



Historical Association

The voice for history

AGINCOURT
600

Historical Association & Agincourt 600

History scheme of work

Remembering Agincourt 600 years on

Resource Pack

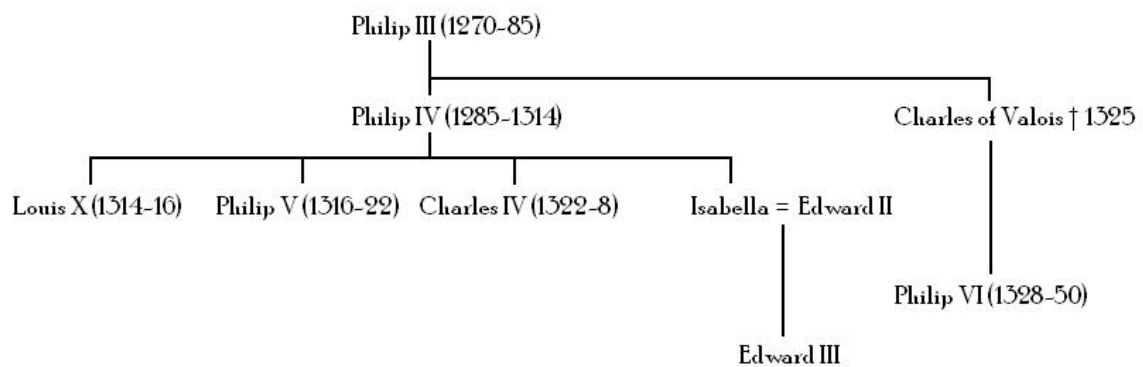
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Main Enquiry Question One – When were English and French kings at their strongest and weakest during the Hundred Years War?

Resource A – see PowerPoint 1A

Resource B

French Royal Family Tree



Resource C – see PowerPoint 1C

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

Resource A – See PowerPoint 2A

Resource B

How strong was the French army on the evening before the Battle of Agincourt?

- The French commanders were rich and powerful lords.
- The French commanders thought that they could beat the English easily.
- The French army was **not** lead by the French king or his eldest son, the Dauphin.
- The two most experienced French commanders, Marshal Boucicaut and Constable D'Albret, could not control the rich and powerful lords in their army.
- The French army was larger than the English army (some sources say it was 12,000 men, some as big as 30,000 men).
- The French soldiers were defending their homeland against a foreign invader.
- The French soldiers were rested and well fed.
- Most of the French army were men-at-arms who fought on foot.
- Most of the French soldiers wore armour of some kind.
- The French also had some knights who fought on horseback in armour.
- The French only had a few archers, and more crossbowmen than archers anyway.
- Some of the crossbowmen were from Genoa in Italy. They were in France only because of the pay. They were **not** defending their country.
- Crossbows did not fire bolts as quickly as archers could fire arrows.

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

Resource C

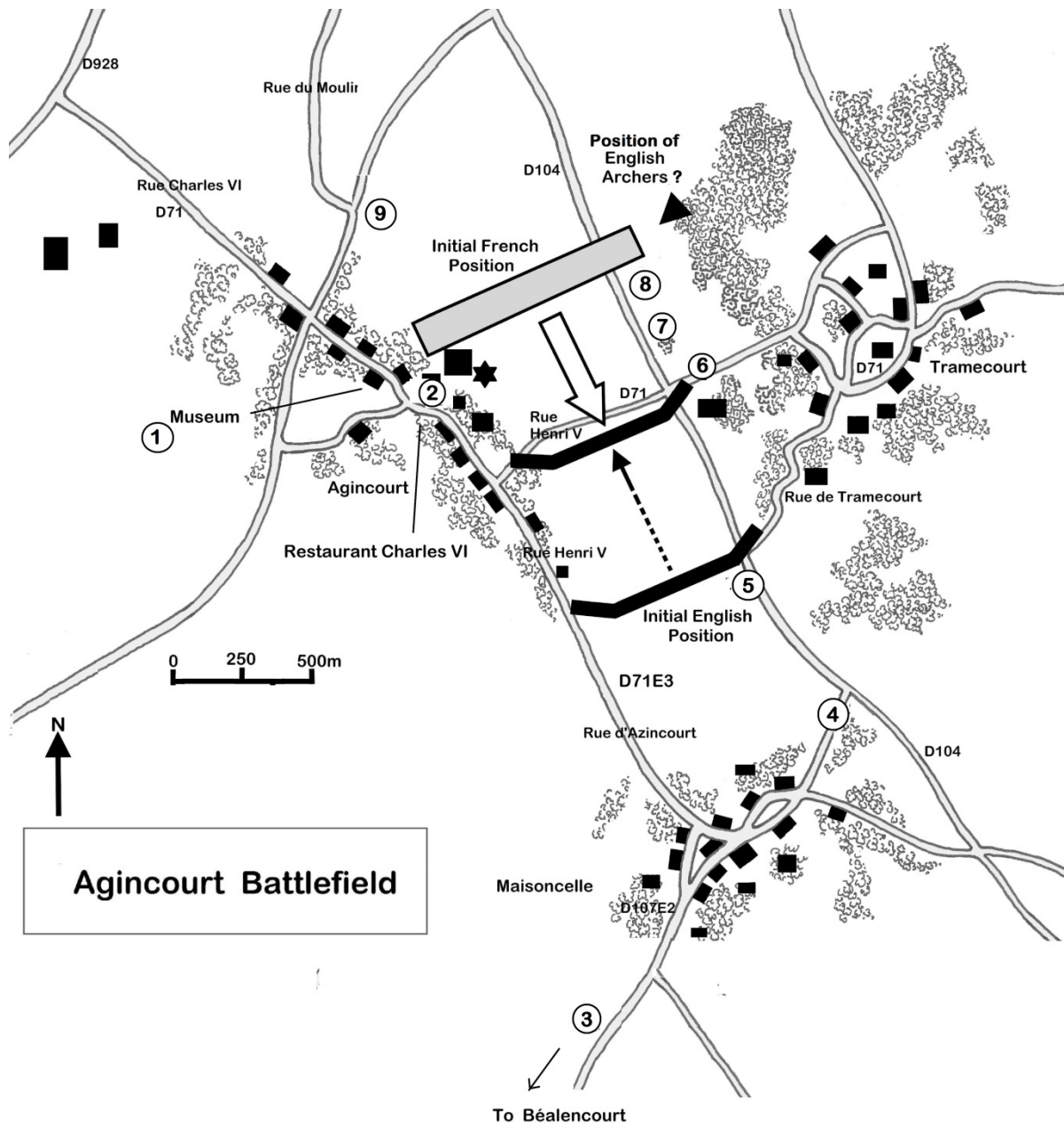
How strong was the English army on the evening before the Battle of Agincourt?

