

ROMANS REVEALED

WHO WERE THE REAL ROMANS?

A RUNNYMEDE TEACHING RESOURCE

ACKNOWLEDGEMENTS

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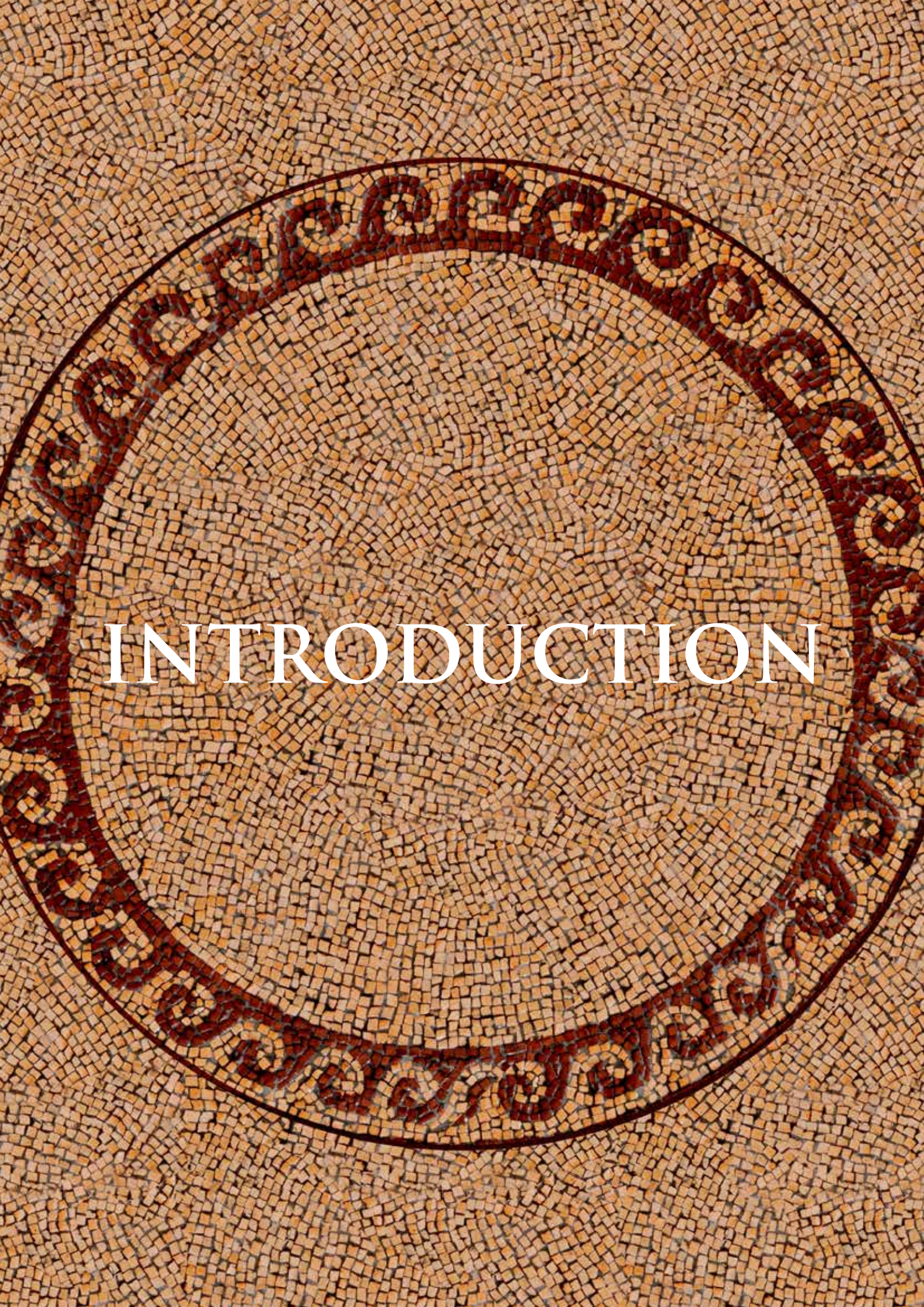
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INTRODUCTION

INTRODUCTION

Welcome to this teaching resource, which is aimed at those teaching Key Stage 2 (KS2) History to children aged 7 to 11, and is designed to accompany the educational online resource *Romans Revealed* at www.romansrevealed.com.

The *Romans Revealed* website has been developed by the Runnymede Trust in conjunction with the University of Reading. It is based on research conducted by archaeologists using innovative scientific techniques to demonstrate how diverse Roman Britain actually was.

The website focuses specifically on the lives of four individuals who lived in the Romano-British towns of Winchester and York – Savariana, Julia, Brucco and Piscarius – and teachers can use their stories to engage pupils with the way different individuals lived during this period.

This document is also designed for use in conjunction with the eight classroom-based film clips found in the Teaching Resource section of the *Romans Revealed* website, which provide additional activities and questions for discussion (www.romansrevealed.com/resources/runnymede-s-teaching-resource.html). These film clips show children both asking and answering questions about Roman Britain, archaeology and diversity. They can be used as a resource for further questions or as short films in their own right for the pupils to view. In addition, teachers can develop their own question-and-answer sessions from them.



BACKGROUND TO THE ROMANS REVEALED PROJECT

The University of Reading developed a research project that examined more than 150 skeletons from different sites in Roman Britain to find out more about migration in the Roman World. Techniques including ancestry assessments and isotope analysis suggested that people from both warmer and colder areas came to Britain, including individuals of possible African descent, migrant women and children.

WHAT THIS RESOURCE DOES

In this resource teachers will find discussion tips, activities, printable handouts and short video clips. These are designed to help them assist pupils in navigating their way around the *Romans Revealed* website, with questions pointing to specific pages and sections.

Some of the discussion materials or activities have been divided into age ranges (younger children: ages 7–9; older children: ages 10–11). These are interchangeable, depending on the abilities of the children in the class or group.

Using the stories about Savariana, Julia, Brucco and Piscarius as a starting-point, teachers can work their way around the site using some of the following themes – Migration, Diversity, Evidence. Themes will also work well as discrete topics to complement those areas of special focus within the subject of Roman Britain you and your group have chosen to concentrate on.

WHY YOU SHOULD USE THIS RESOURCE

The *Romans Revealed* website has been developed to enable young children and teachers to engage with the issues covered in the University of Reading academic research project. Further information about the project itself can be found on the archaeology pages of the University of Reading website: www.reading.ac.uk/archaeology/research/Projects/arch-HE-Diaspora.aspx

What the research and the website show is that the concept of a diverse Britain is not new. Links can be made between the way we understand modern multicultural British towns and cities and the very diverse groups of people who lived in Romano-British towns such as York and Winchester.

The resource offers young children the opportunity to engage with ideas about migration and diversity as well as teaching them about the use of archaeological science in history. It thereby makes cross-curricular links between Key Stage 2 History, Geography and Science, while the activities and discussion materials, in particular, will help develop and consolidate English curricular skills, as outlined below:

For work in History use this resource to:

- establish, through the focus on Roman Britain, connections between the Roman Empire, the people who lived and worked within it, and the settlement of some of these individuals in Britain;
- gain an understanding of how evidence is used to make historical claims, and how much it is and is not possible to 'know' from historical research;
- comprehend how our lives today can be linked to daily life in Roman Britain;
- think about the similarities between a multicultural Romano-British town and some of the towns and cities in contemporary Britain.

For work in Geography use this resource to:

- gain more knowledge of the geographical spread of the Roman Empire;
- explore why and how people moved across the Empire and the journeys they made to Britain during that period;
- understand how migration influences the diversity of a particular place/town/city/country;
- make links between children's own travels and journeys, and with those of their family members, others in the class, and people in their local communities.

For work in Science use this resource to:

- learn about the work of archaeologists in general;
- discover and understand some of the techniques used by archaeologists to make scientific and historical claims;
- build on this information and develop it to make statements about life in Roman Britain by assembling pieces of evidence, both real and imaginary.

Use English cross-curricular capacities to:

- develop the skills listed in the table on page 7 across the content of the History, Geography and Science curricula outlined above.

KEY STAGE 2 (YEARS 3–4)

Comprehension skills in listening to and understanding the stories of audio characters

Comprehension skills in listening to filmed interviews with archaeologists on the website

Oral participatory skills through the discussion of answers and development of scripts and scenarios based on characters and evidence

Oral skills necessary for the consolidation of information and feedback to class

KEY STAGE 2 (YEARS 5–6)

Skills of reading and comprehension by means of exploring the individual character stories of Julia, Savarina, Brucco and Piscarius

Skills of reading and comprehension through reading, understanding and consolidating the variety of information contained within the website

Composition skills through the planning, development and writing of short stories, scenarios and scripts based on characters and evidence

Debating skills and others necessary for the consolidation of information and oral feedback to class

HOW TO USE THIS RESOURCE

The most effective way to use this resource is in conjunction with the *Romans Revealed* website. Children will find the website itself easy to navigate, and some time should be spent allowing pupils to explore the site. The discussion and activity materials, however, will give maximum value by allowing children to take a specific element of the site – for example, the story of Julia or Brucco – and use it as a basis for thinking about how we are able to create stories like this, and then to create some of their own.

