



Indigenous spirituality



Spirituality is about people's deepest thoughts and beliefs. For Indigenous people, this spirituality is tied together with the land, the sea, other people and culture. Aboriginal spirituality is connected to the stories of the Dreaming, while Torres Strait Islander spirituality is connected to the Tagai.

The Dreaming has many different meanings for different groups of Aboriginal people. At its most common level, it is a very detailed system of knowledge, faith and practices taken from stories of creation which include all spiritual and physical parts of Aboriginal life. It outlines the structures of society, rules for behaviour and ceremonies performed to maintain life of the land. The Dreaming is the time when the land, humans, animals and plants were created by ancestral spirits who came to Earth. They moved through the land—leaving behind Dreaming tracks—creating the landforms (rivers, lakes and mountains), the animals, the plants and the laws of life. There are many stories throughout

Indigenous culture explaining the creation of sacred places, landforms, people, animals and plants; as well as stories about the first people and their use of fire and language.

One of the more well-known spiritual ancestors is the Rainbow Serpent. Its Dreaming track is always related to the water (creeks, lakes, streams, rivers and billabongs). It is the protector of the land and people and is considered the source of all life, as everything relies on water for survival. It is a powerful symbol of both the creative and destructive powers of nature. The Mimi Spirits are also spiritual ancestors. They are tall, thin beings which took human form before the Aboriginal people arrived. They live in the rocky outcrops of northern Australia as harmless but mischievous spirits. These spirits taught the Aboriginal people how to hunt, cook and paint.

Torres Strait Islander spirituality is linked to the Tagai (the creation deity represented by a constellation of stars that spans the southern sky), which gives them instructions providing order in the world, ensuring everything has a place. There are many stories surrounding their spiritual beliefs which are closely connected to the stars and the sea.



Scan this QR code to learn about the spiritual connection of Indigenous people to the land.



Understand

1. Name the three spiritual ancestors mentioned in the text.
2. After reading about Indigenous spirituality, what does it mean to you?
3. How do the Indigenous beliefs compare to your own? Explain.

Write

- According to Aboriginal beliefs, water bodies were created by the Rainbow Serpent. Make a list of water bodies in your local area.

