**Scott Darlow Presentations – Curriculum Connections**

**Lesson 3 – History, Heroes and Country**

This 25-minute lesson is presented in a very engaging video medium, and is bookended by performances from Scott and his band. Lesson 1 focuses on Aboriginal History, Heroes and the Aboriginal countries that make up the Australian continent.

While watching Scott describing his own ancestral story, some of the stories of famous Aboriginal people, and the long history of the Australian continent, as a teacher we make connections with the varying subject areas, skills and knowledge we aim to foster in our students.

This lesson is approachable for Years 7-11 and can connect to the following areas in the Australian and Victorian Curriculum.

**ACARA General Capabilities:**

[General capabilities](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/learning-continuum/?isFirstPageLoad=false&element=Inquiring+–+identifying%2C+exploring+and+organising+information+and+ideas&level=Level+6)

* **Critical and Creative Thinking**

For example – In the general capabilities for Critical and Creative Thinking (Inquiring), typically by the end of Year 10, students:

**Pose questions**

pose questions to critically analyse complex issues and abstract ideas

**Identify and clarify information and ideas**

clarify complex information and ideas drawn from a range of sources

**Organise and process information**

critically analyse independently sourced information to determine bias and reliability

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* **Personal and Social Capability**

For example - In the Australian Curriculum: for the general capability of Personal and Social Capability, in Languages, students interact effectively in an additional language and with people of diverse language backgrounds. This involves negotiating and interpreting meaning in a range of social and cultural situations, and understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

* **Intercultural Understanding**

For example - In the Australian Curriculum: Humanities and Social Sciences, students develop intercultural understanding as they learn how to build discipline-specific knowledge about history, geography, civics and citizenship, and economics and business.

Students study the lives, cultures, values and beliefs of people within and beyond their familiar world, coming to recognise their similarities with other people, and to better understand their differences. As they investigate the interconnection between diverse people and places and the meaning and significance that places hold, they come to appreciate how various cultural identities, including their own, are shaped. They consider how factors such as group membership, traditions, customs and religious and cultural practices shape people’s identity and impact on civic life, past and present.

Students explore how people interact across cultural boundaries and the notion of citizenship, the contribution of diverse cultural influences through migration and media, and the critical role of shared beliefs and values in an evolving Australian identity. This includes learning about the origins and development of Australia’s national identity and the forging of its cultural heritage. Students recognise the significance of Aboriginal and Torres Strait Islander Peoples’ histories and cultures, past and present.

**Victorian Curriculum Subject Areas**

This lesson on History, Heroes and Country fits into many subject areas throughout Humanities and Social Sciences, languages, as well as Music. Below are two examples from Geography and History.

For example: The [Geography](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/geography/introduction/rationale-and-aims) curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography as a discipline integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world.  Spatial thinking and geospatial technologies increasingly inform scholarship in these areas. In this sense, aspects of Geography are a component of Science, Technology, Engineering and Mathematics (STEM), fostering the development and application of distinctive STEM skills. Students learn to question why the world is the way it is, reflect on their relationships with and responsibility for that world and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students’ curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

For example: [Australian history](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/history/introduction/rationale-and-aims) is taught within a world history approach. This equips students for the world in which they live and enhances students’ appreciation of Australian history. Students appreciate Australia's distinctive path of social, economic and political development, and Australia’s position in the Asia-Pacific region, and our global relationships. Students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity, and the continuing contribution and value of their culture. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

### Aims

History aims to ensure that students develop:

* interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
* knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
* understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change,  analysing cause and effect and determining historical significance
* capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

**Questions, and Extension Activities**

**Questions:**

1. What makes someone Aboriginal?
2. Where and what is Yorta Yorta?
3. Who are Sir Doug Nicholls or David Unaipon, and what did they do?
4. Do you have more than one cultural background, or do both your parents share the same cultural history? Explain.

**Pair/Share - Interview:**

Interview the person next to you, asking the question – what do you think it means to be ‘walking in two worlds’, and what might the challenges of this be?

Share some of these insights in a lager group.

**Extension Activity:**

Do some further research on famous Indigenous Australians

* Choose one sports person and one person in the Arts, and summarise some of their achievements in approximately 500 words – use pictures and other visual information as well.