



ENGLISH HERITAGE
EDUCATION

TEACHERS' KIT

Hadrian's Wall

This kit will help teachers plan a visit to English Heritage sites along Hadrian's Wall. You can explore life as a Roman soldier at one of our forts, marvel at amazing objects in our museums and learn more about the construction and manning of Hadrian's Wall. Use these resources before, during and after your visit to help students get the most out of their learning.

KS1-2

KS3

KS4+

GET IN TOUCH WITH OUR EDUCATION BOOKINGS TEAM:

☎ 0370 333 0606

✉ bookeducation@english-heritage.org.uk

📄 bookings.english-heritage.org.uk/education

Share your visit with us on Twitter [@EHEducation](https://twitter.com/EHEducation)



Step into England's story

WELCOME

This Teachers' Kit for Hadrian's Wall has been designed for teachers and group leaders to support a free self-led visit to sites along the wall including Birdoswald Roman Fort, Carrawburgh Roman Fort, Chesters Roman Fort, Corbridge Roman Town and Housesteads Roman Fort. English Heritage cares for over 30 sites along Hadrian's Wall. Many are within short distances of one another, so you can visit more than one in a day. We also offer accommodation for school groups at Birdoswald Roman Fort for those wishing to extend their visit. Find out more on the Birdoswald Roman Fort [Schools page](#).

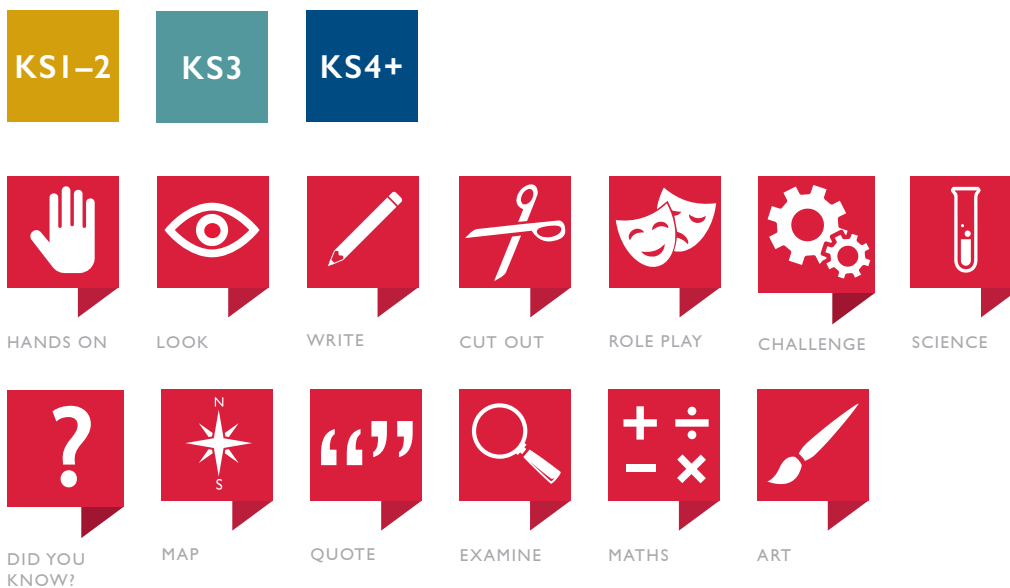
The kit includes a variety of materials suited to teaching a wide range of subjects and key stages, with activities for use on site and ideas to support follow-up learning. In places it references source material that may not have been written with a schools' audience in mind. Some students may need support when using these additional sources. We know that each class and study group is different, so we have collated our resources into one kit allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour-coded to help you easily locate what you need, and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

We hope you enjoy your visit and find this Teachers' Kit useful. If you have any queries please don't hesitate to get in touch with a member of our team either via bookeducation@english-heritage.org.uk or on 0370 333 0606.

English Heritage Learning Team

ICON KEY

The icons below will help you quickly identify the types of activities and information presented.



CONTENTS














KS1-2

KS3

KS4+

PRE-VISIT

Information and activities you can use in the classroom before your visit.

Historical Information   	5–30
Glossary   	31–39
Timeline   	40–41
Walk the Wall in Your Playground 	42–47
Mystery Objects   	48–49












ALONG HADRIAN'S WALL

Activities for students to do along the Wall to help them get the most out of their learning.

Work like a Roman 	51–54
Hadrian's Wall Safari  	55–61
Dress Like a Roman  	62–69
Eat Like a Roman  	70–77
Think Like a Roman  	78–82
Walk the Wall  	83–86

POST-VISIT

Information and activities to help you extend your students' learning back in the classroom.

Sources   	88–90
Paid Like a Roman 	91–94
Play Like a Roman 	95–97
Get Clean Like a Roman 	98
Pointing the Wall 	99–100
Cleaning a Collection  	101–103
Continuum of Romanisation  	104



PRE-VISIT

Information and activities you can use in the classroom before your visit.

HISTORICAL INFORMATION

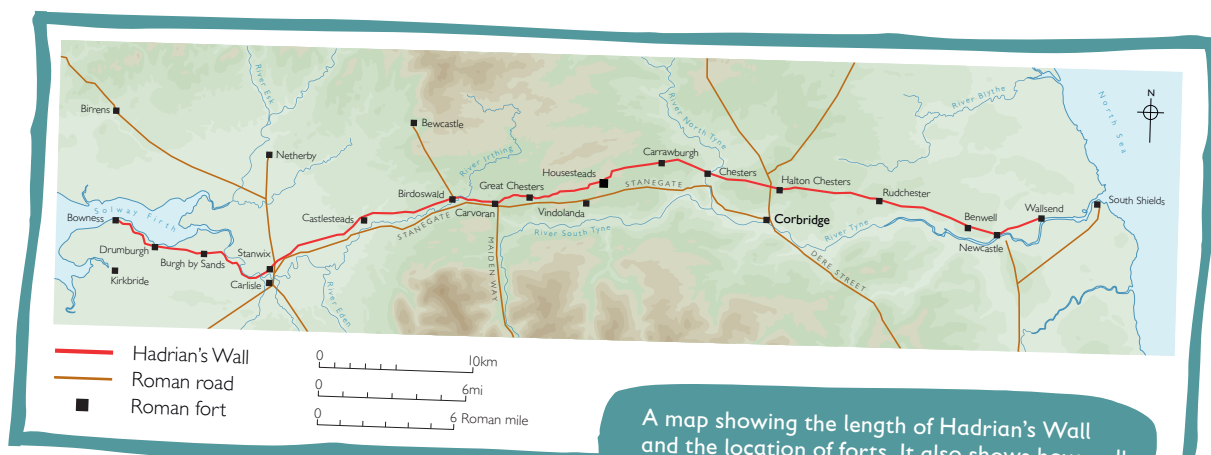
DISCOVER THE STORY OF HADRIAN'S WALL

Below is a history of Hadrian's Wall. Use this information to learn how the wall has changed over time. You'll find the definitions of the key words in the Glossary.

WHAT IS HADRIAN'S WALL?

Hadrian's Wall is a UNESCO World Heritage Site. It runs across northern England for 73 miles from Wallsend in the east, to Bowness-on-Solway in the west. When it was completed, it was up to 5½m tall and up to 3m thick. The Roman Emperor Hadrian ordered the wall to be built in AD 122. It took three **legions** of soldiers between six and ten years to construct the wall. Search the English Heritage YouTube Channel for 'How Did the Romans Change Britain? History in a Nutshell' and 'Why Was Hadrian's Wall Built? Animated History' for a useful introduction to the Romans and Hadrian's Wall.

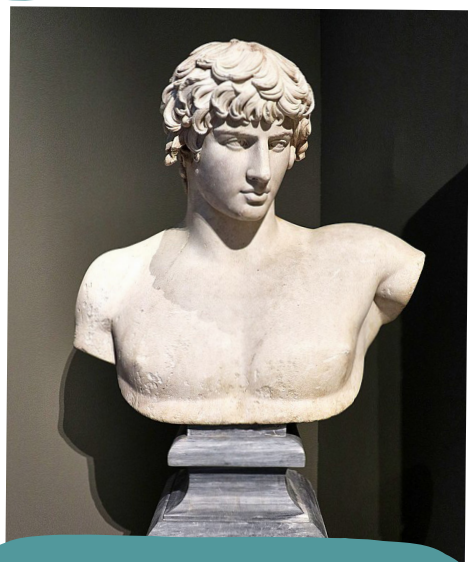
English Heritage takes care of over 30 sites along the wall including forts, **milecastles**, **turrets** and a whole town. Luckily, many of these sites are close enough together for you to visit several in one day. Staying at our residential site at Birdoswald Roman Fort means more time to explore the story of the wall and to discover the dramatic landscape of the frontier.



WHO WAS HADRIAN?

Hadrian was born in AD 76 to **Romano-Spanish** parents. His family were wealthy and powerful, so he had a **privileged** childhood. Hadrian was ten years old when his father died, so he was looked after by his father's cousin, Trajan, who became the Roman Emperor in AD 98. Trajan was ambitious and wanted the empire to expand. He went to war in AD 114 against the **Parthian Empire** and won. Just before Trajan died, on the return journey, he nominated Hadrian to be his **successor**. Hadrian was only accepted by the **senate** after he had four of his opponents executed.

People at this time got married because of money or to secure power, and not because they had fallen in love. Hadrian married Trajan's great-niece, Vibia Sabina, in AD 100, but his great love was a man called Antinous from Bithynia, in modern-day Turkey. When Antinous died in AD 130, Hadrian was devastated. He had statues of him put up all over the empire.



A bust of Antinous made after his death in the 2nd century AD and now on show at the National Archaeological Museum in Athens. George E. Koronaios, CC BY-SA 4.0 via Wikimedia Commons



A bust of Hadrian on display at Chesters Roman Fort. Hadrian's life-long love of and interest in Ancient Greece earned him the nickname 'The Little Greek'. He brought Greek-style beards back into fashion by wearing one himself, at a time when most Roman men were clean-shaven.

In fact, more images of Antinous survive than any other figure from the Roman world aside from **Augustus** and Hadrian. He even declared Antinous a god, something usually reserved for the members of the **imperial** family.

WHY BUILD A WALL?

Hadrian did not pursue the same **expansionist** policy as Trajan. Instead, he wanted to **consolidate** the Roman Empire and bring peace to its people. He secured the empire's borders by building walls and wooden **palisades** across Europe, the Middle East and North Africa. This marked his territory and kept an eye on the empire's **frontiers**. Hadrian's Wall in northern England is one of the largest and most complex examples of these.

There may have been conflict in the **province** in around AD 122. It is unclear whether the wall was built to stop rebellions, or whether it actually caused them. The wall enabled the Romans to stop attempted **raids** from the people on the other side of the wall that the Romans called the **barbarians**. Before the wall was completed, the design changed from small groups of soldiers

being stationed along its length to add bigger forts such as Housesteads Roman Fort.

However, it was not just a defensive barrier between the empire and the so-called barbarians beyond. It was also built to make a statement. It warned those both inside and outside the wall not to mess with the might or money of the Roman Empire.

At every Roman mile along the wall, a milecastle was built. Each one had a gateway to allow

movement across the frontier. This meant the Romans could collect taxes from traders, or check them for weapons. Between each milecastle there were also two smaller turrets. To explore this further, you could do the 'Walk the Wall in Your Playground' activity on page 42.



Looking east along the wall near Birdoswald Roman Fort.



An artist's reconstruction of Poltross Burn Milecastle.

A SOLID FOUNDATION

Some of the **foundations** of the stone wall were stuck together using clay. Elsewhere, archaeologists have found evidence of **lime mortar**. There are also sections of the wall that had no mortar at all.

The foundations have helped us to work out which parts of the wall were completed first. In the original plan, the wall was 10 Roman feet thick (about 3m). However, before it was finished, the plan changed and the wall was made much narrower. The only sections that were completed to the original thickness, are west of Newcastle and east of the River Irthing. This tells us they were finished first. You can see a wide foundation with a much narrower wall on top at Willowford Wall in the 'Walk the Wall' activity on page 83.

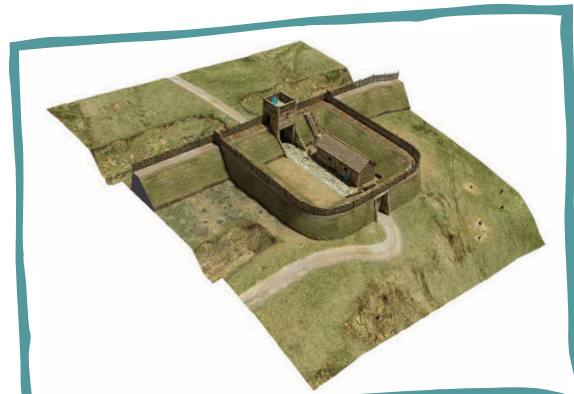


An example of a broad foundation with a narrower wall built on top at Willowford Wall, Turrets and Bridge.

EARTH, TURF AND WATER

The 30 miles of wall from the River Irthing to Bowness-on-Solway was initially built of **turf**. To the south they added a **vallum** with 2m high mounds of earth and a flat-bottomed ditch in between. You could only cross it at special causeways like the one at Benwell Fort, where the remains of an arched gateway have been found. The middle section of the wall didn't need ditches. Instead, they built on top of the high craggy cliff known as the **Whin Sill**.

The Romans also built bridges. At first, they were just wide enough for a soldier to patrol along. The bridge at Chesters Roman Fort was replaced with a wider road bridge in the late 2nd century. Only the **abutment** is still visible today because the Anglo-Saxons reused parts of it to build St Wilfred's Church in Hexham.



An artist's reconstruction of a milecastle west of the River Irthing made of turf and timber, such as Harrows Scar.

STONEMWORK

The Romans used local stone to build the wall. The **dolerite** of the Whin Sill was too hard to quarry, whereas **sandstone** was more manageable. Fallowfield Fell, 600m south of the wall, is probably a Roman quarry because an inscription reading 'my very own rock' signed by 'Flavius Carantinus' was found there. Laser scanning known as **LiDAR** has also identified a big camp at Shields-on-the-Wall, which may have been linked to Roman quarrying too.

To break up large blocks of stone it is likely the Romans used wedges and hammers. Wooden, or iron wedges were hammered into a line of small holes to create a clean break. This was probably the kind of job that new **legionary** recruits would be given.

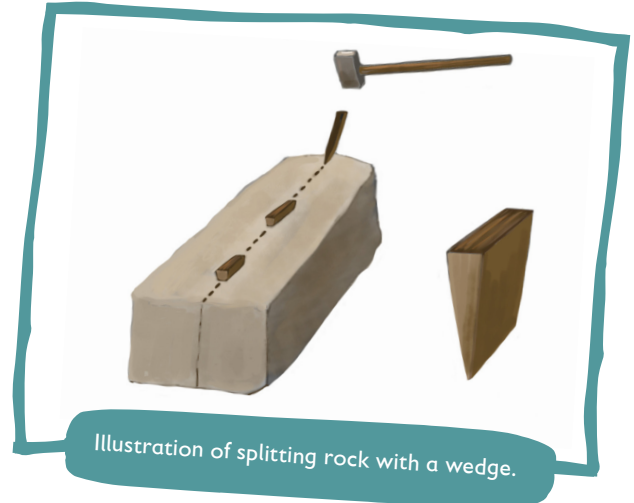


Illustration of splitting rock with a wedge.



A Roman re-enactor working a block of stone at an event along Hadrian's Wall in 2015.

Each stone was probably cut to size by eye using similar tools to today. Lots of the stonework along the wall is **squared rubble**. Many of the gateways also had arches with **block-in-course** stonework. This was more finished than the squared rubble, but wasn't as neat as the **ashlar** seen elsewhere on Roman buildings.

Holes in some of the stones suggest the Romans used **lewises** to lift them into place. The holes are wider at the bottom and narrower at the top. The lewises probably had three pins. Moving the middle pin to one side, allowed the lewis to

be inserted or taken out. Once inside, the middle pin was pushed back into line with the other two, making it fit snugly in the hole. Ropes or chains were attached to hoist the stone into place. You can have a go at using lewises to hoist stones at Birdoswald Roman Fort.



An artist's impression of how a lewis was used.

WHO BUILT THE WALL?

Three legions of 5,000 men built Hadrian's Wall. The legionaries were soldiers who were also **citizens** of the Roman Empire. You can meet a Roman legionary on the English Heritage YouTube Channel in the video 'What was life like? Episode 2: Meet a Roman Legionary'. In addition, some **auxiliary** soldiers helped out with the vallum, and the **Classis Britannica** also got involved at Benwell Fort.



Re-enactors demonstrate the sorts of tools used to construct Hadrian's Wall.



The three stones at the bottom of this image are examples of centurial stones on display in the museum at Chesters Roman Fort.

Historians and archaeologists know who built sections of the wall because inscriptions tell us who built which parts. Some stones even give us the name of individuals that helped to build the wall. These are called centurial stones as they often have the name of a **centurion** on them. Centurions were in charge of a century, which was a group of 80 men. You can see some examples of these stones in the museum that houses the **Clayton Collection** at Chesters Roman Fort.

CHANGES TO THE WALL

Hadrian died in AD 138. The next emperor, Antoninus Pius (AD 138–161), built a new wall further north. Hadrian's Wall had fewer soldiers to man and maintain it and the vallum was partly destroyed too. So when the next emperor, Marcus Aurelius, decided to move the border back to Hadrian's Wall in the AD 160s, some **renovations** were needed. For example, the bridge at Chesters Roman Fort was rebuilt as a road bridge and it had decorative columns added. This was also the time when more permanent garrisons of auxiliary soldiers were stationed in the forts. Many stayed, even after they had completed their service, and their children and even grandchildren became the future generations of recruits into the Roman army.

MORE CHANGES TO THE WALL

From about AD 250 soldiers were taken away from the wall to defend the empire. Although the wall was still manned, it was weaker and may have been attacked by the **Picts**. By the 4th century, army pay had been reduced. Soldiers may even have been paid in **kind** (goods such as food rather than money). The buildings constructed at this time seem to be much simpler. By AD 270 most of the settlement outside Housesteads Roman Fort was not lived in, and this was true at other forts as well. In the 4th century, Corbridge Roman Town was at its largest, so perhaps people moved here from the **vici**.



An aerial view of Corbridge Roman Town.

CONTINUITY ALONG THE WALL

Although Britain left the Roman Empire in AD 410, people carried on living along Hadrian's Wall. At Birdoswald new timber buildings were constructed on top of the old **granaries**. We still don't know exactly when people stopped living in the forts, but we do know demand for services fell, and some people moved away. The stonework didn't go to waste, though. It was recycled. For example, in 1881 a Roman tombstone was found in the foundation of the east range of the cloister in Hexham Abbey. This tombstone is now on display at the foot of the night stairs. Inscribed onto the stone is the name of a cavalryman, Flavinus. It was probably taken from a military cemetery near Corbridge Roman Town by the people building Hexham Abbey.



The tombstone of Flavinus in Hexham Abbey.
Mike Quinn CC BY-SA 2.0 via Wikimedia Commons.

WHO WERE THE SOLDIERS?

Auxiliary soldiers, who manned the wall, came from across the empire, often from lands the Romans had recently **conquered**. They were not **citizens**, like the legionaries, but they could earn their **citizenship** after 25 years of service. Being a citizen meant that you had more rights than non-citizens. It meant you could vote, own your own home and defend yourself in court if you were accused of a crime.

As soldiers came from across the empire, the frontier was a truly international place. From about AD 180 there were auxiliary cavalrymen from Asturia, in modern-day Spain, at Chesters Roman Fort. They had excellent horsemanship skills, so they were a welcome addition to the army. The Syrian archers that were based at Housesteads Roman Fort also brought new skills. At Birdoswald Roman Fort, there were auxiliaries from Dacia, in modern-day Romania, from about AD 200. Their symbol of the **falx**, a traditional Dacian weapon, has been found carved into stones, some of which are now on display in the Great North Museum in Newcastle.



An artist's impression of an auxiliary soldier stationed along Hadrian's Wall in the early 2nd century.



A 3rd to 4th century AD pot, probably made by the families of soldiers from Frisia at Housesteads Roman Fort. Similar pots have been found at Birdoswald and Vindolanda, where Frisian soldiers were also based.

Many of the soldiers and their families that moved to Hadrian's Wall brought some of their culture with them. The Frisians, for example, that came to live at Birdoswald Roman Fort and Housesteads Roman Fort in the 3rd century, brought their own cooking equipment and religious beliefs. Find out more about Roman food and cooking in the 'Eat like a Roman' activity on page 70. Or explore more about religious beliefs in the 'Think like a Roman' activity on page 78.

A SOLDIER'S KIT

Soldiers didn't have a uniform, but they did have some standard clothing and equipment. Both legionary and auxiliary soldiers wore tunics made of linen or wool, maybe both in the cold. They probably wore **bracae**, or short trousers, and studded leather boots. The metal studs helped the boots to last longer.

Legionary shields were a curved rectangular shape, whereas auxiliary shields were oval. Not many wooden shields survive, unlike the domed iron bosses from the centre of the shields. There are also examples of helmets with the names of numerous owners etched into them, suggesting they were reused. When soldiers wore their uniform off duty, their clothes, armour and weaponry would creak, jingle and reflect the light, making them very noticeable along the frontier.



The kit used by Roman re-enactors at an event along Hadrian's Wall.

THE CORBRIDGE HOARD

We know about the legionary's **lorica segmentata** (armour) thanks to an amazing discovery at Corbridge Roman Town in 1964. A **hoard** of military equipment buried in the first half of the 2nd century includes some of the best preserved pieces of plate armour ever found. It's not clear who the soldier was or what happened to him. See it in the museum at Corbridge Roman Town or by watching 'Uncovering The Corbridge Story: The Time Capsule' on the English Heritage YouTube Channel. Search the website for 'Corbridge Hoard: A Roman Time Capsule' to see footage of it being excavated.

