriginal and Torres Strait Islander societies prior to the 18th century. | * [When did Aboriginal people first arrive in Australia?](https://newsroom.unsw.edu.au/news/science-tech/when-did-aboriginal-people-first-arrive-australia) * [Aboriginal Australians](https://www.nationalgeographic.com/culture/people/reference/aboriginal-australians/) * [The spread of people to Australia](https://australianmuseum.net.au/learn/science/human-evolution/the-spread-of-people-to-australia/) * [Evidence of first peoples](https://www.nma.gov.au/defining-moments/resources/evidence-of-first-peoples) * [Australian Archaeology](https://australian.museum/learn/cultures/atsi-collection/australian-archaeology/) * [Australian dig finds evidence of Aboriginal habitation up to 80,000 years ago](https://www.theguardian.com/australia-news/2017/jul/19/dig-finds-evidence-of-aboriginal-habitation-up-to-80000-years-ago) * [60,000+ years ago to 1788](http://www.workingwithindigenousaustralians.info/content/History_2_60,000_years.html) |

#### Investigating the Ancient Past

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| --- | --- | --- |
| Syllabus content | Teaching and learning activity ideas | Resources |
| The methods and sources used to investigate at least one historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains  Students use the process of historical investigation to examine at least one historical controversy or mystery | * Investigate the story of Narrabeen man. | * [Narrabeen man](https://www.abc.net.au/catalyst/narrabeen-man/11010512) – ABC Catalyst (duration 7.42) * [Speared man unearthed after 4000 years](https://www.abc.net.au/news/2007-12-21/speared-man-unearthed-after-4000-years/994510) * Teacher resource -[The first archaeological evidence for death by spearing in Australia](https://www.researchgate.net/publication/228764155_The_first_archaeological_evidence_for_death_by_spearing_in_Australia) – this journal article is available as a free download. |
| The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources  Students:   * locate and describe a variety of sources for ancient Australia, for example: animal and human remains, tools, middens, art and stories and sites related to the Dreamings * investigate what these sources reveal about Australia's ancient past | Research and report on sources of evidence ancient Australia. | * [Evidence of first peoples](https://www.nma.gov.au/defining-moments/resources/evidence-of-first-peoples) * [Australian Archaeology](https://australian.museum/learn/cultures/atsi-collection/australian-archaeology/) * [Australian dig finds evidence of Aboriginal habitation up to 80,000 years ago](https://www.theguardian.com/australia-news/2017/jul/19/dig-finds-evidence-of-aboriginal-habitation-up-to-80000-years-ago) * [60,000+ years ago to 1788](http://www.workingwithindigenousaustralians.info/content/History_2_60,000_years.html) |
| The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples  Students:   * describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander people * using a range of sources, including digital sources, for example: UNESCO World Heritage criteria for ancient sites, choose one site to explain why it is important for a chosen site to be preserved and conserved | Research and describe the history and investigations of Lake Mungo and Mungo man and Mungo lady.  Investigate the fish traps at the Budj Bim cultural Landscape  Investigate the cultural significance of one of the following World Heritage listed sites and explain why it should be preserved:   * Willandra Lakes region * Kakadu National park rock art sites * Uluru-Kata Juta National Park * Tasmanian wilderness | * [NSW DoE virtual excursion Lake Mungo](https://www.youtube.com/playlist?list=PL4OaBCdO34bBYSBxtnR1OtKWwcQC2bnFv) * [National Museum Mungo Lady](https://www.nma.gov.au/defining-moments/resources/mungo-lady) * [UNESCO World heritage listing Willandra Lakes region](https://whc.unesco.org/en/list/167) * [UNESCO World Heritage listing Budj Bim](https://whc.unesco.org/en/list/1577) * [UNESCO World heritage listing Kakadu National Park](https://whc.unesco.org/en/list/147) * [Uluru Kata Juta National Park](https://whc.unesco.org/en/list/447) |

