



Social Studies Teaching and Learning Syllabus Primary

Implementation starting with
2020 Primary One, Primary Two and Primary Three Cohorts
2021 Primary Four and Primary Five Cohorts
2022 Primary Six Cohort

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Social Studies

Teaching and Learning Syllabus

Primary

Implementation starting with
2020 Primary One, Primary Two and Primary Three Cohorts
2021 Primary Four and Primary Five Cohorts
2022 Primary Six Cohort



Ministry of Education
SINGAPORE

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CONTENTS

	Page
1. SOCIAL STUDIES EDUCATION IN SINGAPORE	
• Purpose of Social Studies	5
• Philosophy of Social Studies	5
• Curriculum Aims of Social Studies	6
2. 2020 SOCIAL STUDIES PRIMARY SYLLABUS	
• Syllabus Design	8
• Social Studies Primary and the Desired Outcomes of Education	11
• Social Studies Primary and 21st Century Competencies	11
• Social Studies Primary and National Education	12
• Key Features of the Syllabus	13
3. CONTENT	
• Syllabus Overview	16
• Primary One	17
• Primary Two	20
• Primary Three	23
• Primary Four	28
• Primary Five	33
• Primary Six	39
• Mapping of Social Studies Primary Syllabus to the Components of the Framework for 21st Century Competencies and Student Outcomes	44
4. PEDAGOGY	
• Teaching and Learning through Inquiry	51
• Inquiry and the Singapore Teaching Practice	58
5. ASSESSMENT	
• Learning Outcomes for Reporting of Students' Learning Progress	60
• Performance Tasks	61
• Assessment Grade for Primary Three to Primary Six	61
6. BIBLIOGRAPHY AND ACKNOWLEDGEMENTS	63

SECTION 1:

SOCIAL STUDIES EDUCATION IN SINGAPORE

Purpose of Social Studies
Philosophy of Social Studies
Curriculum Aims of Social Studies

1. SOCIAL STUDIES EDUCATION IN SINGAPORE

Purpose of Social Studies

The Social Studies curriculum spans the primary and secondary levels. This subject helps students to grow in knowledge, develop skills and learn values through examining issues that are of concern to our society and the world in which we live.

Philosophy of Social Studies

At the heart of the Singapore Social Studies Curriculum (refer to [Figure 1](#)) is the preparation of our students to be effective citizens by helping them to better understand the interconnectedness of Singapore and the world they live in, and appreciate the complexities of the human experience.

Drawing on aspects of society that are of meaning and interest to the students, Social Studies seeks to ignite students' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, Social Studies helps students to attain relevant knowledge and understanding about these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives.

Social Studies seeks to inculcate in students a deeper understanding of the values that define the Singapore society, nurture dispositions that will inspire them to show concern for the society and the world in which they live, and demonstrate empathy in their relationships with others. The Curriculum therefore envisions Social Studies students as informed, concerned and participative citizens, competent in decision-making with an impassioned spirit to contribute responsibly to the society and world they live in.

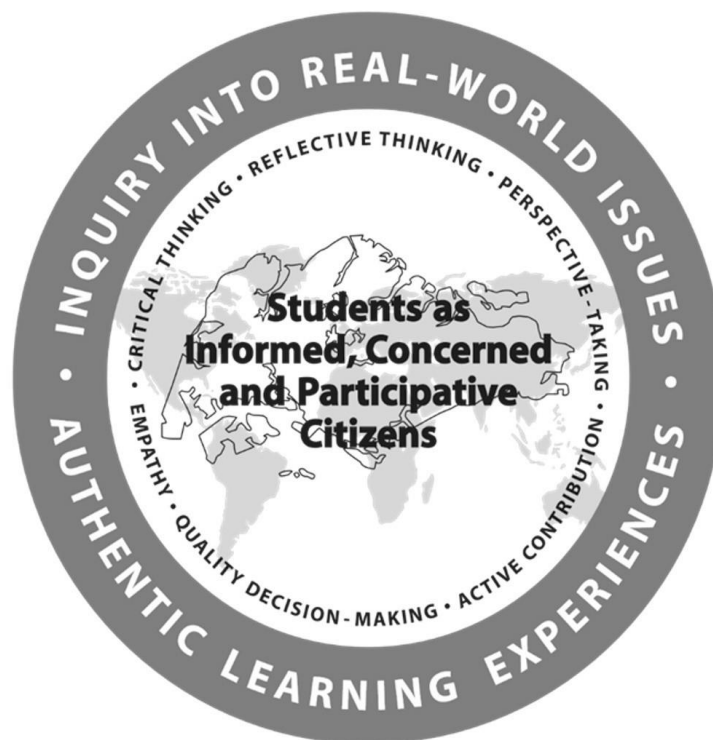


Figure 1: The Singapore Social Studies Curriculum

Curriculum Aims of Social Studies

As ***informed*** citizens, students will:

- understand the rights and responsibilities of citizens and the role of the government in society;
- understand their identity as Singaporeans, with a regional and global outlook;
- understand the Singapore perspective on key national, regional and global issues;
- analyse and negotiate complex issues through evaluating multiple sources with different perspectives; and
- arrive at well-reasoned, responsible decisions through reflective thought and discernment.

As ***concerned*** citizens, students will:

- have a sense of belonging to the nation, appreciate and be committed to building social cohesion in a diverse society;
- be motivated to engage in issues of societal concern; and
- reflect on the ethical considerations and consequences of decision making.

As ***participative*** citizens, students will:

- take responsible personal and collective actions to effect change for the good of society; and
- be resilient in addressing concerns of society in spite of challenges faced.

SECTION 2:

2020 SOCIAL STUDIES PRIMARY SYLLABUS

Syllabus Design

Social Studies Primary and the Desired Outcomes of Education

Social Studies Primary and 21st Century Competencies

Social Studies Primary and National Education

Key Features of the Syllabus

2. 2020 SOCIAL STUDIES PRIMARY SYLLABUS

Syllabus Design

A thematic approach, structured along the key themes¹ of *Identity, Culture and Heritage* and *People and Environment*, is adopted to frame the Social Studies Primary (SSP) syllabus. The syllabus is organised into three broad clusters as described below:

- **Cluster 1: Discovering Self and Immediate Environment**

Students will explore who they are and the roles they play in relation to the people and places around them. They will also explore the customs and traditions of some communities in Singapore. Students will not only come to appreciate the cultural diversity in Singapore but also learn how common experiences help unite us as a nation.

- **Cluster 2: Understanding Singapore in the Past and Present**

Students will learn about Singapore and the contributions of different groups of people to the country's growth and independence. They will develop an appreciation of Singapore and come to value the adaptability, resilience and resourcefulness of its leaders and people.

- **Cluster 3: Appreciating Singapore, the Region and the World We Live In**

Students will learn about Singapore as a nation and the contributions of different people to its development. They will also develop an understanding of Southeast Asia, Singapore's connections with the region as well as legacies of civilisations in the world that can still be seen today.

Table 2.1 shows the clusters of study across the primary level.

¹ Five themes, *Identity, Culture and Heritage*; *People and Environment*; *Governance and Organisation of Societies*; *Conflict, Cooperation and Resolution*; and *Economy and Globalisation* provide the conceptual domains to ensure continuity and progression across the levels throughout the 10 years from primary to secondary levels. The basic idea of conceptual domain is that one would not be able to understand the meaning of a concept without access to all the essential knowledge related to it. For example, one would not be able to understand the topic of 'care for the environment' without knowing anything about the concepts of what constitutes 'care' and 'environment' and how the two concepts operate and interact with each other in different contexts. It requires one to understand the impact people have on the environment.

Table 2.1: Clusters of Study Across the Primary Level

Clusters of Study	Levels of Study	Inquiry Focus
<u>Cluster 1</u> Discovering Self and Immediate Environment	<u>Primary 1</u> Knowing Myself, Others and My Surroundings	Who am I in relation to the people and places around me?
	<u>Primary 2</u> Coming Together as a Nation	What unites the people in Singapore as a nation?
<u>Cluster 2</u> Understanding Singapore in the Past and Present	<u>Primary 3</u> Understanding Singapore's Environment and Challenges	What is Singapore's environment like and how do we overcome the challenges we face?
	<u>Primary 4</u> Understanding Our Past	How is life in Singapore today shaped by what happened in the past?
<u>Cluster 3</u> Appreciating Singapore, the Region and the World We Live In	<u>Primary 5</u> Part 1: Understanding Singapore's Development as a Nation	How has Singapore developed as a nation since its independence?
	Part 2: Understanding Southeast Asia's Diversity and Interconnectedness	What makes up Southeast Asia and how are the countries interconnected?
	<u>Primary 6</u> Understanding Features and Legacies of Civilisations	How are the legacies of civilisations seen in our lives today?

The syllabus is framed by knowledge, skills and values outcomes that students will acquire at the end of the six years of SSP education in order to develop into informed, concerned and participative citizens with a regional and global outlook.

Table 2.2 describes the key learner outcomes.

Table 2.2: Key Learner Outcomes

Knowledge	Skills	Values
<i>At the end of six years of primary education, students will be able to:</i> • explore identity, culture and heritage of individuals and groups and appreciate how these change over time; • understand the relationship between people and the environment over time and space; • examine the roles and responsibilities of individuals in groups and communities; • recognise the importance of resources; • discuss how Singapore overcomes the challenges of limited resources; • explore what makes Singapore a nation and a home to cherish; • recognise that common ties among countries promote progress and understanding; • understand Singapore's connection with the world; and • describe the legacies of civilisations and how they influence our lives today.	<i>At the end of six years of primary education, students will be able to:</i> • create a plan to locate and collect information/data; • create a plan to present their work independently; • make careful observations independently; • explore ideas and consider their relevance; • process information/data independently based on reliability and relevance; • evaluate and make informed decisions independently; • express thoughts and feelings fluently and confidently in a group; • work effectively in a variety of group settings; and • present ideas and findings with clarity, persuasion and in creative ways through the use of various tools and modes of presentation.	<i>At the end of six years of primary education, students will be able to:</i> • appreciate cultural diversity; • develop personal responsibility in the management of resources; • recognise that beliefs shape one's thinking; • consider the ethical effects of one's actions and the impact on others so as to make informed decisions and carry out appropriate actions; • show curiosity to learn more about the world they live in; • show care for the community and the environment; • develop a sense of belonging to one's community and country; and • exercise responsibility and integrity in the access and use of information.

