

2025 Secondary 3 Curriculum Map

Student's Copy

Theory (T): Students gain an understanding of key geographical concepts

Growth (G): Students get hands-on practice and attempt guided questions and activity worksheets

Application (A): Students discover real-world examples and how to apply the theory (T) into real life

Evaluation (E): Students are evaluated on their knowledge, answering techniques and critical thinking to gauge their learning progress at TGA

SEC 3 CURRICULUM			
LESSONS	OVERVIEW	SKILLS	ASSESSMENTS
T1L1-T1L9	<p><u>Cluster 1: Geography In Everyday Life (T)</u></p> <p><u>Topic 1: Thinking Geographically</u></p> <ul style="list-style-type: none"> - Q1: What is the relationship between people and nature in their neighbourhoods? - Q2: How do people acquire a sense of place in their neighbourhoods? - Q3: What is the relationship between locations in a neighbourhood? - Q4: How are neighbourhoods organised in Singapore? <p><u>Topic 2: Sustainable Development</u></p> <ul style="list-style-type: none"> - Q1: What are sustainable urban neighbourhoods? - Q2: What ecosystem services are found in urban neighbourhoods? - Q3: What are common hazards in urban neighbourhoods? - Q4: How to build sustainable urban neighbourhoods? <p><u>Topic 3: Geographical Methods</u></p> <ul style="list-style-type: none"> - Q1: How to design fieldwork? - Q2: How to collect primary data? - Q3: How to process and analyse data? - Q4: How to present findings? 	<p><u>Answering Technique Skills</u></p> <ul style="list-style-type: none"> - Identifying question types and their optimal answer structures - Providing evidence-based responses from graphs, schematic diagrams, images, and text - Identifying accurate patterns in data, including spatial patterns - Writing clear and concise responses that answer the question - Supplementing answers using maps or schematic diagrams - Evaluating strategies critically <p><u>Geographical Investigation Skills</u></p> <ul style="list-style-type: none"> - Framing geographical questions - Data collection methods including sampling and mental maps, steps to ensure accuracy and reliability of data - Data presentation: maps, field sketches, tables, photographs and texts 	<p>T1L1: Access to TGA Resources, guided activity and practice questions (G)</p> <p>T1L2: Guided activity and practice questions (G), homework: student-led investigation (A)</p> <p>T1L3: Guided practice questions</p> <p>T1L4: Guided and independent practice questions (G), homework: student-led investigation (A)</p> <p>T1L6: Independent practice questions (G), pop quiz (E)</p> <p>T1L7: Guided activity and practice questions (G)</p> <p>T1L8: Independent practice questions (G)</p> <p>T1L9: Mock test (E)</p>

<p>T1L10-T2L12</p>	<p>Cluster 2: Tourism (T)</p> <p>Topic 1: Tourism Activity</p> <ul style="list-style-type: none"> - Q1: What is a tourist system? - Q2: What led to the growth of tourism? - Q3: How do tourist destination regions develop over time? - Q4: How do different personality characteristics of tourists affect tourist destination regions? <p>Topic 2: Tourism Development</p> <ul style="list-style-type: none"> - Q1: What are the trends in tourism? - Q2: How does tourism affect the economies of places? - Q3: How does tourism affect the society of places? - Q4: How does tourism affect the environment of places? <p>Topic 3: Sustainable Tourism Development</p> <ul style="list-style-type: none"> - Q1: How does tourism development help achieve sustainable development? - Q2: How effective are stakeholders in influencing sustainable tourism development? - Q3: How effective are the different approaches in achieving sustainable tourism development? - Q4: How might tourism continue to develop sustainably? 	<p>Answering Technique Skills</p> <ul style="list-style-type: none"> - Identifying distribution of data using maps - Supplementing answers using images, field sketches, graphs or tables - Explaining answers logically and clearly - Comparing and contrasting adaptations - Thinking flexibly and across the discipline - Evaluating strategies and approaches critically <p>Geographical Investigation Skills</p> <ul style="list-style-type: none"> - Evidence-based responses: identifying spatial and temporal patterns in data, relationships between variables and drawing conclusions that answer the question - Evaluating the investigation: identifying strengths and limitations of data collection methods, proposing improvements to the investigation 	<p>T1L10: Guided activity and practice questions (G)</p> <p>T1L11: Guided activity and practice questions (G), homework: student-led investigation (A)</p> <p>T1L12: Independent practice questions (G)</p> <p>T2L1: Independent practice questions (G), pop quiz (E)</p> <p>T2L2: Guided activity and practice questions (G)</p> <p>T2L3: Guided activity and practice questions (G), homework: student-led investigation (A)</p> <p>T2L4: Independent practice questions (G)</p> <p>T2L5: Independent practice questions (G), pop quiz (E)</p> <p>T2L6: Guided activity and practice questions (G)</p> <p>T2L7: Guided activity and practice questions (G), homework: student-led investigation (A)</p> <p>T2L8: Independent practice questions (G)</p> <p>T2L9: Independent practice questions (G), pop quiz (E)</p> <p>T2L11: Mock test (E)</p>
<p>T3L1-T3L12</p>	<p>Cluster 3: Climate (T)</p> <p><u>Topic 1: Weather and Climate</u></p> <ul style="list-style-type: none"> - Q1: What is weather and climate? - Q2: Why does air temperature vary across Earth's surface? - Q3: Why does precipitation vary across Earth's surface? - Q4: Why do wind direction and wind speed vary across Earth's surface? <p><u>Topic 2: Climate Change</u></p> <ul style="list-style-type: none"> - Q1: What is the natural variability of climate? - Q2: How do anthropogenic factors contribute to climate change? - Q3: How might climate change affect natural systems? - Q4: How might climate change affect human systems? <p><u>Topic 3: Climate Action</u></p> <ul style="list-style-type: none"> - Q1: How does climate action help achieve sustainable development? - Q2: Why do climate risks vary across places? - Q3: How effective are mitigation strategies in building a community's resilience to climate change? - Q4: How effective are adaptation strategies in building community's resilience to climate change? 	<p>Answering Technique Skills</p> <ul style="list-style-type: none"> - Writing clear and concise responses that answer the question aptly - Thinking flexibly and across the discipline - Critical thinking in gathering data - Evaluating strategies critically, and whether strategies are suitable everywhere - Supplementing answers with detailed schematic diagrams 	<p>T3L1: Guided activity and practice questions (G)</p> <p>T3L2: Guided activity and practice questions (G)</p> <p>T3L3: Independent practice questions (G)</p> <p>T3L4: Independent practice questions (G), pop quiz (E)</p> <p>T3L5: Guided activity and practice questions (G)</p> <p>T3L6: Guided activity and practice questions (G), homework: student-led investigation (A)</p> <p>T3L7: Independent practice questions (G)</p> <p>T3L8: independent practice questions (G), pop quiz (E)</p> <p>T3L9: Guided activity and practice questions (G)</p> <p>T3L10: Guided activity and practice questions (G)</p> <p>T3L11: Independent writing activity, pop quiz (E)</p> <p>T3L12: Independent practice questions (G), pop quiz (E)</p>

T4L1-T4L4

Revision: Clusters 1-3

Answering Technique Skills

- Writing clear and concise responses that answer the question aptly
- Thinking flexibly and across the discipline
- Critical thinking in gathering data
- Evaluating strategies critically, and whether strategies are suitable everywhere
- Supplementing answers with detailed schematic diagrams

T4L2: Paper 1 mock test (E)