- The English king, Henry V, was determined, ruthless and well organised.
- Henry V firmly believed that God was on his side.
- Henry V was an experienced soldier. He had fought against Welsh and English rebels when he was young. He had been wounded in the cheek by an arrow.
- The English commanders were chosen because they were experienced soldiers, not just rich and powerful lords.
- The English army was smaller than the French army (between 6,000 and 9,000 men).
- The English soldiers were tired from marching across the French countryside from Harfleur to Calais.
- The English were invaders in a foreign land, far from their homes.
- The English soldiers did not have enough to eat.
- Some of the English soldiers were probably sick with an illness called dysentery, which they had picked up at the siege of Harfleur.
- Most of the English army were archers. There were no crossbowmen.
- The archers were fast, accurate, strong and well trained.
- Arrows could pierce armour.
- Arrows could be fired faster than crossbow bolts.
- Archers did not have armour and could move quickly to fight with other weapons.
- Archers were not protected by armour.
- Only a few hundred of the English army were men-at-arms or knights who fought on foot.

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

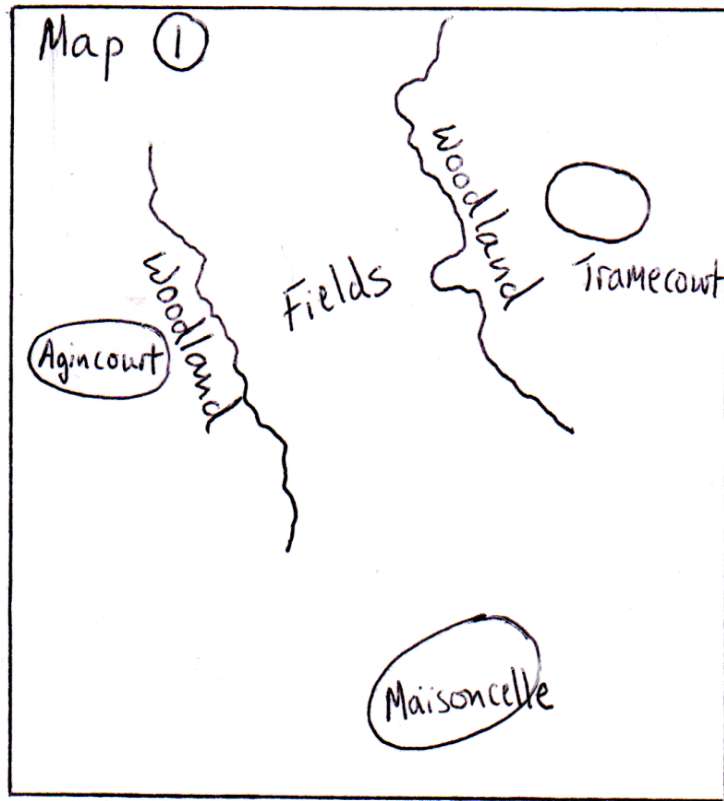
Resource D

Account of the Battle of Agincourt



This map by Peter Hoskins, published in *Agincourt 1415: A Tourist's Guide to the Campaign*, marks the possible positions of the rival armies on a contemporary map of the French village of Azincourt. Historians disagree about the exact formations, positions and numbers on both sides. The following sketch maps are based on the map above.

