

YISHUN SECONDARY SCHOOL

Subject & Code: 2125

Level & Stream: Sec 3 (G2)

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 1 Wk 0 - 1	<ul style="list-style-type: none"> • Back-to-school programme • Setting expectations 	
Term 1 Wk 2	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • What is the relationship between people and nature in their neighbourhoods? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> • Conducting of questionnaire survey <ul style="list-style-type: none"> ○ Analysing peoples' experiences with their neighbourhood • Mental map <ul style="list-style-type: none"> ○ Identifying places of nature areas in the neighbourhood • Online research on positive/negative interactions of nature and people in neighbourhoods in Singapore • Classroom sharing on findings from own observations of human-nature interactions to prove hypothesis 	<p><u>Learning Outcome(s)</u></p> <ul style="list-style-type: none"> • Relationship between people and nature • Benefits enjoyed by people and nature • Disadvantages to people and nature <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Conducting of questionnaire survey • Online research using PLDs • Crafting of hypothesis <ul style="list-style-type: none"> ○ To find out on possible positive/negative human-nature interactions • Presentation skills <ul style="list-style-type: none"> ○ To present findings from own observations of human-nature interactions to prove hypothesis
Term 1 Wks 3 – 4	<p>CHINESE NEW YEAR (29th to 30th January 2025) 28th January 2025 – School's celebration</p>	
	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • How do people acquire a sense of place in their neighbourhoods? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> • Mental map <ul style="list-style-type: none"> ○ Identifying places of fond memories in school ○ Focusing on elements that make up that sense of place of fond memories in school ○ Creating a video that highlights a memorable place in school 	<p><u>Learning Outcome(s)</u></p> <ul style="list-style-type: none"> • A deeper understanding of what is meant by a sense of place • Acquiring a sense of place in school <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Presentation skills <ul style="list-style-type: none"> ○ To present video and explain why that is considered a sense of place

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Term 1 Wks 5 – 6	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • What is the relationship between locations in a neighbourhood? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> • Sensory walk to investigate and represent spatial patterns at Chong Pang 	<p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> • Regions • Spatial patterns • Spatial associations <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Data representation of data collected to show patterns and associations
Term 1 Wks 7 – 8	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • How are neighbourhoods organised in Singapore? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> • Analysing street directories or Geospatial Technologies (MOE EduGIS) to compare the layout of these estates 	<p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> • Spatial scales in Singapore • Spatial hierarchies in Singapore • Town planning in Singapore <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Analysing street directories or Geospatial Technologies (MOE EduGIS) • Comparison of different reasons for the various layouts of neighbourhood in Singapore (e.g. Bukit Merah vs Sengkang)
Term 1 Wks 9	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • What are sustainable urban neighbourhood? <p><u>Content Activity</u></p> <ul style="list-style-type: none"> • Identifying and analysing efforts made in neighbourhood to encourage sustainable living • Research on articles that highlights efforts made to make Singapore a more sustainable place to live 	<p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> • Sustainable development • Economic and social sustainability in urban neighbourhoods • Environmental sustainability in urban neighbourhood <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Annotating on photograph to show key aspects of sustainable living in neighbourhood • Comparison of different features seen in mature and non-mature estates • Presentation of information collected from research on articles that highlights efforts made to make Singapore a more sustainable place to live

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Term 1 Wk 10	<ul style="list-style-type: none">• Revision for WA1/Buffer Week• WA1	

Term 2 Wk 1	<ul style="list-style-type: none"> • Buffer Week • Going through of WA1 • Holiday Assignment 	<ul style="list-style-type: none"> • Error analysis of WA1 • Error analysis of holiday assignment
Term 2 Wk 2 - 3	HARI RAYA PUASA (31 st March 2025)	
	<u>Key Question</u> <ul style="list-style-type: none"> • What ecosystem services are found in urban neighbourhoods? <u>Content Activity</u> <ul style="list-style-type: none"> • Studying the Singapore Water Story to identify the interactions between aquatic ecosystems and the non – living environment to provide water to homes in Singapore • Online research on Orchard flooding and mitigation efforts 	<u>Learning Outcome(s)</u> Students will learn and understand: <ul style="list-style-type: none"> • Urban neighbourhoods as ecosystems • Provisioning and regulating services • Cultural and supporting services <u>Skill Focus</u> <ul style="list-style-type: none"> • Internet research on Orchard flooding
Term 2 Wk 4	WA2 GOOD FRIDAY (18 th April 2025)	
Term 2 Wk 5	Error Analysis of Weighted Assessment 2	
Term 2 Wk 6 – 7	LABOUR DAY (1 st May 2025)	
	<u>Key Question</u> <ul style="list-style-type: none"> • What are common hazards in urban neighbourhoods? <u>Content Activity</u> <ul style="list-style-type: none"> • Identifying fire, air pollution and traffic hazards in the school's compound 	<u>Learning Outcome(s)</u> Students will learn and understand: <ul style="list-style-type: none"> • Fire hazards in neighbourhood • Air pollution hazards • Traffic hazards <u>Skill Focus</u> <ul style="list-style-type: none"> • Annotate on photograph depicting fire, air pollution and traffic hazards in their neighbourhood • Suggest reasons to educate residents and possible ways to reduce these hazards
Term 2 Wks 8 – 9	VESAK DAY (12 th May 2025)	
	STUDENT LEARNING FEST (13 th to 16 th May 2025)	
	CROSS COUNTRY (23 rd May 2025)	
	<u>Key Question</u> <ul style="list-style-type: none"> • How to build sustainable urban neighbourhoods? <u>Content Activity</u>	<u>Learning Outcome(s)</u> Students will learn and understand: <ul style="list-style-type: none"> • Environmental stewardship • Disaster risk management • Community resilience

