

# **HISTORY**

## **TEACHING AND LEARNING SYLLABUSES**

### **Lower Secondary**

#### **G2 and G3**

#### **Express and Normal (Academic)**

Implementation starting with  
2021 Secondary One Cohort



Ministry of Education  
SINGAPORE

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# **SECTION 1: INTRODUCTION**

Value of History in the 21<sup>st</sup> Century  
Historical Concepts  
Qualities of a History Learner  
21<sup>st</sup> Century Competencies  
National Education  
Desired Outcomes of Education

# 1. INTRODUCTION

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*“Historical education achieves a number of goals at once: it trains the mind, enlarges the sympathies, and provides a much-needed historical perspective on some of the most pressing problems of our time.”*

- John Tosh, *The Pursuit of History*, 1991

## Value of History in the 21st Century

History education in Singapore seeks to develop in students an appreciation of past human experiences, critical awareness of the nature of historical knowledge, and the ability to make connections between the past and present. In a world where attention is often divided between concerns over the present and the future, the relevance of History is often questioned. Learning to manage the present and anticipate the future would not be possible without knowing the past.

History equips students with knowledge and skills that enable them to draw connections between the past and present by understanding how the nature and impact of past developments explain today’s world. Students will gain a better understanding of why things happened in the past and how past events shape the present, and thus be better able to anticipate what might take place in the future. They will develop a disciplined and critical mind and an ability to operate in a volatile, uncertain, complex and ambiguous world.

History also plays a critical role in developing students’ identities through an understanding of the subject at the personal, national and international levels. The learning of history should spark their curiosity and help them empathise with the beliefs, decisions and dilemmas of people in the past. Through historical inquiry, students pose questions about the past and the present and draw connections between the two.

## Historical Concepts

For students to understand how historians work and how historical knowledge is constructed, it is essential that they understand historical concepts. These historical concepts are *chronology, evidence, accounts, causation, change and continuity, significance, empathy* and *diversity* (**Table 1.1**). A sound grasp of these concepts not only helps to broaden students' historical knowledge but also deepens their understanding of the discipline.

**Table 1.1: Historical Concepts**

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### Chronology

- Chronology is the listing of dates and events in the order that they occurred. Historians use these dates and sequence of events to write their accounts of the past.
- Knowing the chronology of an event in history enables students to know what happened (the main event), when it happened (the date/period), and in what order it happened (the sequence or development of events). A good grasp of chronology enables students to understand developments and see patterns over time.

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### Evidence

- Evidence is used by historians to support their interpretations of or arguments about the past. Evidence is derived from the interrogation of historical sources.
- Understanding the way evidence is derived helps students to be discerning when encountering historical arguments postulated by historians. Students must question and assess sources in terms of their origins, nature, purpose and content to determine the value of sources as evidence so as to verify, support or address the questions that historians put forth to investigate about that past.

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### Accounts

- Accounts are typically historians' reconstructions of events that happened in the past. These writings answer specific questions and reflect the focuses and points of view of their authors.
- Understanding the nature of accounts enables students to recognise that there can be no single or complete account of the past. Different accounts of the same event are natural as they exist to address or answer different questions about that past.

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### Cause and Effect (Causation)

- Historians examine causation in history to understand the reasons why and how events happened.
  - Different events in history can have different impact on people, political systems, economies, and geography over time.
  - Examining causation helps students understand that there is no single cause to one event; most events happen because of a combination of circumstances and the decisions and actions of historical actors. Likewise, students will understand that events can lead to multiple consequences, which may be intended or unintended.
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### **Change and Continuity**

- Historians use change and continuity to describe, compare or evaluate developments in places and societies over time.
  - Understanding change and continuity helps students recognise that there are different aspects and different paces of change, and that change and continuity can exist together.
- 

### **Significance**

- The notion of ‘significance’ in history goes beyond straightforward considerations about ‘important factors’ or ‘impact’. Significance is an assessment as to why an event, person, idea or issue mattered in a way that has deep consequences throughout history, and which have affected people over an extended period of time, even till today.
  - Significance is not inherent in the event, person, idea or issue itself. It can be contested, is not decided by just one group of people and is ascribed by historians based on a set of criteria.
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### **Historical Empathy**

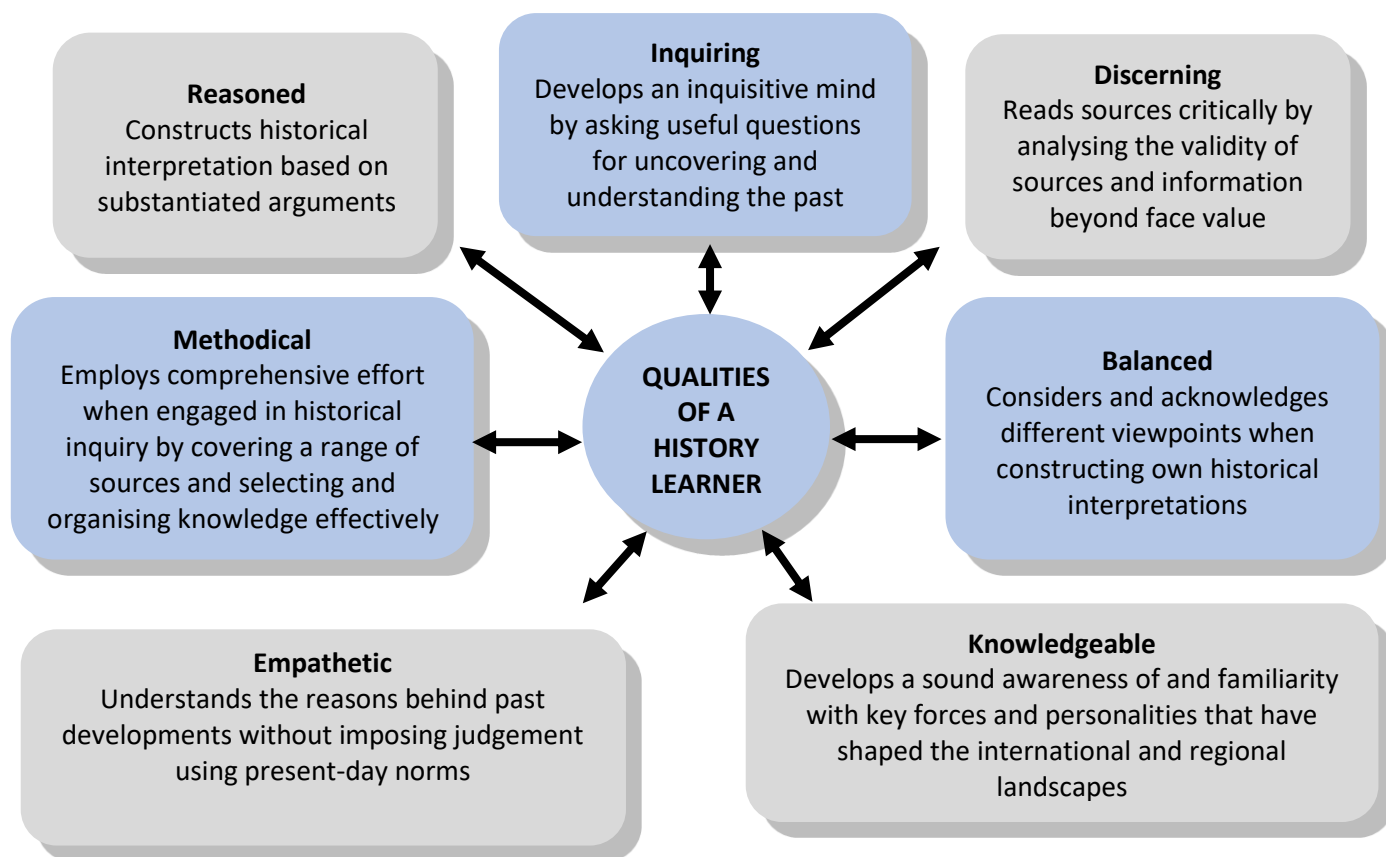
- Historical empathy is the disposition of taking on the perspectives of people who lived in the past. Historians develop empathetic understanding of the people they study by investigating and familiarising themselves with the contexts, constraints, values, ideas, attitudes and beliefs of people in the past.
  - Developing historical empathy enables students to understand the actions of people who lived in another time and place, and the way they viewed the world. Students can then appreciate how different contexts, constraints, values, ideas, attitudes and beliefs may have affected how those who lived in the past thought, felt and behaved.
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### **Diversity**

