A Right Royal Wedding

# Supporting Information for Teachers

This learning resource comprises**:**

* A PowerPoint slideshow exploring Queen Victoria and Prince Albert’s courtship and the ways in which their marriage set the standard for subsequent royal weddings;
* Paper craft activity sheet for pupils to write their own friendship vow;
* Paper craft activity sheet for pupils to decorate a wedding cake for HRH Prince Harry and Ms Meghan Markle;
* Paper craft activity sheet for pupils to design and decorate a stand up Triumphal Arch.

**Ways to use the PowerPoint**

The slideshow supports the craft-based learning activities and is designed to be used flexibly within the classroom.

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| **Slide number** | **Additional information** | **Suggestions for the classroom** |
| Slide 1 – Title page | N/A | N/A |
| Slide 2 | *Introduces HRH Prince Harry and Ms Meghan Markle, allows you to assess pupils’ knowledge and experience of weddings*HRH Prince Harry is the Queen’s grandson. His father is Prince Charles and his mother was Princess Diana. Ms Meghan Markle is an American actor. Her mother is a social worker and her father works in the film industry.On Saturday 19 May they will marry in St George’s chapel at Windsor Castle, Windsor. Thousands of people will go to the wedding and it will be celebrated by millions across the globe. | Write ‘wedding’ on the IWB and as a class or in groups mind map words and activities associated with marriages.Encourage children to describe weddings they have seen or attended.* What happens at a wedding?
* Where do weddings take place?
* What different roles do people have?
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| Slide 3 | *Introduces pupils to Queen Victoria, and describes her residence in Kensington Palace and her family’s desire to arrange her marriage* When Victoria turned 16, her advisers and family members sought to make an appropriate match for her with a European prince. Her uncle – Leopold – was keen that it should be one of her German cousins in order to cement his family’s influence across Europe.  |  |
| Slide 4 | *Describes Victoria’s first meeting with Albert at Kensington Palace*In 1837 – a few weeks after her eighteenth birthday - Victoria became queen, and the pressure for her to marry increased: still she refused, knowing that marriage would inevitably result in her bearing children and becoming a mother. In a letter to her Uncle Leopold, she wrote that she wished ‘to enjoy two or three years more of my present young girlish life before I enter upon the duties and cares of a wife.’ | * Why might Victoria not wish to marry?

Encourage pupils to look closely at the wedding proposal print. * What is Victoria saying to Albert?

It’s traditional for a man to make a marriage proposal yet as shown in this image Victoria proposed to Albert. Why? *Because of her position as queen, Victoria* ***had to*** *make the proposal*.* What is the title of the print? Why did the print maker choose this title? *Traditionally women can propose in a leap year.*
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| Slide 5 | *Describes Queen Victoria’s wedding parade and procession, contrasting it to earlier royal weddings*At the time of Victoria’s accession, the public held the royal family in low esteem, its image tarnished by the excesses of the Georgian Court. Victoria’s wedding was designed to be a very public event in an attempt to reconnect the monarch to her subjects.At noon on the wedding day, Prince Albert left Buckingham Palace in a procession of nine coaches that travelled through St James’s Park to the Palace. Fifteen minutes later Queen Victoria’s carriage made the same journey, driving past huge crowds that had gathered despite ‘torrents of rain, and violent gusts of wind’ (quote form Victoria’s journal).The image comes from a souvenir panoramic print and depicts the different individuals who took part in the wedding procession; over 100 people are represented. | Encourage children to look closely at the wedding procession images. * What do you notice about the image of Buckingham Palace? Prompt – what time of day do you think it is? Why? What can you see outside the palace gates?
* Who do you think these people are? *The general public wanting a glimpse of their queen*
* How accurate do you think this image is? *Note that the wedding took place on a rain swept day.* Why might the artist choose to depict the event differently?

You could get your pupils to imagine they are amongst the crowd: * What sounds can they hear? What’s the atmosphere like? What would they do when the Queen leaves the Palace in her coach? How would the crowd react?

Pupils could play the roles of some of the some of the participants in the wedding procession; there were drummers and trumpeters; ladies-in-waiting, page boys, bridesmaids etc.You could also play a recording of Handel’s ‘See the Conquering Hero’ – the music played when Prince Albert entered the chapel. |
| Slide 6 | *Describes souvenirs produced to celebrate Victoria’s wedding*  |  |
| Slide 7 | *Describes Queen Victoria’s wedding dress and its influence on wedding costume today*Victoria rejected wearing royal robes. Her simple wedding dress was made of white satin and Honiton lace, made in Devon. Instead of the expected circle of diamonds, Victoria wore imitation orange blossom in her hair, carried a small bouquet of flowers given to her by her mother and a sapphire brooch – a gift form Albert. She also designed her bridesmaid’s dresses. | - What do you think a queen would wear to her wedding? The children are likely to describe lavish costume with robes and crowns whereas Victoria’s dress confounded expectations as it was relatively plain and simple. Wedding customs differ by faith, ethnicity and country. You may wish to encourage children to describe different wedding traditions.  |
| Slide 8**Optional** - for use with the ‘Friendship Vow’ paper craft sheet | *Explores wedding vows and the dilemma faced by Queen Victoria* | Queen Victoria’s wedding vows were discussed by advisers* What do you think was decided in the end? Why?

If using the ‘Friendship Vow’ sheet, encourage children to discuss what qualities and values are important in any special friendship. * What friendship promises would you make?
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| Slide 9**Optional** For use with the ‘Wedding Cake’ paper craft sheet | *Describes Queen Victoria’s wedding cake* | Imagine HRH Prince Harry and Ms Meghan Markle have asked you to make their wedding cake. * How would you decorate it?
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| Slide 10**Optional** – for use with the ‘Triumphal Arches’ paper craft sheet | *Describes triumphal arches constructed for Queen Victoria’s wedding* | Encourage children to think about the messages they might include on triumphal arches for HRH Prince Harry and Ms Meghan Markle. |
| Slide 11 | *Encourages pupils to reflect on continuity and change*  | As a class or in groups, write ‘the same’ on a large piece of paper and ‘different’ on another. Encourage the children to map in words or pictures the similarities and differences there may be between Queen Victoria’s wedding and that of HRH Prince Harry and Ms Meghan Markle. |

**Using the Paper Craft Sheets**

All sheets are designed to be downloaded and printed in school.

**Triumphal Arch sheet** - this sheet will stand-up best when printed onto thin card. Alternatively, a paper print-out could be glued to a cereal box or to a second sheet of paper, before cutting out.