



Gelligaer Roman Fort – Key Stage 2



This pack has been prepared to help Key Stage 2 teachers integrate Gelligaer, the story of the Romans and Silure, as well as the whole subject of Archaeology and exploring our past, into the classroom curriculum. The materials can also be used in preparation for or during a visit to Gelligaer Roman Fort.

During the summer term, The Winding House, New Tredegar will be offering a 2 site visit – where classes undertake activities based on archaeology and artefacts from the past at the Winding House, and then explore the life of the Roman Soldier and the remains of the fort during a visit to Gelligaer. Contact the Winding House for more information.

Within this pack you will find Teachers Sheets with background information on the topics as well as activity sheets for use with the pupils. Online (www.romangelligaer.org) you will find an interactive map and films to further support the learning opportunities, as well as all information contained in this pack. This pack also includes a Guidebook to the Fort and Gelligaer, as well as leaflets to help you explore the Fort site, including a Clue Trail for pupils to follow.

Included in the activity sheets are activities focusing on

- Language and Literacy
- History
- Mathematics
- Creative Development
- Design Technology
- Geography
- Science
- P.E.
- R.E. and P.S.H.E.

These sheets can be used as a starting point for your classroom planning where you may apply differentiation in the expected outcomes or the detail of the activities depending upon on your age group and range of abilities.

All material included in this pack is provided for school use – you may use or adjust it in any way you want. We hope that you enjoy discovering the hidden stories of the Romans in Gelligaer, and the Edwardian Archaeologist who uncovered the Fort.



Online Resources

A new website is being launched for Gelligaer – www.romangelligaer.org – which includes a Learning Zone where all of these resources will be hosted. If you create new worksheets or resources that you would like to share then please get in touch with The Winding House and they will add them to the site.

Other useful sites

www.bbc.co.uk/schools/primaryhistory/romans

This is a varied site which includes printable worksheets, videos and online activities in particular the "Dig it up – Romans" archaeological game.

www.twmuseums.org.uk

Although the regional focus is different, many of the activities would be very useful. There is, for example, a brief but very useful exercise in the archaeology section on stratigraphy and the merels game could be played on line or could be used as a template for the children to make their own version.

www.schoolsliaison.org.uk/kids

This site from Birmingham Museum has a nice exercise on dressing a Roman soldier and a basic time-line.

www.museumoflondon.org.uk/English/Learning/Kids/

Another stratigraphy exercise that helps put the Romans into their chronological place.

www.museumoflondon.org.uk/museumoflondon/media/microsites/londinium

This game is a painless way to learn about Roman artefacts and the sort of things that could be bought.

www.ltscotland.org.uk/5to14/resources/illustrations/greeksandromans/index

A collection of downloadable illustrations of Roman characters.

www.resourcesforhistory.com/dolaucothi_gold_mine.htm

Includes a map of Roman Wales that shows Gelligaer.

www.worldtimelines.org.uk/world/british_isles/wales/AD43-410

Good timeline for Roman Wales, including the defeat of the Silures.

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- Stone from the Gateway
- Latin in the Classroom
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- So you want to be a Soldier.....
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Support Material for Teachers

- Gelligaer Roman Fort
- Auxiliary Soldiers
- Latin Vocabulary
- Impact of Gelligaer Fort on the Locality
- Roman Food
- Roman Recipes
- The Silures

Also included

- Gelligaer Roman Fort and Gelligaer A place in History Guidebook (Welsh pdf available from www.romangelligaer.org)
- Gelligaer Roman Fort walk leaflet and clue trail.



Gelligaer Roman Fort



Although the Roman army began their invasion of Britain in 43 A.D., the strong resistance of the Silures (the local Celtic tribe) meant that this area was not truly conquered until around thirty years later.

To secure their position, the Romans built a network of forts and roads. The first fort in Gelligaer was probably built in about 75 A.D., mainly of wood and earth at this time. The smaller stone remains that can still be detected were built about thirty years later in the reign of the Emperor Trajan, as shown by the inscribed stone from the south-east gateway.

It was on the road between Cardiff and Y Gaer (near Brecon). The two closest forts to it were the ones in Caerphilly (6 miles to the south) and Pen-y-darren in Merthyr Tydfil (8 miles to the north west).

