



## Australian Curriculum: HISTORY

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.<sup>[i]</sup> 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

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

### Culture

- OI.4 Aboriginal and Torres Strait Islander societies have many Language Groups.
- OI.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
- OI.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:*** History values Aboriginal and Torres Strait Islander histories and cultures. It celebrates Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians. Students will examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint. They will learn about Aboriginal and Torres Strait Islander Peoples prior to colonisation by the British, the ensuing contact and its impacts. They will examine key policies and political movements over the last two centuries. Students will develop an awareness of the significant roles of Aboriginal and Torres Strait islander people in Australian society.

The Kaartdijin Noongar web address is [www.noongarculture.org.au/](http://www.noongarculture.org.au/)

<b>Year level Title</b>		<b>Content Descriptions</b>	<b>Elaborations/Teaching Ideas</b>	<b>Noongar Links</b>
Source: ACARA Australian Curriculum v5.0				
<b>Year 3</b>	Community and Remembrance	The importance of Country and Place to Noongar and Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060)	<ul style="list-style-type: none"> <li>identifying the language groups of Noongar people who belong to the local area and explaining the relationship between language, country, place and spirituality</li> <li>listening to Noongar Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Noongar connection to country</a></li> <li><a href="#">Noongar reflections of home and country</a></li> <li><a href="#">Noongar spirituality</a></li> <li><a href="#">Noongar Language</a></li> <li><a href="#">The Trails of the Rainbow Serpent</a></li> <li><a href="#">The Mythical Rainbow Serpent</a></li> <li><a href="#">Telling stories of Noongar country</a></li> <li><a href="#">Making Walyalup Dreaming</a></li> </ul>
		The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)	<ul style="list-style-type: none"> <li>using local sites, museums and online collections (for the local area or state/territory) to identify the cultural groups within the local community and their influence over time.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Noongar Workers</a></li> <li><a href="#">Noongar War Service</a></li> <li><a href="#">Northam in the Ballardong Region</a></li> <li><a href="#">Narrogin in the Gnaala Karla Booja Region</a></li> <li><a href="#">Margaret River in the South West Boojarah Region</a></li> <li><a href="#">The Wagyl Kaip and Southern Noongar Region</a></li> <li><a href="#">Guildford in the Whadjuk Region</a></li> <li><a href="#">Moora in the Yued Region</a></li> <li><a href="#">Map of Noongar Country</a></li> </ul>

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Source: ACARA Australian Curriculum v5.0			
Year 3			<ul style="list-style-type: none"> <li>• <a href="#">Yagan</a></li> <li>• <a href="#">Eric Hayward, No Free Kicks</a></li> <li>• <a href="#">Telling Noongar peoples' stories</a></li> <li>• <a href="#">Kodja Place, an interpretative centre presenting Kojonup's shared history</a></li> <li>• <a href="#">Hands on programme at WA Museum</a></li> <li>• <a href="#">Plants of Denmark's Walk Trails</a></li> <li>• <a href="#">Bidi Katitjiny Aboriginals Woman Trail</a></li> </ul>
	Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. (ACHHK063)	<ul style="list-style-type: none"> <li>• identifying and discussing the historical origins of an important Australian celebration or commemoration</li> <li>• examining the symbolism of flags (for example the Australian, Aboriginal flags) and recognising special occasions when they are flown (for example all three flags are flown during NAIDOC week, National Reconciliation Week, National Sorry Day and MABO day)</li> <li>• recognising the significance of other days or weeks including the Anniversary of the National Apology to Australia's Indigenous Peoples (2008)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Aboriginal Flag</a></li> <li>• <a href="#">Days of celebration or commemoration</a></li> <li>• <a href="#">Noongar War Service</a></li> <li>• <a href="#">AFL Indigenous Round</a></li> <li>• <a href="#">NAIDOC Week Perth</a></li> <li>• <a href="#">NAIDOC Week (national)</a></li> <li>• <a href="#">Sorry Day</a></li> <li>• <a href="#">Apology</a></li> <li>• <a href="#">Reconciliation Week</a></li> <li>• <a href="#">Australia Day (Survival Day)</a></li> <li>• <a href="#">Harmony Day</a></li> </ul>