Social Studies Primary and the Desired Outcomes of Education

The learning of Social Studies provides many opportunities for the achievement of the Desired Outcomes of Education, which are attributes that educators aspire for Singaporeans to have by the completion of their formal education.

The student who embodies the Desired Outcomes of Education is:

- a confident person who has a strong sense of right and wrong, is adaptable and resilient, knows himself/herself, is discerning in judgement, thinks independently and critically, and communicates effectively;
- a self-directed learner who takes responsibility for his/her own learning, who questions, reflects and perseveres in the pursuit of learning;
- an active contributor who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence; and
- a concerned citizen who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others.

For details on the Desired Outcomes of Education, please refer to the link below:

<https://www.moe.gov.sg/education-in-sg/desired-outcomes>

Social Studies Primary and 21st Century Competencies

To help our students thrive in a fast-changing world, the Ministry of Education has identified competencies that have become increasingly important in the 21st century. These competencies, as outlined in the Framework for 21st Century Competencies and Student Outcomes (refer to [Figure 2](#)), illustrate the holistic education that our schools provide to better prepare our students for the future.

The outer ring of the framework represents the emerging 21st Century Competencies necessary for the globalised world we live in. These competencies are Civic Literacy, Global Awareness and Cross-cultural Skills; Critical and Inventive Thinking; and Communication, Collaboration and Information Skills. The middle ring signifies the Social and Emotional Competencies necessary for students to recognise and manage their emotions, develop care and concern for others, make responsible decisions, establish positive relationships, as well as handle challenging situations effectively. Knowledge and skills must be underpinned by values which shape the beliefs, attitudes and actions of a person. These form the core of the framework. The various components of the framework are found in the knowledge, values and skills outcomes of the Social Studies curriculum.

For details on the competencies, please refer to the link below:

<https://www.moe.gov.sg/education-in-sg/21st-century-competencies>

Refer to page 44 for information on how Social Studies Primary is mapped to the components of the Framework for 21st Century Competencies and Student Outcomes.



Figure 2: Framework for 21st Century Competencies and Student Outcomes

Social Studies Primary and National Education

National Education is anchored on the following citizenship dispositions, which enable our students to realise their part in the flourishing of their community and nation: **a sense of belonging, a sense of reality, a sense of hope, and the will to act**. These dispositions, together with knowledge, skills and values gained from Social Studies, will help students become citizens who are informed, concerned and participative.

- **A sense of belonging:** To develop a deeper understanding of who we are, and a shared understanding of the values that are important to us as a nation.
- **A sense of reality:** To be aware of the contemporary realities – including Singapore’s constraints and vulnerabilities – which affect us as a nation amidst the backdrop of a less predictable world.
- **A sense of hope:** Having the confidence and optimism in Singapore’s future and the resilience to face the challenges ahead.

Ultimately, these citizenship dispositions cultivate **the will to act:** To be active citizens who have a collective resolve and a sense of shared mission towards building a Singapore for all.

For details on National Education, please refer to the link below:

<http://www.moe.gov.sg/education-in-sg/our-programmes/national-education>

Key Features of the Syllabus

The key features of the syllabus are as follows:

- Use of key understandings
- Use of inquiry focus questions and guiding questions
- Flexibility to extend learning
- Emphasis on skills and values for citizenship education
- Inclusion of field-based learning
- Inclusion of performance tasks

Use of Key Understandings

Key understandings reflect the main insights that students would gain through the study of each topic. These key understandings provide a larger purpose for learning the targeted content and prioritise what students would need to learn as worthy content in relation to the topic being examined. Key understandings go beyond discrete facts or skills to focus on larger concepts, principles or processes. They are transferable and applicable to new situations within or beyond the subject matter.

Use of Inquiry Focus Questions and Guiding Questions

Each level is framed by an inquiry focus question which anchors the study for the year. Subsequently, guiding questions are developed to help students gain a deeper understanding of the content, be engaged in thoughtful inquiry and serve as an impetus for students to initiate a social action. Guiding questions are therefore aligned to the way the content is mapped out for each level, framed by the inquiry focus.

Flexibility to Extend Learning

While the syllabus content is core to the learning of SSP, flexibility is given to schools in the choice of field-based learning sites at each level and performance tasks from Primary Three to Primary Six.

Emphasis on Skills and Values for Citizenship Education

As much as knowledge is important, skills and values are explicitly articulated to give emphasis to the development of the holistic student, well-equipped to effectively play the role of an informed, concerned and participative citizen. The skills outcomes seek to inculcate good inquiry habits and skills for quality decision-making, while the values outcomes emphasise the nurturing of dispositions of informed, concerned and participative citizens. These would be individuals whose actions reflect a rational and empathetic sense of social responsibility. It involves the development of self-knowledge and the understanding of the feelings, experiences, needs and interests of others.

Inclusion of Field-based Learning

Field-based learning allows the students to contextualise their learning experience in an authentic real-world setting, thus enabling the learning of concepts and content. Students would also be able to conduct hands-on exploration in a focused area of study, thus being engaged in multi-sensory learning. As part of engaging students' interest in inquiry, field-based learning would also motivate and sustain their interest in the subject matter as students would learn to explore, construct new knowledge and make connections to the topic being studied.

Inclusion of Performance Tasks *(for Primary Three to Primary Six)*

Performance task is a form of assessment that would best reflect students' ability to translate and transfer key knowledge, skills and values in a new context. The suggested performance tasks in this syllabus allow students to apply the knowledge, skills and values in a real-world context.

SECTION 3:

CONTENT

Syllabus Overview

Primary One

Primary Two

Primary Three

Primary Four

Primary Five

Primary Six

Mapping of Social Studies Primary Syllabus to the Components of the
Framework for 21st Century Competencies and Student Outcomes

3. CONTENT

Syllabus Overview

Clusters of Study	Cluster 1: Discovering Self and Immediate Environment		Cluster 2: Understanding Singapore in the Past and Present		Cluster 3: Appreciating Singapore, the Region and the World We Live In	
Levels of Study	Primary One: Knowing Myself, Others and My Surroundings	Primary Two: Coming Together as a Nation	Primary Three: Understanding Singapore's Environment and Challenges	Primary Four: Understanding Our Past	Primary Five: <u>Part 1:</u> Understanding Singapore's Development as a Nation <u>Part 2:</u> Understanding Southeast Asia's Diversity and Interconnectedness	Primary Six: Understanding Features and Legacies of Civilisations
Level Descriptors	Students will learn about themselves, people around them and their immediate environment. Students will explore who they are in relation to the people and places around them. Through examining the different roles they play, students will understand how their actions can affect the people and places around them.	Students will understand that Singapore is made up of diverse groups of people and learn the customs and traditions of some communities. Students will also learn that National Symbols and common experiences help to unite us as a nation.	Students will learn about the location of places in Singapore. Students will learn how people have adapted to overcome challenges so as to meet their needs. As students learn about the consequences of their actions on the environment, they will recognise the importance of resources.	Students will study about Singapore's early history and the contributions of settlers. They will learn about the impact of the Japanese Occupation on the people's lives and how different people contributed to Singapore during the war. Students will also learn about Singapore's journey towards independence and understand how life in Singapore today is shaped by what happened in the past.	<u>Part 1:</u> Students will learn that our national identity can be built through National Symbols, national events and places in Singapore. They will also learn that different people contributed to the development of Singapore through the areas of defence and social cohesion. <u>Part 2:</u> Students will learn about the diverse physical environment and people's way of life in Southeast Asia. They will also learn that different countries in the region are interconnected.	Students will learn the features that make up a civilisation. They will also learn about the legacies of the civilisations of the Indian subcontinent, the Chinese civilisation and the ancient kingdoms and empires of Southeast Asia that continue to influence our lives or can still be seen in the present day.

Primary One: Knowing Myself, Others and My Surroundings

Level Descriptor

Students will learn about themselves, people around them and their immediate environment. Students will explore who they are in relation to the people and places around them. Through examining the different roles they play, students will understand how their actions can affect the people and places around them.

Inquiry Focus

Who am I in relation to the people and places around me?

Key Understandings

- My identity makes me unique.
- My identity can be shaped by the groups I belong to.
- I can relate to the places around me.

Knowledge Outcomes

Students will be able to:

- recognise that everyone is unique;
- identify the different roles that people play in the groups that they belong to;
- recognise that people can share common attributes in a group; and
- identify different places around them.

Skills Outcomes

Students will be able to:

- use questions to collect information/data;
- follow a plan to present their work with teacher guidance;
- make careful observations with teacher guidance;
- discuss ideas with teacher guidance;
- process information/data based on relevance with teacher guidance;
- reflect and make informed decisions with teacher guidance;
- express thoughts and feelings in a group with teacher guidance;
- work effectively in a group setting with teacher guidance; and
- present ideas and findings with clarity through various modes of presentation.

Values Outcomes

Students will be able to:

- appreciate cultural diversity;
- recognise that beliefs shape one's thinking;
- consider the ethical effects of one's actions and the impact on others so as to make informed decisions and carry out appropriate actions;
- show curiosity to learn more about the world they live in;
- show care for the community and the environment;
- develop a sense of belonging to one's community and country; and
- exercise responsibility and integrity in the access and use of information.

