



**Historical Association**

The voice for history

**AGINCOURT**  
**600**

## **Historical Association & Agincourt 600**

### **History scheme of work**

### **Remembering Agincourt 600 years on**

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## How should the Battle of Agincourt be remembered today?

The Historical Association was funded by the Agincourt 600 charity in 2015 to create schemes of work for the study of the Battle of Agincourt. This major medieval battle took place in France on October 25th 1415 between English and French armies during the Hundred Years War (see more detailed historical notes below). The Battle of Agincourt is not specifically mentioned in the programmes of study for teaching history in English state schools but could fall under the following content prescribed for Key Stage Two: *'a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066'*. Non-statutory exemplification under this heading also refers to *'a significant turning point in British history'*, which the Battle of Agincourt arguably is. The schemes of work do not focus on the battle alone, but set Agincourt in the longer chronological context of conflict between England and France in the Middle Ages and also consider how Agincourt has been remembered (or not) in Britain and France since 1415. This fulfils another requirement of Key Stage Two history in English state schools, that *'teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content'*. The schemes of work would also support Key Stage Three history requirements to teach about *'the development of Church, state and society in Medieval Britain 1066–1509'*.

Schemes of work have been written by Andrew Wrenn so that they can be used in the teaching of primary history in Years 5 and 6 (with complementary planning for the teaching of French to the same pupils by Becky Kitto as part of the same topic or theme, linked to the same historical enquiry questions). They could be taught:

- in the normal course of the curriculum within the timeslots allocated for primary history and languages
- as a special off-timetable event – for example, a day after SATS
- as part of an after-school or out-of-hours club
- as a transition unit designed to bridge the gap between History at Key Stages Two and Three (taught by primary practitioners alone, by secondary subject specialists or a combination or both)
- to Year 7 pupils

Each Main Enquiry is described as a teaching session rather than as a lesson, since the length of lesson varies from school to school and activities can be adapted to fit the amount of time that has been allocated to the scheme of work as a whole. It is intended that this joint planning can model for primary schools how best to present cross-curricular or inter-disciplinary work. The number of subjects involved is

deliberately limited, and the identity and integrity of each subject is retained rather than diluted by including too many subjects under one heading. Having said that, there is nothing to prevent a school from linking the theme to other subjects, such as literacy, if unforced overlaps with other subject content or concepts seem appropriate.

Schemes of work have been written to reflect standard good practice in the teaching of primary history:

- Teaching and learning activities have been grouped around a series of historical enquiry questions, which build up through a sequence of learning, consolidating what has gone before and drawing on the prior learning from preceding enquiry questions.
- Six Main Enquiry Questions have been formulated to convert what otherwise might be a particular content heading, such as 'The Battle of Agincourt', into an often open-ended enquiry question, like 'How do we know what happened at the Battle of Agincourt?'
- Each question has been shaped by particular historical concepts that underpin the teaching of history as a discipline in schools. These are set out in the National Curriculum for teaching history in English state schools, which became statutory in 2014. The programmes of study incorporate concepts taught as part of the English national curriculum for history in its previous versions that are also compatible with rubrics used in other parts of the United Kingdom. Christine Counsell refers to the process of devising such enquiry questions based on concepts as 'concepts turn content into problems'. By this she means that when a content heading is converted into a question, it sets up an historical problem for pupils to solve, based on a particular subject-specific concept or concepts.
- Schemes of work clearly identify a range of particular concepts being addressed through each enquiry question (it is not possible to address all of them through one question). The general thrust of subject-specific concepts in history is to encourage rigorous higher-order thinking. This is well summarised in the aims set out for teaching history in the National Curriculum for English state schools: '*Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.*' The following concepts in particular have influenced the framing of the enquiry questions in the scheme of work: continuity and change, cause and consequence, handling evidence (enquiry), historical interpretations, characteristic features of a period, making links within and across periods, similarity and difference, historical significance.

- The learning objective under each Main Enquiry Question frames the main focus for that enquiry. These objectives are deliberately couched in generic, not content-specific, terms.
- A series of learning outcomes describe the specific outcomes that pupils should have achieved or participated in by the end of that Main Enquiry Question. After each outcome, reference is made in brackets to the historical concept or concepts it is linked to.
- Each activity under each Main Enquiry Question is given a sub-question, which expresses the point of the activity in relation to the Main Enquiry Question.
- The scheme of work for history culminates in creative outcomes, which can be completed by individuals or groups of pupils, in answer to the final Main Enquiry Question, which also doubles as the over-arching enquiry question for the whole scheme of work: 'How should the Battle of Agincourt be remembered today?' These outcomes represent the accumulated understanding of the content, as knowledge is built up after each enquiry question in turn. This approach reflects the following definition of the process of historical enquiry from Dr Michael Riley, Director of the Schools History Project: *'A planning device for knitting together a sequence of lessons, so that all the learning activities – teacher exposition, narrative, source-work, role-play, plenary – all move toward the resolution of an interesting historical problem by means of substantial motivating activity at the end.'*
- Two possible creative outcomes are described, with accompanying task-specific mark schemes, compatible with terms used in reporting pupil attainment in the interim arrangements for the National Curriculum in English state schools at the time of writing (2015). The mark schemes allow for the potential moderation of pupil work and could contribute towards developing portfolios of pupil work.

## The Main Enquiry Questions and Learning Objectives

### **Main Enquiry Question One – When were English and French kings strongest and weakest during the Hundred Years War?**

**Learning objective:** to identify when particular rival monarchs were at their most and least successful during a period of warfare.

This Main Enquiry Question includes an **overview** of medieval conflict between England and France stretching from the Norman Conquest in 1066 to the fall of the last English possession (Calais) to the French in 1558.

### **Main Enquiry Question Two – How do we know what happened at the Battle of Agincourt?**

**Learning objective:** to evaluate the strengths and weaknesses of opposing sides in a past conflict and debate the possible reasons for the victory of one side over the other.

This Main Enquiry Question focuses **in depth** on the events of the battle itself.

### **Main Enquiry Question Three – What did William Shakespeare want his audiences to feel about the Battle of Agincourt?**

**Learning objective:** to analyse an historical interpretation of a past event and suggest reasons for its author presenting the event in a particular way, including the way they might have been influenced by the times in which they lived and the form that the interpretation took.

This Main Enquiry Question mostly focuses **in depth** on Shakespeare's play, Henry V, as an historical interpretation.

### **Main Enquiry Question Four – What did Laurence Olivier and Kenneth Branagh want their audiences to feel about the Battle of Agincourt?**

**Learning objective:** to analyse and contrast historical interpretations of a past event and suggest reasons for their makers presenting those events in a particular way, including the way they might have been influenced by the times in which they lived and the form that the interpretation took.

This Main Enquiry Question mostly focuses **in depth** on the twentieth century film versions of Shakespeare's play, Henry V, as historical interpretations.

*For those schools participating in a field trip to the battle site itself, the scheme of work is designed to break here and be completed on return.*

### **Main Enquiry Question Five – Why has the Battle of Azincourt been remembered differently in France?**

**Learning objective:** to analyse a range of historical interpretations of a past event from a particular location and suggest reasons why that event is being commemorated differently there compared to in another location.

This Main Enquiry Question includes an **overview** of selected French interpretations of the Battle in France itself, contrasted with English (later British) behaviour on the battle site from the 1470s to the present.

### **Main Enquiry Question Six – How should the Battle of Agincourt be remembered today?**

**Learning objective:** pupils will complete their own interpretation of a past event using given criteria.

This Main Enquiry Question mostly focuses **in depth** on the creation of a pupil-generated historical interpretation of the Battle of Agincourt in the present, according to given criteria.

### **Historical note**

The Battle of Agincourt was an important battle within what has become known in later history as the Hundred Years War, between the medieval kingdoms of England and France (1337–1453), even though it spanned more than a century.

The war stemmed from long-running disputes between the two kingdoms over French lands controlled by English monarchs during the Middle Ages, starting with Duke William of Normandy's conquest of England in 1066. In 1337, King Edward III of England laid claim to the French throne and the English won two important battles over the French at Crecy (1346) and Poitiers (1356). Henry V of England, a bold and ruthless English king, revived his great-grandfather's claim in 1415, taking advantages of internal divisions in France. He defeated a numerically superior French army at Agincourt (named Azincourt in French) in around three hours on the morning of October 25th. English and Welsh archers, armed with yew longbows,

were crucial to the defeat of the French, as was the strategic position of the English trapping large numbers of French men-at-arms on a narrow and muddy battlefield between woodland.

