



NT Indigenous Languages and Cultures

Culture: Cultural Knowledge and Content

First Language Learner Pathways – L1M L1B

Language Revival Pathways – LR, LRN

Second Language Learner Pathway – L2

Language and Cultural Awareness Pathway - LCA

Introduction

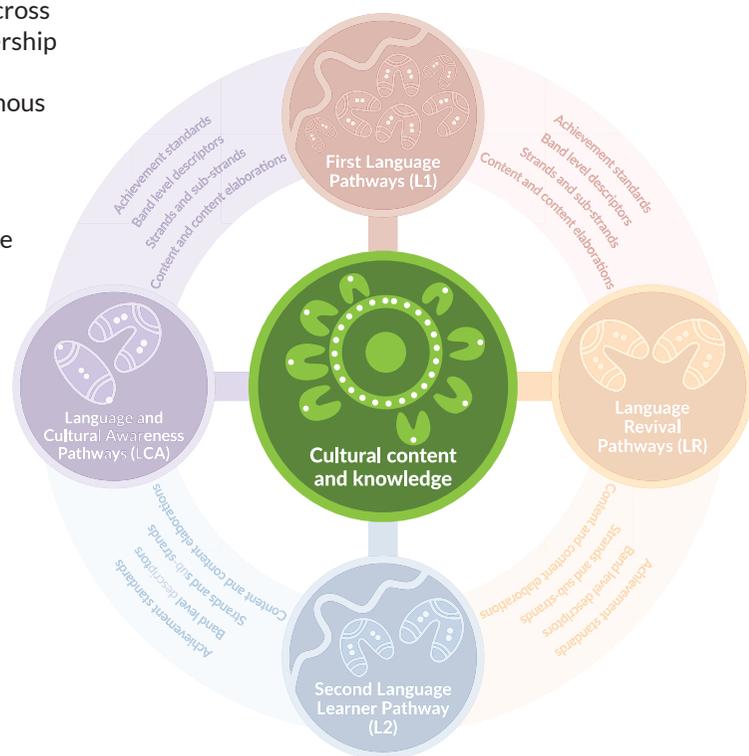
The Northern Territory Indigenous Languages and Cultures (NTILC) curriculum provides a framework for the teaching and learning of Indigenous Languages and Cultures in NT schools.

It has been developed as the curriculum to implement *Keeping Indigenous Languages and Cultures Strong, A plan for the teaching and learning of Indigenous Languages and Cultures in Northern Territory schools* endorsed by NTBOS as the policy for the teaching and learning of Indigenous Languages and Cultures within the Languages Learning Area of the Australian Curriculum.

The curriculum is meant to support school staff, language speakers and community Elders to develop strong programs and strong pathways for students to learn and grow their knowledge, understanding and skills in Indigenous Languages and Cultures across all levels and stages of schooling. Strong ownership by local language Custodians and speakers is fundamental to the development of an Indigenous Language and Culture program.

The Department of Education has published [Guidelines](#) for schools and communities to work together to develop language and culture programs.

The NTILC has been developed largely by experienced Aboriginal teachers of Indigenous Languages and Cultures who have worked together with Aboriginal Elders, teachers and linguists to decide on appropriate cultural knowledge that can be taught in schools and a series of learning progressions for developing knowledge, understandings and skills for using language. It builds on work that has been happening in NT schools since the 1970s and is used in the NT instead of the Framework for Aboriginal Languages and Torres Strait Islander languages developed by ACARA within the Australian Curriculum: Languages learning area.



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Rationale

Culture is at the heart of the teaching and learning of Indigenous Languages and Cultures in the Northern Territory. Cultural knowledge and content provide the big ideas for students and teachers to work with in all the Learner Pathways. The Culture component of the curriculum also provides the starting point for collaborative planning with Elders and speakers of the language. The knowledge and ideas described in this component of the curriculum are not intended to be topics for students to learn about Aboriginal culture but to provide opportunities for students to learn through an Aboriginal culture. The language is the skill being used, and cultural knowledge is the medium through which that skill is learnt and practised. The opportunities for students to engage with these ideas occurs within the framework of a specific language and community.

Adaptation of the Curriculum

The Culture component of the NTILC curriculum is a synthesis of work in schools in NT Aboriginal communities over nearly 40 years. This work has been carried out by educators who have collaborated with Aboriginal Elders to decide on appropriate cultural knowledge that can be taught in schools. In particular the *Arrernte Curriculum*, *Intelyape-lyape Akaltye*, *Papunya School Curriculum*, *Yirrkala Garma Maths Curriculum*, the *Warlpiri Curriculum Framework*, the *Wubuy Curriculum*, and the *Tiwi Language Curriculum* have informed the content and ideas, and the way that the learning has been developed across the Band levels. However, the content cannot be prescriptive for each language group. Language teachers should work in collaboration with Elders to develop a curriculum or scope and sequence that are specific to their language and culture.

Suggested content has been identified for learners in the Second Language Learning (L2) and Language and Cultural Awareness (LCA) pathways. In general, students in these pathways will be non-Aboriginal.

Structure

The Culture component of the NT ILC curriculum is divided into three Strands:

- Country/Land
- People and Kinship
- Natural Environment.

Each Strand is divided into key ideas that are developed across four Bands of learning.

Country/Land

Key Ideas	Students know their own and other people's relationships to Country.
	Students know their Dreaming stories, songs and dances.
	Students describe how people live on Country now and how they lived in the past.

People and Kinship

Key Ideas	Students know and understand their family structures and relationship, how kinship links them to each other and to Country, and how these relationships are reflected in language and behaviour.
	Students understand traditional ways to grow up strong, healthy and happy.

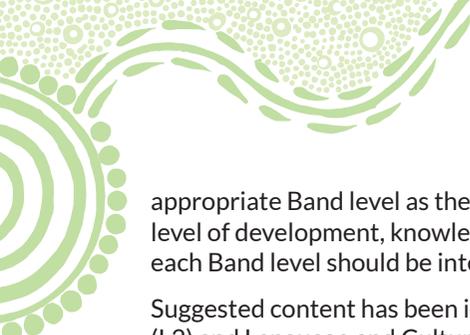
Natural Environment

Key Ideas	Students know how to 'read the land' to find and prepare traditional bush foods.
	Students observe and describe the cycles and passages of time: seasons, day/night, moon and stars, tides.
	Students know how to read the land to find water.
	Students understand traditional technologies and how they were and are used.
	Students identify and prepare traditional bush medicines.
	Students know and understand the importance and ways of caring for Country.

