

## Roman Wonders

### Session 1: Invasion

#### Handling objects

#### Aim

The aim of this session is to explore the evidence in the Wonders of the Peak gallery to discover the impact of the Roman invasion on the local population. Children will do this exploring the museum's collection of objects from this time and considering the dilemma's faced by the British leaders.

They will explore the similarities and differences in artefacts, particularly jewellery to see if the Romans and British adopted pieces of each other's culture. They will then design a piece of jewellery for a Roman or British leader.

#### Resources

Roman artefacts in the timeline, time wall and place gallery (Caves, Hills, and Pastures)

[www.wondersofthepeak.org.uk](http://www.wondersofthepeak.org.uk)

#### Curriculum links

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends overtime and develop the appropriate use of historical terms.

- A local study and a depth study linked to the Roman occupation of Britain
- Changes in Britain from the Iron Age through the Roman occupation
- A study over time tracing how several aspects of national history are reflected in the locality.



Preserved sole from the boots of a Roman soldier

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

These sessions will support English and literacy at Key Stages 2 and 3, supporting pupils to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

## Resources

- Handling collections
- Question/prompt sheet
- Writing frameworks.

**KS2**
**Session 1: Invasion, friends or enemies?**

The aim of this session is to explore the evidence of the impact of the Roman invasion on the local population. Pupils will do this through handling objects found in the local area.

Curriculum Links	Activities			Plenary	Follow Up Activities
<p><b>Best for: KS2</b></p> <p><b>Learning opportunities for:</b></p> <p>A local study and a depth study linked to the Roman occupation of Britain</p> <p>Changes in Britain from the Iron Age through the Roman occupation</p> <p>A study over time tracing how several aspects of national history are reflected in the locality.</p>	<p><b>Introduction:</b></p> <p>Recap what pupils know about the Roman invasion and occupation of Britain.</p> <p><b>Ask:</b> How do we know that the Romans were in this area?</p> <p>How do we know about the British who were already settled here?</p> <p><b>Explain:</b> Today the children are going to explore the evidence of Iron Age/British and Roman settlement in the area through the museum's collection.</p>	<p><b>The gallery</b></p> <p>Explain that the gallery is built around time and place.</p> <p>Invite pupils to explore the timeline and then decide where they will find Roman objects and where they will find prehistoric/ British objects. The answer is they are largely together in the middle section and in Hills, Caves and Pastures cases.</p>	<p><b>Handling objects</b></p> <p>Discuss handling objects safely. Rotate the objects around groups of pupils.</p> <p>When they have looked at the objects ask for feedback.</p> <p>Are they able to spot any differences between the British objects and the Roman objects</p> <p>What does this tell them?</p> <p>Can the children put the objects in order of age?</p>	<p><b>Deductions:</b></p> <p>What can the children deduce from the British and Roman objects?</p> <p>Where the objects were found (or similar objects)?</p> <p>What do these objects tell us? Jewellery, everyday pottery, better pottery, glass, weapons etc.</p> <p>How did change happen? All of a sudden or gradual adoption?</p>	<p><b>Create a label</b></p> <p>Choose an object from the handling collection.</p> <p>Take a photograph.</p> <p>Make a model or drawing of the object.</p> <p>Find out more about the object.</p> <p>The museum displays provide further information on Roman Life, and objects in the handling collection.</p> <p>Can the children look at the displays and find out about objects that are similar to the one they have chosen.</p> <p>Write a label for the object to go in the museum (10 words).</p> <p>Write an entry for the web app (100 words)</p>

## Supporting notes for teachers

### Brief background to the Roman invasion

Julius Caesar led the first invasions of Britain in 54 and 55 BCE. The invasion helped the Romans to understand more about Britain but did not lead to occupation at this time. At this time, Rome was a republic, but there was a lot of civil unrest. After Julius Caesar's death, his adopted son, Octavian, took control. Romans did not like the idea of all of the power being with one ruler, (previously Rome was ruled by two Consuls who had to agree on all decisions) but Octavian was a clever politician and introduced the idea of a Third Republic with himself as 'first citizen'. He became the first Emperor of Rome, calling himself Augustus. His wife, Livia, was a powerful first lady often advising Augustus on matters of state.

