Aboriginal and Torres Strait Islander histories and cultures presence in the Australian Curriculum: English v3.0

Foundation Year

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Language	*Language variation and change*	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	• learning that different languages exist; discussing the various languages encountered in the community and at school; acknowledging the home languages of students who speak another language, and valuing the ability to speak more than one language • recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages	🌐 Intercultural understanding
Literature	*Literature and context*	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	• recognising that there are storytellers in all cultures • viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources • comparing experiences depicted in stories with students' own • engaging with texts that reflect the social and cultural groups to which students belong	🖐 Literacy 👥 Personal and social competence 🌐 Intercultural understanding
	Examining literature	Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)	• recognising cultural patterns of storytelling, for example 'Once upon a time', 'A long, long time ago', 'Before the Dreamtime…'	🌐 Intercultural understanding 🖐 Literacy
Literacy	*Interpreting, analysing, evaluating*	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	• talking about the meanings in texts listened to, viewed and read • visualising elements in a text (for example drawing an event or character from a text read aloud) • providing a simple, correctly-sequenced retelling of narrative texts • relating one or two key facts from informative texts • finding a key word in a text to answer a literal question • making links between events in a text and students' own experiences • making an inference about a character's feelings • discussing and sequencing events in stories • drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical	🖐 Literacy ✳ Critical and creative thinking

Year 1

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Literature	*Literature and context*	Discuss how authors create characters using language and images (ACELT1581)	• identifying similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts, and how spiritual beings are represented in Aboriginal and Torres Strait Islander stories • identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous • discussing the characters of fictional animals and how they relate to those of humans	✳ Critical and creative thinking 🌐 Intercultural understanding
	Examining literature	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)	• exploring performance poetry, chants and songs from Aboriginal and Torres Strait Islander peoples and Asian cultures • listening to and performing simple haiku poems about familiar topics such as nature and the seasons	🌐 Intercultural understanding

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
	Creating literature	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	• creating visual representations of literary texts from Aboriginal, Torres Strait Islander or Asian cultures • writing character descriptions drawn from illustrations in stories • retelling key events in stories using oral language, arts, digital technologies and performance media	🖥 Information and communication technology competence ✳ Critical and creative thinking
Literacy	*Texts in context*	Respond to texts drawn from a range of cultures and experiences (ACELY1655)	• talking about some of the deeper meanings embedded such as the law and correct behaviour in teaching and dreaming stories • using drawing and writing to depict and comment on people and places beyond their immediate experience	🌐 Intercultural understanding 👥 Personal and social competence ✳ Critical and creative thinking

Year 2

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Language	*Language variation and change*	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)	• identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities • recognising some phrases in the languages of the class and community, for example greetings and expressions of politeness	✳ Critical and creative thinking 🏴 Literacy 🌐 Intercultural understanding 👥 Personal and social competence
Literature	*Literature and context*	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)	• exploring iconography of Aboriginal and Torres Strait Islander cultures • recognising recurring characters, settings and themes in Dreaming stories experienced through texts, films and online sources • discussing moral and teaching stories from varied cultures, identifying and comparing their central messages	🌐 Intercultural understanding ⚖ Ethical behaviour ✳ Critical and creative thinking
	Examining literature	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)	• describing features of text settings including time, colours used to portray year, season, and place (country or city) and how this impacts on the characters • describing plots including beginnings (orientation), how the problem (complication) is introduced and solved (resolution), and considering how these features construct meanings • identifying features of imaginary or fantasy texts, for example magic powers, shifts in time • investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used • comparing two or more versions of the same story by different authors or from different cultures, describing similarities and differences in authors' points of view	✳ Critical and creative thinking 🌐 Intercultural understanding
Literacy	*Texts in context*	Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)	• identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia • comparing two or more versions of the same topic by different authors or from different cultures, describing similarities and differences	✳ Critical and creative thinking 🌐 Intercultural understanding

Year 3

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Literature	*Literature and context*	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	• reading texts in which Aboriginal and Torres Strait Islander children/ young people are the central characters/protagonists and making links to students' own lives, noting similarities • exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)	✳ Critical and creative thinking 🌐 Intercultural understanding
	Creating literature	Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	• creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text	🌐 Intercultural understanding 🏴 Literacy

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
			• creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world	

