



NATIONAL  
MARITIME MUSEUM  
GREENWICH

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# Black Tudors and the sea

Key stage 2  
Teachers resource

KS2



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# Introduction

The Tudors lived between 400 and 500 years ago. They left behind objects, paintings, letters and other evidence that tell us about them and their lives. But there are many gaps in how history is remembered and recorded. While museums hold thousands of artefacts and documents relating to kings, queens and other wealthy people of the time, only a relatively small number tell us about the lives of ordinary Tudors – particularly Black Tudors. Historians have needed to dig deep into museum collections and archives to piece together and uncover their stories.

This resource explores the lives of some of these Black Tudors (and Stuarts), and how they relate to the more widely-known people and events of the time. Using collections from the National Maritime Museum in Greenwich, and further afield, we discover how African kingdoms, such as Benin, were made up of thriving and sophisticated societies long before encounters with Europeans, why the sea was so important to Tudor England, and how it brought Africans to England's shores.



KS2

## Tudors and the sea

The Tudor period began with Henry VII in 1485 and ended with the death of Elizabeth I in 1603. During that time, Tudor England transformed from a small island state on the edge of Europe, where Spain and Portugal dominated connections with the wider world and early colonialism, to a key player on the global stage and a force to be reckoned with, cultivating the beginnings of what would become a vast empire. Exploration at sea led to new encounters and knowledge of the wider world, while trade with other nations brought new tastes to English tables such as potatoes and sweet potatoes, corn, pepper, turkey, coffee, tea and tobacco.

Henry VII's reign saw the earliest English traders venturing to the Kingdom of Benin in West Africa in search of pepper and ivory. In Benin they met a worldly, urbane nation with extensive trading links throughout west Africa and across the Sahara. But the Spanish and Portuguese had got there earlier and were already trading in the lives of African men, women and children, who were enslaved and put to work on the plantations and mines of the Spanish Americas. There were also Africans living in Spain and Portugal. These were amongst the first Black people to arrive in England during the Tudor period.

Under Henry VIII the Royal Navy was expanded to ten times its former size. As the Navy grew, so did England's merchant fleets. There was an explosion in English companies trading beyond northern Europe, and their need for manpower led to the presence of African seamen on board English vessels. Some of these sailors settled in, or worked out of, England's port cities and towns.

The Elizabethan era was seen as the beginning of the great English seafaring tradition and a time of great naval exploits such as the defeat of the Spanish Armada. Despite these moves, England was some way behind Spain and Portugal regarding trade with African societies.



KS2

## The Black presence in Britain

It is often assumed that Black people (people of African descent) first arrived in Britain as a result of England's involvement in the transatlantic slave trade, which began in earnest in the 1640s. But evidence shows a Black presence in Britain from as far back as the Roman times. We know this from remains that have been found – of 'Beachy Head woman', for example, whose remains were discovered in East Sussex and date back to around 200 to 250 AD.

In the Tudor period, we start to see documentary evidence of a Black presence in Britain. It is estimated that there were around 300 Africans living in England and Scotland at that time. There was a diversity of experience among Black Tudors, particularly in relation to how they were treated based on their race. Some seem to have been treated broadly as equals as the racial attitudes underpinning the transatlantic slave trade had not yet developed.

The first image we have of a Black person from the Tudor period (and from Black British history) is of John Blanke, the trumpeter to Henry VII and Henry VIII. Blanke would have visited and worked at the Palace of Placentia in Greenwich, very close to where the National Maritime Museum now stands. Documents such as parish registers, household accounts and ships records reveal the names, occupations and lives of more Black people who migrated to England, arriving in ports such as Dover, Bristol and Plymouth, and living freely in Tudor society.

Black seamen were increasingly used on English ships as they brought with them language skills, knowledge of regional currents and conditions and often marked swimming ability. Non-specialist Black mariners were also taken aboard vessels to replace crewmen who had succumbed to illness or deserted ship.

In the Stuart period, Black arrivals arose from the growing English involvement in the slave trade, which began in earnest in the mid 1600s. This had begun in the reign of Queen Elizabeth I when John Hawkins undertook four voyages to Sierra Leone (between 1564 and 1569) and transported a total of 1,200 Africans across the Atlantic to sell in the Spanish Caribbean.

Black people in Tudor England were not usually classed as enslaved persons under the law, however, they were present at a time when English involvement in the trade in human lives was beginning. As that trade grew in the mid 1600s and beyond, the fortunes and status of large numbers of Black people and communities would change forever.

# Using the resource

This Key Stage 2 resource enriches learning across the curriculum, and supports the development of children's enquiry and critical thinking skills. It includes:

- themed images of objects, paintings and documents, alongside information for teachers
- a timeline of Tudor England and the Kingdom of Benin, showing connections between the two countries and the relative sophistication of West Africa at the time
- maps of the world, a Tudor family tree, a glossary and links to further resources
- ideas for curriculum-linked learning activities – for use in the classroom or at home.

Each image includes a set of 'Look closer' questions to help stimulate discussion. Project the images onto a whiteboard to look at them really closely, print them out, cut them up or add them to presentations, word documents and other digital applications.

Use the learning activities as described or adapt them to suit your teaching and learning needs.

## A note about race and race-relations in the Tudor and Stuart periods

Talking about identity is complex and multiple. In Tudor times, as it is now, people defined themselves in many different ways at the same time, according to religion, class, profession or where they were born, for example. Many of the ideas around empire, citizenship and race were first debated in Tudor times so this period is critical to our understanding of colonialism.

Resources from the [Tide Project](#) offer further support in exploring these themes in the curriculum.

This resource also includes references to transatlantic slavery. [The Understanding Slavery Initiative website](#) has a wealth of information and resources for teaching and learning about this important subject.

## Making a visit

Royal Museums Greenwich comprises the National Maritime Museum, Queen's House, *Cutty Sark* and the Royal Observatory. We are located on the banks of the River Thames in the Maritime Greenwich UNESCO World Heritage Site. Our collections and sites relate to stories of Britain's relationship with the sea and the wider world. The 'Tudor and Stuart Seafarers' gallery tells stories of exploration, encounter, adventure, power, wealth and conflict.

Find out more about our interactive workshops, digital learning sessions and online resources for schools [here](#).

# Theme 1: The Kingdom of Benin

Africa was, and still is, a continent made up many different nations and peoples, speaking different languages. During the Tudor period many empires and civilisations were located in West Africa. Some, like the kingdom of Ife, were over a thousand years old. Others like Bornu and Oyo controlled vast territories with their formidable cavalry and infantry units. Mali was famed for its libraries, and Nri for its extensive and diverse trading connections. Most of these cultures were known for their skilled work with metals and ceramics. With its coastal access and longstanding trade routes to north and central Africa, the Kingdom of Benin was ideally placed to facilitate trade with European powers.

The Kingdom of Benin was founded in the 1100s by the Edo people, in what is now southern Nigeria. (It has no association with the modern-day country of Benin). Due to the Kingdom's position at the centre of a number of trade routes, it grew rapidly to encompass hundreds of towns and villages. These were connected and protected by interlocking sets of walls which covered a vast area.

## The royal court

Between the mid 1400s and 1600, the Kingdom of Benin was a wealthy and powerful nation. At its heart was the royal court in Benin City where the ruler – the 'Oba' – and his family lived. The Oba's family, historic events and courtly rituals were immortalised in thousands of elaborate, lifelike, brass busts and plaques which decorated the royal court. They were made by guilds of specialist crafts workers. There were also guilds who performed other special duties for the Oba, including doctors, performers and other crafts-workers who made intricate items from ivory, coral and ceramics.

A key figure in the royal court was the 'Queen' mother of the Oba. Queen Idia, who was the mother of Oba Esigie, is known to have played a key role in his military campaigns. A brass head was made and placed on her alter following her death. The image of Queen Idia in this resource shows her wearing a high pointed bead head-dress and necklaces. The beads were probably made of coral, which was highly prized.

In 1897, the royal court was looted by British soldiers. More than 3000 pieces of art were removed and are now scattered worldwide – many of them in European museums. They became known as the 'Benin Bronzes'.

## European encounters

Early European visitors to Benin City favourably compared its size, wealth and design to European capitals. When William Hawkins and other early English traders to West Africa began to appear in the 1530s, they encountered a sophisticated and thriving society that already had trading links with other European nations, as well as across the Sahara Desert and into other parts of Africa.

European maps of Africa made in the 1500s, like the map in this resource, reflect the state of European knowledge about the continent. Most of the interior was unknown and many locations are misplaced.

