

Contents and background information

Queens: Lives and Times



Three Queens: Lives & Times

This collection is designed to address the requirement in the National Curriculum 2013 KS1 history programme of study to use the lives of some significant individuals to compare aspects of life from different periods in the past. In this case we use the lives of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II, first comparing them as Queens (when, how long for etc), then moving on to similarities and differences between the times at which they lived and ruled.

To assist pupils to see similarities and differences between the times each Queen lived, we have tried to include two or three linked items to illustrate aspects of life from the different periods. These are best studied together so pupils can easily recognise the changes and developments they show happening over time (e.g. writing equipment).

The aspects of life we feel are most appropriate to look at via these Queens are changes in communication both in terms of transport *and* how information was disseminated.

Elizabeth I, Victoria and Elizabeth II as Queens

Coronation portraits of the three queens plus 2 additional portraits of Elizabeth II



Pupils should compare the portraits looking for similarities and differences. Regalia such as the crown, orb and sceptre are the most obvious, but there is also the rich clothing, jewellery etc. Can pupils decide which portrait is from furthest back in time and which most recent? Place on timeline afterwards

For Elizabeth I, at a time before newspapers, TV and other forms of mass communication, portraits were one of the few ways in which Tudor monarchs could show their power to their subjects. Elizabeth in particular, being female and unmarried, needed to continually assert herself, especially as she aged.



Coins - Elizabeth I (replicas)



Victoria



Elizabeth II



We have deliberately selected coins showing Victoria and Elizabeth II at different stages of their lives. We could not find any with different images on of Elizabeth I. **By carefully examining the coins pupils will detect the differences between each monarchs' three coins. What do the changes between Victoria's/ Elizabeth's coins show – them growing older/ reigns lasting a long time.**

Items for looking at what life was like when each Queen reigned (particularly forms of communication)

Elizabeth I Great Seal (reproduction of the reverse)

In Elizabeth I's time seals were used by to prove that a document had been written or approved by the owner of the seal. The great seal was used by Elizabeth to approve laws and important announcements. It was a powerful political tool.



Elizabeth I used this great seal during the second half of her reign - from 1586 to 1603. It was made of bronze and was engraved by Nicholas Hilliard, who was famous for his small paintings or miniatures. The actual seal is double-sided. However, it gives an insight into how she wanted to be seen.

Pupils could try making rubbings of this using wax crayons and thin paper, This should make the details of the image clearer - Elizabeth is shown on horseback riding above flowering plants. This symbolises hope and prosperity, as well as the queen's femininity. Her image is one of strength, but she is not wearing military dress. She is flanked by the symbols of her lands: the Tudor Rose of England, the Harp of Ireland, and the Fleur-de-Lys of France. The inscription around the edge reads: 'Elizabetha dei gracia Anglie, Francie et Hibernie Regina Fidei Defensor' which translates as 'Elizabeth, by grace of God, Queen of England, France and Ireland, Defender of the Faith' – note NOT Scotland. The other side of the seal (not included in the collection) depicts her holding the sceptre and orb as symbols of her royal power (as per her Coronation portrait).

Pewter ink well and quill pen – time of Elizabeth I

Although the printing press, invented by Johannes Gutenberg in Germany had spread across Europe by the 1500s, many documents were still handwritten. Even important government papers were handwritten as were everyday items like inventories and wills.

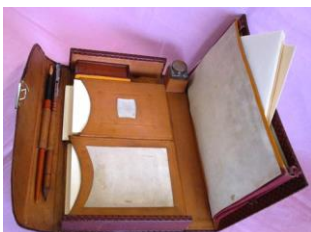


Elizabeth I proclamation - a mock-up but using some real text from proclamations issued by the Queen

The only way to spread important information across England was to take proclamations, around the country and pass them to local dignitaries or read the contents out to the local populace. Similarly Elizabeth's portraits were taken around the country and displayed in order to show the people that her majesty was well and in control.



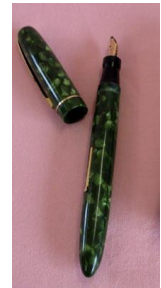
Writing case with paper, pencil, dip pen, and ink bottle – time of Queen Victoria



Queen Victoria wrote in her journal every day, which is one reason we know so much about her. Also by her time newspapers were widely read and featured Royal news regularly. Magazines were also popular and just as today many were full of articles and pictures featuring the royal family. Late in Victoria's reign telegraph and audio and video recording was possible. You can find video clips of Queen Victoria's Diamond Jubilee procession on You Tube.

Fountain pen and mobile phone – modern times - These are included as symbols of the changes that have taken place during our Queen's reign, not necessarily things she would use.

