



Historical Association

The voice for history

AGINCOURT
600

Historical Association & Agincourt 600 Key Stage Three scheme of work

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Using this resource

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 scheme of work was written by Richard Kerridge for the Historical Association and is designed for use with Key Stage Three. It is linked to the [Exhibiting History pop-up museum competition](#) but can be used independently.

Each week is tied to one of the suggested themes for the Exhibiting History competition. The idea is not to cover the theme completely but to, at least, introduce it to the pupils in order for them to decide whether it is something they would like to pursue. For instance, Lesson 1 gives a good coverage of Anglo-French relations while Lesson 2 uses weapons as a starter and way into the battle itself. The lessons do not have to be used in the order presented below. I would suggest that Lesson 1 is the first lesson but after that you might find Lesson 3 works best as it is about paying for war, rather than Lesson 2, which is about the battle itself. Lesson 5 would fit easily after Lesson 2.

Although the scheme is set up with 'Lesson 1', 'Lesson 2', and so on this does not mean that each has to be one lesson. Some of the activities could be extended allowing for more in-depth study or longer on a particular task.

I have assumed pupils know something about medieval kingship and medieval life in general.

All external web links were working December 2015.

Reading List

Barker, J. (2005) *Agincourt: the king, the campaign, the battle*, London: Little, Brown; Abacus edition published 2015

Seward, D. (2003) *A Brief History of the Hundred Years War*, London: Robinson

Curry, A. (2009) *The Battle of Agincourt: sources and interpretations*, Woodbridge: Boydell & Brewer

The Historian, issue 127 (Autumn 2015) *Agincourt Special* free edition, London: The Historical Association

Medieval Warfare (2015) *1415: The Battle of Agincourt*, special edition, Rotterdam: Karwansaray

Lesson 1: What caused the Hundred Years War?

Linked theme: Relations between England & France

Resources

Lesson 1 PPT with slides to be used as cards

Lesson 1 PPT Hot-spotometer needed for every pupil/group

Maps from PPT

Content

Starter

Use a photograph of the recent re-enactment and ask – what on earth are these grown men doing in a field in France dressed like this? Use this slide to raise interest in what is going on and refer back to Agincourt and what would we like to know. It is to be hoped that pupils will want to know why we are fighting the French.

Main

England v France 'Hot-spotometer!'

Use the slides as cards to sort. Pupils should consider how strong the antagonism is between the two countries and place the card against the relevant time and hot-spot on the graph. Pupils should be in a position to be able to justify why they placed the cards as they did.

0 on the y-axis would signify no quarrel between the two countries while a 10 would signify major disagreement.

Main

As a separate activity or at the same time as above (could do the two activities in teams with different pupils working to their strengths on one or other of them), use the blank map to track the changes in boundaries of the English and French lands in France. Students will need access to the Internet (alternatively the selection of maps included in PPT could be used).

Plenary

Draw students together to talk about causes of conflict between the two countries. Can they be categorised (political, economic, social, religious)?

Why then did it explode into the Hundred Years War in 1337?

Question long-term relations between France and England as well as the short-term aspirations of Edward III.

Lesson 2: What happened at Agincourt?

Linked theme: Weapons & Technology

Resources

Lesson 2 PPT

Documents:

Battle of Agincourt cartoon script

What happened at Agincourt data capture sheet (DCS)

Other resources as necessary depending on what activity is chosen (Movie Maker, cameras, smart phones etc.)

Content

Starter

Play the game 'Medieval Weapon Match Up?'

Have picture of weapons on the board as pupils arrive. See if they can match the weapon to the information box.

Once settled you can explain the rules of 'Medieval Weapon Match Up?' (Feel free to go into cheesy TV Gameshow presenter mode).

NB This is only the starter – you are not expecting them to be experts, just to have a guess.

Go through the correct answers and tease out some of the key points you will address in the lesson; rich or poor man's weapon, what it did, how difficult it might be to make, that sort of thing.

Main

Now that pupils have an idea of what weapons were used and what they could do you can move on to the battle itself.

1. Use the story and have the pupils draw a cartoon strip of the key events.

Alternatives:

2. Pupils could freeze-frame each section of the story. Small groups of pupils get into a pose that represents the information in a particular section and take a photograph. They then put these together in PowerPoint or Movie Maker (or similar). More IT-literate pupils could go to town on a voice-over and/or soundtrack.
3. Pupils could turn the story into a short play.
4. Pupils could turn the story into a song.

Plenary

One way to finish this lesson (or two if the pupils have really got into freeze-framing) is to watch each other's 'product' and peer-assess it.

Criteria should include:

- accuracy of knowledge (pupils could conduct extra research for a more in-depth story)
- quality of 'product'
- focus on the story – how much did they wander
- ability to work as a group

If task is just cartoon script then pass the finished cartoons around the room so pupils have someone else's cartoon. Then have them tell the story using someone else's work.

OR

If you have a digital camera you might be able to take a photograph that can be used instantly on an IWB and again have pupils tell different parts of the story.