Year 4

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Language	*Language variation and change*	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)	• identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander languages, and determining if the original meaning is reflected in English usage, for example kangaroo, tsunami, typhoon, amok, orang-utan • identifying commonly used words derived from other cultures	🌐 Intercultural understanding 👥 Personal and social competence

Year 5

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Literature	*Literature and context*	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples	✴️ Critical and creative thinking 🌐 Intercultural understanding 👥 Personal and social competence
	Examining literature	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	• identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement • examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view • examining the narrative voice in texts from Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting on how this affects significance, interpretation and response	🌐 Intercultural understanding 👥 Personal and social competence ✴️ Critical and creative thinking

Year 6

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Language	*Language variation and change*	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)	• recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia • recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours	🌐 Intercultural understanding 👥 Personal and social competence

Year 7

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Literature	*Literature and context*	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	• building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples • identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age	👥 Personal and social competence 🌐 Intercultural understanding ✴️ Critical and creative thinking 📖 Literacy
	Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	• analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language • exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual	✴️ Critical and creative thinking

| | | | elements, verse, use of puppets to convey the narrative
• analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people
• discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose | |

			Year 8	
Strand	**Sub-strand**	**Content Description**	**Elaboration**	**General Capabilities**
Literature	*Literature and context*	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)	• investigating texts about Aboriginal and Torres Strait Islander history from different sources and explaining differing viewpoints • comparing attitudes and ideas in texts drawn from contexts that are different to students' own	🧍 Personal and social competence 🌐 Intercultural understanding ⚙ Critical and creative thinking
		Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)	• identifying and describing the ways films suggest Country/Place and Identity through language features such as image, soundtrack and narrative control • selecting aspects of a text related to Country and Place, People, Identity and Culture and adapt it for a new context, noting if changes in one aspect will result in changes in another • explaining how individual interpretations of these aspects are influenced by students' own knowledge, values and cultural assumptions	🌐 Intercultural understanding ⚙ Critical and creative thinking
	Responding to literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	• analysing arguments for and against a particular issue in current community debates and justifying a personal stance	🌐 Intercultural understanding ⚙ Critical and creative thinking 🗨 Literacy

			Year 9	
Strand	**Sub-strand**	**Content Description**	**Elaboration**	**General Capabilities**
Literature	*Literature and context*	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	• exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own • exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own • reviewing historical fiction or nonfiction written by and about the peoples of Asia • analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues	⚙ Critical and creative thinking 🌐 Intercultural understanding 🗨 Literacy
Literacy	*Texts in context*	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	• comparing perspectives represented in texts from different times and places, including texts drawn from popular culture • identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts) • reflecting on the notion that all texts build on a body of prior texts in a culture • analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts, for example comparing and analysing perspectives about an Aboriginal and Torres Strait Islander issue reported in commercial media compared to public and Aboriginal and Torres Strait Islander media • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations	🌐 Intercultural understanding 🗨 Literacy ⚙ Critical and creative thinking

| | | | **Year 10** | |
| **Strand** | **Sub-strand** | **Content Description** | **Elaboration** | **General Capabilities** |

Literature	*Literature and context*	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)	• investigating and analysing the ways cultural stories may be retold and adapted across a range of contexts such as the 'Cinderella' story and the 'anti-hero' • imaginatively adapting texts from an earlier time or different social context for a new audience • exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students' own	Critical and creative thinking Intercultural understanding Personal and social competence Literacy
Literacy	*Texts in context*	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)	• considering ethical positions across more than one culture as represented in text and consider the similarities and differences • questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations • identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons • identifying and evaluating poetic, lyrical language in the depiction of people, culture, places, events, things and concepts in texts • analysing the ways socio-cultural values, attitudes and beliefs are presented in texts by comparing the ways news is reported in commercial media and Aboriginal and Torres Strait Islander media	Critical and creative thinking Intercultural understanding

Aboriginal and Torres Strait Islander histories and cultures presence in the Australian Curriculum: History v3.0