Tools, armour and weapons made of iron were prone to rusting in damp conditions. It was a constant challenge to not get too wet and muddy. As soldiers paid for their equipment, they looked after it. They would also melt down metals to reuse them rather than waste the materials.



A bundle of spearheads found at Corbridge Roman Town.

WEAPONS OF WAR

Soldiers used their **cingulum** to hang a dagger or sword. Legionary soldiers that were along the frontier during the construction of the wall probably had a gladius, or short sword. However, towards the end of the Roman period all soldiers had a longer sword and in the cavalry they used a sword known as a **spathae**. A large carving found at Housesteads Roman Fort shows an archer, probably from Syria. Using a bow and arrow was a more specialist skill. Bows and arrows were not standard issue weapons in the Roman army.



A re-enactor uses a bow and arrow at Birdoswald Roman Fort.

The cavalry, like those at Chesters Roman Fort, had metal-tipped javelins. Their horses probably also wore **chamfrons**. These were a kind of ceremonial face mask and could be highly decorative, but only if the soldier could afford it, as they had to pay for items like this themselves.

Large stones that have been carved into ball shapes have been found along Hadrian's Wall. They might have been thrown by hand, or catapulted using a kind of artillery engine known as a **ballista**. Other weapons used by auxiliary soldiers along Hadrian's Wall include leather slings for throwing small stones.



An artist's reconstruction of a building at Birdoswald Roman Fort that might have been used as a drill hall, where soldiers practised military drills.

To practise using their weapons and maintain their fitness, soldiers spent up to two hours a day **drilling** and training. Although no outdoor training grounds have been found along Hadrian's Wall yet, a drill hall for practising indoors has been found at Birdoswald Roman Fort. Search the English Heritage YouTube Channel for 'Clash of the Romans' to get an idea of how soldiers practised their fighting skills.

LIFE AS A SOLDIER

Auxiliary soldiers were stationed at regular points along the wall. Between 12 and 32 men could be in each milecastle. Whereas turrets usually held just a couple of soldiers at a time. Much larger **garrisons** of 500–10,000 soldiers were added to the wall in 16 forts, replacing older ones that were along the **Stanegate**.

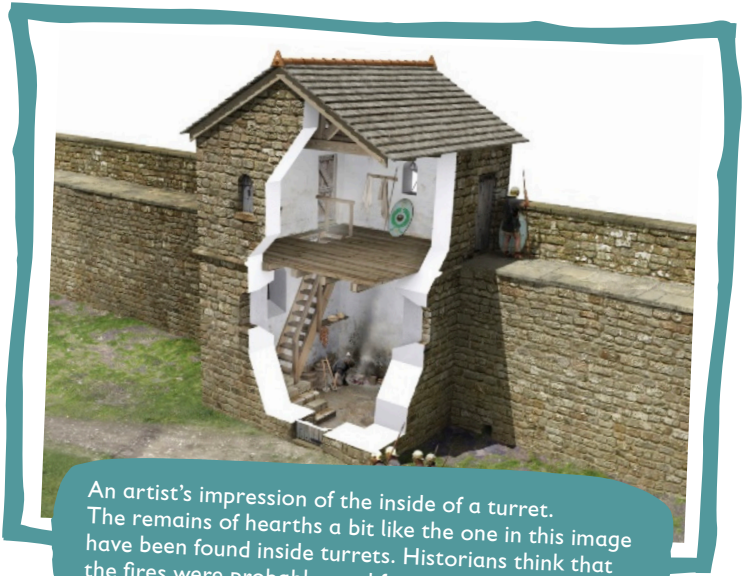
Soldiers worked seven days a week. Duties included cleaning the latrines, policing local people and collecting taxes. The soldiers stationed at Chesters Roman Fort also had to care for their horses but they had help from **grooms**, or possibly even **slaves**.

At times soldiers were sent off site for other duties. They might escort an important visitor, help with building works, gather **intelligence** or be sent off to fight. For example, in the late 2nd and early 3rd centuries some of the soldiers were involved in **military campaigns** north of the wall.



A reconstruction of Hadrian's Wall showing the ditches and wall walk.

masons. A tombstone shows that one soldier was also a medic. He may have been based in the hospital at Housesteads Roman Fort. This is the only hospital found in a fort along Hadrian's Wall, so the archaeological finds including tweezers are really special.



An artist's impression of the inside of a turret. The remains of hearths a bit like the one in this image have been found inside turrets. Historians think that the fires were probably used for cooking.

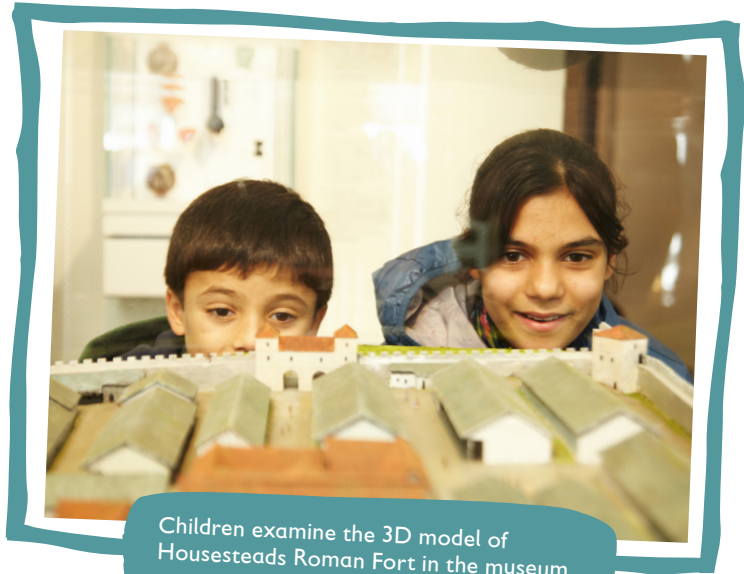
Every soldier also patrolled the wall walk. The steps inside Poltross Burn Milecastle were used to estimate the height of the wall as 5½m. This provided a good view to spot anyone approaching the border. At Birdoswald Roman Fort, you can have a go at being a soldier on patrol using an interactive display.

Soldiers had basic building skills, but some had more specialist skills. Some legionaries were expert stone

INSIDE A FORT

The best preserved example of a Roman fort on Hadrian's Wall is Housesteads Roman Fort, so it is the perfect place to visit if you want to understand what Roman forts along the frontier were like. You can explore the remains of the fort and get an insight into how it might have looked 2,000 years ago using the 3D model and the film in the museum.

Housesteads Roman Fort is rectangular in shape, has four gates to the north, south, east and west, and is divided into three zones separated by roads. A street also runs around the **interior** wall of the fort. Built into the walls are ovens and **latrines**, as well as drains and **cisterns** to ensure water is collected and moved around the whole site. It was occupied for three centuries and could house up to 800 soldiers at a time.



Children examine the 3D model of Housesteads Roman Fort in the museum.



An artist's reconstruction of the principia at Chesters Roman Fort.

Each fort had a **principia**, which was the headquarters building in the centre of the fort. There was a courtyard where soldiers would be given their orders. There may have been message boards to pass on key information too. The principia had a **basilica** where the soldiers could gather to celebrate religious festivals or receive punishments. The **aedes**, the central room

at the rear, contained the **standards**, which were considered to be **sacred**. They probably also had statues of the emperor, or gods like Mars. Finally, each principia had a treasury, where the money was kept and soldiers could collect their pay.

SLEEPING AND EATING

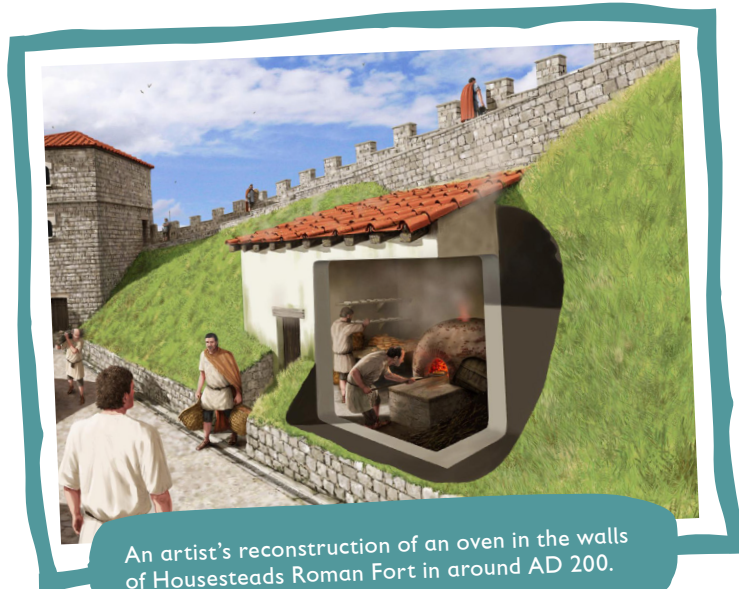
Every fort needed **barracks** for the soldiers to sleep in. At **cavalry** bases like Chesters Roman Fort, they also had to house horses. Up to 500 men and their horses could live at Chesters Roman Fort at any one time. A group of three men ate and slept in one room behind a room housing their horses. There were covered pits dug beneath the floor to take the horses' waste away. You can get an aerial tour of Chesters Roman Fort by watching 'Postcard from Chesters Roman Fort and Museum, Hadrian's Wall' on the English Heritage YouTube Channel.



An artist's reconstruction of the barracks at Chesters Roman Fort as they might have looked in about AD 200.

Some food supplies were kept in buildings called granaries. Men were issued with daily **rations**. In the museum at Chesters Roman Fort you can see a bronze **modius** that may have been used to measure out weekly rations of grain to the soldiers. Find out more in the 'Eat like a Roman' activity on pages 70–77 and see what the modius looked like in the sources section on page 89.

Shared ovens were built into the walls of Housesteads Roman Fort. Perhaps one soldier per **contubernia** was the nominated **chef**, or they took it in turns. At first, the Romans used their supply systems to keep eating the foods they had back home, but over time they adapted to local conditions. For example, drinking beer instead of wine, or cooking in ceramic pots, not just metal ones. It is quite common to find names scratched on pottery. It shows us that soldiers wanted to identify their possessions so they didn't get lost, muddled up or stolen.



An artist's reconstruction of an oven in the walls of Housesteads Roman Fort in around AD 200.

GOING TO THE TOILET

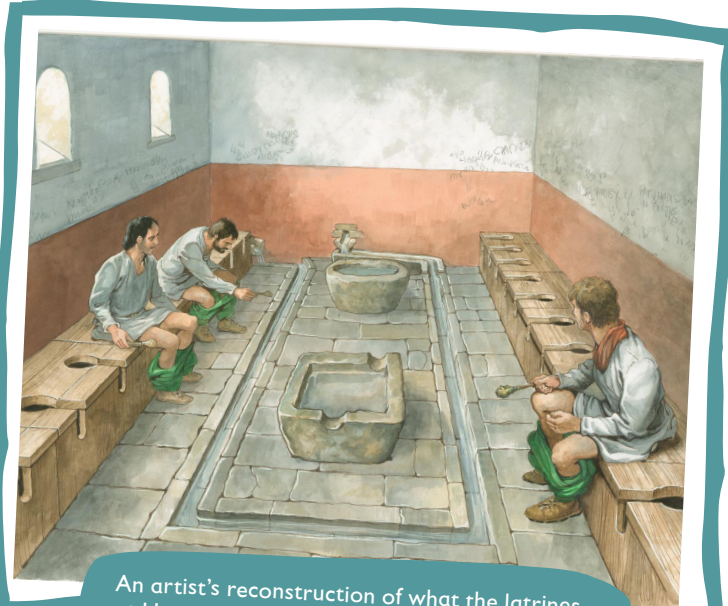
The latrines at Housesteads Roman Fort are particularly well preserved. They were **communal**, so this meant there were no separate **cubicles**. Instead, everyone sat alongside each other. Plus, there was no toilet paper. Romans in the Mediterranean used a shared sponge on a stick to clean up with, but here in Britain we think they might have used moss instead.

The latrines were built in the south-east corner of the fort on a slope, so they could make use of gravity to help drain the waste away. Unfortunately for the civilians outside the fort, this meant it drained right into their settlement. Part of the soldiers' duties would include cleaning the toilets. **Immunes** got out of this, though, because they had other

specialist skills. For example, they might be great at a craft like carpentry, or at looking after the accounts, making sure everything was paid on time and to the right people.



The latrines at Housesteads Roman Fort.



An artist's reconstruction of what the latrines at Housesteads Roman Fort might have originally looked like with wooden seating.

It's not just the stone remains of the latrines that can be used to find out about the past. Scientific analysis of the human **sewage** found at the later Antonine Wall suggests that the Roman diet included cereals such as wheat and barley, foraged fruits and nuts like hazelnuts and blackberries, as well as new Roman foods such as figs and celery. Unfortunately, their waste also shows us they suffered from roundworms.

VISITING THE BATHHOUSE

You can see Britain's most complete Roman military bathhouse at Chesters Roman Fort. It was just outside the fort, so it may have been used by both soldiers and civilians. Some of the walls are still standing to head height.

On entering the bathhouse, a visitor might first take part in sports or games such as wrestling or trigon, which was a game of catch involving three balls. At Chesters Roman Fort you can see niches along the wall of the **apodyterium** that probably housed statues of the gods. This is where people would get changed, get a towel and a pair of wooden shoes or maybe do a bit of exercise. Wooden shoes were to protect their feet from the hot floors, especially in the **caldarium** (the hot room). Heat was taken round the bathhouse using a **hypocaust** system and it was someone's job to keep the fire burning.

Next, visitors followed a circular route through the baths to experience steam from a hot fountain, take a warm **plunge** bath, and finish with a cold plunge. To get clean, the Romans covered their skin with oil, then scraped the oil and dirt away using a **strigil**.



The changing room in the bathhouse at Chesters Roman Fort. You can clearly see the niches that probably housed statues of the gods.



An artist's reconstruction of the bathhouse at Housesteads Roman Fort in the late 4th century. This is a small bathhouse but it still contains a cold bath, warm room, hot alcove and furnace room with a copper boiler inside.

Visiting the bathhouse was not just a way of getting clean, it was also a great place to socialise or sort out a business deal. Search the English Heritage website for 'The Kids Rule Guide to the Romans' where you can scroll down to watch 'A Day in the Life Episode 2: The Romans'. This animation follows two children on a trip to the bathhouse at Wroxeter Roman City.

FORT TRIBUNE



An artist's reconstruction of Housesteads Roman Fort. The Tribune lived in the large building with the courtyard just inside the southern gateway.

Every fort had a **tribune**, or commanding officer. This was the man in charge of the fort and the surrounding settlement. He was of a higher **status** than the other soldiers, and was probably from the **equestrian class**. He was housed in a **Mediterranean**-style house known as the **praetorium**. It was usually just south of the centre of the fort.

The house had all the latest features

and innovations expected in a high status home. The rooms were laid out around a central courtyard. It had toilets, kitchens, stores and stables, as well as, dining rooms, bedrooms, baths and a central heating system known as the hypocaust. This would have been essential on this cold, northern frontier. Some houses even had box tiles in the walls to allow hot air to circulate throughout the house. You can have a go at making your own model of a praetorium by downloading the template on the English Heritage website. Search for 'Learn about Life at Housesteads Roman Fort' to find the template.

LUXURY LIFESTYLE

The Tribune enjoyed many luxuries that ordinary Britons could not have afforded. For example, beds with mattresses filled with wool and feathers. Also, the windows on his house were **glazed** with a light blue coloured glass. This was the height of luxury in Britain at the time, as most buildings would not have had glass in their windows. To ensure light in the evenings, the Tribune and his family also had lamps. Pottery lamps have been found at sites along Hadrian's Wall. Around the Mediterranean, people used olive oil in them but this would have been less common along Hadrian's Wall. People may also have used candles or lamps that burned animal fats.



A pottery oil lamp found at Corbridge Roman Town.

DINNER TIME FOR THE TRIBUNE

The dining room was one of the most important rooms in the house as it was where the Tribune hosted dinner parties. These were not just for fun. Powerful people in the area got together and made decisions. Attending a dinner at the praetorium could help you gain support and improve your status or **career**.



Although Lullingstone Roman Villa is not on Hadrian's Wall, this reconstruction drawing gives you a good idea of what the inside of a dining room might have looked like.

Diners ate almost lying down on couches. Food was probably served by **enslaved** people. There might have been music or poetry from travelling performers. Although musical instruments aren't often found along Hadrian's Wall, some fragments have been found at Corbridge, such as a bone whistle. Images suggest they also had



A re-enactor at Wrest Park plays a cornu.

whistles, flutes and brass instruments such as the curly horn called a **cornu**. The Tribune's wife may also have played a stringed instrument such as a **lyre**, but they would not have performed in public, as that was not considered the proper behaviour of a cultured Roman woman.

The Romans brought new foods to Britain including vegetables such as cabbages, leeks, onions and turnips. They also brought rabbits, pheasants and brown hares along with flavourings such as garlic, pepper, basil and thyme. A meal at the Tribune's might include roasted meat, celery, parsnips and cabbage. Dessert might

be exotic fruits such as apples, figs and grapes or even sweet pastries, cakes and custard. The rich liked burgers made of minced pork, flavoured with pepper, wine and a fermented fish sauce called **garum**. Have a go at making your own using our 'historical makes and bakes' on the English Heritage website.



Figs, one of the new foods brought to Britain by the Romans.

CIVILIAN LIFE

Surrounding each fort along the wall, an extra-mural settlement developed. These are a bit like towns where civilians lived and mixed with the soldiers and provided services for them. They are sometimes referred to as **vici** (or the **vicus** if there is only one of them). In the period AD 160–250, life thrived along the wall. Geophysical surveys at Housesteads Roman Fort show us that there were perhaps as many people living in the settlement outside the fort, as there were inside the fort. Aerial photographs reveal a big settlement at Chesters Roman Fort as well, although it has not been extensively excavated.

All sorts of people might have lived in these settlements, including soldiers' girlfriends, mothers, suppliers, traders, priests, slaves and veterans. Soldiers had cash to spend and so local people found ways of making the most of this. At Housesteads Roman Fort, one of the buildings excavated outside the fort might have been an inn. It has slots still visible where shutters were drawn down at closing time. Soldiers may have come here to unwind, drink a beer and sing along to music played on an instrument that is a bit like modern bagpipes. Wind instruments were cheaper to make, and were probably played in places like the inn outside Housesteads Roman Fort.

The vicus was also important in providing essential services such as metalworking. Blacksmiths were highly regarded. They repaired soldiers' weapons, armour and equipment and more everyday metal objects too. At Housesteads Roman Fort a hoard of ironwork including an anvil and over 800 objects have been found.

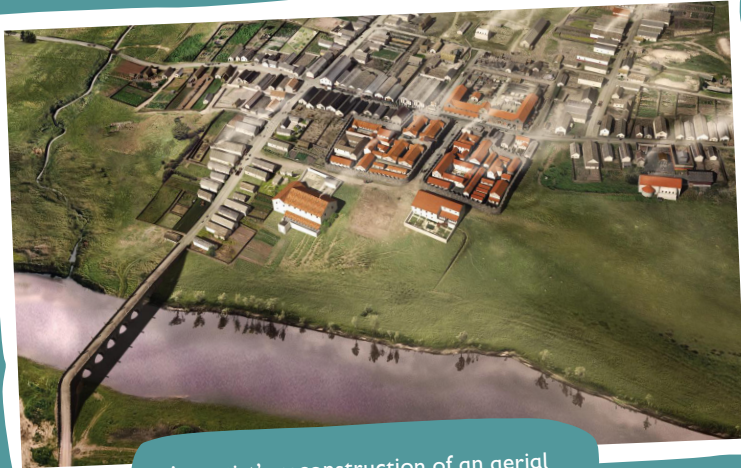


An artist's illustration of a Roman woman holding a Samian ware bowl.



A Roman whistle or flute made from an animal bone.

LIFE IN A FRONTIER TOWN



An artist's reconstruction of an aerial view of Corbridge Roman Town.

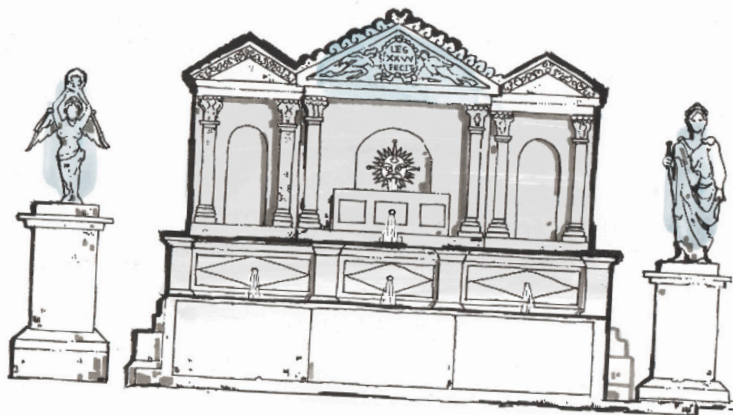
Today at Corbridge Roman Town you can walk down the street, explore the granaries and see the kind of strip housing that was typical of a Roman town. They had shops at the front and living quarters at the back. They may also have had an upstairs. Some of the shops had covered walkways to shelter people from the weather.

There are lots of drains on site. These show us how water and waste was transported round the town. Having good water systems even allowed them to have a massive fountain just off the main street. Get an aerial tour of Corbridge Roman Town by watching 'Postcard from Corbridge Roman Town, Hadrian's Wall' on the English Heritage YouTube Channel.

