**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

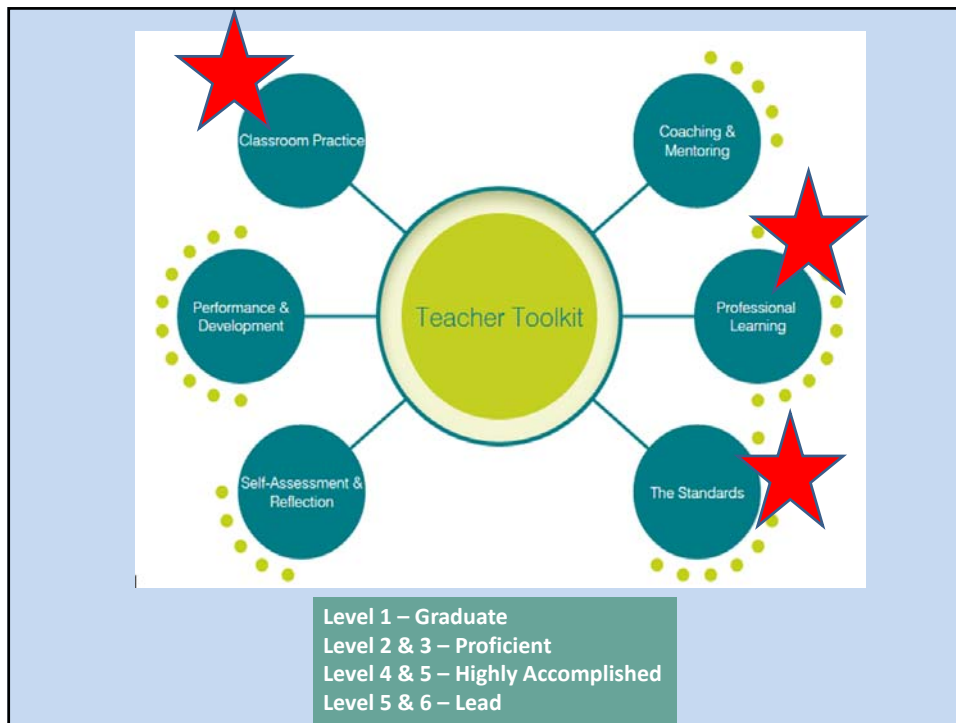
- connection to land water and sky
- diversity of Aboriginal and Torres Strait Islander societies and cultures
- building competencies of teachers to incorporate Aboriginal perspectives across the curriculum

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:

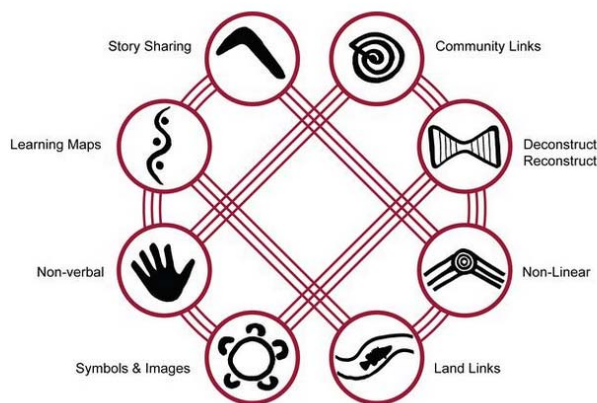
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.