Development Across Band levels

The content has been organised in four developmental Bands. These have been developed largely by experienced Aboriginal teachers of Indigenous Languages and Cultures to best reflect expectations of their students at different ages. The Band levels are not necessarily matched to year levels.

Students in the First Language (L1) pathways and the Language Revival (LR) pathways will usually be living on Country and know some cultural knowledge and practices. Where this is not the case or students have not had the opportunity to study the language and cultures over a continuous period from Transition to Year 9, the language teachers should work in collaboration with Elders to choose an



appropriate Band level as the starting point for learning that reflects the students' level of development, knowledge and skills. Teaching and learning activities within each Band level should be interesting and challenging for the age of the students.

Suggested content has been identified for learners in the Second Language Learning (L2) and Language and Cultural Awareness (LCA) pathways. In general, students in these pathways will be non-Aboriginal.

In Band 1, students recognise through storytelling, experience and play, ways that people relate to Country and each other. They identify ways to grow up happy, healthy and strong and begin to explore how the natural environment provides food, water and medicine during different seasons.

In the L1 and LR pathways where students are living on Country, Band 1 will typically be achieved in the Early Years, Transition–Year 2, ages 5–8. Students learning in the LR pathways may be assessed in their first language.

In Band 2, students describe their relationships to Country and each other through kinship and ceremony. They describe things that will help them grow up strong, happy and healthy. They describe traditional ways to source and prepare food, water and medicine at different times of the year.

In the L1 and LR pathways where students are living on Country, Band 2 will be achieved, in general, in the Primary Years 3–4, ages 9–10. The students learning in the LR pathways may be assessed against the Culture achievement standards in their first language.

In Band 3, students compare ways that people (including Aboriginal and non-Aboriginal people) relate to Country and to each other. They recognise and describe similarities and differences between these ways, including differences between traditional and modern Aboriginal cultural practices. Students note similarities and differences in how people source and prepare food, water and medicine, how they understand the seasons and what growing up happy, healthy and strong looks like in different places.

In the L1 and LR pathways where students are living on Country, Band 3 is achieved, in general, in the Primary Years 5 and 6, ages 11–12. The students learning in the LR pathways may use their first language to be assessed against the Culture achievement standards.

In Band 4, students work towards internalising their understandings of their relationships to Country, each other and with the natural environment, and how these can make them feel strong and good about themselves as Aboriginal people. They can explain how things are done on Country, and explain the knowledge that Aboriginal people used to live their lives over a long period of time.

They understand ways to use this knowledge to live their own lives, carrying out their roles and responsibilities as well as the possibilities for working with others to maintain Country.

In the L1 and LR pathways where students are living on Country, Band 4 will typically be achieved in the Years 7, 8 and 9, which in the Northern Territory, make up the Middle Years of schooling, ages 13–15. The students learning in the LR pathways may use their first language when being assessed against the Culture achievement standards.

Assessment and Reporting

The Band levels are developed over more than one year of learning.

Band 1	Band 2	Band 3	Band 4
Early Years T–2	Years 3–4	Years 5–6	Middle Years 7–9

Achievement standards describe the learning expected of students at each year or band level. They describe the extent of the knowledge, the depth of understanding and what the students should be able to do having been taught the curriculum content. The sequence of achievement standards provide a description of student learning and a framework of growth and development in the language and, therefore, provide a useful starting point or driver for the development of teaching and learning programs. The achievement standards also allow teachers to monitor students' learning, and make judgements about student progress and achievement and when they are ready to begin learning at the next Band level.

Teachers choose elements of the achievement standard to be developed in specific units of work and students are assessed against what has been taught. Teachers should provide a brief description to parents on the Band level and elements of the achievement standard being assessed until students are judged to have achieved the standard.

Assessment for the Culture component of the curriculum should be negotiated with Elders.



Connections to the Australian Curriculum

The *Australian Curriculum* and the NTILC has common content and purpose in all three dimensions:

Disciplinary knowledge

- F-6/7 HASS
- 7-10 Geography and History
- Science
- Health and PE

General Capabilities

- Intercultural Understanding
- Personal and Social Capability
- Critical and Creative Thinking
- Information and Communication Technology (ICT) Capability

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

Specific links are noted in the content descriptions and elaborations.

Where there is common content with other learning areas, teachers are encouraged to work collaboratively with Language teachers and Elders to explore the possibilities of integrated learning and to consider how assessments in the other learning areas might reflect the understandings, knowledge and skills that have been developed in language and culture.

Teaching Culture

Country/Land is a key text for the Culture component of the curriculum. It is designed to be taught through excursions on Country under the tuition of Elders with authority to share the knowledge and access Country.

Students may be grouped according to family, clan/skin groups, or as males and females if it is appropriate.

Suggestions for Culture content for students in the L2 and LCA pathways that are not taught on Country have been made within their specific curriculum frameworks.

CONTENT AND ELABORATIONS

STRAND: COUNTRY/LAND

Links

General Capabilities

- Intercultural Understanding
- Personal and Social Capability

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

Key Ideas

Students know their own and other people's relationships to Country

Band 1 (T-2)

Experience visits on Country as enjoyable and interesting ways to learn.

- identifying areas of Country/Land that belong to different family and clans
- experiencing the rules (protocols) about visiting Country at different times

[ACHASSK062]

- learning that everyone has connection to Country from both their mothers' and fathers' sides
- identifying the important features of their own Country
- naming traditional Country from their mother's and father's side
- naming traditional Country from all four grandparents.

[ACHASSK015, ACHAS6K017]

Band 2 (Years 3-4)

Describe how they relate to the Country they are on and other areas of Country they visit.

- naming landowners of different areas of Country
- linking the areas of Country to skin groups and clans
- identifying the owners and the managers of Country – *kirda/kurdungurlu* [Warlpiri];
- describing features of their homeland/s such as:
 - creek, river, waterhole
 - sea, beach, mangroves
 - types of trees
 - landscape such as hills, plains, jungle
- using most directional language properly, eg:
 - B is north of A; D is upstream of C.
- describing some ways to navigate

Band 3 (Years 5-6)

Create and use visual maps after visits to their own and others' Country.

- identifying and naming places.
- identifying and naming owners of the Country.
- describing the location and direction of places.
- describing protocols for going onto Country.
- identifying creation stories for the area.
- identifying songs for Country.
- detailing different features of the Country, including :
 - cliffs
 - stone country
 - islands
 - mudflats
 - flat, open grasslands.
- using traditional navigation systems, including the stars.

