Aim:
• inspire and motivate teachers re the Aboriginal and Torres Strait Islander histories and culture cross curriculum priority.
• develop the skills of teachers to teach Aboriginal and Torres Strait Islander histories and cultures

Key threads
• connection to land water and sky
• diversity of Aboriginal and Torres Strait Islander societies and cultures
• building competencies of teachers to incorporate Aboriginal perspectives across the curriculum

We have 58 teachers attending;
*28 Primary
*29 Secondary
*1 Environmental Education centre Principal
Focus Area 1.4:
Strategies for teaching Aboriginal and Torres Strait Islander students.

At Graduate level

Focus Area 1.4: Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Level 2&3 – Proficient

Focus Area 1.4: Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
Focus Area 2.4:
Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

At Graduate level
Focus Area 2.4:
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

Level 2&3 – Proficient
Focus Area 2.4:
Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

https://8ways.wikispaces.com/
Australia 1788–1900: the nature and impact of colonisation and contact pre-contact Aboriginal culture

Recall the main features of Aboriginal culture prior to British colonisation.

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### Primary History

<table>
<thead>
<tr>
<th>Year 1 Level Description</th>
<th>Year 2 Level Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FAMILY LIFE</strong></td>
<td><strong>THE PAST IN THE PRESENT</strong></td>
</tr>
<tr>
<td><strong>Key Inquiry Questions</strong></td>
<td><strong>Key Inquiry Questions</strong></td>
</tr>
<tr>
<td>The key inquiry questions at this year level are:</td>
<td>The key inquiry questions at this year level are:</td>
</tr>
<tr>
<td>- How has family life changed or remained the same over time?</td>
<td>- What aspects of the past can you see today? What do they tell us?</td>
</tr>
<tr>
<td>- How can we show that the present is different from or similar to the past?</td>
<td>- What remains of the past are important to the local community? Why?</td>
</tr>
<tr>
<td>- How do we describe the sequence of time?</td>
<td>- How have changes in technology shaped our daily life?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 Level Description</th>
<th>Year 4 Level Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNITY AND REMEMBRANCE</strong></td>
<td><strong>FIRST CONTACTS</strong></td>
</tr>
<tr>
<td><strong>Key Inquiry Questions</strong></td>
<td><strong>Key Inquiry Questions</strong></td>
</tr>
<tr>
<td>The key inquiry questions at this year level are:</td>
<td>The key inquiry questions at this year level are:</td>
</tr>
<tr>
<td>- Who lived here first and how do we know?</td>
<td>- Why did the great voyages of exploration occur?</td>
</tr>
<tr>
<td>- How has our community changed? What features have been lost and what features have been retained?</td>
<td>- What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?</td>
</tr>
<tr>
<td>- What is the nature of the contribution made by different groups and individuals in the community?</td>
<td>- Why did the Europeans settle in Australia?</td>
</tr>
<tr>
<td>- How and why do people choose to remember significant events of the past?</td>
<td>- What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early settlers, explorers and settlers?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5 Level Description</th>
<th>Year 4 Level Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE AUSTRALIAN COLONIES</strong></td>
<td><strong>AUSTRALIA AS A NATION</strong></td>
</tr>
<tr>
<td><strong>Key Inquiry Questions</strong></td>
<td><strong>Key Inquiry Questions</strong></td>
</tr>
<tr>
<td>The key inquiry questions at this year level are:</td>
<td>The key inquiry questions at this year level are:</td>
</tr>
<tr>
<td>- What do we know about the lives of people in Australia’s colonial past and how do we know?</td>
<td>- Why and how did Australia become a nation?</td>
</tr>
<tr>
<td>- How did an Australian colony develop over time and why?</td>
<td>- How did Australian society change throughout the twentieth century?</td>
</tr>
<tr>
<td>- How did colonial settlement change the environment?</td>
<td>- Who were the people who came to Australia? Why did they come?</td>
</tr>
<tr>
<td>- What were the significant events and who were the significant people that shaped Australian colonies?</td>
<td>- What contributions have significant individuals and groups made to the development of Australian society?</td>
</tr>
</tbody>
</table>
Primary Geography

**Year 1 Level Description**

*Key Inquiry Questions*

The key inquiry questions for Year 1 are articulated below:

- What are the different features of places?
- How can we care for places?
- How can spaces within a place be rearranged to suit different purposes?