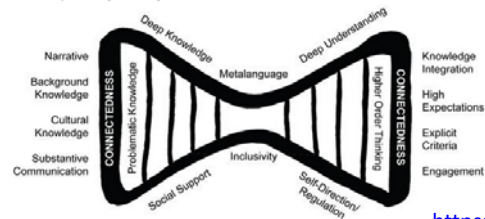
Level 2&3 – Proficient

Focus Area 2.4:

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



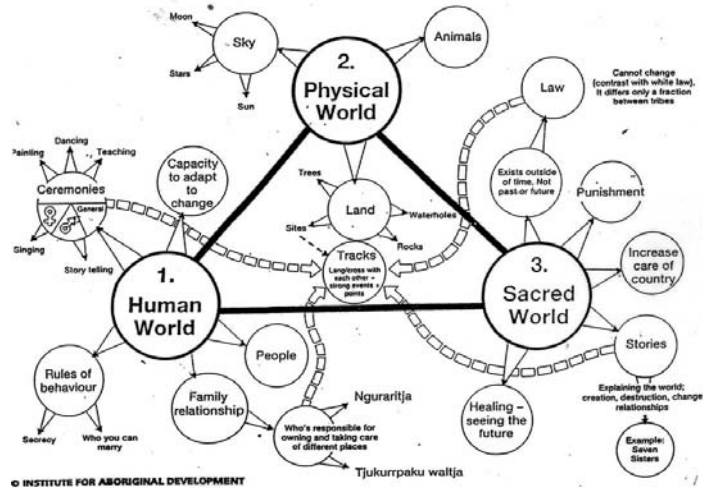
Your Quality Teaching will emerge like this:



<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



Primary History	
<p>Year 1 Level Description</p> <p>PRESENT AND PAST FAMILY LIFE</p> <p>Key Inquiry Questions</p> <p>The key inquiry questions at this year level are:</p> <ul style="list-style-type: none"> 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? 	<p>Year 2 Level Description</p> <p>THE PAST IN THE PRESENT</p> <p>Key Inquiry Questions</p> <p>The key inquiry questions at this year level are:</p> <ul style="list-style-type: none"> What aspects of the past can you see 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?
<p>Year 3 Level Description</p> <p>COMMUNITY AND REMEMBRANCE</p> <p>The key inquiry questions at this year level are:</p> <ul style="list-style-type: none"> 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? 	<p>Year 4 Level Description</p> <p>FIRST CONTACTS</p> <p>The key inquiry questions at this year level are:</p> <ul style="list-style-type: none"> Why did the great journeys of exploration occur? What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans? Why did the 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?
<p>Year 5 Level Description</p> <p>THE AUSTRALIAN COLONIES</p> <p>The key inquiry questions at this year level are:</p> <ul style="list-style-type: none"> 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? 	<p>Year 6 Level Description</p> <p>AUSTRALIA AS A NATION</p> <p>The key inquiry questions at this year level are:</p> <ul style="list-style-type: none"> Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society?

Primary Geography	
<p>Year 1 Level Description Key inquiry questions The key inquiry questions for Year 1 are articulated below.</p> <ul style="list-style-type: none"> • 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? 	<p>Year 2 Level Description Key inquiry questions The key inquiry questions for Year 2 are articulated below.</p> <ul style="list-style-type: none"> • What is a place? • How are people connected to their place and other places? • What factors affect my connections to places?
<p>Year 3 Level Description Key inquiry questions The key inquiry questions for Year 3 are articulated below.</p> <ul style="list-style-type: none"> • 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? 	<p>Year 4 Level Description Key inquiry questions The key inquiry questions for Year 4 are articulated below.</p> <ul style="list-style-type: none"> • 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?
<p>Year 5 Level Description Key inquiry questions The key inquiry questions for Year 5 are articulated below.</p> <ul style="list-style-type: none"> • 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? 	<p>Year 6 Level Description Key inquiry questions The key inquiry questions for Year 6 are articulated below.</p> <ul style="list-style-type: none"> • 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?

