

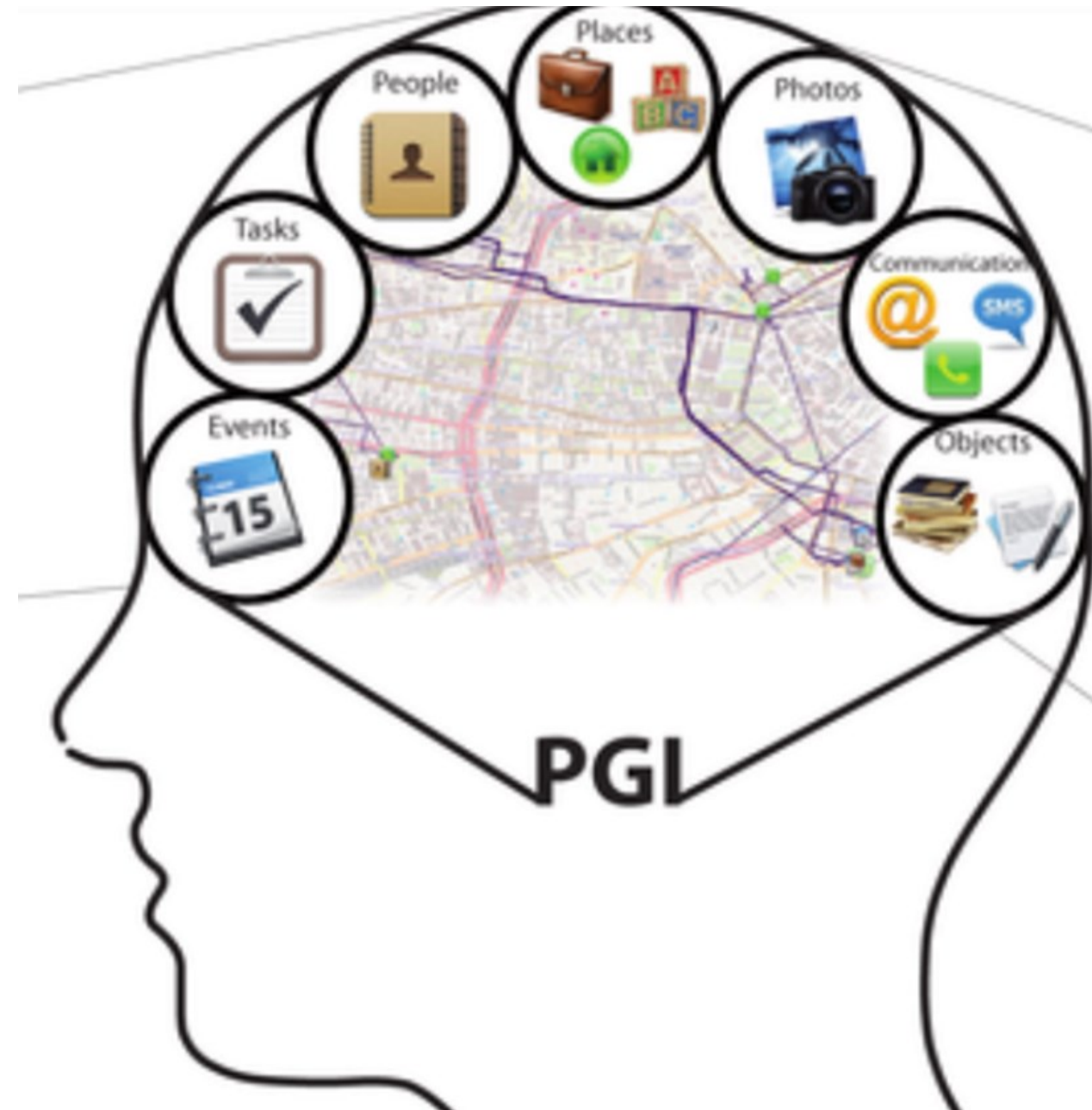
GEOGRAPHY

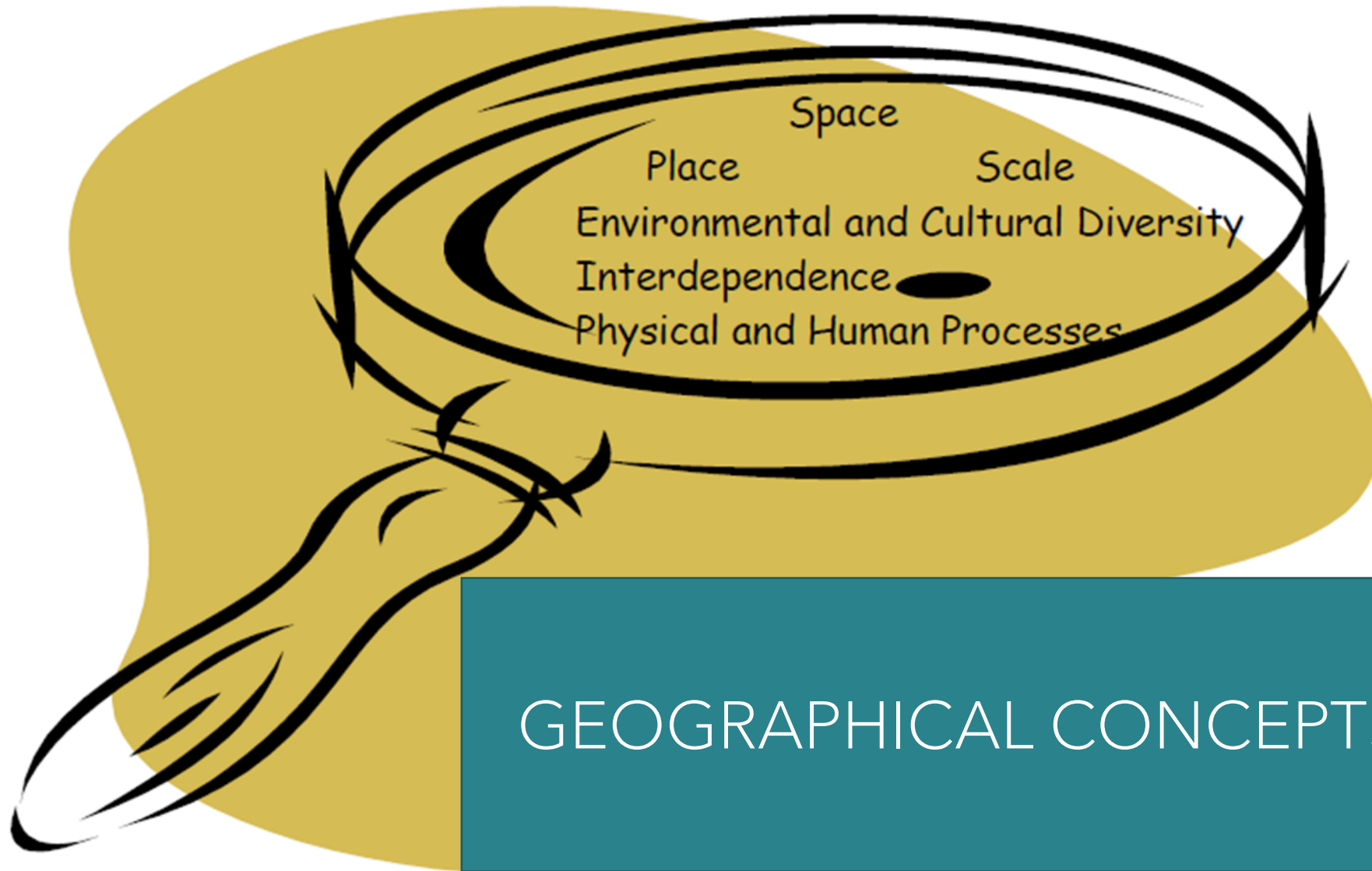
20XX



HOW DO STUDENTS ENGAGE WITH GEOGRAPHY IN SWISS?

