

F-6 Australian Curriculum V9.0: HASS Elaborations for the Aboriginal and Torres Strait Islander Cross-Curriculum Priority

Strand – Sub-Strand	Content Descriptions	Cross-Curriculum Priority Elaborations
FOUNDATION		
Knowledge and Understanding <i>History</i>	The people in their family, where they were born and raised, and how they are related to each other - AC9HSFK01	<ul style="list-style-type: none"> discussing the members of a family (for example, mother, father, caregiver, sister, brother, grandparent, auntie, uncle cousin) and acknowledging other varieties of kinship structure that may be represented in the cultural background of students (for example, cousin-brother, and mother-auntie in First Nations Australian families).
	The celebrations and commemorations of significant events shared with their families and others - AC9HSFK02	<ul style="list-style-type: none"> responding to a provided calendar of events that students, their family and friends celebrate; for example, birthdays; religious festivals such as Easter, Ramadan, Buddha's Birthday, Feast of Passover, and Coming of the Light, family reunions; cultural festivals; and community commemorations such as NAIDOC Week and ANZAC day and discussing why they are important. discussing ways of celebrating these significant occasions; for example, special meals, family gatherings, visiting special places and the role of art, music, telling stories, and handing on traditions from generation to generation for First Nations Australians.
Knowledge and Understanding <i>Geography</i>	The features of familiar places they belong to, why some places are special and how places can be looked after - AC9HSFK03	<ul style="list-style-type: none"> identifying the places, communities, Country/Place they live in and belong to and why that place may be special to them, for example, a neighbourhood, suburb, town or rural locality, community. Identifying reasons why people live in or visit places, such as the provision of basic needs (water, food, shelter), to enhance lives (holiday places, places for recreation, for religious observance) and to maintain cultural connections to Country/Place.
	The importance of Country/Place to First Nations Australians and the Country/Place on which the school is located - AC9HSFK04	<ul style="list-style-type: none"> identifying how and why the words "Country/Place" are used by First Nations Australians for the places they belong to identifying and using the name of the local First Nations Australian language group or groups listening and responding to invited members of the Traditional Owner group talking about Country/Place, and places of cultural and historical significance to the First Nations Australian community in the local neighbourhood, suburb, town, or rural area identifying local places of significance for First Nations Australians in the local area
YEAR 1		
Knowledge and Understanding <i>History</i>	Continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods - AC9HS1K02	<ul style="list-style-type: none"> examining the traditional toys used by First Nations Australian children to play and learn; for example, Arrernte children learn to play string games so they can remember stories they have been told
Knowledge and Understanding <i>Geography</i>	The natural, managed, and constructed features of local places, and their location - AC9HS1K03	<ul style="list-style-type: none"> listening to and viewing Dreaming and Creation stories of First Nations Australians that identify the natural features of a place
	How places change and how they can be cared for by different groups including First Nations Australians - AC9HS1K04	<ul style="list-style-type: none"> investigating examples of how First Nations Australians manage and care for places
Skills <i>Questioning and researching</i>	Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models - AC9HS1S02	<ul style="list-style-type: none"> exploring stories from the past and present about people and families (for example, fiction books, letters, diaries, songs) and about places (for example, myths, Dreaming and Creation stories, fiction, story maps, films)
Skills <i>Interpreting, analysing, and evaluating</i>	Interpret information and data from observations and provided sources, including the comparison of objects from the past and present - AC9HS1S03	<ul style="list-style-type: none"> exploring traditional and contemporary First Nations Australian stories about places and the past, and how places have changed
YEAR 2		
Knowledge and Understanding <i>History</i>	A local individual, group, place or building and the reasons for their importance, including social, cultural, or spiritual significance - AC9HS2K01	<ul style="list-style-type: none"> identifying and visiting, where appropriate, local sites, places, and landscapes of significance to First Nations Australians; for example, engraving sites, rock paintings, natural sites, or features such as the creeks or mountains
	How technological developments changed people's lives at home, and the ways they worked, travelled, and communicated - AC9HS2K02	<ul style="list-style-type: none"> identifying the technologies used by local First Nations Australians for aspects of daily life such as providing food, shelter and transportation