### Roman Invasion 43 CE

The Romans successfully invaded Britain in 43 CE under Emperor Claudius. Aulus Plautius led the invasion. The Romans arrived with four highly experienced and battled-hardened legions (a legion is 4,000 soldiers) fresh from fighting on the Rhine and Danube fronts. They had an entourage of a further 40,000 people. They would have crossed the channel in between 800 and 900 ships.

At the time of the invasion, Britain was made up of tribes or familial groups dominating different areas. The main tribes around the Derbyshire and East Midlands area were:

- The Brigantes
- The Cornovii
- The Cornitani (or Corieltavi).

Each tribe had a leader or chieftain, a king or a queen, but there was no overall leader of all the country's tribes. The invaders quickly defeated the tribes in the south and made their way north.

Cartimandua was queen of the Brigantes who controlled most of the North of England. She quickly realised that the Romans were too powerful and was one of eleven rulers who surrendered without a fight. Unlike her more famous counterpart, Boudicca, in the east, Cartimandua decided to work with, rather than against, the Romans. Her consort, or husband, Venutius did not agree with her approach and

fought both Cartimandua and the Romans. Cartimandua proved her loyalty to Rome when she handed over Caracatus, a famous British chieftain, to the Romans in 51 CE. Although the Romans rewarded this act by giving her support, her actions were less popular with local people.

There were significant differences between British and Roman culture. The Romans had a very hierarchical system with definite classes:

- Patricians; the wealthy ruling class. Patricians were the wealthy citizens of Rome, living in grand houses or villas. As citizens they had the right to vote in the Assembly. They kept slaves.
- Plebians; the general public and slaves. Although Plebians were also citizens of Rome with the right to vote in the Assembly they were not wealthy. They were typically crafts or tradesmen.
- Slaves had no rights at all. They had no money and were not citizens of Rome so were not allowed to vote in the Assembly.

The Romans had a culture of writing, so written records of the occupation of Britain are from a Roman perspective.

The British on the other hand were family groups, led by chieftains. They too had a very rich culture but there is no evidence of British writing. They had an oral tradition which meant that stories and religious teachings were passed on by word of mouth. The Romans admired this in the British.

Women were important British leaders. The chieftains who acknowledged the governance of Rome became important political leaders for the Romans.

The Romans brought soldiers from all over their Empire to Britain. Soldiers from Germany and Portugal definitely came to the Peak District. Syrian soldiers were sent to Hadrian's Wall because of their building skills. This all suggests a very cosmopolitan society.

## How do we know?

The objects in the museum from the first century suggest that there were lots of similarities between the Romans and the British. The jewellery shows both Roman and British influences. The Romans imposed some of their way of life on the British but they also absorbed some of the British customs. In the gallery, the Roman and British objects are at the end of the first section of the time line. There are examples of Roman food, clothing and pottery. The gallery also has coins and lead pigs from this period. The stone in the middle of the time line is an altar stone with a Latin inscription. Another large stone near the Pastures case records the building of the Navio Roman fort at Brough-on-Noe.

## Handling collection

Discuss why object handling is a great way to find out about history.

Discuss why it is important to set some handling rules at the beginning of an activity.

- What might those rules be? (Whether the objects are precious or not, they should be handled carefully. Make sure hands are clean. Holding objects with two hands, over a table means accidents are less likely to result in damage.
- How would you introduce them?

Older young people could devise the rules themselves or use your own rules. Don't have more than 3-4.

## Explain and discover (20 mins)

Explain how much information can be found by exploring an object. Encourage children to discover what is in front of them using their eyes, hands and other senses. The key is to ask the right questions. Encourage them to ask questions themselves.

Give each group (or child) a copy of the object Investigation sheet.

Gather feedback focusing on:

- **Description:** describing the physical features of the object; what it looks, smells and feels like; what it is made from; is it worn, changed or mended.

- **Deduction:** making decisions about the object based on observation and prior knowledge; for example, about the people who used it and made it, how it is used and where it came from.
- **Interpretation:** making conclusions about what the object tells us by making comparisons and drawing on prior knowledge.

## Share

Share what the pupils know about the object. It is important to let pupils know that even experts don't always know the answers but there are ways to find out more.

Wax tablet, lamp, strigil, glass jar, Roman God Statue, oyster shell.

- Where the objects were found (or similar objects)
- What these objects tell us
- Stories around objects
- How old the objects might be.

How did change happen? Gradual adoption?

Photos of British and Roman weapons

Roman and British artefacts

Ask the children to write down adjectives to describe the objects.