- Understanding diversity involves recognising that people’s experiences throughout history vary along different lines, including ethnic groups, national loyalties, geographical boundaries, social class, religious affiliations, gender, and age.
  - Studying these forms of diversity – in terms of the differences (or similarities) in the experiences – enables students to appreciate and understand the richness and complexity of the past. By introducing students to the similarities and differences of people’s experiences in the past, it can broaden their worldview and inform their own views about history and the past.
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## Qualities of a History Learner

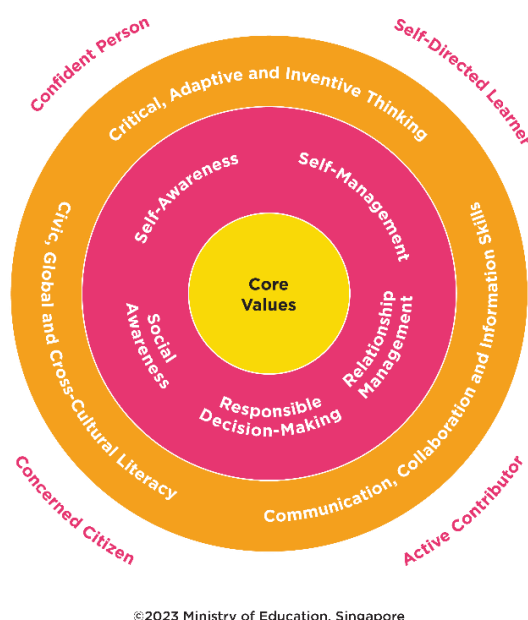
Historical content, thinking concepts and the accompanying skills equip students to think critically about the nature of historical knowledge. This in turn contributes to the development of the seven qualities of a history learner. These qualities, which the History curriculum (from lower secondary to pre-university) aims to develop in students, are shown in **Figure 1.1** below.



**Figure 1.1: Qualities of a History Learner**

## 21st Century Competencies

Central to history education is the quest to uncover the complexities that define the human experience. In doing so, learners pose critical questions and balance multiple perspectives that relate to the individual, community, nation and the world. A sound history education equips students with the 21st Century Competencies (21CC) (**Figure 1.2**) to face future challenges and seize opportunities brought on by forces such as globalisation and demographic and technological change.



**Figure 1.2: MOE 21CC Framework**

## National Education

National Education (NE) aims to provide our students with the knowledge, skills, and values to understand Singapore's history and unique geo-political context, appreciate our journey to nationhood, cultivate the instincts for survival as a nation, and have confidence in our nation's future. Through NE, students explore and examine their national identity and the ideals and values that nurture dispositions of citizenship, namely, a sense of belonging, a sense of reality, a sense of hope and the will to take actions to make a positive difference to our people and our country.

The Lower Secondary History syllabuses offer natural opportunities for strengthening NE. They present a multi-faceted narrative of Singapore's journey to the present through the stories and voices of different people who participated in its development across time. Such an approach helps students appreciate the roots of our society, its core values, and how they play a part and have a stake in this story.

Exploring Singapore's history in the context of our region and the world, and its journey to independence, helps students contextualise Singapore's position today. It sheds light on the opportunities and challenges Singapore faced in the past. Studying the record of the historical developments as well as the decisions and actions of individuals and communities contributes to students' ability to engage with Singapore's present and future issues with confidence, optimism and resilience.



Through Historical Investigation, students get to apply their knowledge and skills to develop a personal response and connection to Singapore's national history. Students also work together to communicate and share their historical knowledge with their peers, building a shared understanding of Singapore's development over time. The Historical Investigation experience helps students to develop a deeper appreciation of Singapore's journey and seeks to inspire them to be concerned and active citizens.

## Desired Outcomes of Education

History education seeks to nurture in students the attributes outlined in the Desired Outcomes of Education by the time they complete their formal education. Children schooled in the Singapore education system should possess:

- a good sense of self-awareness;
- a sound moral compass; and
- the necessary skills and knowledge to take on challenges of the future.

They should also be:

- **confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgment, think independently and critically, and communicate effectively;
- **self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose;
- **active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative, and strive for excellence; and
- **concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation and take active roles in improving the lives of others.

# **SECTION 2: CONTENT**

Design of the Lower Secondary History Syllabuses  
    Aims  
    Learning Outcomes  
Overview of the Lower Secondary History Syllabuses  
    Historical Investigation  
    Amplification of Syllabus Details

## 2. Content

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### Design of the 2021 Lower Secondary History Syllabuses

In conceptualising the 2021 Lower Secondary History syllabuses, the following principles were considered:

- to ensure alignment with the DOEs, 21CC, the citizenship dispositions of a sense of belonging, reality, hope and the will to act as citizens, the Singapore Teaching Practice (STP) and the MOE EdTech Plan;
- to build foundational historical skills and conceptual understanding that would support the study of History at the Upper Secondary and Post-Secondary levels;
- to update knowledge, skills and values so that the syllabuses remains relevant and reflective of history as a disciplined study;
- to reinforce the value of history in students' everyday lives; and
- to allow for flexibility and customisation of implementation in schools to better engage the students in the study of History.

The Lower Secondary History syllabuses, which span two years of study, seek to imbue in our students a sense of national identity by helping them understand and appreciate the Singapore they live in today. This will require students to understand the relevance of Singapore's past in shaping Singapore's position in the world.

The syllabuses seek to weave a meta-narrative of Singapore's history vis-à-vis relevant regional and global forces that shaped its development. The study of Singapore's history is set within the context of the shifts in Singapore's political status between autonomy and being part of a larger political body, for example, the Melaka Sultanate, the British and Japanese empires, over the period from 1299 to the 1970s. Students will come to appreciate how Singapore adapted to shifting regional and global contexts by engaging with its external environment and hinterland. They will gain an awareness of the opportunities and challenges that Singapore encountered throughout its history, and that the course of history was not pre-determined but dependent on the interaction between historical circumstances and the decisions and actions of individuals.

### Aims

The Lower Secondary History syllabuses align the learning of History with the DOEs to:

- equip students with the necessary historical knowledge, skills, values and attitudes to understand the present, to contribute actively and responsibly as local and global citizens, and to further study and pursue their personal interest in the past;
- engage students actively in historical inquiry to develop them into confident, self-directed, critical and reflective thinkers;
- develop in students an inquisitive mind and the ability to ask relevant questions about the past and examine a range of sources critically in their historical context to reach supported responses about the past;
- enable students to acquire knowledge and understanding of key periods, communities and aspects of history;
- acquaint students with an understanding of how the past has been interpreted, represented and accorded significance for different reasons and purposes; and
- develop in students the ability to organise and communicate their historical knowledge and understanding through a variety of ways using different media.

## Learning Outcomes

The learning outcomes outline the goals that students are expected to attain at the completion of Lower Secondary History education. These learning outcomes will be further reinforced should students pursue History at the Upper Secondary level.

### Knowledge & Understanding

Students should be able to demonstrate their knowledge and understanding of:

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

### Skills

Students should be able to demonstrate their knowledge and understanding by employing the following skills:

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

### Values and Attitudes

Students should be able to demonstrate the internalisation of key values and mind-sets associated with History learning when they:

- show sensitivity to how people's values and beliefs shape their interpretations of events, developments or issues in any specific time and space;
- show awareness of how cultural, intellectual and emotional contexts shape the thinking, value systems, decisions and actions of different peoples and groups in different times and places;
- show openness to and respect for diverse, and sometimes opposing, viewpoints;
- are able to handle ambiguity
- pose relevant questions to better understand events, developments or issues;
- modify and adapt their thinking and actions according to multiple sources of information, perspectives and different circumstances, underpinned by sound moral values;
- recognise the value system which provides a moral compass in governing their actions

- as citizens;
- empathise with people from different cultural, economic, political and social backgrounds;
  - identify and embrace connections between themselves and the larger community (past and present); and
  - realise that their actions impact others thus promoting commitment to act for the betterment of the community and country.

