

# Aboriginal and Torres Strait Islander histories and cultures resources: History

Supporting the implementation of the  
Australian Curriculum cross-curriculum priorities

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# What are the Australian Curriculum cross-curriculum priorities?

The Australian Curriculum<sup>1</sup> has been written to equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

Accordingly, the Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With these considerations and the *Melbourne Declaration on Educational Goals for Young Australians* in mind, the curriculum gives special attention to these three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Cross-curriculum priorities are embedded in all learning areas and they will have a strong but varying presence depending on their relevance to the learning areas.

## Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected aspects of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander cross-curriculum priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.



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<sup>1</sup> The following introductory information is taken from the Australia Curriculum v4.2:  
[www.australiancurriculum.edu.au/CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures](http://www.australiancurriculum.edu.au/CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures)

## Organising ideas

For each cross-curriculum priority, a set of organising ideas reflects the essential knowledge, understandings and skills for the priority. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.

Code	Organising ideas
Country/Place	
OI.1	Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.
OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
OI.3	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
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.

### Relationship between the organising ideas

The organising ideas are interconnected and inform and support each other. Teachers will combine aspects of them in different ways to provide young people with learning experiences that meet their needs and interests. For example, if teaching a novel about or written by an Aboriginal person and/or Torres Strait Islander person, a teacher would draw on aspects of Country/Place, culture and people and consider how these shape and influence identity.

These organising ideas can be used as pinpoints when mapping Aboriginal and Torres Strait Islander perspectives across Australian Curriculum planning documents in schools. For example, teachers could undertake a reflective process to audit the junctures where Aboriginal and Torres Strait Islander histories and cultures and the associated organising ideas have been addressed in a unit of work or subject area.

# History

The Australian Curriculum: History values Aboriginal and Torres Strait Islander histories and cultures. It celebrates Aboriginal histories and Torres Strait Islander histories as part of the shared history belonging to all Australians.

Students will examine historical perspectives from an Aboriginal and/or Torres Strait Islander viewpoint. They will learn about Aboriginal peoples and Torres Strait Islander peoples prior to colonisation by the British, the ensuing contact and its impacts. They will examine key policies and political movements over the last two centuries. Students will develop an awareness of the significant roles Aboriginal peoples and Torres Strait Islander peoples have in Australian society.

The Australian Curriculum: History is organised into two interrelated strands:

- Historical Knowledge and Understanding
- Historical Skills.

## Aboriginal and Torres Strait Islander frameworks

A History course may incorporate many frameworks that will enable a deeper understanding and connectedness to the subtleties and complexities of the distinct Aboriginal and Torres Strait Islander cultures and identities.

The table below provides examples of Aboriginal and Torres Strait Islander frameworks developed and used by Indigenous people. They illustrate:

- how knowledge and knowing are integrated and holistic
- tools for supporting teachers in embedding Aboriginal and Torres Strait Islander ways of working into the curriculum.

Community engagement is the key to success in implementing these frameworks. Information presented as a flowchart about how to engage with local communities and how to access information on consultation protocols can be found on the Queensland Studies Authority (QSA) website at: [www.qsa.qld.edu.au/3035.html](http://www.qsa.qld.edu.au/3035.html)

Holistic approach to Indigenous studies	<p><i>My Land My Tracks: A framework for the holistic approach to Indigenous studies</i> was developed by Ernie Grant, Djirabal/Djirrabal Elder and published by the Innisfail and District Education Centre. The holistic approach to learning promotes cross-cultural understanding.</p> <p><a href="http://education.qld.gov.au/schools/indigenous/services/cultural-local.html">education.qld.gov.au/schools/indigenous/services/cultural-local.html</a></p>
Approaches: conceptual, holistic and spiralling	<p>The approaches outlined in the QSA <i>Aboriginal and Torres Strait Islander Studies Handbook 2010</i> illustrate how knowledge and knowing are integrated and holistic. They are not an exhaustive set of strategies, but tools to gain further insight into how the worldviews of Aboriginal peoples and Torres Strait Islander peoples need to be and can be incorporated into the planning, design and delivery of teaching and learning. The approaches are outlined in detail in Section 4.</p> <p><a href="http://www.qsa.qld.edu.au/8848.html#teaching">www.qsa.qld.edu.au/8848.html#teaching</a></p>
Indigenous inquiry skills	<p>Indigenous inquiry skills are used to explore knowledge uniquely associated with inquiry into and with Aboriginal communities and Torres Strait Islander communities. These skills are associated with:</p> <ul style="list-style-type: none"> <li>• reciprocating knowledge</li> <li>• deep listening</li> <li>• reflecting and revisiting</li> <li>• respectful interactions</li> <li>• managing and recognising community protocols.</li> </ul> <p>Indigenous principles such as community responsibility, lifelong learning, cross-generational resonance and revisiting inform the development of these skills.</p> <p><a href="http://www.qsa.qld.edu.au/12798.html">www.qsa.qld.edu.au/12798.html</a></p>
8 Aboriginal Ways of Learning	<p>8 Aboriginal Ways of Learning is an Aboriginal pedagogy framework involving narrative-driven learning, visualised learning processes, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community.</p> <p><a href="http://8ways.wikispaces.com">8ways.wikispaces.com</a></p>

## Resources to support the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority

The following table provides resources to support the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority in the Australian Curriculum: History. Ideas for relevant learning experiences and links to useful web-based resources are included. These are not the only opportunities to support the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority in the curriculum.

