

How one unit fits together

Mapping Our World · a Grade 6 Individuals & Societies unit, eight weeks

This is a real unit, used in a classroom, with the school's name and internal references removed. It shows the eight-part CLIL pattern filled in once, and how a handful of everyday documents carry it between them. The other files in this set are the same pattern in practice: a student booklet, a week of slides, an assessment guide, and the weekly messages home. Read this page first; it is the map to the rest.

The unit in one line

Content: map skills, perspective, and scale.

Driving question: how do we understand our world?

The cohort learns largely in English as an additional language, so the language is planned, not assumed. Nothing in the unit depends on the teacher being a geographer; the pattern carries the subject, and the documents carry the teacher.

The eight parts, filled in

1 · ONE LINE

Map skills, and the question: how do we understand our world?

2 · LANGUAGE

Of learning: map, scale, continent, perspective. For learning: "This map shows...", "The difference is...". Through learning: causal phrases, kept on the word wall.

3 · ONE MOVE

A three-step paragraph: describe each map, name the difference, say why. No step three, no top band.

4 · FURNITURE

A word wall, sentence-frame cards on every desk, a word bank on the paper, and a five-question retrieval starter to open every lesson, written in a dedicated retrieval book.

5 · HARD TEXT

Two maps of the same place, read closely, with the teacher reading aloud before students write.

6 · ASSESSMENT

One paper for the class, with frames and word bank printed on it. Support by conferencing, not a separate paper.

7 · EARLY SIGNAL

A weekly check and a mid-unit test, marked at once, with a reteach lesson when a class dips.

8 · CONTEXT ANCHOR

A then-and-now pair of local maps, banked and reused in later years.

Two routines that run every week

The **retrieval starter** opens every lesson: five quick questions on earlier content, answered in a dedicated retrieval book. It is short, low-stakes, and never skipped. It is how memory is built, and how the teacher sees in two minutes what has stuck.

A **short message home** goes out each week, so families know what is being taught, when the next paper falls, and how to help. Parents are never guessing, and the weekly work is visible to them.

Neither routine is optional. They are quiet, and they are what makes the rest hold.

How the documents work together

Four documents, each doing one job, are enough to run the unit well.

The student booklet is the resource students write in every lesson. It holds the vocabulary, the self-checks, and the furniture, so the language is in their hands and not only on the board.

The weekly slides are the board surface for one week. Each task slide names its time, its output, and a plain “you have done this if...” line, so the lesson runs even without a specialist in the room.

The assessment guide readies students for the paper: it names the one move, shows what each band looks like, and prints the same scaffold every student will see.

The family messages keep parents informed week by week, with paste-ready notes for each phase and each week of the unit.

The shape of the eight weeks

The unit runs in two phases, each ending in one paper. The paper is the natural end of the weekly work, not a separate event.

Phase 1, Weeks 1 to 4. Build the knowledge and the vocabulary: what a map is, its parts, continents and oceans, and scale. It ends with the first paper, a map-skills test that also serves as the cohort diagnostic.

Phase 2, Weeks 5 to 8. Apply it: read two maps of the same place closely, learn the one move, and write the comparison paragraph for the second paper.

The four weeks between the papers are the repair window: the first paper shows what to reteach, the second tests whether it held.

Making it your own

The example is geography. The structure is not. To carry the pattern into your subject:

- Keep the eight parts; change the content to your own unit.
- Name the one move students must make, and the one piece of furniture that supports it.
- Let the assessment carry the scaffold, so support never means a different paper.
- Start with a single unit. One worked example teaches the pattern faster than any policy.

What has been removed

To share this safely, the school's name, the staff names, the platform names, and the internal version codes have been taken out. The geography stays: the maps are of a real place, and that is the subject, not a label. What remains is the teaching, which is the part worth borrowing.

These are examples to adapt, not a template to copy. The eight parts stay the same; the content is yours. Where material was specific to one school, it has been removed or made general.

NEED A HAND?

If you would like help putting this pattern to work in your own subject or school, write to contact@digitd.net.