

Justification for adapted Geography Coverage for our 25-26 and 26-27 Year 6 Cohorts.



In 2024–25, the school introduced the Opening Worlds Scheme of Work as the core curriculum for geography, history and religious education. This decision was informed through direct collaboration with the scheme's authors, Steve Mastin and Christine Counsell, who are also contributing to the development of the national humanities curriculum due for implementation in 2027. The scheme was selected for its strong conceptual coherence, clear progression model and carefully sequenced knowledge across key stage 2.

Following professional guidance from the programme's designers, all pupils in Y3, 4 and 5 began the KS2 sequence from the starting point of the curriculum, regardless of year group. This ensured that pupils accessed the full, deliberately structured progression of knowledge and disciplinary understanding rather than fragmented content. As a result, Years 5 and 6 are currently studying some historical themes intended for Year 3 and 4. This means that while similar some historical periods are revisited, this reinforces the spiral curriculum design and allows for consolidation. The nature of the scheme is also of such a high quality and deep content that we have ensured the National Curriculum requirements are still studied. Therefore whilst thematic content in Year 3 and 5 and 6 is currently the same, the learning in upper key stage 2 is adapted to provide a greater depth of thinking and challenge. Pupils move from foundational knowledge to increasingly sophisticated historical thinking, including:

- systematic analysis of primary and secondary sources
- evaluation of reliability and usefulness of evidence
- secure understanding of causation, change and continuity, and historical significance
- extended comparison across periods, civilisations and political systems

This ensures that knowledge is not repeated superficially, but deepened, connected and applied in increasingly complex ways.

In addition, statutory breadth is fully secured across upper key stage 2. The Year 6 programme explicitly includes:

- a local history study linked to the Industrial Revolution and the china clay industry
- significant post-1066 British history, including social reform and World War 2
- extensive global history, including Ancient Egypt, Mesopotamia, the Indus Valley, Ancient Greece, Persia, Rome and early Christianity

This guarantees full coverage of the National Curriculum while maintaining strong coherence and purposeful sequencing.

Progression is further strengthened through:

- increasingly precise historical vocabulary and conceptual understanding
- more complex evidential reasoning and enquiry outcomes
- extended causal and comparative explanations
- greater independence in research and evaluative judgement

The curriculum is therefore both ambitious and inclusive, ensuring that all pupils build secure historical knowledge while developing strong disciplinary skills.

The temporary alignment of themes across year groups is a deliberate transitional strategy and not a narrowing of curriculum. It supports long-term retention, strengthens conceptual understanding and allows pupils to revisit key periods with increasing sophistication, fully in line with research-informed curriculum design principles.

By the end of key stage 2, pupils have:

- studied all statutory content outlined in the National Curriculum
- developed a secure chronological framework of British and world history
- gained strong historical enquiry and evidential reasoning skills
- experienced a broad, balanced and coherent history curriculum

The accompanying curriculum audit and coverage matrix clearly demonstrate that the KS2 National Curriculum is met in full, and that progression in both knowledge and skills is systematic and well sequenced despite the transition between schemes of work.

KS2 HISTORY NATIONAL CURRICULUM

AUDIT

1. Chronological Understanding — EXCEEDED

National Curriculum Requirements:

- Secure knowledge of British history from earliest times to present
- Understanding of BC/AD and timelines
- Sequencing events and periods

Our Coverage:

- ✓ Prehistory (Stone, Bronze and Iron Age) with timelines and continuity
- ✓ Roman Britain, Anglo-Saxons, Vikings
- ✓ Britain beyond 1066 (Industrial Revolution, child labour reform, WW2)
- ✓ Ancient civilisations placed accurately in time (Egypt, Greece, Sumer, Indus, Persia, Rome)
- ✓ Repeated use of BC/AD and long-term timelines
- ✓ Sequencing events by significance (Roman invasion, empire building, WW2 phases)

Summary: Chronology is deeply embedded across all units and continually revisited.