Note: Some resources are intended for teachers' background information and may not be suitable for use with students in the classroom without significant prior support or scaffolding.

Historically, Aboriginal peoples and Torres Strait Islander peoples have passed on knowledge and traditions through artwork, songs, dance and oral stories. Therefore, when researching the local histories of Aboriginal peoples and Torres Strait Islander peoples, it is important to show respect to this tradition and make connections with local Aboriginal peoples and/or Torres Strait Islander peoples to ensure authenticity of historical information.

All web addresses correct at the time of publication.

### Foundation (Prep) Australian Curriculum: History

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>Personal and Family Histories</i></p> <p><b>Content description</b> The different structures of families and family groups today, and what they have in common</p>	<p><b>Example learning experience</b> Children explore the importance of the extended family to Aboriginal peoples and Torres Strait Islander peoples through reading stories or listening to local Elders tell stories.</p> <p><b>Example resource to support this learning experience</b> The Lemonade Springs website provides information and resources about the picture book <i>Tom Tom</i> by Rosemary Sullivan and illustrated by Dee Huxley. <a href="http://www.lemonadesprings.com.au">www.lemonadesprings.com.au</a></p> <p><b>Other resources that may support this content description</b> The Australian Museum website provides a section called "Indigenous Australians", which provides information about Aboriginal peoples and Torres Strait Islander peoples. Separate topics, such as "Family", provide specific information. <a href="http://australianmuseum.net.au/Indigenous-Australia">australianmuseum.net.au/Indigenous-Australia</a></p>
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<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>Personal and Family Histories</i></p> <p><b>Content description</b> How they their family and friends commemorate past events that are important to them</p>	<p><b>Example learning experience</b> Children make a calendar of commemorative events to celebrate through the year. Included are some celebrations of Aboriginal peoples and Torres Strait Islander peoples, along with a variety of other cultural celebrations.</p> <p><b>Example resource to support this learning experience</b> The Queensland Department of Education and Training website provides a calendar of Aboriginal and Torres Strait Islander cultural events in Queensland. <a href="http://deta.qld.gov.au/indigenous/events/indigenous-cultural-calendar.html">deta.qld.gov.au/indigenous/events/indigenous-cultural-calendar.html</a></p> <p>Australia.com provides a list of festivals important to Aboriginal peoples and Torres Strait Islander peoples that take place across Australia each year. <a href="http://www.australia.com/explore/australian-events/aboriginal-events.aspx">www.australia.com/explore/australian-events/aboriginal-events.aspx</a></p> <p><b>Other resources that may support this content description</b> The Torres Strait Regional Authority provides a list of celebrations important to Torres Strait Islander peoples. <a href="http://www.tsra.gov.au/the-torres-strait/regional-events-calendar/regular-events">www.tsra.gov.au/the-torres-strait/regional-events-calendar/regular-events</a></p>
<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>Personal and Family Histories</i></p> <p><b>Content description</b> How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums</p>	<p><b>Example learning experience</b> Children listen to an invited local Aboriginal or Torres Strait Islander Elder or community member who shares a story through song, rhyme or chant that is allowed to be practised and learned by the class.</p> <p><b>Example resource to support this learning experience</b> Opportunities for connecting with a local Elder or community member could include:</p> <ul style="list-style-type: none"> <li>• parents or extended family members as a first point of contact</li> <li>• local Aboriginal organisations and/or Torres Strait Islander organisations</li> <li>• The Australian Government Office of the Registrar of Indigenous Corporations website, which provides a searchable public register. <a href="http://www.oric.gov.au/CorporationSearch.aspx?menu=catsi&amp;class=catsi&amp;selected=Search%20the%20public%20register">www.oric.gov.au/CorporationSearch.aspx?menu=catsi&amp;class=catsi&amp;selected=Search%20the%20public%20register</a></li> </ul> <p>Visit the QSA website for information on how to engage with local communities, and access information on consultation protocols. <a href="http://www.qsa.qld.edu.au/3035.html">www.qsa.qld.edu.au/3035.html</a></p> <p><b>Other resources that may support this content description</b> Queensland Museum has resource kits linked to the Australian Curriculum, including one about Aboriginal and Torres Strait Islander histories, available for loan through regional loans depots throughout Queensland. <a href="http://www.qm.qld.gov.au/Learning+Resources/QM+Loans">www.qm.qld.gov.au/Learning+Resources/QM+Loans</a></p> <p>Breeden, S 1995, <i>Growing up at Uluru, Australia</i>, Steve Parish Publishing, Archerfield, Qld.</p>



