 Aboriginal and Torres Strait Islander histories and cultures

Learning across the curriculum—cross-curriculum priorities teacher resource K-10.

Contents

[About this resource 3](#_Toc510610906)

[Aboriginal and Torres Strait Islander histories and cultures 5](#_Toc510610907)

[Geography K-10 6](#_Toc510610908)

[Early Stage 1 6](#_Toc510610909)

[Stage 1 6](#_Toc510610910)

[Stage 2 7](#_Toc510610911)

[Stage 3 8](#_Toc510610912)

[Stage 4 8](#_Toc510610913)

[Stage 5 11](#_Toc510610914)

[Early Stage 1 geography lesson guide 12](#_Toc510610915)

[Stage 1 geography lesson guide 13](#_Toc510610916)

[Stage 2 geography lesson 14](#_Toc510610917)

[Stage 3 geography lesson guide 15](#_Toc510610918)

[Stage 4 geography lesson guide 16](#_Toc510610919)

[Stage 5 geography lesson guide 17](#_Toc510610920)

[History K-10 18](#_Toc510610921)

[Early Stage 1 18](#_Toc510610922)

[Stage 1 18](#_Toc510610923)

[Stage 2 19](#_Toc510610924)

[Stage 3 20](#_Toc510610925)

[Stage 4 21](#_Toc510610926)

[Stage 5 22](#_Toc510610927)

[Early Stage 1 history lesson guide 24](#_Toc510610928)

[Stage 1 history lesson guide 25](#_Toc510610929)

[Stage 2 history lesson guide 26](#_Toc510610930)

[Stage 3 history lesson guide 28](#_Toc510610931)

[Stage 4 history lesson guide 30](#_Toc510610932)

[Stage 5 history lesson guide 32](#_Toc510610933)

About this resource

The Department of Education’s Quality Teaching Discussion Paper outlines a model of syllabus planning and implementation that supports teachers on the basis of ‘central concepts or ideas’ to ensure deep knowledge in student learning. This is especially relevant for the learning across the curriculum content areas.

Whilst the learning across the curriculum content—cross curriculum priorities—Aboriginal and Torres Strait Islander histories and cultures are somewhat embedded in syllabus content through the process of tagging, teachers have requested guidance to identify:

* a continuum of conceptual development in each of the cross-curriculum priorities
* examples of what this looks like in each of the stages of learning.

The learning and teaching directorate has been working in partnership with the Aboriginal Studies Association to develop an HSIE Learning across the curriculum content—cross curriculum priorities continua (Early Stage 1–Stage 5) and accompanying learning and teaching snapshots teachers’ resource.

This resource supports the implementation of the NSW history K-10, the forthcoming implementation of the geography K-10 syllabus for the Australian Curriculum as well as the Building Transition Communities project as part of the Departments Rural and Remote Strategy.

This project aims to further develop an understanding of the learning across the curriculum content areas as it unpacks in greater detail the conceptual ideas of the three cross curriculum priorities identified in the Melbourne Declaration on Educational Goals for Young Australians, to give examples of what these concepts will look like at each stage

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[Geography K-10 Syllabus](http://syllabus.nesa.nsw.edu.au/hsie/geography-k10/)[[1]](#footnote-2)
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[History K-10 Syllabus](http://syllabus.nesa.nsw.edu.au/hsie/history-k10/)[[2]](#footnote-3)
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Aboriginal and Torres Strait Islander histories and cultures

The following continuum for [Aboriginal and Torres Strait Islander histories and cultures links the Australian Curriculum organising ideas for the cross curriculum priority of the learning across the curriculum content](https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/)[[6]](#footnote-7) with the content of the NSW syllabuses for history and geography.

To accompany the continuum, ideas for learning have been developed for each stage. These are snapshots, which aim to provide teachers with specific examples of how to include the priority in history and geography. They are presented in a Word format so that teachers can amend and adapt them for their own teaching situation.

The continuum and accompanying ideas for learning have been collaboratively developed by the professional teaching association relevant to the priority area, and the learning and teaching directorate of the Department of Education. We encourage teachers to add to the collection of learning ideas, or to evaluate those that are presented. Please contact teamhsie@det.nsw.edu.au.

Organising ideas/conceptual framework

The Aboriginal and Torres Strait Islander histories and cultures priority uses a conceptual framework to provide a context for learning. The framework comprises the underlying elements of identity and living communities and the key concepts of country/place, culture and people. Aboriginal and Torres Strait Islander identities are represented as central to the priority and are approached through knowledge and understanding of the interconnected elements of country/place, culture and people.

All activities on the geography continuum relate to the key concepts of country/place and people. All activities on the history continuum relate to the key concepts of country/place, culture and people.

Note to teachers – when bringing community into schools, discuss the general, but recognise and acknowledge the diversity of cultures.



Figure1 – conceptual framework for the Aboriginal and Torres Strait Islander histories and cultures priority, Australian Curriculum, Assessment and Reporting Authority.

Geography K-10

Aboriginal and Torres Strait Islander Histories and Cultures Continuum.

Early Stage 1

| Syllabus content | Syllabus outcomes (a student) | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| People live in placesAboriginal and Torres Strait Islander places | Identifies places and develops an understanding of the importance of places to people. | Identify an Aboriginal or Torres Strait Islander site, country or place.Discuss why the site, country or place is important to Aboriginal or Torres Strait Islander peoples.View video clip and discuss diversity of Aboriginal language groups. | [Identifying Aboriginal sites](http://www.aboriginalheritage.org/sites/identification/)[[7]](#footnote-8)[Language diversity](http://education.abc.net.au/home#!/media/1916032/discover-the-diversity-of-australia-aboriginal-and-torres-strait-islander-languages)[[8]](#footnote-9)Early Stage 1 lesson guide |

Stage 1

| Syllabus content | Syllabus outcomes (a student) | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| Features of places | Describes features of places and the connections people have with places.Identifies ways in which people interact with and care for places. | Read ‘Father Sky and Mother Earth’ or other Aboriginal or Torres Strait Islander Dreaming stories and/or Legends of the Torres Strait.Discuss the natural features of places identified in the stories.Discuss how a place can be cared for e.g. a park, farm, beach, bushland. | Oodgeroo Noonuccal, (1981). ‘Father Sky and Mother Earth’. Milton [Australia]: Jacaranda Press.Stage 1 lesson guide |
| Features of placesWeather and seasons | Describes features of places and the connections people have with places. | Examine how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars. | [Wet and Dry seasons](http://education.abc.net.au/home#!/media/1771788/indigenous-seasons-across-northern-australia)[[9]](#footnote-10) |

