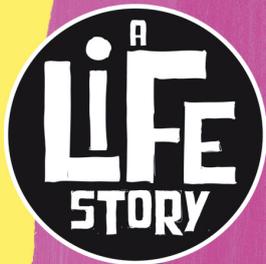


QUEEN ELIZABETH II

QUEEN ELIZABETH II

It will
be for
us...
to
make
the
world of

tomorrow
a
better
and
happier
place.



Monarch and
Head of the
Commonwealth

RESOURCE PACK

Contents

Queen Elizabeth II, A Life Story by Sally Morgan lower key stage 2 lesson plan	1
Resource sheet 1 – ‘The Most Famous Woman in the World’	2
Resource sheet 2 – ‘Great Britain Goes to War’	3
Queen Elizabeth II, A Life Story by Sally Morgan upper key stage 2 lesson plan	4
Resource sheet 1 – ‘Duties of a monarch’	6
Resource sheet 2 – ‘Becoming Queen’	8
Resource 3 – ‘A Horrible Year’	9
Curriculum Links	10



***Queen Elizabeth II, A Life Story* by Sally Morgan**

lower key stage 2 lesson plan

Objectives

- To understand the role of the Queen across the country and throughout the Commonwealth and territories
- To identify how the Queen and her family supported the country during the war

Outcomes

- Children will be able to explain the Queen's title and tell the difference between a Commonwealth realm and a British territory
- Children will write their own short speech to comfort others

Lead in

Chapter 1 opens with young Elizabeth, making her way to her coronation at Westminster Abbey on 2 June 1953. Read the chapter together and focus particularly on the information boxes that explain what it means to be queen now in the United Kingdom and what the differences are between realms and territories.

Why is it important that her coronation was broadcast to so many people at the time? Allow children to discuss in pairs or in groups before putting forward their thoughts to the rest of the class.

Task

Distribute *resource sheet 1* to let them list some jobs that the Queen was able to do and define what Commonwealth realms and British territories are in their own words. Can the children see how important the Queen might have been to people outside of the United Kingdom?

Extra

Read chapter 4 titled '*Great Britain Goes to War*'. This chapter goes into some detail about the start of the Second World War and what it meant for the people of Britain.

After the section '*God Save the King*', ask the children why King George VI wanted to stay in the country during the war. If they were living in London during this time, how would they feel after finding out about George's decision?

Read Elizabeth's speech for *Children's Hour* together. What was the purpose of her speech? Using *resource sheet 2* as a template, ask the children to write their own short speech to comfort others if they were Princess Elizabeth at the time.

Resource sheet 1 – ‘The Most Famous Woman in the World’

What was the Queen’s complete title at the time of her coronation in 1953?

What’s the difference between being a king or queen now compared to being king or queen many years ago?

What is a realm?

What is a British territory?

How many did the United Kingdom have in 1952?

What does being ‘Defender of the Faith’ allow the Queen to do?



***Queen Elizabeth II, A Life Story* by Sally Morgan**

upper key stage 2 lesson plan

Objectives

- To understand the role of the Queen
- To identify how Elizabeth II was proclaimed Queen and the traditions that she undertook
- To empathise with the '*annus horribilis*' period of Queen Elizabeth's reign

Outcomes

- Children will be able to explain how Elizabeth II was proclaimed Queen and subsequently crowned during her coronation. They will answer the question on the difference between the two.
- Children will create a timeline of events from the Queen's experiences during the 1990s.

Lead in

Read from page 107 '*Saying Goodbye*' to the end of page 109. The chapter explains why Princess Elizabeth ended up going on tour instead of her father, King George VI, and why she was in Kenya.

Why did Princess Elizabeth and her husband, Prince Phillip, go on tour? What duties did they perform whilst on tour? Discuss how Princess Elizabeth felt on receiving the news that she was no longer a Princess and was now the Queen across the country, and the Commonwealth and territories.