## Year 1 Australian Curriculum: History

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>Present and Past Family Life</i></p> <p><b>Content description</b> Differences in family structures and roles today, and how these have changed or remained the same over time</p>	<p><b>Example learning experience</b> Children listen to an Aboriginal or Torres Strait Islander Elder or local community member talk about traditional and modern ways of life and roles of family members in Aboriginal families and/or Torres Strait Islander families. They discuss how some of these traditions and roles have remained the same and some have changed over time.</p> <p><b>Example resource to support this learning experience</b> Opportunities for connecting with a local Elder or community member could include:</p> <ul style="list-style-type: none"> <li>• parents or extended family members as a first point of contact</li> <li>• local Aboriginal organisations and/or Torres Strait Islander organisations</li> <li>• The Australian Government Office of the Registrar of Indigenous Corporations website, which provides a searchable public register. <a href="http://www.oric.gov.au/CorporationSearch.aspx?menu=catsi&amp;class=catsi&amp;selected=Search%20the%20public%20register">www.oric.gov.au/CorporationSearch.aspx?menu=catsi&amp;class=catsi&amp;selected=Search%20the%20public%20register</a></li> </ul> <p>Visit the QSA website for information on how to engage with local communities, and access information on consultation protocols. <a href="http://www.qsa.qld.edu.au/3035.html">www.qsa.qld.edu.au/3035.html</a></p> <p><b>Other resources that may support this content description</b> <i>AustLit: The Australian Literature Resource</i> provides a research environment for Australian literature scholars, including “BlackWords” a resource relating to the lives and stories of Aboriginal and Torres Strait Islander writers and storytellers. It includes works in English and in Indigenous languages. <a href="http://www.austlit.edu.au/specialistDatasets/BlackWords">www.austlit.edu.au/specialistDatasets/BlackWords</a></p>
<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>Present and Past Family Life</i></p> <p><b>Content description</b> 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</p>	<p><b>Example learning experience</b> Children listen to a local Aboriginal and/or Torres Strait Islander Elder or community member tell a story that focuses on the past (e.g. a Dreaming story). They discuss the story and find out about the terms used to describe the more distant past, for example:</p> <ul style="list-style-type: none"> <li>• <i>when the world was young/long time ago</i> — used in Dreaming stories</li> <li>• <i>Bipo Bipo Tiam</i> (Before Before Time) — used in Torres Strait Islander storytelling.</li> </ul> <p><b>Example resource to support this learning experience</b> Opportunities for connecting with a local Elder or community member could include:</p> <ul style="list-style-type: none"> <li>• parents or extended family members as a first point of contact</li> <li>• local Aboriginal organisations and/or Torres Strait Islander organisations</li> <li>• The Australian Government Office of the Registrar of Indigenous Corporations website, which provides a searchable public register. <a href="http://www.oric.gov.au/CorporationSearch.aspx?menu=catsi&amp;class=catsi&amp;selected=Search%20the%20public%20register">www.oric.gov.au/CorporationSearch.aspx?menu=catsi&amp;class=catsi&amp;selected=Search%20the%20public%20register</a></li> </ul> <p>Visit the QSA website for information on how to engage with local communities, and access information on consultation protocols. <a href="http://www.qsa.qld.edu.au/3035.html">www.qsa.qld.edu.au/3035.html</a></p> <p><b>Other resources that may support this content description</b> The Dreaming story <i>Tiddalick the Frog</i>, from the Murray River region of New South Wales, can be accessed on YouTube. <a href="http://www.youtube.com/watch?v=d9Hi__CbLQs">www.youtube.com/watch?v=d9Hi__CbLQs</a></p>



## Year 2 Australian Curriculum: History

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>The Past in the Present</i></p> <p><b>Content description</b> The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial</p>	<p><b>Example learning experience</b> Children explore local sites, places and landscapes of significance to Aboriginal peoples and/or Torres Strait Islander peoples (e.g. rock paintings or features such as rock shelters, caves, creeks or mountains).</p> <p><b>Example resource to support this learning experience</b> Opportunities for connecting with a local Elder or community member could include:</p> <ul style="list-style-type: none"> <li>• parents or extended family members as a first point of contact</li> <li>• local Aboriginal organisations and/or Torres Strait Islander organisations</li> <li>• The Australian Government Office of the Registrar of Indigenous Corporations website, which provides a searchable public register. <a href="http://www.oric.gov.au/CorporationSearch.aspx?menu=catsi&amp;class=catsi&amp;selected=Search%20the%20public%20register">www.oric.gov.au/CorporationSearch.aspx?menu=catsi&amp;class=catsi&amp;selected=Search%20the%20public%20register</a></li> </ul> <p>Visit the QSA website for information on how to engage with local communities, and access information on consultation protocols. <a href="http://www.qsa.qld.edu.au/3035.html">www.qsa.qld.edu.au/3035.html</a></p> <p><b>Other resources that may support this content description</b> A map of Queensland cultural heritage sites is available from the Department of Aboriginal and Torres Strait Islander and Multicultural Affairs website. <a href="http://www.datsima.qld.gov.au/atsis/aboriginal-torres-strait-islander-peoples/indigenous-cultural-heritage">www.datsima.qld.gov.au/atsis/aboriginal-torres-strait-islander-peoples/indigenous-cultural-heritage</a></p>
<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>The Past in the Present</i></p> <p><b>Content description</b> The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past)</p>	<p><b>Example learning experience</b> Children examine the traditional toys used by Aboriginal children and Torres Strait Islander children to play and learn (e.g. Arrernte children learn to play string games so they can remember stories they have been told).</p> <p><b>Example resource to support this learning experience</b> The following books contain information about games and play in Aboriginal communities and Torres Strait Islander communities. Haagen, C 1995, <i>Bush Toys: Aboriginal children at play</i>, Aboriginal Studies Press: Canberra. Kartinyeri, D 2003, <i>Bush Games and Knucklebones</i>, Magabala Books: Broome.</p> <p>Information about Yulunga Traditional Indigenous Games can be found at the Australian Sports Commission website. <a href="http://www.ausport.gov.au/participating/indigenous/resources/games_and_activities">www.ausport.gov.au/participating/indigenous/resources/games_and_activities</a></p> <p><b>Other resources that may support this content description</b> Background information for teachers about Aboriginal technology and Torres Strait Islander technology is available on the Australian Government website. <a href="http://australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology">australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology</a></p>

