

# Bilingual History Overview, showing French & English coverage 24 25

## Bilingual coverage rationale and explanation

1. We explicitly share our History provision with école de Wix. This approach is approved by the Bilingual Committee which oversees the Bilingual Stream provision on behalf of Q1E and AEFE/LFCG.
2. Our shared coverage meets all English and French National Curriculum requirements.
3. Please note:
  - a. In order to ensure coverage of both National Curricula, without repeating knowledge and skills, occasionally some English NC objectives in KS1 and KS2 are taught in French and vice versa.
  - b. Coverage in Purple denotes what this is exclusively taught in French, but covers English NC expectations
  - c. Coverage in red denotes units unique to the bilingual provision
  - d. KUW in Reception Bilingual and Humanities (and Science) in Year 1 Bilingual are taught via shared topics to support pupils' early language acquisition, to prepare them to be able to access their bilingual learning as they progress through the Bilingual Stream.
  - e. Coverage in Green denotes History learning in French within the French NC; as such, this learning is outside and/or beyond the English NC
  - f. The Bilingual History Curriculum is organized to be as in-line with our mainstream provision as possible. This is to ensure that pupils across the school have the opportunity to learn together and simultaneously. Where this is not the case, it is either in order to respect ARE and coverage differences between the national curricula, or to make the most of the opportunities provided by this bilingual and bicultural environment.

Class	Autumn	Spring	Summer
<b>RB</b>	<ul style="list-style-type: none"> <li>• Understanding the difference between past and present events in their own lives</li> <li>• Explaining some reasons why people's lives were different in the past</li> <li>• Know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class.</li> <li>• Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Makes comments about what he/she has heard and asks questions to clarify his/her understanding.</li> <li>• Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary.</li> <li>• Offers explanations of why things might happen, making use of recently introduced vocabulary from stories, non-fictions, rhyme and poems when appropriate.</li> <li>• Can express his/her feelings about his/her experiences using full sentences, including use of past, present and future tenses, and making use of conjunctions, with modelling and support from his/her teacher.</li> </ul>		
<b>MSB</b> French threads	<ul style="list-style-type: none"> <li>• Exploring the world – days, months, seasons</li> </ul>		
<b>RB/MSB</b> Logic explanation	<p><i>KUW is taught via shared topic, in conjunction with pupils' French provision. This is to support bilingual early language acquisition - pupils are guided to use their stronger knowledge of one language to support their development of the other. They are taught to make links between the languages and topic vocabulary to reinforce key learning.</i></p> <p><i>The French NC AREs in this year are less formal than English ARE. In French 'Maternelle' (EYFS) pupils learn significantly through play. We respect these pedagogical differences. Indeed, they appear to benefit our English-speaking pupils, as they are able to become familiar with learning in and through French in a nurturing environment.</i></p>		
<b>1B</b> <i>History is taught in shared topic, to support bilingual early language acquisition</i>	<b>Toys</b> (Taught Spring 1)	<b>Dinosaurs</b> (Taught Summer 1)	<b>How has our local area changed? Summer 2</b> (taught in Spring in mainstream)
	<ul style="list-style-type: none"> <li>• Recognise features of lifestyle and childhood in the Victorian era</li> <li>• Compare aspects of daily life in a different time period and compare it with today</li> <li>• Understand how toys have changed and adapted to lifestyle over time</li> <li>• Use a variety of physical historical sources</li> <li>• Ask questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that History happens in a specific order</li> <li>• Understand where dinosaurs sit on the Earth's timeline</li> <li>• Recognise the life and work of Mary Anning as a significant individual</li> <li>• Understand how we find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how our local area has changed.</li> <li>• Evaluate change in use of spaces, buildings, transport, and fashion through photographs and maps.</li> <li>• Ask questions and discussing reliability of sources.</li> </ul>
<b>GSB</b>	<ul style="list-style-type: none"> <li>• Placing shared reference points in order</li> <li>• Observing changes over seasons</li> <li>• Yesterday &amp; today</li> <li>• Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>• How long ago did the dinosaurs live?</li> </ul>	<ul style="list-style-type: none"> <li>• Changes over time</li> </ul>
<b>1B/GSB</b> Logic explanation	<p><i>History is taught via shared topic, in conjunction with pupils' French provision. This is to support bilingual early language acquisition - pupils are guided to use their stronger knowledge of one language to support their development of the other. They are taught to make links between the languages and topic vocabulary to reinforce key learning.</i></p> <p><i>The French NC AREs in this year are less formal than English ARE. Year 1 is still part of the French 'Maternelle' Key Stage/Cycle and pupils still learn significantly through play. We respect these pedagogical differences which also benefit our English-speaking pupils, as they are able to become familiar with learning in and through French in a nurturing environment.</i></p>		
<b>2B</b>	<b>How do we know about the Great Fire of London?</b>	<b>Who can be a life changer?</b>	<b>Making history: Movements and Leaders</b>
	<ul style="list-style-type: none"> <li>• Using a variety of physical and written sources to learn about an event significant in national life.</li> <li>• Constructing historical narratives and evaluating source material.</li> <li>• Making connections: cause and consequence.</li> <li>• Comparing 2 versions of same event – perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand changes in aspect of national life through the work of individuals.</li> <li>• Exploring and evaluating the lives of significant individuals in British history.</li> <li>• Understanding the historical context of the individuals' work through historical sources, interactive museum visits and discussions.</li> <li>• Can say why some people are remembered more than others?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand events lead to change nationally and globally (beyond and within living memory) – gender, race, fights for equality</li> <li>• Comparing aspects of life in different periods to present day.</li> <li>• Understand how past events fit into a chronological timeline.</li> <li>• Use sources to construct historical narratives, ask and answer historical questions.</li> </ul>
<b>CPB</b>	<ul style="list-style-type: none"> <li>• Positioning oneself in time and measuring time with a focus on days and weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Positioning oneself in time and measuring time with a focus on months and the annual calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Situating certain events over a long time period</li> </ul>