Foundation Year				
Personal and Family Histories				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Historical Knowledge and Understanding	*Personal and Family Histories*	The different structures of families and family groups today, and what they have in common (ACHHK002)	• considering a range of family structures, (for example nuclear families, only child families, large families, single parent families, extended families, blended families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages • using images and stories to identify similarities and differences between students' families and those of other children (in their class and in stories about children in other places, for example the countries of Asia) • exploring family structures of Aboriginal and Torres Strait Islander Peoples (for example where children belong to extended families in which there are specific roles and responsibilities to ensure safety and wellbeing)	Critical and creative thinking Intercultural understanding Personal and social competence
		How they, their family and friends commemorate past events that are important to them (ACHHK003)	• making a calendar of commemorative events that students, their family and friends celebrate, (for example birthdays, religious festivals (such as Easter, Ramadan, Buddha day, feast of Passover), family reunions and community commemorations (NAIDOC week, and ANZAC day) and discussing why they are important • discussing 'Welcome to Country' and recognising that the country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect	Personal and social competence Intercultural understanding Numeracy
		How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)	• engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander peoples and recognising that the past is communicated through stories passed down from generation to generation • sharing the story of an object from home, describing its importance to the family (for example photographs, old toys, statues, medals, artwork, jewellery) and creating a class museum • recognising that stories of the past may differ depending on who is telling them (for example listening to stories about the same event related by two different people such as a mother and a grandmother)	Critical and creative thinking Personal and social competence Intercultural understanding Literacy

Year 1				
Present and Past Family Life				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Historical Knowledge and Understanding	*Present and Past Family Life*	Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)	• comparing families in the present with those from the recent past (the families of parents and grandparents) in terms of their size and structure (for example the different types of family such as nuclear, single parent, blended) • examining and commenting on the roles of family members over time (for example listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example work outside the home, washing, cooking, cleaning, gardening, child care) • discussing kinship as an important part of relationships and family structures in Aboriginal and Torres Strait Islander societies (for example the extent of a kinship system and the way in which it influences people's relationships, obligations and behaviour towards each other)	Literacy
		How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)	• discussing, for example, what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons, and ordering these references to time in sequence using terms such as 'before', 'after', 'next' and 'then' • discussing how some cultures, for example the Chinese, describe a child as being one year old on the day they are born • identifying dates and changes that have personal significance (for example birthdays, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to children's cultural backgrounds • examining Aboriginal and Torres Strait Islander seasonal calendars (for example the Gagadju (Kakadu) and the D'harawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and north-east Tasmania with three	Literacy Intercultural understanding Numeracy

Year 2				
The Past in the Present				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Historical Knowledge and Understanding	*The Past in the Present*	The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)	• discussing why a particular site has heritage significance/cultural value for present generations (for example it provides a record of a significant historical event, has aesthetic value, reflects the community's identity) • identifying, in consultation with Aboriginal and Torres Strait Islander people, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people (for example engraving sites, rock paintings, natural sites or features such as the Birragai rock shelter, creeks or mountains) • identifying and designing a local historical tour of a site (for example one related to a particular cultural group)	• Critical and creative thinking • Intercultural understanding
		The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)	• examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example changes to land, air and sea transport; the move from wood fired stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies) • identifying where the technology used in their grandparents' childhoods was made compared with the technology they use today • examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example Arrernte children learn to play string games so they can remember stories they have been told) • creating models of toys used by children who lived when electricity was not available	• Personal and social competence • Critical and creative thinking • Information and communication technology competence
Historical Skills	*Analysis and use of sources*	Identify and compare features of objects from the past and present (ACHHS051)	• identifying place and street names in the local community and discovering their origin and meaning (for example names that are linked to Aboriginal and Torres Strait Islander people, such as Eurobodalla National Park; historical events such as Deadman's Creek, early settlers, and political, religious and social figures) • identifying features of a site (such as dates, decorations and plaques on buildings) that reveal its past	• Critical and creative thinking

Year 3				
Community and Remembrance				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Historical Knowledge and Understanding	*Community and Remembrance*	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)	• identifying the language groups of Aboriginal and Torres Strait Islander peoples who belong to the local area and explaining the relationship between language, country, place and spirituality • listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to	• Personal and social competence • Intercultural understanding
		Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. (ACHHK063)	• identifying and discussing the historical origins of an important Australian celebration or commemoration • generating a list of local, state and national symbols and emblems (for example club emblems, school logos, flags, floral emblems, coat of arms) and discussing their origins and significance • examining the symbolism of flags (for example the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example all three flags are flown during NAIDOC week, National Reconciliation Week, Sorry Day and MABO day) • recognising the significance of other days or weeks including the Anniversary of the National Apology to Australia's Indigenous Peoples (2008)	• Literacy • Intercultural understanding • Critical and creative thinking
		Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)	• comparing the significance of national days in different countries, looking at why they developed and elements they have in common • viewing on the internet videos of celebrations of significant days, such as Independence Day in Greece • investigating the origins and significance of international celebrations or commemorations (for example the International Day of Peace) and of celebrations important to particular cultural groups in Australia and in other countries	• Information and communication technology competence • Critical and creative thinking • Intercultural understanding