It was garrisoned by auxiliaries under the command of the Second Augustan Legion at Caerleon (Isca). They were probably a *cohors quingenaria peditata* – an infantry unit of 500 men. Some auxiliary units included both infantry and cavalry but it has been suggested that Gelligaer was purely infantry.

The fort was roughly square in shape and covered about 3 acres. In layout, it was typical of other similar forts. Being built on a ridge between the Taff and the Rhymney Valleys, the resulting view of the surrounding countryside was a defensive advantage.

It was entered by four double arched gateways and was well fortified. There was a wide outer ditch and there was an earth rampart faced on both sides by a stone wall. The wall had corner towers and others at intervals along its length.

The soldiers were housed in six barrack blocks. At the heart of the fort were the headquarters and, next to that, the commander's residence. Other buildings included a workshop with a yard, two granaries and what were probably store-rooms and stables. Outside the main fort but inside a walled extension was the bath-house. Adjacent to the fort was a parade ground that could be used for religious festivals as well as military drill.

Occupation of the fort continued until the late second century and there is evidence that it was reoccupied at some point during the late third to mid fourth centuries. The evidence for this era is limited and so it is impossible to say whether this occupation was military or civilian. The date of the final abandonment is unknown.



The Silures



Before the arrival of the Romans, the tribe that dominated the area around Gelligaer was the Silures.

They were mentioned by Pliny, Ptolemy and Tacitus, mainly in relation to their warlike natures.

Their territory probably covered what later became Glamorgan, Gwent and southern Powys. They were described as having curly hair and either dark or ruddy complexions.

They were one of the strongest forces of resistance met by the Roman army. Even after the defeat of Caradoc (Caractacus), the Catuvellaunian chieftain who had become their war leader, they continued guerilla warfare against the Romans until about AD 78.

Tacitus called them *"a naturally fierce people"*.

"Neither terror nor mercy had the least effect; they persisted in war and could be quelled only by legions encamped in their country."

Even years after the defeat of Caradoc it was written *"...the Roman were repeatedly conquered and put to the rout by the single stat of the Silures alone."*

As well as being formidable fighters, they were merchants and were famous for their horsemanship. After the conquest, it seems that many young Silure men became auxiliary cavalrymen. They were not just good riders – there is also evidence of them using horse drawn vehicles. This suggests that there may well have been some sort of road network in the area even before the Romans. The finds also show that they were fond of decoration with, apparently, red seeming to be the favoured colour.

In all the Celtic tribes the most important people in a village were the Druid, the chieftain, craftsmen (especially metal workers) and warriors. Most of the tribe were primarily farmers – providing the food for the villages by looking after the fields and the stock. They also provided the vital wool for clothing. Below them came the unfree people. These were slaves. Some of them would have been born to that position and others would have been captured from other tribes.



Impact of the Romans on the Locality



Before the Romans came, the area around Gelligaer was in the centre of the territory of an Iron Age tribe called the Silures. They were not an easy tribe to conquer.

"... Julius Frontinus was, so far as a subject of the emperor could be, a great man, and he shouldered and sustained the burden cast on him: his arms reduced the Silures, a powerful and warlike race; he surmounted not only the valour of the enemy but also the physical difficulties of their land." (Tacitus Agricola xvii.2)

Once they had been subdued, the Romans generally treated them as they did the residents in other parts of the Empire. As with other defeated groups, the Romans declared the tribal lands to be forfeit. They also made heavy demands on raw materials and food supplies. However, their warlike resistance may explain why the granting of self-governing civitas status was slow in coming.

Many ordinary people, however, did not find their lives changing that dramatically – many of them still lived in traditional round houses and continued farming using age old techniques. The changes were far greater for those at the top of society.

Administration

The Roman used local leaders as their administrators (e.g. magistrates). Administrative centres were set up for the different tribal areas. This meant that prestige and social importance was really a gift of the Romans which tended to make the leaders more co-operative.

According to Dr. M. Ibenji, *"Rome controlled its provinces by bribing the local elite. They were given power, wealth, office and status on condition that they kept the peace and adopted Roman ways. If you took a Roman name, spoke Latin and lived in a villa, you were assured of receiving priesthoods and positions of local power."*

Trade and Industry

Celts had traded with merchants from other lands before the Roman invaders arrived. The Celtic leaders copied their Roman masters and so imported luxury items such as Roman wine, jewellery and the latest fashions in pottery. Items that were exported included tin, cattle, grain and hunting dogs. Among the local industries that flourished were potteries and iron-making.