## Year 3 Australian Curriculum: History

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>Community and Remembrance</i></p> <p><b>Content description</b> 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)</p>	<p><b>Example learning experience</b> Students explore the language groups of Aboriginal peoples and/or Torres Strait Islander peoples who belong to the local area. They learn about the relationship between language, Country/Place and spirituality.</p> <p><b>Example resource to support this learning experience</b> Opportunities for connecting with a local Elder or community member could include:</p> <ul style="list-style-type: none"><li>• parents or extended family members as a first point of contact</li><li>• local Aboriginal organisations and/or Torres Strait Islander organisations</li><li>• The Australian Government Office of the Registrar of Indigenous Corporations website, which provides a searchable public register. <a href="http://www.oric.gov.au/CorporationSearch.aspx?menu=catsi&amp;class=catsi&amp;elected=Search%20the%20public%20register">www.oric.gov.au/CorporationSearch.aspx?menu=catsi&amp;class=catsi&amp;elected=Search%20the%20public%20register</a></li></ul> <p>Visit the QSA website for information on how to engage with local communities, and access information on consultation protocols. <a href="http://www.qsa.qld.edu.au/3035.html">www.qsa.qld.edu.au/3035.html</a></p> <p><b>Other resources that may support this content description</b> ABC Online provides an interactive Indigenous languages map. The map attempts to represent all of the language, tribal or nation groups of the Indigenous people of Australia. <a href="http://www.abc.net.au/indigenous/map">www.abc.net.au/indigenous/map</a></p> <p>The Museum of Australian Democracy provides a map of Aboriginal Australia. <a href="http://foundingdocs.gov.au/pathways.html">foundingdocs.gov.au/pathways.html</a></p> <p>An electronic copy of Norman Barnett Tindale’s “Aboriginal Tribes of Australia” catalogue and map can be accessed via the South Australian Museum website. <a href="http://www.samuseum.sa.gov.au/archives/collections/tribes">www.samuseum.sa.gov.au/archives/collections/tribes</a></p> <p>A Welcome to Country information guide is available on the QSA website. <a href="http://www.qsa.qld.edu.au/3035.html">www.qsa.qld.edu.au/3035.html</a> &gt; Protocols &gt; Welcome to Country and Acknowledgment of Country.</p>
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<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>Community and Remembrance</i></p> <p><b>Content description</b> 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</p>	<p><b>Example learning experience</b> Students examine the symbolism of the Aboriginal flag and Torres Strait Islander flag and recognise special occasions when they are flown alongside the Queensland and/or other Australian flags.</p> <p><b>Example resource to support this learning experience</b> Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) website fast facts contain information about the Aboriginal flag and Torres Strait Islander flag.</p> <ul style="list-style-type: none"> <li>• Aboriginal flag: <a href="http://www.aiatsis.gov.au/fastfacts/aboriginalflag.html">www.aiatsis.gov.au/fastfacts/aboriginalflag.html</a></li> <li>• Torres Strait Islander flag: <a href="http://www.aiatsis.gov.au/fastfacts/tsiFlag.html">www.aiatsis.gov.au/fastfacts/tsiFlag.html</a></li> </ul> <p>NAIDOC website provides information about Indigenous Australian flags. <a href="http://www.naidoc.org.au/celebrating-naidoc-week/indigenous-australian-flags">www.naidoc.org.au/celebrating-naidoc-week/indigenous-australian-flags</a></p> <p><b>Other resources that may support this content description</b> Australia Day Council of NSW website includes a student resources section which provides information on Indigenous Australians and what Australia Day may mean to Aboriginal peoples and Torres Strait Islander peoples. <a href="http://www.australiaday.com.au/studentresources/indigenous.aspx">www.australiaday.com.au/studentresources/indigenous.aspx</a></p> <p>Information on Queensland state flags, emblems and icons is available on the Queensland Government website. <a href="http://www.qld.gov.au/about/how-government-works/flags-emblems-icons">www.qld.gov.au/about/how-government-works/flags-emblems-icons</a></p> <p>The Queensland Government Indigenous Lead Centre cultural awareness calendar provides significant dates in the Aboriginal calendar and Torres Strait Islander calendar, and a timeline of significant events in the modern history of Aboriginal peoples and Torres Strait Islander peoples. <a href="http://www.tnqit.indigenouslead.tafe.qld.gov.au/about_us/calendar.html">www.tnqit.indigenouslead.tafe.qld.gov.au/about_us/calendar.html</a></p>
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## Year 4 Australian Curriculum: History