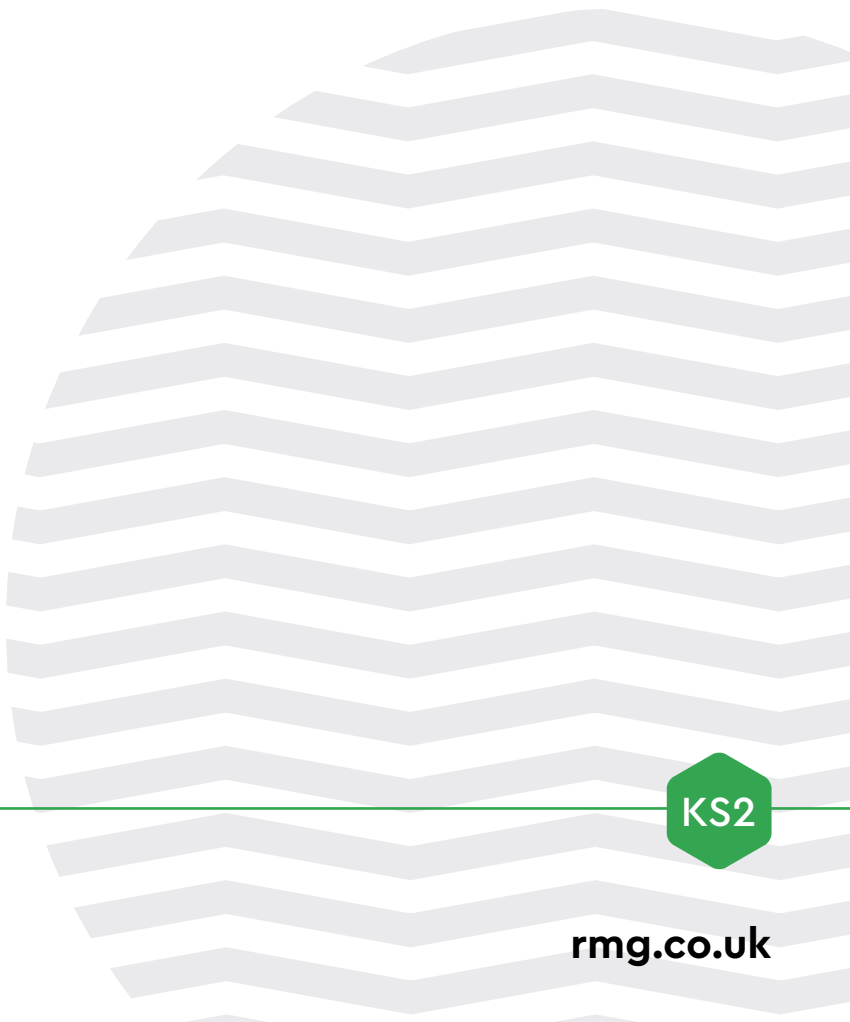
## Trade

During the Tudor period, Benin's main exports were ivory and pepper. Benin pepper was a highly valued West African spice. It was prized for its fragrance and as a preservative of meat and fish. The price of pepper by weight occasionally exceeded that of gold.

Tragically, enslaved people would also be traded in increasing numbers through the transatlantic slave trade.

### Did you know...?

The walls of the original Kingdom of Benin ran for a total of 9900 miles – that's nearly twice as long as the Great Wall of China.







## Africae Tabula Nova (A new map of Africa) (1570)

Abraham Ortelius

National Maritime Museum, Greenwich, London: PBD7640(4)

### Look closer

- Can you find Benin?  
It's towards the west, near the coast.
- What can you see in the Atlantic Ocean?
- What clues can you find on the map that tell you it was made a long time ago?
- Why do you think Benin is well positioned for trade?
- How does this map differ from a more recent map of Africa?

## Black Tudors and the sea:

Theme 1



### Commemorative Head of Queen Mother 'Idia'

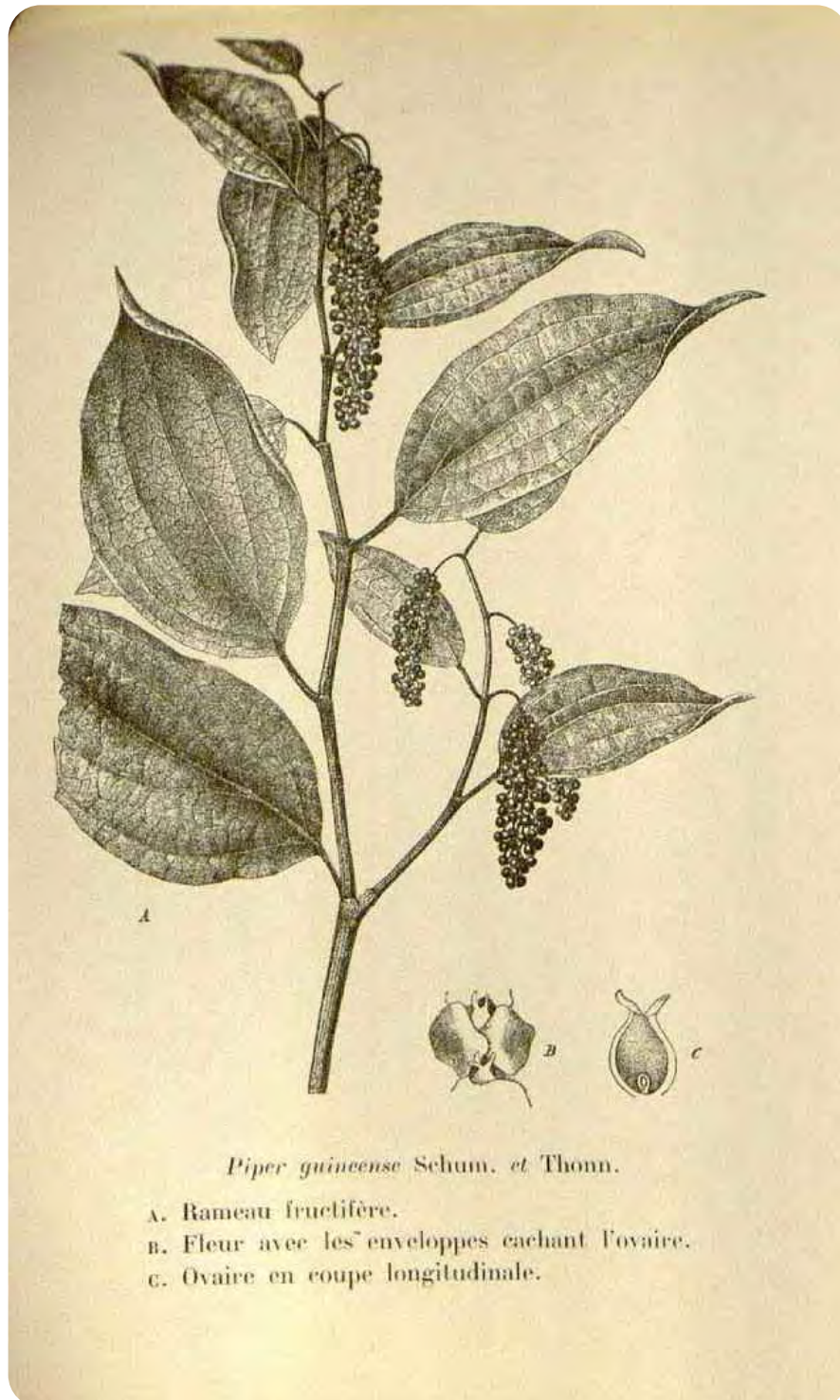
Edo people

c.1500

©The Trustees of the British Museum

#### Look closer

- What do you think this sculpture might be made from?
- It was made over 500 years ago. How do you think it was made?
- What does this sculpture tell you about Queen Mother Idia?
- Do you think it would have been valuable to the people it belonged to? Why/why not?



## **Piper guineense, (Benin pepper)**

J.Fleishmann

Public domain

### Look closer

- Can you see the peppercorns? How might you grind these down to sprinkle into food?
- Have you tasted pepper like this? How would you describe it?
- Why do you think pepper would have been valuable in Tudor England?

# Theme 2: John Blanke and Henry VII

## King Henry VII

Henry VII reigned as the first Tudor monarch from 1485 to his death in 1509. He was crowned King of England on the battlefield at Bosworth after his army killed Richard III, bringing years of civil war to an end.

Henry is sometimes forgotten as a Tudor monarch, but he was a shrewd king. He introduced important changes in how the government was organised and established lucrative deals with other European countries. By the end of his reign, he had built a more secure and wealthy monarchy, laying the early foundations for England's empire and its rise as a global power.

The portrait of Henry VII in this resource shows him towards the end of his reign. He is wearing a gold-braided and jewelled doublet (jacket), a red ermine-trimmed coat with a jewelled collar and a fur stole, and a jewelled hat. There are gold rings on his hands. The richness of his costume and jewels indicates his wealth.

## England and the wider world

The Tudor period was a time of great exploration at sea. In 1497, the Italian explorer [John Cabot](#) led the first of many Tudor voyages of exploration. Supported by Henry VII, he set off from Bristol with his crew in search of a shorter route to Asia – a land believed to be rich in gold, spices and other luxuries. After a month at sea, they encountered a 'new found land', known today as Newfoundland in Canada. Cabot claimed the area for England, kick-starting a century of English Atlantic exploration.

In 1496, King Henry VII established the first royal dockyard at Portsmouth. He wanted to build large ships that could carry goods, like woollen cloth, to trade with other countries across the world. He also recognised the importance of a navy. When he died, his son Henry VIII inherited five royal warships. Henry VIII went on to greatly expand the work begun by his father, building a large and powerful navy.

In 1501, Katherine of Aragon, a Spanish princess, arrived in England to marry Henry VII's eldest son Prince Arthur. Her entourage included several people of African origin. The marriage was arranged to help build better relations with Spain, which was a very powerful nation. Arthur died the following year leaving his brother Henry as heir to the throne and Katherine's future husband.

Henry VII extended the Palace of Placentia at Greenwich, and Greenwich Palace became a haven for the royal family away from the smells, noise and disease of London. Both Henry VIII and Elizabeth I were born there.

## John Blanke

Music was an important part of Tudor court life, played at events from coronations and funerals to tournaments and pageants – and of course fanfares, to announce the arrival of the monarch. John Blanke was a Black trumpeter to the courts of Henry VII and Henry VIII. He probably arrived in England as part of Katherine of Aragon's entourage, in 1501. He was a highly respected musician and played at important royal events including Henry VII's funeral and Henry VIII's coronation.

John Blanke was a paid worker and, in 1507, successfully petitioned King Henry VIII to double his wages. In 1512, John Blanke married an Englishwoman. The couple received gifts of a gown, a bonnet and a hat from Henry VIII.

The image of John Blanke in this resource shows part of the Westminster Tournament Roll, a huge, painted roll about 18 metres long – the length of two double-decker buses. It was created to mark the birth of Henry and Katherine of Aragon's son – also called Henry – in 1511. The Tournament was a lavish and important celebration.

The scroll shows John Blanke performing twice, once as the king arrives and again as he leaves. The image shows him mounted on a horse, alongside his fellow royal musicians – as well as an accomplished musician, he would also have needed to be a skilled horseman.

