



# KS2 Romans and Iceni Teacher's Cross-Curricular Pack



Supporting cultural education, endorsed by Arts Council England



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# Cross-curricular learning activities: Romans in Britain and Norfolk

## **History**

Metal detecting – good or bad?  
Rubbish clues  
What is it?  
Roman jewellery  
Leisure time  
Get in touch with the Romans!

## **Literacy**

Comic strip  
Advertise the baths  
Celtic vs Roman homes  
Speak as a Roman child  
Letter home from a soldier  
Migrants vs invaders – then and now  
Latin in English  
Wanted poster

## **Drama and Music**

Compose and listen  
Invaders coming!  
Hurrah for roads!  
Boudica – heroine or terrorist?

## **Science**

Test elasticity  
Air currents  
Planets  
Conservation and decay  
Make and test an oil lamp

## **Art and Design**

Celtic dyes and paints  
Body painting  
Roman jewellery  
Mosaics  
Roman pottery

## **Technology**

Catapult or ballista  
Chariot racing game  
Celtic homestead  
Roman villa  
Ships  
Weaving  
Roman sandals  
Togas  
Roman recipes

## **Maths**

Timeline – yours  
Timeline – order dates  
Roman numerals  
Abacus  
Tabula  
Distance/Time  
Roman calendar

## **Geography**

Small towns – why?  
Roads – why?  
Changing coastline  
Plan of a villa  
Build a Roman road  
The empire today

## **RE PSHE Citizenship**

Draw the gods  
Why many gods?  
Invaders and immigrants today

## Timeline: 1000 BCE to 2000 CE

750 BCE – Rome founded by Romulus and Remus

600 BCE – Romans conquer Italy and then most of Europe and north Africa

500 BCE – Celtic tribes settle in Britain

55 BCE – Julius Caesar fights Celts

1 CE – Jesus Christ born

43 CE – Claudius sends 40,000 men to invade Britain

60 CE – Iceni rebel

200 CE – Roman generals argue – discipline suffers

400 CE – All Romans soldiers gone from Britain

1000 CE – London besieged by Vikings

1509 CE – Henry VIII is king

1700 CE – Industrial Revolution starts

1839 CE – Victoria is queen

## The Celts

- 2,000 years ago, the people who had settled in Britain were called Celts. They were good at farming and could make things like iron weapons and chariots for their warriors.
- They lived in big huts made from **wattle and daub** (sticks and branches covered with dried clay) with thatched roofs. There was just one room, big enough for about 15 people and their animals. A fire gave heat, light and cooked food. Celts spent most time outside. Around their small villages were thick forests full of wild bears, wolves and wild pigs.
- Celts lived in groups called tribes with their own king or queen and druids, who were priests or teachers.
- Celts built many forts to keep other tribes away, but the forts did not keep the Romans out.
- The tribe living in Norfolk was the Iceni.



## The Romans

- The story is that Romulus and Remus founded Rome in 750 BCE.
- By 43 CE (nearly 800 years later), Rome ruled an empire covering most of Europe and north Africa.
- Rich Romans lived in beautiful houses with running water, drains and central heating. They had shops, baths, temples and theatres.
- The empire was powerful because it was well-organised.
  - The army was well-trained with lots of weapons and equipment.
  - Very good roads were built.
  - Markets sold goods from all over Europe, Africa and the Middle East.



The Roman Empire

# The Invasion

The Romans invaded Britain in 43 CE.

- Emperor Claudius sent 40,000 men.
- Some Roman soldiers were keen to invade. They wanted fame and glory. Others were not happy. Britain seemed far away and rather mysterious to them.
- The Romans needed metals like tin, lead and silver, which Britain had.
- The British tribes were not united; they would not fight together. Some, like the Catuvellauni, fought hard, fierce battles. Others, like the Iceni, welcomed the Romans.
- Most of Britain was conquered quickly. Most people happily settled down – they felt safe and better off.
- It was 100 years, though, before some areas in the north and west of Britain were controlled, and some parts of Scotland never were.

# The Roman army

The Roman army was the best army in Europe. It had two parts:

## Legionaries

Romans had legions of about 5,000 men including soldiers on foot (infantry), soldiers on horses (cavalry), doctors, blacksmiths (to renew horseshoes and weapons), clerks, stores and siege machines. Each group of 100 men was led by a **centurion**.

## Auxiliaries

Troops from conquered lands, usually archers, javelin men and cavalry. They became Roman citizens after 25 years. A lead tablet was found at Great Dunham in Norfolk giving citizenship to a soldier and his family. He had been recruited in Pannonia in eastern Europe. After 25 years he was discharged and settled down in Norfolk.



## Roman roads

- The first real roads in Britain.
- The roads were usually 24 feet wide, well-built in straight lines, and sloping slightly so that water ran off.
- The army could therefore move quickly around Britain.
- The army could easily get supplies (food, weapons, armour etc).
- Towns grew up, joined by the roads.
- Trade boomed. Britain exported many goods including lead, tin, silver, gold, copper, corn, pottery, wool and people (to work). Britain only imported luxury goods for the rich – wine, olive oil, glass and spices.



## Everyday life

Not many Romans settled in Britain – only soldiers, government officials and merchants were needed – but many rich Britons copied Roman ways.

### Villas

They built villas. 600 villas have been excavated in Britain, varying from six-room houses to the palace at Fishbourne. The villas had underground 'central heating'. The floor was supported on stone or brick pillars and warmed from below by hot air from a furnace. Sometimes, the hot air also went inside the walls through hollow bricks. Many villas had mosaic floors made from small cubes of brick, stone, pottery or glass set into cement to make beautiful pictures and patterns.

### Clothes

- Most Roman clothes were made from big pieces of material, folded, pinned or tied with belts. Needles were made from bone, so sewing was hard.
- Men wore a tunic, stitched at the sides, tied with a belt. Important men could wear a toga. Most men had short hair but at one time it was fashionable to wear it longer, oiled and curled.
- Women wore a tunic with a longer dress (a **stola**) over the top. It was fastened with brooches. They wore a cloak (a **palla**) outdoors. Women took a lot of care with their hair and make-up. Paintings and coins show that hairstyles changed just as they do today.

### Schools

Roman children went to school or had a tutor. They wrote on flat sheets of wax with a sharp tool called a **stylus**. The wax could be smoothed out to be used again.

### Food

The Roman writer Apicius says most Romans ate:

- Breakfast: bread, wheat biscuits, honey, dates, olives.
- Lunch: leftovers from yesterday's dinner.
- Dinner was eaten at 4pm, lying on couches around a low table, using fingers or spoons. Plenty of wine was drunk – the Romans had more than 200 types. A typical Roman dinner included:
  - First course: salad, radishes, mushrooms, oysters, eggs, sardines.
  - Second course: about seven dishes of fish, meat and poultry, with vegetables and sauces such as liquamen (fish, salt and herbs) and defrutum (boiled fruit juice)
  - Third course: fruit, cake, honey, nuts.

## Entertainment

Rich Romans went to public baths. There was no soap so, to get clean, they oiled their bodies and scraped the oil off with a **strigil**. Besides washing at the public baths, the men spent hours playing games, exercising, chatting and eating snacks. They went to **amphitheatres** to see gladiator fights and to theatres to see plays. A big field would have made an arena for chariot racing.

## Religion

Romans worshipped many gods and goddesses, including:

- Jupiter, chief of the gods. Husband of Juno.
- Juno, the goddess of women, marriage and children. Wife of Jupiter.
- Minerva, the goddess of wisdom and art. Daughter of Jupiter and Juno.
- Mars, the god of war.
- Mercury, a messenger between the gods.
- Neptune, the god of the sea.
- Bacchus, the god of wine.
- Venus, the goddess of love and beauty.
- Ceres, the goddess of farming.
- Apollo, god of light and music.
- Vesta, goddess of the home.

