

'Palace in Waiting' Lesson 3: The Throne



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Curriculum focus- Drama and vocabulary enrichment

This chair was designed for the Throne Room in Buckingham Palace where it remains today. Show the class the image of the throne and discuss:

- What is a throne?
- Who is allowed to sit on one and what does it signify?
- What is it made of?
- What do the Royal Emblems (the rose, shamrock and thistle) and Victoria’s cipher VR represent?

Drama activity

Take a chair and cover it with a red velvet cloth to make your own ‘Queen Victoria’s Throne’.

Invite pupils to take turns imagining that they are a king or queen sitting on the splendid throne. Ask the others to notice any changes – do they sit up taller and straighter. Do they lift their heads up? Ask the class to think of words to describe their feelings, for example:

majestic, royal, noble, glorious, magnificent, monarchical, kingly, queenly, resplendent, stately, splendid, sublime, sovereign, regal, powerful

How do they think a young (and quite small – she was barely five-feet tall) Victoria would have felt sitting on the throne for the first time? How does your body change if you are nervous, shy, angry or afraid? Ask the pupils to take turns sitting on the throne and showing these emotions. Ask if they think that body language can communicate authority? Look at some other pictures of Victoria on the throne. How does Queen Victoria appear? Strong or nervous? If strong, how has she achieved this?

Writing Activity

When the Duke of Wellington came to The Throne Room in Buckingham Palace and met the new Queen Victoria for the first time he said, ‘She not only filled the chair, she filled the room.’ What do you think the Duke meant?

Ask the class to write a diary piece about sitting on a throne. They should consider:

- What would their throne be made of?
- What plants/flowers or other items would they use for symbolic decorations (e.g. a flower/plant from another country their family has links to)?
- How do they feel as they sit on the Throne for the first time?
- How do they want to be seen/portrayed? What do they do to achieve this?

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Citizenship/Geography

Linked activity – The Queen is head of the Commonwealth. What countries are in the Commonwealth and what are their symbolic flowers? The class could make a display of the different plants/flowers from Commonwealth countries or use their creations to decorate a 'Class Throne'.