Band 4 (Years 7-9)

Connect relationships to Country, people and how these link to looking after Country.

- explaining the moieties/opposite skin groups of important places/Country
- exploring how ownership of land is passed on when all the clan members have passed away
- explaining ways to resolve traditional disputes with other clans, Aboriginal groups through:
 - reconciliation ceremonies
 - other ways to resolve disputes, including the role of Land Councils
- explaining how the relationships that other groups can have with land can cause conflict and how these can be resolved for:
 - cattle stations
 - mining
 - tourism
- exploring and explaining the role of Land Councils

STRAND: COUNTRY/LAND

Key Ideas	Band 1 (T–2)	Band 2 (Years 3–4)	Band 3 (Years 5–6)	Band 4 (Years 7–9)
<p><i>Students know their own and other people's relationships to Country</i></p>	<p>Identify different features of the environment and explore ways to talk about location and directions.</p> <ul style="list-style-type: none"> visiting/viewing, naming and representing in drawing, models etc different parts of the Country/Land including features such as: <ul style="list-style-type: none"> - hills, trees, - water sources - sacred sites <p>[ACHASSK015]</p> <ul style="list-style-type: none"> joining in creating picture (visual) maps that show and name the features of their homelands such as: <ul style="list-style-type: none"> - place names - hills, trees, - water sources - Traditional Owners using some location and describing terms to talk about Country such as: <ul style="list-style-type: none"> - up, down - far, near - upstream, downstream - freshwater, saltwater - inland, coast <p>[ACHASSK031]</p> <ul style="list-style-type: none"> identifying which direction they are going in, using directional terms of the language such as: <ul style="list-style-type: none"> - north, south, east, west - sunrise, sunset; to the sea, to the mountains - ways to navigate identifying the Traditional Owners of the Country that the school is on 	<p>Understand the rules and proper ways to behave on and treat Country.</p> <ul style="list-style-type: none"> using proper ways to listen to, talk to, and behave when on Country. describing and following some rules (protocols) about land, eg: <ul style="list-style-type: none"> - smoking areas after someone has died - closing roads when a ceremony is on <p>Start to feel their connection to country by:</p> <ul style="list-style-type: none"> describing and showing awareness of how land/trees/environment have feelings and hold the knowledge of their ancestors describing their feelings of fear about going to Country alone when they know there should be a speaker of the language calling out to Country <p>[ACHASSK062]</p>	<p>Compare the ways that Aboriginal and non-Aboriginal people view land ownership.</p> <ul style="list-style-type: none"> identifying the owners and managers of their own Country and the Country that the community is on, including: <ul style="list-style-type: none"> - identifying the moiety of the Country the community is on (if appropriate) overlaying traditional maps of Country onto Western maps and comparing: <ul style="list-style-type: none"> - the state/regional borders and boundaries drawn on non-Aboriginal people - the place names - stations etc. owned by non-Aboriginal people - areas of national park studying towns settled by non-Aboriginal people and describing: <ul style="list-style-type: none"> - how long they have been there - how people came to live there - who owns the houses - how are the towns governed/run — eg Council, Mining company <p>[AHASSK068]</p>	<ul style="list-style-type: none"> explaining their understandings of their and other people's relationships to Country using diagrams and charts or other appropriate ways <p>[ACHASSGK046] [ACHASSGK049] [ACSSU176]</p>

STRAND: COUNTRY/LAND

Key Ideas	Band 1 (T-2)	Band 2 (Years 3-4)	Band 3 (Years 5-6)	Band 4 (Years 7-9)
<p><i>Students know their own and other people's relationships to Country</i></p>	<ul style="list-style-type: none"> joining in creating a class map of the community: <ul style="list-style-type: none"> - naming places and features of the Country - identifying and mapping buildings in the community such as the school, shop, clinic, art centre, different housing areas, swimming pool - street names <p>[ACHASSK016]</p>			
<p><i>Students identify their Dreaming stories, songs and dances</i></p>	<p>Identify their own clan totems/ Dreamings, songs, stories, body designs and dances.</p> <ul style="list-style-type: none"> saying the name of the body design painted on them, eg brolga/buffalo/ crocodile participating in traditional dancing, singing, music, dances and storytelling from their traditional Country/skin groups, at a level appropriate to their age showing respect for ceremony, ceremonial leaders and their own participation <p>[ACHASSK031]</p>	<p>Participate in traditional dancing, singing, music and storytelling.</p> <ul style="list-style-type: none"> naming songs and some ceremonies, especially those appropriate to their clan identifying where their songs and dances come from describing their own totem/s and recognising that others have their own totems describing how traditional paintings, designs etc. are determined by family, skin and clan groups <p>[ACHASSK083]</p>	<p>Explore their Dreaming stories, songs and dances as a way to express their relationships to Country.</p> <ul style="list-style-type: none"> participating in traditional dancing, singing, music and storytelling, including stories of the songlines retelling Dreaming/Jukurrpa stories and placing them on the songlines identifying where dances, songs, body painting and stories are from 	<p>Connect different Dreaming stories, songs and dances to different people and Country.</p> <ul style="list-style-type: none"> discussing the ownership of appropriate stories and texts joining in ceremonies, singing, dancing, storytelling with feelings and emotions concentrating and knowing what to listen out for to know when to start each section of a song or dance; hearing where the ceremony is going identifying where dances, songs, body painting and stories come from and who is responsible for them explaining how the actions of the ancestral beings created the landscape