It wasn't all work, though. Hundreds of gaming counters and several gaming boards have been excavated along Hadrian's Wall. It is hard to know how to play some of them, as the boards are

incomplete. However, we know **ludus latrunculi** was a bit like chess and **turni lapuli** was a bit like tic-tac-toe. Find out more in the activity 'Play like a Roman' on page 95.

Lots of **Samian ware** has been found at Corbridge Roman Town. It has a distinctive red colour, and can be decorated with gods, hunting scenes or floral designs. It was common in the 1st to the 3rd centuries. You can take a closer look in our 3D gallery. Search for 'Corbridge Roman Town Collections Highlights' on our website.



An artist's impression of the fountain just off the main street in Corbridge Roman Town.

CHILDHOOD ALONG THE WALL

There is limited evidence of what it was like to be a child living along Hadrian's Wall in the Roman period. At Corbridge Roman Town the leg from a small doll carved from bone was found. Its arms and legs could move and its toes are marked with a line, perhaps to represent sandals. This suggests that children had toys, and that play was a part of Roman childhood. Toys were usually made from materials that were unlikely to survive, such as wood. However, the special conditions in the ground at [Vindolanda](#), have allowed many wooden artefacts to survive, including a wooden toy sword. The tombstone of a girl nicknamed Ertola found at Corbridge Roman Town shows more evidence of how children liked to play. It shows a four-year-old girl holding a ball. Find out more about life for children in Roman Britain by searching for 'A Day in the Life ... Of a 10-Year-Old in Roman Britain – Hands on History – BBC'.

Only children from the wealthiest families could attend school. To learn how to write, a student would practise on a wax tablet using a stylus like the one on the right. You can have a go at making your own wax tablet. Search the English Heritage website for 'Make Your Own Roman Tabula' to find the instructions.



A stylus found at Corbridge Roman Town.



An example of what some historians think is a baby's bottle.

Ceramic bottles like the one in the image on the left have been found at Corbridge Roman Town. They appear to be babies' bottles as they have spouts to drink from. Many of these bottles were found in children's graves. It is hoped that further scientific analysis of the residues inside the bottles might show us what they once contained. This will help us to understand the purpose of the bottles better.

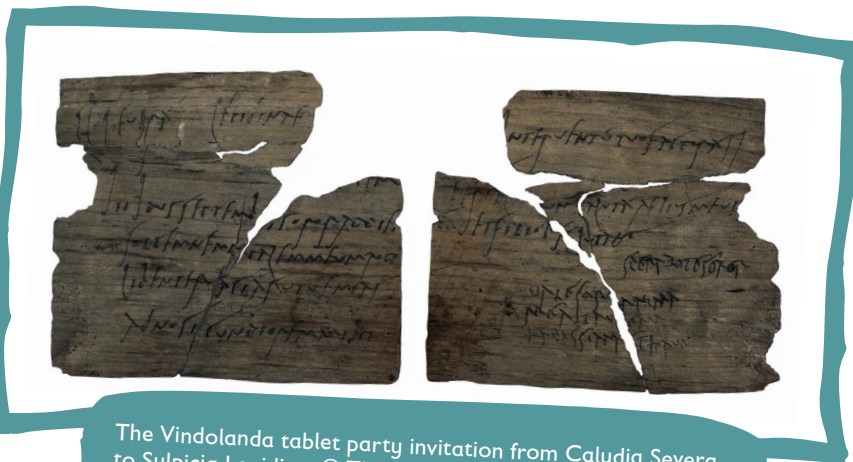
WOMEN ALONG THE WALL

The frontier was not just home to soldiers, as a burial of a woman and child at Birdoswald Roman Fort shows. Before AD 197, auxiliary soldiers were not legally allowed to marry, but surviving documents show us that some broke the rules. In these situations, the wives and any children the couple had would have lived in the vicus. Perhaps this was the case with the Syrian auxiliary soldier, Barathes. When his wife Regina died, he had a tombstone made to commemorate her that is now at South Shields. It was inscribed in both Latin and Barathes's first language, Aramaic. It reveals that Regina came from south-east England, and that Barathes had freed her from slavery before they were married.



Birdoswald Roman Fort viewed from the east. You can see where erosion has caused the land to drop away steeply. This put archaeological remains in danger. So an excavation took place in 2009 when the burial of a woman and child was found.

Some women were allowed to live inside the fort. The Tribune could live with his whole family in the praetorium. We can get a glimpse into their lives through the Vindolanda **tablets**, letters written onto tablets of wood. For example, Claudia Severa invited Sulpicia Lepidina to her birthday party in around AD 103–5. It is the earliest surviving



The Vindolanda tablet party invitation from Claudia Severa to Sulpicia Lepidina. © The Trustees of the British Museum

example of a letter written between two women, and the earliest example of a woman's handwriting in the Roman world. In other letters, the women say they must ask for their husband's permission to visit one another. Many of these letters also have their husbands' signatures,

showing they checked their wives' letters before they were sent. This reminds us how even privileged women were not free to make decisions for themselves. A scattering of objects normally linked to women have also been found in Housesteads Roman Fort where the centurion lived.

WOMEN ALONG THE WALL CONTINUED

Most women probably lived in the settlements outside the forts. They might have been businesswomen, the wives of businessmen, their daughters, mothers or sisters. We can find out about some aspects of women's lives from the surviving evidence, such as their jewellery and fashions. Examples of some of these can be seen in the museums at Corbridge Roman Town and Chesters Roman Fort. Bone pins were used to fasten clothing or to decorate their hair with. Although bone was a cheap material, one of the examples below has had gold sheet added to the head of the pin to make it more desirable.



You can also see an example of typical Roman dress on the statue of Juno in the museum at Chesters Roman Fort. The statue includes details such as a tooth necklace, a decorative border on the apron, folds in the fabric and a belt around her waist. All of this indicates that the statue is of an unusually high standard for Roman Britain. However, this type of clothing was probably not your everyday clothing for people along Hadrian's Wall. It may only have been worn by women of high status and probably not even on a daily basis.



One wealthy woman at Corbridge Roman Town left behind a hexagonal vase. It was probably filled with perfume or precious oils such as rose water or frankincense and placed in her grave. It is made of copper and has blue enamelled decoration on it. It originally had a lid and a handle. Only 25 vases like this one have been found across the Roman Empire. Find out more about Roman fashion by watching 'Roman Makeup Tutorial' on the English Heritage YouTube Channel.

GODS ALONG THE WALL

Roman religion was **polytheistic**, meaning it included a variety of gods. Each god was represented by its own symbols, had its own feasts and holidays, and was responsible for particular aspects of life. People worshipped gods in temples or at shrines in their own homes. A number of temples dedicated to different gods have been found along the wall.

At Housesteads Roman Fort, 32 **altars** were dedicated to the **classical** Roman gods. The most important of these gods were the king and queen of the gods, **Jupiter** and **Juno**, and **Minerva**. Jupiter was responsible for the sky and thunder, and was often represented by an eagle. It is common to find dedications to Jupiter along Hadrian's Wall. Juno, was the goddess of marriage and family.

She had a supporting role to her husband, which reflects how women and men were viewed in society too. Minerva was their daughter. Lots of qualities have been linked to her, from wisdom and war to craft and justice. She is usually shown with her helmet slightly raised so you can see her face, which was meant to represent her wisdom.

As the empire expanded, the Romans encountered new religious beliefs, many of which were combined with their own gods. For example, an altar found at Housesteads Roman Fort was dedicated to **Mars Thincsus**. Mars was the Roman god of war

and Thincsus was a god of war from modern-day Germany. This merging of the two gods together shows how flexible Roman religion could be as local and provincial gods could be worshipped alongside the official Roman religion. This altar is on display in the museum at Chesters Roman Fort.



Some of the altars found along Hadrian's Wall are on display at Chesters Roman Fort.



The arch depicting Mars Thincsus that was found at Housesteads Roman Fort but is now on display in the museum at Chesters Roman Fort.

RELIGIOUS PRACTICES

People made offerings of food, wine or coins to the gods. They probably burned incense and maybe also rang bells. To explore this further, you can see incense burners, known as **thuribles**, that were found at **Coventina's** well at Carrawburgh. This was a shrine dedicated to a local water goddess. In addition to the thuribles, around 16,000 coins were

found there, 20 altars, a relief of three water nymphs and many votive objects. You can explore Roman religious beliefs further in the activity on page 78. The activity takes in a number of sites along the wall and covers a range of gods.

There were also **cults**, which were not part of the official religion of the empire. They were usually practised quite secretly, and were based on mysterious stories. For example, in the early 3rd century, **Mithras** was worshipped by soldiers along Hadrian's Wall. This cult, believed to have originated in Persia, spread to the frontier through traders and became quite popular amongst the army. Only members of the cult could know about the story of Mithras. They would learn more about the story each time they passed special tests. As members gained more knowledge, they became

more important within the cult. According to the legend, Mithras captured and killed a sacred bull in a cave. This was why their temples were often dark and cave-like. A **Mithraic** temple was built in around AD 200 by the Commanding Officers of Carrawburgh Roman Fort. Up until AD 350 it was refurbished four times.



The two hand-made incense burners (thuribles) found at the well of Coventina. They are unique in Britain and are on display in the museum at Chesters Roman Fort.



The remains of the Temple of Mithras near Carrawburgh Roman Fort, viewed from the south-east. Three replica altars stand at the far end of the temple.

CHRISTIANITY ALONG THE WALL

Christians were **persecuted** by the Romans until AD 313 when the **Edict of Milan** allowed freedom of religion. However, it did not become the main religion straight away and there is not a lot of evidence of Christianity along the frontier. Nevertheless, there are a few artefacts that suggest some people were Christians, such as a jet ring found at Chesters Roman Fort. It has a chi-rho carved into it, which is an early Christian symbol.

There is also a building that could be an early Christian church at Housesteads Roman Fort, but so far very little evidence of Christianity has been found along Hadrian's Wall from before the 4th century. Find out more by searching the English Heritage website for 'Romans: Religion'.



The bead on the left of this image is made from amber, a fossilised tree resin from the Baltic. People believed wearing it would bring health and safety. The bead on the right is made from lithomarge, a kind of clay, which was also thought to have magical properties. Both are probably from the 3rd century AD.



A Roman finger ring from the 4th century AD. It is made of jet and inscribed with QVIS SEPA MEVM ET TVVM DVRANTE VITA, which means 'who shall separate mine and thine while life lasts?'. It also has a backwards chi-rho, the first two letters of the Greek word for Christ.

MAGIC ALONG THE WALL

Magic and **superstition** were intertwined with religion and were a normal part of everyday life. Jewellery made from jet and amber was not just worn for its beauty, it was also believed to have magical protective powers.

CRIMINAL BEHAVIOUR

A number of finds in the civilian settlement just outside Housesteads Roman Fort give us a glimpse into crime along the frontier. At house number eight, two bodies were found buried underneath. Archaeologists think they were murdered as one had a knife in his ribs. It is also very unusual to find human remains inside Roman towns. So the discovery of the bodies inside the settlement made the circumstances

around their deaths seem even more suspicious. The dead were usually **cremated** and their remains buried outside the town. For example, at Birdoswald, archaeologists excavated 50 burials including 12 **urns** containing the cremated remains of Roman people in 2009. The excavation was carried out to save the archaeology as the land was eroding into the valley below.



An aerial view of Housesteads Roman Fort. It looks peaceful today, but would have been a busy place in the Roman period. House Number 8 is in the settlement to the left of the image.



A counterfeit coin and mould for making counterfeit coins found at Housesteads Roman Fort.

Archaeologists have also found evidence of **counterfeiting**. Two moulds were found at Housesteads Roman Fort for making fake **denarii**. They date from the early 3rd century and it looks like the counterfeiters were quite successful as about 1/3 of the coins being used along the frontier were **fake**. This raises a lot of questions about whether this fake **currency** was accepted, or whether they

were such good fakes that no-one noticed. Either way, making counterfeit coins was considered a high-level crime in the Roman period, so if they were caught, they could be severely punished.

GLOSSARY

TRICKY TERMS AND WHAT THEY MEAN

Below is a list of words you might come across while exploring English Heritage sites along Hadrian's Wall. Use this Glossary to find out what they mean.

abutment – a structure built at either end of an arch to support it

aedes – the room in the principia that contained the standards. It was considered to be a sacred place.

altar – a large block of stone with a flat surface on which religious offerings can be placed

apodyterium – an entrance into a Roman bathhouse where people get undressed and can take part in games and exercise before bathing

architrave – a beam that rests horizontally across the top of two or more columns

ashlar – a type of stonework that has a neat and clean finish to each block. The blocks have smooth surfaces and neat corners. They are usually in a square or rectangular shape, but this kind of stonework is rare on Hadrian's Wall.



The Pantheon in Rome. Notice the first beam that rests on top of each of the columns. This is the architrave. The triangular part on top is known as the pediment.

Augustus – the first emperor of the Roman Empire. He was remembered as a hero during the Roman period, and many statues were made to celebrate him.

auxiliary – a Roman soldier who was not a citizen of the Roman Empire. They were often recruited from recently conquered lands and may have different skills from the legionaries, such as the archers that were based for a time at Housesteads Roman Fort.

ballista – a machine for launching missiles such as the carved stone balls found along Hadrian's Wall

barbarian – a person living outside of the Roman Empire was considered a barbarian, or foreigner, by the Romans

barracks – the place that soldiers would eat, sleep and relax in when they were not on duty



An artist's illustration of an auxiliary soldier from the 2nd century AD.

basilica – the room in the principia where soldiers gathered for religious ceremonies or to hear about matters of justice

berm – the bank of earth that forms part of the ditch system running alongside Hadrian's Wall

block-in-course – a type of stonework that is not as neatly finished as ashlar. The blocks of stone are still square or rectangular in shape but their surfaces are not as smooth. They run in a course, a long even layer of stones.

bracae – a pair of trousers that fall below the knee

caldarium – the hot room in a bathhouse that usually contained a plunge bath and lots of steam



career – a job that someone does for a long period of their life. It gives them chances to take on new skills, responsibilities and maybe earn more money as their career progresses.

cavalry – the soldiers in an army that fight on horseback



An artist's illustration of a Roman cavalry soldier from the 2nd Century AD.

centurion – the commander of a century in the Roman army. A century was a group of 80 men.

chamfron – a piece of protective armour for a horse's head. The remains of leather chamfrons decorated with metal studs have been found near Hadrian's Wall.

chef – a person whose job it is to cook for others

cingulum – a belt worn by soldiers

cistern – a tank for storing water

citizen – a person with higher status in Roman society. They had more rights and privileges than other people living in the empire. For example, they could vote in elections.

citizenship – the rights and privileges that citizens have

classical – a word to show something relates to Ancient Greece or Rome. It could be classical literature, architecture or art.

Classis Britannica – the Roman naval fleet that were based in Boulogne in modern-day France, and patrolled the waters around Britain, especially the part that today we call the English Channel.

Clayton Collection – the collection of Roman artefacts found and/or owned by John Clayton in the 19th century. Many of them are now on display in the museum at Chesters Roman Fort.

communal – shared

conquer – the act of taking something over, or taking control of a place. It is often done against the will of the people already living there and it is a central part of expanding an empire.

consolidate – the act of making something more solid or strengthening it

contubernia – unit of eight men who lived together

cornu – a large, curly-shaped horn

counterfeit – a deliberately fake version of something

Coventina – a local water goddess

cremate – the process of burning a body after someone has died

cubicle – a small, enclosed, private and separate compartment or room



A group of objects including a face pot and a prehistoric tool that were found in Coventina's well. They are all on display in the museum at Chesters Roman Fort.

cult – the veneration of an individual or god. In the Roman period there was an imperial cult, where people worshipped the emperor. There were also religious cults where people prayed to other gods such as Mithras that originated outside the Roman Empire.

currency – the money used by a particular country or group of countries. It includes both paper money and coins.

denarii – a group of silver Roman coins

denarius – a single silver Roman coin



A Roman coin found at Richborough Roman Fort.

dolerite – a type of very dark rock that has a fine grain and is very hard. It is an igneous rock, which means it formed when magma cooled and became solid.

drilling – the repetitive practice of marching and using weapons

Edict of Milan – the announcement that Christianity would be tolerated throughout the Roman Empire. This meant that Christians could freely practice their religion.

enslave – the process of making someone a slave, which involves taking away someone's freedom of choice or action and usually forcing them to work in exchange for food and shelter but no pay

equestrian class – an upper Roman social class that was originally made up of members of the cavalry, but over time the class lost its military role and was instead made up of leading businessmen and landowners

expansionist – the set of ideas that suggest a leader should make their territory bigger

fake – a thing that is not genuine, real or true. It may be an object that has been made as a copy of the real thing.

falx – a curved knife a bit like a sickle, that has a sharp edge on the inside of the curve. It was used by Dacians and became their symbol when they joined the Roman army as auxiliaries. Carvings of the falx have been found along Hadrian's Wall.

foundation – the lowest part of a wall or building that sits below ground level and forms the basis of any built structure



An illustration of a dedication made by Dacian soldiers at Birdoswald Roman Fort. It shows the falx on the right-hand side. Unknown author, public domain mark 1.0 via Wikimedia Commons Images.

frontier – an area of land along the border between two countries, especially where one of those countries considers itself to be more civilised or advanced than their neighbour.

garrison – a group of troops stationed together to defend a particular position.

garum – a sauce made from fermented fish. Some recipes say that fish were left in vats for up to three months. Analysis of pots of garum from Pompeii have shown that garum included anchovies and herbs such as thyme and oregano.

glaze – the fitting of glass panes into a window

granary – a building that stores grain

groom – a person in charge of looking after horses

hoard – a hidden stash of usually precious objects, often including coins



A reconstruction of the bathhouse at Chesters Roman Fort showing the hypocaust system that provided underfloor heating. This was also used in buildings such as the praetorium where the Tribune lived.

hypocaust – the Roman method of heating a home or other important buildings. Floors were built on short pillars to allow hot air to flow through the gaps. Sometimes there were also similar gaps in the walls. This heated up the walls and floors to make the building cosy. To heat the air a furnace was lit and it might be the job of a slave to keep the fire going.

immunes – the soldiers who had specialist skills that meant they didn't have to carry out the usual duties that other soldiers did

imperial – a word to show that something belongs to or is related to an empire. The period from 27 BC–AD 476 is referred to as Imperial Rome because this was when Rome had an empire, controlling countries from Western Europe to the Middle East.

infantry – the soldiers that fight on foot (rather than the cavalry that fight on horseback)

intelligence – the knowledge and information gathered about an enemy or foreign country. It might be collected in secret using spies and it is used to help plan what an army will do next.

interior – the inside of something

Juno – the queen of the gods and married to Jupiter. She was particularly associated with marriage and motherhood and the month of June was named after her.

Jupiter – the king of the gods and married to Juno. He could control the weather, especially thunder and lightning and he was associated with law and order.

latrine – a toilet



The latrines at Housesteads Roman Fort.

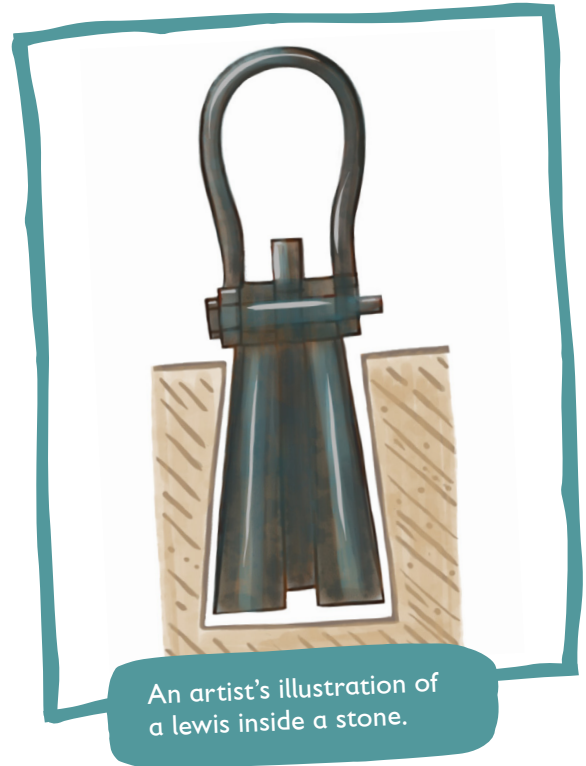
legion – the largest unit in the Roman army. It was usually around 5,000 men.



Roman legionary in the 2nd century AD.

legionary – a soldier in the Roman army. All legionaries were Roman citizens.

lewis – a device for lifting large, heavy, stones. They were often made of three parts that could slide together or apart, which allowed the lewis to be inserted into a hole in the stone. It could then be attached to lifting tackle or a crane to raise the stone up into place on a wall.



An artist's illustration of a lewis inside a stone.

LiDAR – a way of scanning the earth using pulses of light. It can be used to detect natural and manmade features in the ground and create 3D maps of the earth's surface. It cannot scan underneath the ground's surface but it can still pick up on features that archaeologists might not be able to see with the naked eye.

lime – a substance used as a mortar in parts of Hadrian's Wall. It is made by heating limestone in a kiln (a very hot oven) which makes a substance called quicklime. It is then mixed with sand and water. A kiln at Knag Burn near Housesteads might have been used for this.



The reconstructed lorica segmentata on the left was based on the remains found in the Corbridge Hoard and shown on the right.

lorica segmentata

– the type of armour worn by legionary soldiers. It was made up of overlapping metal strips covering the torso and shoulders. Historians understand how this armour

worked thanks to the Corbridge Hoard on display at Corbridge Roman Town.

ludus latrunculi – a Roman board game played by two people. It was a strategy game where each player tried to capture the other person's pieces, a bit like chess.

lyre – a u-shaped, stringed, musical instrument that looks a bit like a small harp



A stringed instrument of the kind played in the Roman period in Britain.

