









YEAR 4					
VISUAL STIMULUS TITLE: THE LEGEND OF KWILENA (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
DREAMING	 Australian CURRICULUM ACHASSK083	HISTORY	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)	<ul style="list-style-type: none"> mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia and recognising the groups of their local area and state/territory (or considering why there may not be specific local records) 	Indigenous Australian Stephen (Bambaa) Albert introduces a Dreaming story about how dolphins (<i>kwilena</i>) helped the Noongar people of Western Australia know the weather seasons and when to hunt for fish.
				<ul style="list-style-type: none"> recognising that Australia has two indigenous cultural groups: Aboriginal Peoples and Torres Strait Islander Peoples 	
				<ul style="list-style-type: none"> studying early archaeological sites (for example, Nauwalabila, Devil's Lair, Lake Mungo) that show the long and continuous connection of Aboriginal Peoples to Country 	
				<ul style="list-style-type: none"> investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/Place, People, Culture and Identity 	
				<ul style="list-style-type: none"> exploring how Aboriginal Peoples exchanged ideas, technology and goods with each other and with Torres Strait Islander Peoples across vast distances 	
				<ul style="list-style-type: none"> studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples and examining the differences between their totems 	
	ACPPS042	HEALTH & PHYSICAL EDUCATION	Research own heritage and cultural identities, and explore strategies to respect and value diversity	<ul style="list-style-type: none"> reading Dreaming stories unique to an Aboriginal group and comparing them to stories shared in different cultures 	<i>The Legend of Kwilena</i> is a Dreaming story that uses amazing animated imagery of Australian landscapes, people and animals. It is a great example of Aboriginal storytelling and introduces Aboriginal English and language words to students.
	ACSHE061	SCIENCE	Science involves making predictions and describing patterns and relationships	<ul style="list-style-type: none"> considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander people in everyday life 	This Dreaming story tells how the dolphins and stinging March flies help the Noongar people of Western Australia know the weather seasons and when to hunt for fish.

YEAR 4					
VISUAL STIMULUS TITLE: THE SAND SYMBOLS (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
ART STYLES	 ACTDIK008	DIGITAL TECHNOLOGIES	Recognise different types of data and explore how the same data can be represented in different ways	<ul style="list-style-type: none"> exploring codes and symbols that are representations of data; for example, Morse code and semaphore and how similar symbols in Aboriginal and Torres Strait Islander art can represent different concepts depending on the context, for example three circles, drawn as lines, can represent ants, fruit, flowers or eggs depending on the art region 	Students discuss symbols from the story and their meanings. They learn about the connection between Aboriginal art symmetry, symbolism and iconography.
	ACAVAM110	VISUAL ARTS	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations	<ul style="list-style-type: none"> Considering viewpoints – meanings and interpretations: For example – What is this painting telling us about the past? How does the artwork use visual conventions to convey meaning? How did the artist work within a space, and at this time? How and why did they innovate their practice? 	
YEAR 4					
VISUAL STIMULUS TITLE: ANIMAL NAME ORIGINS MAP (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FOOD GATHERING	 ACELA1487	ENGLISH	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	<ul style="list-style-type: none"> 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' 	In early settlement times, European explorers would come across an unfamiliar animal and ask Aboriginal tribesmen what the animal was. Due to language barriers, what the explorers recorded was a mixed-up version of what they heard.
	ACHASSK083	HISTORY	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)	<ul style="list-style-type: none"> mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia and recognising the groups of their local area and state/territory (or considering why there may not be specific local records) 	

YEAR 4					
VISUAL STIMULUS TITLE: ABORIGINAL SUSTAINABILITY (eBOOK)					
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AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
WEATHER SEASONS	 ACMNA078	MATHEMATICS	Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line	<ul style="list-style-type: none"> 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 	Sustainable practices by Aboriginal & Torres Strait Islander people included not eating the young of animals, spreading seeds for more food plants to grow, leaving some eggs still in the nests to keep species strong and reburying part of the yam to ensure that their food supply would be replenished for the following year.
	ACTDEK012	DESIGN & TECHNOLOGIES	Investigate food and fibre production and food technologies used in modern and traditional societies	<ul style="list-style-type: none"> describing ideal conditions for successful plant and animal production including how climate and soils affect production and availability of foods, for example Aboriginal seasons and food availability 	By moving with the seasons, Aboriginal & Torres Strait Islander people allowed plants and animals in an area to return to a state of abundance. This proved sustainable for each region, and ensured there was enough to eat and enough left for future hunting.
	ACHASSK089	GEOGRAPHY	The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability	<ul style="list-style-type: none"> investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments (such as rotational use and harvesting of resources, mutton-bird harvesting in Tasmania, the use of fire, and the collection of bush food from semi-arid rangelands) 	Aboriginal people were excellent conservationists who practised sustainability. They never took more than they needed and always left plants, or parts of plants, to grow for the next season. Fire was systematically used to burn off areas to promote new plant growth. This new growth attracted animals that could be hunted or trapped for food.

