



Historical Association

The voice for history

AGINCOURT
600

Historical Association & Agincourt 600

French scheme of work

Remembering Agincourt 600 years on

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Rationale

The following lesson plans and accompanying resources have been created to complement the six History Main Enquiry Questions of Agincourt 600. The sessions have been designed for use at both upper Key Stage 2 and lower Key Stage 3. Each lesson or session is designed to last approximately an hour, although there are plenty of opportunities to extend the sessions further.

The sessions are designed to develop or revise then extend pupils' existing French knowledge and to encourage pupils to develop linguistic skills and confidence while reinforcing and enhancing their historical knowledge of the topic. Every effort has been made to make these sessions accessible to all pupils regardless of ability or experience and to all teachers whether language specialists or not.

The sessions can be exploited in any order and do not depend on vocabulary or skills learnt in a previous session. They can be taught as stand-alone sessions or as part of a term's class work or used for a separate extra-curricular club. Due to the wealth of resource and inspiration offered by Shakespeare's *Henry V*, there are two sessions (Sessions 3 & 4) linked to Main Enquiry Question 3: How did William Shakespeare want his audience to feel about the Battle of Agincourt? instead of Session 4 relating to Kenneth Branagh's film version.

The National Curriculum Objectives for Modern Foreign Languages at Key Stage 2 and Key Stage 3 are included at the end of each lesson plan and are highlighted to denote coverage. Over the six sessions, all objectives have some coverage. Resources for each session can be found in the accompanying document and there are PowerPoints for Sessions 1-3.

Key Stage 2 National Curriculum objectives covered

- Listen attentively to spoken language and show understanding by joining in and responding. Sessions 1, 3, 4, 5, 6.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Sessions 1 & 5.
- Engage in conversations: ask and answer questions; express opinions and respond to those of others; seek clarification and help. Sessions 2a, 3, 4, 6.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures or using familiar words and phrases. Sessions 2a, 4, 6.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud. Sessions 1, 3, 5.
- Present ideas and information orally to a range of audiences. Sessions 2a, 4, 6.
- Read carefully and show understanding of words, phrases and simple writing. Sessions 1, 2a, 2b, 3, 4, 5, 6.
- Appreciate stories, songs, poems and rhymes in the language. Sessions 2a, 3, 5.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary. Sessions 1, 2a, 2b, 3, 4, 5, 6.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Session 6.
- Describe people, places, things and actions orally and in writing. Sessions 2, 4, 5, 6.
- Understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Sessions 1, 2, 4, 6.

Key Stage 3 objectives

Grammar and vocabulary

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied. **Sessions 1, 5.**
- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate. **Sessions 2, 6.**
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. **Sessions 1, 2a, 2b, 3, 4, 5, 6.**
- Use accurate grammar, spelling and punctuation. **Sessions 1, 4, 5, 6.**

Linguistic competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately. **Sessions 3,4 , 5.**
- Transcribe words and short sentences that they hear with increasing accuracy. **Session 1.**
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. **Sessions 2, 3, 4, 6.**
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing. **Sessions 2, 4, 5, 6.**
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation. **Sessions 1, 2, 3, 4, 6.**
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material. **Sessions 1, 2a, 2b, 3, 4, 5, 6.**
- Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture. **Sessions 1, 2a, 2b, 3, 4, 5.**

Main Enquiry Question One: Why were England and France at war for 100 Years?

Session 1

Rationale

This session links with Main Enquiry Question One. The focus for the lesson is a chronology of the Hundred Years War written in French and translated from Main Enquiry Question One Resource C. The main purpose of the lesson is to learn/revise numbers in French from 1 to 1000 and to use this knowledge to understand and report the key dates of the war.

Objectives

- To learn/revise how to count from 1 to 1000 in French.
- To learn/revise how to use French numbers to say the year.
- To use new and prior learning to develop independence; move from passive understanding to demonstrating comprehension.
- To learn about the key dates of the Hundred Years War - *La Guerre de Cent Ans*.
- **Extension:** To identify the *passé composé* in a written passage; to use a bilingual dictionary or tablet device to aid comprehension.

Outcomes

Pupils will:

- be able to count from 1 to 1000 in French
- be able to use French numbers to say the year
- listen to and understand dates in French and then use them in the written form in a matching activity
- know about the key dates of the Hundred Years War - *La Guerre de Cent Ans*.
- **Extension:** be able to highlight the *passé composé* in a written passage; they will have used a bilingual dictionary or tablet device to help them understand the meaning of the text.

Resources

Whiteboards: class and individual

Photocopies of resources

Lesson PowerPoint French A

Activities

Activity 1.1

Greet the class.

Show the class the chronology of the Hundred Years War in French

(**Resource 1.1a**), also on **PowerPoint French A**.

If we were to tell a French friend about the key points of the war using the information on the sheet, how do we read out loud or say the year in French?

Let's begin by a revision of numbers:

Ask for a volunteer to count to 10: *Qui peut compter à dix?*

Then choose another to count to 20: *Qui peut compter à vingt?*

Now choose someone to count to 30: *Qui peut compter à trente?*

After each volunteer count as a class to check knowledge and reinforce vocabulary, reminding pupils that although we say *vingt-et-un* we don't say *vingt-et-deux* but *vingt-deux*.

Now write the tens up to and including 100 on the whiteboard. As you write, instruct the class to *écoutez, répétez*. Then point to each ten in order, say the number and listen to their repetition.

Now 'jump' around the board pointing to different tens and seeing how quickly pupils can remember the number.

Write 1337 on the board.

This was the start of the Hundred Years War- *le début de La Guerre de Cent Ans*

What year was the end of the war? *C'est quand la fin de La Guerre de Cent Ans?* 1453

How might we say these numbers in French?

