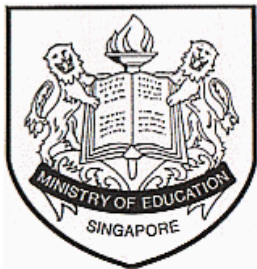


HISTORY SYLLABUS

Lower Secondary

Secondary 1 to 2 (Special/Express Course)

Secondary 1 to 2 (Normal Academic Course)



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Year of Implementation: from 2006

ISBN 981-05-1669-X

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1. Introduction

1.1 The revised Lower Secondary History syllabus was reviewed in 2003 to ensure that the syllabus remains relevant and future-oriented. The syllabus aims to provide our students with an understanding of fundamental historical concepts and skills required in the study of History, and a knowledge of the key developments and forces that shaped the past. Besides integrating the three MOE initiatives and programmes on thinking skills, information technology (IT) and National Education (NE), it also aims to provide our students with a basic level of economic literacy. The syllabus provides opportunities for students to engage in inquiry-based learning through the use of sources. By providing students with basic historical knowledge and skills, the syllabus lays the foundation for students to pursue History at the upper secondary level.

2. Aims and Objectives

2.1 The general aims of the proposed Lower Secondary History syllabus are to:

- enable students to acquire a sound knowledge of and to learn lessons from local and regional history;
- provide a cultural ballast for students in a highly globalised world;

- imbue in our students a sense of importance of adapting to regional and international developments; and
- help our students develop critical thinking skills which are essential for life-long and independent learning.

2.2 To achieve these general aims, it is important that students develop competence in the three areas of knowledge, skills, as well as values and attitudes. The specific abilities to be developed are:

2.2.1 Knowledge

- To recognise the purpose and relevance of studying History;
- To have firm knowledge of broad, fundamental historical concepts, e.g. change and continuity, and cause and effect;
- To understand the political, economic, social and cultural forces that shaped the history of ancient India, Southeast Asia and China; and
- To acquire a better understanding of the key developments and historical milestones in Singapore's history from pre-1819 to 1971.

2.2.2 Skills

- To develop key historical skills such as recognising bias in History writing, distinguishing between fact and opinion, and processing historical information;

- To develop critical and creative thinking skills such as making comparisons, analysing and drawing conclusions through an examination of different types of source materials; and
- To develop the necessary IT skills so as to help them manage, process and use information creatively and effectively.

2.2.3 Values and Attitudes

- To develop an interest in the past and the forces that shaped human activities, institutions and ideas over time;
- To appreciate our cultural heritage as well as to develop sensitivity to and an understanding of other cultures;
- To instil a sense of loyalty, pride and commitment to Singapore;
- To show an ability to look at events and issues from the perspectives of people in the past;
- To develop positive habits of mind for critical, creative and independent learning; and
- To promote an awareness of the influence of external events on Singapore and the interdependence of countries.

3. **Curriculum Time**

A minimum of two periods per week should be allocated to the study of History at the lower secondary level. This syllabus has been designed to be covered

over a minimum of 54 periods per year over a period of 2 years.

4. **Framework of the Syllabus**

4.1 The framework of the syllabus is such that students study the Ancient History of India, Southeast Asia and China at Secondary One and the History of Singapore at Secondary Two. A thematic approach structured around key historical concepts is adopted for the study of Ancient History while a chronological study of the distinct phases of developments and historical milestones is adopted for the History of Singapore. The study of Ancient History provides students with a grounding of fundamental historical concepts and skills for the study of the History of Singapore at Secondary Two.

4.1.1 Secondary One Syllabus

Ancient India, Southeast Asia and China: Connecting with the Past

Unit 1: Investigating the Past

Unit 2: Civilisations, Kingdoms and Empires

Unit 3: Government and Society

Unit 4: Culture

Unit 5: Contact and Interaction

Unit 6: Threats and Responses

4.1.2 Secondary Two Syllabus

History of Singapore: From Settlement to Nation, pre-1819-1971

Unit 7: Early Beginnings, c.1300-1819

Unit 8: Growth and Development of Singapore as a British Settlement before World War II, 1819-1942

Unit 9: The Turbulent Years, 1942-1965

Unit 10: The Nation-building Years, 1965-71

4.2 At Secondary One, content for the Ancient History of India, Southeast Asia and China is organised around themes based on historical concepts such as 'Government', 'Society' and 'Culture'. This framework provides students with a better understanding of the origins, developments and achievements of ancient civilisations. For example, under the theme *Government and Society*, students learn about the concept of 'Government' and examine the basis of power of ancient rulers and their governments.