Plants

The Romans have been credited with introducing a huge variety of plants – many on purpose and some accidentally with seeds being carried on shoes and clothing from other parts of the Empire. Many of the plants that still grow around Gelligaer today were originally introduced by the Romans. This had a big impact on diet and farming.

Roman Roads

Joining the forts and the towns together were the Roman roads, one of which passed through what is now Gelligaer. People assume that all Roman roads were straight but in many parts of Wales (and other areas of Britain) that wasn't a realistic option. When we speak of a "*highway*" it was literally true – raised up partly on the materials dug from the ditches that ran along their edges. It should be remembered, however, that many of the Roman roads followed the route of earlier roads built by the various local tribes.

Towns

As well as encouraging towns near army bases, they liked the Celtic leaders to build town houses and even created towns basically for retired soldiers. The main civilian town in the tribal area was Venta Siluria (Caerwent). Although towns were so important to the Romans, there is no evidence of a large urban settlement close to Gelligaer although there probably would have been an informal civilian vicus near the fort. These vici were civilian villages of shops, houses and workshops built as close to the fort as the local commander would allow. They supplied goods and services not normally catered for in the military regime.

Generally speaking it was in the towns that civilian Roman pleasures such as public baths and entertainments were to be found. It was also within about ten miles of the towns that the largest villas (farms) were to be found. In practice, villas were primarily the homes for the more rich Romanised native population. Many of these had the famous Roman "*central heating*" and were sometimes highly decorated (e.g. mosaics).

Women

Woman generally had less freedom and fewer legal rights under the Romans than before their arrival. Under the law, their main duties were to have children and raise them. They lived under far more restrictions than the men – it was even illegal for them to drink wine. The Romans found the role of Celtic women quite hard to understand. They commented on their strength and ferocity but also recorded the fact that they acted as mediators and judges in military and political disputes. They also served as diplomats on occasions and, such evidence as there is, certainly suggests that they could become Druids.

Food and drink

Many new foods were introduced by the Roman but what one ate depended a lot on one's place in society. Fish dishes were very popular including the use of the famous sauces called garum and liquamen – the main ingredients in which were fermented fish guts! It is also generally accepted that the Romans introduced such meats as chicken and several game birds. They also imported deer. These new items became part of the local diet over time.

Within Gelligaer fort, there were two granaries for storing the grain that formed an essential part of a soldier's diet. Beyond that, we cannot be certain what the soldiers in Gelligaer ate but from other sites we know that soldiers carried with them bacon, hard tack and a kind of sour wine. While settled in forts we also know they ate beef, ducks, shell-fish, mutton and a variety of vegetables as well as local wild animals including moles, voles and beavers. They also developed a taste for beer!



Roman Food and Dining



The Art of Cooking by Apicius dates back to Roman times – like most early cookery books, no quantities were used so there is a lot of flexibility in balancing ingredients.

Pliny the Elder included quite a lot of information about the garden plants being grown for consumption. He regarded cabbage as the most important both for eating and as a medicine. He also mentioned the “*water plant*” from which laver bread is made – something which may have featured in the Welsh diet since prehistoric times.

By Roman times, the difference between white and brown bread had already become apparent and white bread had better status. There were granaries in Gelligaer.

Among the new foods introduced by the Romans were hens, guinea fowls, pheasants, partridges and peacocks. Geese were already kept and eaten. Other popular dishes included stuffed dormouse, venison, milk fed snails and honey omelette. In one Roman banquet, live pigs were driven in and the company invited to choose which they would eat. Other accounts of the most elaborate banquets included one where 200 ostrich brains were served and another where rose petals fell from the ceiling. There was also reference to an occasion when peas were served sprinkled with gold dust!

Fish was popular with the Romans. As well as what we consider as fish, this included whale, dolphin, sea horses, octopus, etc.. Also popular were sauces that were produced in huge quantities in factories – liquamen and garum. The chief ingredient was pressed and fermented fish guts.

