**Healesville Primary School 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TUESDAY** | |  | **WEDNESDAY** | |
| 9.00 – 10.00 | 5/6 H | 9.00 – 10.00 | 3/4 B |
| 10.00 – 11.00 | 5/6 S | 10.00 – 11.00 | 3/4 K |
| 11.40 – 12.40 | 5/6 W | 11.40 – 12.40 | 3/4 V |
| 12.40 | Prep B 30 mins each | 12.40 – 1.40 | 1/2 GC |
| 2.20 | Prep H starting 10th March | 2.20 – 3.20 | 2 B |

|  |  |  |  |
| --- | --- | --- | --- |
| **LAND-COUNTRY & PLACE; Country, Place & belonging** | | | |
| ***ACKNOWLEDGEMENT of COUNTRY:***  We would like to acknowledge the Wurundjeri people the traditional custodians of this land. We pay respect to their Elders, past and present  Give opportunity to all students and teachers to have a go! | | | |
| CURRICULUM LINK | ACTIVITY | RESOURCES | GRADE DATE & NOTES |
| Geography Foundation to Level 2  Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066) | Read Welcome to Country book. See Teacher notes for suggested activities and supporting materials (see walker books link)  Read Wilam A Birrarung Story.  Compare the two books.  Are words or text or animals in the illustrations similar or different?  Use Woiwurrung cards to reinforce Woiwurrung language words for animals, either using the cards, the CD or both.  Create artwork with animals that live around Birrarung – with or without language words. | Welcome to Country by Aunty Joy Murphy & Lisa Kennedy  <http://classroom.walkerbooks.com.au/welcome/>  Wilam A Birraung Story by Aunty Joy Murphy & Andrew Kelly  Victorian Aboriginal Languages Map  Australian Aboriginal Languages Map  Djinung Koorngees clip:  <http://www.yarrahealing.catholic.edu.au/stories-voices/index.cfm?loadref=96> |  |
| Geography Levels 3 & 4  The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080) | Read Welcome to Country book. See Teacher notes for suggested activities and supporting materials (see walker books link)  Read Wilam A Birrarung Story.  Compare the two books.  Are text or animals in the illustrations similar or different?  Use Woiwurrung cards to reinforce Woiwurrung language words for animals, either using the cards the CD or both.  Create artwork with animals that live around Birrarung – with or without language words. | Welcome to Country by Aunty Joy Murphy & Lisa Kennedy  <http://classroom.walkerbooks.com.au/welcome/>  Wilam A Birraung Story by Aunty Joy Murphy & Andrew Kelly  Victorian Aboriginal Languages Map  Australian Aboriginal Languages Map |  |
| History Levels 3 & 4  The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)  The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives (VCHHK078) | What is old?  Brainstorm. Include people, buildings, environment and how old is Healesville Primary School, then list approximate ages.  Include; Stonehenge 7,000 years old, Wurdi Young 11,000 years old, Mungo Man 42,000 years old.  Could also include ages of some rock art found in Northern Australia? | Australian Aboriginal Languages Map  <https://www.abc.net.au/btn/classroom/mungo-man/10521894>  Culture Victoria Website  <https://cv.vic.gov.au/stories/aboriginal-culture/>  Wurdi Youang video  <https://www.abc.net.au/btn/classroom/aboriginal-astronomy/10523908>  Little Yarns podcast  <https://www.abc.net.au/kidslisten/little-yarns/archive/> |  |
| **LAND-RESOURCES; seasons, land use and resources, food & fibre** | | |  |
| CURRICULUM LINK | ACTIVITY | RESOURCES |  |
| Design and Technologies  Foundation to Level 2  Explore how food is selected and prepared for healthy eating (VCDSTC016) | Pose the question. A very long time ago there were no supermarkets, how would you get food?  Visit Margaret Lewis Reserve. Read signage about local plants and their uses. |  |  |