Investigate

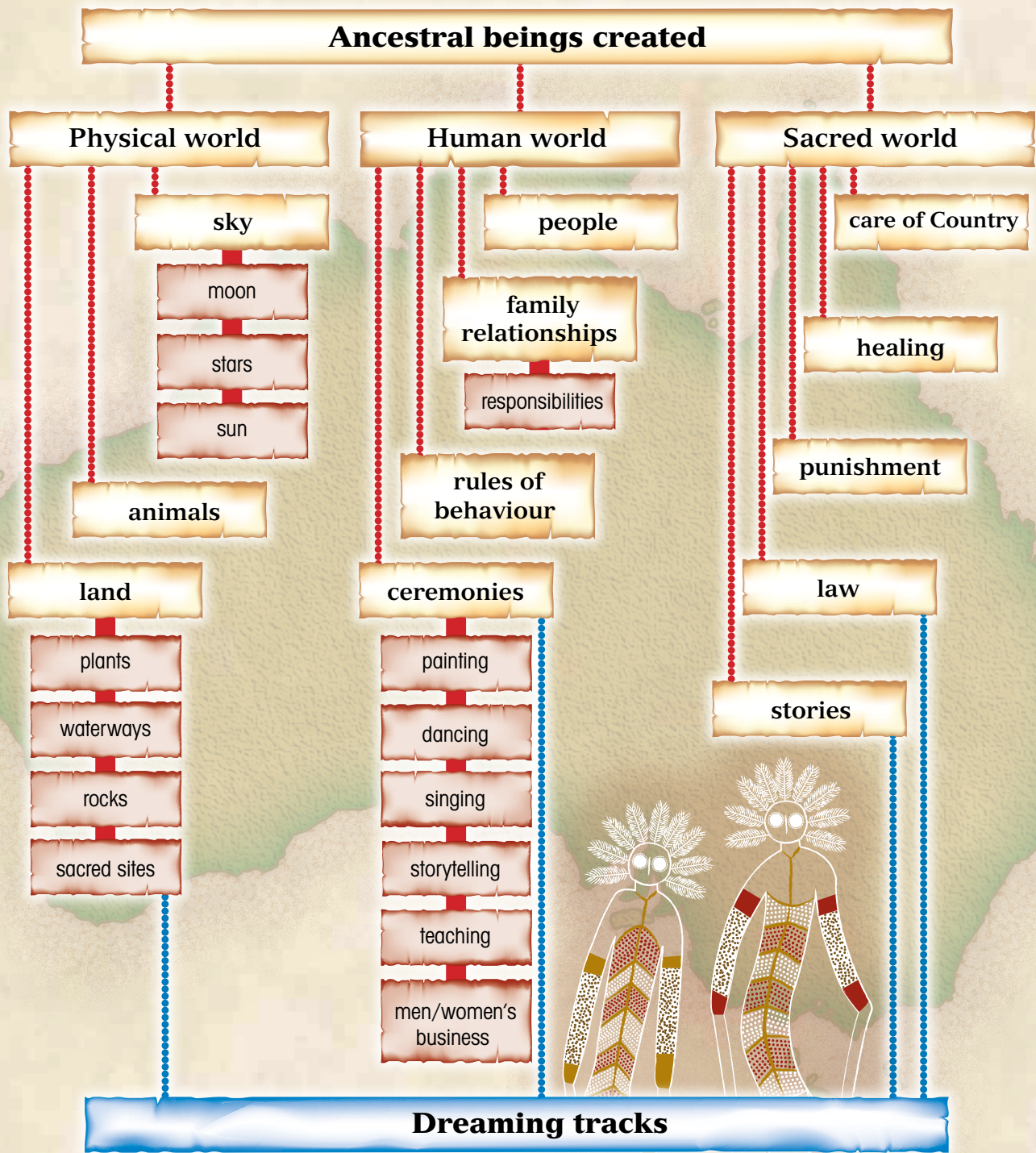
- Find out more about the Tagai, his story and his relationship with the Torres Strait Islander people. Present your information in the form of a slide show complete with images.



Indigenous spirituality



The Dreaming



Write

- Write a report about Dreaming tracks. Include what they are, how they were created, other names they are known by, how Aboriginal people use them and how they are represented. If possible, include examples of artwork showing Dreaming tracks.

Research

- How does the Dreaming compare to other religious teachings? Create a chart to show comparisons to one other common religious teaching.

✦ Indigenous spirituality – 1 ✦

Belonging

INTRODUCTION

Aboriginal people have a sense of belonging to the land, the sea, other people and their culture.

It is human nature to have a need to belong, whether it is belonging to a place, to other people or to a set of beliefs.

When we belong, we feel connected, safe, supported, happy, relaxed and accepted.

ACTIVITY

- Think about places, situations or people that make you feel like you belong.
 - Make a list of these with a brief explanation of why.
-

CONNECTION

In Indigenous culture, each person's sense of belonging is centred strongly on the land, sea and their people. If one part is missing, they feel off balance and out of harmony.

✦ Indigenous spirituality – 2 ✦

Creation stories

INTRODUCTION

Indigenous people have their own special and unique stories of how the world came to be. These are known as Creation stories. Most cultures around the world have their own creation stories.

ACTIVITY

- Do you know of any creation stories related to your own cultural background? Share one of them with the class.
-

CONNECTION

Creation stories are passed on from one generation to the next, with Elders sharing their knowledge via stories, song and dance with the younger people.



✦ Indigenous spirituality – 3 ✦

Beliefs

INTRODUCTION

Australian Aboriginal people believe in the Dreaming, while Torres Strait Islander people believe in the Tagai. Many cultures around the world have their own system of beliefs. They may vary, but they all provide their followers with a set of rules and ideals to follow, procedures or rituals to perform and a higher power to believe in.

ACTIVITY

- Think about your own beliefs.
- If you are able, share your beliefs with the class. Include the name of the system and its basic teachings.

CONNECTION

Indigenous Australians are strongly connected to the land, sea, plants, animals and people around them as a result of their beliefs established by the Dreaming or Tagai stories that have been passed down through the generations.



✦ Indigenous spirituality – 4 ✦

Spirit ancestors

INTRODUCTION

Indigenous people of Australia have many spirit ancestors they look to for different purposes. For example, in Aboriginal culture the Rainbow Serpent is important in relation to fertility.

Many cultures around the world have different spirits they look to for different reasons. For example, Thor was one of the most important and famous gods in Norse mythology. He was considered the storm-weather god of sky and thunder; and also a fertility god.

ACTIVITY

- Consider your beliefs and think about any spirits that are connected to them.
- Select one to share with your class. Be sure to include why they are important.

CONNECTION

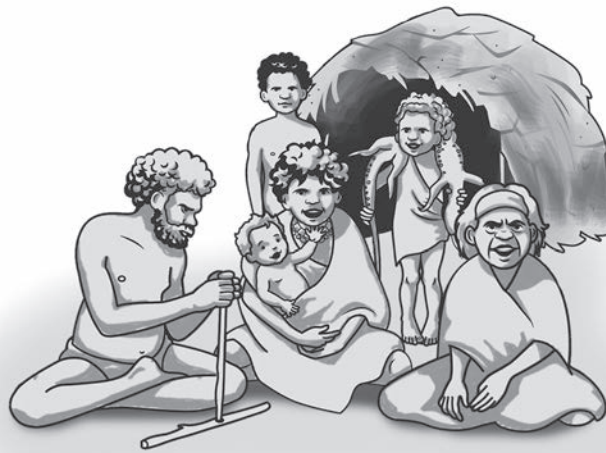
Spirit ancestors, such as the Rainbow Serpent, act as a type of guide for the way we should interact with the people and places around us.



Belonging

Indigenous spirituality is all about the connections between the land, the people, the plants and the animals. These relationships were set forth in the Dreaming, the time before time, when the landscape and everything in it was created. Visit the website <<https://tinyurl.com/ybat3og2>> to watch this video explaining one Aboriginal person's point of view on spirituality.

- R 1** Create a mind map showing the connections (land, animals, plants, people) of Aboriginal people as set out in the Dreaming. You may find the infographic on the topic introduction card 'The Dreaming' helpful.





Creation stories

Indigenous people of Australia have many stories about the creation of different parts of their world. The stories may vary from group to group, but they generally tell us how something came to be.



A C 1 Select a creation story you enjoy and complete the table below.

Title:	
It tells us about the creation of:	
Setting	Where:
	When:
Characters:	
What was the problem?	
What was the resolution?	
Story details	Beginning:
	Middle:
	End:
Diagram:	



Beliefs

In the beginning, the spirit ancestors came from the ground, sky and seas. Many of these ancestors could change their form, from human to plant to animal. As they travelled over the land they created its natural features and all its life forms, including the plants, animals and people. During this time the ancestors also created the rules and rituals the humans were expected to follow. For the Aboriginal people, this is called the Dreaming.

R 1 Find out as much as you can about the Dreaming to answer this quiz. Sometimes, more than one answer will be correct.

- (a) The Dreaming is set in which time? **past** **present** **future**
- (b) Is there one Dreaming story for the whole of Australia? **yes** **no**
- (c) Stories of the Dreaming are shared in: **art** **songs** **stories** **dance**
- (d) The Dreaming is only about the creation of the land. **yes** **no**
- (e) There are many spirit ancestors mentioned in the Dreaming. **yes** **no**

R 2 Uluru is a very significant site in Aboriginal culture. Find out more about its importance to the people of the area. Visit the website <<https://tinyurl.com/ydyrkdrq>> to find out more about the significance of Uluru.

- (a) Why is Uluru so important? _____

- (b) What is the name given to the creation period? _____
- (c) What did this period give the people? _____

- (d) What is the name given to the ancestral beings? _____
- (e) What form did these beings take during this time? _____

- (f) What is the name given to the journey taken by the ancestral beings? _____



Spirit ancestors

One of the most well-known spirit ancestors is the Rainbow Serpent. It took the form of a an enormous snake and moved through the land creating the freshwater forms such as rivers, streams, creeks, lakes, ponds and billabongs. Stories about the Rainbow Serpent vary from Country to Country. Type 'Rainbow Serpent stories' into a search engine to discover more about the Rainbow Serpent.

A C 1 Locate one story about the Rainbow Serpent and retell it on the snake.

Belief:

Country of origin:

Aboriginal name:

Story:



Name: _____ Date: _____

- 1** It is believed that Indigenous people of Australia arrived here from:
- a Indonesia. b Africa. c Papua New Guinea. d China.
- 2** Indigenous people of Australia and the Torres Strait Islands are:
- a one single community. c hundreds of different communities.
 b two different communities.
- 3** Indigenous people of Australia lived in permanent shelters along the coast.
- a true b false
- 4** The Indigenous cultural heritage is passed on through:
- a books, television and radio interviews. c songs, dance and storytelling.
 b signs, posters and discussion.
- 5** Archaeological evidence which shows evidence of a long and continuous cultural heritage can be found at:
- a thousands of locations around Australia.
 b hundreds of locations around Australia.
 c a few locations around Australia.
- 6** What is 'cultural heritage'?
- a It is the evidence left behind at sacred sites.
 b It is the way people hunt for food and collect materials.
 c It is the language, lore, ideas and knowledge, stories, songs and dances passed down over thousands years.
- 7** Indigenous people of Australia and the Torres Strait Islands used the resources from their environment in a sustainable way.
- a true b false
- 8** Ceremonial gatherings were generally held:
- a when it was someone's birthday. c when the weather was good.
 b when food was in good supply.




Name: _____ Date: _____

- 9** Indigenous people of Australia and the Torres Strait Islands would trade for items which weren't available in their area with:
- a their neighbouring communities. c communities which were great distances away.
- b Macassan trepang fishermen. d all of the above.
- 10** For Aboriginal people, the Dreaming is a time when:
- a people are sleeping.
- b ancestral spirits come to visit.
- c ancestral spirits created the land, the people, the plants and the animals.
- 11** In the Indigenous family, a blood family relative is known by which name?
- a kin b relative c bro
- 12** In Indigenous culture, the Elders of the community are considered to be extremely important.
- a true b false
- 13** Each Indigenous person has a totem; sometimes they can have up to four totems. They represent:
- a gender, hobbies, likes/dislikes and community.
- b Country, clan, family and individual.
- c Country, community, family and gender.
- 14** Indigenous people are connected to the land because:
- a it supplies all of their food.
- b they can't live on the ocean.
- c it is the core of all spirituality.
- 15** Indigenous people led a hunter and gatherer lifestyle; however, they were also farmers.
- a true b false
- 16** Indigenous people ate food that was available according to the:
- a menu. b seasons. c trade of the day.



What was life like for the Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans?

CONTENT DESCRIPTION

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083) 

KEY IDEAS

- Who we are, who came before us, and traditions and values that have shaped societies
- How societies and economies operate and how they are changing over time
- How people exercise their responsibilities, participate in society and make informed decisions

INQUIRY AND SKILLS

Questioning, Researching, Analysing, Evaluating and reflecting, Communicating

HISTORICAL CONCEPTS

Significance, Continuity and change, Cause and effect, Place and space, Interconnections, Perspectives and action, Sources, Empathy

GENERAL CAPABILITIES

Literacy, Numeracy, Information and communication technology (ICT) capability, Critical and creative thinking, Personal and social capability, Ethical understanding, Intercultural understanding

OBJECTIVE

The aim of this unit is to identify and develop an understanding of the spiritual beliefs of Australia's Indigenous population before European colonisation.



Topic introduction card

FRONT

Read through the text with the whole class. Identify and highlight any words which need explanation and use the glossary provided on page # to clarify any unfamiliar language.

Scan the QR code for more information about the Indigenous people's spiritual connection to the land.

Understand

Read through the comprehension questions and discuss the answers. Note key points for later reference.

Write

Watch the video of the 'Rainbow Serpent Story'.

Discuss geographical features in your area (waterways and rocky features) which could be attributed to the Rainbow Serpent. Direct students to Google Maps™ to draw a map showing the locations of these feature.

Investigate

Tagai is associated with Torres Strait Islander culture. This activity provides an opportunity to learn more about Torres Strait Islander spirituality.

Answers

Understand

1. Rainbow Serpent, Mimi Spirits, Tagai
2. Answers will vary.
3. Teacher check

Write

Answers will vary according to location.

Investigate

Tagai was a fisherman who got angry with his crew, killed them all and set them as stars in the northern sky. They can be seen as constellations: Pleiades star cluster and Orion.

Tagai can be seen in the southern skies, standing in a canoe in the Milky Way. His left hand is the Southern Cross holding a spear. His right hand is a group of stars in the constellation Corvus holding a fruit called Eugina. He is formed by the stars of Scorpius.

Torres Strait Islander culture is linked to Tagai.

Tagai directs Islander lores, customs and practices that are recorded and handed down in the form of story, song, dance, ceremony and artefacts.

BACK

The info graphic shows an overview of the cultural and spiritual heritage created during the Dreaming. It is a complex system of relationships and connections providing Aboriginal people with everything they need to thrive and survive.

Write

Dreaming tracks are an essential component of Aboriginal culture and spirituality. They link to sacred sites, ceremonies, law and stories.

Watch the video *What are songlines?*

Research

Discuss how the Indigenous people had respect for each other's differences. Remind students that in the previous units, they learned that each Country had its own language, laws and beliefs; yet they were still able to trade resources, stories and knowledge with each other in a respectful way.

Discuss other religious teachings and some of their features. (Revision from Year 3 work.)

Answers

Write

Dreaming tracks are also called songlines.

They were created by ancestral beings during the Dreaming.

The routes of the songlines are recorded in traditional songs, stories, dance and painting, and passed along from one generation to the next.

Songs describing the location of landmarks, waterholes and other natural phenomena are often sung while traversing the pathway.

Australia is crossed with an extensive system of songlines, some of which are a few kilometres long, whilst others traverse hundreds of kilometres through lands of many different Countries.

Songlines lead to significant sites where ceremonies and trades often take place.

Research

Answers will vary.



Belonging

ACTIVITY STARTER CARD

- With students, create a list of words to describe how it feels when they do and don't have a sense of belonging.
- Students record and share places or situations where they feel a sense of belonging.

ACTIVITY WORKSHEET

Watch the YouTube™ video *Noel Nannup – A Nyoongar perspective on spirituality* with students and display the infographic on the reverse of the topic introduction card.

Discuss the similarities and differences of viewpoints between the Indigenous Elder in this clip and the Indigenous Elder in the clip the students watched from the topic introduction card QR code. Different Indigenous groups have different stories to tell; however, they all share a basic understanding of connectedness to the land, plants, animals and other people.

Question 1: Indigenous Australians have everything around them as set out in the Dreaming. Discuss the connections.

Answers

1. Teacher check, must include all aspects shown on the topic introduction card – The Dreaming.

Additional activity

- Students could create their own infographic to show how they are connected to their world, their environment, their community and their family.

Take a photograph of each student and glue it in the centre of an A3 piece of paper. Students then create a web of connections around their photograph.

Display these charts for everyone to see. Discuss any similarities and differences between the connections each student has.



Creation stories

ACTIVITY STARTER CARD

- Asking students to share stories from their own cultural/religious background can be quite personal. Students will not feel they can share this knowledge if they don't feel safe. Remind students to be respectful of each other's ideas and knowledge.
- Discuss how all the stories have the commonality that they are about the beginning of life, but they each have their own variations in the details.

ACTIVITY WORKSHEET

Borrow a selection of Indigenous stories from the library to share with the class and source some from the internet. Discuss similarities and differences among the many stories about creation.

Question 1: Students choose a creation story they enjoy and complete the information in the table.

Answers

1. Teacher check all information has been clearly provided.

Additional activities

- As an extension to what students have completed by filling out the table on the activity worksheet, students may like to take it a step further by either:
 - acting out the story in a small group. They can use props and sound effects to enhance their retelling of the story.
 - create an artwork based on their creation story. Students may like to attempt using the same techniques as Indigenous artists.
 - create their own video retelling the story.
 - create a comic strip or book retelling their story. Both of these will incorporate the use of text as well as illustrations.
- Discover more about Tagai and the constellations.
- Study Indigenous artworks featuring songlines/Dreaming tracks.



Beliefs

ACTIVITY STARTER CARD

- Asking students to share beliefs from their own cultural/religious background can be quite personal. Students may not wish to share this knowledge. Remind students to be respectful of each other's ideas and knowledge.

ACTIVITY WORKSHEET

Explain that beliefs vary slightly from group to group; however, the basis is the same—following the Dreaming and all of the connections, rules and laws it laid down for the people at the beginning of time.

Question 1: Students may need to undertake further research to complete this activity.

Question 2: The website suggested has several videos and also sound bites of the language which will enhance the students' understanding of the Country and its people, as well as why Uluru is so important.

Answers

- past, present, future
 - no
 - art, songs, stories, dance
 - no
 - yes
- It is believed to have been created by ancestral beings who laid down the foundation for life in the area.
 - Tjukurpa
 - Connections to the land, animals and plants; men's and women's laws as well as rituals to follow; foundation of life and society; relationships between people including marriage and kinship; information about the plants and animals and how to care for the land.
 - Tjukaritja
 - people, plants and animals
 - iwara

Additional activity

- Students may like to find out more about the ancestral spirits associated with Uluru. Visit the website 'Indigenous Australia'. Use the drop-down menu > The Dreaming > Rock Legends to locate the seven rock legends associated with Uluru. Students may like to work in groups show these legends in artworks to display within the classroom.



Spirit ancestors

ACTIVITY STARTER CARD

- Asking students to share information about deities or spiritual ancestors from their own cultural/religious background can be quite personal. Students may not wish to share this knowledge. Remind students to be respectful of each other's ideas and knowledge.
- Discuss any similarities and differences between deities shared. Students may be surprised to find that different belief systems have different deities for the same purpose.

ACTIVITY WORKSHEET

Visit the Australian Government website and read the information about the Rainbow Serpent.

Borrow a selection of Indigenous stories about the Rainbow Serpent from the library to share with the class and source some from the internet.

Question 1: Students choose a story about the Rainbow Serpent to complete the 'Rainbow Serpent'. When complete, share the stories with the class.

Answers

1. Teacher check

Additional activities

- Observe artwork showing the Rainbow Serpent on the internet or in books.
- Students create their own artwork of the Rainbow Serpent, replicating Indigenous techniques. Display artworks within the classroom or the school library.
- Show the location of the Country of origin on a map of Australia. See the AIATSIS map of Aboriginal Australia.



	HASS INQUIRY AND SKILLS									
	What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans?									
	Q	R			A		E & R			C
	Pose questions to investigate people, events, places and issues (ACHASSI073) AC	Locate and collect information and data from different sources, including observations (ACHASSI074) AC	Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075) AC	Sequence information about people's lives and events (ACHASSI076) AC	Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077) AC	Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078) AC	Draw simple conclusions based on analysis of information and data (ACHASSI079) AC	Interact with others with respect to share points of view (ACHASSI080) AC	Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081) AC	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082) AC
Indigenous life before 1788	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Indigenous cultural heritage	✓	✓	✓	✓	✓	✓	✓	✓		✓
Indigenous spirituality	✓	✓	✓		✓			✓		✓
Indigenous families	✓	✓			✓			✓	✓	✓
The land	✓	✓			✓		✓	✓		✓

	HISTORY ACHIEVEMENT STANDARDS							
	What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans?							
	KNOWLEDGE AND UNDERSTANDING				INQUIRY AND SKILLS			
	recognise the significance of events in bringing about change	explain how and why life changed in the past	identify aspects of the past that have remained the same	describe the experiences of an individual or group in the past	sequence information about events and the lives of individuals in chronological order with reference to key dates	develop questions about the past and locate, collect and sort information from different sources to answer these questions	analyse sources to detect points of view	develop and present texts, including narrative recounts, using historical terms
Indigenous life before 1788	✓		✓	✓	✓	✓	✓	✓
Indigenous cultural heritage				✓	✓	✓		✓
Indigenous spirituality			✓	✓		✓	✓	✓
Indigenous families			✓	✓		✓	✓	✓
The land				✓		✓	✓	✓



HISTORICAL INQUIRY AND SKILLS

What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans?

	QUESTIONING	RESEARCHING	ANALYSING	EVALUATING & REFLECTING	COMMUNICATING										
						Indigenous life before 1788	Indigenous cultural heritage	Indigenous spirituality	Indigenous families	The land					
	Pose questions before, during and after an inquiry about the past and how the past relates to the present					✓									
	Develop questions that help identify the concepts of historical thinking (for example, sources)														
	Develop questions to guide the stages of a historical inquiry, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)	✓					✓								
	Create questions appropriate to their purpose (for example, open-ended questions for interviews, critical questions about source reliability, questions that follow cultural protocols)	✓					✓								
	Identify and locate primary sources (from the time) and secondary sources to support a historical inquiry	✓					✓								
	Collect information, evidence and/or data using methods most suited to an historical inquiry (for example, interview, observation, digital search tools)	✓					✓								
	Record, arrange and sort information about the past and how it relates to the present in a range of forms (for example, concept map, object display, table)	✓					✓								
	Order information about lives, events, developments and phenomena over time using sequences, time lines and oral recounting	✓					✓								
	Apply relevant concepts of historical thinking (for example, cause and effect) when interpreting information, evidence and/or data about people, events and phenomena over time		✓												
	Identify and compare aspects of the past and present as represented in a range of sources, including facts and opinions, and different historical interpretations, points of view and perspectives	✓					✓								
	Critique sources for their origin, purpose, reliability and usefulness to support a historical inquiry	✓					✓								
	Identify patterns and trends and infer cause-effect and temporal relationships about people, events and phenomena of the past and present			✓											
	Apply relevant concepts of historical thinking (for example, significance) when proposing explanations, evaluations and conclusions about the past and how it relates to the present				✓										
	Evaluate the usefulness of sources in a historical inquiry and support conclusions with data and/or evidence	✓					✓								
	Listen to, share with and engage with others to generate responses to issues and challenges about historical phenomena, people and event	✓					✓								
	Reflect on learning about the past to predict possible changes and continuities, consider effects of proposed actions, and imagine preferred futures														
	Compose appropriate text types (for example, narrative recount and account, report, argument, biography) to convey findings, conclusions and understandings of a historical inquiry	✓					✓								
	Select appropriate representations to suit and enhance their communication (for example, timeline, photograph, picture) in digital and non-digital modes	✓					✓								
	Use accurate historical terms and concepts	✓					✓								



CONCEPTS OF HISTORICAL INQUIRY

What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans?