Stage 2

| Syllabus content | Syllabus outcomes (a student) | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| Places are similar and differentThe Australian continent | Examines features and characteristics of places and environments. | Identify Countries/Places of Aboriginal and Torres Strait Islander Peoples:Explore interactive map of Aboriginal language groups. | [Language map](http://www.abc.net.au/indigenous/map/)[[10]](#footnote-11) |
| The Earth’s environment Perception of environments | Examines differing perceptions about the management of places and environments. | Play Torres Strait Islands fishing game.Describe how custodial responsibility for Country/Place influence Aboriginal and Torres Strait Islander Peoples’ views of the environment. | [National Museum Australia fishing game](http://www.nma.gov.au/interactives/tlf/sabai_island/)[[11]](#footnote-12) |
| The Earth’s environmentProtection of environments | Describes the ways people, places and environments interact. | Examine how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments e.g. use of resources | Stage 2 lesson guide |

Stage 3

| Syllabus content | Syllabus outcomes (a student) | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| Factors that shape placesFactors that change environments | Explains interactions and connections between people, places and environments. | Investigate the ways Aboriginal and Torres Strait Islander Peoples, have influenced each Country’s environmental characteristics.Read from the series ‘First Australians: Plenty Stories’ to gain an understanding of country and culture. | ‘[First Australians: Plenty Stories](http://www.pearson.com.au/go/firstaustraliansplentystories)’[[12]](#footnote-13)[Bush regeneration and Aboriginal sites](http://www.aboriginalheritage.org/wp-content/uploads/Bush-Regeneration-Aboriginal-Sites5.pdf)[[13]](#footnote-14)Stage 3 lesson guide |
| A diverse and connected worldConnections shape perceptions | Explains interactions and connections between people, places and environments. | Follow the suggested activities from ‘Dual place names in Australia’.Analyse Aboriginal place names.Discuss the effect of generalisations and stereotypes about places. | [Dual place names in Australia](https://web.archive.org/web/20160809125117/http%3A/www.racismnoway.com.au/teaching-resources/anti-racism-activities/lesson_ideas/20060913_82.html)[[14]](#footnote-15)[Place names](http://www.sydneybarani.com.au/language/)[[15]](#footnote-16) |

Stage 4

| Syllabus content | Syllabus outcomes (a student) | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| Landscapes and landformsValue of landscapes and landforms | Examines perspectives of people and organisations on a range of geographical issues. | Investigate the aesthetic, cultural, spiritual and economic value for Aboriginal and Torres Strait Islander peoplesRead Bronwyn Bancroft’s ‘Why I Love Australia’ or other recommended books.Investigate local Aboriginal understandings of landform creation.Invite a local Elder guest speaker. Contact Aboriginal Education Consultative Group Inc. for details of your local AECG committee, to help you get in touch with Elders.  | [Recommended books – Readings website](https://www.readings.com.au/collection/recommended-indigenous-australian-childrens-books)[[16]](#footnote-17)[Aboriginal Education Consultative Group Inc. website](https://www.aecg.nsw.edu.au/)[[17]](#footnote-18) |
| Landscapes and landformsLandscape management and protection | Discusses management of places and environments for their sustainability. | Investigate ways Aboriginal and Torres Strait Islander Peoples manage and protect landscapes.Investigate management at a variety of levels, including local and community, by studying a local national park. | Useful resources may be found on the [NSW National Parks and Wildlife Service website](http://www.nationalparks.nsw.gov.au/education-services/search?selectedtypes=1&selectedtypes=2&selectedstage=0&selectedkeylearningarea=0&near=sydney)[[18]](#footnote-19) |
| Place and liveabilityInfluences and perceptions | Examines perspectives of people and organisations on a range of geographical issues. | Conduct a Circle of Viewpoints—Why do I live here? (Note diversity of Aboriginal experience, Urban, Rural). | Land and Land Rights (Black Line Master Booklets: Nelson, ‘Aboriginal issues teacher CD’/Cathie Burgess, Julie Myers) |
| Place and liveabilityAccess to services and facilities | Locates and describes the diverse features and characteristics of a range of places and environments.Explains differences in human wellbeing. | Investigate what people need to live.Compare needs of people in urban, rural and remote locations.Conduct a comparative case study.Investigate the influence of social connectedness and community identity on the liveability of places by exploring characteristics that influence community identity e.g.Celebrations – NAIDOC, Koori Cup, Local Festivals (Guringai Festival), Blak Markets, Saltwater Festival, Garma, Jabun | [Aboriginal and Torres Strait Islander Peoples Culture, Heritage and Leisure](https://web.archive.org/web/20160131160020/http%3A/www.abs.gov.au/websitedbs/c311215.nsf/web/Aboriginal%2Band%2BTorres%2BStrait%2BIslander%2BPeoples%2B-%2BCulture%2C%2BHeritage%2Band%2BLeisure)[[19]](#footnote-20)[Koori Mail](http://koorimail.com/)[[20]](#footnote-21)Or actual community organising committees. |
| Water in the worldThe value of water | Explains how interactions and connections between people, places and environments result in change.Discusses management of places and environments for their sustainability | Investigate the economic, cultural, spiritual and aesthetic values of water for Aboriginal and Torres Strait Islander Peoples.Discuss the meaning of “value”.Explore different uses of water.Examine the importance of water for First Australians – water as part of country. | Stage 4 lesson guide[Hip Hop song about Darling River – Down River – Wilcannia Mob](https://www.youtube.com/watch?v=GQgIk3fV8zI)[[21]](#footnote-22)[Song lyrics for Down River](https://genius.com/Mia-mango-pickle-down-river-lyrics)[[22]](#footnote-23)[BOM Indigenous Weather Knowledge](http://www.bom.gov.au/iwk/?ref=ftr)[[23]](#footnote-24)[Ringbalin River Stories](http://www.ringbalin-riverstories.com/#map-1)[[24]](#footnote-25)[Indigenous seasons calendars](http://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars)[[25]](#footnote-26)[Great Barrier Reef Sea Country Connection](http://elibrary.gbrmpa.gov.au/jspui/bitstream/11017/2779/1/2010%20Reef%20Beat%20posters%201-8.pdf)[[26]](#footnote-27) |
| InterconnectionsPersonal connections | Describes processes and influences that form and transform places and environments.Explains how interactions and connections between people, places and environments result in change. | Examine the impact of people’s travel, recreational, cultural and/or leisure activities on the future of places.Investigate the role of World Heritage sites/Indigenous tourism. | [Uluru – Civics and Citizenship Education website](http://www.civicsandcitizenship.edu.au/cce/default.asp?id=17948)[[27]](#footnote-28)[Great Barrier Reef Marine Park Authority website](http://www.gbrmpa.gov.au/managing-the-reef/how-the-reefs-managed/tourism-on-the-great-barrier-reef/indigenous-participation-in-tourism)[[28]](#footnote-29)[Mungo Lakes National Park – Looking after Lake Mungo](http://www.visitmungo.com.au/looking-after-mungo)[[29]](#footnote-30) |