Ask the children to take photographs of an object that they are drawn to. They will use this photograph for follow up work and further investigation.

<b>Investigating objects</b>				
<b>How old is the object?</b>	<b>What is it made from?</b>	<b>Does the object look like anything we use today?</b>	<b>Who might have owned it?</b>	<b>Who might have owned it?</b>
<b>We think the object is Roman or British (circle which one)</b>				
<b>We think it is a</b>				

## Session 2: Romans and British; friends or enemies?

### In the gallery

#### Aim

The aim of this session is to explore the evidence in the Wonders of the Peak gallery of the impact of the Roman invasion on the local population. Children will do this exploring the museum's collection of objects from this time and considering the dilemma's faced by the British leaders.

They will explore the similarities and differences in artefacts, particularly jewellery to see if the Romans and British adopted pieces of each other's culture. They will then design a piece of jewellery for a Roman or British leader.

#### Resources

The handling collection

The Wonders of the Peak App

#### Curriculum links

- A local study and a depth study linked to the Roman occupation of Britain
- Changes in Britain from the Iron Age through the Roman occupation
- A study over time tracing how several aspects of national history are reflected in the locality.



Roman ring with a glass bead shaped like a smiling face

**KS2**
**Session 2: The Romans are coming, what would you do?**

The aim of this session is to explore the evidence of the impact of the Roman invasion on the local population. Children will do this exploring the museum's collection of objects from this time and considering the dilemma's faced by the British leaders at the time.

Curriculum Links	Activities			Plenary	Follow Up Activities
<p><b>Best for: KS2</b></p> <p><b>Learning opportunities for:</b></p>	<p><b>Introduction:</b></p> <p>Recap what the children know about the Roman invasion and occupation of Britain.</p> <p><b>Explain:</b> Today, the children are going to explore the Wonders of the Peak gallery to look for further evidence of the lives of British and Romans. (They can use an object chosen in the previous session as a 'compass').</p>	<p><b>Explore the Gallery</b></p> <p>Find evidence in the gallery of British life.</p> <p>Find evidence in the gallery of Roman life.</p> <p>If the children have a favourite object they can look for British or Roman versions or British or Roman objects that are similar in some way (material, colour, use).</p> <p>When they have gathered their evidence ask for feedback.</p> <p>What is different and what is similar about British and Roman life.</p>	<p><b>Plenary</b></p> <p>Share the story of Cartimandua. Read or team read the story. Ask pupils to put themselves in Cartimandua's shoes.</p> <p>What would they do?</p> <p>Work with the Romans or fight them?</p> <p>Which would be the best approach and why?</p> <p>What might be the consequences of working with the Romans?</p> <p>What might be the consequences of trying to fight them?</p>	<p><b>Explain</b></p> <p>We only have written records from the Romans. What is the problem with this?</p> <p>Whose story gets told?</p> <p>Whose stories are remembered?</p> <p>Consider how we access information today and the speed with which technology changes.</p> <p>How will archaeologists understand written records of our time?</p>	<p><b>What evidence will we leave?</b></p> <p>What do pupils think people living in 1000 years will be able to learn about how we lived?</p> <p>What might the problems be with how we write things down now?</p> <p>Create a modern handling collection.</p> <p>Write a short story either:</p> <p>What would our ancestors make of these objects?</p> <p>Or What would people living in the future deduce from these objects?</p>

## The Wonders of the Peak gallery

At the museum, divide the group in two. Working in pairs ask the children to either:

- Find evidence in the gallery of Iron Age, British life or
- Find evidence in the gallery of Roman life.

When they have gathered their evidence ask for feedback.

What is different and what is similar?

What can we know about life at the time for Romans or British?

Find the story of Cartimandua. Ask the children to put themselves in her shoes, as the local leader of the Brigantes. She had to make the decision to fight the Romans or to work alongside them. Cartimandua realised the Romans were too powerful and opted to work with them but her consort, Venutius, wanted to fight them.

- What would you do?
- Which would be the best approach and why?
- What might be the consequences of working with the Romans?
- What might be the consequences of trying to fight them?

Ask children to consider these questions in pairs, groups of four and then discuss as a class.

We only have written records from the Romans. What is the problem with this from an historian point of view?

Whose story gets told? Whose stories are remembered?

Consider how we access information today and the speed with which technology changes.

What do children think people living in Buxton in 1000 years will be able to learn about how we lived?