Personal Geography &
Inquiry-based Learning





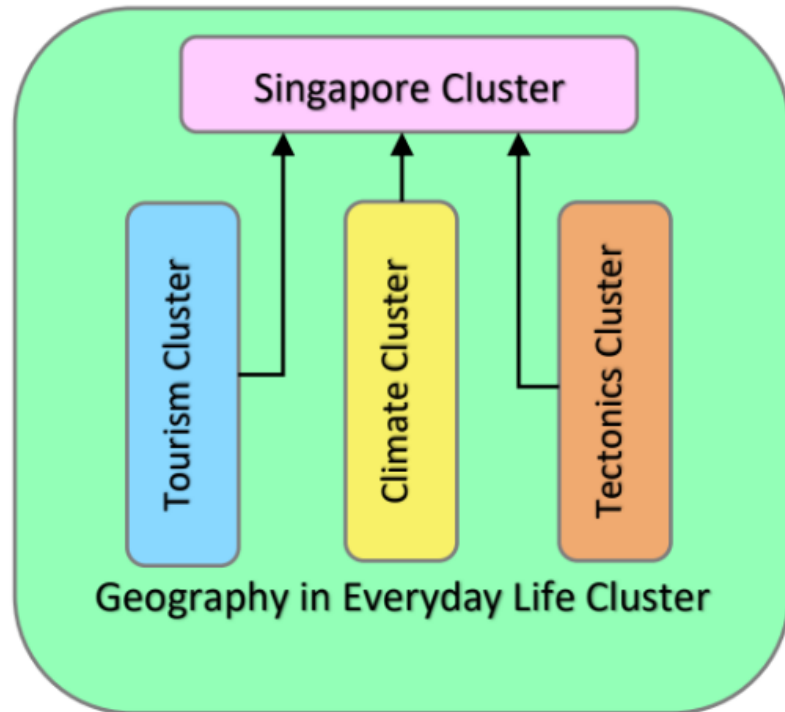
WHAT DO STUDENTS EXPLORE IN LOWER SEC GEOGRAPHY?

Theme: Sustainable Resource Use and Management	
Introduction to Geography	Thematic Question 2: How Can We Sustainably Build Cities?
Thematic Question 1: How Can We Sustainably Manage Natural Resources?	
• Topic 1.1 Water	• Topic 2.1 Housing
• Topic 1.2 Tropical Rainforests and Mangroves	• Topic 2.2 Transport Systems

Skills

- Map Reading
- Photograph Interpretation
- Data Interpretation
- Geographical Investigation

WHAT DO STUDENTS EXPLORE IN UPPER SEC GEOGRAPHY?



Content Clusters

- Geography in Everyday Life (All)
- Climate (All)
- Tourism (All except N level Elect Geo)
- Tectonics (Only O Level Geo)
- Singapore (Only O Level Geo)