Laptops or computers and linked whiteboards are essential tools for getting the most out of this teaching resource in classroom settings.

INTRODUCTION TO THE ROMANS REVEALED CHARACTERS AND RESOURCE THEMES

In the *Romans Revealed* website you and your pupils will meet four characters whose remains were excavated by the Reading research team:



SAVARIANA



PISCARIUS



BRUCCO



JULIA

You will also meet Hella Eckardt (archaeologist), Mary Lewis (biological anthropologist), Gundula Müldner (bioarchaeologist), Aaron Watson (archaeologist and illustrator), Caroline Lawrence (author) and Helen Forte (illustrator).

We have used the work of these individuals and the stories of Savariana, Piscarius, Brucco and Julia to illustrate our themes of ***Migration, Evidence and Diversity***.

The stories of each of these individuals, created by Caroline Lawrence, are a useful way of introducing all Key Stage 2 pupils, but especially the younger ones, to the subject of Roman Britain as well as to the themes included in this resource.



MIGRATION

For the theme of Migration we have focused on Piscarius because we think he was born in a colder climate, possibly off the coast of Poland and his story is useful for discussions and activities about movement and settlement. Savariana is also a helpful character to use for discussions about second or third generation migration as some of her grave goods, her bracelets for example, suggest that members of her family may have been 'incomers'.

EVIDENCE

For the theme of Evidence we have drawn on all four of the characters as the items included in their graves, together with the information provided by the scientists Hella, Mary and Gundula, can be used to piece together information about each person. These activities are probably best to use before the children have spent any time on the website

DIVERSITY

Finally for the theme of Diversity we focus on Julia (and her father) because her grave goods suggest that she may have had North African heritage and have been quite wealthy. Her example can be used to talk about how diverse, both the Roman Empire generally and Roman Britain in particular, was, but also, in view of her possible wealth, to challenge views about what African Romans may have been like.

Whilst many of these themes work well across age groups, in some we have indicated activities better suited to older and younger pupils. So for example, in the theme of Diversity, we have selected activities looking at broadly similar issues for younger and older Key Stage 2 children, but please feel free to adapt as suits the ages and/or abilities of your pupils.



The image features a circular mosaic design. The outer ring is composed of dark red tiles forming a repeating scroll-like pattern. The inner circle is made of light beige tiles. The word "MIGRATION" is centered in a white, serif, all-caps font.

MIGRATION

MIGRATION

CLASSROOM ACTIVITIES

Activities in this section are divided into several parts and each one involves some pre-class homework, which includes playing a few of the video and audio clips from the website. As there are so many parts to this section they can be broken up into self-contained single activities, run across a number of sessions, or shortened to adapt to the time available.

They should be suitable for all year groups in Key Stage 2, but can be adapted to suit.



Learning objectives:

- To get pupils to understand how migration can affect an area, the impact it has and the changes that can often occur;
- To draw parallels between the process of migration which took place across the Roman Empire and the way that people migrate to Britain today;
- To give children the opportunity to use real-life examples, think about the areas where they live, and compare them to the Romano-British towns of Venta Belgarum (Winchester) and Ebocarum (York).

PREPARATION

Give the children copies of the Migration Task Sheet to take home with them. Using the Task Sheet, which is addressed to 'Dear Member of My Family', each child should ask their parents/aunts/uncles/grandparents to supply the information requested about where they were born. The children can ask as many family members as they like for this information. Remind them to bring the completed Task Sheets back to school by an agreed date.

MIGRATION - TASK SHEET

Dear Member of My Family

Our class is working on the topic of 'migration' at school. To help us to think about migration our teacher would like you to tell me where you were born and give me answers to these other questions below.

What is your name?

Are you my mum or dad, my aunt, uncle, cousin, or my grandparent?

Where were you born? Please tell me the street name, or area name, or town name, or country name.

Is that a different place from where we live now? If it is, what is different about it and how did you come to be here? Why did you move?

OR

If you've lived in the same place all your life, how has it changed?

Thank you!

MIGRATION - CLASSROOM ACTIVITY

WHERE ARE WE FROM?

- Invite the children to set out all their different Migration sheets on the classroom tables.
- Get them to group their Migration sheets into those for: (a) family members who have always lived in the same area; (b) those who have come from different cities or parts of the country; and (c) those who have come from different countries.
- Let the children stay seated near the Migration sheets in groups related to (a), (b) and (c) above. If some groups are very large and others very small (for example, a majority have parents who have never moved and only two or three have parents from another country, or vice versa), leave the children in their own seats, or prepare fictional individuals from each group to add to the children's examples.
- Ask the children to talk about where their family members were born and whether this is different from where they live now. They may have been born in different parts of the same area or town, or in different parts of the country, or come from different countries altogether.
- Ask the children to talk about why people move around – some of their family members may have moved to find jobs, to study in a different place, to start a family; or some may have moved when they were very young and didn't have a say in where they moved to.
- If their parent or grandparent has lived in the same house all their lives, get these children to talk about who else may have come and gone from their parents' houses.
- List the many reasons that people give for moving. Try to include your own example to make it interesting for the class!
- **For older children:** Ask them to draw pictures to represent the journeys made by a person either in their own family or selected from one of the Migration Task Sheets.
- **For younger children:** Ask them to draw their own house, with their family members nearby. Then ask them to draw the means of transport that someone migrating from another part of the world may have used to get to their destination area or town (i.e. train, boat, aeroplane).

THE ROMAN EMPIRE: THE STORY OF PISCARIUS



ACTIVITIES - WHERE WERE THEY FROM?

Go to the story of Piscarius – on the webpages listed below – and either read or listen to the first three pages.

Piscarius I www.romansrevealed.com/the-stories/piscarius/piscarius-page-1.html

Piscarius II www.romansrevealed.com/the-stories/piscarius/piscarius-page-2.html

Piscarius III www.romansrevealed.com/the-stories/piscarius/piscarius-page-3.html

Start a discussion about Piscarius:

- Where does he live and was he born there?
- Where is he from?
- What about some of his other family members? (Refer the class to page 2 of his story, where he talks about his wife and her parents.)

Food

Listen to or read the rest of his story, where he talks about the food he likes to eat and how his wife persuaded him to enjoy Roman food, which he now eats all the time.

Ask your pupils to talk about a type of food they eat, one which is usually cooked and eaten in other countries but that everyone now eats in the UK. Give them some examples, like noodles, rice, tea, pizza, etc.

If these are foods eaten in Britain, does that make them British food? If *Garum* (the fish sauce made from anchovies) was eaten in Roman Britain but had originally come from *Italia* and *Hispania*, does that make it a Roman British food or an Italian food?

Extension: Show the class the Teaching Resource video clip *What did the Romans Eat?*, (www.romansrevealed.com/resources/runnymede-s-teaching-resource.html) and use the prompt questions at the end to continue the discussion.

Incomers

Tell the class that Piscarius was an 'incomer' like one of the other characters from the website. If the class has spent time on the website see if they can identify which other character this is, and talk about where that character may have come from.

For younger pupils: ask them to colour in the 'Piscarius at Work' picture.

For older pupils: ask them to draw a picture to represent Piscarius's journey to Roman Britain.

Extension: Use the same 'Where were they from?' exercises above to explore the character of Julia.

PISCARIUS AT WORK



WHAT IS THE EFFECT OF MIGRATION?

Play the following video clips from Hella Eckart:

www.romansrevealed.com/about-the-project/hella-surprises.html

or

www.romansrevealed.com/about-the-project/hella-diversity.html

and Mary Lewis:

www.romansrevealed.com/about-the-project/mary-diversity.html

on the website where they both talk about the surprise of discovering just how many people from different parts of the world were living in Roman Britain.

DISCUSSION

- Ask your class to think about the way Mary Lewis describes the incomers who came to Roman Britain, settled and had families there together with second and sometimes third generations of their families.
- Get your class to look back at their Migration Task Sheets to remind themselves about different people in their town/area: Where did these people live before they moved? Do your pupils think their own family members who weren't born in the area feel like locals?

Despite Piscarius being from possibly the coast of Poland or the *Land of the Cimbri*, he is part of Roman Britain and part of the Roman Empire. Is this similar for people born outside of Britain today who come here to work, and have their families here?

Remember!

Britain was invaded by the Romans and people moved around to find work or as members of the Roman army within the Empire. This invasion was not always peaceful.

However, does the class think that migration was good for Britain back then? And in what way? What contribution did Piscarius make to the lives of the local people?

Try to draw out the local similarities: Has migration been good for the particular area your school is situated in? Ask one or two of the class to talk about how their family members may have made a contribution to the local area. Or talk about a person who is well known locally and who may have migrated from elsewhere (a teacher in the school, a shopkeeper, the local librarian, etc).