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 1 Level Description
 PRESENT AND PAST FAMILY LIFE

The key inquiry questions at this year level:

- 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

Year 3 Level Description
COMMUNITY AND REMEMBRANCE
 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

1915
1958
1971
1992
2015
Bendoc (1930's)
Delegate (1940's)
Sydney
Taronga park

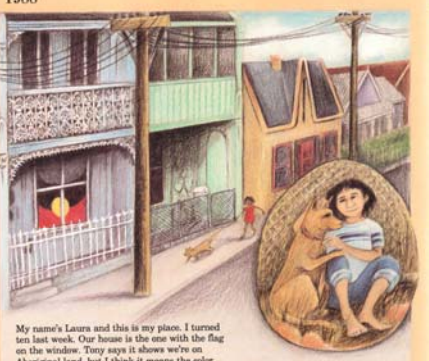
1898

This is my place. My name's Rowley. I'm eight. My mum and me, we rent the upstairs front room. Auntie Adie's got the middle room and Miss Singer's got the back. Mum works at the laundry with Auntie Adie. She's not really my auntie, but I call her that. Downstairs, there's Mr Merry. He does photographs, but on weekends he has an icecream cart, and he lets me and Tommy Müller help him. Tom lives next door. His auntie's got a bicycle!

This is a map of my place. The big tree belongs to the posh school, but I climb it anyway. A bit down the creek, it turns 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.

Other landmarks on the map:
- MORE BRICKPITS (You catch Mr Müller's horse bus here)
- Brickmakers Arms
- Centennial Hotel (Tommy and Auntie Adie work here)
- Müller's workshop
- My PLACE (Tom Müller lives with his mum and dad and Freddie and their Auntie)
- Ned Kelly grazes here
- Creek Trace
- More BRICKPITS
- The kid here got snags
- There's some houses here that paper finished
- There's traces for the steam train here
- The big tree belongs to the posh school, but I climb it anyway.
- All these shops are empty
- Posh kids keep their bicycles and football in the back of their houses
- The creek runs through the middle of the place
- Mr Merry's ice cream cart
- Mr Merry's bicycle
- The huts are big
- There are big stepping stones here
- Swampy land
- Swimming hole
- fishing in the bay
- the fires keep the mosses away
- other men get
- All this is needed, but sometimes pumpkin comes up on the road. Yes, I hate pumpkin.


1988



My name's Laura and this is my place. I turned ten last week. Our house is the one with the flag on the window. Tony says it shows we're on a traditional land, but I think it means the color.

This is a map of my place. We've got a McDonald's right on the corner! In the McDonald's yard, there's this big tree, and whenever I sit in it, it always makes me feel good. There's a canal down at the bottom of the street, and Mum says it must have been a creek once. It's too dirty to swim in, but Tony made me a tin canoe and now some of the other kids are making them too. If you tip over and go in, the water tastes yucky and your parents go wild.

For my birthday, Mum said we could eat at McDonald's! We sat outside, under the tree, and it felt just like home.





Using Your Atlas locate the following

Turn to page 12, Northern Territory

What is

1. Elliott **next to** _____
2. Darwin is **under** K _____
3. Uluru is **under** A _____ S _____
4. Tennant Creek is **in** the Northern _____ T _____





My Place FOR TEACHERS

BUNDA

Home | Decade timeline | Teaching activities | Themes | Behind the scenes | Our place

Episode 25 | Before Time : Bunda

Bunda has a problem. His older brother Garud and the Bunda don't want him to ever learn how to also leaving each other and become friends as well as brothers!

Clips and teaching activities

Themes: Family and community, Literacy, Technologies

Downloads:

- Classroom - Before Time - Bunda
- Classroom - Word 0850 - PDF 276k
- Classroom - Word 0850a - PDF 776k
- English - Word 4176a - PDF 4116k
- English - Word 4176b - PDF 3046k

EXPLORE THE SITE

Don't know where to start?

Connecting with the Australian Curriculum

HISTORY: 2 strands

Years 3-4: typically students from 8 to 12 years of age

Curriculum focus

The history curriculum across Years 3-4 will be developed around the focus strands:

1. How do we know about the past?
2. How did Australia live in the past?
3. How did people live in other places?
4. How has the past influenced the present?

Organisation of the curriculum across these four questions will enable students to compare their ideas in history national and global contexts.