**Year 2 Level Description**

*Key Inquiry Questions*

The key inquiry questions for Year 2 are articulated below:

- What is a place?
- How are people connected to their place and other places?
- What factors affect my connections to places?

**Year 3 Level Description**

*Key Inquiry Questions*

The key inquiry questions for Year 3 are articulated below:

- How and why are places similar and different?
- What would it be like to live in a neighbouring country?
- How do people’s feelings about places influence their views about the protection of places?

**Year 4 Level Description**

*Key Inquiry Questions*

The key inquiry questions for Year 4 are articulated below:

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

**Year 5 Level Description**

*Key Inquiry Questions*

The key inquiry questions for Year 5 are articulated below:

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

**Year 6 Level Description**

*Key Inquiry Questions*

The key inquiry questions for Year 6 are articulated below:

- How do places, people and cultures differ across the world?
- What are Australia’s global connections between people and places?
- How do people’s connections to places affect their perception of them?

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**Year 1 Level Description**

**PRESENT AND PAST FAMILY LIFE**

*Key Inquiry Questions*

The key inquiry questions at this year level are:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

---

**Year 3 Level Description**

**COMMUNITY AND REMEMBRANCE**

*Key Inquiry Questions*

The key inquiry questions at this year level are:

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?
Year 1 Level Description
PRESENT AND PAST FAMILY LIFE

The key inquiry questions at this year level are:
- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Places and people
Events in life
Places importance on time as a continuum

1930's
1940's
1958
1971
1992
2015

Taronga park
Bendoc
Delegar
Sydney

1898

This is my place. My name is Rosley. I'm right. My mom and dad, we rent the specry flat across. Auntie Ade's got the middle room and Miss Singer's got the back. Mum works at the laundry, with Auntie Ade she's not very happy, but I call her Aunt. Dommanic doesn't like Mary's brother. He doesn't see photographs, but to work, he works on a steam car, and he lets me and Tommy Middle help him, then lives most days.

He's got a bicycle!

This is a map of my place. The big tree belongs to the park school, but I fish in Stream. A bit down, the creek, it runs into a canal, and there are barges. Before my dad went away, he helped build it. Mum says he just couldn't find any more work, and one day he might come back.

Taronga park
Sydney
Bendoc
Delegate

1930's
1940's
1958
1971
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http://www.myplace.edu.au/home.html
Robert Campbell Jnr
Life in the Aboriginal Camp, 1989
acrylic on board
128 × 250cm

Robert Campbell Jnr
Untitled 8.2.86, 1986
acrylic on bark and board 72 × 86cm
Evidence of absence is not absence of evidence
These mounded middens are culturally very important to Aboriginal people and archaeologically as the source of information about the first Australians. Midden material is widespread in the coastal areas. Every headland invariably reveals this material, often seen along trails and walking tracks, showing widespread Aboriginal occupation of this landscape.

Jonathon Jones
Oysters and Teacups

For his Biennale work it’s the Aboriginal shell midden that is the object of inspiration; ancient mounds of shell artefacts demonstrating Indigenous interrelationship with kin, country and marine life.

Year 5 Level Description
THE AUSTRALIAN COLONIES
The key inquiry questions at this year level are:

- What do we know about the lives of people in Australia’s colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?
Secondary ideas
Middle school approaches to learning through the environment
Using water /land /sea Teaching mathematics and geographical outcomes in nature.