As they conquered, the Romans adopted more gods from different cultures. Many soldiers worshipped Mithras, originally from India and Persia (now Iran). Temples to Mithras have been found in many forts.

Shrines to household gods and goddesses, like Vesta, were in Roman homes, but the main gods had big temples built for them.

At Caistor St Edmund (Venta Icenorum), there were three temples. Inside would be a statue of a god, and an altar, where people offered coins, little statues of birds or animals and messages scratched on pieces of lead. These messages asked for good health or even sometimes for a curse on someone (a **defixio**).

Later, Romans began worshipping their emperors. Boudica's army destroyed an enormous temple at Colchester built to worship the emperor Claudius.

Christians suffered because they would not worship emperors. However, around 300 CE the Romans accepted Christianity.

Celts worshipped gods in nature, such as a river or hill. Their priests were called **druids**. Druids were teachers, judges and doctors. Some were singers and poets. As long as the Celts took part in Roman religion, they were free to worship their own gods.

### Slaves

Slaves lived in one or two rooms. They had no education and no help when they were ill. They ate flat bread, porridge and fruit.

### Celts

Many Celts carried on farming their land, wearing Celtic clothes and speaking the Celtic language, although Latin was the official language.

# The Romans in Norfolk

## The Iceni

The Iceni tribe lived in Norfolk and north Suffolk. It was ruled by Prasutagus and was allowed to be a 'kingdom' by the Romans. Most people lived in the countryside, growing crops and keeping animals.



In 60 CE, Prasutagus died, leaving half the kingdom to his wife Boudica and half to Emperor Nero. Never imagining that a woman could rule a kingdom, the emperor ordered that it should all be under Roman rule. Boudica then led a major rebellion. This is what Dio Cassius said about Boudica:

'She was a tall woman with piercing eyes and a loud voice. A great mass of red hair hung down to below her waist. Round her neck was a large gold band. She wore a long flowing tartan dress, and over it a thick cloak fastened by a brooch.'

Other tribes joined the Iceni in their rebellion. They destroyed newly built Roman towns like London and Colchester. Many people were killed.

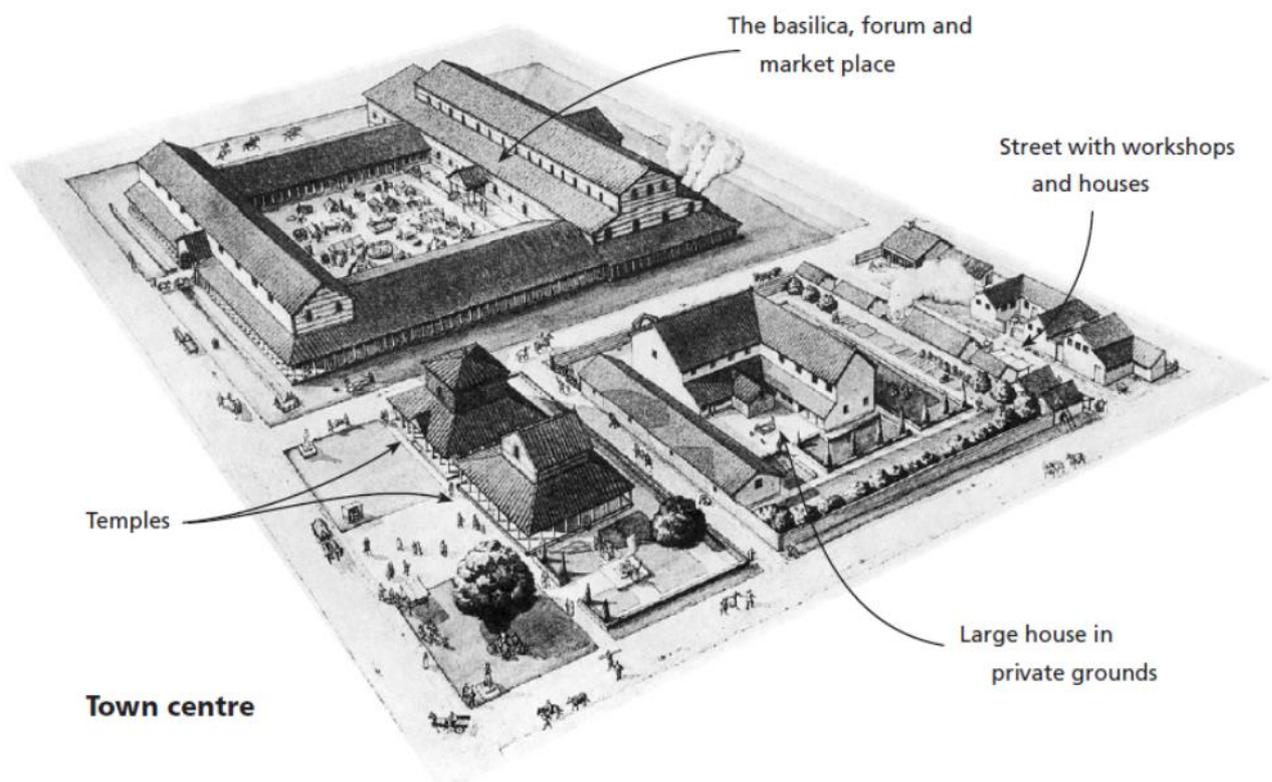
The rebels were eventually defeated. Boudica poisoned herself rather than be taken prisoner.



## After the rebellion

Roman rule in Britain had almost been ended but, instead of punishing the Iceni, which might have led to another rebellion, the Romans built a new town called **Venta Icenorum** (marketplace of the Iceni). It was a planned town with streets in a grid pattern, a **forum** (meeting place), **basilica** (large hall), amphitheatre, baths, temples, town houses and shops. Glass, metal and pottery were manufactured. The town probably had a population of several thousand. Its remains can be seen at Caistor St Edmund, a few miles south of Norwich.

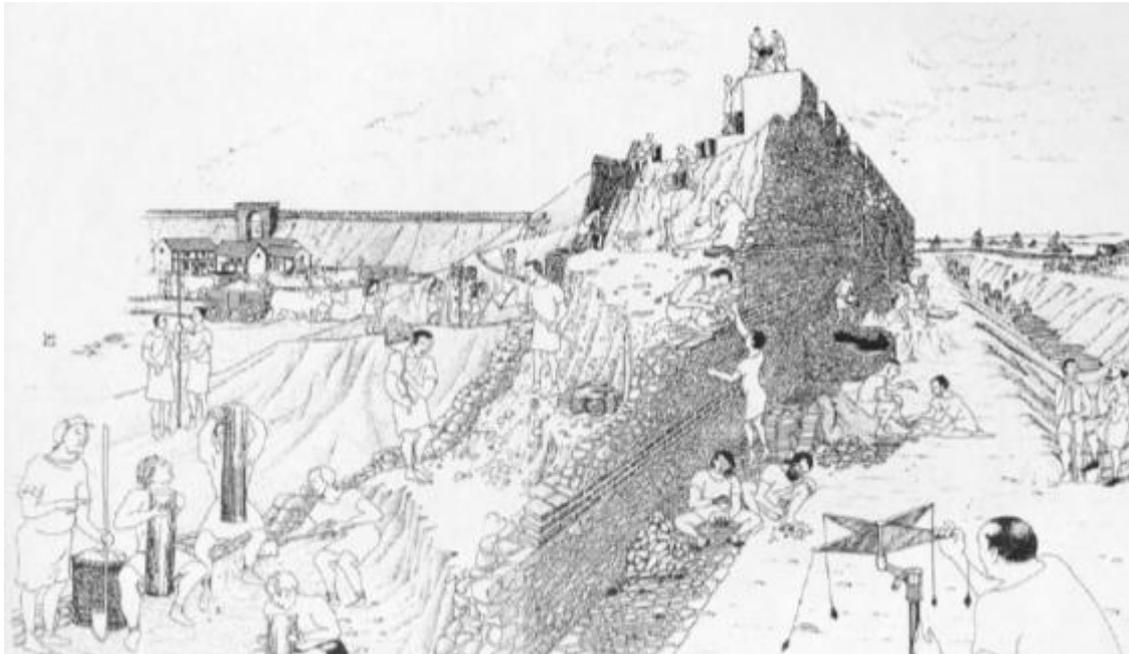
Smaller towns grew where it was possible to cross a river or where two roads crossed. Towns had markets (buying and selling food, grain, leather, wool etc), industries (making pottery, metal, tools etc) or were religious centres (e.g.: Hockwold and Crowthorpe).