Gold coins, both displayed in the gallery.  
The left coin is Iron Age, the right coin is Roman

What sources would they use?

Gather evidence to write a blog about what life was like for the British when the Romans arrived in the Peak District.

Ask pupils to put together a handling collection for children in 1000 years. Which objects would they choose to tell the story of our time?

What might people living 100 years ago have made of this collection?

### Session 3: Jewellery making

#### Aim

The aim of this session is to explore the evidence in the Wonders of the Peak gallery of the impact of the Roman invasion on the local population. Children will do this exploring the museum's collection of objects from this time and considering the dilemma's faced by the British leaders.

They will explore the similarities and differences in artefacts, particularly jewellery to see if the Romans and British adopted pieces of each others culture. They will then design a piece of jewellery for a Roman or British leader.

#### Resources

The handling collection

The Wonders of the Peak app

#### Curriculum links

- A local study and a depth study linked to the Roman occupation of Britain
- Changes in Britain from the Iron Age through the Roman occupation
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'Dragonesque' bronze brooch, Roman

**KS2**
**Session 3: Jewellery making**

The aim of this session is to explore the evidence of the impact of the Roman invasion on the local population. Children will do this exploring the museum's collection of objects from this time and considering the dilemma's faced by the British leaders at the time.

Curriculum Links	Activities			Plenary	Follow Up Activities
<p><b>Best for: KS2</b></p> <p><b>Learning opportunities for:</b></p> <p>A local study and a depth study linked to the Roman occupation of Britain</p> <p>Changes in Britain from the Iron Age through the Roman occupation</p> <p>A study over time tracing how several aspects of national history are reflected in the locality.</p>	<p><b>Introduction:</b></p> <p>In the gallery or using the PPT. Look at the designs for Roman and British jewellery. What is similar and what is different about the designs?</p> <p>Which symbols appear on the different styles of jewellery</p> <p>Are the designs similar or different from the designs of modern jewellery? How</p>	<p><b>Brief</b></p> <p>Brief the children to design and make a piece of jewellery for a British leader. The leader can be a man or woman.</p> <p>Sketch a design to show to your client.</p> <p>Think about what you will make it from</p> <p>What sorts of designs you will use (Roman or British influences).</p> <p>How will you convince your client this is an important piece of jewellery that will give them status?</p>	<p><b>Planning</b></p> <p>Think about</p> <p>Which materials and stones you will use?</p> <p>What sorts of designs you will use (Roman or British influences).</p> <p>Which symbols you will use and why?</p> <p>How will you convince your client this is an important piece of jewellery that will give them status?</p>	<p><b>Review</b></p> <p>Discuss your design with the group.</p> <p>Can they suggest any improvements?</p> <p>Can you think of ways to improve your design?</p> <p>Can you make your design?</p> <p>How?</p>	<p><b>Research</b></p> <p>Research leaders from this time period and perfect your jewellery design.</p> <p>Research what life was like for ordinary British and Roman soldiers.</p>

## Supporting information for teachers

### Brief Background, The Romans in the Peak District from around 69 CE

The Romans eventually took full control of the area around the Peak District some time after 69 CE. They created forts at Navio (Brough) around 75CE and Ardotalia (Melandra), near Glossop, in 78CE. The soldiers who came to the Peak District were thought to come from all over the Roman Empire. There were definitely soldiers from Germany and Portugal. We know both forts were abandoned by 140CE but following local unrest, the Romans returned to Navio.

Settlements grew up alongside Roman forts and local people would trade with the Romans. The Romans also used the Baths at Buxton where there was naturally warm water.

The centurion stone records the re occupation of the fort at Navio following unrest amongst the Brigantes.

The Romans were attracted to the Peak District because it was rich in minerals. They hoped to find both lead and silver. Lead was important for Roman engineering and building. In Britain it is found in carboniferous limestone areas. During the Roman period, lead was found in Somerset, Yorkshire, Flintshire, Shropshire and Derbyshire. Derbyshire's lead ore (galena) was poor in silver. It is thought the Romans employed local people to mine for lead ore and to quarry for stone for building and to make quern stones used for grinding flour.

In Poole's Cavern fragments of precious metal and jewellery have been found and it is thought that people made jewellery there.

### How do we know?

We know the Romans were attracted to Derbyshire by lead because of the lead pigs found. The lead pigs were often marked with the names of Emperors and/or the place they were made. There are examples in the gallery.

