

# Weekly Family Messages

*How Do We Understand Our World? · Mapping Our World · All parent-facing posts in one document*

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## Teacher use.

This single document holds every the class platform post for Unit 1, in the order you will use them. It replaces the two former documents (Phase Launch Posts and Operational Messages), which are now combined here.

The document has four parts:

- Part 1. Phase Launch Posts (2): the Phase 1 and Phase 2 launch posts. Attach the relevant Phase Booklet to each.
- Part 2. Summative Announcement Posts (2): the S1 and S2 posts. Attach the relevant Student Guide to each.
- Part 3. Weekly Lesson Experience messages (8): one per week, posted to the Lesson Experience feed. Text only.
- Part 4. Phase Formative Announcements (2): one per phase, on the phase formative task. Text only.

Every post is paste-ready: copy the body straight into the class platform. Attachments are named on each post; do not duplicate an attachment across posts.

## Part 1 · Phase Launch Posts

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Two posts: the Phase 1 launch and the Phase 2 launch. Students and families read these. Attach the relevant Phase Booklet to each.

### Post 1 · Phase 1 Launch · Week 1

*Posted: Sunday of Week 1 (around Sun 30 Aug 2026) · Attachment: Phase 1 Booklet*

#### Subject line:

**Welcome to G6 I&S! Unit 1: Mapping Our World**

#### Body of the post:

Hello G6 students and families,

Welcome to your first I&S (Individuals and Societies) unit of the year. For the next 8 weeks we will explore the question: How do we understand our world?

#### How the unit is structured

The unit has TWO phases. Each phase ends with one paper test. The test is the natural endpoint of the work we do every week, not a separate exam.

- Phase 1 (Weeks 1 to 4) ends with the S1 Map Skills Test.
- Phase 2 (Weeks 5 to 8) ends with the S2 Map Comparison Paragraph.

Most important thing for parents to know: students who do the weekly work will pass; students who only revise the week before will not.

#### What students will learn in Phase 1 (Weeks 1 to 4)

- What a map is and what makes a good one (T.O.D.A.L.S.: Title, Orientation, Date, Author,

Legend, Scale).

- The six continents and the five oceans.
- Cardinal directions (north, south, east, west).
- How scale changes what we see.
- Where Qatar is in the world.

### **How students are assessed at the end of Phase 1**

S1 Map Skills Test, in Lesson 2 of Week 4 (around Thu 24 Sep 2026).

- 40 minutes, in class, on paper, individual.
- Closed book: the Phase 1 Booklet stays in students' bags during the test.
- The test paper has word banks and sentence frames printed on it for all students.
- Three sections: label T.O.D.A.L.S. on a Qatar map; label the six continents and five oceans on a blank world outline; write a short paragraph about scale.

### **Attached to this post: the Phase 1 Booklet**

The Phase 1 Booklet is the main resource for Weeks 1 to 4. It has the knowledge, the vocabulary, the Self-Check at the start and end so students can see their growth, and the weekly lessons spelled out.

- Print it at home and keep it in your child's school bag.
- We use it in class every lesson.

### **Department policy: NO laptops in I&S class**

G6 I&S is an analog classroom. Paper, pencil, atlas, wall maps. Laptops stay at home.

- At home, students use laptops to access this booklet, ask me questions, or send email.
- This policy holds across all of G6, G7, and G8 in the I&S department.
- From G9, students may use laptops for some research and for the exam platform when sitting December and end-of-year examinations.

### **How parents can support at home**

- Ask your child every week: "What did you learn about maps this week?"
- Help them quiz themselves on the Phase 1 Booklet vocabulary. Ten minutes of cover-and-recall practice each evening makes a real difference, especially in the week before S1.
- Make sure they bring the Phase 1 Booklet to class.

I will post a weekly update on the class platform feed throughout the unit and a Phase 2 launch post in Week 5. Please reach out with any questions.

**[Teacher name]**

Lead Teacher, Individuals and Societies

## **Post 2 · Phase 2 Launch · Week 5**

*Posted: Sunday of Week 5 (around Sun 27 Sep 2026) · Attachment: Phase 2 Booklet*

**Subject line:**

**Phase 2 begins this week: Reading Maps Critically**

**Body of the post:**

Hello G6 students and families,

We are halfway through Unit 1. Phase 1 (Weeks 1 to 4) was about WHAT maps are. Phase 2 (Weeks 5 to 8) is about HOW to read them like thinkers.

