



HISTORIC ROYAL PALACES

SECONDARY
CORONATION:
VALUES AND SYMBOLS
TEACHER NOTES



SPACE TO STIR AND BE STIRRED

TOWER OF LONDON • HAMPTON COURT PALACE • BANQUETING HOUSE
KENSINGTON PALACE • KEW PALACE • HILLSBOROUGH CASTLE AND GARDENS



This pack has been designed as a resource for schools wishing to learn about the Coronation of His Majesty King Charles III and the history behind it.

This **Secondary Lesson Plan** and resources are targeted at KS3 but can be adapted to support teaching for older students.

This session forms part of a suite of Coronation resources. It follows on from the **Coronation Assembly** and can be followed up with our **Coronation Symbols: Art & Design** lesson. Please see our website for these and other Coronation resources.

<https://www.hrp.org.uk/schools/the-tower-of-london-schools-coronation-competition/coronation-learning-resources>

LESSON OVERVIEW

As Britain enters a new era with the coronation of HM King Charles III, this lesson explores the role of the British monarch in representing Britain and its values.

By investigating key themes from the reign of Queen Elizabeth II, students will explore the values represented by Queen Elizabeth during her reign and will consider how she communicated these values through her actions. Exploring how Britain has changed in the last 70 years, students will reflect on what it means to be British today. They will think about the values which King Charles III might choose to carry forward and how these values reflect the causes and views of a modern Britain.

The lesson plan and extension activity can be used to support students in understanding the significance of King Charles III's coronation as the start of a new era for Britain. In addition to supporting the History curriculum, this lesson could form part of your school's Citizenship programmes. It seeks to encourage students to explore their views on the values that matter to them as individuals and to the communities to which they belong.

During the lesson students will work in pairs to note down key values that they think Queen Elizabeth II demonstrated during her reign. You may wish to do this as a whole class, noting down suggestions as they come up. Once your students have created a list of core values, we invite you

to look at a selection of recent newspapers to identify particular themes which might also be important when we consider how Britain might be represented today. Looking at your list of values you might wish to consider:

- Which of these are still important and why?
- What values are missing that you would like to add to your list?

The values suggested in the session outline are a suggestion only and your class may come up with different ideas.

LEARNING OBJECTIVES

Students will:

- Explore the values represented by Queen Elizabeth II by exploring key themes from her reign.
- Learn about the ways in which a monarch represents their country and its values.
- Consider the values that represent Britain today and how they might be taken forward into the new era of King Charles III's reign.

CURRICULUM LINKS

History KS3

- The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.

Citizenship KS3

- Preparing to play an active role as citizens.

BEFORE THE LESSON

- Familiarise yourself with the slideshow and adapt it if necessary to suit the needs and abilities of your students.
- You may wish to have some recent newspaper headlines to hand to help facilitate a discussion around current issues facing Britain.

ADDITIONAL RESOURCES NEEDED

- 2 x sheets of paper per group or pair.
- 3 x different coloured pencils or pens per group or pair.
- Printed copies of the **Extension Activity** sheet.
- Optional: a selection of recent newspapers.



BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

Slide 4: WHAT IS A CORONATION?

On 6th May 2023, the Coronation of His Majesty King Charles III will take place at Westminster Abbey.

- Ask students to discuss in pairs about what they think a coronation is.
- What objects are traditionally used in coronations?
- Who will be present at the coronation?
- What does the coronation represent?

Slide 5: THE CORONATION OF QUEEN ELIZABETH II

Images: The coronation of Her Majesty Queen Elizabeth II, 2nd June 1953

Embedded video: Link to edited film clip of the Investiture and crowning of Queen Elizabeth II

A coronation is the ceremony culminating in the physical crowning of a new monarch.

The key parts of the coronation ceremony are:

THE RECOGNITION – The people are asked if they recognise and accept their new monarch and they answer that they do.

THE OATH – The monarch promises to rule according to the law and with mercy.

THE ANOINTING – The monarch is anointed with holy oil on the hands, chest and head.

THE INVESTITURE – The monarch is presented with special clothes and objects symbolising their powers and responsibilities. The final object is the crown, a sign of royal majesty and dignity.

THE INTHRONING – The monarch sits upon their throne.