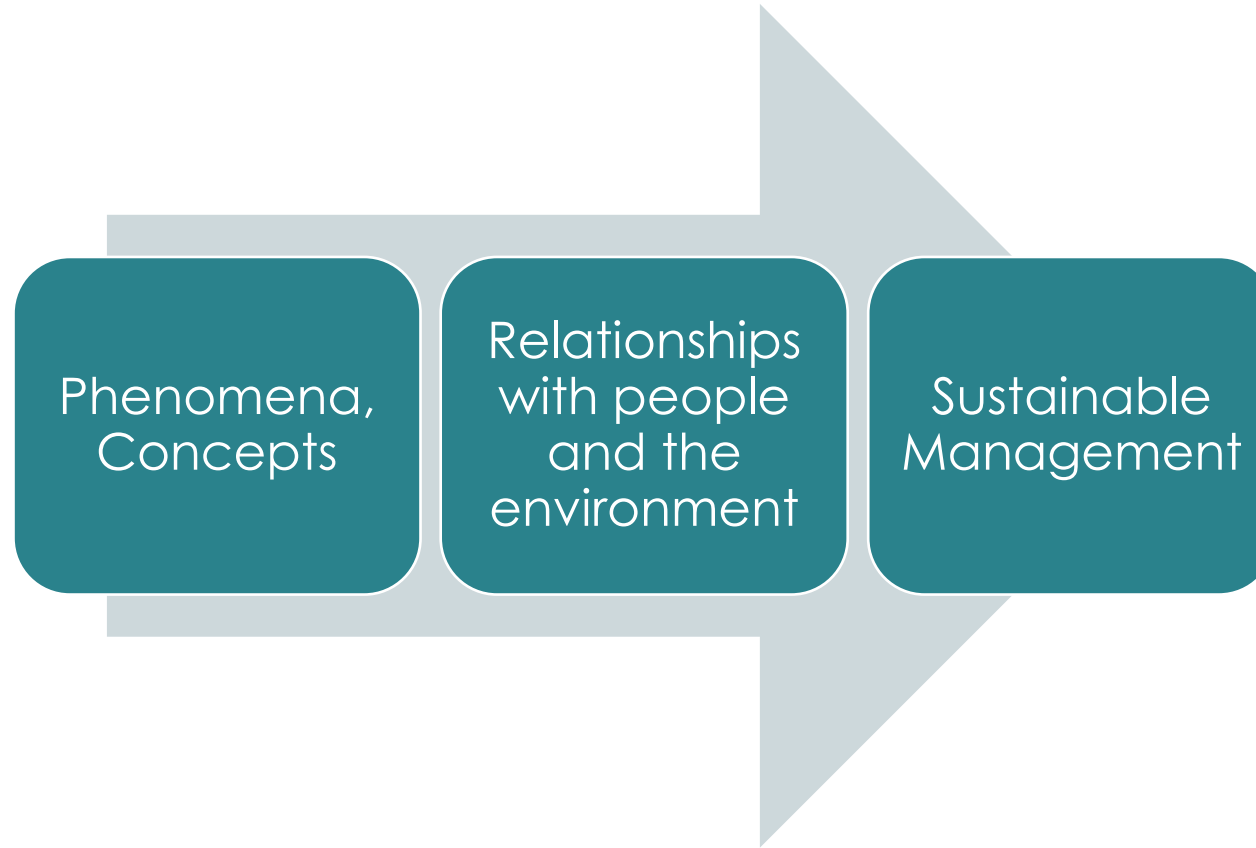
Skills

- Geographical Investigation
- Decision making
- Map reading
- Photograph interpretation
- Data interpretation

OVERVIEW OF UPPER SEC GEOGRAPHY SYLLABUS CONTENT

Content Clusters	Topic 1 <i>Phenomena, Concepts</i>	Topic 2 <i>Implications, Impacts</i>	Topic 3 <i>Responses, Sustainable Development</i>
Geography in Everyday Life Cluster Thinking Geographically Sustainable Development Geographical Methods			
Tourism Cluster	Tourism Activity	Tourism Development	Sustainable Tourism Development
Climate Cluster	Weather and Climate	Climate Change	Climate Action
Tectonics Cluster	Plate Tectonics	Earthquakes and Volcanoes	Disaster Risk Management
Singapore Cluster	Small Island City-State	Opportunities and Challenges	Sustainable and Resilient Singapore

HOW DO WE APPROACH GEOGRAPHICAL ISSUES?



Topic 1.1 Water

Guiding questions:

1. What is water and where is water found?
2. Why is water available on the Earth?
3. What relationship does water have with (i) the environment and (ii) people?
4. How can these relationships be sustainably managed?

LEARNING MATERIALS

Interactive Digital Textbook (SLS)

Comprehensively covers the knowledge required.

Offers rich and engaging learning experiences.