### **How Phase 2 is structured**

Phase 2 ends with S2: the Map Comparison Paragraph at the end of Week 8.

- Same rule as Phase 1: students who do the weekly work will pass; students who only revise the week before will not.
- The S2 paragraph builds on what students do every single week of Phase 2.

### **What students will learn in Phase 2 (Weeks 5 to 8)**

- Why two maps of the same place can look completely different.
- How a mapmaker's PURPOSE (what the map is for) and PERSPECTIVE (their point of view) shape what a map shows and what it leaves out.
- How to ask four questions of every map: WHO made it, WHEN, WHY, and WHAT did they leave out. (This is called pre-OPVL; it grows into formal OPVL in Grade 8.)
- How to write a three-step analytical paragraph: Describe, Identify, Say WHY.

### **How students are assessed at the end of Phase 2**

S2 Map Comparison Paragraph, in Lesson 2 of Week 8 (around Thu 22 Oct 2026).

- 40 minutes, in class, on paper, individual.
- Closed book: the Phase 2 Booklet stays in students' bags during the test.
- Students compare two maps of Qatar: one historical (around 1926) and one modern (2024).
- They write ONE paragraph using the three-step frame.
- The S2 paper has the three-step frame, a word bank, and sentence starters printed on it for all students. The S2 Source Booklet (with the two Qatar maps and the read-aloud scripts) is on the desk during the test.

### **Attached to this post: the Phase 2 Booklet**

- Print it at home and keep it in your child's school bag.
- We use it in class every lesson.

### **Reminder: NO laptops in I&S class**

G6 I&S remains an analog classroom (G6, G7, G8 across the department). Laptops stay at home.

### **How parents can support at home**

- Ask your child weekly: "Why might two maps of the same place look different?"
- In Week 7 (the most important teaching week of the unit), students do a practice paragraph and I mark it overnight, returning it with feedback in Week 8 Lesson 1.
- If your child shows you the marked practice paragraph, please ask them: "Did you do Step 3? What does Step 3 say?" Step 3 is the most important sentence; without it, the paragraph cannot reach Bands 5 to 6.

I will continue posting weekly updates on the class platform feed. Please reach out with any questions.

### **[Teacher name]**

Lead Teacher, Individuals and Societies

## **Part 2 · Summative Announcement Posts**

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Two posts, one per summative, attaching the relevant Student Guide. Post each when the summative comes into view (S1 around the start of Week 4; S2 around the start of Week 8), so families have the guide in good time.

## Summative 1 · Map Skills Test · Criterion A

Posted: start of Week 4 (around Sun 20 Sep 2026) · Attachment: S1 Student Guide


**Subject line:**

**G6 I&S Summative 1: the Map Skills Test (Week 4)**

**Body of the post:**

Hello G6 students and families,

This is your first summative in I&S, the Summative 1 Map Skills Test for Unit 1: How do we understand our world?

 **Task:** Map Skills Test (40 minutes, on paper, in class)

**Criterion assessed:** A, Knowing and Understanding

**When:** Lesson 2 of Week 4 (around Thu 24 Sep 2026)


**Conditions:** Individual, closed book. The Phase 1 Booklet stays in the bag. The test paper has a word bank and sentence frames printed on it for everyone. The S1 Source Booklet (the maps) is on the desk.

**What is on the test**

Three short sections: label the six parts of a map (T.O.D.A.L.S.) on a map of Qatar; label the six continents and five oceans on a blank world map; write a few sentences about scale.

**How to get ready**

Ten minutes of cover-and-recall from the Phase 1 Booklet each evening, not just the night before. Students who do the weekly work will be ready.

 **S1 Student Guide (attached).** It walks your child through the task, shows what each level looks like in simple words, gives sentence starters for the scale part, and has a checklist to use before the test.

Warmly,

[Teacher name]

## Summative 2 · Map Comparison Paragraph · Criterion D

Posted: start of Week 8 (around Sun 18 Oct 2026) · Attachment: S2 Student Guide

**Subject line:**

**G6 I&S Summative 2: the Map Comparison Paragraph (Week 8)**

**Body of the post:**

Hello G6 students and families,

This is your Summative 2 for Unit 1: How do we understand our world? It is the big writing task the whole of Phase 2 builds towards.

 **Task:** Map Comparison Paragraph (40 minutes, on paper, in class)

**Criterion assessed:** D, Thinking

**When:** Lesson 2 of Week 8 (around Thu 22 Oct 2026)

**Conditions:** Individual, closed book. The Phase 2 Booklet stays in the bag. The S2 paper has the three-step frame, a word bank, and sentence starters printed on it for everyone. The S2 Source Booklet (the two Qatar maps) is on the desk.

