



THE ROMANS IN THE LAKE DISTRICT

A RESOURCE FOR TEACHERS OF PRIMARY SCHOOL HISTORY



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in partnership with the Field Studies Council, and funded by the Heritage Lottery Fund.**

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INTRODUCTION

ABOUT THIS RESOURCE PACK

The Romans in the Lake District resource pack is designed to help pupils in Cumbria learn about, visualise and empathise with the people who made up their local communities 2000 years ago – both the Roman invaders and the indigenous Brigante tribes. It will also introduce pupils to the ways in which archaeology can provide a window on the past.

The Key Stage 2 programme of study for History includes both a Local History study and a study of Roman Britain. Using this locally focused resource will allow teachers in Cumbria to make their teaching of Roman Britain specific to the area.

USING THE PACK

- The resource pack consists of this booklet and a CD of supporting material, including photographs and worksheets.
- The seven sessions outlined in the booklet are designed to be used flexibly and can be worked through in order or adapted to suit your individual needs.
- Each session begins with a statement of key aims, curriculum links, and an overview of the proposed activities, fully cross-referenced to the relevant resources on the CD.
- The overview is followed by background information on the topic of the session and detailed guidelines for the more complex activities.
- Where appropriate, two versions of worksheets have been provided to meet the needs of pupils of differing abilities.

THE ACCESS TO ARCHAEOLOGY PROJECT

The Romans in the Lake District is the result of a partnership between the Field Studies Council and the Lake District National Park Authority. Funding for the resource pack came from a Heritage Lottery Fund grant awarded to the Lake District National Park Authority for the implementation of the Access to Archaeology project. The purpose of the project is to make the archaeology of the Lake District National Park more accessible and understandable to a wider audience through a range of media. These include leaflets, a touring exhibition, education resources, online access to the Historic Environment Record, enhanced information on the Lake District National Park Authority's website and an outreach strategy. If you would like further information on the project, please contact the Lake District National Park Authority on 01539 724555 or visit our website www.lake-district.gov.uk.

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CD RESOURCES*

SESSION I: THE THIRTY-YEAR JOURNEY

- Res. 1** Timeline cards
- Res. 2** Session I worksheet
- Res. 3** Celtic Britain map
- Res. 4** Roman Britain map

SESSION II: HISTORY DETECTIVES

- Res. 5** Roman colander
- Res. 6** Roman key
- Res. 7** Roman shoe
- Res. 8** Roman intaglio
- Res. 9** Roman bead
- Res. 10** Roman lamp
- Res. 11** Roman figurine
- Res. 12** Roman coin
- Res. 13** Roman spindle
- Res. 14** Artefact labels
- Res. 15** Session II worksheet
- Res. 16** Celtic hut remains
- Res. 17** Celtic hut remains (labelled)
- Res. 18** Celtic village remains aerial view
- Res. 19** Celtic village remains aerial view (labelled)
- Res. 20** Hardknott Fort remains

SESSION III: WELCOME TO THE LAKE DISTRICT

- Res. 21** Roman boardgame fragment
- Res. 22** Roman boardgame counters
- Res. 23** Roman boardgame from Corbridge
- Res. 24** Boardgame instructions
- Res. 25** Game board
- Res. 26** Game cards
- Res. 27** Session III worksheet
- Res. 28** Session III worksheet with extension activity
- Res. 29** High Street Roman road
- Res. 30** Roman military diploma
- Res. 31** Roman tombstone

SESSION IV: MEET THE LOCAL TRIBE

- Res. 32** Brigantes role-play cards
- Res. 33** Session IV worksheet
- Res. 34** Session IV worksheet with extension activity
- Res. 35** Celtic man and woman
- Res. 36** Celtic man and woman (labelled)
- Res. 37** Celtic village
- Res. 38** Celtic village (labelled)
- Res. 39** The Tale of Cartimandua
- Res. 40** Cartimandua interview activity sheet
- Res. 41** Cartimandua interview activity sheet with extension activity

* The resources on the CD can all be printed out and shared on paper, or projected, if you have the use of a digital projector or interactive white board. All the documents are supplied as A4 PDFs for ease of printing, though a few (the game board for Session III and the maps for use in Session V) are provided in two A4 sections, which can be taped together to provide a larger colour printout.

SESSION V: MEET THE ROMANS

- Res. 42** Romans role-play cards
- Res. 43** Session V worksheet
- Res. 44** Session V worksheet with extension activity
- Res. 45** Ambleside Fort granary remains
- Res. 46** Ravenglass bathhouse remains
- Res. 47** Roman man and woman
- Res. 48** Roman man and woman (labelled)
- Res. 49** Ambleside Fort
- Res. 50** Ambleside Fort (labelled)
- Res. 51** Romans in Cumbria map
(print version and projector version)
- Res. 52** Romans in the Lake District map
(print version and projector version)
- Res. 53** Unlabelled Romans in the
Lake District map
(print version and projector version)
- Res. 54** Map label

SESSION VI: DID THE ROMANS CHANGE THE LAKE DISTRICT?

- Res. 55** Session VI worksheet
- Res. 56** Bryn the Boulder sheet
- Res. 57** Poem sample

SESSION VII: WAS IT ALL WORTH IT?

- Res. 58** Person outline



THE THIRTY-YEAR JOURNEY

This session is designed to introduce the key dates and to put the Roman invasion of Britain, and specifically Cumbria, into historical context. It aims to provide children with an understanding of why it took the Romans some thirty years to reach Cumbria after they first landed on the south coast.

CURRICULUM LINKS: HISTORY 1A, 1B, 5A, 5B, 6, 7, 8A, 9 MATHS 2A PE

OVERVIEW

LEARNING ACTIVITY	ACTIVITY DETAILS	LEARNING INTENTIONS	RESOURCES
STARTER whole class	<i>What do pupils already know about the Romans?</i> Pupils write their ideas on white boards or paper, then share them in a whole-class thought shower.	<ul style="list-style-type: none"> Establish prior learning Introduce relevant key words and concepts 	
TIMELINE whole class	<i>When did the Romans invade Britain and Cumbria?</i> Using the cards provided, construct a timeline with the class, to put the Roman invasion in historical context.	<ul style="list-style-type: none"> Introduce key dates and events for this programme of study. Develop an understanding of the timescales involved. Relate to dates already understood, e.g. 1066. 	<ul style="list-style-type: none"> Timeline cards (CD Resource 1)
A THIRTY YEAR JOURNEY groups whole class individual	<i>Why did it take the Romans thirty years to get to Cumbria?</i> In groups, pupils tackle an obstacle course (suggested layout on p.7), representing the Romans' journey to Cumbria. They time one member, and then the whole group, walking ^x the route, then tackling the obstacles. Pupils record results in a table and think about how their results could explain the slow Roman advance north.	<ul style="list-style-type: none"> To make the length of time the Romans took to reach Cumbria, and the length of time they remained in Cumbria, meaningful. To understand that the Romans encountered many obstacles, both physical and human, on their journey through Britain. 	<ul style="list-style-type: none"> Obstacle course layout (p.7) Recording sheets (CD Resource 2) Stopwatches
PLENARY whole class	Show the children print outs or projections of the Celtic Britain map, showing the main tribes, and the Roman Britain map showing the main roads and settlements. Discuss the different kinds of obstacles that could have prevented the Romans moving swiftly through Britain, e.g. setting up forts, roads and infrastructure and moving from strongholds into new territory.	<ul style="list-style-type: none"> To understand that the process of invasion involved negotiating obstacles and therefore took time. 	<ul style="list-style-type: none"> Roman Britain map (CD Resource 3) Celtic Britain map (CD Resource 4)

BACKGROUND INFORMATION

THE ROMAN INVASION

The Romans successfully invaded Britain in AD 43. It took another thirty years for them to complete the march north and set up forts and garrisons in north west England. On their journey through Britain they encountered many and varied obstacles. Some of the obstacles were physical barriers like rivers, thick woodland and ranges of hills. However, it was the various tribes they met along the way that caused the most disruption.

