

**YISHUN SECONDARY SCHOOL**  
**Subject & Code: Elective Geography (2125)**  
**Level & Stream: Sec 3 (Normal Academic) – 2023**

| <b>Term / Week</b>  | <b>Learning Experiences (Chapter &amp; Activity)</b>   | <b>Learning Outcomes &amp; Assessment</b>  |
|---------------------|--|--|
| Term 1<br>Wk 1      | <ul style="list-style-type: none"> <li>Back-to-school programme</li> <li>Introduction to Upper Sec Geography</li> <li>Setting expectations</li> </ul>  | <u>Learning Outcome(s)</u><br>Students will understand: <ul style="list-style-type: none"> <li>Overview of upper secondary geography syllabus</li> </ul>   |
| Term 1<br>Wk 2      | <u>Key Question</u> <ul style="list-style-type: none"> <li>What is the relationship between people and nature in their neighbourhoods?</li> </ul><br><u>Content Activity</u> <ul style="list-style-type: none"> <li>Neighbourhood walk</li> <li>Conducting questionnaire survey to analyse peoples' experiences with their neighbourhood (to test hypothesis)</li> <li>Mental map on places of nature areas in the neighbourhood</li> <li>Online research on positive/negative interactions of nature and people in neighbourhoods in Singapore</li> <li>Analyse and present findings on relationship between people and nature</li> </ul> | <u>Learning Outcome(s)</u><br>Students will understand: <ul style="list-style-type: none"> <li>Relationship between people and nature (interdependence)</li> <li>Benefits to people and nature</li> <li>Disadvantages to people and nature</li> </ul><br><u>Skill Focus</u> <ul style="list-style-type: none"> <li>Formulating hypothesis</li> <li>Analytical skills</li> <li>Research and communication</li> <li>Data representation</li> </ul> |
| Term 1<br>Wks 3 – 4 | 19 January - School's celebration<br>21-23 January - Chinese New Year Holiday  |  |
|                     | <u>Key Question</u> <ul style="list-style-type: none"> <li>How do people acquire a sense of place in their neighbourhoods?</li> </ul><br><u>Content Activity</u> <ul style="list-style-type: none"> <li>Mental map on significant ideas, memories, built environment design and landmarks that individuals associate with to a location.</li> </ul>  | <u>Learning Outcome(s)</u><br>Students will understand: <ul style="list-style-type: none"> <li>How individuals acquire a sense of place to their neighbourhood</li> <li>Acquiring a sense of place in school</li> </ul><br><u>Skill Focus</u> <ul style="list-style-type: none"> <li>Presentation and communication skills</li> <li>Basic video production skills</li> </ul>   |

| Term / Week         | Learning Experiences<br>(Chapter & Activity)   | Learning Outcomes & Assessment  |
|---------------------|--|---|
|                     | <ul style="list-style-type: none"> <li>Video production to highlight places of fond memories in school</li> </ul>  |   |
| Term 1<br>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 @ Chong Pang to investigate and represent spatial patterns</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 collection</li> <li>Data representation to show patterns and associations</li> </ul>   |
| Term 1<br>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 layout of 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>Analytical skills - street directories or Geospatial Technologies (MOE EduGIS)</li> <li>Comparing and reasoning skills - reasons for the differences in layouts of neighbourhoods in Singapore</li> </ul> |
| Term 1<br>Wk 9      | Revision for Weighted Assessment 1   |   |
| Term 1<br>Wk 10     | <p><u>Key Question</u></p> <ul style="list-style-type: none"> <li>What are sustainable urban neighbourhoods?</li> </ul> <p><u>Content Activity</u></p> <ul style="list-style-type: none"> <li>Identifying and analysing efforts in sustainable living in neighbourhoods</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, social and environmental sustainability in urban neighbourhoods</li> </ul> <p><u>Skill Focus</u></p>   |

| Term / Week  | Learning Experiences (Chapter & Activity)   | Learning Outcomes & Assessment  |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>Online research on efforts on sustainable development in Singapore</li> </ul>  | <ul style="list-style-type: none"> <li>Photo annotations to show key aspects of sustainable living in neighbourhoods</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>              |
| <b><u>March Holidays (13 March 2023 – 19 March 2023)</u></b> |   |   |
| Term 2 Wk 1  | <ul style="list-style-type: none"> <li>Error analysis of Weighted Assessment 1</li> <li>Error analysis of holiday assignment</li> </ul>   |   |
| Term 2 Wks 2 -3  | <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>Studying the Singapore Water Story to identify the interactions between aquatic ecosystems and the non – living environment to provide water to homes in Singapore</li> <li>Online research on Orchard flooding and mitigation efforts</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> <li></li> </ul> |
| Term 2 Wk 4  | Revision for Weighted Assessment 2  |   |
| Term 2 Wk 5  | Error Analysis of Weighted Assessment 2   |   |
| Term 2 Week 6  | 24 April - Hari Raya Puasa School Holiday<br>25 April to 27 April - YSS Learning Fest   |   |
| Term 2 Wks 6-7   | <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>  | <p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>Causes and consequences of fire, air pollution and traffic hazards in neighbourhood</li> </ul>  |

