

LEARNING OBJECTIVES

For students to:

- Consolidate their understanding of the significance of the Platinum Jubilee and awareness of being part of a shared historical moment;
- Consolidate their knowledge of the role of the monarch in the UK and of Royal Jubilees;
- Develop their chronological understanding of British and local history;
- Find out more about the Commonwealth;
- Investigate historical photographs in order to find out about some of the changes that have taken place in the UK in the past 70 years;
- Participate actively in collaborative conversations and tasks;
- Retrieve and record information from non-fiction writing;
- Practise writing for different purposes.

CURRICULUM LINKS

KS1: History

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal
 - Aspects of change in national life
 - Events beyond living memory that are significant nationally or globally [for example, events commemorated through festivals or anniversaries]
 - The lives of significant individuals in the past
 - Significant historical events, people and places in their own locality.

KS2: History

Pupils should:

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history;
- Note connections, contrasts and trends over time;
- Regularly address... historically valid questions about change, cause, similarity and difference, and significance;
- Understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- A local history study;
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (for example, the changing power of monarchs).

KS1: English

The resource pack links to the attainment targets for:

- Spoken language
- Reading – comprehension
- Writing – composition

KS2: English

The resource pack links to the attainment targets for:

- Spoken language
- Reading – comprehension
- Writing – composition

(There are also cross-curricular links to Art and Design, Geography and Maths.)

BEFORE THE LESSON

Prepare your own PowerPoint presentation to include discussion questions, topic headings and activity instructions (optional).

Photocopy or print out:

- Sufficient copies of AR2 for students to have one each
- Sufficient copies of Supporting Materials SM1 and SM4 for students to share in pairs
- Sufficient copies of Supporting Materials SM2 for each table to have 1 or 2 copies
- Sufficient copies of Supporting Materials SM3 for each table to have 2 or 3 sets

Additional resources needed

- World maps (Activity 2); one per pair
- Large sheets of paper (Activity 3); one per table group
- Plain paper plates (Activity 4)
- Paint, pencil crayons and/or felt pens; craft materials (*optional*)

Room set-up

It is envisaged that students will work in their table groups for some activities and in pairs for others.

INTRODUCTION

Explain that in this lesson students will be finding out more about Royal Jubilees and the Queen's role as monarch. They will also be finding out more about the Commonwealth and discovering some of the ways life in the UK has changed during the Queen's reign. They will then make their own souvenir to celebrate the Queen's Platinum Jubilee.

ACTIVITY 1

Starter: Why is the Platinum Jubilee special?

The aim of this activity is to give students the opportunity to talk about the assembly and to emphasise the importance of the Jubilee as an important historical event.

Pack resource: Activity Card 1

ACTIVITY 2

The Platinum Jubilee: Making history

The aim of this activity is to consolidate what students learned in the assembly, to extend their knowledge and to encourage them to engage imaginatively with Jubilee celebrations.

Pack resources: Activity Card 2 | AR1 | SM1 | SM2

ACTIVITY 3

How have our lives changed?

The aim of this activity is for students to investigate historical photographs and draw some conclusions about how life in the United Kingdom has changed in the last 70 years (since 1952).

Pack resources: Activity Card 3 | SM3

ACTIVITY 4

Make your own Platinum Jubilee Souvenir

This is designed as a fun, hands-on activity to encourage students to feel involved in celebrating the Platinum Jubilee.

Pack resources: Activity Card 4 | SM4

ACTIVITY 5

Plenary: A question for the Queen

This is suggested as a way to end the lesson by reminding students that the Queen is an actual person, as well as the monarch of the United Kingdom whose Platinum Jubilee we are all celebrating.

Pack resource: Activity Card 5

ACTIVITY CARD 1

Starter: Why is the Platinum Jubilee special?

The aim of this activity is to give students the opportunity to talk about the assembly and to emphasise the importance of the Jubilee as an important historical event.

Write the questions below on the whiteboard/ bring up on the PowerPoint.

Give students a few minutes to discuss them in their pairs or groups then to feedback.

- What did you learn in assembly about Royal Jubilees?
 - Why is the Queen's Platinum Jubilee a very special event in Britain's history?
 - Do you know how your local community plans to celebrate the Jubilee?
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ACTIVITY CARD 2

Pack resources: AR1 | SM1 | SM2

The Platinum Jubilee: Making history

The aim of this activity is to consolidate what students learned in the assembly, to extend their knowledge and to encourage them to engage imaginatively with Jubilee celebrations.

Give out copies of the fact sheet (SM1) and the activity sheet (AR1). Put world maps in the centre of the tables.

Explain that this task will help students to remember some of the facts they learned in the assembly, and to find out some more.

The fact sheet (SM1) is designed to be read independently by KS2 learners, although some may need support with some unfamiliar vocabulary.

Note: Do not give out the List of Commonwealth countries (SM2) at the start of the lesson. The countries include the Commonwealth realms so will give away the answers to the Missing vowels activity!

Ask students to take it in turns in their pairs or table groups to read the facts, then complete their activity sheets. Explain that, when they get to the last task, if they would like to see a list of the Commonwealth countries they can ask you for one.

Go over the answers to the activity sheet questions.

Ask students to feedback on the historical characters they chose to play and the reasons for their choices.

Activity sheet (AR1) answers:

- **Order the Royal Jubilees:**
1810, E; 1887, G; 1897, B; 1935, C; 1977, F; 2002, A; 2012, H; 2022, D
 - **Missing vowels:**
Antigua and Barbuda, Australia, The Bahamas, Belize, Canada, Grenada, Jamaica, New Zealand, Papua New Guinea, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and The Grenadines, the Solomon Islands, Tuvalu, the United Kingdom
 - **True or false?:**
1, F; 2, T; 3, T; 4, F; 5, F; 6, T
-

How have our lives changed?

The aim of this activity is for students to investigate historical photographs and draw some conclusions about how life in the United Kingdom has changed in the last 70 years (since 1952).

There are 5 focus topics. You may wish to allocate just one or two topics to each table group; older students could be asked to make notes on all five.

Write the topics on the whiteboard/ bring up on the PowerPoint:

HOMES | SCHOOLS | TRANSPORT | SHOPPING | GAMES AND ENTERTAINMENT

Give out one large sheet of paper per table, and two or three sets of images (SM3).

Explain that students will be working in their groups on this task to find out some of the ways in which our lives have changed in the United Kingdom since the Queen came to the throne.

They will be investigating historical photographs that were all taken in the 1950s or '60s.

Each group will have a topic (or topics) to focus on. Their task is to use the photographs as evidence to list as many things that they think are different between then and now.

Allocate the topic, or topics, to the different groups. Ask one student per group to write it, or them, at the top of their sheet of paper then draw a line down the middle and write the headings:

THEN

NOW

The same student can act as the writer for the group, or they can all take it in turns to write down their ideas in bullet points.

Prompt groups during the activity, then share ideas and extend points.

Prompts

HOMES:

Many people in towns and cities still lived in older terraced houses, although some had been destroyed during the Second World War and others were being pulled down to make way for new developments. Lots of new homes were being built, including modern flats. Most homes were still heated by coal fires and paraffin heaters. Many people did not have refrigerators or telephones and some still used outside toilets. Almost no one owned a TV. No homes had modern inventions such as Wi-Fi, microwave ovens or power showers.

SCHOOLS:

Many schools were still housed in old Victorian buildings, although new ones were being built. Children often sat at desks in straight rows. There were no laptops or whiteboards; teachers wrote on chalk boards and older children wrote with fountain pens. Boys and girls were taught separately for some lessons; girls learnt cookery and sewing, and boys learnt woodwork and metalwork.

N.B. The image shows children having a lesson about decimalisation in 1968. This may be an opportunity to discuss the change to decimal coinage in 1971 with older students.

TRANSPORT:

There were far fewer cars than today. Most people walked or cycled, or used public transport such as buses, trolley buses, trams and trains. Train carriages were pulled by a steam engine; trolley buses and trams used over-head electric wires. Buses ran more often in the countryside than today and some small villages even had a train station. There were conductors on most forms of public transport, who sold paper tickets to travellers. The first passenger plane services began in the 1950s but were too expensive for most people.

SHOPPING:

There were lots of small shops including hardware stores, greengrocers', butchers', bakeries and corner shops. Most people shopped daily for food as they didn't have fridges or freezers. There were a few high street chainstores such as Woolworths which sold everything from sweets and biscuits to clothes and household items. The first small self-service supermarkets were beginning to open but there were no out-of-town superstores.

GAMES AND ENTERTAINMENT:

Many families bought or rented their first television to watch the Queen's coronation in 1953. The screens were very small, programmes were in black and white and there was only one channel until 1955. People listened to the radio, played vinyl records, played their own instruments and went to the cinema. Because there were fewer cars, most children played outside in the streets. Popular street games included skipping, hula hooping, cricket and football. Popular hobbies included trainspotting and stamp collecting.

ACTIVITY CARD 4

Pack resource: SM4

Make your own Platinum Jubilee Souvenir

This is designed as a fun, hands-on activity to encourage students to feel involved in celebrating the Platinum Jubilee.

Remind students of the souvenirs / image of souvenirs that you showed them at the beginning of the assembly.

Explain that they are now going to design and make their own souvenir to celebrate the Platinum Jubilee.

Give out the images (SM4), one between two students.

Prompts

- Which plate do you like best? Why?
- Can you see any repeating shapes, patterns or designs?
- What information have they included in the writing?

Ask students to plan their designs on plain paper before giving out the paper plates and art or craft materials.

Students can draw or paint their designs onto paper plates, or you may also wish to give them the option of using craft materials such as coloured paper, tissue paper, foam shapes, glitter and/or acrylic 'gemstones'.

If time is limited, students can talk about the images on SM4, and their ideas for their own plates, in the lesson, then design them as a homework task. Making the plates can be an activity for a later lesson.

Note: If students ask, the two mottos in the centre of Plate 4 are from the Royal Coat of Arms.

Honi soit qui mal y pense:

Old French, 'Shame on [the person] who thinks evil [of it];
This is the motto of the Order of the Garter.

Dieu et mon droit:

French, 'God and my right' (meaning 'By the right of God');
This is the motto of the monarch of the United Kingdom outside Scotland (England, Wales and Northern Ireland).

ACTIVITY CARD 5

Plenary: A question for the Queen

End the lesson by reminding students that the Queen is an actual person, as well as the monarch of the United Kingdom whose Platinum Jubilee we are all celebrating.

Ask the students to imagine that their school is one of several from around the UK that has been chosen to take part in a Zoom meeting with the Queen to celebrate the Platinum Jubilee. The headteacher has been asked to select a group of students who can each ask her a question.

What question would you like to ask the Queen?

Suggest that this could be something personal, perhaps about her hobbies and interests. It could be about the countries she has visited and the important people she has met. Or perhaps about some of the changes she has seen in the UK over the course of her reign. Remember that, as Queen, she has to be very careful what she says, so it shouldn't be a question that would put her in a difficult position to answer!

Give students a few minutes to discuss possible questions with a partner and then share their ideas.

IDEAS FOR ADDITIONAL ACTIVITIES

- LOCAL JUBILEE CELEBRATIONS

Research how previous Royal Jubilees have been celebrated in your local community. Some local museums, FaceBook groups and newspapers have archive material online, and local history groups may be able to help.

Students can ask their families or neighbours if they have photos, souvenirs or other memorabilia that they are prepared to lend. Invite a local resident to come into school to talk about their memories of the celebrations; students can prepare questions to ask in advance.

- Create a classroom display of photos and memorabilia. Use this as a stimulus for artwork or poetry writing.

- JUBILEE PARKS AND STREETS

Central London has several physical commemorations of previous Royal Jubilees, including the Jubilee Line on the London Underground, Jubilee Gardens on the South Bank (both named after the Queen's Silver Jubilee) and a plaque on Tower Bridge commemorating Queen Victoria's Golden Jubilee. There are Jubilee Parks, Streets, Roads, Avenues, Squares and Halls, and even Jubilee Schools, throughout the United Kingdom.

Find out if your local area has any physical reminders of Royal Jubilees and, if so, which Jubilee they commemorate. If possible, plan a visit so that students can make field sketches. Back in the classroom these can be used to create artwork.

- JUBILEE BUNTING

Write the numbers 1-54 on pieces of paper, fold them and place in a container. Invite students to take one, then to match up their number with one of the Commonwealth countries from the list (SM2). Their first task is to find out what the country's flag is, either by using a reference book or the internet. The Commonwealth website has a complete list:

<https://thecommonwealth.org/our-member-countries>

Give each student a rectangle of material to create their flag using fabric paints or pens, and/or cut-outs from coloured felt sheets. Ask students to leave a plain border, 2cm wide, on the left-hand side. Students who finish quickly can be invited to choose a second number and create a second flag.