| Design and Technologies  Levels 3 and 4  Investigate food and fibre production used in modern or traditional societies (VCDSTC025) | Pose the question. A very long time ago there were no supermarkets, how would you get food?  Investigate eel harvesting. What other benefits are there – smoking/preserving eel for trade – coming together for ceremony to share plentiful foods. | Traditional plant uses: <file:///C:/Users/coran/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Aboriginal-plant-use-of-the-Greater-Melbourne-area%20(1).pdf>  <https://www.monash.edu/__data/assets/pdf_file/0004/542119/Guide-to-the-Aboriginal-Garden-Clayton-Campus.pdf>  Eel trap image  <https://cv.vic.gov.au/stories/aboriginal-culture/meerreeng-an-here-is-my-country/eel-trap/>  Video, Lake Condah eel trapping system  <http://education.abc.net.au/home#!/media/3124053/lake-condah>  Article Budj Bim after fire  <https://www.abc.net.au/news/2020-01-19/fire-reveals-further-parts-of-6600-year-old-aquatic-system/11876228?fbclid=IwAR15grxIXSoa7wM7UJkPnMSUieICdzwCkepV8th2DPmGydxXjfKp89NvhTA> |  |
| History  Levels 5 and 6  Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (VCHHC085)  Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096) | Using the Ergo website from the State Library of Victoria – Research significant Victorians and consider their different points of view.  Discuss the ‘Batman Treaty’. Consider the differing points of view. How do two groups of people communicate when they have no common language?  Discuss role models & Aboriginal champions.  Ash Barty  Evonne Goolagong  First Australian Cricket Team  AFL players  OTHERS??? | SLV – Simon Wonga <http://ergo.slv.vic.gov.au/teachers/understanding-points-of-view>  <http://ergo.slv.vic.gov.au/teachers/researching-our-victorian-past>  <http://ergo.slv.vic.gov.au/explore-history/colonial-melbourne/pioneers/batmans-treaty>  <http://ergo.slv.vic.gov.au/teachers/source-analysis-john-batmans-treaty>  <https://www.australianoftheyear.org.au/2020-recipients/>  <http://www.evonnegoolagongfoundation.org.au/about>  <https://www.nma.gov.au/defining-moments/resources/aboriginal-cricket-team> | 5/6H  5/6S  5/6W  Looked at copy of historic Batman Treaty. |
| Geography  Foundation to Level 2  Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them (VCGGK067) | Compare the number of European seasons to the number of Wurundjeri seasons.  Create a Wurundjeri seasonal calendar | Wurundjeri seasons info - attached at the end of this document |  |
| **ANCIENT DIVERSE CULTURE; how old is old, compare with other cultures?** | | |  |
| CURRICULUM LINK | ACTIVITY | RESOURCES |  |
| English  Foundation to Level 2  Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164) | Question: How many different languages do we know about? Do people in our families, friends or community speak different languages?  How many different Aboriginal languages are there in Australia?  How do the numbers compare?  Use the Gambay map to explore the hundreds of different Aboriginal languages. Hear individuals speaking about their languages. Hear the same song (the body song) in many different Aboriginal languages. | Victorian Aboriginal Languages Map  Australian Aboriginal Languages Map  Victorian Aboriginal Corporation for Languages Victoria website:  <http://vaclang.org.au/>  First Languages Australia – Gambay Map  <https://gambay.com.au/map> |  |
| Civics & Citizenship Levels 3 & 4  Describe the different cultural, religious and/or social groups to which they and others in the community may belong (VCCCC007) | Identify how many different cultures and/or religions make up your class or school. Then compare to the number of different language groups in both Victoria & Australia.  What does the word **ABORIGINAL** mean? |  |  |
| English Level 6  Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (VCELA362) | Use resources to reinforce that the language of Healesville is Woiwurrung. Also to show the diversity of languages in Victoria and Australia.  Compare the number of languages with another Country eg. Europe  Use the Gambay map to explore the hundreds of different Aboriginal languages. Hear individuals speaking about their languages. Hear the same song (the body song) in many different Aboriginal languages.  What does the word **ABORIGINAL** mean? | Woiwurrung Language Resource Cards for the Early Years  Victorian Aboriginal Languages Map  Australian Aboriginal Languages Map  Victorian Aboriginal Corporation for Languages website:  <http://vaclang.org.au/>  First Languages Australia – Gambay Map  <https://gambay.com.au/map>  Word Up – Boori Monty Pryor  Oldest culture – language wasn’t permitted to be spoken – talks about sacred waterhole  https://www.abc.net.au/radionational/programs/awaye/features/word-up/word-up/10103068 |  |