In English, we say 'Thirteen Thirty Seven' in French it is 'one thousand, three hundred and thirty seven'.

The word for 1000 is *mille*.

1337= *mille trois cent trente-sept*

1453 = *mille quatre cent cinquante-trois*

Have the pupils seen any links between *mille* and the words millimetre (1000mm to a metre), millipedes (who appear to have 1000 legs) but not a million - *un million* is a million? Sometimes being a Language Detective unearths 'false friends' – words that appear to be cognates but in fact mean something totally different!

How would we say the year today? 2015 *deux mille quinze*

Using a timer, give pupils five minutes to work out in pairs how to say as many of the key dates in French as possible. Who can get the furthest through the list?

Activity 1.2

Hand out copies of a simplified chronology of the Hundred Years War in French (**Resource 1.2**). This time read out some key dates in French, for example:

1340 *mille trois cent quarante*

1360 *mille trois cent soixante*

1415 *mille quatre cent quinze*

1420 *mille quatre cent vingt*

1431 *mille quatre cent trente-et-un*

1453 *mille quatre cent cinquante-trois*

Can pupils tell you the year in English?

Grammar point:

Note the position of the hyphen in numbers after 20 – *vingt-et-un*, *vingt-deux*, *cinquante-trois* etc.

Activity 1.3

Now ask the pupils to work in pairs to find the answers to the questions in **Resource 1.3a**. Note – the answers are at the bottom of the sheet so need to be removed before photocopying.

NB: *Quelle est la date de...?* What is the date of...?

la bataille – the battle; *la mort* – the death; *le début* – the start; *la fin* – the end; *le traité* – the treaty.

Note also the difference in spelling of Agincourt (English) and Azincourt (French)

Check the answers in English before asking them to try saying them in French.

Now working with a partner, can they match the question to the correct answer written in French using the grid in **Resource 1.3.b**? This would work well as a cut-up-and-match activity as the dates are not in the correct order in the grid. These could then be stuck into exercise books chronologically and the date in numbers written alongside. If further support is required, **Resource 1.3c** has a list of numbers and their written forms in French.

Plenary/conclusion

Activity 1.4

To end the lesson why not reward pupils for their hard work with a game of *Loto!* Bingo!

Give out whiteboards or scrap paper and ask pupils to draw a 3 x 3 grid ready to play bingo OR hand out the photocopies of Bingo sheets in **Resource 1.4**. Explain that you will say a number in French and that pupils need to put their hands up and tell you the number in English before circling it on their grid. The first winner(s) are those with a line and then the final winner is the person who fills their grid first.

Extension activities:

Activity 1.5

Using **Resource 1.1** Ask pupils to pick out the names of English and French monarchs and compare them to the English spellings.

Activity 1.6 Suitable only for Gifted and Talented/KS3

Again using **Resource 1.1a** and the English translation **Resource 1.1b** ask what tense these texts are written in. The past tense. In this case the French is written mostly using the *passé composé* which is made up of the present tense of *avoir* or *être* + the past participle. Can pupils use a highlighter pen to highlight the verbs in the text?

Furthermore, can they write the meaning?

OR use a bilingual dictionary or tablet device to identify the verb?

For example:

1346 *Edouard III a envahi la Normandie avec une armée de 15,000 hommes. Il a totalement vaincu une grande armée française à la bataille de Crécy. Edouard a continué sa marche dans la France et il a assiégé la ville de Calais sur la côte française.*

a envahi - has invaded

envahir - to invade

a vaincu - has beaten

vaincre - to beat/ win

a continué - has continued

continuer - to continue

OR

The card-sort listed as **PowerPoint French A** could be used in the same way as described in Session One in the History scheme of work. The only difference would be the requirement for pupils to be able to read the text in French.

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- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations: ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures or using familiar words and phrases.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Key Stage 3 objectives

Grammar and vocabulary

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied (extension activity 1.6).
- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
- Use accurate grammar, spelling and punctuation.

Linguistic competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.
- Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.

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

Session 2a

Rationale

This session is based on the poem '*Le Livre Des Quatre Dames*' written by Alain Chartier between 1416 and 1418. It can be found on page 344 of Anne Curry's book, *The Battle of Agincourt: sources and interpretations* (Woodbridge: The Boydell Press, 2000) ISBN 978-1-84383-511-0

Objectives

- To learn/ revise how to ask somebody 'how are you?' in French using *Ça va?*
- To learn/ revise how to say how you are feeling in French using *Ça va/ Comme ci comme ça/Ça ne va pas!*
- (Extension) to give a reason why in French using *parce que*.
- To read and understand a short introductory text in French, using cognates.
- To work in a group to understand the plight of the *Quatre Dames* in the poem of Alain Chartier using a bilingual dictionary if necessary.
- Extension: To create a conversation between Alain and the *Quatre Dames*/ o create a poster or written sentences describing the plight of the *Quatre Dames*.

Outcomes

Pupils will:

- be able to ask somebody 'how are you?' in French using *Ça va?*
- be able to say how you are feeling in French using *Ça va/ Comme ci comme ça/Ça ne va pas!*
- (extension) be able to use *parce que* (because) to give a reason.
- have read some written French and understood what it means using cognates to help.
- worked in a group and be able to explain the sadness of the *Quatre Dames* in the poem. They will have used a bilingual dictionary if necessary.
- extension: have created a conversation between Alain and the *Quatre Dames*.
- have created a poster or written sentences in French about the *Quatre Dames*.

Resources

Lesson PowerPoint French B/ Flashcards (printed from the PowerPoint)
Bilingual dictionaries
Introductory text
List of cognates
Text of poem (in four parts)
Worksheet

Activities

Activity 2.1

Welcome the class and ask them 'How are you?' using 'Ça va?' Refer to the lesson PowerPoint **Resource 2.1** or use flash cards to aid comprehension. Model a simple conversation with a willing volunteer or a Teaching Assistant (use a puppet if short of volunteers!)

Teacher: *Bonjour!*

Assistant: *Bonjour!*

Teacher: *Ça va?*

Assistant: *Ça va bien merci!* (indicate smiley face flashcard or slide)

Teacher: *Bonjour!*

Assistant: *Bonjour!*

Teacher: *Ça va?*

Assistant: *Comme ci, comme ça* (indicate indifferent face flashcard or slide)

Teacher: *Bonjour!*

Assistant: *Bonjour!*

Teacher: *Ça va?*

Assistant: *Ça ne va pas!* (indicate sad face flashcard or slide)

Throw a ball or soft toy to pupils asking them 'Ça va?'. On catching the toy they need to reply using *Ça va/ Comme ci comme ça/ Ça ne va pas!*

Tell the pupils to ask the other pupils on their table how they are and to reply in turn.

Activity 2.2

Show the pupils the images of people on the next slide. Point to them and ask the class: 'Ça va?' Encourage the pupils to reply, again using the three phrases.

Discuss in English why they might be sad but prompt them with the French word *pourquoi?* (why?)

They might be frightened of the Battle and its outcome, they might be sad because someone has died, they might be happy because they are on the winning side or simply to have survived to see their families again.

Extension:

Point to the images and ask the pupils to reply in French using *parce que* (because) (**Resource 2.2b** has support vocabulary)

<i>il a peur</i>	he is frightened
<i>elle a peur</i>	she is frightened
<i>il est triste</i>	he is sad
<i>elle est triste</i>	she is sad
<i>il est heureux</i>	he is happy
<i>elle est heureuse</i>	she is happy
<i>il est content</i>	he is glad
<i>elle est contente</i>	she glad
<i>il est victorieux</i>	he is victorious
<i>elle est victorieuse</i>	she is victorious

Grammar note:

In French the adjective *usually* changes spelling to agree with the subject it describes. The general rule is to add an 'e' at the end of the adjective when describing a feminine noun – *il est content, elle est contente*. However, adjectives ending in –eux change to –euse in the feminine. Why does *triste* not change? Because it already ends in 'e'. Note also that in French you *have* fear. *La peur* is a noun so does not change spelling.

Activity 2.3

Put the class into groups. Show the class the next slide or give them the explanatory text that accompanies the poem:

Resource 2.3a

Alain Chartier était secrétaire et notaire à la cour de Charles VI de France. Il détestait les Bourguignons et les Anglais. Il a écrit ce poème entre 1416 et 1418. Le poème s'agit du témoignage de quatre femmes qui ont perdu leurs maris à la bataille d'Azincourt. Alain Chartier nous demande quelle dame en a souffert le plus? Pourquoi?

Alain Chartier was a secretary and notary at the Court of Charles VI of France. He hated the Burgundians and the English. He wrote this poem between 1416 and 1418. The poem gives the testimony of four women who lost their husbands at the Battle of Agincourt. Alain Chartier asks us which lady has suffered the most? Why?

Language detective activity:

Give the groups five minutes to decipher as much of the text as possible then talk them through the meaning. What cognates helped them to decode the text?

(Optional: before giving out the text, give them the list of cognates below and ask them to think of the English meaning **Resource 1.3b**)

secrétaire
notaire
cour
France

détestait
 Bourguignons
 Anglais
 poème
 témoignage
 femmes
 bataille d'Azincourt
 demande
 dame
 souffert
 plus

Activity 2.4

Hand out bilingual dictionaries.

Give each group a different part of the poem – First Lady, Second Lady, Third Lady, Fourth Lady. (**Resource 2.4a**)

Ask them to find out how each lady is feeling – *Ça va bien/ comme ci comme ça/ Ça ne va pas* and why?

Optional:

Ask pupils to fill in the grid below: **Resource 2.4b**

(Highlight or circle the correct answer).

(This could then be used as a writing frame to write simple sentences in French) Highlighted text denotes correct answer.

<i>Le Livre Des Quatre Dames</i>		
	<i>Ça va?</i>	<i>Pourquoi? Why?</i>
<i>La Première Dame</i>	<i>Ça va bien Comme ci comme ça Ça ne va pas</i>	<i>Son mari a disparu. Son mari est mort. Son mari est lâche. Son mari est prisonnier.</i>
<i>La Deuxième Dame</i>	<i>Ça va bien Comme ci comme ça Ça ne va pas</i>	<i>Son mari a disparu. Son mari est mort. Son mari est lâche. Son mari est prisonnier.</i>
<i>La Troisième Dame</i>	<i>Ça va bien Comme ci comme ça Ça ne va pas</i>	<i>Son mari a disparu. Son mari est mort. Son mari est lâche. Son mari est prisonnier.</i>
<i>La Quatrième Dame</i>	<i>Ça va bien Comme ci comme ça Ça ne va pas</i>	<i>Son mari a disparu. Son mari est mort. Son mari est lâche. Son mari est prisonnier.</i>

Grammar Note:

The possessive article 'my' in French is

mon + masculine noun

ma + feminine noun

mes + plural noun

e.g. *mon mari* (my husband), *ma femme* (my wife) *mes enfants* (my children).

The possessive articles 'his' and 'her' do not refer to the owner as in English but the gender of the noun that follows:

son crayon (her pencil or his pencil)

sa table (her table or his table)

ses feutres (his felt-tips or her felt-tips)

Activity 2.5

Review the findings of the groups.

Discuss who the pupils think is to be pitied the most. Alain Chartier was known to be anti-English and anti-Burgundian. Does his poem tell us that the battle might have had a different ending if all the French soldiers had stayed to fight? Do the pupils think that the husband of the Fourth Lady was a Burgundian? What would have become of these ladies?