4.3 At Secondary Two, the time frame of the History syllabus has been shifted earlier to pre-1819 to provide a new perspective on Singapore's past history with the discovery of new archaeological findings on early Singapore. The themes have also been reorganised to better reflect the distinct phases of Singapore's development up to the withdrawal of the British presence in Singapore in 1971.

The reorganisation of the content has resulted in the freeing up of curriculum time for teachers to use source materials, IT resources and engage students in experiential learning activities such as field trips to make learning more interesting and engaging for students.

5. Suggested Teaching Approaches

5.1 A variety of appropriate teaching strategies, teaching aids and activities can be used to enliven history lessons and make history learning more meaningful.

5.2 Interactive and student-centred learning approaches are recommended to arouse the students' interest in History and to engage them as active and independent learners. Such approaches include Co-operative learning strategies, SAIL (Strategies for Active and Independent Learning), Questioning and enquiry approach.

Teaching aids would include the use of visual presentations such as pictures, graphs and charts to serve as stimuli to the introduce topics or as illustrations during instructions. Historical documents such as speeches, eyewitness accounts, official reports, graphs and charts and even political cartoons are also highly useful in involving students in the skills of interpretation, analysis and evaluation. Media-based teaching aids are equally useful in the delivery of history lessons. These

include documentaries and films as platforms to engage students in discussion and evaluating interpretations of historical events and issues. The internet, IT tools, software and CD-roms could also be utilised to engage students in seeking, processing and applying information to solve problems and communicate ideas effectively.

- 5.3 Engaging activities such as role-play, simulations help to develop historical understanding and empathy because they provide the opportunities for students to appreciate the thoughts and feelings of historical figures and gain an insights into historical events and perspectives of the different players in history. Field trips are also important activities as they provide opportunities for experiential learning. Visits to key historical and heritage sites and museums helps reinforce classroom learning. Field trips to other countries such as Malaysia, Thailand and Myanmar can also broaden the understanding of the countries visited.

6. Assessment

- 6.1 Assessment, be it summative or formative, plays an integral role in the teaching and learning process as it provides feedback in helping teachers determine whether learning has taken place. It provides information on students' progress to both teachers and students and helps develop in students positive habits

of reflection and independent learning in their pursuit of academic excellence.

- 6.2 The assessment objectives of the Lower Secondary History syllabus aim to assess the knowledge and skills students have acquired through their study of History. The objectives are:

Objective 1: Knowledge

Students should be able to:

- demonstrate an understanding of concepts, terms and facts learnt.

Objective 2: Constructing Explanations

Students should be able to:

- select, organise and apply the concepts, terms and facts learnt
- make judgement, recommendations and decisions on historical events and issues

Objective 3: Interpreting and Evaluating Source Materials

Students should be able to:

- comprehend and extract relevant information
- draw inferences from given information
- analyse and evaluate evidence
- compare and contrast different views
- distinguish between fact and opinion
- recognise value and detect bias

- draw sound conclusions based on a reasoned consideration of evidence and arguments

6.3 Assessment Modes

To encourage independent learning, foster the spirit of inquiry and develop collaborative and communication skills and lay a strong foundation of knowledge in our students, a variety of assessment modes are encouraged in semestral and continuous assessment. Assessment modes such as multiple-choice questions, questions with short answers, sequencing, source-based questions, structured questions and structured-essay questions assess mastery of content knowledge, process and thinking skills. Oral presentations, project work and fieldtrip assignments, on the other hand, evaluates organisational, collaboration and communication skills.