## Villas

Dotted about Norfolk, especially in the west, were Roman-style villas. Officials or rich landowners lived in them. 16 villas are known but it is thought there were many more. There is an evenly spaced strong of villas along the Icknield Way, an Iron Age road. This was part of a massive Roman estate run from Stonea in Cambridgeshire which made money from sheep (milk, wool, skins) and salt (from evaporating seawater).

## Forts



Forts were built in the Threxton/Ashill area, near Saham Toney; at Billingford, near Swanton Morley; and Horstead. Near the end of their occupation, the Romans built forts on the coast at Brancaster, Caister-on-Sea, Burgh and Cromer (now disappeared) to fight off the new invaders from Europe.

Military roads were built, including Pye Road (A140), the Peddars Way and Fen Causeway.

## Temples

Venta Icenorum (Caistor St Edmund) had three temples. Small towns which had temples included Great Walsingham/Wighton, Wicklewood/Crownthorpe and Brampton.



**A Roman temple**



**Mercury figure from  
Venta Icenorum**

Hockwold was very important. It had two temples. In the 1960s archaeologists found these priest's hats or 'crowns' at Hockwold.



'Nighthawks' started looting, so one metal detectorist was given permission to search the whole site, reporting everything he found and where he found it. He sold all his finds to Norwich Castle Museum and Art Gallery. He found:

- 2,500 coins
- Silver leaves
- A small statue of Mercury
- Pewter and glass bottles
- Pewter cups and plates
- An eye-doctor's stamp
- Medusa's face (from a bronze vessel)





These items are usually on display in the Boudica and the Romans Gallery at Norwich Castle.

### New invaders

After 200 CE, Angles, Saxons and Jutes (from present-day Denmark and northern Germany) started attacking the Norfolk coast. They wanted some of the Roman empire's riches. A lot of trade between East Anglia and the rest of the Roman empire went through Reedham and the big, deep river mouth where Great Yarmouth is now. (The sea was higher in Roman times and a large part of east Norfolk was under the sea).

The Romans built forts along the coast to fight off raiders and to protect trading ships. There were forts at Caister, north of Yarmouth; Burgh, south of Yarmouth; Cromer (now eroded); and Brancaster.

### The empire begins to fail

After 200 CE, Roman generals began fighting between themselves over who was to be the next emperor. Tribes outside the empire saw it weakening and attacked. Roman armies had to go home to defend Rome.

By 410 CE, all Roman soldiers had left Britain. Angles, Saxons and Jutes started to settle here. Sometimes there was fighting with the newcomers and sometimes they settled peacefully.

A gradual decay set in. Evidence that Norfolk had ever been part of the Roman empire slowly crumbled into the earth.

# Archaeology

As you dig deeper in the ground you generally go further back in time. You can find a variety of items, including parts of buildings (tiles, floors, etc), statues, pots, coins, armour and metal buckles or brooches etc. Archaeologists need skill to put together a massive jigsaw of Roman remains.

**Where** the items are tells you that there was a settlement.

**What** they are tells you what went on there.

**How deep** they are tells you their age.

Coins are brilliant because they are easy to date. In the time of the Roman empire more and more mints (money factories) had to be set up because:

- Emperors changed. Their name and portrait had to be shown on the coins.
- There were more wars – wars cost a lot.
- There was a boom in building and trade.



Prasutagus



Nero

Some writing about Roman Britain by Tacitus, Dio Cassius and Julius Caesar has also survived.

## History activity: Metal detecting – good or bad?

### Some facts to talk about:

- It's a very popular hobby
- Possibility of finding metal objects 2,000 or more years old
- People sell to antique shops, dealers and on eBay, but...
- Any object found belongs by law to the person who owns the land. A metal detectorist can agree with the landowner to share finds.
- A nighthawk is a metal detectorist who doesn't have the landowner's permission to search and so sneaks in when it's dark.
- Metal detectorists have shown many things to museums, helping us to learn much more about the past.
- An object dug out of the ground is much less useful to archaeologists unless they know exactly where it came from and how deep in the ground it was found
- Metal detectorists may belong to clubs and also may become experts.
- Metal detectorists discover 95% of the finds reported under the Treasure Act.

### Background information

You may like to [find out more about the Portable Antiquities Scheme](#). The PAS was set up so that anyone who finds something they would like to be identified can go to their local Finds Liaison Officer. The scheme records archaeological objects found by members of the public in England and Wales. Every year thousands of objects are discovered, many of these by users of metal detectors.

Anyone finding an archaeological object should note where they found it with a grid reference or an X on a map, and take it to their local finds officer so that it can be recorded.

Bill Wyman and Richard Havers's book **Treasure Islands** (The History Press Ltd, 2005) has other good information as well as great pictures of finds from East Anglia and the rest of the country.

## History activity: Rubbish clues

You'll need a bin or bin-bag containing:

- Food packet
- Broken toy
- Sweet wrapper
- Old sock
- Piece of credit/debit card
- Used envelope
- Junk mail
- Pet food tin
- Birthday card
- Etc...

Whose rubbish might this be? How old are they? What do they like doing?

Use the rubbish as clues and try to build up a picture as an archaeologist might.

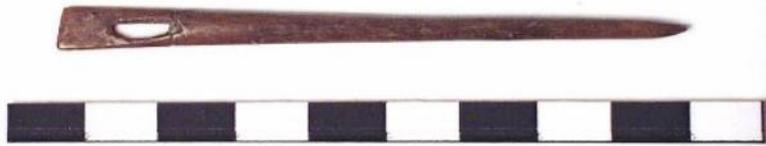
Draw the family who produced this rubbish, based on what you've worked out about them.

## History activity: What is it?

Archaeologists may be unsure about some of the objects which they find. They have to look hard and try to guess what the objects are and what they might have been used for.

Now you can have a try! Can you guess what the following objects might be? (You can [find answers online](#)).





10 cm



10 cm

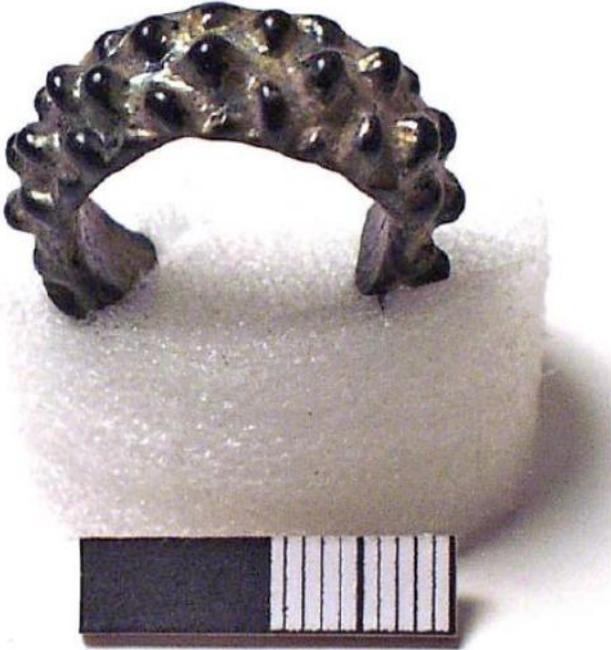


10 cm



10 cm





2 cm



2 cm



10 cm



10 cm



2 cm



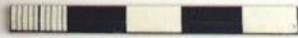
10 cm



10 cm



10 cm



5 cm

## History activity: Roman jewellery

Draw on this Roman woman these things found at Caistor St Edmund (Venta Icenorum). You'll need to draw a whole necklace of the glass beads.



