



UNIVERSITY OF  
LEICESTER

School of Archaeology & Ancient History

# Life in the Roman World

## KS2 Resources



Artwork: Giacomo Savani



Classics for All



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Archaeological Services

# JEWRY WALL

AN ADVENTURE IN TIME

Harborough  
Museum

THE  
CHESTER  
HOUSE  
ESTATE

MELTON  
CARNegie  
MUSEUM



NORTHAMPTONSHIRE  
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# Life in the Roman World KS2 Teaching Resources

These resources accompany the book *Life in the Roman World: Roman Leicester* (2018) by Giacomo Savani, Sarah Scott and Mathew Morris.

What was life like in Roman Britain on a wet Tuesday morning? Perhaps your family had lived in Britain for generations, or you were a slave girl born in North Africa learning to read and write in a grand house, or you were a Spanish soldier serving the Empire. *Life in the Roman World: Roman Leicester* allows readers to uncover everyday life in Britain before, during, and after the Roman conquest and to see how modern interpretations have shaped our understanding of what happened in this period. Within a chronological narrative, the chapters use a combination of archaeological and historical sources to explore different aspects of daily life in the village of Hallaton and the city of Leicester, and then compares these with the experiences and perspectives of authors living in Rome, the capital of the Empire. Each chapter is introduced by the local god, Maglus, who provides an overview of the period of the Roman occupation which engages readers with the ancient world's objects, sights, sounds, smells and tastes. Leicester is an excellent case study for life in the Roman world because it is one of the most excavated cities in the UK.

The teaching resources in this pack, in combination with the book, are designed to engage pupils with the diverse experiences of living in the ancient world through a variety of tasks and local characters, by showing pupils how to approach ancient evidence. Pupils return to a framework of questions when they analyse primary sources. The tasks address topics set for study in the KS2 National Curriculum for History; most notably 'the Roman Empire and its impact on Britain' and 'the legacy of Roman culture on art, architecture and literature in Britain and the western world', but also part of 'Britain's settlement by the Anglo-Saxons'. By focusing on the sites of Hallaton and *Ratae Corieltaavorum*, ancient Leicester, it can also provide a depth study in local history. All of the aims and historical skills identified in the History curriculum for KS2 are addressed by these resources, which also allow opportunities for cross-curricular work in aspects of the Art, Design Technology, English and Geography requirements. We provide opportunities to investigate how key words in each chapter form the roots of English and other modern foreign languages, allowing pupils an opportunity to consider the different contexts in which derivatives of Latin now appear.

## Resources: teaching materials and training

The resources in this pack comprise:

- this document, which contains information for teachers and suggested activities for each chapter of *Life in the Roman World: Roman Leicester*; an appendix to the document shows the National Curriculum aims and content that are met by each task
- a PowerPoint presentation (with notes in presenter format) for each chapter, providing key primary and secondary sources for the suggested activities and 10 words per chapter for identification of Latin word roots
- a document providing further links to useful online resources

The book *Hoards, Hounds and Helmets* provides further information about the discoveries at Hallaton. *Visions of Leicester* examines Leicester's archaeology and history from the earliest settlement 2000 years ago to the 16<sup>th</sup> century. Both books can be purchased from *shop@le*.

Activities in this document are arranged in the same order as the chapters in the book. For each chapter, there is an introduction for teachers to the content of the chapter and the suggested tasks, along with indications of how the tasks can be used with existing language courses *Minimus* and *Maximum Classics* (references are to *Maximum Classics* tasks, not units, to avoid confusion between different versions of the course). This is followed by questions which cover the key points for each chapter, which could be addressed in discussion for class feedback or set as written tasks. Each chapter includes a range of cross-curricular tasks to reinforce the key questions raised in the narrative and text.

The tasks cover a range of activities, including word-root investigations (see p. 5), historical enquiry through study of primary and secondary sources, and the use and application of geographical skills, as well as creative tasks of a physical, practical and written nature. There is a focus on the use of objects, and the insights they provide into the everyday lives of local characters. Images of key objects, and information about them, are provided in the PowerPoint presentation which accompanies each chapter and in a further online sources document. The aim of this cross-curricular approach is to encourage pupils to think critically about the full range of evidence at their disposal and to provide a structure for them to choose from a range of approaches when they encounter new material in any curriculum subject and in everyday life.