Historical Skills	Chronology, terms and concepts	Use historical terms (ACHHS066)	• using historical terms (such as immigration, exploration, development, settlement and naming days of commemoration and emblems) when speaking, writing, and illustrating • using acronyms (for example NAIDOC, ANZAC) and understanding their meaning	🖐 Literacy
	Perspectives and interpretations	Identify different points of view (ACHHS069)	• identifying the meaning of celebrations from different perspectives (for example Australia Day for Aboriginal and Torres Strait Islander peoples compared with Anglo-Australians)	🌐 Intercultural understanding 👥 Personal and social competence 🖐 Literacy

<table>
<tr><td colspan="5" align="center">Year 4
First Contacts</td></tr>
<tr><td>Strand</td><td>Sub-strand</td><td>Content Description</td><td>Elaboration</td><td>General Capabilities</td></tr>
<tr>
<td>Historical Knowledge and Understanding</td>
<td>First Contacts</td>
<td>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077)</td>
<td>• examining early archaeological sites (for example Nauwalabila, Malakunanja, Devil's Lair, Lake Mungo, Preminghana) that show the longevity of the Aboriginal people
• mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia, with particular emphasis on the local area and state/territory
• investigating pre-contact ways of life of the Aboriginal people and/or Torres Strait Islanders; their knowledge of their environment including land management practices; their sense of the interconnectedness of Country/Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things)
• studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples and examining the differences between their totems</td>
<td>🌐 Intercultural understanding</td>
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<td>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)</td>
<td>• investigating contact with Aboriginal and Torres Strait Islander peoples before 1788 (for example the repulsion of the Dutch at Cape Keerweer in 1606 and the trade between the Macassans and the Yolngu people)
• comparing the European concept of land ownership with the Aboriginal and Torres Strait Islander peoples' relationship with the land and sea, and how this affected relations between them
• exploring early contact history with the British (for example Pemulwuy or the Black War) and the impact that British colonisation had on the lives of Aboriginal people (dispossession, dislocation and the loss of lives through conflict, disease, loss of food sources and medicines)
• exploring whether the interactions between Europeans and Aboriginal and Torres Strait Islander peoples had positive or negative effects
• examining paintings and accounts (by observers such as Watkin Tench and David Collins) to determine the impact of early British colonisation on Aboriginal peoples' country</td>
<td>🌐 Intercultural understanding
🐞 Critical and creative thinking</td>
</tr>
<tr>
<td>Historical Skills</td>
<td>Chronology, terms and concepts</td>
<td>Use historical terms (ACHHS082)</td>
<td>• using historical terms when talking about the past (for example 'penal', 'transportation', 'navigation', 'frontier conflict', 'colonisation')
• identifying the origins of place names in Australia (for example those named by French explorers, Aboriginal place names)</td>
<td>🖐 Literacy</td>
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<td></td>
<td>Historical questions and research</td>
<td>Pose a range of questions about the past. (ACHHS083)</td>
<td>• generating questions about the diversity and antiquity of Aboriginal and Torres Strait Islander peoples, and the nature of contact in early Australia (for example 'Who?' 'What?' 'When?' 'Where?' 'Why?' questions)
• posing questions about explorers (for example 'Who were they?' 'Where were they from?' 'Where did they go?' 'What did they do?')
• posing questions about the First Fleet (for example 'Why did the First Fleet travel to Australia?' 'Who was on it?' 'What were their stories?' 'What was the journey like?')</td>
<td>🐞 Critical and creative thinking
🌐 Intercultural understanding</td>
</tr>
<tr>
<td></td>
<td>Perspectives and interpretations</td>
<td>Identify different points of view (ACHHS085)</td>
<td>• exploring different stories about contact experiences and early penal life to discover the thoughts or feelings of the people at that time (for example convicts, Aboriginal and Torres Strait Islander people, convict guards, free settlers)</td>
<td>🐞 Critical and creative thinking
🌐 Intercultural understanding
👥 Personal and social competence</td>
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</table>

