Curriculum Planning and Development Division
Ministry of Education

Primary Social Studies
Syllabus
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1 CURRICULUM FRAMEWORK FOR PRIMARY AND SECONDARY SOCIAL STUDIES

The Social Studies curriculum spans across the primary and secondary levels. The curriculum aspires towards the educative growth of the Social Studies learner as an informed, concerned and participative citizen at the end of a full course of Social Studies education.

Philosophy of Social Studies

At the heart of the Singapore Social Studies (SS) curriculum is the preparation of our pupils to be citizens of tomorrow by helping them to better understand the interconnectedness in Singapore and the world they live in, and appreciate the complexities of the human experience. Drawing on the social life that is of meaning and interest to the learners, SS seeks to ignite pupils’ curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, SS helps pupils to attain relevant knowledge and understandings of these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives.

SS seeks to inculcate in pupils a deeper understanding of the values that define the Singaporean society and nurture dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum therefore envisions the SS pupil as an informed, concerned and participative citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he/she lives in.

The Singapore Social Studies Curriculum

Students as Informed, Concerned and Participative Citizens

[Image: Inquiry into Real-World Issues, Authentic Learning Experiences, Informed, Concerned and Participative Citizens]
**Curriculum Aims**

SS seeks to develop the civic competencies of our pupils by the end of a full course in Social Studies education. Civic competencies, which encompass the body of knowledge, skills and values expressed in the philosophy of SS, will empower students to be informed, concerned and participative citizens.

As an *informed* citizen, the pupil would:
- understand his/her own identity vis-à-vis his/her identity as a Singaporean with a global outlook;
- understand different perspectives;
- view the world with an understanding of the Singapore perspective;
- apply reflective thought in making quality decisions;
- analyse, negotiate and manage complex situations; and
- evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decisions.

As a *concerned* citizen, the pupil would:
- have a sense of belonging to his community and nation;
- find it important to engage in issues of societal concern because he/she understands the potential impact his/her response has on society;
- show commitment to social cohesion by appreciating diversity in society; and
- have an awareness of the ethical consequences of decision-making.

As a *participative* citizen, the pupil would:
- be motivated to identify issues of concern and take action;
- be resilient in addressing concerns of the community or society in spite of challenges faced; and
- be empowered to take personal and collective responsibility for effecting change for the common good; and serve to make a positive difference to others.
2 PRIMARY SOCIAL STUDIES SYLLABUS

Syllabus Design

How is the Primary Social Studies syllabus organised?

A thematic approach, structured along the key themes of Identity, Culture and Heritage; People and Environment; Governance and Organisation of Societies; Conflict, Cooperation and Resolution; and Economy and Globalisation, is adopted to frame the syllabus. The syllabus is organised into three broad clusters titled Discovering Self and Immediate Environment, Understanding Singapore in the Past and Present, and Appreciating the World and Region We Live In.

In Cluster 1: Discovering Self and Immediate Environment, pupils would explore who they are in relation to the people and places around them. They would also explore the communities in Singapore. Pupils would not only come to appreciate the cultural diversity in Singapore but also learn about the cosmopolitan nature of the Singapore society as they study about countries where new migrant communities come from.

In Cluster 2: Understanding Singapore in the Past and Present, pupils would develop an appreciation of the country they live in as they learn about the contributions of different groups of people to the growth of Singapore. Pupils would also come to value the resilience as well as resourcefulness of our forefathers and political leaders.

In Cluster 3: Appreciating the World and Region We Live In, pupils would learn about the world and the various communities of people. Fostered in the pupils would be a deeper appreciation of the interconnectedness of the world and the legacy of human achievements of societies, past and present. The journey for the child culminates with an understanding of Southeast Asia and Singapore’s ties with the region. Clusters of study are in Table 2.1.

Table 2.1: Clusters of Study Across the Primary Level

<table>
<thead>
<tr>
<th>Clusters of Study</th>
<th>Inquiry Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cluster 1: Discovering Self and Immediate Environment</strong></td>
<td></td>
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<tr>
<td>Primary 1</td>
<td>Knowing Myself, Others and My Surroundings</td>
</tr>
<tr>
<td>Primary 2</td>
<td>Coming Together as a Nation</td>
</tr>
<tr>
<td><strong>Cluster 2: Understanding Singapore in the Past and Present</strong></td>
<td></td>
</tr>
<tr>
<td>Primary 3</td>
<td>Understanding Singapore</td>
</tr>
<tr>
<td>Primary 4</td>
<td>Valuing Our Past</td>
</tr>
<tr>
<td><strong>Cluster 3: Appreciating the World and Region We Live In</strong></td>
<td></td>
</tr>
<tr>
<td>Primary 5</td>
<td>Appreciating the World</td>
</tr>
<tr>
<td>Primary 6</td>
<td>Discovering Southeast Asia</td>
</tr>
</tbody>
</table>

How is the Primary SS syllabus designed?

The Primary SS syllabus is framed by knowledge, skills and values outcomes that pupils will acquire in order to develop into informed, concerned and participative citizens with a global outlook. These key learner outcomes are in Table 2.2.

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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>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the end of six years of SS education, pupils will be able to:</strong></td>
<td><strong>At the end of six years of SS education, pupils will be able to:</strong></td>
<td><strong>At the end of six years of SS education, pupils will be able to:</strong></td>
</tr>
<tr>
<td>• explore identity, culture and heritage of individuals and groups and</td>
<td>• develop a plan to locate and collect information/data using various</td>
<td>• appreciate cultural diversity and respect multiple points of view;</td>
</tr>
<tr>
<td>appreciate how these change over time;</td>
<td>tools (e.g. digital/video cameras, mobile devices, web applications and</td>
<td>• develop personal responsibility in the management of resources;</td>
</tr>
<tr>
<td>• understand the relationship between people and the environment over</td>
<td>search engines);</td>
<td>• recognise that beliefs shape one’s thinking;</td>
</tr>
<tr>
<td>time and space;</td>
<td>• explore ideas and consider their relevance;</td>
<td>• consider the ethical effects of one’s actions and the impact on</td>
</tr>
<tr>
<td>• examine the roles and responsibilities of individuals in groups and</td>
<td>• make careful observations;</td>
<td>others so as to make informed decisions and carry out appropriate</td>
</tr>
<tr>
<td>communities;</td>
<td>• process information/data based on reliability and relevance;</td>
<td>actions;</td>
</tr>
<tr>
<td>• discuss the importance of resources to Singapore;</td>
<td>• reflect and make informed decisions based on information;</td>
<td>• show curiosity to learn more about the world they live in;</td>
</tr>
<tr>
<td>• recognise that common ties among countries promote progress and</td>
<td>• express thoughts and feelings fluently and confidently in a group;</td>
<td>• show care for the community and the environment;</td>
</tr>
<tr>
<td>understanding;</td>
<td>• work effectively in a variety of group settings;</td>
<td>• develop a sense of belonging to one’s community and country; and</td>
</tr>
<tr>
<td>• explore what makes Singapore a nation and a home to cherish;</td>
<td>• design a plan to present their work independently;</td>
<td>• exercise integrity in the use of Information and Communication</td>
</tr>
<tr>
<td>• understand Singapore’s connection with the world; and</td>
<td>• present ideas and findings with clarity, persuasion and in creative</td>
<td></td>
</tr>
<tr>
<td>• describe the achievements of societies past and present and how they</td>
<td>ways through the use of various tools and modes of presentation (e.g.</td>
<td></td>
</tr>
<tr>
<td>contribute to the progress of humanity.</td>
<td>digital story, newsmaker / moviemaker).</td>
<td></td>
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</tbody>
</table>
Key Features of the Syllabus

The key features of the syllabus are as follows:
• use of key understandings;
• use of inquiry and guiding questions;
• flexibility to extend learning;
• emphasis on skills and values for citizenship education;
• inclusion of field-based learning; and
• inclusion of performance tasks.

Why are key understandings used?

Key understandings reflect the main insights that pupils would gain through the study of each topic. These key understandings provide a larger purpose for learning the targeted content and prioritise what pupils 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.

What are 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 pupils gain a deeper understanding of the content, be engaged in thoughtful inquiry and serve as an impetus for pupils 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.

What is the flexibility given to schools to extend learning?

While the syllabus content is core to the learning of SS, flexibility is given to schools in the choice of field-based learning sites at each level and performance tasks from Primary 3 to Primary 6.

Why are skills and values emphasised?

As much as knowledge is important, skills and values are explicitly articulated to give emphasis to the development of the holistic child, 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.

What is field-based learning and its purpose?

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

Why are performance tasks highlighted?

A performance task is a form of assessment that would best reflect pupils’ ability to translate and transfer key knowledge and skills in a new context. The suggested performance tasks serve to provide an idea of how the learning of each topic is complete through an application of knowledge, skills and values acquired to a related real-world context.
Inquiry is recommended for the learning of concepts, skills and exploration of topics in the Social Studies (SS) primary syllabus. Children by nature are inquisitive and teaching through inquiry aims to harness this innate motivation in our pupils to inquire into things that catch their attention. Inquiry helps our pupils learn to judge whether the conclusions drawn by their peers are supported by sound information or based on opinions. Through the inquiry process, pupils are also empowered to be responsible for their own learning.

What is the rationale for adopting an inquiry approach to the teaching and learning of SS?

Promoting the educative growth of the child

A learner-centred curriculum must reflect the larger purpose of promoting the full educative growth of the child as an individual and as a social being. It facilitates an enlarged, deepened consciousness in the learner about the issues under study and about what these issues mean to them. It also grows the learner into a self-reflective inquirer who thinks about his/her thinking and his/her doing. Inquiry in SS provides the opportunity for pupils to explore learning experiences that are of interest and relevance to them. There is space for the learner to uncover his/her motivation for learning, and to think about his/her own learning. It is through exploration and self-discovery that a mental eagerness is ignited and habits of mind nurtured to enable individuals to continue the quest for knowledge throughout life.