Is migration the same now or a different experience?

Other similarities show that life for some migrants in the Roman Empire may have been better than it is nowadays.

Click on the Politics page of the website, as given below. Some migrants who came to Britain with the Romans worked as high-ranking officials, such as judges or collecting taxes, positions with high responsibility: www.romansrevealed.com/roman-britain/politics/politics-2.html

Is this the case for those new migrants to Britain who are recent arrivals?

FINALLY ... HOW DO WE KNOW THIS?

End the session by going over the evidence from which the information about Piscarius is drawn. If time allows, either ask the children to research the site themselves during class time, or go over this information yourself with the pupils. Alternatively, use this as a piece of homework by asking the children to find out the following:

1. How do we know where Piscarius was born?
2. How do we know how diverse Eboracum (Roman York) actually was?
3. How do we know how diverse Roman Britain was?
4. How do we know how diverse the Roman Empire was?
5. How do we know what contribution the Romans made to Britain?

TIPS FOR SEARCHING FOR EVIDENCE

DIVERSITY

Roman York as a diverse place:

www.romansrevealed.com/roman-britain/york/york-2.html

and the 'How do we know' button;

www.romansrevealed.com/roman-britain/york/york-3.html

and the 'How do we know' button.

Roman Britain as a diverse place:

www.romansrevealed.com/roman-britain/the-people/people-1.html

and the 'How do we know' button.

The Roman Empire as a diverse place:

www.romansrevealed.com/about-the-project/hella-diversity.html

Where Piscarius came from:

www.romansrevealed.com/the-stories/piscarius/piscarius-page-1.html

and the 'How do we know' button.

CONTRIBUTION OF ROMANS TO BRITAIN

Culture:

www.romansrevealed.com/roman-britain/culture/culture-3.html

and the 'How do we know' button;

www.romansrevealed.com/roman-britain/culture/culture-4.html

and the 'How do we know' button

Economy:

www.romansrevealed.com/roman-britain/the-economy/economy-2.html

and the 'How do we know' button;

www.romansrevealed.com/roman-britain/the-economy/economy-4.html

and the 'How do we know' button.

DIFFERENT TYPES OF MIGRATION - SECOND AND THIRD GENERATIONS - THE STORY OF SAVARIANA

ACTIVITY 1

This is a good activity to conduct with younger children but is also suitable for older pupils.

PREPARATION

Read or play to the children the story of Savariana, which focuses on her 'lucky eye necklace': www.romansrevealed.com/the-stories/savariana/savariana-page-1.html

Explain to the class that Savariana was born in Winchester, then known as Venta Belgarum, but that some of the items found in her grave, especially the many bracelets she wore on one arm, suggest that she may either have been an incomer herself, or that there were incomers among her family. This would mean that Savariana was a second-generation migrant.

ACTIVITY 2

Get the children to look back at their Migration Task Sheets, and ask whether some of them, or perhaps someone in their family, may have a parent born outside Britain, just like Savariana.

Savariana's parents had given her a special necklace that came from Pannonia. Ask the class why they think her parents may have given her this necklace? Children may talk about its prettiness or how it was supposed to keep her safe.

Get the children to think about whether it might have reminded her parents of where they themselves were born. What other sorts of things might they have shared with her to remind them of Pannonia? Suggestions can include pictures, stories, family heirlooms, food.

If there are children in the class with parents who may have been born outside the UK ask them what, if anything, their parents have shared with them from these countries.

Ask the class to draw some of the examples they suggest, and to colour in the picture of Savariana.

For older children repeat the 'Finally ... how do we know this?' activity, either for homework or within the class.

FINALLY ... HOW DO WE KNOW THIS?

End the session by going over the evidence from which the information about Savariana is extracted. If time allows either ask the children to research the site themselves during class time or go over this information yourself with pupils. Alternatively, use this as a piece of homework by asking the children to find out the following:

1. How do we know where Savariana was born?
2. How do we know how diverse Venta Belgarum (Roman Winchester) actually was?
3. How do we know how diverse Roman Britain was?
4. How do we know how diverse the Roman Empire was

TIPS FOR SEARCHING FOR EVIDENCE

Roman Winchester as a diverse place:

www.romansrevealed.com/roman-britain/winchester/winchester-4.html

and the 'How do we know' button.

Roman Britain as a diverse place:

www.romansrevealed.com/roman-britain/the-people/people-1.html

and the 'How do we know' button.

The Roman Empire as a diverse place:

www.romansrevealed.com/about-the-project/hella-diversity.html

Where Savariana came from:

www.romansrevealed.com/the-dig-sites/savariana-dig-site.html

and the pages about 'Teeth', 'Bracelets' and 'Summary'.

Click *listen to the scientist* on all of these pages.

SAVARIANA AT THE FLORALIA





EVIDENCE

EVIDENCE

CSI ROMAN BRITAIN 1

PREPARATION

Ask the class to spend some time looking through the dig sites for all four characters. Get the children to do this without, in the first instance, clicking on the items. This activity is best conducted before reading through any of the stories.

Evidence Files

Look at Brucco's grave. Get the class to hold the cursor over each of the grave goods and list them one by one. Ask the children to think about why these items may have been put into Brucco's grave. Get them to draw the items and list their thoughts about them on separate pieces of paper.



Now do the same for Savariana's grave. Get the children to list the items found in her grave, make guesses about why they are there, and then draw each item.

Now ask the children to spend time researching Brucco and Savariana's grave sites. Alongside each item they have found in the grave site, they should write their thoughts in response to the following:

- Why has each item been found at the site?
- Were these items placed in the grave as offerings by grieving relatives or are they something the person was wearing when he or she was buried?
- What do these items tell us about Brucco and Savariana?

Play the children the teaching resource clip about *Pottery* (www.romansrevealed.com/resources/runnymede-s-teaching-resource.html) and ask the prompt questions.

Give the younger pupils pictures of Brucco and Savariana to colour in and then add to their Evidence files.

How can we tell a skeleton's age?

Ask pupils to imagine what they might need in order to work out the age of a skeleton. Skulls and teeth play a useful role here. Get the pupils to think about their own teeth. For example, how would someone finding one of the children's skeletons be able to work out their age by looking at their teeth? (i.e. not yet having many permanent teeth, or having already developed lots of permanent teeth, can be a good indicator of age).



How can we tell a skeleton's gender?

Give pupils two skeleton sheets and ask them to guess which is male and which female. Skeleton 1 - female; Skeleton 2 - male.

What about skulls?

Give pupils the pictures of Piscarius's and Savariana's skulls but do not tell them who the skulls belong to. Ask them to make guesses about what these skulls can tell us (i.e. age, gender). For info Savariana's skull is Skull One and Piscarius's skull is Skull Two

Ask the children to choose which of the four characters these two skulls may belong to.

Feedback session

Now direct children to the website pages for Savariana:

www.romansrevealed.com/the-stories/savariana.html;

and Piscarius: www.romansrevealed.com/the-stories/piscarius.html

This is a reconstruction of **Savariana's** skull (the real skull was very poorly preserved). We can tell she is young because she does not have many permanent teeth. Other clues include the small size of her skull. Also, very young children may have a more noticeable separation between the central bones (or fontanelles) in their skull.