This document indicates where our existing online resources can be used in investigating the themes explored by the book, as well as providing further suggestions for study. Training in delivering the resources can be provided free of charge to state schools by contacting the *Leicester Classics Hub* at **acc-cori@le.ac.uk**. Information and links to a range of resources can be found at *romanleicester.com*. We would love to read about and see your pupils exploring the activities at **@ArchAnchHistLeic** and/or email **acc-cori@le.ac.uk**.

*Creative Learning Services (CLS)* provide a very wide range of resources for teachers and pupils which bring the topics in this book to life even further, in particular the boxes of archaeological and replica material from the Iron Age, Roman and Saxon periods which are available for loan. The sources document provides links to the *CLS* website and indicates appropriate boxes for different activities.

## Ask Cori



Cori the Rat (from *Ratae Corieltavorum*) is very happy to answer questions from pupils and teachers about life in Roman Leicester through his e-mail address:  
**acc-cori@le.ac.uk**

Encouraging pupils to ask Cori questions can help them in the skill of framing historically valid questions.

## Roman Reporters

The word 'History' comes from the Greek word for enquiry. One task for each of the chapters encourages pupils to seek out information from archaeological and historical sources by asking questions. These tasks are indicated by the magnifying glass icon. They are therefore acting just like news reporters, bringing back (the literal meaning of the word 'report') information to present to an audience. Sources can be found on each chapter's PowerPoint presentation, with further information for teachers in presenter view, and further options in the Online Sources document.

These tasks can be set for individuals, groups or the whole class, with the final presentation as a wall display, piece of audio or film, or content for an assembly. In order to build up the bigger picture, it is important that each pupil has addressed more than one piece of evidence for each activity; this encourages them to understand the historical concepts of continuity and change, similarity and difference, and to use these concepts to connect, contrast and analyse trends. If pupils carry out these tasks in groups, make sure that each group addresses at least two sources so that they gain an idea of different viewpoints.

## Word Roots

The PowerPoint presentation accompanying each chapter includes a slide with a word roots exercise. All the words in the exercise are taken from the narrative introduction or the chapter's text. By investigating the Latin words (some examples from Greek and Anglo-Saxon appear in the Epilogue) from which English words are derived, pupils will gain insights into the values and realities of life in the Roman world. They will also develop their ability to work out the meaning of unfamiliar words by focusing on key root elements that they already know and extending their vocabulary.

Pupils can explore the word roots exercises as plenary activities (the first couple of words show Latin word, meaning, and English derivative as worked examples) or as games of 'snap' or flash card tasks, as follows.

Match the Latin word to its meaning or to its English derivative, e.g. *urbs* to urban or *rus*, *ruris* to farm/ countryside.

Work out the meaning or identify an English derivative, e.g. *urbs* means 'city', the derivative of *rus*, *ruris* is 'rural'.

Pupils use all three words in a sentence which demonstrates that they understand the word's meaning and the meaning of the derivative, e.g. '*urbs* means city; people who live in cities are in an urban environment', '*rus*' means countryside; people who live in the countryside are part of rural communities'.

In most cases, Latin nouns appear in the nominative singular case (the subject of a sentence) and verb in the infinitive (e.g. to cross). Where the link between the Latin word and its derivative is more obvious in a different form of the word, this is also included. Often the genitive case of a noun (showing possession, e.g. the cat's) or the perfect participle of a verb (having crossed) appears closer to the English derivative. The purpose of the exercise

should be to encourage pupils to recognise and understand word root elements, rather than worrying about the exact meaning of the Latin word.

## I. Introduction

Tasks in the introductory chapter provide an opportunity to introduce, or re-visit, the questions of how we know about the past. There is an emphasis on archaeological evidence and on the processes of investigation and interpretation. In Britain, the Roman invasion is traditionally seen as marking the transition from the prehistoric to the historical period. However, labels can be misleading. Written sources are important for our understanding of life in the Roman era but are limited in number and were written by wealthy men living outside Britain to impress an audience in Rome. Archaeological evidence comes from every level of society. The tasks in this resource-pack encourage pupils to use a combination of archaeological evidence and written sources. The focus in this chapter is on objects. Further information about the job of an archaeologist and opportunities for pupils to get involved are included in the Online Resources document. See the accompanying PowerPoint presentation for resources for each task, with answers and further information for teachers in presenter view notes.

