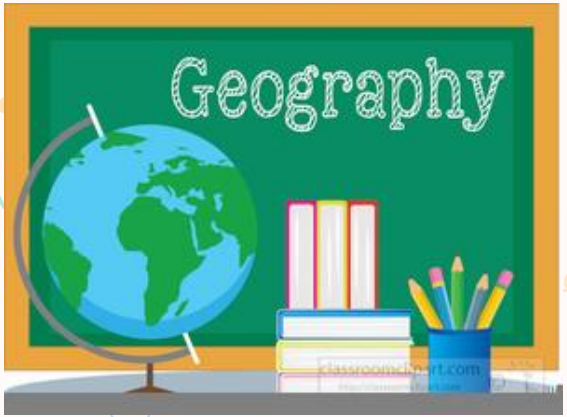


Introduction to

G3, G2 HISTORY and GEOGRAPHY

G1 SOCIAL STUDIES

G3, G2 HISTORY

Learning Outcomes!

Knowledge:
Understand the key economic, political and social characteristics of Singapore.
Appreciate the different experiences of the peoples in the past.

Skills:
How to interpret evidence from various sources of information to support a historical inquiry.

Values:
Show awareness of how different cultural, economic and social contexts shape the value systems and actions of different peoples in different times and places..

Lower Sec History's Meta-Narrative:

Singapore's development from a maritime port in the 14th century to an independent nation state

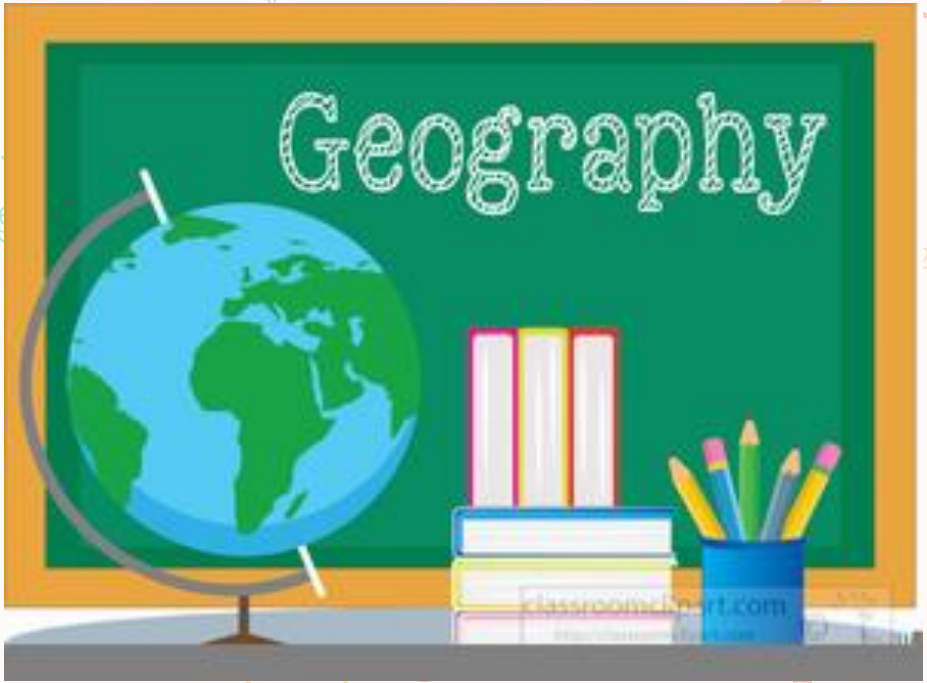
- Focuses on looking at **global forces** and **key individuals** that shaped Singapore's development
- Guides students to **see connections** between **past and present**
- Reinforces the **relevance of History** even in the present

Topics:

- Trade & Colonisation
- Migration
- Life in colonial Singapore

Historical Concepts:

- Cause & Consequence
- Change & Continuity



G3, G2 GEOGRAPHY

Learning Outcomes!

Knowledge:
To develop understanding of the **geographical phenomena and processes** that occur in Singapore and beyond

Skills:
To **interpret geographical data** to recognise **patterns** and **trends**, and suggest **relationships**

Values:
To nurture a **sense of responsibility** towards the **environment**, and a desire to contribute towards building a **sustainable future**.

Central Theme:

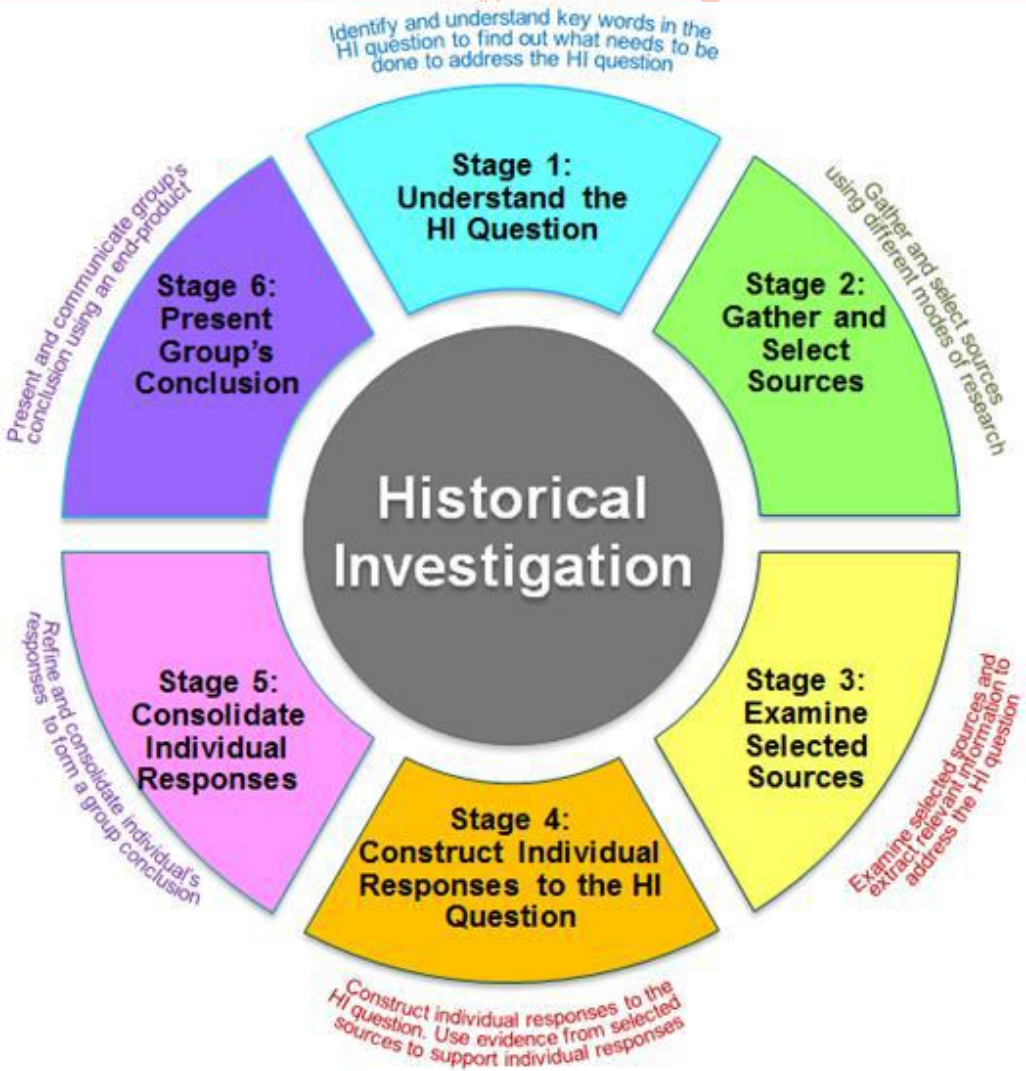
How can we sustainably manage natural resources?

1. Sustainable management of **water**

2. Sustainable management of **tropical rainforests** and **mangroves**

The Mid-Year Examinations have been removed.

More curriculum time and space have thus been created to let students be more deeply engaged in **Historical Investigation**, **Geographical Investigation**, and undergo **Alternative Assessment** (e.g. bite-sized projects).



SEC 1 HISTORY
HISTORICAL INVESTIGATION

BY JOHN TAN, TAUFIQ HIDAYAT, MEI LING (1RT)

EURASIANS IN SINGAPORE

A 'rich' Eurasian family, taking a family portrait in a photography studio.

A 'middle-class' Eurasian family, in front of their large house, with a servant in the background.

THE EURASIANS ARE PEOPLE OF MIXED EUROPEAN AND ASIAN PARENTAGE.

THEIR ORIGINS CAN BE TRACED TO THE PORTUGUESE, DUTCH OR BRITISH, WHO CAME TO SINGAPORE AS TRADERS, ADMINISTRATORS AND PRIVATE INDIVIDUALS IN THE EARLY 19TH CENTURY.

DURING THE COLONIAL PERIOD, MANY EURASIANS HELD WHITE-COLLAR JOBS AND WERE EMPLOYED AS CLERKS IN THE CIVIL SERVICE, EUROPEAN BANKS, COMMERCIAL AND TRADING HOUSES.

BUT NOT ALL EURASIANS WERE WELL-OFF. SOME STRUGGLED TO GET BY, JUST LIKE PEOPLE OF OTHER RACES IN SINGAPORE.

Geographical Investigation

- Takes Geography learning out of classrooms!

- It involves students observing, questioning, collecting, analyzing and representing data, communicating and reflecting.

Sec 1 students conducting GI @ Admiralty Park

G1 SOCIAL STUDIES

Learning Outcomes!

Knowledge:
How to describe the benefits and challenges of living in multicultural Singapore.
Awareness of ways to promote cultural understanding and harmony amongst citizens and migrants.

Skills:
How to gather information, interpret data, consider different viewpoints, communicate ideas clearly and creatively.

Values:
To respect multiple perspectives of people, appreciate diverse cultures, and demonstrate sensitivity towards others.

Overview:

- **Issue 1:** Living in a Multicultural Society.
- Inquiry Focus: How far can we achieve **harmony** in a **multicultural society**? (Chapters 1-3)

- **Issue 2:** Embracing Migration.
- Inquiry Focus : How far can we achieve **integration** in a society (Chapters 4-7)

- **Performance Task**
- Project (with Individual and Group components)

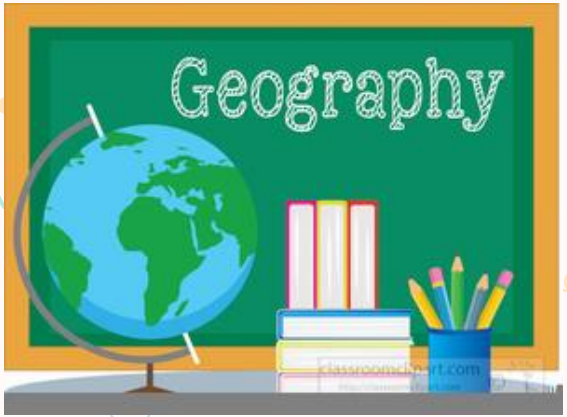
Social Studies Performance Task

How do hawker centres promote harmony in Singapore?

Students who

- obtain a Distinction for their Performance Task
- score >75% for English Language
- are recommended by their Social Studies teacher

may be offered the choice to study G2 History / Geography / Literature in Sec 2.



THANK YOU