Key Concepts

- Personal Identity
- Social Identity
- Community
- Place

Primary One: Knowing Myself, Others and My Surroundings

Guiding Questions

- Who am I?

MY IDENTITY MAKES ME UNIQUE.

- My name is part of my identity.
- My physical features, ethnicity, traits and talents form my identity.
- Knowing the similarities and differences among people in terms of names, physical features, ethnicity, traits and talents allows me to know how I am unique.

- How do the groups I belong to shape my identity?

MY IDENTITY CAN BE SHAPED BY THE GROUPS I BELONG TO.

- I have roles to play in the groups I belong to.
 - I play different roles in different groups.
 - The roles that I play can change over time.
- I share common attributes, such as kinship, ethnicity, values and interests, with the groups I belong to.
- I can develop a sense of belonging to these groups.
- The decisions I make in a group will affect others.
 - My actions have consequences.

- How do I relate to the places around me?

I CAN RELATE TO THE PLACES AROUND ME.

- I can find my way around the school and neighbourhood.
- Places are important to me.
 - I interact with family and friends there.
 - I have meaningful experiences there.
- I care for these places.

Primary One: Knowing Myself, Others and My Surroundings

Field-based Learning Experiences

Suggested Locations	Learning Focus
School Trails	The focus of the learning experiences is for students to develop an appreciation for the places around them.
Jacob Ballas Children's Garden	The focus of the learning experience is for students to learn about the diversity in the environment and how organisms live together.

Primary Two: Coming Together as a Nation

Level Descriptor		Inquiry Focus	
Students will understand that Singapore is made up of diverse groups of people and learn the customs and traditions of some communities. Students will also learn that National Symbols and common experiences help to unite us as a nation.		What unites the people in Singapore as a nation?	
Key Understandings		• Singapore is made up of diverse groups of people. • Our National Symbols and common experiences help to unite us as a nation.	
Knowledge Outcomes	Skills Outcomes	Values Outcomes	Key Concepts
Students will be able to: • recognise that there are diverse groups of people living in Singapore; • identify the customs and traditions of communities living in Singapore; • identify the seven National Symbols of Singapore; and • recognise that National Symbols and common experiences help to unite us as a nation.	Students will be able to: • use questions to collect information/data; • follow a plan to present their work with teacher guidance; • make careful observations with teacher guidance; • discuss ideas with teacher guidance; • process information/data based on relevance with teacher guidance; • reflect and make informed decisions with teacher guidance; • express thoughts and feelings in a group with teacher guidance; • work effectively in a group setting with teacher guidance; and • present ideas and findings with clarity through various modes of presentation.	Students will be able to: • appreciate cultural diversity; • recognise that beliefs shape one's thinking; • consider the ethical effects of one's actions and the impact on others so as to make informed decisions and carry out appropriate actions; • show curiosity to learn more about the world they live in; • show care for the community and the environment; • develop a sense of belonging to one's community and country; and • exercise responsibility and integrity in the access and use of information.	• Diversity • Culture • National Identity • Common Experiences

Primary Two: Coming Together as a Nation

Guiding Questions

- Who are the people living in Singapore?
- How do different communities practise their customs and traditions?

- What are the National Symbols and common experiences that help to unite us as a nation?

Content

SINGAPORE IS MADE UP OF DIVERSE GROUPS OF PEOPLE.

- We have diverse groups of people living in Singapore.
- Different communities have their own customs and traditions.

OUR NATIONAL SYMBOLS AND COMMON EXPERIENCES HELP TO UNITE US AS A NATION.

- We know our seven National Symbols
 - o National Flag
 - o State Crest
 - o National Anthem
 - o National Pledge
 - o The Lion Head symbol
 - o National Flower
 - o The Public Seal
- We have common experiences that unite us as a nation.
 - o Overcoming challenges together
 - o Commemorating events together
 - o Celebrating events that bring national pride

Primary Two: Coming Together as a Nation

Field-based Learning Experiences

Suggested Locations	Learning Focus
National Orchid Garden	The focus of the learning experience is for students to learn about the national flower, the Vanda Miss Joaquim, and how it represents the people of Singapore.
Neighbourhood Trails	The focus of the learning experience is for students to develop an appreciation for the diverse communities in Singapore.

Primary Three: Understanding Singapore's Environment and Challenges

Level Descriptor

Students will learn about the location of places in Singapore. Students will learn how people have adapted to overcome challenges so as to meet their needs. As students learn about the consequences of their actions on the environment, they will recognise the importance of resources.

Inquiry Focus

What is Singapore's environment like and how do we overcome the challenges we face?

Key Understandings

- Knowing the location of places in Singapore helps me know my country better.
- We use resources wisely to protect the environment.
- We adapt to overcome challenges to meet our needs.

Knowledge Outcomes

Students will be able to:

- recognise places in Singapore;
- identify the location of places in Singapore on the map;
- explain the consequences of individual and group actions on the environment;
- describe how individuals and groups can protect the environment;
- recognise that there are challenges in Singapore's environment; and
- describe how Singapore adapts to overcome challenges and meet needs.

Skills Outcomes

Students will be able to:

- follow a plan to locate and collect information/data;
- create a plan to present their work with teacher guidance;
- make careful observations with teacher guidance;
- explore ideas and consider their relevance with teacher guidance;
- process information/data based on reliability and relevance with teacher guidance;
- reflect and make informed decisions with scaffolding;
- express thoughts and feelings fluently and confidently in a group with teacher guidance;
- work effectively in a variety of group settings with teacher guidance; and
- present ideas and findings with clarity and in creative ways through the use of various tools and modes of presentation.

Values Outcomes

Students will be able to:

- develop personal responsibility in the management of resources;
- recognise that beliefs shape one's thinking;
- consider the ethical effects of one's actions and the impact on others so as to make informed decisions and carry out appropriate actions;
- show curiosity to learn more about the world they live in;
- show care for the community and the environment;
- develop a sense of belonging to one's community and country; and
- exercise responsibility and integrity in the access and use of information.

Key Concepts

- Place
- Environment
- Conservation
- Change and Continuity
- Adaptability

Primary Three: Understanding Singapore's Environment and Challenges

Guiding Questions

- What are the places in Singapore and where can we find them?

- What are the consequences of our actions on the environment?
- How can we protect the environment?

Content

KNOWING THE LOCATION OF PLACES IN SINGAPORE HELPS ME KNOW MY COUNTRY BETTER.

- Locating where we live and places we know on the map of Singapore
 - o Location and purpose of different places in Singapore

WE USE RESOURCES WISELY TO PROTECT THE ENVIRONMENT.

- Consequences of our actions on the environment
- Care for the environment
 - o Keeping our environment clean and green
 - o Conservation efforts
 - o Better use of resources at home, in school and in our community

Primary Three: Understanding Singapore's Environment and Challenges

Guiding Questions

- How do we adapt to overcome challenges to meet our needs?

Content

WE ADAPT TO OVERCOME CHALLENGES TO MEET OUR NEEDS.

- Changes in land use to meet our needs
 - o Food
 - Challenges in meeting the needs of farming in Singapore
 - ❖ Changes in the types of farms over time
 - ❖ Technological advancements in farming
 - o Housing
 - Challenges in the provision of housing in Singapore
 - ❖ Changes in living conditions over time
 - ❖ Improvements in public housing estates to cater to societal needs
 - o Transport
 - Challenges in the provision of transport in Singapore
 - ❖ Changes in Singapore's transport system over time

Primary Three: Understanding Singapore's Environment and Challenges

Field-based Learning Experiences

Suggested Locations

- Sustainable Singapore Gallery
- Singapore Mobility Gallery

Learning Focus

The focus of the learning experiences is for students to develop an understanding of:

- Singapore's physical environment;
- land use in Singapore; and
- how Singapore manages its resources to meet the needs of the country.

Primary Three: Understanding Singapore's Environment and Challenges

Suggested Performance Task

Task Description

You and your group members will take on the role of Environmental Champions. Examine why there is so much waste produced in Singapore. Offer a solution to reduce the amount of waste produced.

Group Work

In groups, identify the area of wastage you would like to focus on. Examine why so much of such waste is produced in Singapore. Come up with a solution to reduce the amount of waste produced. Create a plan to suggest how the solution can be carried out. Present your group's plan using an appropriate mode of presentation.

Individual Work

Reflect and share your thoughts about the areas your group did well in and the areas for improvement.

Primary Four: Understanding Our Past *(implemented from 2021 onwards)*
Level Descriptor

Students will study about Singapore's early history and the contributions of settlers. They will learn about the impact of the Japanese Occupation on the people's lives and how different people contributed to Singapore during the war. Students will also learn about Singapore's journey towards independence and understand how life in Singapore today is shaped by what happened in the past.

Inquiry Focus

How is life in Singapore today shaped by what happened in the past?

Key Understandings

- Stories and historical records help us understand early Singapore.
- Our settlers came from different parts of the world.
- The contributions of our settlers are reflected in Singapore today.
- The Japanese Occupation affected the people in Singapore in different ways.
- Our leaders contributed to Singapore's journey towards independence.

Knowledge Outcomes

Students will be able to:

- identify the stories and historical records of Singapore;
- discuss the reasons for the founding of Singapore as a trading port;
- identify the places where settlers came from;
- analyse the reasons why settlers came to Singapore and made it their home;
- describe how settlers contributed to Singapore's growth;
- recognise that the names of streets and places in Singapore can be used to remember settlers who had contributed to Singapore's growth;
- evaluate how the Japanese Occupation impacted the lives of people in Singapore;
- describe the ways in which different people contributed to Singapore during the war; and
- describe how our leaders contributed to Singapore's journey towards independence.