The last coronation to take place in the United Kingdom was that of Queen Elizabeth II, almost 70 years ago. At the Queen's request, the ceremony was broadcast live on both radio and television. It was the first time a coronation had been televised. It was watched by more than 20 million people in the United Kingdom and many more around the world.

Slide 6: AN ANCIENT CEREMONY

Images: The coronation of King Edward the Confessor (Bayeux Tapestry)

The main parts of the coronation ceremony have remained unchanged for over 1,000 years.

Coronations have taken place at Westminster Abbey ever since the coronation of William the Conqueror on Christmas Day 1066, and most have been conducted by the Archbishop of Canterbury.

Edward the Confessor, shown here, was crowned at the Cathedral of Winchester on 3rd April 1043.

Slide 7: CORONATION OBJECTS

Images: The coronation of King Harold (Bayeux Tapestry); The Coronation Portrait of Queen Elizabeth I, c.1600, based on a lost original; the coronation of King Henry III, 1216

- You have just seen a recording of the investiture and coronation of Queen Elizabeth II.
- Ask students to discuss in pairs and see if they can spot the three objects in these three paintings of past kings and queens that they also saw in the video clip of Queen Elizabeth II's coronation.
- Can you remember what they're called? (Crown, orb and sceptre)

Slide 8: THE CROWN, SCEPTRE AND ORB

Images: St. Edward's Crown, 1661; The Sovereign's Sceptre with Cross, 1661; The Sovereign's Orb, 1661

The crown, sceptre and orb are traditionally used in the coronation of a new king or queen in Britain.

When these three objects appear together, they symbolise the monarchy. They also symbolise tradition and the past.

- How do you think it might feel to hold and wear these objects?



BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

Slide 9: VALUES

- When we talk about ‘values’, what do we mean? Ask students and gather answers.
- A value often refers to a behaviour or an action that someone thinks is important. They value it.
- What values are important to you?
- How do you show these values?
- Collect answers. Responses might include: the way I behave; the clothes I wear; the way I talk; the things I do.
- Why are values important?

- The next slides focus on some of the values represented by Queen Elizabeth II. Ask students to see if they can identify some of the Queen’s core values as you work through the slides.
- Suggest that students work in pairs to write down as many of Queen Elizabeth II’s core values as they can.

Slide 10: SYMBOLS

- What is a ‘symbol’? Ask students and gather answers.
- A symbol is something that represents something else. Our actions, the things we wear, the causes we support and the way we treat other people all become symbols for our values.
- For example, when we hold the door open for someone it also shows that we’re considerate.
- How do you show your values through your actions?
- Ask students to offer suggestions or start with a value suggested by the students to prompt discussion, e.g. How do you show someone you’re kind? What actions show someone you’re kind?

Slide 12: CHRISTIANITY

Images: St. Edward’s Crown, 1661; The Sovereign’s Sceptre with Cross, 1661; The Sovereign’s Orb, 1661

The crown, sceptre and orb used in the coronation all contain symbols of the monarch’s Christian faith. The ceremony also takes place in Westminster Abbey, a church.

- What values do you think the Queen’s faith gave her?
- Ask students to work in pairs to discuss what they think and feed back to the class.
- Answers might include (but are not limited to): compassion; honesty; faithfulness; kindness.

Slide 11: WHAT VALUES DID QUEEN ELIZABETH II REPRESENT?

Images: Queen Elizabeth II and the Duke of Edinburgh on the balcony at Buckingham Palace, 2nd June 1953

The King or Queen in Britain is the Head of State. They represent Britain across the world, so it’s important that they represent British values as well their own personal values.

Slide 13: CONTINUITY

Images: The Coronation Portrait of Queen Elizabeth II, 1953; The Coronation Portrait of Queen Elizabeth I, c.1600, based on a lost original; the coronation of King Henry III, 1216

The picture on the left is the Coronation Portrait of Queen Elizabeth II, taken by Sir Cecil Beaton on the day of the Queen’s coronation. This portrait is an official portrait that was to be seen by millions of people. It marked the beginning of the Queen’s reign.

**BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION**

- Look at the coronation portraits of Queen Elizabeth I and King Henry III. What is similar and what is different?
- Give students a minute or two to discuss in pairs and gather answers.
- What does this tell you about the values represented by Queen Elizabeth II?
- Answers might include (but are not limited to): she values tradition and history; she sees herself in relation to the kings and queens of the past; she's important; she's powerful.

