

## Australian curriculum (NSW)

### Geography

#### Places are similar and different (Stage 2)

- Students examine natural and human features of Australia and the diverse characteristics of Australia's neighbouring countries. They explore the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like to live in different places. Students consider how people's perceptions of places are the basis for actions to protect places and environments.
- The Australian continent

#### Students:

- *investigate Australia's major natural and human features for example: (ACHGK014, ACHGK015)*
- description of natural features of Australia eg deserts, rivers, mountains
- location of Australia's states, territories and major cities
- identification of Countries/Places of Aboriginal and Torres Strait Islander Peoples

#### Human well-being in Australia (Stage 5)

- *investigate the reasons for and consequences of spatial variations in human wellbeing in Australia, for example: (ACHGK080)*
- identification of differences in human wellbeing in Australia using a range of indicators
- examination of reasons for and consequences of differences in human wellbeing for TWO groups of people in Australia eg cultural groups, unemployed, the aged, young people, people with disabilities
- analysis of how human wellbeing is influenced by where people live in Australia

### History

#### Community and Remembrance (Stage 2)

- *The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (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.)(ACHHK060)*

#### Students:

- identify the original Aboriginal languages spoken in the local or regional area
- identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place
- respond to Aboriginal stories told about Country presented in texts or by a guest speaker

#### First Contacts

- *The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, families and the environment (ACHHK080)*

#### Students:

- describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance
- explain the term *terra nullius* and describe how this affected the British attitude to Aboriginal and Torres Strait Islander peoples
- use sources to identify different perspectives on the arrival of the British to Australia
- outline the impact of early British colonisation on Aboriginal and Torres Strait Islander peoples' country

## The Australian Colonies (Stage 3)

- *The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed (ACHHK094)*

### Students:

- outline settlement patterns in the nineteenth century and the factors which influenced them
- discuss the impact of settlement on local Aboriginal peoples and the environment
- discuss the diverse relationships between Aboriginal peoples and the British
- investigate the everyday life of a variety of men and women in post-1800 colonial settlements using a range of sources and explain their different experiences

## Expanding Contacts (Stage 4) – Depth study

- The nature of contact following colonisation of the chosen Indigenous people

### Students:

- describe the key aspects of contact between the Indigenous people and the colonisers
- using a range of sources, describe some of the differing experiences of contact between Aboriginal and non-Aboriginal peoples such as impact of disease, land disputes, dispossession, frontier wars
- describe and assess the life of ONE of the chosen Indigenous people in contact with the colonisers

## Rights and Freedoms (Stage 5) – Depth study

- *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)*

### Students:

- explain the purpose and significance of early twentieth-century Aboriginal activism including the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples
- outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, eg the control of wages and reserves
- using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations)
- describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples