

YISHUN SECONDARY SCHOOL

Subject: Lower Secondary History

Level & Stream: Sec 1 (NA) 2020

The Curriculum and Approaches to Learning		Key Programmes / Competitions
In line with the requirements of the Lower Secondary History Syllabus for the year of implementation 2014, the teaching of history at YSS focuses on concepts, knowledge, skills and values. The main pedagogy used is the Inquiry-based approach.		Historical Investigation through : - Source Analysis - Perspective Taking - Learning Journey
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
T1/W1	Introduction Setting Expectation	Students to be familiar with routines
T1/ W2-5  PH - Chinese New Year W4	<b>Chapter 1: How is Knowledge of Singapore's Early Past Constructed?</b>  <ul style="list-style-type: none"> <li>• What is history?</li> <li>• Role of Historians in constructing the past</li> <li>• How do historians construct knowledge about the past?</li> <li>• Asking questions about the past</li> <li>• Gathering sources of information</li> <li>• Types of sources – written accounts, pictorial record, artefacts</li> <li>• Role and nature of primary and secondary sources</li> <li>• Examining sources</li> <li>• Making inferences</li> <li>• Obtaining evidence from sources</li> <li>• Importance of chronology to history and historians</li> </ul>	<ul style="list-style-type: none"> <li>• understand the role and importance of <b>chronology, sources, and evidence</b>, in history and to the historians</li> <li>• identify and understand key words in the inquiry question</li> </ul>
Week 6	Weighted Assessment 1 Corrections for Test	Types of Sources & Chronology and SBQ Skill of Inference

T1/W7	Historical Investigation (HI) – Unpacking sources and gathering sources	Understand the requirements of the HI and the process to complete the HI.
T1/W8	Practice on Inference skills and concepts such as chronology, evidence and types of sources as well as timeline.	Weighted Assessment 1
T1/W9	<b>Chapter 1: How is Knowledge of Singapore's Early Past Constructed?</b> <ul style="list-style-type: none"> <li>Sources on early Singapore before 1819</li> <li>Forming conclusions</li> <li>Providing evidence to support conclusions</li> </ul>	<ul style="list-style-type: none"> <li>gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question</li> <li>draw <b>a timeline of the important</b> events in Singapore's early past - from the 14th to the early 19th century</li> </ul>
T1/W10	Comparison skills for Source-based case study	Highlight similarity and difference between sources and support with evidence.
<b>Term / Week</b>	<b>Learning Experiences (chapter, activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
T2/W1-2	<b>Chapter 2: What can historical evidence tell us about Singapore's connections with the world up to the 19<sup>th</sup> century?</b> <p><b>Trade across time and culture:</b></p> <ul style="list-style-type: none"> <li>Define trade</li> <li>Understand the reasons behind why people trade</li> <li>Understand the challenges that traders faced</li> </ul> <p><b>Singapore and Trade:</b></p>	<p><b>Key content concepts:</b></p> <ul style="list-style-type: none"> <li>Trade</li> <li>Maritime kingdom</li> <li>Entreport trade</li> <li>Colonisation</li> </ul>

	<ul style="list-style-type: none"> <li>• Arrange in chronological order key trading events of Singapore.</li> <li>• Recognise the patterns of change and continuity of trade in Singapore up to the 19<sup>th</sup> century.</li> </ul>	<p><b>SEQ:</b> Introduction to PEEL- Describe the reasons why Singapore was chosen as a trading settlement by the British</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- understand that knowing the background information in which sources are used and produced enables historians to present</li> <li>- knowledge about the past as logically as possible</li> <li>- describe how Sir Stamford Raffles founded Singapore in the 19<sup>th</sup> century.</li> </ul>
<p>T2/W3-4</p> <p>PH – Good Friday W3</p>	<p><b>Chapter 2: What can historical evidence tell us about Singapore's connections with the world up to the 19<sup>th</sup> century?</b></p> <p><b>Singapore and trade in Asia:</b></p> <ul style="list-style-type: none"> <li>• Understand the regional context (increase in maritime trade from Middle East, China and India) that gave rise to maritime trading ports such as Singapore in the 14<sup>th</sup> century</li> <li>• Describe the reasons for Temasek's emergence as an important trading port in the 14<sup>th</sup> century.</li> </ul> <p><b>Rise of Temasek in the 14<sup>th</sup> century:</b></p> <ul style="list-style-type: none"> <li>• Understand how the fall of Sri Vijayan Kingdom, Temasek's rich hinterland, monsoon and role of Sang Utama enable Temasek to be an important entreport trade.</li> </ul>	<ul style="list-style-type: none"> <li>- understand Singapore's role within the region's maritime trade route during the 14<sup>th</sup>-19<sup>th</sup> centuries.</li> </ul>

T2/W5	Review of Inference Skills	Weighted Assessment 2
T2/W6  PH – Labour Day W6	Weighted Assessment 2 Corrections for Test	Inference & Purpose SBQ guided
T2/WK 7  PH - Vesak Day W7	<b>Historical Investigation:</b> Selecting sources Extracting relevant information Constructing individual responses  Review of Inference and comparison skills	<b>Skills:</b> - identify and understand key words in the inquiry question - gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question  Practice Source Based Case Study
T2/W8	Continuation of Chapter 2	Comparison Skills Further Practice
T2/W 9-10  PH - Hari Raya Puasa W10	Archaeology Activity - Singapore in the 14th century	Experience an archaeological dig. Identify where certain items were found around the Singapore River and the Fort Canning area.