In AD 61 the Iceni and Trinovantes tribes revolted, under the leadership of Boudicca, and destroyed the major Roman towns of Camulodunum (Colchester), Verulamium (St. Albans) and Londinium (London) before they were defeated in a battle in the Midlands.

In AD 69 the Romans encountered another revolt, by the northern Brigantes tribe. The Brigantes brought the Romans advance to a halt in the area now known as Yorkshire. The revolt was eventually quashed by Cerialis, Governor of Britain. It was during his rule that the Romans were able to move north-west towards Cumbria and set up a fort in Carlisle (AD 72/3).

The Ordovices tribe in Wales posed another threat to Roman rule over the north-west. There were two campaigns against the Ordovices. The first was after the Boudiccan revolt and was led by Suetonius Paulinus. A second campaign, led by Gaius Julius Agricola took place in the 70s, but it was Cerialis' successor, Frontinus who eventually subdued the Welsh.

Agricola went on to annex the territory of the Brigantes at some point after AD 77.

THE ROMAN ARMY

The majority of the Roman army would have made the whole of the journey up to Cumbria, around 350 miles, on foot. Campaigns to conquer new territory took place in the summer months.

The Roman army was highly organised. Officers in the higher ranks were elected politicians, but most soldiers were employees of the state who signed up to the army for several years at a time.

The army was divided into two parts – the legions and the auxiliary forces. Legionaries were all citizens of the Roman Empire, whereas auxiliaries were warriors from provinces conquered by the Romans.

In the legions much of the everyday work was done by officers called centurions. A centurion commanded a 'century' of eighty soldiers. Centuries were grouped into cohorts and ten cohorts made up a legion. Cohorts 2-10 were each made up of six centuries, making a total of 480 men per cohort. Cohort 1 was larger, and included five double-strength centuries, making 800 ordinary soldiers, along with all the other legion staff like medics and surveyors. Finally each legion had 120 horsemen who acted as scouts. The total strength of a legion was therefore around 5,500 men. The Romans invaded Britain with four legions, but later reduced the number stationed here to three.

The auxiliaries often had skills that the Roman legionaries lacked, in particular archery and horsemanship. To keep the danger of revolt to a minimum, auxiliaries were never stationed in the province where they were first recruited. For example, Dacians from Romania were stationed at Birdoswald, while Britons were stationed in Romania, Switzerland and North Africa. One of the Vindolanda tablets calls the Britons 'Brittunculi' or 'Little Britons', suggesting that some of the new recruits were not very impressive. When conquering territory, or garrisoning the frontiers, auxiliaries were used, because they were not considered as important as legionaries. They were also paid less! While legions were present in the north west, at Chester, the troops stationed in the Lake District were auxiliaries.

ACTIVITY GUIDELINES

TIMELINE

Print the **timeline cards** (CD Resource 1) onto card, or print onto paper then photocopy to card. Cut out the individual date cards. To make them reusable you could also laminate them.

With the class work out the correct order for the cards and display them, either by punching holes and threading them onto string, or by fixing to a wall or whiteboard. Highlight the position of the Roman invasion within the timeline as a whole.

OBSTACLE COURSE

This activity is designed to help children understand the problems the Roman army faced when travelling through Britain and conquering new territory.

In modern Britain, a journey from the south coast to Cumbria would be made by car, bus, train or even plane. The journey would take less than a day to complete. Children may have difficulty understanding how, 2000 years ago, such a journey could take thirty years. The journey took so long not only because the Romans had to walk but also because they had to build roads and towns as they advanced. Once they had established themselves in one place, they could move northwards to make further conquests.

Asking the children to make their own journey through a series of obstacles should be fun way to aid their understanding of the concept. There is a suggested obstacle course layout below. This activity may need to

take place during a timetabled PE lesson as you will need a large area in which to set out the obstacles.

Ask the children to work in small groups. Each group will need a **recording sheet** (CD Resource 2) and a stopwatch.

First ask each group to time one child walking the course without obstacles and record their time.

Then ask the groups to time the same individual walking the course again, but this time negotiating the obstacles. Again the time is recorded.

Next the whole group walks the course together, both with and without obstacles, recording their times for each journey.

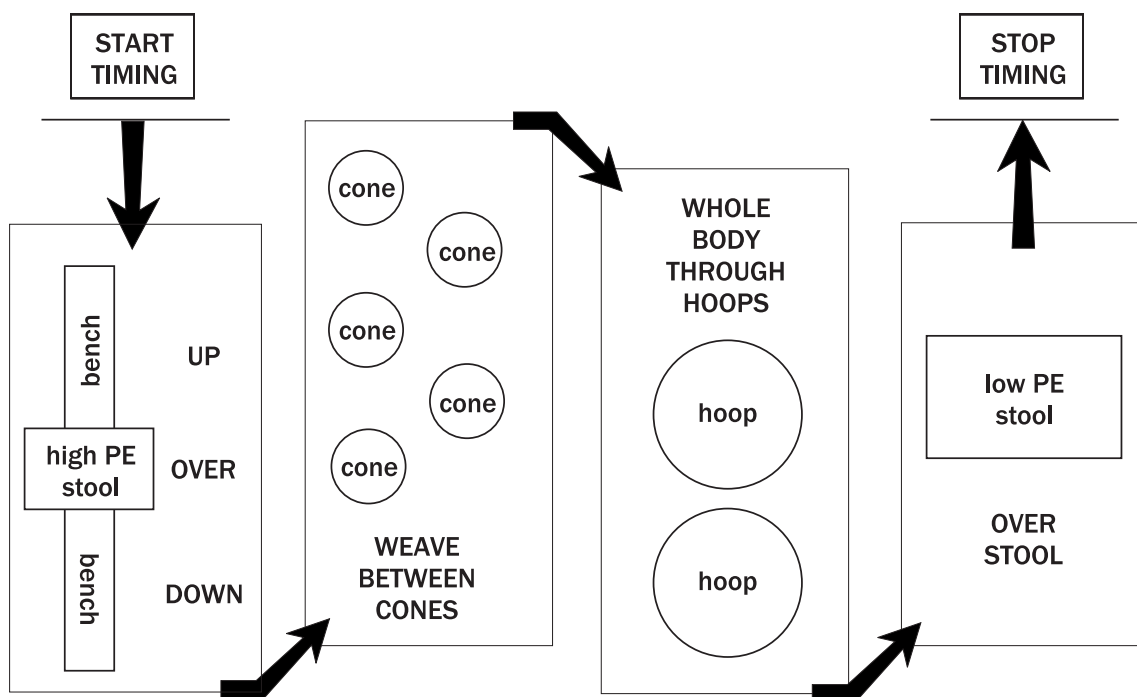
The single child represents one person travelling alone. The group represents a legion. You could add a further obstacle, for example a tribe attacking the legion. This can be done by telling the legion to stand still or mime a battle when you clap or blow a whistle.

Children can tackle the last part of the worksheet, asking them to write down their ideas about problems the Romans faced on their journey, as a group or individually.

PLENARY – LOOKING AT THE MAPS

The **maps** of Roman and Celtic Britain (CD Resources 3 & 4) show where the Romans settled and built their roads, and also which Celtic tribes they would have met on their journey. The maps can be used to illustrate a discussion of the obstacles the Romans faced when they tried to conquer Britain and where they were successful in establishing forts and roads.

OBSTACLE COURSE LAYOUT



II

HISTORY DETECTIVES

How do we know the Romans were here?

This session aims to introduce and explore the idea of archaeology, building an understanding of the types of evidence that can survive 2000 years. The class will investigate and interpret archaeological evidence from Cumbria in the period of the Roman occupation.

