

# Henry's Heroes

## Teacher's Guide - Key Stages 1 & 2

This workshop introduces pupils to the crew of the *Mary Rose* by exploring the story of the ship, the different roles on board, and the differences in lifestyle between crew and officers. Using replica artefacts and costumes, students will be encouraged to think critically about how knowledge is generated about the past, drawing on history, archaeology, and science to explore identity in the fifteenth century.

### Skills covered:

- Historical enquiry
- Source analysis and comparison
- Identifying characteristic features
- Understanding significance

### Links to the aims of the National Curriculum for History (KS1&2):

- “know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world”.
- “understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.”
- “gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.”

### Links to the subject content of the National Curriculum for History (KS1&2):

- “events beyond living memory that are significant nationally or globally.” [KS1]
- “significant historical events, people and places in their own locality.” [KS1]
- “a local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.” [KS2]
- “a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.” [KS2]

## Links to other areas of the National Curriculum:

**Design Technology:** “critique, evaluate and test [...] the work of others.”

**Geography:** “use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features...” [KS1]

**Science:** “distinguish between an object and the material from which it is made.”

**Science:** “describe the simple physical properties of a variety of everyday materials.”

**Science:** “compare and group together a variety of everyday materials on the basis of their simple physical properties.”

**Science:** “identify and compare the suitability of a variety of everyday materials...”

## Links to the Curriculum Review (November 2025)

- This workshop is a practical way of embedding key disciplinary skills, in particular constructing historical arguments from a range of sources and evidence.
- It requires the students to explore how artefacts and objects can inform our understanding of the past, emphasising historical literacy.
- It also incorporates oral elements, asking pupils to respond to queries in group settings.

## 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.

Students can...

- draw and label themselves as Mary Rose crew members
- write diary entries from the perspectives of different crew members
- ‘hot seat’ each other to solidify their understanding of the roles and responsibilities of the crew



- create an advert/poster for the Mary Rose showing off all its features
- write a letter, as if they were crew, back home to their families describing what life is like onboard the ship
- compare a Tudor item and its modern equivalent and explain the differences and similarities
- write a Tudor-style newspaper article describing the sinking of the ship
- design their own Tudor warship and explain the reasons for their design choices
- sketch artefacts as if they were archaeologists
- locate important geographical points associated with the Battle of the Solent

If you would like us to highlight a particular aspect of Tudor history during the workshop, such as trade, diversity, or social inequality, please do let us know.