



Australian Curriculum: **GEOGRAPHY**

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

- 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: Geography emphasises the relationships people have with place and their interconnection with the environments in which they live. The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for students to develop a deeper understanding of these concepts by investigating the thousands of years of Aboriginal and Torres Strait Islander connection to land, water and sky and the knowledge and practices that developed as a result of these experiences. Students will examine the effects of European colonisation on people and environments. The Aboriginal and Torres Strait Islander histories and cultures priority also contributes to an understanding of spatial inequalities in human welfare, sustainable development and human rights.

The Geography curriculum also enables students to learn that there are different ways of thinking about and interacting with the environment. It 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 Australian places, and in environmental management and regional economies.

In including Aboriginal and Torres Strait Islander knowledge and practices, and engaging with communities and local and regional environments, students develop a wide range of critical and creative thinking skills. Students explore ways of experiencing landscapes by conducting fieldwork with Aboriginal and Torres Strait Islander Peoples and reading, listening to, or performing Aboriginal and Torres Strait Islander Peoples' explanations of the origins of particular landforms.

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

<i>Year level Title</i>	<i>Content Descriptions</i>	<i>Elaborations/Teaching Ideas</i>	<i>Noongar Links</i>	
Source: ACARA Australian Curriculum v5.0				
Year 3	Geographical knowledge and Understanding	The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK015)	<ul style="list-style-type: none"> • using language maps to show how Australia was (and still is) divided into many Aboriginal Countries and Torres Strait Islander Places • discussing how the territory of Aboriginal and Torres Strait Islander Peoples contains the Country and Places of many individuals and Language Groups • describing how the boundaries between Aboriginal Countries are quite different to the surveyed boundaries between Australian states and territories to gain an appreciation about the different ways Australia can be represented 	<ul style="list-style-type: none"> • Noongar Language • Noongar Dictionary • Noongar Land Ownership • Noongar Land Boundaries • About Noongar
		The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)	<ul style="list-style-type: none"> • reading and viewing poems, songs, paintings and stories about people's feelings about and attachment to places to explore the factors that influence people's attachment to place • discussing why it is important to protect places that have special significance for people, for example, a wetland, a sacred site, a national park or a World Heritage site 	<ul style="list-style-type: none"> • Noongar Oral History: Pop Gus Ryder Poem • Connection to Country • Swan River Trust • Carol Petterson Noongar Elder • Spirit of Fremantle by Len Collard • Land – at the core of belief • Meaning of Land to Aboriginal People
		The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019)	<ul style="list-style-type: none"> • exploring different types of settlement, and classifying them into hierarchical categories, for example, isolated dwellings, outstations, villages, towns, regional centres and large cities • investigating the diversity of people who live in their place, using census data on age, birthplace, ancestry, language, religious affiliation, family composition or household composition, comparing them with the people in another place in Australia, and discussing their results • discussing the similarities and differences in the types of work 	

			<p>people do in their own place with a different type of place in Australia and a place in another country</p> <ul style="list-style-type: none">• examining the similarities and differences between their daily lives and those of young people in a place outside Australia and discussing what it would be like to live in these places	
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Source: ACARA Australian Curriculum v5.0				
Year 4	Geographical knowledge and Understanding	The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources (ACHGK023)	<ul style="list-style-type: none"> • recognising that the distribution of Aboriginal and Torres Strait Islander Peoples before colonisation was concentrated in the coastal and riverine areas of Australia • investigating how Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to the resources of their Country/Place, for example, the alpine country of the Ngarigo People; the rainforests, beaches and dunes of the KuKu Yalanji People; the desert country of the Arrernte People; the savannah country of the Jawoyn People; the riverine plains of the Wiradjuri People; and the local Country/Place • investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments (rotational use and harvesting of resources, mutton bird harvesting in Tasmania, and the collection of bush food from semi-arid rangelands) 	<ul style="list-style-type: none"> • Living Culture – Living Land • Noongar Food • Noongar history of the Swan River • Aboriginal Coastal Uses • Alpine Country of the Ngarigo People • Rainforests, beaches and dunes of the Kuku Yalanji People • Desert Country of the Arrernte People • Savannah country of the Jawoyn People • Riverine plains of the Wiradjuri people. • Aboriginal land use

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Year 5	Geographical knowledge and Understanding	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)	<ul style="list-style-type: none"> identifying how Aboriginal and Torres Strait Islander communities altered the environment through their methods of land and resource management exploring the extent of change in the local environment over time, for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining 	<ul style="list-style-type: none"> Connection to Country
		Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034)	<ul style="list-style-type: none"> finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal/Torres Strait Islander communities identifying the purpose and usefulness of information gained from primary and secondary sources interviewing people, for example, Torres Strait Islander People about rising sea levels, or conflicting parties in a planning or environmental dispute, and summarising the points of view on the issue 	<ul style="list-style-type: none"> Protocols The process of engaging with the Nyoongar community from a Wadjallah perspective Understanding diversity

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Year 6	Geographical knowledge and Understanding	The world's cultural diversity, including that of its indigenous peoples (ACHGK033)	<ul style="list-style-type: none"> identifying examples of indigenous peoples who live in different regions in the world and appreciating their differences, for example, the Maori of Aotearoa New Zealand, the First Nations of North America and the Orang Asli of Malaysia and Indonesia investigating the similarities and differences in official languages and religions between Australia and selected countries of the Asia region and other parts of the world researching the proportions of the Australian population and of the population from their local area who were born in each world cultural region, using data from the Australian Bureau of Statistics 	<ul style="list-style-type: none"> Noongar Word List Noongar Language Noongar Dictionary Swan River Trust
		The various connections Australia has with other countries and how these connections change people and places (ACHGK035)	<ul style="list-style-type: none"> researching connections between Australia and countries in the Asia region, for example, in terms of trade, migration, tourism, aid, education, defence or cultural influences; and explaining the effects of at least one of these connections on their own place and another place in Australia exploring the provision of Australian government or nongovernment aid to a country in the Asia region or elsewhere in the world and analysing its effects on places in that country 	
	Collecting, recording, evaluating and representing	Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS041)	<ul style="list-style-type: none"> finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal/Torres Strait Islander communities exchanging geographical information from schools in countries of the Asia region interviewing people, for example, on their knowledge and opinions of other places 	<ul style="list-style-type: none"> Protocols The process of engaging with the Nyoongar community from a Wadjallah perspective Understanding diversity