

**YISHUN SECONDARY SCHOOL**

**Subject & Code: 2260**

**Level & Stream: Sec 3 (G3)**

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 1 Wk 1	<ul style="list-style-type: none"> <li>• Back-to-school programme</li> <li>• Setting expectations</li> </ul>	
Term 1 Wk 2	<p><b>Geography In Everyday Life (GEL)</b></p> <p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• What is the relationship between people and nature in their neighbourhoods?</li> </ul> <p><u>Content Activity</u></p> <ul style="list-style-type: none"> <li>• Conducting of questionnaire survey               <ul style="list-style-type: none"> <li>○ Analysing peoples' experiences with their neighbourhood</li> </ul> </li> <li>• Mental map               <ul style="list-style-type: none"> <li>○ Identifying places of nature areas in the neighbourhood</li> </ul> </li> <li>• Online research on positive/negative interactions of nature and people in neighbourhoods in Singapore</li> <li>• Classroom sharing on findings from own observations of human-nature interactions to prove hypothesis</li> </ul>	<p><u>Learning Outcome(s)</u></p> <ul style="list-style-type: none"> <li>• Relationship between people and nature</li> <li>• Benefits enjoyed by people and nature</li> <li>• Disadvantages to people and nature</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Conducting of questionnaire survey</li> <li>• Online research using PLDs</li> <li>• Crafting of hypothesis               <ul style="list-style-type: none"> <li>○ To find out on possible positive/negative human-nature interactions</li> </ul> </li> <li>• Presentation skills               <ul style="list-style-type: none"> <li>○ To present findings from own observations of human-nature interactions to prove hypothesis</li> </ul> </li> </ul>
Term 1 Wks 3 – 4	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• How do people acquire a sense of place in their neighbourhoods?</li> </ul> <p><u>Content Activity</u></p> <ul style="list-style-type: none"> <li>• Mental map               <ul style="list-style-type: none"> <li>○ Identifying places of fond memories in school</li> <li>○ Focusing on elements that make up that sense of place of fond memories in school</li> <li>○ Creating a video that highlights a memorable place in school</li> </ul> </li> </ul>	<p><u>Learning Outcome(s)</u></p> <ul style="list-style-type: none"> <li>• A deeper understanding of what is meant by a sense of place</li> <li>• Acquiring a sense of place in school</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Presentation skills               <ul style="list-style-type: none"> <li>○ To present video and explain why that is considered a sense of place</li> </ul> </li> </ul>

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Term 1 Wks 5 – 6	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• What is the relationship between locations in a neighbourhood?</li> </ul> <p><u>Content Activity</u></p> <ul style="list-style-type: none"> <li>• Sensory walk to investigate and represent spatial patterns at Chong Pang</li> </ul>	<p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• Regions</li> <li>• Spatial patterns</li> <li>• Spatial associations</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Data representation of data collected to show patterns and associations</li> </ul>
Term 1 Wks 7 – 8	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• How are neighbourhoods organised in Singapore?</li> </ul> <p><u>Content Activity</u></p> <ul style="list-style-type: none"> <li>• Analysing street directories or Geospatial Technologies (MOE EduGIS) to compare the layout of these estates</li> </ul>	<p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• Spatial scales in Singapore</li> <li>• Spatial hierarchies in Singapore</li> <li>• Town planning in Singapore</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Analysing street directories or Geospatial Technologies (MOE EduGIS)</li> <li>• Comparison of different reasons for the various layouts of neighbourhood in Singapore (e.g. Bukit Merah vs Sengkang)</li> </ul>
Term 1 Wk 9	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• What are sustainable urban neighbourhood?</li> </ul> <p><u>Content Activity</u></p> <ul style="list-style-type: none"> <li>• Identifying and analysing efforts made in neighbourhood to encourage sustainable living</li> <li>• Research on articles that highlights efforts made to make Singapore a more sustainable place to live</li> </ul>	<p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• Sustainable development</li> <li>• Economic and social sustainability in urban neighbourhoods</li> <li>• Environmental sustainability in urban neighbourhood</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Annotating on photograph to show key aspects of sustainable living in neighbourhood</li> <li>• Comparison of different features seen in mature and non-mature estates</li> <li>• Presentation of information collected from research on articles that highlights efforts made to make Singapore a more sustainable place to live</li> </ul>

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 1 Wk 10	<ul style="list-style-type: none"> <li>• Revision for WA1/Buffer Week</li> <li>• WA1</li> </ul>	
<b><u>March Holidays (11 March 2024 – 15 March 2024)</u></b>		