Fold the borders of the flags over and glue or machine-sew over a length of tape.

- JUBILEE PARTY

Hold your own class or school party to celebrate the Platinum Jubilee. Students can help to plan the entertainment such as games, fun quizzes and competitions. Decorate the hall, classroom or outdoor area with Jubilee bunting (above).

Students could dress up in simple costumes or accessories to represent the historical character that they chose (Activity 2) or in fancy dress.

IDEAS FOR ADDITIONAL ACTIVITIES (CONTINUED)

- TIME CAPSULE

Sometimes people bury or hide a collection of objects for their family or strangers to find in the future. The objects are meant to tell people in the future what life was like in the past.

Collect or create 3-5 objects that you think would show someone in the future what your life is like in the year of the Platinum Jubilee. They might include:

- a photo or drawing of you and your friends or family
- a drawing or floor plan of your bedroom
- a description, or timetable, of a typical day in your life
- a list of prices of everyday things e.g., a loaf of bread, a bottle of shampoo, a newspaper
- a wrapper from your favourite snack
- a coin or a used stamp
- a drawing of your favourite toy or electronic device
- a magazine picture of a famous person you admire

Use them for a class display. Afterwards, put them in a container, seal it and store it somewhere safe. Label it with a date in the future when it can be opened! You might like to bury it in your school garden.

- THE MAGIC SOUVENIR

Which Royal Jubilee from the past would you like to travel back in time to? Would it be one of Queen Elizabeth II's, or one even further back in time? Would you want to be a part of local celebrations in your community? Or ones in central London or in another Commonwealth country?

Imagine that you find a Royal Jubilee souvenir that has the power to take you back in time! Write a story, or create a storyboard, about your adventure. Start it with finding the souvenir and be sure to end it with getting back to the present day! If you are stuck for an opening sentence, try one of these story starters:

- The door of the second-hand shop creaked as I opened it.
- My birthday present from Great Aunt Rose had arrived through the post.
- That day began like any other.



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In 2022 Queen Elizabeth II celebrates 70 years on the throne. She is the longest reigning monarch in the history of the United Kingdom and the first to celebrate a Platinum Jubilee.

Order the Royal Jubilees

Write the correct letter in the correct circle on the timeline.

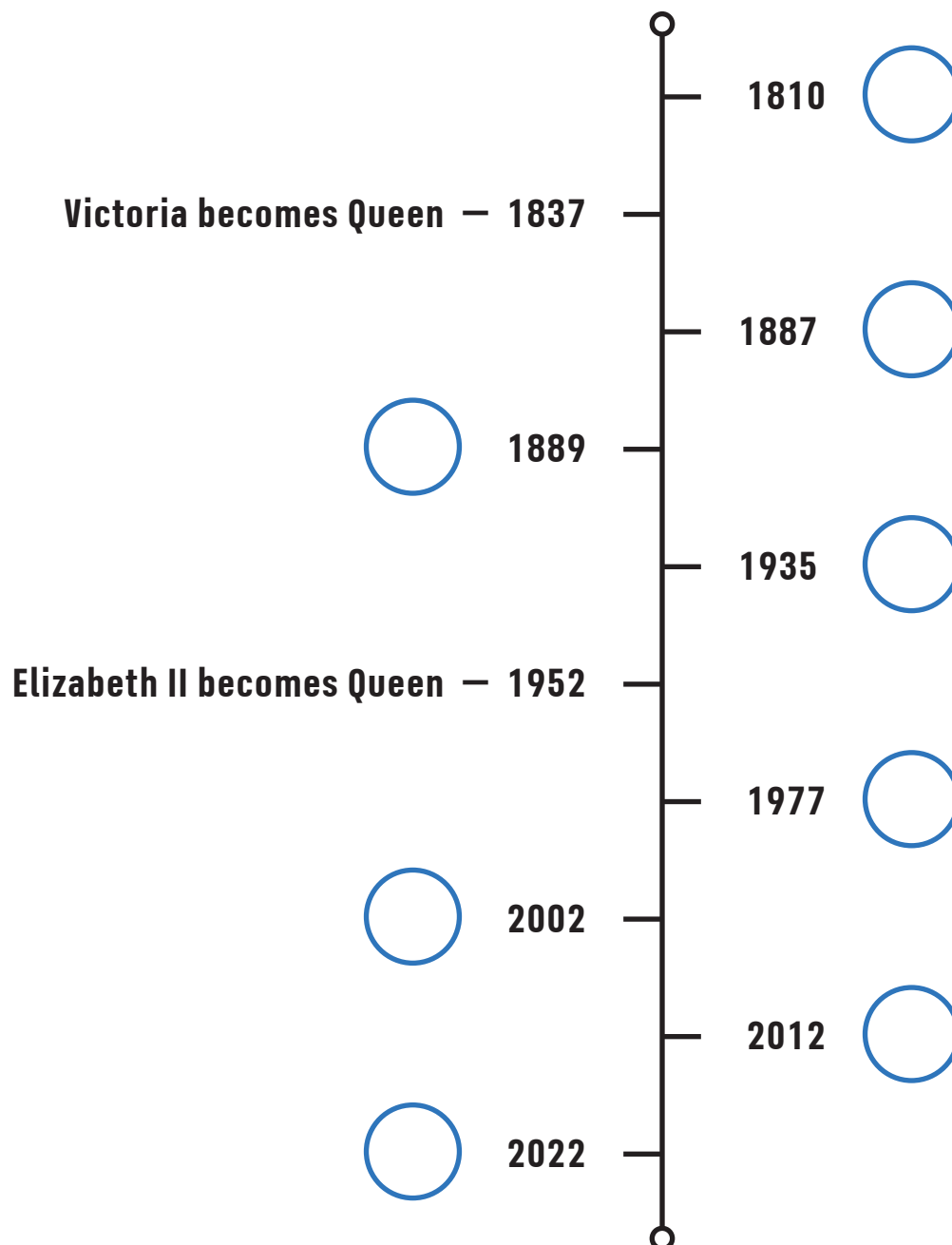
Use the **FACTFILE** to help you.

