Dive the Mary Rose: 500 Years of Technology and Change

Teacher's Guide – Key Stage 2

This workshop is designed to accompany our 4D visitor experience. Pupils will explore the methods used in past attempts to salvage the ship and will be challenged to use key engineering and design skills to make their own machines to 'raise the *Mary Rose*'.

Skills covered:

- Planning scientific enquiries.
- Describing materials.
- Levers, pulleys, and simple machines.
- Looking at change over time.

Links to the aims of the National Curriculum for Science (KS2)

- 'asking relevant questions and using different types of scientific enquiries to answer them'.
- 'setting up simple practical enquiries'.
- 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations'.
- 'identifying differences, similarities or changes related to simple scientific ideas and processes'.

Links to the subject content of the National Curriculum for Science

- 'give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic'.
- 'identify the effects of air resistance, water resistance and friction, that act between moving surfaces'.
- 'recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect'.

Links to other areas of the National Curriculum

Design and technology: 'develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world'.

Design and technology: 'build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users'.

Design and technology: 'critique, evaluate and test their ideas and products and the work of others'.

Design and technology: 'explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products'.

History: 'a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality'.

Links to the Curriculum Review (November 2025)

- This session promotes oracy by requiring participants to explain their plans and designs to the rest of the group.
- It covers cross-curricular links between Science, History, and Design and technology. It requires students to 'think like designers and engineers' but also to use the evaluation skills that are fundamental to Science and History.

Expanding the Learning

Here at the Mary Rose, we understand the importance of making the most of educational trips and giving students experiences and memories to last. We aim to support teachers in giving their students the chance to reflect upon their time here at the museum and relate that to their classroom work to make it more fun, enjoyable and memorable.

The following are some ideas for classroom activities that could aid students in recalling what they have learnt here at the Mary Rose Museum and to solidify that understanding.

- Evaluate their designs – what went well, what could they have done better?
- Find out more about the actual project and how it was lifted in real life. There is a film by one of the original divers and archaeologists on our YouTube channel about the lifting: https://www.youtube.com/watch?v=tQiYpCJB6V0
- Explore memories of the lifting, by interviewing people who watched it or were there. Find the original news footage on YouTube.
- Write a newspaper article about the event.
- Look for other forms of pulley in their daily lives.
- Learn about other simple machines like levers or screws.
- Research the other salvage attempts: in particular, the Tudor efforts are very interesting, including looking at the life of Jacques Francis, the African diver. There are two books for children about Francis - Jayla Joseph's 'Jacques Francis The Tudor Salvage Diver', and Patrice Lawrence's 'Diver's Daughter'
- Create a timeline to look at the ways in which technology has changed in the 500 years since the Mary Rose sank. What is possible now that wasn't possible then?