Mars Thincsus – A god that combines the Roman god of war, Mars, with the Germanic god, Thincsus. A dedication to Mars Thincsus can be found at Housesteads Roman Fort. This shows how Roman religion adapted to local circumstances and was flexible enough to tolerate or even embrace other beliefs.

Mediterranean – the sea that lies between Europe and Africa. Countries that border the sea such as France, Spain and Italy are also described as Mediterranean. As is the diet, lifestyle and culture of the people living near the Mediterranean Sea.

milecastle – a small fort that was built every Roman mile along Hadrian's Wall

military campaign – a large scale and long-term plan that might be made up of a series of battles in order to achieve a particular goal, often the capture of land

Minerva – the Roman goddess of wisdom

mithraic – a term to show that something is connected to the god Mithras such as temples dedicated to the god

Mithras – a Persian god of light or the sun that was adopted by members of the Roman army.



The replica altar depicting Mithras, a Persian god of light.

modius – a vessel for measuring grain. The example at Chesters Roman Fort can hold 20.8 sextarii (although on the outside of the modius, it says it can hold 17.5 sextarii). One sextarii in modern-day metric measurements is about 546ml or a pint.

mortar – a material used to fill the gaps between stones or bricks in a wall or building. It might be made of sand, lime and water. It starts out as a paste but will harden as it dries, which helps to fix the stones or bricks in place.

palisade – a series of wooden stakes in the ground that surrounds a plot or building to create a kind of fence that encloses an area and acts as a line of defence

Parthian Empire – an ancient empire that was based in modern-day Iran but stretched from the Mediterranean to India and China, and lasted from 247 BC–AD 224.

persecute – the deliberate unfair or cruel treatment of someone because of their beliefs, race or religion

Pict – a person that lived north of Hadrian's Wall in the later Roman period that belonged to the group of people known as the Picts

plunge – the act of diving or jumping into something quickly

polytheistic – a religion that has more than one god

praetorium – the Commanding Officer's house inside a fort

principia – the headquarters inside the fort. This is where ceremonies could take place, where soldiers could get their pay and where the offices were that clerks worked in. They helped to run the fort, making sure that orders were issued, pay was given out and supplies were brought in.

privileged – a person that has an advantage, special rights or protections that makes it easier for them to do something

province – an area within the Roman Empire that was ruled by a governor. It was not independent though, and still had to follow the laws and customs of the empire.

quicklime – a substance that is made by heating limestone. It can be mixed with water to create a mortar or putty but this can be a dangerous process as it causes a chemical reaction resulting in high temperatures.

raid – a short, quick, surprise attack



A Roman re-enactor stands victorious after a re-enactment of a night raid on Hadrian's Wall.

ration – a fixed amount of something to divide resources up equally among a group of people. For example, rations of food were issued to soldiers each week.

renovation – the process of repairing or improving a building

Romano-Spanish – the people living in Spain with Roman heritage

sacred – a thing is described as sacred if it is connected to a god or goddess

Samian ware – a type of Roman pottery that was from the 1st century BC until the 3rd century AD. The examples found in Britain were mostly made in Gaul (modern-day France). There were



A Samian ware bowl on display in the museum at Chesters Roman Fort.

standardised shapes and designs and the pots were mass produced using moulds. Its distinctive colour was made by dipping the clay into a red slip before firing.

sandstone – a sedimentary rock made of sand or quartz

senate – a part of the government in Ancient Rome whose role changed over time. It was made up of the richest men in the empire. Originally, it passed laws, but once Rome came under the rule of an emperor, it did what he wanted.

sestertii – a group of large brass coins

sestertius – a single large brass coin. Four of these were worth the same as one silver denarius.

sewage – the waste produced by a community of people. It includes waste water and anything from the latrines.

slave – a person that has had their freedom of choice and action taken away from them. They are forced to work without pay and in return receive food and shelter.

spathae – a sword used by cavalry soldiers in the Roman army

squared rubble – stones that have been chiselled to create a square shape, but they may vary in size. They are laid in courses or lines of stones and are not as neatly finished as ashlar or block-in-course stonework.

standards – the measurements, rules, plans or models that are used to make comparisons and decide whether something meets the criteria set out

Stanegate – the main route and border across the northern frontier before Hadrian's Wall was built. It had forts placed at strategic locations such as river crossings.

status – the social standing someone has in society. A higher status means someone is considered to be more important and they

may have more advantages than someone lower down the social scale.

strigil – a curved blade that was used by the Romans to scrape the skin clean during a visit to the bathhouse



A bronze strigil in the Metropolitan Museum of Art. CCO, via Wikimedia Commons

successor – the next person in line to take over power

superstition – a belief in magical power

tablet – a flat slab of stone, clay, wood or wax on which you can write. The Vindolanda tablets are pieces of wood that were written on using ink. Wax tablets were made of wood but had a thin layer of wax on the surface. Writing could be incised into the wax using a stylus. The wax could be smoothed over with a tool a bit like a spatula so it could be reused. It was a good way for students to practise their writing. Search the English Heritage website for 'Make Your Own Roman Tabula' to find out more.

thurible – an object in which incense is burned during religious ceremonies



A hand-made incense burner (thurible) found at the well of Coventina.

Tribune – the commander of a fort

turf – the top layer of earth that is made up of soil and grass and held together by the grass's roots

turni lapuli

– a Roman board game that historians think was a bit like tic-tac-toe

turret – a

small tower built into Hadrian's Wall. There were two turrets in between each milecastle.

urn – a vessel that contains the ashes of a cremated person

vallum – a ditch with a flat bottom and two mounds on either side that runs along the southern side of Hadrian's Wall

vici – a legal term for more than one vicus. The extra-mural settlements outside each fort along Hadrian's Wall are also sometimes called vici.

vicus – a legal term for a settlement or small town

Vindolanda – A Roman fort that was built by the Romans before Hadrian's Wall.



A tool known as a turf cutter that was used by soldiers to slice through the ground.

Its name means white lawns or fields. Archaeological excavations at Vindolanda have resulted in extensive Roman finds that range from wooden writing tablets to wigs.

votive – an object that is offered to a god or goddess at an altar

Whin Sill – a ridge of dolerite rock that runs across northern England. It was formed 259 million years ago when the movement of the earth's crust resulted in magma rising up beneath the surface of the earth. This pushed up other layers of rock that were softer and eroded over time, leaving the craggy ridge you can see today.



A view of Hadrian's Wall as it rises up onto Peel Crag. This is part of the Whin Sill that formed millions of years ago.

ROMANS

AD 43

The Romans arrive to conquer Britain.

AD 51

Caratacus, leader of the Catuvellauni tribe, is captured following an uprising.

AD 62

Boudicca, leader of the Iceni tribe, is defeated.

c.AD 70s

The Romans begin to push further north into modern-day Scotland.

AD 83

Roman victory in the Battle of Mons Graupius in modern-day Scotland.

AD 1

AD 117

Emperor Trajan dies on his return journey from a war against the Parthian Empire. Hadrian is named his successor.

AD 122

Hadrian visits England as part of a tour of the empire.

AD 197

Auxiliary soldiers can now legally marry while continuing to serve in the army.

AD 100



AD 122

The building of Hadrian's Wall begins.

AD 138–160

Antoninus Pius has the Antonine Wall built and it becomes the new border.

c.AD 150

The Corbridge Hoard is buried.

c.AD 160

The Antonine Wall is abandoned and Hadrian's Wall is reoccupied.

c.AD 180

Asturian soldiers arrive from Spain at Chesters Roman Fort.



1ST–2ND
CENTURIES



ROMANS

AD 211

Britain is divided into two provinces. The south is known as Britannia Superior and London is its capital. The north is known as Britannia Inferior and its capital is York.



AD 313

The Edict of Milan allows religious freedom.

AD 367

A number of groups attack in what was known as the 'Barbarian Conspiracy'.

AD 383

Magnus Maximus takes over the throne in the western part of the Roman Empire (Britain, Gaul and Spain).

AD 410

Britain leaves the Roman Empire.

AD 200

c.AD 200

Dacian soldiers arrive at Birdoswald Roman Fort from modern-day Romania.

c.AD 200

The Mithraic temple at Carrawburgh Roman Fort is built.

AD 250

Some soldiers are sent away from Hadrian's Wall to defend the empire.

AD 270

The vici outside Housesteads Roman Fort and probably others too are no longer in use.

AD 300

c.AD 300

Corbridge Roman Town is growing in size and wealth.



3RD-4TH
CENTURIES

HADRIAN'S WALL TIMELINE

SELF-LED ACTIVITY

WALK THE WALL IN YOUR PLAYGROUND



Recommended for

KS1–KS2 (History, Geography, Mathematics, Physical Education)

Learning objectives

- Accurately measure distances and understand how to convert measurements into Roman miles
- Know what the main features of Hadrian's Wall are and appreciate the scale of it
- Improve wellbeing through outdoor learning

Time to complete

Approx. 120 minutes



A school group visiting Housesteads Roman Fort.

SUMMARY

Hadrian's Wall is a UNESCO World Heritage Site. It runs for 117.5km (73 miles or 80 Roman miles) across northern England and was an enormous feat of organisation and engineering to build. In this activity, students will carry out measurements, convert them into Roman miles, create a map and follow it to walk a Roman mile. Taking time to walk a Roman mile outdoors can also boost their wellbeing. It doesn't matter how big your playground or outdoor space is, it can be adapted to fit the space you have.

WALKING THE WALL

It is suggested that you break this down into two or three shorter sessions, but you know your group best and how to adapt for their needs. Teachers' Notes to support this can be found on page 43.

In addition to the flash cards on pages 44–47 you will need:

- Measuring tape
- Squared paper
- Rulers
- Scissors
- Glue

MORE LEARNING IDEAS

Recreate a Roman mile in a larger outdoor space like a local park. Students could use measuring tape and compasses to mark out one continuous mile going from east to west. Work out where the turrets and milecastles would be and then act out manning the wall.

WALK THE WALL IN YOUR PLAYGROUND

TEACHERS' NOTES

INTRODUCTION

Start by showing the class the map of Hadrian's Wall on page 44 and discuss why the Romans built such a big wall. The historical information on pages 5–30 can support this discussion. Extend this further using the satellite view in Google Maps to explore the length of the wall and zoom in on key features.

TAKING MEASUREMENTS OUTSIDE

Students will need to measure the playground or outdoor space you are using for this activity. This could simply be the length or width or they could calculate the perimeter. This will depend on the size, shape and nature of your outdoor space.

Then they will need to calculate how many times they would have to walk this distance to reach the length of Hadrian's Wall – 117.5km (73 miles or 80 Roman miles).

Explain to students that the Romans measured in miles rather than kilometres, and that each Roman mile is equivalent to 1.48km. Now get students to calculate how far they would need to walk in the playground to cover 1 Roman mile.

MAP MAKING IN THE CLASSROOM

Students should plot out a Roman mile on their squared paper. Then show students the flash cards on pages 44–47 of the key features of Hadrian's Wall. Get students to discuss the purpose of each one, then label their Roman mile map with key features. For one Roman mile there would always be a milecastle at either end, two turrets at equal distance in between and a vallum running in parallel. The distance of the vallum from the wall varies depending on the topography. Sometimes it is approximately 20–30m from the wall, such as at Willowford Bridge, and at other times it could be as far as 500m, as it is at Housesteads Roman Fort. Students may need support using an appropriate scale and working out the right locations for each feature.

WALKING A ROMAN MILE

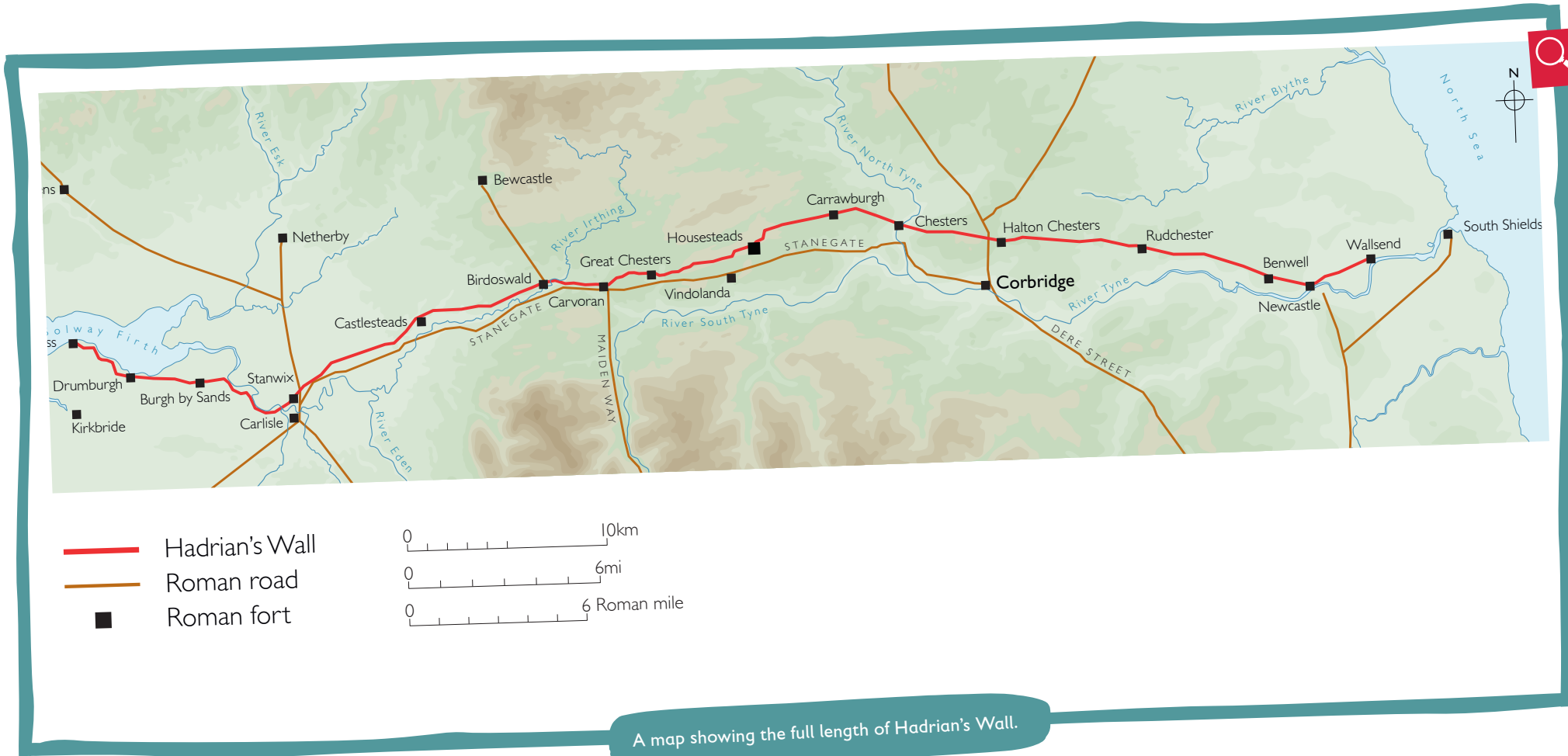
Now they are ready to walk their Roman mile! You can incorporate retrieval practice into the walk by testing student knowledge each time they reach a key feature. You could even make this a whole school challenge – can you walk the whole length of Hadrian's Wall?



WALK THE WALL IN YOUR PLAYGROUND



FLASH CARD 1

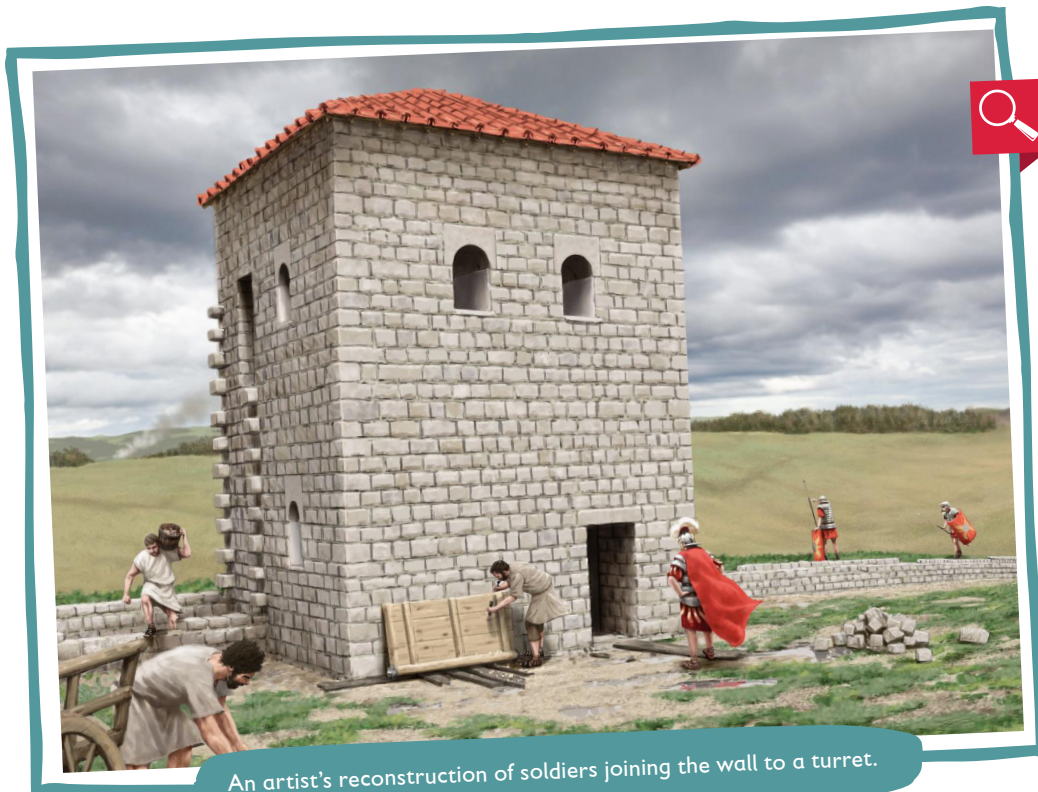


FLASH CARD 2

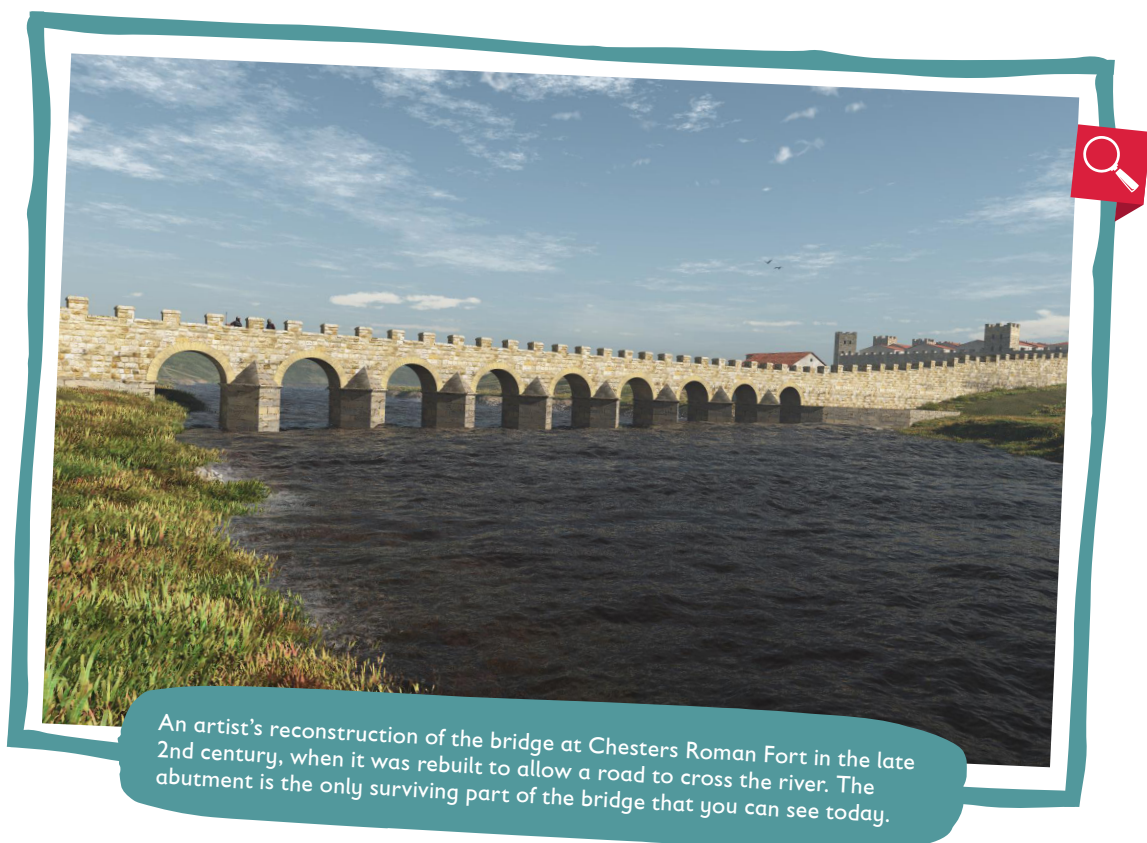


An artist's reconstruction of Poltross Burn Milecastle.

