### Identifying appropriate Aboriginal history and culture in HSIE Stage 3

Refer to pages 60 and 61 of the HSIE K-6 syllabus for the stage outcomes and supporting subject matter. Pages 62 to 65 provide guidance on the breadth and depth of learning in Stage 3 using the outcomes and subject matter.

<table>
<thead>
<tr>
<th>Stage 3 Outcomes</th>
<th>Aboriginal teaching and learning ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change and Continuity</strong></td>
<td>- Significant events and people in the development of Australia and the impact these events had on Aboriginal people e.g. the effect of settlement on the Aboriginal peoples.</td>
</tr>
<tr>
<td>CCS3.1 Significant events and people Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.</td>
<td>- The structure of traditional Aboriginal communities, the significance of Elders, the different roles of male and female in traditional lifestyle in consultation with Aboriginal people.</td>
</tr>
<tr>
<td>CCS3.2 Time and change Explains the development of the principals of Australian democracy.</td>
<td>- The relationship the early settlers had with Aboriginal people and consequences for Aboriginal people, including sensitive handling of the issue of Aboriginal massacres and dispersals (killings).</td>
</tr>
</tbody>
</table>

**Cultures**  
CUS3.3 Identities Describes different cultural influences and their contribution to Australian identities.  
CUS3.4 Cultural diversity Examines how cultures change through interactions with other cultures and the environment.  

- Significant Australians inclusive of a range of significant Aboriginal people (not just from sport). The impact Aboriginal people have (and have had) on Australian identities that has been incorporated into everyday life, such as Aboriginal words and language, beliefs, art, music, traditions.  
- The significance of Aboriginal symbols including the Aboriginal and Torres Strait Islander flags.  
- Nationally remember days and events with particular relevance to Aboriginal people e.g. Sorry day, Day of Mourning, NAIDOC week, Reconciliation walks.  
- Human rights issues related to Aboriginal people, note that Stolen Generations and Reconciliation is addressed under Change and Continuity.  
- Case studies of the effect of Aboriginal culture(s) on the wider Australian community, how aspects of Aboriginal culture inform and have influenced Australian identities: different nations and...
**Environments**

**ENS3.5 Patterns of place and location**
Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.

**ENS3.6 Relationships with places**
Explains how various beliefs and practices influence the ways in which people interact with, change and value their environments.

- An Australian environmental case study including the Aboriginal peoples of the area, both traditional and contemporary ways of caring for and managing the land.
- The significance of the land in the case study to Aboriginal people, creation and other stories related to features of the land.
- Map the boundaries of the Aboriginal nation(s).
- Strategies that Aboriginal people used to sustain the health of the environment and how this is integral to the health of Aboriginal people.
- Knowledge of Aboriginal beliefs and land management practices can inform sustainability.
- A case study of contemporary Aboriginal site management / Indigenous protected areas e.g. Uluru – Kata Tjuta National Park, Mutawintji National Park, Great Barrier Reef.

**Social Systems and Structures**

**SSS3.7 Resource systems**
Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.

**SSS3.8 Roles, rights and responsibilities**
Explains the structure, roles, responsibilities and decision-making processes of State and federal governments and explains why Australian value fairness and socially just principles.

- Issues around resourcing the community, including the concept of sharing resources in Aboriginal communities. Health care needs of Aboriginal communities, access to education, paid work, rights at work, access to housing, financial literacy skills specific to Aboriginal students.
- Aboriginal representatives in state and federal parliament, social justice issues related to Aboriginal people, briefly about the 1967 referendum and its significance; land rights; voting rights; equal pay.
## Stage 2

Refer to pages 54 and 55 of the HSIE K-6 syllabus for the stage outcomes and supporting subject matter. Pages 56 to 59 provide guidance on the breadth and depth of learning in Stage 2 using the outcomes and subject matter.