## Overview of the 2021 Lower Secondary History Syllabuses

The syllabuses are framed by four units.

**Unit 1** focuses on the connections Singapore had with the rest of the world, in particular India, China, the Southeast Asian region and some European countries, as part of the global trading network prior to the establishment of a British trading post.

**Unit 2** traces the economic, political and social changes in Singapore as a port city under British rule from 1819 and the experiences of different groups in Singapore up to the fall of Singapore to Japan in 1942.

**Unit 3** examines the economic, political and social developments from the 1940s to the 1960s to explain Singapore's journey from a British colony to an independent country and explores how the interaction between post-war global forces and local actors influenced Singapore's road to independence.

**Unit 4** concludes with the study of Singapore's new position as an independent nation-state and how Singaporeans' sense of belonging, reality and hope was fostered through overcoming the challenges of that time.

See **Table 2.1** for the overview of the 2021 Lower Secondary History syllabuses.

**Table 2.1: Overview of the 2021 Lower Secondary History Syllabuses**

Note: \* indicates topics which are optional and non-examinable for Normal (Academic)

Unit 1: From Temasek to Singapore (1299–Early 1800s)
<ul style="list-style-type: none"><li>● <b>Early Singapore within key trading networks (1299 – early 1800s)</b><ul style="list-style-type: none"><li>○ Overview of key trading networks in Southeast Asia and the region</li><li>○ Reasons for the rise of early Singapore (Temasek) as a port-of-call in 1300s<ul style="list-style-type: none"><li>- Geographical advantages</li><li>- External circumstances: Fall of the kingdom of Srivijaya</li></ul></li><li>○ Decline of early Singapore since 1400s<ul style="list-style-type: none"><li>- Founding and rise of Melaka</li><li>- Continued importance of Melaka under the Portuguese and Dutch and establishment of the Johor Sultanate</li></ul></li></ul></li><li>● <b>Singapore’s establishment as a trading post under British control in early 1800s</b><ul style="list-style-type: none"><li>○ Anglo-Dutch rivalry and the founding of Singapore as a British trading post in Singapore</li></ul></li></ul>
Unit 2: Singapore’s Development as a Port City Under the British (1819–1942)
<ul style="list-style-type: none"><li>● <b>Singapore’s development as a port-city</b><ul style="list-style-type: none"><li>○ Impact of British rule on the development of Singapore<ul style="list-style-type: none"><li>- Overview of the shift in Singapore’s status from EIC settlement to Crown Colony</li><li>- Law and order (crime, *<i>piracy</i>)</li><li>- Economic and social policies (development of free port, education, *<i>public health</i>)</li></ul></li><li>○ Role of communities in the development of Singapore<ul style="list-style-type: none"><li>- Reasons for migrants coming to Singapore</li><li>- Social and economic impact of the different communities on Singapore’s development</li></ul></li><li>○ Development of trade and industries in Singapore<ul style="list-style-type: none"><li>- Key events and developments that impacted the growth of trade and industry (opening of Suez Canal, *<i>development of rubber and tin industries</i>, *<i>Great Depression</i>)</li></ul></li></ul></li><li>● <b>Outbreak of World War II and the Fall of Singapore</b><ul style="list-style-type: none"><li>○ Overview of rising ambitions of Germany and Japan and British response<ul style="list-style-type: none"><li>- Singapore’s strategic importance in the region</li></ul></li><li>○ Fall of Singapore<ul style="list-style-type: none"><li>- Japanese and British military strategies</li></ul></li></ul></li></ul>

### Unit 3: Singapore's Struggle for Independence (1942–1965)

- **People's experiences during the Japanese Occupation**
  - Repression and resistance
  - Economic hardships and resilience
- **Progress towards Self-Government**
  - Overview of the impact of post-war global and regional developments on Singapore
    - Decline of colonial powers and impact of rivalry between USA and USSR, and the emergence of Communist China
  - British plans and their impact on post-war Singapore
    - Economic recovery and increasing opportunities for local political participation
    - Political and social unrest (strikes and riots)
    - Political developments from 1955 to 1959 (Rendel Constitution and 1955 elections, Merdeka Talks and 1959 elections)
- **Merger and Separation**
  - Reasons for and opposition to proposed merger with Malaya, 1963
  - Reasons for Singapore's separation from Malaysia, 1965

### Unit 4: Surviving as an Independent Nation-State (1965–Late 1970s)

- **Safeguarding the sovereignty of Singapore**
  - Developments that threatened Singapore's security
    - Impact of regional tensions (Konfrontasi, \**Vietnam War*)
    - Impact of British military withdrawal
  - Establishing a national defence force
    - Introduction of National Service in 1967
    - \**Establishing a home-grown defence industry*
    - Reactions to, and experiences of serving National Service
  - Strengthening diplomatic relations with the world
    - Bilateral relations
    - Membership in multilateral organisations (ASEAN and the UN)
- **Transformation of people's lives**
  - Uncertainty over Singapore's survival as a nation
    - Economic concerns (Loss of Malayan hinterland, growing unemployment)
    - Social concerns (Inadequate housing and public services, need for cohesion and sense of belonging)
  - Meeting the needs of the people
    - Diversifying the Singapore economy (export-oriented industrialisation)
    - Providing housing, education and \**healthcare*
  - Impact of policies on peoples' lives
    - Changes in standard of living
    - People's sense of belonging and national identity

## Historical Investigation

Historical Investigation is an integral component of Lower Secondary History education, complementing the content to be taught as outlined in Table 2. It gives students the opportunity to appreciate real-world application of historical knowledge and skills, while helping them to acquire 21CC. Students work in groups to plan, gather, analyse and explain evidence, refine their Historical Investigation and consolidate and communicate findings. They follow a guided inquiry approach with teachers providing support to enable them to learn about the inquiry process and be familiar with the expectations of the Historical Investigation task. All students should undertake one Historical Investigation per year.

To cater to student interest, a choice of Historical Investigation topic can be made along two strands: ‘Communities and Experiences’ and ‘Science and Technology in Society’. The topics within the two strands allow students to deepen their understanding of certain areas within Units 2, 3 and 4. **Table 2.2** provides explication of the two strands and possible topics for the investigation.

**Table 2.2: HI Strands and Possible Topics**

Unit 1	Unit 2	Unit 3	Unit 4
<p><i>The “Communities and Experiences” strand</i> allows students to explore stories of people in Singapore across generations. It focuses on the diversity of their experiences, economic and socio-cultural contributions, and their perspectives on Singapore’s development over time. It will also allow students to appreciate connections between the experiences of past communities and their own lived experiences.</p>			
<p><i>Possible Topics Under the Communities and Experiences strand</i></p>			
<p><i>There is <b>no HI</b> for this period as the focus is on introducing Secondary One students to historical inquiry and concepts.</i></p>	<p><b>Contributions of migrants:</b> Education and healthcare</p>	<p><b>Surviving the Syonan-To years:</b> Struggles and hopes under wartime occupation</p>	<p><b>Life in independent Singapore:</b> Leisure and entertainment</p>
	<p><b>Challenges of a growing migrant population:</b> Social problems and vices</p>	<p><b>Living memories of our journey to independence:</b> Riots, elections, merger and separation</p>	<p><b>Galvanising the people:</b> National campaigns</p>



