



KS2 Unit 2 Lesson 5 Fantastic (Norman) French

Crib Sheet

Slides 1 and 2 introduce the lesson objectives that we will investigate how and why French influenced English by looking at our similar roots (Proto-Indo-European) and by looking at the Norman Invasion. We will enter this topic through looking at the Bayeux Tapestry.

- We can explain why we have so much influence from French in the English language.
- We can see that French was a very important language in England.
- We can spot links between some modern English and French words.

Slide 3: Offers, as a starter, an opportunity to recap on learning from the previous lesson on Celtic using the Magic of 3 game. Pupils answer orally to consolidate prior learning and make knowledge stick.

Slide 4: asks the question why do we not all speak one language? Class discussion.

Slide 5: Introduced the idea that languages all had a common ancestor. We are introduced to Proto-Indo-European as the proto-language to many of the languages spoken in our classrooms.

Slide 6 shows explicitly that French derived from Latin.

Slide 7: introduces 1066 and asks pupils what they know about this date?

Slide 8 and 9 shows pictures of the Bayeux Tapestry. Ask if they know what it is, what it depicts, where it can be viewed. What language is written within it and can they spot any words they recognise? On slide 8 we have exit and navigation (exuent and navibus) on slide 9 we have regal and corona (regalem and coronam).

Slides 10 and 11 give a brief explanation of what the Bayeux Tapestry is and of the Norman conquest.

Slide 12: introduces the idea of English having two words for one thing, one Germanic, one French. Can pupils match the synonyms? Work orally in pairs. **Slide 13** provides the answers.

Slide 14: a matching game to link the English word with the word we use which is derived from Norman French.

Slides 15 and 16 ask pupils to make links between the French (and other Romance languages) and ask them to guess the English.

Slide 17 is a plenary slide asking pupils to think back on the unit just covered. How many influences on the English language do they now know?