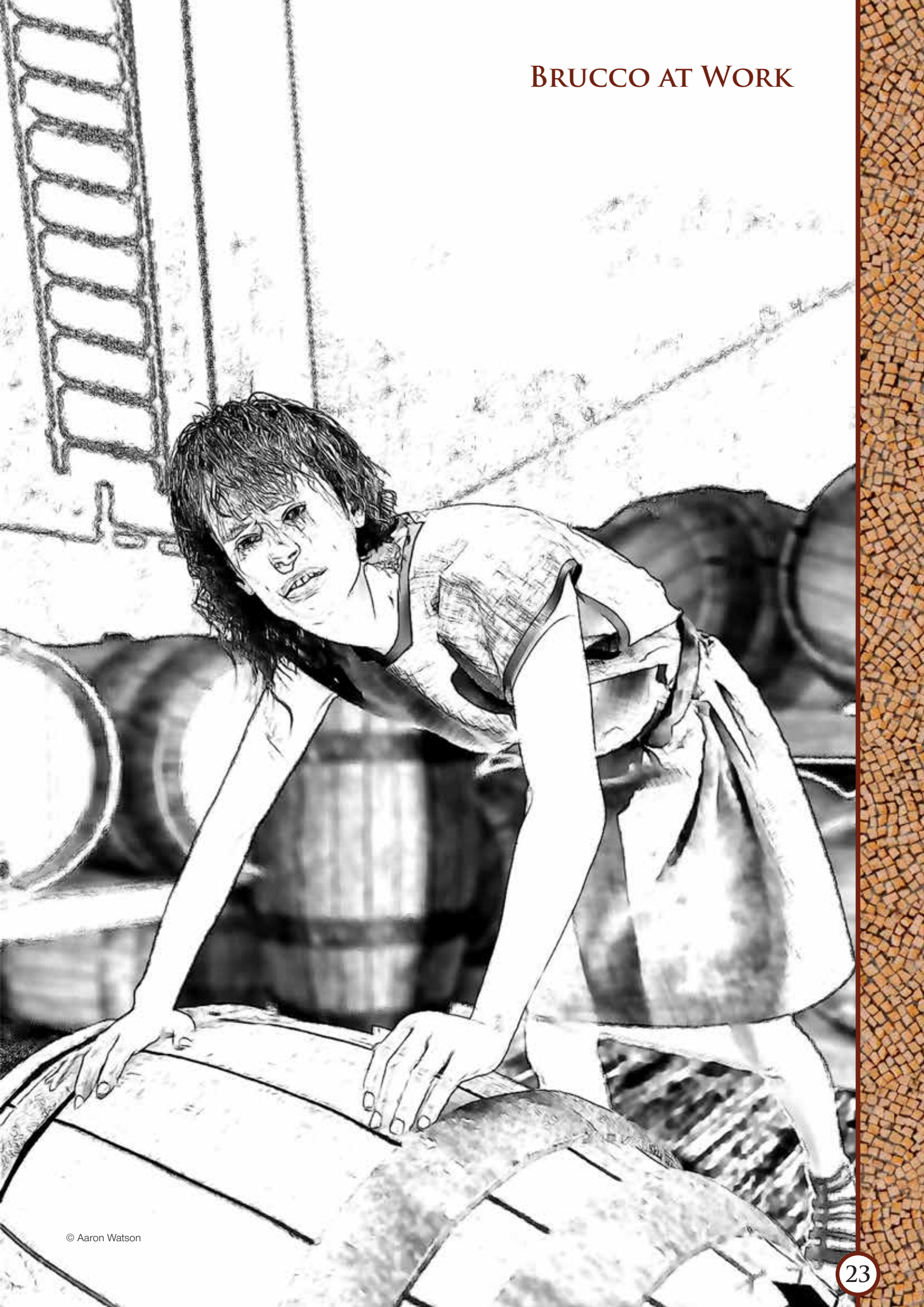
This is a picture of **Piscarius's** skull. We can tell Piscarius is a male by the size of his skull. When we look at his teeth we can see he is not a child (if he has wisdom teeth he is likely to be older than 18).



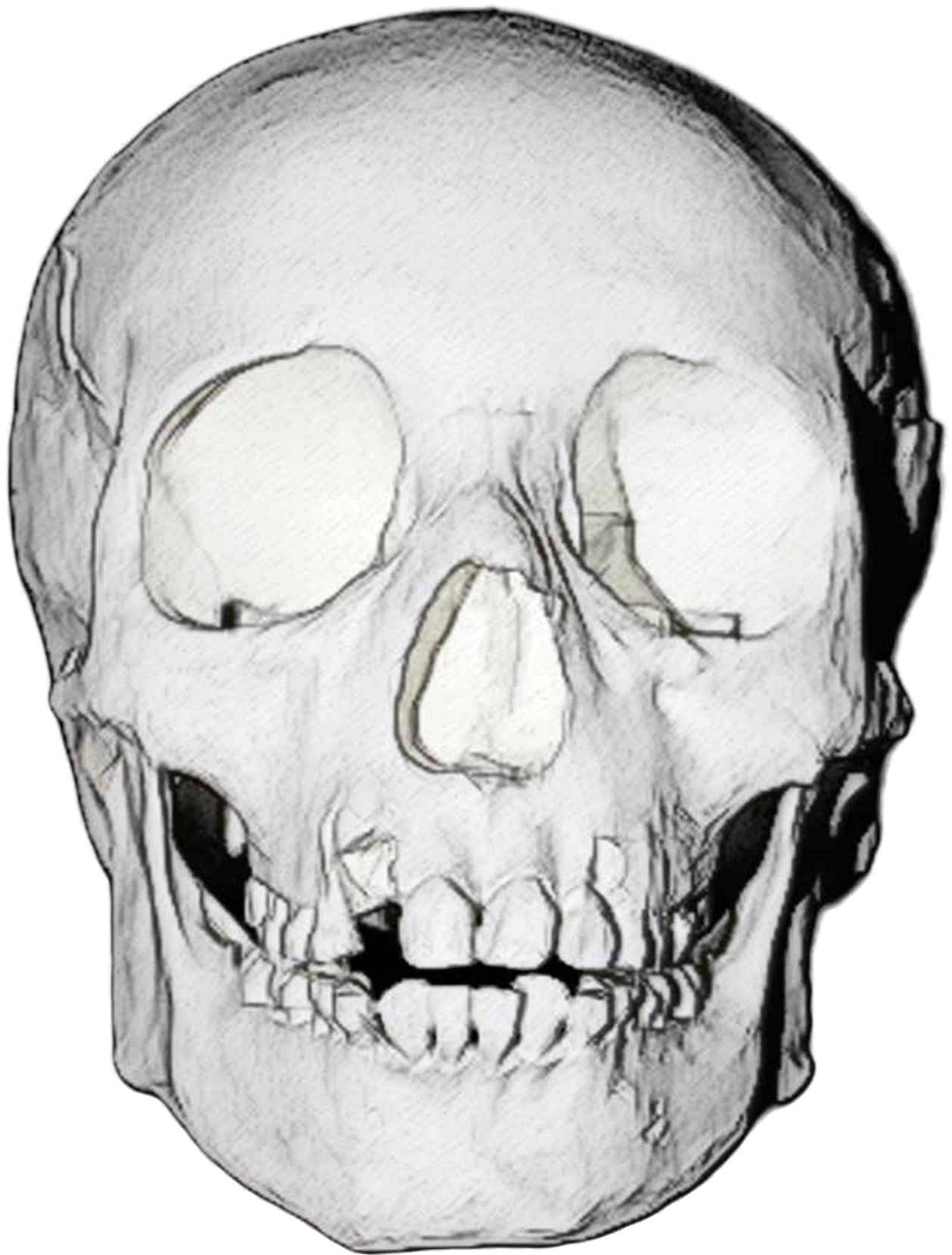
Play to the children the teaching resource clips about *Skulls, Age and Gender* (www.romansrevealed.com/resources/runnymede-s-teaching-resource.html), and ask them the following prompt questions:

If archaeologists discovered your skulls 1000 years in the future, how would they be able to tell you and your teacher apart?

