**Molesworth Environment Centre: Aboriginal Peoples of Tasmania**

The Aboriginal Peoples of Tasmania program was developed alongside the Department of Education’s Aboriginal Education Office in 2008. It correlates directly with the Australian Curriculum cross curriculum priority for Aboriginal and Torres Strait Islander histories and cultures. We aim to share the history of Aboriginal Peoples prior to European contact as well as life for Aboriginal Peoples post contact. In addition to this, we focus on contemporary life for Aboriginal Peoples in Tasmania and their participation in cultural activities. We also give students the opportunity to participate in hands on activities which develop their understanding of life for Tasmanian Aboriginal People prior to European contact.

**Aboriginal and Torres Strait Islander histories and cultures – Organising Ideas**

Country/Place

|  |  |
| --- | --- |
| OI.1 | Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples. |
| OI.2 | Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples. |
| OI.3 | Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples. |

Culture

|  |  |
| --- | --- |
| OI.4 | **Aboriginal and Torres Strait Islander societies have many Language Groups.** |
| OI.5 | **Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.** |
| OI.6 | **Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years** and experiences can be viewed through historical, social and political lenses. |

People

|  |  |
| --- | --- |
| OI.7 | **The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.** |
| OI.8 | **Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.** |
| OI.9 | Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally. |

Those organising ideas which have been highlighted are a focus at the Molesworth Environment Centre’s Aboriginal Peoples of Tasmania program.

**Aboriginal Peoples of Tasmania - Historical Knowledge and Understanding Scope and Sequence: Foundation to Year 6**

The Historical Knowledge and Understandings and Elaborations that have been highlighted are currently explored in the Aboriginal Peoples of Tasmania program at Molesworth. If you would like to cover the Historical Knowledge and Understandings and Elaborations that are not highlighted, please contact the Coordinator at the Molesworth Environment Centre.

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|  | Foundation Level | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Year**  **level**  **focus** | Personal and  family histories | Present and past  family life | The past in the  present | Community and remembrance | First contacts | The Australian colonies | Australia as a nation |
| **Knowledge and understanding** | **The different structures of families and family groups today, and what they have in common** **(1)**  How they, their family and friends commemorate past events that are important to them **(2)**  How the stories of families and the past can be communicated, for example through photographs, [artefacts](http://www.australiancurriculum.edu.au/Glossary?a=H&t=artefacts), books, [oral histories](http://www.australiancurriculum.edu.au/Glossary?a=H&t=oral+histories), digital media, and museums **(3)** | **Differences in family structures and roles today, and how these have changed or remained the same over time** **(4)**  How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons **(5)** | The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial  **(6)** | **The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area** **(7), (8)**  Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems.  **(9)** | **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.**  **(10), (11), (12)** | The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants and how the environment changed.**(13), (14)**  The role that a significant individual or group played in shaping a colony; for example, Aboriginal and/or Torres Strait Islander peoples.  **(15)** | Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. **(16)** |

**Elaborations**

**Foundation Year**

1. **Exploring family structures of Aboriginal and Torres Strait Islander Peoples.**
2. Discussing ‘Welcome to Country’ and recognising that the country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect.
3. Engaging with the oral traditions, painting of Aboriginal and Torres Strait Islander peoples and recognising that the past is communicated through stories passed down from generation to generation.

**Year 1**

1. **Discussing kinship as an important part of relationships and family structures in Aboriginal societies.**
2. Examining Aboriginal seasonal calendars (for example the north-east Tasmania with three).

**Year 2**

1. Identifying, in consultation with Aboriginal and Torres Strait Islander people, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people (shelter, creeks or mountains).

**Year 3**

1. **Identifying the language groups of Aboriginal and Torres Strait Islander peoples who belong to the local area and explaining the relationship between language, country, place and spirituality.**
2. Listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to.
3. Examining the symbolism of flags (for example the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example all three flags are flown during NAIDOC week, National Reconciliation Week, National Sorry Day and MABO day.

**Year 4**

1. **Mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia, with particular emphasis on the local area and state/territory.**
2. **Investigating pre-contact ways of life of the Aboriginal people and/or Torres Strait Islanders; their knowledge of their environment including land management practices; their sense of the interconnectedness of Country/Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things).**

**Year 5**

1. Investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and childrens' lives'.
2. Investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community).
3. Exploring the motivations and actions of an individual or group that shaped a colony.

**Year 6**

1. The lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by their early classification as flora and fauna, controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions.

**Aboriginal Peoples of Tasmania - Science Scope and Sequence: Foundation to Year 6**

The Science Understandings and Elaborations that have been highlighted are currently explored in the Aboriginal Peoples of Tasmania program at Molesworth.If you would like to cover the Science Understandings and Elaborations that are not highlighted, please contact the Coordinator at the Molesworth Environment Centre.

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|  |  | **Foundation Year** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Science Understanding** | Earth and  space  sciences | Daily and seasonal changes in our environment, including the weather, affect everyday life  **(1), (2)** |  |  |  |  |  |  |
| **Science as a Human Endeavour** | Nature and  development  of science |  |  |  |  | Science involves making predictions and describing patterns and relationships  **(8)** | Important contributions to the advancement of science have been made by people from a range of cultures **(9)** | Important contributions to the advancement of science have been made by people from a range of cultures **(10)** |
| Use and  influence of  science |  | **People use science in their daily lives, including when caring for their environment and living things**  **(3), (4)** | People use science in their daily lives, including when caring for their environment and living things  **(5), (6)** | **Science knowledge helps people to understand the effect of their actions** **(7)** |  |  |  |

**Elaborations (as found on the Australian Curriculum website)**

**Foundation Year**

1. **Linking the changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures.**
2. Learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them.

**Year 1**

1. **Considering that technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks.**
2. **Identifying ways that science knowledge is used in the care of the local environment such as animal habitats.**

**Year 2**

1. Finding out about how Aboriginal and Torres Strait Islander people use science to meet their needs, including food supply.
2. Exploring how different cultures have made inks, pigments and paints by mixing materials.

**Year 3**

1. **Researching Aboriginal and Torres Strait Islander people’s knowledge of the local natural environment, such as the characteristics of plants and animals.**

**Year 4**

1. Considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander people in everyday life.

**Year 5**

1. Learning how Aboriginal and Torres Strait Islander people used observation of the night sky to assist with navigation.

**Year 6**

1. Learning how Aboriginal and Torres Strait Islander knowledge, such as the medicinal and nutritional properties of Australian plants, is being used as part of the evidence base for scientific advances.