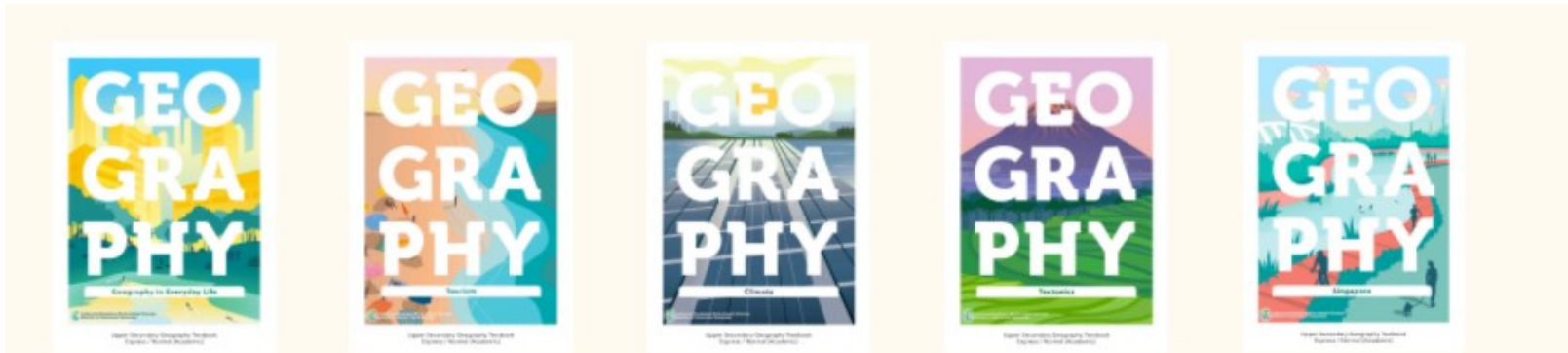


Print Textbook

One slim and compact B5-sized book for each cluster to support learning on-the-go.

Comprises essential knowledge.

Supports consolidation of knowledge.



LEARNING MATERIALS

Interactive Digital Textbook (SLS)

Stage of Learning	Students	Teacher
Pre-class	Acquire some background knowledge before class.	Assign selected activities (e.g., video, or a reading) before students come to class for facilitated discussions .
In-class	<ul style="list-style-type: none">• Acquire knowledge at own pace and clarify with teacher if unsure.• Annotate points of discussion as class is on-going• Input data found during fieldwork and analyse the data collaboratively with peers.	Assign selected activities and use media as a stimulus for in-class collaborative work or classroom discussion.
Post-class	<ul style="list-style-type: none">• Revisit knowledge at own pace after class and clarify with teacher if they are unsure.• Assess their own learning through immediate feedback provided.	Assign to students to complete on their own after the lesson. They may then view the performance of their students, and assess the learning needs of their students.