BRUCCO AT WORK



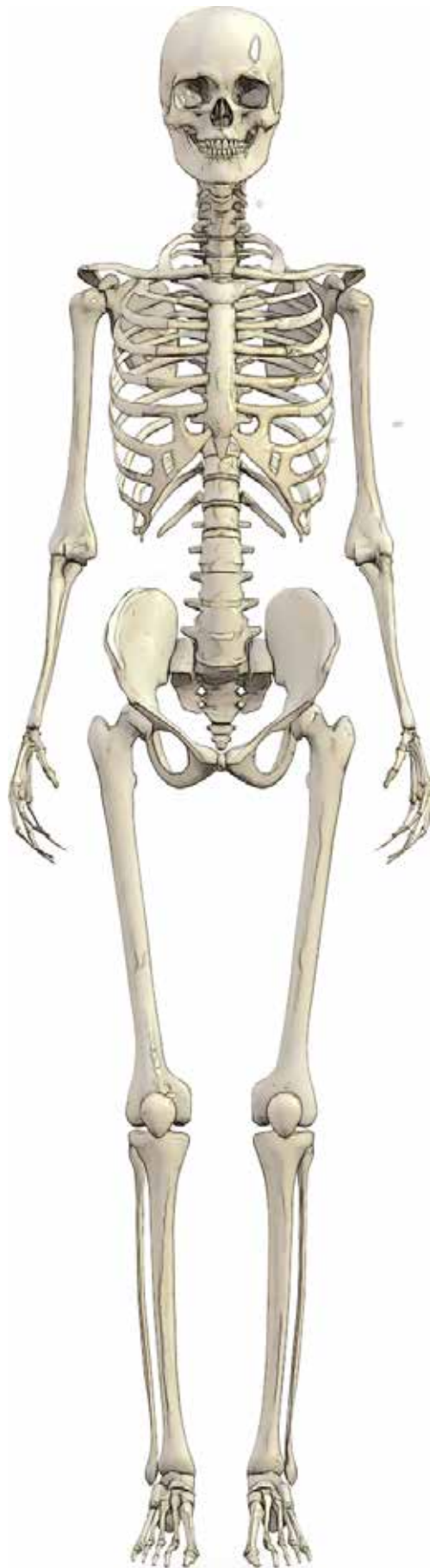
SKULL 1



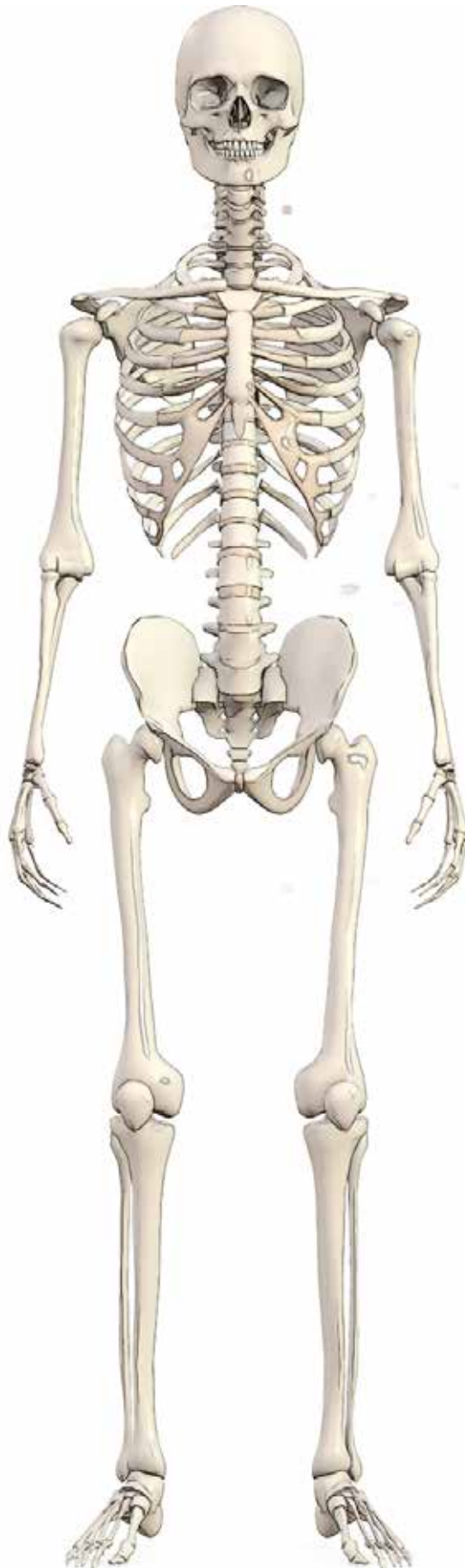
SKULL 2



SKELETON 1



SKELETON 2



CSI ROMAN BRITAIN 2 - ROLE PLAY (OLDER PUPILS)

This activity will work well for older pupils, and for younger ones if adapted (see page 30)

PREPARATION

Allocate roles for the children: Archaeologist; Detective Inspector; Scene of Crime Officer; Owner of the Land where the grave site has been discovered (i.e. farmer or wealthy landowner); Local Authority Representative keen to claim the find for the authority; Journalist reporting for the local/national press. Divide the children into groups, with each group including one role from the list above.

Don't forget, there are four characters to whom this activity can be applied.

Activity for Older Pupils

Give the children pictures of some of the items found in a grave site, as included in the **Evidence Task Sheet**, and ask them to build up a picture of the person found in the grave. Each person with a designated role is to look at each item and ask questions based on their role (for example: Owner of the Land interested in how much everything will cost; Detective Inspector interested in whether or not the person died of natural causes or because of an accident). Ask the children to draw up lists of questions to ask based on the role they are playing.

Get the children to listen to the teaching resource clips about *Skulls, Age and Gender* (www.romansrevealed.com/resources/runnymede-s-teaching-resource.html)

Also play them relevant information from the website as reported by each of the archaeologists.

Then encourage the children to use grave-site items from one of the four graves to build up a picture of the sort of person their owner might have been:

- How old might they have been when they died?
- Were they born in Britain or elsewhere in the Roman Empire?
- Can we tell whether this person was male or female?
- Could some of the grave goods have been placed in the grave as offerings by grieving relatives?
- What might the person have been wearing when buried?

Once the pupils have asked all their questions, get them to use the website to work out what answers are there to be discovered by clicking on similar items in the dig sites for all four characters.

FEEDBACK/PLENARY

A Presentation

Each group then makes a presentation to the rest of the class, using the evidence they have researched, relating what they can tell the others about the person in the grave site. If time permits, the group can develop two or three slides to help them present the points they are making.

A Role Play – Press Conference

Given the roles they are playing, it's likely there will be disagreement between members of the group on what information to present. If so, the group can instead choose to act out a press conference, with the journalist in the group asking the questions, where they tell the public (the rest of the class) about the range of conclusions they came to, based on the evidence.

Extension/Homework

Using Caroline Lawrence's website stories about the four characters as inspiration, ask pupils to create their own story based on the evidence collected and conclusions drawn about the person they think may have been buried in one of the grave sites. To help them do this, they should be encouraged to use the website, especially the information sections under the tab *Roman Britain*, and the 'How do we know' buttons: www.romansrevealed.com/background/caroline-lawrence.html



CSI ROMAN BRITAIN 3 - ROLE PLAY (YOUNGER PUPILS)

PREPARATION

The same as for the activity above for older pupils, but reduce the number of roles to be played and conduct the activity with the whole group, selecting a few to come to the front and take on a role. The roles selected could include the Police Officer, the Land Owner or the Journalist.

Using the pictures of grave-site items from the **Evidence Task Sheet**, pass these pictures around for the children to look at. Ask the class what they think each character (Police Officer, Journalist) might want to find out (e.g. What would a police officer want to know about this bone/pot/bracelet?) Use the website to help the children think about and construct the answers.

Play to the children the teaching resource clips about *Skulls, Age and Gender*.
(www.romansrevealed.com/resources/runnymede-s-teaching-resource.html)

Also let them listen to the relevant information from the website presented by each of the archaeologists.

Then encourage the children to use some of the grave-site items to build up a picture of the sort of person their owner might have been:

- How old might they have been when they died?
- Were they born in Britain or elsewhere in the Roman Empire?
- Can we tell whether this person was male or female?
- Could some of the grave goods have been placed in the grave as offerings by grieving relatives?
- What might the person have been wearing when buried?

Develop a Story

Involving the whole class, help them create a story around the evidence they have collected. Read them some of Caroline Lawrence's tips for creating a story around the evidence the archaeologists found in the grave sites.

Ask children to go to their seats and write down something about the character they have created: what they want to call them perhaps; or how old they are, whether they are male or female; and whether they were born in Roman Britain or somewhere else in the Roman Empire.

Get the children to draw and colour in a picture of the person they have developed in their story.

EVIDENCE - TASK SHEET

CSI ROMAN BRITAIN - GRAVE SITE ITEMS



The image features a dense, golden-brown mosaic background. A large, dark brown circular frame is centered on the page. Inside this frame, there is a decorative border composed of repeating, stylized scroll-like motifs in a darker brown color. The word "DIVERSITY" is written in a white, serif, all-caps font, centered within the circular frame and overlapping the decorative border.

DIVERSITY

DIVERSITY

WHAT DOES DIVERSITY MEAN?

1 ACTIVITY FOR OLDER PUPILS

This activity is targeted more towards the older KS2 pupils. For an activity for younger people see page 39

EQUIPMENT REQUIRED:

- Individual computer stations or laptops or one main computer laptop linked to a whiteboard
- Photocopies of the 'What Does Diversity Mean?' Task Sheets

PREPARATION

Either play the audio story of Julia Tertia to the class or ask the children to read through the story themselves in groups.

Group Task

Divide the class into groups. One group of children should be given roles as journalists and another group as interviewees.

Provide each group with copies of the relevant 'What Does Diversity Mean? Task Sheet. For ease, and depending on space in the classroom, you may wish to create four smaller groups instead, with two groups of Journalists and two of Interviewees.



TASK 1: FOR THE JOURNALISTS

The group(s) acting as the journalists need to work together to develop their questions and decide who will ask the questions at the end.

Journalist task description:

You are a journalist from Rome travelling to parts of the Empire to see how successfully it is working. You have heard about Julia Tertia and her family and you know they have links to important people. You meet Julia in York and you would like to ask her questions about life in Roman Britain

One of Julia's parents was born in North Africa but she lives in Roman Britain and was born in Rome. She is fairly wealthy. She is seen as an 'incomer' by Britons. She is also of mixed parentage.

Task:

Your task is to draw up a list of questions to ask Julia in an interview with her. You need to find out how she would describe herself if she were asked to. What sort of questions will you ask? What do you want to find out about her?

TASK 2: FOR THE INTERVIEWEES

Select two children to take on the roles of Julia and Julia's father. All the children in this group are to work together to develop answers for the two role-players to present.

Interviewee task description:

You are Julia and Julia's father. You are aware that there is a journalist trying to contact Romans to find out how they are finding life in the Empire. You are both quite excited about the prospect of an interview but also quite worried about it.

Task:

Your task is to prepare yourselves in case you are asked tricky questions by the journalist. Do you want the journalist to know the truth about what you think of Roman Britain? Do you want the journalist to discuss your heritage? What image of you and your family do you want to project through your interview?

