YISHUN SECONDARY SCHOOL
Subject & Code: 2260/ K335/02
Level & Stream: Secondary 3 (G3)

Term / Week	**Learning Experiences (Chapter & Activity)**	**Learning Outcomes & Assessment**
Term 1 Weeks 0 - 1	• Back-to-school programme • Setting expectations	

Term 1
Week 1- 2
	Key Question
	• What is the relationship between people and nature in their neighbourhoods? (Topic 1.1)
	
	Content Activity
	• Conducting of questionnaire survey
	  ○ Analysing peoples' experiences with their neighbourhood
	• Mental map
	  ○ Identifying places of nature areas in the neighbourhood
	• Online research of positive/negative interactions of nature and people in neighbourhoods in Singapore
	• Classroom sharing on findings from own observations of human-nature interactions to prove hypothesis
		Learning Outcome(s)
		• Relationship between people and nature
		• Benefits enjoyed by people and nature
		• Disadvantages to people and nature
		
		Skill Focus
		• Conducting of questionnaire survey
		• Online research using PLDs
		• Crafting of hypothesis
		  ○ To find out on possible positive/negative human-nature interactions
		• Presentation skills
		  ○ To present findings from own observations of human-nature interactions to prove hypothesis

Term 1
Weeks 3 – 4
	Key Question
	• How do people acquire a sense of place in their neighbourhoods? (Topic 1.2)
	
	Content Activity
	• Mental map
	  ○ Identifying places of fond memories in school
	  ○ Focusing on elements that make up that sense of place of fond memories in school
	  ○ Creating a video that highlights a memorable place in school
		Learning Outcome(s)
		• A deeper understanding of what is meant by a sense of place
		• Acquiring a sense of place in school
		
		Skill Focus
		• Presentation skills
		  ○ To present video and explain why that is considered a sense of place

Term 1	Key Question • What is the relationship between locations in a neighbourhood? (Topic 1.3) Content Activity • Sensory walk to investigate and represent spatial patterns at Chong Pang	Learning Outcome(s) Students will understand: • Regions • Spatial patterns • Spatial associations Skill Focus

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Weeks 3 – 4		• Data representation of data collected to show patterns and associations
Term 1 Weeks 5-7	CHINESE NEW YEAR PUBLIC HOLIDAY (17th to 18th February 2026) 16th February 2026 – School's celebration	
	<u>Key Question</u> • How are neighbourhoods organised in Singapore? (Topic 1.4) <u>Content Activity</u> • Analysing street directories or Geospatial Technologies (MOE EduGIS) to compare the layout of these estates	<u>Learning Outcome(s)</u> Students will understand: • Spatial scales in Singapore • Spatial hierarchies in Singapore • Town planning in Singapore <u>Skill Focus</u> • Analysing street directories or Geospatial Technologies (MOE EduGIS) • Comparison of different reasons for the various layouts of neighbourhood in Singapore (e.g. Bukit Merah vs Sengkang)
Term 1 Weeks 8-9	<u>Key Question</u> • What are sustainable urban neighbourhood? (Topic 2.1) <u>Content Activity</u> • Identifying and analysing efforts made in neighbourhood to encourage sustainable living • Research on articles that highlights efforts made to make Singapore a more sustainable place to live	<u>Learning Outcome(s)</u> Students will understand: • Sustainable development • Economic and social sustainability in urban neighbourhoods • Environmental sustainability in urban neighbourhood <u>Skill Focus</u> • Annotating on photograph to show key aspects of sustainable living in neighbourhood • 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
Term 1 Week 10	• Revision for WA1/Buffer Week • WA1 (9-13 March 2026)	
MARCH HOLIDAYS (14- 22 March 2026) HARI RAYA PUASA (21st March 2026)		
Term 2 Week 1	HARI RAYA PUASA SCHOOL HOLIDAY (23rd March 2026) • • Buffer Week	• Error analysis of WA1 • Error analysis of holiday assignment

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
	• Corrections and error analysis of WA1 • Holiday Assignment	
Term 2 Week 2	• GOOD FRIDAY PUBLIC HOLIDAY (3rd April 2026)	
Term 2 Week 2	Key Question • What ecosystem services are found in urban neighbourhoods? (Topic 2.2) Content Activity • Investigate regulating services by researching flooding in the Orchard Road area and identify measures taken to mitigate the efforts of future flooding in the area	Learning Outcome(s) Students will learn and understand: • Urban neighbourhoods as ecosystems • Provisioning and regulating services • Cultural and supporting services Skill Focus • Internet research on Orchard Road flooding
Term 2 Week 3	Key Question • What are common hazards in urban neighbourhoods? (Topic 2.3) Content Activity • Identifying fire, air pollution and traffic hazards in the school's compound • Revision for WA2	Learning Outcome(s) Students will learn and understand: • Fire hazards in neighbourhood • Air pollution hazards • Traffic hazards Skill Focus • Annotate on photograph depicting fire, air pollution and traffic hazards in their neighbourhood • Suggest reasons to educate residents and possible ways to reduce these hazards
Term 2 Week 4	Revision for WA2 WA2 (13-17 April 2026)	
Term 2 Week 5	• Going through WA2	Error Analysis of WA2
Term 2 Week 5	Key Question • How to build sustainable urban neighbourhoods? (Topic 2.4) Content Activity • Identifying an area in school where students can nurture Eco Stewardship • 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	Learning Outcome(s) Students will learn and understand: • Environmental stewardship • Disaster risk management • Community resilience Skill Focus • Analysing and justifying reasons for an area where students can nurture Eco Stewardship • Proposal writing

