



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/

Year level Title	Content Descriptions	Elaborations/Teaching Ideas	Noongar Links	
Source: ACARA Australian Curriculum v5.0				
Year 7	Geographical knowledge and Understanding	<p>The economic, cultural, spiritual and aesthetic value of water for people, including Noongar and other Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)</p>	<ul style="list-style-type: none"> examining and comparing places in Australia and countries of the Asia region that have economies and communities based on irrigation, for example, rice production in Leeton in NSW and the Mekong Delta in Vietnam or Java in Indonesia exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Noongar and other Aboriginal and Torres Strait Islander Peoples examining bays, rivers, waterfalls or lakes in Australia and in Noongar country as well as in countries of the Asia region that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value investigating the spiritual significance of water in an Asian culture 	<ul style="list-style-type: none"> Connection to Country Spirituality Ballardong Noongar Budjar Dreaming story Wagyl
		<p>The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)</p>	<ul style="list-style-type: none"> investigating their and others' interpretations of the concept of liveability and choices about where to live, for example, connections to cultural groups, adolescent 'bright lights' attraction, retiree treechange and families with children locating near schools, and other facilities discussing the concept of liveability and the ways it is measured and comparing objective measures such as transportation infrastructure, with subjective measures such as people's perceptions comparing student access to and use of places and spaces in their local area and evaluating how this affects perceptions of liveability discussing that many Noongar and other Aboriginal and Torres Strait Islander Peoples choose to live on their Country/Place or might prefer to if they had the choice 	<ul style="list-style-type: none"> Home SWALSC

Year level Title	Content Descriptions	Elaborations/Teaching Ideas	Noongar Links	
Source: ACARA Australian Curriculum v5.0				
Year 8	Geographical knowledge and Understanding	The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Noongar and other Aboriginal and Torres Strait Islander Peoples (ACHGK049)	<ul style="list-style-type: none"> discussing the significance of landscapes in literature, film, art and identity analysing the role of geomorphic landforms and landscapes in tourism, for example, the Grand Canyon in the USA or Uluru in Australia exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and landforms by Noongar and other Aboriginal and Torres Strait Islander Peoples investigating Aboriginal Dreaming stories and Legends of the Torres Strait concerning the formation, meaning and interconnection of landforms 	<ul style="list-style-type: none"> Noongar Spirituality Swan River Trust
		The ways of protecting significant landscapes (ACHGK052)	<ul style="list-style-type: none"> identifying different views about the value of particular environments, for example, recreational, psychological, aesthetic and spiritual, and about the nature and extent of their protection, and discussing how this links to ideas about environmental sustainability investigating a significant landscape that is threatened by human activities and developing a proposal for the future of the landscape that takes account of the views of the diverse groups with an interest in its use or protection identifying the contribution of Noongar and other Aboriginal and Torres Strait Islander knowledge to the use and management of landforms and landscapes 	<ul style="list-style-type: none"> Connection to Country Perth Coastal Planning Strategy
		The reasons for and effects of internal migration in Australia (ACHGK056)	<ul style="list-style-type: none"> identifying and explaining the main types, patterns and trends of internal migration in Australia, for example, employment, lifestyle and retirement migration examining the effects of resource development on employment growth in both the resource regions and the cities, and on internal migration in Australia investigating the effects of the 'flyin flyout' phenomenon on resource development places explaining that Noongar people and other Aboriginal and Torres Strait Islander Peoples' population mobility reflects attachment to a number of places through family, Country/Place, dispossession, relocation and employment 	
		Collecting, recording, evaluating and representing	Collect, select and record relevant geographical data and information, using ethical	<ul style="list-style-type: none"> Protocols

		protocols, from appropriate primary and secondary sources (ACHGS056)	topographic maps, thematic maps, compound column graphs and population pyramids, reports, census data, digital images and the media <ul style="list-style-type: none">• conducting ethical research methods, including the use of protocols for consultation with Noongar and other Aboriginal and Torres Strait Islander communities	
--	--	----------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Year level Title	Content Descriptions	Elaborations/Teaching Ideas	Noongar Links
Source: ACARA Australian Curriculum v5.0			
Year 9	Collecting, recording, evaluating and representing	<p>Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064)</p> <ul style="list-style-type: none"> gathering relevant data from a range of primary sources, for example, from observation and annotated field sketches, conducting surveys and interviews and experiments, or taking photographs, about challenges to food production or the effects of people’s travel, recreational, cultural or leisure choices on places collecting geographical information from secondary sources, for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Noongar and other Aboriginal and Torres Strait Islander communities 	<ul style="list-style-type: none"> Protocols

Year level Title		Content Descriptions	Elaborations/Teaching Ideas	Noongar Links
Source: ACARA Australian Curriculum v5.0				
Year 10	Geographical knowledge and Understanding	The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)	<ul style="list-style-type: none"> researching the role of Noongar and other Aboriginal and Torres Strait Islander Peoples in environmental management explaining Noongar and other Aboriginal and Torres Strait Islander models of sustainability that contribute to broader conservation practices 	<ul style="list-style-type: none"> Connection to Country Kambarang
		The application of human environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)	<ul style="list-style-type: none"> analysing the likely causes of the environmental change by identifying the biophysical processes involved in the change and the human actions, and their underlying causes, that produce the environmental change, and combining them in a human environment system examining the consequences of the environmental change describing the nature of the environmental change and its effect on the sustainability of the source, sink, service and spiritual functions of the environment 	<ul style="list-style-type: none"> Perth Coastal Planning Strategy
		The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)	<ul style="list-style-type: none"> examining and comparing different concepts of human wellbeing, including those held by Noongar and other Aboriginal and Torres Strait Islander Peoples identifying and evaluating different ways of measuring wellbeing, for example, per capita income or the UN Human Development Index, and applying them to investigate spatial variations in human wellbeing and comparing the results from different measures examining the United Nations Millennium Development Goals and their relationship to human wellbeing identifying trends in human wellbeing in countries over time 	<ul style="list-style-type: none"> Perth Noongar Atsic Region
		The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080)	<ul style="list-style-type: none"> researching spatial differences in the wellbeing of the Noongar and other Aboriginal and Torres Strait Islander population across Australia, and the extent to which these differences depend on how wellbeing is measured examining how a person's wellbeing is influenced by where they live, with reference to at least two different places in Australia 	<ul style="list-style-type: none"> Aboriginal Spirituality: Aboriginal Philosophy
		The role of international and national government and nongovernment organisations' initiatives in improving human	<ul style="list-style-type: none"> examining a national, state or community program to reduce regional inequalities in wellbeing in a country, for example, India discussing the objectives and outcomes of an Australian Government overseas economic and social development program or a nongovernment overseas aid program in a specific country or region within a country 	

		wellbeing in Australia and other countries (ACHGK081)	<ul style="list-style-type: none"> identifying ways to improve the wellbeing of remote Aboriginal or Torres Strait Islander 	
	Collecting, recording, evaluating and representing	Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073)	<ul style="list-style-type: none"> gathering relevant data from a range of primary sources, for example, from observation and annotated field sketches, conducting surveys, interviews and experiments, or taking photographs, about human induced environmental changes collecting geographical information from secondary sources, for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Noongar and other Aboriginal and Torres Strait Islander communities using Gap minder or United Nations statistics to collect data on countries to answer an inquiry question 	