Slide 14: CHANGE AND MODERNISATION

Images: Family watching television together, 1950s

Queen Elizabeth II's coronation ceremony was the first to be televised live, at the Queen's request. It was the first major world event to be broadcast internationally and the first live broadcast in Europe of an event in Britain. Lots of families didn't own a television in 1953 and many went out to buy their first television set specially to watch the Queen's coronation.

When it was first suggested that the Queen might televise her coronation live, not everyone thought it was a good idea. Prime Minister Winston Churchill and the Archbishop of Canterbury were both concerned that it would dilute the dignity and religious character of the ceremony.

- What does the live television broadcasting of the coronation tell us about the Queen's values? What message was she trying to give people?
- Answers might include (but are not limited to): she wanted to connect with people no matter where they were in the UK/the world; the monarchy was modernising; the monarchy was changing; the monarchy was adaptable; she wanted to share the moment with ordinary people like us; she wanted to bring people together.

Slide 15: BRITAIN AND THE COMMONWEALTH

Images: Queen Elizabeth II's coronation dress, 1953

Queen Elizabeth II's coronation dress was designed by Norman Hartnell.

Many countries have adopted a flower as part of their national emblem. These flowers are usually chosen for historic or cultural reasons. Hartnell's dress included flowers to symbolise the 4 nations of the United Kingdom, including:

- a thistle for Scotland
- a shamrock for Northern Ireland
- a leek for Wales
- a Tudor Rose for England

The Scottish thistle

There are various legends as to why Scotland has a thistle as its national flower, but the most popular links to the battle of Largs in 1263 when the invading Norsemen were sneaking up on the sleeping Clansmen and stepped on a thistle, crying out in pain and alerting the Clansmen to their presence.

The Irish shamrock

Legend suggests that St. Patrick, the patron saint of Ireland, saw how important the shamrock was to the druids and used a three leaved clover to teach non-Christians about the Holy Trinity when converting them to Christianity in the 4th century.

The Welsh leek

According to legend, St. David, the patron saint of Wales, is said to have told his Welsh soldiers to identify themselves by wearing a leek on their helmets in an ancient battle against the Saxons.

The Tudor Rose

The Tudor Rose is an invented flower from the reign of King Henry VII. His marriage to Elizabeth of York united two warring houses: the Tudor Rose combines the red rose of the Lancaster house with the white rose of the York house.

Around the bottom of the dress, clustered around the roses, are the flowers of the Commonwealth countries where the Queen was also Head of State at the time. These were Canada, Australia, New Zealand, South Africa, Pakistan and Sri Lanka (then called Ceylon).

**BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION**

- This was Norman Hartnell's ninth design. Why do you think it was so important to get this dress right?
- Answers might include (but are not limited to): the coronation was going to be watched globally; the Queen's dress sent out a strong message at the start of her reign.
- The Queen specifically asked for the flowers of the Commonwealth countries to be included in the dress and requested that they should be embroidered in colour. What does this tell us about the values represented by Queen Elizabeth II?
- Answers might include (but are not limited to): she was committed to representing all the countries where she was Head of State; she wanted to create community and connection between all nations.
- What flower would you choose to represent your school and why?

- Queen Elizabeth II was known for wearing bright colours at public events. Why do you think she chose to wear bright colours?
- Answers might include (but are not limited to): to stand out and to be seen; to help people to feel that they could connect with her.
- What do you think this says about her values?
- Answers might include (but are not limited to): she wanted to connect to people; she wanted to make a positive difference; she wanted to be visible as a leader.

Queen Elizabeth II also supported British fashion designers. Hardy Amies was her official dressmaker for 50 years and the Queen also wore British brands Barbour and Burberry. Amies once said:

“The Queen has the most perfect manners. She gives you her undivided attention and never makes a critical remark. The only sign of disapproval is a raising of her eyebrows... But you get the message.”

- What does this tell you about Queen Elizabeth II?

Slide 16: IDENTITY

Images: Queen Elizabeth II's 90th birthday celebrations, 2016

A major part of Queen Elizabeth II's role as Head of State was to attend public events, from formal occasions such as the State Opening of Parliament, to hosting Garden Parties which recognised the contribution of ordinary people to their communities. The Queen also attended events for the charities and groups whose work she supported. This photograph shows the Queen's 90th birthday celebrations on 12th June 2016. 10,000 guests gathered on The Mall for a lunch to celebrate the Queen's patronage of more than 600 charities and organisations.