There are examples of both British and Roman jewellery in the gallery. The Romans brought different types of pottery called Samian Ware. This was high quality, 'best' crockery. Everyday pottery is known as Grey Ware and again there are examples of this in the gallery.

## **Activities**

Look at the designs for Roman and British jewellery. What is similar and what is different about the designs?

Which symbols appear on the different styles of jewellery? Are the designs similar or different from the designs of modern jewellery? How?

## **Brief**

You work in the smithy at Poole's cavern and have been commissioned to create a piece of jewellery for a Brigantine Leader.

Sketch a design to impress your client. Will you use the British Jewellery or Roman Jewellery as inspiration?

How will you 'sell' your design to the leader?

Repeat the exercise but this time for a Roman leader.

## **Back in the classroom**

Research leaders from this time period and perfect your jewellery design.

Research what life was like for ordinary British and Roman soldiers.

## Session 4 Learning from coins



### Aim

The aim of this session is to explore the evidence in the Wonders of the Peak gallery of the impact of the Roman invasion on the local population. Children will do this exploring the museum's collection of objects from this time and considering the dilemma's faced by the British leaders.

They will explore the similarities and differences in coins, particularly the Reynard's Cave Hoard and the Buxton Hoard. They will then design their own coin for a Roman Emperor.

### Resources

The handling collection

[www.wondersofthepeak.org.uk](http://www.wondersofthepeak.org.uk)

### Curriculum links

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends overtime and develop the appropriate use of historical terms.

- A local study and a depth study linked to the Roman occupation of Britain
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**KS2**
**Session 4: Learning from coins**

Children will explore the two coin hoards in the Wonders of the Peak gallery. Numismatists are experts in coins and use coins to make deductions about historic periods.

Curriculum Links	Activities			Plenary	Follow Up Activities
<p><b>Best for: KS2</b></p> <p><b>Learning opportunities for:</b></p> <p>A local study and a depth study linked to the Roman occupation of Britain</p> <p>Changes in Britain from the Iron Age through the Roman occupation</p> <p>A study over time tracing how several aspects of national history are reflected in the locality.</p>	<p><b>Introduction:</b></p> <p>Coins are very familiar to us.</p> <p>Ask the children to think very carefully about what coins might be able to tell us. Start by looking at the coins (or images of coins) we use today. Look at British coins and foreign currency.</p> <p>What do these coins have in common and what is different about them? Who makes them? Do pupils think there are strict rules about making coins?</p> <p>The coin hoards in the museum tells us the Romans were in Buxton for 300 years. How?</p>	<p><b>Examine</b></p> <p>Ask pupils to think of questions that will help them to find out more about the coins in the Buxton hoard. How are they similar or different to the coins we use today?</p> <p>Can the children make out any images or writing on the coins?</p> <p>What sort of picture or images can they see?</p> <p>How much are the coins worth?</p> <p>What are they made from?</p> <p>Who made them?</p> <p>Where were they made?</p> <p>How large they were?</p>	<p><b>Create</b></p> <p>Emperors put their image on coins. Why?</p> <p>Coins are one of the earliest forms of propaganda.</p> <p>Imagine you are a Roman leader. What would you put on your coin? What sorts of ideas would you like to get across to your people? What would you want your people to think of you? Which symbols would best get these ideas across?</p>	<p><b>Worth</b></p> <p>What's it worth? Use the table to help find out.</p> <p>Which is the most valuable Roman coin?</p> <p>How many quadrans are in a semis?</p> <p>How many denarii are in an aureus?</p> <p>How many dupondii in a sestertius?</p> <p>Which is the least valuable coin?</p>	<p><b>Mystery</b></p> <p>The coin hoard found in Reynard's Cave predates the Roman invasion.</p> <p>What might have happened to the person who left the hoard of coins in Reynards Cave? Can the children write a story about the coin hoard's owner and why he or she might have left it in the cave. Did they leave it there on purpose or simply drop the coins and not notice?</p> <p>Why might this person have Roman coins before the Roman invasion of Britain?</p>

## Supporting information for teachers

### Background information

#### Learning from coins

Buxton was unusual in that, like Bath, (Roman name *Aquae Sulis*) it developed because of its spring water. The Britons living in the Buxton area believed the water to be sacred, as did the Romans. The Romans dedicated the spring water to the Celtic goddess, Arnemetiae, and Buxton became known as Aquae Arnemetiae. The Roman glass and pottery found around Buxton was of a high quality suggesting that Buxton was an important place, attracting wealthy Romans, possibly for a well earned rest, to enjoy the spa. Adding to this impression is the hoard of coins found during restoration works to the mineral baths in Buxton in 1979.

