

Aboriginal Education | Stage 2, Stage 3 | History and Creative Arts

About Brewongle EEC

Brewongle Environmental Education Centre is located in Sackville North and includes a terrestrial environment (Sydney Sandstone Gully Forest) and a man-made aquatic environment (ponds). Brewongle EEC is in Darug Country and more specifically the land of the Boorooberongal clan.

Unit Summary

This excursion addresses outcomes from the:

Current NSW HSIE K-6 Syllabus:

- CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities
- CUS3.4 Examines how cultures change through interactions with other cultures and the environment
- ENS2.5 Describes places in the local area and other parts of Australia and explains their significance
- ENS2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments
- CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences
- CCS3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage
- CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.

Revised NSW History K-6 Syllabus - due for implementation in 2016.

Current NSW Creative Arts K-6 Syllabus:

- VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter
- VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world
- VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible
- VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques
- VAS3.4 Communicates about the ways in which subject matter is represented in artworks.

This excursion provides opportunities for teachers to assess students' capabilities against a range of markers from the Literacy Continuum. These are located at the end of this document.

Excursion duration

4 hour on-site excursion to Brewongle EEC. Arrival time: 10 am. Departure time: 2 pm.

Arrival and departure times are guides only. Distance and bus schedules may require modifications to the timetable.



Unit overview

Students:

- develop knowledge and understanding about the nature of history and key changes and developments from the past
- develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a democratic and socially just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

Learning across the curriculum

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

Aboriginal and Torres Strait Islander histories and cultures

The study of History in Australia requires a valued engagement in and celebration of the experiences of Aboriginal and Torres Strait Islander peoples, past and present, as part of the shared history belonging to all Australians. Students examine historical perspectives from Aboriginal and Torres Strait Islander viewpoints. Throughout the study of History, students learn about Aboriginal and Torres Strait Islander peoples, as the world's oldest continuous cultures, prior to colonisation by the British, the ensuing contact and its impact. They will examine the interaction between Aboriginal and Torres Strait Islander peoples and Europeans, with special emphasis on Aboriginal initiatives and responses to key government policies since their earliest contact with British colonists. Students develop an awareness of the significant roles Aboriginal and Torres Strait Islander peoples have played in Australian society and the wider world. This knowledge and understanding will deepen and enable students' capacity to participate in the ongoing development of a just and equitable Australian society that genuinely reconciles with Aboriginal and Torres Strait Islander peoples.

Personal and social capability

A study of History enables students to investigate and appreciate the different ways people of the past managed their own lives, their relationships, work, play and learning. Students are encouraged to compare their lives and circumstances with those of earlier individuals and groups and to develop a concern for and appreciation of others in the past and the present as they continue their study of History. Such learning enables students to experience and express the essential historical skill of empathy. Students are encouraged to place themselves in the challenging circumstances of past people and engage with the possibilities which were open to them at the time.

Quality Teaching Elements

Intellectual Quality

Metalinguage - using and explaining scientific language and identifiers

Substantive communication - sustained and reciprocal communication throughout the lesson.

Quality Learning Environment

Engagement - sustained interest, attentiveness and focus on the tasks at hand

High expectations - learning important knowledge and skills of a challenging nature

Students' Self-Regulation - activities are purposeful and interesting resulting in low levels of interruption and high levels of initiative.

Significance

Background Knowledge - opportunities to make connections between their knowledge and experience and the content of the lesson

Cultural Knowledge - develops understandings, values and acceptance of the traditions, beliefs, skills, knowledge, language, practices and protocols of diverse social groups

Connectedness - content has meaning beyond the classroom and the site

Narrative - may enhance the significance of the lesson when stories help illustrate or bring to life the knowledge being addressed.



Key concepts

- Australia has an Aboriginal and Torres Strait Islander history
- Western Sydney is home to the Darug Nation who have had an intricate knowledge of their local place and the environments it contained for 22000 years or more
- Darug culture is connected to Country
- Aspects of culture were and are passed down through dance, songs, stories and the meaning of symbols and art.

