

The Curriculum and Approaches to Learning

The O-Level Geography syllabus is organised by topics that are grouped according to clusters to achieve a balance between breadth and depth of content coverage. By using geographical concepts and methods in lessons at YSS, students would elevate the relevance and applicability of Geography. Furthermore, students will be able to understand key geographical concepts such as 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.

Key Programmes / Competitions

- Teaching through inquiry-based, differentiated instructions and making thinking visible
- Reflective learner through self-reflection in their skill sets and knowledge
- Assessment for learning approaches to assess students and provide feedback to help them improve
- Geographical Investigation to connect classroom lessons to real-life context

Week Term 1	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
0 - 1	Back-to-School Programme	N.A
1 – 3	Geography in Everyday Life Cluster Topic 1 - Thinking Geographically KQ1: What is the relationship between people and nature in their neighbourhoods? KQ2: How do people acquire a sense of place in their neighbourhoods? KQ3: What is the relationship between locations in a neighbourhood? KQ4: How are neighbourhoods organised in Singapore?	<ul style="list-style-type: none"> • Describe relationship between people and nature in their neighbourhoods; • Describe how people acquire a sense of place in their neighbourhoods; • Describe the relationship between locations in a neighbourhood; and • Describe how neighbourhoods are organized in Singapore Skill Focus: <ul style="list-style-type: none"> • Data response question - using figure to describe and explain

3-5 1	Geography in Everyday Life Cluster Topic 2 - Sustainable Development KQ1: What are sustainable urban neighbourhoods? KQ2: What ecosystem services are found in urban neighbourhoods? KQ3: What are common hazards in urban neighbourhoods? KQ4: How to build sustainable urban neighbourhoods?	<ul style="list-style-type: none"> • Describe what sustainable urban neighbourhoods are; • Describe what ecosystem services are found in urban neighbourhoods; • Describe the common hazards found in urban neighbourhoods; and • Explain how sustainable urban neighbourhoods may be built. Skill Focus: <ul style="list-style-type: none"> • Data response question - using figure to describe and explain
7 - 8	Tourism Cluster Topic 1 - Tourism Activity KQ1: What is a tourism system? <i>Weighted Assessment 1 in Week 8</i> KQ2: What led to the growth of tourism? KQ3: How do tourist destination regions develop over time? KQ 4: How do different personality characteristics of tourists	<ul style="list-style-type: none"> • Describe what a tourism system is; • Describe the reasons that led to the growth of tourism; • Explain how tourism destination regions develop over time; and • Explain how different personality characteristics of tourists affect tourist des Skill Focus: <ul style="list-style-type: none"> • Data Response Question - using figure to describe and explain
Week 8 - WA1	Weighted Assessment 1 <ul style="list-style-type: none"> • Geography in Everyday Life Cluster Topic 1 and 2 	
9-10	Geography in Everyday Life Cluster Topic 3 – Geographical Methods KQ1: How to design fieldwork? KQ 2: How to collect primary data?	<ul style="list-style-type: none"> • Describe how to design fieldwork; and • Describe how to collect primary data.
March Holiday Break		

Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 2		
1-3	Tourism Cluster Topic 2 – Tourism Development KQ1: What are the trends in tourism? KQ2: How does tourism affect the economies of places? KQ3: How does tourism affect the society of places? KQ4: How does tourism affect the environment of places?	<ul style="list-style-type: none"> • Describe the trends in tourism; • Describe the economic impacts of tourism; • Describe the social impacts of tourism; and • Describe the environmental impacts of tourism Skill Focus: <ul style="list-style-type: none"> • Data Response Question - using figure to describe and explain
3-5	Geography in Everyday Life Cluster Topic 3 – Geographical Methods KQ2: How to collect primary data? KQ3: How to process and analyse	Describe how to collect primary data; and <ul style="list-style-type: none"> • Describe how to process and analyse data. Skills Focus GI Fieldwork Package
6 – 8 Week 8 - WA2	Tourism Cluster Topic 3 – Sustainable Tourism Development KQ 1: How does tourism development help achieve sustainable development? KQ 2: How effective are stakeholders in influencing sustainable tourism development? KQ 3: How effective are the approaches in achieving sustainable tourism development? KQ 4: How might tourism continue to develop sustainably? Weighted Assessment 2 in Week 8 <ul style="list-style-type: none"> • Tourism Cluster Topic 1 and 2 	<ul style="list-style-type: none"> • Explain how tourism development helps achieve sustainable development; • Evaluate how effective stakeholders are in influencing sustainable development; • Evaluate how effective the approaches in achieving sustainable tourism development are; and • Explain how tourism might continue to develop sustainably. Skills Focus <ul style="list-style-type: none"> • Evaluative essay question

9-10	Geography in Everyday Life Cluster Topic 3 – Geographical Methods KQ3: How to process and analyse data? KQ4: How to present findings?	<ul style="list-style-type: none"> • Describe how to process and analyse data; and • Describe how to present findings. Skills Focus <ul style="list-style-type: none"> • Representing of data using appropriate graphs
June Holiday Break		
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 3		
1 – 2	Geography in Everyday Life Cluster Topic 3 – Geographical Methods KQ 4: How to present findings?	<ul style="list-style-type: none"> • Describe how to present findings.
3 – 5 (WA3 (AA) due in Week 3)	Climate Cluster Topic 1 – Weather and Climate KQ1: What is weather and climate? KQ2: Why does air temperature vary across Earth's surface? KQ3: Why does precipitation vary across Earth's surface? KQ4: Why does wind direction and wind speed vary across Earth's surface?	<ul style="list-style-type: none"> • Explain the concepts of weather and climate; • Explain why air temperature varies across the Earth's surface; • Explain why precipitation varies across the Earth's surface; and • Explain why wind direction and wind speed vary across the Earth's surface.
5 – 7	Cluster Climate Topic 2 – Climate Change KQ1: What is the natural variability of climate? KQ2: How do anthropogenic factors contribute to climate change? KQ3: How might climate change affect natural systems? KQ4: How might climate change affect human systems?	<ul style="list-style-type: none"> • Describe the natural variability of climate; • Describe how anthropogenic factors contribute to climate change; • Explain how climate change might affect natural systems; and • Explain how climate change might affect human systems. Skills Focus <ul style="list-style-type: none"> • Discuss question • Evaluative question

8 – 10	Cluster Climate Topic 3 – Climate Action KQ1: How does climate action help achieve sustainable development? KQ2: Why do climate risks vary across places? KQ 3: How effective are mitigation strategies in building community resilience to climate change? KQ4: How effective are adaptation strategies in building community resilience to climate change?	<ul style="list-style-type: none"> • Describe how climate action will help achieve sustainable development; • Explain why climate risks vary across places; • Evaluate how effective are mitigation strategies in building community resilience to climate change and • Evaluate how effective adaptation strategies are in building community resilience to climate change Skills Focus <ul style="list-style-type: none"> • Discuss question • Evaluative question
September Holiday Break		
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 4		
1 – 3	EOY Revision <ul style="list-style-type: none"> • Specimen paper for in-class practice • Mind-map making for consolidation 	

**All information is correct at the time of publication and may be subjected to change.*