Hair pin



Brooch



Bead



Bracelet



Ring

## History activity: Leisure time

Discuss the below list together. Looking at the activities that Romans enjoyed, what similar activities do we have now? What activities do we not take part in?

Choose one activity from Roman times and now, and draw it.

### Activities Romans enjoyed

#### At the baths:

- Weightlifting
- Wrestling
- Handball
- Steam room
- Massage
- Swimming

#### At the amphitheatre and theatre:

- Plays
- Poetry readings
- Circus
- Gladiator fights

#### At the arena:

- Horse-racing
- Chariot-racing

## History activity: Get in touch with the Romans!

Were the Romans in your area?

- You can [find details of local archaeology for every town and village in Norfolk on the Norfolk Heritage Explorer website](#).
- Visit local museums to find out more.

### Visit Norwich Castle

School groups can visit the Castle to take part in an event called KS2 A Day with the Romans and Iceni. For the event, you'll spend a day with Roman and Iceni characters and learn about their lives. You'll find out how to be a good Roman soldier, handle authentic objects, and make an Iceni torc to take home.

You can [find out more on the Learning pages of our website](#). For booking enquiries, please call 01603 493636 or email [norwichcastle.bookings@norfolk.gov.uk](mailto:norwichcastle.bookings@norfolk.gov.uk).

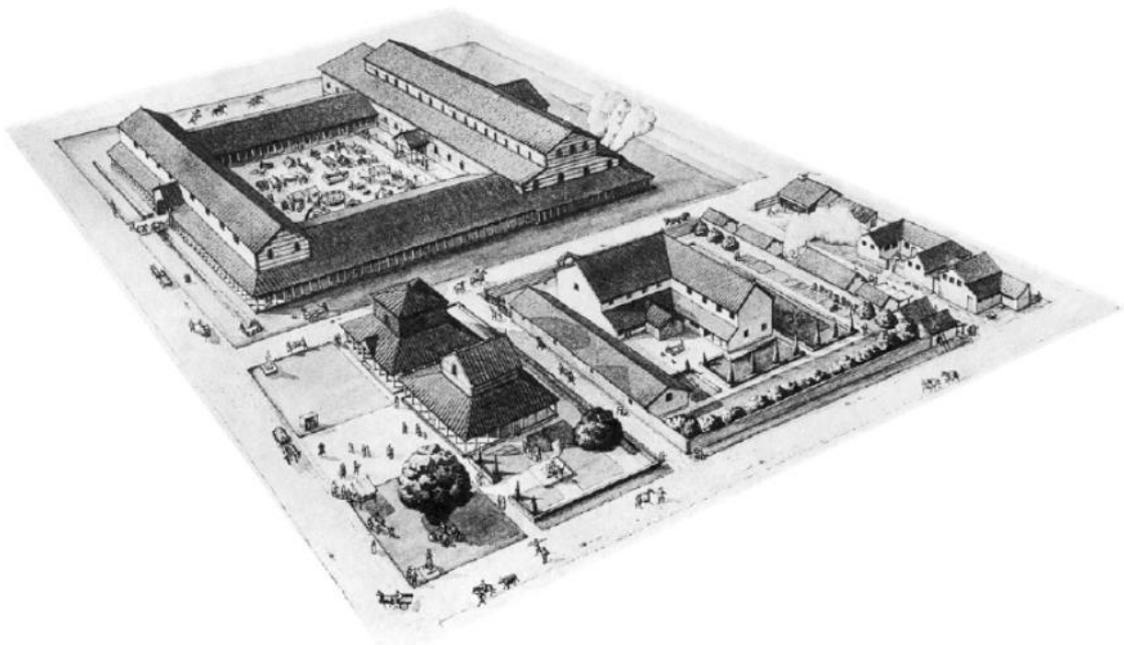
### Visit Time & Tide Museum, Great Yarmouth

School groups can visit Time & Tide Museum to take part in an event called KS2 Roman Conquest: Iceni Revolt. During the day, you'll be at the heart of a rebellion as you plot to help the local Iceni tribe rise up against the Romans. Train to be a soldier with your own sword and shield, plus explore our Roman villa.

You can [find out more on the Learning pages of our website](#). For booking enquiries, please call 01493 743944 or email [greatyarmouth.bookings@norfolk.gov.uk](mailto:greatyarmouth.bookings@norfolk.gov.uk).

## Literacy activities

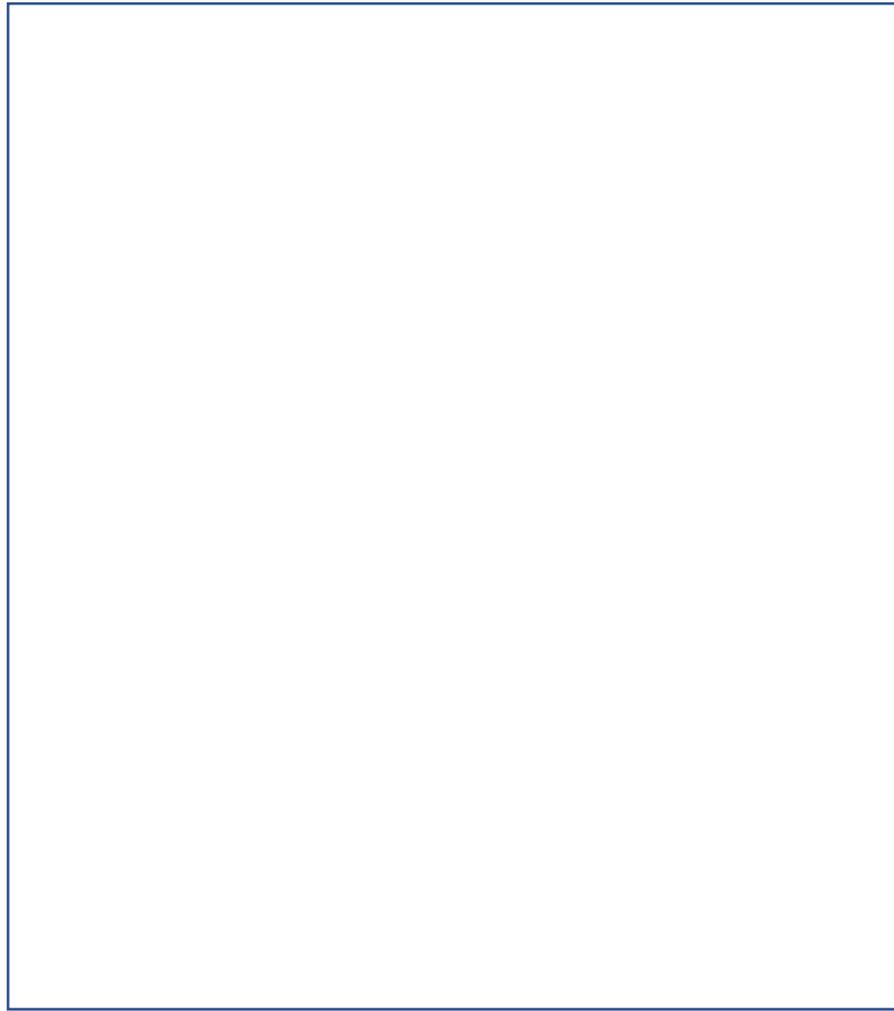
- Show the children an **Asterix the Gaul** book. Make a comic strip that tells the story of the Roman invasion of Norfolk.
- Make a poster for a Roman bath advertising steam rooms, gymnasium, delicious snacks, top quality oils and strigils, etc.
- Make a list of the differences between a Celtic village and a Roman town. Which would you like to live in best?