Original sources make wildly conflicting claims about the details of the battle, and while historians can agree on some matters, their differing readings of complex evidence mean there is a spread of opinion about it. Controversies persist around the numerical superiority of the French over the English, the relative sizes of both armies, the exact position of particular troops on the battlefield, where certain events are supposed to have occurred, whether Henry V was justified in ordering the deaths of French prisoners, and the exact number of dead on both sides. The victory certainly helped Henry conquer more of France and force his adoption as the French king's heir in 1420. However, the French recovered and, partly inspired by the warrior saint, Joan of Arc, and partly due to them being armed more effectively with cannons, the English were finally expelled from all French territory except Calais in 1453.

From 1415 onwards, the Battle of Agincourt entered into English national mythology as the triumph of a small, tired, hungry but well-led army over an arrogant and numerically superior enemy. This myth was powerfully reinforced by Shakespeare's play, *Henry V*, in 1599, which has remained popular ever since. In the frequent wars with France from the seventeenth to the early nineteenth centuries, Agincourt was held up as an example of one of the greatest English (and later, by default, British) victories ever won. Meanwhile, reaction in France was, unsurprisingly, more muted. Where the battle was remembered, it was with shame, but also in the comforting context that the French expelled their English enemies at the battle of Castillon in 1453. Attitudes changed during the First World War, when both the British and French could recognise the bravery on both sides now they were united against a common enemy, the Germans.

Laurence Olivier exploited Shakespeare's play to make a powerful film version of *Henry V* in 1944, to bolster British morale during the Second World War but without antagonising the French, who were being partly liberated from Nazi occupation at the time by British troops. In the present times, local people in the village of Azincourt have constructed a museum that presents the history of the Battle in an even-handed way and attracts British tourists. The Agincourt 600 charity is careful to be sensitive to French feelings, as is witnessed by the low-key memorial to the dead of both sides unveiled at Azincourt on October 25th 2015. However, the double-think in British reflection can arguably still be seen in the Westminster Abbey commemorative service held in the same month. Despite the participation of French visitors as a sign of reconciliation, Henry V's sword was processed down the nave and left on the altar with more of his armour, and a Royal Shakespeare Company actor recited the St Crispin's day speech from Shakespeare's *Henry V*.

## **Main Enquiry Question One – When were English and French kings strongest and weakest during the Hundred Years War?**

**Rationale:** The Battle of Agincourt was a single event that was fought in the space of around three hours on a single day on October 26th 1415. This session sets the context for the battle by looking at the wider record of (and reasons for) the conflict between England and France in the Middle Ages, from the Norman conquest of England in 1066 to the final loss of English territory (Calais) to the French in 1558. In particular, pupils will study the causes of the Hundred Years War (1337–1453) between France and England, during which Agincourt was fought, and assess the relative success of different French and English kings across the period. The historical concepts that form the main focus of study are making links across and within periods; similarity and difference; change and continuity; and cause and consequence.

Activities in the Agincourt 600 scheme of work for teaching French under the same enquiry question complement the history activities in this session.

**Learning objective:** To identify when particular rival monarchs were at their most and least successful during a period of warfare.

**Learning outcomes:** Pupils will be able to:

- Suggest why the borders of countries change over time (cause and consequence).
- Place the Hundred Years War in a broad chronological framework of medieval conflict between England and France between 1066 and 1558 (change and continuity, making links across and within periods).
- Explain why the Hundred Years War broke out between England and France (cause and consequence).
- Plot periods of greatest strengths and weaknesses for English and French kings during the Hundred Years War on a living graph (making links across and within periods, similarity and difference).
- Justify the patterns of greatest strengths and weaknesses identified on the living graph by reference to historical detail.



**Resources:**

**Resource A** (PowerPoint)

Paper for drawing sketch maps of Europe

Atlases

Large paper to create a class time-line

**Resource B** (French Royal Family Tree)

**Resource C** (card sort in PowerPoint of events during the Hundred Years War)

Large paper for living graphs

Red and blue pens

## Teaching and learning activities:

### Activity One – Why do the borders of countries change over time?

In a pair or small group, ask pupils to sketch a map of Europe today within a set limit on large paper and label as many countries as they can think of. (*The relative accuracy or inaccuracy of the map does not matter; the point is for the teacher to see how much [if any] prior learning about Europe pupils apply to the task.*) Invite selected pairs to display and explain their maps in turn, taking suggestions and comments from other pupils in the process. Display a map of Europe today from **Resource A PowerPoint Slide Two** and lead a discussion about the relative accuracy or inaccuracy of pupils' sketch maps of Europe. Display **PowerPoint Slide Three**, which shows a traditional border post and passport. Lead a discussion explaining that modern borders are intended to mark the divisions between particular countries and that people crossing borders may be asked to show their passport, which indicates which country they come from. (*The teacher could show a passport of their own with any foreign stamps or visas as evidence of visits to particular destinations.*)

Play the video from this link, [www.youtube.com/watch?v=uQf-PZWFMzY](http://www.youtube.com/watch?v=uQf-PZWFMzY), which is an animation showing the changing borders of Europe over the last millennium. Lead a discussion about what this might tell us about European history over time (*i.e., borders fluctuated*). Invite suggestions as to why borders might fluctuate (*i.e., often as a result of states fighting wars, winning and losing territory or complete conquest by another state*). Give out a modern atlas and ensure that pairs of pupils locate France today. Play the video of the dynamic map from this link, [http://en.wikipedia.org/wiki/Territorial\\_evolution\\_of\\_France#/media/File:French\\_borders\\_from\\_985\\_to\\_1947.gif](http://en.wikipedia.org/wiki/Territorial_evolution_of_France#/media/File:French_borders_from_985_to_1947.gif), which is an animation showing the changing borders of France between 985 and 1947. Lead a discussion about what this tells us about French history (*i.e., French borders also fluctuated over time, usually as a result of warfare*).

### Activity Two – Why were England and France sometimes at war between 1066 and 1337?

Display **PowerPoint Slide Four from Resource A**, which shows the borders of England in 1066. Ask pupils to refer to a current map of the United Kingdom of Great Britain and Northern Ireland in atlases, and lead discussion about the differences in borders today from Slide Four (*i.e., the British state did not exist; England was only one kingdom of the British Isles as a whole*). From **Slide Five of Resource A**, explain that in 1066 Duke William of Normandy conquered England so that he became king of England too, introducing a class of lords and knights that served him who spoke French, not English.

On a wall, put the wording on a large piece of paper: '1066 – the Normans conquered England'.

Display **Slide Seven**, which shows a map of France in 1174. Explain that the king of France in theory ruled over the purple areas but that, in practice, he really only ruled the area in blue around Paris. Display the maps from **Slides Four, Five and Six** again in succession. Lead discussion about which ruler appeared to be the most powerful after William conquered England in 1066 – the king of England or the king of France.

Display **Slide Eight of Resource A**, which shows images of King Henry II of England and his wife Eleanor, Duchess of Aquitaine. Explain that Henry II became King of England and Duke of Normandy in 1154, but that afterwards he also married Eleanor of Aquitaine, which gave him control of most of what is now modern France. Lead a discussion about whether the king of England or France appears to be the most powerful.

Explain that, although the king of France appeared weaker, in fact he was supposed to be the king of England's overlord for Normandy, Maine and Aquitaine, i.e., he was supposed to make sure that King Henry ran his lands properly, a bit like a head teacher has control over a classroom teacher. Explain that, in theory, as overlord, the French king could take King Henry's land away from him. On the classroom wall, place the date 1174 on a large piece of paper, with the wording 'King Henry II of England controlled half of France'. Place this next to the paper with the 1066 date on it.

Display **Slide Ten**, which shows King John of England. Explain that there were often wars between the kings of France and England and that, in 1204, King John of England lost most of his lands to the king of France. On the classroom wall, place the date 1204 on the large piece of paper, with the wording 'King John lost most of his lands in France'. Display **Slide Six**, which shows the boundaries of England and France in 1337 (at the start of the Hundred Years War). Explain that, by 1337, the English king, Edward III, only controlled a strip of the French coast of what was left of Aquitaine. On the classroom wall, display a large piece of paper with the date 1337 and the wording 'King Edward III controlled a small strip of land in France'.

Lead a discussion about:

- How strong the kings of England and France appeared to be in 1337.
- At what point they were strongest and weakest between 1066 and 1337.