#### Aboriginal and Indigenous peoples, Colonisation and Contact History

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| --- | --- | --- |
| Syllabus content | Teaching and learning activity ideas | Resources |
| **The nature of British colonisation of Australia**  Students recall the nature of early British contact with Aboriginal and Torres Strait Islander s in Australia | Watch - The First Australians Episode 1 and 2 and describe the nature of early British contact with Aboriginal people.  Investigate the impact of disease, and land disputes on the Dharug people in the region of Sydney harbour. | * [First Australians They Have Come To Stay Episode 1](https://www.youtube.com/watch?v=Z7_1avVKDwc) (duration 1.10.01) * [First Australians - Her Will To Survive - Episode 2](https://www.youtube.com/watch?v=pFKv1ZSZ7eA) (duration 52.07) * [Pre-contact history](https://www.aboriginalheritage.org/history/history/) * [Secret Country extract 3 Empty land](https://www.youtube.com/watch?time_continue=89&v=uf7Wry9JN8g&feature=emb_logo) (duration 2.35) |
| Students describe the differences between Aboriginal and non-Aboriginal relationships to Land and Country | Create a Venn diagram to compare and contrast Aboriginal and non-Aboriginal people’s relationship to land and Country. | * [Connection to Country](https://www.commonground.org.au/learn/connection-to-country) * [Worldviews and culture](http://www.workingwithindigenousaustralians.info/content/Self_Study_C1_Culture.html) |
| Using a range of sources, describe some of the differing experiences of contact between Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples | Watch ‘The First Australians’ Episode 4 and 5 and describe the experiences of contact between Aboriginal and non-Aboriginal people.  Create an annotated timeline of incidents of contact between Aboriginal Australians and non-Aboriginal people. | * [First Australians There is No Other Law Episode 4](https://www.youtube.com/watch?v=Vby36yO2nZw) (duration 52.00) * [First Australians - An Unhealthy Government Experiment - Episode 5](https://www.youtube.com/watch?v=SXyjUsH_24Y) (duration 52.00) * [Frontier Wars](https://myplace.edu.au/decades_timeline/1840/decade_landing_16_1.html?tabRank=2&subTabRank=2) * [Colonial frontier massacres 1788-1872](https://www.abc.net.au/news/2017-07-05/new-map-plots-massacres-of-aboriginal-people-in-frontier-wars/8678466) * University of Newcastle – [Colonial Frontier massacres 1788-1930](https://c21ch.newcastle.edu.au/colonialmassacres/introduction.php) |
| outline the developments in government policies towards Aboriginal and Torres Strait Islander peoples to 1900 | Create an annotated timeline describing changes in government policies towards Aboriginal and Torres Strait Islander peoples to 1900. | * [First Australians - An Unhealthy Government Experiment - Episode 5](https://www.youtube.com/watch?v=SXyjUsH_24Y) (duration 52.00) * [Timeline of government policies towards Aboriginal Australians](https://www.alrc.gov.au/publication/recognition-of-aboriginal-customary-laws-alrc-report-31/3-aboriginal-societies-the-experience-of-contact/changing-policies-towards-aboriginal-people/) |
| describe and assess the life of one Aboriginal and Torres Strait Islander individual in contact with the British colonisers | Describe the life and significance of one of the following Aboriginal Australians:   * Truganini * Bennelong * Pemulwuy * Calyute * Tedbury * Bungaree * Another individual of the student or teachers choosing. | * [Pemulwuy](https://www.nma.gov.au/defining-moments/resources/pemulwuy) * [Bennelong](https://australianmuseum.net.au/about/history/exhibitions/trailblazers/woollarawarre-bennelong/) * [Truganini](http://adb.anu.edu.au/biography/trugernanner-truganini-4752) * [Calyute](http://adb.anu.edu.au/biography/calyute-12832) * [Tedbury](http://adb.anu.edu.au/biography/tedbury-13311) * [Bungaree](http://adb.anu.edu.au/biography/bungaree-1848) |
| explain the results of colonisation for Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples to 1900 | Create a website to inform other students about the consequences of colonisation for Aboriginal Australians. | * [Initial invasion and colonisation (1788-1890)](http://www.workingwithindigenousaustralians.info/content/History_3_Colonisation.html) |
| **A comparison of the colonising movement**  Students compare the Aboriginal and Torres Strait Islander peoples' experiences of colonisation with those of the chosen Indigenous culture | Create a Venn diagram or table to compare the experiences of Aboriginal and Torres Strait Islanders with those of the Indigenous culture investigated earlier.  Compare and contrast the following aspects of colonisation:   * impact of disease * land disputes * dispossession * frontier wars |  |

### History Stage 5

These tables provided a limited number of suggested teaching and learning activities to support the integration of the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and cultures, into teaching and learning programs. This is not a teaching and learning program but has been designed to be incorporated into existing teaching and learning programs to suit the contextual needs of your school.