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Source: ACARA Australian Curriculum v5.0				
<b>Year 3</b>	Chronology, terms and concepts	Use historical terms	<ul style="list-style-type: none"> <li>using historical terms (such as immigration, exploration, development, settlement and naming days of commemoration and emblems) when speaking, writing, and illustrating</li> <li>using acronyms (for example NAIDOC, ANZAC) and understanding their meaning</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Days of celebration or commemoration</a></li> <li><a href="#">NAIDOC Week Perth</a></li> <li><a href="#">NAIDOC Week (national)</a></li> <li><a href="#">Aboriginals and War</a></li> </ul>
		Identify different points of view <u>(ACHHS069)</u>	<ul style="list-style-type: none"> <li>Identifying the meaning of celebrations from different perspectives (for example Australia Day for Noongar people compared with Anglo-Australians)</li> <li>Invite a Noongar elder or family member to come and talk about their experiences of war</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Honouring Indigenous War Graves Inc</a></li> <li><a href="#">ANZAC Day websites: Aboriginals and War</a></li> <li><a href="#">Australia Day (Survival Day)</a></li> </ul>

Year level Title		Content Descriptions	Elaborations/Teaching Ideas	Noongar Links
Source: ACARA Australian Curriculum v5.0				
Year 4	First Contacts	The diversity and longevity of Australia's first peoples and the ways Noongar and Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077)	<ul style="list-style-type: none"> <li>comparing families in the present with those from the recent past (the families of parents and grandparents) in terms of their size and structure (for example the different types of family such as nuclear, single parent, blended)</li> <li>examining early archaeological sites (for example Devil's Lair, Walyunga and Upper Swan sites) that show the longevity of Noongar people</li> <li>mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia, with particular emphasis on the local Noongar people</li> <li>investigating pre-contact ways of life of Noongar people; their knowledge of their environment including land management practices; their sense of the interconnectedness of Country/Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things)</li> <li>studying totems in the lives of Noongar people and examining the differences between their totems</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Noongar Connection to Country</a></li> <li><a href="#">Devil's Lair archaeological site</a></li> <li><a href="#">Devil's Lair Journal Article</a></li> <li><a href="#">Devil's Lair Wikipedia</a></li> <li><a href="#">Devil's Lair: The land where time began</a></li> <li><a href="#">Noongar Language</a></li> <li><a href="#">Noongar spirituality, including totems</a></li> <li><a href="#">Walyunga National Park</a></li> <li><a href="#">Walyunga National Park Wiki</a></li> <li><a href="#">Early Sites in Temperate Australia</a></li> <li><a href="#">Upper Swan Archaeological Site</a></li> <li><a href="#">Noongar Identity</a></li> <li><a href="#">Noongar lore</a></li> <li><a href="#">Indigenous Tourism, WA</a></li> <li><a href="#">Upper Swan site</a></li> <li><a href="#">Department of Indigenous Affairs site information</a></li> <li><a href="#">Family</a></li> <li><a href="#">Nyoongar History Ride - Perth to Fremantle</a></li> </ul>
		The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the	<ul style="list-style-type: none"> <li>investigating contact with Noongar people (for example the contact between the Minang Noongar of the Albany area and the early French and British explorers and sealers)</li> <li>comparing the European concept of land ownership</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Contact History</a></li> <li><a href="#">Noongar Resistance 1830 - 1890 on the South Coast</a></li> </ul>