Now ask the pupils this time in French- '*Qui a souffert le plus?*' Encourage the pupils to reply in French using the phrases in the table. '*La Quatrième Dame a souffert le plus parce que...*' (*parce que* = because)

Create a class poster depicting *Les Quatre Dames* and their stories. Speech bubbles could describe how each is feeling and pupils could use the sentences from the grid to elaborate.

OR

Divide the class into groups of five; one is to be Alain Chartier, the rest the four ladies. 'Alain' is to interview each lady in turn asking them '*Ça va?*' and each 'lady' is to reply '*Ça ne va pas*'. 'Alain' then asks '*Pourquoi?*' and each lady replies with a reason:

'Parce que mon mari mari a disparu/est mort/est lâche/est prisonnier.'

Key Stage 2 National Curriculum objectives covered

Highlighted text denotes coverage

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations: ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures or using familiar words and phrases.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- (extension activity) understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Key Stage 3 objectives

Highlighted text denotes coverage

Grammar and vocabulary

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied.
- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
- Use accurate grammar, spelling and punctuation.

Linguistic competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.
- Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.

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

Session 2b (Additional Activities)

Rationale

This session is based on an extract taken from the *Chronique anonyme de règne de Charles VI* (?early 1430s French). It can be found on page 115 of Anne Curry's book, *The Battle of Agincourt: sources and interpretations* (Woodbridge: The Boydell Press, 2000). ISBN 978-1-84383-511-0

The session seeks to explore how languages evolve over time by comparing two texts in Medieval and modern French. It aims to develop pupils' skills as language detectives and to develop comprehension skills.

Objectives

- To read two texts in medieval and modern French.
- To identify words that are the same or similar in both texts.
- To understand how language changes over time by comparing the two texts.
- To find meanings of French words by using a bilingual dictionary or through comparing with an English translation.
- To read carefully and look for errors.
- To learn more about what happened at the Battle of Agincourt.

Outcomes

- **Pupils will have:**
- read two texts in medieval and modern French.
- found some words that are the same or similar in both texts.
- an understanding of how language changes over time by seeing how some words have changed.
- used a bilingual dictionary or the English translation to find the meanings of some French words.
- been able to identify which statements are true or false.
- learned more about what happened at the Battle of Agincourt.

Resources:

Printed copies of resources: texts and worksheets, bilingual dictionaries (optional), highlighter pens.

Activities

Activity 2b.1

Hand out copies of the two French texts **Resource 2b.1a and 2b.1b**.

Give the pupils a few minutes to read the texts.

(Optional: There is an additional sheet with prompts for the questions in this activity **Resource 2b.1c**)

Ask pupils if they can find the three spellings for Agincourt. Why do they think there are three spellings?

Languages change over time. Every year there are new words added to the dictionary and older words that are used less frequently are removed.

Ask the pupils how the spellings of the words for English, England and French have changed over time. Are the older or newer versions closer to the English words? Why do they think this is the case?

Distribute highlighter pens, and ask pupils to highlight any words that are the same or similar in both texts.

Optional Extension Activity 2b.2

Hand out copies of (**Resource 2b.2**)

In the first column of the table, tell pupils to write the highlighted words from the medieval text and in the second column to write how they have changed (if at all). Using a bilingual dictionary or tablet device, they are to then find the English meanings of the words.

Activity 2b.3

Hand out English translations of the texts **Resource 2b.3a** and the worksheet **Resource 2b.3b**

Using the English translation pupils need to find the French words for:

battle

hour

king

to cross

heavily armed

on foot

They are then to read the following statements and decide whether they are *vrai* (true) or *faux* (false).

Answers are in **Resource 2b.3c**

Plenary/conclusion

In conclusion, how does the extract tell us what happened at the Battle of Agincourt and why? What skills are needed by the Historian to find out what happened at an event?

Key Stage 2 National Curriculum objectives covered

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations: ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures or using familiar words and phrases.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Key Stage 3 objectives

Grammar and vocabulary

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied.
- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
- **Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.**
- Use accurate grammar, spelling and punctuation.

Linguistic competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- **Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.**
- **Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.**

Main Enquiry Question Three: How did William Shakespeare want his audience to feel about the Battle of Agincourt ?

Session 3

Rationale

The following activities are based on the play Henry V by William Shakespeare. The play was first performed in 1599 and printed in 1600. Henry V contains substantial amounts of French language and usually for comic purposes. Teachers who wish to further exploit the drama aspect of these texts may like to look at www.rsc.org.uk/education 'The Famous Victories of Henry V'.

Objectives

- To learn/ revise some Shakespearian and French greetings.
- To learn about the context of Shakespeare's *Henry V*.
- To identify cognates in the dramatis personae and to understand what cognates are.
- To read and understand a simple French text.
- To read out loud in French.
- To watch and understand the French language in Henry V Act III Scene IV.
- Extension: To act out Henry V Act III Scene IV / revise or learn parts of the body in French.

Outcomes

Pupils will

- be able to greet each other in French and Shakespearian English.
- know some key facts about when Shakespeare's *Henry V* was first written and performed.
- know what cognates are and be able to spot them in the dramatis personae.
- have read and understood a simple piece of writing in French about William Shakespeare's *Henry V*.
- Have read out loud in French.
- Have watched and understood the French language in *Henry V* Act III Scene IV.
- Extension: Have acted out *Henry V* Act III Scene IV/ revised or learned parts of the body in French.

Resources

Whiteboard, medieval music, character cards, list of dramatis personae, simplified version of *Henry V* Act III Scene IV (included below.)

Lesson PowerPoint French B

Activities

Activity 3.1

(approx 10 minutes)

Welcome the class with some Shakespearean greetings (**Resource 3.1**):

How dost thou, sweet lord?