Unit 1	Unit 2	Unit 3	Unit 4
<b>Possible Topics Under the Science and Technology in Society strand</b>			
<p><b>The “Science and Technology in Society” strand</b> examines how innovations in science and technology impacted Singapore’s development across time. Focusing on areas such as shipping and port developments, media and communications, public health, food production and defence, it explores how scientific and technological advancements transformed the economy, society as well as the lives of people in Singapore. It also provides students with a historical perspective on Singapore’s ongoing search for technological and scientific advancements to transform and sustain itself.</p>			
<p><i>There is <b>no HI</b> for this period as the focus is on introducing Secondary One students to historical inquiry and concepts.</i></p>	<p><b>Defence technology and development:</b> Impact on British military strategies</p>	<p><b>Post-war technological developments:</b> Public health and medicine</p>	<p><b>Technologies that changed everyday lives:</b> Transport</p>
	<p><b>Technologies that facilitated trade:</b> Tin smelting, rubber processing and food manufacturing</p>	<p><b>Technologies that transformed everyday lives:</b> Press, film and radio</p>	<p><b>Technologies that transformed the physical landscape of Singapore:</b> Buildings and architecture</p>

**AMPLIFICATION OF SYLLABUS DETAILS  
SECONDARY ONE AND TWO EXPRESS AND NORMAL (ACADEMIC)**

**Table 2.5: Amplification of Syllabus Details for Secondary One and Two Express and Normal (Academic)**

*Note: \*indicates topics which are optional and non-examinable for Normal (Academic)*

Unit 1: From Temasek to Singapore (1299–Early 1800s)	
Historical Concepts: Accounts, Causation, Change and Continuity, Chronology, Evidence	
<p><b>Overview</b></p> <p>In this unit, students will examine the connections Singapore had with the rest of the world, in particular India, China, the Southeast Asian region and other European countries, as part of the regional trading network. They begin by exploring Singapore’s position as a trading port from the late 13th century to the early 19th century through the study of a variety of sources and trace its rise and decline as a trading port across time. Students will also account for the reasons that contributed to its shifting importance during this period. In this unit, students will be introduced to and guided through the historical inquiry process.</p>	<p><b>Guiding Questions</b></p> <ol style="list-style-type: none"> <li>1. How was Singapore connected to the world before 1819?</li> <li>2. What evidence tell us about Singapore’s connections to the rest of the world before 1819?</li> <li>3. How did Singapore’s status and role as a trading port change over time?</li> <li>4. What roles did key individuals play in the establishment of Singapore as a British trading port?</li> <li>5. What do different sources tell us about Singapore’s past?</li> </ol>

Key Knowledge	Learning Outcomes		Key Concepts
<ul style="list-style-type: none"> <li>• <b>Early Singapore within key trading networks (1299 – early 1800s)</b> <ul style="list-style-type: none"> <li>○ Overview of key trading networks in Southeast Asia and the region</li> <li>○ Reasons for the rise of early Singapore (Temasek) as a port-of-call in 1300s                             <ul style="list-style-type: none"> <li>- Geographical advantages</li> <li>- External circumstances: Fall of the kingdom of Srivijaya</li> </ul> </li> <li>○ Decline of early Singapore since 1400s                             <ul style="list-style-type: none"> <li>- Founding and rise of Melaka</li> <li>- Continued importance of Melaka under the Portuguese and Dutch and establishment of the Johor Sultanate</li> </ul> </li> </ul> </li> <li>• <b>Singapore’s establishment as a trading post under British control in early 1800s</b></li> </ul>	<p><b>Knowledge and Skills</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• connections to the key trading networks before 1819</li> <li>• Explain the reasons for the rise and decline of early Singapore (Temasek) as a port-of-call across time</li> <li>• Explain why Singapore was chosen as a British trading post</li> <li>• Describe how a British trading post was established in Singapore</li> <li>• Describe the roles played by different individuals in Singapore’s initial development (1819-1826)</li> <li>• Describe the key events and developments that shaped</li> </ul>	<p><b>Values and Attitudes</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Appreciate that beliefs and attitudes of people in the past shaped their motivations and actions</li> <li>• Consider the contributions of key individuals in Singapore’s early development as a British trading post</li> </ul>	<p>Connections Trade Entrepôt</p>

Key Knowledge	Learning Outcomes		Key Concepts
<ul style="list-style-type: none"> <li>○ Anglo-Dutch rivalry and the founding of Singapore as a British trading post in Singapore</li> </ul>	Singapore's position as a port from the 1300s to 1819		

## Unit 2: Singapore's Development as a Port City Under the British (1819–1942)

### Historical Concepts: Accounts, Causation, Change and Continuity, Chronology, Diversity, Evidence

#### Overview

In this unit, students will examine the economic, political and social changes in Singapore from 1819 – 1942 under British rule. They will study the experiences of different groups in Singapore, the impact of external events and developments on Singapore and the outbreak of the Second World War. For this unit, students will practise applying the historical inquiry process to gather and examine sources to investigate how Singapore developed under British rule. For example, they will inquire how British policies impacted the economy and society, and how different communities in Singapore adapted to challenges and contributed to this process of development.

#### Guiding Questions

1. How did British governance and policies affect the development of Singapore?
2. What challenges and opportunities did the different communities encounter in Singapore? How did they respond to these? What were their contributions to Singapore?
3. What was the impact of external events on the development of Singapore?
4. What led to the fall of Singapore in World War II?
5. How do different historical accounts contribute to our understanding of colonial Singapore?

Key Knowledge	Learning Outcomes		Concepts
<ul style="list-style-type: none"> <li>• <b>Singapore's development as a port-city</b> <ul style="list-style-type: none"> <li>○ Impact of British rule on the development of Singapore                             <ul style="list-style-type: none"> <li>- Overview of the shift in Singapore's status from EIC settlement to Crown Colony</li> <li>- Law and order (crime, *<i>piracy</i>)</li> <li>- Economic and social policies (development of free port, education, *<i>public health</i>)</li> </ul> </li> <li>○ Role of communities in the development of Singapore                             <ul style="list-style-type: none"> <li>- Reasons for migrants coming to Singapore</li> <li>- Social and economic impact of the different communities on Singapore's development</li> </ul> </li> <li>○ Development of trade and industries in Singapore                             <ul style="list-style-type: none"> <li>- Key events and developments that impacted the growth of trade and industry (opening of Suez Canal, *<i>development of rubber and tin industries</i>, *<i>Great Depression</i>)</li> </ul> </li> </ul> </li> <li>• <b>Outbreak of World War II and the Fall of Singapore</b> <ul style="list-style-type: none"> <li>○ Overview of rising ambitions of Germany and Japan and British response                             <ul style="list-style-type: none"> <li>- Singapore's strategic importance in the region</li> </ul> </li> <li>○ Fall of Singapore                             <ul style="list-style-type: none"> <li>- Japanese and British military strategies</li> </ul> </li> </ul> </li> </ul>	<p><b>Knowledge and Skills</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Describe how British policies affected different aspects of life in Singapore</li> <li>• Compare the different experiences of various communities in Singapore under British rule</li> <li>• Describe the reasons for migrants coming to Singapore</li> <li>• Describe the challenges faced by the migrants</li> <li>• Explain how the different communities contributed to the development of Singapore as a port-city</li> <li>• Illustrate how external events and developments impacted Singapore</li> <li>• Account for the reasons that led to the fall of Singapore</li> </ul>	<p><b>Values and Attitudes</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness and appreciation of how different communities dealt with challenges in adapting to life in Singapore</li> <li>• Show empathy for the experiences of different communities</li> <li>• Demonstrate an appreciation of the beginnings and evolution of a diverse society in Singapore</li> </ul>	<ul style="list-style-type: none"> <li>Colonial rule</li> <li>Government</li> <li>Migration</li> <li>Law and order</li> <li>Community</li> <li>Entrepôt</li> <li>Industry</li> <li>War</li> <li>Defence</li> </ul>

### Unit 3 – Singapore’s struggle for independence (1942–1965)

#### Historical Concepts: Accounts, Causation, Change and Continuity, Diversity, Significance

##### Overview

In this unit, students will learn about Singapore’s journey towards independence. This begins with the British defeat in 1942 and gathers pace through the traumas of the Japanese Occupation, the hopes and disappointments of the British return, the turbulence of the 1950s and 1960s, and the eventual separation from Malaysia in 1965. Students will examine the experiences, aims and actions of the people involved in this process, and how these interacted to bring about independence for Singapore in 1965. They will draw links between the economic, political and social developments from the 1940s to the 1960s to explain Singapore’s journey from a British colony to an independent country. They will also explore how the interaction between post-war global forces and local actors influenced Singapore’s road to independence.