- Draw a Roman girl and boy. Write bubble captions to explain why they would like to live in Venta Icenorum.
- Imagine you are one of the first legionaries to reach Britain. You are miles from home and the weather is cold and wet. You miss your family. The natives speak a strange language and most don't like you. Write a postcard or letter home saying what it's like to be in Britain.
- Discuss the differences between migrants and invaders in Roman times and today.
- The Latin word '**castra**' means 'fort', so we know why Brancaster and Caister-on-Sea were named. English has many Latin influences like this. Using a dictionary, try to find words with the following prefixes:
  - ab = away from
  - ad = to
  - ante = before
  - ex = out, away
  - inter = between
  - sub = below
  - bi = two
  - tri = three
- Make a wanted poster for Boudica, using Dio Cassius's description of her:

'She was a tall woman with piercing eyes and a loud voice. A great mass of red hair hung down to below her waist. Round her neck was a large gold band. She wore a long flowing tartan dress, and over it a thick cloak fastened by a brooch.'

WANTED  
ALIVE OR DEAD



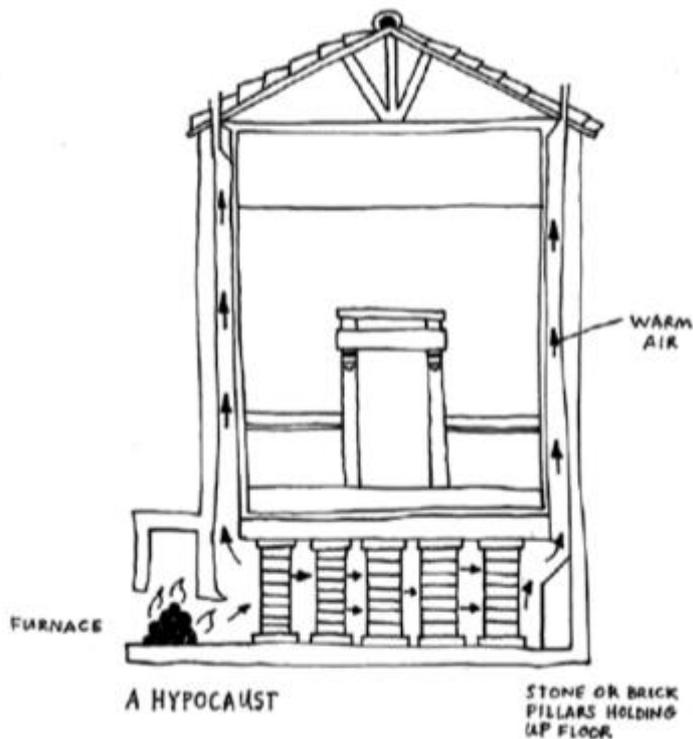
BOUDICA  
QUEEN OF THE ICENI

## Drama and Music activities

- Compose music to give atmosphere to a role play or drama. Roman music might have a strong rhythmic triumphant theme and Celtic music might have gentler, constantly changing rhythms. You can [hear examples of what Roman music may have sounded like online](#).
- Give the students Celtic jobs to do – for example: farming, weaving, carpentry, blacksmithing, breadmaking, hunting, gathering fruit and berries, etc. When the ‘tribal family’ is working well, send a message to tell them that a powerful army has invaded. What will they do? Will they fight? Why? Will they welcome the army? Why? Who will decide their response if they can’t agree?
- Give the students different roles such as market trader, legionary, messenger, builder, etc, and ask them to say what kind of difference the new roads have made to their lives.
- Enact a court scene in the basilica. Is Boudica a rebel leader, a terrorist waging war against the empire, or a brave heroine fighting to save her people from a strong and powerful invader? Have speakers for different points of view.

## Science activities

- Test different elastic materials to find the strongest, most flexible and easy-to-stretch material to use for a model catapult. [Also links to Technology].
- Investigate the motion of air currents by hanging tissue paper strips in various places around the classroom, including over a hot radiator, to understand how hypocausts used the idea of convection currents.



- Investigate which material would be best to use to make a warm floor for a villa by placing similar-sized pieces of metal, stone, wood and pottery (dried clay) on a radiator for a few minutes. Which block becomes the warmest? Which would be good and which would be a disaster?
- Planets are named after Roman gods. Study a star chart to spot them.
- Think about how things from the past are preserved. Which materials will last 'forever'? Which will last a long time? Which will decay quickly? Why?

At Hockwold three pewter hoards have been found, two in the 1960s and another more recently. The last was in much worse condition. It is thought that chemical fertilisers were the reason.

Which objects from Roman and Celtic life can be found? Which have decayed?

How, then, do we know about food, clothes, animals, wattle-and-daub huts, etc?

- Make and test a Roman pottery oil lamp.

## Art and Design activities

- Try making Celtic dyes and paints. You could use blackcurrants, chalk, charcoal, clay or leaves. Mash the material and cover it with boiling water. Then leave it overnight. You can find more detail in Jenny Dean's book **Wild Colour: How to Grow, Prepare and Use Natural Plant Dyes** (Mitchell Beazley, 2010).
- Or give woad a try! (but bear in mind it's complicated to achieve). You can [find out more online](#).
- Draw or paint designs like the ones Celts painted on their bodies when going into battle. There are some examples below.



- Make Roman-style jewellery using wire, plastic, coloured glass, foil and gold paint.
- Make a mosaic floor using either:
  - A centimetre grid sheet and squares of plastic, paper or card to build up a design.
  - Small broken pieces of pottery pressed onto a thin clay bed.
- Look at the pictures of Roman pottery, copy the shapes in clay and then decorate them with Roman designs.

## Technology activities

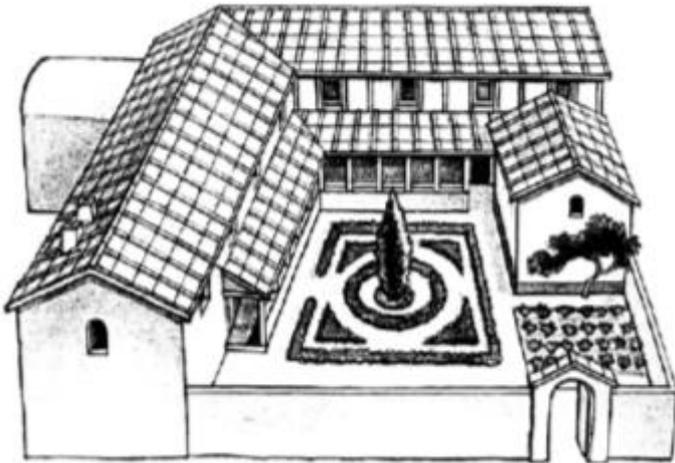
- Make a catapult or ballista powered by an elastic band. Show pictures of Roman designs so that various types can be made. See which design can throw a missile furthest. [Science link – elasticity experiment].
- Make a chariot-racing board game.