STRAND: COUNTRY/LAND

Key Ideas	Band 1 (T-2)	Band 2 (Years 3-4)	Band 3 (Years 5-6)	Band 4 (Years 7-9)
<p><i>Students identify how people live on Country now and in the past</i></p>	<p>Retell stories of the past after listening to stories and viewing photos of the old days.</p> <ul style="list-style-type: none"> recognising significant people, who they were and what they did identifying important places, including: <ul style="list-style-type: none"> sites where people travelled and camped early settlements such as missions, stations on a class map, naming the places where people have lived in the past and where they live now building models, making pictures of the way people lived in the past, including: <ul style="list-style-type: none"> the kind of housing/shelter who they lived with – family members clothes and tools things they did each day listening to and retelling stories of how people came to live in the community, including stories from: <ul style="list-style-type: none"> own family other families non-Aboriginal people who live in the community <p>[ACHASSK013; ACHASSK028]</p>	<p>Listen to and view oral histories, photos and stories, and describe family life in the past and family life now.</p> <ul style="list-style-type: none"> describing places where people lived in the past, including places near the community and beyond describing what family life was like in the past and what it is like now: <ul style="list-style-type: none"> what is the same? what is different? suggesting reasons why people don't live there now identifying reasons families came to the community to live, eg: <ul style="list-style-type: none"> intermarriage ceremonies contact with white people 	<p>Compare how people lived on Country in the past and how they live on Country now.</p> <ul style="list-style-type: none"> talking about how people came together in the past including: <ul style="list-style-type: none"> the importance of certain areas and sites the places where people came together comparing ways people communicated and organised ceremonies in the past and now, eg: <ul style="list-style-type: none"> message sticks smoke signals signs that someone has passed away e.g. feeling in the body, seeing a totem animal or bird two-way radio sat. phone mobile email social media 	<p>Explain how people can continue to live on Country now.</p> <ul style="list-style-type: none"> respecting and explaining the role of Elders in the community. speaking up with confidence and saying, 'this is how things are done on this Country' eg: <ul style="list-style-type: none"> young women will get pregnant if they swim in this waterhole continuing to learn about and name more places, what they are used for and by which groups of people explaining what happens to Country when it is no longer visited (empty Country), including: <ul style="list-style-type: none"> weeds feral animals out of control protection of sacred sites

STRAND: PEOPLE AND KINSHIP

Links

General Capabilities

- Intercultural Understanding
- Personal and Social Capability

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

Key Ideas

Students understand the ways they relate to family, extended kinship groups and Country

Band 1 (T-2)

Understand that everyone belongs to a family and extended kinship system that connects them to each other and to Country.

- identifying their own family name, given names, skin name and moiety (opposite skin groups) if they have them
- naming their family Dreamings, totems, clan songs and dances
- identifying the family, clan and skin groups who live in the community
- creating and labelling a family tree using many kinship terms

[ACHASSK011]

Talk about and tell stories about their extended family and clan as they experience them.

- knowing and respecting avoidance relationships
- showing the right ways to behave to people in their family
- showing the right ways to behave while learning on Country
- observing how food is shared with family members
- exploring the connection between people and Country through kinship
- talking about the cultural responsibilities of males and females

[ACHASSK013]

Band 2 (Years 3-4)

Understand kinship and Country and begin to feel their connections over time to their ancestors.

- describing how different family or clan members have different responsibilities in ceremonies and on Country, eg:
 - owners and managers
- describing appropriate body markings, designs and paintings in ceremonies and who they belong to
- describing the system of kin relationships and the wider kinship systems (including skin names where they are used), eg:
 - how skin names connect to other groups and other places
 - which kinship terms to use to address people from other places when people come together for ceremony or other activities
- identifying both male and female leaders
- describing the right ways to behave at ceremonial places, eg:
 - where they can and cannot go
 - how to listen quietly to the stories of the country

Band 3 (Years 5-6)

Compare Aboriginal and non-Aboriginal family structures.

- recognising and using specialised language for kinship terms
- comparing this language with the kinship terms and language available in English
- explaining how art forms such as body markings, body painting, designs, funeral policy, songs and dances identify people, places, events, ceremonies and links to Country
- investigating and describing ways to behave according to different relationships, including:
 - friends
 - boyfriends/girlfriends
 - right skin marriage partners
 - in-laws
 - being a parent
 - joking relationships
 - avoidance relationships
- identifying and discussing gender roles in leadership:
 - land
 - behaviours
 - Elders
- knowing and naming some of their ancestors

Band 4 (Years 7-9)

Show how people's relationship to each other through kinship and Country is connected to their way of life.

- explaining how the kinship system works through the generations
 - how the skin groups form patterns through the generations
 - the marriage system between clans
 - the circular nature of the gurrutu system
 - describing how the ownership of country is linked back to the ancestors through both the mother's and father's side
- describing kinship connections they have with people from the surrounding regions
- explaining which natural things, (e.g.: plants, animals), people are related to and which stories and songs go with these relationships

STRAND: PEOPLE AND KINSHIP

Key Ideas	Band 1 (T-2)	Band 2 (Years 3-4)	Band 3 (Years 5-6)	Band 4 (Years 7-9)
<p><i>Students understand the ways they relate to family, extended kinship groups and Country</i></p>				<p>Behave in ways that reflect their understandings of their place in the kinship system.</p> <ul style="list-style-type: none"> knowing what things to talk about with men only, women only or men and women together explaining the connections between ceremonies, rules, relationship systems <ul style="list-style-type: none"> rules for periods of mourning and how widows and widowers should behave rules for marriage partners understanding the place of Elders in the community and showing respectful behaviour to them, including: <ul style="list-style-type: none"> encouraging younger ones to show respect demonstrating respect for the authority of the Elders
<p><i>Growing up healthy, happy and strong</i></p>	<p>Identify experiences that help them to grow up strong happy and healthy.</p> <ul style="list-style-type: none"> experiencing running free, exploring and having a good time on Country experiencing traditional ways of keeping children strong, including: <ul style="list-style-type: none"> smoking ceremonies baby necklace keeping children safe by watching and looking out for each other cleaning noses by sucking hunting and eating healthy food sharing and being with family and friends drinking clean water getting to know their bodies <ul style="list-style-type: none"> naming internal and external body parts <p>[ACPPS002]</p>	<p>Look after themselves and each other.</p> <ul style="list-style-type: none"> discussing healthy ways to look after themselves, including: <ul style="list-style-type: none"> eating healthy food going to bed early wearing helmets on their bikes wearing seatbelts in the car watching out for each other at the waterhole and beach describing some unhealthy things to do, including: <ul style="list-style-type: none"> drinking fizzy drinks staying up late eating lots of chips and sweets identifying people they can talk to about different things identifying where they can go if they don't feel well <p>[ACPPS035; ACPPS036]</p>	<p>Compare some traditional ways of preventing sickness and staying healthy with the situation today.</p> <ul style="list-style-type: none"> talking about the role of traditional healers identifying features of traditional lifestyles that supported health and fitness and compare these with today's lifestyle <ul style="list-style-type: none"> walking/hunting bush foods traditional sports and games bush medicine discussing the illnesses that are common among Aboriginal people today, their symptoms, causes and ways to prevent them: <ul style="list-style-type: none"> diabetes rheumatic fever kidney disease 	<p>Connect ways to look after themselves with kinship and Country.</p> <ul style="list-style-type: none"> talking about men's health and women's health issues in appropriate ways describing the traditional ceremonies and practices for young men and young women to move into adulthood [ACPPS052] discussing how to be good parents <ul style="list-style-type: none"> smoking ceremonies for babies caring and looking after young children traditional stories about caring for children explaining the role of the marriage system and the situation now [ACPPS089]