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>First Contacts</i></p> <p><b>Content description</b> 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</p>	<p><b>Example learning experience</b> Investigate pre-contact ways of life of Aboriginal peoples and/or Torres Strait Islander peoples including their:</p> <ul style="list-style-type: none"> <li>• knowledge of the environment</li> <li>• interconnectedness to Country/Place.</li> </ul> <p><b>Example resource to support this learning experience</b> <i>Relationships to country: Aboriginal people and Torres Strait Islander people</i> is a QSA resource that describes the diverse relationships that Aboriginal peoples and Torres Strait Islander peoples have with the Australian environment. <a href="http://www.qsa.qld.edu.au/3035.html">www.qsa.qld.edu.au/3035.html</a> &gt; Resources</p> <p><b>Other resources that may support this content description</b> The Australian Government website has a section on Australian Indigenous cultural heritage. <a href="http://australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage">australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage</a></p> <p>The Creative Spirits website provides information on the meaning of land to Aboriginal peoples. <a href="http://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people.html">www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people.html</a></p>
<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>First Contacts</i></p> <p><b>Content description</b> 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</p>	<p><b>Example learning experience</b> Students compare the European concept of land ownership with Aboriginal peoples' and Torres Strait Islander peoples' relationship with the land and sea, and how this has affected relations between them.</p> <p><b>Example resource to support this learning experience</b> The Australian Museum website provides information about Aboriginal peoples' and Torres Strait Islander peoples' connection to the land. <a href="http://australianmuseum.net.au/Indigenous-Australia-The-Land">australianmuseum.net.au/Indigenous-Australia-The-Land</a></p> <p><b>Other resources that may support this content description</b> ABC Darwin has an article on Macassan history in Arnhem Land. <a href="http://www.abc.net.au/local/stories/2009/07/21/2632428.htm">www.abc.net.au/local/stories/2009/07/21/2632428.htm</a></p> <p>The exhibition <i>Trepang: China &amp; The Story of Macassan-Aboriginal Trade</i> represents the artistic and social evidence of the period of Aboriginal and Asian contact that centred on Trepang trade from the early 18th century to the early 20th century. <a href="http://www.trepangexhibition.com">www.trepangexhibition.com</a></p>

## Year 5 Australian Curriculum: History

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>The Australian Colonies</i></p> <p><b>Content description</b> The nature of a convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed</p>	<p><b>Example learning experience</b> Students investigate colonial life to discover what life was like at that time for a European family and an Aboriginal family or Torres Strait Islander family in terms of clothing, diet, leisure, paid and unpaid work, language, housing and household chores.</p> <p><b>Example resource to support this learning experience</b> <i>First Australians</i>, available from the SBS website, is a seven episode documentary series. It chronicles the birth of contemporary Australia told from the perspective of its first peoples. It explores what unfolds when the oldest living culture in the world is overrun by the world's greatest empire. <a href="http://www.sbs.com.au/firstaustralians">www.sbs.com.au/firstaustralians</a></p> <p><b>Other resources that may support this content description</b> The State Library of Queensland website provides information about legislation and other forms of control that Aboriginal peoples and Torres Strait Islander peoples were subject to in Queensland. <a href="http://www.slq.qld.gov.au/resources/atsi/community-history/qld-legislation/stolen-generation/resources">www.slq.qld.gov.au/resources/atsi/community-history/qld-legislation/stolen-generation/resources</a></p>
<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>The Australian Colonies</i></p> <p><b>Content description</b> 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</p>	<p><b>Example learning experience</b> Students investigate an event and explain its economic, social and political impact on a colony (e.g. the consequences of frontier conflict such as the Myall Creek Massacre or the Pinjarra Massacre).</p> <p><b>Example resource to support this learning experience</b> <b>Recommended teacher reading:</b> <i>Blood on the wattle</i> is a book about the massacres and maltreatment of Aboriginal peoples since 1788. It can provide some insight into the reasons for cross-generational trauma felt by Aboriginal peoples today. Elder, B 2003, <i>Blood on the wattle: massacres and maltreatment of Aboriginal Australians since 1788</i>, 3rd edn, New Holland, Frenchs Forest, NSW.</p> <p><b>Note: This resource is suggested to build teacher knowledge as the content may not be appropriate to share with students without some significant prior support or scaffolding.</b></p> <p>Friends of Myall Creek website provides information about the massacre of Aboriginal people at Myall Creek in Northern New South Wales in June 1838. <a href="http://www.myallcreek.info">www.myallcreek.info</a></p> <p><b>Other resources that may support this content description</b> State records NSW provides a report on the Myall Creek massacre. <a href="http://gallery.records.nsw.gov.au/index.php/galleries/50-years-at-state-records-nsw/2-10">gallery.records.nsw.gov.au/index.php/galleries/50-years-at-state-records-nsw/2-10</a></p>