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|-------------------|---|---|
|                   | <ul style="list-style-type: none"> <li>Identifying fire, air pollution and traffic hazards in the school compound</li> </ul>  | <u>Skill Focus</u> <ul style="list-style-type: none"> <li>Photograph annotation of fire, air pollution and traffic hazards in their neighbourhood</li> <li>Critical thinking- ways to educate residents and reduce these hazards</li> </ul>   |
| Term 2<br>Wks 8-9 | <u>Key Question</u> <ul style="list-style-type: none"> <li>How to build sustainable urban neighbourhoods?</li> </ul><br><u>Content Activity</u> <ul style="list-style-type: none"> <li>Students nurture Eco Stewardship for identified areas in school</li> <li>Groupwork – drafting of proposal to school leaders on eco stewardship efforts in school.</li> </ul> | <u>Learning Outcome(s)</u><br>Students will understand: <ul style="list-style-type: none"> <li>Environmental stewardship</li> <li>Disaster risk management</li> <li>Community resilience</li> </ul><br><u>Skill Focus</u> <ul style="list-style-type: none"> <li>Analytical and reasoning skills- reasons for choice of school premises/ area where students can nurture Eco Stewardship</li> <li>Formal writing</li> </ul> |
| Term 2<br>Wk 10   | Revision of Topics 1 and 2  |   |

| <b>Term / Week</b> | <b>Learning Experiences<br/>(Chapter &amp; Activity)</b>   | <b>Learning Outcomes &amp; Assessment</b>  |
|--------------------|--|--|
| Term 3<br>Wk 1-2   | <u>Key Question</u> <ul style="list-style-type: none"> <li>How to design fieldwork?</li> </ul><br><u>Content Activity</u><br>Fieldwork in school compound to encourage sustainable development | <u>Learning Outcome(s)</u><br>Students will understand: <ul style="list-style-type: none"> <li>Stages/process of fieldwork – formulating hypothesis/ guiding questions</li> <li>Data collection sequence through primary and/or secondary sources</li> <li>Limitations and risks during data collection</li> </ul><br><u>Skill Focus</u> <ul style="list-style-type: none"> <li>Formulating hypothesis</li> <li>Data collection</li> </ul> |
| Term 3<br>Wk 3     | <u>Key Question</u> <ul style="list-style-type: none"> <li>How to collect primary data?</li> </ul>   | <u>Learning Outcome(s)</u><br>Students will understand: <ul style="list-style-type: none"> <li>Different sampling methods</li> <li>Drafting closed-ended questionnaire surveys</li> <li>Mental maps</li> </ul><br><u>Skill Focus</u> <ul style="list-style-type: none"> <li>Data Response Questions to describe and explain data collected</li> <li>Annotation of diagrams</li> </ul>  |
| Term 3<br>Wks 4-5  | Week 5 – Home Based Learning<br><br><u>Key Question</u> <ul style="list-style-type: none"> <li>How to process and analyse data?</li> </ul>   | <u>Learning Outcome(s)</u><br>Students will understand: <ul style="list-style-type: none"> <li>Interpreting responses to closed-ended questionnaire surveys using measures of frequency such as counts, percentages and central tendency</li> <li>Mental maps to represent reality with features and labels</li> <li>Patterns and relationships</li> <li>Interpreting correlations</li> </ul>  |
| Term 3<br>Wk 6-7   | <u>Key Question</u> <ul style="list-style-type: none"> <li>How to present findings?</li> </ul>   | <u>Learning Outcome(s)</u><br>Students will understand: <ul style="list-style-type: none"> <li>How to represent spatial information using graphs, photographs and texts</li> </ul>   |

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|--------------------|---|--|
| Term 3<br>Wks 8-9  | <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 understand:</p> <ul style="list-style-type: none"> <li>• Differences between Weather and 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 such as tables showing data on weather elements</li> </ul> |
| Term 3<br>Wk 10    | <p>31 August – Teacher’s Day Celebration</p> <p>1 Sept – Teacher’s Day Holiday</p> <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 understand:</p> <ul style="list-style-type: none"> <li>• Factors affecting air temperature such as earth’s rotation, revolution, latitude, altitude, 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 – interpreting and analysing</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 understand:</p> <ul style="list-style-type: none"> <li>• Reasons for variation in precipitation such as Water cycle, relative humidity, clouds and precipitation</li> </ul> <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> <li>• Annotating convectional and relief rainfall diagrams</li> <li>• Data Response Questions</li> </ul>   |
| Term 4<br>Wks 1-2  | Revision for End-of-Year examinations   |  |
| Term 4<br>Wks 3-4  | End-of-Year examinations  |  |



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|--------------------|--|---|
| Term 4<br>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.*