6.4 Assessment Format

The recommended assessment format for the lower secondary express and normal academic courses for both courses are as follows:

Level	Section	Items	Weighting
Sec 1	A	<ul style="list-style-type: none"> • Multiple-choice questions • Questions with one-sentence answers • Sequencing/chronology 	25 % [S/E] 35% [N(A)]
	B	1 Compulsory Source-based Question	25% [Both courses]
		3 Structured questions (<i>Students choose 2</i>)	50% [S/E] 40% [N(A)]
Sec 2	A	<ul style="list-style-type: none"> • Multiple-choice questions • Questions with one-sentence answers • Sequencing/chronology 	25 % [S/E] 35% [N(A)]
	B	1 Compulsory Source-based Question	25% [Both courses]
		3 Structured-essay questions (<i>Students choose 2</i>)	50% [S/E] 40% [N(A)]

7. **Implementation**

The revised Lower Secondary History syllabus is for implementation at Secondary One in 2006 and at Secondary Two in 2007.

Special/Express Course



OVERVIEW OF THE SYLLABUS FOR SPECIAL/EXPRESS COURSE

ANCIENT INDIA, SOUTHEAST ASIA AND CHINA: CONNECTING WITH THE PAST	HISTORY OF SINGAPORE: FROM SETTLEMENT TO NATION, PRE-1819 TO 1971
<p>Unit 1: Investigating the Past</p> <ul style="list-style-type: none"> • Why study History? • How is the past reconstructed? <p>Unit 2: Civilisations, Kingdoms and Empires</p> <ul style="list-style-type: none"> • What are civilisations, kingdoms and empires? • Factors for the rise of river-valley civilisations • Factors for the rise of maritime kingdoms and empires <p>Unit 3: Government and Society</p> <ul style="list-style-type: none"> • Nature of government • Social organisation <p>Unit 4: Culture</p> <ul style="list-style-type: none"> • Impact of religions and philosophies: Hinduism; Buddhism; Islam; Taoism; Confucianism; Legalism • Artistic and scientific developments <p>Unit 5: Contact and Interaction</p> <ul style="list-style-type: none"> • Types of contacts and interactions: trade; diplomacy; territorial expansion • Impact of contacts and interactions: exchange of ideas; establishment of trading relations; adaptation <p>Unit 6: Threats and Responses</p> <ul style="list-style-type: none"> • Nature of threats • Responses to threats 	<p>Unit 7: Early Beginnings, c.1300-1819</p> <ul style="list-style-type: none"> • Singapore before 1819 <p>Unit 8: Growth and Development of Singapore as a British Settlement before World War II, 1819-1942</p> <ul style="list-style-type: none"> • Establishment of Singapore as a British trading settlement • Contributions of the immigrants • British rule in Singapore before World War II • Impact of world events before World War II on Singapore: Industrial Revolution; the Opening of the Suez Canal; World War I; Great Depression of 1929 <p>Unit 9: The Turbulent Years, 1942-1965</p> <ul style="list-style-type: none"> • World War II and its impact on Singapore • Political and social unrest in the 1950s: Communist-led riots and strikes; Maria Hertogh riots • Struggle for self-government • Merger and separation, 1963-65 <p>Unit 10: The Nation-building Years, 1965-1971</p> <ul style="list-style-type: none"> • Nation-building efforts in independent Singapore

SECONDARY ONE - ANCIENT INDIA, SOUTHEAST ASIA AND CHINA: CONNECTING WITH THE PAST

Unit	Content	Learning Outcomes	Concepts	Values and Attitudes
1: Investigating the Past	<ul style="list-style-type: none"> • Why study History? • How is the past reconstructed? <ul style="list-style-type: none"> - Written and non-written sources - Archaeology 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • discuss the importance of studying History • explain the purpose and uses of historical sources and archaeology • differentiate the types of sources used to interpret history 	<ul style="list-style-type: none"> • time • chronology • evidence • archaeology 	<ul style="list-style-type: none"> • appreciation of History as a discipline
2: Civilisations, Kingdoms and Empires	<ul style="list-style-type: none"> • What are civilisations, kingdoms and empires? <ul style="list-style-type: none"> - Definitions and features • Factors for the rise of river-valley civilisations <ul style="list-style-type: none"> - Indus Valley and Shang civilisations • Factors for the rise of maritime kingdoms and empires <ul style="list-style-type: none"> - Funan and Srivijaya 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • differentiate between civilisations, kingdoms and empires • identify the factors that led to the rise of civilisations, kingdoms and empires 	<ul style="list-style-type: none"> • civilisation • kingdom • empire • trade • maritime trade 	<ul style="list-style-type: none"> • ingenuity • instinct for survival • appreciation of cultural roots and heritage
3: Government and Society	<ul style="list-style-type: none"> • Nature of government <ul style="list-style-type: none"> - Administration and nature of government in ancient India, Southeast Asia and China • Social organisation <ul style="list-style-type: none"> - Different types of social structures 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • describe the various forms of governments practised in ancient India, Southeast Asia and China • describe the different types of social structures in ancient societies • describe the strengths and limitations of the various forms of governments and social structures 	<ul style="list-style-type: none"> • government • kingship • power • society • meritocracy • hierarchy 	<ul style="list-style-type: none"> • good governance • social cohesion and unity