Stage One

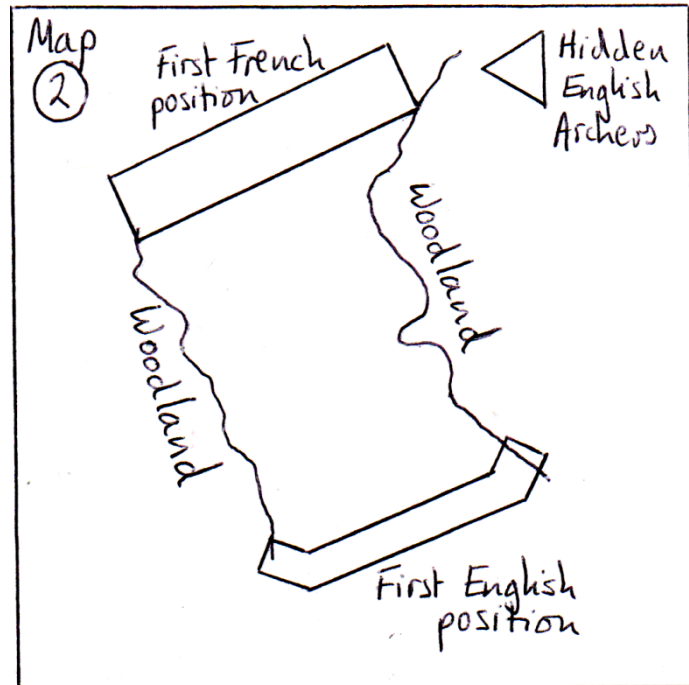


Following the detail in Sketch Map One, set up two rows of chairs in opposing lines to represent the edge of woodlands on either side of the fields at Agincourt. Label large pieces of coloured paper with the names of the villages of Agincourt, Maisonnelle and Tramecourt, and place these in position on the floor according to the map.

These chairs show where the edges of two bits of woodland were either side of a muddy field near the village of Agincourt. King Henry V chose to fight the battle in the field between the two sections of woodland.

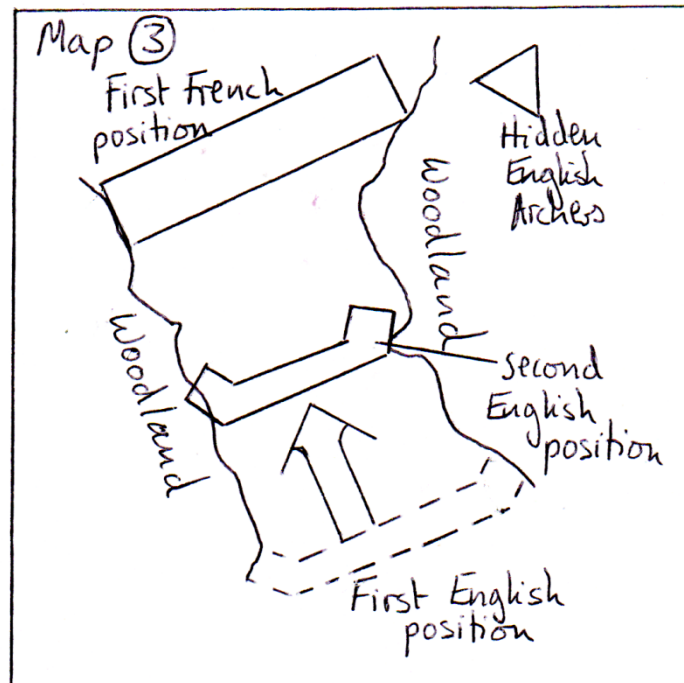
The English army camped at Maisoncelle. (*Sit a number of children with sticks around the village of Maisoncelle to represent the English army. Ensure that one wears a crown to represent the king. Flags or banners could be held.*) **The French camped between the villages of Agincourt and Tramecourt.** (*Sit a larger group of children in the field between Agincourt and Tramecourt to represent the French army. Again, flags or banners could be held.*) **New soldiers joined the French army all the time.** (*Ask a few more children to sit on the floor and join the French army.*) **The two armies were camped so close together that they could certainly hear each other. In case the French decided to launch a surprise attack that night, Henry gave strict orders for silence throughout the English army. Knights could lose their horses and equipment, and archers and other soldiers could have their right ear cut off.**

Stage Two



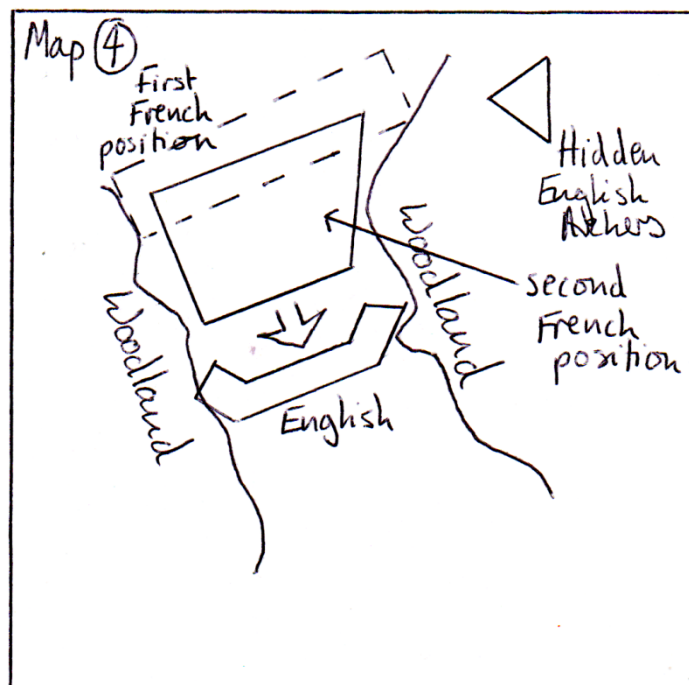
Ask the children representing the English army to stand up and move themselves to the first English position, as in Sketch Map Two. **At sunrise (around 6.40am), Henry drew up his men and waited for the French to attack. The archers stood behind wooden stakes, 1.8m long with sharpened ends, which were hammered into the ground to defend them against mounted knights. (Move two children representing English archers to behind the line of chairs representing woodland, in the position marked 'Hidden English Archers' on Map 2.) About 200 English archers were hidden in the woods at the back of the French position to take the French by surprise when they attacked.**