STRAND: PEOPLE AND KINSHIP

Key Ideas	Band 1 (T-2)	Band 2 (Years 3-4)	Band 3 (Years 5-6)	Band 4 (Years 7-9)
<p><i>Growing up healthy, happy and strong</i></p>	<p>Talk in simple words about their feelings, about good health and ways to stay happy and healthy.</p> <ul style="list-style-type: none"> • carrying out daily hygiene routines such as blowing noses, cleaning teeth, going to the toilet [ACPPS006] • going to the clinic for common illnesses and sores, eg: <ul style="list-style-type: none"> - sore ears - scabies - sore eyes • discussing good and bad feelings <ul style="list-style-type: none"> - anger - fear/feeling safe - how people behave when they are angry, sad, afraid, feeling unsafe - finding someone to talk to when they are feeling unsafe, angry • knowing good (positive) ways to behave with others <ul style="list-style-type: none"> - being kind to others - no fighting with others - helping others - including others in conversations, games <p>[ACPPS003; ACPPS004; ACPPS005]</p>	<p>Talk about feelings in ways that are safe and 'right'.</p> <ul style="list-style-type: none"> • describing how different feelings make people act, eg: <ul style="list-style-type: none"> - feeling angry might make people want to fight - feeling unsafe might make people shy • discussing what kinds of things make people feel good, eg: <ul style="list-style-type: none"> - listening to others when they speak - thinking about how other people might be feeling <p>[ACPPPS037]</p>	<p>Talk about and identify rules for guiding relationships and ways of resolving conflict.</p> <ul style="list-style-type: none"> • discussing who they can have joking relationships with • analysing how emotions can impact relationships • discussing how to be a good friend • discussing the ways that other people can influence behaviour and how to make your own decisions with friends • observing and discussing how Elders from different clans/moieties/family groups come together to resolve conflicts <p>[ACPPS056]</p>	

STRAND: NATURAL ENVIRONMENT

Links

General Capabilities

- Intercultural Understanding
- Personal and Social Capability
- Critical and Creative Thinking
- ICT

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

Key Ideas

How to 'read the land' to find and prepare traditional bush foods

Band 1 (T-2)

Identify signs and features that indicate where common bush foods are found.

- naming common bush fruits and bush foods:
 - identify plants that grow under the ground, on bushes, on vines
- naming common domestic, feral and native animals, including:
 - recognise and draw different animals tracks
 - know and use hand signs for major animals
- naming and locating local places where bush foods and animals are found
- naming the parts of animals, fish, plants that are eaten, including:
 - the concept of poison leaves and parts of plants that can't be eaten
- classifying plants and animals using a range of classifications from the language, including:
 - things that can be eaten and those that can't
 - vegetable/meat/sweet foods
 - freshwater/saltwater

[ACSHE013; ACSIS011; ACSSU211; ACSIS213]

Band 2 (Years 3-4)

Describe how natural environments provide food, water, tools and medicine for life.

- describing how different bush foods grow:
 - under the ground
 - on a vine
 - on a bush
- identifying and discussing the role of different parts of plants
 - leaves
 - roots
 - stems
 - flowers
 - fruits
- describing the ways that fruits and plants are represented in traditional designs and paintings eg:
 - body paintings
 - cave paintings
 - sand drawings and paintings
- recognising more animal tracks and signs that show:
 - how fresh the tracks/signs are
 - how many animals there are
 - where the animals have come from and where they are going
- recognising and using hand signs for animals and plants

Band 3 (Years 5-6)

Compare modern ways with traditional ways of obtaining and preparing the things people need for living.

- classifying different aspects of traditional foods and comparing these with foods from the shop, eg:
 - flour ground from seeds and wheat flour
 - meat — kangaroo, emu, turkey, fish, goanna and beef, pork
 - sweet foods, bush honey and sugar
- finding and preparing bush foods under the supervision of appropriate Elders and recording:
 - where it was found
 - how it was caught/collected
 - how it was slaughtered, prepared
 - how it was eaten — cooked or raw
 - how it was shared
 - how it was stored
 - the people who were in charge of hunting/collecting and preparing
- identifying and describing ways of conserving and regenerating sources of food, including:
 - plant food
 - animals
- mapping out the production cycles of food bought from the store

Band 4 (Years 7-9)

Explain traditional ways of living on Country.

- classifying different parts of plants that are eaten and used for medicinal purposes.
- describing who has the rights for getting food from different places.
- explaining why different materials and tools are used for different tasks, eg:
 - the spear thrower with the spear
 - string or gum on the end of the spear
 - firesticks
 - paperbark
- explaining special ways to cook, cut and share traditional foods.
- performing hunting activities in ways that are appropriate for local traditions, including:
 - who can hunt
 - what they can hunt
 - where they can hunt
- studying and describing animals and their behaviours, eg:
 - intelligence
 - when they are afraid
 - reactions to change