2. British History — FULLY MET & STRONG

National Curriculum Requirements:

- Stone Age to Iron Age Britain
- Roman Britain
- Anglo-Saxon and Viking struggles
- A post-1066 significant period
- A local history study

Our coverage:

Early Britain

- ✓ Stone Age, Bronze Age, Iron Age changes and continuities
- ✓ Archaeological evidence and limitations

Roman Britain

- ✓ Roman invasion & army
- ✓ Celtic resistance (Boudicca, Caractacus)
- ✓ Roman towns (Aquae Sulis)
- ✓ Hadrian's Wall and frontier life
- ✓ Roman legacies

Anglo-Saxons & Vikings

- ✓ Reasons for invasion
- ✓ Settlements and culture
- ✓ Religious change (paganism to Christianity)
- ✓ Viking raids, trade routes and achievements
- ✓ 1066 and monarchy

Britain beyond 1066

- ✓ Industrial Revolution
- ✓ Child labour and Lord Shaftesbury
- ✓ Local china clay industry
- ✓ WW2 (causes, Blitz, evacuation, social impact)

Local history

- ✓ In-depth china clay industry case study

Summary: All statutory British history content is securely and thoroughly covered.

3. Ancient Civilisations — EXCEEDED

National Curriculum Requirements:

- Ancient Egypt
- Ancient Greece
- Mesopotamia (Sumer)

Our coverage:

- ✓ Ancient Egypt (Nile, belief systems, government, monuments, change over time)
- ✓ Ancient Greece (city states, democracy, culture, philosophy, warfare, legacy)
- ✓ Ancient Sumer in Mesopotamia (writing, settlements, trade, ziggurats)
- ✓ Indus Valley civilisation (artefacts, cities, drainage, trade, evidence gaps)
- ✓ Persia and empire context
- ✓ Alexander the Great and empire building
- ✓ Roman Republic and Empire

Summary: Pupils experience a very rich global historical curriculum.

4. Historical Enquiry & Use of Evidence — EXEMPLARY

National Curriculum Requirements:

- Using sources to ask questions
- Drawing inferences
- Understanding reliability
- Constructing interpretations

Our Coverage:

- ✓ Primary and secondary sources in every unit
- ✓ Artefact analysis (Amesbury Archer, Roman soldiers, Indus artefacts)
- ✓ Photographs, census, maps and newspapers (Industrial Revolution, WW2)
- ✓ Evaluating usefulness and reliability
- ✓ Identifying evidence gaps (Bronze Age, Indus Valley)
- ✓ Making inferences about daily life, beliefs and work

Summary: Historical enquiry is a core feature of your curriculum, not an add-on.

5. Disciplinary Concepts — STRONGLY SECURED

National Curriculum Requirements aligned with our coverage:

Change and Continuity

- ✓ Prehistory to Iron Age development
- ✓ Roman impact on Britain
- ✓ Egyptian kingdoms over time
- ✓ Industrialisation locally and nationally

Cause and Consequence

- ✓ Roman invasions
- ✓ Anglo-Saxon and Viking migrations
- ✓ Rise and fall of empires
- ✓ Industrial Revolution changes
- ✓ WW2 causes and impacts

Similarity and Difference

- ✓ Egypt vs Sumer vs Indus
- ✓ Greek city states
- ✓ Roman Republic vs Empire
- ✓ Early Christian states

Significance

- ✓ Roman legacies
- ✓ Lord Shaftesbury reforms
- ✓ Alexander the Great
- ✓ Athenian democracy
- ✓ Industrialisation turning point

Summary: All disciplinary strands are explicitly taught and revisited.

6. Key Historical Themes, Knowledge & Vocabulary

Our coverage:

- ✓ Empire, invasion, settlement, democracy, legacy
- ✓ Archaeology, artefacts, evidence, reliability
- ✓ Industrialisation, reform, migration
- ✓ Civilisation, monarchy, republic

Summary: Vocabulary and concepts progress in sophistication through KS2.

FINAL HISTORY CURRICULUM JUDGEMENT

Our curriculum ensure coverage because:

- ✓ All KS2 National Curriculum history content is fully covered
- ✓ British history requirements are securely met
- ✓ Ancient civilisation requirement is far exceeded
- ✓ Local history study is strong and meaningful
- ✓ Historical skills are exemplary
- ✓ Clear progression in depth, enquiry and conceptual thinking

Strengths of our offer:

- ✓ Spiral curriculum deepening understanding over time
- ✓ Strong disciplinary focus (evidence, causation, continuity)
- ✓ Rich global perspective
- ✓ Frequent use of real historical sources
- ✓ Strong links between knowledge and skills

Summary:

- ✓ There are no gaps in KS2 National Curriculum history coverage.
- ✓ Despite thematic overlap with lower KS2, Year 5 and 6 content clearly meets and exceeds statutory expectations through depth, enquiry and progression.
- ✓ Our curriculum is ambitious, coherent and inspection-ready.