CURRICULUM LINKS: HISTORY 4A, 4B, 5A, 5B, 6, 7A, 8A, 9 GEOG 2C

OVERVIEW

LEARNING ACTIVITY	ACTIVITY DETAILS	LEARNING INTENTIONS	RESOURCES
STARTER whole class	<i>Guided thinking exercise</i> Pupils sit with eyes closed and are asked to remember events from their own lives, from breakfast that morning back to their earliest memories. They then try to imagine being very old and think about whether they will be able to remember every detail of their lives.	<ul style="list-style-type: none"> To introduce the idea that memories are lost over time. To compare memories with evidence of past events and understand that most of that evidence is also lost. 	
INTRODUCTION TO ARTEFACTS whole class	<i>What is an artefact?</i> Pupils are shown an image of a Roman artefact from Cumbria and asked to guess what it is, and how it could have survived for 2000 years. They are then told what it is and what it is made from.	<ul style="list-style-type: none"> To show that archaeology involves good guesswork based on limited evidence. To explain that metal and ceramic objects often survive better than objects made from organic materials 	<ul style="list-style-type: none"> Photo of Roman colander (CD Resource 5)
ARTEFACT CAROUSEL small groups	<i>Investigating and interpreting Roman artefacts</i> The class splits into small groups. Each group has eight photos of artefacts. Pupils first guess what they are, and are then given eight labels to match to the images. Pupils then record three things that each artefact tells them about the Romans on their worksheets.	<ul style="list-style-type: none"> To demonstrate the sort of evidence that archaeologists use to investigate the past. To begin developing skills of interpreting evidence. To develop group working skills. To learn more about Roman lives. 	<ul style="list-style-type: none"> Photos of artefacts (CD Resources 6-13) Labels (CD Resource 14) Worksheets (CD Resource 15)
PLENARY whole class	<i>Why is there more evidence about the Romans than about the Brigantes (the local Cumbrian tribe)?</i> Pupils look at an image of a Brigantian village. They then compare an aerial photo of the remains of a Brigantian village with a photo of a Roman site, and discuss why the Roman site gives archaeologists clearer information about the past.	<ul style="list-style-type: none"> To consolidate children's understanding of the type of materials and evidence that survive from the Roman period. To introduce the Brigantes and ideas about how they and the Romans built settlements. To remind pupils that much is still unknown. 	<ul style="list-style-type: none"> Photos of archaeological sites (CD Resources 16-20)

ACTIVITY GUIDELINES

INTRODUCTION TO ARTEFACTS

Show the children the picture of a **Roman colander** (CD Resource 5). The colander was made of copper – we can tell this by the green colour – and found at Ambleside Roman Fort. It has survived so well because it was buried underground for 2000 years, and so protected from the elements. Also, as it is made of metal it is more durable than say wood or leather, which are organic and rot away.

ARTEFACT CAROUSEL

Divide the class into small groups and give each group pictures of eight **artefacts** to interpret (CD Resources 6-13).

At first, let the children work without any further information, and ask them to think about what each object might be.

Then provide them with **artefact labels** (CD Resource 14) and ask them to match each photo with a label. Suggest that the pupils think about what each object is made of and what it might be used for, and remind them to use the scale shown in each picture to get an idea of the size of the object.

Finally, in small groups or working alone, ask the children to write down their conclusions about four of the artefacts on a **worksheet** (CD Resource 15).

1. A Roman key (CD Resource 6)

Made of iron. We can tell this because it has corroded badly and is slightly red in colour. Found at Ambleside Roman Fort.

The key tells us:

- they knew how to make iron
- they had blacksmiths who could make complicated designs with iron
- there was a need to keep things safe, from thieves or barbarian raids.

2. The sole of a Roman shoe (CD Resource 7)

Made from leather. Found at Ambleside Roman Fort.

The shoe sole tells us:

- they knew how to make leather
- they kept cows
- they wore shoes.

3. A Roman intaglio (CD Resource 8)

An intaglio is the name given to a stone set in the middle of a ring. They were often engraved with Roman gods, and could be used to stamp wax to seal a letter. This one was made from the mineral carnelian, and shows the god Victory. It was found at Hardknott Roman Fort.

The intaglio tells us:

- they liked to wear rings
- they had access to minerals to use in jewellery
- they believed in a number of gods.

4. A Roman faience bead (CD Resource 9)

Faience is finely glazed ceramic. This type of bead is called a 'melon bead'. It was found at Ravenglass Fort.

This tells us:

- they wore jewellery
- appearance was important to them
- they had the skills to make beads out of clay.

5. A Roman lamp (CD Resource 10)

The left-hand picture shows a side view of the lamp, the right-hand picture the base. The lamp was made of ceramic and would have been filled with olive oil, which burned at the spout. The stamp on the bottom "CAPITO F." means "Capito made this." The lamp was found at Ravenglass Fort.

The lamp tells us:

- the Romans needed light when it got dark at night
- they were skilled at making things with clay
- specific people had the job of making lamps.

6. A Roman figurine (CD Resource 11)

This figurine would have been worn in the same way that we might wear a crucifix, or have a statue of the god we believe in, or carry a lucky charm to keep something bad from happening. This one was made from ceramic and found at Drigg on the west coast of Cumbria. The head is missing and the figure is holding a bunch of flowers.

The figurine tells us:

- the Romans were religious or superstitious
- they were skilled at using clay.

7. A Roman gold coin (CD Resource 12)

One side of the coin shows a picture of the emperor Theodosius (AD 379-395), the other shows two emperors holding a globe with the god Victory behind them.

The coin tells us:

- the Romans used money
- they were ruled by an emperor
- they made things out of gold
- they believed in gods.

8. A Roman spindle whorl (CD Resource 13)

Spindle whorls were placed on wooden sticks and used to 'drop-spin'. This was the Roman method of spinning sheep's wool into fine lengths so that they could make clothes with them. This one was found at Ambleside Fort.

The spindle tells us:

- they could spin wool
- they wore woollen clothes
- they kept sheep.

PLENARY

The Brigantian Celtic houses were roundhouses, constructed with low stone walls and straw for the roofs. Over time the roofs would have collapsed and rotted away, and the low stone walls tumbled down. They leave traces of their existence in the form of rings of stones in the landscape, like the house remains found at **Threlkeld** (CD Resource 16 & 17, with and without notes). These small rings of stones can be hard to spot, so archaeologists have used aerial photography to tell us more. In the aerial photograph of **Aughertree Fell** (CD Resource 18 & 19, with and without notes) you can see the remains of two villages. The picture shows two enclosures with a beck running between the two. The enclosure boundaries consist of an earth bank and ditch, which defined the village and provided some defence. The enclosures would have contained many of the stone-built roundhouses. Each enclosure is about 90m across and would have been home to 20-50 people.

By contrast, Roman forts were built on a square plan, using building techniques and durable materials similar to those used today. Roman building work has survived much better than the remains of Celtic buildings. In the photo of **Hardknott Fort** (CD Resource 20) you can see some of the individual room shapes. The whole fort was about 100m² and would have housed around 500 soldiers.



WELCOME TO THE LAKE DISTRICT

Bogs, boulders and Brigantes

This session introduces the geography of the Lake District and the Brigantes – the Celtic tribe living in the North of England at the time of the Roman occupation. It aims to explore how local conditions made the Lake District difficult for the Romans to invade and control.