Links to Wonders of the Peak app

<https://www.pocketwonders.co.uk/facts/roman-baths-silverlands>

<https://www.pocketwonders.co.uk/facts/roman-buxton-staden-fields-forever/>

<https://www.pocketwonders.co.uk/facts/roman-buxton-enchanted-springs-and-hot-baths/>

<https://www.pocketwonders.co.uk/facts/roman-baths-silverlands>

<https://finds.org.uk/romancoins/personifications>

## How do we know?

The Wonders of the Peak gallery has two Roman coin hoards: one found in Reynards Cave and the other found in the Baths in Buxton.

The coin hoard from Reynards Cave has late Iron Age coins with Roman coins, although the coins pre-date the Roman invasion of Britain in 43 BCE. Experts can't be sure why the coins were left in the cave. The coins amount to about two months' wages so could simply have been left there by mistake or the owner may have made the decision to leave them there hoping their value might increase over time. Whatever the reason, the owner never came back for them.

The coins from the Buxton coin hoard were found in what would have been the Roman Baths. These coins were found in a crevice at the bottom of the springs during maintenance work in 1979. Coin experts (numismatists) believe people would have thrown the coins as offerings into the sacred spring water.

Ask the children to think very carefully about what coins might be able to tell us. This coin hoard is fascinating because from the images of the Emperors we can tell the Romans were in Buxton for over 300 years. (Each coin shows the face or image of an emperor. By working out who the emperor is and how worn the coins are, experts have been able to work out when the coins were thrown into the water and so, how long Romans were in Buxton.)

## Handling collection

Replica coins (?), fine pottery, jewellery, glass

Coins are very familiar to us but they can tell us a lot about how people lived long ago.

Perhaps start by looking at the coins (or images of coins) we use today. Look at British Coins and foreign currency. What do these coins have in common and what is different about them? Who makes them? Do the children think there are strict rules about making coins?

Now ask children to think of questions that will help them to find out more about the coins in the Buxton hoard. They are similar to our coins but they may have been used differently.

### **Prompt questions**

- Do the coins look like the coins we use today?
- What is similar?
- What is different?
- Can the children make out any images or writing on the coins? (usually mint marks showing where coins were forged)
- What sort of picture or images?
- How much are the coins worth?
- Where coins were found?
- What are they made from?
- Who made them?
- Where were they made?
- How large they were?
- How they were used?
- Emperors put their image on coins. Why?

Why does each coin carry the image of the Emperor?

### **Propaganda for Emperors**

At a time when there were no photographs, no Internet, no television, coins were a form of publicity and propaganda.

Emperors would show themselves in various regal forms. They might wear a Laureate or laurel crown; they might be wearing a military helmet or a Radiate, a crown of sun rays. They might be dressed in armour or in a toga. They may be holding a spear or a sceptre.

The reverse of the coins also can reveal lot about emperors. Often coins will have a god or goddess or a personification such as Aequitas, the personification of fair dealing.

Common symbols used on coins include:

- Wolf and twins
- Priestly objects, signifying piety
- Triumphal chariots, a Triumph was a civil and religious celebration offered to victorious military leaders.
- Military standards - standard in this case means symbol. A military standard might be an eagle, or a wolf
- Trophy
- Victory symbols.

How can you find out what these symbols mean?

<https://finds.org.uk/romancoins/personifications>

## **Create your own coin**

Use modern coins for reference. What sorts of images are used? Now look at the Roman coins, are they similar or different? What sorts of images do they use? Most coins have the image of the emperor on one side and an emblem signifying the qualities of the emperor on the reverse. Until the third century Roman coins were minted in only in Rome so mint marks wouldn't have been necessary. For more information visit <https://finds.org.uk/romancoins>

## **Activity**

Imagine you are a Roman leader or a British leader. What would you put on your coin? What sorts of ideas would you like to get across to your people? What would you want your people to think of you? Which symbols would best get these ideas across?

What sorts of images might you use if you had your own coin?

What messages would you like to send to your people?

What do we do that is similar (propaganda, self promotion)

Template of coins to design.

