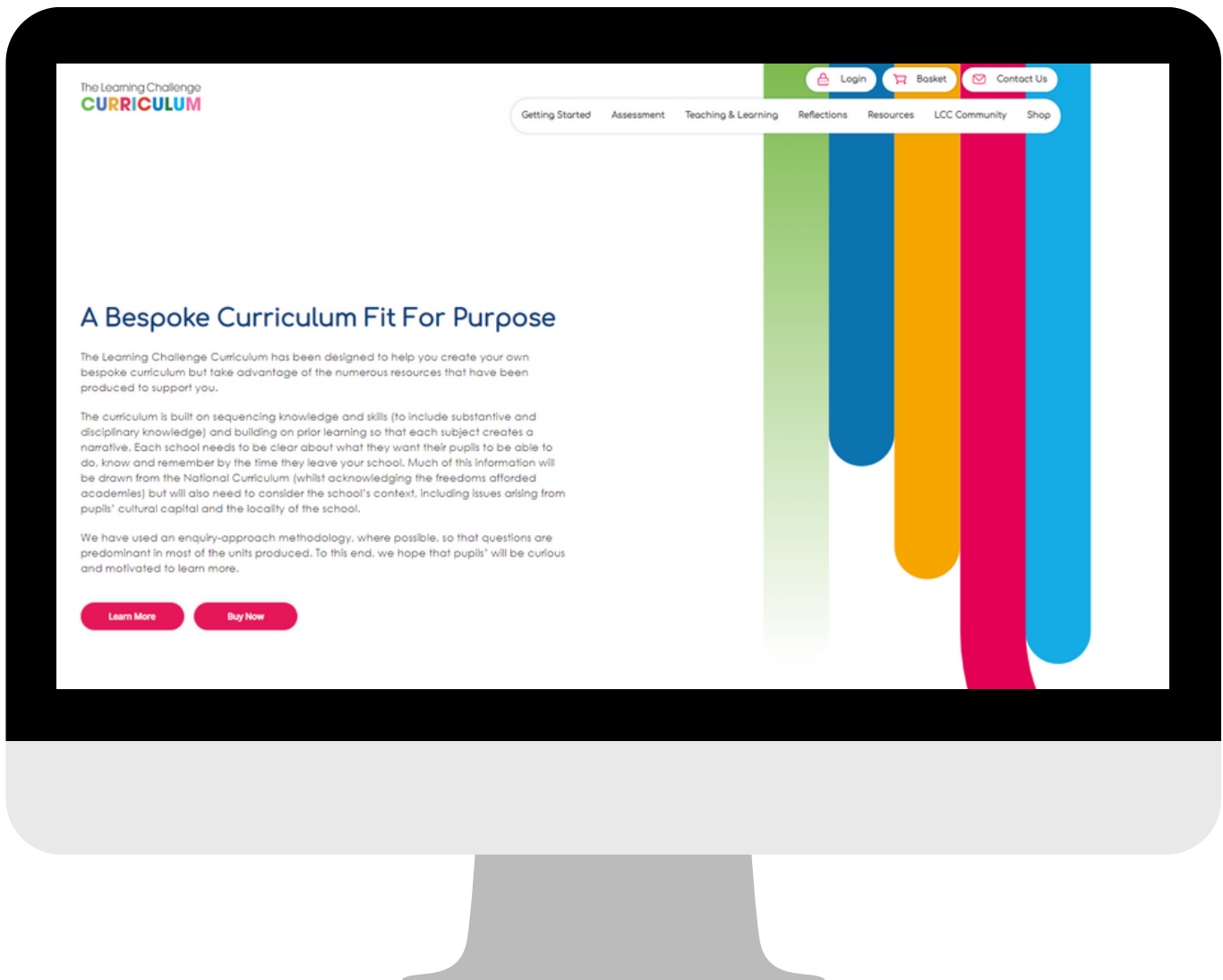


# The Learning Challenge

# CURRICULUM

by Focus Education UK Ltd

## Helping schools and academies create their own bespoke curriculum



# The Learning Challenge

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## Curriculum Units of Learning

Focus Education have a range of Curriculum units of learning for History, Geography and Science for Years 1 to 6. Our Curriculum units of learning have been created taking full account of the issues that have been raised recently by inspectors. Full consideration has also been given of recent research and of the balance between substantive knowledge and disciplinary knowledge in each subject.