Students will learn about Australia's colonial heritage and the historical events leading to contemporary Australia and the complex relationship between the past and the present.

Historical knowledge and understanding requires mastery of the chronicles, tools and methods of history that constitute the discipline of history. The knowledge of history is reflected in the concepts that are used to explain what happened in the past. These include: invasion, exploration, colonisation, settlement and the development of modern Australia.

Historical skills: To acquire a knowledge and understanding of history, skills associated with the identification, interpretation and interpretation of sources, use of chronology, and research and communication skills are essential.

The curriculum should allow for the development of skills through a program of historical inquiry.

A three aspect of inquiry is history is the study of primary and secondary sources of evidence.

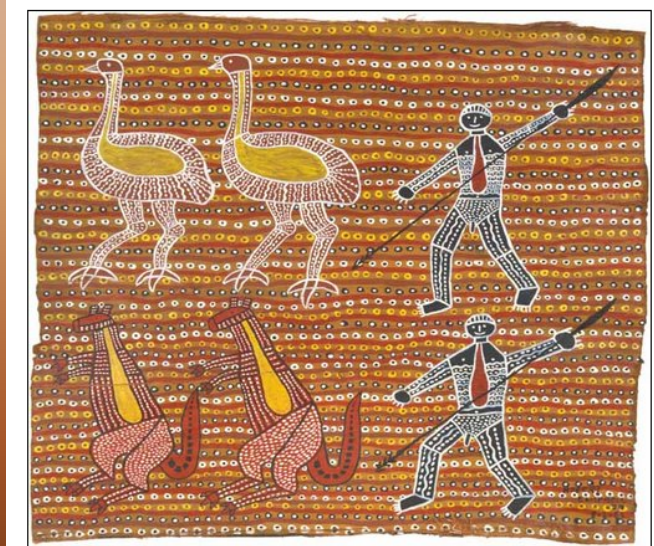
A variety of teaching and learning approaches and activities can be used, including teacher exposition, student debates, role plays, museum studies, use of historical narratives and hands-on activities such as the use and interpretation of authentic and virtual artefacts. An end result of historical inquiry should be a well-supported response to the question posed.

<http://www.myplace.edu.au/home.html>



Robert Campbell Jnr
Life in the Aboriginal Camp, 1989
acrylic on board
128 × 250cm

PRESENT AND PAST FAMILY LIFE



Robert Campbell Jnr
Untitled 8.2.86, 1986
acrylic on bark and board 72 × 86cm



'A view of Sydney Cove, NSW 1804' Edward Dayes
 Reproduced courtesy of Mitchell Library State Library of NSW



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?

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.

Secondary ideas

Middle school approaches to learning through the environment

Using water /land /sea Teaching mathematics and geographical outcomes in nature.



A student is shown from a high angle, writing on a clipboard with a blue pen. The clipboard has a green and white test kit attached. In the background, there is a blue bucket and a white tray. Below the image are two tables.

Waterbug Abundance and Diversity - Research Survey Results

Group Name:				
Group 1:				
Group 2:				
Group 3:				
Site:	Time:			
Indigenous Name	Scientific Name	Common Name	Identifying Features (Colour, leaf shape, marks)	Total Abundance (How many)

Water Quality Test Results

Class Test Results	
Site:	Date:
Temperature:	
Electrical Conductivity:	
pH:	
Turbidity:	
Bacteria:	