**Introduction (Int.) 1** establishes the crucial link that objects from the past can provide with the everyday lives of the people who owned them by asking pupils to link signed objects found in Leicester, dating to the Roman period, with characters from *Ratae*. To successfully match the characters with their objects, pupils will have to use information about where they were found, emphasising the importance of context to archaeologists. All resources can be found in the online materials, including a framework of questions for pupils to use when approaching new evidence. These questions could be displayed around the classroom, appear on laminated sheets on each table, or be stuck into a pupil's exercise book so that they are easy to refer to.

**Int.2** demonstrates the problems archaeologists face in working out what objects may have been used for; good examples of objects for this exercise include a nutcracker or telephone from the 1960-1970s. When pupils devise different and ingenious ideas about how these objects were used, it demonstrates how and why arguments and interpretations about the ancient world have been constructed differently. By thinking about the different characters from *Ratae*, the objects they owned, and the lives they led, pupils are encouraged in **Int.3** to transfer these skills of historical enquiry to other archaeological evidence from their local area through creative writing. Pupils can devise their own characters. We have included details of online resources which allow pupils to search for objects found near their homes or school in the Online Resources document (see 'History at Home' in the blue box) and you can also use objects featured in the chapter or from *Creative Learning Services* boxes. We would love to hear about the object and characters your pupils investigate (@ArchAnchHistLeic and/or email [acc-cori@le.ac.uk](mailto:acc-cori@le.ac.uk)). This exercise can be repeated for different historical periods, giving pupils the chance to understand methods of historical enquiry and to think about materials which might indicate key abstract terms, such as 'civilisation' or 'empire'.

Archaeology is the study of human societies through the things that they made, used and changed. Archaeologists study a wide range of evidence including artefacts (objects made by humans), ecofacts (organic materials), the remains of buildings, and features dug into the ground such as pits and ditches. They use a variety of scientific techniques, including aerial reconnaissance, geophysical survey (the study of features below the Earth's surface) and excavation. Archaeologists carry out excavations to gain an understanding of the nature and

significance of human activities at a particular period in the past and to examine changes in human activity over time. They use scientific techniques to investigate many aspects of people's lives, including diet, disease and living conditions and how they changed over time.

**Int.4** asks pupils to match evidence to the method of archaeological investigation. This task could be presented as a class poster or display, or archaeological methods and their results could be acted out to an audience in an assembly. Pupils could be asked to match methods and evidence to flashcards explaining the significance of that evidence, e.g. regional, international, military, religious, short-term/long-term. *Hoards, Hounds & Helmets* pp. 4-15 provides a useful overview of different archaeological techniques for teachers. Please contact us about bringing pupils to visit the site of a small Roman town at the Chester House Estate, Northants.

As with all chapters, below we list the key points for discussion or written responses, indicated by question marks, and these are also found on the opening PowerPoint slide to each chapter. The cross-curricular tasks follow beneath.

- ? What is an archaeologist?
- ? What questions can you ask an object to find out about how people lived in the past?
- ? Why is it important to use a range of evidence from objects and written sources to find out what life was like during different time periods?
- ? What is a civilisation? What is an empire?

**Activities – see accompanying PowerPoint presentation for further resources and information for teachers.**

📍 **Int.1 Roman Reporters.** See online resources document: *Ratae* characters exercise.

**Int.2** Identify an object in the home of a grandparent or older neighbour which is no longer used today. What questions would you have to ask the owner about this object to work out how to use it? Think about the objects from task Int.1, what do we know about how these objects were used? What do we not know? What questions can we ask of objects in Roman Leicester? What other kinds of evidence (e.g. comparative evidence; written sources) do archaeologists use to support their interpretations?

**Int.3** Creative writing activities: Use the Portable Antiquities Scheme website to investigate an object found near your home or school. Think about... Who might have used it? What did they use it for? Where did they use it? Why did they use it? Create a character based on your answers to these questions and describe a day in their life.