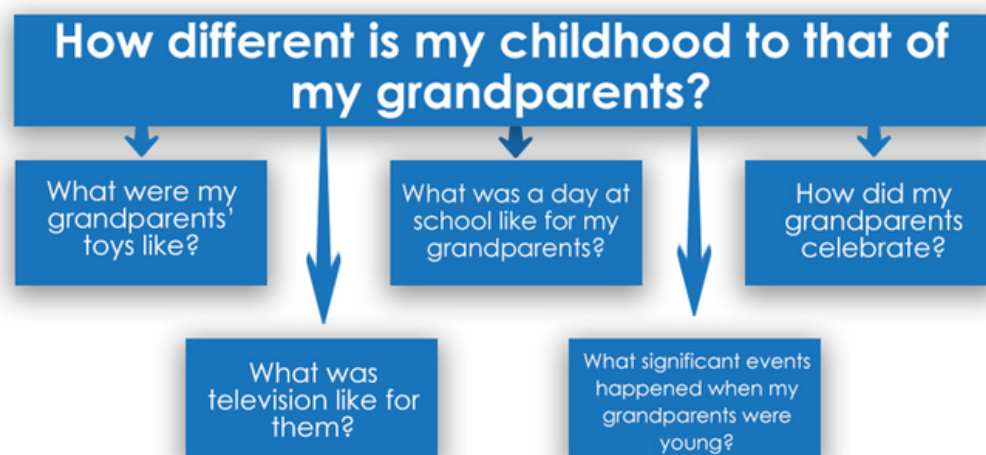
These units are part of our wider Learning Challenge Curriculum, however, they can be bought into as individual units as and when needed or bought into as a subject, for instance history, or to use the whole curriculum throughout the school.

It has been designed to support pupils to do more, know more, and remember more specifically in science, history, and geography. It effectively provides a sequence of learning for these three subjects using the National Curriculum as its reference points.

These sequences are then supported by activities which effectively helps staff to focus on the main learning in each of the subjects and to create tasks and activities that will help pupils know more and remember more.

## How are the units set out?

The units of learning are set out so as to be used across a term or condensed into a half term. In each subject, the Learning Challenge starts with a main question (the composite), which is linked to an area of the National Curriculum. The main question is supported by other subsidiary questions (components, usually no more than five). The component questions would normally be the focus of a week's learning. See example below:



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## How are the units set out? (continued)

Each of the units follows a system which ensures that prior knowledge has been ignited, the 'link it'; that there is a focus on the main learning (composite) and that these are broken into component parts. In addition, the units seek to create a balance between the development of substantive knowledge and pupils' disciplinary knowledge (working scientifically). This part is known as the 'learn it'.

There are also 'check its' which should be used during the learning to ensure that pupils are keeping up and therefore negate the need to catch up at a later stage. These 'check its' can be used at any stage of the learning activity. To end the unit there are suggestions for pupils to present an aspect of their learning to others. This stage known as the 'show it' provides opportunities for pupils to demonstrate their learning to others.

The final part of the unit is an example of several retrieval activities which are specific to the learning. These would be used after the learning has been completed and maybe a term or so after to check that pupils have recalled key knowledge.

Effectively, the science history, and geography units of learning help to support pupils' knowledge and ability to remember key information for that subject. That means the composite and components are focused on science, history, or geography accordingly.

Where there are clear and obvious opportunities to link to another subject this will be indicated by a subject link opportunity. However, this will only happen when the sequence of learning for two subjects coincides. For example, if pupils were exploring using a lever as part of the technical side of design and technology at the same time as learning about the Romans impact on Britain, then a suggestion of creating a Roman weapon that includes a lever mechanism would be suggested at that point.

The units have been well received by the school that have trialled them and Focus is confident that these units meet the needs of the national curriculum as well as addressing the issues raised in the current inspection framework.

Find out more about how you can implement the learning challenge curriculum in your school by [clicking here](#)

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## Curriculum Units of Learning | Geography

### Year 1

- Know my local area - What do I know about the UK and where I live?
- Hot and cold - Why are some places always hot and others always cold?
- Recycling - Why do we recycle?

### Year 2

- Seaside study - Why do we love to be beside the seaside?
- Non-European Contrast - How different would my life be if I lived in Kenya?
- Airports and Train Stations - What goes on at an airport and a train station?

### Year 3

- London - Why is London the capital city of the United Kingdom?
- Rivers - How are rivers formed?
- Energy - How do we energise our homes and country?
- Lake District - Why is the Lake District one of the UK's unique locations?

### Year 4

- Mountains - How are mountains formed and what causes an earthquake, tsunami, or volcano?
- Biomes - What are biomes and how are they created?
- Europe - Why do so many British people go to the Mediterranean for their holidays?

### Year 5

- South America - What are the main features of South America?
- Fairtrade - What is 'Fairtrade' and why should it matter to us?
- Mountains - What creates a rainforest and why are they located where they are?
- Blackpool - How did Blackpool come to become one of the UK's favourite seaside resorts?

### Year 6

- North America - What Do We Know About North America and what are its Main Geographical Features?
- Mapping - How do maps help us to find our way around?
- Climate Change - Why is climate change such an important topic?

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## Curriculum Units of Learning | History

### Year 1

- Famous people - Who were and are the famous people of Manchester and UK people?
- Grandparents - What was my grandparents' childhood like?
- Castles - Why do we have castles?

