

UPP SEC HUMANITIES

Introduction to Social Studies

Elective History

Elective Geography

Geography



RESTRICTED \ NON-SENSITIVE

Why study the **Humanities**?



- Through the exploration of the various 'strands' of Humanities (History, Geography, Social Studies), you will learn about **people** and **societies** in different contexts.
- What you learn will help you better **understand** and **appreciate** our **past, present and future**.
- During Humanities lessons, we value your voices and experiences. **We encourage you to talk (sensibly).**

Upp Sec Humanities Subjects offered at MSS

FOR STUDENTS READING MAINLY G3-SUBJECTS

- a. G3 Combined Humanities (Social Studies + Elective Geography)
- b. G3 Combined Humanities (Social Studies + Elective History)
- c. G3 Combined Humanities (Social Studies + Elective Literature)
- d. G3 Full Geography*

*must be read together with either 'b' or 'c'

Pls see your Literature teacher for more information about Elective Literature

Upp Sec Humanities Subjects offered at MSS

FOR STUDENTS READING MAINLY G2-SUBJECTS

- a. G2 Combined Humanities (Social Studies + Elective Geography)
- b. G2 Combined Humanities (Social Studies + Elective History)



Social Studies



RESTRICTED \ NON-SENSITIVE

The Singapore Social Studies Curriculum



In Social Studies lessons, we often engage students through **Inquiry-Based Learning (IBL)** and **real-life issues-based discussions**.

The Singapore Social Studies Curriculum



We wish to nurture:

- **Informed citizens** – Understand different perspectives, make responsible decisions, derive at well-reasoned conclusions.
- **Concerned citizens** – feel a sense of belonging, have an awareness in societal issues and appreciate diversity.
- **Participative citizens** – be motivated to take personal or collective actions for the good of society.

3 Key Issues

1. Exploring Citizenship and Governance



In this issue, we explore both **citizens'** and the **government's roles** in working for **the good of society**.

2. Living in a diverse society



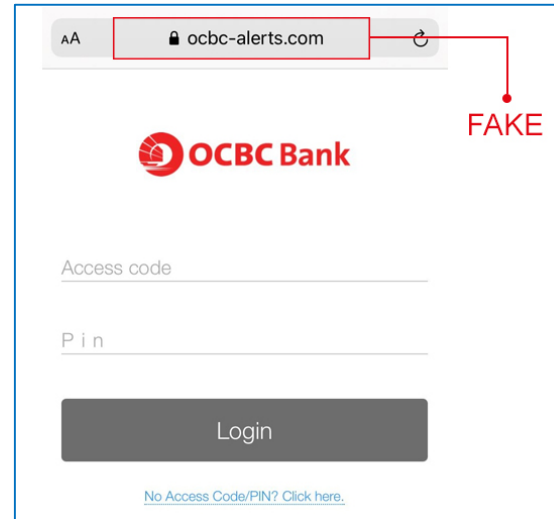
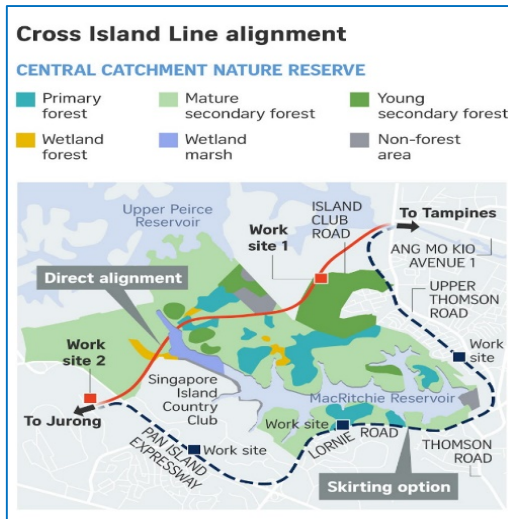
In this issue, we explore **whether harmony is achievable** in Singapore, and help students to **appreciate diversity** and the importance of **harmony**.

3. Being Part of a Globalised World



In this issue, we help students understand and **make meaning of their lives in a globalised world**, and explore the **impacts** of globalisation.

Examples of **authentic issues** explored



Is it right to disrupt nature for **housing and transport developments**?

Who really is/are responsible to manage the rising trends of **scams**?

What are the lessons learnt from the recent high-profile **racist incidents** in Singapore?