	<ul style="list-style-type: none"> • Identifying an area in school where students can nurture Eco Stewardship • In groups, students will write a proposal to School Principal highlighting the different elements of Eco Stewardship and why proposed area will be able to help to so 	<p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Analysing and justifying reasons for an area where students can nurture Eco Stewardship • Proposal writing
<p>Term 2 Wk 10</p>	<p>Revision of Topics 1 and 2</p>	

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Term 3 Wks 1 – 2	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • How to design fieldwork? <p><u>Content Activity</u></p> <p>Using the school's context, identify a research area that can help the school improve in terms of sustainable development</p>	<p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> • What are research questions and hypotheses • Data collection sequence through primary and/or secondary sources • Limitations and risks during data collection <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Crafting of hypothesis <p>Data collection</p>
Term 3 Wk 3	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • How to collect primary data? 	<p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> • What are the different sampling methods • Closed-ended questionnaire surveys • Mental maps <p><u>Skill Focus</u></p> <ul style="list-style-type: none"> • Data Response Questions <ul style="list-style-type: none"> ○ Describe and explain data • Annotate diagrams
Term 3 Wks 4 – 5	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • How to process and analyse data? 	<p><u>Learning Outcome(s)</u></p> <p>Students will understand:</p> <ul style="list-style-type: none"> • Closed-ended questionnaire surveys – how to interpret responses using measures of frequency including counts and percentages • How to interpret responses using measures of central tendency including mean, mode and median • Mental maps <ul style="list-style-type: none"> ○ How maps represent reality ○ How features and labels are drawn or added • Patterns and relationships <p>Visualizing positive and negative correlations using scatter plots and best-fit lines</p>
Term 3 Wks 6 – 7	<p>NATIONAL DAY (9th August 2025) National day celebrations (8th August 2025)</p> <p>NDP SCHOOL HOLIDAY (11th August 2025)</p>	
	<p><u>Key Question</u></p> <ul style="list-style-type: none"> • How to present findings? 	<p><u>Learning Outcome(s)</u></p> <p>Students will learn and understand:</p>

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		<ul style="list-style-type: none"> • How maps can represent spatial information • using graphs such as pie charts and bar graphs to show distributions • photographs and texts e.g. use of satellite and aerial images to display spatial information use of colour-coded quotations and word clouds to represent qualitative analyses
Term 3 Wk 8 – 9	<u>Key Question</u> <ul style="list-style-type: none"> • What is plate tectonic theory? 	<u>Learning outcomes</u> Students will learn and understand: <ul style="list-style-type: none"> • Earth's internal structure consists of core, mantle and crust, including continental and oceanic crusts • explains how forces within Earth drives global plate movements • Convection currents • Slab-pull force <u>Skill Focus</u> <ul style="list-style-type: none"> ○ Annotate and label earth's internal structure ○ With an annotated diagram, explain how convection currents and slab-pull force lead to tectonic plate movement
	<u>Key Question</u> <ul style="list-style-type: none"> • How does seafloor spreading support the plate tectonic theory? 	<u>Learning outcomes</u> Students will learn and understand: <ul style="list-style-type: none"> • Seafloor spreading • Evidence from age of rocks • Evidence from limited sediment accumulation <u>Skill Focus</u> <ul style="list-style-type: none"> • Data Response Questions <ul style="list-style-type: none"> ○ Describe and explain data
Term 3 Wk 10	<u>Key Question</u> <ul style="list-style-type: none"> • How does magnetic striping support the plate tectonic theory? 	<u>Learning outcomes</u> Students will learn and understand: <ul style="list-style-type: none"> • Magnetic striping • Evidence from rock composition • Evidence from rock patterns <u>Skill Focus</u> <ul style="list-style-type: none"> • Data Response Questions <ul style="list-style-type: none"> ○ Describe and explain data

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Term 4 Wks 1-3	EOY Revision	
4-5	End of Year Examination	
6	Script-checking	

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