Then read from page 110 to the end of page 117. This explains what happened to the now Queen Elizabeth on returning to England and the duties she had to start to perform. Make a list of the types of duties that Queen Elizabeth had to perform and the reasons why. Use *resource sheet 1* as a guide for this and to also write what might happen if the children found out that they were a king or a queen but only for one day.

Task

Read chapter 9 (from page 118), '*Becoming Queen*'. This chapter describes how Queen Elizabeth was crowned during her coronation and the traditions she followed at this time.

What was different about Queen Elizabeth's coronation to the one her father had? Why do you think this was so different? Why do you think it happened a long time after she was proclaimed Queen?

What events happened from the moment of Queen Elizabeth's proclamation to her being crowned Queen during her coronation in 1953. Use *resource sheet 2* to help.

Extra

Read the following quote (from page 166-7).

'In her Christmas message Elizabeth said, "1992 is not a year on which I shall look back with undiluted pleasure. In the words of one of my more sympathetic correspondents, it has turned out to be an annus horribilis".

What does 'annus horribilis' mean? (Key: it means a horrible year.)

Now read all of chapter 11 (from page 162), also read the start of chapter 12 to the end of page 175 describing the Queen's speech. This describes some of the 'horrible' events that took place during the 1990s, as well as explaining what the Queen's Speech is.

Use *resource sheet 3* to create a timeline of events that happened during this time.

Resource sheet 1 – ‘Duties of a monarch’

Elizabeth left England as a Princess and returned as a Queen. A monarch has to perform duties from the moment they become king/queen. List the duties she had to perform on her return as Queen. Explain why she had to perform these duties.

Duty Queen Elizabeth performed	Reason she had to perform them

Resource sheet 2 – ‘Becoming Queen’

After she was proclaimed Queen, Elizabeth had to wait a long time before she was crowned on her coronation day. What events from her proclamation through to the end of the day of her coronation happened? Write a description of the event in the boxes below, as well as a short explanation of what it meant. (You do not have to list everything and can concentrate on the main events.)

↓	↑
↓	↑
↓	↑
↓	↑
	→



Resource 3 – ‘A Horrible Year’

What does the term ‘*annus horribilis*’ mean?

Draw a timeline of events that occurred in the period that is described during the 1990s from chapter 11. Remember to add dates where this is known as well as a brief description of the event.

01/01/1990

31/12/1999

Start of the new
decade

The end of the
decade. The
Queen gives her
New Year speech.

Curriculum Links

Key Stage 2 English:

Spoken Language: Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

Lower Key Stage 2 English:

Reading comprehension: Pupils should be taught to:

- Understand what they read, in books they can read independently, by:
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - Asking questions to improve their understanding of a text
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Predicting what might happen from details stated and implied
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing composition: Pupils should be taught to:

- Plan their writing by:
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - Discussing and recording ideas
- Draft and write by:
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - Organising paragraphs around a theme
 - In narratives, creating settings, characters and plot
 - In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate and edit by:
- Assessing the effectiveness of their own and others' writing and suggesting improvements

Upper Key Stage 2 English:

Reading comprehension: Pupils should be taught to:

- Understand what they read by:
- Asking questions to improve their understanding
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Predicting what might happen from details stated and implied
 - Summarising the main ideas drawn from more than one paragraph
 - Identifying key details that support the main ideas
- Discuss and evaluate how authors use language, including figurative language, Considering the impact on the reader



Distinguish between statements of fact and opinion
Retrieve, record and present information from non-fiction
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Provide reasoned justifications for their views

Writing composition: Pupils should be taught to:

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural,
- Distinguishing between the language of speech and writing and choosing the appropriate register

Key Stage 2 History: Pupils should be taught to:

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

- The changing power of monarchs using case studies such as John, Anne and Victoria
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- A significant turning point in British history, for example, the first railways or the Battle of Britain

Key Stage 2 PSHE:

- H17. To recognise that feelings can change over time and range in intensity
- H18. About everyday things that affect feelings and the importance of expressing feelings
- H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement



- H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. To recognise there are human rights, that are there to protect everyone
- L3. About the relationship between rights and responsibilities
- L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L7. To value the different contributions that people and groups make to the community