STRAND: NATURAL ENVIRONMENT

Key Ideas	Band 1 (T-2)	Band 2 (Years 3-4)	Band 3 (Years 5-6)	Band 4 (Years 7-9)
<p><i>How to 'read the land' to find and prepare traditional bush foods</i></p>	<ul style="list-style-type: none"> identifying bird and animal calls and sounds and what they indicate, including: <ul style="list-style-type: none"> seasons times of day relationships with people 			
<p><i>Cycles and passages of time: seasons, day/night, moon and stars, tides</i></p>	<p>Notice and identify signs that show the passing of time.</p> <ul style="list-style-type: none"> observing the weather and recording changes on class made picture charts throughout the year, including: <ul style="list-style-type: none"> the clouds and what they look like the sun and where it is rainfall – when and how much the cycle of the moon the stars and where they are in the sky tides talking about, describing and recording what the country looks like at different times using pictures, models, charts at different times: <ul style="list-style-type: none"> rainy seasons dry times – the burning cold times regrowth after rain name the local cultural seasons and weather patterns <p>[ACSSU002-T; ACHASSK032]</p>	<p>Describe different ways of measuring the passing of time.</p> <ul style="list-style-type: none"> continuing to observe and record more detailed signs/indicators of weather changes: <ul style="list-style-type: none"> plants that are fruiting leaves that are changing colour or falling wind direction behaviour of animals sorting and listing foods that are available in different seasons and explain why they are available at this time of year using a diagram or model to show how the seasons repeat each year recording pictures of the moon daily, talking about: <ul style="list-style-type: none"> the patterns of the moon getting bigger and smaller connections between the these patterns and the tides listening to and explaining how traditional stories talk about the seasons, day/night, moon/stars and teach people how to live on Country <p>[ACSSU048]</p>	<p>Describe how weather and seasons influence people's lives.</p> <ul style="list-style-type: none"> measuring, recording and describing in more detail the signs of different seasons, eg: <ul style="list-style-type: none"> how much rain falls the temperature stars that can be seen at certain times of year researching and describing signs of extreme weather events: <ul style="list-style-type: none"> heavy rains cyclones floods cold weather – frost bushfires <p>[ACSSU096-6; ACHASSK114]</p> <ul style="list-style-type: none"> describing the patterns of the moon using the appropriate language, eg in English the descriptions are: <ul style="list-style-type: none"> full moon new moon crescent moon waxing moon waning moon recording and describing the cycle of tides and the moon acting out traditional stories about the seasons, day/night, moon/stars. discussing the impact of the weather on people's emotions and moods, eg in: <ul style="list-style-type: none"> the build up cold weather <p>[ACSSU078-5]</p>	<p>Use knowledge of the weather and seasons to explain and as a guide to activities people do at different times of the year.</p> <ul style="list-style-type: none"> observing the location of the stars at night and using them as a guide for finding the way or locating camps explaining the best times of the year for burning off

STRAND: NATURAL ENVIRONMENT

Key Ideas	Band 1 (T-2)	Band 2 (Years 3-4)	Band 3 (Years 5-6)	Band 4 (Years 7-9)
<p><i>Cycles and passages of time: seasons, day/night, moon and stars, tides</i></p>	<ul style="list-style-type: none"> making picture timelines showing how the sun, moon and stars move across the sky during the day and night; and talking about different times of the day and night: <ul style="list-style-type: none"> - sunrise/sunset - morning - middle of the day - afternoon - evening - night time listening to and recalling parts of traditional stories about seasons, the moon and stars, times of the day and night <p>[ACSSU004; ACSHE013; ACSSU019, ACSHE034-2]</p>	<p>Explore the life cycles of animals by:</p> <ul style="list-style-type: none"> - naming body parts inside and out - naming phases of the lifecycle - talking about the nesting periods of animals such as crocodiles, turtles, magpie geese and other birds, and small mammals 		
<p><i>'Reading the land' to find water</i></p>	<p>Explore different kinds of water.</p> <ul style="list-style-type: none"> exploring what water feels like, smells like, tastes like for: <ul style="list-style-type: none"> - fresh water - salty water - brackish water - rain water - bore water <p>Talk about and describe sources of water and how people read the signs to know where they are, including:</p> <ul style="list-style-type: none"> - rain water - waterholes - springs - soakage - creeks. - rivers - trees and plants that hold water 	<p>Explain how to find and collect water.</p> <ul style="list-style-type: none"> 'reading' the signs of the land that show where there is water: <ul style="list-style-type: none"> - trees along creek beds - clouds - rockholes - patches of green around springs - the leaves and root systems of plants that hold water listening to stories and describing the impact of non-Aboriginal settlers and the establishment of larger settlements/communities on water sources 	<p>Consider and explain understandings about finding and protecting water.</p> <ul style="list-style-type: none"> describing the influences of rain and the connections between rain and ceremony collecting and listening to dreaming stories about different water sources reading the signs of the land and naming important waterholes and sources of water 	<p>Use Traditional Knowledge to explain how to access water.</p> <ul style="list-style-type: none"> explaining Dreaming stories and songlines about water mapping traditional pathways, routes and camping sites and their connection to water sources recording the signs that show people where the site is <p>[ACSSU116]</p>

STRAND: NATURAL ENVIRONMENT

Key Ideas	Band 1 (T-2)	Band 2 (Years 3-4)	Band 3 (Years 5-6)	Band 4 (Years 7-9)
<p><i>'Reading the land' to find water</i></p>	<p>Observe ways that people store and carry water, including:</p> <ul style="list-style-type: none"> - water carriers - covering water with leaves <p>Name places where water is found and participate in recording the location on a class map.</p> <p>[ACSHE013; ACSSU019]</p>			
<p><i>Understand traditional technologies and how they were and are used</i></p>	<p>Observe/explore examples of traditional tools and artefacts.</p> <ul style="list-style-type: none"> • describing what they are used for and made of: <ul style="list-style-type: none"> - spears and spear throwers - coolamons - canoes/rafts - bags/baskets - shelters - clothes - fish traps • making models of shelters, clapping sticks, toy spears and join in making other tools and artefacts: <ul style="list-style-type: none"> - filing wood - mixing colours - painting - stringing beads • experimenting with using toy tools such as: <ul style="list-style-type: none"> - toy spears and spear throwers - string games - baby carriers - fishing nets - shanghais - digging sticks - food carriers 	<p>Investigate and describe traditional technologies.</p> <ul style="list-style-type: none"> • identifying the different shelters used at different times of year <ul style="list-style-type: none"> - dry season - wet seasons - cool weather - cool wet weather • exploring and investigating the materials that are used for making these shelters <ul style="list-style-type: none"> - trees - leaves - grasses - string axes - resins and fixatives • going with Elders to collect materials and explore and describe what these materials are like: <ul style="list-style-type: none"> - strong - waterproof - stops the wind - provide shade - sharp edge for cutting • identifying which trees/wood can be used for different purposes: <ul style="list-style-type: none"> - cooking - keeping warm at night - available in the wet season - available in the dry season 	<p>Compare traditional technologies with contemporary equivalents.</p> <ul style="list-style-type: none"> • describing how to make and use different hunting tools <ul style="list-style-type: none"> - describe how they work - compare the advantages and disadvantages of traditional tools with modern tools such as guns, metal fishhooks • describing how to work with poisonous plants: <ul style="list-style-type: none"> - using water to remove poison from foods such as cycads - using poisons for catching fish • knowing where the materials used for making spears, tools, shelters, baskets, clothes can be found; and who you need to talk to access these materials • describing and recording the production cycle for modern houses • comparing the different technologies used across Australia and describe how they were traded between groups 	<p>Make their own hunting and gathering tools, such as fishing nets, spears, digging sticks, baskets under the supervision of the Elders.</p> <ul style="list-style-type: none"> • explaining the different techniques and tools that are used: <ul style="list-style-type: none"> - fire for hardening and straightening wood - for burning country • explaining how the language uses tools and artefacts to mean different things (metaphors), eg: <ul style="list-style-type: none"> - dillybag or digging stick means women's knowledge [Burarra, Ndjébbana] - spear thrower means the place where someone is born [Burarra, Ndjébbana]