Stage 5

| Syllabus content | Syllabus outcomes (a student) | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| Sustainable BiomesChanging biomes | Explains processes and influences that form and transform places and environments | Investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations.Explore examples of the Aboriginal sense of environmental consciousness. | [Gibberagong Environmental Centre website](https://gibberagongeec.nsw.edu.au/professional-learning/teaching-resources/)[[30]](#footnote-31)[Kurnell National Park website](http://www.nationalparks.nsw.gov.au/things-to-do/visitor-centres/kurnell-visitor-centre/learn-more#C75B0084899348ED94F344EDF39AD5AF)[[31]](#footnote-32)[Firestick Farming](http://education.abc.net.au/home#!/media/29925/)[[32]](#footnote-33) |
| Changing placesInternal migration | Analyses the effect of interactions and connections between people, places and environments. | Analyse trends in temporary and permanent internal migration.Discuss economic, social or environmental consequences of internal migration on places of origin and destination. | [Barangaroo development](https://www.discoverbarangaroo.com.au/login)[[33]](#footnote-34)[Gentrification in Redfern](https://www.dailytelegraph.com.au/newslocal/city-east/redferns-gentrification-continues-as-families-and-young-couples-flock-to-the-inner-city-suburb/news-story/f0941998b96f68f204a5b79653669a23)[[34]](#footnote-35) |
| Environmental Change and ManagementEnvironmental management | Assesses management strategies for places and environments for their sustainability. | Investigate environmental management including different worldviews and the management approaches of Aboriginal and Torres Strait Islanders.Conduct local area fieldwork at environmental education centre or botanical gardens. | Stage 5 lesson guide[Geography resources](https://www.creativespirits.info/aboriginalculture/lesson-teacher-resources-to-match-the-australian-curriculum#toc3)[[35]](#footnote-36) |
| Human wellbeingHuman wellbeing in Australia | Communicates geographical information to a range of audiences using a variety of strategies. | Investigate the reasons for and consequences of spatial variations in human wellbeing in Australia. | [Family, kinship and community – Australian Bureau of Statistics](http://www.abs.gov.au/websitedbs/c311215.nsf/web/Aboriginal%2Band%2BTorres%2BStrait%2BIslander%2BPeoples%2B-%2BFamily%2C%2BKinship%2Band%2BCommunity)[[36]](#footnote-37)[Human Rights Commission](https://www.humanrights.gov.au/sites/default/files/content/education/voices_of_australia/rightsED_Voices_of_Australia.pdf)[[37]](#footnote-38) |

Early Stage 1 geography lesson guide

Aboriginal and Torres Strait Islander histories and cultures

Country/place

Organising ideas

Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Syllabus topic

People Live in Places.

Selected syllabus content

Aboriginal and Torres Strait Islander places. Students:

* Investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples, for example:
	+ Identification of an Aboriginal or Torres Strait Islander site, Country or Place.

Teaching/learning/guiding inquiry questions

(With specific reference to Country, place, Aboriginal site)

* What are places like?
* What makes a place special?
* How can we look after the places we live in?

Key terminology

Special, important, look after, stories, location, photo, map.

Resource links

* [Map of Aboriginal Nations](https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia)[[38]](#footnote-39)
* [Sharing Our Stories (Pearson Education)](http://www.pearsonplaces.com.au/Places/Primary_Places/Indigenous_Place.aspx)[[39]](#footnote-40)

Stage 1 geography lesson guide

Aboriginal and Torres Strait Islander histories and cultures

Country/place

Organising ideas

Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Syllabus topic

People Live in Places.

Selected syllabus content

Local and global connections. Students:

* Investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example:
	+ Discussion of Aboriginal and Torres Strait Islander Peoples’ connections with land, sea and animals of their place.

Teaching/learning/guiding inquiry questions

* Where are places located in Australia?
* How are people connected to places?
* What factors affect people’s connections to places?

Key terminology

Special, important, look after, stories, location, photo, map, protect, land, water, Country, sites

Resource links

* [Map of Aboriginal Nations](http://aiatsis.gov.au/explore/articles/aboriginal-australia-map)[[40]](#footnote-41)
* [Dust Echoes](https://web.archive.org/web/20161120113351/http%3A/www.abc.net.au/dustechoes/)[[41]](#footnote-42)

Stage 2 geography lesson

Aboriginal and Torres Strait Islander histories and cultures

Country/place

Organising ideas

Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Syllabus topic

The Earth’s Environment.

Selected syllabus content

Protection of environments. Students:

* Investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples, for example:
	+ Examination of how environments can be used sustainably eg sustainable agricultural, commercial and recreational practices.
	+ Examination of how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments eg use of resources.

Teaching/learning/guiding inquiry questions

* How does the environment support the lives of people and other living things?
* How do different views about the environment influence approaches to management of environments?
* How can people use places and environments more sustainably?

Key terminology

Earth, world, heritage, site, culture, management, environment, viewpoints, Country, traditions, sources, location, usage, sustainability.

