

# SYDNEY LEARNING ADVENTURES

## Ngara (Listen, Hear and Think)

Teacher Resource Pack





## Acknowledgements

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### Welcome - Budyari Gamarruwa

Sydney Learning Adventures acknowledges and pays respect to the Gadigal people of the Eora Nation on whose land our excursions take place. We recognise the continuous connection all First Australians have with country, community, water, and sky. Sydney Learning Adventures pays its respect to Elders past, present and emerging.

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### Disclaimer

This resource pack contains names and images of Aboriginal and Torres Strait Islander people now deceased. It also contains links to sites that may use images of Aboriginal and Torres Strait Islander people now deceased.



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## Your Learning Experience

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Ngara is a Sydney Learning Adventures, Aboriginal education program targeted at stage 2 and stage 3 school students. Ngara means to listen/hear/think in the language of the Gadigal people, the original people of The Rocks area. Aboriginal people have been in this land for many thousands of years and they share a recent (just over 200 years) history with non-Aboriginal Australians.

Students will learn about the history of Aboriginal people from an Aboriginal perspective. Exploring the history through storytelling and inquiry. They'll gain knowledge about the First Fleet and first contact with Aboriginal people as well as some of the unlikely friendships that formed. Students will also hear the stories of strong Aboriginal role models such as, Arabanoo, Araboo (Boorong), Barangaroo, Bennelong, Colebee, Nanbaree, Pemulwuy and Windradyne.

Students will be introduced to the Gadigal language, learn the Aboriginal place names for areas around The Rocks and some of the important historical events that impacted on the lives of Aboriginal people.

# Curriculum Links

The Ngara program covers content, key inquiry questions, skills and concepts from the History, Aboriginal Languages, Science and Geography curricula outlined in the tables below:

## Stage 2 (Year 3-4)

Topic	History K-10: Stage 2
Outcomes & Key Inquiry Questions	<p><b>COMMUNITY &amp; REMEMBRANCE</b></p> <p><b>A Student:</b></p> <ul style="list-style-type: none"><li>Identifies celebration and commemorations of significance in Australia and the world <b>HT2-1</b></li><li>Describes and explains how significant individuals, groups and events contributed to changes in the local community over time <b>HT2-2</b></li><li>Applies skills of historical inquiry and communication <b>HT2-5</b></li></ul> <p><b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>Who lived here first and how do we know?</li><li>How has our community changed? What features have been lost and what features have been retained?</li><li>What is the nature of the contributions made by different groups and individuals in the community?</li><li>How and why do people choose to remember significant events of the past?</li></ul> <p><b>FIRST CONTACTS</b></p> <p><b>A Student:</b></p> <ul style="list-style-type: none"><li>Describes people, events and actions related to world explorations and its effects <b>HT2-3</b></li><li>Describes and explains effects of British colonization in Australia <b>HT2-4</b></li><li>Applies skills of historical inquiry and communication <b>HT2-5</b></li></ul> <p><b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>Why did the great journeys of exploration occur?</li><li>What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?</li><li>Why did Europeans settle in Australia?</li><li>What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?</li></ul>

## Content and Outcomes

### COMMUNITY & 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)**)

Students:

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

## Historical Concepts and Skills

### Concepts

- Continuity and change
- Cause and effect
- Perspectives
- Empathetic understanding
- Significance
- Contestability

### Skills

- Comprehension **(ACHHS065, ACHHS081, ACHHS066, ACHHS082, ACHHS066, ACHHS082)**
- Analysis and use of sources **(ACHHS068, ACHHS084, ACHHS215, ACHHS216)**
- Perspectives and interpretations **(ACHHS069, ACHHS085)**
- Empathetic understanding
- Research **(ACHHS067, ACHHS083)**
- Explanation and communication **(ACHHS071, ACHHS087)**

## Content and Outcomes

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week, National Sorry Day) and the importance of symbols and emblems **(ACHHK063)**

Students:

- identify and describe local, state and national symbols and discuss the origins, symbolism and significance, eg the school logo, Australian and Aboriginal and Torres Strait Islander flags, coats of arms from states and Australia

### FIRST CONTACTS

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)**

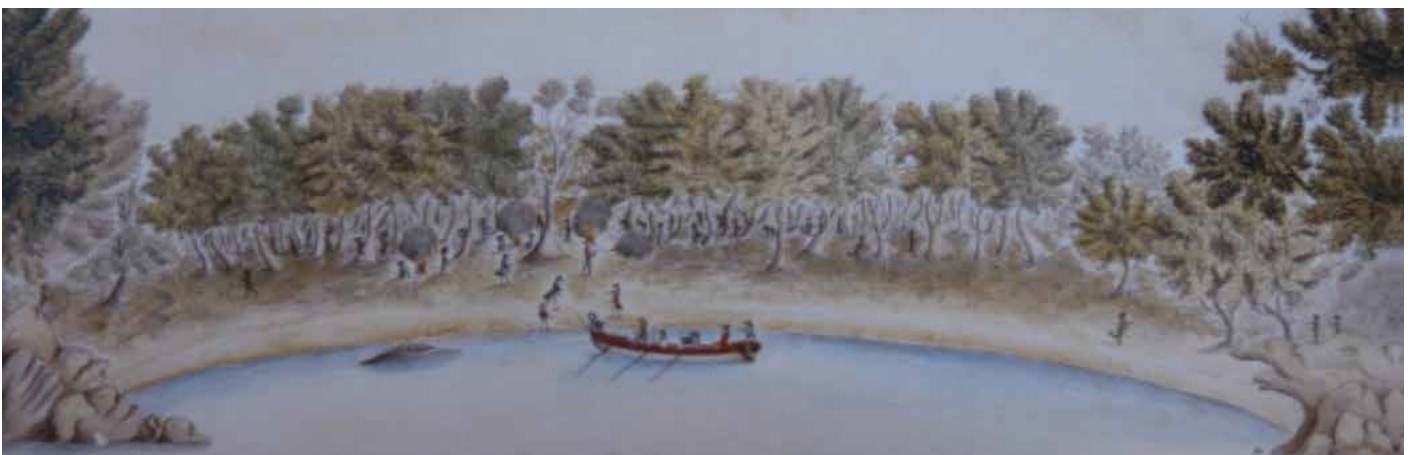
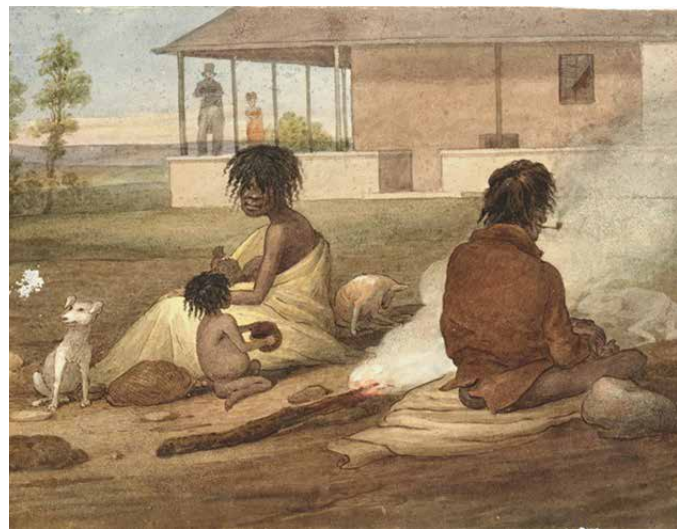
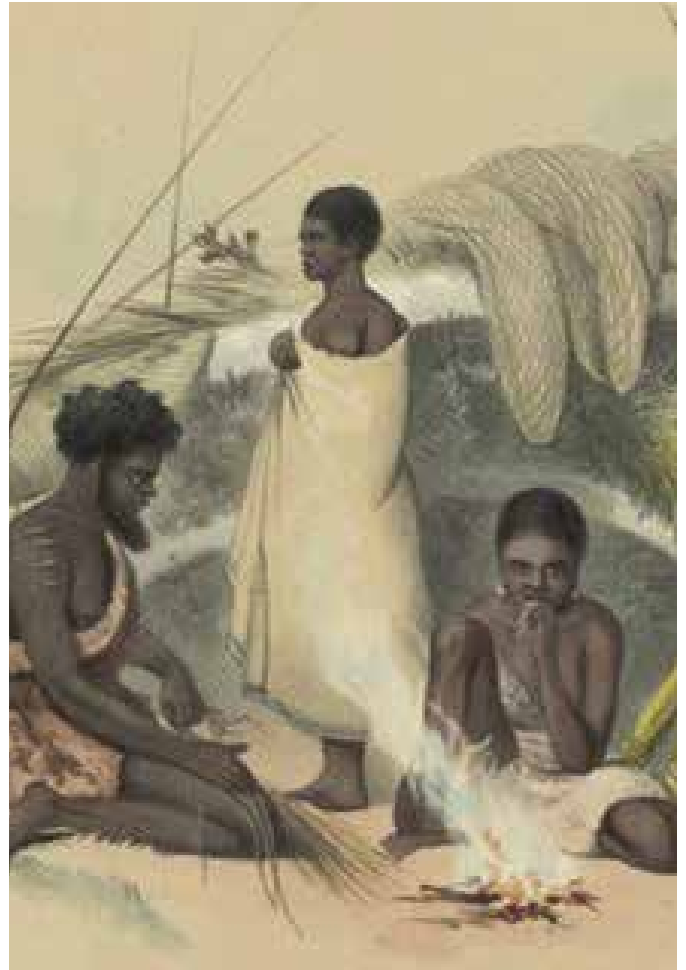
Students:

- identify the original inhabitants of Australia and create a timeline indicating their longevity in Australia of more than 50,000 years
- investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country.

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

Students:

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



## Content

### Using Language – Listening and Responding

Students learn about:

- the importance of listening for key words to assist understanding.
- ways of showing comprehension and maintaining interaction
- the association between spoken and written language.
- the different purposes of familiar spoken language, eg, confirming, requesting, stating.
- how paralanguage assists meaning eg tone, pitch, volume, gestures, facial expressions.
- features of pronunciation and intonation, and syllable and word formation in speech.
- intonation in statements, questions and exclamations.

Students learn to:

- listen for meaning.
- listen actively, using verbal and nonverbal language to show comprehension and maintain interactions.
- listen for short spoken texts while following the written form.
- identify stages in brief, casual conversations, eg greetings to interactions to farewells.
- use paralanguage, eg teacher cues and visual stimuli, to support understanding.
- listen to and repeat words and phrases with attention to pronunciation and intended meaning.
- respond to questions, instructions and requests.

### Using Language – Reading and Responding

Students learn about:

- sources of support to enhance comprehension.
- the features of particular texts.
- the role of prior knowledge when attempting to read a text.
- the relationship between the spoken word and written symbol including differentiating between symbols when determining the sound and meaning of a word.
- methods of recording and displaying information.

Students learn to:

- use teacher cues, visual stimuli, word lists and charts to support and enhance comprehension.
- recognise the forms and conventions of language in text, eg in stories, cards and messages.
- locates key words and phrases within a text.
- use their knowledge of symbols to read and understand words.
- respond to text in a variety of ways, eg match words with pictures, reconstruct a text, sequence words/sentences.

### Using Language – Speaking

Students learn about:

- the importance of correct sound articulation for effective communication.

## Outcomes

A Student recognises and responds to texts in Aboriginal languages in familiar contexts. **2.UL.1**

A student identifies and responds to key words, phrases and simple sentences in context in written Aboriginal languages. **2.UL.2**

A student uses familiar language to share information in Aboriginal languages. **2.UL.3**

## Content

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Students learn to:

- imitate and reproduce correct pronunciation.

### Making Linguistic Connections

Students learn about:

- the influence of languages on each other.
- the existence of rules in language use.
- common features of social interaction across writing systems.
- similarities and differences between language writing systems.

Students learn to:

- identify words drawn from other languages, eg, café, kindergarten, pizza, galah, waratah, koala, coolibah, kookaburra, wombat.
- identify and compare connections between language, eg word order, grammar.
- recognise ways to communicate, some of which are culture-specific, eg, greetings, farewells.
- identify similarities and differences in orthography between languages, eg non-alphabetic systems, specific letter forms.

Students learn about:

- features of spoken language which convey meaning.
- the influence of word order or stress on how meaning is conveyed.
- the meanings conveyed by formulaic words and phrases.

Students learn to:

- identify features of the spoken language, eg, pronunciation, intonation, stress.
- demonstrate understanding of the conventions of speech, eg how exclamations, commands, questions and statements are expressed.
- recognise formulaic expressions, eg Look out! Poor fella?

### Moving Between Cultures

Students learn about:

- features of lifestyles and belief systems in diverse communities.
- the importance of symbols to create a sense of identity.
- the importance of participation in cultural activities to maintaining a sense of cultural identity.
- respect for others when talking about culture and lifestyle.

Students learn to:

- identify similarities and appreciate differences in daily life in diverse communities.
- relate visible expressions of identity to specific cultures, eg flags, maps, traditional dress, landmarks.
- engage directly in cultural activities, eg at school, within the local community.
- contribute to class discussions about cultural values and practices across cultures.

## Outcomes

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A student explores relationships between languages.

### 2.MLC.1

A student identifies ways in which meaning is conveyed by the sounds and symbols of Aboriginal languages.

### 2.MLC.2

A student recognises the link between culture and a sense of identity. **2.MBC.1**



## Content

Students learn about:

- culture-specific conventions of the language in social interaction.
- features of register, formality and politeness in language use.
- the links between culture, language, land and a sense of identity.

Students learn to:

- use formulaic expressions appropriate to the occasion, eg greeting and response to greeting.
- observe the influence of cultural values on language use such as formal/informal modes of address.
- identify links between culture, language, land and a sense of identity.

## Outcomes

A student recognises connections between Aboriginal culture and a sense of identity. **2. MBC.2**

### Stage 2 (Year 3-4)

Topic	Science K-6: Stage 2 – Living World, Material World, Earth and Space
Inquiry & Focus Questions – Knowledge & Understanding	<p><b>LIVING WORLD</b></p> <p><b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• How can we group living things?</li><li>• What are the similarities and differences between the life cycles of living things?</li><li>• How are environments and living things interdependent?</li><li>• How do we create food and fibre products from animals and plants?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations <b>ST2-1WS-S</b></li><li>• selects and uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST2-2DP-T</b></li><li>• compares features and characteristics of living and non-living things <b>ST2-4LW-S</b></li><li>• describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter <b>ST2-5LW-T</b></li></ul> <p><b>MATERIAL WORLD</b></p> <p><b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• How do materials change when heated and cooled?</li><li>• How do you decide upon which material to use for a particular purpose?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations <b>ST2-1WS-S</b></li><li>• selects and uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST2-2DP-T</b></li><li>• describes how adding or removing heat causes a change of state <b>ST2-6MW-S</b></li><li>• investigates the suitability of natural and processed materials for a range of purposes <b>ST2-7MW-T</b></li></ul> <p><b>EARTH &amp; SPACE</b></p> <p><b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• How do natural processes and human actions change the Earth’s surface over time?</li><li>• What occurs as a result of the interactions between the Earth and the Sun?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations <b>ST2-1WS-S</b></li><li>• investigates regular changes caused by interactions between the Earth and the Sun, and changes to the Earth’s surface <b>ST2-10ES-S</b></li></ul>

## Content Focus and Outcomes

### LIVING WORLD

#### Life cycles of living things

Students:

- identify that living things have life cycles **(ACSSU072)**
- conduct an investigation into the life cycle of plants and/or animals **(ACSSU072) SciT**

#### Survival of living things

Students:

- describe how living things depend on each other and the environment to survive, for example: **(ACSSU073) SysT**
  - bees and flowers
  - birds eat and disperse seeds

#### Producing food and fibre from living things

Students:

- investigate and compare advancing technologies used in food and fibre production in Australian agriculture and those used in traditional agriculture, for example: **(ACTDEK012) DesT SciT SysT**
  - automated farming using microcontrollers and sensors compared to animal-drawn equipment
  - autonomous vehicles to harvest crops compared to manual harvesting processes
- investigate food technologies and techniques used to produce healthy food, for example: **SciT**
  - peeling and segmenting/slicing fruits and vegetables
  - follow a recipe step by step
  - measure and mix dry ingredients
- design, plan and produce a product, system or environment to support the growth of a plant and/or animal that could be used in a healthy meal, for example: **DesT**
  - a greenhouse
  - a chicken coop
  - a watering system

### MATERIAL WORLD

#### Changes of state

Students:

- recognise that a change of state can be caused by adding or removing heat **(ACSSU046) ComT SciT**
- describe examples of changes of state in everyday life **SysT**

#### Materials are used for a specific purpose

Students:

- investigate how the properties of natural and processed materials influence their suitability and use in products, services and/or environments, for example: **(ACSSU074, ACTDEK013) DesT SciT**
  - elasticity
  - thermal conductivity

### EARTH & SPACE

#### How the Earth's surface changes over time

Students:

- investigate why the Earth's surface changes over time as a result of natural processes and human activity, for example: **(ACSSU075) SciT**

## Values, Attitudes and Skills

### Values and Attitudes

Students:

- value the importance and contribution of science and technology in developing solutions for current and future personal, social and global issues and in shaping a sustainable future
- appreciate the importance of using evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- value developing solutions to problems and meeting challenges through the application of Working Scientifically, and Design and Production skills.