### **Activity Three – Why did King Edward III of England have a claim to also be king of France?**

Give out **Resource B** (a family tree showing how Edward III of England had a claim to the French throne through his mother, Isabella, who was a French princess). Display **Slide Twelve** (an image of Queen Elizabeth II). Explain that the Queen became monarch in 1952 because she had no brothers. Add that, at the time, if she had had a brother, whether he was older or younger than her, he would have become king and the Queen would have remained just a princess. Explain that, in 2013, the UK Parliament changed the law so that the eldest child of the British king or queen would always become the next king or queen, whether they were a boy or a girl.

Display the image of Prince George of Cambridge with his sister Charlotte from this link: <http://static.gofugyourself.com/uploads/2015/06/GettyImages-476127694-419x628.jpg>.

Ask if any pupils can suggest the identity of the two children. Explain that, according to British law now, if Princess Charlotte had been born first, she would eventually have become queen after her father, William, died. Prince George would have stayed a prince. Instead, because he was born first, he may eventually become King George VII.

### **Activity Four – When were kings of England and France strongest and weakest between 1337 and 1389?**

Run off copies of the card sort contained in **Resource C**, which gives details of the major events of the Hundred Years War between 1337 and 1453.

Ask pairs or threes to read the cards in turn that refer to events from 1337 to 1389 (the first phase of the Hundred Years War), and then arrange them in chronological order. (*Pupils could be encouraged to refer to a map of France in atlases as they read the cards, to look up particular locations.*)

Give out large pieces of paper to pairs or threes, with the horizontal and vertical axis of a graph marked on. Mark decades accurately between 1330 and 1453 along the horizontal axis. At the top of the vertical axis, put the wording 'Strongest', and at the point that the axis touches the horizontal line, put the term 'Weakest'.

In red, ask pairs or threes to plot the events described on the cards on to the graph above particular dates, but reflecting their discussion about when English kings were at their strongest or weakest between 1337 and 1389. Invite selected pairs or threes to hold up and describe the patterns in red created across the graph.

Repeat the above activity for events between 1337 and 1389 in blue ink, representing when French kings were at their strongest and weakest. Lead discussion about which side might be said to have won the first phase of the Hundred Years War.

**Activity Five – When were kings of England and France strongest and weakest between 1389 and 1453?**

Ask pairs or threes to read the cards in turn that refer to events between 1389 and 1453 and to repeat the activities already described above, so that pupils end up with a graph showing the relative fortunes of English and French rulers across the period.

**Activity Six – Plenary: When were English and French kings strongest and weakest during the Hundred Years War?**

Agree a class version of the graph through discussion.

End by pointing out that England lost its last possession in mainland France, Calais, under the Tudors in 1558. (Refer to the map from this link, which shows France in 1558: [http://www.nationalarchives.gov.uk/utk/maps/popup/france\\_1558.htm](http://www.nationalarchives.gov.uk/utk/maps/popup/france_1558.htm).)

## **Main Enquiry Question Two – How do we know what happened at the Battle of Agincourt?**

**Rationale:** This session will allow pupils to weigh up the strengths and weaknesses of the French and English armies on the eve of the Battle of Agincourt, follow the sequence of events, and participate in debate about the possible reasons for the English victory. Historians disagree about many aspects of the battle, such as the numbers of men on both sides and the exact part of the field at Agincourt that the battle was fought on. Some of these differences arise from different readings of complex original documents. The account of the battle in **Resource D** is drawn from what most historians agree about. The historical concepts that form the main focus of study are similarity and difference; handling evidence; and cause and consequence. Activities in the Agincourt 600 scheme of work for teaching French under the same enquiry question complement the history activities in this session.

**Learning objective:** To evaluate the strengths and weaknesses of opposing sides in a past conflict and debate the possible reasons for the victory of one side over the other.

**Learning outcomes:** Pupils will be able to:

- Suggest the strengths and weaknesses of the English and French armies on the eve of the battle by reference to a number of factors (similarity and difference, handling evidence).
- Debate possible reasons why the English won (cause and consequence).

### **Resources:**

**Resource A** (PowerPoint) The Historical Association would like to thank artist Paul Hitchin for permission to use his paintings depicting the Battle of Agincourt. (Prints of all Paul Hitchin's illustrations are available from the artist; email contact details: [warriorsfortheworkingday@gmail.com](mailto:warriorsfortheworkingday@gmail.com). Original commissions are also undertaken. Website: ['Warriors for the Working Day – Military Art by Paul Hitchin'](#).)

**Resource B** (summary of French strengths and weaknesses on the eve of the Battle of Agincourt)

**Resource C** (summary of English strengths and weaknesses on the eve of the Battle of Agincourt)

**Resource D** (Account of the Battle of Agincourt)

## **Possible teaching and learning activities:**

### **Activity One – What can sources of evidence tell us about the Battle of Agincourt?**

Display **PowerPoint Slide One from Resource A**, which shows a medieval manuscript picturing the battle and a modern photograph of the original battlefield. Ask pairs to discuss which of these pictures might be most useful for telling us about what happened at the battle. Take suggestions from pairs. Then reveal the background to each source from **Slides Three and Four of Resource A**.

Ask pairs to discuss which source of evidence they think might be most useful for telling us about what happened and why (*neither is that much use*). Ask what other kinds of sources might be needed to write an account of the battle. Take suggestions from pairs and then reveal the list on **Slide Five of Resource A**. Ask pairs which type of evidence might be most useful for telling us what happened and why. Lead discussion, taking suggestions and being careful to correct any misconceptions (*e.g., that eyewitnesses will always be the most reliable form of evidence; eyewitness accounts may not necessarily be reliable evidence because it depends on which side the person came from, what they were in a position to see, whether they have remembered events accurately or whether they have exaggerated or lied*).

### **Activity Two – What were the strengths and weaknesses of each army?**

Explain that the activities and information that follow are based on the ideas of historians who have thought long and hard about the battle, studying lots of evidence. Display the portrait of Henry V and the Royal English coat of arms on **Slide Six from Resource A**. Lead discussion about the images, reminding pupils of Henry V's claim to the French throne from earlier teaching. Display the campaign map on **Slide Seven from Resource A**, referring to the English siege and capture of the French port of Harfleur in Normandy and then the march through French territory until reaching the village of Agincourt, where a large French army awaited.

Explain that pupils will now weigh up the strengths and weaknesses of the opposing sides before they fought the battle.

## Activity Two: Part One – How effective was armour?

Display **Slide Eight from Resource A**, which shows a French knight in heavy armour (*they did not wear complete suits of armour yet; this developed from around 1420*). Lead discussion about the possible advantages and disadvantages of fighting in it. Explain that one useful way of finding out about how people lived in the past is to use replicas of original artefacts to wear or use the original artefacts themselves and act as the people then did.

Show excerpts from the following video clip (a time lapse movie of the dressing of a late fourteenth century/ early fifteenth century knight):

<https://www.youtube.com/watch?v=zR7FPt9EQMM>. Lead discussion about the impression this gives of the protection that armour and underclothes might offer.

Next show following clips, which demonstrate the mobility of a fourteenth century suit of armour and also somebody walking on a treadmill in a fifteenth century suit of armour. <https://www.youtube.com/watch?v=Pz7naZ08Jd4>, <http://www.bbc.co.uk/news/science-environment-14204717>. Lead discussion about what these clips might tell us about:

- How easy it was to move in the suit (*easier than you might think*).
- How heavy it might appear to be (*heavy, but the person wearing it is fit and strong*).
- How strong and fit a knight wearing the armour would have to be (*very*).

<https://www.youtube.com/watch?v=5hllUrd7d1Q>

Play the above clip, which shows two men (wearing fifteenth century suits of armour dating from 1450 and 1485) in combat. (*Although these suits of armour are from a later date than Agincourt, in 1415, they indicate the kind of swordplay and combat that was possible*).

Display **Slide Nine**, which shows an artist's impression of men-at-arms fighting at Agincourt. Then display **Slide Ten**, which shows a recent photograph of a muddy field at Agincourt. Lead discussion about how this surface might affect men-at-arms trying to fight in armour (*it would slow them down and make it more difficult to move*). Explain that the figure in the middle is what an English archer might have looked like, although many would not have worn helmets at the battle.

## Activity Two: Part Two – How effective were longbows and crossbows?

Display **Slide Twelve**, which is an artist's impression of English and Welsh archers in the army of Henry V. Explain that English and Welsh longbows were long pieces of wood made from yew trees and usually imported from Spain or Italy. Play the following clip, where a modern archer, dressed accurately in the clothes of the



period, demonstrates how to shoot arrows from a longbow.

