



ENGLISH HERITAGE  
EDUCATION

KSI-KS3

## TEACHER ACTIVITY IDEAS

### Lullingstone Roman Villa

This resource pack has been designed to help teachers plan a visit to Lullingstone Roman Villa, which provides essential insight into the lives of the Romans in Britain. Use these activity ideas on-site to help students discover more about Lullingstone Roman Villa.



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# SUGGESTED ACTIVITIES

## ROMAN BELIEFS

### ON-SITE ACTIVITY

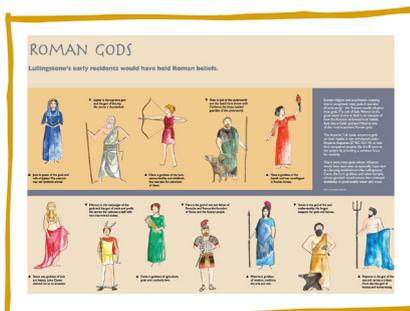
#### ACTIVITY I

##### Recommended For

KS2 (History, RE)

##### Learning Objectives

- To identify the religious beliefs held by the Roman residents of Lullingstone, and how they changed.
- To understand the evidence for paganism and early Christianity found at Lullingstone Roman Villa.



##### Summary

Use the interpretation panels on the ground floor walkway for the following activities.

1) Gather students by the display panel entitled 'Roman Gods' (see thumbnail). Explain that Roman religion was polytheistic, meaning it recognised many gods. Show students the 12 Roman gods displayed on the panel. Ask them each to pick one Roman god and read the description. They could create a freeze-frame with their body, copying the way their chosen god is standing. Explain that the early residents of Lullingstone would have used the cult room to worship these gods. A painting of water nymphs can still be seen in a niche in the cult room today – students could try to spot it.

2) Now use the display panel entitled 'Christianity' to explain that Christianity eventually became the official religion of the Roman state in AD 313, under Emperor Constantine. The people who lived at Lullingstone made a statement of Christianity, by building a house-church above the cult room in the 4th century. We know this was a Christian church, because fragments of wall paintings had fallen into the cult room below. The wall paintings displayed an early Christian symbol known as a Chi-Rho (pronounced 'cairo') and worshippers with arms raised heavenward (a typical early Christian prayer position). Use the panels entitled 'The Chi-Rho' and 'The Wall Paintings' to illustrate this point. This is some of the earliest evidence for Christianity ever found in Britain. It is unclear whether the whole family living at Lullingstone adopted Christianity at this time, because the pagan cult room below continued to be in use.

#### MORE LEARNING IDEAS

Before your visit, introduce students to the basics of Roman beliefs, and how they changed over the centuries in Britain. Outline the difference between pagan beliefs (polytheistic, with many Roman gods) and early Christian beliefs (monotheistic, with one God).

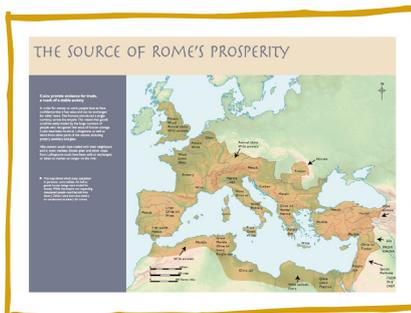
### ACTIVITY 2

#### Recommended For

KS2 and KS3  
(History, Geography)

#### Learning Objectives

- To visualise the size and geography of the Roman Empire.
- To understand trade and the movement of goods in the Roman Empire.



#### Summary

Use the large maps displayed on the ground floor walkway to teach students about the extent of the Roman Empire, and the clever way they traded goods under one currency.

1) Students can use the map entitled 'The Roman Empire' to identify the size of the Roman Empire. It was the first ever western super-state and Britannia was a province for nearly 400 years. Students see whether they recognise any of the countries and notice their Latin names.

2) Students can use the map entitled 'The Source of Rome's Prosperity' (see thumbnail) to see where different products came from. The Romans introduced one single currency across the whole empire, allowing for easy movement of goods. Coins have been found at Lullingstone as well as items from other parts of the empire, including pottery, jewellery and glass. You can find these objects on display at Lullingstone. Students could identify on the map which province different objects might have come from.

### MORE LEARNING IDEAS

Before your visit, build students' confidence with world geography, by locating different countries on a globe or in an atlas. You could use Google Earth to help with this.

After your visit, students could produce their own Roman and/or modern-day trade map, by decorating a blank world map with colours, labels, photos, sticky notes and drawings. You could choose one or two examples of your students' work and tweet them to @EHEducation.

### ACTIVITY 3

#### Recommended For

KS1 and KS2  
(History)

#### Learning Objectives

- To identify the clothing worn by the Romans.
- To imagine what it would have been like to be a Roman living at Lullingstone Roman Villa.



#### Summary

Encourage students to dress up using the costumes on the rails on the ground floor walkway. Once they are in costume, students could come up with a brief character profile for the Roman person who might have worn these items (name, age, gender, status).

Servants and other low-status people would have worn tunics over leggings or trousers. A belt was optional, although only low-status people would have worn their tunic without a belt. High-status women would have worn their belts high, just under the bust. The cloth used to make their garments would have been finer, not the rough, undyed wool worn by the estate workers. The 'byrrus Britannicus' was a warm woollen cloak used to keep warm during the British winter.

Please put the costumes back as you found them, for others to enjoy.

### MORE LEARNING IDEAS

Before your visit, introduce students to the idea of status in Roman society.

After your visit, students could apply their understanding of Roman fashion, by designing a costume for a high- and low-status Roman man or woman, with labels. You can tweet photos of your students' work to @EHeducation.

### ACTIVITY 4

#### Recommended For

KS2 and KS3  
(History, Art and Design)

#### Learning Objectives

- To use the displays at Lullingstone Roman Villa as a stimulus for Roman-inspired designs.
- To develop skills of creativity and invention.



#### Summary

Around the site, students will find displays which teach them about Roman jewellery and Roman board games. Students can use these displays as inspiration for their own creation, which they can design while on site. For example, students could use the ‘Style and Sophistication’ panel (see thumbnail) and look at the Roman jewellery on display, then sketch their own jewellery design. If they do not wish to design jewellery, they could use the ‘Playing Games’ panel and the gaming table to invent their own board game.

### MORE LEARNING IDEAS

After your visit, students could use their plans, sketches and designs to create the real thing in the classroom or at home. You can tweet your students’ creations to @EHEducation.