### Skills; Working Scientifically

#### Planning and conducting investigations

- plan scientific investigations with guidance
- conduct scientific investigations to find answers to questions
- use appropriate materials and equipment safely **(ACIS054, ACIS065)**
- consider and apply the elements of fair tests
- collect and record accurate, honest observations using labelled observational drawings, basic formal measurements and digital technologies as appropriate **(ACIS055, ACIS066)**
- reflect on investigations, including whether testing was fair or not **(ACIS058, ACIS069)**
- participate individually and collaboratively with clear roles and goals

#### Processing and analysing data

- use a range of methods to represent data, including tables and column graphs
- identify patterns and trends in gathered data **(ACIS057, ACIS068)**
- compare results with predictions
- suggest possible reasons for findings **(ACIS215, ACIS216)**

#### Communicating

- represent and communicate observations, ideas and findings, using formal and informal representations **(ACIS060, ACIS071)**

#### Design and Production

##### Identifying and defining

- critique needs or opportunities for designing solutions through evaluating products and processes
- define a need or opportunity according to functional and aesthetic criteria
- consider potential resources in defining design needs and opportunities
- investigate and research materials, components, tools and techniques to produce design solutions **(ACTDEP014)**

##### Researching and planning

- identify and define a design problem with consideration of practical and aesthetic needs
- consider sustainable use of resources and time constraints in planning design solutions
- develop, record and communicate design ideas and decisions using appropriate technical terms
- produce labelled and annotated drawings including digital graphic representations **(ACTDEP015)**
- plan a sequence of production steps when producing designed solutions individually and collaboratively **(ACTDEP018)**

## Content Focus and Outcomes

- characteristics of soils
- identify evidence of natural changes in landforms, rocks or fossils
- identify that scientific knowledge helps people understand the effect of their actions, for example:  
**(ACSHE051, ACSHE062) SciT**
  - investigate how erosion is caused by human activity, eg walking on bush trails
  - investigate how erosion can be minimised, eg constructing boardwalks

### Earth's relationship with the Sun

Students:

- investigate how changes in the environment are used by Aboriginal and Torres Strait Islander Peoples to develop seasonal calendars.

## Values, Attitudes and Skills

### Stage 2 (Year 3-4)

Topic	Geography K-10: Stage 2 – Important Places, The Earth's Environment
Key Inquiry Questions – Knowledge and Understanding	<p><b>IMPORTANT PLACES</b> <b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>• How and why are places similar and different?</li><li>• How do people's perceptions about places influence their views about the protection of places?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• examines features and characteristics of places and environments <b>GE2-1</b></li><li>• describes the ways people, places and environments interact <b>GE2-2</b></li><li>• examines differing perceptions about the management of places and environments <b>GE2-3</b></li><li>• acquires and communicates geographical information using geographical tools for inquiry <b>GE2-4</b></li></ul> <p><b>THE EARTH'S ENVIRONMENT</b> <b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>• How does the environment support the lives of people and other living things?</li><li>• How do different view about the environment influence approaches to sustainability?</li><li>• How can people use place and environment more sustainably?</li></ul>

## Content Focus and Outcomes

### IMPORTANT PLACES The Australian continent

Students:

- investigate Australia's major natural and human features, for example: **(ACHGK014, ACHGK015)**
  - description of natural features of Australia eg deserts, rivers, mountains **ST VR**
  - location of Australia's states, territories and major cities **M**

### Perception and protection of places

Students:

- investigate how the protection of places is influenced by people's perception of places, for example: **(ACHGK018)**

## Concepts, Tools and Skills

### Concepts

**Place:** the significance of places and what they are like eg places students live in and belong to and why they are important.

**Space:** the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in eg location of a place in relation to other familiar places.

**Environment:** the significance of the environment in human life, and the important interrelationships between humans and the environment eg how and why places should be looked after

**Interconnection:** no object of geographical study can be viewed in isolation eg local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place.

## Content Focus and Outcomes

- description of how and why people perceive places differently
- discussion of how people's perceptions influence the protection of places in Australia eg sacred sites, national parks, world heritage sites

### THE EARTH'S ENVIRONMENT

#### Significance of environments

Students:

- investigate the importance of natural vegetation and natural resources to the environment, animals and people, for example: **(ACHGK021, ACHGK022, ACHGK024)**
  - identification of types of natural vegetation eg forests, grasslands, deserts **VR**
  - explanation of the importance of natural vegetation to animals and the functioning of the environment eg provision of habitats, production of oxygen **F**
  - discussion of the importance of natural vegetation and natural resources to people eg provision of food, medicine, fuel, timbers, fibres, metals

#### Perception of environments

Students:

- investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments, for example: **(ACHGK022, ACHGK023, ACHGK024)**
  - discussion of why people value environments differently eg cultural, agricultural, commercial and recreational values
  - description of how custodial responsibility for Country/Place influences Aboriginal and Torres Strait Islander Peoples' views of the environment

#### Protection of environments

Students:

- investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples, for example: **(ACHGK023, ACHGK024, ACHGK025)**
  - examination of how environments can be used sustainably eg sustainable agricultural, commercial, recreational practices
  - discussion of ways waste can be managed sustainably **VR**
  - examination of how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments eg use of resources

## Concepts, Tools and Skills

**Scale:** the way that geographical phenomena and problems can be examined at different spatial levels eg various scales by which places can be defined such as local suburbs, towns and large cities

### Inquiry Skills

#### Acquiring geographical information

- develop geographical questions to investigate **(ACHGS019, ACHGS026)**
- collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations, the media or the internet **(ACHGS020, ACHGS027)**

#### Processing geographical information

- represent data by constructing tables, graphs and maps **(ACHGS021, ACHGS028)**
- represent information by constructing large-scale maps that conform to cartographic conventions, using spatial technologies as appropriate **(ACHGS022, ACHGS029)**
- interpret geographical data to identify distributions and patterns and draw conclusions **(ACHGS023, ACHGS030)**

#### Communicating geographical information

- present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology **(ACHGS024, ACHGS031)**
- reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal **(ACHGS025, ACHGS032)**

### Tools

**Maps - M** - pictorial maps

**Fieldwork - F** - observing and recording data

**Spatial technologies - ST** - virtual maps

**Visual representations - VR** - photographs, illustrations, story books, multimedia

## Stage 3 (Year 5-6)

Topic	History K-10: Stage 3
Outcomes & Key Inquiry Questions	<p><b>THE AUSTRALIAN COLONIES</b></p> <p><b>Key Inquiry Questions</b></p> <ul style="list-style-type: none"><li>• How did an Australian colony develop over time and why?</li><li>• How did colonial settlement change the environment?</li><li>• What were the significant events and who were the significant people that shaped Australian colonies?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• describes and explains the significance of people, groups, places and events to the development of Australia <b>HT3-1</b></li><li>• describes and explains different experiences of people living in Australia over time <b>HT3-2</b></li><li>• applies a variety of skills of historical inquiry and communication <b>HT3-5</b></li></ul> <p><b>AUSTRALIA AS A NATION</b></p> <p><b>Key Inquiry Questions</b></p> <ul style="list-style-type: none"><li>• Why and how did Australia become a nation?</li><li>• How did Australian society change throughout the twentieth century?</li><li>• Who were the people who came to Australia? Why did they come?</li><li>• What contribution have significant individuals and groups made to the development of Australian society?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• identifies change and continuity and describes the causes and effects of change on Australian society <b>HT3-3</b></li><li>• describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples <b>HT3-4</b></li><li>• applies a variety of skills of historical inquiry and communication <b>HT3-5</b></li></ul>

### Content and Outcomes

#### THE AUSTRALIAN COLONIES

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

Students:

- discuss the impact of settlement on local Aboriginal people and the environment.
- discuss the impact of settlement on local Aboriginal peoples and the British.