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Knowledge and Understanding <i>Geography</i>	The interconnections of First Nations Australians to a local Country/Place - AC9HS2K04	<ul style="list-style-type: none"> listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place liaising with community to identify original language groups of First Nations Australians who belong to the local area and exploring the relationship between language, Country/Place, and spirituality (this is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied) discussing when to use Acknowledgement of Country and Welcome to Country at ceremonies and events to respectfully recognise the Country/Place and Traditional Owners and Custodians of the land, sea, waterways, and sky
Skills <i>Interpreting, analysing, and evaluating</i>	Interpret information and data from observations and provided sources, including the comparison of objects from the past and present - AC9HS2S03	<ul style="list-style-type: none"> interpreting geographic maps, concept maps, and other digital or visual displays to explore system connections; for example, places their classmates are connected to, where some food comes from, how First Nations Australians' song lines connect places
	Discuss perspectives related to objects, people, places, and events - AC9HS2S04	<ul style="list-style-type: none"> discussing why some places are considered special or significant by others, such as parents, First Nations Australians, grandparents or familiar elders, friends and returned soldiers exploring how the same place has significance to different groups for different reasons; for example, traditional meeting places for First Nations Australians within an urban area that include buildings or monuments that are important to other cultural groups
YEAR 3		
Knowledge and Understanding <i>History</i>	Significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated, or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals - AC9HS3K02	<ul style="list-style-type: none"> identifying and discussing the historical origins of an important Australian celebration or commemoration, including Australia Day, Anzac Day, NAIDOC Week and National Sorry Day, as well as significant religious or cultural festivals, such as Easter, Christmas, Lunar New Year, Diwali, and Eid recognising that people have different points of view on some events that are commemorated and celebrated; for example, some First Nations Australians regard "Australia Day" as "Invasion Day" and many non-Christians celebrate Christmas generating a list of local, state/territory, national and religious symbols, and emblems (for example, the Commonwealth Coat of Arms, the Australian Flag and First Nations Australians' flags, state/territory flags and coats of arms, club emblems, school logos, flags, floral emblems, and religious symbols, such as the Christian cross, the Crescent and Star, and the Magen David), and discussing their origins, use and significance examining the symbolism found in the design and positioning of flags (for example, the Australian flag, First Nations Australians' flags) and recognising special occasions when they are flown (for example, all three flags are flown during NAIDOC Week, National Reconciliation Week, National Sorry Day and Mabo Day) examining the roles, rights, and responsibilities the community has when observing protocols around flag flying
Knowledge and Understanding <i>Geography</i>	The representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia's neighbouring regions and countries - AC9HS3K03	<ul style="list-style-type: none"> using the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and a states and territories map of Australia to compare the boundaries of Aboriginal Countries and Torres Strait Islander Places with the surveyed boundaries between Australian states and territories, to gain an appreciation of the different ways Australia can be represented
	The ways First Nations Australians in different parts of Australia are interconnected with Country/Place - AC9HS3K04	<ul style="list-style-type: none"> explaining that some First Nations Australians have special connections to many Countries/Places; for example, through marriage, birth, parents, residence and chosen or forced movement, and that First Nations Australians can identify with more than one Country/Place discussing how some people are connected to one Country; for example, because it is "Mother's" Country or "Father's" Country exploring the ways Australian First Nations Peoples connect to Country/Place, by reading and viewing poems, songs, paintings, and stories from outside the local area
YEAR 4		