[https://www.youtube.com/watch?v=EvKJcxa8x\\_g](https://www.youtube.com/watch?v=EvKJcxa8x_g)

Explain that the French army had few archers but some crossbow men (refer to the image on **Slide Thirteen of Resource A**). Play the following video clip, which briefly demonstrates the mechanism of the medieval crossbow.

<https://www.youtube.com/watch?v=aulczPtYuls> Lead discussion about its possible advantages and disadvantages. Then play the following clip, which shows the effect of crossbow bolts on a breastplate.

<https://www.youtube.com/watch?v=76mbOMFjlu0> Lead discussion about whether pupils think that crossbow bolts might be more effective than longbow arrows and, if so, why. Show the following clip, which shows the effect of longbow arrows on a breastplate. <https://www.youtube.com/watch?v=KCE40J93m5c> Lastly, show the following clip, which sets up a speed trial between replica longbows and crossbows.

<https://www.youtube.com/watch?v=HagCuGXJgUs> Lead discussion, taking suggestions from pupils about which they think might be the most effective weapon and why (archers were expected to be able to fire at least six arrows a minute and could fire up to 12).

Give out copies of **Resource B**, which summarises possible strengths and weaknesses of the French army on the eve of Agincourt. Ask pairs to read the points carefully, highlighting strengths in one colour and weaknesses in another. Lead discussion, taking suggestions from pairs, and agree a sentence summarising the strengths and weaknesses of the French army as a whole.

Give out **Resource C**, which summarises possible strengths and weaknesses of the English army on the eve of Agincourt. Repeat the highlighting of strengths and weaknesses and agreement of a sentence summarising the strengths and weaknesses of the English army as a whole. Lead discussion about which army might appear to be the stronger on the eve of battle. Probe pupil understanding in support of their opinion.

### **Activity Three – What happened at the Battle of Agincourt?**

Use **Resource D** to set up a classroom or a large space as the battlefield at Agincourt, using the sketch maps in the text and the children in role to give an account of the battle. The wording in italics gives instructions for how children can be moved around during the narrative, while the text in bold can be either read out directly or elaborated on to tell the story of the battle. Within the text there is also the possibility of using a video clip from the Royal Armouries showing a reconstruction of the failed French cavalry charge. This can be found at:

[www.youtube.com/watch?v=akwC88jX\\_yg](http://www.youtube.com/watch?v=akwC88jX_yg).

After the narrative has been completed, log on to <http://www.royalarmouries.org/Agincourt>. From this page, click on the wording 'Battle of Agincourt 600th anniversary exhibition', which leads to a microsite published by Royal Armouries to support their 2015 exhibition on the battle at the Tower of London. From the menu, select 'The Battle Model' and display slides of the diorama that forms part of the exhibition. Lead discussion about whether the model depicts the battle as pupils have imagined it.

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#### **Activity Four – Plenary: Why did the English win the Battle of Agincourt?**

Give out copies of **Resources B and C** again, on which pupils highlighted earlier strengths and weaknesses of the French and English armies on the eve of the battle. Ask pairs to re-read their highlighted sheets and discuss which strengths and weaknesses might be important in explaining why the English won the battle. Lead discussion, taking suggestions from pairs. Ask pairs to discuss whether anything happened on the day of the battle itself that is not listed as a strength or weakness of each army before the battle took place, e.g., the muddy ground, French soldiers being packed too closely together, etc.

Display **Slide Fourteen from Resource A** and ask pairs to place the reasons for the English victory listed on the slide in order of importance (this could also be set up as a card sort). Lead discussion, probing pupils' supporting evidence for their opinion.

### **Main Enquiry Question Three – What did William Shakespeare want his audiences to feel about the Battle of Agincourt?**

**Rationale:** This session is one of two that examine how interpretations of the Battle of Agincourt in Britain have changed over time since 1415. It begins with the Agincourt Carol, a musical composition of the fifteenth century that indicates how the battle was remembered close to the time at which it occurred. However, the session mostly focuses on Shakespeare's play Henry V as an interpretation of history, deliberately looking back on the Battle of Agincourt from a later time. The question asks what Shakespeare might have wanted his late Tudor theatre audiences to feel about the battle, and allows pupils to analyse it in the light of the concerns and political events of 1599 that might have shaped Shakespeare's writing. While the session does address the issue of the relative historical accuracy of the play (it takes many liberties with the historical record), the main point of the learning is for pupils to understand the possible reasons that Shakespeare chose for portraying characters and events as he did and how they were influenced by the time in which he wrote. **In that sense, the session is more about Elizabethan theatre and the year 1599 than it is about 1415.** The session is also a natural precursor to the next enquiry, which focuses on two film versions of Henry V created in the twentieth century, and the commemorative service for the Battle of Agincourt held in Westminster Abbey in 2015. The main historical concepts on which the session focuses are understanding characteristic features of a past period, handling evidence and historical interpretations. Activities in the Agincourt 600 scheme of work for teaching French under the same enquiry question complement the history activities in this session.

**Learning objective:** To analyse an historical interpretation of a past event and suggest reasons for its author presenting the event in a particular way, including the way in which they might have been influenced by the times in which they lived and the form that the interpretation took.

**Learning outcomes:** Pupils will have:

- Analysed the Agincourt Carol for evidence of how its composer wanted its listeners to feel about the Battle of Agincourt in fifteenth century England (handling evidence, historical interpretations).
- Understood how the feelings of English people in 1599 might have been influenced by the events of their day (understanding characteristic features of a past society).

- Understood features of Elizabethan theatre in 1599 and how Shakespeare's play, Henry V, was probably staged (understanding characteristic features of a past society).
- Compared details of Shakespeare's play, Henry V, with what most historians agree happened at the Battle of Agincourt (handling evidence, historical interpretations).
- Suggested reasons for how Shakespeare's knowledge of these events and concerns might have influenced how he wrote Henry V (historical interpretations).
- Suggested how Shakespeare might have wanted his audiences to feel about the Battle of Agincourt and why (understanding characteristic features of a past society).

### **Resources:**

**Resource A** (PowerPoint)

**Resource B** (lyrics of the Agincourt Carol)

**Resource C** (translation of the Agincourt Carol)

Strip of red paper

Image of Agincourt Carol from PowerPoint

**Resource D** (timeline of Henry V's campaigns in France)

**Resource E** (time-line of Henry V's campaigns in France according to Shakespeare)

**Resource F** (comparison of what historians agree about the Battle of Agincourt with Shakespeare's details)

Image of Globe theatre and Armada portrait from PowerPoint

**Resource G** (Henry V's behaviour according to Shakespeare)

**Resource H** (French behaviour according to Shakespeare)

**Resource I** (English army soldier's behaviour according to Shakespeare)

## Possible teaching and learning activities:

### Activity One – How was the Agincourt Carol intended to make people feel about the Battle of Agincourt in the fifteenth century?

Play the modern recording of the fifteenth century Agincourt Carol from the following link: <http://www.youtube.com/watch?v=DWzleOtDv30> (you may need to paste this in your search engine; if this link fails, search for the resource with the wording 'The Agincourt Carol Lumina Vocal Ensemble') (just play the sound).

Lead a discussion with pupils about:

- How it made them feel (joyful, sad, etc.).
- What images came into their minds when they listened to it (churches, etc.).
- Whether they understood any words.

Display **Slide One of the PowerPoint (Resource A)**, which shows the fifteenth century sheet music of the carol. Give out **Resource B**, the original lyrics in Middle English, and ask pairs to attempt a translation into modern English in the gaps below each line. Ask selected pairs to read out their translations. Then give out **Resource C** (a translation of the carol into modern English) and ask pairs to compare and contrast with their own translations. Lead a discussion about what impression (if any) the carol gives of:

- Henry V.
- The ordinary soldiers in his army.
- The archers.
- England, Wales, Scotland, Ireland or Great Britain.
- The French.

Display **Slide Three of Resource A** and lead a discussion about which vocabulary for Henry V, ordinary soldiers, archers, the English, Welsh, Scottish, Irish, British, the battle itself and the French apply to their depiction (if they are mentioned) in the carol. Explain that the Agincourt Carol was composed in the fifteenth century, shortly after the Battle of Agincourt, and shows that people in England were urged to celebrate it as a great victory.

Place a long piece of red paper around the walls of the classroom (this will form a time-line of dates, representing landmarks of how Agincourt has been remembered in Britain over time since 1415). At one end mark the date 1415 and mount a copy of the Agincourt Carol music sheet from **Slide Two of Resource A** next to it on the

time-line.

