

History – First Contacts - Aboriginal Education

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.



Outcomes

NSW K-10 History Syllabus:

- HT2-4 describes and explains effects of British colonisation in Australia
- HT2-5 applies skills of historical inquiry and communication

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.

Key Inquiry Questions

What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?
 Why did Europeans settle in Australia?
 What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?

Key concepts

- Australia has an Aboriginal and Torres Strait Islander history
- Western Sydney is home to the Darug Nation who have and 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.

Content

Stage 2 - First Contacts

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:

- investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of

Teaching & learning activities

This excursion is co-presented with an Aboriginal Educator.

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.

Aboriginal Artefacts

- view a language/country map of Sydney

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?

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, families and the environment (ACHHK080)

Students:

- describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others
- explain the term terra nullius and describe how this affected the British attitude to Aboriginal and Torres Strait Islander peoples
- use sources to identify different perspectives on the arrival of the British to Australia
- outline the impact of early British colonisation on Aboriginal and Torres Strait Islander peoples' country

Stage 2 - Community and Remembrance

The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area

- 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

- 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.

Bush Resource Walk

- walk around and in the forest and discover a variety of bush tucker, medicine and resource plants.

Ochre Face Painting

- 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.

Sand Art Story

- 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.

Reflection

reflect on the days learning experiences.

Knowledge, skills and values

Continuity and change

Students will learn about the changes and continuities Aboriginal People have experienced due to British colonisation of Australia.

Cause and effect

Students will learn about how a particular historical development occurred (invasion/settlement by the British.)

Perspectives

Students will learn different points of view within an historical context, eg a British and an Aboriginal perspective on the arrival of the British in Australia.

Empathetic understanding

Students will learn how and why people in the past may have lived and behaved differently from today.

Significance

Students will learn the importance and meaning of Aboriginal commemorations and celebrations such as NAIDOC and Survival Day (Australia Day).



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.

Sustainability 🌱

History enables the development of students' world views, particularly in relation to actions that require judgement about past societies and their access to and use of the Earth's resources. Students are provided with opportunities to develop an historical perspective on sustainability by understanding, for example, the emergence of farming and settled communities, the positive and negative impacts of peoples and governments on pre-modern environments, the development of the Industrial Revolution and the growth of population, the overuse of natural resources, the rise of environmental movements as well as the global energy crisis and innovative technological responses to it. Making decisions about sustainability to help shape a better future requires an understanding of how the past relates to the present, and needs to be informed by historical trends and experiences.

Intercultural understanding 🌐

Intercultural understanding forms a vital element of the study of History. Students learn about the perspectives, beliefs and values of people, past and present, and the importance of understanding their own history and the histories of other groups in Australian society, indigenous and non-indigenous. Students engage with issues of intercultural understanding in the context of their own lives as well as previous generations and communities who have created the dynamics of Australian history. Students develop an historical understanding, empathy and experience of the richness and the reasons for Australia's multicultural society and its place in the region and the wider world.

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.

Links to literacy continuum

Aspects of speaking

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.

Cluster 10:

Provides detail and supporting evidence in a logical manner when speaking about opinions and ideas

Useful links or resources

Brewongle [EEC](#)

[Program risk assessment](#)

Darug language and culture

Darug [word list and vocab](#)

Yarramundi Kids [translations](#)

Aboriginal Australia [Map](#)

Listens attentively and responds appropriately to spoken and multimodal texts that include unfamiliar ideas and information.

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.

Map of Aboriginal [Sydney](#)

Map of Aboriginal [NSW](#)

[Australian Indigenous Objects](#)



Artwork by Bundeluk.