

## **A Living Culture**

More on our [A Living Culture](#) school program for years Prep–10

### **Curriculum links**

#### **Foundation**

- How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)
- The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (ACHASSK016)
- Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006)

#### **Year 1**

- Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023)
- Explore a point of view (ACHASSI022)

#### **Year 2**

- The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045)
- The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)
- Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039)

#### **Year 3**

- The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)
- The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)
- Pose questions to investigate people, events, places and issues (ACHASSI052)
- Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056)
- Draw simple conclusions based on analysis of information and data (ACHASSI058)
- Why people participate within communities and how students can actively participate and contribute (ACHASSK072)

#### **Year 4**

- The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)
- The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans and the effects of these interactions on, for example, people and environments (ACHASSK086)
- Pose questions to investigate people, events, places and issues (ACHASSI073)
- Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)
- Draw simple conclusions based on analysis of information and data (ACHASSI079)
- The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)

#### **Year 5**

- 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 influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)
- Locate and collect information and data from different sources, including observations (ACHASSI074)
- Examine primary and secondary sources to determine their origin and purpose (ACHASSI098)
- Evaluate evidence to draw conclusions (ACHASSI101)
- How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

#### **Year 6**

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)
- Examine primary and secondary sources to determine their origin and purpose (ACHASSI126)
- Evaluate evidence to draw conclusions (ACHASSI129)
- The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)

#### **Year 7**

- The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148)
- Identify the origin and purpose of primary and secondary sources (ACHHS209)
- Locate, compare, select and use information from a range of sources as evidence (ACHHS210)
- Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)

- How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)
- Reflect on their role as a citizen in Australia's democracy (ACHCS060)

### **Year 8**

- Identify the origin and purpose of primary and secondary sources (ACHHS152)
- Locate, compare, select and use information from a range of sources as evidence (ACHHS153)
- Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)
- 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)
- Reflect on their role as a citizen in Australia's democracy (ACHCS074)

### **Year 9**

- 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)
- Identify the origin, purpose and context of primary and secondary sources (ACHHS169)
- Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)
- Identify and analyse the perspectives of people from the past (ACHHS172)
- How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)
- The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)
- How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)
- Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)

### **Year 10**

- Identify the origin, purpose and context of primary and secondary sources (ACHHS187)
- Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)
- Identify and analyse the perspectives of people from the past (ACHHS190)

- 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)
- Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)

## **Cross-curriculum priorities: Aboriginal and Torres Strait Islander Histories and Cultures**

<b>Country/Place</b>	
OI.1	Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.
OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.
OI.3	Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
<b>Culture</b>	
OI.4	Aboriginal and Torres Strait Islander societies have many language groups.
OI.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
OI.6	Aboriginal and Torres Strait Islander Peoples live in Australia as the First Peoples of Country or Place, and demonstrate resilience in responding to historic and contemporary impacts of colonisation.
<b>People</b>	
OI.7	The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.
OI.8	Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.
OI.9	The significant contributions of Aboriginal and Torres Strait Islander peoples in the present and past are acknowledged locally, nationally and globally.

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