Stage Three



At about 10 o'clock, Henry moved his soldiers further forward. The archers hammered the stakes back into the ground in front of them. (*Ask the children representing the English soldiers to advance four paces forward with their sticks, as in Sketch Map Three.*) Henry sent the wagons of the baggage train to the rear or back of the army, where the army had camped overnight. (Send two children to stand on the village of Maisoncelle.) Soldiers knelt in prayer and took a small piece of earth into their mouths. Henry ordered the banners to be raised to signal to his own army and the French that the battle was to begin.

Stage Four



(Ask the row of children representing the English army to move forward again one pace.) **The English moved forward again, taking the French by surprise.** (Move the row of children representing the French only to stand facing directly opposite the English, as in Sketch Map Four. Ask the two children representing the hidden English archers to mime drawing their bows.) **The French then advanced to meet the English, and it is likely that the 200 archers hidden in the woods began to fire arrows into the French lines from the side. The English archers in the frontline stopped, replanted their stakes and started to shoot at the advancing French men-at-arms. French knights on horseback led the attack and horses stumbled, fell and turned away to escape the arrows. Knights that reached the English frontline faced the danger of the stakes and could be shot at easily by the archers.**

The Royal Armouries video clip, showing a reconstruction of the French cavalry charge at Agincourt, could be shown at this point (link is given in the teacher guidance for this main Enquiry Question).

Thousands of arrows also poured into the French men-at-arms behind the cavalry, killing and wounding many of them. As the French advanced towards

the English position, there was less and less room for the number of men. The French were crammed together into a narrow place between the two patches of woodland, unable to move easily or advance. The archer's fire was terrible for the French. The crossbowmen on the French side did not help much.

The French men-at-arms found it difficult to advance across the ground for several reasons:

- **The earth was very muddy because of the rain from the night before.**
- **It was uneven because it had been ploughed up to plant crops.**
- **The horses of the French knights had churned up the ground further during their attack.**
- **The piles of dead and wounded men made it difficult to move forward.**
- **Men-at-arms had to keep their visors (the bit of armour that protected their face and eyes) down to protect them from English arrows, which made it difficult for them to see.**
- **They were packed so closely together that some of them could not even lift their weapons.**
- **The mud made it more difficult to move wearing armour.**

The fighting between the English and French frontlines was very fierce. King Henry is said to have stood over his wounded brother, the Duke of Gloucester, to protect him. The French Duke of Alençon killed the Duke of York, and is said to have struck the King's head himself with an axe and to have broken parts off the crown on Henry's helmet. Alençon was surrounded and offered to surrender, but was struck down and killed. *(These events could be acted out.)* The English archers could move easily because they had little armour, and went among the French soldiers, stabbing and killing them. Some English soldiers took French prisoners, with the hope of getting large amounts of money (ransoms) from their families.

Stage Five

Some French soldiers attacked the baggage train at the back of the English army. (Send some children from the French side to Maisoncelle and ask the two children representing English soldiers there to lie down as if dead.) King Henry may have thought that the French were about to attack his army from Maisoncelle. He may have thought that his soldiers would not be able to fight properly if they were still looking after their French prisoners. The King ordered his soldiers to kill the French soldiers they had captured. Henry may have ordered the killing to stop once he realised the battle was won. Some French prisoners were kept alive and sent to England.

Stage Six

After just three hours of fighting, thousands of French soldiers were dead. They were probably buried together on the battlefield. Many powerful French lords died. Two French dukes were taken back to England. Few English soldiers died, maybe only a few hundred.

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

Resource A – see PowerPoint 3A

Resource B

The Agincourt Carol 1415

Owre kynge went forth from Normandy,
With grace and might of chyvalry;
Ther God for hym wrought mervelusly,
Wherefore Englonde may calle and cry,
Deo gratias!

Deo gratia Anglia, redde pro Victoria!

He sette a sege, forsothe to say,
To Harflu toune with ryal array;
That toune he wan and made affray,
That France shall rewe tyl domesday.
Deo gratias!

Then went hym forth, owre king comely,
In Agincourt feld he faught manly;
Throw grace of God most marvelsuly,
He had both feld and victory.
Deo gratias!

Ther lordys, erles and barone
Were slayne and taken and that full soon,
Ans summe were broght into Lundone
With joye and blisse and gret renone.
Deo gratias!

Almighty God he keep owre kynge,
His peple, and alle his well-wyllynge,
And give them grace wythoute endyng;
Then may we call and savely syng:
Deo gratias!

