

## 7-10 Australian Curriculum V9.0: GEOGRAPHY Elaborations for the Aboriginal and Torres Strait Islander Cross-Curriculum Priority

Strand – Sub-Strand	Content Descriptions	Cross-Curriculum Priority Elaborations
<b>YEAR 7</b>		
Knowledge and Understanding <i>Water in the world</i>	Classification of environmental resources and the way that water connects and changes places as it moves through environments - <a href="#">AC9HG7K01</a>	<ul style="list-style-type: none"> <li>explaining the environmental, economic, or social effects of water as it connects places; for example, the environmental effects of water diversion in the Snowy Mountains, the economic effects of irrigation in the Ord River or the social effects of the Mutitjulu Waterhole connecting Australian First Nations Peoples in Central Australia</li> </ul>
	The economic, cultural, spiritual, and aesthetic value of water for people, including First Nations Australians - <a href="#">AC9HG7K03</a>	<ul style="list-style-type: none"> <li>discussing the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterways, waterholes, human-made wells, seas, lakes, soaks, and springs for First Nations Australians</li> </ul>
Knowledge and Understanding <i>Place and liveability</i>	The cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place - <a href="#">AC9HG7K07</a>	<ul style="list-style-type: none"> <li>discussing the cultural connectedness and belonging that First Nations Australians have to places through family, Country/Place, dispossession, relocation and employment</li> </ul>
	Strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or Europe - <a href="#">AC9HG7K08</a>	<ul style="list-style-type: none"> <li>developing a strategy to improve an aspect of liveability at the local scale, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area) or Traditional Owners (for example, developing bilingual signage or garden projects in the local area with First Nations Australians)</li> </ul>
<b>YEAR 8</b>		
Knowledge and Understanding <i>Landscapes and landforms</i>	The location and distribution of Australia's distinctive landscapes and significant landforms - <a href="#">AC9HG8K02</a>	<ul style="list-style-type: none"> <li>explaining the significance of a landform important to First Nations Australians; for example, the names, meanings and significance of the Three Sisters in the Blue Mountains, New South Wales; Budj Bim cultural landscape within Gunditjmarra Country; Uluru-Kata Tjuta National Park in the Northern Territory</li> </ul>
	The spiritual, aesthetic, and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians - <a href="#">AC9HG8K03</a>	<ul style="list-style-type: none"> <li>examining how Aboriginal Dreaming stories and Torres Strait Islander Creation stories give meaning to Country/Place</li> <li>discussing the meaning of the stories that describe First Nations Australians' special connection to Country/Place</li> <li>discussing the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and significant landforms for First Nations Australians</li> <li>explaining the formation of a landform with reference to the special connections First Nations Australians have to Country/Place</li> </ul>
	The interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes - <a href="#">AC9HG8K04</a>	<ul style="list-style-type: none"> <li>identifying the contribution of the knowledges of First Nations Australians to the use and management of distinctive landscapes; for example, Indigenous Peoples' Knowledge (IPK) incorporated into modern management of diverse landscapes and landforms such as Kakadu National Park, Uluru, the Great Barrier Reef and the Snowy Mountains</li> </ul>
Skills <i>Questioning and researching using geographical methods</i>	Collect, organise, and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate - <a href="#">AC9HG8S02</a>	<ul style="list-style-type: none"> <li>identifying and respecting protocols for consultation with communities of First Nations Australians when organising primary research or fieldwork, such as when discussing Dreaming stories about the formation, meaning and interconnections of Australian landscapes and landforms</li> <li>representing relevant and reliable data and information in appropriate formats to combine ideas, using digital tools; for example, creating annotated diagrams to show the changes to a landform over time or using digital mapping tools to show the cultural and demographic diversity of First Nations Australians</li> </ul>
<b>YEAR 9</b>		
Knowledge and Understanding <i>Biomes and food security</i>	Challenges to sustainable food production and food security in Australia and appropriate management strategies - <a href="#">AC9HG9K04</a>	<ul style="list-style-type: none"> <li>examining the impacts of modifications to biomes on the productivity and availability of staple resources for First Nations Australians; for example, reduced access to bush food such as myrrnong (yam daisy) in Victoria or cycads, bunya nuts and wongi plums in northern Australia</li> </ul>

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<b>YEAR 10</b>		
Knowledge and Understanding <i>Environmental change and management</i>	First Nations Australians' approaches to custodial responsibility and environmental management in different regions of Australia - <a href="#">AC9HG10K03</a>	<ul style="list-style-type: none"> <li>identifying the influence of cultural values on how First Nations Australians manage environments (for example, continuity of cultural practices, management or development of Country/Place, and land tenure systems) and explaining custodial responsibilities for a Country/Place</li> <li>discussing the role of First Nations Australian Park Rangers and their cultural knowledge and practices in the management of their Country/Place and environments</li> <li>explaining First Nations Australians' models of sustainability, which contribute to broader conservation practices; for example, obligations to Country/Place, land management and care practices such as cleaning up the land and fire management, removal of weeds and rubbish, protection of threatened species, and capacity building within their communities</li> </ul>
	Causes and effects of a change in an identified environment at a local, national, or global scale, and strategies to manage sustainability - <a href="#">AC9HG10K04</a>	<ul style="list-style-type: none"> <li>explaining how Traditional Owners, communities, developers, governments, and non-government organisations use environmental, economic and social criteria, and consider trade-offs when making decisions</li> </ul>
Knowledge and Understanding <i>Geographies of human wellbeing</i>	Reasons for, and consequences of, spatial variations in human wellbeing in Australia, including for First Nations Australians - <a href="#">AC9HG10K07</a>	<ul style="list-style-type: none"> <li>interpreting and analysing similarities, differences, patterns, and trends in human wellbeing data for communities of First Nations Australians compared to non-Indigenous Australians, and explaining the links between human wellbeing and Closing the Gap initiatives</li> </ul>
	Responses of international and national government and non-government organisations to improve human wellbeing in Australia, within India and another country in the Pacific - <a href="#">AC9HG10K08</a>	<ul style="list-style-type: none"> <li>identifying and explaining ways to improve the wellbeing of remote communities of First Nations Australians, including ways proposed by the communities</li> </ul>
Skills <i>Questioning and researching using geographical methods</i>	Collect, represent, and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate - <a href="#">AC9HG10S02</a>	<ul style="list-style-type: none"> <li>identifying primary research methods, including fieldwork, to collect original materials; for example, survey and interviews regarding perspectives on environmental management at the local scale, or strategies to improve human wellbeing of First Nations Australians at the national and local scale</li> <li>identifying and respecting protocols for consultation with communities of First Nations Australians when planning and conducting investigations; for example, acknowledging their earth-centred world view and how their traditional knowledges contribute to environmental management projects, or considering cultural and spiritual wellbeing of First Nations Australians when implementing programs to reduce economic and social inequality</li> </ul>
Skills <i>Concluding and decision-making</i>	Develop and evaluate strategies, using environmental, economic, or social criteria; recommend a strategy and explain the predicted impacts - <a href="#">AC9HG10S05</a>	<ul style="list-style-type: none"> <li>proposing collective action and evaluation of actions; for example, identifying ways to improve the wellbeing of remote communities of First Nations Australians and evaluating the actions proposed and implemented by the community members</li> <li>explaining reasons for decisions and choices, such as the traditional use of firestick farming by First Nations Australians to control fires, or grassroots decisions on implementation and effectiveness of aid projects</li> </ul>