



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				
Pre-Primary	Geographical knowledge and Understanding	The representation of the location of places and their features on maps and a globe (ACHGK001)	<ul style="list-style-type: none"> creating story maps or models to represent the location of the places and features they pass on their way to school identifying the ways Noongar and other Aboriginal and Torres Strait Islander Peoples represent the location of Country/Place and their features, for example, by inscriptions on stone, stories, sand, bark and cave paintings, song, music and dance describing how the globe is a representation of the world and locating Australia and other places on a globe 	<ul style="list-style-type: none"> Noongar Art Noongar Art Award Noongar Art Coming Home Noongar Country Art Exhibition The Wirlomin Noongar Language and Stories Project Traditional Noongar Dance Traditional Noongar Dance
		The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003)	<ul style="list-style-type: none"> identifying and using the name of the local Aboriginal/Torres Strait Islander Language Group identifying how and why the words Country/Place are used by Noongar and Aboriginal and Torres Strait Islander Peoples for the places to which they belong 	<ul style="list-style-type: none"> Noongar Language Noongar Dictionary Connection to Country
		The reasons why some places are special to people, and how they can be looked after (ACHGK004)	<ul style="list-style-type: none"> identifying places they consider to be 'special', for example, their room, a play area, holiday location or a Noongar or an Aboriginal or Torres Strait Islander place of family significance, and explaining why the place is special to them describing the features of their special place based on what they see, hear, smell and feel discussing different ways they could contribute to caring for their 'special places' 	<ul style="list-style-type: none"> Noongar Home

Year level Title	Content Descriptions	Elaborations/Teaching Ideas	Noongar Links	
Source: ACARA Australian Curriculum v5.0				
Year 1	Geographical knowledge and Understanding	The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)	<ul style="list-style-type: none"> using observations to identify and describe the natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) of the local place, and locating them on a map recounting Aboriginal Dreaming stories and/or Legends of the Noongar or Torres Strait that identify the natural features of a place using observations and/or photographs to identify changes in natural, managed and constructed features in their place, for example, recent erosion, revegetated areas, planted crops or new buildings describing local features Noongar people look after, for example, bushland, wetland, park or a heritage building, and finding out why and how these features need to be cared for, and who provides this care 	
		The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006)	<ul style="list-style-type: none"> describing the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind, and comparing it with the weather of other places that they know or are aware of comparing the Noongar or Aboriginal or Torres Strait Islander People's seasonal calendar for the local area with one students are familiar with, such as the four seasons calendar derived from Europe 	<ul style="list-style-type: none"> Noongar Seasons
	Collecting, recording, evaluating and representing	Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS008)	<ul style="list-style-type: none"> using geographical tools, for example, photographs taken from the air or a digital application such as Google Earth, to identify and describe a range of places from those with largely natural features to those with largely constructed features obtaining weather information for places from official sources, their own observations, or long time residents, for example, local Noongar Elders or Aboriginal or Torres Strait Islander Elders 	<ul style="list-style-type: none"> Connection to Country

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Source: ACARA Australian Curriculum v5.0				
Year 2	Geographical knowledge and Understanding	The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010)	<ul style="list-style-type: none"> examining the names of features and places in the local area, and the meaning of these names and why they were chosen investigating the names and meanings given to local features and places by the local Noongar or other Aboriginal and Torres Strait Islander Peoples describing the hierarchy of places: from the personal scale of their home, the local scale of their suburb or town, the regional scale of their state, to the national scale of their country 	<ul style="list-style-type: none"> Perth Suburbs with Noongar Names Ballardong Region Gnaala Karla Booja Region South West Boojarah Region Wagyl Kaip Region Whadjuk Region Yued Region
		The ways in which Noongar and other Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)	<ul style="list-style-type: none"> explaining that some people have special connections to many Countries through, for example, marriage, birth, residence and chosen or forced movement discussing how some people are connected to one Country, for example, because it is 'mother's' Country or 'father's' Country describing the connections of the local Noongar or other Aboriginal or Torres Strait Islander Peoples with the land, sea and animals of their place 	<ul style="list-style-type: none"> Connection to Country
	Collecting, recording, evaluating and representing	Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHGS014)	<ul style="list-style-type: none"> collecting information and exploring ideas about other places and people's connections to them interviewing their grandparents or significant Elders to find out the places they visited when they were young gathering information on how frequently people visit places and for what purpose 	<ul style="list-style-type: none"> Noongar Oral History: Collie River Noongar Oral History: Going Bush
	Interpreting, analysing and concluding	Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS016)	<ul style="list-style-type: none"> sorting telecommunications technologies by time to draw conclusions about why connections between places have changed making generalisations based on identified patterns and relationships, for example, marriage and family patterns related to Country/Place for Noongar and other Aboriginal and Torres Strait Islander Peoples 	