

Australian Curriculum – Cross-curriculum Priorities – Labyrinth links

Aboriginal and Torres Strait Islander Histories and Cultures

Code Organising ideas

Country/Place

Ol.1 Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.

Ol.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Ol.3 Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Culture

Ol.4 Aboriginal and Torres Strait Islander societies have many Language Groups.

Ol.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

Ol.6 Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary challenges.

People

Ol.7 The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

Ol.8 Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

Ol.9 The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

Science Elaborations

Strand – Sub-Strand	Content Description	CcP Elaboration
Year 3		
21 SU Earth and space sciences	Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)	exploring how cultural stories of Aboriginal and Torres Strait Islander peoples explain the cyclic phenomena involving sun, moon and stars and how those explanations differ from contemporary science understanding
23 SHE Nature and development of science	Science involves making predictions and describing patterns and relationships (ACSHE050)	researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander peoples
Year 5		
40 SU Earth and space sciences	The Earth is part of a system of planets	researching Aboriginal and Torres Strait Islander peoples'

	orbiting around a star (the sun) (ACSSU078)	understanding of the night sky and its use for timekeeping purposes as evidenced in oral cultural records, petroglyphs, paintings and stone arrangements
Year 7		
60 SU Earth and space sciences	Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115)	investigating Aboriginal and Torres Strait Islander peoples' calendars and how they are used to predict seasonal changes
70 SIS Processing and analysing data and information	Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (ACSIS130)	acknowledging, analysing and interpreting data and information from Aboriginal and Torres Strait Islander peoples' understandings of the Earth's systems and cycles

<https://www.australiancurriculum.edu.au/media/4200/new-content-elaborations-for-the-australian-curriculum-science-f-10.pdf>

English

- develop an awareness and appreciation of, and respect for, Aboriginal and Torres Strait Islander literature

Mathematics

- explore connections between representations of number and pattern and how they relate to aspects of counting and relationships of Aboriginal and Torres Strait Islander cultures.
- investigate time, place, relationships and measurement concepts within Aboriginal and Torres Strait Islander contexts.
- through the application and evaluation of statistical data, students can deepen their understanding of the lives of Aboriginal and Torres Strait Islander Peoples.

Humanities and Social Sciences

- explore how groups express their particular identities, and come to understand how group belonging influences perceptions of others.
- investigate the status and rights of Aboriginal and Torres Strait Islander Peoples, past and present, including civic movements for change

The Arts

- students' exploration of traditional and contemporary artworks by Aboriginal and Torres Strait Islander Peoples provides insight into the way the relationships between People, Culture and Country/Place for Aboriginal and Torres Strait Islander Peoples can be conveyed through the arts, their expression in living communities, and the way these build Identity.

Technologies

- identify the interconnectedness between technologies and Identity, People, Culture and Country/Place.
- explore, understand and analyse how this intrinsic link guides Aboriginal and Torres Strait Islander Peoples in sustaining environments, histories, cultures and identities through / by creating appropriate and sustainable solutions.

Health and Physical Education

- learn about the richness of Aboriginal and Torres Strait Islander modes of communication and ways of living and being, and develop appreciation and understanding of uniquely Australian connections between People and Country/Place.
- explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community
- participate in physical activities and cultural practices such as traditional and contemporary Aboriginal and Torres Strait Islander games.

Languages

- making interlinguistic and intercultural comparisons across languages to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

Work Studies

- explore concepts of self-identity
- provide opportunities to develop understanding of the distinctive sense of identity of Aboriginal and Torres Strait Islander Peoples. This can lead to an understanding of how identity is strongly linked to Aboriginal and Torres Strait Islander Peoples' unique belief systems and their spiritual connection to the land, sea, sky and waterways.

<https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/>

Asia and Australia's engagement with Asia

Code	Organising ideas
Asia and its diversity	
OI.1	The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.
OI.2	Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.
Achievements and contributions of the peoples of Asia	
OI.3	The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour.
OI.4	The arts and literature of Asia influence aesthetic and creative pursuits within Australia, the region and globally.
Asia–Australia engagement	
OI.5	Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
OI.6	Australia is part of the Asia region and our histories from ancient times to the present are linked.
OI.7	Australians play a significant role in social, cultural, political and economic developments in the Asia region.
OI.8	Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.