The good time of day to you, sir

You are well met, Signor

Good morrow, sweet lord!

Good-e'en, good fellow

Remind the class of greetings in French: *Bonjour! Salut! Bonsoir! Bonne nuit!* Would you say '*Salut!*' to King Henry V? No! (*Salut!* is only used informally and is like the Italian '*Ciao*' in that it can be used to say goodbye as well.) Remind them also of how to ask someone how they are: '*Comment ça va?*' or '*Ça va?*' and the replies – '*Ça va bien!*' '*Comme ci comme ça!*' '*Ça ne va pas!*'. Call out the Shakespearean greeting and encourage the class to respond with modern French e.g.:

How dost thou? – *Comment ça va?*

Ça va? is the shorter less formal version of *Comment ça va?*

Put on some medieval music and play musical greetings – like musical statues, but instead of freezing when the music stops, pupils have to find a partner and greet each other in French and Shakespearean English. Music can easily be found on YouTube- there is a link in the lesson PowerPoint.

Activity 3.2

(approx 5 minutes)

Settle the class and show them slide 3 of the lesson PowerPoint **Resource 3.2**.

William Shakespeare est né en 1564. Il a écrit 38 pièces de théâtre avant sa mort en 1616.

La pièce de théâtre Henri V' a été tournée pour la première fois en 1599 et imprimée en 1600.

William Shakespeare was born in 1564. He wrote 38 plays before his death in 1616. The play *Henry V* was staged for the first time in 1599 and printed in 1600.

Can the class identify the French words for 'born' or 'death'? What do they think '*la première fois*' means – what does 'premier' mean in English? Does

the class know who was king or queen of England when the play was written or first performed? (Elizabeth I). How might Shakespeare's play have been affected by his desire to please his queen?

Activity 3.3

(approx 15 minutes)

Show the class a list of *Personnages*, dramatis personae, -characters from the play. (Slide 4 of lesson PowerPoint, also in **Resource 3.3a**).

Les Personnages

Le roi Henri V. Le duc de Gloucester, frère du roi.
Le duc de Bedford, frère du roi. Le duc d'Exeter, oncle du roi.
Le duc d'York, cousin du roi. Le comte de Salisbury.
Le comte de Westmoreland. Le comte de Warwick.
L'archevêque de Cantorbéry. L'évêque d'Ély.
Le comte de Cambridge, conjuré contre le roi. Lord Scroop, conjuré contre le roi.
Sir Thomas Grey, conjuré contre le roi. Fluellen, officier de l'armée anglaise.
Gower, officier de l'armée anglaise. Macmorris, officier de l'armée anglaise.
Jamy, officier de l'armée anglaise. Sir Thomas Erpingham, officier de l'armée anglaise.
Bates, soldat de la même armée. Court, soldat de la même armée.
Williams, soldat de la même armée. Nym, maraudeur suivant la même armée.
Bardolphe, maraudeur suivant la même armée. Pistolet, maraudeur suivant la même armée.
Le page de Falstaff, attaché à leur service.
Un héraut d'armes. Charles VI, roi de France.
Le dauphin. Le duc de Bourgogne.
Le duc d'Orléans. Le duc de Bourbon.
Le connétable de France. Le sire de Rambures.
Le sire de Grandpré. Le gouverneur D'harfleur.
Montjoie, roi d'armes de France. Les ambassadeurs de France.
Isabeau, reine de France. Catherine, fille de Charles VI et d'Isabeau.
Alice, dame d'honneur de Catherine. Mistress Quickly, hôtesse.
Le choeur
Seigneurs, dames, officiers, soldats, messagers

Write on the whiteboard the word 'Cognate'

What do the pupils think Cognates are? Can they 'recognise' what the word might mean?

Cognates are words that are similar in both languages with similar meanings. They are words that we recognize and that with lateral thought may help us to understand or decode a text.

Asking the pupils to work in pairs or small groups, distribute photocopies of the list of *Personnages*. Tell the groups to annotate their texts by circling or highlighting as many cognates as they can.

Set up a timer and challenge them!

Once this is done, discuss the cognates and their English meanings. (Slides 5 and 6 of the Lesson PowerPoint, **Resource 3.3b**).

Cognates:

Personnages Characters

Duc Duke

Cousin Cousin

Comte Count

Officier Officer

L'armée The army

Anglais() English

Soldat Soldier

Maraudeur Pilferer, marauding troops

Page Page or Squire

Attaché attached

Service service

Dauphin Dolphin – also the heir to the French Crown whose coat of arms depicts the fleur-de-lys and a dolphin.

Connétable Constable

Sire Sir

Gouverneur Governor

Armes Arms

Hôtesse Hostess

Choeur Chorus

Activity 3.4

(approx 10 minutes.)

Resource 3.4 has six character cards in French and English. Print enough copies for one card per pupil. Separate the English from the French and hand out the French cards.

Give each child in the class a card bearing the name of a character from from the play. Depending on the size of your class/group you might tell the pupils to get together with other pupils holding the same card to discuss what the French means. Read out the English cards and stick them up on the whiteboard (or use lesson PowerPoint). Next, tell each pupil to listen out for the name on their card. When the teacher calls out the name they should stand and read out the description of their character in French. If you have a large class they might like to choose a speaker from their group or read together.

Activity 3.5

(5 minutes)

Watch the clip of *Henry V* Act III Scene IV

PowerPoint Slide 9 has a YouTube link to the scene.

What do the class think is happening?

Princess Catherine asks her lady-in-waiting for an English lesson. Why might she need to learn English?

Plenary/conclusion

(15 minutes)

Hand out simplified versions of the scene **Resource 3.5**.

Teaching note:

Note how Shakespeare uses Anglois instead of Anglais. Note also that the original scene alludes to the similarity of the English words 'foot' and 'coun' (gown) which are similar to swear words in French – hence Catherine's horror at saying them!