**What to do**

Compare two maps of Qatar, one old (around 1926) and one modern (2024), and write ONE paragraph using the three steps: Describe, Identify, Say WHY.

★ **The most important step is Step 3, the WHY.** Without Step 3, the paragraph cannot reach Bands 5 to 6. Please ask your child: did you do Step 3? What does Step 3 say?

#### How to get ready

In Week 7 your child writes a practice paragraph that I mark overnight and return with feedback. Memorise the three steps the night before: cover, remember, check.

📄 **S2 Student Guide (attached).** It walks your child through the three steps, shows what each level looks like in simple words, gives a sentence starter for every step, and has a checklist and a feedback page.

Warmly,

[Teacher name]

## Part 3 · Weekly Lesson Experience Messages

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One message per week, posted to the class platform feed. Text only, no attachments.

### Week 1 · Weekly Lesson Experience message

*Posted: Sunday of Wk 1 (around Sun 30 Aug 2026) · Feed: class platform feed · No attachment*

#### Subject line:

**Week 1 in I&S: Welcome to Mapping Our World**

#### Body of the message:

Welcome to your first I&S unit. The big idea of the unit is that maps are how we understand WHERE things are and WHEN, and that perspective and scale shape what a map shows. Phase 1 of the unit ends with the S1 Map Skills Test in Week 4.

#### What we are using this week

- Phase 1 Booklet
- Atlases and wall maps
- Notebook

#### In-class work

- Lesson 1: World drawing diagnostic + class discussion (group work allowed in Lesson 1)
- Lesson 2: What is a map? Notebook task (individual closure activity)

#### This week's formative

- None this week. Formatives begin in Week 2.

[Teacher name]

### Week 2 · Weekly Lesson Experience message

*Posted: Sunday of Wk 2 (around Sun 6 Sep 2026) · Feed: class platform feed · No attachment*

#### Subject line:

**Week 2 in I&S: T.O.D.A.L.S. (the parts of a map)**

#### Body of the message:

This week we learn the six features every good map has: T.O.D.A.L.S. (Title, Orientation, Date, Author, Legend, Scale). Knowing T.O.D.A.L.S. is the foundation for the S1 Map Skills Test in Week 4 and for everything we do in Phase 2.

#### **What we are using this week**

- Phase 1 Booklet (T.O.D.A.L.S. pages)
- Qatar map worksheet
- Class anchor chart (built together in Lesson 1)
- Notebook

#### **In-class work**

- Lesson 1: T.O.D.A.L.S. introduction + group worksheet (group work allowed in Lesson 1)
- Lesson 2: Wk 2 Official Formative – individual T.O.D.A.L.S. labelling task in notebook

#### **This week's formative**

- Wk 2 Official Formative: T.O.D.A.L.S. labelling on a Qatar map (individual, in notebook, ungraded). The formative tells me which features stuck and which need re-teaching.

[Teacher name]

## **Week 3 · Weekly Lesson Experience message**

*Posted: Sunday of Wk 3 (around Sun 13 Sep 2026) · Feed: class platform feed · No attachment*

### **Subject line:**

### **Week 3 in I&S: continents, oceans, and directions**

### **Body of the message:**

This week we move from the parts of a map to the world the map shows: the six continents (we count America as one), the five oceans, and the four cardinal directions. S1 is in Week 4; this week's knowledge is half of what S1 tests.

#### **What we are using this week**

- Phase 1 Booklet (continent/ocean pages)
- Atlas (one per pair)
- Blank world outlines
- Retrieval Book (begins this week)
- Notebook

#### **In-class work**

- Lesson 1: Paired atlas activity to label continents and oceans (group work in Lesson 1)
- Lesson 2: Wk 3 Official Formative – individual labelling exercise on a blank world outline

#### **This week's formative**

- Wk 3 Official Formative: continents and oceans labelling (individual, ungraded).
- Retrieval starter book also begins this week. Five quick questions at the start of every lesson, retrieving content from earlier weeks.

[Teacher name]

## **Week 4 · Weekly Lesson Experience message**

*Posted: Sunday of Wk 4 (around Sun 20 Sep 2026) · Feed: class platform feed · No attachment*

**Subject line:**

**Week 4 in I&S: scale + S1 Map Skills Test (Lesson 2)**

**Body of the message:**

This is the culmination of Phase 1. Lesson 1 is the last teaching lesson before S1: we look at scale (how a classroom map and a world map are both maps but show very different things). Lesson 2 is S1, the Map Skills Test.