##### Guiding Questions

1. What were people’s experiences like during the Japanese Occupation?
2. How did the Japanese Occupation change people’s views towards British rule?
3. How did post-war British policies change the lives and views of people living in Singapore?
4. What was the impact of global, regional and local developments on Singapore’s road to independence?
5. What roles did key individuals and groups play in Singapore’s journey towards independence?
6. Why were there different perspectives towards the key events during the road to independence?

Key Knowledge	Learning Outcomes		Concepts
<ul style="list-style-type: none"> <li>• <b>People’s experiences during the Japanese Occupation</b> <ul style="list-style-type: none"> <li>○ Repression and resistance</li> <li>○ Economic hardships and resilience</li> </ul> </li> <li>• <b>Progress towards Self-Government</b> <ul style="list-style-type: none"> <li>○ Overview of the impact of post-war global and regional developments on Singapore                             <ul style="list-style-type: none"> <li>- Decline of colonial powers and impact of rivalry between USA and USSR, and the emergence of Communist China</li> </ul> </li> <li>○ British plans and their impact on post-war Singapore                             <ul style="list-style-type: none"> <li>- Economic recovery and increasing opportunities for local political participation</li> <li>- Political and social unrest (strikes and riots)</li> <li>- Political developments from 1955 to 1959 (Rendel Constitution and 1955 elections, Merdeka Talks and 1959 elections)</li> </ul> </li> </ul> </li> <li>• <b>Merger and Separation</b> <ul style="list-style-type: none"> <li>○ Reasons for and opposition to proposed merger with Malaya, 1963</li> <li>○ Reasons for Singapore’s separation from Malaysia, 1965</li> </ul> </li> </ul>	<p><b>Knowledge and Skills</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Describe people’s experiences during the Japanese Occupation</li> <li>• Describe the impact of global, regional and local developments on post-war Singapore</li> <li>• Illustrate how people responded to British rule in post-war Singapore</li> <li>• Identify the key political parties, groups and individuals that played a role in the struggle for independence</li> <li>• Distinguish the reasons for and against the proposed merger with Malaysia</li> <li>• Explain the reasons for the separation of Singapore from Malaysia</li> <li>• Compare different perspectives on the key events and developments leading to Singapore’s independence</li> </ul>	<p><b>Values and Attitudes</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Empathise with the people who lived through the Japanese Occupation</li> <li>• Show cognisance of how people’s experiences and world views shaped their thinking and responses to the developments in post-war Singapore</li> <li>• Demonstrate an understanding of the importance of being sensitive to and respectful of the diversity of cultures, races and religions</li> <li>• Value self-determination and independence as citizens</li> </ul>	<ul style="list-style-type: none"> <li>Propaganda</li> <li>Communism</li> <li>Democracy</li> <li>Citizenship</li> <li>Self-Government</li> <li>Merger</li> <li>Independence</li> </ul>

**Unit 4: Surviving as an Independent Nation-State (1965–Late 1970s)**

**Historical Concepts: Change and Continuity, Diversity, Significance**

**Overview**

In this unit, students will examine how Singapore responded to the challenges and opportunities that came with independence in 1965. Students will explore Singapore’s new position as an independent nation and study the changes that Singapore had to undergo, given the circumstances of that time. It will also enable them to understand how Singaporeans fostered a sense of belonging, reality and hope to overcome these challenges, and how their lives were shaped in turn. This unit thus helps students realise that Singapore’s achievements cannot be taken for granted and that it needs to constantly adapt itself to stay competitive and relevant in the future.

**Guiding Questions:**

1. What were the challenges and opportunities facing newly independent Singapore?
2. How did Singapore address challenges and tap on opportunities?
3. What were the different responses people had regarding the changes in newly independent Singapore?
4. Why is this period considered historically significant for Singapore? How do historians decide what is historically significant?

Key Knowledge	Learning Outcomes	Concepts	
<p><b>Safeguarding the sovereignty of Singapore</b></p> <ul style="list-style-type: none"> <li>○ Developments that threatened Singapore’s security                             <ul style="list-style-type: none"> <li>- Impact of regional tensions (Konfrontasi, *Vietnam War)</li> <li>- Impact of British military withdrawal</li> </ul> </li> <li>○ Establishing a national defence force                             <ul style="list-style-type: none"> <li>- Introduction of National Service in 1967</li> <li>- *Establishing a home-grown defence industry</li> <li>- Reactions to, and experiences of serving National Service</li> </ul> </li> <li>○ Strengthening diplomatic relations with the world                             <ul style="list-style-type: none"> <li>- Bilateral relations</li> <li>Membership in multilateral organisations (ASEAN and the UN)</li> </ul> </li> </ul> <p>• <b>Transformation of people’s lives</b></p> <ul style="list-style-type: none"> <li>○ Uncertainty over Singapore’s survival as a nation                             <ul style="list-style-type: none"> <li>- Economic concerns (Loss of Malayan hinterland, growing unemployment)</li> <li>- Social concerns (Inadequate housing and public services, need for cohesion and sense of belonging)</li> </ul> </li> <li>○ Meeting the needs of the people                             <ul style="list-style-type: none"> <li>- Diversifying the Singapore economy (export-oriented industrialisation)</li> <li>- Providing housing, education and *healthcare</li> </ul> </li> </ul>	<p><b>Knowledge and Skills</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify the impact of regional tensions on Singapore as a nation-state</li> <li>• Describe the impact of the domestic challenges facing newly independent Singapore and its people</li> <li>• Explain how Singapore dealt with these challenges</li> <li>• Explain the impact of post-independence national policies on the lives of Singaporeans</li> </ul>	<p><b>Values and Attitudes</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of Singapore’s vulnerability both in the past and present</li> <li>• Recognise that decisions and approaches taken to address Singapore’s challenges will involve trade-offs</li> <li>• Embrace the continued importance of creating a sense of belonging and national identity among the people in nationhood</li> <li>• Value resilience and innovation in overcoming adverse circumstances</li> </ul>	<p>Sovereignty Independence Defence Diplomacy Identity Economic development Standard of living</p>

Key Knowledge	Learning Outcomes		Concepts
<ul style="list-style-type: none"> <li>○ Impact of policies on peoples' lives               <ul style="list-style-type: none"> <li>- Changes in standard of living</li> <li>- People's sense of belonging and national identity</li> </ul> </li> </ul>			

# **SECTION 3:**

# **PEDAGOGY**

Pedagogical Practices  
Historical Inquiry  
Supporting the Development of Historical Inquiry Skill



### 3. Pedagogy

#### Pedagogical Practices

Historical inquiry is the key pedagogy for the teaching of History. The use of inquiry in the History classroom allows students to reflect on historical questions and issues, and investigate about the past and make reasoned historical interpretations.

To engage students in historical thinking, which is a process in which concepts, skills and knowledge of history are applied when examining historical issues, teachers should recognise that *how* students learn history is as important as *what* they learn.