English

- explore and appreciate the diverse range of traditional and contemporary texts from and about the peoples and countries of Asia
- draw on knowledge of the Asia region, including literature, to influence and enhance their own creative pursuits

Mathematics

- develop mathematical understanding in fields such as number, patterns, measurement, symmetry and statistics by drawing on knowledge of and examples from the Asia region.

Science

- recognise that the Asia region includes diverse environments
- appreciate that interaction between human activity and these environments continues to influence the region, including Australia, and has significance for the rest of the world.

Humanities and the Social Sciences

- investigate the diversity of cultures, values, beliefs, histories and environments that exists between and within the countries of the Asia region, and how this diversity influences the way people interact with each other, the places where they live and the social, economic, political and cultural systems of the region as a whole
- learn about the shared history and the environmental, social and economic interdependence of Australia and the Asia region.

The Arts

- investigate the role of the arts in developing, maintaining and transforming cultural beliefs and practices and communicating an understanding of the rich cultural diversity of the Asia region.
- reflect on the intrinsic value of artworks and artists' practices as well as their place and value within broader social, cultural, historical and political contexts.

Technologies

- explore traditional, contemporary and emerging technological achievements in the countries of the Asia region

Health and Physical Education

- explore the synergy between Asia and Australia in the areas of health and physical activity

- appreciate and engage with the diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect.
- examine the meaning of health and the mind-body-spirit connection across the cultures of the Asia region through wellness practices. These include physical activity and traditions of medicine and health care.
- recognise the influence within Australian culture of traditional and contemporary movement activities from the Asia region and explore health and movement in the context of Asia.

Languages

- develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies

Work Studies

- explore and appreciate the diversity of ethnic backgrounds, cultures and traditions within the countries of the Asia region

<https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/asia-and-australia-s-engagement-with-asia/>

Sustainability

Code Organising ideas

Systems

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| OI.1 | The biosphere is a dynamic system providing conditions that sustain life on Earth. |
| OI.2 | All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival. |
| OI.3 | Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems. |

World views

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| OI.4 | World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability. |
| OI.5 | World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability. |

Futures

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| OI.6 | The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fair |
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	future.
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
OI.8	Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on social and environmental impacts.
OI.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

English

- develop the skills necessary to investigate, analyse and communicate ideas and information related to sustainability
- advocate, generate and evaluate actions for sustainable futures
- develop and share knowledge about social, economic and ecological systems and world views that promote social justice.,
- interrogate a range of texts to shape their decision-making in relation to sustainability
- develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures.

Mathematics

- develop the proficiencies of problem-solving and reasoning essential for the exploration of sustainability issues and their solutions.

Science

- explore a wide range of systems that operate at different time and spatial scales

Humanities and the Social Sciences

- develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

The Arts

- explore the role of The Arts in maintaining and transforming cultural practices, social systems and the relationships of people to their environment

- express and develop world views, and to appreciate the need for collaboration within and between communities to implement more sustainable patterns of living.
- use the exploratory and creative platform of The Arts to advocate effective action for sustainability.

Technologies

- enable consideration of preferred futures.
- identify and critique a problem, need or opportunity; generate ideas and concepts; and create solutions,
- give prime consideration to sustainability by anticipating and balancing economic, environmental and social impacts.

Health and Physical Education

- consider how connections and interactions within systems play an important role in promoting, supporting and sustaining the wellbeing of individuals, the community and the environment as a whole, now and into the future.
- develop their world view by exploring concepts of diversity, social justice and consumerism as these relate to the promotion and maintenance of health and wellbeing.
- through movement experiences, students are provided with opportunities to develop a connection in and with environments and to gain an appreciation of the interdependence of the health of people and that of environments.

Languages

- investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures
- engage with a range of texts focused on concepts related to sustainability.
- develop knowledge and understanding about sustainability within particular cultural contexts.

Work Studies

- observe and reflect on ways individuals apply workplace practices that value and protect environments as well as the health and welfare of themselves and other workers.

- reflect on personal behaviours and practices that contribute to more sustainable enterprises
- recognise the relationship between social and environmental sustainability and how one is necessary for the other.

<https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/>

<http://acara.edu.au/curriculum/cross-curriculum-priorities>