Preparation for 21st century living

The increasing complexities of the global environment we live in necessitates that the Social Studies curriculum equips pupils with the knowledge, skills and values that would enable pupils to succeed at becoming effective citizens, workers and leaders in the 21st century. The complexities of the real world with its attendant fluidity and multiplicity of perspectives require that our pupils be given the opportunity to inquire into these complexities, and to construct their own understanding of the 21st century world they live in.

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 pupils 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.

How does inquiry develop critical thinking skills?

The value of inquiry lies in the active construction of new knowledge by the learner. Inquiry questions provide the focal point for thinking, as pupils will investigate, extract, analyse and synthesise information. Pupils draw conclusions based on sound information and judge whether conclusions drawn by others are supported by sound information. Through the process, pupils will gain multi-faceted insights and understandings about issues. Such understandings are socially constructed by pupils through discussions and group deliberations which are facilitated by the teacher.
**How does inquiry develop metacognition and reflective thought?**

Metacognition is the awareness and understanding of one’s own thinking and cognitive processes. As pupils 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 under study, pupils 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 reflective thought and meaning making by the pupil himself/herself.

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 - Geography, History, and Social Studies. For this approach used in Humanities subjects, there are common pedagogical elements that underlie inquiry-based learning – i.e. learning as question-driven, double movement of reflection, reliance on evidence and knowledge construction by the pupils.

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.

**What are the pedagogical elements in inquiry?**

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

Inquiry-based learning seeks to create and capitalise on pupils’ curiosity so that the learning experience is an authentic and meaningful one. Engaging stimulus materials could be used to activate the pupils’ prior knowledge and challenge their assumptions and habitual responses, invite consideration of alternative hypotheses, and arouse intellectual curiosity and imagination. Such engagement should present problematic situations which will provoke pupils to raise genuine questions to satisfy their curiosity about the issue. Inquiry-based learning is thus driven by teachers’ and pupils’ questions.
Learning as question-driven

Questioning is a powerful instructional tool that allows teachers to develop pupils’ 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 pupils’ conceptual understanding about a topic.

Good inquiry questions bear the following characteristics:

• are open-ended and resist a simple or single right answer;2
• are deliberately thought-provoking, counter-intuitive, and/or controversial;
• require pupils to draw upon content knowledge and personal experience;
• can be revisited again to engage pupils in evolving dialogue and debate; and
• also lead to other questions posed by pupils.

Double Movement of Reflection

The notion of the Double Movement of Reflection can be attributed to John Dewey (How We Think, 1910), who essentially suggests that our experiences lead to a theorisation and formulation of a hypothesis, and this hypothesis is being validated continuously when new experiences and evidence are being introduced. This iterative Double Movement of Reflection eventually leads to the creation of certain beliefs/theses, i.e. the point where our experiences and new evidence no longer cause us to question our hypothesis/theory about the matter. This reflection involves a constant re-visitation of the hypothesis, eventually leading to a deepening of understanding about the concept or issue.

Diagram 2: The Double Movement of Reflection

Reliance on evidence

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

The inquiry process, thus, 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 pupils who become citizens who can “think well, distinguish between evidence and opinion, between good arguments and good stories, between well-researched conclusions and outright lies.”3

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Knowledge construction by the pupils

In inquiry, pupils 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 pupils think and understand the world depends on their existing assumptions and expectations that arise from their past experiences in life.

Carrying out inquiry-based learning experiences takes into account pupils’ prior knowledge and assumptions. Learning opportunities help pupils 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 pupils become active learners who take ownership of making sense of and creating new understandings for themselves.

What are some forms of inquiry?

Inquiry-based learning can take on various forms and models in the classroom. Within Social Studies, it is possible to consider the process-oriented forms like the Scientific Method, Geographical Inquiry and Historical Inquiry models, as well as discussion-oriented forms like seminar and deliberation models.

Process-oriented forms of inquiry

The inquiry process is often known as the Scientific Method. It is the chief method used by historians and social scientists to develop new knowledge and correct old, mistaken knowledge. The general inquiry procedure can be characterised by four aspects:

• sparking curiosity;
• gathering data;
• exercising reasoning; and
• reflective thinking.

Discussion-oriented forms of inquiry

Inquiry-based learning can also take the form of classroom discussions. Some features that distinguish discussion from other forms of classroom instruction like lectures are:

• dialogues between people;
• the exchange of information about a topic;
• expressing personal ideas or opinions on a topic; and
• listening to others express their ideas or opinions.

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5 Adapted from Roberts M. “A framework for learning through enquiry”, Learning through Enquiry, p.44
Which form of inquiry should I use in class?

The choice of the form of inquiry in the classroom will depend on considerations such as the teacher’s ability to manage the pedagogical moves, class size, curriculum time available and pupil profile. Teachers need to be attuned to the considerations listed above when deciding on the form of inquiry to be used and be flexible in applying and/or adapting various pedagogies to facilitate inquiry-based learning.

Lesson observations of classroom practice suggest that good inquiry-based lessons do not have to be based on one particular established strategy, but thoughtful lesson design that embodies the key pedagogical elements is most important. This therefore suggests that it would be useful to focus on the key pedagogical elements that underlie inquiry-based learning. Teachers can exercise autonomy in deciding whether to carry out the learning in certain units according to the Scientific Method or adopt discussion models for facilitating the learning in other units.

What is the culture of inquiry in the classroom like?

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 pupils 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. A useful framework to represent the different aspects of such a culture is the PETALS™ framework that promotes engaged learning.

Inquiry as engaged learning

Use of Pedagogies – Pupils are engaged in learning when their readiness to learn and their learning styles are taken into account. The level of readiness to learn is influenced by the amount of prior knowledge the pupils have about the issue. In an inquiry classroom, the teacher would employ a variety of teaching strategies that will help pupils to make the connection between prior and new knowledge.

Experiences of Learning – Pupils are engaged in learning when their learning experiences stretch their thinking, promote interconnectedness and develop independent thinking. Thinking is stretched when pupils acquire a deep understanding of what they learn and develop higher order thinking through meaningful learning experiences. In an inquiry classroom, the teacher would focus on facilitating genuine understanding of concepts and issues, instead of rote learning and memorisation.

Tone of Environment – Pupils are engaged in learning when they feel safe in a stimulating and productive learning environment. An emotionally safe climate is created when the teacher demonstrates sensitivity, enthusiasm, helpfulness, fairness, and encouragement. Pupils would not be afraid to ask questions and seek clarification, and are motivated to question assumptions and engage in intellectual discourse.

In such a community of inquirers, there is common knowledge, shared values and a distribution of the responsibility for learning. Members of this community interact frequently in multiple dialogic structures – with self, in pairs, in small groups, as a class and with the teacher. They demonstrate respect for diverse views, experiences and talents.
Assessment for Learning – Pupils are engaged in learning when they receive regular feedback to improve their learning. Regular constructive feedback is a valuable support for pupil learning. The teacher is encouraged to check for understanding at various points in the inquiry process, and provide feedback to the pupils on the areas for improvement.

Learning Content – Pupils are engaged in learning when what they learn is relevant and authentic. Inquiry would take the form of authentic/real-life problems within the context of the curriculum and/or community. Pupils would inquire into authentic issues that concern them and affect the lives of people living in other parts of the world. Inquiry would also capitalise on their innate curiosity and interests. The teacher models the behaviour of an inquirer and uses the language of inquiry on an ongoing basis, so that pupils see the practical relevance of inquiry skills for their intellectual and personal growth.

What are the roles and responsibilities of teachers and pupils?

In an inquiry classroom, learning is a shared responsibility between the teacher and pupils. Diagram 3 illustrates the roles, responsibilities and interaction between pupils and teachers.

In an inquiry classroom, pupils assume personal responsibility for their learning, and play an active part in constructing new knowledge for themselves. As knowledge producers and reflectors, pupils 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 pupils by modelling the habits and skills of inquiry, provides advice and guidance, and encourages the pupils to take on active ownership of their learning. Teachers have the responsibility of ensuring that pupils have sufficient prior knowledge/background information of the context before they can successfully engage in inquiry. Teacher modelling and scaffolding are also of critical importance. It is the responsibility of the teachers to model the inquiry process and factor time for teaching the skills, instead of assuming that pupils would know how to go about inquiring.
4 ASSESSMENT

Social Studies (SS) is a non-examinable subject at the primary level. Assessment is, however, important to help monitor pupils’ progress in their learning of SS. To evaluate and support pupils’ learning, the use of a variety of assessment methods is encouraged.

What is the purpose of Assessment?

Assessment is the purposeful, systematic and ongoing process of collecting information as evidence for the purpose of making informed decisions to improve pupils’ learning. Effective assessment and evaluation gives pupils opportunities to synthesise their learning. It is an integral part of teaching and learning. Information gathered through assessment helps teachers to determine pupils’ strengths and weaknesses in their progress, and achievement of the desired learning outcomes. This information also serves to guide teachers in adapting appropriate instructional approaches and learning resources to help pupils improve their learning. Assessment is used for learning, and of learning.

Assessment of Learning

Assessment of Learning (AoL) refers to the use of assessment as a means to evaluate if curricular outcomes have been met. It is used primarily for accountability purposes – grading, ranking and certification. For these reasons, it tends to be summative in nature and is usually carried out at the end of a unit, semester or year.

Assessment for Learning

Assessment for Learning (AfL) refers to the use of assessment to support learning. It is used to shape teaching and learning in ways that help pupils master learning goals and teachers improve practices. For these reasons, it is formative in nature, takes place all the time in the classroom and is a process that is embedded in instruction.