#### Movement of Peoples (1750-1901)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia  Students describe the impact of convicts and free settlers on the Indigenous-peoples of the regions occupied | Investigate and explain the impact of early interactions between convicts and Aboriginal peoples in the Sydney region | * [The convict impact on Aboriginal people](https://hydeparkbarracks.sydneylivingmuseums.com.au/period/aboriginal-experience/) * [First encounters and frontier conflict](https://aiatsis.gov.au/explore/articles/first-encounters-and-frontier-conflict) |
| The short- and long-term impacts of the movement of peoples during this period  Student assess the impact of convicts and free settlers on the development of the Australian nation | Create a PMI chart to assess the impact of these early interactions on the development of the Australian nation and the Aboriginal peoples of Australia. |  |

#### Making a nation

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples  Students:   * outline the expansion of European settlement on a map of Aboriginal Australia to 1900 * use a range of sources to describe contact experiences between European settlers and Indigenous peoples | Mark on the map locations of European settlement.  Create multimedia presentation to describe contact experiences between European settlers and Aboriginal Australians. | * [AIATSIS Map of Indigenous Australia](https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia) * [Indigenous cultures and contact history - community stories](https://www.nma.gov.au/learn/encounters-education/community-stories) |
| The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans)  Students describe how the chosen group lived and worked in Australia | Investigate interactions (trade, conflict, labour, intermarriage) between Aboriginal Australians and these groups:   * Chinese * Afghans * Makassan * Japanese * South Sea Islanders. | * [Chinese and Indigenous Australians share a long, 'untold history' that's been captured through art](https://www.abc.net.au/news/2018-06-23/indigenous-and-chinese-relationship-in-australian-history/9893920) * [An Aboriginal woman's journey to uncover her lost Chinese roots amid the coronavirus pandemic](https://www.abc.net.au/news/2020-05-29/australian-aboriginal-woman-looks-for-her-chinese-roots/12282332) * [Islam and Indigenous Australia](https://www.abc.net.au/radionational/programs/archived/encounter/islam-and-indigenous-australia/5602354) * [When Islam came to Australia](https://www.bbc.com/news/magazine-27260027) * [Australia's Afghan cameleers' forgotten history revived by their living relatives](https://www.abc.net.au/news/2020-02-02/descendents-remember-australias-cameleers/11890622) * [Afghan Cameleers in Australia](https://www.sbs.com.au/ondemand/video/340984387887/afghan-cameleers-in-australia-afghan-cameleers-in-australia) SBS On-demand (duration1.01.39) |
| Living and working conditions in Australia around the turn of the twentieth century (that is 1900)  Students using a range of sources, investigate the living and working conditions of men, women, and children around the turn of the twentieth century in Australia | Investigate and describe the living conditions of Aboriginal Australians on reserves and in missions.  Create a short play to convey they nature of life on a mission for Aboriginal or Torres Strait Islanders.  Explain they way in which life on a mission compared with pre-contact life for Aboriginal and Torres Strait Islander peoples. | * [‘A modern-day concentration camp’: using history to make sense of Australian immigration detention centres - Aboriginal reserves](http://press-files.anu.edu.au/downloads/press/p109651/html/ch04s03.html) * [Living on Aboriginal reserves and stations](https://www.environment.nsw.gov.au/chresearch/ReserveStation.htm) |
| Key events and ideas in the development of Australian self-government and democracy, including women's voting rights  Students discuss the consequences of the introduction of the Australian Constitution for the rights of women and Aboriginal people | Research the Australian Constitution Section 51 (xxvi) and Section 127 as they were at the time of Federation. Analyse the significance of these sections of the constitution and the consequences for Aboriginal Australians (for example: not able to vote, not able to stand for election to parliament).  Investigate the significance of Constitutional recognition of Aboriginal people. | * [“Aboriginal natives shall not be counted”](https://aiatsis.gov.au/exhibitions/aboriginal-natives-shall-not-be-counted) |