### **Activity Two – How might English people have been feeling in 1599?**

Explain that pupils are next going to move forward in time to 1599 (place the date 1599 on the red time-line at an accurate chronological distance from 1415 – the end of the time-line represents the present day).

From **Slide Four of Resource A**, display the Armada portrait of Queen Elizabeth I. Explain who she was from the details on the slide and then go on to display **Slide Five of Resource A**, which shows a map of the Spanish Armada and an image of the conflict. Use the detail on the slide to explain the defeat of the Spanish Armada and that England was still threatened by Spain in 1599. Lastly display the portrait of the Earl of Essex and the map of Ireland from **Slide Six of Resource A**. Read out the details on the slide. Display **Slide Seven from Resource A**, which lists possible emotions that people in England might have been feeling in 1599 – pride, fear, weariness, hope, joy, etc. Ask pairs to discuss which feelings English people might have been experiencing in 1599 and why. Take suggestions from pupils, e.g., they might have been hopeful because they hoped the Earl of Essex might defeat the Irish rebels.

### **Activity Three – How was Shakespeare’s play Henry V staged in 1599?**

Display **Slide Eight from Resource A**, which shows an image of the Globe Theatre in London (which opened in 1599) and a portrait of William Shakespeare. Explain that, in 1599, Shakespeare wrote a play about King Henry V, which included the Battle of Agincourt (display an image of the play script from **Slide Nine of Resource A**.) From the Globe Theatre app (which can be downloaded from the following link:

<http://www.shakespearesglobe.com/discovery-space/globe-360>), ensure that pupils understand the structure of the theatre in 1599 and how plays were staged there.

*(The app has virtual tours of the reconstructed Globe Theatre in London, which can be used on tablets.)* Lead discussion about how Elizabethan theatre compares and contrasts with theatres today – for example, the relative lack of scenery, and audiences standing in the open air. Place a copy of the play script image and the Armada portrait of Queen Elizabeth I on the red time-line by the date 1599.

Play the film clip from the following link, showing Mark Rylance performing the prologue from Henry V in a set of the Globe, as part of the 2011 film *Anonymous*: [https://www.youtube.com/watch?v=ue2bUpz\\_uRw](https://www.youtube.com/watch?v=ue2bUpz_uRw). (The film itself is wildly inaccurate historical fiction, but this scene shows a great modern Shakespearian actor speaking the original text in a period costume and set.)

Lead discussion about whether the clip confirms the impression of the Globe Theatre in 1599 given by the virtual tours. Next show the film clip from the following link, <https://www.youtube.com/watch?v=CH4HM5L5Dnk>, which shows a 2012 performance of Henry V's speech before the Battle of Agincourt, performed at the Globe Theatre. Lead discussion about what impression of Henry V the performance gives of the king, and any words pupils recognise in the text (*again, the text is original and the costumes and the setting are attempting some Tudor authenticity*).

#### **Activity Four – How accurate is Shakespeare's play?**

Give out copies of **Resources D and E**, which show the actual time-line of events for Henry V's campaign in France and Shakespeare's version of it. Ask pairs to identify similarities and differences. Lead a discussion about:

- How the time-lines differ (*Shakespeare conflates events*).
- Why they might differ (*Shakespeare was a dramatist, writing with dramatic licence and basing his version on Tudor chronicles about the period of Agincourt that were partial and sometimes inaccurate; he also wanted to inspire pride in the achievements of Henry and his soldiers*).
- How much we can trust the historical accuracy of Shakespeare's play (*not much*).

Give out copies of **Resource F** (which lists differences between what most historians agree happened at the battle and details from Shakespeare's play) for pairs to compare. Display **Slide Ten of Resource A**, which is a triangle showing three elements that form part of any historical interpretation: fact, fiction/imagination and point of view. On a copy of the diagram, ask pupils to discuss where they might plot Shakespeare's play with a cross. A version of the diagram could be laid out on the floor and pairs of pupils could be asked to stand in a place on the diagram that represents their view of the play. (*Some of it is factually accurate, some of the real people Shakespeare included did take part in events and the battle did happen. However, Shakespeare used his imagination, made details up and his speeches for Henry V are not verbatim; he also cast Henry as a hero and the French in a negative light, taking a pro-English point of view.*) Ask pupils to justify why they have put the cross where they have on the diagram and probe their understanding.

**Activity Five – Plenary: How did William Shakespeare want to make his audiences feel about the Battle of Agincourt?**

Lastly, give out **Resources G, H and J**, which list the behaviour of Henry, his soldiers and the French in the play. Ask pairs to read the details carefully and decide which adjectives referred to earlier on **Slide Two of Resource A** might be applied to Henry, his soldiers and the French. Ask pairs to discuss what kind of feelings about the battle itself Shakespeare might be trying to make people feel when watching the play. Take suggestions from pairs and ask for supporting evidence for their views. Display **Slide Eleven from Resource A** and read out the points on the slide. Lead discussion about whether Shakespeare's play was intended to make English people think about the battle in the ways claimed in the statements and, if so, how he did this.



## **Main Enquiry Question Four – What did Laurence Olivier and Kenneth Branagh want their audiences to feel about the Battle of Agincourt?**

**Rationale:** This session is the second of two that examine how interpretations of the Battle of Agincourt in Britain have changed over time since 1415. It starts by briefly looking at what the naming of places after the battle across the British Empire in Queen Victoria's reign tell us about the significance of the battle in the nineteenth century. The session mostly focuses on the film versions of Shakespeare's play Henry V (produced by Laurence Olivier in 1944 and Kenneth Branagh in 1989) as interpretations of history, deliberately looking back on the Battle of Agincourt from a later time. The question asks what the filmmakers might have wanted their twentieth century cinema audiences to feel about the battle and allows pupils to analyse the films in the light of the concerns and political events of 1944 and, to a limited extent, 1989 that shaped them. While the session does address the issue of the relative historical accuracy of the films (they take many liberties with the historical record, as they are based on Shakespeare's play but arguably strive for more historical accuracy in some respects than he did as a playwright), the main point of the learning is for pupils to understand the reasons the filmmakers chose to portray characters and events as they did and how they were influenced by the time in which they were made. **In that sense, the session is more about the twentieth century and the years 1944 and 1989 than it is about 1415.** The session concludes with a study of the commemorative service for the battle held in Westminster Abbey in 2015, which reveals much about how the Battle of Agincourt is remembered in Britain in the present and its relative significance. The session mostly focuses on the historical concepts of significance, historical interpretations, understanding characteristic features of a past society and handling evidence. Activities in the Agincourt 600 scheme of work for teaching French under the same enquiry question complement the history activities in this session.

**Learning objective:** To analyse and contrast historical interpretations of a past event, suggesting reasons why their makers have presented those events in a particular way, how they might have been influenced by the times in which they lived and the form that the interpretations took.

**Learning outcomes:** Pupils will have:

- Understood what nineteenth century place names tell us about the significance of Agincourt across the British Empire in the nineteenth century (significance, historical interpretations).
- Understood how the feelings of British people in 1944 might have been influenced by the events of their day (understanding characteristic features of a past society).
- Analysed aspects of Laurence Olivier's film (handling evidence, historical interpretation).
- Analysed aspects of Kenneth Branagh's film (handling evidence, historical interpretation).
- Compared details of two film versions of Shakespeare's play Henry V (similarity and difference, historical interpretation).
- Suggested how the filmmakers might have wanted their audiences to feel about the Battle of Agincourt at the times they were making their films (similarity and difference, historical interpretation).
- Analysed the Agincourt 600 service recently staged in Westminster Abbey in 2015 (handling evidence, significance, historical interpretation).

**Resources:**

**Resource A** (PowerPoint images of Queen Victoria, 1897 British Empire map, film poster of Henry V 1944, Film poster of Henry V 1989, Margaret Thatcher)

**Resource B** (list of feelings Laurence Olivier might have wanted audiences to feel about the Battle of Agincourt)

**Resource C** (list of feelings Kenneth Branagh might have wanted audiences to feel about the Battle of Agincourt)

## Possible teaching and learning activities:

### Activity One – Which image is the odd one out?

Display **Slide One from Resource A**, which shows five images from around the world; four are places that have been named after Agincourt in France and one is that of Arromanches in Normandy. Ask pairs to discuss within a time limit which image might be the odd one out and why. Take suggestions from pairs and lead discussion. Then display **Slide Two from Resource A**, which reveals the location of the photographs (apart from the central photograph). Take suggestions for why all these places might have been named after Agincourt when they are a long way from France and Europe. Display **Slide Four**, which shows an 1897 map of the British Empire, and explain that the town square in Monmouth in Wales was named after Agincourt because Henry V was born in the town, while the places called Agincourt outside Europe were settled by British people during the reign of Queen Victoria, who named their new location after the battle (point out Canada, South Africa and Australia on the map and explain that the areas marked in red belonged to the British Empire). Add that Scotland had united with England and Wales to form Great Britain in 1707, with Ireland added to form a United Kingdom in 1801.