CURRICULUM LINKS: HISTORY 2C, 6, 7, 8A, 9 MATHS 3D GEOG 2C, 3B

OVERVIEW

LEARNING ACTIVITY	ACTIVITY DETAILS	LEARNING INTENTIONS	RESOURCES
STARTER whole class	<i>Mystery object</i> Show pupils a photo of a fragment of a Roman board game and counters. Ask them to guess what they could have been, reminding them of the methods used to analyse objects in Session II. Then show pupils the image of the complete board game. Explain that the class will now play a board game based on the Roman experience in Cumbria.	<ul style="list-style-type: none"> • Revisiting the idea of archaeology and studying objects from long ago. • Link Roman leisure activities with those of today. 	<ul style="list-style-type: none"> • Photos of board game fragment and counters (CD Resources 21 & 22) • Photo of complete board game (CD Resource 23)
BOARD GAME small groups	<i>The Roman invasion of the Lake District</i> In small groups, pupils play the board game. They are playing the part of the Roman army, marching north into the Lake District. On the way they encounter numerous challenges and delays faced by the Romans. The first to reach the end of the board has successfully invaded!	<ul style="list-style-type: none"> • To introduce the idea that invading and controlling the Lake District was not easy for the Romans. • To understand several of the key reasons for this. • To introduce the Brigantes. 	<ul style="list-style-type: none"> • Board game instructions (CD Resource 24) • Game board and game cards (CD Resources 25 & 26) • Counters • Dice
PLENARY whole class individual	<i>What made the invasion difficult for the Romans?</i> Pupils record their thoughts on a summary sheet, using their experience of playing the board game.	<ul style="list-style-type: none"> • To highlight three or four key reasons why the invasion was difficult. • To briefly explore these reasons. 	<ul style="list-style-type: none"> • Summary worksheet (CD Resource 27)

BACKGROUND INFORMATION

Outline

The Romans first occupied the Lake District during the reign of Hadrian, AD 117-138. They had been in Cumbria for almost forty years, but had not felt it worthwhile to occupy the very sparsely populated, mountainous area. The change was prompted by a desire to protect Cumbria from invasions along the west coast, and a similar desire to protect the northern frontier during the building of Hadrian's Wall.

The straightest route through the interior to protect the coast was via Hardknott and Wrynose Passes. Hardknott Fort was built to police this route and a fort was built at Ravenglass to protect the coast.

Other roads, such as the famous one over High Street, were built to keep communications routes open. **High Street** linked Ambleside with Brougham and is the highest Roman road in Britain; CD Resource 29 shows the public footpath following the line of the road over the ridge.

The Brigantes

One of the aims of this session is to introduce the Brigantes, the local resident tribe in the north-west at the time of the Roman invasion. Their way of life and the ways this contrasted with the Romans will be explored in Session IV. By the end of Session III, pupils will ideally be aware that the tribe existed, that they lived in the Lake District, and that at first they were hostile to the Romans. There are several pieces of evidence that suggest the Brigantes were hostile to Roman rule. The **Ravenglass military diploma** (CD Resource 30) was given, in AD 155, to a soldier stationed at Ravenglass to control the threat from the Brigantes. An inscription on a **Roman tombstone** (CD Resource 31), at the Armit Collection at Ambleside, says a Roman soldier was 'killed by the enemy' – i.e. the Brigantes – inside the fort. Hostilities eventually died down, and by the third century the Brigantes had become used to the Romans.

The Environment

Other difficulties were created by the mountainous environment, and inhospitable weather of the Lake District. Challenges created by the weather included: freezing conditions; heavy rain; poor visibility for route finding; increased illness; and swollen river crossings. Challenges posed by the landscape included: steep and rugged hillsides; boggy ground; frozen ground; poor soil; forests to clear; large numbers of rivers to cross. All in all, the Romans faced a number of challenges whilst taking control of the Lake District. Their ultimate success was partly due to low population numbers, which allowed the Romans and Brigantes to co-exist fairly happily.

N.B. The two **maps** accompanying Session V (CD Resources 51 and 52), show where the Romans built their forts following the invasion.

ACTIVITY GUIDELINES

MYSTERY OBJECT

Show the class the image of a **fragment of a Roman board game** (CD Resource 21). It is just possible to see lines incised onto the sandstone to make a chequered pattern. Then show the image of two **gaming counters** (CD Resource 22). These were usually made from glass, bone or stone and shaped to fit the gaming board. Ask the class if they have any ideas what the objects might be.

Explain that these objects were identified by comparing them with other, more complete, **board game sets**, including one from Corbridge Roman Fort, on Hadrian's Wall (CD Resource 23).

The Romans may have played these games when visiting the baths, which were seen as places to relax and socialise.

BOARD GAME

The board game is of the straightforward counter and dice variety. Give each small group of pupils a set of **instructions** (CD Resource 24), a **board** (CD Resource 25, two sheets which will need to be taped together), and a set of **game cards** (CD Resource 26, these will be need to cut out in advance). They will also need a dice and counters. Whenever a pupil lands on a 'C' square, they take a card, which will direct them to move forwards or backwards a certain number of squares or miss a certain number of throws. Shuffle the cards before handing them out.

SUMMARY WORKSHEET

Two versions are provided, one with an extension activity for more able pupils. Discuss the difficulties faced by the Romans as a class before asking children to work on the sheets individually.

IV

MEET THE LOCAL TRIBE Introducing the Brigantes

This session aims to develop understanding of the Brigantes and explore their lives in some detail. In subsequent sessions this understanding will be used to contrast the Brigantes with the Romans.

**CURRICULUM LINKS: HISTORY 2A, 2B, 4A, 4B, 5A, 5C, 6, 7, 8A, 9
ART & DESIGN 5A CITIZENSHIP 4B ENGLISH 1C, 2C, 4A**

OVERVIEW

LEARNING ACTIVITY	ACTIVITY DETAILS	LEARNING INTENTIONS	RESOURCES
STARTER whole class	<i>Brief idea gathering</i> Pupils volunteer all the facts they can remember about the Brigantes from Session III. They then suggest questions about the Brigantes that they would like to have answered.	<ul style="list-style-type: none"> To revisit previous learning and use this as a springboard to generate interest in learning more about the Brigantes. 	
ROLE PLAY AND INFORMATION GATHERING small groups individual	<i>Learning about the Brigantes</i> Children from half the class are each given role-play cards describing a Brigantian character and his or her life. Children from the other half of the class interview the 'Brigantes'. All pupils complete a worksheet, recording their findings using words and images.	<ul style="list-style-type: none"> To learn about several aspects of Brigantian lives. To develop the skills of empathy and role play. To develop the ability to identify and ask good questions, to absorb information, and to provide detailed answers. 	<ul style="list-style-type: none"> Role-play cards (CD Resource 32) Worksheets (CD Resources 33 & 34) Reference images of Celts and Celtic village (CD Resources 35-38)
AN INTERVIEW WITH CARTIMANDUA whole class	<i>The tale of Cartimandua</i> Pupils hear the story of Cartimandua and discuss what she might have been like. They then imagine that they are Newsround reporters preparing to interview her. They draw a picture showing how they imagine she looks, and write down the questions they would like to ask her.	<ul style="list-style-type: none"> To bring the Brigantes to life through a true story. To develop skills of curiosity and imagination. To think about what makes a good question. 	<ul style="list-style-type: none"> The Tale of Cartimandua (CD Resource 39) Reporter worksheet (CD Resources 40 & 41)
PLENARY whole class	<i>Reviewing starter questions</i> Pupils review their starter questions. Have they been answered? Were they good questions?	<ul style="list-style-type: none"> To make explicit the learning that has taken place. 	

BACKGROUND INFORMATION

THE CELTIC WAY OF LIFE

The Brigantes were a Celtic tribe of native Britons who lived in the north of England. The best information about the Brigantes comes from Roman writers. The Brigantes transmitted information orally and used organic materials, and therefore left little physical or written evidence.

The Brigantes believed in a number of gods associated with nature and the seasons, and the tribe was named after the Celtic goddess of spring, Brigit. They are thought to have been the most powerful tribe that the Romans encountered in Britain. Their ruler at the time of the invasion was Queen Cartimandua.

The Brigantes lived in clans and extended families, often all together in the same house. They built roundhouses with low stone walls and a thatched roof.

Men and women had different roles but were given equal status. The men often had to fight to protect their land from other Celts and eventually the Romans. Women's roles included ensuring everyone was fed, spinning wool and making clothes. Children would generally help out with their mothers' chores, tending to the animals, helping to grind grain and so on. They did not go to school!

The Brigantes were pastoral farmers. Men would hunt and fish, and the women made cheese and bread. They also foraged for wild foods like nuts and berries. In autumn some of the farm animals were slaughtered. The meat was hung up inside the roundhouses to smoke and preserve, providing a supply for the winter. A kind of beer was made from barley. This beer was more like a thick alcoholic porridge than a drink. Drinking beer was much safer than drinking water, as the brewing process got rid of any germs.

