



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.^[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: 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/

Year level Title		Content Descriptions	Elaborations/Teaching Ideas	Noongar Links
Source: ACARA Australian Curriculum v5.0				
Pre-Primary	Personal and Family Histories	The different structures of families and family groups today, and what they have in common (ACHHK002)	<ul style="list-style-type: none"> considering a range of family structures, (for example nuclear families, only child families, large families, single parent families, extended families, blended families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages using images and stories to identify similarities and differences between students' families and those of other children (in their class and in stories about children in other places, for example the countries of Asia) exploring family structures of the Noongar people (for example where children belong to extended families in which there are specific roles and responsibilities to ensure safety and wellbeing) 	<ul style="list-style-type: none"> Family Indigenous family structures
		How they, their family and friends commemorate past events that are important to them (ACHHK003)	<ul style="list-style-type: none"> making a calendar of commemorative events that students, their family and friends celebrate, (for example birthdays, religious festivals (such as Easter, Ramadan, Buddha day, feast of Passover), family reunions and community commemorations (NAIDOC week, and ANZAC day, Survival Day, Anniversary of The Apology) and discussing why they are important discussing 'Welcome to Country' and recognising that the country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect 	<ul style="list-style-type: none"> Protocols Welcome to Country Welcome to Country - WA Department of Education NAIDOC Week Perth NAIDOC Week (national) Sorry Day Apology Reconciliation Week Australia Day (Survival Day) Harmony Day War Service Honouring Indigenous War Graves Inc ANZAC Day websites: Aboriginals and War Jan James, Forever Warriors, Northam, WA: J James, 2010

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Source: ACARA Australian Curriculum v5.0				
Pre-Primary		<p>How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)</p>	<ul style="list-style-type: none"> • engaging with the oral traditions, painting and music of Noongar people and recognising that the past is communicated through stories passed down from generation to generation • sharing the story of an object from home, describing its importance to the family (for example photographs, old toys, statues, medals, artwork, jewellery) and creating a class museum • recognising that stories of the past may differ depending on who is telling them (for example listening to stories about the same event related by two different people such as a mother and a grandmother) 	<ul style="list-style-type: none"> • Stories • Art • Video • Photos • My Southwest Country Art • Kodja Place, an interpretative centre presenting Kojonup's shared history • Hands on programme at WA Museum

Year level Title		Content Descriptions	Elaborations/Teaching Ideas	Noongar Links
Source: ACARA Australian Curriculum v5.0				
Year 1	Present and Past Family Life	Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)	<ul style="list-style-type: none"> comparing families in the present with those from the recent past (the families of parents and grandparents) in terms of their size and structure (for example the different types of family such as nuclear, single parent, blended) discussing kinship as an important part of relationships and family structures in Noongar society (for example the extent of a kinship system and the way in which it influences people's relationships, obligations and behaviour towards each other) examining and commenting on the roles of family members over time (for example listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example work outside the home, washing, cooking, cleaning, gardening, child care) 	<ul style="list-style-type: none"> Family Noongar Kin Systems
		How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)	<ul style="list-style-type: none"> discussing, for example, what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons, and ordering these references to time in sequence using terms such as 'before', 'after', 'next' and 'then' discussing how some cultures, for example the Chinese, describe a child as being one year old on the day they are born identifying dates and changes that have personal significance (for example birthdays, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to children's cultural backgrounds examining the Noongar and other Aboriginal and Torres Strait Islander peoples' seasonal calendars, for example the Noongar with six seasons, the Arrernte (central Australia) with five, and the Woiwurrung (Upper Yarra Valley) with seven 	<ul style="list-style-type: none"> Seasons Noongar Seasons Noongar Weather Knowledge Rainbow Coast Noongar creation time Kings Park Indigenous Tours

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Source: ACARA Australian Curriculum v5.0				
Year 2	The Past in the Present	The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)	<ul style="list-style-type: none"> discussing why a particular site has heritage significance/cultural value for present generations (for example it provides a record of a significant historical event, has aesthetic value, reflects the community's identity) identifying, in consultation with Noongar people, and visiting (where appropriate) local sites, places and landscapes of significance (for example engraving sites, rock paintings, natural sites or features such as the Birragai rock shelter, creeks or mountains) identifying and designing a local historical tour of a site (for example one related to a Noongar language group) a particular cultural group) 	<ul style="list-style-type: none"> Devil's Lair archaeological site Department of Indigenous Affairs information Noongar connection to country What is home for Noongar People? Plants of Denmark's Walk Trails Bidi Katitjiny Aboriginal Woman's Trail
		The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)	<ul style="list-style-type: none"> examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example changes to land, air and sea transport; the move from wood fired stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies) identifying where the technology used in their grandparents' childhoods was made compared with the technology they use today examining the traditional toys used by Noongar children and other Aboriginal and Torres Strait Islander children to play and learn (for example Arrernte children learn to play string games so they can remember stories they have been told) creating models of toys used by children who lived when electricity was not available 	<ul style="list-style-type: none"> Waabiny Time TV (games, language and stories) Noongar wana game Traditional games and sports incursion opportunity

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Source: ACARA Australian Curriculum v5.0			
Year 2		Identify and compare features of objects from the past and present (ACHHS051)	<ul style="list-style-type: none"> • identifying place and street names in the local community and discovering their origin and meaning (for example names that are linked to the Noongar People, such as Yellagonga National Park), historical events such as Deadman’s Creek, early settlers, and political, religious and social figures) • identifying features of a site (such as dates, decorations and plaques on buildings) that reveal its past <ul style="list-style-type: none"> • Perth Suburbs with Aboriginal Names • Hands on programme at WA Museum