Term 2 Wk 1	<ul style="list-style-type: none"> <li>• Buffer Week</li> <li>• Going through of WA1</li> <li>• Holiday Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Error analysis of WA1</li> <li>• Error analysis of holiday assignment</li> </ul>
Term 2 Wk 2	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• What ecosystem services are found in urban neighbourhoods?</li> </ul> <p><u>Content Activity</u></p> <ul style="list-style-type: none"> <li>• Investigate regulating services by researching on flooding in the Orchard area and identify measures taken to mitigate the effects of future flooding in the area</li> </ul>	<p><u>Learning Outcome(s)</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• Urban neighbourhoods as ecosystems</li> <li>• Provisioning and regulating services</li> <li>• Cultural and supporting services</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Internet research on Orchard flooding</li> </ul>
Term 2 Wk 3	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• What are common hazards in urban neighbourhoods?</li> </ul> <p><u>Content Activity</u></p> <ul style="list-style-type: none"> <li>• Identifying fire, air pollution and traffic hazards in the school's compound</li> </ul>	<p><u>Learning Outcome(s)</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• Fire hazards in neighbourhood</li> <li>• Air pollution hazards</li> <li>• Traffic hazards</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Annotate on photograph depicting fire, air pollution and traffic hazards in their neighbourhood</li> <li>• Suggest reasons to educate residents and possible ways to reduce these hazards</li> </ul>
Term 2 Wk 4	<ul style="list-style-type: none"> <li>• WA2</li> </ul> <p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• How to build sustainable urban neighbourhoods?</li> </ul> <p><u>Content Activity</u></p> <ul style="list-style-type: none"> <li>• Identifying an area in school where students can nurture Eco Stewardship</li> <li>• In groups, students will write a proposal to School Principal highlighting the different elements of Eco Stewardship and why proposed area will be able to help to so</li> </ul>	<p><u>Learning Outcome(s)</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• Environmental stewardship</li> <li>• Disaster risk management</li> <li>• Community resilience</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Analysing and justifying reasons for an area where students can nurture Eco Stewardship</li> <li>• Proposal writing</li> </ul>

Term 2 Wk 5	School Learning Fest 15 April -18 April 2024	
Term 2 Wk 6	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• How to design fieldwork?</li> </ul> <p><u>Content Activity</u> Using the school's context, identify a research area that can help the school improve in terms of sustainable development</p>	<p><u>Learning Outcome(s)</u> Students will understand:</p> <ul style="list-style-type: none"> <li>• What are research questions and hypotheses</li> <li>• Data collection sequence through primary and/or secondary sources</li> <li>• Limitations and risks during data collection</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Crafting of hypothesis</li> </ul> <p>Data collection</p>
Term 2 Wk 7	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• How to collect primary data?</li> </ul>	<p><u>Learning Outcome(s)</u> Students will understand:</p> <ul style="list-style-type: none"> <li>• What are the different sampling methods</li> <li>• Closed-ended questionnaire surveys</li> <li>• Mental maps</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Data Response Questions <ul style="list-style-type: none"> <li>○ Describe and explain data</li> </ul> </li> <li>• Annotate diagrams</li> </ul>
	<ul style="list-style-type: none"> <li>• Going through of WA2</li> </ul>	<ul style="list-style-type: none"> <li>• Error Analysis of WA2</li> </ul>
Term 2 Wk 8	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• How to process and analyse data?</li> </ul>	<p><u>Learning Outcome(s)</u> Students will understand:</p> <ul style="list-style-type: none"> <li>• Closed-ended questionnaire surveys – how to interpret responses using measures of frequency including counts and percentages</li> <li>• How to interpret responses using measures of central tendency including mean, mode and median</li> <li>• Mental maps <ul style="list-style-type: none"> <li>○ How maps represent reality</li> <li>○ How features and labels are drawn or added</li> </ul> </li> <li>• Patterns and relationships</li> <li>• Visualizing positive and negative correlations using scatter plots and best-fit lines</li> </ul>
Term 2 Wks 9 – 10	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• How to present findings?</li> </ul>	<p><u>Learning Outcome(s)</u> Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• How maps can represent spatial information</li> </ul>

		<ul style="list-style-type: none"><li>• using graphs such as pie charts and bar graphs to show distributions</li><li>• photographs and texts<ul style="list-style-type: none"><li>○ e.g. use of satellite and aerial images to display spatial information use of colour-coded quotations and word clouds to represent qualitative analyses</li></ul></li></ul>
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Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 3 Wk 1	<p><b>Climate</b></p> <p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• What is weather and climate?</li> </ul> <p><u>Content Activity</u></p> <ul style="list-style-type: none"> <li>• Compare weather and climate</li> <li>• Identify various weather elements</li> </ul>	<p><u>Learning outcomes</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Climate</li> <li>• Climate hazards and its impacts on human</li> <li>• The characteristic of tropical equatorial, tropical monsoon and cool temperate climatic types.</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Data Response Questions <ul style="list-style-type: none"> <li>○ Analysis of tables to determine relationship of variables</li> <li>○ Calculation of mean temperature and temperature range</li> </ul> </li> </ul>
Term 3 Wk 2	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• Why does air temperature vary across Earth's surface?</li> </ul>	<p><u>Learning outcomes</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• Earth's rotation and revolution</li> <li>• Latitude and altitude in affecting temperature</li> <li>• Nature of surfaces and distance from sea</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Data Response Questions <ul style="list-style-type: none"> <li>○ Describe and explain data</li> </ul> </li> </ul>
	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• Why does precipitation vary across Earth's surface?</li> </ul>	<p><u>Learning outcomes</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• Water cycle</li> <li>• Relative humidity</li> <li>• Clouds and precipitation</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Annotate convectional and relief rainfall diagrams</li> <li>• Data Response Questions <ul style="list-style-type: none"> <li>○ Describe and explain data</li> </ul> </li> </ul>
Term 3 Wk 3	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• Why does wind direction and wind speed vary across Earth's surface?</li> </ul>	<p><u>Learning outcomes</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• Unequal distribution of air temperature</li> <li>• Wind speed</li> </ul>