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Source: ACARA Australian Curriculum v5.0				
Year 4		<p>Europeans, and the effects of these interactions on, for example families and the environment</p>	<p>with the Noongar people’s relationship with the land and sea, and how this affected relations between them</p> <ul style="list-style-type: none"> <li>exploring whether the interactions between Europeans and Noongar people had positive or negative effects</li> <li>examining paintings and accounts (by observers such as Collett Barker in Albany) to determine the impact of early British colonisation on Noongar and Aboriginal and Torres Strait</li> <li>Islander people’s country</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Noongar lore</a></li> <li><a href="#">List of legislation</a></li> <li><a href="#">Impacts of laws on Noongar people before 1905</a></li> <li><a href="#">Northam in the Ballardong Region</a></li> <li><a href="#">Narrogin in the Gnaala Karla Booja Region</a></li> <li><a href="#">Margaret River in the South West Boojarah Region</a></li> <li><a href="#">The Wagyl Kaip and Southern Noongar Region</a></li> <li><a href="#">Guildford in the Whadjuk Region</a></li> <li><a href="#">Moora in the Yued Region</a></li> <li><a href="#">Tiffany Shellam, <i>Shaking Hands on the Fringe: Negotiating the Aboriginal World at King George’s Sound</i>, Crawley: UWA Press, 2009</a></li> <li><a href="#">Kojunup Spring</a></li> <li><a href="#">Contact history</a></li> <li><a href="#">First Contact Artwork</a></li> <li><a href="#">Plants of Denmark’s Walk Trail</a></li> <li><a href="#">Bidi Katitjiny Aboriginals Woman Trail</a></li> </ul>
	Chronology, terms and	Use historical terms	<ul style="list-style-type: none"> <li>using historical terms when talking about the past (for example ‘penal’, ‘transportation’, ‘navigation’,</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Glossary of historical terms</a></li> </ul>

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Source: ACARA Australian Curriculum v5.0				
Year 4	concepts		<p>‘frontier conflict’, ‘colonisation’)</p> <ul style="list-style-type: none"> <li>identifying the origins of place names in Australia (for example those named by French explorers, Noongar and other Aboriginal and Torres Strait Islander place names)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Perth suburbs with Aboriginal names</a></li> <li><a href="#">Understanding Noongar place names</a></li> <li><a href="#">Nyoongar History Ride - Perth to Fremantle</a></li> <li><a href="#">Noongar history of the Swan and Canning Rivers</a></li> <li><a href="#">Nyungar, Murdoch University</a></li> <li><a href="#">Perth suburbs with Aboriginal names</a></li> <li><a href="#">WA place names and their meanings</a></li> </ul>
	Historical questions and research	Pose a range of questions about the past	<ul style="list-style-type: none"> <li>generating questions about the diversity and antiquity of Noongar people, and the nature of contact in early Australia (for example 'Who?' 'What?' 'When?' 'Where?' 'Why?' questions)</li> <li>posing questions about explorers (for example 'Who were they?' 'Where were they from?' 'Where did they go?' 'What did they do?')</li> <li>posing questions about the First Fleet (for example 'Why did the First Fleet travel to Australia?' 'Who was on it?' 'What were their stories?' 'What was the journey like?')</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Noongar connection to country</a></li> <li><a href="#">Noongar Identity</a></li> <li><a href="#">Devil's Lair archaeological site</a></li> <li><a href="#">Australians First Fleet</a></li> <li><a href="#">The First Fleet</a></li> <li><a href="#">Understanding diversity</a></li> </ul>



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Source: ACARA Australian Curriculum v5.0				
Year 5	The Australian Colonies	<p>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Noongar and Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)</p>	<ul style="list-style-type: none"> <li>investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and a Noongar family, a convict and a free settler, a farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and childrens' lives'.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">List of legislation</a></li> <li><a href="#">Impacts of laws on Noongar people before 1905</a></li> <li><a href="#">Contact History</a></li> <li><a href="#">Gathering Food</a></li> <li><a href="#">Work</a></li> <li><a href="#">Hands on programme at WA Museum</a></li> <li><a href="#">The Roundhouse by Christopher Pease, 2007</a></li> <li><a href="#">Kodja Place, an interpretative centre presenting Kojonup's shared history</a></li> <li><a href="#">Aboriginal tours of Perth</a></li> <li><a href="#">Swan River colony – Impact on Noongar people</a></li> <li><a href="#">Creating Spirits</a></li> </ul>
		<p>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.</p>	<ul style="list-style-type: none"> <li>investigating an event or development and explaining its economic, social and political impact on a colony (for example the consequences of frontier conflict events such as the Pinjarra Massacre)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Pinjarra Massacre</a></li> <li><a href="#">List of legislation</a></li> <li><a href="#">Impacts of laws on Noongar people before 1905</a></li> <li><a href="#">Contact History</a></li> </ul>
		<p>The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Noongar</p>	<ul style="list-style-type: none"> <li>investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example Noongar people such as Yagan and Mokare or landowners such as George Fletcher Moore)</li> <li>exploring the motivations and actions of an</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Telling Noongar stories</a></li> <li><a href="#">Noongar People</a></li> <li><a href="#">Yagan</a></li> <li><a href="#">Panoramic View of King George's Sound, 1834</a></li> </ul>

