

YISHUN SECONDARY SCHOOL
Subject & Code: Elective Geography (2125)
Level & Stream: Sec 3 (G2)

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 1 Wk 1	<ul style="list-style-type: none"> ● Back-to-school programme ● Introduction to Upper Sec Geography ● Setting expectations 	<u>Learning Outcome(s)</u> Students will understand: <ul style="list-style-type: none"> ● Overview of upper secondary geography syllabus
Term 1 Wk 2	<p>Geography In Everyday Life (GEL) <u>Key Question</u></p> <ul style="list-style-type: none"> ● What is the relationship between people and nature in their neighbourhoods? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> ● Neighbourhood walk ● Conducting questionnaire survey to analyse peoples' experiences with their neighbourhood (to test hypothesis) ● Mental map on places of nature areas in the neighbourhood ● Online research on positive/negative interactions of nature and people in neighbourhoods in Singapore ● Analyse and present findings on relationship between people and nature 	<u>Learning Outcome(s)</u> Students will understand: <ul style="list-style-type: none"> ● Relationship between people and nature (interdependence) ● Benefits to people and nature ● Disadvantages to people and nature <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> ● Formulating hypothesis ● Analytical skills ● Research and communication ● Data representation
Term 1 Wks 3 – 4	<p><u>Key Question</u></p> <ul style="list-style-type: none"> ● How do people acquire a sense of place in their neighbourhoods? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> ● Mental map on significant ideas, memories, built environment design and landmarks that individuals associate with to a location. ● Video production to highlight places of fond memories in school 	<u>Learning Outcome(s)</u> Students will understand: <ul style="list-style-type: none"> ● How individuals acquire a sense of place to their neighbourhood ● Acquiring a sense of place in school <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> ● Presentation and communication skills ● Basic video production skills

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 1 Wks 5 – 6	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • What is the relationship between locations in a neighbourhood? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> • Sensory walk @ Chong Pang to investigate and represent spatial patterns 	<p><u>Learning Outcome(s)</u> Students will understand:</p> <ul style="list-style-type: none"> • Regions • Spatial patterns • Spatial associations <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Data collection • Data representation to show patterns and associations
Term 1 Wks 7 – 8	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • How are neighbourhoods organised in Singapore? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> • Analysing street directories or Geospatial Technologies (MOE EduGIS) to compare layout of estates 	<p><u>Learning Outcome(s)</u> Students will understand:</p> <ul style="list-style-type: none"> • Spatial scales in Singapore • Spatial hierarchies in Singapore • Town planning in Singapore <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Analytical skills - street directories or Geospatial Technologies (MOE EduGIS) • Comparing and reasoning skills - reasons for the differences in layouts of neighbourhoods in Singapore
Term 1 Wk 9	Revision for Weighted Assessment 1	
Term 1 Wk 10	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • What are sustainable urban neighbourhoods? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> • Identifying and analysing efforts in sustainable living in neighbourhoods • Online research on efforts on sustainable development in Singapore 	<p><u>Learning Outcome(s)</u> Students will understand:</p> <ul style="list-style-type: none"> • Sustainable development • Economic, social and environmental sustainability in urban neighbourhoods <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Photo annotations to show key aspects of sustainable living in neighbourhoods

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
		<ul style="list-style-type: none"> • Comparison of different features seen in mature and non-mature estates • Presentation of information collected from research on articles that highlights efforts made to make Singapore a more sustainable place to live
March Holidays (11 March 2024 – 15 March 2024)		
Term 2 Wk 1	<ul style="list-style-type: none"> • Error analysis of Weighted Assessment 1 • Error analysis of holiday assignment 	
Term 2 Wks 2 -3	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • What ecosystem services are found in urban neighbourhoods? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> • Studying the Singapore Water Story to identify the interactions between aquatic ecosystems and the non – living environment to provide water to homes in Singapore • Online research on Orchard flooding and mitigation efforts 	<p><u>Learning Outcome(s)</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> • Urban neighbourhoods as ecosystems • Provisioning and regulating services • Cultural and supporting services <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Internet research on Orchard flooding •
Term 2 Wk 4	Revision for Weighted Assessment 2	
Term 2 Wk 5	School Learning Fest 15 April to 18 April 2024	
Term 2 Week 6	Error Analysis of Weighted Assessment 2	
Term 2 Wks 6-7	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • What are common hazards in urban neighbourhoods? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> • Identifying fire, air pollution and traffic hazards in the school compound 	<p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> • Causes and consequences of fire, air pollution and traffic hazards in neighbourhood <p><u>Skill Focus</u></p>