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)**

Students:

- identify events that have shaped Australia's identity and discuss why they were significant.

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)**

Students:

- use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony.

### Historical Concepts and Skills

#### Concepts

- Continuity and change
- Cause and effect
- Perspectives
- Empathetic understanding
- Significance
- Contestability

#### Skills

- Comprehension **(ACHHS098, ACHHS117, ACHHS099, ACHHS118)**
- Analysis and use of sources **(ACHHS102, ACHHS121, ACHHS103, ACHHS122)**
- Perspectives and interpretations **(ACHHS104, ACHHS123)**
- Empathetic understanding
- Research **(ACHHS100, ACHHS119)**
- Explanation and communication **(ACHHS106, ACHHS125)**

## Content and Outcomes

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### 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)**

Students:

- examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children.

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, sciences, the arts, sport **(ACHHK116)**

Students:

- using a range of sources, research and describe the contribution of Aboriginal and Torres Strait Islander peoples and other groups to Australian society.

## Stage 3 (Year 5-6)

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Topic

**Aboriginal Languages K-10: Stage 3**

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### Content

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#### Using Language – Listening and Responding

Students learn about:

- identify purpose, context and key ideas in a text.
- ways to analyse the same structure of text.
- redundancy and the need to focus on key words when listening to text.
- ways to organise information when planning a response to a text.
- ways to organise information when planning a response to a text.
- responding in familiar situations.

Students learn to:

- understand purpose and context, eg by identifying key words and textual clues, roles and relationships of participants.
- use textual features to support understanding, eg identifying key words and textual clues, roles and relationships of participants.
- use textual features to support understanding, eg identifying key topic areas or questions and the sequence of ideas.
- develop strategies to manage unfamiliar language in spoken text, eg identifying context, purpose, audience and focus on familiar language elements.
- record, organise and present information in different formats, eg charts, graphs, picture sequences.
- respond to appropriately in familiar situations, eg confirming, requesting repetition, seeking clarification.

### Outcomes

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A student organises and respond to key ideas form spoken texts in familiar contexts. **3.UL.1**

## Content

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### Using Language - Reading & Responding

Students learn about:

- identifying the purpose, context and main ideas of a text.
- the construction of certain texts.

Students learn to:

- search for and select relevant information in order to respond to questions.
- recognise the purpose of a text from the way it is structured, eg song, story, speech, letter, email.

### Using Language - Speaking

Students learn about:

- appropriate ways to initiate, maintain and close a conversation.
- the construction of particular texts.
- the importance of stress patterns and rhythm in conveying meaning.

Students learn to:

- use modelled language and formulaic expression to initiate and maintain communication.
- present or request information in ways appropriate to the purpose, eg, announcement, narrative, informal conversation, interview, use of titles such as Uncle, Aunty.
- use appropriate intonation, pronunciation, stress and rhythm when speaking.

### Making Linguistic Connections

Students learn about:

- the importance of textual conventions for appropriate communication.
- the importance of understanding context for inferring meaning.
- the use of slang, idiom and formality.

Students learn to:

- identify the features of familiar texts, eg advertisements, posters, letters.
- decipher the meaning of words and phrases using contextual knowledge.
- recognise how language in use is affected by context, eg schoolyard and classroom language.

Students learn about:

- ways of expressing sounds and/or meanings in print.
- words borrowed between Aboriginal languages and English.

Students learn to:

- identify specific features of the written language, eg, the sound 'uh' is written as a as in yarraman 'horse'.
- identify English borrowings from Aboriginal languages and vice versa.

### Moving Between Cultures

Students learn about:

- changes that occur in language through cross-cultural contact.
- traditional and contemporary practices of Aboriginal people.

## Outcomes

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A student organises and responds to key ideas from written texts in familiar contexts. **3.UL.2**

A student interacts with others by sharing key points of information in Aboriginal languages. **3.UL.3**

A student recognises the importance of context in language use. **3.MLC.1**

A student identifies patterns and features of Aboriginal languages by making comparisons across languages. **3.MLC.2**

A student demonstrates awareness of cross-cultural influences on language and culture. **3.MBC.1**

## Content

### The dynamic nature of language and culture

Students learn to:

- identify ways in which Aboriginal languages and Australian English have borrowed from one another, eg, animals, plants, geography, place names.
- reflect on cultural influences in local culture, eg, restaurants, festivals, religions.
- recognise how languages and cultures evolve, eg through trade, technology, the impact of English, youth culture.

Students learn about:

- diversity of cultural values and practices within Aboriginal communities.
- aspects of traditional and contemporary belief systems and their impact on behaviour.
- the cultural values and practices of Aboriginal people.

### Aboriginal beliefs

- Ways to show appreciations and respect for the cultural values and practices of Aboriginal communities.

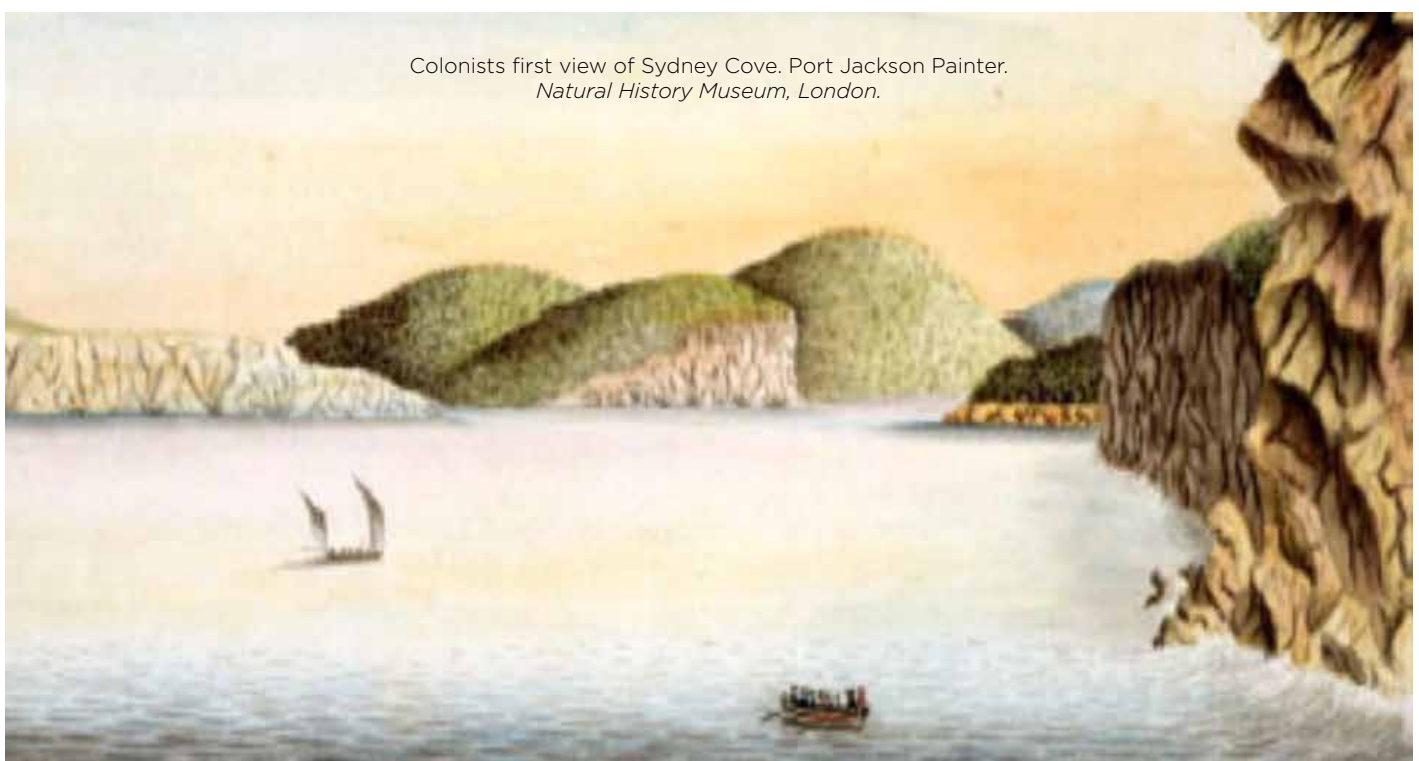
Students learn to:

- explore the significance of particular cultural values and practices, eg connection to land, spiritual beliefs, funerals celebrations, and festivals.
- compare aspects of traditional and contemporary lifestyles, eg gender roles, extended family, respect for Elders.
- show appreciation and respect for the values and practices of others, eg, sharing, kinship, totems and 'Dreamings'.
- recognise the influence of Aboriginal beliefs, eg in art, literature, film, stories.
- participate in activities associated with Aboriginal customs and practices.