LEARNING EXPERIENCES IN GEOGRAPHY



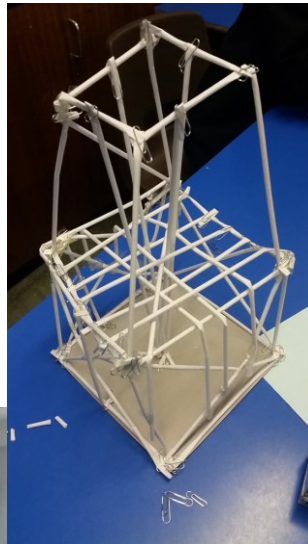
Concept-based Teaching



Collaborative Learning



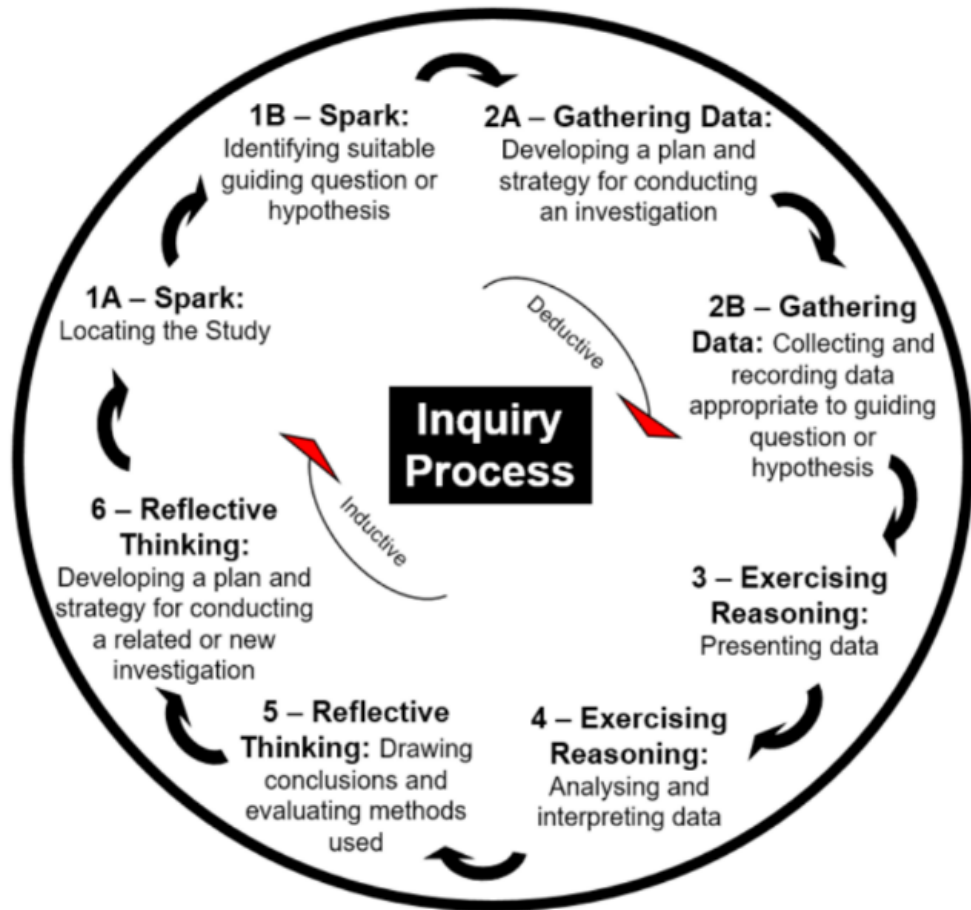
Authentic Learning Experiences



Alternative Assessment for Learning, and as Learning



WHAT ARE THE STAGES OF GEOGRAPHICAL INVESTIGATION (GI)?



- Acquire and apply geographical skills and techniques for studying real world phenomena and processes
- Develop 21st Century Competencies
- Opportunities to learn beyond the classroom



GEOGRAPHICAL INVESTIGATIONS

Sec 1

Water Topic

- Down to EARTH: Interdisciplinary Inquiry Project with Science @ Jurong Lake Garden
 - *Field Sketch*
 - *Environmental Perception Survey*

Sec 2

Housing Topic

- "Are our neighbourhoods friendly for all?"
 - *Land Use Survey*
 - *Traffic and Pedestrian Count*
 - *Questionnaire Survey*
 - *Interview*
 - *Environmental Perception Survey*



GEOGRAPHICAL INVESTIGATIONS

	Bite-sized Fieldwork	Extended Fieldwork
Which syllabus is it for?	Humanities (Geography)	Full Geography
How is it carried out?	Integrated into the teaching of the Climate Cluster	10 weeks allocated to apply what is learnt from Topic 3 Geographical Methods, to carry out in-depth study of Climate Cluster

1.1 Introduction to GI: Is the Queenstown neighbourhood friendly for all?

Each neighbourhood is made up of people with varied wants and needs. Can you think of the needs that the following groups might have? What about the facilities necessary for them?

Target Group	Needs	Facilities
Families with young children		
Elderly		

Adequately accommodating the needs of a families with young children is a complex issue faced by many cities today. With an increasing number of elderly in Singapore, it is critical that we provide a friendly neighbourhood and community for them. To attract families, certain services are needed too.

This geographical investigation provides you with an opportunity to explore a neighbourhood, discover places and facilities that are intentionally designed for the community.

1.
Spark
Curiosity

2.
Gather
Data

3.
Exercise
Reasoning

4.
Reflect &
Extend

TRY IT YOURSELF! TASK (8 mins)

Scan the QR code using your phone or enter this link into your phone <https://tinyurl.com/queenstowntraffic> to access the video.



Conduct a traffic count of the road and a pedestrian count of the pavement on the opposite end of the road.