The images of John Blanke in the Westminster Tournament are the first known portraits of a Black Tudor.

### Did you know...?

Ironically, John Blanke's name is likely to have come from the French word for white (blanc).

#### A note about names

We don't know what names John Blanke was given by his parents. Many Black Tudors may have changed their names several times during their lives.



## Portrait of Henry VII

Studio of Hans Holbein (c.1505)

*National Maritime Museum, Greenwich, London, Caird collection: BHC2762*

### Look closer

- What do Henry VII's clothes tell you about him?
- Do you think he is old or young in this portrait?
- Do you think he looks like a king? Why/why not?

## Black Tudors and the sea:

Theme 2



**Detail from the Westminster Tournament Roll (1511)**

College of Arms MS Westminster Tournament Roll.

*Reproduced by permission of the Kings, Herald's and Pursuivants of Arms.*

**Look closer**

- What are the trumpeters wearing?
- What can you see on the banners hanging from the trumpets? What do you think these symbols might mean?
- Do you think being a royal trumpeter would have been a good job during the Tudor period?

**Black Tudors and the sea:**

Theme 2

# Theme 3: Jacques Francis and Henry VIII

## King Henry VIII

Henry VIII was born in Greenwich, in 1491. He reigned from 1509 to 1547.

Henry is probably best known for his six marriages, but his reign also marked significant changes for England:

- His divorce of Catherine of Aragon and subsequent marriage to Ann Boleyn gave rise to a separate Church of England.
- He established docks at Deptford and Woolwich, close to his palace in Greenwich, to build warships and vessels for exploration.
- He vastly expanded his father's navy, increasing it by a factor of 10.
- Voyages of exploration increased knowledge of the wider world – especially the African coast and the Americas.

Henry's reign also marks the beginning of England's encounters with West Africa. In the 1530s, the merchant William Hawkins undertook the first English trading voyages there, in search of ivory and pepper.

The portrait of Henry VIII in this resource was painted to show him as a wealthy and powerful king of England. He is wearing a silk doublet, decorated with fine embroidery and rubies – the most precious gem of the time. His velvet bonnet is decorated with precious stones, gold chains and a large ostrich feather. The pendant around his neck shows St George (the patron saint of England) and the Dragon. His pose and very broad shoulders give an impression of strength and power, emphasised by his square jaw and steely gaze – directed straight at the viewer.

## The Mary Rose

The *Mary Rose* was a flagship of Henry VIII's navy and is said to have been his favourite ship. It was launched in 1511 and served as a warship for the next 34 years – almost the entire duration of Henry's reign. It sank off Portsmouth in 1545 while engaged in a battle with French ships. Only 35 of the 500 men (and at least one dog) on board survived. The *Mary Rose* would remain on the seabed for 437 years.

A study of the crew's belongings and their bones (recovered when the ship was finally raised in 1982) reveals the crew included men from different parts of the world, including North Africa.

Find out more about the *Mary Rose* [here](#).



## Jacques Francis

Jacques Francis was a Black salvage diver. He was the lead diver in a salvage operation to recover guns from the *Mary Rose* in 1547. Africans were renowned swimmers and divers during the Tudor period and it is thought Jacques Francis might have originally been from a pearl-diving West African society. In a court case involving his Italian master, Jacques would become the first African to give evidence in an English court as he was considered a free man by law in England.

There is no known image of Jacques Francis. The people in the image from the Drake Manuscript in this theme are pearl divers. Enslaved Black people were used in this industry in the Americas having developed such skills in Africa.

### Did you know...?

One of Henry VIII's warships, the *Jesus of Lubeck*, would be given by his daughter Elizabeth I to John Hawkins for use as a slave ship.



## Henry VIII, 1451–1547

Studio of Hans Holbein (c.1535)

National Maritime Museum, Greenwich, London, Caird Collection: BHC2763

### Look closer

- Look carefully at Henry's clothes. How would you describe them? What do you think his clothes say about him?
- Henry wanted to appear powerful in this portrait. Do you think he does? Why/why not?
- If this portrait could speak, what do you think it would say?



### Model of the *Mary Rose*, 1509; a 60 gun warship (1986–91)

National Maritime Museum, Greenwich, London: SLR3012

#### Look closer

- The *Mary Rose* was a warship. What can you see that might help the ship in a battle?
- The *Mary Rose* could carry around 500 officers and crew. Where do you think they would have slept? Would officers and crew have slept in the same place?
- What do you think the wooden 'baskets' high up in the masts are for? (They are called 'fighting tops' which might give you a clue.)
- What powered this ship?



**Canav Pour Pecher Les Perles (Canoe for Pearl-Fishing),**

*Histoire naturelle des Indes : manuscript, ca. 1586., fol. 59 recto. ca. 1586.  
The Morgan Library & Museum. MA 3900. Bequest of Clara S. Peck, 1983.*

**Look closer**

- The people in this image are divers like Jacques Francis. They are diving for pearls off the coast of South America. Can you see how they might collect them?
- What skills do you think these people might have that help them to find pearls in this way?
- What would they need to be good at?
- What might they have done with the pearls they found?
- There is no known image of Jacques Francis that survives from Tudor times. Why do you think this is?

# Theme 4: Diego, John Hawkins, Francis Drake and Elizabeth I

## Queen Elizabeth I

Elizabeth I was born in Greenwich in 1553, the daughter of Henry VIII and Anne Boleyn. She reigned from 1558 to 1603 and was the last Tudor monarch.

The England Elizabeth I inherited from Mary I was on the verge of bankruptcy and had little international standing. Added to this, Elizabeth I had to contend with popular opinion, which viewed women as weak and inferior to men, as well as threats on her right to the throne.

During her reign, she:

- tackled religious tensions by building the Church of England (she also executed religious leaders who attempted to undermine her).
- survived threats to overthrow her, including by Mary Queen of Scots whom Elizabeth I ordered to be executed in 1587.
- sanctioned acts of piracy against the Spanish.
- supported the first English slaving voyages.
- granted royal permissions to colonise areas of North America.

England's African population grew significantly during this period and Black people lived throughout the kingdom, particularly in and around the port cities.

Although the English would not engage extensively in the slave trade until the 1600s, privateers like Francis Drake and John Hawkins were known to capture Spanish cargoes of enslaved people for resale (as well as other plunder such as gold and spices). Both had been involved in the earliest high-profile slaving voyages undertaken by Englishmen in the 1560s, and Elizabeth I was personally involved through her support of Hawkins' later voyages, giving him the use of *The Jesus of Lubeck*, which had been one of her father's warships.

In 1588, Phillip of Spain's 'Spanish Armada' attempted to invade England. At the time, it was the largest fleet ever seen in Europe, and Philip considered it invincible. The Armada was defeated by a combination of bad planning and the strength of Elizabeth I's navy. It became a defining moment for Elizabeth I, launching her on to the global stage. Find out more about the Armada [here](#).

[The portrait of Elizabeth I](#) in this resource is one of the most iconic in British history. It was painted after the defeat of the Spanish Armada to show the queen as a powerful ruler and is full of symbolism:

- The crown is often suggested to signify the pursuit of empire; it also represents the Tudors' claim on the throne and Elizabeth I's right to rule.
- The globe represents England striving for power in the Americas. Elizabeth I is pointing to Virginia, which was named after her.
- The pearls covering her dress and hair are a symbol of purity.
- The queen faces toward the calm seas on her right and turns away from the stormy waters where the Spanish ships are floundering – a calm force for good in contrast with that of the chaos of Catholic Europe.
- Mermaids were believed to tempt sailors and then ruin them, so the inclusion of a mermaid here could be showing Elizabeth I's might against the Spanish.

Find out more here: <https://www.rmg.co.uk/stories/topics/symbolism-portraits-queen-elizabeth-i>

By the end of Elizabeth I's reign, England was a comparatively stable country, with an expanding economy and power on the international stage. It had become a force to contend with and the seeds of what would become an enormous empire had been sown.

## John Hawkins

John Hawkins was the son of William Hawkins who had sailed to West Africa in the 1530s. In 1562, he undertook the highest profile English slaving voyage of the time, to what is now Sierra Leone. 300 African people were kidnapped and transported across the Atlantic for sale to the Spanish Caribbean. Here they were put to work as slaves, producing goods such as sugar to be sent back to Europe.

[The Hawkins coat of arms](#) were granted to him in 1568. The bound African on the crest represents the fortune he made from trading in human lives.

In 1588, Hawkins was appointed as Rear-Admiral in the navy and was instrumental in repelling the Spanish Armada. He died at sea in 1595 while attacking the Spanish fleet in the West Indies.

Find out more about John Hawkins here:

<https://www.rmg.co.uk/stories/topics/john-hawkins-admiral-privateer-slave-trader>

## Francis Drake

Francis Drake was a cousin to John Hawkins and grew up in the Hawkins household. He accompanied his cousin on his slaving voyages to West Africa between 1562 and 1568. Like his cousin, John Hawkins, Drake was involved in piracy and privateering throughout his life. Between 1577 and 1580, on a voyage of exploration and privateering, sanctioned by Elizabeth I, he became the first Englishman to circumnavigate the globe in his ship the *Golden Hind*.

In 1588, as a naval officer, Drake proved himself central to England's defence against the Spanish Armada by launching fire-ships against the incoming fleet.

The portrait of Sir Francis Drake in this resource shows him at the height of his fame in 1591. The green velvet-covered table on the left displays a globe symbolising the circumnavigation. Above the globe is his coat of arms. Drake's proud bearing and the sword at his side indicate his military service. His relationship to the queen is denoted by the elaborate Drake Jewel at his waist. It was given to him by Elizabeth as a token of her esteem for his services to the nation.

The jewel is made from enamelled Mexican gold, an African diamond and a pearl. On one side is a locket bearing a portrait of Elizabeth I. On the other is the image of an African in profile superimposed over that of a European. Does the jewel symbolise Drake's alliance with the Cimarrons against the Spanish? Or could it point to his earlier activities as an enslaver of Africans?