## Outcomes

A student demonstrates understanding of significant cultural values and practices in Aboriginal communities.

### 3.MBC.2



Colonists first view of Sydney Cove. Port Jackson Painter.  
*Natural History Museum, London.*



## Stage 3 (Year 5-6)

Topic	Science K-6: Stage 3 – Living World, Material World, Earth and Space
Inquiry & Focus Questions – Knowledge and Understanding	<p><b>LIVING THINGS</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• How do physical conditions affect the survival of living things?</li><li>• How do the structural and behavioural features of living things support survival?</li><li>• Why is it important for food and/or fibre to be produced sustainably?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions <b>ST3-1WS-S</b></li><li>• plans and uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST3-2DP-T</b></li><li>• examines how the environment affects the growth, survival and adaptation of living things <b>ST3-4LW-S</b></li><li>• explains how food and fibre are produced sustainably in managed environments for health and nutrition <b>ST3-5LW-T</b></li></ul> <p><b>MATERIAL WORLD</b> <b>Inquiry and Focus questions:</b></p> <ul style="list-style-type: none"><li>• How can the state of materials be changed and manipulated?</li><li>• What is the result of combining materials?</li><li>• Why are the characteristics of materials important when designing and producing?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions <b>ST3-1WS-S</b></li><li>• plans and uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST3-2DP-T</b></li><li>• explains the effect of heat on the properties and behaviour of materials <b>ST3-6MW-S</b></li><li>• explains how the properties of materials determine their use for a range of purposes <b>ST3-7MW-T</b></li></ul> <p><b>EARTH &amp; SPACE</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• How does the Earth compare to other planets in the solar system?</li><li>• How do sudden geological changes and extreme weather events affect the Earth's surfaces?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions <b>ST3-1WS-S</b></li><li>• explains regular events in the solar system and geological events on the Earth's surface <b>ST3-10ES-S</b></li><li>• plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions <b>ST3-1WS-S</b></li><li>• explains regular events in the solar system and geological events on the Earth's surface <b>ST3-10ES-S</b></li></ul>

### Content Focus & Outcomes

#### LIVING THINGS

##### Growth and survival of living things

Students:

- describe how changing physical conditions in the environment affect the growth and survival of living things, for example:
  - Aboriginal Peoples' use of fire-stick farming

### Values, Attitudes and Skills

Students:

- value the importance and contribution of science and technology in developing solutions for current and future personal, social and global issues and in shaping a sustainable future
- appreciate the importance of using evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- value developing solutions to problems and meeting challenges through the application of Working Scientifically, and Design and Production skills.

## Content Focus & Outcomes

### Adaptations of living things

Students:

- describe adaptations as existing structures or behaviours that enable living things to survive in their environment **(ACSSU043) SciT**
- describe the structural and/or behavioural features of some native Australian animals and plants and why they are considered to be adaptations, for example:

#### ComT SciT

- shiny surfaces of leaves on desert plants
- rearward facing pouch of a burrowing wombat
- spines on an echidna

### Sustainability managing environments to source food and fibre

- explain a sustainable practice used by Aboriginal and/or Torres Strait Islander communities to manage food and fibre resources

## MATERIAL WORLD

### Materials can be combined and changed

Students:

- investigate how materials can be changed by bending, twisting and stretching **(ACSSU018) DesT SysT**
- investigate how different materials can be combined **(ACSSU031)**

Materials are used for a specific purpose

Students:

- identify a range of natural materials available locally or through trade used by Aboriginal and/or Torres Strait Islander Peoples for a specific cultural purpose **DesT SysT**
- design and evaluate a product, demonstrating understanding of the suitability of materials for a purpose.

## EARTH & SPACE

### Earth's place in our solar system

Students:

- research and communicate how Aboriginal and/or Torres Strait Islander Peoples use observations of the night sky to inform decisions about resources and significant cultural events, for example:
  - gathering food
  - ceremonies
  - song lines
  - navigation

## Values, Attitudes and Skills

### Skills Focus;

#### Working Scientifically

##### Questioning and predicting

- pose testable questions
- make and justify predictions about scientific investigations **(ACSI231, ACSI232)**

##### Planning and conducting investigations

- identify questions to investigate scientific ideas
- plan and apply the elements of scientific investigations to answer problems
- identify potential risks in planning investigations
- manage resources safely **(ACSI086, ACSI103)**
- decide which variable(s) is to be changed, measured and kept the same, in fair tests
- select appropriate measurement methods, including formal measurements and digital technologies, to record data accurately and honestly **(ACSI087, ACSI104)**
- reflect on and make suggestions to improve fairness, accuracy and efficacy of a scientific investigation **(ACSI091, ACSI108)**
- manage investigations effectively, individually and in groups

##### Processing and analysing data

- construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data
- employ appropriate technologies to represent data **(ACSI090, ACSI107)**
- compare data with predictions
- present data as evidence in developing explanations **(ACSI218, ACSI221)**

##### Design and Production

###### Identifying and defining

- examine and critique needs, opportunities or modifications using a range of criteria to define a project
- define a need or opportunity according to functional and aesthetic criteria for an audience
- consider availability and sustainability of resources when defining design needs and opportunities
- investigate materials, components, tools, techniques and processes required to achieve intended design solutions **(ACTDEP024)**

###### Researching and planning

- research, identify and define design ideas and processes for an audience
- consider functional and aesthetic needs in planning a design solution
- develop, record and communicate design ideas, decisions and processes using appropriate technical terms
- produce labelled and annotated drawings including digital graphic representations for an audience **(ACTDEP025)**
- consider sustainability of resources when researching and planning design solutions
- manage projects within time constraints

## Stage 3 (Year 5-6)

Topic	<b>Geography K-10: Stage 3 – Factors that Shape Places, A Diverse &amp; Connected World</b>
Key Inquiry Questions – Knowledge and Understanding	<p><b>FACTORS THAT SHAPE PLACES</b></p> <p><b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>• How do people and environments influence each other?</li><li>• How do people influence the place and the management of spaces within them?</li><li>• How can the impact of bushfires on people and places be reduced?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• describes the diverse features and characteristics of places and environments <b>GE3-1</b></li><li>• explains interactions and connections between people, places and environments <b>GE3-2</b></li><li>• compares and contrasts influences on the management of places and environments <b>GE3-3</b></li><li>• acquires, processes and communicates geographical information using geographical tools for inquiry <b>GE3-4</b></li></ul> <p><b>A DIVERSE &amp; CONNECTED WORLD</b></p> <p><b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>• How do places, people and cultures differ across the world?</li><li>• What are Australia’s global connections?</li><li>• How do people’s connections to places affect their perception of them?</li></ul> <p><b>A Student:</b></p> <ul style="list-style-type: none"><li>•</li></ul>

### Content Focus & Outcomes

#### FACTORS THAT SHAPE PLACES

##### Factors that change environments

Students:

- investigate the ways people change the natural environment in Australia and another country, for example: **(ACHGK026, ACHGK027)**
  - examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country’s environmental characteristics eg land clearing

##### Bushfire hazard

Students:

- investigate the impact of ONE contemporary bushfire hazard in Australia, for example: **(ACHGK030)**
  - identification of the location and extent of the disaster **M ST**
  - description of the impact of the disaster on natural vegetation and the damage caused to communities **VR**
  - examination of how people can prevent and minimise the effects of a bushfire

### Concepts, Tools and Skills

#### Concepts

**Place:** the significance of places and what they are like eg places students live in and belong to and why they are important.

**Space:** the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in eg location of a place in relation to other familiar places.

**Environment:** the significance of the environment in human life, and the important interrelationships between humans and the environment eg how and why places should be looked after

**Interconnection:** no object of geographical study can be viewed in isolation eg local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place.