The distinction between AoL and AfL therefore lies in the purpose of the assessment. Both AoL and AfL have their place in teaching and learning, and a balanced approach is necessary.

What are the Assessment Objectives?

The Assessment Objectives (AO) are to assess the knowledge, skills and values that pupils acquire through the learning of SS.

<table>
<thead>
<tr>
<th>Knowledge - Assessment Objectives⁶</th>
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<tbody>
<tr>
<td>KAO1 Comprehension of Knowledge</td>
</tr>
<tr>
<td>Pupils should be able to</td>
</tr>
<tr>
<td>• demonstrate relevant factual knowledge and understanding of concepts</td>
</tr>
<tr>
<td>KAO2 Application of Knowledge</td>
</tr>
<tr>
<td>Pupils should be able to</td>
</tr>
<tr>
<td>• construct explanations with relevant and sound information</td>
</tr>
<tr>
<td>• select and apply knowledge</td>
</tr>
<tr>
<td>KAO3 Analysis of Knowledge</td>
</tr>
<tr>
<td>Pupils should be able to</td>
</tr>
<tr>
<td>• make inferences and/or find information to support ideas</td>
</tr>
<tr>
<td>• see patterns and relationships in both content and ideas</td>
</tr>
<tr>
<td>KAO4 Synthesis of Knowledge</td>
</tr>
<tr>
<td>Pupils should be able to</td>
</tr>
<tr>
<td>• combine ideas into a plan, proposal or product</td>
</tr>
<tr>
<td>KAO5 Evaluation of Knowledge</td>
</tr>
<tr>
<td>Pupils should be able to</td>
</tr>
<tr>
<td>• make value decisions or develop opinions or judgements</td>
</tr>
<tr>
<td>• compare between ideas or make choices based on reasoned argument</td>
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</tbody>
</table>

⁶ The Knowledge-Assessment Objectives are based on the revised Bloom’s taxonomy.
How do we report pupils’ learning progress?

For the purpose of reporting pupils’ learning progress in the Holistic Development Profile (HDP) for the Primary 1 and 2 levels, the learning outcomes in Table 4.1 are used.

Table 4.1: Reporting of P1 and P2 Pupils’ Learning Progress in the Holistic Development Profile (HDP) from 2019

<table>
<thead>
<tr>
<th>Suggested Items</th>
<th>Primary 1</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils will be able to:</td>
<td>Knowledge Outcomes</td>
</tr>
<tr>
<td></td>
<td>Quizzes, Activities in the Activity Books, Reflections</td>
<td>1. Recognise that they are unique.</td>
</tr>
<tr>
<td></td>
<td>2. Relate to people and the groups they belong to.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills Outcomes</td>
<td>3. Express thoughts and feelings effectively.</td>
</tr>
<tr>
<td></td>
<td>Values Outcome</td>
<td>5. Show interest in finding out about people and places.</td>
</tr>
<tr>
<td></td>
<td>Primary 2</td>
<td>Pupils will be able to:</td>
</tr>
<tr>
<td></td>
<td>Knowledge Outcomes</td>
<td>1. Identify the different ethnic communities living in Singapore.</td>
</tr>
<tr>
<td></td>
<td>Skills Outcomes</td>
<td>2. Recognise that a common identity unites the people of Singapore.</td>
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<tr>
<td></td>
<td>Values Outcome</td>
<td>3. Ask questions to collect information/data.</td>
</tr>
<tr>
<td></td>
<td>4. Process information/data with the help of the teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Appreciate different customs and traditions that are practised by the diverse communities in Singapore.</td>
<td></td>
</tr>
</tbody>
</table>
The following assessment format shown in Table 4.2 can be used for the Primary 3 to 6 levels. Teachers are strongly encouraged to carry out the recommended assessment items but other suitable items can be used to assess pupils where appropriate.

**Table 4.2: Assessment Format for P3 to P6**

<table>
<thead>
<tr>
<th>Recommended Assessment Items</th>
<th>Assessment Objectives</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes, Surveys, Activities in the Activity Books, Map Reading, Reflections, etc.</td>
<td>All AOs</td>
<td>60%</td>
</tr>
<tr>
<td>Performance Tasks</td>
<td></td>
<td>40%</td>
</tr>
</tbody>
</table>

Assessment could include a combination of class activities and performance tasks. Choice of assessment items and decisions on the weightings of each assessment item must take into account conceptual understandings, skills and values we want pupils to develop through the curriculum.

**What are performance tasks?**

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

Performance tasks can be teacher-directed and/or student-initiated. It can include pen and paper tasks 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 should be undertaken at least once a year for the Primary 3 to 6 levels.

**Assessment Grade for P3 to P6**

For the purpose of reporting, a letter grade should be awarded for the assessment of SS at the end of Semester 2. The table below shows the letter grades and the corresponding weightings.

**Table 4.3: Assessment Grade for P3 to P6**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>75% and above</td>
</tr>
<tr>
<td>B</td>
<td>60% - 74%</td>
</tr>
<tr>
<td>C</td>
<td>50% - 59%</td>
</tr>
</tbody>
</table>

*Adapted from PSLE Grading Criteria
### Primary Three: Understanding Singapore

#### Inquiry Focus

*How do we appreciate the country we live in?*

Pupils will learn how the environment influences the lives of its people as they examine Singapore’s physical environment. Pupils will also understand how land use in Singapore has changed over time to meet the needs of its people, as well as recognise the importance of using resources wisely to conserve the environment. Through this study of the progress made in overcoming challenges, pupils will come to appreciate Singapore, the country they live in.

#### Key Understandings (KUs)

- Knowing the place I live in helps me appreciate where I am.
- We meet our needs by changing the physical environment we live in.
- We use resources wisely to protect the environment.

#### Knowledge Outcomes

- Pupils will be able to:
  - use the map of Singapore to locate places in Singapore;
  - describe Singapore’s physical environment;
  - recognise how the environment affects people’s way of life;
  - describe how people meet their needs by changing the environment they live in; and
  - understand that individual and group actions have an impact on the people and environment around them.

#### Skills Outcomes

- Pupils will be able to:
  - follow a plan to locate and collect information/data using various tools such as search engines;
  - process information/data in appropriate ways;
  - express thoughts and feelings fluently and confidently;
  - work in a variety of group settings; and
  - design a plan to present their work with the help of the teacher.

#### Values Outcomes

- Pupils will be able to:
  - show curiosity to explore different parts of Singapore;
  - appreciate Singapore’s physical environment;
  - value the adaptability and resilience of the people of Singapore; and
  - demonstrate how they can protect the environment.

#### Key Concepts

- Location
- Environment
- Conservation
- Change and Continuity

---

### Level Descriptor

This section highlights the relevance of the learning in each level. It seeks to make explicit connections to the pupils by outlining what the pupils will be able to do after studying the topic.

### Inquiry Focus

Each topic is framed by an inquiry focus question which anchors the study of the topic and is central in directing pupils to respond as active citizens to the topic.

### Key Understandings

The KUs reflect the main insights that pupils would gain through the study of each topic.

### Key Concepts

The Key Concepts highlight the core concepts to be taught within the level. These concepts are part of the core learning that pupils acquire as part of learning Social Studies at the Primary level. Pupils’ understanding of these concepts will enable them to achieve the Key Understandings for each unit.

### Values Outcomes

The Values Outcomes emphasise the nurturing of the disposition of a concerned citizen and active contributor to the community. The pupils will also develop 21st century competencies as well as Social and Emotional Competencies such as social awareness and relationship management in the study of the topics when they learn about the appreciation of diversity, respect for others’ perspectives and harmonious living.
Guiding Questions:
The Guiding Questions in this section contribute to the uncovering of the topic. Positioning these questions alongside the proposed content illustrates to teachers how an inquiry to the topic can take place.

Primary Three : Understanding Singapore

Guiding Questions
• Where am I in Singapore?
• How does Singapore’s physical environment affect our way of life?

Knowledge and Understandings

KNOWING THE PLACE I LIVE IN HELPS ME APPRECIATE WHERE I AM.
• Locating where I live and places I know on the map of Singapore
• Singapore’s physical environment and how it affects our way of life
  Size
  Weather and Climate
  Physical features
  Flora and Fauna

WE MEET OUR NEEDS BY CHANGING THE PHYSICAL ENVIRONMENT WE LIVE IN.
• Changes in land use to meet our needs
  Food
    Progress in farming
      o Stories of how farms have changed
  Housing
    Progress in housing
      o Stories of how living conditions in Singapore have changed
      o Story of Mr Lim Kim San’s contributions to public housing
  Transport
    Progress in Transport
      o Stories of how public transport has improved
      o Story of Mr Ong Teng Cheong’s role in the development of the Mass Rapid Transit (MRT) System
      o Story of our airport
      o Story of our seaport

The Key Understanding of each topic

Core Content:
Content which is appropriately scoped with due consideration given to the child’s developmental stages.

Extended Content:
The extension of the content provides interesting, relevant and meaningful examples to scope the learning experiences of the pupils.
Field-based Learning (FbL): FbL refers to learning that extends beyond the walls of the classroom where pupils are exposed to real-world settings. FbL provides authentic learning experiences that can help pupils better appreciate the issues that they are inquiring into.

Primary Three: Understanding Singapore

Locations:
Pupils learn through direct interaction with an environment that reflects the concepts. Pupils have the opportunity to conduct hands-on exploration and be engaged in multi-sensory experiences. This would enable them to learn to explore, construct new knowledge and make connections to the topics being studied.