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

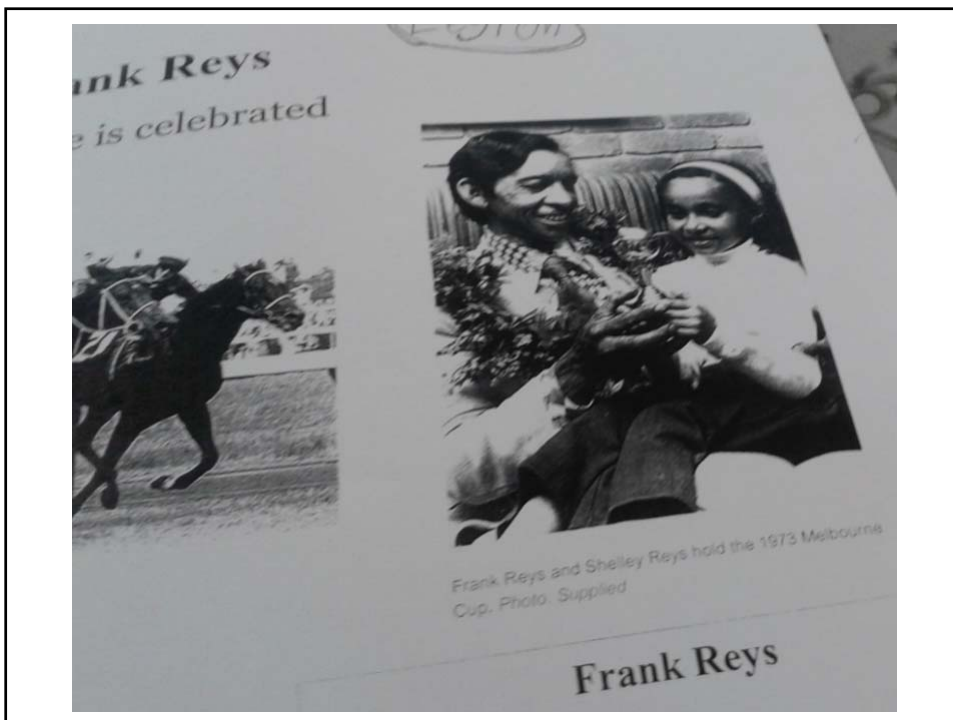


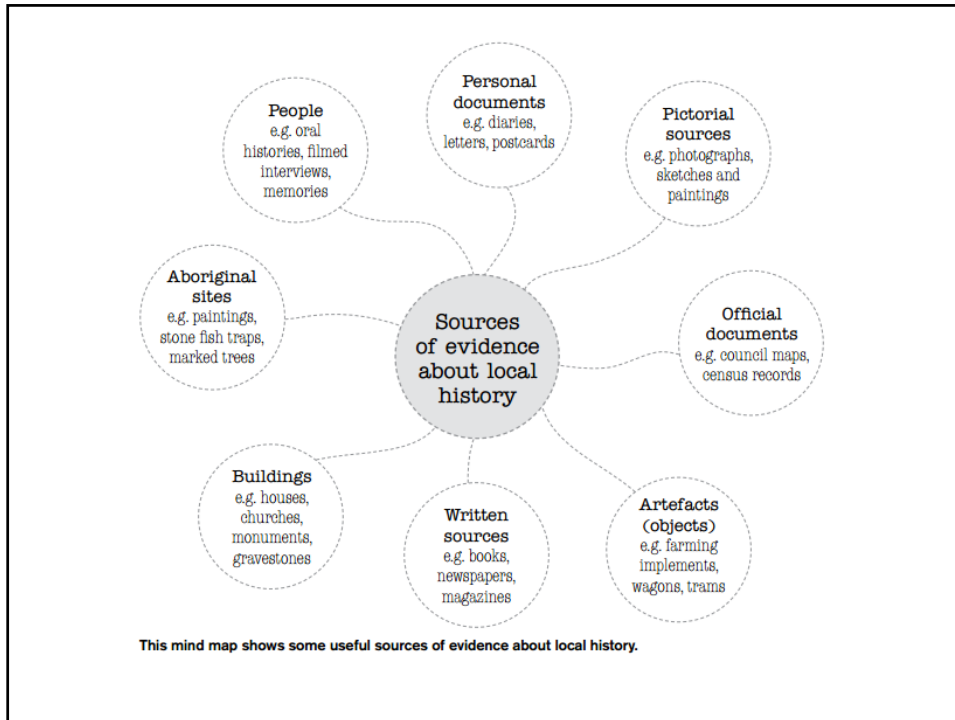
Physical dispossession



Talking about the images
Avrill Quail

- 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.