SECONDARY ONE - ANCIENT INDIA, SOUTHEAST ASIA AND CHINA: CONNECTING WITH THE PAST

Unit	Content	Learning Outcomes	Concepts	Values and Attitudes
4: Culture	<ul style="list-style-type: none"> • Impact of religions and philosophies: Hinduism; Buddhism; Islam; Taoism; Confucianism; Legalism • Artistic and scientific developments in ancient India, Southeast Asia and China <ul style="list-style-type: none"> - Conditions that led to the flourishing of arts and science - Definition and characteristics of 'Golden Age' period - Examples of artistic and scientific developments and achievements 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • explain how religions and philosophies influenced ancient societies and political systems • explain the factors for the cultural and scientific developments in ancient civilisations 	<ul style="list-style-type: none"> • religion • philosophy • Golden Age • culture 	<ul style="list-style-type: none"> • appreciation of our rich cultural and scientific legacies • importance of peace and stability • innovativeness and creativity
5: Contact and Interaction	<ul style="list-style-type: none"> • Types of contacts and interactions: trade; diplomacy; territorial expansion • Impact of contacts and interactions: exchange of ideas; establishment of trading relations; adaptation 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • describe the different types of contacts and interactions that took place in ancient India, Southeast Asia and China • describe the impact of these contacts and interactions on ancient societies • discuss how ancient civilisations, kingdoms and empires responded to external contacts 	<ul style="list-style-type: none"> • war • trade • adaptation • interaction 	<ul style="list-style-type: none"> • appreciation of the importance of resilience • value the importance of trade • cultivation of an open mind to changes and new ideas

SECONDARY ONE - ANCIENT INDIA, SOUTHEAST ASIA AND CHINA: CONNECTING WITH THE PAST

Unit	Content	Learning Outcomes	Concepts	Values and Attitudes
6: Threats and Responses	<ul style="list-style-type: none"> • Nature of threats <ul style="list-style-type: none"> - External threats - Internal threats • Responses to threats <ul style="list-style-type: none"> - Diplomacy; alliances; pacification; fortifications; armed defence 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • explain the various threats faced by ancient civilisations, kingdoms and empires • explain the responses of ancient societies to internal and external threats 	<ul style="list-style-type: none"> • threat • defence • diplomacy • alliance • survival • rebellion 	<ul style="list-style-type: none"> • resilience • self-reliance • instinct for survival • loyalty • courage • resourcefulness • endurance • ingenuity • patriotism

SECONDARY TWO - HISTORY OF SINGAPORE: FROM SETTLEMENT TO NATION, PRE-1819 TO 1971

Unit	Content	Learning Outcomes	Concepts	Values and Attitudes
7: Early Beginnings, c.1300-1819	<ul style="list-style-type: none"> • Singapore before 1819 <ul style="list-style-type: none"> - Singapore's links with Majapahit; Melaka; Johore-Riau Sultanate, c.1300 –1819 - Evidence of early Singapore 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • describe the early history of Singapore • explain how archaeology and other sources help to reconstruct Singapore's early history • recognise the importance of new evidence to the interpretation of the historic past. 	<ul style="list-style-type: none"> • archaeology • evidence 	<ul style="list-style-type: none"> • appreciation of Singapore's early history
8: Growth and Development of Singapore as a British Settlement before World War II, 1819-1942	<ul style="list-style-type: none"> • Establishment of Singapore as a British trading settlement • Contributions of the immigrants • British rule in Singapore before World War II • Impact of world events before World War II on Singapore: Industrial Revolution; the Opening of the Suez Canal; World War I; Great Depression of 1929 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • explain the reasons for the founding of Singapore • explain the importance of trade to Singapore • describe the contributions of key personalities and immigrants to the growth and development of Singapore • describe the impact of colonial rule on Singapore • explain the impact of world events on the development of Singapore 	<ul style="list-style-type: none"> • government • colony • discrimination • trade • revolution • industrialisation • economic depression • policy of divide and rule • defence • interdependence 	<ul style="list-style-type: none"> • resourcefulness • diligence • resilience • thrift • self-reliance • determination • courage • perseverance • good governance • law and order