Ask pupils how people know what our current Queen is doing. Hopefully they will know she is often shown on the news attending some event or other. Some might even be aware of the Royal website 'The Royal Family'. However, early in her reign, these were unheard of, even television was in its infancy, only taking off by the second year of her reign because her Coronation was to be televised.



Early telephones from Victoria and Elizabeth II's time.



By the end of Victoria's reign the telegraph was widely in use and the telephone was becoming popular in Britain.

Images of forms of transport during the Queens' reigns

Armada ships poster



Elizabeth I being carried by her courtiers in a litter



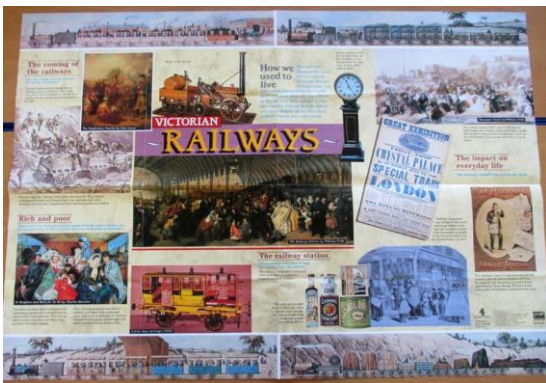
Elizabeth I being carried by her courtiers in a litter

See also the Great Seal where she is depicted riding a horse

Launch of I K Brunel's steam powered ship Great Britain 1843.



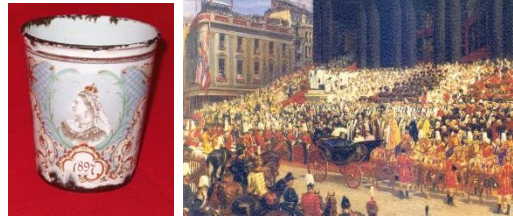
Victorian railways poster



Length of reign and popularity of the monarch

No items for Elizabeth I – too far back, however she was commonly described as 'Good Queen Bess' which implies she was popular with at least some of her subjects.

Victoria Golden Jubilee commemorative enamel beaker and picture of the Jubilee parade.



Even today such souvenirs are fairly common so they must have been incredibly so at the time. **Do pupils know, or can they work out how many years Victoria reigned to have a Diamond Jubilee?** Pupils need to examine the painting of the parade carefully, who is in the carriage? Is it someone important? Are all three important? What about the men at the back? Who is in the crowd? (Soldiers clergy.) If they don't notice make sure they note the dias behind the columns, seating on the roofs and people at windows in the buildings. You could also show one of the grainy black and white video clips of the parade from You Tube if you wish

Elizabeth II Coronation commemorative teapot, matching cup (saucer removed broken) and plate and Oxo tin and Silver Jubilee commemorative mug 1977



The Coronation was in June 1953, however, Elizabeth became Queen immediately upon her father's death in February 1952, more than a year before her Coronation. She has since celebrated her Silver, Golden and Diamond Jubilees and we are now in her Platinum Jubilee year which is unique.

There may be adults living locally who remember the Coronation and/or Silver Jubilee celebrations, if so, why not invite them to share their memories with the children, who could plan some good questions beforehand.

Items for discussing 'Monarchy' and staging a 'Coronation'

You might consider staging a 'Coronation' at the end of your study to help children understand that only by being the next in line within the royal family and via a coronation does anyone become King or Queen of the UK.

We have provided some items that may help and the Royal Family website is invaluable for researching the Royal Regalia and more information about coronations (<https://www.royal.uk/coronation>). In Britain coronations feature special items collectively known as Royal Regalia. These include crowns, sceptres, orbs, an anointing oil container and spoon. When a new King or Queen has their Coronation these items have symbolic importance in bestowing royal authority to the new monarch.

We have tried to include some items to prompt discussion of the rites involved during Coronations, the most important of which is the anointing of the new monarch's head with oil by the Archbishop, signifying the Monarch has God's authority to reign.



Crown FRAGILE and its special protective box



Please ensure the crown is treated gently as if damaged it will need to be removed from the collection for repair – possibly for several weeks.

Gold anointing spoon (modern adapted item)

Role-play clothing -Two purple cloaks (only one shown as so similar), **black and gold two-piece costume** (vaguely Victorian), and **white full-length dress** (faux Elizabethan).



Tiny chain purse, small cream and gold pocket or purse, pair of white gloves



Jewellery - brooch and 4 necklaces

(2 'gemstones' with chains, 1 pearl multi-stranded, 1 beaded)



Card masks of Elizabeth I and Victoria and grey wig for pupil role-play/ teacher in role as either Queen