There were usually large crowds at events where the Queen was present.

Slide 17: DUTY

Images: Queen Elizabeth II at Great Ormond Street Hospital, 1977; Queen Elizabeth II visiting the survivors of the Al Asnam earthquake in Algiers, 1980; Queen Elizabeth II visiting the School of Nautical Cookery, 1979

Queen Elizabeth II considered her role to be one of service to the nation. On her accession to the throne in 1952 she famously declared, “I declare before you that my whole life, whether it be long or short, shall be devoted to your service and the service of our great imperial family to which we all belong”. The Queen was patron of more than 600 organisations in her lifetime. A patron is someone who supports something or someone. The Queen carried out more than 21,000 engagements over the course of her 70 year reign.

**BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION**

- Queen Elizabeth II took her role of serving her nation very seriously, working right up until her death on 8th September 2022.
- What difference do you think it made to the people who worked for or who were supported by these charities and organisations to have had the patronage of the Queen?
- What values are important when you are working for your nation?
- Answers might include (but are not limited to): loyalty; dedication; commitment; helpfulness; empathy.

Slide 18: GLOBAL REPRESENTATION

Images: Queen Elizabeth II in Kenya, 1983; Queen Elizabeth II meeting Inuit Girl Guides in Canada, 1970; Queen Elizabeth II hosting a banquet at the British Embassy, 1975

The Queen went on over 300 overseas trips over the course of her reign and it is estimated that she travelled the equivalent distance of going around the world over 42 times. She also entertained international guests in Britain and in British Embassies abroad.

In this photograph of the Queen meeting Inuit Girl Guides she is wearing a traditional fur-trimmed parka coat that was presented to her earlier in her tour of Canada.

In the photograph of Queen Elizabeth II hosting a banquet at the British Embassy in Japan she is with the Duke of Edinburgh, Emperor Shōwa (Hirohito) and Empress Kōjun (Nagako). Both the Queen and Prince Philip are wearing the badge, star and sash of the Order of the Chrysanthemum, Japan's highest order of chivalry.

- When the Queen travelled she represented Britain. What values do you think she was trying to show on these visits?
- Answers might include (but are not limited to): strength; respect; generosity; dignity.

Slide 19: FAMILY

Images: Queen Elizabeth II with her family and corgis, 1965; Queen Elizabeth II photographed with one of her corgis, 1985

Throughout her reign, Queen Elizabeth II was supported by her family. She was a wife, daughter, sister, mother, grandmother, great grandmother, aunt, cousin and great aunt among others.

- What values do you get from your family?
- How are these values important when you represent an entire nation?

Slide 20: WHAT VALUES DID QUEEN ELIZABETH II REPRESENT?

Images: Queen Elizabeth's coronation dress, 1953; Queen Elizabeth II at Great Ormond Street Hospital, 1977; St. Edward's Crown, 1661; Family watching television together, 1950s

This is an opportunity to reflect on the values discussed in the previous slides and to add any values which students think might be missing from their list.

To recap, the values explored in previous slides are as follows: Christianity; continuity; change and modernisation; Britain and the Commonwealth; identity; duty; global representation and family.

- We have explored some of the values we think Queen Elizabeth II might have represented. Now let's look at the values you've written down. Are there any more which you would like to add?
- Have a look at the images to jog your memory.



BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

Slide 21: WHAT CHALLENGES IS BRITAIN FACING TODAY?

The values we have impact the way we make decisions and deal with challenges. As King Charles III begins his new reign, what are some of the causes and challenges facing Britain today that are important to your students and their community?

Can you think of some recent news headlines? You might like to use a selection of recent newspapers as a resource for this activity.

This could be issues such as climate change, equality, health and wellbeing, education, technological development, etc. Faced with these concerns, are there any values that will be important in the future as we tackle these challenges?

- The values we have impact the way we make decisions and deal with challenges. With this in mind, what challenges is Britain facing today?
- As King Charles III begins his reign, what are some of the challenges facing Britain that are important to you?
- What are some of the values Britain is going to need in order to be able to tackle these challenges in the future?
- Ask students to work in pairs to add any extra values to their list in a different colour.