Skills Outcomes

Students will be able to:

- follow a plan to locate and collect information/data;
- create a plan to present their work with teacher guidance;
- make careful observations independently;
- explore ideas and consider their relevance with teacher guidance;
- process information/data based on reliability and relevance with teacher guidance;
- reflect and make informed decisions with scaffolding;
- express thoughts and feelings fluently and confidently in a group with teacher guidance;
- work effectively in a variety of group settings with teacher guidance; and
- present ideas and findings with clarity and in creative ways through the use of various tools and modes of presentation.

Values Outcomes

Students will be able to:

- appreciate cultural diversity;
- develop personal responsibility in the management of resources;
- recognise that beliefs shape one's thinking;
- consider the ethical effects of one's actions and the impact on others so as to make informed decisions and carry out appropriate actions;
- show curiosity to learn more about the world they live in;
- show care for the community and the environment;
- develop a sense of belonging to one's community and country; and
- exercise responsibility and integrity in the access and use of information.

Key Concepts

- Heritage
- Change and Continuity
- Diversity
- Contributions
- Independence

Primary Four: Understanding Our Past *(implemented from 2021 onwards)*
Guiding Questions

- What do stories and historical records tell us about early Singapore?

- Who were our settlers and where did they come from?
- What were their reasons for coming to Singapore?

- How did our settlers contribute to Singapore's growth?
- How are the contributions of our settlers reflected in Singapore today?

Content
STORIES AND HISTORICAL RECORDS HELP US UNDERSTAND EARLY SINGAPORE.

- The story of Sang Nila Utama
- Historical records of early Singapore
- Founding of Singapore as a British trading port
 - Reasons for the founding of Singapore as a trading port

OUR SETTLERS CAME FROM DIFFERENT PARTS OF THE WORLD.

- Development and growth of Singapore as a trading port
- The settlers and where they came from
 - Reasons for coming to Singapore

THE CONTRIBUTIONS OF OUR SETTLERS ARE REFLECTED IN SINGAPORE TODAY.

- Lives of our settlers
- Where our settlers lived
- Challenges faced by our settlers
- Contributions of our settlers in areas such as:
 - Education
 - Healthcare
 - Places of Worship
- Remembering our settlers

Primary Four: Understanding Our Past *(implemented from 2021 onwards)*
Guiding Questions

- What was the impact of the Japanese Occupation on the lives of people in Singapore?
- How did different people contribute to Singapore during the war?

- How did our leaders contribute to Singapore's journey towards independence?

Content
THE JAPANESE OCCUPATION AFFECTED THE PEOPLE IN SINGAPORE IN DIFFERENT WAYS.

- Events leading to the fall of Singapore
- The defence of Singapore during the war
- The impact of the Japanese Occupation on the lives of people
- Contributions of different people during the Japanese Occupation
- End of the Japanese Occupation

OUR LEADERS CONTRIBUTED TO SINGAPORE'S JOURNEY TOWARDS INDEPENDENCE.

- Post-war Singapore
 - Return to British rule
 - System of self-government in Singapore
 - Contributions of people towards self-government in Singapore
- Road to Independence
 - Merger and separation
 - Singapore's first Cabinet after independence

Primary Four: Understanding Our Past *(implemented from 2021 onwards)*
Field-based Learning Experiences
Suggested Locations
Learning Focus

- Geylang Serai Heritage Gallery

The focus of the learning experience is for students to recognise the contributions made by the Malay and Muslim community in the development of Singapore.

- Kreta Ayer Heritage Gallery

The focus of the learning experience is for students to recognise the contributions made by the Chinese community in the development of Singapore.

- Fort Canning Park

The focus of the learning experience is for students to learn about how historical evidence helps us understand early Singapore.

Primary Four: Understanding Our Past *(implemented from 2021 onwards)*

Suggested Performance Task

Task Description

Your school has organised a digital story competition to raise awareness among students of the contributions of settlers who came to Singapore in the past. Create a digital story to share the origins of the name of a street or place in Singapore. The street or place should be named after a settler or a group of settlers. The competition will be judged by your Social Studies teacher.

Group Work

In groups, identify a street or place in Singapore you would like to feature. Create a plan to show how your digital story will be presented. After creating the digital story, share it with your class and Social Studies teacher.

Individual Work

Reflect on your experience creating the digital story. Share your thoughts about the areas your group did well in and the areas for improvement.

Primary Five: Part 1 – Understanding Singapore’s Development as a Nation *(implemented from 2022 onwards)*
Part 2 – Understanding Southeast Asia’s Diversity and Interconnectedness *(implemented from 2021 onwards)*

Level Descriptor

Part 1: Students will learn that our national identity can be built through National Symbols, national events and places in Singapore. They will also learn that different people contributed to the development of Singapore through the areas of defence and social cohesion.

Part 2: Students will learn about the diverse physical environment and people’s way of life in Southeast Asia. They will also learn that different countries in the region are interconnected.

Inquiry Focus

Part 1: How has Singapore developed as a nation since her independence?

Part 2: What makes up Southeast Asia and how are the countries interconnected?

Key Understandings

- Our National Symbols, national events and places in Singapore help to build our national identity.
- Different people have contributed to the building of Singapore’s defence.
- People from different groups have contributed to the building of social cohesion in Singapore.
- Southeast Asia is a diverse region and the countries in our region are interconnected.

Knowledge Outcomes

Students will be able to:

- describe the significance of the National Symbols of Singapore;
- analyse how the National Symbols, national events and places in Singapore help to build our national identity;
- describe how different people contributed to Singapore’s defence;
- evaluate how people from different groups contributed to the building of social cohesion in Singapore;
- locate the countries in Southeast Asia on a map;
- describe the common geographical features found in Southeast Asia; and
- describe the economic and socio-cultural connections among countries in Southeast Asia.

Skills Outcomes

Students will be able to:

- create a plan to locate and collect information/data;
- create a plan to present their work independently;
- make careful observations independently;
- explore ideas and consider their relevance;
- process information/data independently based on reliability and relevance;
- evaluate and make informed decisions independently;
- express thoughts and feelings fluently and confidently in a group;
- work effectively in a variety of group settings; and
- present ideas and findings with clarity, persuasion and in creative ways through the use of various tools and modes of presentation.

Values Outcomes

Students will be able to:

- appreciate cultural diversity;
- develop personal responsibility in the management of resources;
- recognise that beliefs shape one’s thinking;
- consider the ethical effects of one’s actions and the impact on others so as to make informed decisions and carry out appropriate actions;
- show curiosity to learn more about the world they live in;
- show care for the community and the environment;
- develop a sense of belonging to one’s community and country; and
- exercise responsibility and integrity in the access and use of information.

Key Concepts

- Nation-building
- Contributions
- Region
- Diversity
- Interconnectedness
- Adaptability

Primary Five: Part 1 – Understanding Singapore’s Development as a Nation *(implemented from 2022 onwards)*

Part 2 – Understanding Southeast Asia’s Diversity and Interconnectedness *(implemented from 2021 onwards)*

Guiding Questions	Content
What contributes towards our national identity?	OUR NATIONAL SYMBOLS, NATIONAL EVENTS AND PLACES IN SINGAPORE HELP TO BUILD OUR NATIONAL IDENTITY. - Our National Symbols and their significance - National Flag - State Crest - National Anthem - National Pledge - The Lion Head symbol - National Flower - The Public Seal - National events - Places in Singapore
How have different people contributed to the building of Singapore’s defence?	DIFFERENT PEOPLE HAVE CONTRIBUTED TO THE BUILDING OF SINGAPORE’S DEFENCE. - Building of the Singapore Armed Forces - Contributions of Dr Goh Keng Swee - Creating a citizens’ army through National Service (NS) - Implementation of NS in 1967 - Common experiences of the NSmen - Contributions of NSmen in the Singapore Armed Forces, Singapore Police Force and Singapore Civil Defence Force

Primary Five: Part 1 – Understanding Singapore’s Development as a Nation *(implemented from 2022 onwards)*

Part 2 – Understanding Southeast Asia’s Diversity and Interconnectedness *(implemented from 2021 onwards)*

Guiding Questions	Content
How have people from different groups contributed to the building of social cohesion in Singapore?	PEOPLE FROM DIFFERENT GROUPS HAVE CONTRIBUTED TO THE BUILDING OF SOCIAL COHESION IN SINGAPORE. - Race riots in 1964 - Building social cohesion - Learning in harmony - Living in harmony - People who contributed to the development of racial harmony in Singapore - Contributions of Mr Sinnathamby Rajaratnam - Contributions of Mr Othman Wok
How are countries in Southeast Asia interconnected?	SOUTHEAST ASIA IS A DIVERSE REGION AND THE COUNTRIES IN OUR REGION ARE INTERCONNECTED. - Introduction to Southeast Asia - Location of Southeast Asia - Location of Singapore in Southeast Asia - Map of Southeast Asia - Climate and geographical features of Southeast Asia - Climate - Vegetation - Mountains - Rivers - Seas - ASEAN Heritage Parks

Primary Five: Part 1 – Understanding Singapore’s Development as a Nation *(implemented from 2022 onwards)*
Part 2 – Understanding Southeast Asia’s Diversity and Interconnectedness *(implemented from 2021 onwards)*

Guiding Questions	Content
How are countries in Southeast Asia interconnected?	SOUTHEAST ASIA IS A DIVERSE REGION AND THE COUNTRIES IN OUR REGION ARE INTERCONNECTED. - Culture and heritage in Southeast Asia - Food - Traditions and customs - Games - Arts and music - Some features of housing in Southeast Asia - Economic activities contributing to the growth of Southeast Asia - Agriculture - Cottage industry - Technology-based industry - Tourism - ASEAN - Origins and purpose - Member countries - Strengthening cooperation and friendship

Primary Five: Part 1 – Understanding Singapore’s Development as a Nation *(implemented from 2022 onwards)*
Part 2 – Understanding Southeast Asia’s Diversity and Interconnectedness *(implemented from 2021 onwards)*

Field-based Learning Experiences

Suggested Locations	Learning Focus
Indian Heritage Centre	The focus of the learning experience is for students to: - understand the history, heritage and diversity within the Indian community; - recognise the contributions made by the Indian community in the development of Singapore; and - understand how the different influences from the diverse cultures have shaped Singapore’s multi-cultural heritage.
Singapore Botanic Gardens	The focus of the learning experience is for students to learn about Singapore’s UNESCO World Heritage site.
Sungei Buloh Wetland Reserve	The focus of the learning experience is for students to learn about Singapore’s first ASEAN Heritage Park.