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Historical Knowledge and Understanding	*The Australian Colonies*	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. (ACHHK094)	• investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and childrens' lives'. • mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns • investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community)	Intercultural understanding Numeracy Critical and creative thinking Personal and social competence
		The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)	• investigating an event or development and explaining its economic, social and political impact on a colony (for example the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy) • creating 'what if' scenarios by constructing different outcomes for a key event, for example 'What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?'	Personal and social competence Critical and creative thinking Intercultural understanding
		The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)	• identifying the reasons why people migrated to Australia in the 1800s (for example as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances) • investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait) • connecting (where appropriate) stories of migration to students' own family histories	Critical and creative thinking Intercultural understanding
		The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)	• investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example groups such as explorers or pastoralists; or individuals such as Blaxland, Lawson and Wentworth, G.J.Macdonald, Elizabeth and John Macarthur, Caroline Chisholm, Saint Mary Mackillop, Peter Lalor, James Unaipon) • exploring the motivations and actions of an individual or group that shaped a colony	Personal and social competence Critical and creative thinking

| Year 6 Level Description |
| Australia as a nation |

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Historical Knowledge and Understanding	*Australia as a Nation*	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. (ACHHK114)	• the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by their early classification as flora and fauna, controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions • describing the significance of the 1962 right to vote federally and the 1967 referendum • investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example Jack Patten or the Aborigines Progressive Association) • investigating the experiences of democracy and citizenship of women (for example the suffragette movement, the bar on married women working, equal pay, the Sex Discrimination Act 1984) • investigating the experiences of democracy and citizenship of migrant groups (for example internment camps during World War II; assimilation policies, anti-discrimination legislation, mandatory detention, pay and working conditions) • investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example the nature of their food and shelter, education and contacts with family)	Intercultural understanding Critical and creative thinking Ethical behaviour
		The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)	• examining population data that show the places of birth of Australia's people at one or more points of time in the past and today, and using digital technologies to process and record this data • investigating the role of specific cultural groups in Australia's economic and social development (for example the cattle industry, the Snowy Mountains Scheme, the pearling industry) • considering notable individuals in Australian public life across a range of fields (for example the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range	Numeracy Personal and social competence Intercultural understanding Information and communication technology competence

				General Capabilities
			of cultural and social groups, and women and men drawn from the Australian Living Treasures list or from the Australian Dictionary of Biography)	
Historical Skills	*Historical questions and research*	Identify questions to inform an historical inquiry (ACHHS119)	• developing key questions about the birth of Australian democracy and the experiences of citizenship for women, migrants and Aboriginal and Torres Strait Islander people • developing key questions about immigration such as: 'What were the main reasons people migrated to Australia?' 'Who migrated?' 'Where did they come from?' 'What impact have they had on the character of Australian society?	🏛 Personal and social competence 🌐 Intercultural understanding ✏ Critical and creative thinking 📖 Literacy
	Analysis and use of sources	Locate information related to inquiry questions in a range of sources. (ACHHS121)	• finding relevant historical information in primary and secondary sources (for example related to the rights and status of women as well as Aboriginal and Torres Strait Islander peoples and the experiences of migrants) • using pro formas and datasheets to develop questions and record information and sources about the movement of people to Australia in the twentieth century and the increasing cultural diversity of present day Australia	📖 Literacy 🔢 Numeracy 🌐 Intercultural understanding

Year 7
The Ancient World

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Depth studies	*1 Investigating the ancient past*	The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)	• Investigating the discovery of Mungo Woman in 1969 and the use of radio-carbon dating to draw conclusions about the longevity of human occupation at Lake Mungo • generating a range of questions to investigate a source (for example a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)	✏ Critical and creative thinking
Historical Skills	*Analysis and use of sources*	Identify the origin and purpose of primary and secondary sources (ACHHS209)	• responding to questions about photographs, artefacts, stories, buildings and other sources to explain the past such as: 'Who wrote/produced this?' 'When?' 'Why?' 'What does it show about the past?' • discussing the difficulties in identifying the origin and purpose of some sources (for example the Kimberley Bradshaw paintings) • differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)	✏ Critical and creative thinking 📖 Literacy