SECONDARY TWO - HISTORY OF SINGAPORE: FROM SETTLEMENT TO NATION, PRE-1819 TO 1971

Unit	Content	Learning Outcomes	Concepts	Values and Attitudes
9: The Turbulent Years, 1942-1965	<ul style="list-style-type: none"> • World War II and its impact on Singapore • Political and social unrest in the 1950s: communist-led riots and strikes; Maria Hertogh riots • Struggle for self-government • Merger and separation <ul style="list-style-type: none"> - reasons for merger in 1963 - reasons for separation in 1965 - independence, 1965 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • describe the political, economic and social impact of Japanese Occupation on Singapore • describe the reasons for political and social unrest in the 1950s • explain the contributions of the leaders in Singapore's struggle for self-government and independence through merger • describe the reasons for merger and separation of Singapore from Malaysia 	<ul style="list-style-type: none"> • harmony • communism • democracy • equality • constitution • decolonisation • nationalism • self-government • independence • meritocracy • confrontation • merger • separation 	<ul style="list-style-type: none"> • resilience • tolerance • mutual respect • racial and ethnic sensitivity • equality • perseverance • self-determination
10: The Nation-building Years, 1965-1971	<ul style="list-style-type: none"> • Nation-building efforts in independent Singapore <ul style="list-style-type: none"> - housing, education, employment, industrialisation and defence 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • describe the constraints and vulnerabilities faced by Singapore after separation and the strategies used to overcome them • explain Singapore's need to establish ties with other countries. • identify the key values, attitudes and skills Singaporeans need in order to ensure the survival and success of the nation 	<ul style="list-style-type: none"> • national identity • industrialisation • employment • citizenship • entrepreneurship • security • diplomacy • deterrence 	<ul style="list-style-type: none"> • loyalty • sense of belonging • resilience • determination • diligence • confidence • entrepreneurship • self-reliance

Normal (Academic) Course



OVERVIEW OF SYLLABUS FOR NORMAL ACADEMIC COURSE

ANCIENT INDIA, SOUTHEAST ASIA AND CHINA: CONNECTING WITH THE PAST	A HISTORY OF SINGAPORE: FROM SETTLEMENT TO NATION, PRE-1819 TO 1971
<p>Unit 1: Investigating the Past</p> <ul style="list-style-type: none"> • Why study History? • How is the past reconstructed? <p>Unit 2: Civilisations, Kingdoms and Empires</p> <ul style="list-style-type: none"> • What are civilisations, kingdoms and empires? • Factors for the rise of river-valley civilisations • Factors for the rise of maritime kingdoms and empires <p>Unit 3: Government and Society</p> <ul style="list-style-type: none"> • Nature of government • Social organisation <p>Unit 4: Culture</p> <ul style="list-style-type: none"> • Impact of religions: Hinduism; Buddhism; Islam • Artistic and scientific developments <p>Unit 5: Contact and Interaction</p> <ul style="list-style-type: none"> • Types of contacts and interactions: trade; diplomacy; territorial expansion • Impact of contacts and interactions: exchange of ideas; establishment of trading relations <p>Unit 6: Threats and Responses</p> <ul style="list-style-type: none"> • Nature of threats • Responses to threats 	<p>Unit 7: Early Beginnings, c.1300-1819</p> <ul style="list-style-type: none"> • Singapore before 1819 <p>Unit 8: Growth and Development of Singapore as a British Settlement before World War II, 1819-1942</p> <ul style="list-style-type: none"> • Establishment of Singapore as a British trading settlement • Contributions of the immigrants • Impact of world events before World War II on Singapore: the Opening of the Suez Canal; Great Depression of 1929 <p>Unit 9: The Turbulent Years, 1942-1965</p> <ul style="list-style-type: none"> • World War II and its impact on Singapore • Political and social unrest in the 1950s: Communist-led riots and strikes; Maria Hertogh riots • Struggle for self-government • Merger and separation, 1963-65 <p>Unit 10: The Nation-building Years, 1965-71</p> <ul style="list-style-type: none"> • Nation-building efforts in independent Singapore