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Source: ACARA Australian Curriculum v5.0			
Year 5		and other Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)	individual or group that shaped a colony
		Identify different points of view (ACHHS085)	<ul style="list-style-type: none"> <li>Exploring different stories about contact experiences and early penal life to discover the thoughts or feelings of the people at the time (for example convicts, Noongar people, convict guards, free settlers)</li> </ul>
			<ul style="list-style-type: none"> <li><a href="#">Painting of Noongar camp on Melville Water, 1842</a></li> <li><a href="#">George Fletcher Moore, Australian Dictionary of Biography</a></li> </ul>
			<ul style="list-style-type: none"> <li><a href="#">Doolan Leisha Eatts talks about her grandmother's story of contact with the Europeans</a></li> </ul>

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Source: ACARA Australian Curriculum v5.0				
Year 6	Australia as a nation	<p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. (ACHHK114)</p>	<ul style="list-style-type: none"> <li>the lack of citizenship rights for Noongar people in Australia, illustrated by their early classification as flora and fauna, controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions</li> <li>describing the significance of the 1962 right to vote federally and the 1967 referendum</li> <li>investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example the Coolbaroo League and Aboriginal Advancement Council)</li> <li>investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example the nature of their food and shelter, education and contacts with family)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Contact History</a></li> <li><a href="#">List of legislation</a></li> <li><a href="#">Impact of laws from 1905 Act onwards</a></li> <li><a href="#">Coolbaroo League</a></li> <li><a href="#">Stolen Generations</a></li> <li><a href="#">Noongar connection to country</a></li> <li><a href="#">Carrolup art from the Stolen Generations</a></li> <li><a href="#">Kodja Place, an interpretative centre presenting Kojoonup's shared history</a></li> <li><a href="#">1967 referendum</a></li> <li><a href="#">1967 referendum</a></li> <li><a href="#">Reconciliation Australia</a></li> <li><a href="#">National Indigenous Business and Community Enterprise Directory</a></li> <li><a href="#">Bringing them Home - stolen generations</a></li> </ul>
		<p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)</p>	<ul style="list-style-type: none"> <li>considering notable individuals in Australian public life across a range of fields (for example the arts, science, sport, law, health, housing and education), including Noongar people, such as Yagan, Kim Scott, Rob Riley, Kayang Hazel Brown and Ned Mippy</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Noongar People</a></li> <li><a href="#">Telling Noongar stories</a></li> <li><a href="#">'Black Magic' film about Noongar people and sport</a></li> <li><a href="#">Noongar Artists</a></li> <li><a href="#">Indigenous Sports Program, WA Department of Sport and</a></li> </ul>

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Source: ACARA Australian Curriculum v5.0			
Year 6			<a href="#">Recreation</a> <ul style="list-style-type: none"> <li>• <a href="#">Yagan</a></li> <li>• <a href="#">Kayang Hazel Brown</a></li> <li>• <a href="#">Ned Mippy</a></li> <li>• <a href="#">Noongar Radio</a></li> </ul>
	Chronology, terms and concepts	Identify questions to inform an historical inquiry	<ul style="list-style-type: none"> <li>• developing key questions about the birth of Australian democracy and the experiences of citizenship for women, migrants and Noongar people</li> </ul>
	Analysis and use of sources	Locate information related to inquiry questions in a range of sources	<ul style="list-style-type: none"> <li>• finding relevant historical information in primary and secondary sources (for example related to the rights and status of women as well as Noongar people and the experiences of migrants)</li> </ul>