Find out more about Francis Drake [here](#).

## Diego

Africans enslaved by the Spanish were found throughout the Spanish Caribbean and in Central and Southern America during the Elizabethan period. They laboured in mines, plantations and pearl fisheries. Diego, an enslaved African in Panama ran away to join Drake's fleet in 1572. He helped Drake establish an alliance with the Cimarrons (a long-standing community of Africans in Panama who had escaped enslavement) against the Spanish. This resulted in the capture of a fortune in silver and gold.

Diego accompanied Drake back to Plymouth and was one of a growing number of Black seafarers living in England at this time. He went to sea with Drake again in 1577 for his circumnavigation of the globe, playing an important role as a translator and negotiator.

Diego did not complete the journey. He died in what is now known as Indonesia, of wounds sustained some time before.

There is no known image of Diego.

### Did you know...?

Elizabeth I's share of riches plundered during Francis Drake's circumnavigation was £300,000 – the equivalent of £29 billion today. With this windfall, she was able to pay off the entire national debt.



## Elizabeth I, the Armada Portrait

c.1588

National Maritime Museum, Greenwich, London. Acquired with the support of the Heritage Lottery Fund, Art Fund, Linbury Trust, Garfield Weston Foundation, Headley Trust and other major donors, together with contributions from over 8000 members of the public following a joint appeal with Art Fund.

ZBA7719

### Look closer

- Elizabeth I wanted to appear powerful in this portrait. Do you think she does? Why/why not?
- Elizabeth I would have been about 55 years old when this portrait was painted. Do you think she really looked like this?
- What can you see in the background of this portrait? What message do you think this sends about Elizabeth I and England?

## Black Tudors and the sea:

### Theme 4





## Coat of Arms for Sir John Hawkins (1568)

*The North Devon Record Office and The North Devon Athenaeum*

### Look closer

- A coat of arms includes designs and symbols that say something about the person it belongs to. What can you see on this coat of arms?
- What do you think the colours, shapes and pictures on this coat of arms say about John Hawkins? Do you think he was brave, kind or mean? How would you describe him?
- Why did John Hawkins include a Black man on his coat of arms? Does it look as though this man is free?

## Black Tudors and the sea:

### Theme 4



**Sir Francis Drake, 1540–96**

by Marcus Gheeraerts, 1591

*National Maritime Museum, Greenwich, London, Caird collection: BHC2662*

**Look closer**

- What can you see in the portrait? Why do you think Drake is standing next to a globe?
- What do his clothes tell you about him? Can you see the Drake jewel given to him by Elizabeth I hanging from his belt?
- What do you think this portrait says about Francis Drake?

**Black Tudors and the sea:**

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## The Golden Hind 'when Drake set off for the Spanish Main' (date unknown)

by R.E Arnold

National Maritime Museum, Greenwich, London: PAF7916

### Look closer

- Can you see the English flag at the top of the ship? Why do you think ships flew flags like this?
- Look carefully at the sails – is the ship sailing towards you or away from you in the painting?
- Would you have wanted to voyage around the world on a ship like this, with Diego and Drake? Why/why not?

# Theme 5: John Anthony, Cattelena of Almondsbury, Edward Francis and the Stuarts

## The Stuarts

When Elizabeth I died in 1603, she left no heirs to the throne. She was succeeded by James VI of Scotland, who became James I of England. This marked the start of the Stuart period in England (1603–1714) that saw:

- the Gunpowder Plot in 1605
- civil wars between the Royalists and the Cavaliers – resulting in the execution of Charles I and Oliver Cromwell instated as 'Lord Protector', in place of a monarch
- the Great Fire of London, in 1666
- the Acts of Union between the English and Scottish parliaments, in 1707, leading to the creation of the United Kingdom.

The Stuart period also saw a change of experienced status for increasing numbers of Black people in England. This was a time of English expansion throughout the Caribbean and significant involvement in the transatlantic slave trade. By the 1650s, St Kitts, Barbados, Antigua, Nevis, Montserrat, Bermuda and Jamaica were all under English control. Plantations were established on these territories, and enslaved African men, women and children were put to work under appalling conditions to produce sugar, tobacco and other commodities for the European market. And, as England's involvement in the slave trade grew, the position of Africans in England altered.

Evidence shows that many Black people in Tudor England had clearly enjoyed life as free people and, by law, were not enslaved. Such people, like John Anthony and Cattelena were also present during the Stuart period. However, the fashion for having Black domestic servants (particularly young girls and boys) became well established in households across the nation during the Stuart period. Advertisements appeared in newspapers for the sale of individual Black people. Many of these children and household workers were enslaved in all but name and those who had been born or brought up in the Caribbean would have been conditioned to consider themselves as such.

## John Anthony

John Anthony was an African sailor who, for part of his career, worked out of Dover. He is understood to have arrived in Dover in 1615 having sailed with the pirate Sir Henry Mainwaring. In 1619, he sailed with Mainwaring again aboard the *Silver Falcon*, en route to North America. Misunderstandings between the ship's owner and the voyage's main backer meant that the *Silver Falcon* only made it as far as Bermuda.

John Anthony returned to Dover from where he petitioned the ship's owner and the Dover authorities for unpaid wages to the value of £30. He received this sum plus interest in 1620 and expressed his intention to return to sea and to invest some of his money.

There is no known image of John Anthony.

## Cattelena of Almondsbury

Cattelena lived in the small Gloucestershire village of Almondsbury, not far from Bristol, until her death in 1625. Bristol was a popular and useful port at this time, and it is likely she arrived here – possibly as one of the 135 Africans on board the *Charles* which docked in 1590. She was not owned but lived independently with possessions of her own.

There is no known image of Cattelena. The portrait in this theme has been created by a present-day illustrator, based on the knowledge we have of her and of images of Africans in England during this time, and with reference to early modern European portraits of people from African descent.

## Edward Francis

In January 1687, notice was given in the *London Gazette* that a Black boy had run away from the Tower of London with a large amount of money. The young man was in the service of Thomas Dymock who was the Keeper of the king's lions at the Tower of London. The lions (from Morocco) were held in a separate tower, known as the Lion's Tower. A reward was offered for information leading to his capture.

We know that he was recaptured and that his given name was Edward Francis because we find him being brought before the governor of the Tower of London a couple of years later. He was accused of trying to poison Thomas Dymock and his family as he served them a meal. The only member of the household to die from eating the poison was the cat! For reasons yet to be determined, the case was dismissed.

### Did you know...?

Dederi Jacquah, an African prince from what is now Liberia, lived for two years in London at the home of Mr John Davies, a trader to Guinea (West Africa). He was baptised in 1611 at St Mildred's Poultry.



### Cattelena of Almondsbury

Illustration by Shaun Campbell, 2021

#### Look closer

- This portrait was made in 2021 based on the little information there is about Cattelena. Why do you think there is no image of her from Stuart times?
- Almondsbury is a small village in the countryside not far from the port city of Bristol. How do you think Cattelena came to be living there?
- What might her name 'Cattelena' tell us about her?

**O**N the 30th of December last, Run away from Mr. Thomas Dymock at the Lyon Office in the Tower, a black Boy, with about 10 l. in Silver, and one Guinea; he is aged about 16, wore three coloured Coats, two grey, his uppermost Cinamon colour, lined with black, black Shagg Facings on the Sleeves, grey Stockings, a Silver Collar about his Neck, Engraven, Thomas Dymock at the Lyon Office. Whoever shall apprehend him, and bring him to the Lyon Office in the Tower, shall have two Guinea's Reward, and Charges born. He speaks but bad English, and hath holes in both his Ears.

### Runaway from the Tower notice

London Gazette 5-7 January, 1687

TRANSCRIPT - On the 30th December last, run away from Mr Thomas Dymock at the Lion Office in the Tower, a Black boy with about 10 lbs [weight] in silver and one Guinea. He is aged about 16, wore three coloured coats, the uppermost cinnamon colour lined with black, black shag facings on the sleeves, grey stockings, a silver collar about his neck engraved Thomas Dymock at the Lion Office. Whoever shall apprehend him and bring him to the Lion Office in the Tower shall have two guineas reward and charges born. He speaks but bad English and has holes in both his ears.

#### Look closer

- How old is Edward?
- Why does he run away wearing three coats?
- We don't have any historical sources that give us Edward's point of view. Why do you think he wanted to run away?
- Why does he have a silver collar about his neck? What does that tell us about how he was treated?
- Should a human being ever own another human being?
- Edward's name is not given in this notice. What does that tell us about how he was viewed by Thomas Dymock?

## Theme 6: Tudor Seafaring

Ships and seafaring were a very important part of Tudor life. They were at the centre of trade with other countries, carrying goods across the oceans, and essential in extending knowledge of the wider world.

### Life on board

Life on board was hard – especially for ordinary sailors. The risk of death was very high, from diseases like [scurvy](#), being shipwrecked, being attacked by pirates and privateers, or in battle. Captains would often take on board more men than they needed at first, resulting in overcrowding and severe rationing of food.

Conditions below deck were dark, smelly and cramped. A Tudor ship had to carry everything its crew would need for long voyages at sea, which could sometimes last years. Sailors slept in hammocks, ate simple food and there were no toilets! But it could also be fun, with music and dice games. If you were lucky, you might encounter 'new' lands, win an important battle, or raid a Spanish or Portuguese ship and be given a share of the treasure on board.

Modern preserving techniques such as canning had not yet been invented, so it was difficult to keep food from going bad. One solution was the [ship's biscuit](#), an important part of a sailor's diet, known as 'hard tack'. Made mainly of flour and water, the biscuits were usually eaten by being softened in a sort of soup, made from the liquid of boiled salt meat. Find out more [here](#).

Crews on board Tudor ships could be made up of men of many different nationalities (women were not allowed to join). The bones and objects found when Henry VIII's flagship the *Mary Rose* was raised from the seabed show crew members were from North Africa and the Mediterranean, as well as England. Find out more [here](#).



