

Curriculum Map - Indigenous Australia

General Capabilities



Literacy



Numeracy



ICT



Intercultural Understanding



Critical and Creative Thinking



Personal and Social Capability



Ethical Understanding

Cross-curriculum priorities

CROSS-CURRICULUM PRIORITY	ORGANISING IDEA AND CODE
ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES	Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity. (OI.1)
	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. (OI.2)
	Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. (OI.3)
	Aboriginal and Torres Strait Islander societies have many Language Groups. (OI.4)
	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing. (OI.5)
	Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation. (OI.6)
	The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia. (OI.7)
	Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated. (OI.8)
	The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally. (OI.9)
SUSTAINABILITY	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability. (OI.4)
	World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability. (OI.5)
	Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts. (OI.8)

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Year 5

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) ✓ Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) ✓ Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705) ✓ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707) 	
HASS	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107) ✓ The impact of a significant development or event on an Australian colony (ACHASSK108) ✓ The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112) ✓ The key values that underpin Australia’s democracy (ACHASSK115) ✓ How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118) 	<ul style="list-style-type: none"> ✓ Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095) ✓ Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096) ✓ Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)
ACTIVITIES	<ul style="list-style-type: none"> • Year 5 Land Management Activity • Year 5 ATSI Organisations Activity 	

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Year 6

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) ✓ Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) ✓ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1717) 	
HASS	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135) ✓ The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137) ✓ The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) 	<ul style="list-style-type: none"> ✓ Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) ✓ Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123) ✓ Sequence information about people’s lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125) ✓ Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) ✓ Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)
ACTIVITIES	<ul style="list-style-type: none"> • Year 6 Citizenship Activity • Year 6 Civil Rights Activity • Year 6 Stolen Generations Activity • Year 6 Voting and Referendum Activity • Year 6 Glossary Activity 	

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Year 7

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723) ✓ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) ✓ Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) ✓ Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ The process for constitutional change through a referendum (ACHCK049) ✓ How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHCK051) ✓ How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources (ACHCS055) ✓ Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056) ✓ Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059) ✓ Reflect on their role as a citizen in Australia’s democracy (ACHCS060)
GEOGRAPHY	<ul style="list-style-type: none"> ✓ Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041) ✓ Factors that influence the decisions people make about where to live and their perceptions of the liveability of place (ACHGK043) ✓ The influence of accessibility to services and facilities on the liveability of places (ACHGK044) ✓ The influence of environmental quality on the liveability of places (ACHGK045) ✓ The influence of social connectedness and community identity on the liveability of place (ACHGK046) <ul style="list-style-type: none"> ✓ Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052) ✓ Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054) 	
ACTIVITIES	<ul style="list-style-type: none"> • Year 7 Identity Activity • Year 7 Liveability Activity • Year 7 Referendum Activity • Year 7 Spirituality Activity • Year 7 Water Activity 	

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Year 8

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723) ✓ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) ✓ Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) ✓ Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728) 	
HPE	PERSONAL, SOCIAL AND COMMUNITY HEALTH	
	<ul style="list-style-type: none"> ✓ Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077) ✓ Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078) ✓ Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064) ✓ Different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066) ✓ How national identity can shape a sense of belonging in Australia’s multicultural society (ACHCK067) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources (ACHCS069) ✓ Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070) ✓ Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS073) ✓ Reflect on their role as a citizen in Australia’s democracy (ACHCS074)
GEOGRAPHY	<ul style="list-style-type: none"> ✓ Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) ✓ Ways of protecting significant landscapes (ACHGK052) 	<ul style="list-style-type: none"> ✓ Apply geographical concepts to draw conclusions based on the analysis of data and information collected (ACHGS060)
ACTIVITIES	<ul style="list-style-type: none"> • Year 8 Customary Law Activity • Year 8 Identity Activity • Year 8 Reconciliation Activity • Year 8 Wellbeing Activity 	

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Year 9

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770) ✓ Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) ✓ Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744) ✓ Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746) ✓ Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748) 	
HISTORY	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020) ✓ Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084) ✓ The short and long-term impacts of the movement of peoples during this period (ACDSEH085) 	<ul style="list-style-type: none"> ✓ Use historical terms and concepts (ACHHS165) ✓ Identify and locate relevant sources, using ICT and other methods (ACHHS168) ✓ Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) ✓ Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)
ACTIVITIES	<ul style="list-style-type: none"> • Year 9 Colonisation Activity • Year 9 Culture Activity • Year 9 Stolen Generations Activity 	

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Year 10

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756) ✓ Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757) ✓ Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776) 	
HPE	<p style="text-align: center;">PERSONAL, SOCIAL AND COMMUNITY HEALTH</p> <ul style="list-style-type: none"> ✓ Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097) ✓ Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093) ✓ The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096) ✓ Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101) ✓ Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)
GEOGRAPHY	<ul style="list-style-type: none"> ✓ The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072) ✓ The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081) 	

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Year 10

	KNOWLEDGE AND UNDERSTANDING	SKILLS
HISTORY	<ul style="list-style-type: none"> ✓ Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104) ✓ The US civil rights movement and its influence on Australia (ACDSEH105) ✓ The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106) ✓ Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134) ✓ The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143) 	<ul style="list-style-type: none"> ✓ Use historical terms and concepts (ACHHS183) ✓ Identify and analyse the perspectives of people from the past (ACHHS190) ✓ Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)
ACTIVITIES	<ul style="list-style-type: none"> • Year 10 Civil Rights Activity • Year 10 Current Issues Activity • Year 10 Referendum Activity • Year 10 Stolen Generations Activity 	