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
		<ul style="list-style-type: none"> ● Photograph annotation of fire, air pollution and traffic hazards in their neighbourhood ● Critical thinking- ways to educate residents and reduce these hazards
Term 2 Wks 8-9	<p><u>Key Question</u></p> <ul style="list-style-type: none"> ● How to build sustainable urban neighbourhoods? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> ● Students nurture Eco Stewardship for identified areas in school ● Groupwork – drafting of proposal to school leaders on eco stewardship efforts in school. 	<p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> ● Environmental stewardship ● Disaster risk management ● Community resilience <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> ● Analytical and reasoning skills- reasons for choice of school premises/ area where students can nurture Eco Stewardship ● Formal writing
Term 2 Wk 10	Revision of Topics 1 and 2	

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 3 Wk 1-2	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • How to design fieldwork? <p><u>Content Activity</u> Fieldwork in school compound to encourage sustainable development</p>	<p><u>Learning Outcome(s)</u> Students will understand:</p> <ul style="list-style-type: none"> • Stages/process of fieldwork – formulating hypothesis/ guiding questions • Data collection sequence through primary and/or secondary sources • Limitations and risks during data collection <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Formulating hypothesis • Data collection
Term 3 Wk 3	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • How to collect primary data? 	<p><u>Learning Outcome(s)</u> Students will understand:</p> <ul style="list-style-type: none"> • Different sampling methods • Drafting closed-ended questionnaire surveys • Mental maps <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Data Response Questions to describe and explain data collected • Annotation of diagrams
Term 3 Wks 4-5	<p>Week 5 – Home Based Learning</p> <p><u>Key Question</u></p> <ul style="list-style-type: none"> • How to process and analyse data? 	<p><u>Learning Outcome(s)</u> Students will understand:</p> <ul style="list-style-type: none"> • Interpreting responses to closed-ended questionnaire surveys using measures of frequency such as counts, percentages and central tendency • Mental maps to represent reality with features and labels • Patterns and relationships • Interpreting correlations
Term 3 Wk 6-7	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • How to present findings? 	<p><u>Learning Outcome(s)</u> Students will understand:</p> <ul style="list-style-type: none"> • How to represent spatial information using graphs, photographs and texts

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 3 Wks 8-9	<p>Climate</p> <p><u>Key Question</u></p> <ul style="list-style-type: none"> • What is weather and climate? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> • Compare weather and climate • Identify various weather elements 	<p><u>Learning outcomes</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> • Differences between Weather and Climate • Climate hazards and its impacts on human • The characteristic of tropical equatorial, tropical monsoon and cool temperate climatic types. <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Data Response Questions such as tables showing data on weather elements
Term 3 Wk 10	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • Why does air temperature vary across Earth's surface? 	<p><u>Learning outcomes</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> • Factors affecting air temperature such as earth's rotation, revolution, latitude, altitude, nature of surfaces and distance from sea <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Data Response Questions – interpreting and analysing
	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • Why does precipitation vary across Earth's surface? 	<p><u>Learning outcomes</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> • Reasons for variation in precipitation such as Water cycle, relative humidity, clouds and precipitation <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Annotating convectional and relief rainfall diagrams • Data Response Questions
Term 4 Wks 1-2	Revision for End-of-Year examinations	
Term 4 Wks 3-4	End-of-Year examinations	

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 4 Wks 1-3	EOY Revision	
4-5	End of Year Examination	
6	Script-checking	

**All information is correct at the time of publication and may be subjected to change.*