### Year 2

- Famous people - Who are the famous people that have made an impact on the world?
- Victorians - How did the Victorians influence our lives today?
- Great Fire of London - What lessons have we learned from the Great Fire of London?

### Year 3

- Ancient Greeks - What did the Ancient Greeks bring to the world?
- Homes over Time - How have our homes changed over time?
- Stone Age - How did Britain change between the beginning of the stone age and the end of the Iron Age?

### Year 4

- Egyptians - Why was the Ancient Egyptians Civilisation ahead of its time?
- Romans - How did Britain change between the end of the iron age and the end of the Roman occupation?
- History of Manchester - How did Manchester grow to be one of the leading cities?

### Year 4 & 5

- Crime and Punishment - How has crime and punishment changed over the years?

### Year 5

- Mayans - Who were the Mayans and what have we learned from them?
- Gunpowder and Treason Plot - Why should gunpowder, treason and plot never be forgotten?
- Slavery - What do we understand about the term 'slavery'?
- Anglo Saxons - How did Britain change between the end of the roman occupation and 1066?

### Year 6

- World War 2 - What was the impact of World War 2 on Britain?
- British Empire - When and why did we create the British empire?
- Windrush - What has been the impact of immigration on Britain over the past 100 years?

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## Curriculum Units of Learning | Science

### Year 1

- Animals - How are Animals Classified?
- Materials - What are the materials that around us called?
- Body Parts - What are our seen body parts called and what are the five senses?
- Seasonal Change - How do seasons change?
- Plants - What are different parts of plants called and which birds do you know?

### Year 2

- Habitats - Why do animals choose the habitat they have?
- Behind Healthy - Why do we have to keep our bodies healthy?
- Materials - How do we make the most of materials around us?
- Plants - What do plants and trees need to grow healthily?

### Year 3

- Light and Dark - Why do we have Light and Dark and what is its Impact on our Everyday Life?
- Rocks and Soil - What are the main types of rock on our Earth?
- Skeletons and Muscles - Why do humans have skeletons and muscles?
- Plants - What part do different parts of plants play in helping grow healthily?
- Magnets and Forces - What do we mean by a force?

### Year 4

- Electricity - What is electricity and why is it so important in our lives?
- Sound - How is sound created and how does it travel?
- Digestive System - What happens to the food we eat?
- States of Matter - How do some solids, liquids and gases change state?
- Living Things - How are living things grouped?

### Year 5

- Reversible and Irreversible Changes - Which materials can or cannot be changed back to their original form?
- Space - What do we know about the Sun, Earth, Moon, and Planets?
- Forces - What is a force and how does it impact on the way things move?
- Life Cycles - What do we know about the life cycles of humans and various animals?

### Year 6

- Grouping and Classifying Species - How are living things grouped and classified?
- Heart - How does the heart work and why is it so important?
- Evolution and Inheritance - How have Living Things on Earth changed over time?
- Light - How do our eyes help us see?
- Electricity - How does electricity work and how does its power vary?

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## Pricing

[Geography \(20 units\)](#) | [History \(20 units\)](#) | [Science \(28 units\)](#)

- Individual Unit - £25
- Year Group - £75 per subject
- Whole School - £425 per subject

### Standard Membership

# £1,500

- One-off fee.
- Access to 68 units covering History, Geography and Science.
- Long-term Overviews for Geography, History and Science.

[This plan does not contain any training videos or any new and updated information added to the site from 1st April.](#)

### Unlimited Membership

# £500

- Rolling annual subscription
- All units of learning for History, Geography and Science
- Long-term Overviews
- Updates and new information added to the site
- Training Videos and Curriculum briefings added to the site.

You can sign up for a free membership to the Learning Challenge Website. This will allow you to explore the site and buy units on an individual basis.

If you'd like to find out more about the Learning Challenge Curriculum website or see an example of a free unit, please contact our Customer Service Team on 01457 821818 or email [customerservice@focus-education.co.uk](mailto:customerservice@focus-education.co.uk)

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## What our customers say.

“For the past few years we have followed Focus Education’s Learning Challenge Curriculum for Science, History and Geography and we absolutely love it! It’s super engaging, allows for challenge and most importantly is fun for us to teach!!! Would never look back now!”



“I am delighted to say that OfSTED were most positive about the Learning Challenge Curriculum which was just great for all our staff and children.”



“I truly believe that you and your team have created an excellent framework which will fire the imagination of teaching teams. Thank you for sharing this. This resource will be an absolute hit with schools nationally - well done!”



“I just wanted to pass on the very positive impact working with Focus has had on our school. We have worked with your consultant and introduced the Learning Challenge Curriculum this year; it is already showing an impact in terms of levels of pupil engagement, curiosity etc.”



“All staff are thrilled with the Learning Challenge Curriculum as a resource, and having you to give it background and context was amazing. We worked yesterday on developing our planning ideas, combined with a recovery curriculum, specifically designed for our children in September. Staff are genuinely enthused by the curriculum content and I know this will ‘rub off’ and inspire our children.”