**Int.4** Find out about and present an introduction to different archaeological techniques for the rest of your class. Match different pieces of evidence about Roman Leicestershire to the methods/processes of discovery, investigation and interpretation. What can each piece of evidence tell us about everyday life in ancient *Ratae*? How have archaeologists pieced together different kinds of evidence to reconstruct the lives and experiences of the people who lived and worked in *Ratae*?

## 4. The City

The Emperor Hadrian's visit to *Ratae*, en route to overseeing the building of the wall in the north, allows pupils to investigate what life was like in the city through the eyes of characters known to us through archaeological finds. As chapter 3 hinted, one area of everyday life that is often overlooked is the evidence archaeology provides for food and drink, also covered in *Minimus* chapter 2. **4.1** introduces pupils to evidence for native and imported food and drink in Roman Leicester and uses this to produce a structured narrative on the topic. See the PowerPoint for the necessary resources and consider using *CLS* pottery boxes to think about how new foods affected the objects used to serve them. Links to information about food in Roman Leicester can be found in the online resources document.

As Int.1 demonstrated, several objects with signatures of ancient characters survive from *Ratae*; by considering carefully the archaeological context in which they were found, pupils can link objects to local people. It is important to remind pupils that the signed objects provide evidence for individuals from a wide range of backgrounds. It is important that they consider more than one character to emphasise the idea that everyday life in Roman Britain would have varied depending on somebody's gender, status, literacy, job and contact with the Roman authorities. The different experiences of these characters are explored in **4.2** and will be supplemented by use of *CLS* boxes and sources included in the PowerPoint presentation and Online Resources document. The curse tablet reveals some perhaps surprising evidence for life as a slave and can be used to update research on these topics in *Minimus* and *Maximum Classics* – curses and slavery are considered in more detail in chapter 7.

Encourage pupils to think about how many people would have had the opportunity to experience different Roman innovations in food or dress. A toga was the formal mode of dress for a Roman citizen, as investigated in task **4.3**. Details of a video showing how to wear a toga and instructions on making a child-size toga are available in the PowerPoint presentation and Online Resources Document. Task **4.4** allows pupils to draw together the different evidence for everyday life they have discovered in this chapter and to place this knowledge in different contexts to gain perspective by imagining *Ratae* through the eyes of a Roman visitor (compare Cotta's views in 3.2) assessing the practical impact of Roman innovations. By emphasising this local element, pupils avoid being overwhelmed by the sophistication of the evidence for life and buildings in Rome.

- ? Describe the buildings you would find in *Ratae* during the Roman Empire.
- ? Who were Primus, Verecunda and Lucius, and how do we know about them?
- ? What would people living in *Ratae*, such as Primus, Verecunda and Lucius, have eaten and drunk?
- ? Why are objects such as brooches, gaming pieces, coins, and a flute useful for archaeologists investigating life in *Ratae*?

**Activities – see accompanying PowerPoint presentation for further resources and information for teachers.**

- 📍 **4.1 Roman Reporters.** Practise using the ‘questions to ask objects’ to find out when different food and drink items first became available to people in *Ratae*. Can you work out whether different items were:
- locally sourced
  - imported from the Roman Empire
  - waiting for the New World to be ‘discovered’ fifteen centuries later

Research and create a Roman menu for Grata’s birthday.  
Which items would she recognise as locally sourced and which are new?

**4.2** Create a dramatic account or cartoon showing how different characters lost the objects we have found with the characters’ names written on them (investigated in Int.1). Use the information you found out about the plan and buildings of *Ratae* from chapter 3 to make your account more vivid. Think about:

- your character’s name, age, and gender
- whether your character was free or a slave
- why the character would have carried the object and where they lost it

**4.3** Make your own toga and stage a debate about how suitable this design is for people living in Roman Britain.

**4.4** Creative writing: you are a Roman investigator, sent to report back to the Emperor on how effective Roman government and innovations have been in *Britannia*. Think about where soldiers can be found in Britain, and what your characters in their homes in Hallaton and *Ratae* speak, wear, and eat. Pupils could deliver this report as a drama.

To access the full set of resources, a class set of books and free training please email [acc-cori@le.ac.uk](mailto:acc-cori@le.ac.uk)