Invite the class to get into pairs and act out the scenes

Time permitting it would be great to video the group to replay later, or to watch volunteers perform to the class.

Alternative Activities:

Revise or learn the parts of the body using such songs as '*La tête, les épaules, les genoux et les pieds*' '*Alouette Gentille Alouette*' '*Savez-vous planter des choux?*' All easily found on Youtube or Mamalisa.com.

Cut up and stick the character cards into French books, matching the French to the English.

Key Stage 2 National Curriculum objectives covered

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations: ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures or using familiar words and phrases.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Key Stage 3 objectives:

Grammar and vocabulary

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied.
- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
- Use accurate grammar, spelling and punctuation.

Linguistic competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.
- Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.

Main Enquiry Question Three: How did William Shakespeare want his audience to feel about the Battle of Agincourt?

Session 4

Rationale

This session is the second of two sessions linked to Main Enquiry Question 3 and based on the play *Henry V* by William Shakespeare.

Objectives

- To understand and use some Shakespearean insults in French and English
- To revise greetings and simple conversation questions and answers, and to use appropriate register.
- To explore the language and events of Act IV Scene IV from *Henry V*.
- Optional: to act out and perform Act IV Scene IV; to finger-fence following French instructions; to write in sentences in French using a model.

Outcomes

Pupils will:

- be able to insult each other in Shakespearean English or French!
- be able to greet each other in French and to have a simple conversation using questions and answers in French.
- be able to remember the difference between *tu* and *vous*.
- know about the characters and what happened in Act IV Scene IV from *Henry V* and how French is used to make the audience laugh.
- (optional) have acted out and performed Act IV Scene IV; have finger-fenced following French instructions; written in sentences in French using a model.

Resources

Insult cards, character cards, medieval music (optional), *Henry V* Act IV Scene IV, writing frame and word bank (extension activity).

Activities

Activity 4.1

(approx 10 minutes)

Warm up the class with some Shakespearean insults:

First hand out the insult cards (**Resource 4.1**) and ask the pupils to match the French to the English. Check comprehension (in English and French!) before instructing the pupils to find a partner and to insult each other in French and English. As in the previous session this could be done as 'Musical Insults'! Play some medieval music and when the music stops pupils have to find a partner and insult them!

Music can easily be found on YouTube.

The correct order is:

<i>Aussi ignoble qu'un crapaud.</i>	[Thou art] as loathsome as a toad!
<i>Il n'y a pas plus de foi en toi que dans un pruneau cuit!</i>	There's no more faith in thee than in a stewed prune!
<i>Maraud sans coeur!</i>	Heartless hind!
<i>Drôle à face de crème!</i>	Thou cream faced loon!

Activity 4.2

(approx 5 minutes)

Using the character cards from the previous session (**Resource 4.2**) ask pupils to meet and greet each other; this time remind them of the questions needed to solicit the information on the cards:

Comment t'appelles-tu?

Comment vous appelez-vous?

Où habites-tu?

Où habitez vous ?

Remind the class about the difference between *tu* (informal singular) and *vous* (polite and plural). Which would you use to talk to King Henry or Princess Catherine? Which to Pistol or the Boy?

Do pupils know that Shakespeare also uses different words for 'you'?

Between 1450 and 1650 the word for you was 'thou/ thee' (informal) and 'ye' for formal usage. Over time languages evolve and simplify. In time 'thou', 'thee' and 'ye' were all replaced by 'you'.

Activity 4.3

(10-15 minutes)

In this scene, Shakespeare uses French for comic effect. A French soldier, Monsieur le Fer, is captured by Pistol who threatens to kill him. Boy, a page, is called on to translate and helps to arrange a ransom. Pistol mocks the Frenchman's language and he is made to look weak and cowardly. At the end of the scene there is a reference to the boys being left unprotected with the luggage. (Later in the play they are murdered by the French.)

Hand out copies of Act IV Scene IV from *Henry V* (**Resource 4.3**)

Allow the class to divide into groups of three and give them five minutes to read the text and some post-it notes. One pupil from each group should then briefly report back to the class with something they have found out and something they would like to know – a question written on a post-it note. Stick up the post-it notes and briefly discuss them.

Activity 4.4

(approx 15 minutes – longer if you wish to record).

Ask pupils to act out the scene in groups of three. As in the previous session, this could be recorded and shown back to the class or form part of an Agincourt assembly or exhibition.

Activity 4.5

(approx 15 minutes)

Finish the session with a tableau or with one of the extension activities below. (A tableau is a dramatic picture where pupils make still images with their body to represent a scene.)

Further information can be found at:

<http://dramaresource.com/drama-strategies/tableaux/>

Extension activities

4.6

Finger-fencing:

Explain to the class that due to the close historical relationship between France and England some French is still used in England every day. We eat beef (*boeuf*) not cow and pork (*porc*) not pig! There are also some activities that use French as well, such as fencing, *l'escrime*.

Introduce the class to the basic vocabulary below: (**Resource 4.6**)

En garde: get ready

Prêt: steady - ready to go

Allez: go

Lunge: attack*

Parry: defence*

Halte: stop

Touché: hit

Riposte: reply – the attack a fencer makes after a parry

*In England we use the terms 'lunge' and 'parry' but in France they use 'fente' and 'parade'.

There is some useful information on the websites included in **Resource 4.6**. Explain that the pupils are going to 'finger-fence' in pairs. They need to put one arm behind their back and point the forefinger on their other hand as a sword. They must stand facing each other and get ready. The teacher will call 'en garde' – pupils raise their swords; 'Prêt'- ready; 'Allez!' – go! Pupils may 'fight'. If they manage to 'touche' their opponent they call 'touché'. All must stop when the teacher calls *Halte!* The winner is the pupil with the most *touchés*.