Science outcomes
differing experiences of contact between Aboriginal and non-Aboriginal peoples
These could include:
  • impact of disease
  • land disputes
  • dispossession
  • massacres and frontier wars
  • Aboriginal responses to dispossession

Physical dispossession

Talking about the images
Avrill Quaill

– Land was cleared and fenced and with these acts the food sources of the local Aboriginal people disappeared, leading to the eventual disappearance of the people themselves. To a large extent non-Indigenous Australians were able to gain economic independence because the Indigenous Australians lost it.
This mind map shows some useful sources of evidence about local history.
### Upper Primary Science Term 3, 2012

#### Environment: Place, landforms and features; Environmental awareness and care.

<table>
<thead>
<tr>
<th>Learners demonstrate/indications</th>
<th>Bond 1</th>
<th>Learners are able to</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify/label:</strong> Place.</td>
<td>* Bond 1.</td>
<td><strong>(Bond 1)</strong></td>
</tr>
<tr>
<td><strong>Describe some ways that living things rely on the environment and each other.</strong></td>
<td>* Bond 1.</td>
<td><strong>(Bond 1)</strong></td>
</tr>
<tr>
<td><strong>Describe the function of common body parts in themselves, other animals and plants, and how they help organs function that needs.</strong></td>
<td>* Bond 1.</td>
<td><strong>(Bond 1)</strong></td>
</tr>
<tr>
<td><strong>Describe some changes that take place as living things grow, recognizing that people have different needs in different stages.</strong></td>
<td>* Bond 1.</td>
<td><strong>(Bond 1)</strong></td>
</tr>
</tbody>
</table>

#### Structure and function

- Different things have different needs for survival, e.g. some things live in water and some on land, some eat plants and some eat other animals.
- Plants need light, air, water and different plants grow in different places, e.g. water plants grow in water, meat-eating plants grow in different places, e.g. water plants grow in water, meat-eating plants grow in different places.
- In any particular environment some animals and plants thrive, some don’t live as well and some are not active.

#### Independence of living things and their environment

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- Plants need light, air, water and different plants grow in different places, e.g. water plants grow in water, meat-eating plants grow in different places, e.g. water plants grow in water, meat-eating plants grow in different places.
- In any particular environment some animals and plants thrive, some don’t live as well and some are not active.

#### Structure and function

- Distinguish between living and non-living things using characteristics such as: animate (movement), grow, respond to stimuli.
- Distinguish between living, dead, inanimate, e.g. brick is not alive.
- Examine the relationship between the two sides of living things and how they move, e.g. why use this method, compare uses to its.
- Investigate cause and effect relationships such as, moving faster or heat makes other few have been running.
- Identify changes in plants and their functions, e.g. length of stems to strength.
- Examine the relationship between the two sides of living things and how they move, e.g. brick is not alive, compare uses to its.

### Indigenous Weather Knowledge

#### Seasonal Calendars

Select a red dot to access the seasonal calendar for that region.

#### Wallum-waa Calendar

Approximately the Dutch of “Six Spring”, showing two seasons.

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wikinda</td>
<td>Yurnu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High temperatures</td>
<td>Cool temperatures</td>
<td>Dry</td>
<td>High temperatures</td>
<td>Bush fires</td>
<td>The name</td>
<td>The name</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Mutton Birds and Tasmania (Geography and Science secondary)
iBook
http://public.roarfilm.com/moonbird/Moonbird-LATEST.epub
COUNTRY SERIES: Two short DVDs about Country.
Coastal Places
https://www.youtube.com/watch?v=ADGeJmPWEgc
Inland Places
https://www.youtube.com/watch?v=AKdAW13L-OY&amp;list=PLWFK6wyAxKh-yG3g
Mutton Birds - an early years DVD about mutton birds
https://www.youtube.com/watch?v=MqvB36MuZk

Geography and History
MEETING OF THE WATERS A journey on the marine side of Australia's Coastal Wilderness Part 5 –
More Middens

Local History and culture links
http://dictionaryofsydney.org/entry/first_people_of_the_cooks_river