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
		<ul style="list-style-type: none"> <li>• Local and regional wind</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Annotate local and regional wind diagrams</li> <li>• Data Response Questions <ul style="list-style-type: none"> <li>○ Describe and explain data</li> </ul> </li> </ul>
	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• What is the natural variability of climate?</li> </ul>	<p><u>Learning outcomes</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• Evidence of past climates</li> <li>• Changing climate zones</li> <li>• Climate variability due to natural processes</li> </ul> <p><u>Skills Focus</u></p> <ul style="list-style-type: none"> <li>• Structured Essay Question</li> </ul>
Term 3 Wk 4	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• How do anthropogenic factors contribute to climate change?</li> </ul> <p><u>Content Activity</u></p> <ul style="list-style-type: none"> <li>• Inquiry Question: Are humans to blame for climate change or is it a natural event?</li> </ul>	<p><u>Learning outcomes</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• Growth in population and industrialization</li> <li>• Causes of the greenhouse effect</li> <li>• Causes of the enhanced greenhouse effect</li> </ul> <p><u>Skills Focus</u></p> <ul style="list-style-type: none"> <li>• Structured Essay Question</li> <li>• Data Response Questions <ul style="list-style-type: none"> <li>○ Describe and explain data</li> </ul> </li> </ul>
Term 3 Wk 5	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• How might climate change affect natural systems?</li> </ul>	<p><u>Learning outcomes</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• Impact of climate change on natural systems</li> <li>• Impact of climate change on aquatic ecosystems</li> <li>• Impact of climate change on terrestrial ecosystems</li> </ul>
	<p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>• How might climate change affect human systems?</li> </ul>	<p><u>Learning outcomes</u></p> <p>Students will learn and understand:</p> <ul style="list-style-type: none"> <li>• Impact of climate change on human systems</li> <li>• Direct impact of climate change on human systems</li> </ul>



Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
		<ul style="list-style-type: none"> <li>• Indirect impact of climate change on human systems</li> </ul>
Term 3 Week 6	<u>Key Question</u> <ul style="list-style-type: none"> <li>• How does climate action help achieve sustainable development?</li> </ul>	<u>Learning outcomes</u> Students will learn and understand: <ul style="list-style-type: none"> <li>• Climate action</li> <li>• Climate change is a threat multiplier</li> <li>• Climate change constrains development path</li> </ul>
	<u>Key Question</u> <ul style="list-style-type: none"> <li>• Why do climate risks vary across places?</li> </ul>	<u>Learning outcomes</u> Students will learn and understand: <ul style="list-style-type: none"> <li>• Climate risks</li> <li>• Affected by climate-related hazards</li> <li>• Affected by vulnerability and exposure</li> </ul>
Term 3 Wk 7	<ul style="list-style-type: none"> <li>• Buffer Week</li> </ul>	
Term 3 Wk 8	<u>Key Question</u> <ul style="list-style-type: none"> <li>• How effective are mitigation strategies in building community resilience to climate change?</li> </ul>	<u>Learning outcomes</u> Students will learn and understand: <ul style="list-style-type: none"> <li>• Mitigation strategies</li> <li>• Mitigation strategies that reduce greenhouse gas emissions</li> <li>• Mitigation strategies that enhance carbon sinks</li> </ul>
Term 3 Wk 9	<u>Key Question</u> <ul style="list-style-type: none"> <li>• How effective are adaptation strategies in building community resilience to climate change?</li> </ul>	<u>Learning outcomes</u> Students will learn and understand: <ul style="list-style-type: none"> <li>• Adaptation strategies</li> <li>• Adaptation strategies with structural and technological approaches</li> <li>• Adaptation strategies with social and institutional approaches</li> </ul>
Term 3 Wk 10	<ul style="list-style-type: none"> <li>• Buffer Week</li> <li>• Intensive Revision to EOY</li> </ul>	

<b>Term / Week</b>	<b>Learning Experiences (Chapter &amp; Activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
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.*