**Scale:** the way that geographical phenomena and problems can be examined at different spatial levels eg various scales by which places can be defined such as local suburbs, towns and large cities

#### Inquiry Skills

##### Acquiring geographical information

- develop geographical questions to investigate and plan an inquiry **(ACHGS033, ACHGS040)**
- collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet **(ACHGS034, ACHGS041)**

## Content Focus & Outcomes

### A DIVERSE & CONNECTED WORLD

#### The world's cultural diversity

Students:

- investigate the world's cultural diversity, including the cultures of indigenous peoples, for example: **(ACHGK033)**
  - identification of different cultural groups, including indigenous cultural groups eg Maori, Inuit, Sami, Dayak **M VR**
  - examination of various cultures eg customs, beliefs, social organisation

#### Connections shape perceptions

Students:

- investigate how connections influence people's perceptions and understanding of places, for example: **(ACHGK036)**
  - identification of factors that influence people's perceptions of places eg media, culture, education, travel
  - discussion of the effect of generalisations and stereotypes about places

## Concepts, Tools and Skills

### Processing geographical information

- evaluate sources for their usefulness **(ACHGS035, ACHGS042)**
- represent data in different forms, for example plans, graphs, tables, sketches and diagrams **(ACHGS035, ACHGS042)**
- represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate **(ACHGS036, ACHGS043)**
- interpret geographical data and information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions **(ACHGS037, ACHGS044)**

### Communicating geographical information

- present findings and ideas in a range of communication forms as appropriate **(ACHGS038, ACHGS045)**
- reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people **(ACHGS039, ACHGS046)**

### Tools

#### Maps – M

- pictorial maps

#### Fieldwork – F

- observing and recording data

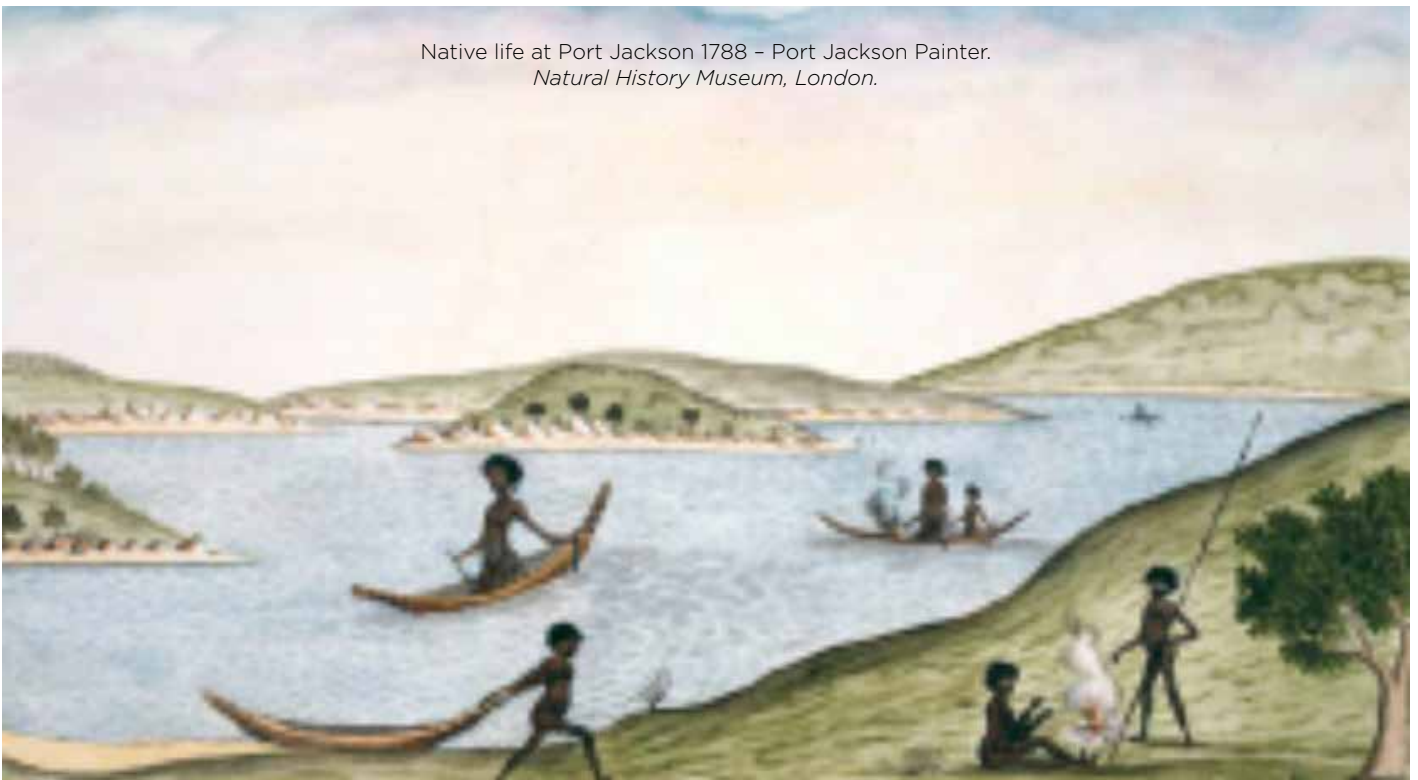
#### Spatial technologies – ST

- virtual maps

#### Visual representations – VR

- photographs, illustrations, story books, multimedia

Native life at Port Jackson 1788 – Port Jackson Painter.  
*Natural History Museum, London.*



# Schedule for The Day

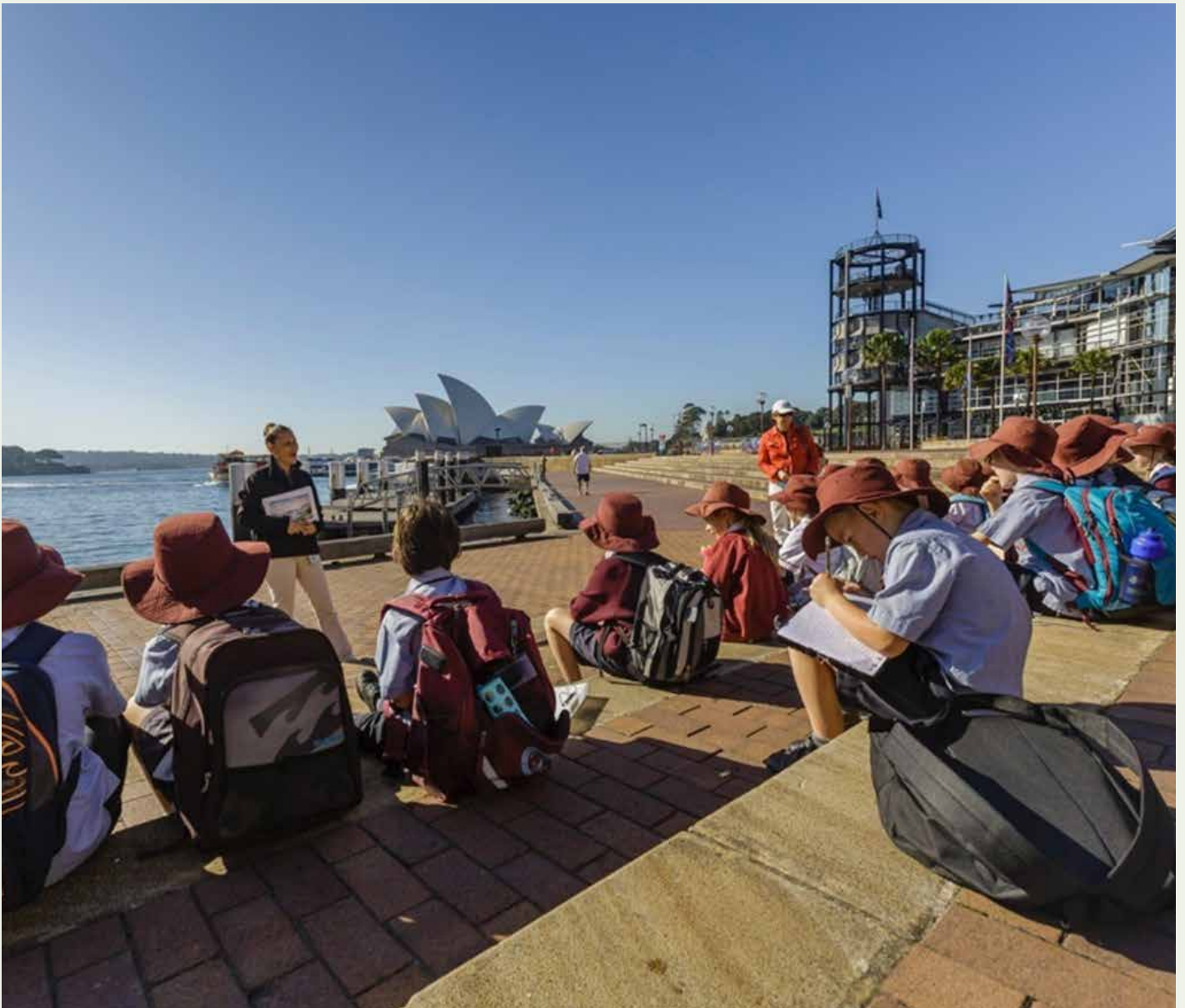
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Meet the guide/s at Tallawoladah Place for the 2-hour walking tour visiting locations in The Rocks, Sydney to emphasize the topics which they will be learning about.

