

YISHUN SECONDARY SCHOOL

Subject & Code: Geography

Level & Stream: Sec 2 (Normal Academic) 2020

The Curriculum and Approaches to Learning		Key Programmes / Competitions
<p>In line with the requirements of the Geography Syllabus 2014, the teaching of Geography at YSS focuses on enabling students to acquire a wide range of knowledge and skills to understand and explain physical and human phenomena; and other contemporary environmental and social issues that occur in different places and cultures. Equipped with the skills of gathering and analysing information, and an inquiring mind to seek answers to issues affecting our lives and the world we live in, geography students will be prepared for their roles as informed citizens in the 21st century.</p>		<p>The <b>Geographical Inquiry (G.I)</b> approach seeks to empower students in their own learning and stimulate an interest in the subject.</p> <p><b>Issue-based framework</b> whereby students acquire an understanding of Geography through the study of significant environmental and human issues confronting Singapore and the world.</p>
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 1		
Week 1-2	Chapter 1: How and where do people live?	To provide students with an overarching schema to understand key ideas and approach of the subject, such as geographical concepts and the geographical inquiry.
Week 3-6  PH (W5): Chinese New 5 and 6 Feb)	Skills on Topographical Map, Distribution, Relationship and Trend. <ul style="list-style-type: none"> <li>Graph, picture, map interpretation of distribution, relationship and trend.</li> <li>Topographical map skills on compass bearing, compass directions, 4-figure grid reference, 6-figure grid reference, straight-line distances and contour interval.</li> </ul>	<ul style="list-style-type: none"> <li>Use cardinal points (i.e. north, south, east, west)</li> <li>Use compass bearings/directions</li> <li>Use four-digit and six-digit grid references</li> <li>Use symbols in a legend to locate and describe features on maps</li> <li>Measure straight-line distance using a scale (i.e. line/linear and statement)</li> <li>Describe general trend, distribution and relationship.</li> </ul>
Week 7	Transport: How do we keep people moving? GQ1 - What is traffic congestion? GQ2 - Where is traffic congestion found in the city and why does it occur? GQ3 - How does traffic congestion affect people and the environment?	<ul style="list-style-type: none"> <li>Describe the characteristics of urban transport using photographs and sketches.</li> <li>Define traffic congestion.</li> <li>Describe the distribution of traffic congestion in the city using ArcGIS.</li> </ul>

		<ul style="list-style-type: none"> <li>With reference to Singapore and named examples, explain the causes of traffic congestion in the city.</li> <li>Describe the impact of traffic congestion on people and the environment using graphs, tables and text/quotes.</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>Revision for test</li> <li>Resource : 2019 Class Test 1</li> <li>WA 1 (Week 9): Chapter 1, Skills (Trend, Distribution, Relationship), Topographical Map, Transport GQ1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>2019 Class Test 1 Practice</li> <li>Paper (unpacking of questions, identification of keywords, weighting of marks)</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>Test</li> <li>Error analysis – addressing gaps and feedback loop</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Reflection on WA1 performance &amp; Addressing Gaps</li> </ul>
Week 10	GQ4 - How do some cities manage traffic congestion?	<ul style="list-style-type: none"> <li>Describe and explain the strategies used by Singapore and other cities to manage traffic congestion.</li> <li>Describe the benefits and challenges of various strategies used by Singapore and other cities to manage traffic congestion.</li> </ul>
<b>Term / Week</b> <b>Term 2</b>	<b>Learning Experiences (chapter, activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
Week 1	Continuation of Term 1 GQ4 - How do some cities manage traffic congestion?	<ul style="list-style-type: none"> <li>Describe and explain the strategies used by Singapore and other cities to manage traffic congestion.</li> <li>Describe the benefits and challenges of various strategies used by Singapore and other cities to manage traffic congestion.</li> </ul>
Week 2-4	<b>Geographical Investigation (WA3):</b> WHAT FEATURES OF OUR PUBLIC TRANSPORT HELP TO ENSURE A SAFE AND COMFORTABLE JOURNEY?	<ul style="list-style-type: none"> <li>Describe and explain the features of public transport that help to ensure a safe and comfortable journey; and</li> <li>Understand the different views of commuters on the features of public transport that help to ensure a safe and comfortable journey.</li> </ul> <p>First round of submission of Individual G.I assignment.(WA3)</p>

Week 5-7	<p><b>Issue 4: Housing: How to provide homes for all?</b></p> <p>GQ1 - What is housing shortage?  GQ2 - Which cities in the world experience housing shortage? Why does housing shortage occur?</p>	<ul style="list-style-type: none"> <li>Define housing shortage.</li> <li>Describe the nature of housing shortage using photographs and sketches</li> <li>Identify the location of cities experiencing housing shortage using maps.</li> <li>Describe the extent of housing shortages in cities using graphs and tables.</li> <li>Using named examples of cities, explain the reasons for housing shortage.</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>Revision for test</li> <li>Resource : 2019 Class Test 1</li> <li>WA 2</li> </ul>	<ul style="list-style-type: none"> <li>2019 Class Test 1 Practice</li> <li>Paper (unpacking of</li> <li>questions, identification of</li> <li>keywords, weighting of</li> <li>marks)</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>Test</li> <li>Error analysis – addressing gaps and feedback loop</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Reflection on WA1 performance &amp; Addressing Gaps</li> </ul>
Week 10	<p>GI Exercise Reasoning</p> <ul style="list-style-type: none"> <li>Data presentation</li> <li>Data interpretation</li> <li>Forming conclusion</li> </ul> <p>GI Reflective Thinking (local, personal, spatial)</p>	