The Romans favoured eating while reclining, resting on their left arm or elbow which was supported by a cushion. As for many generations to come, most of the eating was done with the fingers. Washing between courses was customary. Knives and spoons were also used but the eating fork was still a long way in the future. One of the most distinctive pieces of cutlery was the so called “*oyster spoon*”. As the name suggests, the pointed end was used for picking shellfish out of their shells; the rounded end was probably used for eating eggs. Digs in Wales show up large quantities of shellfish remains.



Roman Recipes

Bear in mind that Roman recipes contained no quantities so any amounts are purely down to personal taste.

The idea behind the recipes is to provide possible dishes for a classroom Roman banquet where, perhaps, groups prepare food in the morning and everyone eats in the afternoon.

This can be supplemented with easily available items such as white bread and olives. If cooking is a problem then some dishes can be adapted – the stuffed dates, for example could be served without frying and with honey drizzled on them instead. Similarly, pre-cooked sausages could be used for the sausages with pine nuts.

STUFFED DATES

- Dates
- Almonds, Hazelnuts (1 per date) – shelled
- Pepper
- Salt
- Honey (3 tablespoons for each 6 dates)

Stone the dates and put one nut in each one together with a little pepper. Roll the dates in salt.

Heat honey in a frying pan and fry the dates over a fairly high flame.

SAUSAGES WITH PINE NUTS

- Sausages
- Pine nuts
- Oil
- Garlic

The easiest way of preparing these is to cut ready made sausages into rings, approximately one inch long.

Push pine nuts into the sausages.

Fry in a small amount of oil with chopped cloves of garlic.

STEWED CUCUMBERS

- 1 large cucumber
- 1/3 cup white wine vinegar
- 1/3 cup olive oil
- 1 tablespoon honey
- Salt

Peel cucumber and cut into large pieces

Simmer with other ingredients until soft.

SWEET FRIED BREAD

- Bread (Use white bread if you are aiming for an aristocratic dish)
- Milk
- Honey
- Olive oil or butter

Slice bread and remove crusts.

Dip in milk.

Fry in oil or butter

Dribble with honey while still hot.

HONEY MUSHROOMS

- Mushrooms
- Water
- Red wine vinegar
- Honey
- Salt

Heat water, wine and honey.

Add mushrooms and boil until soft.

Add salt.

BOILED EGGS WITH PINE NUTS

- Eggs
- Pine Nut
- Vinegar
- Honey
- Pepper
- Lovage (if possible)

Cover pine nuts in a mixture of honey and vinegar (2/3 vinegar for 1/3 honey) and allow to soak.

Boil eggs and cut in half.

Lay eggs in dish and cover with mixture.

Add pepper and lovage.



Gelligaer Roman Fort



Below you will find some Latin words for everyday items that will possibly be found in a classroom. The translations are intended to help with, or extend, the card sort classroom vocabulary activity sheet.

Latin	English
Camera / Tectum	Ceiling
Charta	Paper
Cista Scutorum	Waste Basket
Creta	Chalk
Erasura	Rubber / eraser
Fenestra	Window
Foruli	Bookcase
Graphis	Pencil
Ianua	Door
Lucerna	Lamp
Mensa ad Scribendum	Table for Writing
Murus	Wall
Pictura	Picture
Regula	Ruler
Scrinium	Desk
Sella	Chair
Stilus	Pen
Tabula Atr	Blackboard
Transennae	Blinds



Auxiliary Soldiers



The stone fort at Gelligaer was an Auxiliary Fort. Although it was under the command of the 2nd Augustan Legion and the control of the Legion's commanding officer, the garrison at Gelligaer was not composed of Legionaries.

Auxiliaries (from the Latin word "auxilia" – to help) were not usually Roman citizens. In fact, the chance to become a citizen when they retired was a major incentive for enlistment. This is probably why they were almost entirely volunteers.

An Auxiliary usually served for 25 years before being granted Roman citizenship. To prove citizenship, the soldier would be given a "diploma" – an inscribed bronze. It was also after this retirement and granting of citizenship that he was allowed to marry although there is evidence of informal arrangements, often with local women, prior to that point.

It has been suggested that many Legionaries, who had to be citizens, were the sons of former Auxiliaries.

