

# Tudor Gun Drill

## Teacher's Guide - Key Stage 2

Our very popular two-part workshop combines teamwork, practical challenge, specialised vocabulary, and strategic thinking. Part of the session is battle planning, learning about the Battle of the Solent and creating a plan to either defend Portsmouth or attack with a French fleet. The other half involves dismantling, loading, and firing a replica Tudor gun as part of a gun crew.

Skills covered:

- Listening and communication skills.
- Specialised and unfamiliar vocabulary.
- Characteristic features of Tudor warfare.

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

- 'develop the appropriate use of historical terms'.
- 'understand how our knowledge of the past is constructed from a range of sources'.
- '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:

**English:** 'articulate and justify answers, arguments and opinions'.

**English:** 'give well-structured descriptions, explanations and narratives for different purposes'.

**English:** 'participate in discussions, presentations, performances, role play, improvisations and debates'.

**Geography:** 'develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge'.

**Geography:** 'name and locate...identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns'.

**Geography:** 'use maps...to locate...and describe features studied'.

**Physical Education:** 'opportunities to compete in... activities [that] build character and help to embed values such as fairness and respect'.

**Physical Education:** 'enjoy communicating, collaborating and competing with each other'.

**Physical Education:** 'take part in...adventurous activity challenges both individually and within a team'.

## Links to the Curriculum Review (November 2025)

- This workshop is an excellent introduction to ideas about citizenship in the early key stages, as it tests cooperative working and listening skills.
- It demonstrates oracy, requiring students to give clear and straightforward orders.

## 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...

- Imagine some of the other tasks that would take place on the ship and the movements our crew would be doing. Create a Tudor Training session to ensure the crew are in top fighting form!
- Make a guide to the vocabulary they used during the activity with explanations for each word.
- Write a poem, as inspired by our very own Gunner: <https://maryrose.org/blog/tudor-gun-drills-at-the-mary-rose-museum/>
- Investigate the real 'Battle of the Solent' and map out how actually it happened.
- Investigate Henry's castles: Southsea, Hurst, Calshot, Netley (no longer extant), and Carisbrooke. How were they used for defence?
- Write a battle report of their plan. Think about the strengths and weaknesses.
- Create an advert for one of the guns on the Mary Rose – how would you sell it to Henry VIII?
- Compare the Mary Rose with an earlier warship, the Grace Dieu, which also sunk in Hampshire (in the Hamble) <https://maryrose.org/blog/the-grace-dieu-of-henry-v/> or with

Henry VIII's other big warship the Henry Grace a Dieu

[https://en.wikipedia.org/wiki/Henry\\_Grace\\_%C3%A0\\_Dieu](https://en.wikipedia.org/wiki/Henry_Grace_%C3%A0_Dieu) .

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.