<table>
<thead>
<tr>
<th>Locations</th>
<th>Learning Focus</th>
<th>Suggested Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wallace Education Centre at Dairy Farm</td>
<td>• The focus of the learning experience is for pupils to develop an understanding of:</td>
<td>• Pupils can observe Singapore’s physical features, identify the flora and fauna, and do tree bark rubbings and leaf printing.</td>
</tr>
<tr>
<td>• Nature Reserves</td>
<td>- Singapore’s physical environment;</td>
<td>• Pupils can observe the technology used in farms today and how the use of technology has helped the farmers in Singapore overcome constraints of land space.</td>
</tr>
<tr>
<td>• Gardens and Parks</td>
<td>- land use in Singapore;</td>
<td>• Pupils can explore how recycling is carried out and waste is managed in Singapore.</td>
</tr>
<tr>
<td>• Farms</td>
<td>- how Singapore manages its resources to meet the needs of the country.</td>
<td>• Pupils can learn how the people of Singapore have maximised land use to meet the needs of the country.</td>
</tr>
<tr>
<td>• Recycling Plants</td>
<td>• The focus of the learning experience is for pupils to develop an understanding of:</td>
<td>• Pupils can learn how the people of Singapore have used technology to meet the needs of the country.</td>
</tr>
<tr>
<td>• Incineration Plants</td>
<td>- Singapore’s physical environment;</td>
<td>• Pupils can learn how Singapore has ensured a sustainable supply of water.</td>
</tr>
<tr>
<td>• HDB Gallery - Housing &amp; Development Board (HDB)</td>
<td>• The focus of the learning experience is for pupils to develop an understanding of:</td>
<td>• Pupils can learn how the people of Singapore have used technology to meet the needs of the country.</td>
</tr>
<tr>
<td>• NEWater Visitor Centre</td>
<td>- Singapore’s physical environment;</td>
<td>• Pupils can learn how Singapore has ensured a sustainable supply of water.</td>
</tr>
<tr>
<td>• ENVision Gallery - Ministry of the Environment and Water Resources (MEWR)</td>
<td>• The focus of the learning experience is for pupils to develop an understanding of:</td>
<td>• Pupils can learn how the people of Singapore have used technology to meet the needs of the country.</td>
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<td>• Pupils can learn how the people of Singapore have used technology to meet the needs of the country.</td>
</tr>
</tbody>
</table>

The focus of the learning experience is for pupils 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.

Suggested Learning Activities:
These activities have
• specific knowledge objectives pertaining to societal issues that challenge and concern pupils;
• specific skills objectives pertaining to process skills, communication skills, and/or social skills;
• specific values objectives pertaining to an appreciation for diversity in culture and perspectives, the development of respect and empathy for others and/or the belief in individual and collective responsibility; and
• positioned reflection at the core of the learning experience, as pupils would be guided to develop metacognitive awareness in both the cognitive and affective domains, through reflection tools and strategies.
**Primary Three : Understanding Singapore**

**Suggested Performance Task**

**Task Description:**
You take on the role of ‘Environment Champions’ and have been tasked by your teacher to reuse unwanted items, that would normally be thrown away, into something useful.

**Pair Work:**
In pairs, create a chart to show how the unwanted items might be reused. In the chart, give reasons for selecting those items, the steps you will take in reusing the item and how the use of the new item would benefit others. Present your plan to your classmates through a poster, a jingle, a story, Show-and-Tell, role play or ICT presentation.

**Individual Work:**
Put your plan into action and create the new item.
## SYLLABUS OVERVIEW AND CONTENT

### Overview of the Primary Social Studies Syllabus

#### Cluster 1: Discovering Self and Immediate Environment

Learning about themselves, people around them and their immediate environment will help pupils build the foundations of socially responsible behaviour in a community. By examining characteristics of the different communities, pupils will develop an appreciation of the diverse communities in Singapore. Pupils will understand what unites the people of Singapore by exploring the common identity, experiences and values that we share as a nation.

#### Cluster 2: Understanding Singapore in the Past and Present

Learning about Singapore’s past and present enables pupils to develop an appreciation for our country’s progress. As pupils observe the progress around them, they come to value the contributions of different groups of people to the growth of Singapore. Understanding how we have used innovative ways to meet our needs will help pupils recognise the adaptability and resilience of the people of Singapore. By learning about the experiences of the people who had contributed to Singapore’s progress, pupils will recognise that individual and group actions have an impact on the people and environment around them.

#### Cluster 3: Appreciating the World and Region We Live in

Learning about patterns of community living in the world and region allows pupils to examine how diverse communities may be linked through cultural, economic or geographic ties. Drawing on the experiences of these communities, pupils will come to value the triumph of human ingenuity and resourcefulness, as well as the connections different societies share through the rich cultural heritage. Fostered in the pupils will be a deeper appreciation of the interconnectedness of the world and legacy of human achievements of societies, past and present.

### Level Descriptors

#### Primary 1:

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

#### Primary 2:

Pupils will examine the customs and traditions of different communities living in Singapore. Through such an appreciation, pupils will be able to interact harmoniously with one another. Pupils will also understand that sharing a common identity, experiences and values unite us as people of Singapore.

#### Primary 3:

Pupils will learn how the environment influences the lives of its people as they examine Singapore’s physical environment. Pupils will also understand how land use in Singapore has changed over time to meet the needs of its people, as well as recognise the importance of using resources wisely to conserve the environment. Through this study of the progress made in overcoming challenges, pupils will come to appreciate Singapore, the country they live in.

#### Primary 4:

Pupils will study about the early migrants and leaders who contributed to Singapore’s early growth and its later development as a nation. Pupils will learn that different people come together to build a country. Pupils will also appreciate the contributions of Singapore’s early migrants, our first generation political leaders, our Prime Ministers and Presidents. Such an appreciation will help pupils understand how life in Singapore today is shaped by what happened in the past.

#### Primary 5:

Pupils will explore the world, the diverse communities of people and their way of life. Pupils will also embark on a study of the achievements of various ancient civilisations, with attention given to India and China. While gaining an awareness of the rich cultural heritage, pupils will also come to appreciate the legacies which continue to influence our lives today.

#### Primary 6:

Pupils will learn about the physical environment and diverse way of life in Southeast Asia. Pupils will also examine how the communities in Southeast Asia may be connected through cultural, economic and geographical ties. As they explore the common experiences shared through ASEAN, pupils will develop a deeper appreciation of the value of regional cooperation.
### Primary One: Knowing Myself, Others and My Surroundings

#### Knowledge Outcomes

Pupils will be able to:
- recognise that they are unique; and
- relate to people and the groups they belong to.

#### Skills Outcomes

Pupils will be able to:
- use questions to collect information/data;
- process information/data with the help of the teacher;
- express thoughts and feelings fluently;
- work in group settings; and
- follow a teacher-designed plan to present their work.

#### Values Outcomes

Pupils will be able to:
- reflect on how their actions affect others;
- value self and others;
- show interest in finding out about the people and places around them; and
- appreciate places around them by showing care for these places.

#### Key Concepts

- Identity
- Belonging
- Respect
- Place

---

### Inquiry Focus

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

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

### Level Descriptor

- **Key Understandings**
  - My identity makes me unique.
  - My identity is shaped by the groups I belong to.
  - My actions affect my relationship with others.
  - I can relate to the places around me.
Primary One: Knowing Myself, Others and My Surroundings

Guiding Questions

• Who am I?

• How do I relate to others?

• How do I relate to the places around me?

Knowledge and Understandings

MY IDENTITY MAKES ME UNIQUE.
• My name and its meaning reflect my identity
• My physical features, ethnicity, traits and talents form my identity
• Knowing the similarities and differences between people in terms of names, physical features, ethnicity, traits and talents allows me to know how I am unique

MY IDENTITY IS SHAPED BY THE GROUPS I BELONG TO.
• I share common attributes, such as kinship, ethnicity, values and interests, with the groups I belong to
  ▪ Examples: families, ethnic communities, class, school and interest groups
• I play different roles in these groups
• I can develop a sense of belonging to these groups

MY ACTIONS AFFECT MY RELATIONSHIP WITH OTHERS.
• I recognise other people’s abilities, feelings and views
• I take care of my belongings and common resources
• I cooperate with others by:
  ▪ observing and following basic rules when working with others
  ▪ knowing that by not observing rules, I can affect others
  ▪ encouraging everyone to contribute
  ▪ respecting their views

I CAN RELATE TO THE PLACES AROUND ME.
• I can find my way around the school and neighbourhood
• Places are important to me because:
  ▪ I interact with family and friends there
  ▪ I have meaningful experiences there
• I care for these places
<table>
<thead>
<tr>
<th>Locations</th>
<th>Learning Focus</th>
<th>Suggested Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School</td>
<td>• The focus of the learning experience is for pupils to develop an appreciation for the places around them.</td>
<td>• Pupils can complete the learning activities prepared for this field-based learning experience.</td>
</tr>
<tr>
<td>• Neighbourhood</td>
<td></td>
<td>• Pupils can engage in activities - e.g. gardening to show care and appreciation for the environment.</td>
</tr>
<tr>
<td>• Jacob Ballas Children's Garden - Singapore Botanic Gardens</td>
<td></td>
<td>• Pupils can participate in activities and workshops hosted by Singapore Botanic Gardens on care and appreciation for the environment.</td>
</tr>
<tr>
<td>• The Peranakan Museum</td>
<td></td>
<td>• Pupils can complete the learning activities prepared for this field-based learning experience.</td>
</tr>
</tbody>
</table>
# Primary Two: Coming Together as a Nation

## Inquiry Focus:
*What unites us as people of Singapore?*

Pupils will examine the customs and traditions of different communities living in Singapore. Through such an appreciation, pupils will be able to interact harmoniously with one another. Pupils will also understand that sharing a common identity, experiences and values unite us as people of Singapore.

## Key Understandings
- Our diversity makes Singapore unique.
- Our common identity, shared experiences and values unite the people in our country.

## Knowledge Outcomes

Pupils will be able to:
- identify the people living in Singapore; and
- recognise that a common identity as well as shared experiences and values unite the people of Singapore.

