



Overview of KS2 history lesson * for HM The King's Coronation





*This is accompanied with detailed notes for teachers so that it can be adapted depending on whether it is taught to Y3 or Y6

<p>1</p> <p>Images of historical rulers wearing crowns or ceremonial headdresses</p> <ul style="list-style-type: none">• Cleopatra of ancient Egypt• Mansa Musa of Mali• Darius II of ancient Persia• Queen Salote of Tonga• Haile Selassie of Ethiopia• Emperor Xing of China <p>(Teachers can add images of rulers that pupils have studied providing the ruler is wearing a headdress)</p> 	<p>2</p> <p>Brief discussion about <u>rulers</u> that pupils have studied. (The class teacher will know which periods of history and rulers pupils have covered in their curriculum)</p> <p><i>e.g.</i> Y3 might have studied Egyptian pharaohs who wore the Nile double crown, Darius II, Alexander of Macedon who wore a diadem.</p> 	<p>3</p> <p>Photograph of King Charles III visiting a school.</p> <p>He became king of the United Kingdom on 8 September 2022 when The Queen died.</p> <p>King Charles does not wear a crown when he visits schools, or hospitals, or communities across the country.</p> <p>In fact, King Charles has not worn a crown yet. Image of new £2 coin.</p> 	<p>4</p> <p><i>corona</i> = Latin for crown</p> <p>Introduce the word <u>coronation</u>: the moment when 'the country' places a crown on the king's head. This will be shown on tv.</p> <p>Image of King Edward I's coronation showing him holding the orb, sceptre and wearing a crown.</p> 
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<p>5</p> <p>The coronation chair (without the stone).</p> <p>Photograph of St Edward's chair with pupils describing with their teacher the shape of the chair, what it is made from, and how high it is.</p> <p><u>English</u> kings were crowned in the chair. The teacher will point out the large space beneath the chair.</p> <p>This is <i>not</i> a throne. The king will never sit on this chair again. The next person to sit on this chair will be King Charles's son, William.</p> 	<p>6</p> <p>The Stone of Scone.</p> <p>Image of the Stone of Scone in Edinburgh Castle.</p> <p>Explain that Charles III is king of the <u>kingdoms</u> of England and Scotland – the United Kingdom. <u>Scottish</u> kings were crowned on this ancient stone.</p> <p>Discussion about what bringing the chair /stone together means.</p> <p>Shows pupils the Coronation chair <i>with</i> the Stone of Scone. This will symbolise Charles as King of the whole of the United Kingdom.</p> 	<p>7</p> <p>The crown used for crowning the King of the United Kingdom is called St Edward's crown: image.</p> <p>Video clip of Queen Elizabeth II (58 seconds) examining the crown and describing how heavy it was.</p> <p>Emphasise that this crown was only worn <u>once</u> by Queen Elizabeth.</p> <p>Weighs 5lbs (2 litres of water)</p> <p>https://www.youtube.com/watch?v=H6GVq5R00IU</p> 	<p>8</p> <p>When Charles is crowned king on 6 May 2023, there will be symbols used at his Coronation.</p> <p>(This will help pupils identify, recognise and explain them as they watch the Coronation.)</p> <p>Let's learn about some of the symbols. For each symbol, pupils can <u>draw</u> a quick sketch for 3-4 mins and then <u>annotate</u>, explaining what it is and what it <i>means</i>.</p> <p>The first is the crown, called St Edward's crown. It is the crown we use <u>today</u> to crown British kings and queens. It can only be worn <u>once</u> by a king or a queen.</p> 
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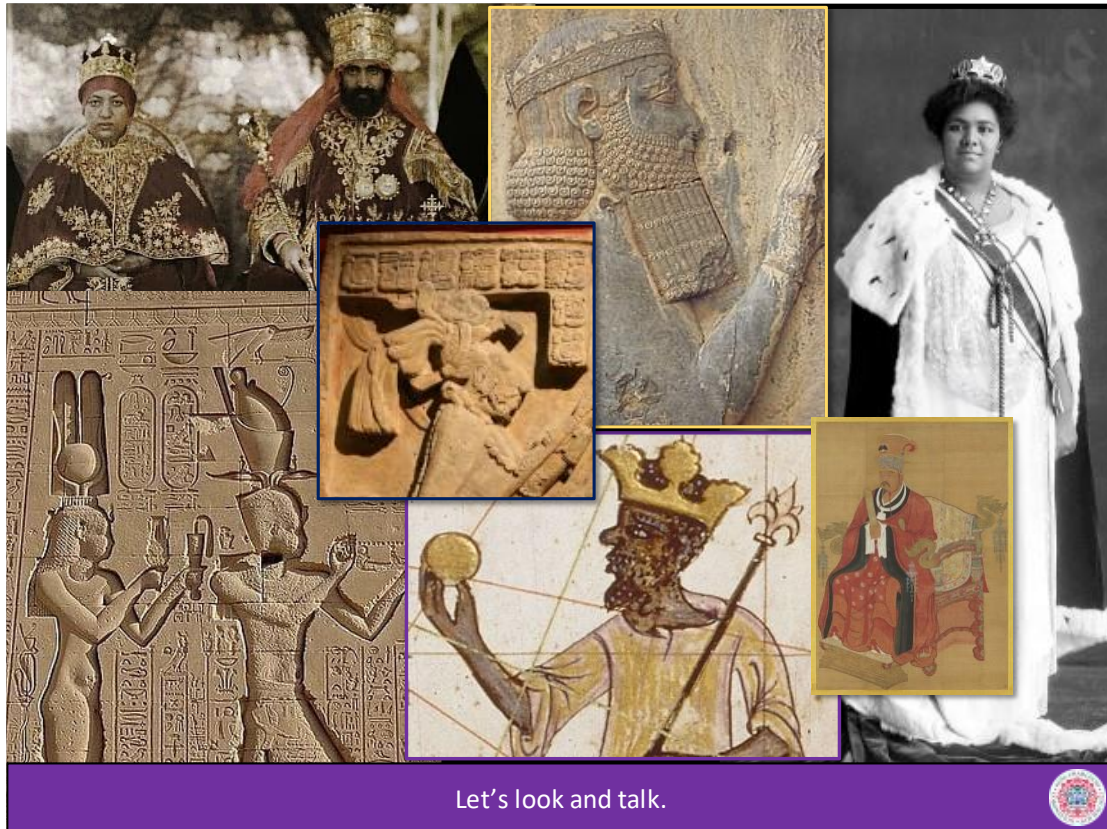


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<p>9</p> <p>The sceptre with the Cross. Describe this golden stick with jewels. It is a symbol of the king's power to make laws. Laws today as now made by the king but are <i>signed</i> by the king after Parliament makes the laws.</p> 	<p>10</p> <p>The orb. This is an ancient symbol showing the world with a cross on top. This tells the king that, although he is the king of the UK, there is someone even more powerful than kings: God. (This needs to be handled carefully as some teachers and pupils will not believe in God.)</p> 	<p>11</p> <p>The Holy Oil on the spoon. This part you won't see as it is considered very special and sacred. The Archbishop will pour Holy Oil onto the golden spoon and will then anoint the King – making a sign of the cross with it – on his head, his hands, and his chest. This is a symbol that this is the man who is King, no one else. (Church schools might like to discuss the concept of <u>anointing</u>: setting apart someone for a special, holy purpose.)</p> 	<p>12</p> <p>Give pupils a copy of the official Coronation motif to stick into their books: identify the crown of St Edward made up of the four floral symbols (the rose of England, the thistle of Scotland, the daffodil of Wales and the shamrock of Northern Ireland). Pupils will have learned about the four UK nations in KS1. Pupils can write a paragraph to accompany the motif explaining what it means to say that, during the Coronation, Charles III will be crowned king of the United Kingdom. They should try to use core knowledge in their writing including: <i>coronation, United Kingdom, England, Scotland, Wales, Northern Ireland, St Edward's chair, Stone of Scone, St Edward's crown, orb,</i></p> 
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The lesson for pupils begins after this slide.



Images of historical rulers wearing crowns or ceremonial headdresses. Don't feel the need to name or describe them unless pupils are already familiar with any of these countries. Otherwise, you risk overloading their working memories at the start of the lesson. The learning priority is that these rulers are wearing something on their heads.

(clockwise from bottom left)

Cleopatra of ancient Egypt

- Haile Selassie of Ethiopia
- Maya king, Shield Jaguar
- Darius II of ancient Persia
- Queen Salote of Tonga
- Emperor Xing of China
- Mansa Musa of Mali

(Teachers can add images of rulers that pupils have studied *providing the ruler is wearing a headdress.*)

King Edward

crown

corona-tion



Let's learn a new word and say together:

"A **coronation** is when a king has a crown placed on his head for the first time."

Let's look and talk.



This is a king of England from a very long time ago. Can you see that he is wearing a **crown** on his head? He is called King Edward.

He is sitting in a special chair and is holding something in his left hand and in his right hand. (Don't divulge the names of the objects at this stage as pupils will be overloaded with information. They are simply to make the connection between rulers wearing something on their heads, including this king of England called Edward.)

The Latin word for **crown** is co-ro-na. (pronounced co-roh-nah)

When a king or queen has a crown – or *corona* – placed on his her/head for the first time, we call this a **coronation**.

A coronation sets the person apart from everyone else and says, "This is the king of the kingdom."



King Charles has never worn a crown.

This is King Charles III.
He is the king of the United Kingdom.
King Charles is visiting some schoolchildren.
King Charles is waiting for his coronation



Let's look and talk.



During his investiture as Prince of Wales, Charles wore a *coronet*, but he has not yet worn a crown.



Charles became King of the United Kingdom when the Queen died.
Charles became King Charles last year on **29 September 2022**

King Charles is waiting for his **coronation**

Let's see the Queen at *her* **coronation** over 70 years ago.

Let's look carefully and recall our new word.



Describe the **coronation chair** with your partner.



The coronation chair was made hundreds of years ago.

We will see King Charles sit in the **coronation chair** on 6th May 2023.



Look at the special chair that the Queen sat in at **coronation**. The chair is called the **coronation chair**, or **King Edward's chair**. 26 kings and queens have sat in the **coronation chair**.

Let's look, think and talk.



Pupils say the words **coronation chair** after the teacher carefully and deliberately says **coronation chair**.

Prompts for pupils to describe the chair.

What is it made from?

What shape is it?

Does it look very high or very low?

What is at the bottom of the chair?

If the class is familiar with a timeline, or you have one in the classroom, you could point out when the **coronation chair** was made. (c.1301). If the class is familiar with centuries, they could say that the coronation chair for Kings of England was made in the 14th century. DO NOT say that King Edward sat in this chair because he did not. It was made two centuries after King Edward.

You have divided a page into four boxes.

You will draw and label the **coronation chair** in the first box.



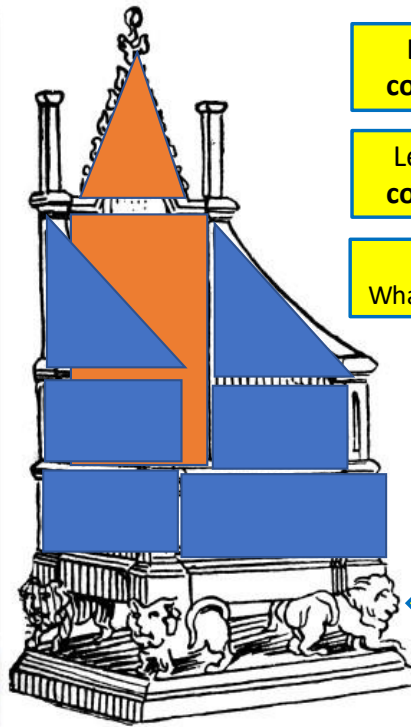
Let's draw and write.



3-4 minutes

It is worth trying to draw this yourself on the board as a series of simple shapes before you model it in front of pupils. It is a series of shapes that are easy to draw.

The pupils annotate, explaining what the chair is.



Let's draw the coronation chair.

Let's explain the coronation chair.

Who sits in it?
What is it made from?



You could draw some lions.

Let's draw and write.

5 minutes

It is worth trying to draw this yourself on the board as a series of simple shapes before you model it in front of pupils. It is a series of shapes that are easy to draw.

The pupils annotate, explaining what the chair is.



Look at this very old piece of stone.
This stone is called the **Stone of Scone** (*scoon*).
Kings of Scotland were crowned sitting on the **Stone of Scone**.

Let's look, think and talk.



Pupils say the words **Stone of Scone** (*scoon*) after the teacher carefully and deliberately says **Stone of Scone**.

Prompts for pupils to describe the stone.

What shape is it?

Does it look very rough or very smooth?

What is on the stone? (some pupils might notice the chains)

We will see King Charles sit on the **Stone of Scone** and the **coronation chair** on 6th May 2023.

What does this mean?

King Charles is King of England and Scotland – the **United Kingdom**.

We are not sure how old the Stone of Scone is.

Find the **Stone of Scone**.
It is sitting as part of the **coronation chair**.

1800 1900 2000

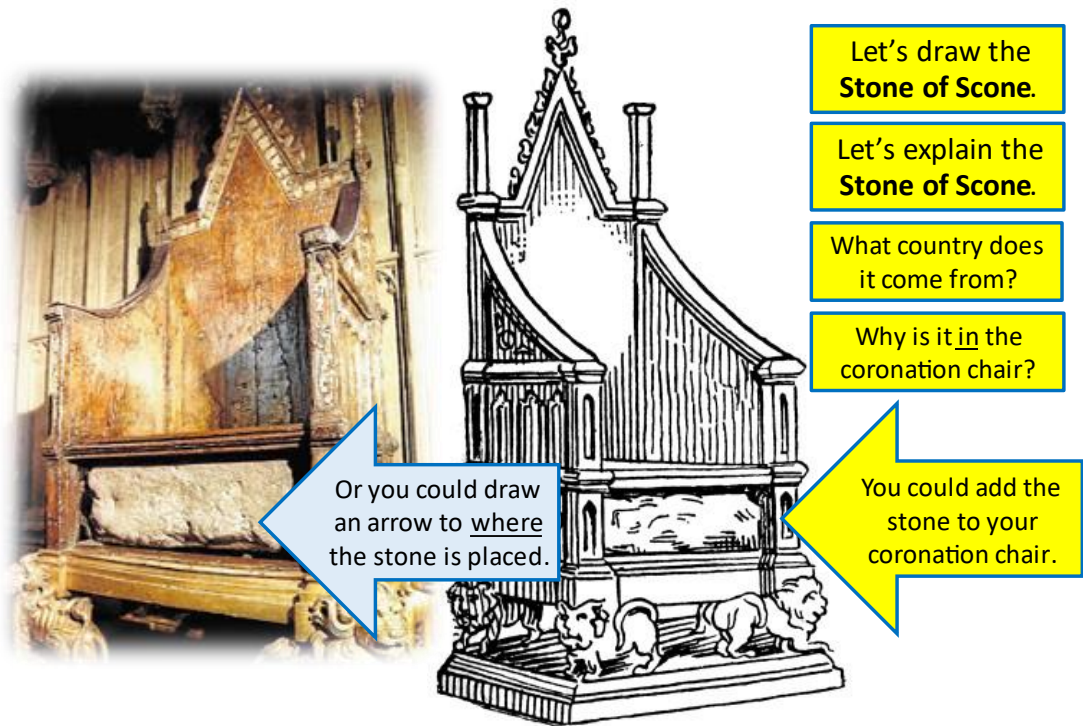
Let's look, think and talk.

KING CHARLES III
CORONATION • 6TH MAY 2023

KS2 pupils will be familiar with the four parts that make up the UK.

If a king or queen is crowned on the stone and the chair, this shows he/she is king/queen of both kingdoms at the same time.

Do not go into the Union of the Crowns 1603. Pupils' working memory will be overloaded; the 17th century is something they study at KS3.



Let's draw the Stone of Scone.

Let's explain the Stone of Scone.

What country does it come from?

Why is it in the coronation chair?

Or you could draw an arrow to where the stone is placed.

You could add the stone to your coronation chair.

Let's draw and write.



5 mins

Teacher may wish to explain that the Stone of Scone was stolen after a battle between England and Scotland. The stone was taken to London and the chair was made especially for the stone.

The first Scottish king to sit on the coronation chair with the Stone of Scone was King James VI of Scotland and I of England when the two crowns were united in 1603. All kings and queens are now monarchs of England and Scotland. Some pupils might be interested to know that the Stone of Scone is now in Scotland and will be brought to London for the king's coronation. It will be placed into the coronation chair, and then returned to Scotland after the coronation.

Describe **St Edward's crown** with your partner.



The crown was made hundreds of years ago in 1661.

We will see King Charles wearing **St Edward's crown** on 6th May 2023.

Look at the crown that the Queen is wearing
The crown is called **St Edward's crown**
The King will only wear this crown once: at his **coronation**.

Let's look, think and talk.

Kings and queens often wear or hold things that are symbols of other things. If you have studied examples, then use these with pupils to reinforce. An example might be the double crown worn by Pharaohs of ancient Egypt symbolising that they ruled over Upper and Lower Egypt at the same time. We are going to look at some symbols in the King's Coronation.

Pupils say the words **St Edward's crown** after the teacher carefully and deliberately says **St Edward's crown**.

Prompts for pupils to describe the crown.

What is it made from?

How many jewels can you see? (red? purple? blue? green?)

If a pupil makes the connection between King Edward's chair being made c.1300 and the crown in 1661, you could explain that the original St Edward's crown was destroyed and a new one was made in 1661. Do not overloading pupils' working memory by going into detail about the English Civil War or Cromwell. They will learn about this in KS3.



Listen to the Queen describing St Edward's crown.

Let's watch this clip.



The crown weighs 5 pounds. This is equivalent to two litres of water. You could ask a pupil to hold two litres of water and imagine this on their head. St Edward's crown is a VERY heavy crown.

<https://www.youtube.com/watch?v=H6GVq5R001U>



Let's draw
St Edward's crown

What is St Edward's
crown used for?

How often does a king or
queen wear this crown?

What will the king be
sitting in when he wears
this crown?



Let's draw and write.



3-4 minutes

It is worth trying to draw this yourself on the board before you model it in front of pupils. Try to keep it simple.

Pupils use another box on their page to annotate, explaining what the crown means, using the prompt questions.

Describe
the sceptre with
your partner.



We will see King Charles holding
a **sceptre** on 6th May 2023.

The **sceptre**
was made
hundreds of



The Queen is holding **a sceptre**.

The golden **sceptre** is a symbol of the power to make laws.

The King today does not make our laws Parliament makes our laws.

The King signs the laws that Parliament makes

Let's look, think and talk.



Pupils say the word **sceptre** after the teacher carefully and deliberately says **sceptre**.

Prompts for pupils to describe the sceptre.

What is it made from?

How many jewels can you see? (white? red? purple? blue? green?)

Describe **the orb** with your partner.



The **orb** was made hundreds of years ago in 1661.



We will see King Charles holding an **orb** on 6th May 2023.



The King will be given an **orb**.
The **orb** is a symbol that there is someone more powerful than the King... *God*. The orb was made when almost everyone in the UK was a Christian.

Let's look, think and talk.

Pupils say the word **orb** after the teacher carefully and deliberately says **orb**. (having fun emphasising the 'b' in **orb**.)

Prompts for pupils to describe the **orb**.

What shape is the **orb**?

What is the **orb** made from?

How many jewels can you see? (white? red? purple? blue? green?)

What is on top of the **orb**?

Let's draw
the **orb**.



The **orb** tells the king
that there is someone
even more powerful
than him: ...?

...or draw
the **sceptre**.



The **sceptre** is a symbol
of the power to make
laws. Who makes our
laws today?

Let's draw and write.



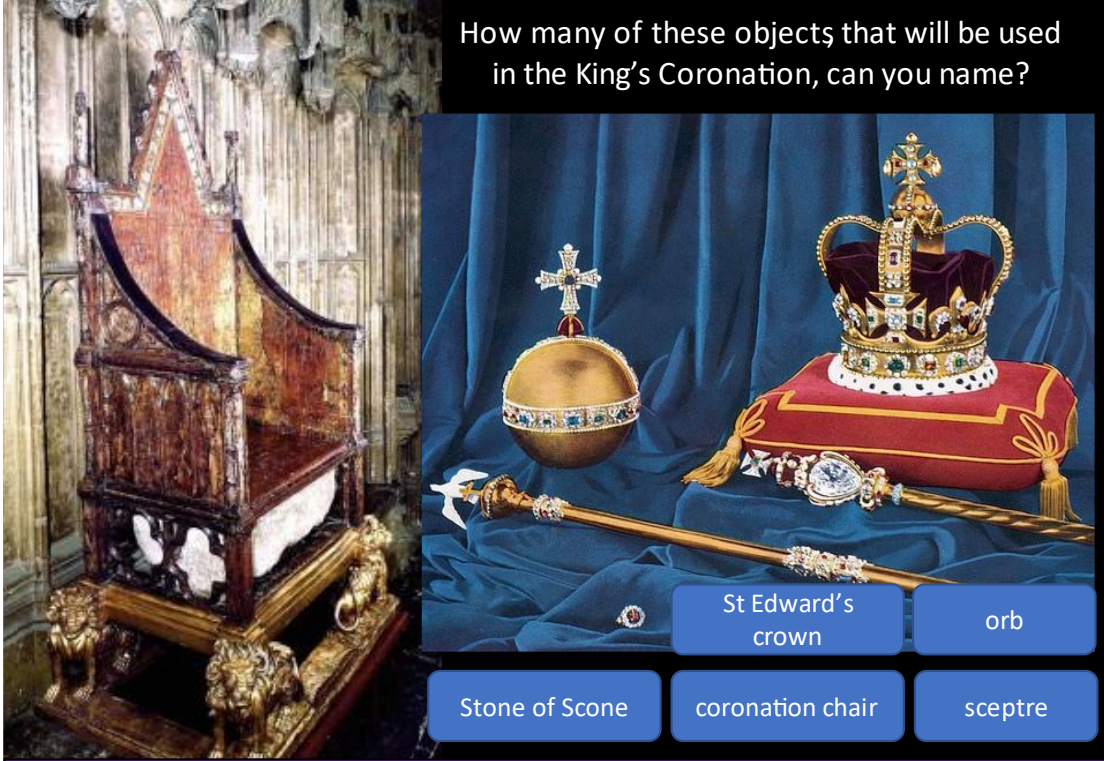
3-4 minutes

It is worth trying to draw this yourself on the board before you model it in front of pupils. Try to keep it simple.

Pupils use another box on their page to annotate, explaining what the **orb** or the **sceptre** means, using the prompt questions.

If you have time, pupils could draw and annotate both items.


How many of these objects that will be used in the King's Coronation, can you name?



St Edward's crown orb

Stone of Scone coronation chair sceptre

Let's check we remember.



You could ask pupils to recall without any labels.

Then reveal the labels and position them correctly.



There is something that we will *not* see during the king's coronation.

It will be hidden from us.

This is because it is the most important part of the coronation.

The King will take off his special robes and open his shirt.

The beak of this golden bird has a hole in it. Oil will be poured onto the golden spoon.

Some oil will be dribbled onto the King's head, chest and hands.

This means the King has a special job for the rest of his life.

Some Christians believe that this is when the King makes promises to God.

Let's look, think and talk.

This part of the coronation is not shown on tv. It is considered to be too sacred. If pupils are already familiar with the religious words **holy** or **sacred**, you could use them. Some might be familiar with the word **anointed**.

For this lesson, we will not use words such as **anointed** or **consecrated** as these will overload pupils' working memory. However, if pupils are already familiar with such religious language, then include them, where appropriate, in your lesson.



Let's look at another **crown**. It is different from St Edward's crown.
The King will wear this crown at the end of his **coronation**.
You can see this crown when the King said goodbye to his mother (The Queen).

Let's look, think and talk.



Do not get into a discussion about what this crown is called unless you have time: the Imperial State Crown.

This is the crown that the King will wear each year when he opens Parliament.


He will NEVER wear St Edward's crown again. The next person to wear St Edward's crown will be Prince William because this is the crown for coronations.



Let's write in our last box.

Find the word **coronation**

1. What is a **coronation**?
2. What will we see at the King's Coronation?
3. What won't we see at the Coronation?

Let's draw and write. 

3-4 minutes

It is worth trying to draw this yourself on the board as a series of simple shapes before you model it in front of pupils. It is a series of shapes that are easy to draw.

The pupils annotate, explaining what the chair is.

Can you find St Edward's crown? It is made up of the four flowers of the UK.

The thistle represents Scotland.

thistle

The rose represents England.

rose

daffodil

The daffodil represents Wales.

The shamrock represents Northern Ireland.

shamrock

You can label the four flowers of the UK.

You could label the four flowers (and the countries) in your book.

Let's draw and write.

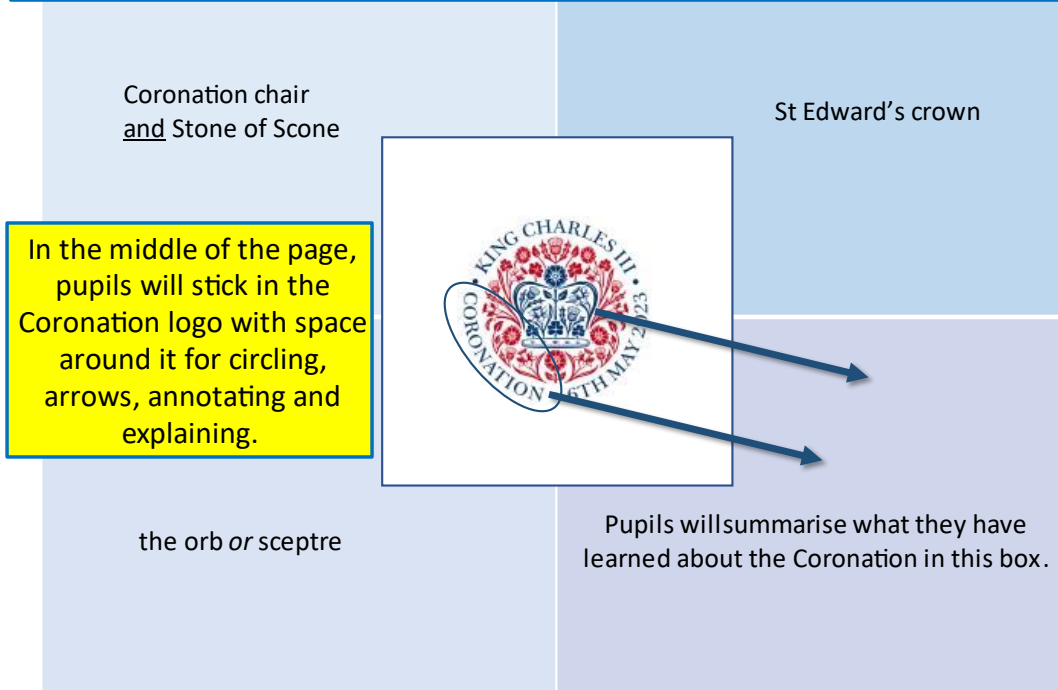
Some children in KS2 will have studied this when they learned about the four parts of the UK in KS1.

If they have not learned this, then simply label the four countries to the correct flowers.

Pupils then explain around the logo what a 'coronation' is and what we will see when we watch the King's Coronation.

Resources for teachers

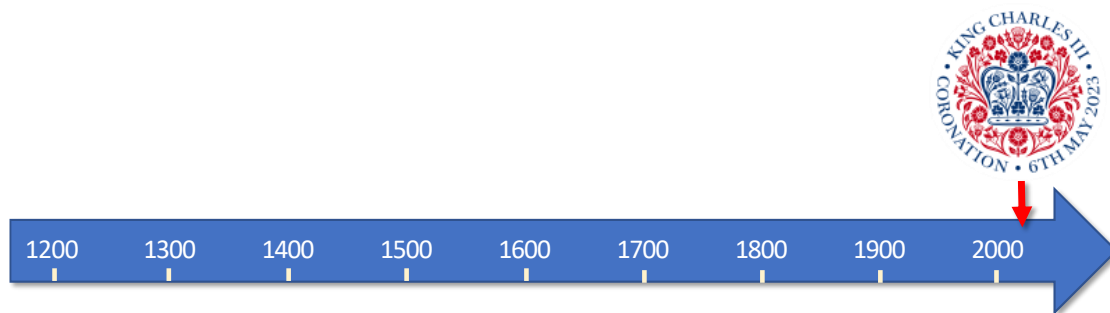
Children will divide a whole page into four boxes into which they will draw and write. This limits the space for drawing, focusing children on the writing.



There is a smaller and larger version of the Coronation logo in case a teacher might prefer to make an A3 poster.







Older pupils such as Years 5 and 6 pupils might like to draw their items on the timeline.

The chair comes from c.1300.

The crown, orb and sceptre come from around 1661.