Resource links

* [Using Fire to Care for Country (Through Our Eyes Series)](https://www.youtube.com/watch?v=-e2CoHrNk1c)[[42]](#footnote-43)
* [First Australians: Plenty Stories](http://www.pearson.com.au/go/firstaustraliansplentystories)[[43]](#footnote-44)

Stage 3 geography lesson guide

Aboriginal and Torres Strait Islander histories and cultures

Country/place

Organising ideas

Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Syllabus topic

Factors that Shape Places.

Selected syllabus content

Protection of environments Students:

* Investigate the ways people change the natural environment in Australia.
	+ Examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced environmental characteristics.

Teaching/learning/guiding inquiry questions

* How do Aboriginal peoples and their environments influence one another?
* How do Aboriginal peoples influence places and the management of spaces within them?
* Why is the concept of Caring for Country important to Aboriginal peoples?

Key terminology

Place, environment, impact, change, Country, land, water, hazard, planning, develop

Resource links

* [Aboriginal Rock Carvings in Danger](http://education.abc.net.au/home#!/media/103088/sydney-s-aboriginal-rock-carvings-in-danger-1969)[[44]](#footnote-45)
* [Sustaining Animal Populations](https://www.youtube.com/watch?v=-FcJezLo5Xs&list=PL5Oe_wGmcw4v-oggEKWfOTlCpIsHoJsRV&index=10)[[45]](#footnote-46)
* [Aboriginal Fire Management](https://www.creativespirits.info/aboriginalculture/land/aboriginal-fire-management#axzz3nq8ALCrP)[[46]](#footnote-47)
* [Northern Territory Mining and Sites](http://www.abc.net.au/news/2007-08-31/the-defence-minister-says-terrorism-is-the-number/683266)[[47]](#footnote-48)

Stage 4 geography lesson guide

Aboriginal and Torres Strait Islander histories and cultures

Country/place

Organising ideas

Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Syllabus topic

Water.

Selected syllabus content

Protection of environments. Students:

* Investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples.
	+ Description of the ways water is used by people eg agricultural, commercial, industrial and recreational uses
	+ Comparison of the importance of water to ONE Aboriginal and Torres Strait Islander community.

Teaching/learning/guiding inquiry questions

* What is the importance of the economic, cultural, spiritual and aesthetic value of water for people including Aboriginal and Torres Strait Islander peoples?
* What are the environmental, economic and social effects of water as it connects places?
* What is the role of governments, non-government organisations, individuals and communities in managing water resources?
* Why is it important to respect traditional knowledge?
* Why is Aboriginal input essential to effective waterways management?

Key terminology

Country, land, water, Dreaming, culture, spirituality, lifestyle, sustainability, environmental responsibility, language

Resource links

* [Life on the Barwon-Darling River System](https://www.youtube.com/watch?v=FsFGrud7hu4)[[48]](#footnote-49)
* [Murray Darling River System](http://www.murrayriver.com.au/education/acara-australian-curriculum-murray-darling-basin/)[[49]](#footnote-50)

Stage 5 geography lesson guide

Aboriginal and Torres Strait Islander histories and cultures

Country/place

Organising ideas

Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Syllabus topic

Environmental Change and Management.

Selected syllabus content

Environmental management. Students:

* Investigate environmental management, including different worldviews and the management approaches of Aboriginal and Torres Strait Islander peoples.

Teaching/learning/guiding inquiry questions

* What is the importance of the economic, cultural, spiritual and aesthetic value of Country and environment for people including Aboriginal and Torres Strait Islander peoples?
* What are the environmental, economic and social effects of environmental change and management over time and place?
* What is the role of governments, non-government organisations, individuals and communities in managing environmental change?
* Why is Aboriginal input and knowledge essential to effective environmental management?

Key terminology

Country, land, water, change, environment, landscapes, people, place, Dreaming, culture, spirituality, lifestyle, sustainability, environmental responsibility, language, attitudes, comparison, impacts, heritage, protection

Resource links

* [Change on the Barwon Darling River](https://www.youtube.com/watch?v=3XHe5ICX1k4)[[50]](#footnote-51)
* [Sustaining Animal Populations: An Aboriginal Perspective[[51]](#footnote-52)](https://www.youtube.com/watch?v=-FcJezLo5Xs)
* [Using Fire to Care for Country](https://www.youtube.com/watch?v=-e2CoHrNk1c)[[52]](#footnote-53)

History K-10

Aboriginal and Torres Strait Islander Histories and Cultures Continuum.

Early Stage 1

| Syllabus content | Syllabus outcomes (a student) | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| Personal and family histories | Communicates stories of their own family heritage and the heritage of others. | Engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups.Read and discuss ‘Dreamers’ or ‘Me and my dad’.Watch and discuss ‘Dreaming Stories: Aboriginal Heritage of Hornsby Area’. | Early Stage 1 lesson guideMorgan, S., Kwaymullina, E. and Ottley, M. (2010). ‘Me and my dad’. Surry Hills, NSW: Little Hare BooksKwaymullina, E. and Morgan, S. (2014). Dreamers: Fremantle Press[Dreaming Stories: Aboriginal Heritage of Hornsby Area](http://www.hornsby.nsw.gov.au/community/community-services/aboriginal-services)[[53]](#footnote-54) |

Stage 1

| Syllabus content | Syllabus outcomes (a student) | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| Present and past family life | Communicates an understanding of change and continuity in family life using appropriate historical terms. | (Syllabus) Identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated.Complete activity two: Many stories museum from Harmony day website.Define and use terms relating to time, sequencing objects or photographs from the past, e.g. then and now, past and present, a long time ago. | [Harmony Day](https://www.harmony.gov.au/get-involved/schools/lesson-plans/lesson-plan-anhs-story/)[[54]](#footnote-55)[Images from the Aboriginal Heritage website](http://www.aboriginalheritage.org/gallery/)[[55]](#footnote-56) |
| The past in the present | Identifies and describes significant people, events, places and sites in the local community over time | Examine local or regional Aboriginal and Torres Strait Islander sites, e.g. local national parks.Investigate an Indigenous object from the Torres Strait Islands.Investigate the significance of Mutton Bird Island. | [Mystery Object – Torres Strait Islands](http://www.nma.gov.au/interactives/tlf/tsi/index.html)[[56]](#footnote-57)[Mutton Bird Island](http://www.nationalparks.nsw.gov.au/education-services/teacher-resource-rookery-roundabout-stage-1-hsie)[[57]](#footnote-58)Stage 1 lesson guide |