## Skills Outcomes

Pupils will be able to:
- use questions to collect information/data;
- process information/data with the help of the teacher;
- express thoughts and feelings fluently;
- work in group settings; and
- follow a teacher-designed plan to present their work.

## Values Outcomes

Pupils will be able to:
- appreciate different customs and traditions that are practised by the diverse communities in Singapore;
- show willingness to accept people from diverse communities;
- express pride in Singapore; and
- know that actions have consequences.

## Key Concepts
- Community
- National Identity
### Guiding Questions

- Who are the people living in Singapore?
- How do we practise our customs and traditions?
- What makes us people of Singapore?

### Knowledge and Understandings

**OUR DIVERSITY MAKES SINGAPORE UNIQUE.**

- We have diverse communities in Singapore
- We appreciate the many customs and traditions of the communities in Singapore
  - Greetings and table manners, traditional costumes, traditional games, birth rites, weddings, festivals

**OUR COMMON IDENTITY, SHARED EXPERIENCES AND VALUES UNITE THE PEOPLE IN OUR COUNTRY.**

- We have shared experiences as a nation
  - Commemorating events together
  - Celebrating events that bring national pride
    - Examples: Asian Youth Games (AYG), Youth Olympic Games (YOG)
  - Overcoming challenges together
    - Examples: Severe Acute Respiratory Syndrome (SARS), Influenza A (H1N1)
- We know our national symbols and what they mean
  - National Flag, National Anthem, National Coat of Arms (State Crest), National Pledge, National Flower, Lion Head Symbol
- We have shared common values
  - Nation before community and society above self
  - Family as the basic unit of society
  - Community support and respect for the individual
  - Consensus, not conflict
  - Racial and religious harmony
# Primary Two: Coming Together as a Nation

## Field-based Learning Experiences

<table>
<thead>
<tr>
<th>Locations</th>
<th>Learning Focus</th>
<th>Suggested Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore Philatelic Museum</td>
<td>The focus of the learning experience is for pupils to develop an appreciation for the diverse communities in Singapore; and learn about our national symbols.</td>
<td>• Pupils can complete the learning activities prepared for this field-based learning experience. • Pupils can learn about the culture of the ethnic groups in Singapore.</td>
</tr>
<tr>
<td>National Orchid Garden</td>
<td></td>
<td>• Pupils can complete the learning activities prepared for this field-based learning experience.</td>
</tr>
<tr>
<td>Community Trails</td>
<td></td>
<td>• Pupils can make observations of their surroundings and learn more about the diverse communities in Singapore.</td>
</tr>
</tbody>
</table>
Primary Three: Understanding Singapore

Inquiry Focus:
How do we appreciate the country we live in?

Pupils will learn how the environment influences the lives of its people as they examine Singapore’s physical environment. Pupils will also understand how land use in Singapore has changed over time to meet the needs of its people, as well as recognise the importance of using resources wisely to preserve the environment. Through this study of the progress made in overcoming challenges, pupils will come to appreciate Singapore, the country they live in.

Knowledge Outcomes

- use the map of Singapore to locate places in Singapore;
- describe Singapore’s physical environment;
- recognise how the environment affects people’s way of life;
- describe how people meet their needs by changing the environment they live in; and
- understand that individual and group actions have an impact on the people and environment around them.

Skills Outcomes

- follow a plan to locate and collect information/data using various tools such as search engines;
- process information/data in appropriate ways;
- express thoughts and feelings fluently and confidently;
- work in a variety of group settings; and
- design a plan to present their work with the help of the teacher.

Values Outcomes

- show curiosity to explore different parts of Singapore;
- appreciate Singapore’s physical environment;
- value the adaptability and resilience of the people of Singapore; and
- demonstrate how they can protect the environment.

Key Understandings

- Knowing the place I live in helps me appreciate where I am.
- We meet our needs by changing the physical environment we live in.
- We use resources wisely to protect the environment.

Key Concepts

- Location
- Environment
- Conservation
- Change and Continuity
### Primary Three : Understanding Singapore

#### Guiding Questions

- Where am I in Singapore?
- How does Singapore’s physical environment affect our way of life?
- How do we change the physical environment we live in to meet our needs?

#### Knowledge and Understandings

**KNOWING THE PLACE I LIVE IN HELPS ME APPRECIATE WHERE I AM.**

- Locating where I live and places I know on the map of Singapore
- Singapore’s physical environment and how it affects our way of life
  - Size
  - Weather and Climate
  - Physical features
  - Flora and Fauna

**WE MEET OUR NEEDS BY CHANGING THE PHYSICAL ENVIRONMENT WE LIVE IN.**

- Changes in land use to meet our needs
  - Food
    - Progress in farming
      - Stories of how farms have changed
  - Housing
    - Progress in housing
      - Stories of how living conditions in Singapore have changed
      - Story of Mr Lim Kim San’s contributions to public housing
  - Transport
    - Progress in Transport
      - Stories of how public transport have improved
      - Story of Mr Ong Teng Cheong’s role in the development of the Mass Rapid Transit (MRT) System
      - Story of our airport
      - Story of our seaport


### Guiding Questions

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

### Knowledge and Understandings

**WE USE RESOURCES WISELY TO PROTECT THE ENVIRONMENT.**

- Consequences of our actions on the environment
  - Better use of resources
  - Land, air and water pollution
- Care for the environment
  - Reducing waste, reusing and recycling materials
  - Keeping our environment clean and free of litter
  - Using water and electricity wisely
  - Using public transport
## Primary Three : Understanding Singapore

### Field-based Learning Experiences

<table>
<thead>
<tr>
<th>Locations</th>
<th>Learning Focus</th>
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</table>
| - Wallace Education Centre at Dairy Farm | - The focus of the learning experience is for pupils 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. | - Pupils can observe Singapore’s physical features, identify the flora and fauna, and do tree bark rubbings and leaf printing. |
| - Nature Reserves  
- Gardens and Parks | -  | - Pupils can observe the technology used in farms today and how the use of technology has helped the farmers in Singapore overcome constraints of land space. |
| - Farms | -  | - Pupils can explore how recycling is carried out and waste is managed in Singapore. |
| - Recycling Plants  
- Incineration Plants | -  | - Pupils can learn how the people of Singapore have maximised land use to meet the needs of the country. |
| - HDB Gallery - Housing and Development Board (HDB) | -  | - Pupils can learn how the people of Singapore have used technology to meet the needs of the country. |
| - ENVision Gallery - Ministry of the Environment and Water Resources (MEWR)  
- NEWater Visitor Centre | -  | - Pupils can learn how Singapore has ensured a sustainable supply of water. |
### Suggested Performance Task

**Task Description:**
You take on the role of ‘Environment Champions’ and have been tasked by your teacher to reuse unwanted items, that would normally be thrown away, into something useful.

**Pair Work:**
In pairs, create a chart to show how the unwanted items might be reused. In the chart, give reasons for selecting those items, the steps you will take in reusing the item and how the use of the new item would benefit others. Present your plan to your classmates through a poster, a jingle, a story, Show-and-Tell, role play or ICT presentation.

**Individual Work:**
Put your plan into action and create the new item.
**Primary Four : Valuing Our Past**

**Level Descriptor**

**Inquiry Focus:**
*How is life in Singapore today shaped by what happened in the past?*

Pupils will study about the early migrants and leaders who contributed to Singapore’s early growth and its later development as a nation. Through it, pupils will learn that different people come together to build a country. Pupils will also appreciate the contributions of Singapore’s early settlers, our first generation political leaders, our Prime Ministers and Presidents. Such an appreciation will help pupils understand how life in Singapore today is shaped by what happened in the past.

**Key Understandings**
- Different people contributed to Singapore’s early growth.
- The contributions of the early settlers are reflected in Singapore today.
- Leaders contribute to Singapore’s development as a nation.

**Knowledge Outcomes**

Pupils will be able to:
- recognise how different people contributed to Singapore’s early growth;
- describe where our early settlers came from and their contributions to Singapore;
- recognise that the contributions of early settlers are reflected in the organisations, places and street names of Singapore today; and
- describe how our leaders contribute to Singapore’s development as a nation.

**Skills Outcomes**

Pupils will be able to:
- follow a plan to locate and collect information/data using various tools such as search engines;
- process information/data in appropriate ways;
- express thoughts and feelings fluently and confidently;
- work in a variety of group settings; and
- design a plan to present their work with the help of the teacher.

**Values Outcomes**

Pupils will be able to:
- appreciate the adaptability and resilience of the people of Singapore;
- show interest in finding out about places in Singapore with rich heritage; and
- value our history and how life in Singapore today is shaped by what happened in the past.

**Key Concepts**

- Contributions
- Change and Continuity
- Heritage
- Diversity
- Independence
- Identity
Primary Four: Valuing Our Past

Guiding Questions

• How did different people contribute to Singapore’s growth?

• How are the contributions of the early settlers reflected in Singapore today?

Knowledge and Understandings

DIFFERENT PEOPLE CONTRIBUTED TO SINGAPORE’S EARLY GROWTH.
• Different people and their contributions
  - The Indigenous people (Orang Laut)
  - The Malays – Example: Munshi Abdullah
  - The Chinese – Example: Lee Kong Chian
  - The Indians – Example: P. Govindasamy Pillai
  - The Europeans – Example: Sir Stamford Raffles
    - The other ethnic groups
      - The Arabs – Example: Syed Sharif Omar bin Ali Aljunied
      - The Eurasians – Example: Edwin Tessensohn
      - The Armenians – Example: Agnes Joaquim
• Where they came from and their journey to Singapore
• Where the settlers lived based on the Town Plan of Singapore (1822)

THE CONTRIBUTIONS OF THE EARLY SETTLERS ARE REFLECTED IN SINGAPORE TODAY.
• Places in Singapore
  - Organisations and Foundations
  - Schools
  - Places of Worship
### Guiding Questions

- How have our leaders contributed to Singapore's progress?