2B/CPB Logic explanation	The French and English national curricula differ significantly in the History expectations for this year group. Under the French NC, History is not taught as a discrete subject, but rather as a broader area of learning (Knowledge and Understanding of the World), with a deep focus on understanding chronology, the concept of time and units within which it is measured.		
3B	<b>Why did the Romans invade Britain?</b>	<b>Who were the Ancient Egyptians?</b>	<b>What changed from the Stone Age to the Iron Age?</b>
	<ul style="list-style-type: none"> <li>Asking questions about where evidence comes from and its reliability.</li> <li>Understanding the motivations for and organisation behind the Roman Conquest of the British Isles including the power of the Roman army</li> <li>Evaluating contradictory historical narratives through the study of Boudicca and the rebellion against Roman rule.</li> <li>Explaining impact of Roman rule in changes to the fabric of British life; introducing concept of legacy.</li> <li>Develop concept of settlement, Empire, control. Culture, changes and contradictions, challenging stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the culture and society of a significant culture and its achievements,</li> <li>Developing understanding of civilisation and legacy through study of architecture, culture, language.</li> <li>Understanding how discovery and interpretation of sources is constantly changing perspectives and historical understanding.</li> <li>Make comparisons within the timeline of Ancient Egypt; and how it fits into the picture of world history.</li> </ul>	<ul style="list-style-type: none"> <li>Understand life of Stone Age hunter gatherers in Britain and the development of humanity</li> <li>Understanding the limitations in historical evidence of the Stone Age and interpreting cave paintings, monuments new historical discoveries and evidence</li> <li>Explaining creation of the first settlements, and the transitions that moved from the Stone Age to the Iron Age:</li> </ul>
CE1B	<ul style="list-style-type: none"> <li>Comparing, measuring and estimating time (months, seasons, minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying periods of western history – choose two periods &amp; two people</li> </ul>	<ul style="list-style-type: none"> <li>Positioning different events in relation to one another.</li> <li>Being aware that time which passes is irreversible</li> <li>The time of my parents and grandparents</li> </ul>
3B/CE1B Logic explanation	The French and English national curricula differ significantly in the History expectations for this year group. Under the French NC, History is not taught as a discrete subject, but rather as a broader area of learning (Knowledge and Understanding of the World), with a deep focus on understanding chronology, the concept of time and units within which it is measured.		