Year 8 – no ATSI links
Year 9 Level Description

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Depth studies	*1 Making a Better World?*	Movement of peoples (1750 – 1901) 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)	• investigating the experiences of a specific group of arrivals to Australia (for example convicts in Sydney, Hobart, Brisbane; or free settlers in Melbourne, Adelaide, Perth or Darwin) • describing the impact of this group on the Aboriginal and Torres Strait Islander peoples of the region	🌐 Intercultural understanding
	2 Australia and Asia	Students investigate the history of Australia OR an Asian society in the period 1750 – 1918 in depth. Making a nation 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)	• explaining the effects of contact (for example the massacres of Aboriginal and Torres Strait Islander people; their killing of sheep; the spread of European diseases) and categorising these effects as either intended or unintended • investigating the forcible removal of children from Aboriginal and Torres Strait Islander families in the late nineteenth century/early twentieth century (leading to the Stolen Generations), such as the motivations for the removal of children, the practices and laws that were in place, and experiences of separation.	🌐 Intercultural understanding ⚖ Ethical behaviour ✏ Critical and creative thinking 🏛 Personal and social competence
		The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)	• outlining the migration of Chinese to the goldfields in Australia in the nineteenth century and attitudes towards the Chinese as revealed in cartoons (for example the Mongolian Octopus)	

		The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)	• identifying the places where Australians fought, including Fromelles, the Somme, Gallipoli, Sinai and Palestine • using sources to investigate the fighting at Gallipoli, the difficulties of trench warfare, and the use of tanks, aeroplanes and chemical weapons (gas) • exploring the experiences of Aboriginal and Torres Strait Islander peoples during the war	Intercultural understanding Ethical behaviour Personal and social competence Critical and creative thinking
Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history. World War I (1914-1918)				
Historical Skills	*Chronology, terms and concepts*	Use historical terms and concepts (ACHHS165)	• discussing the contestability of particular historical terms such as 'settlement', 'invasion' and 'colonisation' in the context of Australia's history • defining and using concepts such as 'imperialism', 'nationalism', 'evolution', 'evidence'	Literacy Critical and creative thinking Personal and social competence

Year 10 Content Descriptions				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Historical Knowledge and Understanding	*Overview content for the Modern World and Australia includes the following:*	the major movements for rights and freedom in the world and the achievement of independence by former colonies identifying the major movements for rights and freedom in the world (including the US Civil Rights movement, Aboriginal and Torres Strait Islander movements, women's movements		
Depth studies	*2 Rights and freedoms* *Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. Rights and freedoms (1945 – the present)*	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)	• describing accounts of the past experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families	Intercultural understanding
		The US civil rights movement and its influence on Australia (ACDSEH105)	• outlining the Freedom Rides in the US, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms	Ethical behaviour Intercultural understanding Critical and creative thinking
		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)	• describing the aims, tactics and outcomes of a particular event in the Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms	Critical and creative thinking Ethical behaviour Intercultural understanding
		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)	• investigating the role of Charles Perkins in the Freedom Ride of 1965 and the efficacy of television in bringing the struggle for rights and freedoms to national attention	Ethical behaviour Critical and creative thinking Personal and social competence Intercultural understanding

Aboriginal and Torres Strait Islander histories and cultures presence in the Australian Curriculum: Mathematics v3.0

Foundation Year				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Number and Algebra	*Number and place value*	Represent practical situations to model addition and sharing (ACMNA004)	• using a range of practical strategies for adding and subtracting small groups of numbers, such as visual displays or concrete materials • using Aboriginal and Torres Strait Islander methods of adding and subtracting, including spatial patterns and reasoning	Critical and creative thinking

Year 1				

Year 2				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Number and Algebra	*Number and place value*	Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)	• using an abacus to model and represent numbers • understanding three-digit numbers as comprised of hundreds, tens and ones/units • demonstrating and using models such as linking blocks, sticks in bundles, place-value blocks and Aboriginal bead strings and explaining reasoning	Critical and creative thinking Literacy Numeracy
Measurement and Geometry	*Using units of measurement*	Name and order months and seasons (ACMMG040)	• investigating the seasons used by Aboriginal people, comparing them to those used in Western society and recognising the connection to weather patterns.	Numeracy Literacy