SECONDARY ONE - ANCIENT INDIA, SOUTHEAST ASIA AND CHINA: Connecting with the Past

Unit	Content	Learning Outcomes	Concepts	Values and Attitudes
1: Investigating the Past	<ul style="list-style-type: none"> • Why study History? • How is the past reconstructed? <ul style="list-style-type: none"> - Written and non-written sources - Archaeology 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • discuss the importance of studying History • explain the purpose and uses of historical sources and archaeology • differentiate the types of sources used to interpret history 	<ul style="list-style-type: none"> • time • chronology • evidence • archaeology 	<ul style="list-style-type: none"> • appreciation of History as a discipline
2: Civilisations, Kingdoms and Empires	<ul style="list-style-type: none"> • What are civilisations, kingdoms and empires <ul style="list-style-type: none"> - Definitions and features • Factors for the rise of river-valley civilisations <ul style="list-style-type: none"> - Indus Valley and Shang civilisations • Factors for the rise of maritime kingdoms and empires <ul style="list-style-type: none"> - Funan and Srivijaya 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • Differentiate between civilisations, kingdoms and empires • identify the factors that led to the rise of civilisations, kingdoms and empires 	<ul style="list-style-type: none"> • civilisation • kingdom • empire • trade • maritime trade 	<ul style="list-style-type: none"> • ingenuity • instinct for survival • appreciation of cultural roots and heritage
3: Government and Society	<ul style="list-style-type: none"> • Nature of government <ul style="list-style-type: none"> - Administration and nature of government in ancient India, Southeast Asia and China • Social organisation <ul style="list-style-type: none"> - Different types of social structures 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • describe the various forms of governments practised in ancient India, Southeast Asia and China • describe the different types of social structures in ancient societies • describe the strengths and limitations of the various forms of governments and social structures 	<ul style="list-style-type: none"> • government • kingship • power • society • meritocracy • hierarchy 	<ul style="list-style-type: none"> • good governance • social cohesion and unity

SECONDARY ONE - ANCIENT INDIA, SOUTHEAST ASIA AND CHINA: Connecting with the Past

Unit	Content	Learning Outcomes	Concepts	Values and Attitudes
4: Culture	<ul style="list-style-type: none"> • Impact of religions: Hinduism; Buddhism; Islam • Artistic and scientific development in ancient India, Southeast Asia and China <ul style="list-style-type: none"> - Conditions that led to the flourishing of arts and science - Definition and characteristics of 'Golden Age' period - Examples of artistic and scientific developments and achievements 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • explain how religions influenced ancient societies and political systems • explain the factors for the cultural and scientific developments in ancient civilisations 	<ul style="list-style-type: none"> • religion • Golden Age • culture 	<ul style="list-style-type: none"> • appreciation of our rich cultural and scientific legacies • importance of peace and stability • innovativeness and creativity
5: Contact and Interaction	<ul style="list-style-type: none"> • Types of contacts and interactions: trade; diplomacy; territorial expansion • Impact of contacts and interactions: exchange of ideas; establishment of trading relations 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • describe the different types of contacts and interactions that took place in ancient India, Southeast Asia and China • describe the impact of these contacts and interactions on ancient societies • discuss how ancient civilisations, kingdoms and empires responded to external contacts 	<ul style="list-style-type: none"> • war • trade • interaction 	<ul style="list-style-type: none"> • appreciation of the importance of resilience • value the importance of trade • cultivation of an open mind to changes and new ideas

SECONDARY ONE - ANCIENT INDIA, SOUTHEAST ASIA AND CHINA: Connecting with the Past