Extension activity 4.7

Write a paragraph in simple French using the model below to describe one of the characters in the two scenes (**Resource 4.7**). Note that adjectives are provided for three of the characters. Pupils can use a bilingual dictionary to find others.

Henri V est roi d'Angleterre.

Il habite en Angleterre. Il est riche et puissant.

_____ est _____. _____ habite en _____.
 _____ est _____ et _____.

Word Bank

Personnage	Rôle	Il/elle	Habite en	Adjectives
<i>Monsieur le Fer</i>	<i>soldat</i>	<i>Il</i>	<i>France</i>	
<i>Henri V</i>	<i>Roi d'Angleterre</i>	<i>Il</i>	<i>Angleterre</i>	<i>riche puissant</i>
<i>Catherine</i>	<i>princesse</i>	<i>Elle</i>	<i>France</i>	<i>belle gentille</i>
<i>Pistolet</i>	<i>soldat</i>	<i>Il</i>	<i>Angleterre</i>	
<i>Boy</i>	<i>page</i>	<i>Il</i>	<i>Angleterre</i>	<i>jeune courageux</i>
<i>Alice</i>	<i>La dame d'honneur</i>	<i>Elle</i>	<i>France</i>	

Key Stage 2 National Curriculum objectives covered:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations: ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures or using familiar words and phrases.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud.
- Present ideas and information orally to a range of audiences (optional: performance).
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Key Stage 3 objectives

Grammar and vocabulary

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied.
- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues .
- Use accurate grammar, spelling and punctuation.

Linguistic competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.
- Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.

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

Session 5

Rationale

This session links to Main Enquiry Question 5 and compares a contemporary song written to commemorate the Battle of Agincourt with the annual celebration in France of the Battle of Castillon, the final battle of the Hundred Years War in 1453.

Objectives

- To listen to an authentic French song.
- To use cognates, tone and a bilingual dictionary to understand the mood and meaning of the song.
- To listen and respond by completing a gap-fill activity.
- To revise how to say the year in French.
- To learn how the battle of Castillon is commemorated in France.
- To create a poster or diary entry in French.
- To compare how and why the two events are celebrated differently in France.

Outcomes

Pupils will:

- listen to the song '*Azincourt*' by Francis Cabrel
- look for and use cognates, tone and a bilingual dictionary to understand the mood and meaning of the song.
- complete a gap-fill activity based on the song
- know how to say the year in French.
- know how the battle of Castillon is commemorated in France.
- have created a poster or diary entry in French.
- be able to compare how and understand why the two events are celebrated differently in France.

Resources

Printed copies of '*Azincourt*', gap-fill activity sheet, bilingual dictionaries, access to the Internet, key dates sheet and help-sheet for poster activity.

Activities

Activity 5.1

(approx 20-30 minutes)

Settle the class and then using one of the Internet links in **Resource 5.1a** ask the pupils to listen to the song 'Azincourt' by the French Singer Francis Cabrel.

What are the pupils' first impressions? Is it a celebratory song? Is it jingoistic in tone? The mood of the song is quite sad and reflective.

Teaching note: 'war horses' appears as chevaux de concourt then chevaux de concours in the lyrics. The second is correct French but the writer perhaps is making reference to the title, Azincourt.

Hand out copies of the gap-fill activity sheet (**Resource 5.1b**) and bilingual dictionaries. Challenge the pupils to work in pairs to find the meanings of the missing words at the bottom of the sheet. Check their findings. (Those with an asterisk * may be missing from a basic school dictionary but were chosen for meaning and clarity.)

In correct order in the song:

Azincourt - Agincourt (note the difference in spelling).

Tourbillon - whirlpool *

poumons - lungs *

chevaliers - knights

chevaux - horses

papillons - butterflies

chanson - song

pardon - sorry/apology

compagnons - companions*

four - oven

papillons - butterflies

saison - season

(*papillons* is missing twice).

Ask pupils to annotate their song sheets with the meanings and any other words that they might know. Are there any cognates that might help us understand the text?

Insectes

traverser (traverse, cross)

saison

cour (court - royal court)

agonisants -agonizing, people suffering

grâce

compagnons

parties (parted, left)

famille

se moquera (mock, make fun of)

gestes (gestures, actions)

Ask the pupils to turn their sheets over. Listening again, how many times do they hear the word *papillon* (butterfly)? (five times)

Phonic focus:

You may wish to highlight the 'll' in *papillon* and *tourbillon* which is pronounced with a 'yuh' sound.

Now that their ears are attuned, explain that you are going to play the song again, pausing after each gap so that they can write in the missing word from the list below.

Depending on the class, you may wish to repeat this before playing through again to allow the pupils to check their answers. Reading through the text, ask the pupils what they have written and ask them to mark their work. (Missing words are in the correct order above and in **Resource 5.1c.**)

Hand out copies of the song translated into English (**Resource 5.1d**). Were their impressions formed by the tone of the song and the words they understand correct? Having read the translation, why does Francis Cabrel (and the French) think that they lost the battle? (The archers, heavy horses unsuited to the muddy terrain, desertion). What were the after-effects of the war for the French soldiers? Reflect on the imagery used – butterflies, things of beauty, swept up in the chaos of battle; butterflies representing the souls of the dead and the torment endured by the survivors of the battle. Butterflies, perhaps, still at the battlefield today.

Activity 5.2a

(approx 10-15 minutes).

Remind the class of the key dates of the Hundred Years War (**Resource 5.2**). Look at the start date: 1337 (can anyone say this in French? *mille trois cent trente sept*). Write up the two other dates on the whiteboard: *la bataille d'Azincourt* 1415; and the final battle and end of the war, *la bataille de Castillon* 1453.