Lead discussion about what these names might tell us about the battle (*it was still important to English and perhaps British people in the nineteenth century, 400 years after the battle was fought*). Place an image of Queen Victoria, the years 1837 to 1901 and the empire map from **Slide Four of Resource A** on the red time-line at an accurate chronological distance between 1415 and the present.

### Activity Two – How were British people feeling in 1944?

The classroom could be reorganised to reflect the setting of a cinema, with blackouts, seating arranged theatre-style and perhaps popcorn for consumption. Play excerpts from the following 1944 news reels, which show footage of the D-Day invasion of Normandy beaches by the Allies on 6th June 1944 during the Second World War. [www.youtube.com/watch?v=JosdZNjDseo](http://www.youtube.com/watch?v=JosdZNjDseo) [www.youtube.com/watch?v=bO6jGFBUuLs](http://www.youtube.com/watch?v=bO6jGFBUuLs) Take suggestions from pupils after each excerpt about what they think they have learned about events in June 1944. Display **Slide Five from Resource A**, which shows a map of the D-Day landings, and read or briefly elaborate on the details from the slide. Play the first minute and a half of the following clip, which shows rare colour footage of the invasion and includes details of the speech given by a ship's captain on the eve of the invasion, when he quotes Shakespeare's Henry V: [www.youtube.com/watch?v=ifb36k8yeLl](http://www.youtube.com/watch?v=ifb36k8yeLl). Lead discussion about why the ship's captain may have used that speech and how he intended his men to feel when hearing it. Display and read aloud the details of wartime life for ordinary British people from **Slide Six of Resource A**. Ask pairs to discuss how ordinary British people might have felt in June 1944 watching the news reels of the

D-Day landing. Take suggestions from pairs. Place a copy of the images of D-Day from **Slide Five** on the red time-line, with the date 1944 at a chronologically accurate position.

### **Activity Three – What did Laurence Olivier want his audiences to feel about the Battle of Agincourt in 1944?**

Explain that pupils will now view a scene from Laurence Olivier's film version of Henry V, which was shown in October 1944, a few months after the D-Day invasion. Explain that, at the time, although allied and British troops were advancing against the Germans, the end of the war still seemed a long way off.

Play the following clip, which shows Laurence Olivier as Henry V delivering the St Crispin's Day speech on the evening before the Battle of Agincourt: [www.youtube.com/watch?v=P9fa3HFR02E](http://www.youtube.com/watch?v=P9fa3HFR02E). Lead discussion about how Olivier might have intended British people in 1944 to feel watching the speech.

Divide pupils into small groups or pairs. Explain that some groups will be listening closely to the music, some to the sound effects and some watching the images on the screen. Ask pairs to describe how their particular aspect of the clip might have been intended to make an audience feel. Play the clip, <http://www.youtube.com/watch?v=ICS-BZWGFfU>, which shows the charge of French cavalry at Agincourt and the attack of English and Welsh archers.

Take suggestions from different groups and list suggested adjectives for further reference, e.g., exciting, dramatic, etc. Ask groups to justify their use of particular words by reference to details they see in the film. Lead discussion about how Olivier might have intended British people in 1944 to feel watching the scene.

Display **Slide Eight of Resource A**, which quotes the original dedication at the start of the film. Ask pairs to read the wording and discuss what it might mean. Take suggestions from pairs. Display **Slide Nine**, which shows the poster advertising the film and a paraphrase of the dedication. Lead discussion about how the dedication is trying to link the military service and fighting spirit of Henry V's soldiers at Agincourt with certain British troops in 1944. Display **Slide Ten from Resource A**. Ask pairs to discuss the list of similarities and differences between the soldiers of 1415 and 1944 on the slide and decide how much these soldiers *really* had in common. Take suggestions from pairs. Lead a discussion as to why the filmmakers deliberately linked the two in the film's dedication (*for propaganda purposes*). Pupils could repeat the activity from the previous session, where they analysed Olivier's film as an historical interpretation, looking for fact, imagination/fiction and a point of view. Give out copies of **Resource B** and lead discussion about which feelings Olivier wanted his audiences to feel about the Battle of Agincourt and which were the most and

least important feelings. Place a copy of the film poster from **Slide Eight of Resource A** next to the date 1944 on the red time-line.

For schools that wish to extend their study of Shakespeare's play, Henry V, the Schools Shakespeare Festival offers a package of support to primary and secondary schools, including the opportunity to use a truncated version of the play, which lasts about half an hour. <http://www.ssf.uk.com/resources/plays>

#### **Activity Four – What did Kenneth Branagh want his audiences to feel about the Battle of Agincourt in 1989? (*This activity could be omitted if time is short*)**

Divide pupils into the same small groups or pairs as before. Explain that, in 1989, when Margaret Thatcher was Prime Minister (place a copy of the image from **Slide Ten of Resource A** on the red time-line, with the date 1989 positioned chronologically accurately), Kenneth Branagh made a new film version of Henry V. Play the following clip of his version of the St Crispin's day speech, leading a discussion about how Branagh might have intended to make his audiences feel and whether these are the same feelings that Olivier wanted his audiences to feel. [www.youtube.com/watch?v=A-yZNMWFqvM](http://www.youtube.com/watch?v=A-yZNMWFqvM)

Next explain that everyone will view the same film clip but some groups will be listening closely to the music, some to the sound effects, some watching the images and some listening to any dialogue. Play carefully selected excerpts from the link below, which shows the Battle of Agincourt from Branagh's film (some footage from around three minutes in is too violent and realistic to use with pupils). <http://www.youtube.com/watch?v=iECCrkNsYH4> Ask pairs to describe how their particular aspect of the clip is intended to make an audience feel. Take suggestions from different groups and list suggested adjectives for further reference, e.g., exciting, dramatic, sad, etc. Ask groups to justify their use of particular words by reference to details they see in the film. Lead discussion about similarities and differences between the battle scenes of the two films and possible reasons for these. Give out copies of **Resource C** and lead discussion about:

- Which feelings Branagh wanted his audiences to feel about the Battle of Agincourt.
- Which were the most and least important feelings.
- How different the feelings Branagh wanted his audience to feel are compared with the feelings that Olivier wanted his audiences to feel.
- Why the feelings might have been different (the films were made at different times, and Branagh was making a war film when Britain was not at war and he wanted to make it more realistic).

Place the image of the theatrical trailer poster for the Branagh film from **Slide Eleven of Resource A** next to 1989 on the Agincourt time-line.

### **Activity Five – Plenary: How did Westminster Abbey want people to feel about the Battle of Agincourt in 2015?**

Explain that 2015 was commemorated as the 600th anniversary of the Battle of Agincourt. Explain that a charity called Agincourt 600 (with some money given by the British government) organised a special service in Westminster Abbey in London, where Henry V was originally crowned king of England. From the following link, give pupils an idea of the scale and architecture of the church from a panoramic virtual tour: <http://www.bbc.co.uk/news/uk-12819684>.

Divide pupils into groups and, within a set time, ask them to suggest some ideas based on the questions on **Slide Twelve of Resource A** (these ideas could be staged as an assembly).

Then play the following clip of the service itself, which shows Henry V's sword being laid on the altar next to his helmet and an excerpt of the actor's speech: [www.youtube.com/watch?v=olAbEZZItOo](http://www.youtube.com/watch?v=olAbEZZItOo).

Display **Slide Thirteen** and lead discussion about the features of the service listed on the slide and how they might be trying to make people who were attending the service feel.

Lastly, lead discussion about:

- What Henry V himself might have thought of the service.
- What the service might tell us about how important the Battle of Agincourt is in Britain in the present.
- What the service might tell us about how important Shakespeare's play Henry V is in Britain in the present.
- How and why the battle has been remembered in Britain since 1415, referring to the red time-line.