WHAT DID THE CELTS LOOK LIKE? (CD RESOURCES 35 & 36)

The Celts wore very practical clothes made from sheep's wool, which is naturally waterproof because it contains lanolin, an oil released from the sheep's skin. They used natural dyes and liked very bright colours and checked and tartan patterns.

The women wore a long pale dress beneath a more colourful tunic, with a leather belt to keep the dress and tunic from dragging on the floor. A pouch on the belt was used to hold precious things. On colder days the women wore a heavy shawl, pinned at the front with a brooch. They wore leather shoes, made to measure for each person. The shoes were made of a single piece of leather with holes in the sides for a leather thong to lace them up. In the winter they lined the shoes with straw for warmth. Women's hair was worn tied up in braids or plaits which reduced the need for washing.

The men wore an undergarment beneath their long shirts, and trousers in the colder months. For extra warmth they wore a cloak, again fastened at the front with a brooch. Men's shoes were very like those of the women. Celtic men are said to have had big moustaches. They whitened their hair with lime, a chalk-like powder mixed with water. For battles they painted their bodies with a blue dye made from the woad plant, to scare off their enemies.

WHAT WAS A CELTIC VILLAGE LIKE? (CD RESOURCES 37 & 38)

The walls of the roundhouses were made of stones, fitted together like the stones in a dry stone wall. The thatched roofs did not have chimney holes. Instead the fire was positioned in the centre of the house, under the tallest part of the roof. The smoke gathered in the roof space and slowly seeped out through the thatch. Even though smoke could get out, the thatched roofs were waterproof and rain could not get in. The houses were built by master craftsmen and if taken care of, could have stood for at least 200 years. The stone walls between the houses were to prevent villagers' animals from wandering off.

ACTIVITY GUIDELINES

ROLE PLAY

In Session IV, half the class take on the role of Brigantians, with the guidance of **role-play cards** (CD Resource 32). In Session V the other half of the class will take on the role of Romans. Those who are not role-playing ask questions to find out about the others' lives.

To give children more confidence in answering the questions they can be put in groups of 'men', 'women' and 'children'.

Alternatively you could ask children from the same family to sit together. This will give the role-players the chance to hear about a wider range of characters and allow questioners to stay with one group rather than wandering around the room.

In Session IV, give each group a copy of the annotated images of **people** and **houses** (CD Resources 36 & 38). This will help them understand more about their

characters, and to visualise their clothes and homes. It will also provide some of the information needed by the other pupils filling in their worksheets.

You can either ask the questioners to fill in their worksheets as they go along and the role-players to fill out theirs at a later session, or you can ask everyone to fill out their worksheets at the same time when the question and answer session is over.

AN INTERVIEW WITH CARTIMANDUA

Read the **story** (below, and CD Resource 39) to the class. Ask children for their ideas about what Queen Cartimandua may have been like.

Working alone, the children then devise questions they would ask Queen Cartimandua as though preparing an **interview** for Newsround (CD Resources 40 & 41).

THE TALE OF CARTIMANDUA

Cartimandua loved being queen of the Brigantes. She enjoyed the feeling of having power over her tribe, and fiercely wanted to hang on to it all.

When rumours reached her of the Romans, and their battles with tribes in the south, she was troubled. In all the tales she heard the Romans always won. Traders and spies told her of the rich life lived by these mighty Roman warriors, with their grand stone buildings and delicate pottery and glass. Afraid that she was going to lose everything, Cartimandua prayed to the gods for a sign, showing her what to do.

At this time King Caractacus ruled a tribe living in the west. His tribe fought bravely against the Romans but were defeated and the king and his family fled in fear of their lives. They ran north to Cartimandua and begged for her protection. She looked at the king, his wife and children, and decided that this was her sign from the gods. She took them in and offered them rest and safety, but secretly sent messages to the Roman Emperor Claudius offering up her guests as prisoners. King Caractacus and his family were betrayed and taken by the Romans. The Romans gave Cartimandua great rewards – gifts of beautiful jewellery, pottery and glass.

Cartimandua knew the Romans would not attack her now that she was their friend, and she began to dream of an even better, richer life. She became bored with her husband Venutius who had become lazy and spent all his time hunting and feasting. She longed for a younger, braver, more handsome man and her eye fell on Vellocatus, who was her husband's armour-bearer. Cartimandua divorced her husband and married young Vellocatus instead.

The tribe was furious with their middle-aged queen for behaving like this – marrying a teenager! – and Venutius swore that he would have his revenge. He gathered together some angry tribespeople and attacked Cartimandua. Fearing for her safety she sent messages to the Romans, who tried several times before they were finally able to rescue her.

Nobody knows what happened to Cartimandua and Venutius after this. The Romans did become the rulers of the Brigantes. Over time everyone became used to the new situation and lived in peace. Whether the Queen got to live the life of luxury she dreamed of...who can say?



MEET THE ROMANS

The new arrivals in the Lake District

This session aims to develop understanding of the Romans including who they were, their lifestyles and some of the features that made them such a successful military force.

**CURRICULUM LINKS: HISTORY 2A, 2B, 4A, 4B, 5A, 5C, 6, 7, 8A, 9
CITIZENSHIP 4B ENGLISH 1C, 4A**

OVERVIEW

LEARNING ACTIVITY	ACTIVITY DETAILS	LEARNING INTENTIONS	RESOURCES
STARTER whole class	<i>Brief idea gathering</i> Pupils volunteer all the facts they can remember about the Romans from Sessions I-III. They then suggest questions about the Romans that they would like to have answered.	<ul style="list-style-type: none"> To encourage interest in learning more about the Romans. To see progression from the questions asked in Session IV. 	
ROLE PLAY AND INFORMATION GATHERING small groups individual	<i>Learning about the Romans</i> Children who did not play the part of Brigantes in Session IV are given role-play cards describing a Roman character and his or her life. The other half of the class interviews the 'Romans'. All pupils complete a worksheet, recording their findings.	<ul style="list-style-type: none"> To learn about several aspects of the Romans' lives. To develop the skills of empathy and role play. To develop the ability to identify and ask good questions, to absorb information, and to provide detailed answers. 	<ul style="list-style-type: none"> Role-play cards (CD Resource 42) Worksheets (CD Resources 43 & 44) Images of Romans and Roman buildings (CD Resources 45-50)
ROMAN SETTLEMENTS small groups	<i>Where did the Romans settle?</i> Pupils work with a map, locating Roman settlements in the Lake District. They place a label on each settlement, describing its main use.	<ul style="list-style-type: none"> To understand where the Romans built settlements and for what purposes. To see a connection between activity in Cumbria and Hadrian's Wall. 	<ul style="list-style-type: none"> Maps of Roman Cumbria (CD Resources 51 & 52) Map template (CD Resource 53) Map labels (CD Resource 54)
FROM THE MUSEUM whole class	<i>Looking at artefacts</i> Cumbrian museums can supply artefacts and further resources to help bring the topic alive.	<ul style="list-style-type: none"> To help pupils engage more fully with ideas about the Romans and their lives. 	<ul style="list-style-type: none"> You will find a museums contact list at the end of this booklet
PLENARY whole class	<i>Comparing the Romans and the Brigantes</i> Pupils identify key differences between the two groups in general and between specific characters.	<ul style="list-style-type: none"> To draw attention to important differences between the Romans and Brigantes. 	

BACKGROUND INFORMATION

The Romans invaded Britain in AD 43 but it took them 30 years to get up to Cumbria and then another few years to make their presence fully known in the Lake District.

The Romans who lived in Cumbria were not just from Italy. As the Roman Empire expanded across Europe, people from many countries and tribes were absorbed. Non-Romans who joined the army became auxiliary troops, and were sent to the far corners of the empire to protect the Roman frontier.

