

YISHUN SECONDARY SCHOOL

Subject: History (Lower Secondary)

Level & Stream: Sec 2 (Normal Academic) 2020

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.		<p>Inquiry approach to understanding historical understanding through :</p> <ul style="list-style-type: none"> <li>- Source analysis</li> <li>- Perspective taking</li> <li>- Historical Investigation</li> </ul> <p>** Sec 2 Historical investigation: Did the Japanese Occupation changed the lives of the people?</p>
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 1		
Week 1	Introduction to Syllabus and Assessment Mode.	
<b>Chapter 5: Did the Japanese Occupation Change the way people view Singapore?</b>		
Week 1-2	<p><b>Life before the Japanese Occupation</b></p> <ul style="list-style-type: none"> <li>- Describe people's view of Singapore before the Japanese Occupation with regards to:           <ul style="list-style-type: none"> <li>(i) Singapore as a home</li> <li>(ii) British as rulers</li> <li>(iii) Singapore as an impregnable fortress</li> </ul> </li> <li>- Examine the reasons why Singapore fell to the Japanese in 1945.</li> </ul>	<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 3-5  <b>PH - Chinese New Year W4</b>	<p><b>Life during the Japanese Occupation</b></p> <ul style="list-style-type: none"> <li>- Describe the experiences of different groups of people during the Japanese Occupation.</li> <li>- Compare whether life have changed before and during the Japanese Occupation.</li> </ul>	<p><u>Content Activity:</u> Uncover the diversity of people's experiences during Japanese Occupation by examining accounts. Introduction to</p>

	<ul style="list-style-type: none"> <li>- Examine the role of propaganda and fear used by the Japanese to control the people of Singapore.</li> </ul>	<p>propaganda, its form and purpose.</p> <p><u>Skill Focus</u> : SBQ practice-purpose and comparison. Detecting author's motive in sources.</p>
Week 5	<b>Revision for WA1</b> Inference & Comparison skill & Part b Essay on Japanese Occupation	
Week 6	<b>Test</b> Corrections & Gap analysis	
Week 7-9	<p><b>Life after Japanese Occupation</b></p> <ul style="list-style-type: none"> <li>- Describe how the Japanese Occupation affected people's view about Singapore.</li> </ul> <p><b>Introduction to Historical Investigation:</b> Stage 1 and 2: Unpacking inquiry question and gathering sources</p>	<p><u>Content Activity:</u> Perspective-taking on how Japanese Occupation changed people's views about Singapore</p> <p>Weighted Assessment 1 Historical Investigation Stage 1 &amp; 2</p>
Week 8	Corrections for Weighted Assessment 1	

#### **Chapter 6: What were people's aspiration for Singapore after 1945?**

Week 9	<p><b>Constitutional changes in Singapore after 1945</b></p> <ul style="list-style-type: none"> <li>• Describe the internal and external forces that led to the British granting constitutional changes.</li> <li>• Identify the constitutional changes the British introduce in response to these forces.</li> <li>• Case study of Mariah Hertogh Riots and Hock Lee Bus riots</li> </ul>	<p><u>Content Activity:</u> SLS resources- Were the British successful in solving post-war problems in Singapore</p> <p><u>Skill Focus</u> : Inference and SEQ on Maria Hertogh Riots</p>
Week 10	<p><b>Different aspirations of the people</b></p> <ul style="list-style-type: none"> <li>• Describe the different aspirations of different groups of people in Singapore after 1945.</li> <li>• Understand how different political parties and their proponents sought to gain support from the people in their struggle towards independence.</li> </ul>	<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>

Term / Week  <b>Term 2</b>	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Week 1	<p><b>(Continuation) Different aspirations of the people</b></p> <ul style="list-style-type: none"> <li>Describe the different aspirations of different groups of people in Singapore after 1945.</li> <li>Understand how different political parties and their proponents sought to gain support from the people in their struggle towards independence.</li> </ul>	<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> SBQ practice on Japanese Occupation</p>
Week 2-4  <b>PH – Good Friday W3</b>	<p><b>Road to Internal Self-Government</b></p> <ul style="list-style-type: none"> <li>Describe the differing roles of David Marshall and Lim Yew Hock in Singapore's role to internal self-governance.</li> <li>Understand the process through which Singapore attained internal self-governance.</li> </ul>	<p><u>Content activity:</u> concept teaching of governance and independence</p>
Week 5	<p><b>Revision for WA1</b> Inference &amp; Comparison skill &amp; Part b Essay on Japanese Occupation</p>	
Week 6  <b>PH – Labour Day W6</b>	<p><b>Test</b> Corrections &amp; Gap analysis</p>	
Week 7-9  <b>PH - Vesak Day W7</b>	<p><b>Merger and Separation</b></p> <ul style="list-style-type: none"> <li>Describe the proposal of merger between Singapore and Malaya.</li> <li>Identify the supporters and opposition to the merger.</li> <li>Explain the benefits Singapore and Malaya enjoyed from the merger.</li> <li>Explain the problems faced during merger.</li> <li>Explain the factors and conditions that led to the separation of Malaysia.</li> </ul> <p>HI: Students to submit individual research and write-up</p>	<p><u>Content activity:</u> understand perspective of for and against merger through role-play/perspective-taking.</p> <p><u>Skill focus-</u> Purpose in political cartoons. SEQ on merger and separation</p>
Week 10	<p>HI : Individual Section – Write up Holiday Homework : Group HI Task</p>	

PH - Hari  
Raya Puasa  
W10