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Term 2 Week 6	Key Question • How to design fieldwork? (Topic 3.1) Content Activity • Using the school's context, identify a research area that can help the school improve in terms of sustainable development	Learning Outcome(s) Students will understand: • What are research questions and hypotheses • Data collection sequence through primary and/or secondary sources • Limitations and risks during data collection Skill Focus • Crafting of hypothesis • Data collection
	LABOUR DAY PUBLIC HOLIDAY (1st May 2026)	
Term 2 Week 7	STUDENT LEARNING FESTIVAL (5th to 8th May 2026)	
Term 2 Week 8	Key Question • How to collect primary data? (Topic 3.2)	Learning Outcome(s) Students will understand: • What are the different sampling methods • Closed-ended questionnaire surveys • Mental maps Skill Focus • Data Response Questions ○ Describe and explain data • Annotate diagrams

Term 2
Week 9
	Key Question
	• How to process and analyse data? (Topic 3.3)
		Learning Outcome(s)
		Students will understand:
		• Closed-ended questionnaire surveys – how to interpret responses using measures of frequency including counts and percentages
		• How to interpret responses using measures of central tendency including mean, mode and median
		• Mental maps
		  ○ How maps represent reality
		  ○ How features and labels are drawn or added
		• Patterns and relationships
		• Visualizing positive and negative correlations using scatter plots and best-fit lines

Term 2 Weeks 9 – 10	CROSS COUNTRY (22nd May 2026) Key Question • How to present findings? (Topic 3.4)	Learning Outcome(s) Students will learn and understand: • How maps can represent spatial information • using graphs such as pie charts and bar graphs to show distributions

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		• photographs and texts ○ e.g. use of satellite and aerial images to display spatial information use of colour-coded quotations and word clouds to represent qualitative analyses
JUNE HOLIDAYS (30th May 2026 to 28th June 2026)		

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Term 3 Week 1	Key Question • What is plate tectonic theory?	Learning outcomes Students will learn and understand: • Earth's internal structure consists of core, mantle and crust, including continental and oceanic crusts • explains how forces within Earth drives global plate movements • Convection currents • Slab-pull force Skill Focus ○ Annotate and label earth's internal structure ○ With an annotated diagram, explain how convection currents and slab-pull force lead to tectonic plate movement
	Key Question • How does seafloor spreading support the plate tectonic theory?	Learning outcomes Students will learn and understand: • Seafloor spreading • Evidence from age of rocks • Evidence from limited sediment accumulation Skill Focus • Data Response Questions ○ Describe and explain data
Term 3 Week 2	Key Question • How does magnetic striping support the plate tectonic theory?	Learning outcomes Students will learn and understand: • Magnetic striping • Evidence from rock composition • Evidence from rock patterns Skill Focus • Data Response Questions ○ Describe and explain data
	Key Question • What will happen to different tectonic plates when they move at the different plate boundaries?	Learning outcomes Students will learn and understand: • Divergent plate boundaries • Convergent plate boundaries • Transform plate boundaries Skill Focus • Annotate plate boundary diagrams • Data Response Questions ○ Describe and explain data

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 3 Week 3	Key Question • How do tectonic processes affect the magnitude of earthquakes?	Learning outcomes Students will learn and understand: • Tectonic processes of earthquakes • Magnitude of earthquakes • Measuring earthquakes Skills Focus • Structured Essay Questions • Data Response Questions o Describe and explain data
	Key Question • How do tectonic processes affect the magnitude of volcanic eruptions?	Learning outcomes Students will learn and understand: • Tectonic processes of volcanic eruptions • Magnitude of volcanic eruptions • Measuring volcanic eruptions Skills Focus • Structured Essay Questions • Data Response Questions o Describe and explain data
Term 3 Weeks 4- 5	Key Question • How might distribution of earthquakes and volcanoes influence the spread of tectonic hazards?	Learning outcomes Students will learn and understand: • Distribution of earthquakes • Distribution of volcanoes • Distribution of tectonic hazards Skills Focus • Data Response Questions o Describe and explain data
	Key Question • How might tectonic hazards affect the natural and human systems?	Learning outcomes Students will learn and understand: • Earthquake hazards and their impacts • Volcanic eruption hazards and their impacts • Benefits of volcanic eruptions and living near volcanoes Skills Focus • Structured Essay Questions
Term 3 Week 6	NATIONAL DAY (9th August 2026) National Day school celebrations (7th August 2026)	
	Key Question • How does disaster risk management help achieve sustainable development?	Learning outcomes Students will learn and understand: • Disaster risk management • Disaster risk and loss • Reducing disaster risks

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
	Key Question • Why do disaster risks caused by earthquakes and volcanic eruptions vary across places?	Learning outcomes Students will learn and understand: • Tectonic disaster risk • Factors influencing disaster risks caused by earthquakes • Factors influencing disaster risks caused by volcanic eruptions
Term 3 Week 7	NDP SCHOOL HOLIDAY (10th August 2026)	
	Key Question • How effective are the strategies in building communities' resilience to earthquakes and volcanic eruptions?	Learning outcomes Students will learn and understand: • Strengthening resilience • Strategies in building community resilience • Challenges in building community resilience
Term 3 Week 8	Key Question • How effective are the disaster management strategies after an earthquake or a volcanic eruption?	Learning outcomes Students will learn and understand: • Disaster management • Disaster management strategies • Challenges in disaster management
Term 3 Week 9	• Buffer Week	
Term 3 Week 10	• Buffer Week • Intensive Revision to EOY	

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 4 Weeks 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.*