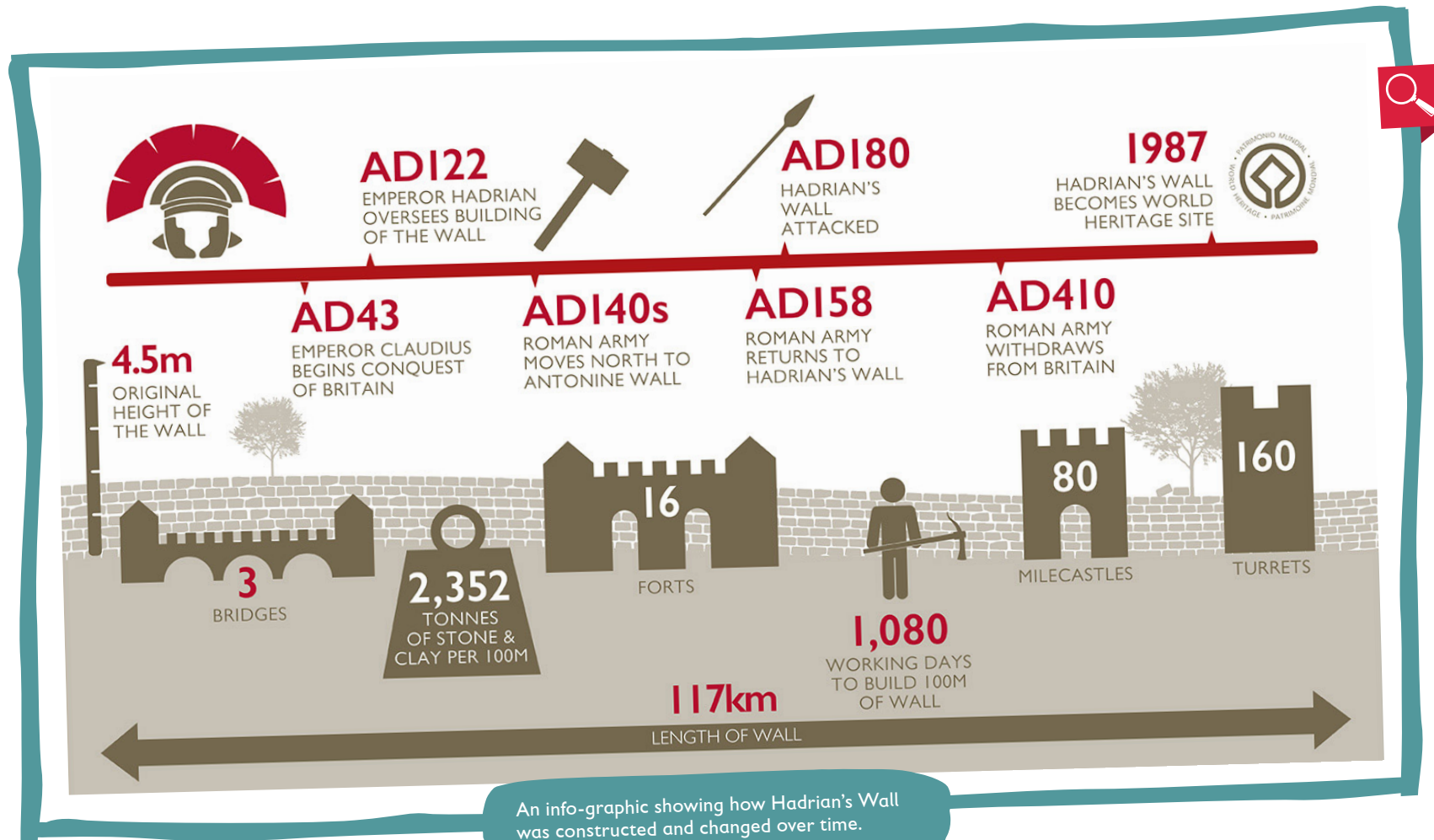
FLASH CARD 3



FLASH CARD 4



FLASH CARD 5



SELF-LED ACTIVITY

MYSTERY OBJECTS



KSI-2

KS3

KS4+

Recommended for

KSI-2, KS3 and KS4+ (History)

Learning objectives

- Examine objects carefully and understand how historians can use objects to find out about the past
- Understand more about daily life for people along Hadrian's Wall in the Roman period
- Be able to pose and answer enquiry questions

Time to complete

Approx. 20 minutes depending on how many objects are examined



A copper alloy dodecahedron that continues to puzzle historians.

SUMMARY

Objects can be a useful source for understanding the Roman period and English Heritage has digitised some key pieces in our collection so you can use them in your classroom before your visit. There aren't many historical documents for the period so examining objects closely is essential. You can adapt the activity to suit your group, making it more of an independent task or a group activity. You could just focus on one object, or get students to examine a number of them.

Provide students with access to our collections online by searching for any of these:

- 'Chesters Roman Fort Collections Highlights'
- 'Corbridge Roman Fort Collections Highlights' (includes 3D and 2D objects)
- 'Housesteads Roman Fort Collections Highlights'
- 'Carrawburgh Roman Fort Collections Highlights'

Challenge students to come up with their own questions or use the Teachers' Notes on page 49 as a guide to using objects in the classroom and what key questions to ask. Structure the activity as a class discussion, get small groups of students to focus on one object or encourage individuals to examine a selection of objects along one theme. You know your group best and can adapt it to suit your students. Search the English Heritage website for 'Curators' Collections' for more guidance on how to examine objects carefully.

MORE LEARNING IDEAS

Develop student thinking further, particularly for older students, by getting them to do a piece of extended writing to consider how far historians can use the objects for understanding life along Hadrian's Wall in the Roman period.

MYSTERY OBJECTS

TEACHERS' NOTES

SUGGESTED APPROACH

Here are some suggestions of questions to ask when using objects as historical sources. Encourage students to move from simply describing the object to making inferences and thinking more deeply about the object:

- What does it look like? Describe its colour, shape and texture.
- When, where and how was it made? Think about the materials and whether it was made by hand.
- What was its purpose?

TAKING IT FURTHER

For a greater challenge you could ask the questions below. However, to answer these well, students will need contextual knowledge. The historical information on pages 5–30 can support some of these discussions and it is important to encourage students to base their ideas on evidence.

- Who might have owned it? When? Where?
- How valuable is this object? Students need to think about its value in the Roman period, the value of its materials, and to infer what its value is to us today. Does it tell us things we can't get from another source? Is it rare? If not, why does it still have value?



An example of one of our 3D objects in the Corbridge Collection Highlights. A silver tray found by a little girl playing in the River Tyne. It's made of 4.6kg of silver and may have come from Ephesus in Turkey in about AD 350. It has a classical design showing Greek gods. Find out more by watching 'Uncovering the Corbridge Story: Lasting Connections' on the English Heritage YouTube Channel.



A copper alloy dodecahedron that continues to puzzle historians. These objects appear along Hadrian's Wall and across the empire. They were cast in a mould and would have taken much time and skill to make.



ALONG THE WALL

Activities for students to do along the wall to help them get the most out of their learning.

SELF-LED ACTIVITY

WORK LIKE A ROMAN



Recommended for

KSI-2 (History, Art)

Learning objectives

- Know what tools were used in the Roman period along Hadrian's Wall, how they were used and for what jobs
- Understand more about another aspect of daily life for people living along Hadrian's Wall in the Roman period

Time to complete

Approx. 45 minutes



Examples of cosmetic and medical implements found at Corbridge Roman Town. Some of these would have been used by Roman women to apply their makeup.

SUMMARY

There are many examples of tools on display in the museums at our sites along Hadrian's Wall. This gives students the opportunity to think about the kinds of work that happened along the wall, who used tools and what they used them for. Some jobs in the Roman Empire were carried out by enslaved people. It is likely there were slaves working in bathhouses and the Tribunes' residences along Hadrian's Wall and the historical information on pages 5–30 makes some references to this. However, the evidence directly connecting slaves and their labour to our particular sites or objects in our collection is limited.

INSTRUCTIONS

Use the summary of tools listed in the Teachers' Notes on pages 52–53 to decide which sites to visit and to support your students during their visit. Teachers of KSI students may wish to guide them round, whereas KS2 students may wish to direct their own learning more independently with adult supervision. You can adapt this activity to suit your group.

TAKING IT FURTHER

Find a space outside and get students to play 'tool charades' by miming how they would use a tool.

You may wish to accompany this activity with the Play like a Roman' activity on page 95 to enhance students' understanding of daily life for people living on the frontier during the Roman period.

MORE LEARNING IDEAS

Students could create a Roman job advert. They could swap with a partner to write a letter of application for their partner's advert. Search the English Heritage website for 'Romans: Commerce' for more ideas about working in Roman Britain.

WORK LIKE A ROMAN

TEACHER NOTES

Whichever site you choose to do this activity, encourage students to think about the materials they are made from, their weight and how easy it would be to use them.

BIRDOSWALD ROMAN FORT

There isn't a collection of tools on display, but there is the following:

- An interactive display using a lewis and lifting tackle to build an arch – tools that legionary soldiers would have used during the construction of the wall and its forts
- An interactive display using a flaming beam for communication – something that auxiliary soldiers might have used when manning the wall
- Reconstruction images showing tools used by farmers such as pitch forks
- Reconstruction drawings of how the wall and forts were built showing tools used
- Reconstruction drawings of soldiers, their kit and the barracks from which students can identify additional tools (spears, shields, cooking pots, wooden spoons, mortarium for grinding and mixing).

CHESTERS ROMAN FORT

Tools on display at Chesters Roman Fort include:

- A display of tools associated with farming, such as a sickle, pick, pitch fork and an iron spade sheath
- A display of woodworking and metalworking tools, such as awls, hammers and tongs
- A display of quern stones, labelled in the museum as millstones, used for grinding grains into flour
- A display of soldiers' equipment including small fragments of scabbards, helmets and armour and a selection of objects associated with the cavalry including bits, spurs and decorative pieces for horses' harnesses
- A display of hair pins and combs that could be used to discuss the role of women, particularly those of high status and the kinds of tools they might have used in everyday life.



A visitor grinding grain using rotary quern stones. These are similar to the kinds you can see on display.

WORK LIKE A ROMAN

TEACHERS' NOTES

CORBRIDGE ROMAN TOWN

There is an extensive collection of tools on display covering legionary soldiers and jobs that local people did in the town. They include:

- The Corbridge Hoard – a soldier's possessions that were buried and he never returned to reclaim them. The display includes a reconstruction of Lorica Segmentata, the kind of armour worn by legionaries. In addition, there are also the remains of weaponry, armour and fittings for the cavalry.
- A display case about administration that includes seals, coins, weighing scales and styli for writing on wax tablets. The same display case has tools connected to blacksmiths, potters and leatherwork.
- Another display case shows tools connected to carpentry and masonry including chisels, axes, hammers, picks and trowels
- There are also medical tools on display here
- Items associated with women such as hair pins are also on display. They could be used to discuss the role of women, particularly those of high status and the kinds of tools they might have used in everyday life.
- It would be useful to point out the board game, gaming counters, dice and shaker to students if you intend to follow up this activity with the 'Play like a Roman' activity on page 95.

HOUSESTEADS ROMAN FORT

Tools on display at Housesteads Roman Fort include:

- A display of tools
- Soldiers' equipment
- Some hair pins.



A reconstruction of a soldier's kit, showing some of the tools they had including a sponge on a stick for use in the latrines, although soldiers in Britain probably used moss rather than sponges.



An artist's reconstruction of a dolabra. This was a tool commonly used by Roman soldiers.



WORK LIKE A ROMAN

FIND OUT ABOUT WORK ALONG HADRIAN'S WALL AND IDENTIFY THE RIGHT TOOLS FOR EACH JOB

Find the tools that people used along Hadrian's Wall in the Roman period. Choose five to draw in the boxes below. Explain what each one was used for. An example is done for you.

THIS IS A TURF CUTTER



It was used for slicing the earth, which was especially useful for building the turf Wall.

THIS IS

It was used for -----

THIS IS

It was used for -----

THIS IS

It was used for -----

THIS IS

It was used for -----

THIS IS

It was used for -----

SELF-LED ACTIVITY

HADRIAN'S WALL

SAFARI



Recommended for

KSI–KS2 and KS3 (History)

Learning objectives

- Understand the role of animals in everyday life along Hadrian's Wall
- Understand the symbolic importance of animals to the Romans and their cultural and religious beliefs

Time to complete

Approx. 90 minutes across both museums with additional time needed for travel



The Corbridge Lion on display at Corbridge Roman Town museum.

SUMMARY

Animals were part of everyday life for people living on the frontier. This included working animals, such as horses in the cavalry and animals that were reared or hunted for food. This activity explores everyday animals and some of the symbolic meaning behind the use of animals in Roman sculpture and religion. It focuses on two sites along Hadrian's Wall, allowing students to explore both a fort and a town in one day.

INSTRUCTIONS

It is suggested you start at Chesters Roman Fort, where you will find the first five animals in the museum and the barracks. The other objects are on display in the museum at Corbridge Roman Town. You will need to allow additional time to explore the rest of the site. If your time is limited, you could focus on just one site but student learning will be enhanced if you cover both. Teachers of KSI students may want to guide students around using the tick sheet on page 61. KS2 students may prefer to direct their own learning using the activity trail on pages 56–60 with adult supervision.

MORE LEARNING IDEAS

Students could create a Roman animal encyclopaedia. This could be completed as a class with each student contributing one animal they learned about on the trip. Researching how this animal fits into its habitat could add additional challenge. For example, are they a predator and on which other creatures do they predate? What effects does this have on the wider ecosystem around them?

HADRIAN'S WALL SAFARI

FIND OUT WHAT ROLE ANIMALS PLAYED AT CHESTERS ROMAN FORT AND CORBRIDGE ROMAN TOWN

See if you can find all of these animals across Chesters Roman Fort and Corbridge Roman Town, and complete each challenge.

1 WILD BOAR

The wild boar was the emblem of one of the legions that built Hadrian's Wall. They carved their emblem into building stones to show people which bit of the wall they had built. In the AD 160s some of them were also based at Corbridge Roman Town, so look out for more wild boar in the museum there.



DID YOU FIND IT?

CHALLENGE TIME!



Decode the Roman numerals below to work out which legions helped to build Hadrian's Wall.

Use the DID YOU KNOW? box to help you.

- II Augusta
- XX Valeria Victrix
- VI Victrix

DID YOU KNOW?



Here are the Roman symbols for the numbers up to 10. Use these to help you complete the CHALLENGE TIME!

- | | | |
|---------|----------|----------|
| 1 – I | 5 – V | 9 – VIII |
| 2 – II | 6 – VI | 10 – X |
| 3 – III | 7 – VII | |
| 4 – IV | 8 – VIII | |



2 SEA CREATURES

It is unclear exactly what kind of animal these sea creatures are or whether they are mythical monsters. Look closely to spot the clues on the creatures' bodies that show they could swim.

CHALLENGE TIME!



Coventina was a water goddess. **Examine** the finds from Coventina's well. **Describe** some of the things people did at the well and why.

DID YOU KNOW?



These sea creatures are on an architrave. An **architrave** is a beam that rests horizontally across the top of two or more columns. You can see an example of this in the glossary on page 31.

3 SCOTTIE DOG

A lot of care and attention went into making this figurine of a Scottish Terrier. It could have been an offering to a god and perhaps it represents a beloved pet.

DID YOU FIND IT?



CHALLENGE TIME!



Find the side panel from an altar that may have been dedicated to a hunting deity. **Examine** the relief work closely and **explain** why a historian might reach this conclusion.

DID YOU KNOW?



Dogs were an essential part of everyday life. At Housesteads Roman Fort you can see where they got in and out of the granaries to chase away rats.



4 HEIFER (FEMALE COW)

In this statue, the queen of the gods, Juno, is standing on a heifer. It was well made by a skilled sculptor between the 2nd and 3rd century AD. It was probably part of a pair of statues of Juno and her husband, Jupiter.

DID YOU FIND IT?

CHALLENGE TIME!



Find what is left of the statue of Jupiter. **Recreate** the stance you think Jupiter was in when this statue was complete. **Think** about how the sculptor has presented Juno and Jupiter differently – why might this be?

DID YOU KNOW?



Animals were an important source of food in Roman Britain and meat consumption increased in this period. Pork was popular, but along Hadrian's Wall, the most common meat for soldiers to eat was beef.

5 HORSE

Chesters Roman Fort was not just home to up to 500 men, but also their horses. Head outside to find the barracks, where men and horses lived side by side.

DID YOU FIND IT?



CHALLENGE TIME!



Stand in a back room of the barracks. This is where three men slept, ate and relaxed. **Look** across to the front room, where the horses lived. **Imagine** what sights, smells, tastes and feelings you might experience as a cavalry soldier in these barracks.

DID YOU KNOW?



A pit in the floor allowed the horses' urine to drain away, but someone still needed to muck out the room, groom the horse, provide clean water and around 12kg of grain a day for the horses to eat. This is why they probably had grooms to help out.



6 LION

This lion was originally made to go on top of a mausoleum (a building with a tomb in it). Lions attacking their prey represented how no one can escape death in the end. At some time in the 3rd century, its meaning perhaps changed, as the lion's teeth were removed and it was turned into a fountain to decorate a rich resident's garden.

DID YOU FIND IT?

CHALLENGE TIME!



Examine the animal captured by the lion. It is not totally clear what kind of animal this is. **Explain** what animal you think it is and why.

DID YOU KNOW?



The Romans were fantastic at recycling, and it wasn't just stone objects they reused. Metals could be melted down to make something new. This is one of the reasons we don't have more metal artefacts from the period.

7 PAW PRINT

This roof tile was made of clay and left out in the sun to dry. While it was drying, a dog scampered across, leaving its paw print on the tile.

DID YOU FIND IT?



CHALLENGE TIME!



Imagine the scene when the dog left its paw print on the tile. **Use** your senses to describe it. What would you see? smell? hear? touch? taste?

DID YOU KNOW?



Corbridge Roman Town has the largest collection of pottery of any site along Hadrian's Wall. Archaeologists have still not found the edges of the town, so there may be even more finds hidden underground.



8 COCKEREL

There are two figurines of cockerels made from copper alloy and enamel. Cockerels were linked to the god Mercury, who helped peoples' souls get into the afterlife. So these were probably part of a burial.

DID YOU FIND IT?

CHALLENGE TIME!



Act like a cockerel. Scratch the ground with your feet, bob your head as you walk, and give a cock-a-doodle-do!

DID YOU KNOW?



The Roman god Mercury is usually depicted carrying a caduceus. This staff with two snakes wrapped around it could wake people up, send them to sleep or bring the dead back to life.

9 DOG CHASING A RABBIT

This dog is chasing a rabbit around a cup in a hunting scene. It was made in the 3rd century AD in Cambridgeshire and was used by someone in Corbridge Roman Town at dinner time, probably for drinking wine.



DID YOU FIND IT?

CHALLENGE TIME!



Choose your favourite depiction of an animal that you saw today and explain what made you choose this particular object.

DID YOU KNOW?



The Romans also played games in their spare time. English Heritage looks after over 700 gaming counters and 11 boards from sites along Hadrian's Wall.

HADRIAN'S WALL SAFARI

FIND OUT WHAT ROLE ANIMALS PLAYED AT CHESTERS ROMAN FORT AND CORBRIDGE ROMAN TOWN

See if you can find all these things. Tick each one off as you find it.

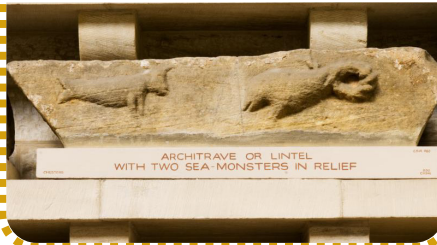


1 WILD BOAR



2 SEA CREATURES

Coventina



3 SCOTTIE DOG



4 HEIFER (COW)

Remains of Jupiter's statue



5 HORSE

Back room (for the soldiers)
Front room (for the horses)



6 LION

Sheep or goat



7 PAW PRINT



8 COCKEREL



9 DOG CHASING A RABBIT

Board game



SELF-LED ACTIVITY

DRESS LIKE A ROMAN



Recommended for

KS2 and KS3 (History, Art)

Learning objectives

- Know what fashions people followed on the frontier in the Roman period
- Practise close looking and drawing skills
- Compare designs, choose favourites and be able to explain their choices when designing their own Roman-style outfits

Time to complete

Approx. 60 minutes



A visitor gets dressed up like a Roman at an event along Hadrian's Wall in 2015.

SUMMARY

Most people wore woollen tunics and possibly cotton underwear. If their tunic fell below the knee it indicated they were a slave. A free person would wear their tunic belted and above the knee. This activity explores the evidence at Corbridge Roman Town for Roman clothing and accessories, helping students to understand daily life.

INSTRUCTIONS

It is suggested that students have an introduction to Roman fashion before they visit the site for this activity. They could also watch the 'Roman Makeup Tutorial' on the English Heritage YouTube Channel.

TAKING IT FURTHER

After the site visit they could use their notes to design a Roman-style outfit. Students will need to think about who they are designing their outfit for. They will need to think about the most appropriate and desirable clothing and accessories for that person. Older students may wish to research Roman fashion further to improve their designs. They could explore colour palettes, the materials available and how these changed over time. Younger students may want to search the English Heritage website for 'Roman Face Pot Gallery' to design their own.

MORE LEARNING IDEAS

Students could make part or all of their outfit and put on a Roman fashion show for other students in school.

DRESS LIKE A ROMAN

ROMAN CLOTHES AND ACCESSORIES THROUGH OBJECTS ON DISPLAY AT CORBRIDGE ROMAN TOWN

The Romans brought togas to Britain, but most people wore tunics. Enslaved people wore tunics below the knee. Free men wore them belted and above the knee. Whereas women had longer tunics.



Name:

.....

School:

.....

1. A LEGIONARY SOLDIER

The armour in the image below was excavated in 1964. It was part of a hoard of objects that a soldier buried and never came back for. Find them on display in the museum.

A EXAMINE THE ARMOUR

Examine the armour closely from the front. **Identify** the features in the original armour (on the right) that allowed archaeologists to make the reconstruction (on the left).

HINT

Copper goes green over time and iron can rust. This helped archaeologists to identify the metals used in the lorica segmentata.



B WHAT ELSE DID THEY WEAR?

Draw an object from the Corbridge Hoard that was once worn by a soldier.