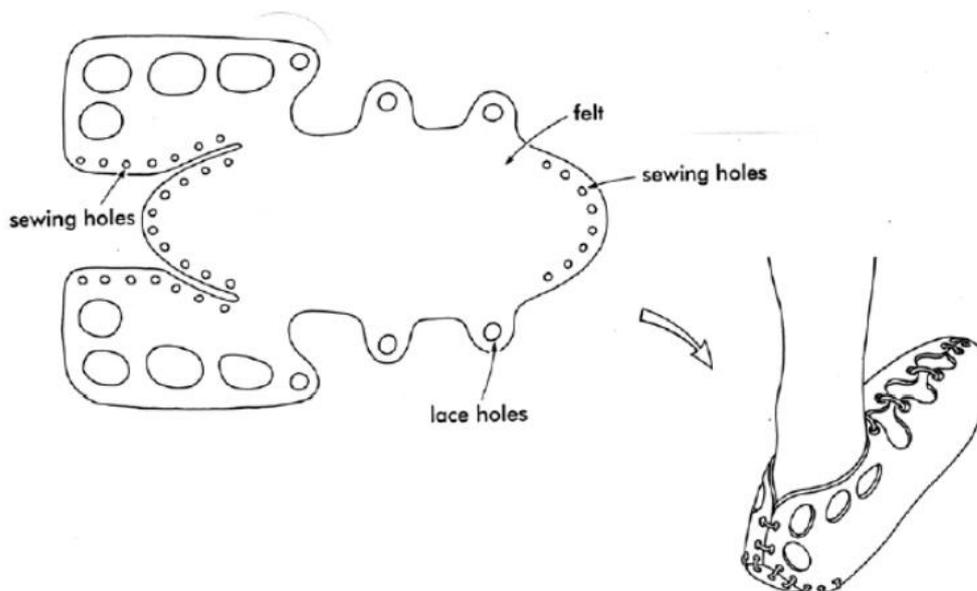
- Make a model of a Celtic homestead using twigs and clay (wattle and daub), stones and straw.



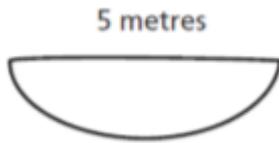
- Build a model of a Roman villa.



- Look at pictures of Roman trade ships and warships. Why would they have problems in shallow water?
- The Romans admired Celtic weaving and Boudica is described as wearing multi-coloured clothes. Set up a simple weaving loom (string wound around card or a picture frame). Weave pieces of cloth using coloured wool.
- Make Roman sandals from leather or felt. You can use the image below to base your pattern on.



- Dress a teddy bear in a toga or make a person-sized one. For a person-sized toga, you'll need cloth in a kind of flattened semi-circle shape, about five metres long.



- Have a go at making some of these Roman recipes:
  - Stuffed dates. Stone the dates and stuff them with chopped hazelnuts, walnuts or pine nuts, then roll in salt and fry in honey. [Remember nut allergies].
  - Boiled chicken. Boil small pieces of chicken with flavourings such as dates, honey, olives, mint, thyme and fennel.
  - Salad. Chop raw carrot and beetroot then drizzle with vinegar and olive oil.
  - Fish. Sprinkle with herbs and honey then grill. Tinned mackerel is a good option to use.
  - Spiced 'wine'. Flavour red grape juice with honey, nutmeg, mixed spice and black pepper.
  - Fruit. Fresh grapes and apples.
- Make some of the kind of food that Roman slaves might have eaten:
  - Rough bread
  - Porridge
  - Water or thin beer (dandelion and burdock looks like beer)

## Maths activities

- Make a timeline of your own family history. Work out a scale for the timeline. One year = one centimetre might be useful.
- Give the children some jumbled dates to order on a timeline.
- Try some maths and practical activities using Roman numerals. The numerals are below.

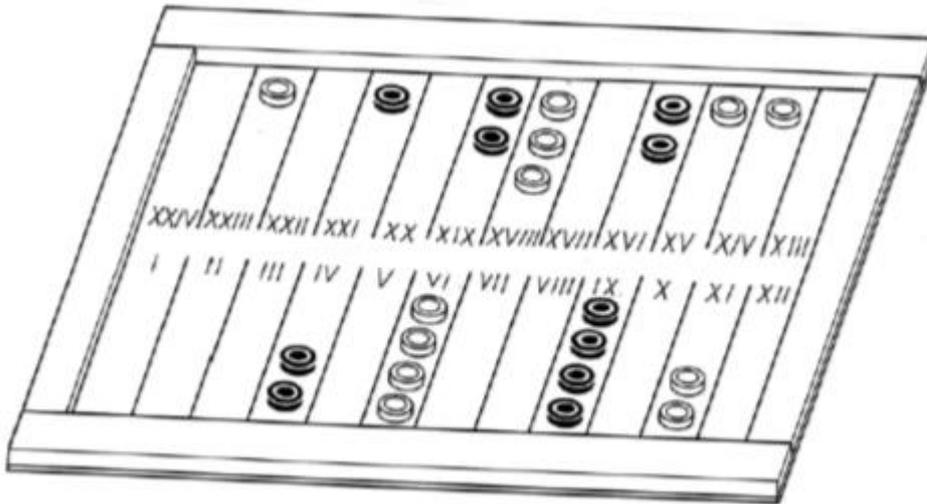
1	I	11	XI	21	XXI	400	CD
2	II	12	XII	30	XXX	500	D
3	III	13	XIII	40	XL	600	DC
4	IV	14	XIV	50	L	700	DCC
5	V	15	XV	60	LX	800	DCCC
6	VI	16	XVI	70	LXX	900	CM
7	VII	17	XVII	80	LXXX	1000	M
8	VIII	18	XVIII	90	XC	2000	MM
9	IX	19	XIX	100	C		
10	X	20	XX				

- Put the date on the board each day in Roman numerals
  - Try solving Roman sums and make up some of your own. There are examples below:  
 $XI - IV = ?$   
 $L + XX = ?$   
 $XXII + XI = ?$   
 $C - XX = ?$   
 $CD + D = ?$
  - Ask how many of a given item and ask for the answer in Roman numerals.
- Use an abacus.
  - Make a tabula board and play the game – it's a Roman game similar to backgammon. There's a picture of the board on the next page, along with the rules.

## Tabula rules

There are two players, with fifteen playing pieces each.

Pieces are put on the board as each player throws the dice.



Throw three dice. The numbers can be used separately or together – e.g.: a throw of 2, 4, 5 could let the player place one piece on 11 or two pieces on 6 and 5, or three pieces on 2, 4 and 5, and so on.

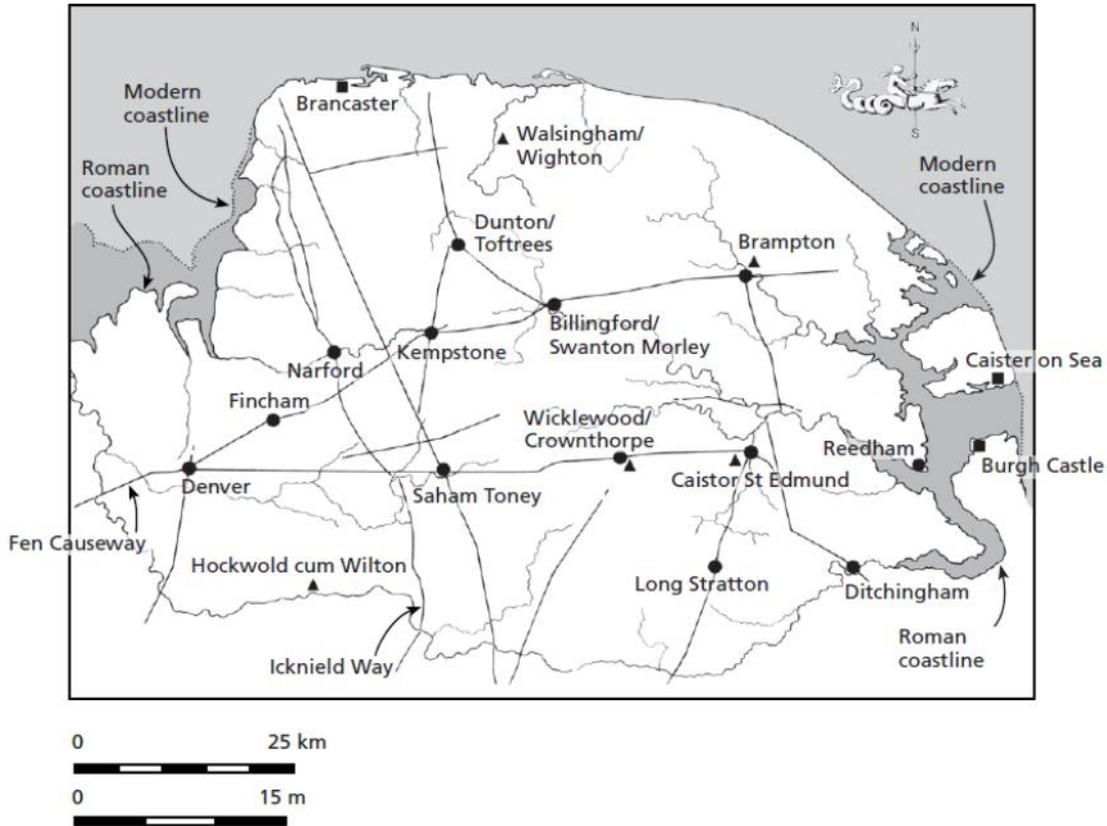
A player can land on any section so long as it is empty or only has one of their opponent's playing pieces there. If a player lands on a space with a single one of their opponent's pieces, the opponent's piece is taken off the board and has to start again.