Upper Primary Science Term 3, 2012

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

Learners Demonstrate/indicators – Band 1

11. Band 1 Life and Living

- Describe some ways that living things rely on the environment and each other
- Describe the function of common body parts in themselves, other animals and plants and how they help organisms obtain their needs
- Describe some changes that take place as living things grow, recognising that people have different needs in different stages

Learned know and understand that:	Learned are able to
<p>Interdependence of living things and their environment</p> <ul style="list-style-type: none"> different living things have different needs for their survival, eg some things live in water and some on land, some eat plants and some eat other animals plants need light and water and different plants grow in different places, eg water plants, plants that like shade, full sun, rocky places in any particular environment some animals and plants thrive, some don't live as well and some do not survive 	<p>Interdependence of living things and their environment</p> <ul style="list-style-type: none"> describe the kinds of living things that are likely to be found in common environments, eg a river investigate different animals in terms of the habitat, food and shelter investigate different plants in terms of the different places where they can be found
<p>Structure and function</p> <ul style="list-style-type: none"> all living things share common characteristics that distinguish them from non-living things the features of living things help them to survive, eg a bird has wings to fly through the air, a fish has fins to swim through the water living things are able to respond as needed, eg people breathe faster when running the different parts of plants have different purposes, eg the trunk of a tree can be thick for strength 	<p>Structure and function</p> <ul style="list-style-type: none"> distinguish between living and non-living things using characteristics such as movement, reproduction, growth, feeding/nutrition distinguish between living, dead and non-living, eg a brick is not dead explore the relationships between the features of living things and how they move, eg a fish uses fins to swim, a bird uses wings to fly investigate cause and effect relationships such as breathing faster or heart thumping after they have been running identify different parts of a plant and their functions, eg a trunk or stem for strength and for water to move up, a flower is coloured or scented to attract insects

BUREAU HOME | IWK HOME | IWK FEEDBACK

Indigenous Weather Knowledge

Australian Government
Bureau of Meteorology

Indigenous Australians have long held their own seasonal calendars based on the local sequence of natural events. To the right is a map of Australia with hyperlinks to the corresponding seasonal calendars for given regions.

To access a seasonal calendar, select its red dot.

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

Month	European Seasons	Aboriginal Seasons		
		Minang SW WA Temperate	Arrernte Central Australia Desert	Gadgerong NW NT Monsoon Tropics
DEC	Summer	Beruc	Uteme	Banderyinjin (cont)
JAN				Mayurr
FEB		Meertilluc		
MAR	Autumn	Poumer	Alhwempeurle	
APR				
MAY				

Walabunnba Calendar
Approximately 300km North of Alice Springs, showing two seasons

Seasonal calendars >>>

January	February	March	April	May	June	July	August	September	October	November	December
Wantangka			Yurluump						Wantangka		
High temperatures			Cooler temperatures						High temperatures		
Bush fires			Dry						Bush fires		
The rains									The rains		

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&list=PLWFK6wYaexKh-y03g>

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 –

Indigenous Coastal Heritage <http://www.sapphirecoast.com.au/site/wp-content/uploads/2013/06/Part-5-Indigenous-Coastal-Heritage.pdf?13eb0b>

More Middens

http://www.arrawarraculture.com.au/fact_sheets/pdfs/08_Arrawarra_Midden.pdf

<http://www.shellharbour.nsw.gov.au/filedata/panels/atsi/atsiposterChangesToTheLandscape.pdf>

Local History and culture links

http://dictionaryofsydney.org/entry/first_people_of_the_cooks_river

<http://www.colacotway.vic.gov.au/Files/FinalMasterReportBlackfellasWell2006.pdf>