We know that the soldiers stationed at Hardknott were from Dalmatia in Croatia and the **Ravenglass military diploma** (CD Resource 30) states that its owner was from Heliopolis, in ancient Syria or modern-day Lebanon. A military diploma was issued to a foreign soldier who had served 25 years in the Roman army, and granted him Roman citizenship.

The soldiers' main purpose was to patrol the area around their fort, and to patrol the roads to ensure that they were not surprised by an attack. The local tribes were not afraid to attack the Romans. A **tombstone** found at Ambleside (CD Resource 31) is for a man called Flavius who the tombstone tells us was "killed in the fort by the enemy".

We know more about the Romans than we do about the Brigantes. The Romans were well known for their engineering techniques and their buildings have lasted in the landscape far longer than those built by others. They made things using metal and ceramics, which have survived in far better condition than the organic materials left by the Celts. The Romans could write and left records of what they did, where they went and who they met. We are therefore able to say a lot more about the Romans!

Whilst they were in the Lake District the Romans were stationed at stone-built forts. All the forts tended to be built on the same plan, using similar construction techniques. This made it easier and quicker for the Romans to build new forts, and also meant they always knew where the important buildings were, whichever fort they were at.

Roman women in richer households had slaves to do all of the housework, cooking, mending clothes and other household activities. Children usually helped their parents at work and most did not go to school. If the family was rich enough to afford a teacher, he would only teach the boys.

The Romans ate very well indeed. Not only did they eat meat from the animals they hunted but they also imported food and drink from Rome, like wine, olive oil, herbs and spices, garlic, onions and many other vegetables. They also ate a lot of bread, which meant building large stores to hold the grain, like the **granary** found at Ambleside Roman fort (CD Resource 43).

The Romans were very clean and cared a great deal about their appearance. Every fort had a bathhouse, built just outside the fort. There are impressive remains of a **Roman bathhouse** at Ravenglass (CD Resource 46).

WHAT DID THE ROMANS LOOK LIKE? (CD RESOURCES 47 & 48)

Roman soldiers in the Lake District generally wore matching clothes of one colour. Their clothes were of simple design, and would have been worn with leather shoes or sandals called *caligae*, which tied up around the ankles. The men kept their hair cut very short, were clean-shaven, and used grooming tools like tweezers and nail scissors.

Roman women were generally quite well dressed and certainly had a sense of fashion. They wore a long tunic called a *stola*, and a blanket draped over their shoulders to keep themselves warm. They also wore leather sandals, of a different style to the men's. Hair was worn piled into a bun at the back of the head. Roman women wore a variety of jewellery including necklaces, brooches, earrings and bracelets.

WHAT WERE ROMAN BUILDINGS LIKE? (CD RESOURCES 49 & 50)

Roman buildings were very different to the Celtic ones. The buildings were made of stone and they were rectangular or square with right-angled walls. The roofs were made with ceramic tiles. The fort and its buildings at Ambleside were similar to those found elsewhere in Britain and the Roman Empire.

ACTIVITY GUIDELINES

ROLE PLAY

The Session can be run in exactly the same way as Session IV on the Brigantes. See p.15 for further guidance.

Provide each group with images of **Roman dress** and typical **Roman buildings** (Resources 48 and 50) to give them further context for their questioning.

ROMAN SETTLEMENTS

N.B. There are two versions of each of the map resources for this activity, one for projection and one for printing. The printed version is on two sheets that can be taped together to give a larger scale for group work.

Show the class the map of **Roman Cumbria** (CD Resource 51), pointing out Hadrian's Wall. Explain to the children that the occupation of the Lake District was part of the same set of measures for protecting the northern border as Hadrian's Wall.

Move on from the Cumbria map to the map showing just the **Lake District** (CD Resource 52). It is these settlements that will be covered in detail in this activity.

Give each small group a copy of the unlabelled **Lake District map** (CD Resource 53) and a set of six **labels** for the settlements (CD Resource 54).

Ask the children to place each labels on the appropriate settlement on the map.

The labels should be set out as follows:

- Ravenglass Fort – A fort built to defend against attacks from the sea.
- Ambleside Fort – This fort was an important part of the supply chain.
- Hardknott Fort – A fort built to police the Roman road from Ravenglass to Ambleside.
- Troutbeck Fort – This fort was built to help control the north-east of the Lake District.
- Muncaster tile and pottery kilns – These kilns made tiles and pottery for the forts in the surrounding area.
- Caermote Fort – A fort to watch for people coming into the north-west of the Lake District.

The first fort the Romans built in Cumbria was at Carlisle. They did not venture into the Lake District until they started to build Hadrian's Wall around AD 117-138 AD. At the same time they also began to build forts along the west coast, at Moresby, Beckfoot and other locations.

Hadrian's Wall was built to protect the Roman Empire from invaders and barbarians from Scotland. The other forts in Cumbria formed an extended network built to assume control over the land, and were all held by auxiliary troops. The forts on the west coast of Cumbria were built to ensure that barbarians did not try and attack England from the sea.

It is said that Roman forts were never placed more than a day's walk from each other, which is why there are so many in the Lake District and Cumbria. There are not as many in the mountainous parts of the northern Lake District because this area was less densely populated and the physical layout of the land meant that the area did not need to be closely controlled.

The forts were connected by a network of roads. We do not know the routes of all the old Roman roads. The ones we do know are marked on the map. The Romans needed the roads between the forts to ensure they had good routes of communication and to allow coastal trade to get through to the mainland. The Romans liked to build their roads in straight lines, as this was the quickest route from place to place. As a result, some of the roads like the Ravenglass-Ambleside road and the Ambleside-Brougham road go over high mountains.

PLENARY

These are some of the key differences between Romans and Brigantes to highlight in the plenary:

Houses

Romans built square dwellings using stone and ceramic tiles. Brigantes built round homes using low stone walls and thatch.

Clothes

Romans preferred plainer styles, Brigantes preferred tartan patterns and bright colours.

Families

Roman soldiers lived in the forts while the women and children lived outside in houses. Brigantes lived together in extended families.

Food

Romans ate exotic food from other countries and drank wine. Brigantes ate food that they could grow and catch in the local area and drank beer.

Culture

The Romans were a literate society who could read and write. The Brigantes passed on information by word of mouth.

VI

DID THE ROMANS CHANGE THE LAKE DISTRICT? A boulder's view

This session aims to develop empathy skills and look at how life for the Brigantes might have changed during the Roman occupation. It also looks at whether the Romans had a lasting impact on the Lake District.

CURRICULUM LINKS: HISTORY 2C, 2D, 5C, 6, 7, 8A, 9

ENGLISH 2A, 2B, 2E, 3

OVERVIEW

LEARNING ACTIVITY	ACTIVITY DETAILS	LEARNING INTENTIONS	RESOURCES
STARTER whole class	<i>Remembering the Brigantes</i> Ask pupils who played the part of Brigantian children in Session IV to tell the class what they can remember about their lives. Ask other children to share what they remember too.	<ul style="list-style-type: none"> To help all the class imagine the lives of Brigantian children. To recall and apply prior knowledge to a new activity. 	<ul style="list-style-type: none"> Session IV role-play cards for reference (CD Resource 32)
PHILOSOPHY FOR CHILDREN whole class	<i>Imagining the arrival of the Romans</i> Ask the class to sit in a circle and close their eyes. You read them a short account, in which a Brigantian child sees the Romans are marching to Ambleside, while the children imagine themselves to be a Brigantian child. Pupils then record their feelings and questions on worksheets. As a class, they then discuss the feelings, and debate which are the best questions and why they would want to ask them.	<ul style="list-style-type: none"> To empathise with the Brigantes and to use this as a way of approaching the changes brought by the Romans. To develop the skills inherent in the Philosophy for Children approach – listening, discussing and making class choices. 	<ul style="list-style-type: none"> Thought-bubble worksheets (CD Resource 55)
SHORT- AND LONG-TERM CHANGES whole class individual	<i>How much change did the Romans bring?</i> Read through the Bryn the Boulder sheet, with his observations on the time of the occupation and afterwards, and the sample poem. Review the questions generated in the philosophy session. Working alone, children write their own poems about the occupation and its effects.	<ul style="list-style-type: none"> To understand that there were some short-term and some longer-lasting changes. To understand that, on the whole, the Brigantes' lives went on as before. To develop creative writing skills. 	<ul style="list-style-type: none"> Bryn the Boulder worksheet (CD Resource 56) Sample poem (CD Resource 57)
PLENARY whole class	<i>Sharing poems</i> Pupils share their poems with the class.	<ul style="list-style-type: none"> To consolidate the key ideas about the type of changes that took place and how long they lasted. 	