### Knowledge and Understandings

**LEADERS CONTRIBUTE TO SINGAPORE’S DEVELOPMENT AS A NATION.**

- Areas of contribution of our first generation political leaders, Prime Ministers and Presidents
  - Independence of Singapore
  - Defence
  - Promotion of Racial Harmony
# Primary Four: Valuing Our Past

## Field-based Learning Experiences

<table>
<thead>
<tr>
<th>Locations</th>
<th>Learning Focus</th>
<th>Suggested Learning Activities</th>
</tr>
</thead>
</table>
| Singapore History Gallery - National Museum of Singapore | • The focus of the learning experience is for pupils to develop an understanding of:  
  - what life was like in the past; and  
  - the role of settlers in shaping what Singapore is today. | • Pupils can construct what life in Singapore was like in the past by participating in a tour of the gallery. |
| Little India - Heritage Site | • The focus of the learning experience is for pupils to study and reflect on the contributions of various people who lived in Singapore in the past. | • Pupils can go on a trail to learn about how Little India has changed over time. They can explore Indian culture by observing the people and places in that area. |
| Chinatown - Heritage Site | • The focus of the learning experience is for pupils to learn about our rich maritime history. | • Pupils can go on a trail to learn about how Chinatown has changed over time. They can explore how Chinatown's local name - Niu Che Shui (Bullock Cart Water) arose and how the Chinese lived then. |
| Kampong Glam - Heritage Site | • The focus of the learning experience is for pupils to learn about how Kampong Glam has changed over time. They can explore how Kampong Glam was the historic seat of Malay royalty in Singapore in the past. | • Pupils can go on a trail to learn about how Singapore River has changed over time. |
| Singapore River - Heritage Site | • The focus of the learning experience is for pupils to learn about Fort Canning's significance as the location where Malay Kings lived during the time of Temasek and as well as the location of government during British rule. | • Pupils can go on a trail to learn about Fort Canning Park. |
| Fort Canning Park | • The focus of the learning experience is for pupils to learn about the several sites of historical importance. These sites showcase the role of the British government and also the various institutions set up by local pioneers. | • Pupils can go on a trail to learn about the several sites of historical importance. These sites showcase the role of the British government and also the various institutions set up by local pioneers. |
| Civic District | • The focus of the learning experience is for pupils to learn about our rich maritime history. | • Pupils can learn about ports of call and maritime trade routes in the past, and make connections with the importance of trade in Singapore and the world today. |
| Maritime Experiential Museum | • The focus of the learning experience is for pupils to learn about our rich maritime history. | |
Task Description:
A local television network has organised a digital media competition to raise awareness of the rich mix of people who came to Singapore in the past and contributed to Singapore’s early growth. Winning entries would be aired on television.

Group Work:
Using what you have found out in the field-based learning about the origins of places and street names in Singapore, you will work in groups to create a digital story to feature a street/place near your school or other areas in Singapore. Your entry should provide a brief introduction to the story behind the street/place and feature the people/groups after which this street/place was named. You will engage in an oral presentation when you submit your digital story to the judging panel of the television network.

Individual Work:
Write a short reflection about your experience producing the digital story. Share your reflection with your class.
## Primary Five: Appreciating the World

### Level Descriptor

**Inquiry Focus**

*How have the legacies of the world impacted our lives today?*

Pupils will explore the world, the diverse communities of people and their way of life. Pupils will also embark on a study of the achievements of various ancient civilisations, with attention given to India and China. While gaining an awareness of the rich cultural heritage, pupils will also come to appreciate the legacies which continue to influence our lives today.

### Key Understandings

- We live in a diverse world.
- The creativity of the people of ancient civilisations is reflected in our world today.
- The legacies of China and India influence our life today.

### Knowledge Outcomes

Pupils will be able to:

- describe what makes up the world;
- compare and contrast the physical features of regions in the world;
- describe how people live in other parts of the world;
- explain why most ancient civilisations began along rivers;
- describe how people lived in ancient and present-day China and India; and
- identify achievements from ancient China and India that continue to benefit us today.

### Skills Outcomes

Pupils will be able to:

- develop a plan to locate and collect information/data using various tools such as digital/video cameras, mobile devices and web applications;
- process information/data in appropriate ways based on reliability and relevance;
- express thoughts and feelings fluently and confidently in a group;
- work effectively in a variety of group settings; and
- design a plan to present their work independently.

### Values Outcomes

Pupils will be able to:

- show curiosity in learning more about human achievements in societies, past and present;
- appreciate the world they live in;
- value the triumph of human ingenuity and resourcefulness; and
- value the rich cultural heritage and achievements of great civilisations such as China and India and how these continue to influence the way we live today.

### Key Concepts

- Civilisation
- Achievement
- Change and continuity
- Legacy
- Culture
- Heritage
- Interconnectedness
### Primary Five : Appreciating the World

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Knowledge and Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What makes up the world?</td>
<td><strong>WE LIVE IN A DIVERSE WORLD.</strong></td>
</tr>
<tr>
<td>• How is the creativity of the people in ancient civilisations reflected in our world today?</td>
<td>• Physical features of the world</td>
</tr>
<tr>
<td>• Where did civilisation in China begin?</td>
<td>• Continents, countries and capital cities</td>
</tr>
<tr>
<td>• How has life changed in China?</td>
<td>• Mountains, oceans, rivers, climate and vegetation types</td>
</tr>
<tr>
<td>• What are the legacies that we have inherited from China and how have these legacies impacted our lives today?</td>
<td>• Natural wonders of the world</td>
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<td>• Communities of the world</td>
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<tr>
<td></td>
<td>• How people live in other parts of the world</td>
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<tr>
<td></td>
<td><strong>THE CREATIVITY OF THE PEOPLE OF ANCIENT CIVILISATIONS IS REFLECTED IN OUR WORLD TODAY.</strong></td>
</tr>
<tr>
<td></td>
<td>• Overview of achievements from the following civilisations</td>
</tr>
<tr>
<td></td>
<td>• The Sumerians – Writing, Irrigation</td>
</tr>
<tr>
<td></td>
<td>• The Egyptians – Sun-dial, The Pyramids of Giza</td>
</tr>
<tr>
<td></td>
<td>• The Greeks – The Olympics, The Temple of Artemis</td>
</tr>
<tr>
<td></td>
<td>• The Romans – Roman Aqueduct, The Colosseum</td>
</tr>
<tr>
<td></td>
<td><strong>THE LEGACIES OF CHINA AND INDIA INFLUENCE OUR LIFE TODAY.</strong></td>
</tr>
<tr>
<td></td>
<td>• Importance of the Huang He (Yellow River) to the development of civilisation in China</td>
</tr>
<tr>
<td></td>
<td>• Way of life: Ancient and present-day China</td>
</tr>
<tr>
<td></td>
<td>• Community life</td>
</tr>
<tr>
<td></td>
<td>• Family, shelter, education, food, clothes, festivals and games</td>
</tr>
<tr>
<td></td>
<td>• Economic activities</td>
</tr>
<tr>
<td></td>
<td>• Farming, trade and silk production</td>
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<tr>
<td></td>
<td>• Transportation</td>
</tr>
<tr>
<td></td>
<td>• The arts</td>
</tr>
<tr>
<td></td>
<td>• Painting, poetry, calligraphy, acrobatics, opera, porcelain and bronze sculptures</td>
</tr>
<tr>
<td></td>
<td>• Achievements of ancient China that continue to impact our lives today</td>
</tr>
<tr>
<td></td>
<td>• Compass, wheelbarrow, silk, paper, gun powder, kites, printing press, architectural style of buildings</td>
</tr>
</tbody>
</table>
## Guiding Questions

- Where did the Indus Valley civilisation begin?
- How has life changed in India?
- What are the legacies that we have inherited from India and how have these legacies impacted our lives today?

## Knowledge and Understandings

### THE LEGACIES OF CHINA AND INDIA INFLUENCE OUR LIFE TODAY.

- Importance of the Indus River to the development of the Indus Valley civilisation
- Way of life: Ancient and present-day India
  - Community life
    - Family, shelter, education, food, clothing, festivals and games
  - Economic activities
    - Spice trade and cotton textile production
  - Transportation
  - The arts
    - Epics, folktales, music and dance, carvings, painting and sculptures
  - Cities and buildings
    - Grid pattern of city planning
    - Organisation of public and private spaces
    - Plumbing and waste removal systems
- Achievements of ancient India that continue to impact our lives today
  - Counting system, chess, medicine, astronomy, architectural style of buildings
## Field-based Learning Experiences

### Locations

- South Asia, West Asia and China Galleries - Asian Civilisations Museum
- Study trips to China and India

### Learning Focus

#### South Asia, West Asia and China Galleries - Asian Civilisations Museum

- The focus of the learning experience is for pupils to:
  - learn about how people lived in the past; and
  - learn more about the rich cultural heritage of different parts of Asia and what present-day societies have inherited from civilisations of the past.

#### Study trips to China and India

- The focus of the learning experience is for pupils to:
  - learn more about how people live in China and India; and
  - develop an appreciation of the rich cultures of these countries.

### Suggested Learning Activities

- Artefacts and videos can be used to show pupils the cultural heritage of Asia and appreciate the legacies that have been passed down from the people who lived in the past.
- Pupils can participate in overseas immersion programmes in schools in China and India.
- Pupils can visit sites of historical significance.
Primary Five : Appreciating the World

Suggested Performance Task

**Task Description:**
The Innovation and Enterprise Club in your school has started to plan activities for Innovation Day. It plans to include an exhibition of important inventions of the world. You have been invited to contribute to the exhibition.