WHAT DOES DIVERSITY MEAN?

TASK SHEET 1 – JOURNALISTS



Description:

You are a journalist from Rome travelling to parts of the Empire to see how successfully it is working. You have heard about Julia Tertia and her family and you know they have links to important people. You meet Julia in York and you would like to ask her questions about life in Roman Britain.

One of Julia's parents was born in North Africa but she lives in Roman Britain and was born in Rome. She is fairly wealthy. She is seen as an 'incomer' by Britons. She is also of mixed parentage.

Task:

Your task is to draw up a list of questions to ask Julia in an interview with her. You need to find out how she would describe herself if she were asked to. What sort of questions will you ask? What do you want to find out about her?



WHAT DOES DIVERSITY MEAN?

TASK SHEET 2 – INTERVIEWEES



Description:

You are Julia and Julia's father. You are aware that there is a journalist trying to contact Romans to find out how they are finding life in the Empire. You are both quite excited about the prospect of an interview but also quite worried about it.

Task:

Your task is to prepare yourselves in case you are asked tricky questions by the journalist. Do you want the journalist to know the truth about what you think of Roman Britain? Do you want the journalist to discuss your heritage? What image of you and your family do you want to project through your interview?



Interview

The journalists conduct their interview with Julia and her father. The rest of the groups act as the audience watching the interview take place.

Plenary

Task Feedback: When the interview is over, the teacher asks the groups why they chose the questions and the answers they gave.

Ask the pupils to think about the following:

- Why might Julia have worried about giving the interviewer personal information about her parents' background in North Africa?

or:

- Why would she not have thought about this or not considered it a problem?

Let the class listen to the interview with archaeologist Hella Eckart, where she talks about diversity in Roman Britain (www.romansrevealed.com/about-the-project/hella-diversity.html) Complement this by talking about just how many people from North Africa, Gaul, Spain and other parts of the world were probably living and working in the Roman Empire at the time.

- Now ask pupils to think about whether any other Roman living in Britain (someone born in Rome, for example) might feel worried about speaking to a journalist in the same way as Julia might have. Is this something that other 'incomers' might have felt too?
- Discuss with them what they think the term 'incomers' means.

Broader Discussion – Diversity and Power

Now ask the class to think about how people from different parts of the Empire may have been received in Roman Britain: as Julia and her father were wealthy, would their link to North Africa be considered a problem, or not?

Refer back to Julia's story on the website www.romansrevealed.com/the-stories/julia-tertia/julia-tertia-page-3.html where she describes the city of **Lepcis Magna** in North Africa, where her father comes from, and the link on her mother's side to **Emperor Septimius Severus**, who ruled in Roman Britain for 18 years.

Information about Septimius Severus can be found on the End of the Roman Empire pages of the site: www.romansrevealed.com/roman-britain/end-of-the-empire/end-of-empire-1.html; and also on the Roman York pages: www.romansrevealed.com/roman-britain/york/york-4.html. Talk a little about his role as Emperor.

Ask pupils to think about great leaders from minority ethnic groups in modern-day Britain. Who can they name? What do these leaders do? Do they think they are as respected as Septimius Severus may have been in his day? How multicultural do they think towns like Roman Winchester and York may have been back then compared to now?

Reflection

Prompt pupils to list Julia's grave goods. Get them to think about how important Julia and her family must have been, given the number and quality of Julia's grave goods. Explain to the class that Julia and her family's status is important historically for another reason – not only was she wealthy in comparison to other Britons at the time, but also in comparison to the many slaves who worked for Romans across the Empire. Discuss with them how Julia's status shows that not all those of African descent who lived in this period were living in servitude.

Learning Objective: To encourage pupils to think about the sorts of similarities and differences that exist between contemporary and Roman Britain with regard to diversity. This task will also get the class to think about how some of the characters from the website challenge what we may think we know about Romans in Britain and Britons in Roman Britain.

Additional activities/Extension work:

1. Have the children conduct a little research into Septimius Severus on the *Romans Revealed* website to help them think about your questions comparing Roman Britain with contemporary Britain. Get them also to think about the questions they, as journalists of the time, might have wanted to ask him about his role as emperor?
2. Get pupils to focus on other characters from the website to help them begin thinking about how diversity relates to the sorts of 'incomers' who lived in Romano-British towns. Piscarius would be a useful example, given where his family may have lived in the Roman Empire before settling in Britain. Always encourage pupils to read or listen to the character stories first.



WHAT DOES DIVERSITY MEAN?

2. ACTIVITIES FOR YOUNGER PUPILS

EQUIPMENT REQUIRED:

- Individual computer stations or laptops or one main computer laptop linked to a whiteboard
- A digital recorder/phone with recording functions

PREPARATION

Either play the audio story of Julia Tertia to the class or ask children in groups to read through the story themselves.

Ask the pupils, once they have listened to Julia's story, to split into groups with a teacher for each group, and discuss what an interview is. Compare an interview to what you do as a teacher, when you ask them questions while they are sitting on the carpet. Tell them that it is important, when conducting an interview, to (1) ask a question, (2) wait for an answer, and (3) listen to what the interviewee says when they answer.

Being Julia Tertia

Get the class to imagine how Julia must feel to be living in Roman Britain, but wanting to go back to Rome. Encourage them to come up with suggestions about what she might say in response to: 'Are you enjoying yourself here in Roman Britain?'

Being a Journalist

Ask the class to think about what it might be like to be a journalist. What do journalists do? What sort of things might a journalist ask? Encourage them to imagine being someone who wants to find out something – in this case how rich Romans feel about living in Roman Britain. Tell them about the interviewing technique of asking open-ended and closed questions.

Conducting the Interview

Invite some children to come to the front of the class and pretend to be Julia and her father. Ask them a few questions. Then ask two other children to come to the front and pretend to be journalists. Ask them to ask you a few questions.

Thinking about Diversity

Read pupils the section from Julia's story on the website which refers to her heritage:
www.romansrevealed.com/the-stories/julia-tertia/julia-tertia-page-3.html.

Tell them a little about how important Julia's family may have been, and talk to them about Septimius Severus. Visit these pages on the website for more information:

End of Empire

www.romansrevealed.com/roman-britain/end-of-the-empire/end-of-empire-1.html

Roman York IV

www.romansrevealed.com/roman-britain/york/york-4.html

Explain to the class that all over the Empire there were very diverse groups of people with important jobs, people who had come from different parts of the Empire.

Ask pupils if they think there are important people like Septimius Severus (seen right) in modern day Britain, people from different minority ethnic groups with important jobs like his? What about wealthy families like Julia's? Can the class describe many wealthy families like Julia's, families with similarly mixed ethnicities? Think about the sorts of examples they give you. Are they politicians, celebrities, headteachers, teachers, or someone from their own family or a classmate's family?



Now get them to imagine doing a similar interview with you, similar to the one you have just conducted but in modern times, with one of the important people they have named. How different would this interview be? Or would it be similar? Ask children to colour in picture of Julia at the market.

Learning Objective: To encourage pupils to think about the sorts of similarities and differences that exist between contemporary and Roman Britain with regard to diversity. This task will also get them to think about how some of the characters included on the site challenge what we may think we know about Romans in Britain and Britons in Roman Britain.

JULIA AT THE MARKET





APPENDICES

APPENDICES

Crossword (for older children)

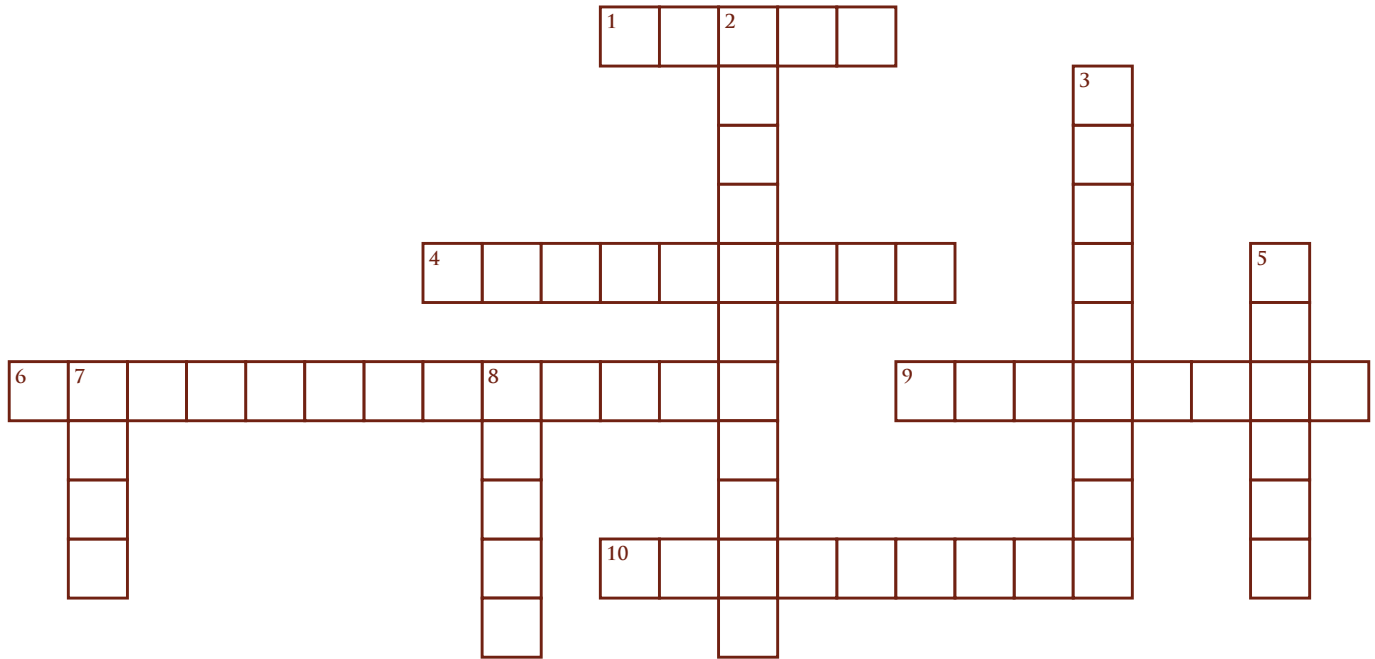
Wordsearch (for older and younger children)