Primary Five: Part 1 – Understanding Singapore’s Development as a Nation *(implemented from 2022 onwards)*
Part 2 – Understanding Southeast Asia’s Diversity and Interconnectedness *(implemented from 2021 onwards)*

Suggested Performance Task

Task Description

Your school is organising Green Day to raise awareness among Primary Three and Four students of the ASEAN Heritage Parks in Southeast Asia. As a Conservation Ambassador, create a video to share the importance of ASEAN Heritage Parks in conserving the diversity of living things in Southeast Asia.

Group Work

In groups, identify an ASEAN Heritage Park you would like to feature. Create a plan to locate and collect information about the ASEAN Heritage Park and the role it plays in conserving the diversity of living things in Southeast Asia. Use the information to produce a video for Primary Three and Four students. The video should include a narration by your group.

Individual Work

Reflect on your experience creating the video. Share two things you learnt while working on the Performance Task.

Primary Six: Understanding Features and Legacies of Civilisations *(implemented from 2022 onwards)*

Level Descriptor		Inquiry Focus	
Students will learn the features that make up a civilisation. They will also learn about the legacies of the civilisations of the Indian subcontinent, the Chinese civilisation and the ancient kingdoms and empires of Southeast Asia that continue to influence our lives or can still be seen in the present day.		How are the legacies of the civilisations seen in our lives today?	
		Key Understandings	
		• The features of ancient civilisations can be seen in our lives today. • The legacies of the civilisations of the Indian subcontinent influence our lives today. • The legacies of the Chinese civilisation influence our lives today. • The legacies of the ancient kingdoms and empires of Southeast Asia have influenced the region and can still be seen today.	
Knowledge Outcomes	Skills Outcomes	Values Outcomes	Key Concepts
Students will be able to: • identify the five features of a civilisation; • describe examples of each feature of a civilisation; • recognise that rivers influenced the beginning of the civilisations of the Indian subcontinent; • evaluate how legacies of the civilisations of the Indian subcontinent continue to influence our lives today; • recognise that rivers influenced the beginning of the Chinese civilisation; • evaluate how legacies of the Chinese civilisation continue to influence our lives today; • recognise that maritime and farming activities influenced the development of the ancient kingdoms and empires of Southeast Asia; • evaluate how the ancient kingdoms and empires are connected to the countries in Southeast Asia today; and • identify the heritage sites found in Southeast Asia.	Students will be able to: • create a plan to locate and collect information/data; • create a plan to present their work independently; • make careful observations independently; • explore ideas and consider their relevance; • process information/data independently based on reliability and relevance; • evaluate and make informed decisions independently; • express thoughts and feelings fluently and confidently in a group; • work effectively in a variety of group settings; and • present ideas and findings with clarity, persuasion and in creative ways through the use of various tools and modes of presentation.	Students will be able to: • appreciate cultural diversity; • develop personal responsibility in the management of resources; • recognise that beliefs shape one’s thinking; • consider the ethical effects of one’s actions and the impact on others so as to make informed decisions and carry out appropriate actions; • show curiosity to learn more about the world they live in; • show care for the community and the environment; • develop a sense of belonging to one’s community and country; and • exercise responsibility and integrity in the access and use of information.	• Civilisation • Legacy • Change and Continuity • Heritage

Primary Six: Understanding Features and Legacies of Civilisations *(implemented from 2022 onwards)*

Guiding Questions	Content
In what ways are the features of ancient civilisations seen in our lives today?	THE FEATURES OF ANCIENT CIVILISATIONS CAN BE SEEN IN OUR LIVES TODAY. - Development of ancient civilisations (Sumer, Egypt, Greece and Rome) - The five main features of a civilisation: - Government - Writing - Cities with public buildings - The arts, crafts and sciences - Economic activities
How do the legacies of the civilisations of the Indian subcontinent influence our lives today?	THE LEGACIES OF THE CIVILISATIONS OF THE INDIAN SUBCONTINENT INFLUENCE OUR LIVES TODAY. - Development of the civilisations of the Indian subcontinent - Legacies of the civilisations of the Indian subcontinent and their influence on our lives today
How do the legacies of the Chinese civilisation influence our lives today?	THE LEGACIES OF THE CHINESE CIVILISATION INFLUENCE OUR LIVES TODAY. - Development of the Chinese civilisation - Legacies of the Chinese civilisation and their influence on our lives today

Primary Six: Understanding Features and Legacies of Civilisations *(implemented from 2022 onwards)*
Guiding Questions

- How have the legacies of the ancient kingdoms and empires of Southeast Asia influenced our region today?

Content
THE LEGACIES OF THE ANCIENT KINGDOMS AND EMPIRES OF SOUTHEAST ASIA HAVE INFLUENCED THE REGION AND CAN STILL BE SEEN TODAY.

- Development of ancient kingdoms and empires of Southeast Asia
- Legacies of ancient kingdoms and empires of Southeast Asia:
 - o Funan
 - o Srivijaya
 - o Angkor
 - o Majapahit
 - o Sukhothai
 - o Melaka
- UNESCO World Heritage Sites in Southeast Asia

Primary Six: Understanding Features and Legacies of Civilisations *(implemented from 2022 onwards)*
Field-based Learning Experiences
Suggested Locations

- Asian Civilisations Museum

Learning Focus

The focus of the learning experience is for students to:

- understand the cultural and historical ties that have influence on the countries in Southeast Asia; and
- explore how Singapore's cultural heritage has evolved over time, influenced by the diverse mix of cultures.

Primary Six: Understanding Features and Legacies of Civilisations *(implemented from 2022 onwards)*

Suggested Performance Task

Task Description

To inspire innovation within your school community, your school is organising an exhibition called *Innovations of Civilisations: Then and Now*. The exhibition will showcase innovations of the civilisations of the Indian subcontinent and the Chinese civilisation that continue to influence our lives today. Contribute to the exhibition by preparing an infographic on how these innovations continue to influence our lives today.

Group Work

In groups, identify three innovations of the civilisations of the Indian subcontinent or the Chinese civilisation that continue to influence our lives today. Create a plan to locate and collect information on the innovations and how they continue to influence our lives today. Use the information to create an A3-sized infographic for the exhibition.

Individual Work

Reflect on your experience creating the infographic. Share two things you learnt while working on the Performance Task.

Mapping of Social Studies Primary Syllabus to the Components of the Framework for 21st Century Competencies and Student Outcomes

Level	Core Values	Socio-Emotional Competencies	21st Century Competencies			Desired Outcomes of Education
			Communication, Collaboration and Information Skills	Critical and Inventive Thinking	Civic Literacy, Global Awareness and Cross-Cultural Skills	
Primary One Knowing Myself, Others and My Surroundings	• Respect • Responsibility • Care • Harmony	The Primary One topics provide opportunities for the student to develop self-awareness and social awareness through understanding about himself/herself, the people around him/her and his/her immediate environment. The student also develops relationship management skills through examining the different roles he/she plays in relation to others. In addition, the student develops self-management and responsible decision-making skills when he/she examines how his/her actions can affect the people and places around him/her.	Through the lesson activities and field-based learning activities, the student collaborates with others to gather and process information while exploring who he/she is in relation to the people and places around him/her. The student also develops the skills of documenting his/her learning processes using multiple modes of presentation and communicating them to others.	Critical and inventive thinking skills are incorporated into the inquiry-based approach through the gathering and/or processing of information about themselves in relation to the people and places around them.	Civic literacy is incorporated when the student is taught to show care for the places around him/her.	<u>Confident Person:</u> The student works effectively in groups and presents ideas with clarity. <u>Self-Directed Learner:</u> The student takes responsibility for his/her learning – questions, reflects and perseveres throughout the inquiry. <u>Concerned Citizen:</u> The student develops an awareness of the importance of his/her role as an active citizen engaging in discussion about social responsibility. <u>Active Contributor:</u> The student contributes actively in promoting and showing care for the people and places around him/her.

2020 SOCIAL STUDIES PRIMARY TEACHING AND LEARNING SYLLABUS

Level	Core Values	Socio-Emotional Competencies	21st Century Competencies			Desired Outcomes of Education
			Communication, Collaboration and Information Skills	Critical and Inventive Thinking	Civic Literacy, Global Awareness and Cross-Cultural Skills	
Primary Two Coming Together as a Nation	- Respect - Resilience - Responsibility - Care - Harmony	The Primary Two topics provide opportunities for the student to develop self-awareness and social awareness through examining and learning to respect the customs and traditions of diverse groups of people living in Singapore. The student also develops relationship management skills through his/her interaction with others and managing differences. Students will understand that sharing common experiences and values unite us as people of Singapore. In addition, the student develops self-management and responsible decision-making skills, resolving issues through establishing consensus.	Through the lesson activities and field-based learning activities, the student collaborates with others to gather and process information on how our common identity, common experiences and values unite the people in our country. The student also develops the skills of documenting his/her learning processes using multiple modes of presentation and communicating them to others.	Critical thinking skills are incorporated into the inquiry-based approach through the gathering and/or processing of information and appreciating what unites the people of Singapore as a nation. Inventive thinking is developed and demonstrated through lesson activities which require the student to demonstrate application of learning.	Civic literacy is incorporated when the student is taught about the diverse groups of people living in Singapore. Cross-cultural skills are incorporated when the student is taught to respect customs and traditions of different communities.	<u>Confident Person:</u> The student works effectively in groups and presents ideas with clarity. <u>Self-Directed Learner:</u> The student takes responsibility for his/her learning – questions, reflects and perseveres throughout the inquiry. <u>Concerned Citizen:</u> The student develops an awareness of the importance of harmony in a multicultural society. <u>Active Contributor:</u> The student contributes actively in commemorating national events together.