Year 3				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Measurement and Geometry	*Location and transformation*	Identify symmetry in the environment (ACMMG066)	• identifying symmetry in Aboriginal rock carvings or art • identifying symmetry in the natural and built environment	Numeracy Literacy Intercultural understanding

Year 4				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Number and Algebra	*Fractions and decimals*	Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078)	• converting mixed numbers to improper fractions and vice versa • investigating the use of fractions and sharing as a way of managing Country: for example taking no more than half the eggs from a nest to protect future bird populations	Literacy Numeracy
Measurement and Geometry	*Location and transformation*	Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)	• using stimulus materials such as the motifs in Central Asian textiles, Tibetan artefacts, Indian lotus designs and symmetry in Yolngu or Central and Western Desert art	Numeracy Information and communication technology competence Critical and creative thinking

Year 5				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Measurement and Geometry	*Using units of measurement*	Compare 12- and 24-hour time systems and convert between them (ACMMG110)	• investigating the ways time was and is measured in different Aboriginal Country, such as using tidal change • using units hours, minutes and seconds	Numeracy
	Location and transformation	Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)	• comparing aerial views of Country, desert paintings and maps with grid references • creating a grid reference system for the classroom and using it to locate objects and describe routes from one object to another	Literacy Critical and creative thinking Numeracy

Year 6				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Measurement and Geometry	*Geometric reasoning*	Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141)	• identifying the size of a right angle as 90° and defining acute, obtuse, straight and reflex angles • measuring, estimating and comparing angles in degrees and classifying angles according to their sizes • investigating the use of rotation and symmetry in the diagrammatic representations of kinship relationships of Central and Western Desert people • recognising and using the two alternate conventions for naming angles	🖥 Information and communication technology competence ✴ Critical and creative thinking 📖 Literacy 🧮 Numeracy

Year 7
Year 8
Year 9
Year 10

Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Statistics and Probability	*Data representation and interpretation*	Construct and interpret box plots and use them to compare data sets (ACMSP249)	• understanding that box plots are an efficient and common way of representing and summarising data and can facilitate comparisons between data sets • using parallel box plots to compare data about the age distribution of Aboriginal and Torres Strait Islander people with that of the Australian population as a whole	🧮 Numeracy 🖥 Information and communication technology competence ✴ Critical and creative thinking
		Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (ACMSP253)	• investigating real-life examples that demonstrate that predicted outcomes can be accompanied by unpredicted effects, and understanding the causes for this (for example, Chinese one-child policy becoming the 'one-male' policy) • evaluating statistical reports comparing the life expectancy of Aboriginal and Torres Strait Islander people with that of the Australian population as a whole	📖 Literacy ⚖ Ethical behaviour 🧮 Numeracy ✴ Critical and creative thinking

Aboriginal and Torres Strait Islander histories and cultures presence in the Australian Curriculum: Science v3.0

Foundation Year

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Science Understanding	Earth and space sciences	Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)	linking the changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them	🌐 Intercultural understanding 👥 Personal and social competence

Year 1

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Science as a Human Endeavour	Use and influence of science	People use science in their daily lives, including when caring for their environment and living things (ACSHE022)	considering how science is used in activities such as cooking, fishing, transport, sport, medicine and caring for plants and animals considering that technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks exploring how musical instruments can be used to produce different sounds comparing how different light sources are used in daily life identifying ways that science knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals	👥 Personal and social competence ⚖ Ethical behaviour

Year 2

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Science as a Human Endeavour	Use and influence of science	People use science in their daily lives, including when caring for their environment and living things (ACSHE035)	monitoring information about the environment and Earth's resources, such as rainfall, water levels and temperature finding out about how Aboriginal and Torres Strait Islander people use science to meet their needs, including food supply exploring how different cultures have made inks, pigments and paints by mixing materials identifying the ways humans manage and protect resources, such as reducing waste and caring for water supplies recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources	👥 Personal and social competence 🌐 Intercultural understanding ⚖ Ethical behaviour