The Romans were very realistic about their capabilities. They knew they could not excel in every mode of fighting and so they supplemented their own ranks with men from conquered areas who excelled in other techniques. Silure men, quite possibly from the area of Gelligaer, were apparently used to form light cavalry units. Auxiliaries did not, however, normally serve in their own home areas. Presumably, there was too much of a risk of divided loyalties in the case of a revolt.

There is no evidence to prove where within the Roman Empire the Auxiliaries in Gelligaer came from. Wherever they came from, they would have received their military orders in Latin.

In general terms, this allowed the Romans to strengthen their own position by using the strengths of the people they had conquered. Auxiliary units could include archers, cavalry, slingers, spearmen and more general light infantry.

Auxiliaries were paid less than Legionaries and they didn't look the same. The most obvious differences were in the shape of the shield which was usually oval and the variations in colours of the tunics. Red was most common for Legionaries but green and off white seem to have been quite common with Auxiliaries.

There was little difference in the swords and daggers used by both but, while Auxiliaries did use throwing javelins, only the Legions used a pilum (plural, pila). Instead of just having a metal point like ordinary javelins, pila had long iron shanks tipped by a pyramidal head.

Soldiers had to pay for their own equipment and there is evidence of helmets having been used by more than one owner.

About half of the Roman army was actually made up of Auxiliaries such as the ones stationed in Gelligaer.



Following Orders

Below are some additional commands that could be used in a P.E. Lesson when there would be more space than in the classroom. There are also phonetic versions of how the words were probably said.

Latin	Phonetic pronunciation	Translation
Surgite!	(soor-GEE-tay)	Stand!
Genua flectite!	(gen-OO-ah flek-TEE-tay)	Kneel! (everyone)
State!	(STAH-tay)	Attention!
Procedite attente	(pro-keh-DEE-tay ah-TEN-tay...MOO-way)	Move - March in step...March!
Consistite!	(con-ceive-TEE-tay)	Halt!
Ad dextram clina!	(ahd DEX-tram...CLEAN-ah)	Right face! or right turn! (if marching)
Ad sinistram clina!	(ahd see-NIECE-tram...CLEAN-ah)	Left face! or left turn! (if marching)
Transformate...Clina!	(trans-for-MAH-tay...CLEAN-ah)	About face or to the rear, march! (if marching)
Accelerate!	(ak-kell-er-AH-tay)	Double-time, march!
Mittite		Throw
Tardate	(tar-DAH-tay)	Slow down
Gladios stringite!	(gla-DEE-owes streen-GEE-tay)	Draw swords!
Gladios condite!	(glad-DEE-owes kon-DEE-tay)	Return swords to scabbards!
Laxate!	(lahx-AH-tay)	At ease!
Ad signa!	(ahd SIG-nah)	Fall in!
Dimitto!	(dee-MEET-tow)	Dismissed!
Aciem dirigite!	(ah-KEY-em deer-ee-GEE-tay)	Dress! (the line)
Scuta tollite!	(SKOO-tah toll-EE-tay)	Lift shield!
Scuta deponite!	(SKOO-tah dee-po-NEE-tay)	Ground shield!
Genua flectite!	(gen-OO-ah flek-TEE-tay)	Kneel! (everyone)



SCHOOL PACK • TEACHERS' INFORMATION SHEET

Latin	Phonetic pronunciation	Translation
Primi aciem genua flectite!	(PRE-me ah-KEY-em gen-OO-ah flek-TEE-tay)	Front rank kneel!
Surgite!	(soor-GEE-tay)	Stand!
Spatium date	(spah-TEE-oom DAH-tay)	Open Ranks
Silentium	(see-len-TEE-um)	Silence
Consistite!	(con-cess-TEE-tay)	Halt!
In duos agmen formate, (or) procedite...move!	(een DO-os AG-men for-MAH-tay (or) pro-keh-DEE-tay...MOO-way)	Form or march in a column of twos!
In unum aciem formate, (or) procedite...move!	(een OOH-noom ah-KEY-em for-MAH-tay (or) pro-keh-DEE-tay...MOO-way)	Form or march in a single line!
In duos aciem formate, (or) procedite...move!	(een DO-os ah-KEY-em for-MAH-tay (or) pro-keh-DEE-tay...MOO-way)	Form or march in two lines!
In quate aciem formate, (or) procedite...move!	(een qoo-AH-tra ah-KEY-em for-MAH-tay (or) pro-keh-DEE-tay...MOO-way)	Form or march in four lines!
Ad sinestram rotate	(ahd see-NIECE-tram row-TAH-tay)	Wheel to the left
Ad dextram rotate	(ahd DEX-tram row-TAH-tay)	Wheel to the right
Porro	(POR-row)	Attack
Redite	(reh-DEE-tay)	Return to the original front
Cuneum formate	(koo-NEE-oom for-MAH-tay)	Form Wedge
Quadratum formate	(cooah-DRAH-toom for-MAH-tay)	Form Square
Testudinem formate	(tes-too-DEE-nem for-MAH-tay)	Form Testudo
Signa sequimini	(SIG-nah see-coo-ee-MEE-nee)	Follow the Standards
Parate	(par-AH-tay)	Ready!