Ask pupils to work out how they would say these dates in French:

1415: *mille quatre cent quinze*

1453: *mille quatre cent cinquante trois*.

Look at the final paragraph on the key dates sheet:

1453 La bataille de Castillon. Les français ont vaincu les anglais et John Talbot a été tué. Les français ont aussi repris Bordeaux. Les anglais ne gardait que Calais.

C'était la fin de La Guerre de Cent Ans.

Do the pupils think that the English celebrate the battle of Castillon in the same way as the English celebrate the battle of Agincourt? Why?

In the same way as the song does not glorify the battle of Agincourt as Shakespeare did, we do not remember nor celebrate our final defeat in the Hundred Years War. However, each year in the French town of Castillon-la-bataille, there is a *grand spectacle*, a big event, where the battle is re-enacted. Why has the Battle of Agincourt been remembered differently in France? At its simplest this is because the French didn't win!

Using the link in **Resource 5.2 b**, show the class a clip of the show (5 minutes of highlights):

Teaching note:

The clip is split into sections:

La bataille de Castillon

Le plus grand spectacle d'Aquitaine (the biggest show in Aquitaine)

La vie d'un village au Moyen Age (village life in the Middle Ages)

Le temps de conflit (the time of conflict; note the French soldiers in blue and the English in red. Remind the pupils that the village is English then taken by the French.)

Talbot Chef de Guerre (Talbot War Chief; in this section Talbot is killed then carried to the Abbey.)

Quand l'Aquitaine devient française (When Aquitaine became French-. Can the pupils hear the people shout *Vive le Roi!* Long live the King! [the French king, Charles VII]?)

Perhaps the teacher could ask the class to note how many volunteers (600 *bénévoles*), actors (250 *acteurs*) and horsemen (50 *cavaliers*) were involved.

There is more information on the website: <http://www.batailledecastillon.com>

(Sadly in 2015 the event did not take place due to financial problems but the website is fully operational.)

Activity 5.3

(minimum 20 minutes)

Create a poster to advertise *Le spectacle de la Bataille de Castillon*.

Include dates and times of performances, the number of *bénévoles*, *acteurs* and *cavaliers*. Pupils could use dictionaries to find the words for fireworks, animals and characters involved, adjectives to describe the event e.g. *magnifique*, *fantastique* and phrases from the film clip. There is a help sheet in **Resource 5.3a**.

Extension:

Resource 5.3b

Write a diary extract using the *passé composé* to describe a visit to the show: e.g. *lundi le 8 juillet*

Je suis allé(e) au spectacle de la bataille de Castillon. Je suis arrivé(e) à 15h. J'ai mangé des sandwiches. Le spectacle a commencé à 18h. J'ai vu...

Key Stage 2 National Curriculum objectives covered:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations: ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures or using familiar words and phrases.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud (Phonic focus).
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Key Stage 3 objectives

Grammar and vocabulary

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied (extension activity).
- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
- Use accurate grammar, spelling and punctuation. (extension activity).

Linguistic competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.
- Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.

Main Enquiry Question Six: How should the battle of Agincourt be remembered today?

Session 6

Rationale

This session complements the History Activity 3 in Main Enquiry Question Six.

Objectives

- to be able to express an opinion in French.
- extension: to justify an opinion in French.

Outcomes

- Pupils will express an opinion on the new monument in French using *j'aime, j'adore, je n'aime pas, je déteste*.
- Pupils will justify their opinion using *parce que* + a reason.
- Pupils may write out their opinions or express them in a survey.

Resources

Flashcards for opinions, grid for sentence building, images of monument, survey grid.

Activity 6.1

(approx 5-10 minutes)

Remind or teach pupils how to express an opinion in French using *j'aime* (I like), *j'adore* (I love), *je n'aime pas* (I don't like), *je déteste* (I hate). There are flashcards in **Resource 6.1** if needed.

Ask pupils to listen to and repeat the phrases (*écoutez! répétez!*) and use actions to reinforce learning - one thumb up for *j'aime*, two thumbs up for *j'adore*, one thumb down for *je n'aime pas* and two thumbs down for *je déteste*.

Activity 6.2

(approx 5 minutes)

Pointing to an image of the new monument **Resource 6.2** ask the class: *Que penses-tu du monument?* (What do you think of the monument?)

Encourage pupils to reply using the four phrases.

Activity 6.3

(approx 10-15 minutes)

Pupils could then conduct a survey (*sondage*) using the survey sheet in **Resource 6.3** where pupils ask each other '*Que penses-tu du monument?*' and record the replies. Encourage the pupils to ask and answer in French. The teacher could then ask: '*Combien d'élèves aiment/ n'aiment pas/ adorent/ détestent le monument?*' Pupils should reply with numbers in French.

Extension: Activity 6.4

(approx 20-30 minutes)

Discuss how pupils may justify their opinions using *parce que* (because) + a reason in French. Looking at the grid, **Resource 6.4a**, what do the pupils think the reasons are? (This could be used as an opportunity for more dictionary practice). Model some sentences on the board and then ask pupils to work with a partner to write some simple sentences of their own. Key vocabulary is in **Resource 6.4b**. These sentences could be copied out in large and used to label art pictures or a print of the monument as part of a display. Pupils could also record their opinions and conversations to make an interactive display or to form part of an Agincourt exhibition or assembly. Further extension work could be to ask pupils to write their opinions from memory and to extend their sentences to include conjunctions such as *et* (and) and *mais* (but).

Key Stage 2 National Curriculum objectives covered:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations: ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures or using familiar words and phrases.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud (phonic focus).
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Key Stage 3 objectives

Grammar and vocabulary

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied (extension activity).
- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.

- Use accurate grammar, spelling and punctuation.

Linguistic competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.
- Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.