## What's it worth?

### Values

This chart shows the main roman coins and what they are worth.

	aureus	den	sest	dup	as	semis	quad
aureus	1	25	100	200	400	800	1600
denarius		1	4	8	16	32	64
sestertius			1	2	4	8	16
dupondius				1	2	4	8
as					1	2	4
semis						1	2
quadrans							1

<https://finds.org.uk/romancoins/articles/page/slug/coinvaluesrome>

## Generic background information

### Government

For 500 years, Rome was a Republic. The people of Rome elected two Consuls each year to rule them. Advised by the Senate, the Consuls had to agree on every decision. Consuls could not be reelected for ten years.

From 27 BCE, after a period of unrest, the Republic became an empire ruled by Octavian, Emperor Augustus, the adopted son of Julius Caesar. The Senate continued to provide advice to Emperors but some chose to ignore it, effectively becoming dictators.

### Government in the time of the Republic

Roman society had a hierarchy, divided into different classes. There were **Patricians, Plebians** and **Slaves**.

**Patricians** were wealthy citizens of Rome. They usually lived in grand houses or villas. They kept slaves to do their work for them. Patricians were citizens of Rome so were allowed to go to the Assembly to vote.

**Plebians** were citizens of Rome too but they were not wealthy. Usually craftsmen or tradesmen, they worked for a living. Because they were citizens of Rome they too were allowed to go to the **Assembly** to vote.

**Slaves** had no rights, no freedom, no money and were not citizens of Rome. Because they were not citizens of Rome they were not allowed to go to the **Assembly** to vote.

**Citizens of Rome - Patricians** and **Plebians** met in the **Assembly** and voted for **consuls, tribunes** and **magistrates**. **Women** and **slaves** were not allowed in the **Assembly** and could not vote.

### Consuls

During the republic, the citizens of Rome voted for two consuls to govern Rome. They were elected to serve for one year. Both had to agree on all decisions. When they had served for one year they were replaced and could not be consuls again for ten years.

### Magistrates

Magistrate's kept law and order and also managed Rome's financial affairs. When magistrates retired they became senators and attended the Senate. The citizens of Rome voted for magistrates.

### **Tribunes**

Tribunes made sure that the people were treated fairly. Again it was the citizens of Rome who voted for tribunes.

### **The Senate**

Senators went to the Senate to discuss government issues. Senators were retired magistrates. The senate advised the two consuls. When Rome had an Emperor the senate still gave advice on governing Rome and the Empire.

### **Public Health**

The Romans were the first civilization to introduce a public health system. They had to do this because Rome had grown in size and it was impossible to find a natural source of fresh water in the city. It was also necessary to find a way of disposing of the rubbish to prevent pollution causing health problems.

Aqueducts were built to transport fresh water into the city. In CE100 nine aqueducts brought fresh water into the city of Rome.

Slaves built a network of sewers to take sewerage and waste out of the city to the river Tiber. There were also public lavatories.

Public baths were places where people could go to bathe, meet and discuss business. There were hot and cold baths as well as massage rooms.

The Roman Bath House was the place to be seen.

It was the place where people went to socialise and do business as well as getting clean.

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Twelve facts about the Bath House:-

1. There were hot, warm and cold baths
2. Water was heated by a boiler over a fire
3. The hot room was called the caldarium
4. The cold room was called the frigidarium
5. Men and women used separate bath houses
6. The floor might be covered with a mosaic
7. You had to pay to use the baths

8. You could buy refreshments at the baths
9. People did weight lifting at the baths
10. Public slaves could give you a massage
11. There was no soap so people used oil instead
12. Sticks called strigils were used to scrape dirt off the body

## Housing

**There were big differences between the housing of the rich and the poor in Roman times.**

Poor Romans lived in *insulae*. An *insula* was a six to eight three-storey apartment blocks, grouped around a central courtyard. Shops and businesses were on the ground floors and the upper floors were rented as living space.

**Insulae** were largely poor quality buildings, made of wood and mud brick, and they often collapsed or caught fire. There was no heating or running water and often no toilet. The upper floors were the most dangerous and so the cheapest to rent. An entire family would often occupy just one or two rooms. *Insulae* were dirty, noisy and unhealthy places to live.

Rich Romans lived in a single-storey dwelling called a *domus*. A *domus* was grand home, often with marble pillars, statues, plaster or mosaic walls and mosaic floors. It had two sections, the *antica*, which was at the front and the *postica*, which was at the back. Both sections were designed in the same way with small rooms leading off a large central area.