Record the results on the recording sheet below:

Pedestrian and Traffic Count Form					
Name of recorder:					
Street name:			Time/ Day/ Date:		
Survey line:			Weather:		
Time interval	Pedestrians		Vehicles		
	Walk to the right	Walk to the left	Cars	Buses	Others
:00 - :15 (15 secs)					

STAGE 5: INDIVIDUAL REFLECTION: SERVICE LEARNING

Using your findings on inclusive housing collected throughout this GI, write a 200-300 words letter of recommendation to the town council in the old Queenstown estate which includes:

- Your findings on the state of existing facilities in the old Queenstown neighbourhood
- Your recommendation for other facilities which may need to be included or how current facilities may be improved

Dear Sir/Madam,

STAGE 4: ANALYSES OF DATA / OFFERING EXPLANATIONS

Make sense of the data by asking the series of questions below.

Analysing Data / Offering Explanations

- Start from review of your inquiry hypotheses
 - What is the purpose of your study?
- Study the data you have collected as well as your graphs. Numbers and pictures have meaning.
 - Do you see any patterns in the data?
 - What kind of patterns have emerged about housing estate?
 - Is there a relationship between the facilities and amenities and the popularity of the housing estate?
 - Do the patterns differ for the various places investigated?
- Does the data support or not support your hypotheses?
 - In what ways does the data support or not support your hypotheses?
 - Are there any other emerging patterns or anomalies to your data?
 - E.g. From the perception survey and land transect, does the data reflect the true/authentic nature of the place as a housing estate that is friendly for all?
- Explain your findings.
 - Suggest some reasons why your hypotheses was supported or not supported, based on your knowledge, experience and any prior research you have done.
 - Are there any limitations to your data and evaluation?



LOWER SEC GEOGRAPHY ASSESSMENT OBJECTIVES

Knowledge

Students should be able to **demonstrate knowledge** of:

- geographical terms, facts, processes, concepts and phenomena
- geographical data types, skills and techniques
- geographical investigation skills

Critical Understanding and Constructing Explanations

Students should be able to **apply** geographical knowledge to:

- select and organise the content learnt
- perform analysis and produce explanations
- *evaluate data collection methods and generate solutions*
- *evaluate strategies*

Interpreting and Evaluating Geographical Data

Students should be able to **apply** geographical knowledge to:

- select and organise relevant information
- observe patterns and deduce relationships
- draw conclusions based on evidence



UPPER SEC GEOGRAPHY ASSESSMENT OBJECTIVES

Knowledge with Understanding

Students should be able to:

- Construct responses using theories, generalisations, models and concepts.

Skills and Analysis

Students should be able to :

- **Apply understanding** to break down information into its component parts or to carry out an **investigation**.

Judgement and Decision-making

Students should be able to :

- Use defined criteria and standards to **evaluate** methods, outcomes and proposals.

ASSESSMENT FOR LOWER SECONDARY GEOGRAPHY

	WA1	WA2	WA3	EYE
Secondary One	Class Test <ul style="list-style-type: none"> • Short Answer Question • Data Response Question 	Response to Geographical Issue (RGI) <ul style="list-style-type: none"> • Mapwork • Summary of Issue • Proposed Action 	Geographical Investigation <ul style="list-style-type: none"> • Individual and Group Components 	2 Structured Questions <ul style="list-style-type: none"> • Short Answer Question • Data Response Question
Secondary Two	Class Test <ul style="list-style-type: none"> • Short Answer Question • Data Response Question 	Response to Geographical Issue (RGI) <ul style="list-style-type: none"> • Mapwork • Summary of Issue • Proposed Action 	Geographical Investigation <ul style="list-style-type: none"> • Individual and Group Components 	2 Structured Questions <ul style="list-style-type: none"> • Short Answer Question • Data Response Question

ASSESSMENT FOR UPPER SECONDARY GEOGRAPHY

	WA1	WA2	WA3	EYE
Secondary Three	<p>Class Test</p> <ul style="list-style-type: none">• Short Answer Question• Data Response Question	<p>Geographical Investigation</p> <ul style="list-style-type: none">• Individual and Group Components	<p>Class Test</p> <ul style="list-style-type: none">• Short Answer Question• Data Response Question	<p>Full Paper</p> <ul style="list-style-type: none">• Short Answer Question• Data Response Question