To help facilitate students’ learning, teachers can take reference from the **Singapore Teaching Practice (STP)**. The STP explicates a set of **Pedagogical Practices (PP)** that describe four fundamental **Teaching Processes (TP)** and the twenty-four **Teaching Areas (TA)** presented in **Figure 3.1** below:

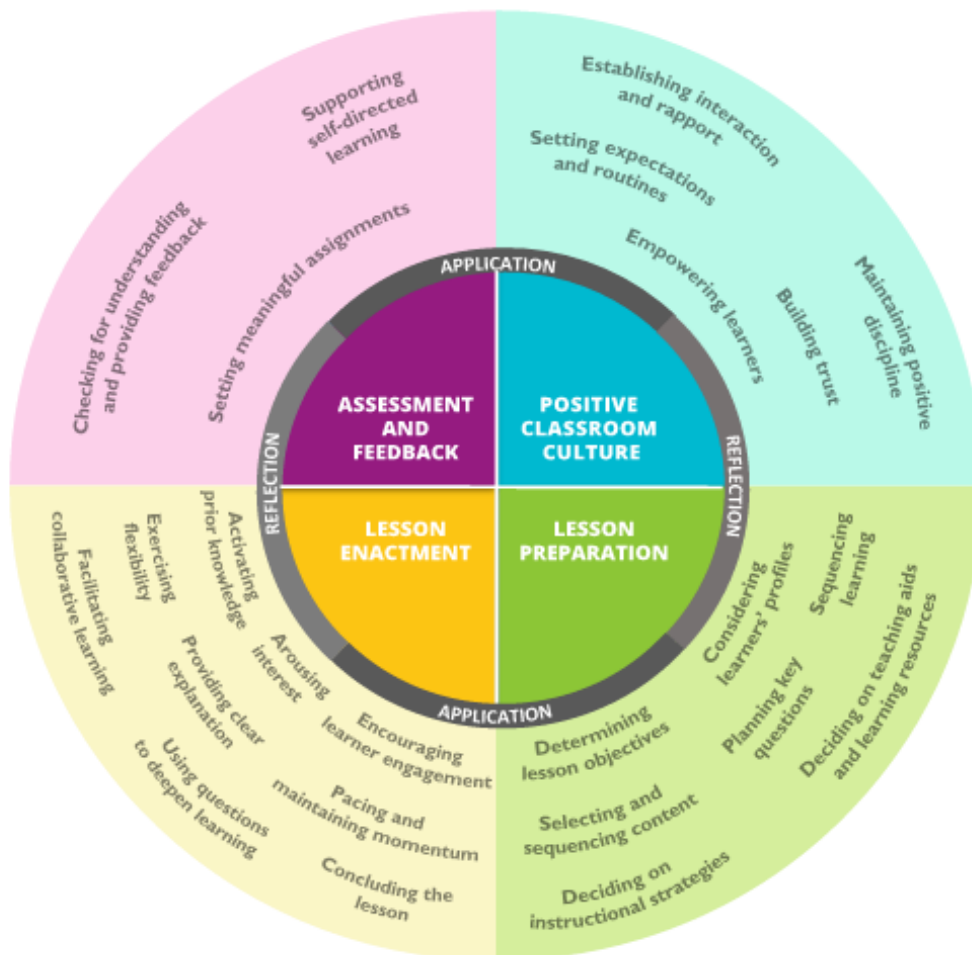
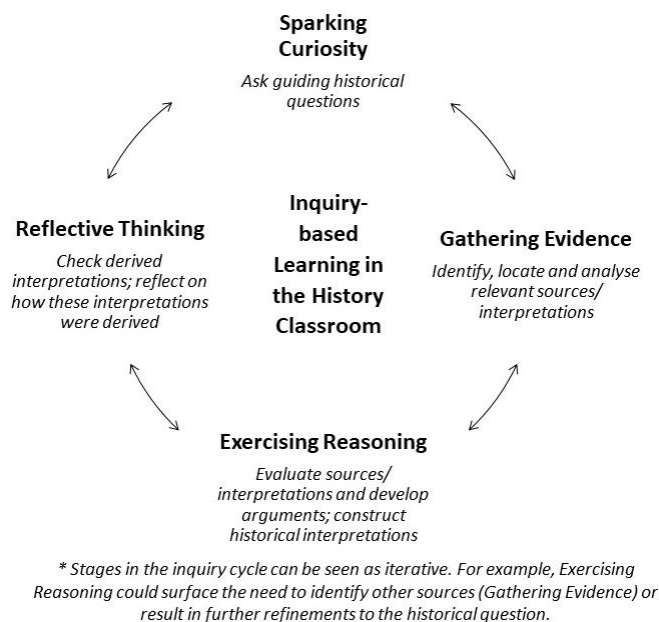


Figure 3.1: The PP outlining the four TP and twenty-four TA in the STP

#### Historical Inquiry

Historical inquiry, which reflects the process of “doing history”, entails four phases: sparking curiosity, gathering evidence, exercising reasoning and reflective thinking (Figure 3.2). Through these phases, students are guided through a process to construct, interpret and evaluate knowledge from different perspectives. Students will also monitor, assess and improve their learning.



**Figure 3.2: The Historical Inquiry Process**

Teachers should always consider their learners’ profile before deciding on which level of inquiry to embark on. Teachers may use direct instruction to gradually induct students into the process and skills of historical inquiry. To support the enactment of historical inquiry in the classroom, teachers can draw on relevant ideas from the Teaching Actions to help them design their lessons. **Table 3.1** illustrates how aspects of the Teaching Actions can be enacted in the History classroom.

**Table 3.1: Inquiry Phases**

Inquiry Phase	Description of Inquiry Phase	Key Considerations for Teachers
<b>Sparkling Curiosity</b>	The subject matter for inquiry should be introduced in a manner that stimulates curiosity about the issues and ideas.	Teachers activate students’ prior knowledge about the issue using source materials. Through these materials, teachers guide students to play an active role in constructing knowledge themselves through asking questions and challenging assumptions. In addition, it is important for teachers to consider their learners’ profile before deciding on the instructional strategies and learning resources needed to engage students as they embark on historical inquiry.

Inquiry Phase	Description of Inquiry Phase	Key Considerations for Teachers
<b>Gathering Data</b>	Students will be exposed to multiple interpretations of an issue through the collection of data and evidence to widen their understanding of the issue.	<p>Teachers should gradually induct students into the process and skills of gathering data for historical inquiry. The use of questions at appropriate junctures as well as the provision of clear explanations could help to further facilitate the understanding of the data gathering process.</p> <p>Teachers may also consider introducing meaningful and challenging activities that would require students to take ownership of their learning.</p>
<b>Exercising Reasoning</b>	Students will work with a rich set of resources. They will learn to systematically organise the information they have collected and exercise sound reasoning to make connections between the pieces of information in order to develop informed opinions on the issue.	<p>Teachers should plan key questions that would guide students in making connections between the sources gathered and the historical issue being explored.</p> <p>Teachers should use clear explanations to guide students in understanding the sources and applying the relevant historical concepts. Teachers could also provide specific and effective feedback to address learning gaps and correct any misunderstandings which students might have of the skills and knowledge.</p>
<b>Reflective Thinking</b>	Students will reflect on their learning to examine their thinking. They will learn to critically evaluate their process of inquiry, including their data sources, methods of investigation, opinions and judgements, and the new knowledge they have constructed for themselves. Through the process students will become self-reflective thinkers who reflect on assumptions, biases, values and beliefs that undergird their prior knowledge and personal responses.	Teachers should design meaningful assignments at this stage of the inquiry to give students the opportunity to process and rehearse new knowledge and skills. Teachers should also guide students to understand that by thinking about their own thinking, they can monitor, assess and improve their learning.

## Scoping the Inquiry

Since students are introduced to the discipline of history for the first time at lower secondary, it is important to focus on their learning needs when designing learning experiences. They should be gradually inducted into the process of historical inquiry with close guidance and scaffolding from teachers. They will then be able to incrementally develop their inquiry abilities and become more proficient and confident in performing inquiry independently. Thus, teachers are encouraged to adopt the use of inquiry in the history classroom, supported by direct instruction at appropriate junctures, to facilitate students' learning of history.