Lesson 3: How did Henry V pay for his wars?

Linked theme: War & Society

Resources

Lesson 3 PPT

Documents:

Medieval money

Medieval cost of goods

How did Henry pay for his wars?

Content

Starter

Pupils take on the role of a medieval thatcher and have to work out how much it would cost to feed, clothe and house his family of five using the Medieval money resource. You could introduce other medieval characters depending on your knowledge. Pupils could work in family groups or individually.

NB I have used two websites for figures. This is not meant to be 100% accurate but should get pupils working with 'old money' and grappling with what medieval life might have been like.

Once groups (or individuals) have had a good go at adding up using 'old money' listen to some ideas of how they went about sorting out the budget. Can they come to some conclusion on what the basic requirements were for survival?

Main

Now let's turn to Henry V. Ask how Henry is going to pay for his wars. Someone is bound to mention taxes. Now you can move on with the PPT.

Show the mind-map and explain there were three things that Henry did: audit, tax and borrow. Explain the terms and set up task.

Pupils work in groups of three to examine the text on the action Henry took. They should read the information and complete the table as instructed in the PPT.

Once pupils have completed their tables you can hold a brief discussion to clarify any misconceptions and make sure they have enough information to answer the final question.

Plenary

Conclude with final question. Clearly, this will be one-sided as the evidence points to a big 'YES' but pupils are still showing that they can use information to write a supported answer to a question. Explain that you want them to support their points with evidence from the table they have created (they may need to go back to original information cards).

Lesson 4: To what extent did women play a part in medieval warfare?

Linked theme: Women & War

Resources

Lesson 4 PPT

Lesson 4 PPT You Say We Pay

Documents:

Joan of Arc in context

Access to computers for pupils needed for main activity

Content

Starter

Have painting of Joan of Arc on the W/B and ask the question, 'What do you notice about this fierce warrior?' It won't take pupils long to realise that it is a painting of a woman. This leads into a small discussion on the role of medieval women.

Explain to pupils that it is a painting of Joan of Arc and that she was a poor peasant girl who defeated the English in battle before she was caught and executed by them.

Main - medieval peasant women

This activity is meant to cover the daily life of a medieval peasant woman – clearly this is very generic and not meant to represent 100% of medieval peasant women but should serve as an example of the type of woman Joan of Arc was.

Split the duties of a peasant woman among the class. Pupils should be in pairs. Depending on size of group more than one pair could have the same 'duty'. Pupils' task is to mime their duty to see if other pairs can guess what the duty is. This could be made simpler by having the duties listed on the board so pupils simply have to choose what they think is being mimed.

Alternatives could be to give verbal clues without saying the actual duty (You Say We Pay included) or to draw the duty on the W/B (Pictionary-style).

Plenary

Pupils should have the main jobs of a medieval peasant woman written in their books on one side of a table. The other side should be for a comparison with their life (care must be taken so as not to upset LAC or similar children – pupils could guess who does this in the teacher's house or in a famous person's house. The reason for doing it is to give purpose to them writing down the medieval jobs and keeping them exposed to what these women from the past had to go through – it is not to make a meaningful comparison with our lives).

Main - Joan of Arc

Now the focus can switch back to Joan of Arc. The information in the accompanying document is taken from Seward, D. (2003) *A Brief History of the Hundred Years War*, London: Robinson, pp. 213-32 and Wikipedia. The information is broken down into five sections of approximately 350 words each (my subheadings).

Pupils now turn Joan of Arc's story into a simplified time-line. Give access to a computer for this Word document and show pupils how to use the CTRL + 'F' function to find key words or dates. This will act as a good model for future note-taking.

Plenary

Get creative! Can you do better than OMD?

1980s synth band Orchestral Manoeuvres in the Dark wrote two songs with Joan of Arc as the theme.

Now that pupils have an understanding of her life, let them listen to both tracks with lyrics (links to music and lyrics on PPT slide 13). Then give them the task of making the songs more historically accurate and asking them if they can bring out the uniqueness of Joan's story through their song (this will highlight just how unusual she was).

Alternatives:

1. Same task but let them choose what music to set their lyrics to
2. Don't give them any music; just let them write a song/poem
3. Depending on how you conducted Lesson 2, Joan's life could be turned into a play, storyboard or cartoon strip.
4. With extra research pupils could conduct a 'This is Your Life' show.

The role of the plenary is to draw out how unique Joan was and how different she was to our medieval peasant woman at the start of the lesson.

If any pupils are brave enough to sing to the class, please do film them and send to the HA!

Lesson 5: How do we know about Agincourt?

Linked theme: Evidence & Literature

Resources

Lesson 5 PPT

Content

Starter

Play Have I Got News For You (HIGNFY) theme tune (there is a link on PPT Slide 2) while class is settled and introduce the 'odd one out' round. You could take on the role of any presenter you like or give the job to a confident pupil.