You might wish to consider:

- Causes you think are important
- Issues impacting your own community
- Issues impacting other communities

Slide 22: WHAT ARE BRITISH VALUES?

The Britain represented by King Charles III today is very different to how it was when Queen Elizabeth II was crowned in 1953. This is a chance to think about the values represented by Queen Elizabeth II and to consider them in relation to the world we live in today.

- Do the values represented by Queen Elizabeth II represent British values today? How?
- If not, why not?
- Are there any new values which should be added to your list? If so, add them in a different colour.

Slide 23: WHAT VALUES SHOULD KING CHARLES III TAKE FORWARD INTO HIS REIGN?

One of the duties of the monarch is to represent Britain internationally

- Looking at your list of values, now circle all the values that you think King Charles III should demonstrate as he begins his new role as King.
- What values is Britain likely to need in order to overcome future challenges?
- What are the top 10 values that King Charles III might wish to demonstrate in order to represent Britain today and in the future?



BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

Slide 24: A PROCLAMATION FOR A NEW KING

This is an opportunity for your students to write their own proclamation for the King!

A proclamation is an official announcement about something very important. On 10th September 2022, the new King Charles III was proclaimed King in a ceremony held at St. James' Palace. After the official proclamation, King Charles made a proclamation speech in which he formally told the nation that the Queen had died and acknowledged his role as the new monarch.

In his proclamation speech, King Charles III talked about some of the values his mother, Queen Elizabeth II, had demonstrated, and committed to following her example as he represents Great Britain and the Commonwealth:

“To all of us as a family, as to this kingdom and the wider family of nations of which it is a part, my mother gave an example of lifelong love and of selfless service. My mother’s reign was unequalled in its duration, its dedication and its devotion. Even as we grieve, we give thanks for this most faithful life.

“I am deeply aware of this great inheritance and of the duties and heavy responsibilities of sovereignty which have now passed to me. In taking up these responsibilities, I shall strive to follow the inspiring example I have been set in upholding constitutional government and to seek the peace, harmony and prosperity of the peoples of these Islands and of the Commonwealth Realms and territories throughout the world.”

- As we enter a new period in history, have a go at writing a proclamation for King Charles III which reflects British values today.
- Use the **Extension Activity** sheet to help you.

Slide 25: WHAT ARE THE KEY VALUES THAT BRITAIN NEEDS FOR THE FUTURE?

Use this slide and the Extension Activity sheet to think about:

- What challenges is Britain facing?
- What causes are important to you?
- What does your community need and what might other communities need?
- How would you like Britain to be thought of by people in other countries?

Slide 26: HOW SHOULD THE TRANSITION FROM QUEEN ELIZABETH II TO KING CHARLES III BE MARKED?

The coronation of King Charles III takes place on 6th May 2023. It will be watched by millions of people around the world. The coronation is a marker in time, a transition from Queen Elizabeth II to King Charles III. How should this transition be marked to best represent Britain today?



USEFUL LINKS

The Coronation Regalia, including videos and interactive links:

<https://www.hrp.org.uk/tower-of-london/history-and-stories/the-crown-jewels/>

<https://www.hrp.org.uk/tower-of-london/crown-jewels/>

The Royal Family website has many useful resources, including:

- Queen Elizabeth II's coronation, including footage and images:
<https://www.royal.uk/the-queens-accession-and-coronation>
- 50 less well-known facts about Queen Elizabeth II's coronation:
<https://www.royal.uk/50-facts-about-queens-coronation-0>
- The role of the monarchy today:
<https://www.royal.uk/role-monarchy>
- The Queen's patronages and charities:
<https://www.royal.uk/charities-and-patronages-1>

Queen Elizabeth II's Coronation dress:

<https://www.rct.uk/collection/themes/exhibitions/platinum-jubilee-the-queens-coronation/windsor-castle/platinum-jubilee-the-queens-coronation/exhibition/the-coronation-dress-of-her-majesty-queen-elizabeth-ii>

Broadcasting Queen Elizabeth II's Coronation:

<https://www.bbc.com/historyofthebbc/anniversaries/june/coronation-of-queen-elizabeth-ii/>

Transcript of King Charles III's proclamation speech:

<https://www.bbc.co.uk/news/uk-62862233>