2020 SOCIAL STUDIES PRIMARY TEACHING AND LEARNING SYLLABUS

Level	Core Values	Socio-Emotional Competencies	21st Century Competencies			Desired Outcomes of Education
			Communication, Collaboration and Information Skills	Critical and Inventive Thinking	Civic Literacy, Global Awareness and Cross-Cultural Skills	
Primary Three Understanding Singapore's Environment and Challenges	- Respect - Resilience - Responsibility - Care	The Primary Three topics provide opportunities for the student to develop self-awareness and social awareness through learning about places in Singapore. The student also develops relationship management skills through working with others when undertaking the performance tasks. In addition, the student develops responsible decision-making skills through learning about using resources responsibly to protect the environment.	Through the lesson activities and field-based learning activities, the student collaborates with others to gather and process information on what Singapore's environment is like and how Singaporeans overcome challenges faced in meeting our needs. The student also develops the skills of documenting his/her learning processes using various tools.	Critical and inventive thinking skills are incorporated into the inquiry-based approach through the gathering and/or processing of information on Singapore's environment and how the challenges can be overcome.	Civic literacy is incorporated when the student is taught about the need to care for the environment. Global awareness is incorporated when the student is taught about the consequences of human's actions on the environment.	<u>Confident Person:</u> The student works effectively in groups and presents ideas with clarity and in creative ways. <u>Self-Directed Learner:</u> The student takes responsibility for his/her learning – questions, reflects and perseveres throughout the inquiry. <u>Concerned Citizen:</u> The student develops an awareness of the inter-dependent relationships between people and the environment and his/her role in protecting the environment. <u>Active Contributor:</u> The student contributes actively in promoting care for the environment in Singapore.

2020 SOCIAL STUDIES PRIMARY TEACHING AND LEARNING SYLLABUS

Level	Core Values	Socio-Emotional Competencies	21st Century Competencies			Desired Outcomes of Education
			Communication, Collaboration and Information Skills	Critical and Inventive Thinking	Civic Literacy, Global Awareness and Cross-Cultural Skills	
Primary Four Understanding Our Past	- Respect - Resilience - Responsibility - Care - Harmony	The Primary Four topics provide opportunities for the student to develop self-awareness and social awareness through learning about the settlers and leaders who contributed to Singapore's early growth and its later development as a nation. The student also develops relationship management skills through working with others when undertaking the performance tasks. In addition, the student develops self-management and responsible decision-making skills in understanding how one can contribute to Singapore.	Through the lesson activities and field-based learning activities, the student collaborates with others to gather and process information on the contributions of Singapore's settlers and leaders. The student also develops the skills of documenting his/her learning processes using various tools.	Critical and inventive thinking skills are incorporated into the inquiry-based approach through the gathering and/or processing of information on how the past had shaped life in Singapore today.	Civic literacy is incorporated when the student is taught to appreciate the contributions of the settlers and our leaders towards the development of the country. Cross-cultural skills are incorporated when the student is taught about the way of life of the settlers. Global awareness is incorporated when the student is taught where the settlers come from and their reasons for coming to Singapore.	<u>Confident Person:</u> The student works effectively in groups and presents ideas with clarity and in creative ways. <u>Self-Directed Learner:</u> The student takes responsibility for his/her learning – questions, reflects and perseveres throughout the inquiry. <u>Concerned Citizen:</u> The student develops an awareness that life in Singapore today is shaped by what happened in the past. <u>Active Contributor:</u> The student contributes actively in appreciating the contributions made by the settlers, leaders as well as different people during the Japanese Occupation.

2020 SOCIAL STUDIES PRIMARY TEACHING AND LEARNING SYLLABUS

Level	Core Values	Socio-Emotional Competencies	21st Century Competencies			Desired Outcomes of Education
			Communication, Collaboration and Information Skills	Critical and Inventive Thinking	Civic Literacy, Global Awareness and Cross-Cultural Skills	
Primary Five <u>Part 1:</u> Understanding Singapore's Development as a Nation <u>Part 2:</u> Understanding Southeast Asia's Diversity and Interconnectedness	• Respect • Resilience • Responsibility • Integrity • Care • Harmony	The Primary Five topics provide opportunities for the student to develop self-awareness and social awareness through an exploration of Singapore's development as a nation as well as the diverse communities of people in Southeast Asia and their way of life. The student also develops relationship management skills through working with others when undertaking the performance tasks. In addition, the student develops self-management and responsible decision-making skills.	Through the performance task and field-based learning activities, the student collaborates with others to gather and process information on Singapore's development as a nation and understanding Southeast Asia as a region. The student also develops the skills of documenting his/her learning processes using various tools.	Critical and inventive thinking skills are incorporated into the inquiry-based approach through the gathering and/or processing of information on how the countries in Southeast Asia are interconnected.	Civic literacy is incorporated when the student is taught about the significance of the National Symbols, national events and places in Singapore. Cross-cultural skills are incorporated when the student is taught about how different people have contributed to building social cohesion in Singapore. Global awareness is incorporated when the student is taught about the region of Southeast Asia and how countries in Southeast Asia are interconnected.	<u>Confident Person:</u> The student thinks independently, works in groups and communicates effectively. <u>Self-Directed Learner:</u> The student takes responsibility for his/her learning – questions, reflects and perseveres throughout the inquiry. <u>Concerned Citizen:</u> The student develops an appreciation for Singapore's development as a nation and Southeast Asia's diversity and interconnectedness. <u>Active Contributor:</u> The student contributes actively in promoting the various heritage parks in Southeast Asia.

2020 SOCIAL STUDIES PRIMARY TEACHING AND LEARNING SYLLABUS

Level	Core Values	Socio-Emotional Competencies	21st Century Competencies			Desired Outcomes of Education
			Communication, Collaboration and Information Skills	Critical and Inventive Thinking	Civic Literacy, Global Awareness and Cross-Cultural Skills	
Primary Six Understanding Features and Legacies of Civilisations	• Respect • Resilience • Responsibility • Care	The Primary Six topics provide opportunities for the student to develop self-awareness and social awareness through learning about the four ancient civilisations and legacies of the civilisations of the Indian subcontinent, the Chinese civilisation, as well as the ancient kingdoms and empires of Southeast Asia. The student also develops relationship management skills through working with others when undertaking the performance tasks. In addition, the student develops self-management and responsible decision-making skills.	Through the performance task and field-based learning activities, the student collaborates with others to gather and process information on the four ancient civilisations and the legacies of the other civilisations in the past. The student also develops the skills of documenting his/her learning processes using various tools.	Critical thinking skills are incorporated into the inquiry-based approach through the gathering and/or processing of information on how the legacies of the civilisations in the past are seen in our lives today. Inventive thinking is developed and demonstrated through lesson activities which require the student to demonstrate application of learning.	Civic literacy is incorporated when the student is taught to appreciate the legacies that can still be seen in the present day. Cross-cultural skills are incorporated when the student is taught about the legacies from the different civilisations in the past. Global awareness is incorporated when the student is taught about the origins of the different civilisations.	<u>Confident Person:</u> The student thinks independently, works in groups and communicates effectively. <u>Self-Directed Learner:</u> The student takes responsibility for his/her learning – questions, reflects and perseveres throughout the inquiry. <u>Concerned Citizen:</u> The student develops an awareness of the rich cultural heritage of the different civilisations and how their legacies continue to influence our lives today. <u>Active Contributor:</u> The student contributes actively by promoting to others the rich heritage and legacies of the different civilisations.

SECTION 4:

PEDAGOGY

Teaching and Learning through Inquiry
Inquiry and the Singapore Teaching Practice

4. PEDAGOGY

Teaching and Learning through Inquiry

Inquiry is recommended for the learning of concepts, skills and exploration of topics in the SSP syllabus. Students by nature are inquisitive and teaching through inquiry aims to harness this innate motivation in our students to inquire into things that interest them. Inquiry helps our students learn to judge whether the conclusions drawn by their peers are supported by sound information. Through the inquiry process, students are also empowered to be responsible for their own learning.

Rationale for Adopting the Inquiry Approach

1. Promoting the educative growth of the student

A learner-centred curriculum must reflect the larger purpose of promoting the full educative growth of the students as individuals and as social beings. It facilitates an enlarged, deepened consciousness in the students about the issues under study and about what these issues mean to them. It also grows the students into self-reflective inquirers who think about their thinking and their doing.

2. Preparation for 21st century living

The increasing complexities of the global environment we live in necessitates that the SSP curriculum equips students with the knowledge, skills and values that would enable students to succeed at becoming effective citizens, workers and leaders in the 21st century.

The complexities of the real world require that our students be given the opportunity to inquire into these complexities, and to construct their own understanding of the 21st century world they live in.

3. Citizenship education for quality decision-making

With its curriculum vision of developing informed, concerned and participative citizens, Social Studies is as much about social living as it is about quality decision-making for effective citizenship. Quality decision-making entails analysing choices, negotiating ambiguities, envisioning consequences, arriving at well-reasoned conclusions and taking action on issues which affect their lives and that of others. Social Studies therefore involves students in the process of investigating, inquiring and thinking for themselves so that they will better understand the interconnectedness within a society, recognise that real-world issues rarely have a single correct solution, and thereby learn how to make decisions. Quality decision-making requires the application of critical thinking skills and reflective thought.

