



HISTORIC ROYAL PALACES

SEND
CORONATION: ASSEMBLY
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 with SEND students wishing to learn about the Coronation of His Majesty King Charles III and the history behind it. It explores the question **What is a coronation?** and is intended to be used as an introduction to the topic.

The **SEND Assembly** is targeted at MLD learners but also can be adapted to meet different students' needs. These **Teacher Notes** consist of background information and suggested key points. It is envisaged that the assembly will last for around 20-25 minutes and could be used with a single class or the whole school.

This assembly forms part of a suite of SEND Coronation resources. It can be taught as a standalone session or followed by our **SEND Coronation Values and Symbols** 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>

ASSEMBLY OVERVIEW

Using a multi-sensory and interactive approach, students will find out what happens at a coronation ceremony and will explore the different elements of the ceremony including the key rituals and objects used.

They will focus on the Coronation of Queen Elizabeth II in 1953 and will use this as a springboard to think about coronations in general, including the Coronation of HM King Charles III in May 2023. Students will be encouraged to think about the preparations for the ceremony, the different people involved and the relevance of the ceremony to people more widely, including themselves.

Additional teacher information points are indicated in italics.

TOPIC INTRODUCTION

SEND teachers may wish to prepare students for the assembly by introducing them to some kings and queens from the past (see below for a list of **Useful Links**).

The presentation for the assembly begins by introducing the topic using a *Colourful Semantics* approach, to help break down the key concepts for your students. There is more information about *Colourful Semantics* in the **Useful Links**. Following this approach, you may find it useful to introduce some pre-Assembly vocabulary to familiarise your students with some of the key concepts and themes.

CROWN,	ANOINT,	KING,	QUEEN,
QUEEN CONSORT,	REIGN,	OATH,	ROBE,
PREPARATIONS,	ORB,	SCEPTRE,	FAIR,
POWER,	TRADITION,	COMMONWEALTH,	
PROCESSION,	CEREMONY,	GOLD,	SOLEMN,
CROWN JEWELS,	MONARCH,	ERMINE	

Some of these words are higher level and you may wish to create two differentiated vocabulary lists, which you can use with your students depending on the level they are working at. These key words have been highlighted where they appear in the Assembly discussion.

Slide 23, *Sensory Coronation*, is a recap of the main points in the assembly with a sensory focus. Slide 25 is a post-Assembly task, inviting students to consider what photo they would take of themselves to capture the Coronation of King Charles III in May 2023. Both slides aim to help students make a personal connection to the Assembly theme.

You may also wish to talk about religious ceremonies that your students are familiar with, and some of the key rituals and traditions associated with them.



ADDITIONAL RESOURCES

- Scout scarf
- Small favour bags filled with silk rose petals with rose oil
- Orange segments in smell pots
- Large wooden chair
- Cloak with faux fur

LEARNING OBJECTIVES

Students will:

- Learn what happens at a coronation ceremony, with a focus on the Coronation of Queen Elizabeth II, including the symbolism of the Coronation Regalia, part of the Crown Jewels.
- Explore coronations in the past in order to develop an understanding of the historical significance of the Coronation of King Charles III.
- Increase their understanding of the importance of the Coronation of King Charles III as an event of national significance and as the transition to a new era.

CURRICULUM LINKS

History

- Answer simple questions about historical stories and artefacts.
- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (for example, the changing power of monarchs).

Citizenship

- Preparing to play an active role as citizens.



BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

Assembly Introduction

Slide 3: CORONATION

Key Question – What is a coronation?

Explain that in today's assembly we will be finding out what a coronation is. Ask students to clap out the syllables and say the word. A coronation is a special ceremony in which the new king or queen receives their crown.

Slide 4: WHO?

Images: Coronation portrait of Queen Elizabeth II, 1953

Who has a coronation?

- Our late Queen (Queen Elizabeth II) had a coronation.
- This is a portrait of Queen Elizabeth II made for her coronation, seventy years ago.
- Her portrait shows us what she was wearing and how she looked on that day.
- A coronation is a very important day for that person, their family and friends, the country and the world.

Slide 5: WHAT DOING?

Images: Coronation portrait of Queen Elizabeth II, 1953; The Imperial State Crown, 1937

What happens at a Coronation?