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

Resource C

The Agincourt Carol 1415

Owre kynge went forth from Normandy,
Our king went out to Normandy,
With grace and might of chyvalry;
With grace and might of chivalry (many knights);
Ther God for hym wrought mervelusly,
There God did marvellous things for him,
Wherefore Englonde may calle and cry,
Which is why England may shout and cry,
Deo gratias!
Thanks be to God!

Deo gratia Anglia, redde pro victoria!
England give thanks to God for victory!

He sette a sege, forsothe to say,
He began a siege, it is true to say,
To Harflu toune with ryal array;
of the town of Harfleur with a royal army;
That toune he wan and made affray,
That town he won with such violence,
That France shall rewe tyl domesday.

that France will regret it until doomsday (the end of time).

Deo gratias!

Thanks be to God!

Then went hym forth, owre king comely,

Then he went onward, our handsome king,

In Agincourt feld he faught manly;

in the field of Agincourt he fought manfully;

Throw grace of God most marvelsuly,

Through the grace of God in a most marvellous way,

He had both feld and victory.

he won both the field and a victory.

Deo gratias!

Thanks be to God!

Ther lordys, erles and barone

There lords, earls and barons

Were slayne and taken and that full soon,

Were killed and taken and that very quickly,

Ans summe were broght into Lundone

And some were brought to London

With joye and blisse and gret renone.

With joy and happiness and great fame.

Deo gratias!

Thanks be to God!

Almighty God he keep owre kynge,
May Almighty God save our king,
His peple, and alle his well-wyllynge,
His people and all who wish him well,
And give them grace wythoute endyng;
And give them grace without end;
Then may we call and savely syng:
Then may we call and safely sing:
Deo gratias!
Thanks be to God!

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

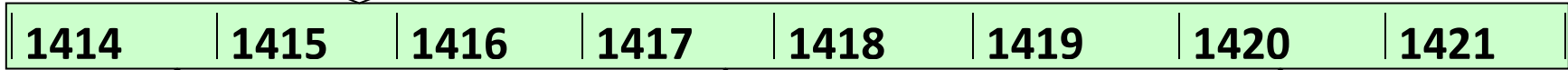
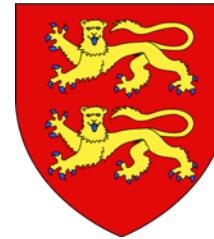
Resource D

What did Henry V *actually* do in France?

King Henry captured the French town of Harfleur and won the Battle of Agincourt.



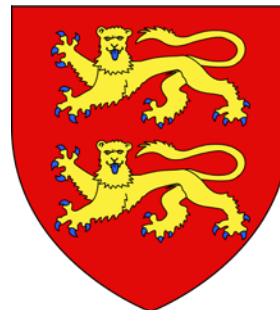
King Henry conquered Normandy.



King Henry planned his invasion of France.



King Henry started to conquer Normandy.



The French agreed to the Treaty of Troyes. King Henry would become King of France after the death of King Charles VI, and he married the French princess Catherine.

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

Resource E

What did Shakespeare say Henry the Fifth did in France in 1415?

King Henry captured the French town of Harfleur and won the battle of Agincourt.



King Henry planned his invasion of France.



The French agreed to the Treaty of Troyes. King Henry would become King of France after the death of King Charles the Sixth and he married the French princess Catherine.

What most historians agree happened at the Battle of Agincourt

Henry's men were tired, hungry and sick on the march.

Henry made a speech to his men before the Battle of Agincourt (we don't know exactly what he said).

The French army at the battle was **larger** than the English army (historians argue about how much larger).

The French king's son, the Dauphin, did **not** lead the French army and was **not** at the battle.

Archers played an important role in defeating the French.

There were soldiers from England and some from Wales but **none** from Scotland or Ireland on the English side at the battle.

The French attacked the English baggage train.

Henry probably ordered his men to kill all French prisoners.

Between 112 and 450 soldiers in the English army were killed. Between 4,000 and 11,000 French soldiers died.

What Shakespeare says happened at the Battle of Agincourt

Henry's men were tired and hungry on the march.

Henry made an inspiring speech to his army before the battle (Shakespeare made it up).

The French army was **very much larger** than the English army.

At Agincourt, the French army was led by the son of the king of France, the Dauphin.

Shakespeare does **not** mention archers on the English side.

There was a soldier from Scotland and another from Ireland at the battle, fighting alongside English and Welsh soldiers.

French soldiers killed English boys in the baggage train during the battle. In revenge, Henry ordered his men to kill French prisoners.

Only 29 English soldiers died but the French lost 10,000 men.

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

Resource G



How does Henry V behave in Shakespeare's play?

- Henry makes speeches to inspire his men.
- Henry fights with them.
- Henry disguises himself as an ordinary soldier on the evening before the battle to hear what his men really think of him.
- Henry is very determined to win.
- Henry is very charming and persuasive.
- He only orders the killing of French prisoners back at the Battle of Agincourt in revenge for the French killing of English boys in the baggage train.
- Henry believes it is God's will that he should become King of France.
- Henry believes his war against France is just.
- Henry shows that he has a sense of humour when he asks Princess Catherine to marry him.
- Henry claims that he loves Catherine.