BACKGROUND INFORMATION

THE ROMAN IMPACT

The official Roman administration in the north-west ended in the early fifth century, when Romans in Britain were ordered to come to the aid of those defending France and Italy against a great attack from tribes like the Brigantes. By this time the Romans had been here for some 350 years and their presence made a mark on the Lake District and Britain as a whole.

The impact in the Lake District:

- Large forts were built across the region and remained when the Romans left.
- The Romans established major routes across the Lake District which are still in use today. Examples include High Street, which is now a public footpath, and Hardknott/Wrynose pass.
- They fought with the Brigantes for the first hundred years or so they were here.
- They also traded with the Brigantes, exchanging provisions and introducing new materials and foods.

Across Britain:

- They introduced taxation.
- They introduced new foodstuffs, including radishes, onions, garlic and several herbs.
- They introduced new standards for ceramic tableware. In the Lake District, some pottery was made before the Roman invasion, but most people drank from cups made of leather, wood or animal horn.
- They introduced reading and writing to Britain.

After the first hundred years of conflict, the Romans and Brigantes lived their different lives side by side within the region. Changes to the landscape, and the introduction of new products, foodstuffs and customs were important but did not mean the end of the Celtic way of life.

ACTIVITY GUIDELINES

IMAGINING THE ARRIVAL OF THE ROMANS

From the point of view of a Brigantian child the arrival of Roman soldiers would presumably have been a major event, both fascinating and alarming. It would have felt very different to seeing other Celtic tribes, and the Romans would have been an obviously intimidating presence with their military organisation and weapons. A Brigantian child might well have wondered what all this meant for their own, and their family's, lives.

For those Brigantian families who were directly affected by fighting with the Romans, or who had land taken away for the building of Roman forts, the impact of their arrival were highly significant. However, for families whose land was more remote from the new Roman settlements and roads, life would not have changed a great deal.

Read out the story opposite, describing the Romans' appearance at a Brigantine settlement in the Lake District.

Ask the class to imagine that they are Carey, Anyon or Brigit (characters from the Session IV role-play). Encourage them to think in detail about what they might be feeling, and what questions they would have. The ideas below may be useful as prompts:

- Who are these men?
- How many are there?
- Where have they come from?
- Why are they here? What do they want?
- Are they staying, or passing through?
- Do they want to hurt us?
- Are we in danger?
- Can we beat them in battle? Should we attack them now?
- What weapons do they have?
- Is my life going to change?

Ask the children to write down their own thoughts and questions about the arrival of the Romans on the **thought bubble worksheet** (CD Resource 55).

Finally lead a whole-class discussion in which children talk about their feelings and debate which of the proposed questions are most worthwhile.

SOLDIERS!

Carey sees them first. He is gathering berries, high up on the fell, when he sees the groups of men crossing the ford. The men are marching in lines, and all dressed the same, in uniforms with shining helmets. The sun glints off their long spears as they splash through the shallow water.

Carey knows he must warn the tribe. He drops his basket and starts to run, leaping over boulders, tumbling through thickets of blackberries, until breathless, with eyes full of fear, he stumbles into the village. He speaks in short bursts, all the while pointing urgently towards the river.

“Men... soldiers... many... with spears... at the ford...”

Anyon and Brigit hear the shouts of their younger brother. They leave their work and rush out of the house. They have heard Father talk of these soldiers, who come from the south, from lands far away, who are building a fort in Ambleside. The elders call them ‘Romans’, and now they are here...

BRYN THE BOULDER

Pupils study a copy of the **Bryn the Boulder** sheet (CD Resource 56). The boulder’s perspective allows for a continuous viewpoint from before, during and after the Roman invasion. Bryn is an old Celtic (Welsh) name and means ‘hill’ or ‘mound’.

Ask pupils to imagine Bryn sitting on a hillside with a view of the Lake District, including one of the Roman forts and roads, as well as some Brigantian settlements. Bryn will have seen the Romans coming and going, witnessed some of the fighting, observed the trading and watched how the Brigantes adapted to their new neighbours, and finally witnessed the Romans leaving.

This should help give children an understanding and feel for the lengthy passage of time.

The **poem** (CD Resource 57) gives the pupils a sample style in which to write their own poems. It deals with the arrival of the Romans, rather than the changes they brought, so as not to limit their creativity when writing about the changes. The sample poem could be used as opening lines, with the pupils adding their own ideas about the changes that happened during the next 350 years.

VII

WAS IT ALL WORTH IT?

This session provides a summary of the previous six sessions and is an opportunity for pupils to reflect on the impact of the Roman invasion and occupation of the Lake District.

CURRICULUM LINKS: HISTORY 5C, 6, 7, 8A, 9
ENGLISH 2A, 2B, 2E ART & DESIGN 2A

OVERVIEW

LEARNING ACTIVITY	ACTIVITY DETAILS	LEARNING INTENTIONS	RESOURCES
STARTER whole class	<i>Idea gathering</i> Pupils contribute all that they can remember about Roman and Brigantian clothing. Ideas are recorded at the front of the class for use during the session.	<ul style="list-style-type: none"> To recall prior learning. To identify with their roles. 	<i>NB Throughout Session VII it will be helpful to refer back to resources used in the previous sessions.</i>
IMAGE MAKING individual	<i>Creating a cardboard cutout character</i> Pupils apply collage materials, or paint and draw, onto a cardboard human-shaped cutout, to represent their role-play characters, using all the information gathered at the beginning of the session.	<ul style="list-style-type: none"> To apply prior learning about Roman and Brigantine culture. To deepen role-playing abilities. To provide an opportunity for creative and kinaesthetic work. 	<ul style="list-style-type: none"> Human shape template, printed onto card (CD Resource 58)
HOT SEATING whole class individual	<i>Was the Roman occupation a good thing?</i> Revisit some of the images of Roman remains in the Lake District and explain the reasons for the occupation (see notes overleaf). Carry out a hot-seating exercise in which pupils take turns to answer questions, as their role-play characters, about the benefits of the occupation.	<ul style="list-style-type: none"> To reflect on all prior learning from previous sessions and apply this to the question. To develop skills of empathy, listening, expressing emotions and asking questions. To demonstrate that perceptions of historical events vary depending on one's personal perspective. 	
PLENARY whole class	<i>Voting with the cardboard cutouts</i> Set up a vote on the occupation. Ask pupils to stick their characters on the 'yes' or 'no' sides of the board.	<ul style="list-style-type: none"> To provide a visual summary of opinions for discussion. To allow pupils to express an 'in character' role as well as their own. 	

BACKGROUND INFORMATION

After the Romans left Britain and the Empire collapsed, most traces of the occupation gradually disappeared. Clearly they did not succeed in holding onto their Empire as they had hoped. However, during their occupation of the Lake District they had specific aims and reasons for being here. They did not set out to take over the Lake District and change the people who lived here; they were aiming to protect Roman-occupied land from invaders from Scotland and from the sea. In this sense they were very successful and achieved their aims.

The following points will help you to facilitate the hot-seating exercise.

