



HISTORIC ROYAL PALACES

**SEND**  
**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 **SEND Lesson Plan** and resources are 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.

This session forms part of a suite of SEND Coronation resources. It can be taught as a standalone lesson or as a follow-up from the **SEND Coronation Assembly**. 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 looks at the reign of Queen Elizabeth II and the values she represented during her time as Queen.

Through the images in the presentation, students will explore the values these images represent and will consider how Queen Elizabeth II communicated these values through her actions and character. They will explore the idea of change and how it can be difficult but also positive. They will also look at the use of both royal and everyday symbols and will build up a word bank of values during the lesson. Students will then use this understanding to consider how their ideas for the values they would like to see in King Charles' reign could be represented visually.

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.

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**).

You may wish to use a *Colourful Semantics* approach, to help break down some of 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-teaching vocabulary to familiarise your students with some of the key concepts and themes.

**REIGN, VALUES, MONARCH, CROWN JEWELS, SYMBOL, POWER, IMPORTANT, FAIR, RESPONSIBILITY, CHANGE, CHALLENGES, ROLE MODEL, LOYAL, TRADITIONAL, HOST, BANQUETS, CARING, COMMONWEALTH, RESILIENT, LOVING, RESPECTFUL, ANIMAL LOVER, ADAPTABLE, VISIBLE**

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 session plan.

## 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 KS1

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.

### History KS2

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

### Citizenship KS1/2

- 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.
- Have a copy of your school's values to hand.

## ADDITIONAL RESOURCES NEEDED

- Scissors
- Glue
- Coloured pens
- Highlighters
- Mini whiteboards and pens
- Two pieces of sugar paper
- Two 1kg bags of sugar
- Two copies of slide images 4, 5 and 13-23



## BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

### Lesson Introduction

#### Slide 3: CORONATION

##### Key Question – What is a coronation?

Explain that we will start the session by looking at the word Coronation. 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: KING CHARLES III

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

- On 6th May 2023, the Coronation of His Majesty King Charles III will take place. He is our new monarch. He is the son of Queen Elizabeth II. Her reign lasted a very long time – 70 years. During that time lots of changes happened in the country and now we are beginning a new reign some things will stay the same and some things will change. When things change it can be difficult but change can also be good.
- We are going to look at some photographs from the reign of Queen Elizabeth II to find out about what she was like as queen.
- We will collect some key words (values) to help us remember.
- We will then use the key words to help us think what we would like the reign of King Charles to be like.

### Main part of the lesson

#### Slide 5: QUEEN ELIZABETH II

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

This is a portrait of Queen Elizabeth II on the day of her coronation. How does she look? Ask the students to say/write on their mini whiteboard a word to describe the Queen in this portrait. Ask them to share their words and discuss why they choose that word. Has anyone chosen the same words? Discuss why they might have chosen these words.

#### Slide 6: CROWNED QUEEN AT HER CORONATION

**Images:** The Coronation of King Henry III, 1216; St Edward's Crown, 1661; The Coronation of Queen Elizabeth II, 2nd June 1953

The most important part of a coronation **ceremony** is when the **crown** is placed on the king or queen's head.

The picture on the left shows the coronation of King Henry III in 1216. Ask the students to look at the crown being placed on the king's head. King Henry was crowned a long time ago, more than 800 years ago, so it shows us that coronations have been happening for a long time.

The black and white photograph on the right shows the coronation of Queen Elizabeth II. Why do you think there are a lot of people around her?

The photograph in the middle shows St. Edward's Crown. This crown is only used for the moment of crowning itself. It is the most important crown in the Crown Jewels collection and is a **symbol** of the monarch's **power**.

This is the crown which is used to crown the new king or queen. St. Edward's Crown was made for the coronation of King Charles II in 1661. It replaced an earlier medieval crown destroyed in 1649 during the English Civil War. The medieval crown was thought to have belonged to the Anglo-Saxon King and Saint Edward the Confessor and the 1661 crown still bears his name.

The crown is decorated with precious and semi-precious stones including rubies, sapphires, amethysts, topazes, aquamarines and tourmalines.

Following her coronation in 1953, Queen Elizabeth II opted for a stylised image of this crown to be used on coats of arms and other insignia in Commonwealth countries to symbolise her royal authority.



## BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

### Slide 7: GIVEN SPECIAL OBJECTS AT HER CORONATION

**Images:** St. Edward's Crown, 1661; The Coronation portrait of Queen Elizabeth II, 1953; The Sovereign's Orb, 1661; The Sovereign's Sceptre with Cross, 1661

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

When these three objects are used together, they are a **symbol** of the monarchy. They remind the monarch of the **responsibility** they have been given. St. Edward's Crown weighs over 2kg!