Read the four contenders for the odd one out and ask pupils to come up with a reason for who they think it might be. All should get an answer because it is clear that three are called 'chronicles' but this is not correct. It will however open up a brief discussion/explanation of what a chronicle is.

Other wrong answers:

- nationality of the authors: Hardyng was English, Wavrin and le Fevre were French
- whose side they took when writing about the battle
- when they were written

Correct answer is the Gesta: this is the odd one out because we don't actually know who this was whereas the others are known.

Ask pupils what problems all of the things they have identified pose for the historian, as all of their guesses will have presented potential problems.

Main

Extracts taken from Curry, A (2000) *The Battle of Agincourt: sources and interpretations*, Woodbridge: Boydell & Brewer.

Using the extracts provided pupils should first of all have a go at working out how many fought on each side at the Battle of Agincourt. This will prove immensely difficult so don't let them struggle for too long – you just want pupils to gain a realisation of how difficult it is to write about certain aspects of the battle with any confidence.

Use the next few extracts and ask the question in the slide: who should take the credit for the English victory?

English sources ascribe it to God – why?

Wavrin and le Fevre are more prosaic and talk about military issues.

This task can be simplified by getting pupils to look at each source for the reasons and highlighting them before moving on to another extract.

Plenary

Pupils should write a brief account of who should take credit for the English victory at Agincourt. They should be encouraged to write like a historian, making sure all four sources are used and writers are credited in their text.

Finish with HIGNFY 'missing words' round. Get pupils to fill in the blanks based on today's work. Guest publication – what else... the HA's *Historian* magazine!

Lesson 6: How should we remember Agincourt?

Linked theme: Memory & Myth

Resources

Lesson 6 PPT

Information for this lesson taken from: Anne Curry's opening article, 'Agincourt 1415-2015' in *The Historian, issue 127*, (Autumn 2015) *Agincourt Special*, free edition, London: The Historical Association.

Content

Starter

George Osborne's budget included £1m to commemorate the Battle of Agincourt. He made this comment but is wrong on two accounts – can your pupils spot what they are?

1. There were no Scots at Agincourt – Scotland did indeed send troops to France in the 1420s but there were none in 1415.
2. The French did not symbolise a united Europe – in fact France was split between the Burgundian and Armagnac factions.

So this raises the question: How should we remember Agincourt? Especially when the Chancellor of the Exchequer can't get it right!

Explain that the Chancellor gave this organisation £1m and some of that money has paid for these lessons and competitions. Is that a good way to spend the money? Good place to link to the [Exhibiting History](#) pop-up museum competition.

Main

Let's look at how the battle has been remembered since 1415.

The information slides (22-44) can be used in a number of ways:

1. Mix them up across the class and get pupils to stand in chronological order (or just have this as an individual/paired exercise). Although chronology is quite simple I'm always amazed at how difficult this sometimes is for pupils. You could ask some basic questions:
 - a. Who is involved in your slide's commemoration?
 - b. What else was going on at the time?
 - c. Why do you think something happened at the time of your slide?

While the first two questions might not be relevant to all pupils the last one is getting them to think a little about interpretations and the way the past is represented for a specific purpose.

2. Now pupils will need their own (or paired) set of slides to begin an assessment of what they tell us.
 - a. Investigate the reasons why Agincourt has been remembered (this builds on 1c above). While the majority will point to war with France, religion also plays a part as does an emerging class consciousness and pride in one's country.
3. Create a time-line called 'Remembering Agincourt' and complete table in the way shown in PPT. Pupils should be wrestling with the idea of how each age makes its own history influenced by the events of the time. They should look for inaccuracies (England was not a democracy in 1415) in the history being created as well as whether an interpretation (Shakespeare) has overtaken real life events.
4. Once above task is under way pupils can begin to build a Venn diagram (on sugar paper – space needed). If you print slides 'six to a page' they could be placed in the relevant section of the Venn diagram and pupils could write a brief explanation of why they have been placed there. (This is why sugar paper is required as the Venn diagram needs to be big.)

Once both tasks are complete, you are ready to draw things to a close.

Plenary

One good way to conclude is to have pupils peer-assess each other's work. Display work so that each pair visits the work of everyone else and completes their peer assessment sheet.

Anne Curry concludes her article in *The Historian* by saying that in the English-speaking world Agincourt 'has become a battle for all time and all people'. Do your pupils agree with this?

This could be a general discussion/debate or a written answer/presentation.

What story will your exhibition tell us about the fifteenth century?

Competition time! Now you have studied some aspects of the Battle of Agincourt it's time to get involved in the 'Exhibiting History' competition.

Pupils are tasked with making their own 'pop-up' exhibition. It can be based on any of the themes studied in this scheme of work or on something completely different that we haven't included. For example your school or area might have a connection to a particular piece of Agincourt or the Hundred Years War.

Further details about the competition, including how to enter, are available on the Historical Association website [here](#). Students can also view specially-created animations giving guidance on [how to curate an exhibition](#), produced by experienced curators at Egham Museum.

The closing date for entries is **Friday 15 April 2016**. Good luck!