Stage 2

| Syllabus content | Syllabus outcomes (a student) | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| Community and remembrance | Identifies celebrations and commemorations of significance in Australia and the world | (Syllabus) Discuss days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems.Discuss meaning and importance of NAIDOC Week.Discuss meaning and importance of Aboriginal and TSI Flags. | [2015 NAIDOC week YouTube video](https://www.youtube.com/watch?v=cXDk4rlM_ks)[[58]](#footnote-59)[What do the Aboriginal and Torres Strait Island flags mean](https://www.youtube.com/watch?v=vOEY1GCFoN0)[[59]](#footnote-60) |
| First contacts | Describes and explains effects of British colonisation in Australia | (Syllabus) Investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country.Investigate native food sources in the local area eaten by local Aboriginal peoples.Invite a local Aboriginal guest speaker or visit a local national park with an Aboriginal ranger who will show students aspects of the local culture and discuss other ways of using/conserving the environment. Contact Aboriginal Education Consultative Group Inc. to help you get in touch with local Elders. | Stage 2 lesson guide[AECG website](https://www.aecg.nsw.edu.au/)[[60]](#footnote-61)[Royal Botanic Gardens website](https://www.rbgsyd.nsw.gov.au/visit/history-and-facts/indigenous-heritage)[[61]](#footnote-62)[Traditional and cultural life fact sheets](http://www.arrawarraculture.com.au/fact_sheets/)[[62]](#footnote-63) |

Stage 3

| Syllabus content | Syllabus outcomes (a student) | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| The Australian colonies | Describes and explains the significance of people, groups, places and events to the development of Australia | Read ‘The Rabbits’ by John Marsden.(Syllabus) Discuss the impact of Settlement on Local Aboriginal peoples and the environment.(Syllabus) Discuss the diverse relationships between Aboriginal Peoples and the British.(Syllabus) Identify events that have shaped Australia’s identity and discuss why they were significant.(Syllabus) Use a range of sources to investigate the role of a particular man, woman or group and the contributions that each made to the shaping of the colony. | Marsden, J. (1998). Rabbits, the. Sydney: Hachette Australia.[Thinking the 26th January](http://www.criticalclassroom.com/thinking-the-26th-of-january/)[[63]](#footnote-64)[Personality Study (Pemulwuy, Barangaroo or Bennelong)](http://www.beyondthewharf.com.au/ancestral-spirit/personalities/)[[64]](#footnote-65)[Finding Bennelong](http://findingbennelong.com/)[[65]](#footnote-66)[The first Aboriginal cricket team](http://www.nma.gov.au/collections/collection_interactives/cricketing_journeys/cricket_html/the_australian_eleven/the_australian_eleven_the_first_australian_team)[[66]](#footnote-67) |
| Australia as a nation |  | (Syllabus) Examine Australian Human Rights, Past and present, affecting Aboriginal and/or Torres Strait Islander Peoples, Migrants, Women and Children.Watch clip and discuss the contribution of missionary Lancelot Threkald.(Syllabus) Investigate the significance of one of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples.* the Stolen Generations
* the right to vote federally in 1962
* the 1967 Referendum
* the Mabo decision

(Syllabus) Using a range of sources, research and describe contributions of Aboriginal and Torres Strait Islander Peoples and other groups to Australian society.Students choose an inspirational Aboriginal and Torres Strait Islander person and prepare a newspaper article documenting their life and achievements. Ensure a cross section by choosing from politicians, activists, medical workers, sportsmen or women, artists, authors, business people etc. | Stage 3 lesson guide[Lancelot Threkald](http://education.abc.net.au/home#!/media/152088/?p_p_lifecycle=2&p_p_resource_id=recommendCount&p_p_cacheability=cacheLevelPage&_splashmediaportlet_WAR_splashmediaportlet_cliptTitle=the-awabakal-language-of-the-newcastle-area)[[67]](#footnote-68)[Indigenous rights resources](http://indigenousrights.net.au/resources/teachers_resources)[[68]](#footnote-69) |

Stage 4

| Syllabus content | Syllabus outcomes (a student) | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| Investigating the ancient past | uses evidence from sources to support historical narratives and explanationsuses a range of historical terms and concepts when communicating an understanding of the past | Syllabus) Locate, describe and investigate using a variety of sources for ancient Australia.(Syllabus) The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander PeoplesDescribe an (ancient) Australian site, which has preserved the Heritage of Aboriginal and Torres Strait Islander. | Stage 4 lesson guide[AHTA Narrabeen Man lesson Plans](http://www.achistoryunits.edu.au/year-7/unit-program/y2-overview-v2-1.html)[[69]](#footnote-70) |
| The ancient to the modern worldDepth study 6, Expanding contacts |  | (Syllabus) Using a range of sources, describe some of the different experiences of contact between Aboriginal and non-Aboriginal peoples, such as the impact of disease, land-disputes, dispossession, frontier wars.Read excerpts from ‘Windradyne, A Wiradjuri Koorie’.(Syllabus) Recall the nature of early British contact with Aboriginal and Torres Strait Islander peoples.Watch relevant parts of the ‘First Australians’ available online. | Coe, M (1989), Windradyne, A ‘Wiradjuri Koorie’, Canberra: Aboriginal Studies Press[The First Australians](https://aso.gov.au/titles/series/first-australians/)[[70]](#footnote-71)[Suggested teacher resource for information on different communities](http://nationalunitygovernment.org/content/first-australians-historic-resources-and-activism-links)[[71]](#footnote-72) |