Concept	Significance	Continuity and change	Cause and effect	Place and space	Interconnections	Roles, rights and responsibilities	Perspectives and action	Sources	Empathy
Indigenous life before 1788	The significance to society, particularly to Australian society, of places, events, ideas, phenomena and the contributions and achievements of people	✓	✓	✓	✓	✓	✓	✓	✓
	The legacy of past societies in present social, political, intellectual and economic life; the historical, cultural and spiritual value of the remains of the past; and what should be preserved and why	✓	✓	✓	✓	✓	✓	✓	✓
	How diverse groups celebrate and commemorate events and the significance of Country/Place to Aboriginal and Torres Strait Islander peoples	✓	✓	✓	✓	✓	✓	✓	✓
	How human experiences, for example, family life, technology, colonisation, settlement, migration and citizenship, have differed and/or stayed the same over time	✓	✓	✓	✓	✓	✓	✓	✓
	How social, political, environmental and economic ideas, values and challenges have changed or remained the same over time, and the different ways people and institutions have responded to them	✓	✓	✓	✓	✓	✓	✓	✓
Indigenous cultural heritage	Possible social and technological changes and continuities in the future	✓	✓	✓	✓	✓	✓	✓	✓
	Reasons for social, political, environmental and economic events and developments over short and long time frames, and the effects on individuals, groups and societies	✓	✓	✓	✓	✓	✓	✓	✓
	How events, developments and ideas (for example, technology, exploration, citizenship, natural disasters) have shaped the daily lives of diverse people	✓	✓	✓	✓	✓	✓	✓	✓
	How the past and present might influence the future and how knowledge of the past and present can influence plans for possible and preferred futures	✓	✓	✓	✓	✓	✓	✓	✓
	How places and the social and economic activities within them have changed and remained the same over time, including Australia's colonial and modern era	✓	✓	✓	✓	✓	✓	✓	✓
Indigenous spirituality	Remains of the past and places of cultural or spiritual significance, such as buildings and commemoration sites, and what they reveal about the past	✓	✓	✓	✓	✓	✓	✓	✓
	The places and cultures of the world from where Australians of the past and present have immigrated, and how they influenced the places where they settled	✓	✓	✓	✓	✓	✓	✓	✓
	Connections between significant and ordinary people, events, developments, phenomena and places through time	✓	✓	✓	✓	✓	✓	✓	✓
	How chains of events and developments over short and long time frames are related through multiple causes and effects	✓	✓	✓	✓	✓	✓	✓	✓
	How places and peoples have been connected through human endeavour and cultural exchange over time, and what tangible and intangible remains of the past are evident in the present	✓	✓	✓	✓	✓	✓	✓	✓
Indigenous families	The role and contribution of a range of individuals, groups and government to the development of society, economy and democracy in Australia and other places	✓	✓	✓	✓	✓	✓	✓	✓
	The experiences of citizenship and democratic rights in Australia and the struggle for these by some groups, including Aboriginal and Torres Strait Islander Peoples	✓	✓	✓	✓	✓	✓	✓	✓
	Different values, attitudes, actions and practices of individuals and societies in the past, and how they are viewed in the present	✓	✓	✓	✓	✓	✓	✓	✓
	How representations of people from a range of groups in the past show social, cultural and emotional factors of the time and place	✓	✓	✓	✓	✓	✓	✓	✓
	Different and sometimes opposing perspectives about a person, event, development or phenomena of the past, and how these could create debate or conflict then or now	✓	✓	✓	✓	✓	✓	✓	✓
The land	Anything from the past providing information which adds to our knowledge of that period. A primary source is 'from that time'; A secondary source is an account by someone not directly involved with the event	✓	✓	✓	✓	✓	✓	✓	✓
	Empathy is engagement with the past; taking oneself back in time and viewing events as they would have appeared then without present-day influences	✓	✓	✓	✓	✓	✓	✓	✓