An illustration of a legionary soldier as they might have looked along Hadrian's Wall in the 2nd century AD.



2. CLOTHING FOR WOMEN AND GIRLS

Find Vellibia Ertola's tombstone. This is a little girl's tombstone. It shows her holding a ball. Perhaps this was her favourite toy. The inscription on the tombstone tells us that she lived four years and 64 days.

A WHAT DID GIRLS WEAR?

Describe the clothing Vellibia Ertola is wearing on her tombstone. Write three adjectives that describe her clothing in the box below.

.....

.....

.....

.....

.....





B CLOTHES FOR A GODDESS

Now **find** the statue of Juno. **Write** down the similarities and differences between Vellibia Ertola's clothing and Juno's clothing. **Suggest** reasons why they might be different.


.....

.....

.....

.....

.....





An artist's illustration of a Roman wool worker. Wool was an essential material for making clothing for both men and women.

3. ROMAN FOOTWEAR



A foot wearing a sandal of the kind often seen in Roman art. The rest of the statue is missing.

Find the foot made of stone near to the statue of Juno. It was once part of a much bigger statue. The foot appears to be wearing a sandal. Leather sandals followed similar fashions across the whole Empire. Sometimes iron hobnails were added to the sole to provide more grip. In Britannia, people probably also wore socks.

A STONework SANDAL

Look closely at this sandal and compare it to the artist's illustration of a cavalry soldier below. **Tick** which materials you would expect a shoe like this to be made of in the Roman period.

- Wood
- Iron
- Leather
- Plastic

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



An artist's illustration of a cavalry soldier. This is the kind of clothing a cavalry soldier might have worn along Hadrian's Wall in the 2nd century.

B THE PERFECT FIT?

List the advantages and disadvantages of leather sandals for people living along Hadrian's Wall in the Roman period.

4. FACIAL FASHIONS

Corbridge Roman Town has a number of pots on display with faces on them. **Find** this distinctive pot in the bottom of a case along the wall opposite the windows.

A THE FACE POT

Study the face on this pot.
Tick which features you can see:

- | | |
|--|------------------------------------|
| <input type="checkbox"/> Curly hair | <input type="checkbox"/> Beard |
| <input type="checkbox"/> Straight hair | <input type="checkbox"/> Eyebrows |
| <input type="checkbox"/> Moustache | <input type="checkbox"/> Eyelashes |



Face pots like this one have been found along Hadrian's Wall. It is unclear whose faces they are. They might depict the potter who made them, the person who bought them or even a god.

B MAKEUP

Find other examples of faces on pottery in the museum. **Draw** your favourite and give a reason why you have chosen this object.

.....

.....

.....

.....

.....

.....

.....



C FIND THE TOOLS

Many of these pots depict faces of men. **Find** the tools that women used to mix up and apply their makeup. **Think** about what this tells us about how standards of beauty were different for men and women.

5. SILVER LANX

This very special silver tray was found by a little girl playing in the River Tyne in 1735. It was made in the 4th century and was not made locally. It may have come from Ephesus in Turkey.



The silver lanx found in the River Tyne.

A ITEMS OF CLOTHING

Find each of the following on the lanx:

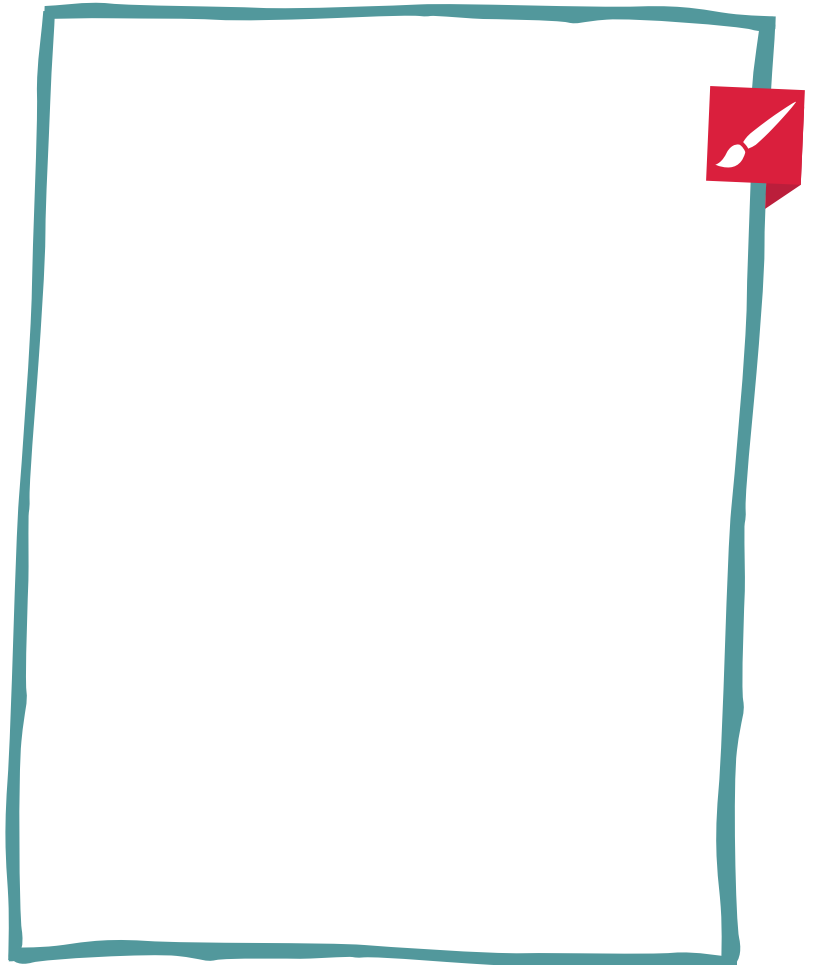
- | | |
|---|---|
| <input type="checkbox"/> Laces | <input type="checkbox"/> Stola (long belted tunic for women) |
| <input type="checkbox"/> Cloak | <input type="checkbox"/> Knee-length tunic (usually only worn by men) |
| <input type="checkbox"/> Veil or head scarf | <input type="checkbox"/> Wreath (worn on head) |
| <input type="checkbox"/> Helmet | |

B GODLY CHARACTERS

We know who three of the characters on the lanx are:

- The god Apollo, with a lyre (stringed musical instrument) at his feet
- The hunting goddess Artemis, holding a bow
- The goddess Athena, wearing a helmet and with her hand raised to show she is talking

Choose your favourite to draw in the box on the right. **Think** about who these characters are. Does their clothing reflect what ordinary people wore along Hadrian's Wall?



6. FINGER RINGS

There are a range of finger rings and jewellery on display in the museum. They were worn by men, women and children in the Roman period. Find the finger ring shown in the image on the right. Polemius was probably the man who had this ring made and perhaps he wore it himself.



A gold finger ring with 16 facets, each one containing one letter that spells out ΠΟΛΕΜΙΟΥ ΦΙΛΤΡΟΝ 'the love-token of Polemius' in Greek.

A GREEK LETTERS

Greek was sometimes used by the Romans for magical incantations and spells. **Look** closely at the gold finger ring to see how many of these Greek letters you can spot and **circle** the ones you find.

ΠΟΛΕΜΙΟΥ ΦΙΛΤΡΟΝ

B MAGICAL MOTIVES?

Think about the writing on the ring. **Write** down why you think this ring might have been made.

.....

.....

.....

.....

.....

C ADDITIONAL ACCESSORIES

Find the selection of bone pins. **Discuss** a reason why one has been topped with gold.



A selection of bone pins to be added to women's hairstyles. This adds decoration and can help hold complicated styles in place.

SELF-LED ACTIVITY

EAT LIKE A ROMAN



KSI-2

KS3

Recommended for

KSI-2, KS3 (History)

Learning objectives

- Know what people ate along Hadrian's Wall in the Roman period
- Know some of the foods brought to Britain by the Romans and how they were transported to Britain
- Understand more about daily life along Hadrian's Wall in the Roman period

Time to complete

Approx. 60 minutes



A burger inspired by a Roman recipe and served in the café at Birdoswald Roman Fort.

SUMMARY

This activity focuses on the eating habits of people living along Hadrian's Wall. By examining objects and buildings at both Chesters Roman Fort and Corbridge Roman Town students will develop an understanding of food for both soldiers and civilians.

INSTRUCTIONS

It is recommended that you use the historical information on pages 5–30 before a site visit to provide a useful introduction to the topics of food, entertaining in the Tribune's house, Chesters Roman Fort and Corbridge Roman Town.

When at site students may wish to direct their own learning in small groups with adult supervision using the activity trail on pages 71–77.

Please note that the first four things to spot are all at Chesters Roman Fort. The last seven can be found at Corbridge Roman Town.

MORE LEARNING IDEAS

Students could host a Roman picnic. Students could design a meal based on what they learned on the visit and using the historical information on pages 5–30. They could have a go at making a dish, or trying typically Roman fruits and vegetables while reclining like a Roman and maybe even wearing a Roman outfit.

EAT LIKE A ROMAN

EXPLORE ROMAN FOOD ALONG HADRIAN'S WALL

See if you can find all of these things, and complete each challenge. Explore what soldiers and civilians ate by examining objects and the remains of buildings at Chesters Roman Fort and Corbridge Roman Town.

1 MODIUS

This object was used to measure out grain. Some people in the Roman period paid their taxes in grain, so it was perhaps used to measure out taxes. Grain was also an essential ingredient in a soldier's diet. Grains such as barley could be added to soups and stews. Others such as wheat were ground into flour to make bread.

WHERE IS IT? Chesters Roman Fort museum.



A modius used to measure out grain and now on display in the museum at Chesters Roman Fort.

DID YOU FIND IT?



An artist's illustration of a miller grinding grain to make flour.

CHALLENGE TIME!



Find the millstones (quern stones) that were used for grinding grain into flour. Which foods can you make using flour?

DID YOU KNOW?



This grain measure says it holds 17.5 sextarii of grain but it actually holds 20.8 sextarii. If this was used to measure out grain for tax, people were paying too much!



An example of a pot that has been graffitied with its owner's name.

2 GRAFFITIATED POTS

This fragment of a pot has been graffitied. Its owner has etched their name onto it. This shows everyone whose pot is whose. Perhaps they got muddled up at mealtimes or during the washing-up.

WHERE IS IT? Chesters Roman Fort museum.

DID YOU FIND IT?

CHALLENGE TIME!



Think about why someone would graffiti their name onto a pot. Think about what this tells us about mealtimes and the importance of food for soldiers along Hadrian's Wall.

DID YOU KNOW?

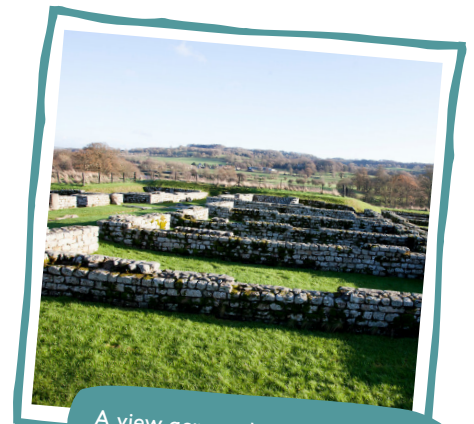


There are 1,600 pieces of Samian ware in the Clayton Collection. It was a common type of pottery in the Roman period with a distinctive red glaze.

3 BARRACKS

Leave the museum to find the barracks. This was where the soldiers slept, ate and relaxed. Up to 32 men could live in one set of barracks at a time. There were enough barracks for 500 men at Chesters Roman Fort.

WHERE IS IT? The Museum at Chesters Roman Fort.



A view across the barracks at Chesters Roman Fort.

CHALLENGE TIME!



The horses at Chesters Roman Fort might have needed up to 12kg of grain a day to eat. Calculate how much this would add up to in a year (365 days).

DID YOU KNOW?



A soldier's breakfast might have included a kind of porridge made from crumbled up hard tack biscuits and leftover meat from the previous night's dinner.

DID YOU FIND IT?



A room in the commander's house with the hypocaust system clearly visible. This was how hot air moved around the building to heat it up.

4 COMMANDER'S HOUSE

This house was built in the 4th century. It is smaller than the original house but it followed a similar design around a central courtyard. The commander (Tribune) hosted dinner parties in his house for the local elites to socialise and discuss the important matters of the day.

WHERE IS IT? The Museum at Chesters Roman Fort.

CHALLENGE TIME!



By the 4th century AD imported foods such as figs and olive oil were not common. **Use** the DID YOU KNOW box to help you **design** a meal for the Tribune.

DID YOU KNOW?



The Romans brought apples and carrots to Britain. Turnips, cabbage, peas, beans and berries all grew here. Beef, pork and a fermented fish sauce called garum were popular too.



DID YOU FIND IT?

5 CARROT AMPHORA

This amphora does not get its name from what it used to contain because it was used to bring dried fruits from the eastern Mediterranean. Instead, it is called a carrot amphora because of its distinctive carrot-like shape.

WHERE IS IT? Corbridge Roman Town.



An example of a carrot amphora on display at Corbridge Roman Town.

CHALLENGE TIME!



Examine the other objects in this case. **Identify** one that was used for cooking flatbread and another for serving wine.

DID YOU KNOW?



Garum was made of fermented fish and used to flavour food. One recipe mixed the salty garum with sweet dates, herbs and spices to make a sauce.



DID YOU FIND IT?

6 CUTLERY

There are a number of examples of spoons and knives on display that people would have used at the dinner table, including one spoon made of silver.

WHERE IS IT?

Corbridge Roman Town.



DID YOU FIND IT?

CHALLENGE TIME!



Examine the items of cutlery on display and the materials they are made from. **Suggest** a reason why more spoons like these have survived than wooden ones.

DID YOU KNOW?



You may have noticed that there are no forks on display here. This is because the Romans used knives to cut up their food and spoons to eat it with.



7 GLASS FLAGON

This beautiful glass flagon has survived remarkably well. It was made sometime between the late 1st century and the early 2nd century. It was probably used for serving drinks at the dinner table.

WHERE IS IT? Corbridge Roman Town.

DID YOU FIND IT?

CHALLENGE TIME!



Describe this glass flagon, paying close attention to its:

- Material
- Shape
- Colour
- Decoration
- Purpose

DID YOU KNOW?



The Romans liked to drink wine. It was probably imported from the Rhineland in Germany in wooden barrels.

8 THE HIGH STREET

Corbridge Roman Town started as a fort but from the 2nd century AD it grew into a bustling town. This road (the Stanegate) was not only a major travel route through the frontier, it was also a busy high street. Some of the workshops on this high street made things for people to use at the dinner table, such as pottery, glassware and knives.



WHERE IS IT? Corbridge Roman Town.

CHALLENGE TIME!



Imagine this high street on a busy day. **Think** about the sights, sounds, smells and tastes someone might experience.

DID YOU KNOW?



Archaeologists thought the buildings on the Stanegate could be temples. More research disproved this. Although over 20 altars have been found at Corbridge, a temple hasn't yet.



DID YOU FIND IT?



9 THE GRANARIES

The granaries were built sometime in the mid 2nd century for storing grain, an essential foodstuff for local people and the soldiers along Hadrian's Wall.

WHERE IS IT? Corbridge Roman Town.



DID YOU FIND IT?

CHALLENGE TIME!



Find the remains of the portico (porch) of the granaries. Clue: really big columns once held up a roof. **Spot** the gaps under the floor that allowed cool air to circulate around the granaries, keeping the grain fresh.

DID YOU KNOW?



The large granaries you can see today were probably built during Septimius Severus's rule as emperor. Lots of major building works took place at this time, following a period of unrest.

10 THE FOUNTAIN

The fountain itself may not be visible, but you can see its water tanks. These stored the water that was pumped through the fountain. Local people could collect fresh water from here for cooking, cleaning and drinking.

WHERE IS IT? Corbridge Roman Town.



The remains of the water tank for the fountain, which sits between the Stanegate (high street) and the granaries.

CHALLENGE TIME!



Follow the route that the water took to get into the fountain. It travelled along an aquaduct in a straight line beside the granaries.

DID YOU KNOW?



The importance of clean water and good sanitation were ideas brought to Britain by the Romans. The best preserved latrines (toilets) along Hadrian's Wall are at Housesteads Roman Fort.



DID YOU FIND IT?



The granaries at Corbridge Roman Town with the museum building to the right of the image.

11 STRIP HOUSING

Many of the buildings you can see lining the streets are known as strip housing. They were long, thin buildings. The room facing the street was the shop, and at the back was either a workshop for making goods or living space. Some might have even had a second storey where people could live.

WHERE IS IT? Corbridge Roman Town.

CHALLENGE TIME!



Act out a sale of a bowl in a pottery shop like the one on page 37. Use the DID YOU KNOW? box to get a good price!

DID YOU KNOW?



Well-preserved writing tablets from the Roman fort of Vindolanda show that a bowl might cost between 2 and 5 denarii.



DID YOU FIND IT?

STRIP HOUSING



An artist's reconstruction of strip housing. This reconstruction is based on the remains at Housesteads Roman Fort. Similar strip housing was found at Corbridge Roman Town and the other settlements along Hadrian's Wall.

SELF-LED ACTIVITY

THINK LIKE A ROMAN



KS3

KS4+

Recommended for

KS3 and KS4+ (History, RE)

Learning objectives

- Know what deities were worshipped along Hadrian's Wall and begin to understand how they were worshipped
- Understand how Roman religion adapted and developed across time and place

Time to complete

Dependent on the number of sites visited



The two hand-made incense burners found at the well of Coventina. They are unique in Britain and are on display in the museum at Chesters Roman Fort.

SUMMARY

The Romans were largely tolerant of religious beliefs and willing to incorporate local gods as long as people conformed to other Roman ideas and practices such as the imperial cult. Along Hadrian's Wall people worshipped a range of gods from across the empire so it is a great place to explore Roman religion. The activity can be used across a number of our sites and it has deliberately been left open-ended so you can adapt it to suit your group and the amount of time you have.

PRE-VISIT

Introduce students to the classical pantheon of Roman gods. A good starting point might be the historical information on pages 5–30.

Use the Teachers' Notes on pages 79–80 to choose which sites you want to focus on: the Mithraic temple at Carrawburgh Roman Fort, the museum at Chesters Roman Fort or the museum at Housesteads Roman Fort.

Print off the activity on pages 81–82 and make A3 copies for your group. You may want to print off the Teachers' Notes as well.

DURING YOUR VISIT

Students may wish to guide their own learning on site, but Teachers' Notes are provided on pages 79–80 to support this and suggest themes for reflection and discussion.

MORE LEARNING IDEAS

If students have studied Roman religious beliefs in some depth, they could use contextual knowledge to consider how representative the objects are. Are they representative of particular groups in Roman society more than others? Or challenge them to think about how far the objects exemplify Roman religious beliefs more widely across Britannia or even the empire.

THINK LIKE A ROMAN

TEACHERS' NOTES

You can find examples of Roman religion at a number of sites along Hadrian's Wall. Here we have summarised some of the best examples so you can put together your own itinerary for exploring religion that will best suit your group.

JUNO

There is a statue of Juno at Chesters Roman Fort that is of particularly high quality and so is worth showing students. Another can be found at Corbridge Roman Town.



The statue of Juno on display in the museum at Chesters Roman Fort.



Statues at Corbridge Roman Town including Juno shown here on the right of the image.

JUPITER

Dedications to Jupiter can be seen on altars at Chesters Roman Fort. One in particular can be a useful starting point for discussion as it is not solely dedicated to Jupiter, and it also has imagery that historians still don't fully understand. It depicts cranes, chicks and prey. Another example that can open up discussions about the nature of Roman religion and how it adapted to suit local conditions is the altar to Jupiter Dolichenus at Corbridge Roman Town. It combines a Celtic goddess and a Syrian sky god with Jupiter. At Housesteads Roman Fort there is also a depiction of Jupiter with a lightning bolt on a counterfeit coin. This perhaps can show students just how commonplace imagery of Roman gods was.

MARS

At Chesters Roman Fort you will find an altar dedicated to Mars. There is also an arch that was probably part of an altar or shrine to Mars Thincsus. This combined the Roman god of war, Mars, with a Germanic god, Thincsus. It was found at Housesteads Roman Fort but is now on display at Chesters Roman Fort museum. This is another useful example of where different religious beliefs were combined with the classical pantheon of Roman gods.



A display of altars at Chesters Roman Fort. The arch dedicated to Mars Thincsus can be seen at the top of this image.

TEMPLE OF MITHRAS

The remains of this temple are a short walk from Carrawburgh Roman Fort. The temple was originally located in the nearby settlement. Today, you can see a replica of three altars dedicated to Mithras. The original, is now in the Great North Museum: Hancock, Newcastle. The temple is a good place to talk to students about the religious practices of Mithraism. You can find out more about this in the historical information on pages 5–30 or by searching the English Heritage website for 'Mithras and Eastern Religion'.

COVENTINA'S WELL

This was also an important religious site at Carrawburgh Roman Fort and you can see the objects from the well on display in the museum at Chesters Roman Fort. They include two thuribles (incense burners) and a selection of the 16,000 coins that were made as offerings to the goddess Coventina. This collection is useful for demonstrating religious practices as it shows us the types of offerings made.

GENII

At Housesteads Roman Fort you can see a stone carving of three hooded spirits known as the Genii Cucullati. They were linked to fertility and prosperity and are Celtic in origin. They are shown wearing cloaks that were typical of Britain at the time (birrus Britannicus). At Corbridge Roman Town there is another depiction of a genius or spirit wearing a crown on the altar to Jupiter Dolichenus.

JESUS CHRIST

A 4th-century-AD finger ring made of jet and with a Christian inscription can be seen at Chesters Roman Fort. Jet was also believed to have magical properties so this could open up discussions about beliefs beyond religion.