## Finding your way at sea

The desire to explore the world drove the rapid development of navigational knowledge and practice. By 1500, seafarers were able to chart their position at sea, plot a course and return with detailed information about oceans and distant lands. These developments built on centuries of scholarship in Europe and the Islamic world. Two of the most useful instruments for a Tudor navigator were the astrolabe and the compass.

The compass has always been one of the most important, and is one of the earliest navigational instruments. It was used by mariners to know the direction in which they were sailing. Most Tudor compasses had wooden bowls, but the mariner's compass in this theme is made of expensive ivory, suggesting that the owner was probably wealthy. The compass is mounted in a brass gimbal ring that helps to keep it steady and reduces the effects of the ship's motion at sea on reading.

The mariner's astrolabe was a simplified version of an instrument originally developed by Arab astronomers for measuring the height of heavenly bodies above the horizon. It was used to help determine the ship's latitude, from the height of the Pole Star or of the Sun. At night, the navigator would line up two small pinholes so that he could see the Pole Star through them. The altitude in degrees was then read off from the scale on the outer edge. During the day, the astrolabe was held below the waist and adjusted so that a beam of sunlight passed through the top pinhole onto the bottom one.

### Did you know...?

Weevils (little beetles) would often burrow into ship's biscuits and hungry sailors would have little choice but to eat them.



### Ship's biscuit (1784)\*

National Maritime Museum, Greenwich, London: AAB0003

\* Very few ship's biscuits survive from the Tudor period - this is one of the oldest in our collection. The recipe and process for making these biscuits would have changed very little.

#### Look closer

- The large holes in the biscuit were made as part of the baking process. But can you see some tiny holes where weevils have begun to burrow into it?
- What do you think this biscuit would have smelt and tasted like?
- What other sorts of food do you think a Tudor ship may have carried to feed the crew on a long voyage?



**Mariner's astrolabe (c.1588)**

*National Maritime Museum, Greenwich, London: NAV0022*



**Mariner's compass (c.1570)**

*National Maritime Museum, Greenwich, London, Caird fund: NAV0276*

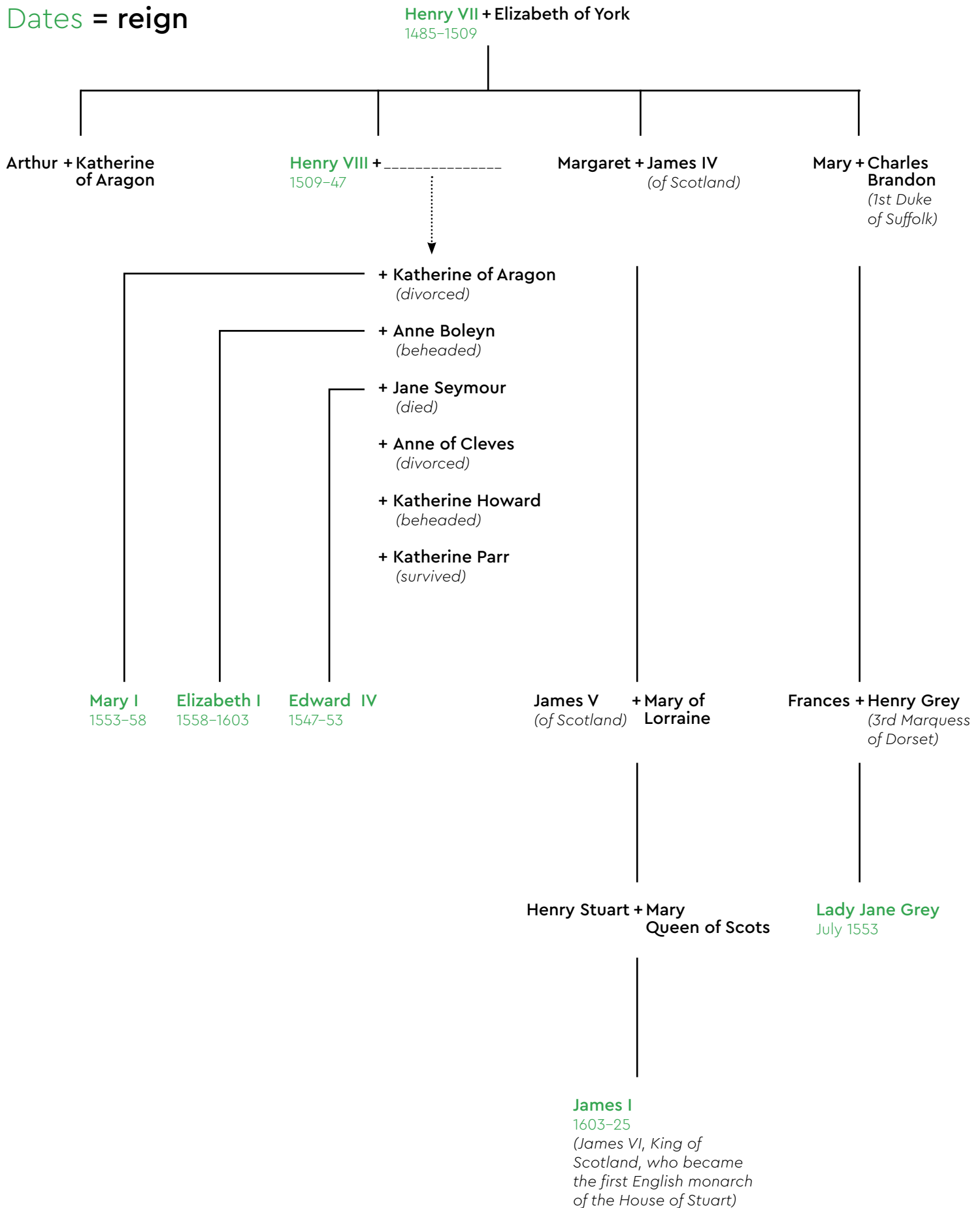
### Look closer

- Can you see which parts of the astrolabe move? Why do you think it has moving parts?
- Which point on the compass do you think might indicate north?
- Do you know what ship's navigators use today to find their way instead of these instruments?





# Further resources





## House of Tudor family tree

Dates = reign



# Timeline of Tudor England and the Kingdom of Benin

Tudor England		Kingdom of Benin
Henry VII	<p>1480</p> <p> <b>Oba Ozolua is crowned.</b></p>	Oba Ozolua
	<p>1485</p> <p> <b>Henry Tudor is crowned Henry VII, founding the Tudor dynasty.</b></p> <p>The Kingdom of Benin establishes trading relations with the Portuguese.</p>	
	<p>1496</p> <p>Henry VII builds the first royal dockyard at Portsmouth.</p>	
	<p>1497</p> <p>John Cabot arrives at Canada and claims Newfoundland for England.</p>	
	<p>1501</p> <p>Catherine of Aragon arrives in England. Her entourage includes several Africans.</p>	
	<p>1504</p> <p> <b>Oba Esigie is crowned.</b></p>	
<p>1507</p> <p>Royal trumpeter John Blanke successfully petitions Henry to double his wages.</p>		
<p>1509</p> <p> <b>Henry VIII is crowned.</b></p> <p>John Blanke performs at the funeral of Henry VII and the coronation of Henry VIII.</p>		
<p>1511</p> <p>John Blanke performs at the Westminster Tournament.</p>		
<p>1512–13</p> <p>Henry VIII founds new dockyards to build a fleet of naval ships in Woolwich (1512) and Deptford (1513), close to his palace in Greenwich.</p>		
Henry VIII	<p>1514</p> <p>The first ambassador from the Kingdom of Benin is sent to Portugal.</p>	

Tudor England		Kingdom of Benin
Henry VIII	<p>1516</p> <p>The Kingdom of Benin ceases the sale of enslaved men to the Portuguese.</p>	Oba Esigie
	<p>c.1530</p> <p>William Hawkins makes the first trading voyage to West Africa.</p>	
	<p>1545</p> <p>Henry VIII witnesses his favourite ship, the <i>Mary Rose</i>, sink during a battle with France.</p>	
Edward VI	<p>1547</p> <p>Expert diver Jacques Francis leads a salvage team who attempt to raise the <i>Mary Rose</i> from the seabed.</p> <p>Henry VIII dies.</p> <p> <b>Edward VI is crowned, aged only nine years old.</b></p> <p> <b>Oba Orhogbua is crowned.</b></p>	Oba Orhogbua
	<p>1548</p> <p>Jacques Francis becomes the first African to give evidence in an English court..</p>	
	<p>1550s</p> <p>Oba Orhogbua expands the Kingdom of Benin by gaining control of all coastal territory up to Lagos.</p>	
Mary I	<p>1553</p> <p> <b>Lady Jane Grey reigns as uncrowned Queen Regent but is soon succeeded by Mary I</b></p> <p>Captain Thomas Wyndham voyages to Benin to acquire pepper directly from Oba Orhogbua.</p>	
Elizabeth I	<p>1558</p> <p> <b>Elizabeth I is crowned.</b></p> <p>1562</p> <p>John Hawkins makes the first English slaving voyage, sanctioned by Elizabeth.</p>	

## Tudor England

## Kingdom of Benin

1568

John Hawkins is granted a coat of arms, featuring a bound African representing the fortune he made from trading in human lives.

1572

Diego runs away from enslavement in Panama to join Francis Drake's ship.

1573

Diego arrives in Plymouth, with Drake, and lives in England until 1577.

1577

Diego and Drake set sail from Plymouth on a voyage around the world. Diego dies en-route, in 1579.

1580

Drake becomes the first English commander to circumnavigate the globe and is knighted by Elizabeth.

 **Oba Ehengbuda is crowned.**

1585

Sir Walter Raleigh attempts to establish an English colony at Roanoke Island, which he names 'Virginia' in honour of Queen Elizabeth I, 'the Virgin Queen'.