Knowledge and Understanding <i>History</i>	The diversity of First Nations Australians, their social organisation, and their continuous connection to Country/Place - AC9HS4K01	<ul style="list-style-type: none"> recognising that First Nations Australians include two distinct cultural groups – Aboriginal Peoples and Torres Strait Islander Peoples – and there is considerable diversity within these groups investigating early archaeological sites (for example, Nauwalabila, Devil's Lair, Lake Mungo) that show the continuous connection of early First Peoples of Australia to Country/Place and the early lifestyles of First Nations Australians exploring the connection of First Nations Australians to the land and water and how they manage these resources investigating the diversity and significance of trade and exchange of ideas to First Nations Australians, including with groups outside Australia such as the Macassans
	The effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion - AC9HS4K04	<ul style="list-style-type: none"> investigating contact between First Nations Australians and people from different continents (Asia and Europe) before 1788; for example, the repulsion of the Dutch at Cape Keerweer in 1606, trade, sharing of ideas and technologies exploring early contact of First Nations Australians with the British, including individuals such as Pemulwuy, Windradyne and Bennelong, and considering the differing perspectives of the interactions between Europeans and First Nations Australians, and how interactions could be interpreted as negative for one group and positive for the other examining paintings and accounts by individuals involved in exploration and colonisation to explore the impact that British colonisation had on the lives of First Nations Australians; for example, dispossession, dislocation and the loss of lives through frontier conflict, disease, and loss of food sources and medicines, the embrace of some colonial technologies, the practice of colonial religion, and intermarriage between colonists and Australian First Nations Peoples

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Knowledge and Understanding <i>Geography</i>	Sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place - AC9HS4K06	<ul style="list-style-type: none"> investigating how First Nations Australians adapted ways of living using knowledge and practices linked to the sustainable use of resources and environments (for example, rotational use and harvesting of resources; mutton-bird harvesting in Tasmania; the use of fire; the use of vegetation endemic in the local area for food, shelter, medicine, tools and weapons; and the collection of bush food from semi-arid rangelands), and how this knowledge can be taught through stories and songs, reflecting their inherent custodial responsibilities
Knowledge and Understanding <i>Civics and Citizenship</i>	The differences between “rules” and “laws”, why laws are important and how they affect the lives of people - AC9HS4K07	<ul style="list-style-type: none"> investigating the customary lore of First Nations Australians and how it relates to people and places; for example, the lore covers rules of living, skin groups, broad roles of men and women, economic affairs, marriage, and other activities
	Diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity - AC9HS4K09	<ul style="list-style-type: none"> recognising that the identity of First Nations Australians is shaped by Country/Place, language, and knowledge traditions
Skills <i>Questioning and researching</i>	Locate, collect, and record information and data from a range of sources, including annotated timelines and maps - AC9HS4S02	<ul style="list-style-type: none"> exploring stories about the groups people belong to; for example, cultural groups such as groups that value First Nations Australian or Asian heritage; interest and community groups such as recreational and volunteering organisations; and gender or religious groups
Skills <i>Interpreting, analysing, and evaluating</i>	Analyse information and data, and identify perspectives - AC9HS4S04	<ul style="list-style-type: none"> comparing information in sources to identify evidence of change; for example, First Nations Australian, Dutch and French place names on Australia’s west coast analysing information gathered through visible thinking strategies to examine a group of paintings and/or maps across a period of time to explore evidence of continuity and change, and significant events in Australia pre- and post-1788 (for example, images of First Nations Australian rock painting depicting early interactions and trade with the Macassans) and comparing it with written information from a historian exploring different perspectives about a historical event (for example, the perspectives of convicts, soldiers, free settlers and First Nations Australians on the arrival of the First Fleet) or a contemporary issue, such as a school issue or an environmental issue
YEAR 5		
Knowledge and Understanding <i>History</i>	The impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists, and convicts, and on the natural environment - AC9HS5K02	<ul style="list-style-type: none"> investigating colonial life to discover what life was like at that time for different inhabitants (for example, a First Nations Australian community and a European community, a convict and a free settler, a “squatter”, a sugarcane farmer and an indentured labourer), the challenges they faced and responses they made in terms of clothing, access to food and water, leisure, paid and unpaid work, use of technologies, shopping or trade, language, housing and children’s lives