**Figure 3.3** outlines three levels of inquiry that could be carried out at the lower secondary level.

Secondary One		Secondary Two	
Semester 1	Semester 2	Semester 1	Semester 2
<p><b>Confirmation Inquiry</b></p> <p>Focus is on <b>introducing and familiarising</b> students to inquiry; <b>learning requisite skills</b> like analysing sources to arrive at a <b>pre-established conclusion.</b></p>	<p><b>Structured Inquiry</b></p> <p>Focus is on <b>reinforcing</b> the experience of inquiry to students; <b>practising</b> specific skills; <b>analysing</b> sources to arrive at <b>their own conclusion.</b></p> <p>Students can <b>choose</b> from a list of possible inquiry questions.</p>		<p><b>Guided Inquiry</b></p> <p>Focus is on <b>facilitating</b> students to <b>formulate</b> their own question, <b>plan</b> and <b>carry out their inquiry</b> to arrive at <b>their own conclusion.</b></p>

**Figure 3.3: Levels of Inquiry for the 2021 Lower Secondary History Curriculum**

Teachers' role as facilitators becomes integral as they adapt the teaching pace, approaches and assessment practices to be developmentally appropriate for students. They provide students with different levels of guidance through teacher modelling and scaffolding at different levels of inquiry. Thus, teachers are encouraged to adopt the use of inquiry in the history classroom, supported by direct instruction by teachers at appropriate junctures to support students' learning of History.

## Supporting the Development of Historical Inquiry Skills

### a. Direct Instruction

Direct instruction is akin to the apprenticeship model where students must see the strategies explicitly modelled in order to learn. As such, it emphasises the explicit modelling of processes needed to carry out effective inquiry and guided practice. This includes explicit teaching of key historical concepts, modelling of disciplinary ways of reading historical sources and communicating historical knowledge. This will help to ensure that students acquire the requisite knowledge and skills to embark on meaningful historical inquiries.

### b. Assessment for Learning

Assessment for Learning is formative in nature as it supports the learning process that helps re-direct learning in ways that help students master learning goals. It ought to take place continually in the teaching and learning of History to ensure that students are learning.

Assessment for Learning is integral to the inquiry process and is to be carried out at the different phases of inquiry to check for students' understanding and mastery of knowledge and skills. It could take the form of teacher observations, questioning, quizzes, building portfolios as well as performance tasks. Such varied assessments allow teachers to determine the degree to which a student is able to retain new knowledge or skills, and identify learning gaps. This informs teachers on future steps for their instruction.

'Feedback' is an important component of Assessment for Learning. Effective feedback is timely, addresses specific learning gaps and informs students on how to improve their work. It helps students to develop a better awareness of their learning progress and identify steps to take for improvement. Regular feedback would also enable students to develop self-reflectiveness and the ability to monitor their own learning.

## References

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- Price, K. M., & Nelson, K. L. (2011). *Planning Effective Instruction: Diversity, Responsive Methods and Management*. Belmont: Wadsworth.
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<http://czv.e2bn.net/e2bn/leas/c99/schools/czv/web/riley.htm>
- Riley, Michael. (1999). Evidential understanding, period, knowledge and the development of literacy: A practical approach to 'Layers of Inference' for Key Stage 3. *Teaching History*, 97, 6.

# **SECTION 4: ASSESSMENT**

Purpose  
Assessment Objectives  
Assessment Modes

## 4. Assessment

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### Purpose

Assessment is the process of gathering and analysing evidence about student learning and development for making appropriate instructional decisions and for enhancing learning. Assessment plays an integral role in the teaching and learning of history. This belief coheres with the Singapore Curriculum Philosophy (SCP) which envisions that learning flourishes when assessment is used to address students' learning gaps and to help students become self-directed learners. It is thus essential for assessment to begin with clarity of purpose. Both Assessment for and of Learning facilitate meaningful learning of History and help support the development of students' 21CC.

Formative assessment, or assessment *for* learning, takes place during teaching and learning and aims to help students improve their learning. It provides teachers with information on students' progress and valuable feedback on the effectiveness of their lessons. Teachers can use the information to scaffold students' learning to ensure progression in their learning. Assessment for Learning can also help students develop positive habits and skills related to reflection and self-directed learning through peer and self-assessment.

Summative assessment, or assessment *of* learning, takes place at the end of a unit or term for the purpose of giving information on students' mastery of knowledge and skills, assigning grades or certifying student proficiency. It plays a critical role in assessing students' knowledge and understanding of the subject. It yields information on mastery and attainment and provides a means to determine the ability of students to progress to the next level.

There should always be a balanced assessment system which comprises both formative and summative assessments.

### Assessment Objectives

The assessment objectives of the 2021 Lower Secondary History syllabuses reflect the intent of the syllabuses and describe what students should know and be able to do with the knowledge, concepts and skills learnt. Thus, they are closely aligned with the curricular objectives, content and pedagogy of the syllabuses. The assessment objectives are as follows:

#### Objective 1: Deploying Knowledge

*Students should be able to:*

- recall, select, organise and demonstrate their knowledge and understanding of History including:
  - key events, developments, personalities and characteristics of the periods studied and the relationship between them.

## Objective 2: Communicating Historical Knowledge

Students should be able to construct:

- historical accounts with an understanding of:
  - key concepts, i.e., chronology, causation, consequence, continuity, change, diversity and significance within a historical context; and
  - beliefs, emotions and motives of people in the past.

## Objective 3: Interpreting and Analysing Source Materials

In using source materials, students should be able to understand, examine and analyse:

- a range of source materials as part of an historical inquiry;
- strategies and methods used to conduct a historical inquiry\*; and
- how aspects of the past have been interpreted and represented in different ways as part of an historical inquiry by:
  - comprehending and extracting relevant information;
  - drawing inferences from given information;
  - comparing and contrasting different views;
  - distinguishing between fact and opinion;
  - recognising values and detecting bias;
  - establishing relevance of given information\*; and
  - drawing conclusions based on reasoned consideration of evidence\*.

\* Applicable only for Historical Investigation

## Assessment Modes

To encourage independent learning, foster the spirit of inquiry, develop collaborative and communication skills as well as lay a strong foundation for historical knowledge and skills in our students, a variety of assessment modes is encouraged. The details are in **Table 5.1** below.

**Table 5.1: Recommended Assessment Modes**

Assessment Mode	Assessment Objectives	Purpose	Examples
Source-Based Question	AO1 + AO3	Consists of separate sub-questions that require students to demonstrate the ways in which evidence in the sources can be analysed, and interpreted in response to an inquiry of a historical event or issue.	<ul style="list-style-type: none"><li>• <i>Inference</i> questions</li><li>• <i>Compare and contrast</i> questions</li></ul>
Structured Question	AO1 + AO2	Consists of related sub-questions that pertain to a historical event or issue. Requires students to demonstrate their ability to select and give accounts of events or developments, apply knowledge and provide explanations.	<ul style="list-style-type: none"><li>• <i>Identify</i> questions</li><li>• <i>Describe</i> questions</li><li>• <i>Explain</i> questions</li></ul>



Assessment Mode	Assessment Objectives	Purpose	Examples
<b>Historical Investigation</b>	AO1 + AO2 + AO3	Requires students to collaborate in an inquiry on a historical issue of their choice. This will involve planning, gathering, and examining sources, consolidating and communicating the findings, as well as reflecting on the process of historical inquiry.	Refer to the Teaching and Learning Guide Section 6 on “Guidelines for Carrying Out Historical Investigation” for recommended practices for carrying out Historical Investigation. Also refer to the “Historical Investigation Source Packs” which serve as start-up kits for teachers who have chosen to embark on HI for the given topic.

In Secondary One, students are required to **identify** and **describe** factors in the structured questions. This entails the ability to select, organise and demonstrate knowledge of events, developments, issues, individuals, groups and the relationships between them, and construct historical accounts that demonstrate an understanding of key historical content and concepts.

In Secondary Two, as students progressively gain familiarity with the assessment modes and competence in historical skills, the assessment demands will be raised. Students will be required to **describe** and **explain** factors. This helps prepare students for the assessment demands of Upper Secondary History.

**SECTION 5:  
KEY READINGS**

## 5. Key Readings

Refer to the list of key readings for the 2021 Lower Secondary History syllabuses below.