The front door of the *domus* was at the end of a small passageway called the *vestibulum*. A corridor called the *fauces* led from the front door to the central area of the *antica* which was called the *atrium*. There was an opening in the centre of the *atrium* ceiling, beneath which there was a shallow pool called an *impluvium* to catch rainwater. The bedroom (*cubiculum*), dining room (*triclinium*) and other general living rooms surrounded the *atrium*.

The *ala* was an open room which had windows in the outside wall. There were two *alae*, found on each side of the *atrium*, and it is thought that their main function was to let light into the house. The main reception room of the house, the *tablinum*, was between the *antica* and *postica*. A curtain, which was often drawn back when the weather was warm, separated it from the *atrium*. A door or screen separated the *tablinum* from the *postica*.

The main feature of the *postica* was the *peristylum* which could be reached through the *tablinum* or through an arched passageway called an *andron*. The *peristylum* did not have a roof and was the garden of the house. The Romans grew both herbs and flowers and when the weather was warm would often eat their meals here. The kitchen (*cucina*), bathroom and other bedrooms surrounded the *peristylum*. The *exhedra* was a large room used as a communal dining room or lounge during the summer months.

## Clothing

Roman clothes were made of wool, spun into cloth by the women of the family. Later, richer people had slaves to do this work for them. Those who could afford to buy clothes, could buy linen, cotton or silk, which was brought to Rome from other parts of the Empire. Washing clothes was difficult because the Romans did not have washing machines or soap powder. They used either a chemical called sulphur or urine.

These are the clothes that Romans wore:

### The Toga

This man is wearing a toga. Only male citizens of Rome were allowed to wear togas. They were made out of wool and were very large. The material was not sewn or pinned but was draped around the body and over one arm. Togas were very expensive because of the large amount of material needed to make them and very heavy. It was the law that all citizens wore togas for public events. They were even told which colour of toga they had to wear:

- A plain white toga was worn by all adult male citizens
- An off-white toga with a purple border was worn by magistrates and upper class boys
- A toga made of dark coloured wool was worn after someone had died
- A bleached toga was worn by politicians
- A purple toga with gold embroidery was worn by a victorious general and later by emperors.

### The Stola

The stola was worn by women, as the toga was worn by men. It a long sleeveless tunic, was suspended at the shoulders and worn over another simpler tunic. The brooches in the museum collection would have pinned the stola at the shoulders

### The Tunic

This was worn under the toga by men. It was made by sewing two pieces of wool together to make a tube with holes for the arms. It was belted at the waist and just covered the knees.

**Underwear**

Both men and women wore a simple loincloth (like the one worn by Tarzan) under their clothes

**Shoes**

Indoors, the Romans wore open-toed sandals. However, outdoors they preferred to wear shoes that covered their toes.

**Jewellery**

Men were only allowed to wear one piece of jewellery - a ring that was used to make a mark in wax for sealing documents. However, many ignored the rules and wore several rings and brooches to pin their cloaks.

**Hairstyles**

All men had their hair cut short and shaved. After the time of Hadrian some men began growing beards. Roman women like a range of decorative hairstyles with curls and long hair pinned on their heads.

**Hygiene**

Many people used the Roman baths and toilets. Roman toilets were open, and men and women would use them at the same time, so they could be sitting next to anyone!

Roman baths were very sociable places. They were the place to be seen. People would go there to bathe, to chat and discuss business. They might also lift weights. The baths were public but there were separate bath houses for men and women. People had to pay to go to the baths. Poor people could use the baths but only when the richer people were not there. There were hot and cold baths and slaves gave massages.

There is also evidence that toilets were both public and communal. People would use moss to clean themselves.



Although the ancient British were cultured and educated, they weren't very clean by our standards. They rarely bathed, would go to the toilet outside and would smell pretty horrible. The streets also had a bad smell and because of the lack of hygiene and understanding of how germs spread, there was lots of disease & illness.

The Romans introduced hygiene to Britain. Before Roman times in Britain, if people did have toilets they tended to just be holes in the ground, so unhygienic. The Romans were very clean by comparison. Everywhere they went they built public baths and toilets with proper sewers to carry the waste away. In the large cities such as Londinium, the Romans built sewerage systems and had public baths where people could go to wash. The Romans understood that in crowded places disease spread quickly and this was not good for their army or empire.