

YISHUN SECONDARY SCHOOL

Subject & Code: Pure Geography / 2279 Level & Stream: Sec 3 G3

<b>The Curriculum and Approaches to Learning</b>	<b>Key Programmes / Competitions</b>
<p>The O-Level Geography syllabus is organised by topics that are grouped according to clusters to achieve a balance between breadth and depth of content coverage. By using geographical concepts and methods in lessons at YSS, students would elevate the relevance and applicability of Geography. Furthermore, students will be able to understand key geographical concepts such as space, place, physical and human processes, environmental and cultural diversity and interdependence and skills to develop in them an appreciation of the physical and human environment.</p>	<ul style="list-style-type: none"> <li>• Teaching through inquiry-based, differentiated instructions and making thinking visible</li> <li>• Reflective learner through self-reflection in their skill sets and knowledge</li> <li>• Assessment for learning approaches to assess students and provide feedback to help them improve</li> <li>• Geographical Investigation to connect classroom lessons to real-life context</li> </ul>

<b>Week Term 1</b>	<b>Learning Experiences (chapter, activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
1	<b>Back-to-School Programme</b>	N.A
2 – 4	<p><b>Geography in Everyday Life Cluster Topic 1 - Thinking Geographically</b></p> <p>KQ1: What is the relationship between people and nature in their neighbourhoods?</p> <p>KQ2: How do people acquire a sense of place in their neighbourhoods?</p> <p>KQ3: What is the relationship between locations in a neighbourhood?</p> <p>KQ4: How are neighbourhoods organised in Singapore?</p>	<ul style="list-style-type: none"> <li>• Describe relationship between people and nature in their neighbourhoods;</li> <li>• Describe how people acquire a sense of place in their neighbourhoods;</li> <li>• Describe the relationship between locations in a neighbourhood; and</li> <li>• Describe how neighbourhoods are organized in Singapore</li> </ul> <p><b>Skill Focus:</b></p> <ul style="list-style-type: none"> <li>• Data response question - using figure to describe and explain</li> </ul>

<p>5-7 W4D2 – CNY Celebration on 28/1 – 30/1</p>	<p><b>Geography in Everyday Life Cluster Topic 2 - Sustainable Development</b></p> <p>KQ1: What are sustainable urban neighbourhoods?</p> <p>KQ2: What ecosystem services are found in urban neighbourhoods?</p> <p>KQ3: What are common hazards in urban neighbourhoods?</p> <p>KQ4: How to build sustainable urban neighbourhoods?</p>	<ul style="list-style-type: none"> <li>• Describe what sustainable urban neighbourhoods are;</li> <li>• Describe what ecosystem services are found in urban neighbourhoods;</li> <li>• Describe the common hazards found in urban neighbourhoods; and</li> <li>• Explain how sustainable urban neighbourhoods may be built.</li> </ul> <p><b>Skill Focus:</b></p> <ul style="list-style-type: none"> <li>• Data response question - using figure to describe and explain</li> </ul>
<p>W8 – WA1 (during curriculum)</p>	<p><b>Weighted Assessment 1</b></p> <ul style="list-style-type: none"> <li>• Geography in Everyday Life Cluster Topic 1 and 2</li> </ul> <p><b>Tourism Cluster Topic 1 - Tourism Activity</b></p> <p>KQ1: What is a tourism system? <i>Weighted Assessment 1 in Week 8</i></p> <p>KQ2: What led to the growth of tourism?</p> <p>KQ3: How do tourist destination regions develop over time?</p> <p>KQ 4: How do different personality characteristics of tourists</p>	<ul style="list-style-type: none"> <li>• Describe what a tourism system is;</li> <li>• Describe the reasons that led to the growth of tourism;</li> <li>• Explain how tourism destination regions develop over time; and</li> <li>• Explain how different personality characteristics of tourists affect tourist des</li> </ul> <p><b>Skill Focus:</b></p> <ul style="list-style-type: none"> <li>• Data Response Question - using figure to describe and explain</li> </ul>
<p>9-10</p>	<p><b>Geography in Everyday Life Cluster Topic 3 – Geographical Methods</b></p> <p>KQ1: How to design fieldwork?</p> <p>KQ 2: How to collect primary data?</p>	<ul style="list-style-type: none"> <li>• Describe how to design fieldwork; and</li> <li>• Describe how to collect primary data.</li> </ul>
<p><b>March Holiday Break (15-23 March 2025)</b></p>		

