

YISHUN SECONDARY SCHOOL

Subject & Code: 2273

Level & Stream: Sec 4 (Express)

The Curriculum and Approaches to Learning		Key Programmes / Competitions
<p>In line with the requirements of the (subject) Syllabus 2010, the teaching of (subject) at YSS focuses on getting students to understand key Historical concepts and skills to develop in them a critical appreciation of past human experiences and connections between the past and present. Topics at Upper Sec History include the narrative of Europe in crisis, European rivalries which erupted into two world wars and the rise of authoritarianism. This is followed by the shift in the global balance of power from Europe to the USA and USSR, the emergence of a bi-polar world and the end of the Cold War. The use of an Inquiry question in each unit provides the focal point for students to investigate, extract, order, collate, synthesize and analyse information to formulate and test a hypothesis and reach a conclusion on issues explored in the syllabuses.</p>		<p>* Inquiry approach to understanding historical understanding through :</p> <ul style="list-style-type: none"> - Source analysis - Perspective taking <p>* Humanities Week</p> <p>* E-pedagogy in SLS, and through various ICT affordances</p> <p>* DI</p>
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 1		
T1/W1	<p>Setting Ground Rules</p> <p>An Introduction to syllabus- Exam Format, Modes of Assessment and Chapters Overview</p> <p>Review 2020 O level Paper</p>	<p>Students will be familiar with routines and clear of expectations & know the standard and requirement of national paper.</p>
T1/W2-	<p>Recap: Outbreak of World War II in the Asia Pacific</p> <ul style="list-style-type: none"> • Examine the reasons for the outbreak of World War II in the Asia Pacific • Analyse the roles played by key players in shaping particular forces and developments during this period. • Analyse the roles played by key players in shaping particular forces and developments during this period. 	<p><u>Content Activity</u>: Categorize causal factors and rank them according to importance</p> <p>Class discussion which could lead to inquiry question: what would make them be “forced” to do something?</p> <p><u>Skill Focus</u> : SEQ Practice : Sort decisive or contributing factors.</p>

Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 1		
T1/W3-5	<p>Japan's defeat in WWII Examine the reasons for the outbreak of World War II in the Asia Pacific</p> <ul style="list-style-type: none"> ● Explain why war seemed the best way for Japan to achieve these aims. ● Evaluate at which point the war between the USA and Japan become unavoidable. 	<p><u>Content Activity:</u> Inquiry into Pearl Harbour.</p> <p><u>Skill Focus :</u> SBQ practice – Skills focus – Reliability and Comparison (Prep for WA1)</p>
T1/W6-8	<p>Reasons for the Cold War in Europe</p> <ul style="list-style-type: none"> ● Analyse the impact of the rivalry of USA and USSR in the aftermath of World War II on the world order ● Explain how the Cold War tensions are manifested in Europe ● Understand that differing beliefs and ideas can lead to disagreements and conflicts ● Evaluate the extent in which Cold War tensions between the USA and the Soviet Union escalate due to the Truman doctrine. 	<p><u>Content Activity:</u></p> <ol style="list-style-type: none"> 1. Assess the effectiveness of US containment through Marshall Plan (MP) and formation of NATO. 2. Identify the areas where the Cold War was waged. 3. State the events leading to the Berlin Crisis. <p><u>Skill Focus:</u> Essay to explain the significance of the Berlin Crisis to the relations between the US and USSR.</p>
T1/W9-10 ** Week 10: WA	<p>Reasons for the Korean War</p> <ul style="list-style-type: none"> ● Explain how the Cold War tensions were manifested outside Europe ● Examine the reasons for the outbreak of the Korean War ● Evaluate the role of superpowers and regional powers in local conflicts, with special reference to the Korean War. ● Evaluate the extent to which the developments of the Korean War were driven by superpower rivalry. 	<p><u>Content Activity:</u></p> <ol style="list-style-type: none"> 1. Draw a timeline of events leading up to Korean War. 2. Worksheet: W/S: Why did the USA intervene in the Korean conflict? 3. Source Analysis to analyse historical perspectives <p><u>Skill Focus:</u> Essay to explain the whether the Korean war was civil war or proxy war</p>
<p>March Holidays</p>		

Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 2		
T2/W1	<p>Reasons for the Korean War</p> <ul style="list-style-type: none"> • Explain how the Cold War tensions were manifested outside Europe • Examine the reasons for the outbreak of the Korean War • Evaluate the role of superpowers and regional powers in local conflicts, with special reference to the Korean War. • Evaluate the extent to which the developments of the Korean War were driven by superpower rivalry. 	<p><u>Content Activity:</u></p> <ol style="list-style-type: none"> 1. Draw a timeline of events leading up to Korean War. 2. Worksheet: W/S: Why did the USA intervene in the Korean conflict? 3. Source Analysis to analyse historical perspectives <p><u>Skill Focus:</u> Essay to explain the whether the Korean war was civil war or proxy war</p>
T2/W2-4	<p>Cuban Missile Crisis</p> <ul style="list-style-type: none"> • Examine the reasons for the outbreak of the Cuban Missile Crisis. • Evaluate the role of superpowers and regional powers in localised conflicts, with special reference to the Cuban Missile Crisis. 	<p><u>Content Activity:</u></p> <ol style="list-style-type: none"> 1. Explore aerial photograph of Cuba on TB P89 2. Debate who's to be blamed for CMC 3. Hybrid Question for SBQ practice
T2/W5-6	Revision for Mid-Year Exams	
T2/W6-8	<p><u>Mid-Year/ Preliminary 1 Exams</u> <u>Format: 1h 40 min</u></p> <p>Section A</p> <ol style="list-style-type: none"> 1. Source-Based Case Study (30m) – Compulsory question <ul style="list-style-type: none"> - not more than 5 sources - not more than 120 words - 5 sub-questions <p>Section B</p> <ol style="list-style-type: none"> 2. Structured-Essay Questions (20m) – Answer 1 out of 2 (or 3) questions set <ul style="list-style-type: none"> - part (a) questions require students to describe events and/or issues (8m) - part (b) questions requires students to explain events and/or issues (12m) 	
T2/W8-10	<p>Corrections & Script Checking</p> <ul style="list-style-type: none"> - Corrections MYE - Gap Analysis - Reflection & AfL feedback 	<p><u>Content Activity:</u> AfL Gap analysis through checklist</p> <p><u>Further Skill Focus :</u> Practice TYS</p>

		Analyzing Political Cartoons and other non-text sources Practice other schools' papers.
Term / Week Term 3	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
T3/W1-3	End of Cold War <ul style="list-style-type: none"> • Explain reasons for the collapse of communist governments in Eastern Europe in 1988-1989. • Evaluate how instrumental Gorbachev's reforms were in bringing about the end of the Cold War. • *** Last Common Topic 	<u>Content Activity:</u> Speech of President Ronald Reagan on the Berlin Wall <u>Skill Focus:</u> 1. Write an essay outline on the long and short-term factors that led to the end of the cold war 2. SEQ for Cold War
T2/W4-9	Revision for Preliminary Exams Content Revision of Chapter 1-4 (Bk 3) Skills Revision : <ul style="list-style-type: none"> - Inference - Purpose - Comparison - Reliability - Utility - Surprised - Evaluation 	Answer the different types of Source-based case study questions. Answer SEQ effectively. TYS 2017 Paper Collection of other schools paper Skills Focus : Hybrid Questions * Virtual Consultation on those who still obtain answers that do not meet the requirement
T3/ W9-10	Preliminary Examinations Format: 1h 40 min Section A 1. Source-Based Case Study (30m) – Compulsory question - not more than 5 sources - not more than 120 words - 5 sub-questions Section B 2. Structured-Essay Questions (20m) – Answer 1 out of 2 (or 3) questions set - part (a) questions require students to describe events and/or issues (8m) - part (b) questions requires students to explain events and/or issues (12m)	
Sept Holidays		
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment

T4/W1	Preliminary Examinations	
T4/W2-3	Error Analysis for Preliminary Exams	Know where their mistakes are and rectify them
T4/ W2-6	Practice TYS & HEG Prelim papers	Able to answer questions confidently and within time limit
T4/ W7-10	GCE 'O' Levels Examinations	