1588

Philip II of Spain sends his Armada to invade England but it fails. Drake and Hawkins are central to England's naval defence.

1590

135 Africans arrive in Bristol aboard the Charles – the largest number to arrive in Britain as a result of conflict at sea.

1602

**Oba Ehuan is crowned.**



1603

Elizabeth dies without an heir. James I (James VI of Scotland) is crowned, marking the start of the Stuart dynasty in England.

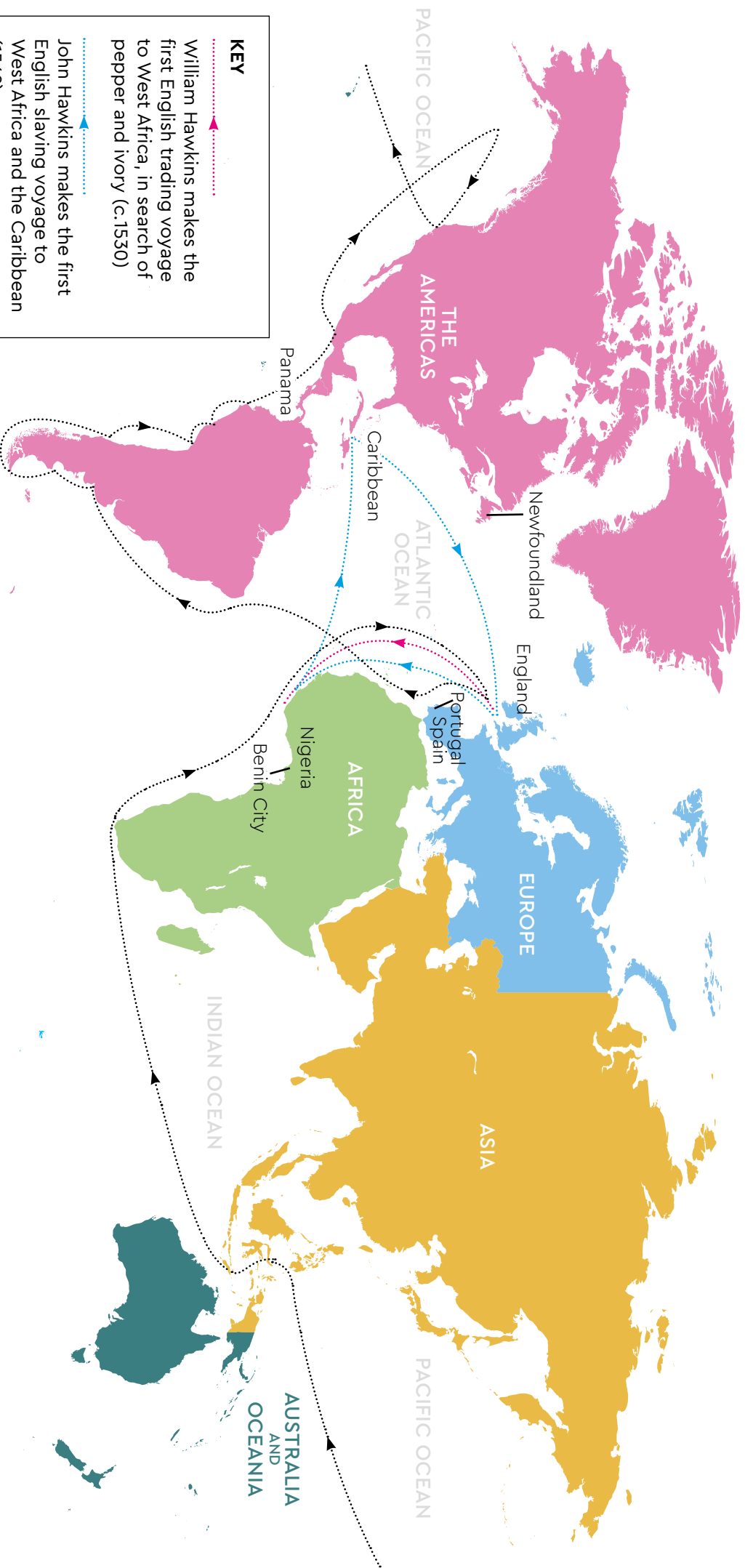
Oba  
Orhogbua

Oba  
Ehengbuda

Oba Ehuan

Elizabeth I

# Map of the World



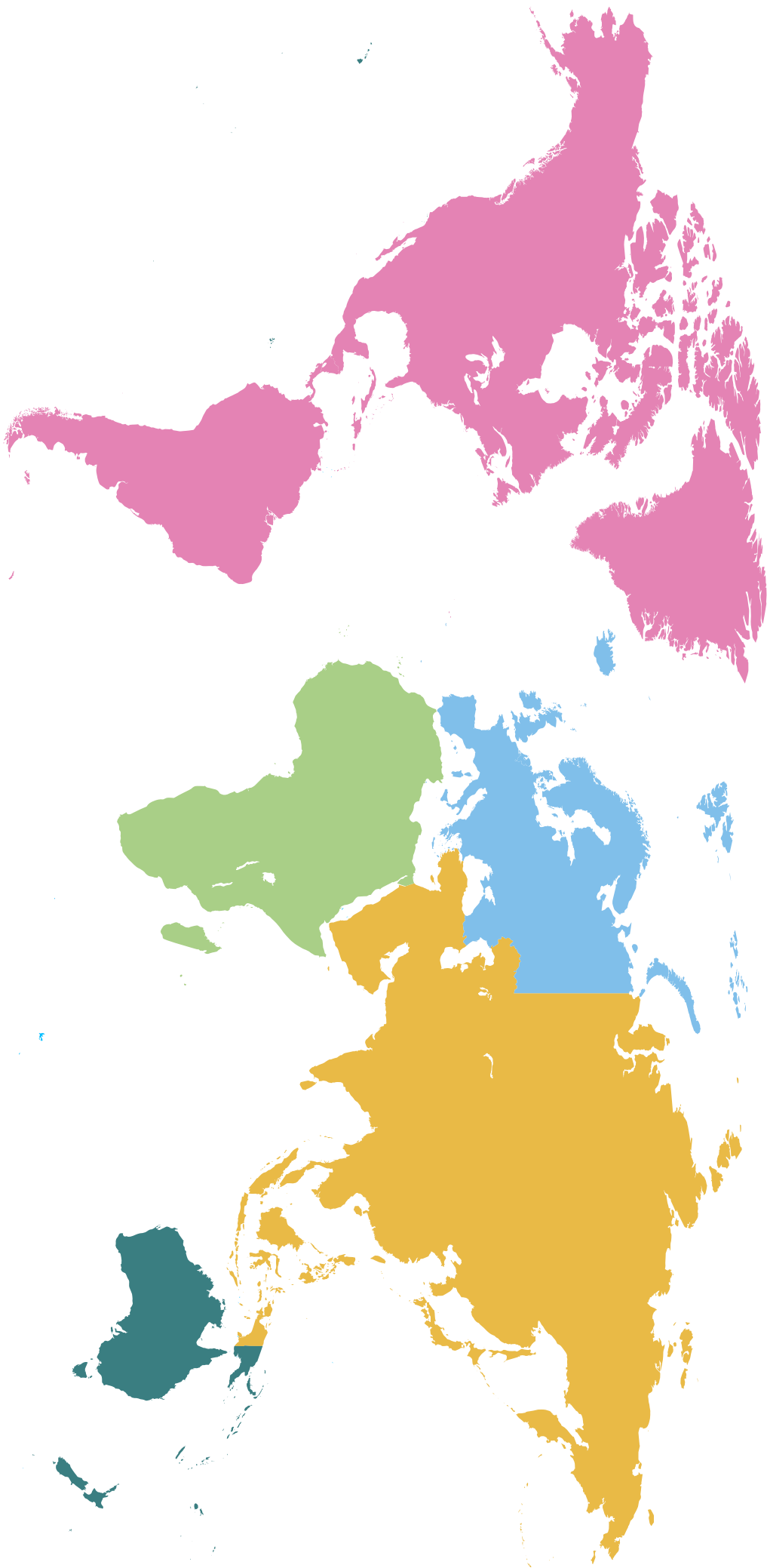
## KEY

William Hawkins makes the first English trading voyage to West Africa, in search of pepper and ivory (c.1530)

John Hawkins makes the first English slaving voyage to West Africa and the Caribbean (1562)

Drake circumnavigates the globe (1577–1580)





Map of the World

## Glossary

**Circumnavigation:** a complete navigation around the world by sail

**Doublet:** a short, padded jacket worn in the Tudor period

**Enamel:** a smooth shiny covering for metal

**Fanfare:** a short tune to introduce a high-ranking person

**Flagship:** the ship which carries the commander of a fleet

**Guinea:** an old unit of currency, and a region in Africa

**Ivory:** elephant tusks

**Latitude:** the measurement of distance north or south of the Equator

**Monarch:** ruler, usually a king or queen

**Pageant:** a colourful public entertainment often involving a procession

**Plantation:** a large single-crop farm in a colony worked by enslaved labour

**Salvage:** to rescue items from shipwrecks, fires or other disasters

**Scurvy:** a disease resulting from a lack of Vitamin C

**Pole Star (or North Star):** a star useful for navigation as it remains at the same spot above the northern horizon year-round

**Privateer:** captain or crew member of a private, armed ship authorised to attack and capture enemy ships and cargo

### Transatlantic slavery/

**The Transatlantic slave trade:** a brutal system, lasting over 300 years, in which African men, women and children were stolen from their homeland, bought and sold as property, and used to produce sugar, coffee, cotton and other goods for huge profit in the European and North American markets.

**Triangular trade:** the trading route in which African people were kidnapped and transported across the Atlantic for sale to the Spanish Caribbean. Here they were put to work as slaves, producing goods such as sugar to be sent back to Europe. This 'triangular trade' was pioneered by John Hawkins.