## Locations

Tallawoladah Place  
Bligh & Barney Reserve  
Campbell's Cove  
Hickson's Reserve  
Cnr George St & Kendall Lane  
The Rocks Discovery Museum

The route will change if more than one guide is allocated to run the program.



## Tour components

### Tallawoladah Place – MCA Lawn

Students will:

- hear an Acknowledgement of Country as they are introduced to the program
- learn about the Gadigal people and their life prior to European settlement
- be introduced to the Gadigal language

### Bligh & Barney Reserve

Students will:

- discuss initial colonisation of Australia, including Lieutenant Cook, First Fleet and the development of the colony
- explore the native plants, looking at uses, warnings and teachings they provide
- have an introduction to Aboriginal Dreaming & Astronomy, including how it holds teachings and lore (law)

### Campbell's Cove

Students will:

- learn about the importance of the harbour to Gadigal people, compare the changes and similarities to today's harbour
- discuss the site of Tjubogully (Bennelong's Point) and the various roles it has had over time including the role it had in sustainability (shell middens), Bennelong's story and today
- listen to stories of the initiations and customs practised by Gadigal people and how they can differ to other Aboriginal peoples

### Hickson's Reserve

Students will:

- examine an artist's rendition of a whale carving while discussing the whale dreaming
- explore the impact of colonisation



### Cnr George St & Kendall Lane

Students will:

- revisit shell middens topic, looking at evidence of the impact of colonisation in reusing shells in colonial buildings
- discuss sandstone statue showing convict, soldier and free settler
- hear story of Balooderry and his contact with the settlement

### The Rocks Discovery Museum

Students will:

- view an Aboriginal Language Map, seeing the diversity of the Aboriginal & Torres Strait people, discussing the survival and longevity of the people
- analyse Aboriginal artefacts looking at how they were used, the materials they are made with and how they have endured
- look at the story of David Unaipon and his significance as an Aboriginal inventor, scholar and more
- review the program and what has been learnt

Conclude program

# Glossary of Terms

Term	Definition
<b>Aboriginal &amp; Torres Strait Islander people</b>	Aboriginal and Torres Strait Islander peoples are the original occupants of Australia including the Indigenous people of the Torres Strait Islands off Northern Queensland.
<b>Artefact</b>	Something made or given shape by humans, typically has cultural or historical interest.
<b>Assimilation</b>	A policy requiring all people living in a community, regardless of their cultural background or country of origin, to adopt the same manner of living as the dominant culture.
<b>Australia Day</b>	Celebrations held on 26 January to commemorate the arrival of the First Fleet at Sydney Cove and the raising of the British flag by Captain Arthur Phillip.
<b>Baiaime - The Rainbow Serpent</b>	Baiaime (or Baayaami, Baayama, Biame or Byamee) was the Creator god (Sky Father) in the Dreaming stories of a number of Aboriginal people of south-eastern Australia including the; Eora, Wonnarua, Gamillaroi, Darkinjung and the Wiradjuri Nations. The story tells of how he came down from the sky and shaped the land, creating the rivers, mountains and the bushlands. Then he gave the people their Lores, language, traditions, songs, symbols and culture. He also created the first initiation site, the Bora, where boys are initiated into manhood. When finished he returned to the sky.
<b>Colonisation</b>	A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised
<b>Conservation</b>	The process of protection and preservation of the natural and heritage features of the environment.
<b>Country/Land</b>	In the context of Aboriginal peoples, is used to describe a specific area of a nation or clan including physical, linguistic and spiritual features.
<b>Deadly</b>	In the context of Aboriginal peoples, it is used to describe something that is 'awesome' or 'great'
<b>Dispossession</b>	The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years.
<b>Dreaming and The Dreaming</b>	"The Dreaming" is the belief of many Aboriginal groups that Aboriginal people have been in Australia since the beginning of time. During the Dreaming, ancestral spirits came up out of the earth and down from the sky to walk on the land where they created and shaped its land formations, rivers, mountains, forests and deserts. These were created while the ancestors travelled through the land. They also created all the people, animals and vegetation that were to be a part of the land and laid down the patterns their lives were to follow. It was the spirit ancestors who gave Aboriginal people the lores, customs and codes of conduct, and who are the source of the songs, dances, designs, languages, and rituals that are the basis of Aboriginal religious expression, or spirituality. These ancestors were spirits who appeared in a variety of shapes and forms. When their work was completed the ancestral spirits returned to the earth, the sky, the animals, land formations, and rivers. The ancestors-beings are 'alive' in the spirit of Australian Aboriginals through their songs, dances, art and language.
<b>Elder(s)</b>	Key persons and keepers of various knowledge within Aboriginal communities; (a) Elders in respect of kinship and as overseers of many Dreaming Tracks, i.e. they are the 'Boss over Country'; (b) Elders in respect of being matriarchal and patriarchal leaders of large extended family networks; and (c) Elders in respect of knowledge acquired and services given within the community.

<b>Term</b>	<b>Definition</b>
<b>Harmony Week</b>	A national week commemorated in Australia that celebrates Australia's cultural diversity and promotes intercultural understanding and peace.
<b>Heritage</b>	That which belongs to an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the built or natural environment.
<b>Indigenous People</b>	This term is used when referring collectively to the first people of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander peoples within Australia.
<b>Invasion</b>	The forced takeover of land.
<b>Land Rights</b>	The continuing struggle of Indigenous Australians to regain possession of their lands.
<b>Mabo</b>	(See <b>Native Title</b> ) Eddie Koiki Mabo, whose Murray Island land claim led the High Court to recognise, for the first time, that a form of land title existed prior to Australia's occupation by Great Britain in 1788. The judgement, made in 1992, is usually referred to as Mabo
<b>Martial Law</b>	Military government involving the suspension of ordinary law. Martial law was exercised in 1816 (NSW) and in 1824 (Tasmania). Martial law in Australia, declared that Aboriginal people could be shot on sight, armed or unarmed, if they were found within a certain distance to homes or settlements. Military government involving the suspension of ordinary law. Martial law was exercised in 1816 (NSW) and in 1824 (Tasmania). Martial law in Australia, declared that Aboriginal people could be shot on sight, armed or unarmed, if they were found within a certain distance to homes or settlements.
<b>Mob</b>	'Mob' is a colloquial term identifying a group of Aboriginal people associated with a particular place or country. It is used to connect and identify who an Aboriginal person is and where they are from. 'Mob' can represent your family group, clan group or wider Aboriginal community group.
<b>NAIDOC Week</b>	National Aborigines and Islanders Day Observance Committee (NAIDOC) starts first Sunday in July until the following Sunday. It has roots in the Day of Mourning 1938 a protest marking 150 years of colonization. It became a week-long celebration in 1975 each year celebrating a different theme in which we recognize and celebrate the achievements of Aboriginal and Torres Strait Islander people.
<b>Native Title</b>	'Native Title' is the name given by the High Court to Indigenous property rights recognised by the court in the Mabo judgement (3 June 1992). The Mabo judgement overthrew the concept of terra nullius - that the land of Australia had belonged to no one when the British arrived in 1788. The judgement found that a native title to land existed in 1788 and may continue to exist; provided it has not been extinguished by subsequent acts of government and provided Indigenous groups continue to observe their traditional laws and customs. The High Court's Wik judgement (December 1996) decided an issue left unresolved by the Mabo judgement when it determined that native title could coexist with other rights on land held under a pastoral lease.
<b>Ochre</b>	A natural clay pigment ranging in colour from yellow to deep orange or brown used to create a type of paint.
<b>Protection (Era)</b>	A government policy towards Aboriginal peoples which sought to protect them from the effects of violence, disease and exploitation as a result of European settlement. It was based on a belief that Aboriginal peoples were doomed to extinction and should be given some protection to live out their last years in peace.
<b>Racism</b>	The belief in the superiority of one race of people over others.
<b>Rationing</b>	Government-imposed restrictions on the allowance of people's food, clothing and fuel in both World Wars for the purpose of maintaining the nation's war effort.