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>The Australian Colonies</i></p> <p><b>Content description</b> 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</p>	<p><b>Example learning experience</b> Students investigate the contribution or significance of an Aboriginal and/or Torres Strait Islander person to the shaping of the colony of Australia in the 1800s (e.g. Bennelong, Bungaree, Dundalli, James Unaipon, Musquito, Pemulwuy, Truganini, Windradyne, Yagan).</p> <p><b>Example resource to support this learning experience</b> The National Museum of Australia website provides information on breastplates which were presented to certain Aboriginal people to distinguish them as leaders and so ensure their cooperation in the Europeans' efforts to open up the land. <a href="http://www.nma.gov.au/online_features/aboriginal_breastplates/king_bungaree_and_matora">www.nma.gov.au/online_features/aboriginal_breastplates/king_bungaree_and_matora</a></p> <p><b>Example resource to support this learning experience</b> The Australian Women's Register provides information about Australian women including Truganini. <a href="http://www.womenaustralia.info/biogs/AWE1098b.htm">www.womenaustralia.info/biogs/AWE1098b.htm</a></p>
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## Year 6 Australian Curriculum: History

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>Australia as a Nation</i></p> <p><b>Content description</b> Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women</p>	<p><b>Example learning experience</b> Students investigate Aboriginal peoples' and Torres Strait Islander peoples' experiences of democracy and citizenship (e.g. policies and laws, such as protection, the removal of children from families, pay and working conditions).</p> <p><b>Example resource to support this learning experience</b> The Museum of Australian Democracy website provides information about documents important to Australian history, including the <i>Aboriginals Protection and Restriction of the Sale of Opium Act 1897</i> (Qld). <a href="http://foundingdocs.gov.au">foundingdocs.gov.au</a></p> <p><b>Example resource to support this learning experience</b> The following resources contain further information about the status of Aboriginal peoples and Torres Strait Islander peoples throughout Australian history:</p> <ul style="list-style-type: none"> <li>• <i>Bringing them home: The "Stolen Children" report</i> (1997), available on the Australian Human Rights Commission website. <a href="http://www.hreoc.gov.au/social_justice/bth_report/index.html">www.hreoc.gov.au/social_justice/bth_report/index.html</a></li> <li>• Information about the 1967 Referendum available on the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) website. <a href="http://www.aiatsis.gov.au/googleasp/SearchResults.asp?q=1967+Referendum">www.aiatsis.gov.au/googleasp/SearchResults.asp?q=1967+Referendum</a></li> <li>• Teacher resources, including unit plans on the 1967 Referendum, available on The Collaborating for Indigenous Rights website. <a href="http://indigenoustrights.net.au/subsection.asp?ssID=88">indigenoustrights.net.au/subsection.asp?ssID=88</a></li> </ul>
<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Sub-strand</b> <i>Australia as a Nation</i></p> <p><b>Content description</b> The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport</p>	<p><b>Example learning experience</b> Students research notable Aboriginal and/or Torres Strait Islander people in Australian public life across a range of fields (for example the arts, science, sport, education).</p> <p><b>Example resource to support this learning experience</b> Ramsland, J &amp; Mooney, C 2006, <i>Remembering Aboriginal heroes: struggle, identity and the media</i>, Brolga Publishing, Melbourne.</p> <p><b>Example resource to support this content description</b> The Australian Dictionary of Biography website provides biographies of prominent Australians, including Aboriginal and Torres Strait Islander people. <a href="http://adb.anu.edu.au/biographies/search/?query=ethnf:%22Indigenous+Australian%22">adb.anu.edu.au/biographies/search/?query=ethnf:%22Indigenous+Australian%22</a></p> <p>Famous Indigenous Australians and their roles can be found on the Aussie Educator website. <a href="http://www.aussieeducator.org.au/reference/general/famousaustralians.html#indig">www.aussieeducator.org.au/reference/general/famousaustralians.html#indig</a></p>



## Year 7 Australian Curriculum: History

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Depth study</b> <i>Investigating the ancient past</i></p> <p><b>Content description</b> The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources</p>	<p><b>Example learning experience</b> Students investigate a shell midden where it was found, how long it was used for and what it reveals about technology and the use of environmental resources.</p> <p>Students respond to questions about artefacts and other sources to explain Australia's past in the ancient period.</p> <p><b>Example resource to support this learning experience</b> Information about shell middens found at the mouth of the Maroochy River in southeast Queensland can be accessed at the Queensland Archaeological Research website. <a href="http://www.library.uq.edu.au/ojs/index.php/qar/article/view/263">www.library.uq.edu.au/ojs/index.php/qar/article/view/263</a></p> <p>The NSW Government Department of Environment and Heritage provides information about shell middens. <a href="http://www.environment.nsw.gov.au/nswcultureheritage/ShellMiddens.htm">www.environment.nsw.gov.au/nswcultureheritage/ShellMiddens.htm</a></p> <p><b>Example resource to support this content description</b> Flood, J 2004, <i>Archaeology of the dreamtime: The story of prehistoric Australia and its people</i>, rev., JB Publishing, Marlestone, SA.</p>
<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Depth study</b> <i>Investigating the ancient past</i></p> <p><b>Content description</b> The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples</p>	<p><b>Example learning experience</b> Students investigate the Queensland and Australian legislation and projects with a focus on preserving the heritage of Aboriginal peoples and Torres Strait Islander peoples. They discuss the reasons for the legislation and projects.</p> <p><b>Example resource to support this learning experience</b> Queensland Department of Aboriginal and Torres Strait Islander and Multicultural Affairs website provides guidelines on cultural heritage management plans. <a href="http://www.datsima.qld.gov.au/atsis/aboriginal-torres-strait-islander-peoples/indigenous-cultural-heritage">www.datsima.qld.gov.au/atsis/aboriginal-torres-strait-islander-peoples/indigenous-cultural-heritage</a></p> <p>Australian Government Department of Sustainability, Environment, Water, Population and Communities provides information on Indigenous heritage. <a href="http://www.environment.gov.au/heritage/about/indigenous/index.html">www.environment.gov.au/heritage/about/indigenous/index.html</a></p> <p><b>Example resource to support this content description</b> The preservation of Aboriginal and Torres Strait Islander cultural heritages is an important part of development in Queensland. Two examples of cultural heritage management in infrastructure development include:</p> <ul style="list-style-type: none"> <li>• Transcity Legacy Way project <a href="http://www.transcityjv.com.au/construction/cultural-heritage">www.transcityjv.com.au/construction/cultural-heritage</a></li> </ul>