Development of Critical Thinking Skills through Inquiry

The value of inquiry lies in the active construction of new knowledge by the student. Inquiry questions provide the focal point for thinking, as students investigate, extract, analyse and synthesise information. Students draw conclusions based on sound information and judge whether conclusions drawn by others are supported by sound information. Through the process, students gain multi-faceted

insights and understandings about different issues. Such understandings are socially constructed by students through discussions and group deliberations which are facilitated by the teacher.

Development of Metacognition and Reflective Thought

Metacognition is the awareness and understanding of one's own thinking and cognitive processes. As students engage in the inquiry process of investigating into authentic societal issues, they explore various ways of thinking about these issues. Through this process of negotiating their understandings of the issues being studied, students will become more aware of their own beliefs and assumptions. They will also begin to think about their own thinking and doing. In this way, inquiry facilitates the students' own reflective thinking and understanding.

The Humanities Inquiry Approach

The inquiry approach used in Social Studies takes reference from a common understanding of how inquiry-based learning can take place in the Humanities subjects of Geography, History, and Social Studies. For this approach used in the Humanities subjects, there are common pedagogical elements that underlie inquiry-based learning – i.e., learning as question-driven, reliance on evidence, double movement of reflection and knowledge construction by the students.

Inquiry-based learning in the classroom embodies these elements and takes on various possible forms, including those that are more process-oriented and those that are discussion-oriented. The inquiry approach used in Social Studies also encompasses an appreciation of the roles and responsibilities of the teacher and student in a classroom culture that would be conducive to inquiry.

Figure 4.1 shows the framework of the Humanities Inquiry Approach.

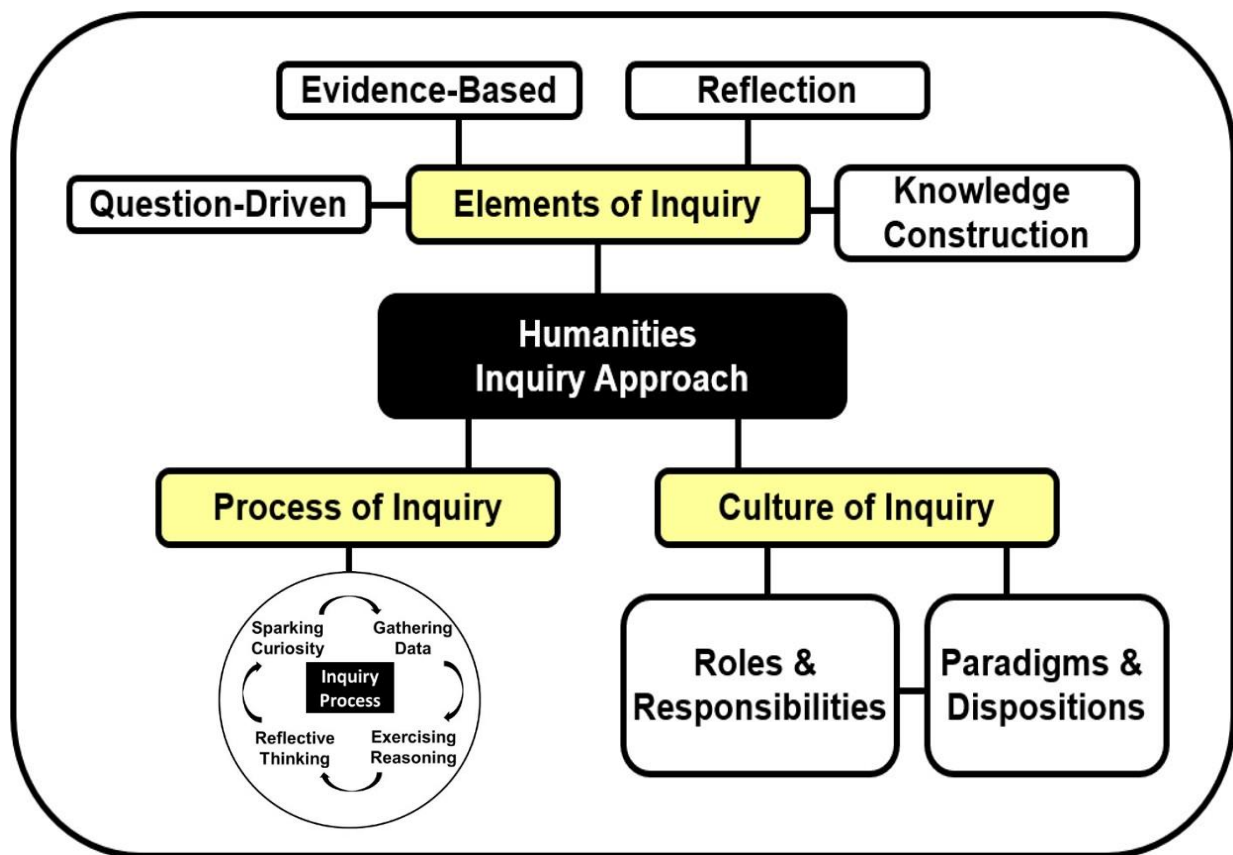


Figure 4.1: Framework of the Humanities Inquiry Approach

Pedagogical Elements in Inquiry

There are common pedagogical elements that underlie the practice of inquiry-based learning in the classroom. These elements guide the thinking of curriculum designers and classroom teachers when planning and implementing inquiry-based learning in Social Studies.

The four pedagogical elements are:

1. Learning as Question-Driven

Questioning is a powerful instructional tool that allows teachers to develop students' interest, assess their learning, challenge them to push the boundaries of their thinking and explore alternative perspectives.

Good questioning is often done with a clear end in mind – i.e., to deepen the students' conceptual understanding about a topic.

Good inquiry questions bear the following characteristics:

- open-ended and resist a simple or single right answer
- deliberately thought-provoking, counter-intuitive, and/or controversial
- require students to draw upon prior content knowledge and personal experience
- can be revisited to engage students in evolving dialogue and debate
- lead to other questions posed by students

2. Reliance on Evidence

Inquiry also involves a reliance on evidence to support opinions and beliefs formed about the issue. Inquiry-based learning requires students to justify their assertions using relevant and valid evidence. Students need to be able to distinguish fact from opinion, and evaluate the reliability and usefulness of information to ascertain what constitutes “evidence”. Students who have developed their inquiry abilities should be able to draw conclusions based on evidence and judge whether conclusions drawn by others are supported by evidence. They can explore topics by making informed guesses about the problem and search for evidence that would justify one conclusion over another.

Thus, the inquiry process hones the skills of critical thinking that are aligned not only to cognitive goals, but also to the goals of Social Studies education. This reliance on evidence in inquiry-based learning seeks to develop students who become citizens who can “think well and distinguish between evidence and opinion, between good arguments and good stories, and between well-researched conclusions and outright lies².”

3. Double Movement of Reflection

The notion of the Double Movement of Reflection can be attributed to John Dewey (How We Think, 1910) who essentially suggested that a hypothesis/theory is formulated based on our experiences. This hypothesis/theory would be validated continuously when there are new observations and data. This iterative Double Movement of Reflection (refer to [Figure 4.2](#)) eventually leads to deducing and creating certain beliefs/theses. At this point, our experiences and new evidence would satisfy the initial hypothesis/theory about the concept. Thus, this reflection involves constantly re-visiting the hypothesis/theory, which eventually leads to a deeper understanding about the concept or issue.



Figure 4.2: The Double Movement of Reflection

4. Knowledge Construction

In inquiry, students are actively engaged in the construction of knowledge, new ways of understanding and new ways of viewing things. Knowledge construction stems from Piaget’s Constructivist Theory of Learning where the central idea is that “we can learn about the world only through actively making sense of it for ourselves”. Thus, how students think and understand the world depends on their existing assumptions and expectations that arise from their past experiences.

²Parker, W. C. (2009) *Social Studies in Elementary Education* (13th ed.). Boston: Allyn & Bacon, p.304

Carrying out inquiry-based learning takes into account students' prior knowledge and assumptions. Learning opportunities help students become aware of how they see things and reconstruct their existing knowledge in light of new knowledge. Hence, inquiry-based learning promotes student-centred education where students become active learners who take ownership of making sense of and creating new understandings for themselves.

The Inquiry Process

The inquiry process can be characterised by the four aspects as shown in [Figure 4.3](#) below:

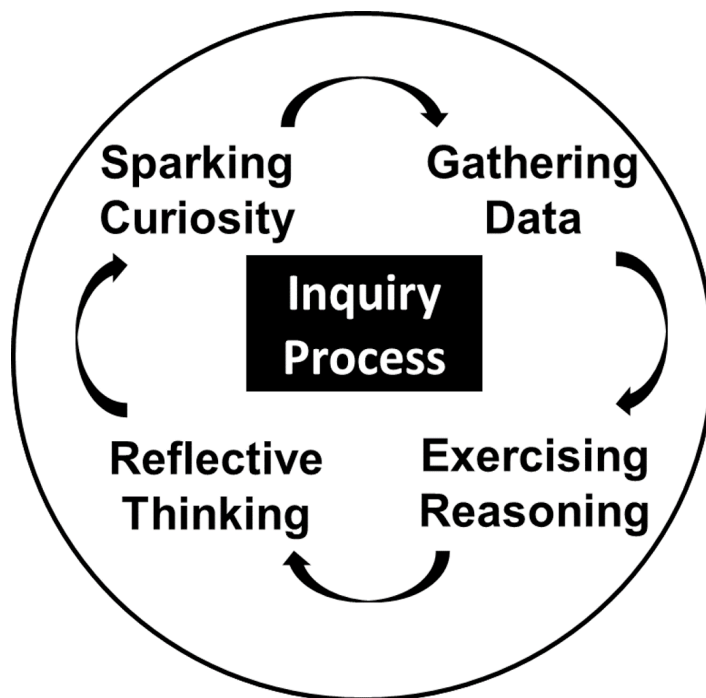


Figure 4.3: The Inquiry Process

1. Sparkling Curiosity

Teachers can spark students' curiosity by designing learning experiences to arouse their interest. This is usually done by involving their interactions with tactile and digital resources, learning activities and their personal experiences. The learning experiences can also be enhanced when the learning is developmentally appropriate.