Quiz (for older children)

Quiz (for younger children)

Additional Colouring Sheets

CROSSWORD



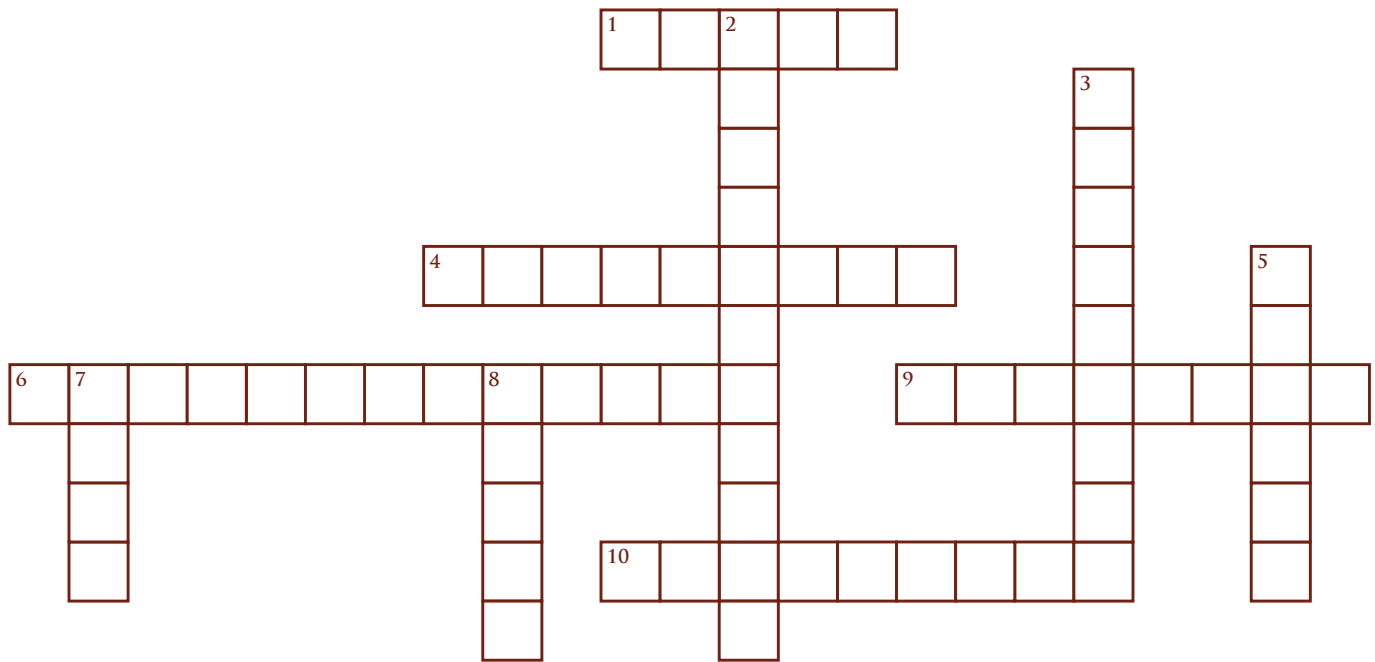
ACROSS

- 1 The skeleton whose ancestor was African
- 4 The skeleton that died around the age of 5 or 6
- 6 The Roman name for Winchester
- 9 The Roman name for York
- 10 The cemetery in Winchester where many incomers are buried

DOWN

- 2 Emperor Septimius Severus' home town
- 3 The northern European skeleton
- 5 The skeleton that was born and raised in Winchester
- 7 Roman word for ivory
- 8 Roman fish sauce made from rotted anchovies

CROSSWORD ANSWERS



ACROSS

- 1 The skeleton whose ancestor was African **Julia**
 4 The skeleton that died around the age of 5 or 6 **Savariana**
 6 The Roman name for Winchester **Venta Belgarum**
 9 The Roman name for York **Eboracum**
 10 The cemetery in Winchester where many incomers are buried **Lankhills**

DOWN

- 2 Emperor Septimius Severus' home town **Lepcis Magna**
 3 The northern European skeleton **Piscarius**
 5 The skeleton that was born and raised in Winchester **Brucco**
 7 Roman word for ivory **Ebor**
 8 Roman fish sauce made from rotted anchovies **Garum**

WORDSEARCH

Find the following archaeological terms in the grid below. The words read horizontally, vertically or diagonally, forwards or backwards. Good luck!

ROMANS

SKULL

SKELETON

SCIENCE

TEETH

EXCAVATE

ARCHAEOLOGY

CLUES

POTTERY

T	T	S	R	O	M	A	N	S	N	A
B	R	C	U	L	S	T	K	D	H	R
T	M	I	R	A	E	R	Q	W	Q	C
S	K	E	L	E	T	O	N	Z	U	H
T	V	N	O	L	M	J	B	X	H	A
J	E	C	E	X	C	A	V	A	T	E
L	T	E	E	G	L	D	T	Z	J	O
L	V	U	T	C	U	T	U	F	U	L
U	I	I	E	H	E	M	I	F	P	O
K	O	Z	P	R	S	D	J	H	J	G
S	B	T	E	P	O	T	T	E	R	Y

QUIZ FOR OLDER PUPILS

1 Where did Brucco live?

.....

2 What was the Roman name for Winchester?

.....

3 Why were Romans sometimes buried with pottery vessels?

.....

4 What does the bone plaque found in Julia's grave tell archaeologists?

.....

5 Where did Julia's ancestor come from?

.....

6 Where did Piscarius live?

.....

7 Why do we think that Brucco had bad breath?

.....

8 Where did Julia probably grow up?

.....

9 How do archaeologists know that Savariana was buried wearing a headband?

.....

10 What is calculus?

.....

11 Why do we think that Julia's family was rich?

.....

12 How old was Savariana when she died?

.....

13 What possible reason has been suggested for why Brucco was buried in a wooden coffin?

.....

14 What food did Piscarius eat that was not common in Britain?

.....

QUIZ FOR OLDER PUPILS - ANSWERS

- 1 Where did Brucco live?
Winchester
- 2 What was the Roman name for Winchester?
Venta Belgarum
- 3 Why were Romans sometimes buried with pottery vessels?
To provide them with food and drink for their 'last journey' to the afterlife
- 4 What does the bone plaque found in Julia's grave tell archaeologists?
That she was probably Christian, and almost certainly literate.
- 5 Where did Julia's ancestor come from?
Alexandria, in Africa.
- 6 Where did Piscarius live?
Eboracum
- 7 Why do we think that Brucco had bad breath?
He had gum disease/calculus on his teeth
- 8 Where did Julia probably grow up?
In Western Europe or the Mediterranean
- 9 How do archaeologists know that Savariana was buried wearing a headband?
The headband stained her skull
- 10 What is calculus?
Calculus or tartar is a form of hardened dental plaque
- 11 Why do we think that Julia's family was rich?
She was buried in a stone sarcophagus - suggests wealthy family and high status
- 12 How old was Savariana when she died?
5 or 6 years old
- 13 What possible reason has been suggested for why Brucco was buried in a wooden coffin?
He was a bit wealthier than average
- 14 What food did Piscarius eat that was not common in Britain?
Millet

QUIZ FOR YOUNGER PUPILS

1 What was the Roman name for Winchester?

.....

2 What was the Roman name for York?

.....

3 Which of the four characters lived in York?

.....

4 Did the Romans really eat dormice or is that a myth?

.....

5 What precious items were found in Savariana's grave?

.....

6 Out of the four characters – Savariana, Brucco, Piscarius and Julia – which of them were born in Roman Britain?

.....