Can you spot these special objects in the portrait of Queen Elizabeth II? How might she have felt when she was holding and wearing these objects? Discuss with the students.

*Optional* – You could invite students to hold two 1kg bags of sugar to get a sense of the weight of the crown!

### Slide 8: THE CROWN – IMPORTANT

**Images:** The Imperial State Crown, 1937

This photograph shows The Imperial State Crown. This was worn by Queen Elizabeth II as she left Westminster Abbey, where her coronation took place. It was placed on her coffin during her funeral. It reminds us that the Queen was an **important** person in our country.

The Imperial State Crown is worn at the end of the coronation ceremony and for formal occasions such as the State Opening of Parliament. It is made up of hundreds of precious stones and jewels, some of which have been worn by past kings and queens. The four large pearls below the orb and cross are said to have belonged to Queen Elizabeth I. In the centre of the cross is St. Edward's Sapphire, which is said to have come from the ring of Edward the Confessor. The crown weighs over 1kg.

Play the film clip to find out a bit more about the Imperial State Crown.

[hrp.org.uk/tower-of-london/crown-jewels/](http://hrp.org.uk/tower-of-london/crown-jewels/)

### Slide 9: THE ORB

**Images:** The Sovereign's Orb, 1661

This is the Orb. It is a globe shape and has a cross on the top. This reminds the monarch that their **power comes from God**.

The orb is a golden ball with a cross on the top. It is an important medieval symbol of royal power. The cross on the top represents Christ, and the golden sphere is earth. It is divided into three sections which traditionally symbolised the three continents known in medieval times – Europe, Asia and Africa. This was to remind the ruler that their power derived from God who had power over all the earth.

### Slide 10: THE SCEPTRE

**Images:** The Sovereign's Sceptre with Cross, 1661

This is the sceptre. It reminds the monarch to be **fair** during their reign.

The Sovereign's Sceptre with Cross was made for the coronation of King Charles II in 1661. It has been used in all coronations since. In the centre is a large emerald. In 1910, the Cullinan I diamond was added to the sceptre. The diamond is the largest, colourless cut diamond in the world.

### Slide 11: OUR SCHOOL VALUES

**Key Question** – What are our school values?

Have your school values up on the slide for everyone to refer to.

Discuss with the students what a **value** is. A value is something which a person thinks is important to them. You could take one of the school values as an example and discuss how we can demonstrate that value by how we behave and how we treat ourselves and others. Start making a *Values* list by noting down your school values on a piece of sugar paper.



## BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

### Slide 12: QUEEN ELIZABETH II

**Key Question** – What was Elizabeth II like as Queen?

Explain that we are now going to look at some photographs to find out the *values* which were important to Queen Elizabeth II's reign. We will add to our *Values* list as we look at the photographs.

### Slide 13: VALUES – RESILIENT

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

Queen Elizabeth II's reign lasted for 70 years. That is the longest time a British monarch has ever been king or queen. She spent most of her reign with her husband, Prince Philip. Queen Elizabeth was very resilient during her reign and she had to deal with challenges. Being **resilient** means you are able to recover quickly from a difficult situation.

Ask students to consider a time they had to be resilient. Ask some students to share back to the class if they would like to. Discuss why resilience might be an important value for a monarch. Add *resilient* onto the *Values* list.

On her accession to the throne in 1952, Queen Elizabeth 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".*

### Slide 14: VALUES – LOVING

**Images:** Queen Elizabeth II with her family and dogs, 1965; Queen Elizabeth II's 90th Birthday celebrations, 2016

Queen Elizabeth II loved spending time with her large family. The black and white photograph shows her as a young Queen with her children. The colour photo on the right shows her with some of her children, grandchildren and great grandchildren. Add *loving* onto the *Values* list.

### Slide 15: VALUES – ROLE MODEL TO OTHERS

**Images:** Queen Elizabeth II and Prince Charles

The Queen was mother to King Charles III, the eldest of her four children. She was a role model for her son and he learnt about how to be a monarch from her. Add *role model* onto the *Values* list.

### Slide 16: VALUES – KINDNESS TO ANIMALS

**Images:** Queen Elizabeth II photographed with one of her corgis, 1985

The Queen had several pets during her reign. She especially liked dogs and horses. She is shown here with one of her corgis, her favourite dogs. Do you think it is important for a monarch to like animals? Add *kindness to animals* onto the *Values* list.

### Slide 17: VALUES – LOYAL TO GOD

**Images:** The Sovereign's Orb, 1661.

Throughout her life, the Queen's belief in God was very important to her. The monarch has a very important role as Head of the Church of England. Add *loyal to God* onto the *Values* list.