- During the ceremony different actions, such as placing a **crown** on the king or queen's head, are carried out.
- The king or queen wears special clothing.
- The king or queen sits on a special chair.
- Music is played and people sing.

The Imperial State Crown was worn by Queen Elizabeth II as she left Westminster Abbey after her coronation. Made for the coronation of King George VI in 1937, it is set with hundreds of precious stones. After the death of the Queen, the crown was placed on her coffin while she was lying in state at Westminster Hall and during her State Funeral.

Slide 6: WHERE?

Images: Coronation portrait of Queen Elizabeth II, 1953; Westminster Abbey

Where does a coronation take place?

- The coronation of Queen Elizabeth II took place at Westminster Abbey. Most other kings and queens in the past have also had their coronations there.
- Westminster Abbey is an important, large church in London.
- Lots of people sat inside the Abbey to take part in the ceremony. Other people watched it on the television in their homes. It was the first time many people had watched a live event on television.

Every coronation since that of William the Conqueror has been held at Westminster Abbey and most have been conducted by the Archbishop of Canterbury.

Slide 7: WHEN?

Images: Coronation portrait of Queen Elizabeth II, 1953; The Coronation of King Harold (Bayeux Tapestry)

When did the coronation of Queen Elizabeth II take place?

- Coronations have taken place in the United Kingdom for over 1000 years.
- Queen Elizabeth II's coronation took place 70 years ago, on 2nd June 1953. She became queen after the death of her father, King George VI. She was queen for 70 years which is the longest time a person has ever been the **monarch** in this country!
- The next coronation will be King Charles III's coronation in May 2023.

The king in the tapestry is King Harold who was killed at the Battle of Hastings in 1066.



BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

Slide 8: WHAT LIKE?

Images: Coronation portrait of Queen Elizabeth II, 1953; The Gold State Coach

What was the coronation of Queen Elizabeth II like?

- Music played during the ceremony.
- It was very **solemn** inside the Abbey.
- Lots of things at the coronation were **gold** in colour.
- Inside the Abbey were many people watching the ceremony.
- There was a special oil used which smelt of oranges and roses.
- People felt joyful to have a new queen as they were sad when her father King George VI died.

Main part of the Assembly

Slide 9: GETTING READY FOR THE CORONATION

Images: Tower of London

How do people prepare for a coronation?

In order for a coronation to take place, lots of preparations have to be made. Ask students to think of a time when they had to prepare for a special day. What did they have to do? Ask some students to share their ideas. Explain that a coronation takes a long time to prepare for as there are a lot of jobs to do!

Ask students to suggest what jobs might need to be done. Preparations might include: creating a guest list and sending out invitations; making food for the coronation banquet; creating special clothes; practising the music; getting the horses and the Gold Coach ready for the **Royal Procession**.

Many of the special objects which are used in the coronation ceremony are kept at the Tower of London to keep them safe. Before a coronation ceremony, they have to be taken from the Tower of London and made ready for the new king or queen. After the ceremony they will be returned to the Tower of London.

During the Middle Ages, it became tradition for the monarch to stay at the Tower of London before a grand procession through the streets of London to Westminster.

Slide 10: CORONATION GUESTS – THE ROYAL FAMILY

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

Who comes to the Coronation?

Lots of people come to a coronation ceremony. There were around 8000 guests at the coronation of Queen Elizabeth II! Some of the people there were her close family. A very special person there was her husband, The Duke of Edinburgh.

Slide 11: CORONATION GUESTS – WORLD LEADERS

Images: Former US President Barack Obama, 2017; Queen Elizabeth II meeting Canadian President Justin Trudeau, March 2022.

As the monarch is also head of the **Commonwealth**, lots of world leaders and politicians are also invited from many countries around the world.

The Queen went on over 300 overseas trips over the course of her reign. She also entertained international guests in Britain and at British Embassies abroad.

Slide 12: THE CEREMONY

Images: The Coronation of Queen Elizabeth II, 2nd June 1953

Show students a Scout scarf or a similar object. Explain that if they are a Brownie or Cub or similar they will have taken part in a special ceremony where they made a promise, received a badge and scarf and became a full member of the group. A coronation is the ceremony where a new monarch is crowned.

The monarch is connected to different parts of our lives in the United Kingdom. At the ceremony the monarch makes an **oath** or promise that they will **reign** fairly, following the law and also that they will look after the Church of England.



BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

Slide 13: A SPECIAL CHAIR

Images: The Coronation Chair

During the coronation ceremony, monarchs sit on a special type of throne called the Coronation Chair. It has been used at every coronation for the last 700 years! It is made of a strong wood called oak and contains a special stone from Scotland. It is a very famous and precious chair!

Optional – Have a large wooden chair at the front of the hall or classroom. A student could come up and sit in the chair and pose like a king or queen. Ask them to suggest words about how they felt when they were sitting in the chair with everyone watching them.

Slide 14: A SPECIAL ACTION

Images: The 12th Century Coronation Spoon and 1661 Ampulla

During the coronation ceremony, the Coronation Spoon is used to **anoint** (touch) the monarch's head with holy oil from the eagle-shaped Ampulla (oil flask). This is a very special part of the ceremony and is done out of sight of the guests under a golden tent. The oil has different smells in it including orange and rose.

Optional – Have some small favour bags filled with silk rose petals with rose oil on them to pass around. You could also have some orange segments in smell pots to smell. While students are passing the items around, you could play *Zadok the Priest* which is the music traditionally played during the Anointing part of the Ceremony.

[youtube.com/watch?v=MIXgOQ9_-RI](https://www.youtube.com/watch?v=MIXgOQ9_-RI)

The Coronation Regalia are the sacred objects used during the coronation ceremony, symbolising the temporal (worldly) and spiritual powers and duties of the monarch. After the English Civil War (1642-51) many of the crowns and other symbols of monarchy were destroyed. Most of the current Coronation Regalia were made for the coronation of King Charles II in 1661. The Coronation Spoon is one of the few items which was not destroyed. It is over 800 years old and is one of the oldest pieces of the Coronation Regalia.

The Coronation Regalia, together with the other priceless objects that make up the Crown Jewels, have been stored at the Tower of London for protection since the 1600s.

Slide 15: CORONATION ROBE

Images: King Charles II in coronation robes, 1661

Monarchs wear special clothing for the coronation ceremony. This portrait shows King Charles II wearing his coronation robes. His robe is lined with a fur called **ermine**.

Optional – You could pass round some faux fur or ask students to try on a cloak with faux fur if you have one.

Slide 16: CORONATION DRESS

Images: Queen Elizabeth II's coronation dress

Queen Elizabeth II wore this dress for her coronation. It was made especially for her. It is decorated with flowers from lots of different countries.

Queen Elizabeth II's coronation dress was designed by Norman Hartnell. He was commissioned to design a unique dress, suitable for a young woman and reflecting the fashions of the time, but also having the timeless dignity appropriate to a royal and religious ceremony. The dress was embroidered with the four national emblems of the United Kingdom and, at the Queen's request, those of the seven other Commonwealth Realms at the time.



BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

Slide 17: SPECIAL OBJECTS

Images: St. Edward's Crown, 1661; The Coronation Portrait of Queen Elizabeth I, c.1600, based on a lost original; The Sovereign's Orb, 1661; The Sovereign's Sceptre with Cross, 1661

During the coronation ceremony, three special objects are used. The Crown, the Orb and the Sceptre. They are part of the **Crown Jewels**. Can you spot the objects in this coronation portrait of Queen Elizabeth I from 400 years ago?

Queen Elizabeth I's coronation took place at Westminster Abbey on 15th January 1559. Her portrait shows her wearing a dress and robe woven from gold and silver thread and decorated with Tudor roses and fleur-de-lis, symbolising the long-standing English claim to the French throne. Her robe is lined with ermine (fur), a traditional symbol of purity and, in Tudor times, restricted to royalty and the nobility.

Slide 18: CROWN

Images: St. Edward's Crown, 1661

The crown is the most important of the special objects used in the ceremony. It is placed on the monarch's head at the moment of their crowning. It is gold and has lots of precious jewels on it.

Optional – You could have a student sitting in the wooden chair at the front and another student place a crown on their head. This could be a crown made in advance as part of the pre-Assembly teaching.

St. Edward's Crown is the most important and sacred of all the crowns in the Crown Jewels collection. Made for King Charles II, it was based on the design of the earlier medieval crown which was destroyed in 1649. It is named after the Anglo-Saxon King and Saint Edward the Confessor.