Knowledge, skills and values

Students will develop:

knowledge and understandings about:

- the impact of people on environments

values and attitudes relating to:

- an appreciation of their cultural heritage.

Outcomes (Revised NSW History Syllabus)

History K-10

- › HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time
- › HT2-4 describes and explains effects of British colonisation in Australia
- › HT2-5 applies skills of historical inquiry and communication
- › HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia
- › HT3-2 describes and explains different experiences of people living in Australia over time.

Content	Teaching & learning activities
<p>Stage 2 - Community and Remembrance</p> <p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area</p> <ul style="list-style-type: none"> ▪ Who lived here first and how do we know? ▪ identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place ▪ respond to Aboriginal stories told about Country presented in texts or by a guest speaker ▪ identify the original Aboriginal languages spoken in the local or regional area <p>Stage 2 - First Contacts</p> <p>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</p> <ul style="list-style-type: none"> ▪ 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 ▪ What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans? 	<p><i>This excursion is co-presented with an Aboriginal Educator.</i></p> <p>Following a welcome to the Centre and Acknowledgement of Country, students will rotate through a series of activities designed to meet the outcomes identified above.</p> <p>Aboriginal Artefacts</p> <ul style="list-style-type: none"> ▪ view a language/country map of Sydney ▪ view a range of artefacts ▪ learn the traditional names and uses of the artefacts ▪ discuss how tasks and tools have changed over time ▪ learn about kinship, totems, roles and responsibilities in traditional and contemporary society. <p>Bush Resource Walk</p> <ul style="list-style-type: none"> ▪ walk around and in the forest and discover a variety of bush tucker, medicine and resource plants.

Content continued	Teaching & learning activities
<p>Stage 3 - The Australian Colonies</p> <ul style="list-style-type: none"> ▪ discuss the impact of settlement on local Aboriginal peoples and the environment ▪ discuss the diverse relationships between Aboriginal peoples and the British <p>Stage 3 - Australia as a Nation</p> <p>using a range of sources, research and describe the contribution of Aboriginal and Torres Strait Islander peoples and other groups to Australian society</p>	<p>Ochre Face Painting</p> <ul style="list-style-type: none"> ▪ journey to the lookout over the Hawkesbury (Deerubbin) River ▪ experiment with the rich colours of ochre and learn why they were used for Corroboree ▪ learn traditional Aboriginal symbols. <p>Sand Art Story</p> <ul style="list-style-type: none"> ▪ participate in the creation of a story come to life on canvas using coloured sands and traditional Aboriginal symbols ▪ learn to count to six in the Darug language. <p>Reflection</p> <ul style="list-style-type: none"> ▪ reflect on the days learning experiences.



Artwork by Bundeluk.

Links to literacy continuum	Useful links or resources
<p>Aspects of speaking</p> <p>Cluster 9: Contributes relevant ideas to discussions, asks questions and re-phrases to clarify meaning Listens attentively, makes appropriate responses to what others say and constructively builds on the ideas of others Uses group discussion protocols, e.g. turn taking.</p> <p>Cluster 10: Provides detail and supporting evidence in a logical manner when speaking about opinions and ideas Listens attentively and responds appropriately to spoken and multimodal texts that include unfamiliar ideas and information.</p> <p>Cluster 12: Effectively sustains a point of view throughout a discussion or debate, drawing on a range of sources to provide justification. Listens attentively to more lengthy and challenging spoken and multimodal texts to gather and evaluate key information.</p>	<p>Brewongle EEC Program risk assessment</p> <p>Darug language and culture</p> <p>Darug word list and vocab</p> <p>Yarramundi Kids translations</p> <p>Aboriginal Australia Map</p> <p>Map of Aboriginal Sydney</p> <p>Map of Aboriginal NSW</p> <p>Australian Indigenous Objects</p>