## **Main Enquiry Question Five – Why has the Battle of Azincourt been remembered differently in France?**

**Rationale:** The session will analyse a range of interpretations looking back on the Battle of Agincourt that have been created in France since 1415, allowing pupils to compare and contrast why the battle has been commemorated differently by the losing side and in the country where it was fought. It begins by contrasting an inaccurate French painting of the battle from the 1470s (by which time the memory of defeat had been eased by the expulsion of the English from most of France in 1453) with the actions of an English king of the same period, who exploited the memory of the battle during his own cynical campaign in France. The next focus is a contrast between 1816, when the battle site was used by British royalty to award medals commemorating Waterloo (another famous French defeat), and 1915. In this year, French soldiers escorted their British allies around the site during the First World War, which marked a turning point in French attitudes towards the battle. Pupils then analyse an exhibition that includes the history of the battle mounted at the French Army Museum in Paris in 2015, as evidence of French attitudes in the present. Lastly, pupils discuss how and why interpretations of the Battle of Agincourt have changed over time, contrasting English and British interpretations. The session mostly focuses on the historical concepts of handling evidence; historical interpretation; similarity and difference; making links across and within periods; and significance; and cause and consequence. Activities in the Agincourt 600 scheme of work for teaching French under the same enquiry question complement the history activities in this session. The session has been deliberately placed in the sequence of learning to consolidate any learning that pupils may have gained on a visit to the battlefield itself.

**Learning objective:** To analyse a range of historical interpretations of a past event from a particular location and suggest reasons why that event is being commemorated differently compared to within another location.

**Learning outcomes:** Pupils will have:

- Analysed a French image of the battle from the 1470s and contrasted this with its role in an English campaign in the same decade (handling evidence, historical interpretation, similarity and difference).
- Compared and contrasted how and why the battle was commemorated differently in 1816 and 1915 (handling evidence, historical interpretation, similarity and difference, making links across and within periods).

- Analysed a 2015 Paris exhibition for evidence of the significance of the battle in France in the present (handling evidence, historical interpretation, significance).
- Discussed some of the ways in which the Battle of Agincourt has been remembered in France since 1415 (making links across and within periods, similarity and difference, interpretations).
- Suggested why the battle has been commemorated differently by the losing side and in the country where it was fought (cause and consequence).

### **Resources:**

#### **Resource A** (PowerPoint)

Long blue strip of paper

Images of French painting of 1470, portrait of Edward IV, Napoleon, Battle of Waterloo, 1915 photograph of a French officer escorting British soldiers around the battlefield (all from PowerPoint Resource A)

**Resource B** (quote from French First World War soldier 1915)

**Resource C** (transcript of French account of the battle in French and English)

**Resource D** (transcript of Amy Museum exhibition trailer [teaser] in French and English)

Medals made from card and tinfoil

Highlighters



## Possible teaching and learning activities:

### Activity One – How was the Battle of Agincourt remembered in France in the 1470s?

Display **Slide Two of Resource A** and give out copies of the image to pairs or threes (the image is of the Battle of Agincourt from a French Chronicle of around 1470). Within a set time, ask pupils to discuss:

- What they can see in the image.
- Which side might be which.
- How many soldiers are on each side.
- What weapons they are using.
- What the countryside (landscape) looks like.

Lead discussion, taking comments from pairs or threes, and then display **Slide Three of Resource A**, which lists details about the painting. Lead discussion, taking comments from pupils about how accurate the image might be from what they have already studied about the battle. Display and point out the details from **Slide Four of Resource A**. Ask pairs to discuss why the image might be inaccurate. Lead discussion and take comments from pairs before displaying and pointing out details from **Slide Five of Resource A**.

Display **Slide Six**. Explain that the king on the right-hand side was Edward IV of England. Explain that he still used French lilies in his own coat of arms and that, in 1478, he asked for a large amount of money from the English parliament to invade France and claim the French throne, just like Henry V. Explain that during his invasion he deliberately spent two nights with his army camped on the battlefield at Agincourt.

Ask pairs or threes to discuss:

- Why he might have done this.
- What his soldiers might have thought about it.
- What English people might thought on hearing about it.
- What Edward might have wanted the French king and his people to think.

Lead discussion, taking comments from pairs.

Display **Slide Seven**, which shows gold coins of the period. Explain that Edward reached an agreement with the French king to leave France without fighting, taking a

large amount of money from the French government with him. Lead discussion about what the following people might have thought about what Edward did:

- His soldiers
- The English parliament that paid Edward money to invade
- The French king and his people

Finally, lead discussion about what both the picture and Edward's actions in France tell us about how the Battle of Agincourt was remembered in both countries during the 1470s.

Place a blue time-line (representing French history) around the classroom under the red one (representing English, then British history). Position the date 1478 on it in a chronologically accurate position and, next to it, the image of Edward IV from **Slide Six of Resource A**.

### **Activity Two – Why was the Battle of Agincourt remembered differently in France in 1816 and 1915?**

Set up a brief role-play, with a row of soldiers standing smartly in a line while a royal prince pins medals on their chests and shakes their hands. (Medals made from card and tinfoil could be created beforehand.) Explain afterwards that this event happened at Agincourt in 1816, 401 years after the battle. Lead discussion about who might be awarding such medals and why, before revealing that it was a British prince (the Prince Regent, whose image when King George IV is featured on **Slide Eight of Resource A**) who was awarding medals, called Waterloo medals, to British soldiers (the medal is also featured on **Slide Eight of Resource A**). Refer to the details and images on **Slide Nine** about the French defeat at the Battle of Waterloo. Lead final discussion about why the Prince Regent awarded the medals at Agincourt (*because it associated one great victory over the French [Waterloo] with the historic site of another one [Agincourt]*) and what the French might have felt about this (*resentment?*). Place copies of the images from **Slides Eight and Nine** alongside the dates 1815 and 1816 on the red time-line in a chronologically accurate position.

Give out copies of **Resource B** for pairs to read. Ask pairs to decide what it may be describing, how they can tell and who the identity of the writer might be. Lead discussion before revealing the details on **Slide Ten of Resource A** and the images on **Slide Eleven**. Explain that, before the First World War, the Battle of Agincourt was largely forgotten in France. Lead discussion about why this attitude changed during the First World War (*because the British were now allies and the French could acknowledge the bravery of soldiers on both sides without losing face or feeling shame*). Display and read out the words on **Slide Twelve of Resource A**. Explain that these words were also written by the same soldier in **Resource B**. Lead

discussion about what they tell us about how French attitudes towards the Battle of Agincourt changed during the First World War (*it became respectable for French people to mourn French soldiers who had died during a past defeat such as Agincourt*).

Give out copies of the image on **Slide Thirteen of Resource A**, which shows British officers being escorted around the battlefield at Agincourt by a French officer on the anniversary of the battle in 1915, but with the English headline and caption cropped out. Ask pairs to devise a headline and caption from the British point of view, reflecting both pride in the victory and also respect for the French. Invite pairs to read out their headlines and captions.

Finally, reveal the actual headline and caption from **Slide Fourteen of Resource A**.

Lead discussion about how the actual wording shows respect to both the British and the French. Place a copy of the image with the date 1915 on the blue time-line, along with the words 'The First World War'.

### **Activity Three – How was the Battle of Agincourt remembered in Paris in 2015?**

Play the following video, which is a short account in French of the Battle of Agincourt produced by the Musee d'Armee (the French Army museum), based at Les Invalides in Paris: [www.youtube.com/watch?v=Ez6XAq5gqpE](http://www.youtube.com/watch?v=Ez6XAq5gqpE).

Ask pairs to discuss whether they recognised any details or understood any words. Lead discussion, taking comments. Give out **Resource C**, which is a transcript of the account in French and English. Display **Slide Fifteen of Resource A**. Ask pairs to carefully read the English text in **Resource C**, highlighting anything that might help them answer the questions on the slide (different colour highlighters could be used for each question). Lead discussion, taking comments.

Explain that the same Paris museum organised an exhibition in 2015 called Knights and Cannon, which included the Battle of Agincourt. Play the following clip, which advertised the exhibition: [//www.youtube.com/watch?v=0tkP9ROR1NU](http://www.youtube.com/watch?v=0tkP9ROR1NU)

Ask pairs to discuss whether they recognised any details or understood any words. Lead discussion, taking comments. Give out **Resource D**, which is a transcript of the film in French and English. Ask pairs to read the English text and discuss what it says about the Battle of Agincourt. Take comments and lead discussion, based on the questions on **Slide Sixteen of Resource A**. Put the date 2015 and the wording 'Knights and Bombards exhibition' on the end of the blue time-line.