Roman Soldiers Equipment

Word Search Solution

GLADIUS

SCUTUM

LORICA

TUNICA

CALIGAE

SARCINA

RATIONS

CINGULUM

PUGIO

JAVELIN

SHOVEL

WATERSKIN

CLOAK

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



The Rubbish Detective – Possible Answers

This activity can be better done by groups with actual bags of rubbish to sift through.

If the children are using the lists, they should be asking questions about the content:

The heavily food related content might lead them to think of a kitchen but could also make them think more generally about diet. It is quite likely that the content will make them raise the question of re-cycling and it can also be used to make them think about differences in our food and the Romans. It is unlikely that the sauce was garum!

- Potato peelings
- Plastic bag with breadcrumbs in it
- Empty sauce bottle
- Broken mug
- Empty bottle of washing up liquid
- Egg shells

All of these items are likely to be found in a classroom. This can be used as a way to make them think about Roman education. What might have been found instead of crumpled paper? How would Roman have written? They might realise that what was on the paper might give more clues.

- Crumpled up paper
- Broken pencil
- Empty roll of sticky tape
- Crisp packets
- Torn sticker

Although all these items could belong to a child, they should realise that a lot more could be discovered with a bit more information. How big were the trainers? It could give a clue to the child's age. What style were they? That might help to know if it was a boy or a girl. What exactly had the teacher written? What was the toy?

- Old pair of trainers
- Worn out t-shirt
- Comics
- Letter from teacher
- Empty packet of sweets
- Homework with cola spilt on it
- Broken toy

In particular with this one, they should hopefully arrive at the fact that if they could see the bill, they could learn a lot more by seeing exactly what was being bought. They might also question what the magazine was.

- Bill from supermarket
- Wrapper from bar of chocolate
- Used tin of dog food
- Old magazine
- Broken comb

Roman Rubbish

All the items mentioned have actually been found in Roman baths. People would eat while there and shellfish seem to have been particularly popular. The children might consider what else might be found there.

- Shells
- knucklebones from pigs
- coin
- broken jar with traces of oil
- chicken bones



Archaeological Grid



When the children are confident of using the grid, create a larger scale one for group use.

Ideally use a big sand tray.

Before the group starts work, conceal some suitable items under the sand. Small reproduction Roman artefacts are very useful but there should be some other items as well to show that not everything found on a dig is that historic! It is helpful if some items are broken or damaged although not with sharp edges. Some areas should be left empty while some finds, perhaps a small collection of coins could be close together to suggest that they may have been lost by the same person at the same time. Quite common items such as shells can be used as they have been found in large quantities on Roman sites.

These do not need to be regularly placed as obviously finds do sometimes overlap grid areas.

Use string to divide up the grid. Preferably have the children to do this and to decide how they are going to label each square of the grid.

Have each child in the group in turn to excavate a square (being careful not to damage any finds).

When enough items have been discovered (they do not all need to be found by every group as the items found can be discussed later with the whole class), let the children handle them and discuss them.

- What are they made of?
- Why are some of them from a time after the Romans?
- What were they used for?
- Why have they survived?
- What sort of things wouldn't have survived?
- How can they help us learn about the people who were on that land in the past?
- Why are some things broken?

The activity can also be used as a springboard for imaginative writing – possibly looking at how the item ended up being lost or thrown away.