## **Year 8 Australian Curriculum: History**

The Australian Curriculum identifies (using icons/tags) where the cross-curriculum priorities have a natural fit within the content descriptions in each learning area. In the Year 8 Australian Curriculum: History, opportunities to explore the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority have not been identified.

## Year 9 Australian Curriculum: History

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Depth study</b> <i>Making of a Better World</i></p> <p><b>Elective</b> <i>Movement of peoples (1750–1901)</i></p> <p><b>Content description</b> The short and long-term impacts of the movement of peoples during this period</p>	<p><b>Example learning experience</b> Students research and explore the impact of colonisation on Aboriginal peoples and Torres Strait Islander peoples.</p> <p><b>Example resource to support this learning experience</b> <i>Throwing off the Cloak: Reclaiming self-reliance in Torres Strait</i>, by Elizabeth Osborne, presents responses to colonisation by Torres Strait Islander peoples. It can be accessed through Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) website. <a href="http://www.aiatsis.gov.au/asp/aspbooks/throwingoffcloak.html">www.aiatsis.gov.au/asp/aspbooks/throwingoffcloak.html</a></p> <p>The Barani: Indigenous history of Sydney city website provides a wide range of information, including an account of first contact in the Sydney area. <a href="http://www.sydneybarani.com.au/themes/theme2.htm">www.sydneybarani.com.au/themes/theme2.htm</a></p> <p><b>Example resource to support this content description</b> <i>Aboriginal Studies Press</i>, the publishing arm of AIATSIS, is a great resource for booklists which include oral histories, biographies and reference texts. <a href="http://www.aiatsis.gov.au/asp/welcome.html">www.aiatsis.gov.au/asp/welcome.html</a></p> <p><i>First Australians</i>, available from the SBS website, is a seven episode documentary series. It chronicles the birth of contemporary Australia told from the perspective of its first peoples. It explores what unfolds when the oldest living culture in the world is overrun by the world's greatest empire. <a href="http://www.sbs.com.au/firstaustralians">www.sbs.com.au/firstaustralians</a></p>
<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Depth study</b> <i>Australia and Asia</i></p> <p><b>Elective</b> <i>Making a nation</i></p> <p><b>Content description</b> The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples</p>	<p><b>Example learning experience</b> Students investigate the short- and long-term impact of settlement/invasion on Aboriginal peoples and Torres Strait Islander peoples.</p> <p><b>Example resource to support this learning experience</b> Collaborating for Indigenous Rights website. <a href="http://www.indigenousrights.net.au">www.indigenousrights.net.au</a></p> <p>The Australian Human Rights Commission website provides information about the rights of Aboriginal and Torres Strait Islander people. <a href="http://www.hreoc.gov.au/social_justice/index.html">www.hreoc.gov.au/social_justice/index.html</a></p> <p>The Public Health Association Australia website provides a policy statement on Aboriginal health and Torres Strait Islander health. <a href="http://www.phaa.net.au/policyStatementsInterim.php#a">www.phaa.net.au/policyStatementsInterim.php#a</a> &gt; Aboriginal and Torres Strait Islander health &gt; Indigenous health: the continuing consequences of colonisation.</p> <p><b>Example resource to support this content description</b> <b>Recommended teacher reading:</b> <i>Blood on the wattle</i> is a book about the massacres and maltreatment of Aboriginal peoples since 1788. It can provide some insight into the reasons for cross-generational trauma felt by Aboriginal peoples today. Elder, B 2003, <i>Blood on the wattle: massacres and maltreatment of Aboriginal Australians since 1788</i>, 3rd edn, New Holland, Frenchs Forest, NSW.</p> <p><b>Note: This resource is suggested to build teacher knowledge as the content may not be appropriate to share with students without some significant prior support or scaffolding.</b></p>

