

Battle of Hastings Teacher's Notes A2

This A2 article will introduce your students to a well-known period in French-English history. They may have heard of William the Conqueror but will most probably need to be made familiar with the historical background of the Battle of Hastings. We suggest associating English and History in an EPI related to theme 2 of the history curriculum for 5^{ème} [*Société, Église et pouvoir politique dans l'occident féodal (XI^e-XV^e siècle)*].

Vocabulary and structures:

- Words linked with monarchy and power (*King, kingdom, crown, duke, bishop, nobles, invade, invasion, army, defeat, win, lose, battle...*).
- The past simple.
- Place names, locations and nationalities (*Normandy*→*Norman* and *Norway*→*Norwegian* may be new).

Strategies and skills:

- Understanding the main points of a story (structures like *was crowned, was invaded* or *had promised* won't stop your students from understanding. The focus here is on comprehension and culture, not a grammar lesson.)
- Linking people, places and dates.
- Developing a sense of chronology and historical perspective.

Speaking, reading, writing:

- To anticipate, we suggest **brainstorming** "William the Conqueror", using his name and a picture of the Bayeux Tapestry. Don't be surprised if the first word to come out is "hero"! Unless they remember their history lessons, students will probably describe him as French. Don't correct now, go back to it towards the end of the lesson and ask students to find in the article why "French" was not right (*France was not a unified kingdom*).

■ Ask students to **read** the article and do **Activity A**. Then ask them to pretend they are one of the characters and **introduce** themselves to the class (*I was Edward the Confessor, I was English, I was king of England until January 1066...*). A more lively version could be a guessing game (*I was king of England until January 1066...Who am I?*)

■ Move on to **Activity B**. First, teach the pronunciation of new words and make sure students can say the two sentences which are provided correctly. Once the timeline has been corrected, we suggest using it as a basis for **spoken production in groups**, with teacher's assistants supervising pronunciation, while you go from group to group to help/correct when necessary. This will constitute a first step towards a final task for the EPI.

■ Have students do **Activities C** and **D**. If pupils need inspiration for Activity D, have them find examples in the article (*important, history, invasion, contrary, European...*) Correction should be interactive, using *I agree, I don't agree, I'm not quite sure, I don't think so, that's right, I think you're wrong, I found another word...*

■ **To finish**, you could ask students to make a **quiz** about the Battle of Hastings.
Group work: making the quiz (direct

questions should not be the only form of quizzing).

Pairwork: a student from Group A and a student from Group B play the game, each asking and answering a question. This can prove a noisy activity, but ending a lesson on a game is always motivating.

The EPI project could end with

■ **writing captions** for the Bayeux Tapestry as if it was a comic strip (eg *Harold is crowned ; William on horseback ; William's army building ships to cross the English Channel...*) And / or

■ **creating a timeline** of important events in English and French history between 987 (Hugues Capet is crowned) and 1337 (the Hundred Years' War starts).

Going Further

■ Reading Museum in England has good downloadable resources on the Bayeux tapestry, including a worksheet with captions and images from the tapestry to connect.

<http://www.readingmuseum.org.uk/schools/teachers-resources/online-resources/bayeux-tapestry/>

ANSWERS

Activity A

■ **Edward the Confessor:** English, King of England until January 1066.

■ **William the Conqueror:** Norman, Edward's distant cousin, Duke, King of England from 25 December 1066 onwards.

■ **Harold Godwinson:** English, Edward's brother-in-law, King of England between January 1066 and October 1066.

■ **Harald Hadrada:** Norwegian, King of Norway.

■ **Odo:** Norman, William's brother, bishop.

Activity B

■ **January 1066:** Edward the Confessor died + Harold Godwinson became / was crowned King Harold II.

■ **Northern England** was invaded by the Norwegians: September 1066.

■ **25 September 1066:** King Harold II defeated the Norwegians near York.

■ **William's army** arrived in the south of England: 28 September 1066.

■ **First half of October:** King Harold and his army marched south to Hastings.

■ **14 October 1066:** the Battle of Hastings took place.

Activity C

	R	W	Information in the article
In 1066, everybody in England could vote for a king.		x	The English nobles voted
The Norwegians lost their battle against the English.	x		King Harold defeated the Norwegians
Hastings is in the north of England.		x	William arrived in the south , near Hastings.
In England, after the Battle of Hastings, the court spoke French.	x		French became the language of the court .
The Bayeux Tapestry was made for people who could read.		x	to show poor illiterate people William's version

Activity D

■ **enemy, peace, religion, service, miracle, beauty, romance, battle.**

■ **beef, mutton, pork, oil, market, table, music, charity, chance ...**