Term / Week  Term 2	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
1-3	<p><b>Tourism Cluster Topic 2 – Tourism Development</b></p> <p>KQ1: What are the trends in tourism?</p> <p>KQ2: How does tourism affect the economies of places?</p> <p>KQ3: How does tourism affect the society of places?</p> <p>KQ4: How does tourism affect the environment of places?</p> <p>Open-Ended Questions • Introduction to 6m discuss questions</p>	<ul style="list-style-type: none"> <li>• Describe the trends in tourism;</li> <li>• Describe the economic impacts of tourism;</li> <li>• Describe the social impacts of tourism; and</li> <li>• Describe the environmental impacts of tourism</li> </ul> <p><b>Skill Focus:</b></p> <ul style="list-style-type: none"> <li>• Data Response Question - using figure to describe and explain</li> </ul>
3-5	<p><b>Geography in Everyday Life Cluster Topic 3 – Geographical Methods</b></p> <p>KQ2: How to collect primary data?</p> <p>KQ3: How to process and analyse</p>	<p>Describe how to collect primary data; and</p> <ul style="list-style-type: none"> <li>• Describe how to process and analyse data.</li> </ul> <p><b>Skills Focus</b> GI Fieldwork Package</p>
5-7 – WA2 during Curriculum time	<p><b>Tourism Cluster Topic 3 – Sustainable Tourism Development</b></p> <p><b>Weighted Assessment 1</b></p> <ul style="list-style-type: none"> <li>• Tourism Cluster Topic 1 and 2</li> </ul> <p>KQ 1: How does tourism development help achieve sustainable development?</p> <p>KQ 2: How effective are stakeholders in influencing sustainable tourism development?</p> <p>KQ 3: How effective are the approaches in achieving sustainable tourism development?</p>	<ul style="list-style-type: none"> <li>• Explain how tourism development helps achieve sustainable development;</li> <li>• Evaluate how effective stakeholders are in influencing sustainable development;</li> <li>• Evaluate how effective the approaches in achieving sustainable tourism development are; and</li> <li>• Explain how tourism might continue to develop sustainably.</li> </ul> <p><b>Skills Focus</b></p> <ul style="list-style-type: none"> <li>• Evaluative essay question</li> </ul>

	<p>KQ 4: How might tourism continue to develop sustainably? <i>Weighted Assessment 1 in Week 8</i></p> <p>Essay Question Introduction to 9m essay questions.</p>	
8	<b>Student Learning Festival Week 2025</b>	
9-10	<p><b>Geography in Everyday Life Cluster Topic 3 – Geographical Methods</b></p> <p>KQ3: How to process and analyse data?</p> <p>KQ4: How to present findings?</p>	<ul style="list-style-type: none"> <li>• Describe how to process and analyse data; and</li> <li>• Describe how to present findings.</li> </ul> <p><b>Skills Focus</b></p> <ul style="list-style-type: none"> <li>• Representing of data using appropriate graphs</li> </ul>
<b>June Holiday Break</b>		
<b>Term / Week</b>	<b>Learning Experiences (chapter, activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
<b>Term 3</b>		
1 – 2	<p><b>Geography in Everyday Life Cluster Topic 3 – Geographical Methods</b></p> <p>KQ 4: How to present findings?</p>	<ul style="list-style-type: none"> <li>• Describe how to present findings.</li> </ul>
3 – 5 (Alternative Assessment 3 due in Week 3)	<p><b>Climate Cluster Topic 1 – Weather and Climate</b></p> <p>KQ1: What is weather and climate?</p> <p>KQ2: Why does air temperature vary across Earth's surface?</p> <p>KQ3: Why does precipitation vary across Earth's surface?</p> <p>KQ4: Why does wind direction and wind speed vary across Earth's surface?</p>	<ul style="list-style-type: none"> <li>• Explain the concepts of weather and climate;</li> <li>• Explain why air temperature varies across the Earth's surface;</li> <li>• Explain why precipitation varies across the Earth's surface; and</li> <li>• Explain why wind direction and wind speed vary across the Earth's surface.</li> </ul>
5 – 7 National Day Celebration on W6D10	<p><b>Cluster Climate Topic 2 – Climate Change</b></p> <p>KQ1: What is the natural variability of climate?</p>	<ul style="list-style-type: none"> <li>• Describe the natural variability of climate;</li> <li>• Describe how anthropogenic factors contribute to climate change;</li> </ul>

	<p>KQ2: How do anthropogenic factors contribute to climate change?</p> <p>KQ3: How might climate change affect natural systems?</p> <p>KQ4: How might climate change affect human systems?</p>	<ul style="list-style-type: none"> <li>• Explain how climate change might affect natural systems; and</li> <li>• Explain how climate change might affect human systems.</li> </ul> <p><b>Skills Focus</b></p> <ul style="list-style-type: none"> <li>• Discuss question</li> <li>• Evaluative question</li> </ul>
<p>8 – 10 Teachers’ Day Celebrations on W10D8</p>	<p><b>Cluster Climate Topic 3 – Climate Action</b></p> <p>KQ1: How does climate action help achieve sustainable development?</p> <p>KQ2: Why do climate risks vary across places?</p> <p>KQ 3: How effective are mitigation strategies in building community resilience to climate change?</p> <p>KQ4: How effective are adaptation strategies in building community resilience to climate change?</p>	<ul style="list-style-type: none"> <li>• Describe how climate action will help achieve sustainable development;</li> <li>• Explain why climate risks vary across places;</li> <li>• Evaluate how effective are mitigation strategies in building community resilience to climate change and</li> <li>• Evaluate how effective adaptation strategies are in building community resilience to climate change</li> </ul> <p><b>Skills Focus</b></p> <ul style="list-style-type: none"> <li>• Discuss question</li> <li>• Evaluative question</li> </ul>
<p><b>September Holiday Break</b></p>		
<p><b>Term / Week Term 4</b></p>	<p><b>Learning Experiences (chapter, activity)</b></p>	<p><b>Learning Outcomes &amp; Assessment</b></p>
<p>1 – 3</p>	<p><b>EOY Revision</b></p> <ul style="list-style-type: none"> <li>• Specimen paper for in-class practice</li> <li>• Mind-map making for consolidation</li> </ul>	

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