Students who are curious and interested in the content of lesson will be engaged and intrinsically motivated to learn at higher levels of complexity. When students find meaning in learning, they are motivated and challenged, and take ownership of their learning.

2. *Gathering Data*

In Social Studies, learning extends beyond the classroom. Students should be encouraged to gather data from a variety of authentic sources of information for different perspectives on the content or topic that they are critically examining.

The teacher can help to guide students to explore possible sources of information, such as certain books, journal articles, websites, and films. Students can also gather data through making observations, conducting interviews, having group discussions and searching for information through various sources.

3. *Exercising Reasoning*

Students need to make sense of the data gathered and extract relevant information from the various sources of information that they have encountered. They can make connections in their knowledge and deepen their insights about the content through analysing the data they have gathered. They can apply criteria for evaluating the reliability and usefulness of the information, and develop informed conclusions about the content.

As students reflect and arrive at conclusions based on objective analysis of information, different viewpoints and various types of evidence, they can learn to provide justification for their opinions, make responsible decisions and hone their critical thinking skills.

4. *Reflective Thinking*

Reflective thinking is an integral aspect of inquiry and students should engage in reflection.

When students engage in inquiry, they are challenged to reflect about their current knowledge and understanding of the content and their learning process. By asking questions that provoked deeper thought, students will reflect about their thinking, doing and feeling, and thereby develop metacognitive self-awareness.

Such reflective dispositions will spark deeper curiosity within the students and hopefully prompt them to embark on another journey of inquiry into another topic of interest.

Culture of Inquiry

The inquiry classroom culture is one that will promote engaged learning. In carrying out inquiry-based learning, teachers need to be mindful of classroom conditions that will create a respectful and safe climate for inquiry. It is also necessary for teachers and students to have an understanding of their respective roles and responsibilities in an inquiry classroom. It is helpful to recognise the necessary dispositions and mindsets that would facilitate effective and meaningful inquiry.

Roles and Responsibilities of Teachers and Students

In an inquiry classroom, learning is a shared responsibility between the teacher and students. Figure 4.4 illustrates the roles, responsibilities and interaction between students and teachers.

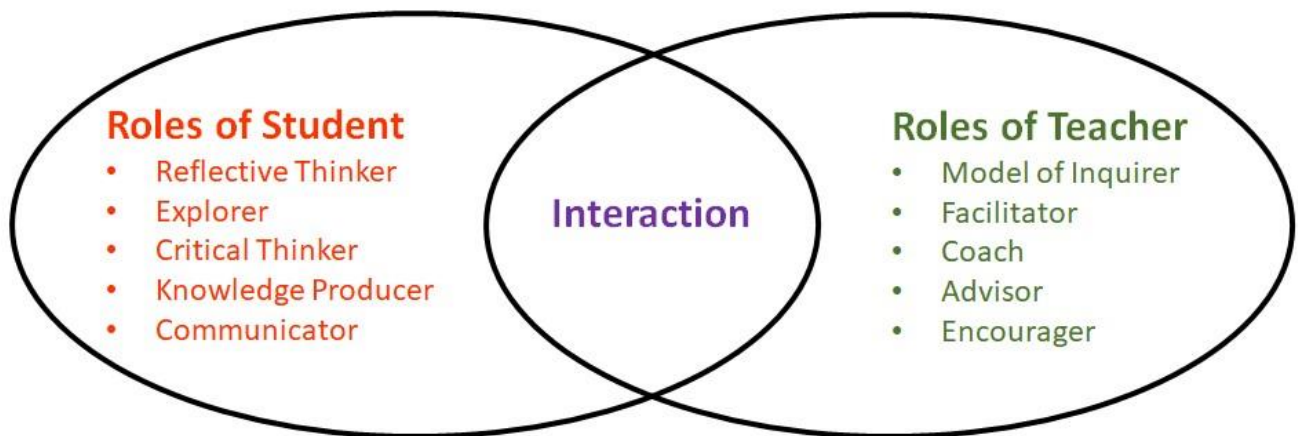


Figure 4.4: Roles, Responsibilities and Interaction Between Students and Teachers in an Inquiry Classroom

In an inquiry classroom, students assume personal responsibility for their learning, and play an active part in constructing new knowledge for themselves. As knowledge producers and reflectors, students take on the role of asking questions instead of solely remaining in the traditional role of answering questions.

The teacher becomes a facilitator, who coaches the students by modelling the habits and skills of inquiry, provides advice and guidance, and encourages the students to take on active ownership of their learning. Teachers have the responsibility of ensuring that students have sufficient prior knowledge or background information of the context before they can successfully engage in inquiry. Teacher modelling and scaffolding are also critical. It is the responsibility of the teachers to model the inquiry process and factor time for teaching the skills, instead of assuming that students would know how to go about inquiring.

Inquiry and the Singapore Teaching Practice

Singapore Teaching Practice

How students learn is just as important as what they learn. How teachers design lessons and the environment for inquiry has a significant impact on the effectiveness of inquiry-based teaching and learning, and the level of student engagement throughout the process. The Singapore Teaching Practice (STP) was developed to help teachers achieve this, amongst other teaching and learning goals. It is a model that makes explicit how effective teaching and learning is achieved in Singapore schools. The core elements of the STP are reflected in [Figure 4.5](#) below.

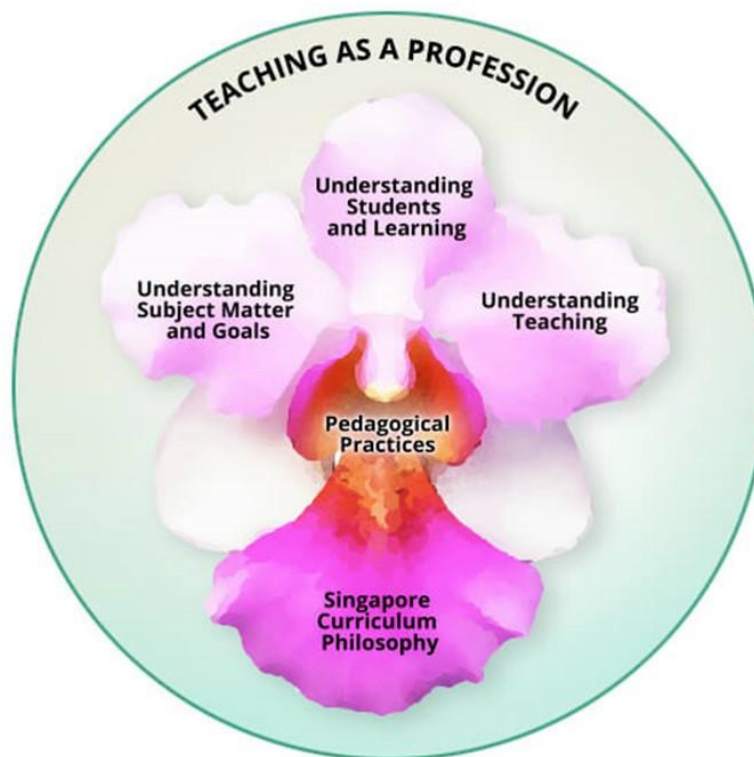


Figure 4.5: The Singapore Teaching Practice

SECTION 5:

ASSESSMENT

Learning Outcomes for Reporting of Students' Learning Progress
Performance Tasks
Assessment Grade for Primary Three to Primary Six

5. ASSESSMENT

Assessment is important to help monitor students' progress in their learning of Social Studies Primary. To evaluate and support students' learning, a variety of assessment tasks is used.

Learning Outcomes for Reporting of Students' Learning Progress

To evaluate and support students' learning, assessment and feedback are carried out for formative and summative purposes. The progress of students' learning will be reported in the Holistic Development Profile (HDP) for the Primary One and Primary Two levels.

Performance Tasks

Performance tasks are effective ways to check for students' understanding of the SSP concepts taught. These tasks therefore must be relevant and meaningful to the students. Students would develop a tangible product or performance for an identified audience (either real or simulated) and in doing so they would communicate key understanding(s) or message(s) pertaining to the topic of study.

Performance tasks can be teacher-directed, student-initiated or both. They can include written as well as non-written tasks. Performance tasks can take the form of projects and they can be short term or long term. Performance tasks must be undertaken at least once a year for the Primary Three to Primary Six levels.

Assessment Grade for Primary Three to Primary Six

For the purpose of reporting, a letter grade should be awarded for the assessment of SSP at the end of Semester 2 for the Primary Three to Primary Six levels.

SECTION 6:

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6. BIBLIOGRAPHY AND ACKNOWLEDGEMENTS

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Ministry of Education Branches

- Character and Citizenship Education Branch, Student Development Curriculum Division
- English Language and Literature Branch, Curriculum Planning and Development Division
- Pre-School Education Branch, Schools Division

Primary Schools

Admiralty Primary School	Nan Chiau Primary School
Ahmad Ibrahim Primary School	Nanyang Primary School
Anglo-Chinese School (Junior)	Naval Base Primary School
Bendemeer Primary School	North Spring Primary School
Bukit View Primary School	Oasis Primary School
Canberra Primary School	Palm View Primary School
Clementi Primary School	Paya Lebar Methodist Girls' School (Primary)
Compassvale Primary School	Punggol View Primary School
East View Primary School	Raffles Girls' Primary School
Eunos Primary School	Sembawang Primary School
Frontier Primary School	St Andrew's Junior School
Fuhua Primary School	Tampines North Primary School
Guangyang Primary School	Tampines Primary School
Holy Innocents' Primary School	Tanjong Katong Primary School
Huamin Primary School	Tao Nan School
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