

# Portsmouth 100: From the Tudors to Today...

## Teacher's Guide - Key Stage 2

Portsmouth celebrates 100 years of city status in 2026. This workshop explores the local history, considering questions such as how did a small port become such a vibrant city, and how much has it changed? What does a city need? This workshop encourages students understand their concept of place and will foster a sense of belonging. The session explores how the presence of the newly established Fleet accelerated a growth in commerce and eventually, population. We will also look at what life was like for Tudor women, and how Portsmouth was, even in 1545, a city that welcomed migrants.

### Skills covered:

- Understanding processes and change over time.
- Using source work to understand types of settlement and land use, economic activity, and distribution of resources.
- Explore and develop an understanding of local history, noting connections, contrasts and trends over time.

### Links to the aims of the National Curriculum for History:

- 'know and understand the history of these islands as a coherent, chronological narrative...how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world'.
- 'understand historical concepts such as continuity and change, cause and consequence...and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts'.
- '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):

- ‘knowledge and understanding of...local...history, establishing clear narratives within and across the periods they study’.
- ‘a local history study: a depth study...a study over time tracing how several aspects of national history are reflected in the locality...a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality’.
- ‘a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066’.

## Links to other areas of the National Curriculum:

**Geography:** ‘understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time’.

**Geography:** ‘interpret a range of sources of geographical information, including maps, diagrams’.

**Geography:** ‘communicate geographical information in a variety of ways’.

**Geography:** ‘name and locate...cities of the United Kingdom...and their identifying human and physical characteristics...and land-use patterns; and understand how some of these aspects have changed over time’.

**Geography:** ‘describe and understand key aspects of...human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water’.

**Geography:** ‘use fieldwork to observe...and present the human and physical features in the local area’.

**English:** ‘use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas’

**English:** ‘are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate’.

## Links to the Curriculum Review (November 2025)

- This workshop utilises multiple different sources, asking pupils to critically examine written text, pictures, and maps.

- It requires a significant element of oracy, with each presenting and justifying their decisions to their smaller group and the wider class.
- The session also includes discussions about sustainability and climate policy.

## 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...

- Take a history walk through their local area to explore features that might have been highlighted in the session.
- Create a guide to the city for Tudor or other historical visitors: what would they see, what could they do, where would they get food and drink?
- Expand on the design for their perfect city in a report about their ideas, including justification for their decisions.
- Investigate the environmental impact of some of their choices: if they chose to have no cars in the city, what would this mean? What other options are there for energy production if they don't use fossil fuels?
- Was Portsmouth sustainable in the past? When was the most sustainable period?
- Write an autobiography from someone living in Tudor Portsmouth – what changed over their lifetime? How did it affect them?

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.