



# Hazelbrook Public School

## Blue Tongue Lizard- Totem / Curriculum overview

Stage	History K-10 Content	Totem Content	Environmental Ed	Resources
ES1	<p><b>Outcome:HTe.1</b>  <i>What stories do other people tell about the past?            How can stories of the past be told and shared?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups</li> </ul>	Blue Tongue Lizard dance and art	Composting, planting and raising seeds	<ul style="list-style-type: none"> <li>Jo Clancy</li> <li>ABC Dreamtime stories and books</li> <li>Traditional Aboriginal music</li> </ul>
S1	<p><b>Outcome:HT1.1</b>  <i>How can we show that the present is different from or similar to the past?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>investigate the roles of present family members and compare with the roles of earlier generations using a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>The life-cycle of the Blue Tongue Lizard</li> <li>Shelter and environment of the Blue Tongue Lizard</li> </ul>	Blue Tongue Lizard shelter and food	<ul style="list-style-type: none"> <li>Playground and bush tucker garden</li> <li>Chris Tobin</li> <li>Janelle Randall-Court</li> <li><i>Playground</i> compiled by Nadia Wheatley</li> </ul>
	<p><b>Outcome:HT1.2</b>  <i>What aspects of the past can you see today?            What can they tell us?            What remains of the past are important to the local community? Why?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>identify a significant person, building, site or part of the natural environment in the local community and discuss what they reveal about the past</li> <li>Students examine local or regional Aboriginal and Torres Strait Islander sites such as local national parks</li> </ul>			Local Aboriginal sites, Three Sisters dreamtime story from the Gundungurra Nation, and other Aboriginal sites in the Blue Mountains



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<p>S2</p>	<p><b>Outcomes HT2.1;HT2.2</b>  <i>Who lived here first and how do we know?          How and why do people choose to remember significant events of the past?</i>          Students:</p> <ul style="list-style-type: none"> <li>Identify the original Aboriginal languages spoken in the local or regional area</li> <li>Identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place</li> <li>Respond to Aboriginal stories told about Country presented in texts or by a guest speaker</li> <li>Identify important Australian celebrations and commemorations and discuss their origins and significance in society including Australia Day, Harmony Day, NAIDOC Week, National Reconciliation Week, National Sorry Day.</li> </ul>	<ul style="list-style-type: none"> <li>Environmental impact on the Blue Tongue Lizard</li> <li>Seasons and the Blue Tongue Lizard</li> <li>Sharing Knowledge Day and the Blue Tongue Lizard totem</li> </ul>	<p>Looking at what's in season?</p>	<ul style="list-style-type: none"> <li>Bush tucker garden</li> <li>Aboriginal Nation's map</li> <li>Darug language website-TBA</li> <li>Artworks</li> <li>Bushwalk</li> <li>Chris Tobin</li> <li>Janelle Randall-Court</li> <li><i>Nanberry Black Brother White</i> by Jackie French</li> </ul>
	<p><b>Outcome HT2.3;HT2.4</b>  <i>What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?          What was the nature and consequences of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?</i>          Students:</p> <ul style="list-style-type: none"> <li>Identify the original inhabitants of Australia and create a timeline indicating their longevity in Australia of more than 50,000 years</li> </ul>	<p>Explaining Aboriginal hierachy and relationships</p>		<ul style="list-style-type: none"> <li><i>My Place</i> by Nadia Wheatley, interactive website</li> <li>Artworks by Leanne Tobin, Sally Morgan, Bronwyn Bancroft</li> </ul>



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	<ul style="list-style-type: none"> <li>Investigate, drawing on Aboriginal and Torres Strait islander community representatives and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music and relationship to Country.</li> <li>Outline the impact of early British colonisation on Aboriginal and Torres Strait Islander peoples' country.</li> <li></li> </ul>			
S3	<p><b>Outcomes: HT3.1;HT3.2</b></p> <p><i>How did colonial settlement change the environment? What were the significant events and who were the significant people that shaped Australian colonies?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>Discuss the impact of settlement on local Aboriginal peoples and the environment on the chosen colony.</li> <li>Discuss the diverse relationships between Aboriginal peoples and the British.</li> </ul>	<ul style="list-style-type: none"> <li>Protection of the Blue Tongue Lizard</li> <li>Responsibility of passing on knowledge</li> <li>In Sacred Ceremonies, why are the boys and girls separated?</li> <li>Year 6 ONLY, How did we get the Blue Tongue Lizard?</li> <li>Year 6 ONLY, History of the Totem passed from Aunty Jacinta Tobin</li> </ul>	<ul style="list-style-type: none"> <li>Protecting and conserving the environment, Blue Mountains National Park</li> <li>Not moving the Blue Tongue Lizard and their food</li> </ul>	<ul style="list-style-type: none"> <li>Aunty Carol</li> <li>Emma Marlor</li> <li><i>My Place</i> by Sally Morgan</li> <li><i>My Girragundji</i> by Meme McDonald &amp; Boori Pryor</li> <li><i>Fly Trap</i> by Meme McDonald &amp; Boori Pryor</li> </ul>



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	<p><b>Outcomes: HT3.3; HT3.4</b></p> <p><i>How did Australian society change throughout the 20<sup>th</sup> century?</i></p> <p><i>What contribution have significant individuals and groups made to the development of Australian society?</i></p> <p>Students:</p> <ul style="list-style-type: none"><li>• Examine Australian human rights past and present affecting Aboriginal and Torres Strait Islander peoples.</li><li>• Investigate the significance, in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples, Stolen Generation, the right to vote federally in 1962, the 1967 referendum, the Mabo decision.</li></ul>			
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