**Group Work:**
In groups, make a list of the five most important inventions that people in the past had invented. As you will need to provide reasons for the choice, you may consider how these inventions helped change the way children lived in the past. You will present these inventions to the main committee for them to create a shortlist for the exhibition.

**Individual Work:**
From all the inventions presented, pick one that you think is most important to you and do a short write-up about it. You may think about how your life would be different if that invention did not exist today. Share it as part of the Innovation Day exhibition in your school.
**Inquiry Focus:**
*How is Southeast Asia important to Singapore?*

Pupils will learn about the physical environment and diverse way of life in Southeast Asia. Pupils will also examine how the communities in Southeast Asia may be connected through cultural, economic and geographical ties. As they explore the common experiences shared through ASEAN, pupils will develop a deeper appreciation of the value of regional cooperation.

### Key Understandings
- We live in a diverse region.
- We appreciate Southeast Asia for its diversity and the common ties we share.
- We cooperate with one another to promote progress and understanding in Southeast Asia.

### Knowledge Outcomes
Pupils will be able to:
- identify the location and physical features of countries in Southeast Asia;
- recognise the similarities and differences in the way of life of people of Southeast Asia;
- explain how Singapore is connected to other countries; and
- understand the role and importance of Association of Southeast Asian Nations (ASEAN) and the reasons behind its formation.

### Skills Outcomes
Pupils will be able to:
- develop a plan to locate and collect information/data using various tools such as digital/video cameras, mobile devices and web applications;
- process information/data in appropriate ways based on reliability and relevance;
- express thoughts and feelings fluently and confidently in a group;
- work effectively in a variety of group settings; and
- design a plan to present their work independently.

### Values Outcomes
Pupils will be able to:
- show interest in learning about the diverse way of life in Southeast Asia;
- value the heritage of Southeast Asia; and
- appreciate the relationships among the countries in ASEAN.

### Key Concepts
- Cooperation
- Diversity
- Culture
- Change and Continuity
- Interconnectedness
- Heritage
- Preservation
## Primary Six : Discovering Southeast Asia

### Guiding Questions

- What makes up Southeast Asia?
- How are we connected to one another in Southeast Asia?

### Knowledge and Understandings

#### WE LIVE IN A DIVERSE REGION.
- Physical features of Southeast Asia
  - Countries and capital cities
  - Mountains, seas and rivers
  - Natural wonders in Southeast Asia
  - United Nations Educational, Scientific and Cultural Organisation (UNESCO) World Heritage sites

#### WE APPRECIATE SOUTHEAST ASIA FOR ITS DIVERSITY AND THE COMMON TIES WE SHARE.
- Southeast Asia in the past
  - Kingdoms of Southeast Asia and way of life in the past
  - United Nations Educational, Scientific and Cultural Organisation (UNESCO) World Heritage sites
- Southeast Asia today
  - Economic activities
    - Industrial
    - Agricultural
    - Art and handicraft
  - Food
    - Rice
    - Spice
  - Housing
    - Types of housing
    - Architectural style of the houses
  - Celebrations and festivals
  - Traditional costumes and games
<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Knowledge and Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How does Singapore cooperate with the other countries in Southeast Asia?</strong></td>
<td><strong>WE COOPERATE WITH ONE ANOTHER TO PROMOTE PROGRESS AND UNDERSTANDING IN SOUTHEAST ASIA.</strong></td>
</tr>
<tr>
<td></td>
<td>• Singapore in Southeast Asia</td>
</tr>
<tr>
<td></td>
<td>• Association of Southeast Asian Nations (ASEAN) as a regional organisation</td>
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<tr>
<td></td>
<td>‣ Origins and purposes</td>
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<td>‣ Member countries</td>
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<td></td>
<td>‣ Southeast Asian Games</td>
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<td></td>
<td>‣ ASEAN Day</td>
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<tr>
<td>Locations</td>
<td>Learning Focus</td>
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<tr>
<td>------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Singapore Botanic Gardens</td>
<td>• The focus of the learning experience is for pupils to learn about the heritage of Singapore Botanic Gardens and its contributions to the economic, social and scientific development of the region.</td>
</tr>
<tr>
<td>• Southeast Asia Gallery - Asian Civilisations Museum</td>
<td>• The focus of the learning experience is for pupils to learn about the different ancient kingdoms of Southeast Asia and their achievements.</td>
</tr>
<tr>
<td>• Study trips to countries in Southeast Asia</td>
<td>• The focus of the learning experience is for pupils to:</td>
</tr>
<tr>
<td></td>
<td>• learn more about how people live in countries in Southeast Asia; and</td>
</tr>
<tr>
<td></td>
<td>• develop an appreciation of the rich cultures of these countries.</td>
</tr>
</tbody>
</table>
**Task Description:**
To raise awareness on the value of preserving World Heritage Sites, you take on the role of a ‘Cultural Preservation Advocate’. You will explore the UNESCO website examining the work and activities that UNESCO has championed over the years. You will come to understand the role of this global organisation and how it helps to preserve the heritage of places in the world regardless of location.

**Group Work:**
In groups, you will carry out research on the places in Southeast Asia which have been gazetted as World Heritage Sites and consider why they have been accorded this status. You will identify other places in Southeast Asia that you think should also be nominated to be inscribed on the World Heritage list. In this process, you will be familiar with the criteria of inscription and the nomination process. You may produce a poster / slideshow / movie clip advocating for the place identified to be gazetted as a world heritage site. This poster / slideshow / movie clip may be presented at a school event to heighten the awareness of the people in the community for the need to preserve the rich cultural and natural heritage of Southeast Asia.

**Individual:**
Choose a world heritage site or a place in Southeast Asia that you like most and create a poem or a jingle to express your thoughts and feelings about it.
The 21st Century Competencies aim to nurture future-ready Singaporeans by guiding educators to focus more strongly on capacity building (knowledge, skills, and dispositions). This entails developing the capacity for complex communication, civic literacy and global awareness as well as critical and inventive thinking. This aligns itself with the philosophy of Social Studies which is to prepare our pupils to be citizens of tomorrow. The various aspects of the 21st Century Competencies are found in the knowledge, values, and skills outcomes aimed at in the SS syllabus.

The framework is updated as of 27 February 2014.

<table>
<thead>
<tr>
<th>DOMAIN COMPONENTS AND ITS DEFINITIONS</th>
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<tbody>
<tr>
<td><strong>CIVIC LITERACY, GLOBAL AWARENESS AND CROSS-CULTURAL SKILLS</strong></td>
</tr>
<tr>
<td><strong>Active Community Life</strong> refers to playing one's part in ensuring the well-being of the community and nation. Active Community Life includes demonstrating a sense of responsibility towards the community; being civic-minded; and supporting and contributing through community and nation-building activities. The focus is on solidarity, involvement and engagement within the community.</td>
</tr>
<tr>
<td><strong>National and Cultural Identity</strong> refers to a sense of self derived from the distinct characteristics of a nation and its culture as a whole. National and Cultural Identity includes possessing a sense of responsibility to the nation and having a shared commitment to the ideals of the nation and its culture.</td>
</tr>
<tr>
<td><strong>Global Awareness</strong> refers to being aware about world issues and possessing a desire to contribute to the well-being of the international community while maintaining a sense of rootedness. Global Awareness includes the ability to cope with change due to cultural interactions abroad; and recognise, analyse and evaluate global trends and their interconnections with local communities.</td>
</tr>
<tr>
<td><strong>Socio-Cultural and Religious Sensitivity and Awareness</strong> refers to the perception and articulation of the thoughts, feelings and behaviour of people from different socio-cultural and religious backgrounds. Socio-Cultural and Religious Sensitivity and Awareness includes the ability to empathise with others through understanding, acceptance and respect; and engage in appropriate behaviour with people from different socio-cultural and religious backgrounds in both local and international contexts, in a way which would enhance social cohesion.</td>
</tr>
<tr>
<td><strong>CRITICAL AND INVENTIVE THINKING</strong></td>
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<tr>
<td>Curiosity and Creativity refers to the desire to seek and learn new knowledge; and generate relatively novel and appropriate ideas or new products. Curiosity and Creativity includes wondering and asking questions; being resourceful, flexible and adaptable, and having an open mind; being willing to take risks and accept mistakes; and being imaginative and having the ability to envisage possible futures.</td>
</tr>
<tr>
<td>Sound Reasoning and Decision-Making refers to the development of well-constructed explanations and well-substantiated conclusions by seeking understanding through questioning, analysis, comparison, inference/interpretation, evaluation, and synthesis of evidence and arguments. Sound Reasoning and Decision-Making includes extracting implications and conclusions from facts, premises, ethical issues, or data; constructing relationships between the essential elements of a problem; and challenging social norms to provide alternative theories and explanations.</td>
</tr>
<tr>
<td>Metacognition refers to thinking about one’s own thinking - that is, gaining an awareness of and control over one’s own thinking through reflection to become a more effective thinker and learner. Metacognition includes questioning and refining thoughts, attitudes, behaviour and actions; suspending judgement; reassessing conclusions and considering alternatives; and stepping back to take the larger picture into account, to verify one's own pattern of thinking.</td>
</tr>
<tr>
<td>Managing Complexities and Ambiguities refers to the modification of thinking, attitudes, behaviour and/or skills to adapt to diverse demands and challenges in new, unfamiliar contexts. Managing Complexities and Ambiguities includes tolerating ambiguity; keeping an open mind in order to consider, respect and accept alternative perspectives, solutions or methods; taking on diverse roles; multi-tasking; and being resilient and focused on pursuing goals despite difficulties and unexpected complications.</td>
</tr>
</tbody>
</table>

*Information in the 21st century should not just be perceived as static, but as something which is dynamic.
## The 21st Century Competencies in the Primary Social Studies Syllabus