| History Levels 3 & 4  The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions (VCHHK081) | Pose the questions: When did Europeans arrive in Australia? Do you think they were the ‘first’ to come to Australia?  Pose the question: I wonder why Europeans came to Australia?  When Europeans came to Australia it was called first contact?  Were they the first to visit?  THIS COULD BE MORE SUITED TO 5/6?  Emphasis of discussion is trading between Aboriginal people in the North and the Macassans was peaceful. | <http://myplace.edu.au/decades_timeline/beforetime/decade_landing_24.html?tabRank=2&subTabRank=2>  <http://myplace.edu.au/decades_timeline/beforetime/decade_landing_24.html?tabRank=2&subTabRank=3> |  |
| **LANGUAGE & COMMUNICATION; Woiwurrung, communication eg art, song, symbols** | | |  |
| CURRICULUM LINK | ACTIVITY | RESOURCES |  |
| The Arts: Dance  Foundation: Respond to dance, expressing what they enjoy and why (VCADAR020)    Levels 1 and 2: Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander peoples (VCADAR024) | Watch traditional and/or contemporary videos of dance. Also could add a video of traditional dance from Greece or Turkey etc.  Ask; What do you see? What do you feel? | TANDERRUM 2017  <https://www.youtube.com/watch?v=c925suZosFo&feature=youtu.be>  Wurundjeri dancers 18 minutes |  |
| The Arts: Dance Levels 3 & 4  Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028) | Watch traditional and/or contemporary videos of dance  Ask; what do you see? what do you feel? What are the dancers trying to show/convey?  Any similarities &/or differences? | TANDERRUM 2017  <https://www.youtube.com/watch?v=c925suZosFo&feature=youtu.be>  Wurundjeri dancers 18 minutes |  |
| The Arts: Dance Levels 5 & 6  Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032) | Watch traditional and/or contemporary videos of dance  Ask; what do you see? what do you feel?  What are the dancers trying to show/convey?  Any similarities &/or differences?  Suggest that the dance can reflect Country/place! | TANDERRUM 2017  <https://www.youtube.com/watch?v=c925suZosFo&feature=youtu.be>  Wurundjeri dancers 18 minutes  Add video of TSI dance |  |
| The Arts: Media Art Foundation  Respond to visual artworks and consider where and why people make visual artworks (VCAMAR020) | Show both artworks by Barak & Mandy Nicholson. What is the artist trying to say or show? What is similar? What is different?  Look at a variety of artworks and objects from Culture Victoria website and discuss materials used. <https://cv.vic.gov.au/stories/aboriginal-culture/koorie-art-and-artefacts/> | Brief essay on William Barak  <https://cv.vic.gov.au/stories/aboriginal-culture/william-barak/william-barak-king-of-the-yarra/>  Curator from Koorie Heritage Trust talking about the William Barak collection  <https://cv.vic.gov.au/stories/aboriginal-culture/william-barak/the-william-barak-collection-at-the-koorie-heritage-trust/>  Article 550 different ochre colours  <https://www.thisiscolossal.com/2019/11/heidi-gustafson-ochre-pigment-archive/?fbclid=IwAR3s00lPjdWHK-ZIbLct5CB8R8ejatbk1wOPfNmvCPIFNE1bgj4PGT9V9So>  Ochre  http://koorihistory.com/earth-pigments-ochre/ |  |
| The Arts: Media Art Levels 1 and 2:  Respond to media artworks and consider where and why people in their local area, including Aboriginal and Torres Strait Islander peoples, make media artworks (VCAMAR024) | Look at the diversity of different art styles in Aboriginal Australia? How many arts styles are there? | <https://cv.vic.gov.au/stories/aboriginal-culture/william-barak/untitled-ceremony-painting-by-william-barak/>  <https://cv.vic.gov.au/stories/aboriginal-culture/ganagan/duat-and-yuk/> |  |