QUESTIONS FOR DISCUSSION

Here are some suggested questions for discussion and reflection during and/or at the end of your visit.

- How flexible was Roman religion?
- To what extent did religious beliefs become more 'Roman' over time?



A dedication to Coventina. This is also on display in the museum at Chesters Roman Fort along with the thuribles, votive objects and some of the coins that were made as offerings at Coventina's well.



A Roman finger ring from the 4th century AD. It is made of jet and inscribed with QVIS SEPA MEVM ET TVVM DVRANTE VITA, which means 'who shall separate mine and thine while life lasts?'. It also has a backwards chi-rho, the first two letters of the Greek word for Christ.



ENGLISH HERITAGE
EDUCATION

**THINK LIKE
A ROMAN**

EXPLORE ROMAN RELIGION
ALONG HADRIAN'S WALL

KS3

KS4+

Use this data capture sheet to gather evidence of religious beliefs and practices along Hadrian's Wall. An example is done for you.

	What did you find?	Where did you find it?	What does it suggest about religion along hadrian's wall?	Change or continuity?
Juno	A statue of Juno Regina standing on a female cow. Juno was the queen of the gods. She was the goddess of marriage and family.	Chesters Roman Fort	It shows us people were worshipping the official, classical pantheon of gods. We don't know who made it, or paid for it to be made, but it shows us that someone was willing to spend a lot of money and employ a skilled crafts person to make the statue. This suggests that religion was important to them. Getting a statue made was a way of demonstrating their religious faith and so was part of their religious practice.	It demonstrates continuity across both time and place because the classical pantheon of gods was still being worshipped by the 3rd century AD and even in the most distant part of the Roman Empire, Britannia.

	What did you find?	Where did you find it?	What does it suggest about religion along Hadrian's wall?	Change or continuity?
Jupiter				
Mars				
Mars Thincsus				
Mithras				
Coventina				
Genii				
Jesus Christ				

SELF-LED ACTIVITY

WALK THE WALL



Recommended for

KS3 and KS4+ (History, Geography)

Learning objectives

- Understand how Hadrian's Wall was constructed by examining the remains of a section of the wall and its buildings
- Identify some of the key features of Hadrian's Wall and its buildings

Time to complete

Approx. 2 hours dependent on how much of the walk you complete



A view looking east along the stretch of wall near Birdoswald Roman Fort.

SUMMARY

This walk takes in one of the best preserved milecastles, the longest stretch of continuous wall, a bridge and turrets. It helps students to visualise the scale of Hadrian's Wall, think about its construction and understand the whole system of the wall. It focuses on the stretch from Birdoswald Roman Fort to Poltross Burn Milecastle. Please note there is a steep hill and steps, so it is not suitable for wheelchairs.

Start your day at Birdoswald Roman Fort using the interactive displays that explain the construction and manning of the wall. This provides a useful introduction before your walk.



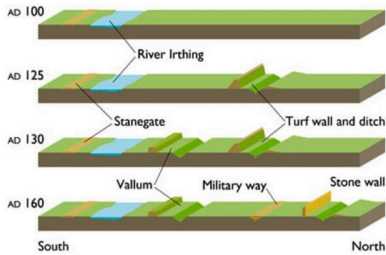

Use the Teachers' Notes on pages 84–86 to guide your students along the route from Birdoswald Roman Fort to Poltross Burn (under 3 miles) and complete the challenges as you go along. Some groups may be able to manage the return journey (uphill) to Birdoswald Roman Fort on foot. In which case you may want to do some of the challenges on the return journey to maintain student interest.




Others may need transport. Speak to your coach operator for suggestions of pick-up points, or search cumbria.gov.uk for information on bus services from Gilsland back to Birdoswald.



MORE LEARNING IDEAS

Carry out a simple pulley experiment. The Romans used pulleys to lift large stones onto the wall. You could use cotton reels, string and a coat hanger to make your pulley. If you have spring scales you could extend the activity by testing the forces needed to lift objects using different pulley systems. Search stem.org.uk for 'modelling pulley systems' and 'testing pulley systems' for two useful sets of instructions on how to do this.

TEACHERS' NOTES

DIRECTIONS	DID YOU KNOW?	CHALLENGE TIME!
<p>Start at Birdoswald Roman Fort. Gather students together to go through some basic information about the wall before you set off.</p>	<p>It was originally 5m tall and had a wall walk on the top. Geophysical surveys have revealed that there were cippi (sharpened branches placed in holes) along the berm (the strip of land between the wall and the ditch).</p>	<p>Think about the purpose of each of these features: wall walk, ditch, berm, cippi.</p>  <p>A reconstruction of Hadrian's Wall at Heddon Wall showing some of these key features.</p>
<p>Follow the footpath out of the fort towards the main road and find the footpath that heads east along Hadrian's Wall. Let students know they are walking along the longest continuous stretch of the wall still standing.</p>	<p>This section of the wall was built on a slope and so drains were added to ensure the ground didn't get too wet. You may see some of these as you walk this stretch of the wall.</p>  <p>The wall just outside Birdoswald Roman Fort.</p>	<p>Find the Roman inscriptions carved into the wall and marked by small metal strips mortared a course above ground level. For example, 254m from Birdoswald a centurial stone saying 'century of Secundinus Verullus built 30 paces' can be seen. You may also notice carvings of phalluses, which were a protective symbol in the Roman period. For example, at 374m there is a very clear carving of a phallus.</p>
<p>400m into the walk you will come across Harrow's Scar Milecastle (Milecastle 49). Spend some time exploring and then be prepared for a very steep downward hill.</p>	<p>This marks the western end of the turf wall that was later replaced with stone. You cannot see much evidence of the turf construction anymore. This is also the only place along Hadrian's Wall where the stone wall diverged from the original turf. This was so that it could meet the northern corners of Birdoswald Fort.</p>  <p>The phases of construction of Hadrian's Wall near Birdoswald Roman Fort. It began as a turf wall in about AD 125, then the vallum was added in about AD 130. Finally, it was made into a stone wall in about AD 160.</p>	<p>Imagine how busy this stretch of the wall would have been. Not only could up to 48 men be housed here in two barracks, but geophysical surveys show a settlement stretched from Birdoswald Roman Fort to Harrow's Scar Milecastle. Think about why the Romans had defended gateways every Roman mile along the wall – was it simply about defence?</p>  <p>A view of Harrow's Scar Milecastle as it looks today.</p>

DIRECTIONS	DID YOU KNOW?	CHALLENGE TIME!
<p>Some groups may wish to take this further by following the steep path down the hill into the Irthing Valley. Other groups may wish to retrace the route back to Birdoswald Roman Fort. This 900m section of the wall goes through beautiful countryside.</p>	<p>At first, the wall was meant to be built 10 Roman feet wide, but this was reduced to 8 Roman feet soon after. Along this stretch you can see this change of plan as the foundations were completed first, to the 'wide gauge', and then the 'narrow gauge' wall was built on top.</p>	<p>Find the narrow wall built on top of broad foundations.</p>  <p>A view of the wall facing west towards Willowford Turret (Turret 48b).</p>
<p>Stop at Willowford Bridge Abutment and note that the river has moved westwards so it is not right next to the water anymore. You may also see the foundation of one of the piers, closer to the water.</p>	<p>Where the wall reaches the River Irthing there was once a bridge. At first it was wide enough for a wall walk but was adjusted to allow for a road crossing in the early 3rd century. This emphasises the importance of Hadrian's Wall for communication.</p> <p>Explain that the Romans used arches, abutments and piers to construct their bridges. This helped to dissipate force along the arches and into the abutments, which is what helps to make the bridge stronger than a simple beam bridge.</p>  <p>The remains of the bridge abutment are on the right of the image. To the left is the pier. You can also see the sluices in the abutment towards the background of the image.</p>	<p>Make an arch with a partner by standing opposite each other and leaning onto each other's raised hands. Move backwards one step at a time. How wide can you make your arch? Now join up with another pair of students. Two continue to be an arch. The other two sit down behind the feet of arch to act as an abutment.</p>  <p>Visitors construct an arch using a lewis and lifting tackle in the visitor centre at Birdoswald Roman Fort.</p>
<p>Continue along the footpath to reach Willowford Turret (Turret 48b). Explain to students there were two of these between each milecastle with up to 12 people in at a time.</p>	<p>The south wall of this turret is missing. Some of the stonework has clearly been reused for other farm buildings nearby, such as the building stone inscribed with the name of the centurion Gellius Philippus. There are three more stones with the same name on that can be found in the museum at Chesters Roman Fort.</p>	<p>Find the building stone with Gellius Philippus's inscription.</p> <p>C[o]hor[rtis] V [centuria] G[elli] P[h]ilippi Of the Fifth Cohort, the century of Gellius Philippus [built this].</p>

DIRECTIONS	DID YOU KNOW?	CHALLENGE TIME!
<p>Continue walking along the footpath to reach turret 48a. This is one of the best preserved turrets along Hadrian's Wall.</p>	<p>Archaeological finds from the turrets along Hadrian's Wall include:</p> <ul style="list-style-type: none"> • Hearths, cooking equipment and food waste • Whetstone and knives • Gaming boards • A brooch • Tweezers • A voussoir (stones used in arches, possibly for a window) • Merlon capstones (consistent with a flat roof and crenellations) 	<p>Think about the sorts of evidence found in the turrets. What can we infer from the evidence about the purpose and function of the turrets?</p>  <p>Willowford Turret (Turret 48a) viewed from the west.</p>
<p>Carry on following the path to Poltross Burn Milecastle.</p>	<p>This is the best preserved milecastle along Hadrian's Wall. Poltross Burn has been crucial for helping archaeologists to understand the original height of Hadrian's Wall. Historians think that they probably used scaffolding and simple lifting equipment to help get large stones to the top of the wall. You could pick up on this back in the classroom with the activity on page 99.</p>	<p>Find the remains of an oven, the stairs to the rampart walk and the north gateway.</p>  <p>The remains of an oven at Poltross Burn Milecastle.</p>

Some groups may require transport at this point. Public buses pass through Gilsland towards Birdoswald. Search cumbria.gov.uk for the most up-to-date information on bus services. A car park next to the local primary school in Gilsland may not be suitable for large coaches, so if you are travelling by coach speak to the operator for their advice on where you can be picked up. Other groups may wish to make the return journey along the same path in the opposite direction back to Birdoswald Roman Fort.



POST-VISIT

Information and activities to help you extend your students' learning back in the classroom.

SOURCES

PEER INTO THE PAST

A historical source is something that tells us about life in the past, such as a document, a picture or an object. It may be a primary source, from the time, or a secondary source, created later. As there aren't many written documents that talk about Hadrian's Wall from the Roman period, many of the sources we rely on are archaeological. Our experts have chosen these to help you learn about the history of Hadrian's Wall.

SOURCE 1

'And so, having reformed the army quire in the manner of a monarch, he set out for Britain, and there he corrected many abuses and was the first to construct a wall, eighty miles in length, which was to separate the barbarians from the Romans.

A brief reference to Hadrian's Wall taken from the *Historia Augusta: The Life of Hadrian Part 1*.

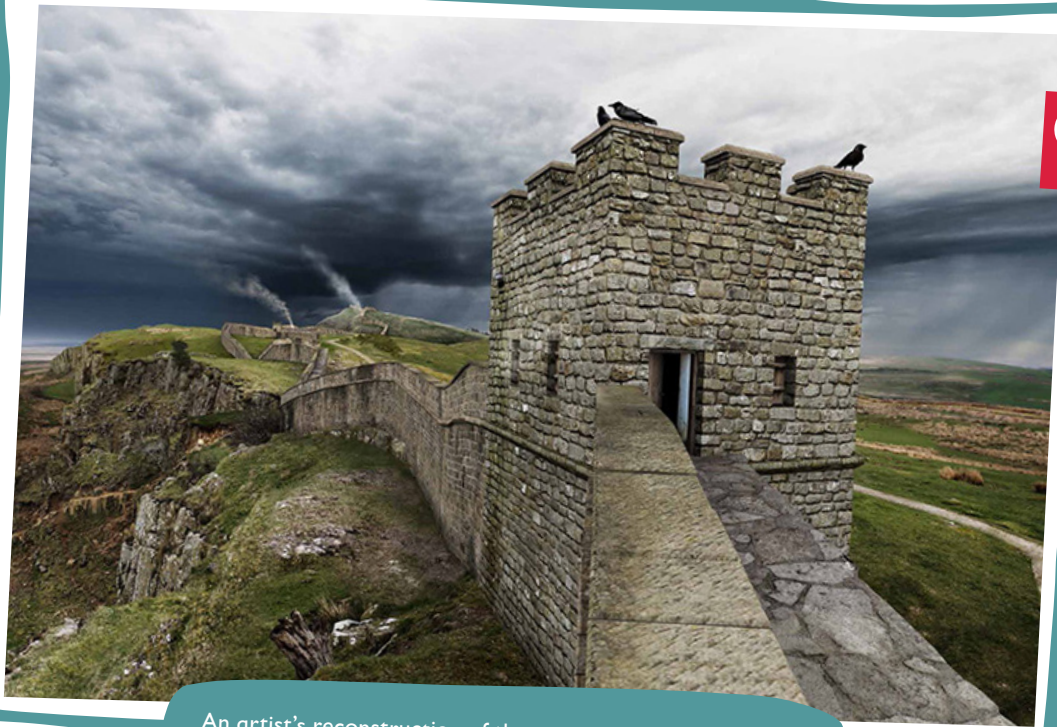


SOURCE 2

A copper alloy pan or trulla with its handle and base missing. It is decorated with Celtic-style designs and an inscription that lists four of the forts at the western end of Hadrian's Wall. It may have been a souvenir that a soldier of Greek origin, possibly called Aelius Draco, had made after serving on the wall and gaining his citizenship. Two similar trullae have been found, but this one is most decorative. © The Trustees of the British Museum

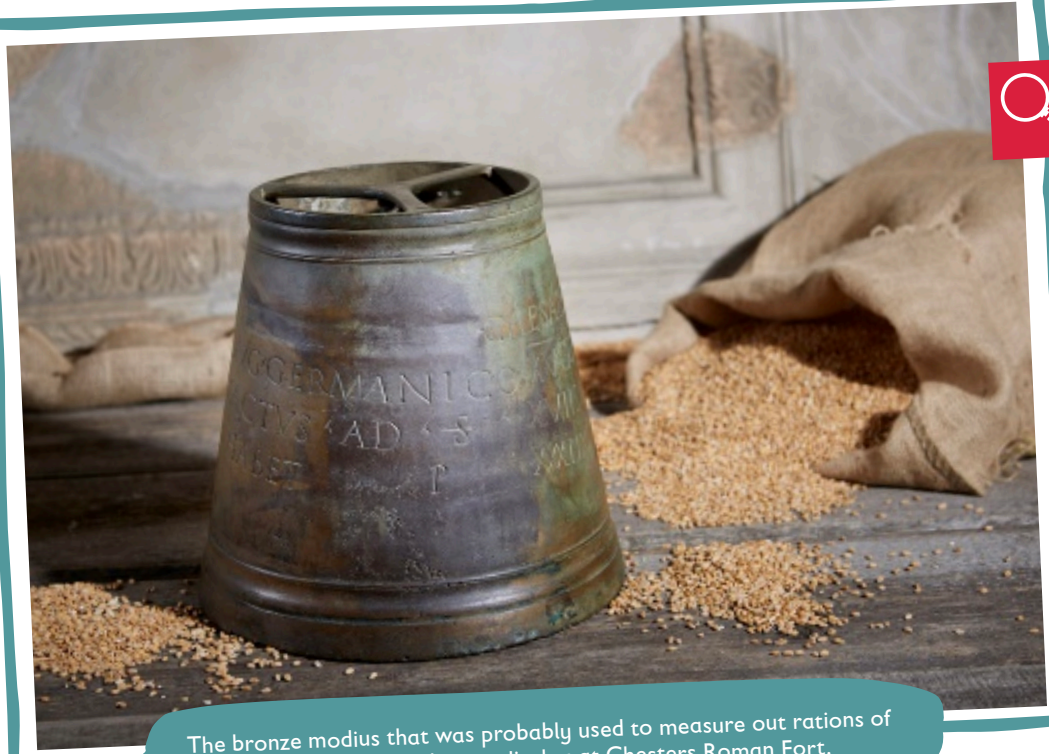


SOURCE 3



An artist's reconstruction of the turret at Walltown Crag showing the wall walk, crenellations and flat roof.

SOURCE 4 - MODIUS



The bronze modius that was probably used to measure out rations of grain at Carvoran Fort but on display at Chesters Roman Fort.

SOURCE 5

The contents of one of the urns found during an excavation at Birdoswald Roman Fort in 2009. Some of the objects inside the urn include finger rings. There is also a small piece of mail, unusual in a woman's burial. Find out more by reading the English Heritage blog post 'Death and Burial Rites on Hadrian's Wall'.



SOURCE 6 – CRANE HOLE



A hole discovered during an excavation. It marks where a crane once stood. The crane was used to lift up large stones during the construction of the bridge near Chesters Roman Fort.

SELF-LED ACTIVITY

PAID LIKE A ROMAN

+ **÷**
- **×** **KS1-2**

Recommended for

KS1-2 (History, Maths)

Learning objectives

- Use numeracy skills to make calculations
- Understand the size and wealth of the Roman army along Hadrian's Wall
- Make connections between mathematical learning and history

Time to complete

10–30 minutes dependent on numeracy skill level



Children get up close with Roman coins at an English Heritage site along Hadrian's Wall.

SUMMARY

In this cross-curricular activity students use their numeracy skills to understand life as a soldier along Hadrian's Wall. Students carry out calculations to work out how many soldiers were in the army and how much their pay was really worth.

INSTRUCTIONS

Print off and photocopy enough copies of the activity on pages 92–94 for your group. You know your group best and how much support and time they might need to complete the activity. KS2 students may prefer to guide their own learning and complete it individually. Teachers of KS1 may prefer to guide students through the challenges, perhaps picking one challenge to complete as a class each day.

MORE LEARNING IDEAS

Get students to explore more of the maths along the wall using flash card 5 on page 47. Get them to design their own calculation challenges for a partner using the numbers on the flashcard. For example, 2,352 tonnes of stone and clay were used in every 100m. How many tonnes were used along the full length of the wall?

PAID LIKE A ROMAN

EXPLORE ROMAN FOOD
ALONG HADRIAN'S WALL

See if you can complete each of these mathematical challenges to find out more about life as a soldier along Hadrian's Wall.

1 LEGIONARIES

A unit of legionary soldiers was called a legion. There were 30 legions covering the whole empire. Each legion was divided into 10 cohorts. Within each cohort there were 6 centuries, and each century was made up of 80 men.



CHALLENGE TIME!



Use the information to calculate how many individual legionary soldiers there were in the Roman army.

DID YOU KNOW?



Legionaries left their mark on the wall in centurial stones. These recorded the names of the commanders of the centuries that built each section of the wall.



A visitor examines a Roman coin during an event on Hadrian's Wall.

2 ROMAN MONEY

A **sestertius** was a large copper alloy coin. When you have more than one you call them sestertii. A denarius was a silver coin. When you have more than one you call them denarii. Four sestertii were equal to one denarius coin.

CHALLENGE TIME!



Use the information above and the DID YOU KNOW? box to **calculate** how much an auxiliary soldier was paid in denarii.

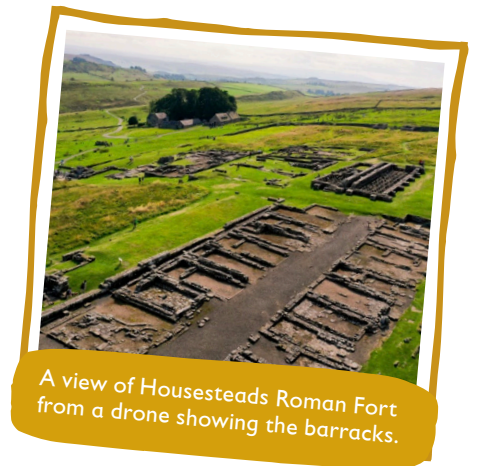
DID YOU KNOW?



The basic pay for an auxiliary soldier in the 2nd century AD was 1,000 sestertii a year. They were paid three or four times a year.

3 HOW MUCH?

At Housesteads Roman Fort up to 800 soldiers could live in the barracks at one time. Each one was paid at least 1,000 sestertii a year.



A view of Housesteads Roman Fort from a drone showing the barracks.

CHALLENGE TIME!



Calculate how much it cost to pay the 800 soldiers at Housesteads Roman Fort each year in both sestertii and denarii.

DID YOU KNOW?



The letter d (for denarius) was used up until 1971 to represent pence. For example, 6d would today be written down as 6p (six pence).



A visitor trying on a helmet and shield at Housesteads Roman Fort.

4 BIG SPENDERS

Infantry soldiers had money deducted from their earnings to pay for their uniform, weapons, food and drink. Probably only 25% of their pay could be spent how they liked. Cavalry soldiers had to spend about 20% of their earnings just looking after their horses.

CHALLENGE TIME!



Use the information above and your answer to question 2 to **Calculate** how many sestertii and denarii infantry soldiers had to spend how they liked.

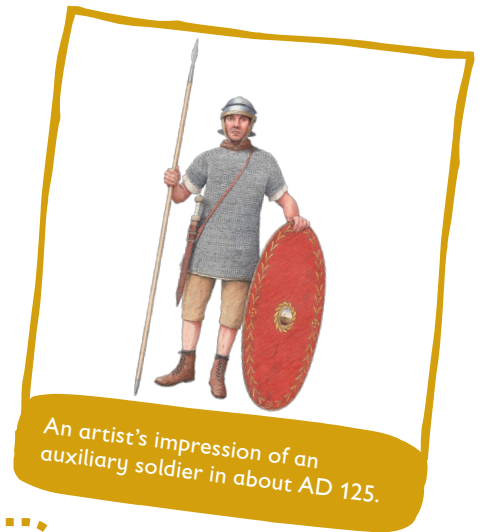
DID YOU KNOW?