STRAND: NATURAL ENVIRONMENT

Key Ideas	Band 1 (T–2)	Band 2 (Years 3–4)	Band 3 (Years 5–6)	Band 4 (Years 7–9)
<i>Understand traditional technologies and how they were and are used</i>	<ul style="list-style-type: none"> exploring and identifying features of different materials: <ul style="list-style-type: none"> hard/soft what will float/what won't float what will burn/won't burn holds water waterproof exploring and identifying what fire is used for <ul style="list-style-type: none"> cooking light heat burning country ceremony <p>[ACSSU003; ACSSU211; ACSSU018; ACSSU031]</p>	<ul style="list-style-type: none"> observing traditional cooking processes and materials and describe how they work: <ul style="list-style-type: none"> the bush oven used heated rocks and is covered to keep the heat in grinding stones are used to grind seeds into flour participating in and describing traditional processes and methods for making fire <ul style="list-style-type: none"> kind of wood used friction of one stick against the wood dry grass for kindling <p>[ACSSU074; ACSSU049]</p>		
<i>Identifying and preparing traditional bush medicines</i>	<p>Identify plants that can be prepared and used as bush medicine.</p> <ul style="list-style-type: none"> recognising and naming some common bush medicines and identify: <ul style="list-style-type: none"> what sicknesses they are used for where they are found what parts of the plant is used how to use the medicines role playing using common bush medicines <ul style="list-style-type: none"> the role of the traditional healer <p>[ACSSU211]</p>	<p>Identify a greater range of bush medicines and how to find them.</p> <ul style="list-style-type: none"> compiling a book of bush medicine remedies including: <ul style="list-style-type: none"> samples/pictures of the plant and its name where and when they are found which part is used how to use them practising using bush medicines under supervision 	<p>Extend their knowledge of traditional bush medicines.</p> <ul style="list-style-type: none"> classifying different parts of plants that are eaten and used as bush medicine finding and preparing appropriate bush medicine under the supervision of Elders and record the procedures for preparing them identifying the commercial applications of bush medicines such as Ti Tree and Eucalyptus oils <p>[ACHASSK120]</p>	<p>Connect traditional bush medicines to staying healthy today.</p> <ul style="list-style-type: none"> describing how bush medicines and traditional healing practices can be used alongside Western medicine, and practices from other cultures: <ul style="list-style-type: none"> massage acupuncture essential oils <p>[ACSHE119]</p>
<i>Knowing and understanding the importance and ways of caring for Country</i>	<p>Identify ways to care for country.</p> <ul style="list-style-type: none"> observing and identifying the impact feral animals and weeds have on the environment talking about how fire is used to protect and manage Country recognising family members or members of the community who work caring for their traditional Country 	<p>Describe ways to care for Country.</p> <ul style="list-style-type: none"> talking about the roles played by Elders, traditional owner and managers in caring for country <ul style="list-style-type: none"> understand who has to get permission and who needs to give permission for different places and areas of Country 	<p>Compare ways to care for Country.</p> <ul style="list-style-type: none"> exploring the role of rangers, Elders and other such as Land Council who care for country <ul style="list-style-type: none"> why do they do this work? how does this compare with the view of non-Aboriginal peoples? 	<p>Identify strategies local rangers, land owners, Elders and expert partners use to keep Country healthy and safe.</p> <ul style="list-style-type: none"> working in partnership with government <ul style="list-style-type: none"> national parks Indigenous Protected Areas World heritage areas

STRAND: NATURAL ENVIRONMENT

Key Ideas	Band 1 (T-2)	Band 2 (Years 3-4)	Band 3 (Years 5-6)	Band 4 (Years 7-9)
<p><i>Knowing and understanding the importance and ways of caring for Country</i></p>	<ul style="list-style-type: none"> identifying ranger and other land care work as a job that earns money <ul style="list-style-type: none"> land rangers sea rangers women rangers identifying on a map the areas the local ranger groups look after <ul style="list-style-type: none"> who are the owners of these areas talk about ways that rangers need to work with owners and managers (djunkayi) to make sure jobs are done in the right way talking about tourists <ul style="list-style-type: none"> who they are the things they like to do 	<ul style="list-style-type: none"> identifying and discussing the threats to Country and people <ul style="list-style-type: none"> empty country leads to loss of knowledge, language more feral animals the protection of sacred sites supports knowledge, language and the continuation of ceremonies rubbish and what to do with it <p>[ACHASSK090]</p> <ul style="list-style-type: none"> describing traditional fire management and its impact on sustainable land management <ul style="list-style-type: none"> fewer wild fires fewer wees reduces carbon emissions <p>[ACSHE062]</p> <ul style="list-style-type: none"> identifying times/seasons of the year when rangers do different kinds of work and suggest reasons for this: <ul style="list-style-type: none"> burning monitoring and protecting crocodile and turtle nesting monitoring small mammals such as bilbies, mala, weed spraying <p>[ACHASSK039]</p> <ul style="list-style-type: none"> talking about the benefits and disadvantages of bringing tourists onto Country 	<ul style="list-style-type: none"> describing what happens if people don't try to manage feral animals and weeds by : <ul style="list-style-type: none"> burning spraying weeds trapping animals describing what means for animals to be threatened or endangered <ul style="list-style-type: none"> what animals have died out what animals might be threatened what actions threaten animals what happens if animals die out what actions can be taken to protect them talking about the benefits of hosting tourists on Country and some of the issues that have to be managed: <ul style="list-style-type: none"> managing where they go to protect scared sites and environment what stories/knowledge they will share with the tourists how many tourists the community can support <p>[ACHASSK149]</p> <ul style="list-style-type: none"> describing the technologies used by rangers and other caring for country groups and compare these with the technologies available to people in the past: <ul style="list-style-type: none"> mapping and GPS poisons for weed management baits and traps for feral animal management 	<ul style="list-style-type: none"> describing how rangers or others caring for country develop a work plan based on seasonal changes and differences participating in and analyse findings from ranger projects done in partnership with Elders and western scientists: <ul style="list-style-type: none"> monitoring animals and plants (biodiversity studies) using software like cyber tracker to report on animals and plants protecting sacred sites or rock art monitoring programs such as turtle management programs, water and spring management following occupational health and safety rules on excursions to Country and explaining why they are important: <ul style="list-style-type: none"> ensuring that they are carrying water maintaining vehicles carrying spare tyres wearing protective clothing handling poisons safely explaining how fire management programs can reduce carbon in the atmosphere: <ul style="list-style-type: none"> connecting human activity, global warming and climate change connecting carbon emissions to global warming <p>[ACSHE158]</p>