Learning Outcomes

Knowledge:

What were the key **economic, political, cultural and social contexts** of the various societies studied?

What were the **inter-connections** between **individuals, societies, events** and **developments**?



Learning Outcomes

Skills:

Analyse and evaluate the 'Causes & Consequences' and 'Significance' of historical events and situations.

Interpret evidence from various sources of information to support a historical inquiry.



Learning Outcomes

Values:

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



Unit 1: Challenges to European Dominance after World War I, 1910s–1942

After World War I

- Overview of World War I [Non-examinable]
- Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s

Rise of Authoritarian Regimes

- Overview of the attempts at establishing viable political systems after World War I [Non-examinable]
- Case Study of Nazi Germany*



War in Europe and Asia

- Key developments leading to the outbreak of World War II in Europe*
- Key developments leading to the outbreak of World War II in the Asia-Pacific

* Source-based Case Study will only be set on the case studies indicated by the symbol [*].

Unit 2: Developments in the Post-World War II World: The Cold War, 1940s–1991

Note: Teachers should note that detailed study of the military campaigns of World War II is not required.

War in Europe and Asia

- Reasons for end of World War II



The Cold War

- Origins and development of the Cold War in Europe*
- Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–1975

End of the Cold War, 1980s–1991

- Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [Non-examinable]
- Decline of the USSR and the end of the Cold War



** Source-based Case Study will only be set on the case studies indicated by the symbol [*].*

Unit 1: Challenges to European Dominance after World War I, 1910s–1942

After World War I

- Overview of World War I [Non-examinable]
- Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s

Rise of Authoritarian Regimes

- Overview of the attempts at establishing viable political systems after World War I [Non-examinable]
- Case Study of Nazi Germany*
- Case Study of Militarist Japan, 1920s–1930s



War in Europe and Asia

- Key developments leading to the outbreak of World War II in Europe*
- Key developments leading to the outbreak of World War II in the Asia-Pacific

* Source-based Case Study will only be set on the case studies indicated by the symbol [*].

Unit 2: Developments in the Post-World War II World: The Cold War, 1940s–1991

Note: Teachers should note that detailed study of the military campaigns of World War II is not required.

War in Europe and Asia

- Reasons for end of World War II



The Cold War

- Origins and development of the Cold War in Europe*
- Extension of the Cold War outside Europe: Case study of Korean War, 1950–1953*
- Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–1975

End of the Cold War, 1980s–1991

- Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [Non-examinable]
- Decline of the USSR and the end of the Cold War

** Source-based Case Study will only be set on the case studies indicated by the symbol [*].*





Learning Outcomes

Values:

Have a sense of
**appreciation, care and
 responsibility** for the
 environment.

Knowledge:

Explore the relationship
 between **people** and the
 environment.

Understand why **sustainable
 living** is important.



What will we learn?

1. Geography in Everyday Life

What natural or man-made features in your neighborhood make it a good place to live?

2. How can we design cities that are more resilient to impacts of Climate Change (e.g. rising sea levels, extreme heat, heavy rainfall)?

What will we learn?

3. How can Tourism be made more sustainable to the environment and local communities? (G3 only)
4. Tectonics: Plate Tectonics, Earthquakes & Volcanoes, Disaster Risk Management (G3 'Full' GE only)
5. Singapore: Small Island City-State, Opportunities & Challenges, Sustainable & Resilient SG (G3 'Full' GE only)

Suggested Sequencing of Content for G2 Elective Geography

	Sec 3	Sec 4
Term 1	Geography in Everyday Life (54 periods)	Climate (36 periods)
Term 2		
Term 3		Revision + Preliminary Examination
Term 4	Climate (18 periods)	Revision