#### Australians at war: World Wars I and II (1914–1918, 1939–1945)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| An overview of the causes of the wars, why men enlisted and where Australians fought  Students explain why Australians enlisted to fight in both wars | Explore motivations for Aboriginal Australians to enlist in WWI and WWII. | * [Australian Indigenous service during WWI](https://anzacportal.dva.gov.au/wars-and-missions/ww1/personnel/indigenous-service) * Access the PDF document “How did Indigenous Australians contribute to the Defence of Australia in World War 2? Available from [Darwin Defenders](http://darwindefenders.com/education/). |
| **Significant events and the experiences of Australians at war**   * Using sources, students investigate the following features of each war:   + prisoners of war   + a specific campaign, eg the Western Front 1916 and the New Guinea campaign 1942   + the role of women   + participation of [Aboriginal and Torres Strait Islander](javascript:void(0);) peoples   + a specific event/incident, eg the Battle of Hamel 1918 and the Fall of Singapore 1942 | Conduct a case study of the experiences of a specific Aboriginal service member for example:   * Captain Reg Saunders * Leonard Waters.   Research Aboriginal women who served in WWI or WWII. | * [Indigenous nurse in WWI: Marion Leane Smith](https://indigenoushistories.com/2013/10/30/an-indigenous-nurse-in-world-war-one-marion-leane-smith-smith/) * [List of Aboriginal service personnel](https://www.awm.gov.au/webgroups/indigenous%20service) – AWM * [Captain Reginald Walter 'Reg' Saunders](https://www.awm.gov.au/collection/P302) * [Waters, Leonard Victor (Len) (1924–1993)](http://ia.anu.edu.au/biography/waters-leonard-victor-len-24662) * [Indigenous defence service](https://www.awm.gov.au/articles/encyclopedia/indigenous) |
| **Significance of the wars to Australia**  Students explain the impact of the wars on returned soldiers/civilians | Examine the experiences of Aboriginal returned services personnel. | * [The story behind Sydney’s bullet sculpture](https://www.sbs.com.au/nitv/living-black/article/2015/04/20/story-behind-sydneys-bullet-sculpture) * [Anzac Day: Indigenous soldiers thought 'when we got back we'd be treated differently'](https://www.abc.net.au/news/2017-04-25/anzac-day-indigenous-soldiers-shunned-by-society/8468364?nw=0) |