	The role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony - AC9HS5K03	<ul style="list-style-type: none"> investigating the experiences and contributions of a particular migrant group within a colony, such as the Germans in South Australia, Japanese in Broome, Afghan cameleers in the Northern Territory, Chinese at Palmer River, and Pacific Islanders in the Torres Strait examining the development of at least one primary industry sector of the economy during the 1800s, such as wheat, wool, meat, whaling, sugar cane, pearling, or mining, including the involvement of First Nations Australians examining the roles and impacts of key administrative and political figures such the early colonial governors, and First Nations warriors such as Windradyne
Knowledge and Understanding <i>Geography</i>	The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place - AC9HS5K04	<ul style="list-style-type: none"> identifying how First Nations Australian communities altered the environment and sustained ways of living through their methods of land and resource management; for example, firestick farming
Knowledge and Understanding <i>Civics and Citizenship</i>	The key values and features of Australia’s democracy, including elections, and the roles and responsibilities of elected representatives - AC9HS5K06	<ul style="list-style-type: none"> discussing key features of Australia’s voting system, such as who has the right to vote and stand for election in Australia, including when women and First Nations Australians were first allowed to vote
	How citizens (members of communities) with shared beliefs and values work together to achieve a civic goal - AC9HS5K07	<ul style="list-style-type: none"> discussing how and why people volunteer for community groups such as religious and other charities, rural fire services, surf life-saving clubs, emergency services groups, First Nations community groups and youth groups examining First Nations Australian organisations and the services they provide
Skills <i>Interpreting, analysing, and evaluating</i>	Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships - AC9HS5S03	<ul style="list-style-type: none"> exploring maps and sources showing First Nations Australians’ language groups and Countries/Places, to explain the diversity of their connections to Country/Place
	Evaluate primary and secondary sources to determine origin, purpose, and perspectives - AC9HS5S04	<ul style="list-style-type: none"> identifying inferred messages, stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics, and other beliefs or attitudes presented in sources and media of the past (for example, a newspaper caricature or photos of a colonial-era Chinese goldfield worker, businesspeople, First Nations Australians, South Sea Islander workers, women and children) and in sources and media of the present, such as social media opinions about a particular industry comparing sources of evidence to identify similarities and/or differences in accounts of and perspectives on the past; for example, comparing the differing experiences and feelings of miners, Chinese workers, women, children, leaders and First Nations Australian occupants during the Eureka Stockade; comparing

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		colonial descriptions of Burke and Wills's achievements with those that have been recently published giving First Nations Australian perspectives; comparing representations of Ned Kelly in past and present publications
YEAR 6		
Knowledge and Understanding <i>History</i>	Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted on First Nations Australians, migrants, women, and children - AC9HS6K02	<ul style="list-style-type: none"> describing the significance of the 1962 right to vote federally and the importance of the 1967 referendum for First Nations Australians
Skills <i>Questioning and researching</i>	Locate, collect, and organise information and data from primary and secondary sources in a range of formats - AC9HS6S02	<ul style="list-style-type: none"> developing flow charts to show steps in a sequence; for example, the flow of goods and services, the passage of a bill through parliament, the chain of events leading to the Formal Apology to the Stolen Generations, and timelines to show the chronological sequence of key events, ideas, movements, and lives
Skills <i>Interpreting, analysing, and evaluating</i>	Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships - AC9HS6S03	<ul style="list-style-type: none"> examining sources to identify the causes, effects and significance of past events, developments and achievements in bringing about change; for example, the causes, effects and significance of the struggles for legal rights such as the Wave Hill walk-off and the Wik decision, and health and migration policies proposing reasons why socially sustainable practices such as negotiation, arbitration, reconciliation and cultural mediation resolve issues peacefully