

YISHUN SECONDARY SCHOOL

Subject & Code: Combined Humanities (Geography Elective), 2175/02

Level & Stream: Sec 4 (Normal Academic) 2020

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.		Geographical Investigation Learning Journey to Chinatown - Humanities Week - Teaching through Inquiry, key concepts and Big Ideas - Assessment for learning approaches to assess students and provide feedback to help them improve.
Term / Week <b>Term 1</b>	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
1-2	<p><b>Global Tourism - Is tourism the way to go?</b></p> <p><b>Gateway 1: How does the nature of tourism vary from place to place?</b></p> <ul style="list-style-type: none"> <li>Quiz on different types of tourist destinations</li> <li>Explain why tourist activities are different at different places</li> </ul>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>Describe and explain trends</li> </ul> <p><u>Skill Focus :</u></p> <ul style="list-style-type: none"> <li>Essay Practise- Open ended level descriptor question from past year's N level paper</li> </ul>
3-4	<p><b>Global Tourism - Is tourism the way to go?</b></p> <p><b>Gateway 1: Roles of different groups in promoting tourism</b></p> <ul style="list-style-type: none"> <li>Role of different groups in tourism: Government, media, international organizations and travel writers</li> </ul>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>Evaluate/Assess Compare</li> </ul> <p><u>Skill Focus :</u></p> <ul style="list-style-type: none"> <li>Open ended question on impacts from past year's N level papers</li> </ul>

5-6	<p><b>Map work:</b></p> <ul style="list-style-type: none"> <li>Locate key tourist attractions associated with different types of tourism and indicate their positions on a world map.</li> </ul> <p><b>Photograph Interpretation:</b></p> <ul style="list-style-type: none"> <li>Classify key global tourist attractions by type.</li> <li>Describe distribution of key global tourist attraction by type.</li> </ul>	<p><b>Content Activity:</b></p> <ul style="list-style-type: none"> <li>Map study- Topographic Map of Victoria Falls</li> </ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>Topographic Map Reading Skills</li> <li>Interpretation of aerial photographs</li> </ul> <p><b>** WA1 Week 6</b></p>
7-8	<p><b>Global Tourism - Is tourism the way to go?</b></p> <p><b>Gateway 2: Why has tourism become a global phenomenon?</b></p> <ul style="list-style-type: none"> <li>Factors that causes an increase in tourism</li> <li>Factors that cause fluctuations in tourism</li> </ul>	<p><b>Content Activity</b></p> <ul style="list-style-type: none"> <li>Describe and explain trends</li> <li>Geographical Data and Techniques</li> </ul> <p><b>Skill Focus :</b></p> <ul style="list-style-type: none"> <li>Describe and explain trends</li> <li>Geographical Data and Techniques</li> <li>Open ended question on factors &amp; fluctuation</li> </ul>
9-10	<p><b>Global Tourism - Is tourism the way to go?</b></p> <p><b>Gateway 3: Developing tourism at what cost?</b></p> <ul style="list-style-type: none"> <li>Economic, social and environmental impacts of tourism</li> <li>Explain how tourism can be made sustainable.</li> <li>Compare the roles of various groups in taking care of the tourist areas.</li> </ul>	<p><b>Content Activity:</b></p> <ul style="list-style-type: none"> <li>Evaluate/Assess various impacts</li> </ul> <p><b>Skill Focus :</b></p> <ul style="list-style-type: none"> <li>Open ended question on impacts</li> </ul>
<b>Term / Week</b> <b>Term 2</b>	<b>Learning Experiences (chapter, activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
1-2	<p><b>Introduction to Geographical Investigation</b></p> <ul style="list-style-type: none"> <li>Observe, count and plot distribution of tourists in Chinatown</li> <li>Data representation skills</li> </ul>	<p><b>Content Activity :</b> Geographical Investigation at Chinatown</p>

	<ul style="list-style-type: none"> <li>• Making conclusions</li> </ul>	<p>Skills focus:</p> <ul style="list-style-type: none"> <li>• Formulate hypothesis/guiding question</li> <li>• Field sketching</li> <li>• Design and carry out survey</li> <li>• Use fieldwork equipment</li> <li>• Observation skills</li> </ul>
3-4	<b>Revision on Plate Tectonics</b>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>• Mind mapping of Gateway 1 and 2</li> </ul> <p><u>Skill Focus :</u> Practice on HEG papers</p>
5	<b>Revision on Weather &amp; Climate</b> <ul style="list-style-type: none"> <li>• 6 elements of weather</li> </ul>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>• Mind mapping of Gateway 1</li> </ul> <p><u>Skill Focus :</u> Practice on HEG papers</p>
6-7	Semester Assessment 1	-
8-9	Script checking & Corrections	-
10	<b>Practice on Geographical Investigation of Weather &amp; Climate</b>	<p><u>Content Activity:</u></p> <ul style="list-style-type: none"> <li>• Classification of Weather elements and related instruments</li> </ul> <p><u>Skill Focus :</u></p> <ul style="list-style-type: none"> <li>• Practice on HEG papers</li> </ul>