Category	List of Key Readings
Assessment	<ul style="list-style-type: none"> <li>Butler, S., &amp; McMunn, N.D. (2011). <i>A Teacher’s Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning</i>. San Francisco: Jossey-Bass.</li> <li>Monte-Sano, C. &amp; Thomson, S. (2016). “It’s not that simple”: Historians’ critiques of the DBQ and what we can do about it. Paper presented at the <i>College and University Faculty Assembly, National Council for the Social Studies Conference</i>.</li> </ul>
Inquiry	<ul style="list-style-type: none"> <li>Estes, T. H., Mintz, S. L., &amp; Gunter, M. A. (2011). <i>Instruction: A Models Approach</i>. Boston: Pearson Education, Inc.</li> <li>Nokes, J. D., &amp; Dole, J. A. (2004). Helping adolescent readers through explicit strategy instruction. In T. Jetton &amp; J. A. Dole (Eds.), <i>Adolescent Literacy Research and Practice</i>, 162–182. New York, NY: Guilford Press.</li> <li>Price, K. M., &amp; Nelson, K. L. (2011). <i>Planning Effective Instruction: Diversity, Responsive Methods and Management</i>. Belmont: Wadsworth.</li> <li>Reisman, A. (2012). Reading like a historian: A document-based history curriculum intervention in urban high schools. In <i>Cognition and Instruction</i>, 30(1), 86-112.</li> <li>Reisman, A. (2012b): The ‘Document-Based Lesson’: Bringing disciplinary inquiry into high school history classrooms with adolescent struggling readers. In <i>Journal of Curriculum Studies</i>, 44(2), 233-264.</li> <li>Riley, M. (2006). <i>Historical Enquiries and Interpretations</i>. Retrieved from <a href="http://czv.e2bn.net/e2bn/leas/c99/schools/czv/web/riley.htm">http://czv.e2bn.net/e2bn/leas/c99/schools/czv/web/riley.htm</a></li> </ul>
<p><u>Unit 1</u> From Temasek to Singapore (1299 – early 1800s)</p>	<ul style="list-style-type: none"> <li>Borschberg, P. (2017). Singapore in the Cycles of the Longue Dureé. In <i>Journal of the Malaysian Branch of the Royal Asiatic Society</i>, 90(312), 29-60.</li> <li>Heng, D. (2010). Casting Singapore’s history in the longue dureé. In Hack, K. &amp; Margolin, J.-L. (Eds.), <i>Singapore from Temasek to the 21<sup>st</sup> Century: Reinventing the Global City</i> (pp. 55-75). Singapore: National University of Singapore Press.</li> <li>Kwa, C. K. (2017). <i>Pre-Colonial Singapore</i>. Singapore: Straits Times Press.</li> <li>Kwa, C. K., &amp; Borschberg, P. (eds.) (2018). <i>Studying Singapore before 1800</i>. Singapore: NUS Press.</li> <li>Kwa, C. K., Heng, D., Borschberg, P., &amp; Tan T. Y. (2019). <i>Seven Hundred Years: A History of Singapore</i>. Singapore: Marshall Cavendish Editions.</li> <li>Miksic, J. N., &amp; Low, M. G. C. (eds.) (2004). <i>Early Singapore: 1300s-1819, Evidence in Maps, Text and Artefacts</i>. Singapore: Archipelago Press.</li> <li>Miksic, J. N. (2013). <i>Singapore and the Silk Road of the Sea, 1300-1800</i>. Singapore: NUS Press.</li> </ul>

Category	List of Key Readings
<p><u>Unit 2</u> Singapore's Development as a Port City under the British (1819 - 1942)</p>	<ul style="list-style-type: none"> <li>• Chew, C. T. E., &amp; Lee, E. (1991). <i>A History of Singapore</i>. Singapore: Oxford University Press. [see chapters 2-5]</li> <li>• Farrell, B. P. (2005). <i>The Defence and Fall of Singapore</i>. Gloucestershire: Tempus Publishing Group.</li> <li>• Frost, M. R., &amp; Balasingamchow, Y. (2009). <i>Singapore: A Biography</i>. Singapore: Editions Didier Millet Pte Ltd.</li> <li>• Hack, K., &amp; Blackburn, K. (2005). <i>Did Singapore Have to Fall: Churchill and the Impregnable Fortress</i>. Abingdon, Oxon: Routledge.</li> <li>• Kwa, C. K., Heng, D., Borschberg, P., &amp; Tan T. Y. (2019). <i>Seven Hundred Years: A History of Singapore</i>. Singapore: Marshall Cavendish Editions.</li> <li>• Lee, E. (1991). <i>The British as Rulers: Governing Multiracial Singapore, 1867-1914</i>. Singapore: Singapore University Press.</li> <li>• National Archives of Singapore. (2011). <i>Battle for Singapore: Fall of the Impregnable Fortress</i>. Singapore: National Archives of Singapore.</li> <li>• Turnbull, C.M. (2009). <i>A History of Modern Singapore, 1819-2005</i>. Singapore: National University of Singapore Press.</li> </ul>
<p><u>Unit 3</u> Singapore's struggle for independence (1942 – 1965)</p>	<ul style="list-style-type: none"> <li>• Chew, C. T. E., &amp; Lee, E. (1991). <i>A History of Singapore</i>. Singapore: Oxford University Press. [see chapters 6-9]</li> <li>• Drysdale, J. (1984). <i>Singapore: Struggle for Success</i>. Singapore: Times Editions.</li> <li>• Frost, M. R. &amp; Balasingamchow, Y. (2009). <i>Singapore: A Biography</i>. Singapore: Editions Didier Millet Pte Ltd.</li> <li>• Kratoska, P. H. (2018). <i>The Japanese Occupation of Malaya and Singapore, 1941-45: A Social and Economic History</i> [2<sup>nd</sup> ed.] Singapore. NUS Press.</li> <li>• Lee, G. B. (2005). <i>The Syonan Years: Singapore under Japanese Rule 1942-1945</i>. Singapore: National Archives of Singapore.</li> <li>• Lee, G. B. (2017). <i>Syonan: Singapore under the Japanese, 1942-1945</i>. Singapore: Landmark Books Pte Ltd.</li> <li>• Lee, E. (2008). <i>Singapore: The Unexpected Nation</i>. Singapore: Institute of Southeast Asian Studies.</li> <li>• Lee, K. Y. (1998). <i>The Singapore Story: Memoirs of Lee Kuan Yew</i>. Singapore: Times Editions.</li> <li>• Lau, A. (2003). <i>A Moment of Anguish: Singapore in Malaysia and the Politics of Disengagement</i>. Singapore: Eastern Universities Press.</li> <li>• National Archives of Singapore. (2020). <i>There was a Time: Singapore from Self-rule to Independence, 1959-1965</i>. Singapore: Landmark Books.</li> <li>• Turnbull, C.M. (2009). <i>A History of Modern Singapore, 1819-2005</i>. Singapore: National University of Singapore Press.</li> <li>• Yeo, K. W. (1973). <i>Political Development in Singapore, 1945-1955</i>. Singapore: Singapore University Press.</li> </ul>

Category	List of Key Readings
<p><u>Unit 4</u> Surviving as an independent nation-state (1965 - late 1970s)</p>	<ul style="list-style-type: none"> <li>• Lee, K. Y. (2000). <i>From Third World to First: The Singapore Story: 1965-2000</i>. Singapore: Times Editions.</li> <li>• National Library Board and National Archives of Singapore. (2007). <i>Singapore: The First Ten Years of Independence</i>. Singapore: National Library Board and National Archives of Singapore.</li> <li>• National Archives of Singapore. (2008). <i>Ten Years That Shaped a Nation</i>. Singapore: National Archives of Singapore.</li> <li>• National Archives of Singapore. (2017). <i>National Day Rally Speeches: 50 Years of Nationhood in Singapore, 1966-2015</i>. Singapore: Gale Asia Cengage Learning.</li> <li>• Turnbull, C.M. (2009). <i>A History of Modern Singapore, 1819-2005</i>. Singapore: National University of Singapore Press.</li> </ul>