YEAR 4					
VISUAL STIMULUS TITLE: TRADITIONAL ABORIGINAL TOOLS (eBOOK)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
TOOLS, WEAPONS AND UTENSILS	 ACHASSK088	GEOGRAPHY	The importance of environments, including natural vegetation, to animals and people	<ul style="list-style-type: none"> explaining the significance of vegetation endemic in the local area to survival of Aboriginal and/ or Torres Strait Islander Peoples (for example, as a source of food, shelter, medicine, tools and weapons) 	Ancient Australians were masters of utilising every inch of the natural materials in their area. They also established amazing trade routes to access certain natural materials that were necessary, but not available, in their local landscape. Some examples from living in the desert are coloured ochre for rock art or shells for spearheads.
	ACTDEP014	DESIGN AND TECHNOLOGIES	Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions	<ul style="list-style-type: none"> exploring the different uses of materials in a range of products, including those from Aboriginal and Torres Strait Islander communities and countries of Asia exploring and testing a range of materials under different conditions for suitability including sustainability considerations and identifying appropriate tools, equipment and techniques 	Thousands of years ago, ancient Australians could only make their tools using the materials nature provided. These materials included wood from trees, stone, vines from plants, glue from the sticky sap that leaks out of certain trees, and animal bones. They used these materials to make baskets, fishing lines, weapons, canoes, dishes and many other items.
	ACSSU074	SCIENCE	Natural and processed materials have a range of physical properties that can influence their use	<ul style="list-style-type: none"> selecting materials for uses based on their properties 	The materials used to make spears were wood, reed, bamboo, cane and grass tree stems. Aboriginal binding agents included spinifex resin or tree sap. Grinding stones were used to crush, grind or pound different materials.

YEAR 4					
VISUAL STIMULUS TITLE: ABORIGINAL BOY TRIBAL LIFE CYCLE (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
CEREMONIES AND DANCE	 ACHASSK083	HISTORY	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)	<ul style="list-style-type: none"> investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/ Place, People, Culture and Identity 	The <i>Aboriginal Boy Tribal Life Cycle interactive</i> features images and text about the stages in the life of an Aboriginal male, and the skills, knowledge and activities associated with each stage. It is a historical portrayal of life in Australia over thousands of years and how this culture continues today.
	ACHASSK088	GEOGRAPHY	The importance of environments, including natural vegetation, to animals and people	<ul style="list-style-type: none"> explaining how people's connections with their environment can also be aesthetic, emotional and spiritual explaining the significance of vegetation endemic in the local area to survival of Aboriginal and/or Torres Strait Islander Peoples (for example, as a source of food, shelter, medicine, tools and weapons) 	The provider of the large foods and meat for his family, the father spent his day fishing, tracking game, fixing and making tools and weapons, and hunting small animals. He was now more experienced with bush medicine, and at reading the stars and seasonal indicators.
	ACAMUR087	MUSIC	Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	<ul style="list-style-type: none"> identifying meaning and describing purposes in music from different social, cultural or historical contexts comparing the expectations and requirements of performers and audiences in different cultural settings 	A songline, like that used by Indigenous people, is a map of each language (tribal) group. This map is told orally by the words in songs. The songs can describe areas of significance, places where water can be found and the location of sacred areas that were created by the spiritual beings.

YEAR 4					
VISUAL STIMULUS TITLE: THE BE (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FAMILY LIVING	 ACHASSK093	CIVICS AND CITIZENSHIP	The different cultural, religious and/or social groups to which they and others in the community belong	<ul style="list-style-type: none"> recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions 	'The Be' in the story reminds us that humans and animals are connected and belong to a tribal or language area, and that language, songs and dances help build and maintain the necessary relationships between humans, nature and country.
	ACHASSK083	HISTORY	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)	<ul style="list-style-type: none"> studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples and examining the differences between their totems 	A totem is a natural object, plant or animal that is inherited by members of a clan or family as their spiritual emblem. Totems define peoples' roles and responsibilities, and their relationships with each other and creation.
YEAR 4					
VISUAL STIMULUS TITLE: STOLEN GIRL (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
COUNTRY AND PLACE	 ACHASSK093	CIVICS AND CITIZENSHIP	The different cultural, religious and/or social groups to which they and others in the community belong	<ul style="list-style-type: none"> recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions 	The children of the Stolen Generations were not allowed to use the names given to them by their parents. They were also told not to speak in their own language. Language is the key to the unique identity of any culture or group. Banning or ignoring the language of a group of people is one of the most destructive strategies or undertakings possible, and it is key to dismantling a cultural belief system.
	ACHASSK083	HISTORY	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)	<ul style="list-style-type: none"> investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/Place, People, Culture and Identity 	The Indigenous cultures of Australia go back at least 50,000 years and possibly as far as 65,000 years. In <i>Stolen Girl</i> , the girl's mother taught her the traditions of her ancestors, such as hunting, gathering and fishing. The girl also listened to the Elders in her community tell stories about the past.
	ACHASSK086		The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments	<ul style="list-style-type: none"> exploring the impact that British colonisation had on the lives of Aboriginal and Torres Strait Islander Peoples (dispossession; dislocation; and the loss of lives through conflict, disease, loss of food sources and medicines) considering whether the interactions between Europeans and Aboriginal and Torres Strait Islander Peoples had positive or negative effects 	From the early 1900s to the late 1960s, the Australian government passed policies that allowed authorities to take Aboriginal & Torres Strait Islander children of mixed descent (part Indigenous and part white) from their families. They referred to the children by the offensive term 'half-caste'. The children were sent to live in institutions, foster homes or missions. These children later came to be known as the 'Stolen Generations'.