



Australian Curriculum: ENGLISH

South West Aboriginal Land and Sea Council is collaborating with the Association of Independent Schools of WA (Inc) to develop detailed curriculum links in History, English, Science, Mathematics and Geography for Pre-Primary to Year 10.

This Education resource is designed to assist teachers by providing links between the [Kaartdijin Noongar website](#) and the Australian Curriculum. The [Kaartdijin Noongar website](#) aims to share the richness of our Noongar knowledge, culture and history in order to strengthen our community and promote wider understanding.

Organising ideas: Aboriginal and Torres Strait Islander histories and culture

The Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face.^[1] With these considerations and the *Melbourne Declaration on Educational Goals for Young Australians* in mind, the curriculum gives special attention to these three priorities:

- [Aboriginal and Torres Strait Islander histories and cultures](#)
- [Asia and Australia's engagement with Asia](#)
- [Sustainability](#).

For each **cross-curriculum priority**, a set of organising ideas reflects the essential knowledge, understandings and skills for the priority. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.

Country/Place

- O1.1 Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.
- O1.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
- O1.3 Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Culture

- O1.4 Aboriginal and Torres Strait Islander societies have many Language Groups.
- O1.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
- O1.6 Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.

People

- OI.7 The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.
- OI.8 Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.
- OI.9 Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

The Australian Curriculum: English values Aboriginal and Torres Strait Islander histories and cultures. It articulates relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies. All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature. Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

The Kaartdijin Noongar web address is www.noongarculture.org.au/

Year level Title	Content Descriptions	Elaborations/Teaching Ideas	Noongar Links	
Source: ACARA Australian Curriculum v5.0				
Pre-Primary	Language variation and change	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	<ul style="list-style-type: none"> learning that different languages exist; discussing the various languages encountered in the community and at school; acknowledging the home languages of students who speak another language, and valuing the ability to speak more than one language recognising that some texts can include both Standard Australian English and elements of other languages including Noongar or other Aboriginal and Torres Strait Islander languages 	<ul style="list-style-type: none"> Speaking Pitjantjatjara Wiradjuri Welcome, An Aboriginal language Noongar Welcome, An Aboriginal language Nunga Welcome, An Aboriginal language Noongar Language Noongar language from the southwest The Nyoongar Legacy Nidja Beeliar Boodja Glossary Aboriginal languages, clans and dialects
	Literature and context	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	<ul style="list-style-type: none"> recognising that there are storytellers in all cultures viewing stories by Noongar or other Aboriginal and Torres Strait Islander storytellers from online sources comparing experiences depicted in stories with students' own 	<ul style="list-style-type: none"> Noongar oral history: storytelling Nidja Beeliar Boodja Katitjin Noongar Stories Noongar Language and Literature
	Examining literature	Identify some features of texts including events and characters and retell events from a text (ACELT1578)	<ul style="list-style-type: none"> engaging with texts that reflect the social and cultural groups to which students belong identifying some features of culture related to Noongar characters and events in literary texts, for example dress, food and daily routines recognising cultural patterns of storytelling, for example 'Once upon a time', 'A long, long time ago', 'Before the Dreamtime...' 	<ul style="list-style-type: none"> Noongar Stories Dreaming and the Dreamtime

Year level Title		Content Descriptions	Elaborations/Teaching Ideas	Noongar Links
Source: ACARA Australian Curriculum v5.0				
Pre-Primary	Literacy: Interacting with others	Recognise some different types of literary texts and identify some characteristic features of literary texts , for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)	<ul style="list-style-type: none"> Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) using music and actions to enhance appreciation of Noongar rhymes, poems, chants and songs 	<ul style="list-style-type: none"> Noongar Talking Books
	Literacy: Interpreting, analysing, evaluating	Use interaction skills including listening while others speak , using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	<ul style="list-style-type: none"> showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker if culturally appropriate engaging in conversations with peers and adults in home language or dialect drawing events in sequence, recognising that for some Noongar or other Aboriginal and Torres Strait Islander stories, the sequence of events may be cyclical 	<ul style="list-style-type: none"> Noongar Poetry Miya Miya Home

Year level Title		Content Descriptions	Elaborations/Teaching Ideas	Noongar Links
Source: ACARA Australian Curriculum v5.0				
Year 1	Literature and context	Discuss how authors create characters using language and images (ACELT1581)	<ul style="list-style-type: none"> identifying similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts, and how spiritual beings are represented in Noongar or other Aboriginal and Torres Strait Islander stories 	<ul style="list-style-type: none"> Noongar Language The Nyoongar Legacy
	Examining literature	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)	<ul style="list-style-type: none"> exploring performance poetry, chants and songs from Noongar or other Aboriginal and Torres Strait Islander peoples and Asian cultures 	<ul style="list-style-type: none"> Noongar Poetry: Miya Miya Home Wanjoo - Gina Williams (song)
	Creating Examining	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	<ul style="list-style-type: none"> creating visual representations of literary texts from Noongar, other Aboriginal and Torres Strait Islander or Asian cultures 	<ul style="list-style-type: none"> Noongar Stories Noongar Language and Literature
	Literacy: Texts in context	Respond to texts drawn from a range of cultures and experiences (ACELY1655)	<ul style="list-style-type: none"> exploring some of the meanings and teachings embedded in Noongar Dreaming stories 	<ul style="list-style-type: none"> Noongar and the Waugal Australia's "Rainbow Serpent" Noongar Rainbow Serpent - Waugal

Year level Title	Content Descriptions	Elaborations/Teaching Ideas	Noongar Links	
Source: ACARA Australian Curriculum v5.0				
Year 2	Language variation and change	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)	<ul style="list-style-type: none"> identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Noongar or other Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities recognising some phrases in the languages of the class and community, for example greetings and expressions of politeness 	<ul style="list-style-type: none"> Language and spirituality: Minningup Pool on the Collie River Noongar Language The Nyoongar Legacy Noongar Language and Literature
	Literature and context	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)	<ul style="list-style-type: none"> exploring iconography of Noongar or other Aboriginal and Torres Strait Islander cultures recognising recurring characters, settings and themes in Dreaming stories experienced through texts, films and online sources discussing moral and teaching stories from varied cultures, such as Noongar, and identifying and comparing their central messages 	<ul style="list-style-type: none"> Noongar Stories Australia's "Rainbow Serpent" Noongar of the Beelias
	Responding to literature	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)	<ul style="list-style-type: none"> describing features of texts from different cultures, such as Noongar, including recurring language patterns, style of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences connecting the feelings and behaviours of animals in anthropomorphic stories with human emotions and relationships drawing, writing and using digital technologies to capture and communicate favourite characters and events 	<ul style="list-style-type: none"> Noongar Talking Books

Year level Title	Content Descriptions	Elaborations/Teaching Ideas	Noongar Links	
Source: ACARA Australian Curriculum v5.0				
Year 2	Examining literature	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)	<ul style="list-style-type: none"> exploring poems, chants, rhymes or songs from different cultures, which class members may bring from home learning to recite, sing or create interpretations of poems, chants, rhymes or songs from students' own and other different cultures 	<ul style="list-style-type: none"> Noongar Poetry: Miya Miya Home Wanjoo - Gina Williams (song)
	Literacy: Texts in context	Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)	<ul style="list-style-type: none"> identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Noongar or other Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia comparing two or more versions of the same topic by different authors or from different cultures, describing similarities and differences 	