Unit	Content	Learning Outcomes	Concepts	Values and Attitudes
6: Threats and Responses	<ul style="list-style-type: none"> • Nature of threats <ul style="list-style-type: none"> - External threats - Internal threats • Responses to threats <ul style="list-style-type: none"> - Diplomacy; alliances; pacification; fortifications; armed defence 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • explain the various threats faced by ancient civilisations, kingdoms and empires • explain the responses of ancient societies to internal and external threats 	<ul style="list-style-type: none"> • threat • defence • diplomacy • alliance • survival • rebellion 	<ul style="list-style-type: none"> • resilience • self-reliance • instinct for survival • loyalty • courage • resourcefulness • endurance • ingenuity • patriotism

SECONDARY TWO – HISTORY OF SINGAPORE: From Settlement to Nation, pre-1819 to 1971

Unit	Content	Learning Outcomes	Concepts	Values and Attitudes
7: Early Beginnings, c.1300-1819	<ul style="list-style-type: none"> • Singapore before 1819 <ul style="list-style-type: none"> - Singapore’s links with Majapahit; Melaka; Johore-Riau Sultanate, c.1300 –1819 - Evidence of early Singapore 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • describe the early history of Singapore • explain how archaeology and other sources help to reconstruct Singapore’s early history • recognise the importance of new evidence to the interpretation of the historic past 	<ul style="list-style-type: none"> • archaeology • evidence 	<ul style="list-style-type: none"> • appreciation of Singapore’s early history
8: Growth and Development of Singapore as a British Settlement before World War II, 1819-1942	<ul style="list-style-type: none"> • Establishment of Singapore as a British trading settlement • Contributions of the immigrants <ul style="list-style-type: none"> - key personalities and their contributions • Impact of world events before World War II on Singapore: the Opening of the Suez Canal; Great Depression of 1929 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • explain the reasons for the founding of Singapore • explain the importance of trade to Singapore • describe the contributions of key personalities and immigrants to the growth and development of Singapore • explain the impact of world events on the development of Singapore 	<ul style="list-style-type: none"> • colony • trade • economic depression • interdependence 	<ul style="list-style-type: none"> • resourcefulness • diligence • resilience • thrift • self-reliance • determination • courage • perseverance • good governance • law and order

SECONDARY TWO – HISTORY OF SINGAPORE: From Settlement to Nation, pre-1819 to 1971

Unit	Content	Learning Outcomes	Concepts	Values and Attitudes
9: The Turbulent Years, 1942-1965	<ul style="list-style-type: none"> • World War II and its impact on Singapore • Political and social unrest in the 1950s: communist-led riots and strikes; Maria Hertogh riots • Struggle for self-government • Merger and separation <ul style="list-style-type: none"> - reasons for merger in 1963 - reasons for separation in 1965 - independence, 1965 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • describe the political, economic and social impact of Japanese Occupation on Singapore • describe the reasons for political and social unrest in the 1950s • explain the contributions of the leaders in Singapore’s struggle for self-government and independence through merger • describe the reasons for merger and separation of Singapore from Malaysia 	<ul style="list-style-type: none"> • harmony • communism • democracy • equality • constitution • decolonisation • nationalism • self-government • independence • meritocracy • confrontation • merger • separation 	<ul style="list-style-type: none"> • resilience • tolerance • mutual respect • racial and ethnic sensitivity • equality • perseverance • self-determination
10: The Nation-building Years, 1965-1971	<ul style="list-style-type: none"> • Nation-building efforts in independent Singapore <ul style="list-style-type: none"> - housing, education, employment, industrialisation and defence 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • describe the constraints and vulnerabilities faced by Singapore after separation and the strategies used to overcome them • explain Singapore’s need to establish ties with other countries. • identify the key values, attitudes and skills Singaporeans need in order to ensure the survival and success of the nation 	<ul style="list-style-type: none"> • national identity • industrialisation • employment • citizenship • entrepreneurship • security • diplomacy • deterrence 	<ul style="list-style-type: none"> • loyalty • sense of belonging • resilience • determination • diligence • confidence • entrepreneurship • self-reliance

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B) Ancient History of India, Southeast Asia and China

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INTERNET RESOURCES

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- 2 Sources on Singapore's social history by the National Heritage Board www.knowledgenet.com.sg
- 3 Sources on ancient Indian history www.harrappa.com