



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>[1]</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/)

Year level Title		Content Descriptions	Elaborations/Teaching Ideas	Noongar Links
Source: ACARA Australian Curriculum v5.0				
Year 7	The Ancient World	The nature of the sources for <a href="#">ancient</a> Australia and what they reveal about Australia's past in the <a href="#">ancient</a> period, such as the use of resources ( <a href="#">ACDSEH031</a> )	<ul style="list-style-type: none"> <li>generating a range of questions to investigate a source (for example Devil's Lair archaeological site near Margaret River – how long it was used for, what it reveals about technology, ornament and the use of environmental resources)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Gathering food and Devil's Lair</a></li> <li><a href="#">Noongar lore</a></li> <li><a href="#">Department of Indigenous Affairs site information</a></li> <li><a href="#">Berndt Museum of Anthropology</a></li> </ul>
		Identify the origin and purpose of primary and <a href="#">secondary sources</a> ( <a href="#">ACHHS209</a> )	<ul style="list-style-type: none"> <li>Responding to questions about photographs, artefacts, stories, buildings and other sources to explain the past such as: 'Who wrote/ produced this?' 'When?' 'Why?' 'What does it show about the past?'</li> <li>discussing the difficulties in identifying the origin and purpose of some sources (for example photographs without a caption)</li> <li>differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Photos</a></li> <li><a href="#">Oral History</a></li> <li><a href="#">Documents</a></li> <li><a href="#">Art</a></li> <li><a href="#">Videos</a></li> <li><a href="#">Protocols</a></li> <li><a href="#">Berndt Museum southwest collections of artefacts and photos</a></li> </ul>

Year level Title		Content Descriptions	Elaborations/Teaching Ideas	Noongar Links
Source: ACARA Australian Curriculum v5.0				
Year 8	The Ancient to the Modern World	<i>No aspects of Aboriginal and/or Torres Strait Islander histories and culture in Year 8 content</i>		

Year level Title	Content Descriptions	Elaborations/Teaching Ideas	Noongar Links	
Source: ACARA Australian Curriculum v5.0				
Year 9	The Making of the Modern World	<i>Movement of peoples (1750 – 1901)</i> 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 <a href="#">(ACDSEH084)</a>	<ul style="list-style-type: none"> <li>investigating the experiences of a specific group of arrivals to Australia (for example convicts, indentured labourers or free settlers in Perth)</li> <li>describing the impact of this group on the Noongar people of the region</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Impacts of laws on Noongar people before 1905</a></li> <li><a href="#">List of legislation</a></li> <li><a href="#">Contact History</a></li> <li><a href="#">Noongar history of 5 towns</a></li> <li><a href="#">Mogumber Cemetery</a></li> </ul>
		<i>World War I (1914-1918)</i> The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign <a href="#">(ACDSEH095)</a>	<ul style="list-style-type: none"> <li>exploring the experiences of Noongar people during the war</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Noongar war service</a></li> </ul>
		Use historical <a href="#">terms</a> and <a href="#">concepts</a> <a href="#">(ACHHS165)</a>	<ul style="list-style-type: none"> <li>discussing the contestability of particular historical terms such as 'settlement', 'invasion' and 'colonisation' in the context of Australia's history</li> <li>defining and using concepts such as 'imperialism', 'nationalism', 'evolution', 'evidence'</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Glossary of historical terms</a></li> </ul>

Year level Title	Content Descriptions	Elaborations/Teaching Ideas	Noongar Links	
Source: ACARA Australian Curriculum v5.0				
Year 10	<p>The Modern World and Australia</p>	<p><i>Rights and freedoms (1945 – the present)</i></p> <p>Background to the struggle of Noongar peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (<a href="#">ACDSEH104</a>)</p>	<ul style="list-style-type: none"> <li>describing accounts of the past experiences of Noongar people who were forcibly removed from their families</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Stolen Generation</a></li> <li><a href="#">Coolbaroo League</a></li> <li><a href="#">Sorry Day</a></li> <li><a href="#">Reconciliation Week</a></li> <li><a href="#">History of child removal in WA</a></li> <li><a href="#">Yagan</a></li> </ul>
		<p>The US civil rights movement and its influence on Australia (<a href="#">ACDSEH105</a>)</p>	<ul style="list-style-type: none"> <li>outlining the Freedom Rides in the US, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Noongar people’s struggle for rights and freedoms</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Coolbaroo League</a></li> <li><a href="#">Black Power in Narrogin in 1970s</a></li> </ul>
		<p>The <a href="#">significance</a> of the following for the civil rights of Noongar peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (<a href="#">ACDSEH106</a>)</p>	<ul style="list-style-type: none"> <li>describing the aims, tactics and outcomes of a particular event in the Noongar people’s struggle for rights and freedoms</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Coolbaroo League</a></li> <li><a href="#">Sorry Day</a></li> <li><a href="#">Reconciliation Week</a></li> <li><a href="#">Native Title Journey</a></li> </ul>

Year level Title	Content Descriptions	Elaborations/Teaching Ideas	Noongar Links
Source: ACARA Australian Curriculum v5.0			
Year 10	Methods used by civil rights activists to achieve change for Noongar peoples, and the role of ONE individual or group in the struggle ( <a href="#">ACDSEH134</a> )	<ul style="list-style-type: none"> <li>investigating the role of the Coolbaroo League members in achieving change for Noongar people.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Coolbaroo League</a></li> </ul>
	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 (2007) ( <a href="#">ACDSEH143</a> )	<ul style="list-style-type: none"> <li>identifying areas (for example education, health, work) that are the focus for continued civil rights action for Noongar people</li> <li>investigating the legacy of children’s experiences in ‘care’ (their placement in orphanages, Children’s Homes, foster care and other forms of out-of-home care), and the significance of the United Nations Convention on the Rights of the Child (1990)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Coolbaroo League</a></li> <li><a href="#">Stolen Generation</a></li> <li><a href="#">Sorry Day</a></li> <li><a href="#">Reconciliation Week</a></li> <li><a href="#">NAIDOC</a></li> <li><a href="#">Harmony Day</a></li> <li><a href="#">World Indigenous Day</a></li> <li><a href="#">Noongars found to have maintained connection to country</a></li> <li><a href="#">Yagan</a></li> </ul>
	Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places ( <a href="#">ACHHS182</a> )	<ul style="list-style-type: none"> <li>placing in sequence the main events of the Freedom Rides campaigns in the United States and Australia and explaining the links between the two campaigns</li> <li>using interactive timelines to explore the various manifestations or effects of an event in different geographical locations</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">History of child removal in WA</a></li> <li><a href="#">Coolbaroo League</a></li> </ul>