4B	<b>Who were the Anglo-Saxons?</b>	<b>Why did people fear the Vikings?</b>	<b>The Norman Conquest</b>
	<ul style="list-style-type: none"> <li>Understanding reasons for the collapse of Roman power in Britain children and the arrival and settlement of Anglo-Saxons.</li> <li>Using a variety of evidence types to expand the range of valid historical questions and narratives</li> <li>Placing the Anglo-Saxon kingdoms in context through the examination of physical evidence</li> <li>Appreciating the organisation of society and cultural wealth of the Anglo-Saxons</li> <li>Understanding the motivations and impact of Viking raiders and settlers at the time</li> <li>Understanding of impact now with settlements and names</li> </ul>	<ul style="list-style-type: none"> <li>Understand the motivations and impact of Viking raiders and settlers at the time.</li> <li>Evaluate the connections to present day in place names and language.</li> <li>Exploring imagery and evidence for reliability in how Vikings are portrayed.</li> <li>Using a variety of evidence types to expand the range of valid historical questions.</li> <li>Make comparisons between the Anglo-Saxons and the Vikings.</li> </ul>	<p>[Beyond the National Curriculum – making comparisons based on pupil learning from French National Curriculum]</p> <ul style="list-style-type: none"> <li>Knowing why the Norman Conquest was significant</li> <li>Understanding Norman influences within medieval Britain and beyond</li> <li>Considering different contemporary perspectives of the same event</li> </ul>
CE2B	<ul style="list-style-type: none"> <li>Comparing, estimating and measuring times – minutes, seconds and millenium</li> <li>Situating events in relation to one another – daily, weekly, recurrent events</li> <li>Continuity and succession, anteriority and posteriority, simultaneity</li> </ul>	<ul style="list-style-type: none"> <li>Antiquity/Ancient Times – comparing lifestyles (food, habitats, clothes, tools, war, journeys) in ancient times and today</li> </ul>	<ul style="list-style-type: none"> <li>Norman perspective of the Norman Conquest</li> <li>Key people and major events – Jean Sans Terre, Richard the Lionheart</li> </ul>
4B/CE2B Logic explanation	The French and English National Curricula start to become more aligned in this year group, both in relation to ARE and key knowledge and skills. From Year 4 to Year 6 we provide opportunities within our History provision to take advantage of our bilingual and bicultural setting for pupils to learn about different interpretations of the same or similar events from different perspectives. We start with the Norman Conquest (beyond the English NC), from first a French (Norman) perspective and then an English perspective. Together with our French colleagues, we introduce it to pupils as a significant period in our countries' shared history. Pupils also consider Norman/French impact on English society and language development following from this time.		
5B	<b>What did the Ancient Greeks do for us?</b>	<b>What were the achievements of the Early Islamic Civilisation?</b>	<b>The English Civil War</b>
	<ul style="list-style-type: none"> <li>Exploring major innovations in philosophy, democracy, culture and society.</li> <li>Using historical evidence from a variety of periods to make connections about life at the time.</li> <li>Understanding the city states of Ancient Greece; exploring their political systems, societies and cultures.</li> <li>Identifying and explaining the significance of the development in society at the time and now.</li> </ul>	<ul style="list-style-type: none"> <li>Knowing when and where Islamic civilization developed and including the importance of Baghdad.</li> <li>Explaining the importance of learning to the life of Baghdad and its influence on the world (including literature, medicine, Silk Road)</li> <li>Comparing life in 900AD to life today.</li> <li>Understanding the modern world has its roots in many different and diverse societies in the past, including that of the Islamic Empire.</li> </ul>	<p>[Beyond the National Curriculum – making comparisons based on pupil learning from French National Curriculum]</p> <ul style="list-style-type: none"> <li>Understanding changing ideas and attitudes about monarchy, democracy and religion</li> <li>Using sources to understand differing perspectives</li> <li>Comparing some similarities and differences in outcome from the English Civil War and the French Revolution</li> </ul>

<b>CM1B</b>	<ul style="list-style-type: none"> <li>• The Time of Kings - the Middle Ages <ul style="list-style-type: none"> <li>○ Francis 1 of France</li> <li>○ Henry VIII of England &amp; the break from Rome</li> <li>○ Louis XIV</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Time of Kings – the Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• The Time of Revolution <ul style="list-style-type: none"> <li>○ <b>The French Revolution</b></li> <li>○ <b>1789 to the execution of Louis XIV</b></li> <li>○ <b>Bonapart</b> – emperor to general</li> </ul> </li> <li>• From revolution to Empire</li> </ul>
<b>5B/CM1B</b> Logic explanation	Here, we take advantage of our bilingual and bicultural setting for pupils to be introduced to some of the causes and outcomes of the English Civil War and the French Revolution - national events with similarities in intent, but ultimately with different outcomes. Pupils consider the role of parliament, democracy and the monarchy from different national perspectives.		
<b>6B</b>	<b>The Industrial Revolution</b>		<b>World War II</b>
<b>CM2B</b>	<ul style="list-style-type: none"> <li>• The Time of the Republic – democracy, freedom, rights, responsibilities</li> <li>• Abolition of slavery and the Clapham Sect</li> </ul>	<ul style="list-style-type: none"> <li>• WW1 France &amp; Britain</li> <li>• From the World Wars to the European Union</li> </ul>	<b>WW2</b> <ul style="list-style-type: none"> <li>• Invasion of France</li> <li>• Vichy Regime</li> <li>• The Resistance</li> <li>• Free French in London, de Gaulle at the Lycee</li> </ul>
<b>6B/CM2B</b> Logic explanation	In addition to pupils learning about WW2 from a British perspective, pupils learn about the role of Britain in supporting the French Resistance, as well as visiting ecole de Wix's parent school – LFCG – as de Gaulle's base in London.		