Term	Definition
<b>Reconciliation</b>	A Commonwealth initiative to promote understanding between Aboriginal and Torres Strait Islander peoples and the wider community and to address Aboriginal and Torres Strait Islander disadvantage.
<b>Referendum</b>	Under the Australian Constitution, a referendum is used by a government to formally seek the opinion of the people on a particular issue or change to the Constitution. To succeed, a referendum must attract a majority of voters voting 'Yes' and a majority of States also voting 'Yes'.
<b>Self-Determination (Era)</b>	The effective participation of Aboriginal peoples in all decision-making that affects their rights and freedoms.
<b>Significance</b>	The importance assigned to a particular aspect of the past such as events or sites.
<b>Songlines</b>	A traditional song or story recording a journey made during the Dreamtime.
<b>Stolen Generations</b>	Aboriginal children taken from their families as part of the assimilation policy of various governments.
<b>Sustainability</b>	The ongoing capacity of the Earth to maintain life, including the needs of the present, without compromising the ability of future generations to meet their needs.
<b>Terra-Nullius</b>	(See <b>Native Title</b> ) A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the invasion and colonisation of Australia.
<b>Yabun</b>	Yabun means to sing and dance in the Gadigal language. There is festival held in Sydney on Australia Day/Survival Day to commemorate the survival of Aboriginal people and culture.





## The Rocks Discovery Museum

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A visit to The Rocks Discovery Museum in Kendall Lane makes a great addition to complement learning. It is housed in a restored 1850s sandstone warehouse and tells the story of The Rocks from pre-European days to the present. It is home to a unique collection of images and archaeological artefacts found in The Rocks with exhibits that are highly interactive, using touchscreens and audio-visual elements to bring the history of the area alive.

An interactive journey of discovery through four exhibits includes stories of the traditional landowners, establishment of the English colony and the time when sailors, whalers and traders made the area their home through to the 1970s union-led protests which preserved this unique part of Sydney.

For more information and bookings, please call on (02) 9240 8680 or email [therocksdiscoverymuseum@property.nsw.gov.au](mailto:therocksdiscoverymuseum@property.nsw.gov.au).

# Map of The Rocks

Meeting point:

Tallawoladah Place Lawns harbourside of the Museum of Contemporary Art



# Suggested Teaching & Learning Resources

## Texts

Attenbrow, Val. *Sydney's Aboriginal Past*, UNSW Press, Sydney, 2002

Attwood, B. and Markus, A. *The Struggle for Aboriginal Rights: A Documentary History*. Allen and Unwin, 1999

Behrendt Larissa. *Home*, University of Queensland Press, 2004

Challis, K. and Smith, B. *Tales from Sydney Cove*. The Helicon Press.

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Endangered Language Project and SOAS Library Special Collections, School of Oriental and African Studies - 2009.

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Hughes, Robert. *The Fatal Shore*, Pan Books, London 1987

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Lindqvist Sven. Terra Nullius. *A journey through No One's Land, Granta Macquarie Aboriginal Words*, Macquarie Press, reprinted 2005

Parbury, Nigel. *Survival: A History of Aboriginal Life in New South Wales*, Ed2. Department of Aboriginal Affairs, 2005.

Pascoe, Bruce. *Dark Emu - Aboriginal Australia and the Birth of Agriculture*. 2019.

Pascoe, Bruce. *Young Dark Emu - A Truer History*. 2019.

Smith, Keith Vincent. *Bennelong*, Kangaroo Press, Sydney, 2001

Sveiby Karl-Erifand and Skuthorpe, Tex. *Treading Lightly*, Allan and Unwin, 2006

Stewart, K. and Percival, B. *Bush Foods of New South Wales*. Botanic Record and an Aboriginal History, 1997.

Troy, J. *The Sydney Language - AIATSIS and Australian Dictionaries Project* Canberra, 1993

Turbet, Peter. *The Aborigines of the Sydney District Before 1788*, Kangaroo Press, Sydney 2001

*William Dawes' Notebooks on the Aboriginal Language of Sydney, 1790-1791* - Hans Rausing

Wright Alexis. *Carpentaria*, Giramondo, 2007

## Websites

Aboriginal Studies Association	<a href="http://www.aboriginalstudies.com.au">www.aboriginalstudies.com.au</a>
Aboriginal Education Consultative Group	<a href="http://www.aecg.org.au">www.aecg.org.au</a>
Barani	<a href="http://www.sydneybarani.com">www.sydneybarani.com</a>
City of Sydney	<a href="http://www.cityofsydney.gov.nw.au">www.cityofsydney.gov.nw.au</a>
Creative Spirits	<a href="http://www.creativespirits.info">www.creativespirits.info</a>
NSW Aboriginal Land Council	<a href="http://www.alc.org.au">www.alc.org.au</a>
Metropolitan Local Aboriginal Land Council	<a href="http://www.mlalc.org.au">www.mlalc.org.au</a>
Wild about Whales	<a href="http://www.wildaboutwhales.com.au">www.wildaboutwhales.com.au</a>
Dharug Dhalang	<a href="http://www.dharug.dhalang.com.au">www.dharug.dhalang.com.au</a>
Reconciliation Australia	<a href="http://www.reconciliation.org.au">www.reconciliation.org.au</a>
Australian Institute of Aboriginal and Torres Strait Islander Studies	<a href="http://www.aiatsis.gov.au">www.aiatsis.gov.au</a>
Aboriginal History	<a href="http://www.aboriginalhistory.org">www.aboriginalhistory.org</a>
Australian Museum Online	<a href="http://www.amonline.com.au">www.amonline.com.au</a>
The Rocks Discovery Museum	<a href="http://www.therocks.com">www.therocks.com</a>
Department of Aboriginal Affairs	<a href="http://www.daa.nsw.gov.au">www.daa.nsw.gov.au</a>

National Library of Australia	<a href="http://www.nla.gov.au">www.nla.gov.au</a>
State Library of NSW	<a href="http://www.slsw.gov.au">www.slsw.gov.au</a>
SNAICC	<a href="http://www.snaicc.org.au">www.snaicc.org.au</a>
NSW Heritage Office	<a href="http://www.heritage.nsw.gov.au">www.heritage.nsw.gov.au</a>
Yulunga: Traditional Indigenous Games	<a href="http://www.sportaus.gov.au/yulunga">www.sportaus.gov.au/yulunga</a>

### Aboriginal Book Publishers

**Black Ink Press** (Townsville, Queensland)

**Magabala Books** (Broome, Western Australia)

**IAD Press** (Alice Springs, Northern Territory)

**Aboriginal Studies Press** (Canberra, Australian Capital Territory; you can also find their books at **Fishpond**)

**Keeaira Press** (Southport, Queensland)

**JB Books** (Marleston, South Australia)

**Budburra Books** (Murgon, Queensland)

**Koori Curriculum** (Sydney, New South Wales)

**Riley Carrie Resources** (West Woombye, Queensland)

# Contact us

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## Your Booking

If you have any questions regarding your booking, please contact Sydney Learning Adventures on (02) 9240 8552 or email [tours@property.nsw.gov.au](mailto:tours@property.nsw.gov.au).

## The Rocks Discovery Museum

**Address:**

2-8 Kendall Lane, The Rocks NSW 2000

**Trading hours:**

10:00am - 5:00pm

**Admission:**

Entry is free

Bookings essential for self-guided tours

**Recommended time allowance for self-guided tours:**

30 mins for Stages 1-3,

45 mins for Stages 4-6

For more information on the programs that Sydney Learning Adventures offers, visit our website:

[www.sydneylearningadventures.com](http://www.sydneylearningadventures.com)