



Yishun Secondary School
Humanities Department
Geography Unit
Secondary 1 G3/G2
Content Outline

The Curriculum and Approaches to Learning	Key Programmes / Competitions
In line with the requirements of syllabus for Secondary One, the teaching of Geography at YSS focuses on an inquiry approach where students are given the opportunities to explore and construct their own knowledge. Through knowledge and skills prescribed in the curriculum, the subject provides students with unique ways of seeing and understanding selected physical and human phenomena and their related issues such as environmental and social issues. In addition, the curriculum identify applied learning opportunities in the field that students can actively apply the knowledge and skills they have learnt.	ICT-facilitated inquiry approach for Sec 1 Geographical Investigation to empower students in their own learning and stimulate an interest in the subject. Issue-based framework whereby students acquire an understanding of Geography through the study of significant environmental and human issues confronting Singapore and the world.

Term 1

Term 1 Week	Learning Experiences (Chapter and Activity)	Learning Outcomes and Assessment
1	Target setting	
2 – 3	Chapter 1: Introduction to Geography <ul style="list-style-type: none">• What is Geography?<ul style="list-style-type: none">◦ What is Physical Geography?◦ What is Human Geography?• How do Geographers Understand the World?<ul style="list-style-type: none">◦ What are Geographical Concepts?◦ What is Geographical Inquiry? Chapter 2: How can we sustainably manage natural resources? <ul style="list-style-type: none">• What is a Resource?• What is a Natural Resource?• How Do People's Views Affect the use of Natural Resources• What Does Sustainable Use of Natural Resources Mean?• How Can We Use Natural Resources Sustainably?	Students will be able to: <ul style="list-style-type: none">• Elaborate on geographical concepts (place, space, scale).• State what natural resources are.• Describe different types of natural resources.
4 – 5	Chapter 3: Water and its Spatial Distribution <ul style="list-style-type: none">• What are the Physical States of Water?• Where is Water Found?• What is the Hydrological Cycle?	Students will be able to: <ul style="list-style-type: none">• Identify the physical states of water.

		<ul style="list-style-type: none"> Describe the distribution of various water stores using maps or schematic diagrams.
6 – 9	<p>Chapter 4: Sustainable Management of Water</p> <ul style="list-style-type: none"> What Relationship Does Water Have with the Environment and People? <ul style="list-style-type: none"> How do Variations in Precipitation affect the availability of water? How does water support river ecosystems? How do people use water? How do Human Actions Lead to Water Pollution and Its Associated Impact? 	<p>* To give practice paper for revision (needs to be marked, feedback given and returned before WA1 2023)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Describe how the availability of water changes due to variations in precipitation using schematic diagrams or texts. Describe how water supports river ecosystems using schematic diagrams or texts. Describe how water is used by people using images or texts. Explain how human actions have led to water pollution and its associated impact using images or texts.
9	Revision for Alternative Assessment	
10	<p>Alternative Assessment (SLS) (2-6 Mar 2026)</p> <ul style="list-style-type: none"> Topics covered: Chapter 2 and 3 	

Term 2

Term 2 Week	Learning Experiences (Chapter and Activity)	Learning Outcomes and Assessment
1	Chapter 4 <ul style="list-style-type: none"> • How can Water be Managed Sustainably? 	Students will be able to: <ul style="list-style-type: none"> • Explain the strategies taken to sustainably manage water resources in Singapore and other countries using texts or images. • Evaluate the strategies taken to sustainably manage water resources in Singapore and other countries using texts or images. • Explain how human actions have led to water pollution and its associated impact using images or texts. • Reflection on WA1 performance and addressing gaps.
2 - 4	Introduction to GI – Water Testing at AMK-Bishan Park River <ul style="list-style-type: none"> • Framing the GI • Pose geographical questions • Use appropriate data collection methods • Introduction of site • Water testing kit • Research and entry of info on the site 	Students will be able to: <ul style="list-style-type: none"> • Apply the concept of scale, place and space in framing their geographical inquiry. • Suggest and design appropriate data collection methods.
5	Student Learning Fest Fieldwork at AMK-Bishan Park <ul style="list-style-type: none"> • Compare data and analyse findings • Complete GI entry 	Students will be able to: <ul style="list-style-type: none"> • Reflect on their findings, thinking and take/suggest actions. • Evaluate data collection methods and comment to improve the process.
6	Follow up on GI Log and Post-Fieldwork skills	Students will be able to: <ul style="list-style-type: none"> • Organise raw data and present data appropriately • Select appropriate data representations

		<ul style="list-style-type: none"> • Explain the data meaningfully, draw comparisons • Identify relationships to arrive at reasoned conclusions
7 - 8	<p>Revision for WA2</p> <ul style="list-style-type: none"> • Run through WA2 2025 Paper 	
9	<p>WA 2</p> <p>Topics Covered – Chapter 4</p>	
10	<ul style="list-style-type: none"> • Tidy up and refine their GI group work • Take up ownership of the waterway and recommend strategies to benefit the community around AMK-Bishan Park • Reflective thinking and taking action 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate data collection methods • Suggest ways to improve the investigation • Propose ways to improve the relationship between the phenomenon and people

Term 3

Term 3 Week	Learning Experiences (Chapter and Activity)	Learning Outcomes and Assessment
1-6	Chapter 5: Spatial Distribution of Tropical Rainforests and Mangroves <ul style="list-style-type: none"> • What are Mangroves and Where Are They Found? • What are the Characteristics of Mangroves? • How have Plants in Mangroves Adapted to their Environment? • What are Tropical Rainforests and where are they found? • What are the characteristics of Tropical Rainforests? • How have Tropical Rainforests adapted to their environment? • 	Students will be able to: <ul style="list-style-type: none"> • Describe the conditions for the growth of tropical rainforests and mangroves using graphs or table. • Explain the adaptations of tropical rainforests and mangroves using images or field sketches. • Compare the adaptations between tropical rainforests and mangroves using images or field sketches.
6	GI Submission	
7 - 10	Chapter 6: Sustainable Management of Tropical Rainforests and Mangroves <ul style="list-style-type: none"> • What relationships do tropical forests have with the environment and people? • Timed-Practice error analysis addressing and gaps and feedback loop 	Students will be able to: <ul style="list-style-type: none"> • Describe the environmental functions of tropical rainforests and mangroves in the environment.

Term 4

Term 4 Week	Learning Experiences (Chapter and Activity)	Learning Outcomes and Assessment
1 – 3	Revision for EOY (SA)	<ul style="list-style-type: none"> • HEG and Past YSS papers. • Focus on unpacking of questions, identification of keywords/command words and weighting of marks. • Practice on answering different types of questions.
3 – 5	End of Year Examinations (SA)	
5 - 6	Exam script checking and review of SA papers	
7	Release of Self-directed EOY Holiday Assignment on SLS	

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