**What we are using this week**

- Phase 1 Booklet (review)
- Three-map comparison handout
- S1 Source Booklet (Lesson 2 only, on the desk during the test)
- Pencil, ruler

**In-class work**

- Lesson 1: Scale lesson + final review (group work in Lesson 1)
- Lesson 2: S1 Map Skills Test (individual, paper, closed book, 40 minutes)

**This week's assessment**

- No separate formative this week; S1 is the diagnostic for Phase 2 reteaching.
- Closed book: the Phase 1 Booklet stays in students' bags during the test.
- The test paper has word banks and sentence frames printed on it for all students.

**How parents can support this week**

- Help your child do 10 to 15 minutes of cover-and-recall practice with the Phase 1 Booklet each evening, not just the night before.

[Teacher name]

**Week 5 · Weekly Lesson Experience message**

*Posted: Sunday of Wk 5 (around Sun 27 Sep 2026) · Feed: class platform feed · No attachment*

**Subject line:**

**Week 5 in I&S: S1 feedback + Phase 2 starts**

**Body of the message:**

Phase 2 begins this week. Phase 2 is about HOW to read maps like thinkers, not just WHAT maps are. Lesson 1 is dedicated to S1 feedback. Lesson 2 introduces the central Phase 2 idea: PURPOSE.

**What we are using this week**

- S1 paper (returned in Lesson 1)
- Phase 2 Booklet (handed out today; check the Phase 2 Launch Post for the attachment)
- Three Doha maps (tourist map, road map, metro map)
- Notebook

**In-class work**

- Lesson 1: S1 feedback + Phase 2 Booklet handout (individual reflection at end of lesson)
- Lesson 2: Three Doha maps + Wk 5 Official Formative paragraph (individual)

**This week's formative**

- Wk 5 Official Formative: Map purpose paragraph in notebook (individual, ungraded). Students write a one-paragraph answer to: why do two maps of the same city look

different?

[Teacher name]

## Week 6 · Weekly Lesson Experience message

*Posted: Sunday of Wk 6 (around Sun 4 Oct 2026) · Feed: class platform feed · No attachment*

**Subject line:**

**Week 6 in I&S: Qatar then-and-now + world projections**

**Body of the message:**

This week your child sees, for the first time, the two Qatar maps that they will write about in S2: a historical chart from around 1926 (made for sailors and pearl traders) and a modern map from 2024 (made for travel and education). Lesson 2 looks at world maps: Mercator vs Peters.

### **What we are using this week**

- Phase 2 Booklet (Qatar then-and-now + projections pages)
- Mercator and Peters world maps (projected on whiteboard)
- Notebook

### **In-class work**

- Lesson 1: Paired comparison of Maps A and B with 5-difference search (group work in Lesson 1)
- Lesson 2: Mercator vs Peters See-Think-Wonder + Wk 6 Official Formative (individual)

### **This week's formative**

- Wk 6 Official Formative: See-Think-Wonder routine on Mercator and Peters world projections (individual, ungraded). Students fill a 3-column table.

[Teacher name]

## Week 7 · Weekly Lesson Experience message

*Posted: Sunday of Wk 7 (around Sun 11 Oct 2026) · Feed: class platform feed · No attachment*

**Subject line:**

**Week 7 in I&S: the most important teaching week of the unit**

**Body of the message:**

This is the most important week of Phase 2. Lesson 1 introduces the four pre-OPVL questions (the foundation of all source work in I&S, which grow into formal OPVL in Grade 8). Lesson 2 is the dress rehearsal for S2: I model a three-step paragraph on the board, then your child writes their own.

### **What we are using this week**

- Phase 2 Booklet (pre-OPVL + three-step paragraph pages)
- Maps A and B (the S2 maps)
- Notebook

### **In-class work**

- Lesson 1: Pre-OPVL applied to Maps A and B (paired in Lesson 1)
- Lesson 2: Modelled three-step paragraph + Wk 7 Official Formative practice paragraph

(individual, marked overnight, returned in Wk 8 Lesson 1)

#### **This week's formative**

- Wk 7 Official Formative: Practice three-step paragraph in notebook (individual, ungraded). I mark this overnight and return it in Wk 8 Lesson 1 with feedback. This is the dress rehearsal for S2.