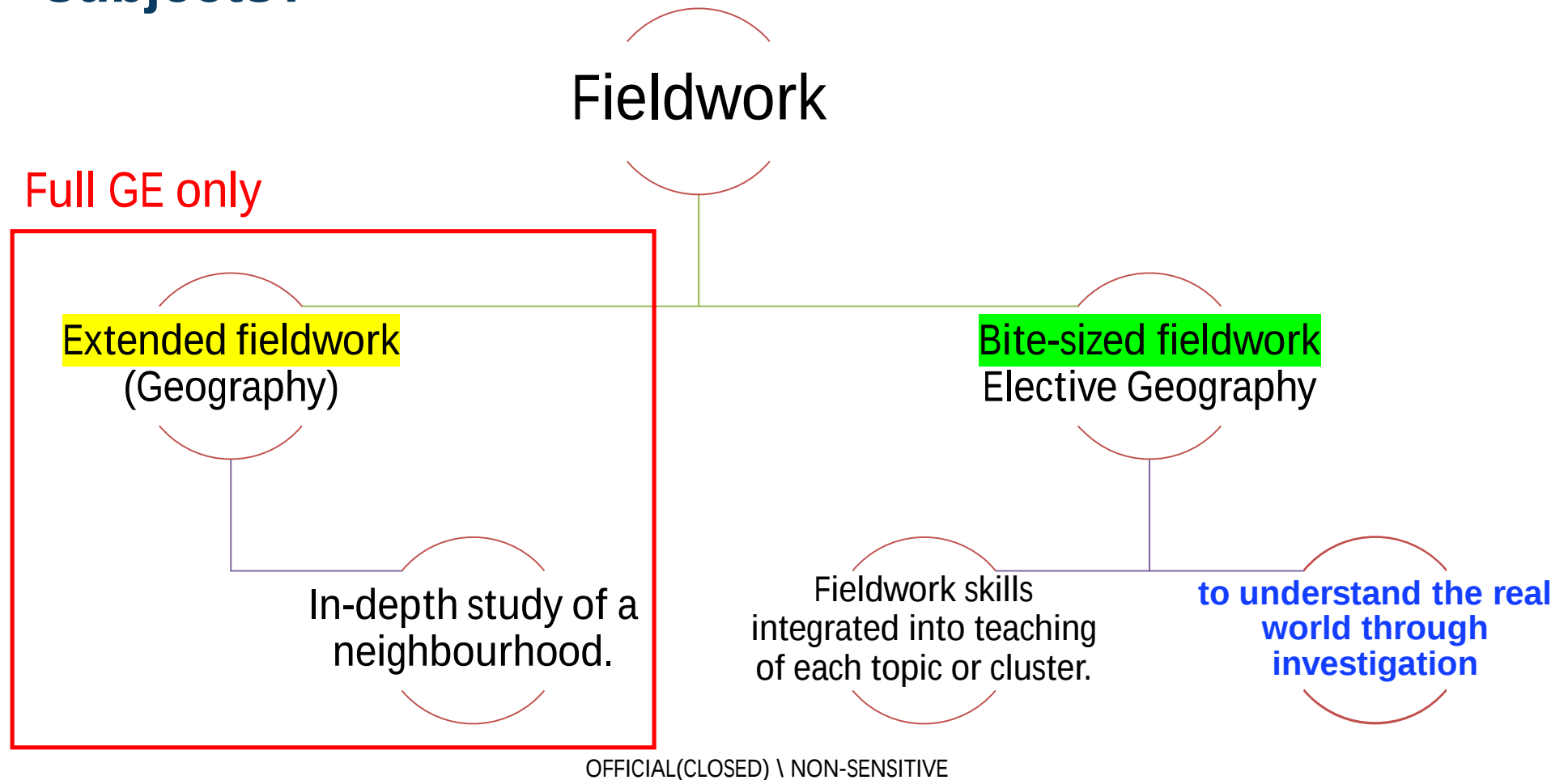
Suggested Sequencing of Content for G3 Elective Geography		
	Sec 3	Sec 4
Term 1	Geography in Everyday Life (36 periods)	Tourism (36 periods)
Term 2		
Term 3	Climate (36 periods)	Revision + Preliminary Examination
Term 4		Revision

Suggested Sequencing of Content for G3 Geography		
	Sec 3	Sec 4
Term 1	Geography in Everyday Life (36 periods)	Tectonics (36 periods)
Term 2	Tourism (36 periods) +	Singapore (36 periods)
Term 3	Extended Fieldwork (50 periods)	Revision + Preliminary Examination
Term 4	Climate (36 periods)	Revision

GREEN font – (untaught) option for Elective GE

RED font – unique to Full GE

What makes Geography **different** from other Humanities subjects?



So, how to choose?

Upper Sec History / Geography is **different** from
Lower Sec History / Geography.

Your Sec 1-2 performance in History / Geography is just one consideration.

Choose the subject which you are **more interested** in.

Do not blindly follow your friends' choices.



Thank You

OFFICIAL(CLOSED) \ NON-SENSITIVE