

## 2025 Secondary 4 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 4 CURRICULUM			
LESSONS	OVERVIEW	SKILLS	ASSESSMENTS
T1L1-T2L1	<b><u>Cluster 4: Tectonics (T)</u></b>  <u>Topic 1: Plate Tectonics</u> - Q1: What is the plate tectonic theory? - Q2: How does seafloor spreading support the plate tectonic theory? - Q3: How does magnetic striping support the plate tectonic theory? - Q4: What happens at plate boundaries when tectonic plates move?  <u>Topic 2: Earthquakes and Volcanoes</u> - Q1: How do tectonic processes affect the magnitude of earthquakes? - Q2: How do tectonic processes affect the magnitude of volcanic eruptions? - Q3: How might distribution of earthquakes and volcanoes influence the location of tectonic hazards? - Q4: How might tectonic hazards affect the natural and human systems?  <u>Topic 3: Disaster Risk Management</u> - Q1: How does disaster risk management help achieve sustainable development? - Q2: Why do disaster risks related to earthquakes and volcanic eruptions vary across places? - Q3: How effective are strategies in building a community's resilience to earthquakes and volcanic eruptions? - Q4: How effective are the disaster management strategies after an earthquake or a volcanic eruption?	<b><u>Answering Technique Skills</u></b> - 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 detailed schematic diagrams - Thinking flexibly and across the discipline - Evaluating strategies and approaches critically, and whether strategies are suitable throughout the world	T1L1: Guided activity and practice questions (G) T1L2: Guided activity and practice questions (G) T1L3: Independent practice questions (G), <b>pop quiz</b> (E) T1L4: Guided activity and practice questions (G) T1L5: Guided activity and practice questions (G), homework: student-led investigation (A) T1L6: Independent practice questions (G) T1L7: Guided activity and practice questions (G), <b>pop quiz</b> (E) T1L8: Guided activity and practice questions (G) T1L9: Guided activity and practice questions (G), homework: student-led investigation (A) T1L10: Independent practice questions (G) T1L11: Independent practice questions (G) <b>T1L12: Mock test (E)</b>

T2L2-T2L8	<p><b><u>Cluster 5: Singapore (T)</u></b></p> <p><b><u>Topic 1: Small Island City-State</u></b></p> <ul style="list-style-type: none"> <li>- Q1: What are the natural characteristics of Singapore?</li> <li>- Q2: What are the human characteristics of Singapore?</li> <li>- Q3: What are Singapore's vulnerabilities?</li> <li>- Q4: What contributes towards Singapore's resilience?</li> </ul> <p><b><u>Topic 2: Opportunities and Challenges</u></b></p> <ul style="list-style-type: none"> <li>- Q1: How might climate change affect Singapore?</li> <li>- Q2: How might tectonic hazards affect Singapore?</li> <li>- Q3: How might tourism activity affect Singapore?</li> </ul> <p><b><u>Topic 3: Sustainable and Resilient Singapore</u></b></p> <ul style="list-style-type: none"> <li>- Q1: Why is sustainable development important for Singapore?</li> <li>- Q2: How does Singapore approach sustainable development?</li> <li>- Q3: What are Singapore's efforts in sustainable development?</li> <li>- Q4: How might Singapore continue to develop sustainably?</li> </ul>	<p><b><u>Answering Technique Skills</u></b></p> <ul style="list-style-type: none"> <li>- Identifying distribution of data using maps</li> <li>- Supplementing answers using images, field sketches, graphs or tables</li> <li>- Explaining answers logically and clearly</li> <li>- Comparing and contrasting adaptations</li> <li>- Thinking flexibly and across the discipline</li> <li>- Evaluating strategies and approaches critically, and whether strategies are suitable throughout the world</li> <li>- Analyzing critically how Singapore might be affected by phenomena</li> <li>- Providing and evaluating suggestions</li> </ul>	<p>T2L4: Guided and independent practice questions (G), <b>pop quiz</b> (E)</p> <p>T2L5: Guided activity and practice questions (G)</p> <p>T2L6: Guided activity and practice questions (G), homework: student-led investigation (A)</p> <p>T2L7: Independent practice questions (G)</p> <p>T2L8: Independent practice questions (G), <b>pop quiz</b> (E)</p>
T2L9-T4L4	<p><b>Revision: Clusters 1-5</b></p>	<p><b><u>Answering Technique Skills</u></b></p> <ul style="list-style-type: none"> <li>- Writing clear and concise responses that answer the question aptly</li> <li>- Thinking flexibly and across the discipline</li> <li>- Critical thinking in gathering data</li> <li>- Evaluating strategies critically, and whether strategies are suitable throughout the world</li> <li>- Supplementing answers with detailed schematic diagrams</li> </ul>	<p>T2L9: Independent practice questions (G)</p> <p>T2L11: Guided and independent structured questions (G)</p> <p>T2L12: Guided and structured essay questions (G)</p> <p>T3L2: Guided and independent structured questions (G)</p> <p>T3L3: Guided and independent essay questions (G)</p> <p><b>T3L5: Paper 1 Mock Test (E)</b></p> <p>T3L8: Guided and independent structured questions (G)</p> <p>T3L9: Guided and independent essay questions (G)</p> <p>T3L11: Guided and independent structured questions (G)</p> <p>T3L12: Guided and independent essay questions (G)</p> <p><b>T4L2: Paper 2 Mock Test (E)</b></p>