HINT!

You will need to use maths to calculate some dates.

- A Queen Elizabeth II's Golden Jubilee
- B Queen Victoria's Diamond Jubilee
- C King George V's Silver Jubilee
- D Queen Elizabeth II's Platinum Jubilee

- E King George III's Golden Jubilee
- F Queen Elizabeth II's Silver Jubilee
- G Queen Victoria's Golden Jubilee
- H Queen Elizabeth II's Diamond Jubilee



Missing vowels

Add the missing vowels to complete the list of Commonwealth countries. Some have been done for you.

Use an atlas to help you.

HINT!

Several are Caribbean countries, and three are islands in the Pacific Ocean.

A N T G N D B R B U D

B L I Z

T H B H A M S

C N D A

G R N A D

J M I C

N W Z A L N D

P P U N W G N E

S A N T L C I

S I N T K T T S N D N E V S

S N T V N C N T N D T H G R N A D N S

T H S L O M S L N D S

T V L U

T H N I T D K N G D M

True or false?

Are these statements true or false?

Use the **FACTFILE** to find out, then write 'T' or 'F' in the box beside each one.

1. The Queen's first Prime Minister was Margaret Thatcher.

☐

2. The Queen's grandfather was King George V.

☐

3. 54 countries are members of the Commonwealth of Nations.

☐

4. The Commonwealth Games are held every year.

☐

5. The Queen was crowned in St. Paul's Cathedral.

☐

6. The State Opening of Parliament Ceremony is one of the Queen's official duties.

☐

A Royal performance

Imagine that you are performing in an historical pageant in your local community to celebrate the Queen's Platinum Jubilee.

Which person in history would you dress up as? It could be someone famous in the history of the United Kingdom or in another Commonwealth country. Or perhaps you could be someone who was well-known in your local area or community.

Write the name of who you're going to play in the space below and a few sentences to explain why you chose them.

Then draw a picture, or write a description, of the costume you would wear.

I WOULD DRESS UP AS

I CHOSE THIS PERSON BECAUSE

MY COSTUME



© Historic Royal Palaces



© Royal Collections Trust

3. Elizabeth II is Queen of the United Kingdom and 14 other countries, called Commonwealth **realms**.
4. The Queen is also Head of the Commonwealth of Nations which is usually just called the Commonwealth.
5. The Commonwealth is made up of people from 54 countries who have different faiths, cultures and traditions.

DID YOU KNOW?

Athletes from all over the Commonwealth come together every 4 years to compete at the Commonwealth Games.