The Romans:

- successfully fought against Brigantian rebellions, establishing their authority
- successfully built forts and defended them
- successfully opened up new routes and roads and maintained them
- successfully traded for the supplies they needed
- co-existed with the Brigantian people after initial hostilities
- deterred invasion from overseas by defending the coast
- helped deter invasion from Scotland as a second line of defence after Hadrian's Wall

The Brigantes:

- some families lost land to the Romans
- some families lost warriors in battles with the Romans
- some people might have resented the changes the Romans made to the landscape, like the roads and the big stone forts
- some people might have enjoyed the opportunity to eat new types of food
- some people might have enjoyed the opportunity to try new ways of doing things, like using more pottery for eating and drinking
- some families would have become richer by trading with the Romans

You could also point out that the occupation went on for 350 or so years. After such a long time the Brigantes and Romans would have both got used to each other. The Brigantes would have found it hard to imagine the Lake District without the Romans and the Romans would have thought of the Lake District as home.

FURTHER STUDY

The following organisations can supply additional resources to assist you in your teaching of the Romans. Resources on offer include on-site teaching sessions and workshops, teaching packs, school visits and 'loan boxes' (boxes of real or replica Roman objects for use in the classroom).

TULLIE HOUSE MUSEUM & ART GALLERY

Castle Street, Carlisle, Cumbria CA3 8TP

Tel 01228 534781 **Fax** 01228 810249

enquiries@tulliehouse.co.uk

<http://www.tulliehouse.co.uk>

<http://romans.tulliehouse.co.uk>

Resources available

- Object handling
- Role-Play sessions
- 3 x Roman Loan Boxes
- 'Dead Good Romans'

KENDAL MUSEUM

Station Road, Kendal, Cumbria LA9 6BT

Tel 01539 721374 **Fax** 01539 737976

info@kendalmuseum.org.uk

<http://www.kendalmuseum.org.uk>

Resources available

- 2 Roman loan boxes
- Roman workshops
- Roman display

ARMITT COLLECTION

Rydal Road, Ambleside, Cumbria LA22 9BL

Tel 015394 31212 **Fax** 015394 31313

info@armitt.com

<http://fp.armitt.plus.com/index.htm>

Resources available

- 'The misfortunes of Flavius' – a Roman and Celtic workshop with role-play
- Roman workshop with handling session
- Roman display

THE BEACON

West Strand, Whitehaven, Cumbria CA28 7LY

Tel 01946 592302 **Fax** 01946 698150

thebeacon@copelandbc.gov.uk

<http://www.copelandbc.gov.uk/ms/www/thebeacon/default.htm>

Resources available

- 'The Romans are coming' workshop
- Roman armour workshop
- Roman loan boxes

SENHOUSE ROMAN MUSEUM

The Battery, Sea Brows, Maryport, Cumbria CA15 6JD

Tel 01900 816168

romans@senhouse.freemove.co.uk

<http://www.senhousemuseum.co.uk>

Resources available

- Roman teaching sessions
- Roman loan box

PENRITH MUSEUM

Robinson's School, Middlegate, Penrith, Cumbria

CA11 7PT

Tel 01768 865105

museum@eden.gov.uk

<http://www.eden.gov.uk/main.asp?page=126>

Resources available

- A small handling collection

IAN McNICOL, THE HISTORY MAN

Eastwood, Scales, Ulverston, Cumbria LA12 0BB

Tel 01229 869455

Resources available

- Live interpretation characters devised for use in schools, for example Marcellus, a Romano-British potter who trades around the north west of Britain

LANCASHIRE COUNTY MUSEUM SERVICE

Museum Education Service, Stanley Street, Preston PR1 4YP

Tel 01772 534089 or 01524 64637

Fax 01772 534079

museums.education@mus.lancscc.gov.uk

<http://www.lancsmuseums.gov.uk/simplyschools>

Resources available

- Roman session at Lancaster museums
- Loan boxes to Lancashire schools
- Roman display

BIRDOSWALD ROMAN FORT

Education Team (North)

37 Tanner Row, York YO1 6WP

Tel 01904 601917

Educ.york@english-heritage.org.uk

<http://www.english-heritage.org.uk/education>

<http://www.english-heritage.org.uk/discoveryvisits>

Resources available

- Interactive guided tours
- Crafty Roman discovery visits
- Jefficus the Roman soldier

VINDOLANDA & THE ROMAN ARMY MUSEUM

Chesterholm Museum, Bardon Mill, Hexham, Northumberland NE47 7JN

Tel 01434 344277

info@vindolanda.com

<http://www.vindolanda.com>

Resources available

For visits booked in advance to the fort & museums:

- Free and discounted teachers' visits
- Advance teaching material
- Site discovery notes
- Site plans
- Staff notes
- Site introduction talk (Vindolanda)
- Roman Army talk (Roman Army Museum).
- Free downloadable resources

CUMBERLAND AND WESTMORLAND

ANTIQUARIAN AND ARCHAEOLOGICAL SOCIETY

societyinfo@cwaas.org.uk

<http://cwaas.org.uk>

Resources available

- Grants towards travel to archaeological sites or to fund small projects are available through the Clare Fell Memorial Bursary, <http://www.cwaas.org.uk/cfb.html>

FINDS LIAISON OFFICER FOR LANCASHIRE AND CUMBRIA

Museum of Lancashire, Stanley Street, Preston PR1 4YP

Tel 01772 532175

Dot.Bruns@mus.lancscc.gov.uk

<http://www.finds.org.uk>

<http://www.pastexplorers.org.uk>

Resources available

- Free handling sessions with Roman artefacts.

ONLINE RESOURCES

These websites are all worth a visit, as are the sites for the organisations listed on the preceding pages.

www.bbc.co.uk/schools/romans

A great site from the BBC with information, resources, activity sheets and links. Information on the Roman Empire, invasion, rebellion, the Roman army, roads and places, leisure, families and children, technology, religion and Roman remains.

www.hadrians-wall.org/teachers.aspx

A fantastic resource, full of ideas on ways to bring the Romans to life in the classroom.

www.bbc.co.uk/history/ancient/romans/launch_vt_housesteads.shtml

A tour around a 3D reconstructed view of Housesteads Roman fort, on Hadrian's Wall.

<http://museums.ncl.ac.uk/reticulum>

A fabulous website about the 'Reticulum' project, a partnership between the Museum of Antiquities at the University of Newcastle-upon-Tyne, and First Schools in Northumberland. There is lots of information on this website and activities to download. You can also download the *This way to the Northern Frontier* teacher's pack and associated interactive activities.

www.roman-emperors.org/impindex.htm

A website about the Roman emperors, their families and activities.

www.gallica.co.uk/celts/contents.htm

A website where you can learn more about the Celts in Britain.

VISITING ROMAN SITES IN THE LAKE DISTRICT

N.B. Due to the rather inaccessible and remote nature of the Roman sites in the Lake District, for a day out it is worth visiting one of the Hadrian's wall sites such as Vindolanda or Birdoswald Roman Fort as these sites provide support for educational visits and they have on-site facilities.

RAVENGLASS ROMAN BATHHOUSE

Managed by English Heritage

What's there?

The standing remains of a bath house of Roman date, approx. AD 120-400.

What's it like?

You can access the site from the public footpath through a gate. There is grass underfoot and there is some on-site interpretation.

Are there any facilities?

The site is near to toilet and other facilities in Ravenglass village.

HARDKNOTT ROMAN FORT

Managed by the National Trust and English Heritage

What's there?

The remains of a fort of Roman date, approx. AD 119-200, including the fort walls, bath house and a parade ground.

What's it like?

You can access the site on foot, a couple of hundred metres up the hill from the road over Hardknott Pass. There is grass underfoot and limited interpretation on site.

Are there any facilities?

No

AMBLESIDE ROMAN FORT

Managed by the National Trust

What's there?

The remains of a Roman fort, approx. AD 117-400 including granaries and official buildings.

What's it like?

You can access the remains by climbing over the stile. Grass underfoot and some on-site interpretation.

Are there any facilities?

The site is near to facilities in Ambleside village.

Only faint traces remains of **Troutbeck Roman marching camp**, **Caermote Roman fort** and **Ravenglass Roman Fort**.

NOTES