<table>
<thead>
<tr>
<th>Stage 2 Outcomes</th>
<th>Aboriginal teaching and learning ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change and Continuity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CCS2.1 Significant events and people</strong></td>
<td>The effect of British colonisation on the Eora people, particularly diseases (small pox, common cold, sexually transmitted diseases), displacement from land, competition for food, loss of hunting and foraging equipment, winter clothing.</td>
</tr>
<tr>
<td><strong>CCS2.2 Time and change</strong></td>
<td>Aboriginal resistance to British colonisation – particularly the roles of Pemulwuy and Tedbury.</td>
</tr>
<tr>
<td><strong>Cultures</strong></td>
<td>The effect of colonisation on the local area – environment, places, people and some of the changes over time, knowledge of who the local Aboriginal people where and the boundaries of different nations and clans, where appropriate. How life has changed for Aboriginal people in the local area over this time - same / different language groups, access to places.</td>
</tr>
<tr>
<td><strong>CUS2.3 Identities</strong></td>
<td>The traditional and contemporary Aboriginal people of the local area, Aboriginal place names and places associated with significant events. Examples of the impact of Aboriginal culture on the local and wider Australian community.</td>
</tr>
<tr>
<td><strong>CUS2.4 Cultural diversity</strong></td>
<td>The significance and purpose and beliefs Aboriginal Dreaming, the spiritual significance of the land, Traditional and contemporary Dreamings.</td>
</tr>
<tr>
<td><strong>Environments</strong></td>
<td>Customs and celebrations of the original local and contemporary Aboriginal people.</td>
</tr>
<tr>
<td><strong>ENS2.5 Patterns of place and location</strong></td>
<td>The idea that we are the custodians of the land for future generations and that the health of the land affects the health of the people.</td>
</tr>
<tr>
<td><strong>ENS2.6 Relationships with places</strong></td>
<td>Mapping Aboriginal nation boundaries and comparing today's maps and boundaries.</td>
</tr>
<tr>
<td><strong>Social Systems and Structures</strong></td>
<td>Places associated with the local Aboriginal people and some of the stories associated with them. Aboriginal environmental management strategies, using some local examples e.g. in Sydney women fished with lines, while men fished with spears, during winter only line fishing worked. Burning the land, herding fish and animals, knowing the location of drinking water.</td>
</tr>
<tr>
<td><strong>Social Systems and Structures</strong></td>
<td>Seasons of the year - 6 seasons related to the cycle of plants and animals.</td>
</tr>
</tbody>
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First Draft by Anne Southwell Senior Curriculum Adviser HSIE K-6, (02)98867156
anne.southwell@det.nsw.edu.au
Curriculum K-12 Directorate, NSW Department of Education and Training
### SSS2.7 Resource systems
Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.

### SSS2.8 Roles, rights and responsibilities
Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.

- roles and responsibilities of different community members. With Aboriginal students develop understanding of financial literacy related to own community contexts.
- Local government identification and management of sites and places of significance to Aboriginal people. Aboriginal community organisations and support networks.

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### Stage 1
Refer to pages 48 and 49 of the HSIE K-6 syllabus for the stage outcomes and supporting subject matter. Pages 50 to 53 provide guidance on the breadth and depth of learning in Stage 1 using the outcomes and subject matter.

<table>
<thead>
<tr>
<th>Change and Continuity</th>
<th>Aboriginal teaching and learning ideas</th>
</tr>
</thead>
</table>
| **CCS1.1 Significant events and people**
Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities. | - Personal heritage of family members of different eras, inclusive of Aboriginal people, used as stimulus to scaffold learning if the class has no Aboriginal students – what life was like for children in different eras. |
| **CCS1.2 Time and change**
Identifies changes and continuities in the local community. | - Examples of different ways young people are taught life skills by adults in communities and how this has changed over time. |
| **Cultures**
**CUS1.3 Identities**
Identifies customs, practices, symbols, languages and traditions of their families and other families. | - Use some story books to explore how life has changed for contemporary Aboriginal people looking at ‘then’ and ‘now’. |
| **CUS1.4 Cultural diversity**
Describes the cultural, linguistic and religious practices of their family. | - Share some (positive) stories about what life was / is like for Aboriginal children in different places and lifestyles. |

- Identify a wide range of families inclusive of Aboriginal families, include the Aboriginal concept of belonging to My Mob.
- Examine some Aboriginal artefacts that are representative of traditional and contemporary Aboriginal culture.
- Listen to some stories in English and then told in the local Aboriginal language. Learn some of the local Aboriginal words to name family members.
- The meaning of Aboriginal symbols in the community e.g. Aboriginal colours / flag.