| The Arts: Media Art Levels 5 & 6  Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples (VCAMAR032)  The Arts: Media Art Levels 5 & 6  Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (VCAMAP031) | Show both artworks by Barak & Mandy Nicholson. Both artists are Wurundjeri people! What is the artist trying to say or show? What is similar? What is different?  Also consider when the paintings were made.  Look at the diversity of different art styles in Aboriginal Australia? How many arts styles are there?  After looking at a variety of styles, ask the students to create a work (medium?) inspired by one of the styles. Students to choose one each? Or whole class to focus on Victorian style?  Watch BTN episode – see BTN Teacher Resource for supporting material | <https://cv.vic.gov.au/stories/aboriginal-culture/william-barak/untitled-ceremony-painting-by-william-barak/>  <https://cv.vic.gov.au/stories/immigrants-and-emigrants/many-roads-chinese-on-the-goldfields/walking-to-the-diggings/crossing-aboriginal-country/chinese-man-aboriginal-men/>  <https://cv.vic.gov.au/stories/aboriginal-culture/ganagan/duat-and-yuk/>  Many different art and artefacts here. Both traditional & contemporary  <https://cv.vic.gov.au/stories/aboriginal-culture/koorie-art-and-artefacts/>  BTN episode – Indigenous Art  <https://www.abc.net.au/btn/classroom/indigenous-art/10525598>  BTN Teacher Resource – Indigenous Art  <https://www.abc.net.au/btn/resources/teacher/episode/20151103-indigenousart.pdf>  Yvonne Koolmatrie Weaving video  <https://www.youtube.com/watch?v=891pNQKhIs0> |  |
| History Levels 3 & 4  Describe the significance of Australian celebrations, symbols and emblems (VCHHC071) | Make your own messages stick.  Perhaps you could invite your friends or neighbours to a celebration. Students can either use supplied symbols or create their own.  Levels 5 & 6 could be asked to add as much detail as possible and could write dot points or sentences to explain the meanings of their symbols | Aboriginal symbols sheet attached. |  |
| **WOIWURRUNG LANGUAGE ACTIVITES, IDEAS & GAMES** | | | |
| **Wominjeka Song**  Sing at beginning of each session  **Body Parts**  Heads, Shoulders, Knees & Toes   * Ask children to point to body part saying the language word * Ask children to write heads shoulders knees & toes in English & woiwurrung   Eyes, Ears, Mouth & Nose   * Ask children to point to body part saying the language word * Ask children to write eyes, ears, mouth and nose in English & woiwurrung   AIM TO SING ENTIRE SONG  EXTENSION: Using the Woiwurrung Language Cards work out what body parts are missing. Add language words to body parts outline worksheet.  EXTENSION: Hokey Pokey, asking students to choose body part using language only.  **Other Language opportunities:**  Family names  Animal names  Environment names  Small Sentences: My name is… I am hungry, tired etc…How are you? | | Body Parts worksheet  Body parts worksheet with outline of body |  |
|  |  |
|  |  |
| **Numbers**  Practice counting from 1 to 5 in woiwurrung.  Analyse numbers:  3= 2+1  4= 2+2  5 same as hand.  Ask students about numbers 6 to 10? Could they guess what these numbers might be in language. | |  |  |
| **Other Songs:**  Incy Wincy Spider  Five Little Ducks  Happy Birthday | |  |  |
| ABC radio – Word up, Little Yarns, Awaye  <https://www.abc.net.au/kidslisten/little-yarns/archive/>  <https://www.abc.net.au/radionational/programs/wordup/>  <https://www.abc.net.au/radionational/programs/awaye/past-programs/> | |  |  |
|  |  |  |  |
| **OTHER ACTIVITES, TOPICS, DISCUSSIONS** | | | |
| **FLAGS:**  Aboriginal Flag & Torres Strait Flag. Discuss colours, meanings, symbolism, also who designed these flags and when were they created.  Compare with the Australian Flag & with other flags from around the world.  **SONGS:**  From Little things big things grow Kev Carmody  <https://www.abc.net.au/news/2011-08-26/hodgson-from-little-things-big-things-grow/2855942>  <http://www.yarrahealing.catholic.edu.au/teaching-learning/index.cfm?loadref=148>  Took the Children away Archie Roach  Solid Rock Goanna??? | | | |

|  |  |
| --- | --- |
| **TERM DATES & SIGNIFICANT DATES** | |
| **Term 1** | **Tuesday, 28 January - Friday, 27 March: 9 weeks**  13th February – National Apology to the Stolen Generation |
| **Term 2** | **Tuesday, 14 April - Friday, 26 June: 11 weeks**  26th May – National Sorry Day  27th May – 3rd June – National Reconciliation Week |
| **Term 3** | **Monday, 13 July - Friday, 18 September: 10 weeks**  5th -12th July – NAIDOC, Always was Always will be |
| **Term 4\*** | **Monday, 5 October - Friday, 18 December: 11 weeks** |