## A note about slavery

Different types of slavery, including domestic slavery existed in different areas of the world during the Tudor and Stuart periods, including in African Kingdoms. However, the transatlantic slave trade operated on an entirely different level, involving systematic exploitation on a global scale.

**Miranda Kaufmann:** Teaching Black Tudors

<http://www.mirandakaufmann.com/blog/teaching-black-tudors>

**BBC: David Olusoga:** The story of Black migrants in England in Tudor times

<https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-the-story-of-black-migrants-in-england-in-tudor-times/zf8nqp3>

**BBC Bitesize:** Kingdom of Benin

<https://www.bbc.co.uk/bitesize/topics/zpvckqt>

**The British Museum:** The art of Benin

<https://www.britishmuseum.org/learn/schools/ages-7-11/africa/classroom-resource-art-benin>

**The Black Curriculum:** John Blanke

<https://static1.squarespace.com/static/5f5507a237cea057c5f57741/t/5f8912bf8197e61be96fe897/1602818774412/John+Blanke+KS3.pdf>

**The John Blanke Project**

<https://www.johnblanke.com>

**The Mary Rose Museum**

<https://maryrose.org>

[Understanding Slavery Initiative](#)

[The Colonial Countryside Project](#)

[Miranda Kaufmann, Black Tudors \(2017\)](#)

[David Olusoga, Black and British \(2016\)](#)

# Learning activities

The following learning activities focus on developing skills in three areas:

1. Using historical sources to find out about the past
2. Developing empathy
3. Making connections

## 1. Using historical sources to find out about the past

Using a range of sources to find out about the past is an important part of children's history learning. Objects, paintings, letters – even songs – can all be useful records of people and events in the past. Looking closely and exploring them in detail helps to develop children's enquiry and critical thinking skills.

The images in this resource can be projected onto whiteboards, viewed on computers and tablets, printed or added to your own resources. Each image includes some background information and 'Look closer' questions to further support discussion and learning.

These activities use historical sources included in this resource to find out about life in Tudor times. They focus on historical enquiry skills including questioning and deducing – deciding what a source can tell us (and what it can't).

## 2. Developing empathy

There are many gaps in the historical record and most sources represent the experiences and points of view of the wealthy and most powerful in society.

These activities focus on using empathy to consider the lives of people who aren't always directly represented.

## 3. Making connections

These activities focus on supporting pupils to reflect on the growing connections between Tudor England and the wider world, and the implications for life at home.

## Mystery objects and images

- Show children a mystery image from the resource.
- Use the 'Look closer' questions to help children look closely and formulate their own ideas and conclusions about what or who it could be, and what it might tell us about Tudor life. All children's responses are valid, as long as they can be backed up with 'evidence' from what they can see. They could record their findings under the following headings:

**I can see ...**

**I know ...**

**I wonder ...**

- They could use their 'I wonder ...' thoughts as the basis of an enquiry question to research and find out more

*Tip: keep curiosity and motivation alive by not revealing what an object is or who is depicted in an image, or the answers to children's questions (if you know them) until the end of their investigation. Do prompt with further questions though.*



KS2

## Objects

- What colour is it?
- What do you think it's made from?
- Might it make a noise?
- What would it feel like if you could touch it – light/heavy, rough/smooth, warm/cold?
- What might it smell like?
- Who was the maker?
- What was it made to do?
- Who was it made for?
- Are there any moving parts?
- Is it decorated?

## Images

- Look very closely at the whole image, including all four corners. Describe what you see.
- What do you think is happening in the picture?
- If you could step inside the picture, what do you think you might hear, smell, feel, taste?
- What might have happened just before the scene in this picture? What might have happened afterwards?
- Are there any people in the picture?
- What are they wearing?
- What do their clothes tell you about them?
- Can you see the expressions on their faces? What does this tell you?
- Are they holding anything?
- Who is the artist?
- How did the artist make this picture?
- Why do you think the artist made this picture?
- Do you think this is a reliable source or a true representation of the people/places/events it shows?

### Links to resources

[Map of Africa](#)

[Benin pepper](#)

[Detail from the Westminster Tournament Roll](#)

[Model of the \*Mary Rose\*](#)

[Detail from the Drake Manuscript](#)

[Coat of Arms for Sir John Hawkins](#)

[Mariner's compass](#)

### Useful vocabulary

date

image

period

evidence

source

object

# Mystery portraits

Choose a portrait to examine, as with the mystery objects and images activity. Children can begin by pointing out the 'immediate' things they can see about the sitter – man or woman, young or old, rich or poor? Then look more closely at some of the core elements of a portrait such as pose and expression.

## Key questions and further ideas

- Pose or stance – are they sitting, standing, crouching, relaxed, formal?
- Gaze or expression – where is the subject looking, what might they be thinking, feeling, doing?
- What can they see in the background and foreground?
- Colours and lighting – what sort of mood or atmosphere does this create?
- How has the artwork been made?
- What do children think the portrait says about the subject (sitter)?
- What message is the portrait trying to tell?
- Is it a reliable source or a true representation of the person it shows?

### Older children could consider:

- Who commissioned the portrait?
- How might this affect the artist's choices? (Is the image made to flatter the sitter, for example?)
- Who was the intended audience for the portrait? Was it widely viewed or could just a few people have access to it?
- How might this affect the piece produced?

### Links to resources

[Commemorative head of Queen Mother 'Idia'](#)  
[Portrait of Henry VII](#)  
[Portrait of Henry VIII](#)  
[Portrait of Elizabeth I](#)  
[Portrait of Sir Francis Drake](#)  
[Portrait of Cattelena](#)

### Useful vocabulary

portrait                      source  
 pose                            evidence  
 stance                         reliable  
 gaze                            powerful  
 expression                    regal  
 mood

## Looking closer

- Choose an image with plenty of detail.
- Working with a group or the whole class, each child takes it in turn to spot a different detail in the image – a hat, a sailing ship, a globe, a necklace. Can everyone in the group spot something different?
- Try turning it into a game. Choose six children. The first looks carefully at the image and says "*I looked at the (e.g. portrait) and I saw ...*" They then give a detail such as a hat, a necklace, a trumpet.
- The next child does the same, choosing a different detail and adding it to the first: "*I looked at the portrait and I saw ... a trumpet and a horse*".
- The remaining children take their turns, each choosing a different detail and adding it to the list, in order, until the final child who must recite the five previous choices in the right order and then add their own.

## Key questions and further ideas

- Challenge older children to introduce more description to their choices, encouraging them to look more carefully and making the list more difficult to remember.
- How many children can they include in the game before a detail in the list is forgotten?
- Will you let the rest of the class help them remember...?
- Children's observations and descriptions can be used as the basis of a class, group or individual poem.

### Links to resources

[Map of Africa](#)

[Detail from the Westminster Tournament Roll](#)

[Portrait of Henry VIII](#)

[Portrait of Elizabeth I](#)

[Portrait of Sir Francis Drake](#)

### Useful vocabulary

foreground

pearls

background

lace

doublet

collar

ruff

coastline

precious stones

interior



## Talking Tudors

What might the people in the images be saying? Ask children to write their ideas in thought and speech bubbles. Use the responses to create a class display or use a simple app such as TALKR to give one of the portraits a voice.

Try personifying a Tudor object. What would it say if it could talk? How might it feel? Children could use their ideas to create an individual or class story, a 'day in the life' account in the first person, a personification poem, or a piece of drama.

### Key questions and further ideas

#### Images

- What might the people in the images be thinking?
- What might they be saying to the artist?
- Or to the person looking at the final artwork?
- How are the 'thought' and 'speech' responses different?

#### Objects

- If it could talk, what would it say?
- What might it see, hear, smell?
- If it had feelings, how might it feel about the job it was made to do or about the person who used it?
- What might it get up to when no one's looking?
- What might it wish...?

#### Links to resources

[Commemorative head of Queen Mother 'Idia'](#)

[Portrait of Henry VII](#)

[Image of John Blanke](#)

[Portrait of Henry VIII](#)

[Portrait of Elizabeth I](#)

[Portrait of Sir Francis Drake](#)

[Portrait of Cattelena of Almondsbury](#)

#### Links to resources

[Model of the \*Mary Rose\*](#)

[John Blanke's trumpet and banner](#)

[Elizabeth I's pearl necklace](#)

[Queen Mother 'Idia's' bead headdress](#)

#### Useful vocabulary

personification

## Reliable evidence

Primary sources – objects, paintings, letters and other items – can tell us a lot about people and events from the past. But they are not always reliable, e.g. a portrait might have been painted to make the sitter look a particular way – younger, richer or more powerful.

- Use the questions in the 'Using objects to find out about the past' activity to explore a range of primary sources from this resource.

- Make a class chart, diagram or simple graphic to show for each source:

**What can it tell us?**

**What can't it tell us?**

**Is it reliable? Why/why not?**

## Key questions and further ideas

### Images

- What other sources would have been useful to find out about the lives of people in the Tudor period?
- Do you think they have been saved or collected for us to see? Why/why not?
- Where might you be able to find them?
- What sources might people of the future use to find out about our lives today?