A 6th-century coin showing Emperor Justinian I was found at Birdoswald. Britain had left the Roman Empire, but clearly still had some links with it.

5 BUYING POWER

Documents from Vindolanda show that a cloak might cost between 3 and 11 denarii, depending on its quality. This works out as between £210 and £805 in today's money.



An artist's impression of an auxiliary soldier in about AD 125.

CHALLENGE TIME!



Use the information above and your answer to question 3 to work out if an ordinary soldier on Hadrian's Wall could afford to buy a top quality cloak.

DID YOU KNOW?



A soldier's pay works out to be about £18,000 a year in modern money.

SELF-LED ACTIVITY

PLAY LIKE A ROMAN



Recommended for

KSI–KS2 (History, Art)

Learning objectives

- Make a board game and challenge a friend to a match
- Understand one of the ways that the Romans relaxed and enjoyed their leisure time – by playing board games
- Understand another aspect of daily life for both soldiers and civilians along Hadrian’s Wall

Time to complete

Approx. 20 minutes



A gaming board, pieces, dice and shakers.



Green olives.

SUMMARY

Playing board games was a popular pastime among soldiers and locals alike and probably involved gambling too. The fact that the Corbridge Hoard contained gaming pieces shows how valuable they were to people. The Romans had a few versions of a game like tic-tac-toe, which we have based this activity on. It can also be extended by getting students to make their own gaming pieces.

INSTRUCTIONS

Print off the instructions, template and example winning moves on pages 96–97 and photocopy enough for your group.

You know your group best and how much supervision or support they might need in following the instructions safely. You can also adapt this activity to suit your group and the time and resources you have available.

To play the game, students will need gaming pieces. You could use:

- Beads
- Buttons
- Pasta
- Grapes
- Olives
- your own objects such as pen lids.

Make sure you check for any allergies. Or get students to make their own gaming pieces using clay.

MORE LEARNING IDEAS

Design a Roman holiday incorporating all the things that Romans loved to do in their spare time. This could include:

- A trip to the baths (see pages 19–20)
- Going to the amphitheatre (although one of these is yet to be found along Hadrian’s Wall, historians think it is likely that there were places that people could go to watch shows)
- Hunting and feasting (see page 21)
- Attending a religious festival

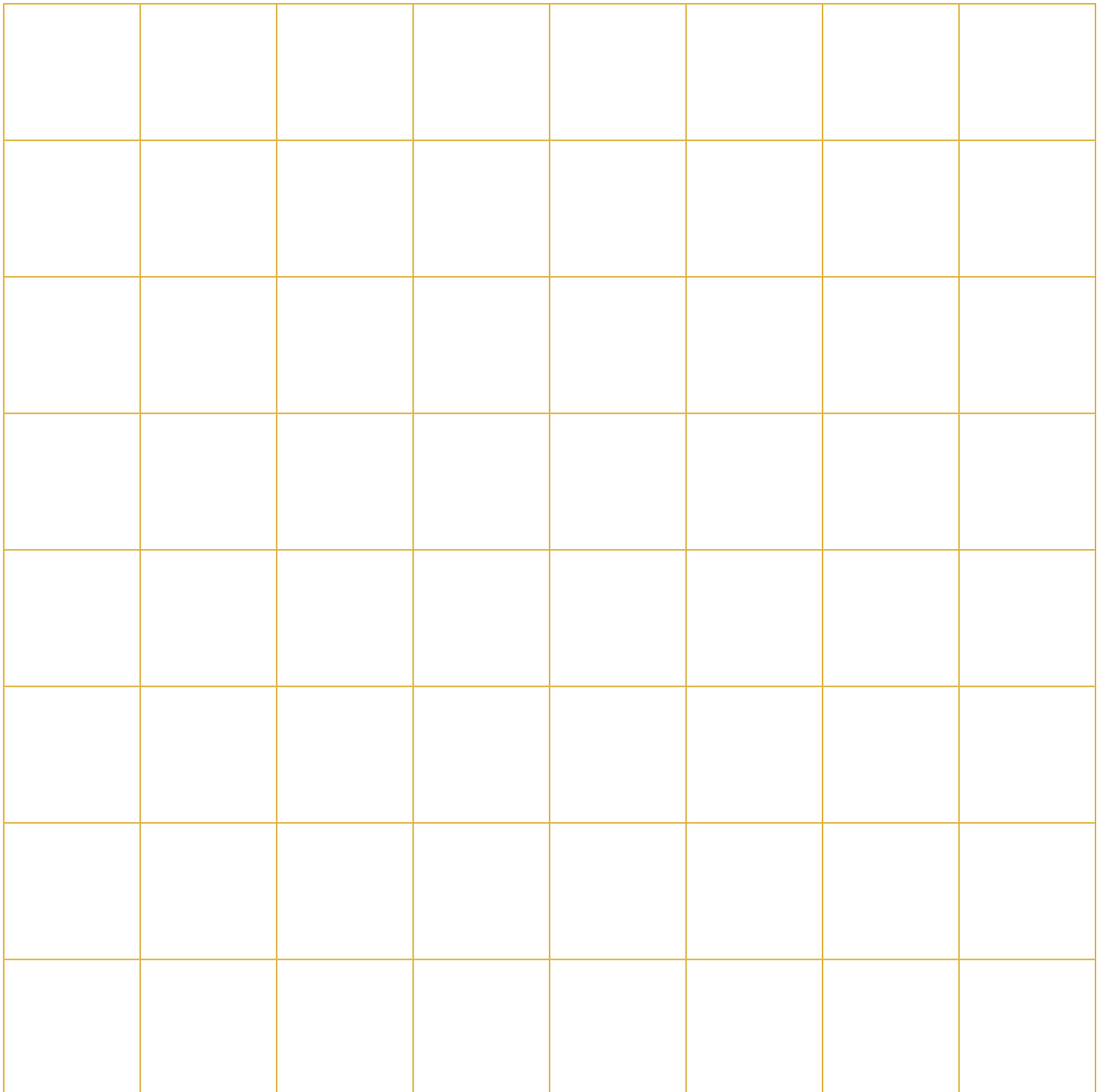
PLAY LIKE A ROMAN



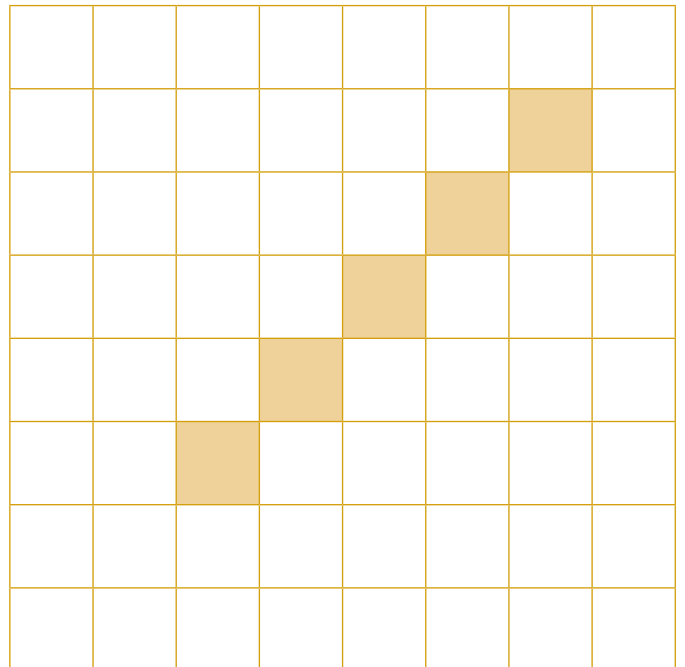
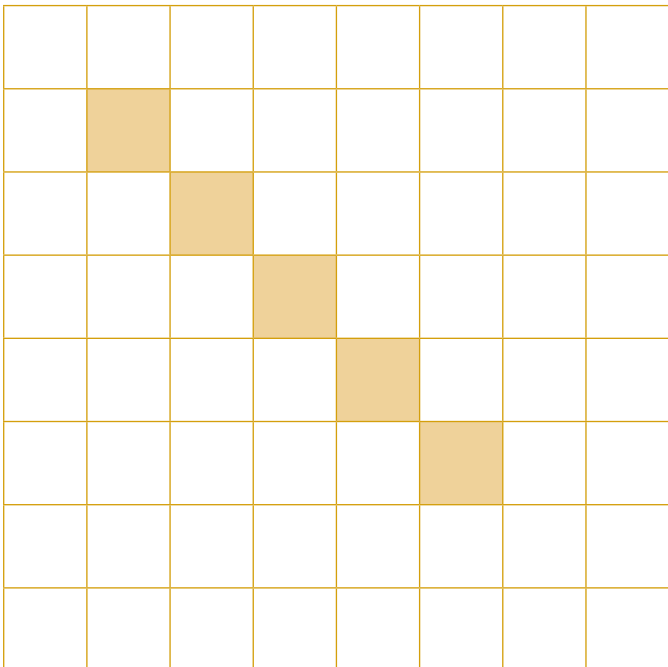
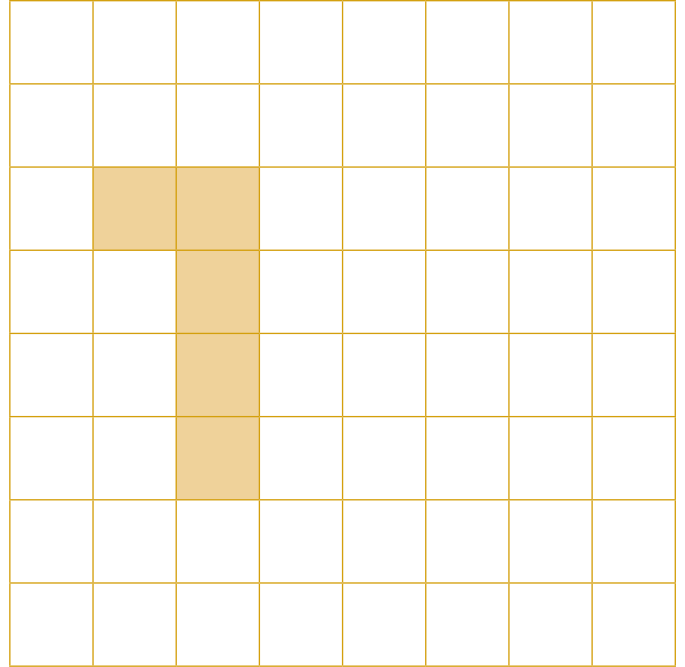
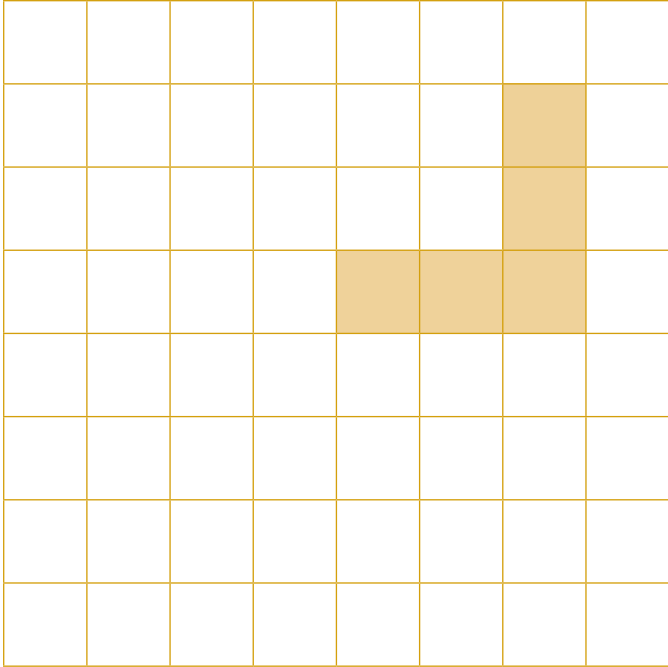
Play this game in a pair using the grid below as your board.

INSTRUCTIONS

- Line up the gaming pieces along two opposite edges of the board
- Take it in turns to move a gaming piece one square forwards or sideways (not backwards or diagonally)
- Be the first to get five in a diagonal line or in a right angle to win! (examples on page 97).



EXAMPLES OF WINNING MOVES



SELF-LED ACTIVITY

GET CLEAN LIKE A ROMAN



KS1-2

Recommended for

KS1–KS2 (History, Drama)

Learning objectives

- Know what the Romans did at bathhouses
- Understand more about another aspect of daily life for soldiers and civilians along Hadrian's Wall
- Create a short role play set in a bathhouse

Time to complete

Approx. 60 minutes



The changing room in the bathhouse at Chester's Roman Fort. The row of niches along the wall might have had statues of gods in them.



An artist's illustration of lavender, which could have been used to create a nice smelling oil.

SUMMARY

Going to the bathhouse was not just about getting clean. People took part in games, networked with local elites and even grabbed a bite to eat. Every fort along Hadrian's Wall had its own bathhouse, many of which were actually outside of the fort walls, so civilians could visit them too. In this activity, students become familiar with a visit to a bathhouse and use their knowledge to devise their own short role play.

INSTRUCTIONS

Start by showing students the reconstructions of bathhouses on page 19 and page 34. Get students to use their senses to describe what a person might feel, see, touch, taste and smell in each room.

You could also show the video 'A Day in the Life Episode 2: The Romans', which you can find by searching the English Heritage website for 'The Romans' and selecting the 'Kids Rule!' page about Roman Britain.

To help them plan their role play further, they could think about:

- Who went to the bathhouse?
- What did they do there? Can you create a sequence of events from arrival to leaving?
- Why did people go to the bathhouse?

MORE LEARNING IDEAS

Give students herbs to smell. Choose those available in Roman Britain, such as lavender, coriander, dill, thyme and fennel. Students then choose the combination they like best and create a recipe for an oil to take to the bathhouse.

SELF-LED ACTIVITY

POINTING THE WALL



Recommended for

KS1–KS2 (History, Art, Science)

Learning objectives

- Understand what pointing and mortar are and how they help English Heritage to look after Hadrian's Wall

Time to complete

40–60 minutes



One of our experts maintaining the wall near Birdoswald Roman Fort.

SUMMARY

Mortar is a paste used to stick stones or bricks together. It is also used to point the walls, filling the gaps and spreading the weight of the wall more evenly. English Heritage repoints Hadrian's Wall to conserve it for future generations. In this activity students become building conservators, mixing a mortar to match Hadrian's Wall and applying it to a mini wall.

INSTRUCTIONS

Discuss how the weather, age and pollution can impact buildings. For example, rain water causes erosion, washes out mortar and can cause damage if it freezes when inside cracks in a wall.

Provide students with ingredients to make their mortar:

- a thick glue made by mixing flour and water to ensure the mortar is more like a paste than a runny liquid
- paints
- textured materials to act as aggregates. Sand, cotton wool or ripped up tissue paper work well.

You could use screwed up scrap paper as stones, old raisin boxes or even cereal boxes to build a larger wall as a class.

Students mix their mortar to closely match the image of Hadrian's Wall on page 100. Then they use their mortar to stick together their stones and point their wall by filling any gaps with the mortar.

MORE LEARNING IDEAS

Students could paint their stones and add a vallum to make their wall look even more realistic. If they are adding a vallum, this could be as close as about 20m from the wall or as far away as 500m. This might be an opportunity for students to use numeracy skills to work out the scale of their model. This will allow them to calculate where their vallum should go in relation to their wall.

POINTING THE WALL



To make sure Hadrian's Wall can be enjoyed by future generations, English Heritage monitors its condition and then carries out repairs. Pointing is the process of filling gaps in the wall with mortar.

YOU WILL NEED:

- Scrap paper or cardboard boxes for stones
- Glue
- Paint
- Textured materials, such as sand or cotton wool
- A piece of card

1 Examine the image of one of our experts maintaining Hadrian's Wall.



One of our experts maintaining Hadrian's Wall near Birdoswald Roman Fort.

2 Mix up a mortar to match the texture and colour of the mortar in the image. Make sure your mortar isn't too runny, it must be like a paste. **Build** your wall on the piece of card and use your mortar to stick your stones together. Then **point** your wall by filling any gaps with more mortar.

SELF-LED ACTIVITY

CLEANING A COLLECTION



Recommended for

KSI and KS2 (History, Science)

Learning objectives

- Understand why cleaning is so important in looking after English Heritage's collections and buildings
- Know some of the methods used to clean our collections and have a go at using these to clean some objects

Time to complete

Approx. 40 minutes



A curator cleaning the face pot that is now on display in the museum at Corbridge Roman Town. Notice the soft brushes she uses to gently clean away any dirt.

SUMMARY

Our collections need to be carefully cared for. Objects need to be monitored for decay or damage and cleaned very gently to maintain them. Even dust can cause damage. Conservators often use low suction vacuum cleaners to get rid of dust and wear gloves to prevent any oils from their skin going on the objects. But in this activity students use more readily available tools of the trade to try their hand at collections conservation. You can find out more about dust by searching for 'Keep it Clean' on the Science and Industry Museum blog.

YOU WILL NEED

Provide each student with an appropriate object, which you could make dirty beforehand or simply leave out to get dusty. Print off the instructions on page 102 and photocopy enough for your group. To clean their objects students will also need soft brushes, cotton swabs, warm water and microfibre cloths. You could also give them magnifying glasses so that they can examine their objects closely.

MAIN ACTIVITY

Conservators carry out condition reports, so in the first part of the activity students examine their objects for dirt or damage. Then they use the information on page 103 to identify the best cleaning technique for their object. After cleaning it they will need to re-examine their object for any new damage and put their object away. Encourage students to be methodical and careful at every stage and to record each stage of the process, just like conservators do.

MORE LEARNING IDEAS

Explore more about materials. Search stem.org.uk for 'Properties and Changes of Materials'. Use the 'Assessment Material Properties' resource as a starting point. Get students to think about why conservators need to understand materials' properties and how this might affect storage conditions for the objects in their care.



CLEANING A COLLECTION

DISCOVER THE TECHNIQUES
CONSERVATORS USE TO
LOOK AFTER COLLECTIONS

See if you can care for an object just like a conservator. Complete all the activities in the boxes below.

1 EXAMINE FOR DIRT AND DAMAGE

Examine your object carefully.
Draw your object in the box below, showing any dirt or damage you can see.

2 IDENTIFY MATERIALS

Write down which materials your object is made from.

3 CLEANING TECHNIQUE

Write down which cleaning technique from page 103 you will use for your object and why.

Because -----

4 CLEAN UP

Gently **clean** your object.
Draw a diagram to show how you did this.

5 RE-EXAMINE

Re-examine your object to check for damage. **Describe** how your object looks and feels now.

6 TIDY UP

Identify where your object needs to be put away.

Ensure you have a clear path. Carefully **carry** your object in two hands.

Don't forget to **tidy** up your tools too.



The organic matter in dust, such as skin and hair, can attract pests. They eat the organic matter, and may also start nibbling on objects. Dust can also contain pollen, pollutants or sea salt. Plus, if objects get damp, it can encourage rust or mould. This is why it is so important to keep everything clean. Use the information below to decide on the best cleaning technique for your object.

GLASS

Use a cloth or soft brush. If it is undamaged and very dirty use plain warm water.



Cleaning stained glass at 1066 Battle of Hastings Abbey and Battlefield.

CERAMICS

Use a cloth or soft brush. If it is undamaged and very dirty use plain warm water.



A curator cleaning the face pot that is now on display in the museum at Corbridge Roman Town. Notice the soft brushes she uses to gently clean away any dirt.

METAL

Use a dry cloth to gently wipe. Be careful of any rust or unstable areas.



Visitors getting hands-on with the cleaning at Osborne House.

BOOKS

Use a soft brush. Be careful of leather bindings to avoid scratches.



Handling one of Charles Darwin's notebooks at Down House, the home of Charles Darwin.

WOOD

Use a soft cloth or brush to gently dust the surface. Be careful of any damage.



A student conservator uses a soft brush and vacuum to dust a piece of furniture at Marble Hill.

PHOTOGRAPHS AND PAINTINGS

Only use a very soft brush and press very lightly on photographs. Paintings must also be cleaned very gently.



A senior collections conservator cleans a painting using a special kind of cotton swab and magnifying glasses to get a closer look.

SELF-LED ACTIVITY

CONTINUUM OF ROMANISATION



Recommended for

KS3 and KS4+ (History)

Learning objectives

- Bring together everything students have learned about life along Hadrian's Wall
- Assess the extent of Romanisation

Time to complete

Approx. 60 minutes



An artist's illustration of a Brigantian tribesman. The Brigantians rebelled in the later Roman period in the area of northern England that we now call Yorkshire.

SUMMARY

This activity acts as a summary of learning about life along Hadrian's Wall. It brings together a number of themes students covered during site visits, but students will need to draw upon additional learning to get the most out of this activity.

INSTRUCTIONS

Students need to start by defining what it meant to be Roman and what 'Romanisation' is before attempting this activity. You know your groups best and how much support they may need to do this.

Get students to design their own sort cards for their continuum. You could provide them with prompts for categories, such as religion, work, leisure time, food and fashion and students add notes about each one.

Students create a continuum by drawing a line across a page and labelling it from 'not at all Roman' on the left, to 'totally Roman' on the right. Then they arrange their sort cards along the continuum to demonstrate the extent of 'Romanisation' that took place.

DISCUSSION

Points of discussion might include:

- Whether all the categories became equally 'Roman'
- Whether some became 'Roman' more quickly than others
- Whether there are any problems with the evidence

MORE LEARNING IDEAS

Do a piece of extended writing about the extent the frontier was 'Romanised'. Students could use the categories they came up with as the basis for each paragraph.