#### Rights and Freedoms (1945 to the Present)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations  Students:   * explain the purpose and significance of early twentieth-century Aboriginal activism including the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples * outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, for example: the control of wages and reserves * using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations) * describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples | Create an annotated timeline of Aboriginal activism in the period up to 1965. Illustrate each annotation with a relevant image.  Research the background of the Day of Mourning 1938. Explain the purpose and significance of the protest.  Research the laws that affected Aboriginal peoples and the impact these laws had on Aboriginal people’s autonomy and self-determination.  Investigate the significance of the exclusion of Aboriginal peoples from the Constitution.  Access and read the Bringing Them Home report. What was the significance of the report?  Conduct a case study of a specific Aboriginal person who was removed from their family as part of the Stolen Generations.  Identify the provisions of the assimilation policy. Write a report on the effects of assimilation on Aboriginal people. | * [Timeline: Indigenous rights movement](https://www.sbs.com.au/news/timeline-indigenous-rights-movement) * [We hereby make protest: The 1938 Day of Mourning](https://aiatsis.gov.au/exhibitions/day-mourning-26th-january-1938) * [NSW legislation and key provisions](https://aiatsis.gov.au/collections/collections-online/digitised-collections/remove-and-protect/new-south-wales) * [Aborigines Protection Act](https://www.nma.gov.au/defining-moments/resources/aborigines-protection-act) * [Bringing Them Home report](https://humanrights.gov.au/our-work/bringing-them-home-report-1997) * [Aboriginal people will live as white Australians](https://aiatsis.gov.au/exhibitions/aboriginal-people-will-live-white-australians) |
| The US civil rights movement and its influence on Australia  Students:   * explain how the Freedom Rides in the US inspired civil rights campaigners in Australia * discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples | Explain the influence of the US Freedom rides on civil rights campaigners in Australia.  Describe what happened at the major stops of the Freedom Riders - Walgett, Moree, and Bowraville.  Explain the outcomes of the Freedom Rides. | * [1965 Freedom Rides](https://aiatsis.gov.au/exhibitions/1965-freedom-ride) * [Freedom Ride 1965](https://www.nma.gov.au/explore/features/indigenous-rights/civil-rights/freedom-ride) * [Freedom Ride: Turning point in Australia's race relations](https://www.bbc.com/news/world-australia-31450529) |
| The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations); the Apology  Students outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms | Create a timeline showing the history of Aboriginal and Torres Strait Islander Peoples’ right to vote.  1967 Referendum – describe how the referendum changed the Australian constitution and what the significance of these changes were for Aboriginal Australians.  Define reconciliation. What is the significance of reconciliation to Aboriginal Australians? What are the changes reconciliation is intended to bring to Aboriginal peoples’ lives?  Identify and explain the key features and individuals in the Mabo decision.  Create a timeline showing the events that led to the Mabo decision.  Explain terra nullius and the significance of the Mabo decision to this concept.  Explain what the “Bringing them home Report” is? What were its aims and objectives? How successful has it been  Research the Find and Connect website. What are its aims and objectives?  Explain the significance of The Apology  Explore responses to the Apology from a range of Australian peoples | * [Indigenous Australians right to vote](https://www.nma.gov.au/defining-moments/resources/indigenous-australians-right-to-vote) * [My voice for my country](https://aiatsis.gov.au/exhibitions/my-voice-my-country) * [Louder than one voice](https://www.youtube.com/watch?v=B4Xu207eC70) – AEC (duration 10.13) * [The 1967 Referendum](https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/FlagPost/2017/May/The_1967_Referendum) (Parliament of Australia) * [Defining moments:1967 Referendum](https://www.youtube.com/watch?v=6mB8fXkGzoo) (duration 6.10) National Museum of Australia * [The 1967 Referendum](https://www.nla.gov.au/research-guides/the-1967-referendum) National Library of Australia * [What is Reconciliation?](https://www.reconciliation.org.au/what-is-reconciliation/) * [Reconciliation in my school](https://www.schoolsreconciliationchallenge.org.au/reconciliation-in-my-school/) * [Five things you should know about the Mabo decision](https://www.sydney.edu.au/news-opinion/news/2017/06/02/five-things-you-should-know-about-the-mabo-decision.html) * [Mabo case](https://aiatsis.gov.au/explore/articles/mabo-case) * [Mabo decision](https://www.nma.gov.au/defining-moments/resources/mabo-decision) * [Bringing Them Home](https://bth.humanrights.gov.au/) * [Find and Connect](https://www.findandconnect.gov.au/) * [National Apology to the Stolen Generations](https://aiatsis.gov.au/gallery/video/national-apology-stolen-generations) (duration 30.00) * [National Apology](https://www.nma.gov.au/defining-moments/resources/national-apology) |
| Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle  Students:   * outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples * investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms | Create an annotated timeline showing the methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples.  Research and explain who Charles Perkins was and his significance to the Aboriginal civil rights movement.  What was the Student Action for Aborigines organisation and what did it do? | * [How Aboriginal activism brought about change](https://www.australiangeographic.com.au/topics/history-culture/2011/07/how-aboriginal-activism-brought-about-change/) * [Indigenous civil rights movement in Australia](https://australianstogether.org.au/discover/australian-history/civil-rights-movement/) * [Charles Perkins](https://www.nma.gov.au/explore/features/indigenous-rights/people/charles-perkins) * [Student Action for Aborigines](https://www.nma.gov.au/explore/features/indigenous-rights/organisations/expansion-folder/student-action-aborigines) |
| The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples  Students:   * identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007) * evaluate the methods and effectiveness of one campaign for civil rights and freedoms in Australia or another country | Research the UN Convention on the Rights of the Child. Conduct further research to identify the significance of the convention to Aboriginal Peoples.  Explain the aims and purposes of the UN Declaration on the Rights of Indigenous Peoples. Describe changes to law have been made in Australia to achieve the aims of the convention.  Research the Aboriginal Tent Embassy; its history, objectives and current purpose and status.  Create a timeline for the Wave Hill walk off. Explore a range of resources explaining the background and significance of the action.  Deconstruct the lyrics of Paul Kelly’s; From little things big things grow, and explain what is being referred to in each verse and the chorus.  Create a slideshow of images to accompany the lyrics of From Little Things Big Things Grow”. | * [Learn about children’s rights](https://www.unicef.org.au/our-work/information-for-children) * [UN Declaration on the Rights of Indigenous Peoples](https://humanrights.gov.au/our-work/un-declaration-rights-indigenous-peoples-1) * [Aboriginal tent embassy](https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy) * [The history of the Aboriginal tent embassy](https://www.abc.net.au/news/2012-01-27/the-history-of-the-aboriginal-tent-embassy/3796630) * [Wave Hill walk off](https://www.nma.gov.au/defining-moments/resources/wave-hill-walk-off) * [From little things big things grow](https://www.youtube.com/watch?v=CC2LrXnoJ_A) – Paul Kelly (duration 6.36) |

