



HISTORY

INTRODUCTION

The Lower Secondary History syllabuses seek to imbue in our students a sense of national identity by helping them understand the Singapore they live in today. This will require students to first understand the relevance of Singapore's past in shaping Singapore's unique position. It also aims to set the study of Singapore's history within the context of developments from the 14th century to the 1970s.

By doing so, students will be cognizant of the global forces that shaped Singapore's development, and, in turn, Singapore's roles and contributions in response to these global forces. Furthermore, students will also come to understand the opportunities that Singapore provides, as well as the vulnerabilities that Singapore faces as a small nation-state in relation to the region and the world.

These new syllabuses will also help history students to understand not just content concepts such as archaeology, history, colonial rule, migration, sense of belonging, independence and sovereignty, but also historical concepts such as chronology, evidence, diversity, historical significance, and change and continuity. Students will also acquire relevant and age-appropriate historical thinking skills.

The syllabuses span two years of study at the Lower Secondary level.

CURRICULUM GOALS

At the end of their Lower Secondary History journey, students should be able to demonstrate their knowledge and understanding of:

- history as a construct – history is constructed from evidence and there are different interpretations of historical events;
- the key characteristics of the periods studied – these includes the social, economic, cultural and political contexts of the societies studied and the experiences of the peoples who lived in those societies at those points in time;
- the connections between individuals, societies, events and developments studied and those in the present day;
- key individuals, groups, forces, events and ideas that shaped the development of the political, social, and cultural contexts of societies studied; and
- the process of change by showing change and/or development within and across the periods of study.

SKILLSTAUGHT

knowledge and understanding in a coherent Students should also demonstrate their knowledge and understanding by employing the following skills:

- asking questions about the events, issues, forces or developments;
- comparing different aspects of the periods, events and issues studied to establish change and continuity;
- examining the causes and consequences of historical events and situations;
- establishing the historical significance of an event on society;
- interpreting and acquiring information and evidence derived from various sources of information from a variety of media, to support an inquiry.
- identifying points of view in History.
- organizing and communicating historical knowledge and understanding in a coherent way.

BROAD CONTENT COVERAGE

DEVELOPING HISTORICAL UNDERSTANDING THROUGH THE SINGAPORE STORY FROM 1299-1975

SECONDARY 1 AND 2

A Journey Through Time, 1299 – 1975

The syllabuses are framed by inquiry questions. These seek to weave a meta-narrative that captures the forces and individuals that shaped Singapore into a nation-state beginning from the 14th century and ending a decade after Singapore attained independence in 1975.

Secondary One student begins their journey in history education with the study of Units 1 and 2. Unit 1 focuses on tracing Singapore's origins as Temasek and consequently as Singapore being a port-of-call serving the maritime trade from the 13th to 19th centuries. It explores our connections to the region,

Asia and the World. Unit 2 looks at Singapore and its challenges both internal and external as a port city under British jurisdiction (1819-1942). It eventually culminates in the factors leading to the fall of Singapore to Japanese rule in 1942.

Students will continue their journey in the Secondary Two by looking at Singapore's path to independence after the war by appreciating key events such as decolonization that characterized the post-World War Two years. It traces how these forces such as Communism, Nationalism shaped the mind-sets and actions of key movers who helped transformed that changed Singapore from a colony to a self-governing entity. The package ends by celebrating Singapore's first decade as an independent and sovereign nation by tracing the transformation of the country and its people.

Historical Investigation (HI)

Each Unit in the lower Secondary History syllabus has been designed with an accompanying Historical Investigation (HI). Students are to work in groups on one selected HI.

HI is a form of historical inquiry where students work in groups to investigate a historical issue. Students will examine and understand the HI question, gather, select and examine sources, construct their responses to the HI question, as well as communicate their findings.

Historical Investigations give students the opportunity to appreciate real-world application of historical knowledge and skills while helping them to acquire 21st CCs. Given that lower secondary students are new to the study of history, students will follow a guided inquiry approach. Teachers will provide guidance to enable students to learn about the inquiry process and be familiar with the expectations of their performance. All students are to undertake one HI per year.

CURRICULUM CONTENT

SECONDARY 1

Unit 1 – Overview.

- From Temasek to Singapore (1299 to Early 1800s)
- Chapter 1 - How Connected Was Early Singapore to the Region and the World.
- Chapter 2 – How Did Singapore Become a British Trading Post?

Unit 2 – Overview.

- Singapore's Development as a Port City Under the British (1819-1942)
- How Did British Rule and External Developments Affect Singapore's Growth as a Port City from 1819 to 1942?
- What Role Did the People in Singapore Play in Its Development as a Port City from 1819 to 1942?
- Did Singapore Have to Fall to the Japanese in World War II?

SECONDARY 2

Unit 3 - Singapore's Struggle for Independence.

- What did the people of Singapore experience during the Japanese Occupation?
- How did the people of Singapore respond to British Rule after WWII?
- How did Singapore Become an Independent Nation?

Unit 4 – Surviving as an Independent Nation-State (1965-late 1970s)

- How did Singapore safeguard its Independence after 1965?
- To what extent did People's lives change after Independence?

ASSESSMENT MODES

Assessment for the lower secondary History (Year 1) comprises a History Investigation project and written assessments. There will only be a final Examinations in term 4.

Year 1

Term 1 assessment	10%
Term 2 assessment	10% (HI – Individual)
Term 3 assessment	10% (HI – Group)
Term 4 assessment	70% (Examinations)

Year 2

Term 1 test	0%
Term 2 mid-year exams	30%
Term 3 coursework	20%
Term 4 assessment	50% (Examinations)

