



# Aboriginal Launceston – Links to Australian Curriculum 9.0

## Early Childhood & Primary, Years F-6

TOPICS	
<ul style="list-style-type: none"> <li>➤ GATHERINGS</li> <li>➤ OCHRE</li> <li>➤ WATER</li> </ul>	
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FOUNDATION	Science	<ul style="list-style-type: none"> <li>➤ explore the ways <b>First Nations Peoples of Tamar/Kanamaluka</b> made and used observations and questions to learn about the natural world (AC9SFH01)</li> <li><i>Elaborations:</i> viewing examples of observations such as rock paintings, bark drawings or photographs to explore ways they can make and record observations; exploring how First Nations Australians gain knowledge about the land and its vital resources, such as water and food, through observation.</li> </ul>
	Geography	<ul style="list-style-type: none"> <li>➤ the features of familiar places they belong to (<b>Country/Place</b>), why some places are special and how places can be looked after (AC9HSFK03)</li> <li><i>Elaboration: identifying</i> reasons why people live in or visit places, such as the provision of basic needs (water, food, shelter), to enhance lives and to maintain cultural connections to Country/Place.</li> </ul>
YEAR 1	Geography	<ul style="list-style-type: none"> <li>➤ how places change and how they can be cared for by different groups including First Nations Australians (AC9HS1K04)</li> <li><i>Elaboration: investigating</i> examples of how First Nations Australians manage and care for places</li> </ul>
YEAR 2	History	<ul style="list-style-type: none"> <li>➤ a local place and the reasons for its importance, including social, cultural or spiritual significance (AC9HS2K01).</li> <li><i>Elaboration: identifying</i> and <i>visiting</i>, where appropriate, local sites, places and landscapes of significance to First Nations Australians; for example, natural sites or features such as the creeks or mountains, e.g., Kanamaluka/Tamar River valley, Cataract Gorge.</li> </ul>
	Geography	<ul style="list-style-type: none"> <li>➤ the interconnections of First Nations Australians to a local Country/Place (AC9HS2K04)</li> <li><i>Elaborations: listening</i> to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place;</li> <li><i>liaising</i> 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).</li> </ul>
YEAR 3	Geography	<ul style="list-style-type: none"> <li>➤ the ways First Nations Australians in different parts of Australia are interconnected with Country/Place (AC9HS3K04)</li> <li><i>Elaborations: explaining</i> 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;</li> <li><i>discussing</i> how some people are connected to one Country; for example, because it is "Mother's" Country or "Father's" Country.</li> <li><i>exploring</i> the ways Australian First Nations Peoples connect to Country/Place, by reading and viewing poems, songs, paintings and stories from outside the local area.</li> </ul>



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<p><b>YEAR 4</b></p>	<p><b>History</b></p>	<p>➤ <b>the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place (AC9HS4K01)</b>  <i>Elaborations: investigating</i> early archaeological sites that show the continuous connection of early First Peoples of Australia to Country/Place and the early lifestyles of First Nations Australians; <i>exploring</i> the connection of First Nations Australians to the land and water and how they manage these resources</p> <p>➤ <b>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)</b>  <i>Elaborations: exploring</i> early contact of First Nations Australians with the British, including individuals, 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; <i>examining</i> 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</p>	<ul style="list-style-type: none"> <li>➤ <b>ORIGINS</b></li> <li>➤ <b>DEEP TIME</b></li> <li>➤ <b>GATHERINGS</b></li> <li>➤ <b>WATER</b></li> <li>➤ <b>LIVING SITES</b></li> <li>➤ <b>OCHRE</b></li> <li>➤ <b>EELS &amp; SEALS</b></li> <li>➤ <b>ENCOUNTERS</b></li> <li>➤ <b>BLACK WAR</b></li> </ul>
<p><b>YEAR 5</b></p>	<p><b>History</b></p>	<p>➤ <b>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)</b>  <i>Elaborations: investigating</i> colonial life to discover what life was like at that time for different inhabitants (for example, a First Nations Australian community), 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; <i>mapping</i> settlement patterns in the 1800s, noting factors that shaped these patterns (for example, geographical features, climate, access to land for farming and grazing, water resources, the discovery of gold, transport and access to port facilities) and the impact these settlement patterns had on the local environment and its ecosystems (for example, comparing the present and past landscape, and the flora and fauna of the local community, including introduced species).</p>	<ul style="list-style-type: none"> <li>➤ <b>ENCOUNTERS</b></li> <li>➤ <b>PEOPLE</b></li> <li>➤ <b>BLACK WAR</b></li> </ul>
	<p><b>Geography</b></p>	<p>➤ <b>the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place (AC9HS5K04)</b>  <i>Elaborations: identifying</i> 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.</p>	