Slide 19: ORB

Images: The Sovereign's Orb, 1661

The second special object is the **orb**. It is a globe shape and has a cross on the top. It reminds the monarch that their **power** comes from God.

Slide 20: SCEPTRE

Images: The Sovereign's Sceptre with Cross, 1661

The third special object is the sceptre. It has the largest colourless cut diamond in the world on top! It reminds the monarch they must rule in a **fair** way. We are going to watch a film clip where we can take a close look at this special diamond.

hrp.org.uk/tower-of-london/crown-jewels/

Slide 21: A ROYAL PROCESSION

Images: The Gold State Coach

After the coronation ceremony has finished, the monarch travels through the streets of London. This is called a coronation procession. Two million people stood on the streets for the coronation of Queen Elizabeth II. It would have been very noisy, with the sound of horses' hooves and people cheering.

Optional – play sound of horses' hooves on a pavement and students make cheering noises.

youtu.be/CtkXC6R20vY

In 1953, two million people lined the route for Queen Elizabeth II's coronation procession. The Queen and the Duke of Edinburgh travelled in the Gold State Coach which has been used for every coronation since 1821. The 7km route, starting at Westminster Abbey and finishing at Buckingham Palace, was designed so that the Queen could be seen by as many people as possible.



BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

Slide 22: CELEBRATION TIME

Images: Family watching television, 1950s; Street party

People watched Queen Elizabeth II's coronation on the television with their families and friends and celebrated with street parties. They ate special food such as jelly, ice cream and sweets. There was also a special chicken dish created called Coronation Chicken.

Queen Elizabeth II's coronation ceremony was the first to be televised live, at the Queen's request. This enabled millions of people in the United Kingdom, and millions more around the world, to watch the ceremony live.

The Coronation brought people together. Families that owned a television – many of them bought for the occasion – invited friends and neighbours to join them. Nearly eight million people in the United Kingdom watched in their own homes, while another ten million crowded into other people's houses, huddled around the tiny black-and-white screens. There were a further 1.5 million viewers in cinemas, halls, and pubs.

Streets were decorated with bunting and communities celebrated with street parties. Neighbourhoods collected donations so that children could enjoy treats such as jelly, ice cream and sweets. The recipe for 'Coronation Chicken' was invented for the coronation lunch at Buckingham Palace and published in magazines so that everyone could enjoy it.

Slide 23: SENSORY CORONATION

Images: Sensory mind map

This slide is designed to consolidate some of the main points covered in the assembly. For taste you could ask the students to vote on what they would choose to eat and maybe do some tasting as a class afterwards.

Slide 24: A NEW KING

Images: His Majesty King Charles III and Her Majesty The Queen Consort

The next coronation will be the Coronation of King Charles III on 6th May 2023.

During the Coronation of King Charles III, Camilla, formerly the Duchess of Cornwall, will be crowned as Queen Consort, in a similar but simpler ceremony. Queen Consort is the official title of the wife of a king. She does not share the king's powers and, if she outlives him, cannot inherit the throne.

Slide 25: A SPECIAL MEMORY

Images: Coronation portrait of Queen Elizabeth II, 1953; His Majesty King Charles III and Her Majesty The Queen Consort

This portrait of Queen Elizabeth II shows her on her Coronation Day. That is how she will be remembered. After King Charles III's coronation in May 2023 he will have a special portrait made of his coronation too. You might like to take a photograph on the day of the Coronation of something you are doing to help you remember.

Optional – play *Crown Imperial* on the way out of the Assembly.

youtu.be/fraKCzza0To

Crown Imperial is an orchestral march by the English composer, William Walton. It was first performed at the coronation of King George VI in 1937. It was also performed at Queen Elizabeth II's coronation in 1953.



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:

- A list of Kings and Queens from 1066, with interactive links:
<https://www.royal.uk/kings-and-queens-1066>
- Queen Elizabeth II's coronation, with a map of the processional route:
<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>

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>

The Gold State Coach:

<https://www.rct.uk/visit/the-royal-mews-buckingham-palace/the-gold-state-coach#/>

Broadcasting Queen Elizabeth II's Coronation:

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

For further information about Colourful Semantics:

structural-learning.com/post/colourful-semantics-a-teachers-guide