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<thead>
<tr>
<th>Level</th>
<th>Values</th>
<th>Social-Emotional Competencies</th>
<th>Communication, Collaboration and Information Skills</th>
<th>Critical and Inventive Thinking</th>
<th>Civic Literacy, Global Awareness and Cross-Cultural Skills</th>
<th>C2015 Student Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Primary 1: Knowing Myself, Others and My Surroundings</strong></td>
<td>Respect Responsibility Harmony Care</td>
<td>The Primary 1 topics provide opportunities for the learner to develop <strong>self-awareness</strong> and <strong>social awareness</strong> through understanding about himself, the people around him and his immediate environment. The learner also develops <strong>relationship management</strong> skills through examining the different roles he plays in relation to others. In addition, the learner develops <strong>self-management</strong> and <strong>responsible decision-making</strong> skills when he examines how his actions can affect the people and places around him.</td>
<td>Through the lesson activities and field-based learning, the learner collaborates with others to gather and process information in the exploration of who he is in relation to the people and places around him. The learner also documents his learning processes using multiple modes of presentation and by communicating to others.</td>
<td>Classroom Inquiry: <strong>Critical thinking skills</strong> are incorporated into the inquiry-based approach through exploring and understanding key concepts. Lesson Activities and Field-based Learning: <strong>Critical thinking skills</strong> are developed and demonstrated through the gathering and processing of information about his classmates. Inventive thinking is then developed and demonstrated through lesson activities which require the learner to create artefacts that demonstrate application of learning.</td>
<td>The learner is exposed to different cultures in Singapore in field-based learning. The learner could also increase his <strong>global awareness</strong> through learning about renowned places around the world.</td>
<td>Confident Person: The learner thinks independently, works in groups and communicates effectively. Self-Directed Learner: The learner takes responsibility for his learning – questions, reflects and perseveres throughout the inquiry. Concerned Citizen: The learner develops an awareness of the importance of his role as an active citizen engaging in discussion about social responsibility. Active Contributor: The learner contributes actively in promoting and showing care for the people and places around him.</td>
</tr>
<tr>
<td><strong>Primary 2: Coming Together as a Nation</strong></td>
<td>Respect Responsibility Harmony Care</td>
<td>The Primary 2 topics provide opportunities for the learner to develop <strong>self-awareness</strong> and <strong>social awareness</strong> through examining and learning to respect the customs and traditions of different communities living in Singapore. The learner also develops <strong>relationship management</strong> skills through his interaction with others and managing differences. Pupils will understand that sharing common identity, experiences through the lesson activities and field-based learning, the learner collaborates with others to gather and process information in the exploration of diversity in our community. Through the lesson activities and field-based learning, the learner collaborates with others to gather and process information on how our common identity, shared experiences and values unite the people in our country.</td>
<td>Classroom Inquiry: <strong>Critical thinking skills</strong> are incorporated into the inquiry-based approach through exploring and understanding key concepts. Lesson Activities and Field-based Learning: <strong>Critical thinking skills</strong> are developed and demonstrated through the gathering and processing of information on the importance of an appreciation for the diverse communities in Singapore.</td>
<td>The learner is exposed to the different customs and traditions of the communities in Singapore. The learner develops an understanding of the various customs and traditions (greetings and table manners, traditional costumes, traditional games, birth rites, weddings, festivals). The learner could explore further into how the different</td>
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# 21st Century Competencies

<table>
<thead>
<tr>
<th>Level</th>
<th>Values</th>
<th>Social-Emotional Competencies</th>
<th>Communication, Collaboration and Information Skills</th>
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<th>Civic Literacy, Global Awareness and Cross-Cultural Skills</th>
<th>C2015 Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary 3: Understanding Singapore</td>
<td>Respect Resilience Responsibility Integrity</td>
<td>The Primary 3 topics provide opportunities for the learner to develop self-awareness and social awareness through the understanding of how the environment influences the lives of its people as he examines Singapore’s physical environment. In addition, the learner develops relationship management skills through working with others when undertaking the performance tasks. In addition, the learner develops responsible decision-making skills in his involvement in using resources wisely to protect the environment.</td>
<td>Through the performance task and field-based learning activities, the learner collaborates with others to gather and process information on how land is used in Singapore, and how Singapore manages its resources to meet its needs. The learner also documents his learning processes using multiple modes of presentation.</td>
<td>Classroom Inquiry: Critical thinking skills are incorporated into the inquiry-based approach through exploring and understanding key concepts. Performance Task and Field-based Learning: Critical thinking skills are developed and demonstrated through the gathering and processing of information on how Singapore uses its limited resources and adapts the physical environment. Inventive thinking is then developed and demonstrated through the design and creation of a multimedia presentation to raise awareness of protecting the environment.</td>
<td>customs unite us as people of Singapore.</td>
<td>an active citizen in upholding harmony. The learner develops an appreciation for the diverse communities in Singapore. Active Contributor: The learner contributes actively in promoting harmony in a multicultural society.</td>
</tr>
</tbody>
</table>

Confident Person: The learner thinks independently, works in groups and communicates effectively. Self-Directed Learner: The learner takes responsibility for his learning – questions, reflects and perseveres throughout the inquiry. Concerned Citizen: The learner develops an awareness of the inter-dependent relationships between people and the environment and his role in protecting the environment. Active Contributor: The learner contributes actively in promoting care for the environment in Singapore. |
<table>
<thead>
<tr>
<th>Level</th>
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<th>Social-Emotional Competencies</th>
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<th>2015 Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary 4:</strong></td>
<td>Valuing Our Past</td>
<td>The Primary 4 topics provide opportunities for the learner to develop self-awareness and social awareness through learning about the early migrants and leaders who contributed to Singapore’s early growth and its later development as a nation. The learner also develops relationship management skills through working with others when undertaking the performance tasks. In addition, the learner develops self-management and responsible decision-making skills in understanding how one can contribute to Singapore. Through the performance task and field-based learning activities, the learner collaborates with others to gather and process information on the contributions of Singapore’s early migrants, our first generation political leaders, Prime Ministers and Presidents. The learner also documents his learning processes using multiple modes of presentation. In addition, the learner demonstrates and communicates his understanding using appropriate ICT tools.</td>
<td>Through the performance task and field-based learning activities, the learner collaborates with others to gather and process information on the contributions of Singapore’s early migrants, our first generation political leaders, Prime Ministers and Presidents. The learner also documents his learning processes using multiple modes of presentation.</td>
<td>Classroom Inquiry: Critical thinking skills are incorporated into the inquiry-based approach through exploring and understanding key concepts. Performance Task and Field-based Learning: Critical thinking skills are developed and demonstrated through the gathering and processing of information on the contributions of Singapore’s early migrants, our first generation political leaders, Prime Ministers and Presidents.</td>
<td>The learner develops an understanding of the reasons people from different countries migrated to Singapore in the past. He could also understand how life in Singapore today is shaped by what happened in the past. The learner could also explore places and streets in Singapore which reflect the influences of the early migrants to Singapore.</td>
<td>Confident Person: The learner thinks independently, works in groups and communicates effectively. Self-Directed Learner: The learner takes responsibility for his learning – questions, reflects and perseveres throughout the inquiry. The learner also harnesses the use of technology appropriately in undertaking the performance tasks. Concerned Citizen: The learner develops an appreciation of the contributions of Singapore’s early migrants, our first generation political leaders, Prime Ministers and Presidents. Active Contributor: The learner contributes actively and knows that life in Singapore today is shaped by what happened in the past.</td>
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<tr>
<td><strong>Primary 5:</strong></td>
<td>Appreciating the World</td>
<td>The Primary 5 topics provide opportunities for the learner to develop self-awareness and social awareness through an exploration of the world, the diverse communities of people and their way of life. The learner also develops relationship management skills through working with others when undertaking the performance tasks. Through the performance task and field-based learning activities, the learner collaborates with others to gather and process information to plan an exhibition of important inventions of the world. The learner also documents his learning processes using multiple modes of presentation.</td>
<td>Through the performance task and field-based learning activities, the learner collaborates with others to gather and process information to plan an exhibition of important inventions of the world. The learner also documents his learning processes using multiple modes of presentation.</td>
<td>Classroom Inquiry: Critical thinking skills are incorporated into the inquiry-based approach through exploring and understanding key concepts. Performance Task and Field-based Learning: Critical thinking skills are developed and demonstrated through the gathering and processing of information on the important inventions that</td>
<td>The learner develops global awareness through the study of the achievements of various ancient civilisations, with attention given to India and China. The learner develops an understanding of his role as a citizen, in appreciating the legacies which continue to</td>
<td>Confident Person: The learner thinks independently, works in groups and communicates effectively. Self-Directed Learner: The learner takes responsibility for his learning – questions, reflects and perseveres throughout the inquiry. The learner also harnesses the use of technology appropriately and adeptly in undertaking the performance tasks.</td>
</tr>
</tbody>
</table>
In addition, the learner develops **self-management** and **responsible decision-making** skills in appreciating the legacies that have been passed down from the people who lived in the past which continue to influence our lives today.

In addition, the learner demonstrates and **communicates** his understanding using appropriate ICT tools adeptly.

**Critical and Inventive Thinking**

people in the past had invented for children.

Inventive thinking is then developed and demonstrated through the **design and creation of an exhibition** that demonstrates how these inventions helped change the way children lived in the past.

C2015 Student Outcomes

Concerned Citizen: The learner develops an awareness of the rich cultural heritage of ancient civilisations and how the legacies continue to influence our lives today.

Active Contributor: The learner contributes actively by promoting to others the rich heritage and achievements of China and India, on how these continue to influence the way we live today.
REFERENCES

Curriculum Framework


Citizenship Education and Social Studies


*Inquiry, Critical Thinking, Reflective Thought*


*Assessment*