### Links to resources

[Map of Africa](#)

[Commemorative head of Queen Mother 'Idia'](#)

[Image of John Blanke](#)

[Portrait of Henry VII](#)

[Portrait of Henry VIII](#)

[Model of the \*Mary Rose\*](#)

[Portrait of Elizabeth I](#)

[Portrait of Cattelena](#)

['Runaway from the Tower' notice](#)

### Useful vocabulary

evidence

source

reliable

opinion

fact

### Empathy maps

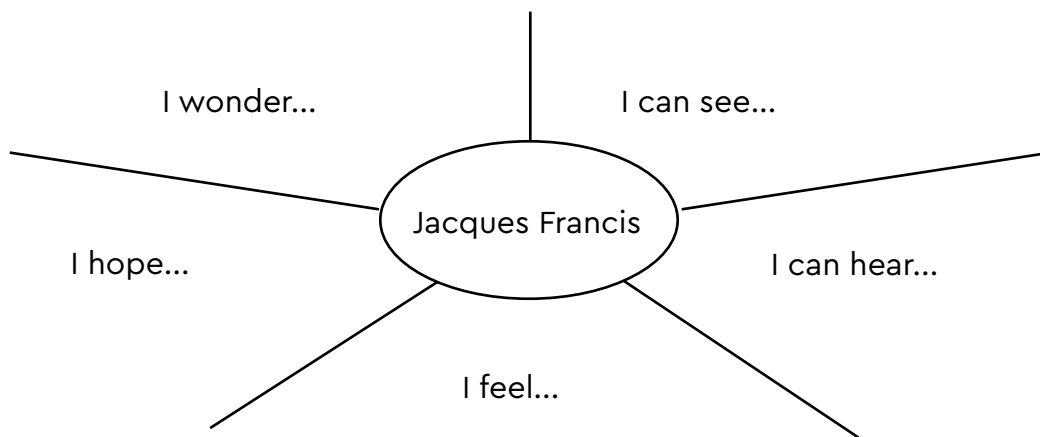
Explore an event, described in this resource, with the children, such as:

- John Blanke playing the trumpet at the Westminster Tournament
- Jacques Francis diving deep below the sea to the wreck of the *Mary Rose*
- Cattelena arriving in the busy port of Bristol.

- Children then draw and complete an 'empathy' map like this one. They could draw a picture of the person in the centre, using some of the evidence in the resource or their own research.
- Children could use their maps as the basis for an artwork or a piece of descriptive or creative writing.

### Key questions and further ideas

#### Empathy map



#### Links to resources

[Image of John Blanke](#)

[Portrait of Henry VII](#)

[Model of the \*Mary Rose\*](#)

[Detail from the Drake Manuscript](#)

[Portrait of Cattelena](#)

[John Blanke project](#)

[The \*Mary Rose\*](#)

#### Useful vocabulary

excited

eerie

nervous

spooky

proud

bustling

regal

busy

majestic

smelly

cold

noisy

dark

## Time travelling reporters

- Working in pairs or small groups, students research and role-play interviewing a Tudor figure about a particular event or issue.
- Children devise a list of five key interview questions and research the answers.
- A fellow student could film the interview, using a tablet and use an app like iMovie to edit out any fluffs or bloopers.
- They could use a simple Green Screen app to report 'live from where it happened'. They film the interview standing in front of a green screen (a piece of plain fabric works well for this). They then combine this with a suitable image that they have discovered online.

## Key questions and further ideas

### They could interview:

- Cattellena as she arrives in the busy port of Bristol
- John Blanke in the run up to the Westminster tournament or Henry VIII's coronation – how is he feeling about his important role as trumpeter? Is he nervous, excited, proud, etc.?
- Jacques Francis as he prepares to dive down to the bottom of the sea and recover items from the *Mary Rose*
- Diego as he sets off on the epic 'circumnavigation' voyage with Francis Drake – what is he most looking forward to? What does he hope they will find?
- Francis Drake as he prepares for his role in defending England against the Spanish Armada
- Edward Francis after he has run away from the Tower of London

### Links to resources

[Portrait of Cattelena](#)

[Detail from the Westminster Tournament Roll](#)

[Pearl divers \(from the Drake Manuscript\)](#)

[The Golden Hind](#)

['Runaway from the Tower' notice](#)

### Useful vocabulary

eyewitness,

account

interviewer,

reporter

### Useful Greenscreen backdrops

[Return of a fleet into Plymouth Harbour](#)

[Drake playing bowls on Plymouth Hoe](#)

[Greenwich Palace with a Man-o-War](#)

[Greenwich from the park showing the Tudor Palace](#)

[Launch of fireships against the Spanish Armada](#)

[Henry VIII and his courtiers](#)

[Queen Elizabeth I at Tilbury](#)

[John Cabot receives the charter from Henry VII to sail in search of new lands](#)

## The Kingdom of Benin and Tudor England

Working in pairs or small groups, Children use the Timeline, the Map of Africa, and other images in this resource to compare the Kingdom of Benin with England during the Tudor period (the mid 1400s – early 1600s).

Make a class list of similarities and differences.

### Key questions and further ideas

For each country, children could find out:

- where it was in the world
- whether it was a coastal or landlocked country
- how the country was ruled
- about the lives of rulers and of ordinary people
- the kind of jobs people did
- the languages spoken
- the type of landscape and climate
- whether it traded with other countries in the world, and what kind of goods were traded
- whether it was rich or poor; powerful or weak.

#### Links to resources

[Map of Africa](#)

[Timeline](#)

[Commemorative head of Queen Mother 'Idia'](#)

[Portrait of Henry VII](#)

[Portrait of Henry VIII](#)

[Portrait of Elizabeth I](#)

[BBC Bitesize: The Kingdom of Benin](#)

[The British Museum: The art of Benin](#)

#### Useful vocabulary

Oba

trade

powerful

goods

sophisticated

language

society

peoples

ruler

landscape

## Views of Africa

- Children search for and select a nice, clear online map of Africa from the present day. They compare it to the Map of Africa from this resource, which is over 450 years old.
- Talk about how the Tudor map was made by Europeans. They had gained some knowledge of the coastlines but knew very little about the interior.
- Talk about how Africa was, and still is, a continent made up of many different countries and peoples, speaking hundreds of different languages.

### Key questions and further ideas

- What is the same and what is different?
- How many different countries can children spot on the modern map?
- How many different nations can they spot on the Tudor map?
- The Kingdom of Benin was situated in what is now southern Nigeria. Do any of the children know anyone who lives in or comes from Nigeria? Have they ever been there?
- Do they think the Tudor map of Africa is accurate?

#### Links to resources

[Map of Africa](#)

#### Useful vocabulary

continent	port
country	city
interior	dock/dockyard
coastline	river
north, east, south, west	coast
navigate	

Children search for and select a nice, clear online map of the UK. Can they find:

- England
- Portsmouth – where Henry VII built the first royal dockyard
- Greenwich – where Henry VIII and Elizabeth I were born
- Plymouth – where Diego and Drake set sail on the circumnavigation voyage in 1577
- Bristol – where 135 African people arrived on board the *Charles* in 1590 and possibly where Catellena arrived in England
- Dover – where John Anthony worked.

## Key questions and further ideas

- Talk about how these places are all in the south of England and are close to the sea and/or a large river.
- Why do children think that is? (Dover, Plymouth and Portsmouth all have clear routes to Europe and Africa; Bristol to the Americas.)



KS2

## Tudor voyages

Can children plot some of the famous sea voyages, mentioned in this resource?

They could begin by labelling the following places on the blank world map included in this resource:

- The seven continents
- The Kingdom of Benin (now southern Nigeria)
- England
- Plymouth
- Bristol
- Spain
- Portugal
- The Caribbean
- Newfoundland

### Key questions and further ideas

- What did these voyages mean for Tudor England?
- How did life in Tudor England change as a result of these voyages?
  1. John Cabot's voyage from Bristol to what became 'Newfoundland' in 1497.
  2. William Hawkins' trading voyage from England to West Africa, in the 1530s, in search of ivory and pepper.
  3. John Hawkins slaving voyage in 1562.
    - ◇ He set sail from England to the coast of West Africa (Sierra Leone) where he captured 300 African men, women and children.
    - ◇ He transported them to the Caribbean, where he sold them to plantation owners. There they were put to work as slaves, producing goods such as sugar.
    - ◇ The goods were then shipped to Europe for sale – with huge profits.
  4. Diego and Drake's circumnavigation voyage (1577–80). What route do children think they might have taken? Which continents would they have had to sail around?
    - ◇ They set sail from Plymouth...
    - ◇ ...sailing down the West Coast of Africa and across to Brazil, on the east coast of South America...
    - ◇ ...then sailed around Cape Horn – the southernmost tip of mainland South America – and up the west coast as far as what is now San Francisco, claiming land for Elizabeth I...
    - ◇ ... and then headed east towards what is now known as Indonesia, where Diego died.
    - ◇ Drake and the surviving crew continued across the north-east coast of Australia, around the Cape of Good Hope – the southernmost tip of Africa – and back to Plymouth.

Why do children think this terrible system was sometimes known as the 'triangular trade'?

... and then mark the voyages with a dotted line.

Tudor maps like the Map of Africa were often beautifully illustrated, with sailing ships and fantastical sea creatures. Children could illustrate their maps in a similar way.

Children could create a class collage of their world maps, using textiles and other materials to illustrate some of the key places and events of the Tudor period.



## Links to resources

[Labelled map of the world](#)

[Unlabelled map of the world](#)

## Useful vocabulary

continent

slavery

country

goods

voyage

transatlantic  
slave trade

sail

explore

port

encounter

circumnavigation

colony / colonise

globe

empire

trade



KS2

## Traders

- Children choose a range of items from their everyday lives, e.g. chocolate, their school uniform, a digital tablet.
- They research the different ingredients/components and where they are manufactured, and plot these on the unlabelled world map in this resource.
- They then choose one element (e.g. cocoa, cotton, etc). They research its entire journey and the people involved in its production and use, from its very beginnings (e.g. cocoa planted in Nigeria) to its final destination as a manufactured commodity (e.g. on the shelves of a shop in London as a chocolate bar).

They could create an illustrated diagram to show their findings.

They could use their findings as the basis of a discussion or debate about fair trade.

### Key questions and further ideas

- Are children surprised at where the goods come from or are made?
- Why do they think they are produced there?
- What are the different stages of production?
- What are the jobs of the people involved?
- Are they all treated fairly?

#### Links to resources

[Unlabelled map of the world](#)

#### Useful vocabulary

trade	consumer
fair trade	market
producer/ production	profit
manufacture	wage
commodity	exploit/ exploitation
goods	

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We welcome your feedback on this resource.

Please send comments to: [learning@rmg.co.uk](mailto:learning@rmg.co.uk)