Year 3

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Science as a Human Endeavour	Nature and development of science	Science involves making predictions and describing patterns and relationships (ACSHE050)	making predictions about change and events in our environment researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander people considering how posing questions helps us plan for the future	🖐 Literacy 🌿 Critical and creative thinking
	Use and influence of science	Science knowledge helps people to understand the effect of their actions (ACSHE051)	considering how heating affects materials used in everyday life investigating how science helps people such as nurses, doctors, dentists, mechanics and gardeners considering how materials including solids and liquids affect the environment in different ways deciding what characteristics make a material a pollutant researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals	⚖ Ethical behaviour 👥 Personal and social competence

				Year 4	
Strand	*Sub-strand*	**Content Description**	**Elaboration**		**General Capabilities**
Science as a Human Endeavour	*Nature and development of science*	Science involves making predictions and describing patterns and relationships (ACSHE061)	exploring ways in which scientists gather evidence for their ideas and develop explanations considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander people in everyday life		🌱 Critical and creative thinking

				Year 5	
Strand	*Sub-strand*	**Content Description**	**Elaboration**		**General Capabilities**
Science as a Human Endeavour	*Nature and development of science*	Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082)	describing how scientists from a range of cultures have improved our understanding of the solar system, such as Copernicus, Khayyám and Galileo researching the different types of scientists who work in teams in space exploration, and Australia's involvement in space exploration learning how Aboriginal and Torres Strait Islander people used observation of the night sky to assist with navigation		🌐 Intercultural understanding 👥 Personal and social competence

				Year 6	
Strand	*Sub-strand*	**Content Description**	**Elaboration**		**General Capabilities**
Science as a Human Endeavour	*Nature and development of science*	Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE099)	investigating how people from different cultures have used sustainable sources of energy, for example water and solar power exploring institutions and locations where contemporary Australian scientists conduct research on catastrophic natural events learning how Aboriginal and Torres Strait Islander knowledge, such as the medicinal and nutritional properties of Australian plants, is being used as part of the evidence base for scientific advances investigating the development of earthquake measurements from the Chinese invention of the seismograph in the second century		🌐 Intercultural understanding 👥 Personal and social competence

				Year 7	
Strand	*Sub-strand*	**Content Description**	**Elaboration**		**General Capabilities**
Science Understanding	*Biological sciences*	Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112)	using food chains to show feeding relationships in a habitat constructing and interpreting food webs to show relationships between organisms in an environment classifying organisms of an environment according to their position in a food chain recognising the role of microorganisms within food chains and food webs investigating the effect of human activity on local habitats, such as deforestation, agriculture or the introduction of new species exploring how living things can cause changes to their environment and impact other living things, such as the effect of cane toads researching specific examples of human activity, such as the use of fire by traditional Aboriginal people and the effects of palm oil harvesting in Sumatra and Borneo		🌱 Critical and creative thinking 🌐 Intercultural understanding

Strand	Sub-strand	Content Description	Elaboration	General Capabilities
Science as a Human Endeavour	*Use and influence of science*	Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE120)	relating regulations about wearing seatbelts or safety helmets to knowledge of forces and motion considering issues relating to the use and management of water within a community considering decisions made in relation to the recycling of greywater and blackwater considering how human activity in the community can have positive and negative effects on the sustainability of ecosystems investigating ways to control the spread of the cane toad	Ethical behaviour Critical and creative thinking Intercultural understanding
		Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (ACSHE121)	investigating everyday applications of physical separation techniques such as filtering, sorting waste materials, reducing pollution, extracting products from plants, separating blood products and cleaning up oil spills investigating how advances in science and technology have been applied to the treatment of water in industrial and household systems investigating how Aboriginal and Torres Strait Islander knowledge is being used to inform scientific decisions, for example care of waterways researching the different scientific responses to the rabbit plagues in Australian agricultural areas	Intercultural understanding Personal and social competence Ethical behaviour
Year 8				
Strand	*Sub-strand*	**Content Description**	**Elaboration**	**General Capabilities**
Science as a Human Endeavour	*Use and influence of science*	Science understandings influence the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (ACSHE136)	describing how technologies have been applied to modern farming techniques to improve yields and sustainability investigating how Aboriginal people recognise relationships in ecosystems by burning to promote new growth, attract animals and afford easier hunting and food gathering describing the impact of plant cloning techniques (asexual production) in agriculture such as horticulture, fruit production and vineyards investigating the role of science in the development of technology important to the economies and communities of the Asia–Pacific regions, for example car manufacture, earthquake prediction and electronic optics	Critical and creative thinking Personal and social competence
Year 9				
Year 10				