



Ngarrngga modules for trial: 2026

These curriculum modules are part of Ngarrngga's broader narrative approach to teaching Aboriginal and Torres Strait Islander knowledge systems, histories and cultures. Grouped into developmental themes across F–2, Years 3–4, and Years 5–6, the modules are designed to build understanding through interconnected, concept-driven learning. Each series represents a key theme:

- F–2: Meeting, exploring and caring for Country; Places of importance.
- Years 3–4: Connection to Country.
- Years 5–6: Country as Teacher; Continuity of Culture.

Foundation – Year 2 Meeting, exploring and caring for Country; Places of importance.

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| Module 1 | <p>Title: What is Country</p> <p>Year Levels: Foundation (Aus Curric), Foundation – Year 2 (Vic Curric)</p> <p>Learning Areas: HASS (Geography), English and Mathematics</p> <p>Module Structure: Unit of learning (6 activities)</p> <p>Context of Module: This module sets the scene for Foundation students to explore the Country on which their school stands and to begin forming a respectful connection to place. It introduces students to the idea that Country is alive, interconnected, and deeply respected. These early insights are intentionally designed to support and enrich future learning, where students will continue to deepen their understanding of Aboriginal and Torres Strait Islander perspectives.</p> |
| Module 2 | <p>Title: Caring for Country</p> <p>Year Levels: Year 1 (Aus Curric), Foundation – Year 2 (Vic Curric)</p> <p>Learning Areas: HASS (Geography), English, Science and The Arts (Visual Arts)</p> <p>Module Structure: Unit of learning (6 classroom activities; 1 Visual Arts)</p> <p>Context of Module: This module forms the next step in the Ngarrngga Curriculum sequence, encouraging students to see caring for Country as an active, everyday responsibility. The unit helps students explore how Country is not simply land or place, it is a living presence that gives and receives care. By introducing the concepts that you can hurt, help or heal Country, and that Country responds to how it is treated, students are supported to think relationally and ethically about the environment. By connecting the idea of seasonal and environmental change with culturally grounded examples of care, this unit strengthens students' respect for Country and builds a foundation for lifelong relationships with the places they live, learn and play on.</p> |
| Module 3 | <p>Title: Exploring local Country- Place of importance</p> <p>Year Levels: Year 2 (Aus Curric), Foundation – Year 2 (Vic Curric)</p> <p>Learning Areas: HASS (Geography), English, Mathematics and The Arts (Visual Arts)</p> <p>Module Structure: Unit of learning (7 activities)</p> <p>Context of Module: Building off the learning in Foundation and Year 1, this module now turns the focus to places of importance that hold enduring social, cultural, spiritual and ecological importance. From a single scarred tree to an entire mountain range, these places embody stories, responsibilities and relationships nurtured over countless generations. Understanding why they matter and how to respect them, helps students move from general care for Country to respectful engagement with specific places. This module invites students and teachers to notice, inquire into and respect the important places that surround them. By combining teacher background knowledge with rich activities, it strengthens learners' relationships with the Country they live, learn and play on, laying foundations for respectful relationships with Aboriginal and Torres Strait Islander places and knowledge systems.</p> |



Years 3 and 4 Connection to Country.

Module 4

Title: [Indigenous Australia: Diversity of Peoples, Cultures and Lands](#)

Year Levels: Years 3 and 4

Learning Areas: HASS (History, Geography), English and The Arts (Visual Arts)

Module Structure: Unit of learning (5 activities)

Context of Module: Designed to be the first module engaged with at these year levels, this is one of several curriculum modules at Years 3 and 4 that together form a developmental narrative exploring *Connection to Country*. It builds on students' early learning about [what Country means \(F\)](#), [how to care for Country \(Yr 1\)](#), and the [importance of specific places \(Yr 2\)](#). This module invites students to explore the rich diversity of Aboriginal and Torres Strait Islander Peoples across Australia.

Students build respectful awareness of how Country, language and identity are experienced in distinct ways, shaped by geography, cultural practices and knowledge systems. Through stories, maps, artworks and case studies, they engage with a wide range of perspectives. They begin to see Australia not as a single story, but as a continent made up of hundreds of different Indigenous nations, each with unique connections to Country. By foregrounding cultural and environmental diversity, this module expands student awareness of the many ways Aboriginal and Torres Strait Islander Peoples live with, care for, and belong to Country.

Module 5

Title: [Reading and navigating through songlines](#)

Year Levels: Years 3 and 4

Learning Areas: HASS (History, Geography), English, Mathematics and The Arts (Visual Arts)

Module Structure: Unit of learning (6 activities)

Context of Module: One of several curriculum modules at Years 3 and 4 that together form a developmental narrative exploring *Connection to Country*, this module is best engaged with after students have completed [Indigenous Australia: Diversity of Peoples, Cultures and Lands](#), where they were introduced to the cultural and geographic diversity of Aboriginal and Torres Strait Islander Peoples.

