

The Curriculum and Approaches to Learning		Key Programmes / Competitions
In line with the requirements of the Geography Elective Syllabus 2014, the teaching of Geography Elective at YSS focuses on getting students to understand key Geographical concepts of 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.		<ul style="list-style-type: none"> · Geographical Investigation · Teaching through Inquiry, key concepts, and Big Ideas · Assessment for learning approaches to assess students and provide feedback to help them improve · NUS Geography Challenge
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 1		
1	Back-to-School Programme	
2 – 3	Tourism KQ1: How does the nature of tourism vary from place to place? <ul style="list-style-type: none"> · Describe and give examples of different types of tourism. · Explain why tourist activities are different at different places. · Discuss the roles of different groups in promoting tourism 	<u>Content Activity:</u> <ul style="list-style-type: none"> · Review pictures of different types of tourist destinations and categorise them into the different tourism types · Map reading analysis of Victoria Falls in Zimbabwe <u>Skill Focus:</u> <ul style="list-style-type: none"> · Data Response Question on distribution of MICE locations
4 CNY holidays on	Geographical Investigation (GI) on Tourism	<u>Skill focus:</u> <ul style="list-style-type: none"> · Formulate hypothesis formulation and guiding question

W4D1-2		<ul style="list-style-type: none"> · Data collection methods · Present data · Analyse data · Draw conclusion
5 – 6	Tourism KQ2: Why has tourism become a global phenomenon? <ul style="list-style-type: none"> · Describe the trends of both domestic tourism and international tourism · Describe the changing nature of global tourism · Explain the growth of global tourism · Explain why tourism is subjected to regional fluctuations 	<u>Content Activity:</u> <ul style="list-style-type: none"> · Mind mapping activity to organise the various place-based examples in the growth of tourism <u>Skill Focus:</u> <ul style="list-style-type: none"> · Extract information on trends in global tourist industry from graphs · Extract information on factors affecting growth of the global tourist industry from maps or graphs · Analyse tourist revenues using diagrams such as bar graph and pie chart · Analyse top tourist destinations and tourist origins for a selected country using flow line map, desire line map and pie charts
7 – 8	Tourism KQ3: Is developing tourism at a cost? <ul style="list-style-type: none"> · Assess the impact of tourism on a country · Explain how tourism can be made sustainable · Compare the roles of various groups in taking care of the tourist areas 	<u>Content Activity:</u> <ul style="list-style-type: none"> · Review case studies, videos of Scam City TV series and newspaper reports of tourism impacts · Extract information from sources regarding tourism in a selected country <u>Skills Focus:</u> <ul style="list-style-type: none"> · Evaluation Question

9	WA1 Revision <ul style="list-style-type: none"> · Going through of assignments of Tourism KQ1 – KQ3 	
10	WA1 <ul style="list-style-type: none"> · Tourism KQ1 – KQ3 	<u>Skills Focus:</u> <ul style="list-style-type: none"> · Data Response Question · Evaluation Question
March Holiday Break		
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 2		
1 – 2	Food KQ1: How and why has food consumption patterns changed since 1960s? <ul style="list-style-type: none"> · Describe variations in global food consumption patterns between DCs and LDCs over time · Describe the changing food preferences in DCs and LDCs · Explain why variations exist and persist in food consumption between DCs and LDCs · Discuss the impact of variations in food consumption on individuals within DCs and LDCs 	<u>Content Activity:</u> <ul style="list-style-type: none"> · Analyse newspaper reports, online sources and documentaries to explore the food preferences and global food consumption patterns <u>Skill Focus:</u> <ul style="list-style-type: none"> · Compare food consumption levels between DCs and LDCs shown in maps or graphs · Compare how food consumption patterns are influenced by changes in income
3 – 4	Food KQ2: What are the trends and challenges in production of food crops? <ul style="list-style-type: none"> · Discuss the factors affecting the intensity of food production and supply 	<u>Content Activity:</u> <ul style="list-style-type: none"> · Explore the physical, economic, political, and technological factors through online sources, videos, and newspaper

	<ul style="list-style-type: none"> · Discuss the effects of intensification of food production activities on water and soil quality · Discuss why the production of genetically modified food crop varies between countries · Discuss the causes of food shortage 	<p>reports</p> <p><u>Skills Focus</u></p> <ul style="list-style-type: none"> · Identify areas on choropleth maps where major crops are grown · Describe how interaction between physical and human environments affects food production from maps and photographs · With reference to a given resource, describe the range of products produced by an agribusiness and its spatial network
5	Revision on <ul style="list-style-type: none"> · Tourism GI 	<u>Skills Focus:</u> <ul style="list-style-type: none"> · GI Skills
6	YSS Student Learning Fest	
Hari Raya holiday on W6D6		
7	WA2 Revision <ul style="list-style-type: none"> · Food KQ1 – KQ2 · Going through of assignments 	
Labour Day on W7D1		
8	WA2 <ul style="list-style-type: none"> · Food KQ1 – KQ2 	<u>Skills Focus:</u> <ul style="list-style-type: none"> · Data Response Question · Evaluation Question · GI Skills
9	Revision on <ul style="list-style-type: none"> · Tectonics KQ1 – KQ3 	
10	Sec 4E5N Mother Tongue Intensive	

June Holiday Break		
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 3		
1 – 8 Youth Day Holiday on W2D6 National Day Holidays on W7D3-4	Revision for Preliminary Exam: <ul style="list-style-type: none"> · Sec 3 and Sec 4 topics · Practice AO1+2 and AO 1+3 questions Topical Revision on <ul style="list-style-type: none"> · Weather and Climate GI · Weather and Climate · Tectonics · Tourism · Food 	<u>Skills Activity:</u> <ul style="list-style-type: none"> · Drill students on key skills <ul style="list-style-type: none"> ○ Data Response Question ○ Evaluation Question ○ GI Skills · Timed Practice using TYS and HEG Papers
8 – 10 Teachers' Day Celebrations on W10D9	Preliminary Exam <ul style="list-style-type: none"> · Refer to exam format and topics 	
September Holiday Break		
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 4		
1	Script Checking	
2 – 5 Graduation Day on W2D10	Revision for O Level Exam: <ul style="list-style-type: none"> · Weather and Climate GI · Weather and Climate · Tectonics · Tourism · Food 	<u>Skills Activity:</u> <ul style="list-style-type: none"> · Drill students on key skills <ul style="list-style-type: none"> ○ Data Response Question ○ Evaluation Question ○ GI Skills · Timed Practice using

		TYS and HEG Papers
6 – 9	O Level Exam W6D10 – W9D5, 20 Oct – 10 Nov	

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