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anne.southwell@det.nsw.edu.au
Curriculum K-12 Directorate, NSW Department of Education and Training
| their community and other communities. | • Traditional and contemporary events celebrated by Aboriginal communities e.g. marking the seasons (traditional), sporting carnivals (contemporary).
• Family events and celebrations, inclusive of Aboriginal families and extended families. Celebrations that occur in other families.
• Aboriginal beliefs e.g. as explored in the story Dan’s Grandpa.
• The importance and role of Elders in teaching young people their traditions and culture.
• Different Aboriginal languages. |
|---|---|
| **Environments**  
ENS1.5 Patterns of place and location  
Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.  
**ENS1.6 Relationship with places**  
Demonstrates an understanding of the relationship between environments and people. | • Aboriginal stories both traditional and contemporary that provide examples of living with the land in an environmentally sustainable way e.g. stories included in Big Mob books for Little Fullas.
• Exploring the Aboriginal concept of ‘place’ that is part of Aboriginal people relationship to Land.
• Aboriginal words for places in the local community and what they mean.
• Mapping the school and surrounding area using Aboriginal symbols.
• Local Dreaming stories about places students are familiar with.
• Develop students’ understanding of the physical, emotional and spiritual connections Aboriginal people / Elders have to their Land. |
| **Social Systems and Structures**  
SSS1.7 Resource systems  
Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.  
**SSS1.8 Roles, rights and responsibilities**  
Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others. | • Work Aboriginal community members to develop an understanding of some roles, rights and responsibilities in Aboriginal communities related to sharing.
• Develop an understanding of some of the rules that govern behaviour and community responsibilities e.g. The Bunyip story.
• How families meet needs and wants – inclusive of stories that include Aboriginal people e.g. Johnny Cakes.
• Being responsible with money, some simple strategies considerate of cultural background.
• Identify needs and wants considerate of cultural background and impact on family / community.
• Aboriginal people provided what they needed before there were shops or money – how this was done.
• Examples of Aboriginal food collection and preparation. |
## Early Stage 1

Refer to pages 42 and 43 of the HSIE K-6 syllabus for the stage outcomes and supporting subject matter. Pages 44 to 47 provide guidance on the breadth and depth of learning in Early Stage 1 using the outcomes and subject matter.

<table>
<thead>
<tr>
<th>Early Stage 1 Outcomes</th>
<th>Aboriginal teaching and learning ideas</th>
</tr>
</thead>
</table>
| **Change and Continuity**<br>CCES1 Describes events or retells stories that demonstrate their own heritage and the heritage of others. | • Aboriginal Dreaming stories suitable for young children. The learning that is included in these stories. Significant people in the lives of students including community Elders.  
• Stories that describe changes over time in community – inclusive of Aboriginal people.  
• Changes in the area in which they live – identify places students are familiar with that have Aboriginal heritage.  
• An Aboriginal community member talks to the students about what it was when they were a child. |
| **Cultures**<br>CUS1 Communicates some common characteristics that all people share, as well as some of the differences. | • Names and family backgrounds.  
• Family names – the significance of ‘Aunty’ and ‘Uncle’ as titles of respect in Aboriginal communities.  
• How people are alike and different - Despite people looking different – underneath people are part of a family, live in a community, learn, are sad / happy etc.  
• Other languages – inclusive of Aboriginal languages, learn to say some of the local Aboriginal words – greeting, good bye, words for food, day, night.  
• Stories about Aboriginal families.  
• Some easily recognisable symbols of Australia, identify specific Aboriginal symbols. |
| **Environments**<br>ENES1 Communicates some common characteristics that all people share, as well as some of the differences. | • Important places to students, everyone has places that are special to them, inclusive of Aboriginal people.  
• The difference between natural and built environments – how Aboriginal people live(d) in the natural environment, rather than the built.  
• Caring for our environment, how Aboriginal people care(d) for the environment – they looked after the environment, so they people stayed healthy – plenty of food, clean water. |
| **Social Systems and Structures**<br>SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively. | • Identifying and meeting needs, explore how Aboriginal communities meet needs in simple terms.  
• Needs and wants at school – different to at home, the need to share and take turns, be responsible for self and others.  
• Responsibilities at home and at school.  
• Work people do in the community – identify community support e.g. AEA. |

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