This module invites students to investigate how people navigate, map and move through Country using oral traditions, celestial knowledge and environmental cues. Students engage with the concept of songlines (song series) and begin to understand how these networks guide movement, sustain relationships and embed cultural meaning in the land. Through engaging texts, artworks, maps and classroom activities, students discover how Aboriginal and Torres Strait Islander Peoples read the land, sky and waters to travel, trade and communicate. By connecting language, mathematics and geography through an Indigenous lens, this module deepens respectful engagement with Country as a living archive of story, law and direction.

Module 6

Title: [Understanding smoking ceremonies](#)

Year Levels: Years 3 and 4

Learning Areas: HASS (History, Geography) and English

Module Structure: Unit of learning (3 activities)

Context of Module: One of several curriculum modules at Years 3 and 4 that together form a developmental narrative exploring *Connection to Country*, this module is best engaged with after students have completed [Indigenous Australia: Diversity of Peoples, Cultures and Lands](#), where they explored cultural and environmental diversity across Australia.

This module invites students to explore the significance of smoking ceremonies across different regions as living cultural practices that connect people, place and spirituality. Through storytelling, video, texts and class discussion, students learn about the varied uses of smoking ceremonies, including welcoming, cleansing and spiritual renewal. They explore how cultural protocols and meanings vary between nations, while recognising common threads of respect, connection and community. This module deepens students' appreciation of Aboriginal cultural practices and strengthens their understanding of how ceremony's express identity, uphold cultural values and maintain relationships with Country.



Years 5 and 6 Country as Teacher; Continuity of Culture.

Module 7

Title: [Indigenous Ecological Knowledge and celestial objects](#)

Year Levels: Year 5 (Australian Curriculum), Years 5 and 6 (Victorian Curriculum)

Learning Areas: Science, Mathematics and English

Module Structure: Module collections

Context of Module: One of several curriculum modules at Years 5 and 6 that together form a developmental narrative exploring *Country as Teacher*, this module invites students to consider the sky as a reflection of the land – a concept embedded in many Aboriginal and Torres Strait Islander Knowledge systems. Students explore how celestial objects such as stars, the Moon and planetary movements are read alongside changes in the land, sea and sky to understand animal behaviours, plant cycles and seasonal shifts.

Through stories, observation, mathematics and inquiry, students engage with the idea that Country teaches through patterns – both in the environment and in the sky. These learning experiences highlight the interconnectedness of land, water, sky and life, demonstrating how Indigenous Ecological Knowledge informs sustainable practices and deepens scientific understanding. These resources enable teachers to integrate rich cultural perspectives that honour Aboriginal and Torres Strait Islander ways of seeing and knowing the world.

Module 8

Title: [Indigenous Astronomy and the solar system](#)

Year Levels: Year 6 (Australian Curriculum), Years 5 and 6 (Victorian Curriculum)

Learning Areas: Science and English

Module Structure: Pathway series

Context of Module: One of several curriculum modules at Years 5 and 6 that together form a developmental narrative exploring *Country as Teacher*, this module invites students to explore Aboriginal perspectives of the solar system, where planetary motion, sky lore, and cultural knowledge are deeply interwoven.

Building on students' prior learning about the interconnectedness of land and sky, this module introduces multiple pathways for investigating how Aboriginal Peoples observe, interpret and understand the movements of the Sun, Moon and visible planets. Students engage with stories, scientific concepts, and visual materials that highlight how sky knowledge supports cultural continuity, navigation and seasonal understanding. Designed to integrate with broader units on the solar system, this module provides teachers with flexible, multi-modal resources that showcase the richness of Indigenous Knowledge and its contribution to Earth and space sciences.

Module 9

Title: [Indigenous Ecological Knowledge and significant weather events](#)

Year Levels: Years 5 and 6

Learning Areas: HASS (Geography), Science and English

Module Structure: Pathway series

Context of Module: One of several curriculum modules at Years 5 and 6 that together form a developmental narrative exploring *Country as Teacher*, this module builds on earlier primary learning about *connection to Country* and the diversity of Aboriginal and Torres Strait Islander knowledge. It invites students to recognise Country as a teacher – an active source of knowledge and guidance – through observation, practice and story.

Focusing on significant weather events, students consider how Indigenous Knowledge systems contribute to sustainable futures by reading signs in the environment and responding to changes in ways that build community resilience. Through case studies, discussions and research, students explore how patterns, seasonal knowledge and lived experience shape prevention, preparedness and responses to floods, cyclones, drought and bushfires.