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Depth study</b> <i>World War 1</i></p> <p><b>Content description</b> The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign</p>	<p><b>Example learning experience</b> Students explore the experiences of Aboriginal peoples and Torres Strait Islander peoples during World War I.</p> <p><b>Example resource to support this learning experience</b> Jackimos, A &amp; Fowell, D 1993, <i>Forgotten heroes: Aborigines at war, from the Somme to Vietnam</i>, Victoria Press, Melbourne.</p> <p><i>Unsung hero</i> from the <i>First Australians: Plenty Stories</i> series tells the events of an Aboriginal man's life, including his service during World War II.</p> <p><a href="http://www.nma.gov.au/education-kids/classroom_learning/resources_to_order/first_australians_plenty_stories#Upper_primary_series">www.nma.gov.au/education-kids/classroom_learning/resources_to_order/first_australians_plenty_stories#Upper_primary_series</a></p> <p><b>Example resource to support this content description</b> The Australian War Museum provides a resource available online or for loan. Box three titled <i>Too dark for the light horse: Aboriginal and Torres Strait Islander people in the defence forces</i> can be accessed at: <a href="http://www.awm.gov.au/education/resources/box/3">www.awm.gov.au/education/resources/box/3</a></p>
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## Year 10 Australian Curriculum: History

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Depth study</b> <i>Rights and freedoms</i></p> <p><b>Content description</b> Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations</p>	<p><b>Example learning experience</b> Students describe accounts of the past experiences of Aboriginal peoples and Torres Strait Islander peoples who were forcibly removed from their families.</p> <p><b>Example resource to support this learning experience</b> <i>Bringing them home: The “Stolen Children”</i> report (1997), available on the Australian Human Rights Commission website. <a href="http://www.hreoc.gov.au/social_justice/bth_report/index.html">www.hreoc.gov.au/social_justice/bth_report/index.html</a></p> <p><b>Example resource to support this content description</b> Haebich, A 2000, <i>Broken circles: fragmenting Indigenous families 1800-2000</i>, Fremantle Arts Centre Press, Fremantle, WA.</p> <p>Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) <i>Fighting for rights</i> online exhibition. <a href="http://www.aiatsis.gov.au/collections/exhibitions.html">www.aiatsis.gov.au/collections/exhibitions.html</a></p>
<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Depth study</b> <i>Rights and freedoms</i></p> <p><b>Content description</b> The US civil rights movement and its influence on Australia</p>	<p><b>Example learning experience</b> Students outline the Freedom Rides in the US, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Aboriginal peoples’ and Torres Strait Islander peoples’ struggle for rights and freedoms.</p> <p><b>Example resource to support this learning experience</b> Curthoys, A. 2002, <i>Freedom ride: a freedom rider remembers</i>, Allen &amp; Unwin, Crows Nest, NSW.</p> <p>Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) website provides information on the 1965 Freedom Ride. <a href="http://www.aiatsis.gov.au/collections/exhibitions/freedomride/start.html">www.aiatsis.gov.au/collections/exhibitions/freedomride/start.html</a></p> <p><b>Example resource to support this content description</b> AIATSIS – “Fighting for rights” online collections. <a href="http://www1.aiatsis.gov.au/exhibitions/#rights">www1.aiatsis.gov.au/exhibitions/#rights</a></p> <p>Collaborating for Indigenous Rights website. <a href="http://www.indigenousrights.net.au/default.asp">www.indigenousrights.net.au/default.asp</a></p>
<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Depth study</b> <i>Rights and freedoms</i></p> <p><b>Content description</b> The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology</p>	<p><b>Example learning experience</b> Students describe the aims, tactics and outcomes of the 1967 Referendum in the Aboriginal peoples’ and Torres Strait Islander peoples’ struggle for rights and freedoms.</p> <p><b>Example resource to support this learning experience</b> Attwood, B &amp; Markus, A 2007, <i>The 1967 referendum: race, power and the Australian Constitution</i>, Aboriginal Studies Press, Canberra.</p> <p>Information about the 1967 Referendum, including clips and posters, can be found on the Western Australian Museum website. <a href="http://museum.wa.gov.au/exhibitions/online/referendum/index.html">museum.wa.gov.au/exhibitions/online/referendum/index.html</a></p> <p><b>Example resource to support this content description</b> <i>Apology to Australia’s Indigenous peoples</i>, available on the Australian Government website. <a href="http://australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples">australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples</a></p> <p><i>Bringing them home: The “Stolen Children”</i> report (1997), available on the Australian Human Rights Commission website. <a href="http://www.hreoc.gov.au/social_justice/bth_report/index.html">www.hreoc.gov.au/social_justice/bth_report/index.html</a></p>

<p><b>Strand</b> <i>Historical Knowledge and Understanding</i></p> <p><b>Depth study</b> <i>Rights and freedoms</i></p> <p><b>Content description</b> Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle</p>	<p><b>Example learning experience</b> Students investigate the role of Charles Perkins in the Freedom Ride of 1965 and the efficacy of television in bringing Aboriginal peoples' and Torres Strait Islander peoples' struggle for rights and freedoms to national attention.</p> <p><b>Example resource to support this learning experience</b> Curthoys, A 2002, <i>Freedom ride: a freedom rider remembers</i>, Allen &amp; Unwin, Crows Nest, NSW. Perkins, C 1975, <i>A bastard like me</i>, Ure Smith, Sydney.</p> <p><b>Example resource to support this content description</b> AIATSIS "Fighting for rights" online collections. <a href="http://www1.aiatsis.gov.au/exhibitions/#rights">www1.aiatsis.gov.au/exhibitions/#rights</a> Collaborating for Indigenous Rights website. <a href="http://www.indigenoustrights.net.au/default.asp">www.indigenoustrights.net.au/default.asp</a></p>
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