

The Curriculum and Approaches to Learning		Key Programmes / Competitions
In line with the requirements of the (subject) Syllabus, 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.		360 VR and AR App Historical Inquiry through: <ul style="list-style-type: none"> - Source Analysis - Learning Journeys
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 1		
Week 1	Introduction to Syllabus and Assessment Mode	
Chapter 5: Did the Japanese Occupation Change the way people view Singapore?		
Week1-5	<p>Introduction to the Concept of Historical Significance</p> <ul style="list-style-type: none"> - Introduce criteria for Historical Significance. - Explain, using clear criteria, the historical significance of historical events. <p>Life before the Japanese Occupation</p> <ul style="list-style-type: none"> - Describe people's view of Singapore before the Japanese Occupation with regards to: <ul style="list-style-type: none"> (i) Singapore as a home (ii) British as rulers (iii) Singapore as an impregnable fortress - Examine the reasons why Singapore fell to the Japanese in 1945. <p>Revision for WA1</p>	<p><u>Content Activity:</u> Examine accounts of people's views of Singapore before the Japanese Occupation. Inquiry into the fall of Singapore.</p> <p><u>Skill Focus:</u> SEQ Practice: Describe causal factors that led to the fall of Singapore. SBQ practice- Inference</p>
Week 6-10	<p>Life during the Japanese Occupation</p> <ul style="list-style-type: none"> - Describe the experiences of different groups of people during the Japanese Occupation. - Compare whether life have changed before and during the Japanese Occupation. - Examine the role of propaganda and fear used by the Japanese to control the people of Singapore. 	<p><u>Content Activity:</u> Uncover the diversity of people's experiences during Japanese Occupation by examining accounts. Introduction to propaganda, its form and purpose.</p>

	<p>Life after Japanese Occupation</p> <ul style="list-style-type: none"> - Describe how the Japanese Occupation affected people's view about Singapore. 	<p><u>Content Activity:</u> Perspective-taking on how Japanese Occupation changed people's views about Singapore</p> <p><u>Content Activity:</u> Were the British successful in solving post-war problems in Singapore</p> <p><u>Skill Focus :</u> SBQ practice-purpose and comparison. Detecting author's motive in sources.</p>
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 2		
Chapter 6: What aspirations did the people have for Singapore after 1945?		
Week 1-2	Revision for WA2	<p><u>Content Activity:</u> Perspective-taking: role-play/collaborative learning on aspirations of the different groups of people in Singapore.</p> <p><u>Skill Focus :</u> SEQ- Writing arguments supported by evidence.</p>
Week 3-4	<p>Historical Investigation</p> <p>Different aspirations of the people</p> <ul style="list-style-type: none"> • Describe the different aspirations of different groups of people in Singapore after 1945. • Understand how different political parties and their proponents sought to gain support from the people in their struggle towards independence. 	<p><u>Content activity:</u> concept teaching of governance and independence</p>
Week 5-10	<p>Constitutional changes in Singapore after 1945</p> <ul style="list-style-type: none"> • Describe the internal and external forces that led to the British granting constitutional changes. 	<p><u>Content activity:</u> Inferring the narrative through the interpretation of sources</p>

	<ul style="list-style-type: none"> Identify the constitutional changes the British introduced in response to these forces. <p>Road to Internal Self-Government</p> <ul style="list-style-type: none"> Hock Lee Bus Riots Describe the differing roles of David Marshall and Lim Yew Hock in Singapore's role to internal self-governance. Describe why PAP won the 1959 elections. <p>Reasons for Merger</p> <ul style="list-style-type: none"> Describe the proposal of merger between Singapore and Malaya. Identify the supporters and opposition to the merger. Describe the benefits Singapore enjoyed from the merger. Describe the benefits Malaya enjoyed from the merger. 	<u>Skill activity:</u> Analysis of political cartoons
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June Holidays

Term / Week Term 3	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Week 1-2	Revision for WA3	<p><u>Content activity:</u> Identify gaps in content for Chapter 6 and closing these gaps.</p> <p><u>Skill focus:</u> Answer Purpose questions.</p>
Week 3-5	<p>Chapter 6: Reasons for Separation</p> <ul style="list-style-type: none"> Explain the problems faced during merger. Explain the factors and conditions that led to the separation of Malaysia. Understand the different perspectives of Separation. 	<p><u>Content activity:</u> Understand perspective of for and against merger through role-play/perspective-taking.</p> <p><u>Content activity:</u> Comprehend and extract relevant information from sources to describe the reasons for Separation.</p>

		<u>Skill focus:</u> Purpose in political cartoons. SBQ on merger and separation.
Week 6-8	<p>Chapter 7: What did independence mean for Singapore?</p> <ul style="list-style-type: none"> • Describe the different reactions towards an independent Singapore. • Understand that different political leaders in Singapore had different reactions to the news of separation. • Understand the role each perspective brings to an interpretation of what happened. • Explain the challenges Singapore faced after Independence (External and Internal Security; Economic Survival; Citizenship and sense of belonging). 	<u>Content activity:</u> Comprehend and extract information from sources about the reactions of the different people to Singapore's independence (videos and textual sources).
Week 9-10	<p>Chapter 8: How far were people's lives transformed after independence?</p> <ul style="list-style-type: none"> • Learning content through Source-Based Case Study 	<p><u>Content activity:</u> Comprehend and extract information from sources about the life of people after independence (videos and textual sources).</p> <p><u>Skill focus:</u> Revision of skills.</p>
School Vacation (September)		
Term / Week Term 4	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Week 1-2	<p>Revision for End-Of-Year Exams</p> <ul style="list-style-type: none"> • Chapter 5: Did the Japanese Occupation change the way people viewed Singapore? • Chapter 6: What were people's aspirations for Singapore after 1945? • Chapter 7: What did independence mean for Singapore? <p>Skills Revision: Inference, Comparison, Purpose, SEQ</p>	<u>Skill focus:</u> Answering SBQ questions (Inference, Comparison, Purpose), analysing sources, writing essay in PEEL format.
Week 3-4	End-of-Year Exams	

Week 5	Checking of End-Of-Year Exams	
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