If there is more than one opposing piece on a section, the other player cannot land there and must use another combination of numbers from their dice.

Once all of a player's pieces are on the board, they begin to be moved towards the end, according to the numbers thrown on the dice.

The winner is the player who gets their pieces around the board and off the end first.

- Using the map of Roman Norfolk, ask the children to answer questions such as:
  - What is the distance between x and y? (Choose two familiar local places)
  - How long would it take to walk the distance at 3kmph or at 3mph?



- Months of the year. Some of our months are named after Roman gods, leaders or festivals:

January is named after **Janus**, god of doors, archways and beginnings.

February is named for **Februa**, a festival.

March is named after **Mars**, the god of war.

April comes from **Aprilis**, the goddess of love and beauty (also called Venus)

May is named after **Maia**, a goddess

June is named for **Juno**, goddess of women and children.

July is named after **Julius Caesar**, the Roman statesman and general.

August is named after **Augustus**, the first Roman emperor.

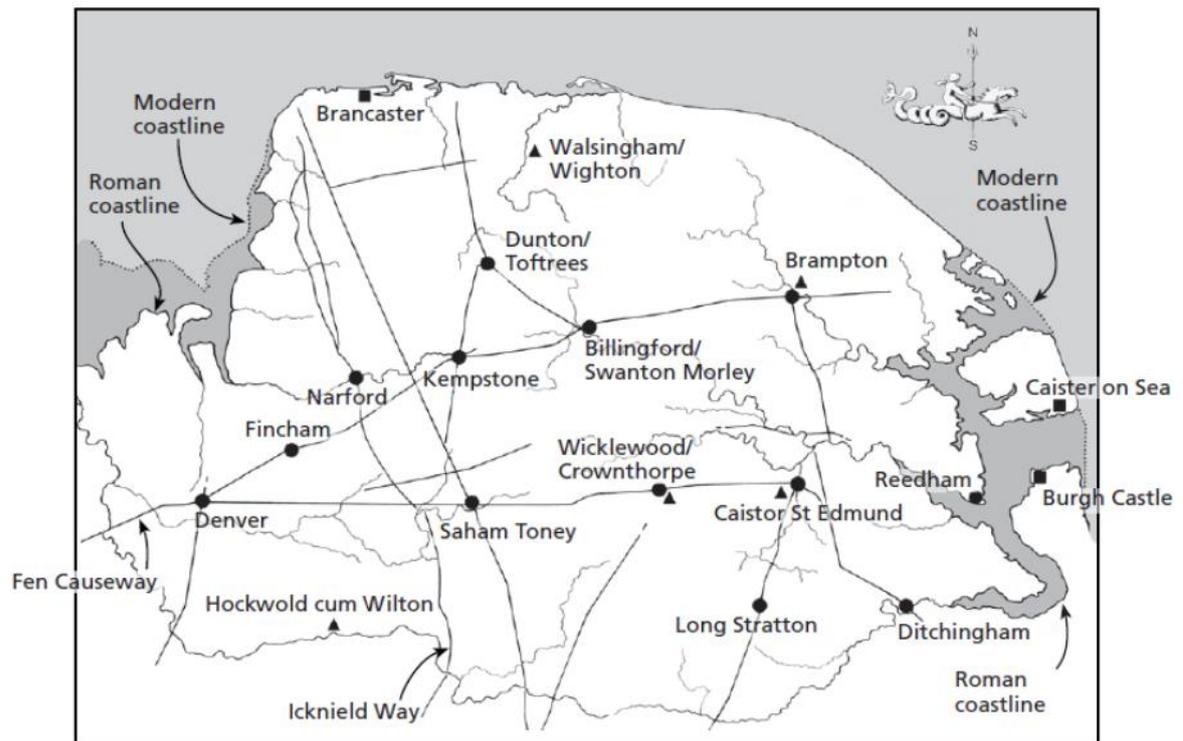
The Roman calendar originally had ten months. Our words September, October, November and December are from that calendar and are the names of the seventh, eighth, ninth and tenth months. Later, months named after Julius Caesar and Augustus were included.

Make a Roman calendar with illustrations for each month. The list of months in order is below:

1. Janus
2. February
3. Mars
4. Aprilis
5. Maia
6. Juno
7. Julius
8. Augustus
9. September (originally seventh month)
10. October (originally eighth month)
11. November (originally ninth month)
12. December (originally tenth month)

## Geography activities

- Use the map of Norfolk to answer these questions.
  - Look at where the small towns are. Why are they there?
  - Look at the roads. Why do they go north to south? Why do they go east to west? Why are they so straight?
  - Look at where the coast was 2,000 years ago. Can you guess why Narford and Reedham were important?



■ 3rd-century fort      ● small town      ▲ temple      — — — Roman road

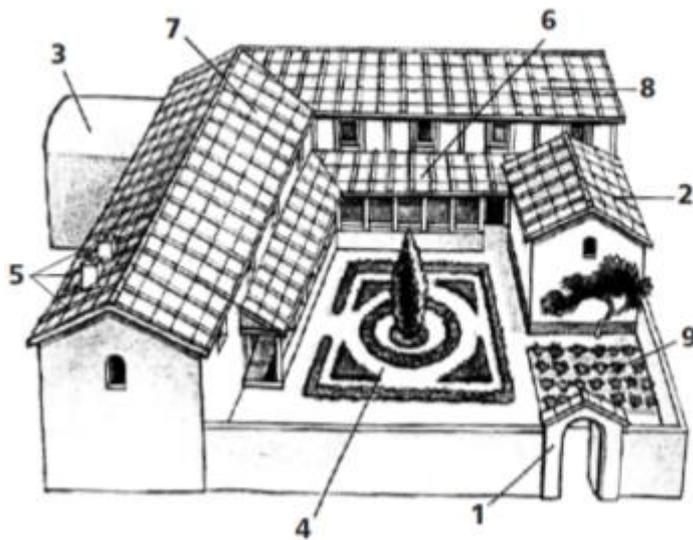
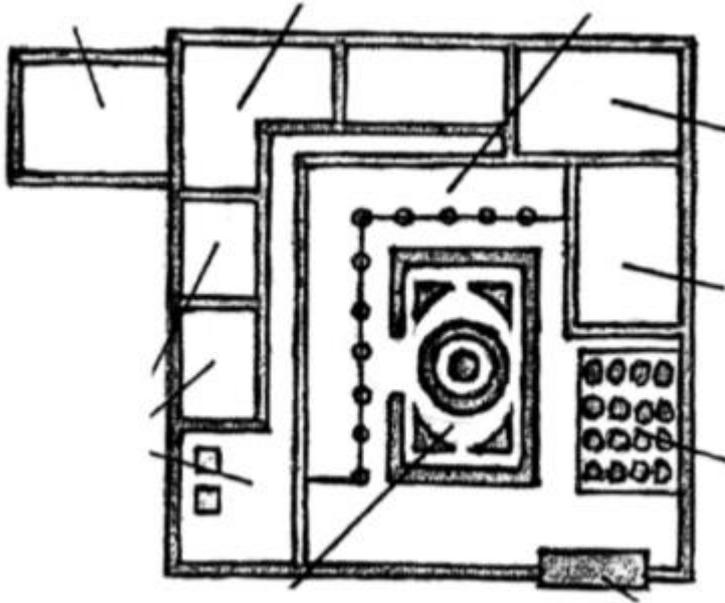
0                      25 km