Stage 5

| Syllabus content | Topic or outcome | Teaching and learning activities | Resources |
| --- | --- | --- | --- |
| Depth study 1Making a better world | Topic 1B: Movement of Peoples (1750-1901) | (Syllabus) Describe the impacts of Convicts and Free Settlers on the Indigenous Peoples of the Regions occupiedSuggested activities, same as above for stage 4, for depth study 6. (Presumed that both Depth Studies not undertaken.) |  |
| Depth Study 2Australia and Asia | Topic 2A: Making a nation | (Syllabus) Outline the expansion of European Settlement on a Map of Aboriginal Australia to 1900Complete a mapping activity based on maps found in Changing State Borders.(Syllabus) Use a range of sources to describe contact experiences between European settlers and Indigenous peoples.Read, view and discuss ‘Era 1: Colonisation’.(Syllabus) Discuss the consequences of the introduction of the Australian Constitution for the rights of women and Aboriginal people. | [Changing State Borders](https://atlas.nsw.gov.au/start)[[72]](#footnote-73)[Era 1: Colonisation](https://web.archive.org/web/20170924072653/https%3A/www.australianstogether.org.au/stories/detail/colonisation)[[73]](#footnote-74) |
| Core Study – Depth Study 3Australians at War | A student –Explains and assesses the historical forces and factors that shaped the modern world and AustraliaExplains different contexts, perspectives and interpretations of the modern world and Australia | (Syllabus) Using sources, investigate the experiences of Australians at war, participation of Aboriginal and Torres Strait Islander Peoples Commemorations and the nature of the Anzac legend.Examine different perspectives on the Anzac legend, by exploring case studies of Aboriginal soldiers.orView and discuss the story behind Sydney’s bullet sculpture. | [Case study – Anzac diversity](https://web.archive.org/web/20160810035809/https%3A/www.awm.gov.au/education/schools/resources/anzac-diversity/)[[74]](#footnote-75)[Case study – Indigenous Australians at war](http://aiatsis.gov.au/collections/collections-online/digitised-collections/indigenous-australians-war)[[75]](#footnote-76) |
| Core Study – Depth Study 4Rights and Freedoms (1945 to the Present) |  | ‘The Modern World and Australia Core Study – Depth Study 4: Rights and Freedoms’, a learning and teaching unit developed for Inverell High School by Cath Jeffery (Available on the Departments website – Secondary, HSIE, History) | Stage 5 lesson guide[Noel Pearson’s Whitlam Eulogy Text and Video clip](https://www.smh.com.au/opinion/noel-pearsons-eulogy-for-gough-whitlam-in-full-20141105-11haeu.html)[[76]](#footnote-77) |
| Depth Study 5The Globalising World | Topic 5B: The Environment Movement (1960s-present) | Discuss key events in the growing awareness of environmental issues in Australia and the World before 1975, through a musical study e.g. Solid Rock by Goanna. |  |

Early Stage 1 history lesson guide

Aboriginal and Torres Strait Islander histories and cultures

People

Organising ideas

Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

Syllabus topic

Personal and Family Histories.

Selected syllabus content

The different structures of families and family groups today, and what they have in common

* Students engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups.

Teaching/learning/guiding inquiry questions

* What is my history and how do I know?
* What stories do other people tell about the past?
* How can stories of the past be told and shared?

Key terminology

My history, family history, location, people, events, stories, daily life, photograph, where I live.

Resource links

* [Aboriginal Heritage of the Hornsby area](http://www.hornsby.nsw.gov.au/community/community-services/aboriginal-services) (3 short films/approximately 3 minutes each)[[77]](#footnote-78)

Stage 1 history lesson guide

Aboriginal and Torres Strait Islander histories and cultures

People

Organising ideas

Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Syllabus topic

The Past in the Present

Selected syllabus content

The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial

* Students examine local or regional Aboriginal and Torres Strait Islander sites, e.g. local national parks.

Teaching/learning/guiding inquiry questions

* What aspects of the past can you see around you today?
* What do they tell us?
* What remains of the past are important to the local community? Why?
* How have changes in technology shaped our daily life?

Key terminology

Society, site, preserve, history, community, technology, stories, importance, sources, life.

Resource links

* [Aboriginal Heritage Office](http://www.aboriginalheritage.org/)[[78]](#footnote-79)
* [Gibberagong Environmental Education Centre](https://gibberagongeec.nsw.edu.au/professional-learning/teaching-resources/)[[79]](#footnote-80)

Stage 2 history lesson guide

Aboriginal and Torres Strait Islander histories and cultures

People

Organising ideas

Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

Syllabus topic

First contacts.

Selected syllabus content

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives

* Students identify the original inhabitants of Australia and create a timeline indicating their longevity in Australia of more than 50,000 years.
* Students investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country.

The nature of contact between Aboriginal people and/or Torres Strait Islanders and the effects of these interactions on, for example, families and the environment.

* Students describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance.

Teaching/learning/guiding inquiry questions

* What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?
* What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples?

Key terminology

Country, land, water, Dreaming, culture, spirituality, lifestyle, invasion, colonisation, heritage, site, traditions, significance, primary source, secondary source.

Resource links

* [Torres Strait Islands: Making a Canoe](http://www.nma.gov.au/interactives/tlf/sabai_island/index.html)[[80]](#footnote-81)

Stage 3 history lesson guide

Aboriginal and Torres Strait Islander histories and cultures

People

Organising ideas

Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Syllabus topic

Australia as a Nation.

Selected syllabus content

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children.

Students:

* examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children
* explain how Australian society has changed throughout the twentieth century for these groups
* investigate the significance of ONE of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples
	+ the Stolen Generations
	+ the right to vote federally in 1962
	+ the 1967 Referendum
	+ the Mabo decision

Teaching/learning/guiding inquiry questions

* Why and how did Australia become a nation? What were Aboriginal and Torres Strait Islanders laws and customs?
* How did Australian society change throughout the twentieth century?
* Who were the people who came to Australia post 1788? Why did they come?
* What contribution have significant individuals and groups including Aboriginal peoples made to the development of Australian society?