#### **Tell your child this**

- The diagnostic rule: NO Step 3 = NO Bands 5 to 6.
- Step 3 is the most important sentence to practise.

[Teacher name]

## **Week 8 · Weekly Lesson Experience message**

*Posted: Sunday of Wk 8 (around Sun 18 Oct 2026) · Feed: class platform feed · No attachment*

### **Subject line:**

### **Week 8 in I&S: practice paragraph back + S2 (Lesson 2)**

### **Body of the message:**

This is the culminating week of Unit 1. Lesson 1: I return the practice three-step paragraph from Wk 7 with feedback. Lesson 2: S2, the Map Comparison Paragraph (40 minutes, individual, paper, closed book).

#### **What we are using this week**

- Practice paragraph (returned in Lesson 1 with my feedback)
- Phase 2 Booklet (review only; in bag during S2)
- S2 Source Booklet (Lesson 2 only, on the desk during the test)
- Pencil, ruler

#### **In-class work**

- Lesson 1: Practice paragraph back. Students who skipped Step 3 get a 5-minute conference with me to fix it before S2. Then the New Student Map group activity (group work in Lesson 1, individual closure paragraph at end of lesson).
- Lesson 2: S2 Map Comparison Paragraph (individual, paper, closed book, 40 minutes).

#### **This week's assessment**

- No separate formative; S2 is the summative paragraph.
- Marked over the weekend. Final mark and feedback returned in Week 1 of Term 2.

#### **How parents can support this week**

- Tell your child to memorise the three steps the night before S2: cover the page, try to remember, then check.
- Make sure they sleep well, eat breakfast, and bring two pencils.

[Teacher name]

## **Part 4 · Phase Formative Announcements**

One message per phase, posted on the phase formative task. Text only, no attachments.

### **Phase 1 Formative Announcement**

Posted: Sun of Wk 2 (around Sun 6 Sep 2026) · On the Wk 2 formative task in the class platform · No attachment

**Subject line:**

**Phase 1 formatives: what to expect (Wks 2, 3, 4)**

**Body of the message:**

Hi G6 families,

Here is what to expect for formatives in Phase 1 (Weeks 2 to 4). All formatives are individual, ungraded, and in your child's notebook. They are diagnostic: they tell me what to reteach. They are NOT graded reports.

**Wk 2 Formative: T.O.D.A.L.S. labelling**

- In Lesson 2 of Week 2.
- Your child labels the six features of a map on a Qatar map.
- About 15 minutes.

**Wk 3 Formative: continents and oceans labelling**

- In Lesson 2 of Week 3.
- Your child labels the six continents and five oceans on a blank world outline.
- About 15 minutes.

**Wk 4 has no separate formative**

- The S1 Map Skills Test (Lesson 2 of Week 4) is itself the diagnostic for Phase 2 planning.

**Reminder: department policy**

- NO laptops in I&S class for G6, G7, and G8.
- Formatives and summatives are paper, individual.

**[Teacher name]**

## Phase 2 Formative Announcement

Posted: Sun of Wk 5 (around Sun 27 Sep 2026) · On the Wk 5 formative task in the class platform · No attachment

**Subject line:**

**Phase 2 formatives: what to expect (Wks 5, 6, 7)**

**Body of the message:**

Hi G6 families,

Here is what to expect for formatives in Phase 2 (Weeks 5 to 7). All formatives are individual, ungraded, and in your child's notebook. The Phase 2 formatives directly build the skill that S2 tests at the end of Week 8.

**Wk 5 Formative: Map purpose paragraph**

- In Lesson 2 of Week 5.
- Your child writes a one-paragraph answer to: why do two maps of the same city look different?
- About 15 minutes.

**Wk 6 Formative: See-Think-Wonder routine**

- In Lesson 2 of Week 6.
- Your child fills a 3-column table on Mercator vs Peters world projections.
- About 20 minutes.

**Wk 7 Formative: Practice three-step paragraph**

- In Lesson 2 of Week 7.
- Your child writes a full three-step analytical paragraph on a non-S2 map pair.
- I mark this overnight and return it in Wk 8 Lesson 1 with feedback.
- This is the dress rehearsal for S2; the most important formative of the unit.
- About 20 minutes.

**Wk 8 has no separate formative**

- S2 (in Lesson 2 of Week 8) is the summative paragraph.

**Reminder: department policy**

- NO laptops in I&S class for G6, G7, and G8.
- Formatives and summatives are paper, individual.

**[Teacher name]**