**Activity Four – Plenary: Why has the way Agincourt has been remembered in France changed over time?**

Lead discussion around this question, reminding pupils of the blue and red time-lines, inviting comments and asking for reference to what pupils have studied (*the key turning point was the First World War, when Britain and France became allies*). Include discussion about why the battle is known as Azincourt in France (*that is the French name of the village*) and whether it might be right to change the name of the battle in English to its French name.

## **Main Enquiry Question Six – How should the Battle of Agincourt be remembered today?**

**Rationale:** This session builds on all the prior learning that pupils have completed about the Battle of Agincourt in previous sessions and gives an option of two creative outcomes (with mark schemes) that assess their accumulated understanding of the battle. Pupils look briefly at sites in the village of Azincourt itself to evaluate what kind of place it might be today and how the battle is commemorated there now (if at all). They go on to create one of two historical interpretations of their own according to given criteria: either design a new monument to the battle or design and write a guide to it for Key Stage One children, completing a presentation about the choices they have made in their design or text (referring to what information they have included or left and their reasons for doing so). Part of the task will involve ensuring that the monument or guide is acceptable to both the French and the British. After they have completed the task, pupils will compare their designs with the new monument that was erected in the village in October 2015 as part of the 600th anniversary of the battle. This session mostly focuses on the historical concepts of historical interpretation, handling evidence and significance.

**Learning objective:** Pupils will complete their own interpretation of a past event using given criteria.

**Learning outcomes:** Pupils will have:

- Participated in discussion about how the Battle of Agincourt is commemorated in the village of Azincourt in the present (historical interpretation, significance).
- Either designed a model for a new Anglo-French memorial on the battlefield using given criteria or designed and written a guide for Key Stage One children using given criteria (historical interpretations, handling evidence).
- Justified their ideas in a presentation, referring to what information they have included or left out and their reasons for doing this (historical interpretations).
- Expressed an opinion about the new memorial erected in 2015 (historical interpretation).

**Resources:**

**Resource A** (Video of battlefield)

**Resource B** (PowerPoint)

**Resource C** (Pupil Memorial Design task)

**Resource D** (Pupil Booklet task)

**Resource E** (Memorial Design mark scheme)

**Resource F** (Booklet mark scheme)

**Activity One – How is the Battle of Agincourt remembered in Azincourt today?**

*(For schools that have participated on a trip to the battlefield, the following ideas could be adapted to reinforce learning from the site)*

Use the following link to display a satellite photograph of the village of Azincourt, which also labels various features such as roads:

<https://www.google.co.uk/maps/place/Azincourt,+France/@50.4631379,2.1290485,743m/data=!3m1!1e3!4m2!3m1!1s0x47dda5d217c57cff:0x40af13e816400b0!6m1!1e1>

Lead discussion about:

- What kind of community Azincourt is today (green fields give the impression of a farming community).
- How many people live there (only a few, as there are not many houses).
- Whether the battle is still remembered there (one road is named after Henry V, another after archers, and a restaurant after the French King Charles VI).

Ask pairs to suggest three words that might best sum up their knowledge of the village so far and take comments from pairs, e.g., *green, small, historical*. From the same link, pan around some of the 360° photographs taken as part of Google Street View from around the centre of the village. Lead discussion about whether this photograph confirms the inferences about Agincourt looking at it from the satellite view (there are a few houses, evidence of farming and cut out figures of mediaeval knights and soldiers positioned around the village).

Lead discussion about whether the three words summarising the village might need to be altered in the light of what pupils have just been shown.

Play the video in **Resource A**, showing a 360° view of part of the battlefield. Lead discussion about what this tells us about Agincourt as a place, e.g., *the fields slope*.

From **Resource B**, display **Slides Two and Three**, which show a French monument to the battle near the village. Lead discussion about what else this monument might tell us about Agincourt as a place, e.g., *it confirms that the battle is important to the village*.

Ask pupils to sketch a quick design for what a building for a museum about the battle in the village might look like. Ask individuals to hold up and explain their designs to the rest of the class.

Display **Slide Four**, which shows the Centre Historique Medieval built in Azincourt. Lead discussion about how the architectural design reflects aspects of the battle (the entrance is based on long bows and their arrows while the noticeboard is attached to wooden stakes of the kind that archers used in 1415).

**Slide Five** could also be displayed, showing how even the toilet has a shield hanging from the wall and a divider shaped like a longbow.

Display **Slide Six** and explain that it shows a re-enactment of the battle that was staged in the summer of 2015 in the village. Lastly, lead discussion about how important the battle appears to be in Azincourt today.

### **Activity Two – What information shall we include or leave out of our memorial design or battlefield booklet and why?**

Set pupils one of two tasks, either the task described in **Resource C**, which is to design a new memorial to be situated on the battlefield at Azincourt, or the task described in **Resource D**, to write and design a Key Stage One children's booklet about the battle. In both cases, pupils have to explain and justify what information they have included or left out of their design or text and their reason for doing this.

(For ideas on memorial designs, pupils could be shown a number of London memorials to more recent events: <http://www.growingremembrance.org.uk/map-london-walk.htm>.)

This second part of each task is actually the most challenging part of the outcome, since pupils are having to show evidence of how they have shaped their work to given criteria (e.g., they have considered wording that is appropriate for people of both nationalities to read without offending either). In creating each outcome, there should be evidence and references to prior learning from the sessions that have preceded this one.

There are options within the task to film pupils' presentations, and these could be organised so that outcomes could be pitched at a panel of adults or older children in the style of the television programme *Dragon's Den*. **Resources E and F** are task-specific mark schemes written in a style that is compatible with the interim arrangements for national assessments in English state schools at the time of writing (2015).

**Activity Three – Plenary: What kind of memorial did the Agincourt 600 project set up in October 2015 in Azincourt, exactly 600 years after the battle was fought?**

Display **Slide Seven of Resource B**, which is a photograph of the monument set up by the Agincourt 600 project at the battlefield. Explain that the wording in English and French commemorates **all** those who died in the battle. Lead discussion about what pupils think of the memorial, and details such as:

- The use of black stone (*a colour of mourning and sadness*).
- The memorial being the size and shape of the headstone of a grave.
- The lack of detail about the battle itself.
- The lack of indication of whether the knight is French or English.
- The name of the battle and village being in French, **not** English.
- The inscription starting in French with English next.

Display **Slide Eight from Resource B**, which is a photograph of a laminated commemorative sheet left by the Agincourt 600 charity when the memorial was unveiled. Ask pairs to discuss what they think of the wording on sheet. Lead discussion about details such as:

- What the wording mentions (*the dead soldiers from the battle from both sides*).
- What it leaves out (*detail about the battle, including how many of each side died*).
- The use of the Union flag (UK) and the French flag (the tricolour) (*crossed modern flags of the same size*).
- The use of the coat of arms of the medieval kingdoms of France and England (*these are bigger than the modern flags at the top of the sheet*).
- The Latin phrase 'In Memoriam' or in memory. (*Latin was the original language of the Roman Empire; what is now France was Gaul, a Roman province, and what is now England was part of the Roman province of Britannia. In the Middle Ages, both countries were Christian and both speakers of French and English would have heard prayers and services spoken in Latin, the common language of the Catholic Church. At the battle, priests from both sides would have said prayers in Latin. Latin is still used sometimes on graves or memorials today.*)
- The use of a medieval-style font for the inscriptions.



Lead discussion about which of the historical interpretations of the battle listed on **Slide Nine of Resource B** the monument supports, and probe pupil understanding of their opinions by reference to detail from the memorial. Lead discussion about whether a similar monument to the battle might be built in Trafalgar Square today and if not why not (*it might not be celebratory enough for a British setting*).

Remind pupils of the dates and events on the red and blue time-lines around the room. Lead discussion about the different ways that the Battle of Agincourt has been remembered or forgotten in both countries, and what this might tell us about their relationship since 1415. Lastly, play the clip from the following link, <https://www.youtube.com/watch?v=EeFNAPZYy-Q> , which shows:

- Prince William laying a wreath in tribute to the French victims of the terror attack in Paris in November 2015 at the football match in Wembley Stadium between England and France.
- English and French supporters **both** singing the French national anthem.
- The stadium lit up in red, white and blue (the colours of the tricolour).
- Lights picking up the French national motto of *Liberté, Egalité, Fraternité*.

Lead discussion about what this event may tell us about relations between Britain and France in the present.