#### The Environment Movement (1960s-present)

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| Syllabus content | Teaching and learning activity ideas | Resources |
| The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (notion of 'Gaia', 'limits to growth', sustainability, 'rights of nature')  Students discuss key events in the growing awareness of environmental issues in Australia and the world before 1975 | Investigate the Yirrkala Bark Petitions and their significance as both an environmental action and a part of the Land Rights movement.  Research the significance of Terania Creek to Aboriginal people and their role in the campaign to preserve the region. | * [Yirrkala Bark Petitions](https://www.foundingdocs.gov.au/item-did-104.html) * [Terania Creek landmark environmental protest remembered four decades on](https://www.abc.net.au/news/2019-08-17/terania-creek-anti-logging-protest-40-years-on/11406660?nw=0) |

### Stage 4 history lesson guide

**Teacher note – below are some** suggested lesson ideas which have been designed to be adjusted for your school’s specific context. Outcomes and syllabus content are included as a guide, but students may not meet the entirety of the included outcome or content points through these tasks and may need further support.

#### Aboriginal and Torres Strait Islander histories and cultures - Investigating the Ancient Past

##### Outcome

**HT4-1** describes the nature of history and archaeology and explains their contribution to an understanding of the past

##### Inquiry question

How do we know about the ancient past?

##### Selected syllabus content

The nature of the sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources

Students:

* locate and describe a variety of sources for ancient Australia, e.g. animal and human remains, tools, middens, art and stories and sites related to the Dreaming
* investigate what these sources reveal about Australia’s ancient past

##### Learning intention

To gain an understanding of Australia’s ancient past.

##### Lesson questions

* Identify and describe places of pre-contact significance to the local Aboriginal Peoples for example meeting places, sacred sites, sites of specific cultural events.
* Identify and describe evidence on local Country of Aboriginal people’s pre-contact histories and cultures?

### Stage 5 history lesson guide

**Teacher note – below are some** suggested lesson ideas which have been designed to be adjusted for your school’s specific context. Outcomes and syllabus content are included as a guide, but students may not meet the entirety of the included outcome or content points through these tasks and may need further support.

#### Aboriginal and Torres Strait Islander histories and cultures - Rights and Freedoms (1945-present)

##### Outcome

**HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

##### Inquiry question

How was Australian society affected by significant global events and changes in this period?

##### Selected syllabus content

Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations

Students:

* outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, for example the control of wages and reserves
* using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations)
* describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples

##### Learning intention

To outline and describe government policies towards Aboriginal Peoples and the impact of these policies on Aboriginal Peoples.

##### Lesson questions

* Identify and describe the impact on the rights and freedoms of Aboriginal and Torres Strait Islander peoples of one government policy?
* Describe the experiences of those Aboriginal people who were removed from their families?
* Investigate the Australian government policy of assimilation.