The Queen's first Prime Minister was Sir Winston Churchill. He had also been Prime Minister during the Second World War.

1. Elizabeth II became Queen on 6 February 1952 when her father, King George VI, died.
2. The Queen was crowned in Westminster Abbey on June 1953. Her **coronation** was the first ever to be shown on television.

DID YOU KNOW?

The first **monarch** to be crowned in Westminster Abbey was William the Conqueror. He was crowned William I on Christmas Day in 1066.



© Commonwealth Secretariat

6. One of the Queen's official duties is to mark the opening of **parliament** every year at the State Opening of Parliament Ceremony.
7. The Queen meets the Prime Minister in private every week. She is kept informed on all important matters that affect the country.



Jubilee Medal

© Historic Royal Palaces

DID YOU KNOW?

Queen Victoria did not celebrate her Silver Jubilee as her husband, Prince Albert, had died a few months earlier.

8. King George III celebrated his Golden Jubilee in 1810. Queen Victoria celebrated her Golden and Diamond Jubilees with processions through London, banquets and fireworks.
9. Elizabeth II's grandfather, King George V, celebrated his Silver Jubilee in 1935. As part of the celebrations, over 2,000 performers took part in an historical **pageant** at the Tower of London.
10. The celebrations for Elizabeth II's Diamond Jubilee included the Thames River Pageant. Over 600 boats took part from across the UK, the Commonwealth and around the World.

Word power!

CORONATION	the ceremony for crowning a king or queen
MONARCH	the head of a country such as a king or queen
PAGEANT	a large public outdoor procession or performance
PARLIAMENT	an elected group of people who make laws
REALM	a country ruled by a king or queen

Africa

1. BOTSWANA
2. CAMEROON
3. THE GAMBIA
4. GHANA
5. KENYA
6. KINGDOM OF ESWATINI
7. LESOTHO
8. MALAWI
9. MAURITIUS
10. MOZAMBIQUE
11. NAMIBIA
12. NIGERIA
13. RWANDA
14. SEYCHELLES
15. SIERRA LEONE
16. SOUTH AFRICA
17. UGANDA
18. UNITED REPUBLIC OF TANZANIA
19. ZAMBIA

Asia

20. BANGLADESH
21. BRUNEI DARUSSALAM
22. INDIA
23. MALAYSIA
24. MALDIVES
25. PAKISTAN
26. SINGAPORE
27. SRI LANKA

Caribbean and Americas

28. ANTIGUA AND BARBUDA
29. THE BAHAMAS
30. BARBADOS
31. BELIZE
32. CANADA
33. DOMINICA
34. GRENADA
35. GUYANA
36. JAMAICA
37. SAINT LUCIA
38. ST KITTS AND NEVIS
39. ST VINCENT AND THE GRENADINES
40. TRINIDAD AND TOBAGO

Europe

41. CYPRUS
42. MALTA
43. UNITED KINGDOM

Pacific

44. AUSTRALIA
45. FIJI
46. KIRIBATI
47. NAURU
48. NEW ZEALAND
49. PAPUA NEW GUINEA
50. SAMOA
51. SOLOMON ISLANDS
52. TONGA
53. TUVALU
54. VANUATU



© Museum of London

1. Old and new homes

The Elmgrove Estate,
Picton Street, 1956

DID YOU KNOW?

In 1950 very few homes in the UK had a television. By 1960 almost 75% of homes had one.



© Henry Grant Collection / Museum of London

2. Children watching television

Children watching the
coronation on television
in 1953



© Henry Grant Collection / Museum of London

3. School lesson

Decimalisation lesson
at Courtland Junior
School, 1968

DID YOU KNOW?

A very popular toy in 1952 was Mr. Potato Head. Children stuck plastic parts into a real potato to make funny figures.



© Museum of London

2. Children playing in the street

Group of children playing
in Southam Street, North
Kensington, 1956



© Henry Grant Collection / Museum of London

3. Hardware store

F. Saunders and Son
hardware store, 1956



© Museum of London

2. Children trainspotting

Boys trainspotting on
the end of a platform at
Paddington Station, 1957

Word power!

HARDWARE STORE

shop selling tools and other items to use in
homes and gardens

TRAINSPOTTING

recording information about trains seen
in stations

1.



2.



3.



4.



PLATES CELEBRATING QUEEN ELIZABETH II'S SILVER JUBILEE IN 1977