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

Resource H

How do the French behave in Shakespeare's play?

- The French commanders boast about how easily they would beat the English on the evening before the Battle of Agincourt.
- French soldiers kill all the English boys when they raid the baggage train during the Battle of Agincourt.
- The French are amazed by the bravery of the English and their king.

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

Resource I

How do the soldiers in the English army behave in Shakespeare's play?

- Some fight fiercely throughout the battle.
- Some **question** why they are fighting.
- Some deliberately **avoid** the fighting.
- Some make the audience laugh.

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

Resource A – see PowerPoint 4A

Resource B

How did Laurence Olivier want British people to feel about the Battle of Agincourt in 1944?

- Proud to be English
- Proud to be British
- Excited
- Inspired to support the British war effort in 1944
- Confident of a British victory in 1944 or 1945
- Reminded of the sufferings and hardship of war
- Proud of British troops helping to free France in 1944
- Forgetful of the sufferings and hardship of war in 1944 in a warm cinema watching a film in bright colour
- Pitiful and sorrowful for English and Welsh soldiers who died
- Proud of the bravery of English and Welsh soldiers who fought at Agincourt
- Pitiful and sorrowful for French soldiers who died
- Pitiful and sorrowful for all soldiers who died
- Angry against war and fighting

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

Resource C

How did Kenneth Branagh want his audiences to feel about the Battle of Agincourt in 1989?

- Proud to be English
- Proud to be British
- Excited
- Reminded about the sufferings and hardship of war
- Pitiful and sorrowful for English and Welsh soldiers who died
- Proud of the bravery of English and Welsh soldiers who fought at Agincourt
- Pitiful and sorrowful for French soldiers who died
- Pitiful and sorrowful for all soldiers who died
- Angry against war and fighting

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

Resource A – see PowerPoint 5A

Resource B

25th October 1415 and 25th October 1915. We were celebrating the 500th anniversary of Agincourt. The commanders of a British division [*a large group of soldiers*] stationed [*staying*] nearby had been invited ... English and French, we are two strong and loyal races [*types*] of men, who never despised [*looked down on*] each other when they fought. We could shake hands now without rancour [*bitterness*] and without hatred. Neither of us had boorish [*rough*] or evil thoughts.

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

Resource C

La bataille d'Azincourt

Dès son accession au trône en 1413, le roi d'Angleterre Henri V revendique la couronne de France. Il réunit environ 9000 combattants et débarque en Normandie le 13 août 1415 et met le siège devant Harfleur. La ville résiste pendant un mois. L'armée anglaise est très affaiblie. Henri V décide alors de rejoindre Calais pour réembarquer vers l'Angleterre. Profitant de la situation, les Français, commandés par le maréchal de Boucicaut, se lancent à la poursuite de l'armée anglaise et bloquent tous les passages sur la Somme. Les Anglais parviennent à traverser le fleuve par le 19 octobre mais les Français les arrêtent à Azincourt.

Henri V est acculé et n'a autre choix que de se battre. Le 25 octobre, le jour de Saint Crespin, vers 11h le combat s'engage. Les archers anglais se portent en avant, installent leurs pieux et décrochent leurs flèches. Malgré la pluie qui rend le terrain boue et impraticable, les chevaliers français se lancent à l'assaut en vagues successives mais sont décimés par les tirs nombreux des archers anglais. Les combats sont intenses. A 17h la bataille est terminée. Les Français compte plus de 5000 morts dont l'élite de la chevalerie. Victorieux, Henri V, peut reprendre sa marche sur Calais et embarquer pour Londres avec son butin et ses prisonniers.

The Battle of Agincourt

Following his accession to the throne [*becoming king*] in 1413, the King of England, Henry V, lays claim to the French crown. He gathers together about 9,000 fighters and lands in Normandy on the 13th August 1415 and lays siege to the town of Harfleur. The town resists for a month. With a weakened English army, Henry V decides to go back to Calais in order to set sail for England. Taking advantage of the situation, the French, led by the Maréchal de Boucicaut (Marshal Boucicaut), set off in pursuit of [*to try to catch up with*] the English army and block all crossing points of the Somme [*a river*]. The English manage to cross the river by the 19th October but the French stop them at Agincourt.

Henry finds himself cornered [*trapped*] and has no choice but to fight. On the 25th October, St Crispin's Day, at about 11 o'clock, the battle commences [*starts*]. The English archers take the lead, set up their stakes and let their arrows fly. In spite of the rain turning the ground to mud and making the terrain impassable [*difficult to cross*], the French knights throw themselves into battle, wave after wave, but are

decimated [*many are killed*] by the innumerable [*many*] arrows from the English archers. The fighting is intense. At 5 o'clock pm, the battle ends. The French count more than 5,000 dead, including the fighting élite [*leaders*]. Victorious, Henry V is able to continue his march towards Calais and to set sail for London with his spoils and prisoners.

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

Resource D

(Teaser)

Chevaliers et Bombardes. D'Azincourt à Marignan 1415-1515. C'est la nouvelle exposition proposée au musée de l'Armée aux Invalides à Paris. Un regroupement exceptionnel d'objets qui plonge le visiteur au coeur des grandes batailles d'histoire du moyen age à la Renaissance.