### Slide 18: VALUES – TRADITIONAL

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

The Queen valued the history of being a monarch. She wanted to continue many of the traditions of the past in her reign. The picture on the left shows King Harold sitting on a special chair at his coronation, nearly 1000 years ago. We can see the Queen is also sitting in a special chair for her coronation. This tradition still continues today. When King Charles is crowned he will also sit in the same special Coronation Chair as his mother. Add *traditional* onto the *Values* list.

*Optional* – Watch film clip about the Coronation Chair.

[westminster-abbey.org/about-the-abbey/history/the-coronation-chair](https://westminster-abbey.org/about-the-abbey/history/the-coronation-chair)





## BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

### Slide 19: VALUES – ADAPTABLE

**Images:** Family watching television, 1950s

Queen Elizabeth II's coronation ceremony was the first to be televised live, at the Queen's request. It shows us that she wanted to connect with people all over the UK and around the world. It also shows she embraced change and wanted the monarchy to move with the times. Add *adaptable* onto the *Values* list.

### Slide 20: VALUES – HOST

**Images:** Banquet hosted by Queen Elizabeth II at the British Embassy, 1975

During her reign, the Queen was **host** to many parties or **banquets**. She would try and make everyone feel welcome. Why do you think it is important for a monarch to do that? Add *host* onto the *Values* list.

### Slide 21: VALUES – CARING

**Images:** Queen Elizabeth II at Great Ormond Street Hospital, London 1977; Queen Elizabeth II at the School of Nautical Cookery, 1979

During her reign, the Queen visited people all across the United Kingdom. It was important to her that she took an interest in the work of everyday people. What two jobs do you think the people do in the photographs? Add *caring* onto the *Values* list.

### Slide 22: VALUES – VISIBLE

**Images:** Queen Elizabeth II meets Inuit Girl Guides during her Canadian Tour, 1970; Queen Elizabeth II in Kenya, 1983; Queen Elizabeth II visits the survivors of the Al Asnam earthquake at Mustapha Hospital, Algiers, 1980

During her reign, the Queen visited people all over the world. She was very well known by people in many countries. She would often wear bright colours so people could easily see her when it was busy with lots of people. Add *visible* onto the *Values* list.

*Optional* – Discuss why we might wear a high-vis jacket on a school trip or a sports vest when playing games.

### Slide 23: VALUES – RESPECTFUL

**Images:** Queen Elizabeth II meeting Canadian President Justin Trudeau, March 2022

The King or Queen in Britain is the Head of State. When the Queen met other leaders she was respectful towards them. Add *respectful* onto the *Values* list.

### Slide 24: SYMBOLS WE KNOW

**Images:** Warning symbol and yawning emoji

A symbol is a thing that stands for something else. Discuss the meaning of the two symbols on the slide. Can you draw any symbols you know on your white board? What do they mean? Are they easy to understand? Why?

### Slide 25: SYMBOLS FROM NATURE

**Images:** Queen Elizabeth II's Coronation dress; A detail from Queen Elizabeth's Coronation dress; symbols – thistle, shamrock, leek and Tudor Rose

The portrait on the left shows Queen Elizabeth II's Coronation dress. It was designed especially for her. On the dress there are flowers which are symbols of the four countries in the United Kingdom:

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

Around the bottom of the dress are flowers of the **Commonwealth** countries where the Queen was Head of State at the time. These were Canada, Australia, New Zealand, South Africa, Pakistan and Sri Lanka (then called Ceylon). Can you find these countries on a globe? Why do you think the Queen wanted these countries included on her dress?



## BACKGROUND INFORMATION AND SUGGESTED KEY POINTS FOR SLIDE PRESENTATION

### Slide 26: THE LION AS A SYMBOL

**Images:** Heraldic Beasts (Lion); Three Lions Crest; The Royal Coat of Arms

Animals can make good symbols too! The lion is an animal which we see as used as a symbol in the past and also now. The lion has often been a symbol of the monarch. What is a lion a sign of? Some answers might include being *brave* and being *strong*. Add these values onto the *Values* list.

Look back at the *Values* list. Ask students to choose a value and think about what animal they would choose to symbolise that value.

### Slide 27: CHOOSING VALUES FOR KING CHARLES III

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

**Key Question - What values would we like the reign of King Charles III to represent?**

Look back at the words written on the *Values* list. Are there any other values which you would like to add to the list?





## 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>

### For further information about Colourful Semantics:

[structural-learning.com/post/colourful-semantics-a-teachers-guide](https://structural-learning.com/post/colourful-semantics-a-teachers-guide)