



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				
Year 3	Language variation and change	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)	<ul style="list-style-type: none"> learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately 	<ul style="list-style-type: none"> Noongar spirituality
	Expressing and developing ideas	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	<ul style="list-style-type: none"> exploring examples of language which demonstrate a range of feelings and positions, and building a vocabulary to express judgments about characters or events, acknowledging that language and judgments might differ depending on the cultural context 	
	Literature and context	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	<ul style="list-style-type: none"> reading texts in which Noongar or other Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students' own lives, noting similarities 	<ul style="list-style-type: none"> Noongar peoples stories
	Responding to literature	Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	<ul style="list-style-type: none"> drawing on literature from Noongar or other Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view 	<ul style="list-style-type: none"> Noongar Language and Literature
	Creating literature	Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	<ul style="list-style-type: none"> creating visual and multimodal texts based on Noongar or other Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text 	

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Year 3	Literacy: interpreting, analysing, evaluating	Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)	<ul style="list-style-type: none"> • analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics • reading text types from a student’s culture to enhance confidence in building reading strategies <ul style="list-style-type: none"> • Noongar stories: Batchelor Press Online Store

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Source: ACARA Australian Curriculum v5.0				
Year 4	Language variation and change	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)	<ul style="list-style-type: none"> identifying words used in Standard Australian English that are derived from other languages, including Noongar or other Aboriginal and Torres Strait Islander languages, and determining if the original meaning is reflected in English usage, for example gidgee, kangaroo, tsunami, typhoon, amok, orang-utan identifying commonly used words derived from other cultures 	<ul style="list-style-type: none"> Noongar Language: suburb names Shakespeare's Sonnets in Aboriginal Noongar Language Noongar Word List
	Language for interaction	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)	<ul style="list-style-type: none"> recognising that we can use language differently with our friends and families, but that Standard Australian English is typically used in written school texts and more formal contexts recognising that language is adjusted in different contexts, for example in degree of formality when moving between group discussions and presenting a group report recognising the importance of using inclusive language 	<ul style="list-style-type: none"> Keeping Noongar Language Alive Importance of Using Inclusive Language Noongar Language Revival
	Literature and context	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	<ul style="list-style-type: none"> commenting on how authors have established setting and period in different cultures, such as Noongar, and times and the relevance of characters, actions and beliefs to their own time comparing different authors' treatment of similar themes and text patterns, for example comparing fables and allegories from different cultures and quest novels by different authors 	<ul style="list-style-type: none"> Noongar Resources List The Trails of the Rainbow Serpent The Mythical Rainbow Serpent Making Walyalup Dreaming

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Source: ACARA Australian Curriculum v5.0				
Year 5	Language variation and change	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	<ul style="list-style-type: none"> recognising that a knowledge of word origins is not only interesting in its own right, but that it extends students' knowledge of vocabulary and spelling exploring examples of words in which pronunciation, writing and meaning has changed over time, including words from a range of cultures 	
	Language for interaction	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)	<ul style="list-style-type: none"> identifying ways in which cultures, such as Noongar, differ in making and responding to common requests, for example periods of silence, degrees of formality 	
	Literature and context	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	<ul style="list-style-type: none"> describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples 	<ul style="list-style-type: none"> Noongar oral history: rural story Noongar oral history: Spirits and the Earth Noonga dance and music Noongar Mambara Bakitj Wirlomin Language Book Noongar Resources: Batchelor Press Noongar stories from Batchelor Press Noongar Language and literature Breaking broadcast barriers
	Examining literature	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	<ul style="list-style-type: none"> examining the narrative voice in texts from Noongar and other Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting on how this affects significance, interpretation and response investigating the qualities of contemporary protest songs, 	<ul style="list-style-type: none"> Aunty Winnie Noongar Elder Carol Pettersen Noongar Elder Bunbury Noongar boodja A Place for Learning a place for Healing Noongar Mambara Bakitj Wirlomin Language Book Woondang-ak Kaaradjiny - The

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Year 5	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	<p>for example those about Noongar and other Indigenous peoples and those about the environment</p> <ul style="list-style-type: none"> discussing how figurative language including simile and metaphor can make use of a comparison between different things, for example 'My love is like a red, red rose'; 'Tyger!, Tyger! burning bright, In the forests of the night'; and how by appealing to the imagination, it provides new ways of looking at the world investigating the qualities of contemporary protest songs, for example those about Noongar and other Indigenous peoples and those about the environment 	<p>Carers of Everything</p> <ul style="list-style-type: none"> Noongar Boys by Ab Collard Freedom by Artist Ab Collard Shadowman by Artist Ab Collard Spirit of Fremantle by Len Collard No more Yonga - Artist Ted Wilkes

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Source: ACARA Australian Curriculum v5.0		Source: ACARA Australian Curriculum v5.0		
Year 6	Language variation and change	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)	<ul style="list-style-type: none"> recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example the use of Standard Australian English, Noongar, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours 	<ul style="list-style-type: none"> Aboriginal Australia Map Tindale Map Department for Aboriginal Affairs Maps Noongar Language and Literature
	Literature and context	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	<ul style="list-style-type: none"> recognising the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events 	
	Texts in context	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	<ul style="list-style-type: none"> using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions exploring personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information 	