Key terminology

Colonies, nation, indigenous, pre-contact, post contact, Federation, democracy, rights, migration, human rights, law, government, invasion, settlement, constitution, local, state, federal

Resource links

* [Sydney’s Aboriginal History](http://www.sydneybarani.com.au/)[[81]](#footnote-82)
* [Australian Electoral Commission (AEC) Resources](http://www.aec.gov.au/indigenous/resources.htm)[[82]](#footnote-83)

Stage 4 history lesson guide

Aboriginal and Torres Strait Islander histories and cultures

People

Organising ideas

Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

Syllabus topic

The Ancient World: Depth Study 1 – Investigating the Ancient Past

Selected syllabus content

The nature of the sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources

Students:

* locate and describe a variety of sources for ancient Australia, e.g. animal and human remains, tools, middens, art and stories and sites related to the Dreaming
* investigate what these sources reveal about Australia’s ancient past

Teaching/learning/guiding inquiry questions

* What are the key features and places (includes land, sea and skies) of local Country?
* What evidence is there on local Country that stories the longevity and lifestyles of Aboriginal peoples?
* What flora and fauna of local Country can be used for tools and utensils such as hatchets, grinding stones, spearheads etc.?
* Is there any specific flora and fauna that can be used to make paints/art/decorative materials?
* What forms of shelter exited on local Country?
* Are there any specific words or phrases in the language of local Country that name and describe land and water resources?

Key terminology

Country, Dreaming, artefact, tool, weapon, utensil, middens, site, heritage, identity, culture, Indigenous, source material, sources, archaeology, historical inquiry, community, settlement, invasion.

Resource links

* [Discoveries at Lake Mungo](http://education.abc.net.au/home#!/media/522233/discoveries-at-lake-mungo)[[83]](#footnote-84)
* [Uluru](http://education.abc.net.au/home#!/media/1436296/how-uluru-came-to-be)[[84]](#footnote-85)
* [Australia’s Ancient Past in Trouble](http://education.abc.net.au/home#!/media/103088/sydney-s-aboriginal-rock-carvings-in-danger-1969)[[85]](#footnote-86)
* [Aboriginal Sites](http://www.aboriginalheritage.org/sites/identification/)[[86]](#footnote-87)
* [Narrabeen Man](http://www.achistoryunits.edu.au/year-7/unit-program/y2-overview-v2-1.html)[[87]](#footnote-88)

Stage 5 history lesson guide

Aboriginal and Torres Strait Islander histories and cultures

People

Organising ideas

Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

Syllabus topic

Rights and Freedoms.

Selected syllabus content

Background to the struggle of Aboriginal and TSI peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations

Students:

* explain the purpose and significance of early twentieth-century Aboriginal activism including the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples
* outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, e.g. the control of wages and reserves
* using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations)
* describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples

Teaching/learning/guiding inquiry questions

* Why did Governments introduce specific policies to impede the rights and freedoms of Aboriginal & Torre Strait Islander peoples?
* Why did Aboriginal peoples struggle to achieve rights and freedoms?
* What impacts did this have on local Country, culture and lifestyles for Aboriginal peoples?

Key terminology

Institutions, Darwinism, racism, human rights, indigenous, dispossession, protection, assimilation, attitudes, cultural identity, rights and freedoms.