7 What food did Piscarius eat that was not common in Britain?

.....

QUIZ FOR YOUNGER PUPILS - ANSWERS

- 1 What was the Roman name for Winchester?

Venta Belgarum

- 2 What was the Roman name for York?

Eboracum

- 3 Which of the four characters lived in York?

Julia and Piscarius

- 4 Did the Romans really eat dormice or is that a myth?

Yes it's true, Romans considered dormice a delicacy but we don't know if dormice were eaten in Roman Britain

- 5 What precious items were found in Savariana's grave?

An exotic headband, an 'eye' bead and bracelets

- 6 Out of the four characters – Savariana, Brucco, Piscarius and Julia – which of them were born in Roman Britain?

Brucco and Savariana

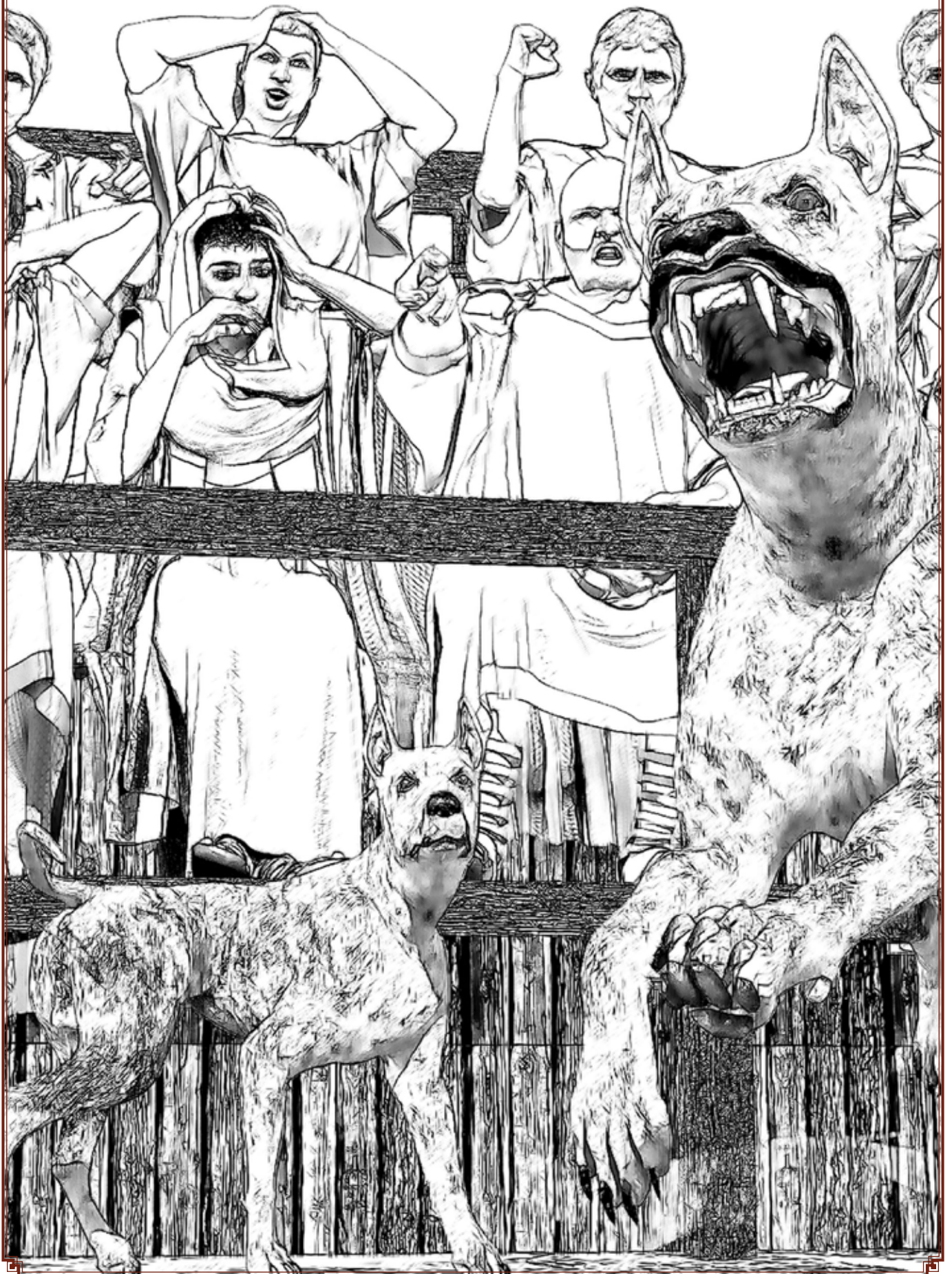
- 7 What food did Piscarius eat that was not common in Britain?

Millet

JULIA TERTIA'S FUNERAL



JULIA AT THE GAMES



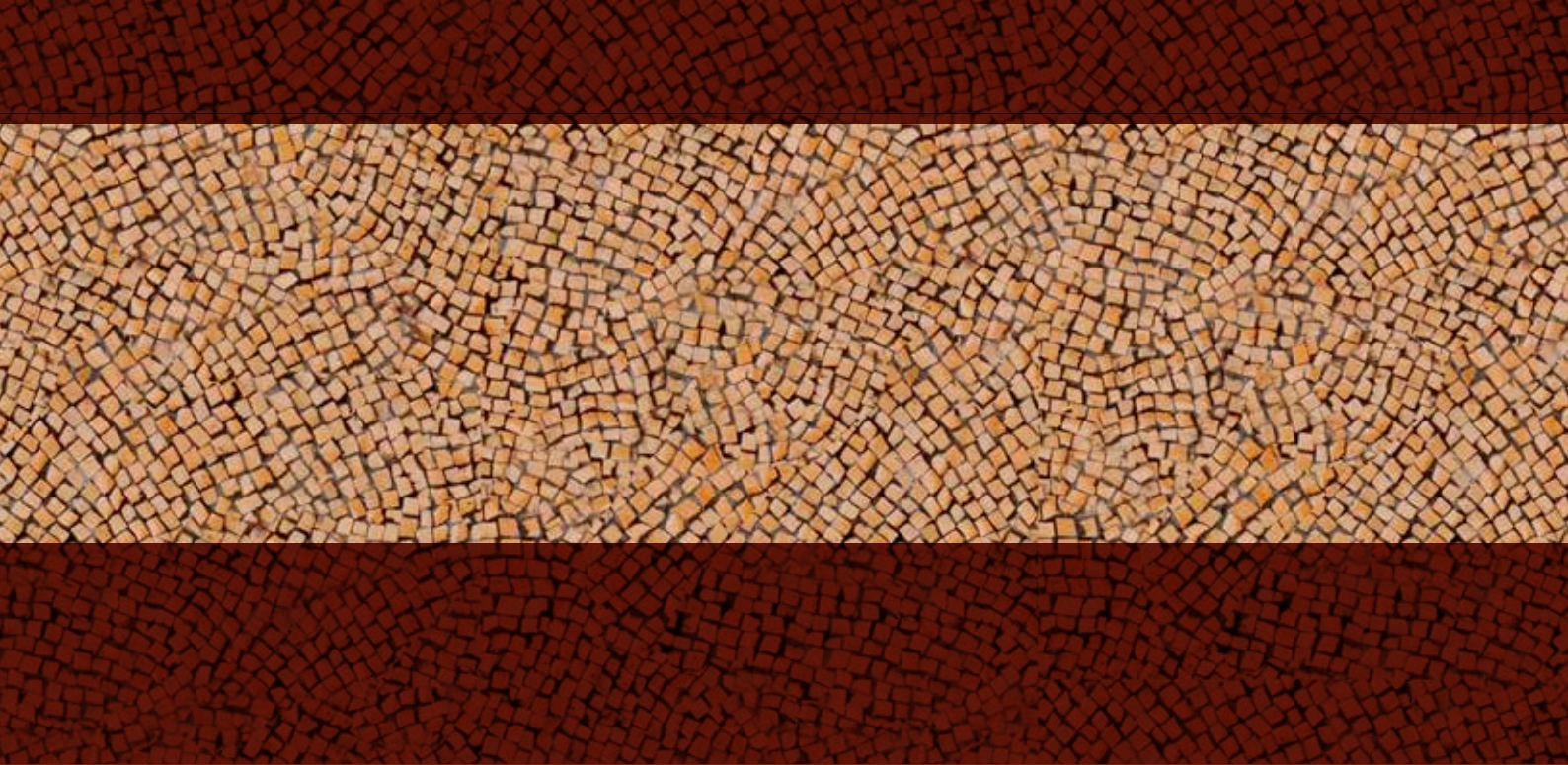
The image features a circular mosaic design. The outer ring is composed of dark red tiles forming a repeating scroll-like pattern. The inner circle is filled with light beige tiles. The word "NOTES" is centered in a white, serif font.

NOTES

This image shows a full page of white paper with horizontal blue dashed lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

NOTES

[illegible]



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