STRAND: NATURAL ENVIRONMENT

Key Ideas	Band 1 (T-2)	Band 2 (Years 3-4)	Band 3 (Years 5-6)	Band 4 (Years 7-9)
<p><i>Knowing and understanding the importance and ways of caring for Country</i></p>				<ul style="list-style-type: none"> • connecting decisions that have been made to reports that ranger, Aboriginal consultants, scientists and other researchers have made • planning and delivering a cultural lesson or presentation (podcast, walk) for visitors, tourists or younger students: <ul style="list-style-type: none"> - welcome to country - about bush medicine - about bush foods - introducing traditional dance <p>[ACSHE223; ACSHS125; ACSIS126; ACSIS130; ACSIS131; ACSHE158; ACSHE160; ACSIS170; ACSIS165; ACSSU176-9]</p>



ACHIEVEMENT STANDARDS

By the end of Band 1 students:

Country/Land

- CCL1.1** Recognise some traditional connections to country through different kin.
 - CCL1.2** Identify, locate and represent some important features and/or places on Country.
 - CCL1.3** Recognise some songs, dances and designs associated with their own family and Country.
 - CCL1.4** Retell stories about the past that identify some of the ways people lived and the things they did.
-

People and Kinship

- CPK1.1** Name their own family relationships [skin names, clans, family names] and how to behave with different relations.
 - CPK1.2** Describe how emotions change and impact on their behaviour. Discuss the choices they can make about their behaviour.
-

Natural Environment

- CNE1.1** Identify common plant and animal foods and where they live and classify them according to some different classifications, eg: edible/non-edible; meat/vegetable; sea dwellers.
 - CNE1.2** Use time lines, season charts or other visual means to identify signs of the passing of time in different units, day to night and across the year.
 - CNE1.3** Identify some different kinds of water (salt, fresh, brackish), what it is used for and ways that people find and store it.
 - CNE1.4** Explore some traditional tools, artefacts, shelter and use of fire and identify what they are used for.
 - CNE1.5** Identify and classify some plants that can be used for health and healing.
 - CNE1.6** Identify actions/activities that damage country and ones that protect country.
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By the end of Band 2 students:

Country/Land

- CCL2.1** Describe traditional kin connections to Country, including some important features and/or places and the rules and ways to approach Country, especially when it is not theirs.
- CCL2.2** Name some songs, dances and designs associated with their own family and Country.
- CCL2.3** Describe family life now and in the past, based on oral and visual texts such as photos, videos, oral histories and interviews with old people.
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People and Kinship

- CPK2.1** Describe kinship relationships and the behaviours and responsibilities associated with these.
- CPK2.2** Describe healthy and safe choices and actions to keep themselves physically and emotionally safe.
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Natural Environment

- CNE2.1** Describe signs, including tracks that show the location of plants, animals, birds, seafood, fish and the ways that they are used in daily life.
- CNE2.2** Create time lines or season charts or other visual means to identify and describe the signs of the passing of time, including from day to night and across the year.
- CNE2.3** Describe how to find and collect water from a range of different sources.
- CNE2.4** Participate in making artefacts; describe materials and processes for making and using traditional tools, artefacts, shelter and fire; explain how these are suitable for what they are used for, eg: shelters for wet weather, shade; or vessels for carrying water; fishing spears and spears for meat.
- CNE2.5** Describe an extended range of traditional bush medicines and how they are used.
- CNE2.6** Describe, locate and represent people, animals and activities that benefit, protect or damage country.
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By the end of Band 3 students:

Country/Land

- CCL3.1** Explain and represent ways that Aboriginal people and non-Aboriginal people understand land ownership and land use on their own Country, around the community, and at regional, Territory and national levels.
- CCL3.2** Compare how people live now and how they lived in the past, by describing who they lived with, how and where groups of people came together and ways of communicating and organising for important events.
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People and Kinship

- CPK3.1** Describe kinship relationships using appropriate kin terms, kin related language and compare these with non-Aboriginal family structures and relationships.
- CPK3.2** Identify some illnesses that people experience and some traditional aspects of traditional lifestyle that can be used to support good health today.
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Natural Environment

- CNE3.1** Take part in, and compare traditional and non-traditional ways of gathering, preparing and generating food and technologies such as tools, shelters and medicine.
- CNE3.2** Take part in the preparation and use of traditional bush medicines.
- CNE3.3** Research and describe changes in weather patterns, including extreme events; and cycles of time and the changes associated with these, such as cycles of the moon and seasons.
- CNE3.4** Compare ways of caring for Country in the past and now.
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By the end of Band 4 students:

Country/Land

CCL4.1 Explain ways that traditional, modern Aboriginal and non-Aboriginal understandings of land and land ownership can differ; and mechanisms for resolving conflicts, such as shared land use agreements, land rights, native title and Indigenous Protected Areas.

People and Kinship

CPK4.1 Use diagrams to explain how the kinship system works through the generations and how their relationships connect people to the natural environment and to people in surrounding regions.

CPK4.2 Describe characteristics of strong families, including the roles, responsibilities and ways of behaving are connected to the kin relationships.

CPK4.3 Identify key issues in women's or men's health, and ways that women or men stayed healthy and healed illness in the past, and ways that they do this today.

Natural Environment

CNE4.1 Take part in, and describe appropriate practices, roles and responsibilities in traditional ways of gathering, preparing and generating food and technologies for living, such as tools, shelters and medicine, combining their understandings of seasons and other cyclical change to do this.

CNE4.2 Represent partnerships and collaborations involved in caring for Country and mechanisms for regulating and managing these.

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