Resource links

* [From Little Things Big Things Grow – National Museum of Australia](http://www.nma.gov.au/exhibitions/from_little_things_big_things_grow/the_exhibition)[[88]](#footnote-89)
1. http://syllabus.nesa.nsw.edu.au/hsie/geography-k10/ [↑](#footnote-ref-2)
2. http://syllabus.nesa.nsw.edu.au/hsie/history-k10/ [↑](#footnote-ref-3)
3. http://www.australiancurriculum.edu.au/ [↑](#footnote-ref-4)
4. https://creativecommons.org/licenses/by/4.0/ [↑](#footnote-ref-5)
5. http://www.australiancurriculum.edu.au/Home/CurriculumHistory [↑](#footnote-ref-6)
6. https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/ [↑](#footnote-ref-7)
7. http://www.aboriginalheritage.org/sites/identification/ [↑](#footnote-ref-8)
8. http://education.abc.net.au/home#!/media/1916032/discover-the-diversity-of-australia-aboriginal-and-torres-strait-islander-languages [↑](#footnote-ref-9)
9. http://education.abc.net.au/home#!/media/1771788/indigenous-seasons-across-northern-australia [↑](#footnote-ref-10)
10. www.abc.net.au/indigenous/map/ [↑](#footnote-ref-11)
11. http://www.nma.gov.au/interactives/tlf/sabai\_island/ [↑](#footnote-ref-12)
12. http://www.pearson.com.au/go/firstaustraliansplentystories [↑](#footnote-ref-13)
13. http://www.aboriginalheritage.org/wp-content/uploads/Bush-Regeneration-Aboriginal-Sites5.pdf [↑](#footnote-ref-14)
14. https://web.archive.org/web/20160809125117/http:/www.racismnoway.com.au/teaching-resources/anti-racism-activities/lesson\_ideas/20060913\_82.html [↑](#footnote-ref-15)
15. http://www.sydneybarani.com.au/language/ [↑](#footnote-ref-16)
16. https://www.readings.com.au/collection/recommended-indigenous-australian-childrens-books [↑](#footnote-ref-17)
17. https://www.aecg.nsw.edu.au/ [↑](#footnote-ref-18)
18. http://www.nationalparks.nsw.gov.au/education-services/search?selectedtypes=1&selectedtypes=2&selectedstage=0&selectedkeylearningarea=0&near=sydney [↑](#footnote-ref-19)
19. https://web.archive.org/web/20160131160020/http://www.abs.gov.au/websitedbs/c311215.nsf/web/Aboriginal+and+Torres+Strait+Islander+Peoples+-+Culture,+Heritage+and+Leisure [↑](#footnote-ref-20)
20. http://www.koorimail.com/ [↑](#footnote-ref-21)
21. https://www.youtube.com/watch?v=GQgIk3fV8zI [↑](#footnote-ref-22)
22. https://genius.com/Mia-mango-pickle-down-river-lyrics [↑](#footnote-ref-23)
23. http://www.bom.gov.au/iwk/?ref=ftr [↑](#footnote-ref-24)
24. http://www.ringbalin-riverstories.com/#map-1 [↑](#footnote-ref-25)
25. http://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars [↑](#footnote-ref-26)
26. http://elibrary.gbrmpa.gov.au/jspui/bitstream/11017/2779/1/2010%20Reef%20Beat%20posters%201-8.pdf [↑](#footnote-ref-27)
27. http://www.civicsandcitizenship.edu.au/cce/default.asp?id=17948 [↑](#footnote-ref-28)
28. http://www.gbrmpa.gov.au/managing-the-reef/how-the-reefs-managed/tourism-on-the-great-barrier-reef/indigenous-participation-in-tourism [↑](#footnote-ref-29)
29. http://www.visitmungo.com.au/looking-after-mungo [↑](#footnote-ref-30)
30. https://gibberagongeec.nsw.edu.au/professional-learning/teaching-resources/ [↑](#footnote-ref-31)
31. http://www.nationalparks.nsw.gov.au/things-to-do/visitor-centres/kurnell-visitor-centre/learn-more#C75B0084899348ED94F344EDF39AD5AF [↑](#footnote-ref-32)
32. http://education.abc.net.au/home#!/media/29925/ [↑](#footnote-ref-33)
33. https://www.discoverbarangaroo.com.au/login [↑](#footnote-ref-34)
34. https://www.dailytelegraph.com.au/newslocal/city-east/redferns-gentrification-continues-as-families-and-young-couples-flock-to-the-inner-city-suburb/news-story/f0941998b96f68f204a5b79653669a23 [↑](#footnote-ref-35)
35. https://www.creativespirits.info/aboriginalculture/lesson-teacher-resources-to-match-the-australian-curriculum#toc3 [↑](#footnote-ref-36)
36. http://www.abs.gov.au/websitedbs/c311215.nsf/web/Aboriginal+and+Torres+Strait+Islander+Peoples+-+Family,+Kinship+and+Community [↑](#footnote-ref-37)
37. https://www.humanrights.gov.au/sites/default/files/content/education/voices\_of\_australia/rightsED\_Voices\_of\_Australia.pdf [↑](#footnote-ref-38)
38. https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia [↑](#footnote-ref-39)
39. http://www.pearsonplaces.com.au/Places/Primary\_Places/Indigenous\_Place.aspx [↑](#footnote-ref-40)
40. http://aiatsis.gov.au/explore/articles/aboriginal-australia-map [↑](#footnote-ref-41)
41. https://web.archive.org/web/20161120113351/http://www.abc.net.au/dustechoes/ [↑](#footnote-ref-42)
42. https://www.youtube.com/watch?v=-e2CoHrNk1c [↑](#footnote-ref-43)
43. http://www.pearson.com.au/go/firstaustraliansplentystories [↑](#footnote-ref-44)
44. http://education.abc.net.au/home#!/media/103088/sydney-s-aboriginal-rock-carvings-in-danger-1969 [↑](#footnote-ref-45)
45. https://www.youtube.com/watch?v=-FcJezLo5Xs&list=PL5Oe\_wGmcw4v-oggEKWfOTlCpIsHoJsRV&index=10 [↑](#footnote-ref-46)
46. https://www.creativespirits.info/aboriginalculture/land/aboriginal-fire-management#axzz3nq8ALCrP [↑](#footnote-ref-47)
47. http://www.abc.net.au/news/2007-08-31/the-defence-minister-says-terrorism-is-the-number/683266 [↑](#footnote-ref-48)
48. https://www.youtube.com/watch?v=FsFGrud7hu4 [↑](#footnote-ref-49)
49. http://www.murrayriver.com.au/education/acara-australian-curriculum-murray-darling-basin/ [↑](#footnote-ref-50)
50. https://www.youtube.com/watch?v=3XHe5ICX1k4 [↑](#footnote-ref-51)
51. https://www.youtube.com/watch?v=-FcJezLo5Xs [↑](#footnote-ref-52)
52. https://www.youtube.com/watch?v=-e2CoHrNk1c [↑](#footnote-ref-53)
53. http://www.hornsby.nsw.gov.au/community/community-services/aboriginal-services [↑](#footnote-ref-54)
54. https://www.harmony.gov.au/get-involved/schools/lesson-plans/lesson-plan-anhs-story/ [↑](#footnote-ref-55)
55. http://www.aboriginalheritage.org/gallery/ [↑](#footnote-ref-56)
56. http://www.nma.gov.au/interactives/tlf/tsi/index.html [↑](#footnote-ref-57)
57. http://www.nationalparks.nsw.gov.au/education-services/teacher-resource-rookery-roundabout-stage-1-hsie [↑](#footnote-ref-58)
58. https://www.youtube.com/watch?v=cXDk4rlM\_ks [↑](#footnote-ref-59)
59. https://www.youtube.com/watch?v=vOEY1GCFoN0 [↑](#footnote-ref-60)
60. https://www.aecg.nsw.edu.au/ [↑](#footnote-ref-61)
61. https://www.rbgsyd.nsw.gov.au/visit/history-and-facts/indigenous-heritage [↑](#footnote-ref-62)
62. http://www.arrawarraculture.com.au/fact\_sheets/ [↑](#footnote-ref-63)
63. http://www.criticalclassroom.com/thinking-the-26th-of-january/ [↑](#footnote-ref-64)
64. http://www.beyondthewharf.com.au/ancestral-spirit/personalities/ [↑](#footnote-ref-65)
65. http://findingbennelong.com/ [↑](#footnote-ref-66)
66. http://www.nma.gov.au/collections/collection\_interactives/cricketing\_journeys/cricket\_html/the\_australian\_eleven/the\_australian\_eleven\_the\_first\_australian\_team [↑](#footnote-ref-67)
67. http://education.abc.net.au/home#!/media/152088/?p\_p\_lifecycle=2&p\_p\_resource\_id=recommendCount&p\_p\_cacheability=cacheLevelPage&\_splashmediaportlet\_WAR\_splashmediaportlet\_cliptTitle=the-awabakal-language-of-the-newcastle-area [↑](#footnote-ref-68)
68. http://indigenousrights.net.au/resources/teachers\_resources [↑](#footnote-ref-69)
69. http://www.achistoryunits.edu.au/year-7/unit-program/y2-overview-v2-1.html [↑](#footnote-ref-70)
70. https://aso.gov.au/titles/series/first-australians/ [↑](#footnote-ref-71)
71. http://nationalunitygovernment.org/content/first-australians-historic-resources-and-activism-links [↑](#footnote-ref-72)
72. https://atlas.nsw.gov.au/start [↑](#footnote-ref-73)
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