Sylvie

L'année 2015 nous offre l'occasion unique de revenir sur deux dates importantes de notre histoire, deux dates importantes pour le royaume de France: la défaite d'Azincourt le 25 octobre 1415 et un siècle plus tard la victoire de Marignan le 13 et 14 septembre 1515. Que s'est-il passé pendant ce siècle écoulé? Un siècle de bataille dans la continuité des conflits autour de la guerre de Cent Ans. Mais également un siècle de réforme. Le 15ème siècle est un siècle extraordinaire, plein de découvertes. C'est le siècle des grandes innovations techniques à la fois dans dimensions scientifiques, géographiques, de la chimie et dans la domaine de l'arme militaire. Cette exposition <Chevaliers et Bombardes> propose aux visiteurs un parcours au cours de cette période tout à fait passionnante, un peu oubliée. A travers les prêts prestigieux consentis par des institutions françaises et étrangères nous pouvons offrir à nos visiteurs un parcours à travers ce siècle plein de découvertes et d'innovations.

Homme

Le parcours chronologique est articulé autour de trois thèmes: les nouveautés techniques; le temps des réformes et d'expériences; et le succès de l'artillerie française.

Général de Division Christian Baptiste, Directeur du Musée de l'Armée.

La richesse de nos collections guide nos choix et la richesse de nos collections ne sont jamais que les traces matérielles de la richesse de notre histoire et bien évidemment il en revient à nous en tant que musée, en tant que musée militaire de profiter de ces grandes dates d'anniversaire pour rencontrer nos citoyens pour faire ses focus sur notre partie d'une histoire extrêmement riche.

Nous sommes d'ailleurs, nous sommes un grand pays, un grand nation avec une longue parfois douloureuse mais toujours riche histoire.

L'exposition Chevaliers et Bombardes est à découvrir le 7 octobre 2015 au 24

janvier 2016.

(Teaser)

Introduction

Knights and Bombards. From Agincourt to Marignano 1415–1515. The new exhibition offered by the Museum of the Army at Les Invalides in Paris. An exceptional assembly [*a special collection*] of objects that immerses [*takes*] the visitor right to the heart of the great battles of history from the Middle Ages to the Renaissance.

Sylvie

2015. The unique opportunity to revisit two important dates in our history. Two important dates for the Kingdom of France: the defeat at Agincourt on the 25th October 1415 and, a century later, the victory at Marignano on the 13th and 14th September 1515. What happened in this century long ago? A century of battle, the continuation of conflict as part of the Hundred Years War. At the same time, it is a century of reform [*change*]. The fifteenth century is an extraordinary century, full of discoveries. It is a century of great technical innovation [*changes in the way things are designed*] and, at the same time, great progress in scientific, geographical, chemical and military spheres. This exhibition, 'Knights and Bombards', offers visitors a journey through this fascinating and somewhat forgotten period. Thanks to the prestigious [*important*] loans agreed by both French and foreign institutions [*other museums*], we can offer our visitors a journey through this century full of discovery and innovation.

Man

The chronological journey [*the journey through time*] is centred on [*about*] three themes [*topics*]: technical innovations [*inventions*], the time of reform and experimentation [*trying out new ways of doing things*], and French artillery success [*French success with cannons*].

Général de Division Christian Baptiste, Directeur du Musée de l'Armée.

The wealth of our collection influences our choice and the wealth of our collection is only a fraction of the riches of our history. Obviously it falls to us [*it's up to us*], as a museum, as a military museum, to take advantage of these important anniversaries to introduce our citizens to this wealth and to allow them be part of our rich history. What is more, we are a great country, a great nation with a long and sometimes painful but always rich history.

The exhibition 'Knights and Bombards' runs from 7 October 2015 to 24 January 2016

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

Resource A – see video file 6A

Resource B – see PowerPoint 6B

Resource C

How should the Battle of Agincourt be remembered today?

Your task

You are part of a company of architects (people who design buildings) called Memorials Unlimited. You have lots of experience designing memorials to help people remember what happened in the past. The Agincourt 600 project has asked you to design a new memorial, which will be built on the battlefield in France.



You **must**:

- Complete a drawing of your memorial with labels explaining your design (the design must be acceptable to both French and British visitors).
- Write three sentences (an inscription) to be carved on the memorial, including the date and with a brief description of what happened there (the inscription must be acceptable to both French and British visitors).
- Write down and explain your design to the rest of the class, along with what you have decided to say, what you have **not** included and the reasons for your decisions.

You **could** also:

- Make a model of your memorial (you could use Lego or Playmobil figures, for example).
- Film your presentation.
- Include an inscription in French as well as English.

These stages might help you with your work:

Stage One – Decide what you think about the battle yourself. Remember that some British (mostly English and Welsh) people think of Agincourt with great **pride** as a victory where a small army defeated a much larger one. Other people (including many French people) think of the battle with **sadness** because so many soldiers were killed. What do **you** think?

Stage Two – Design the memorial. What will it look like? Will it include figures (sculptures)? If so, who will they be (for example, archers, French knights, English and French leaders)?