0                      15 m

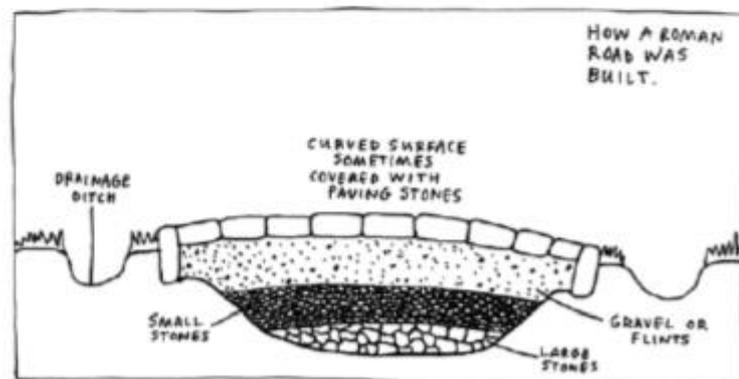


- Label the rooms in this villa (image below).

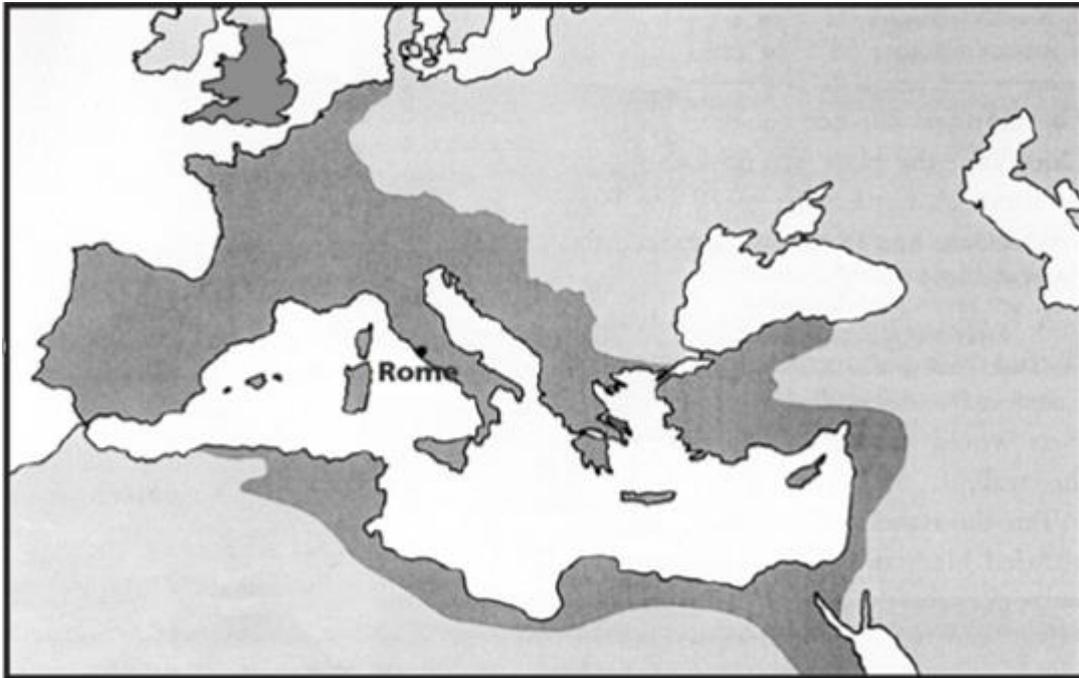


- 1 entrance
- 2 servants' quarters
- 3 bath-house
- 4 courtyard
- 5 kitchen and larders
- 6 verandah
- 7 heated room
- 8 bedroom
- 9 herb garden

- Make instructions for building a Roman road. You might like to create an illustrated booklet or road-building manual. You can use the instructions below (with steps numbered in Roman numerals).
  - I. Look for the shortest, straightest, flattest route between two places.
  - II. Light fires on the highest points to map the route.
  - III. Transport tools, materials and workers to the site.
  - IV. Arrange food and shelter.
  - V. Clear trees and turf.
  - VI. Dig a trench.
  - VII. Fill with layers of big stones.
  - VIII. Lay smaller stones, flints and gravel on top.
  - IX. Slope to let water run into ditches at the sides.
  - X. Build bridges over rivers if the water is too deep to wade through.



- The Roman empire today. Use an atlas to find today's names for the countries which used to be the provinces of the Roman empire.



The Roman empire

## RE PHSE Citizenship activities

Romans worshipped many gods and goddesses, including:

Jupiter, chief of the gods. Husband of Juno.

Juno, goddess of women, marriage and children. Wife of Jupiter.

Minerva, goddess of wisdom and art. Daughter of Jupiter and Juno.

Mars, the god of war.

Mercury, a messenger between the gods.

Neptune, the god of the sea.

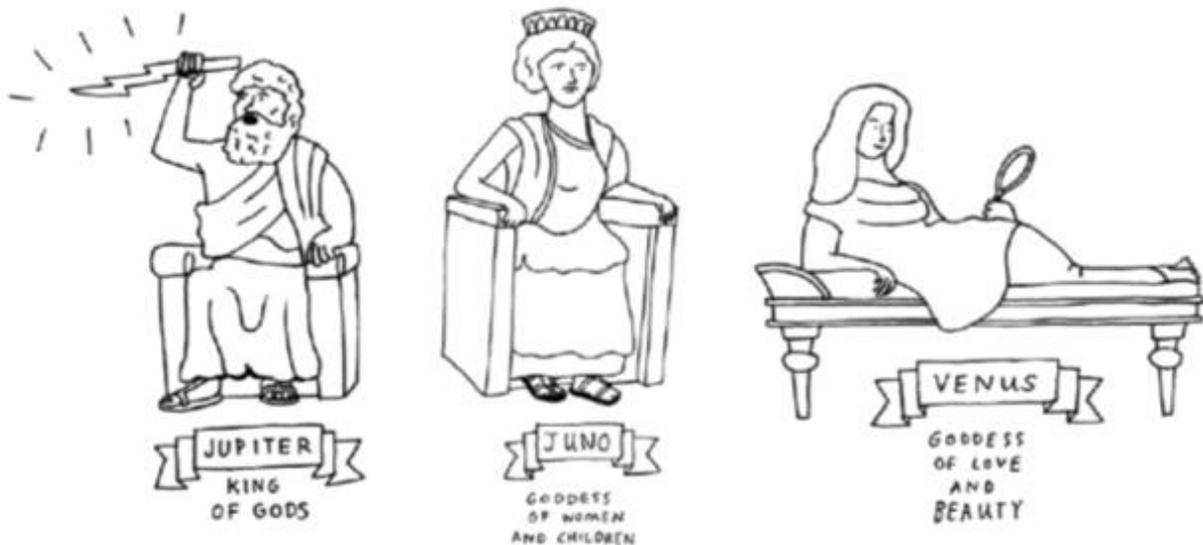
Bacchus, the god of wine.

Venus, the goddess of love and beauty.

Ceres, the goddess of farming.

Apollo, god of light and music.

Vesta, goddess of the home.



- Draw or paint your own gods.
- Discuss why the Romans and Celts had so many gods.
- Discuss the actions of invaders and immigrants today.