Stage Three – Write your three sentences. Who will you mention (for example, Henry V, Marshal Boucicaut [the main French leader], the archers)? How will you label the battle (an English victory? A French defeat? Or will you not call it either)? Will you mention the size of the armies? If so, what totals will you use, as historians do not agree about this? What details will you mention about the battle (for example, the muddy ground, the French cavalry charge, the archers, the killing of French prisoners)? Will you include the number of soldiers who died? If so, what totals will you use, as historians disagree about this? You could use some of the resources from the second Main Enquiry Question about what most historians agree happened at the battle to help you.

Stage Four – Write down the reasons for your memorial design, what you included and what you left out. The following sentence starters may help you with this:

We have designed our memorial in this way because ...

We chose **not** to design it in other ways because ...

We **included** the following information in our inscription because ...

We **left out** the following information because ...

Main Enquiry Question Six - How should the Battle of Agincourt be remembered today?

Resource D

How should the Battle of Agincourt be remembered today?

Your task

You are part of a company of writers and designers called Writers Unlimited. You have lots of experience writing and designing booklets to help people visiting museums and historic places to understand them better. The Centre Historique Medieval in Azincourt has asked you to write and design a new guide to the Battle for Key Stage One children.



You must:

- Include a battle plan with labels.
- Write simple sentences describing what happened (the writing must be understood by Key Stage One children, must **not upset them** and must be acceptable to **both** French and British visitors).
- Include illustrations (they must **not upset** Key Stage One children and must be acceptable to **both** French and British visitors).

- Explain your booklet to the rest of the class, including what you have decided to say, what you have not included and the reasons for your decisions.

You **could** also:

- Film your presentation.
- Translate the guide into French as well as English.

These stages might help you with your work:

Stage One – Decide what you think about the battle yourself. Remember that some British (mostly English and Welsh) people think of Agincourt with great **pride** as a victory where a small army defeated a much larger one. Other people (including many French people) think of the battle with **sadness** because so many soldiers were killed. What do **you** think?

Stage Two – Design the battle plan. What will it look like? How will you label it? Who will you include (for example, archers, French knights, English and French leaders)?

Stage Three – Write your simple paragraphs. Who will you mention (for example, Henry V, Marshal Boucicaut [the main French leader], the archers)? How will you label the battle (an English victory? A French defeat)? Will you mention the size of the armies? If so, what totals will you use, as historians do not agree about this? What details will you mention about the battle (for example, the muddy ground, the French cavalry charge, the archers, the killing of French prisoners)? Will you include the number of soldiers who died? If so, what totals will you use, as historians disagree about this? You could use the resources from Main Enquiry Question Two and information from what most historians agree happened at the battle.

Stage Four – What illustrations will you use and why? Will they be pictures from the fifteenth century? Pictures of weapons and armour from the time of the battle? Pictures drawn by artists recently? You must also add a caption describing what they show. What will you say about what kind of pictures they are? You could use pictures that you have seen when studying the Battle.

Stage Five – Write down the reasons for what you included and what you left out. The following sentence starters may help you with this and with your presentation:

We have **included** this information in our guide because ...

We **left out** the following information in our guide because ...

We **included** the following illustrations because ...

We **left out** these kinds of illustrations because ...

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

Resource E

Memorial Design Task Mark Scheme

Working towards expected standard

The memorial design may be incomplete. The inscription may be incomplete, far too long or reflect a very partisan view of the Battle (for example, ignoring the criteria that it must be acceptable to both French and British visitors). The written and oral presentation may only justify the memorial design in general terms. There may be no clear justification for why information has been included or excluded in the inscription.

Working at expected standard

The memorial design is complete. The inscription is the correct length and shows evidence of attempting to match it to the given criteria. The written and oral presentation refers to some specific reasons for the design and states information that has been included or excluded from the inscription, with reference to detail. A justification for why information has been included or excluded has been attempted.

Working in depth at expected standard

Pupils have completed the memorial design. The inscription is the correct length and shows clear evidence of being influenced by the given criteria. The written and oral presentation refers to specific reasons for the design and states information that has been included or excluded from the inscription, with reference to detail. The presentation includes justification for why information has been included or excluded.

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

Resource F

Battle Booklet Task Mark Scheme

Working towards expected standard

The battlefield plan may be incomplete, lacking some or any labels. The text of the booklet may not be appropriate for Key Stage One children or reflect a very partisan view of the battle (for example, ignoring the criteria that it must be acceptable to both French and British visitors). The written and oral presentation may only justify the booklet in general terms. There may be no clear justification for why information has been included or excluded in the battlefield plan or the text.

Working at expected standard

The battlefield plan is complete with clearly written labels. The text shows evidence of attempting to match it to the given criteria (for example, the writing and detail is appropriate for Key Stage One children and is likely to be acceptable to both French and British visitors). The written and oral presentation refers to some information that has been included or excluded from the booklet, with reference to detail. A justification for why information has been included or excluded has been attempted.

Working in depth at expected standard

Pupils have completed the battlefield plan with labels. The text shows clear evidence of being influenced by the given criteria (for example, the writing and detail is appropriate for Key Stage One children and is likely to be acceptable to both French and British visitors). The written and oral presentation refers to specific information that has been included or excluded from the booklet, with reference to detail. The presentation includes justification for why information has been included or excluded.