

Roman brooch from Burgh Castle

Romans Resource Pack (Burgh Castle)

Key Stage 2
History

Researched and written by Megan Dennis

www.heritage.norfolk.gov.uk



Introduction

This Romans Resource Pack is designed to work within Key Stage 2 of the National Curriculum history syllabus. It provides extension material for the Roman handling session provided by the Education Department at Time and Tide, Great Yarmouth. The pictures in this pack and information available online on the Norfolk Heritage Explorer website compliment and extend the topics covered in the museum session but can also be used as stand alone resources. This self-contained pack focuses on a Roman family living in Burgh Castle, a Roman fort just north of great Yarmouth. Children get a chance to meet a member of this family at the handling session.

The Resource Pack provides details from the website, photographs and drawings from the paper archives held by Norfolk Landscape Archaeology and Time and Tide designed to help children develop an awareness of archaeological objects and how they can be used to understand the past. The pack also includes possible teaching activities and ideas for cross curricular working. The teaching activities are self-contained and all resources required are within the pack itself.

The pack is part of a series of Resource Packs linked to the National Curriculum available from Norfolk Landscape Archaeology. Find details and download other packs on the Norfolk Heritage Explorer website:

www.heritage.norfolk.gov.uk

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Background to Burgh Castle

Burgh Castle is a well preserved Roman fort. Its walls and bastions survive to their original height on three sides. There were small-scale investigations in 1756, 1850, 1855 and more extensive investigations in 1958 to 1961, but most of the interior of the fort and the fields around it have never been examined.

The name 'Burgh Castle' does not occur until 1281. Before this the area was simply known as Burgh.

As well as the remaining fort walls the surrounding fields contain evidence of an extensive civilian settlement around the fort, and this is visible from the air as cropmarks. Part of this settlement was excavated in 1995. The excavations revealed Roman ditches or enclosures, a rectangular timber building and an oven. The area nearer to the fort and just outside the east gate was probably the site of the fort's cemetery.

Many cropmarks around the fort have been recorded. Although these are undated some may be Roman. They give us clues about the landscape around the fort and supplement the evidence of excavations and surface finds.

In Roman times the fort would have been entirely enclosed by walls. The west wall probably tumbled down the slope into the marsh soon after the end of the Roman period. The inside of the fort has also changed since the Roman period. Extensive quarrying for clay in the 19th century has created irregular slopes down to the river. In the Roman period the area inside the walls would have been relatively flat.

After the Roman period the area was the site of a Middle Saxon cemetery and a later a Norman castle.

There were originally ten bastions around the fort—one at each corner, one in the middle of the north and south walls and two equally spaced along the west and east walls.

Foundations for a wharf were excavated to the west of the fort in the 1850s. These were probably foundations for a wharf where boats could be tied up in the sheltered harbour below the fort's west wall.

Information from:

Gurney, D., 2002. Outposts of the Roman Empire. A Guide to Norfolk's Roman Forts at Burgh Castle, Caister-on-Sea and Brancaster (Norwich, Norfolk Archaeological Trust).

The Romans in the National Curriculum

Although the National Curriculum does not prescribe history content any longer it does suggest that teachers use a variety of historical sources. It is often difficult for teachers to identify and use historical archives and local case studies. This is why this series of Resource Packs have been created.

This pack contains photographs and drawings of Roman artefacts and plans of Burgh Castle Roman fort and buildings within it. The pack has been created in consultation with local teachers, the Education and Archaeology Departments of Norwich Castle Museum and Time and Tide and the QCA schemes of work for Key Stage 2 History. It will also be useful for teachers following other specifications and may be used in a variety of different ways. The packs give students a chance to interact with material evidence in a fresh and interesting way.

Romans in the QCA/Department for Education and Skills Schemes of Work

History at key stage 2 (Year 3 or 4)

Unit 6A: Why have people invaded and settled in Britain in the past? A Roman case study

Section 1: Why do people move away from where they were born?

Discuss the children's and their families' experiences of moving home to live either in a different part of the country or in a different country. Use a map to establish where they moved to and from. Encourage the children to suggest why they or their families moved, and list the reasons given. Read the story that introduces Marcus, Aurelia and their family. Where did the family move to and from? Why did they move? Help them to sort the reasons into those where families chose to move and where they had to move.

Take opportunities to use and explain words like settlement, emigration, immigration, refugee, and how these are different from words like invasion, conquest.

Section 2: Who invaded and settled in Britain a long time ago?

Give the children the picture of Aurelia, Marcus and their children. Encourage them to suggest clues that indicate these people lived a long time ago. Help the children to place the pictures at the appropriate place on the time line.

Section 3: Who were the Celts and who were the Romans?

Ask the children to locate the Roman period on the class time line. Tell them that they are going to find out about the Romans and also about the Celts, who lived in Britain before the

Romans arrived. Give them information about and pictures of the Celts and/or the Romans from this pack. Ask the children to complete a three-column grid with the headings: 'How they did things', 'Celts', and 'Romans'. In the first column children can list aspects such as *dress, belief, language, towns, farms, art, technology*. They can use the other two columns to compare the two ways of life. Discuss the children's answers with them, drawing their attention to similarities and differences.

Section 7: How did the Romans change Britain when they settled here?

Arrange a visit to Burgh Castle. Before the visit, tell the children that many Romans settled in Britain and introduced some of their customs and ways of life, eg towns, baths, new forms of religion and farming methods. Tell them that the Celts responded by building villas and adapting Roman styles of pottery and dress.

Ask the children to suggest what they would like to find out about on their visit. Develop a list of questions for them to use at the site. Take the children to the site and look for evidence of Roman lifestyles. Help the children to answer the prepared questions.

After the visit, ask the children to create a classroom display, or produce a child's guide to the site they visited. They can use the images available in this pack.

Unit 18: What was it like to live here in the past?

Section 2: How can we use maps to explore how our area has changed?

Divide the children into small groups and give each group copies of two maps of Burgh Castle fort. One from the present (you can download these from E-Map Explorer (<http://www.historic-maps.norfolk.gov.uk>) and the Roman fort plan from this pack. Ask the children to look for and record changes by comparing details shown on the maps, such as roads, railways, housing, open spaces and amenities.

Use OHT acetates on top of the maps of the locality in the past to record roads and the use and range of buildings. Compare this OHT with one from the present. What buildings have appeared or disappeared?

Help the children to build up a 'picture' of the past: choose the same two points for children to 'walk' between on each map, and ask them to describe what can be seen, heard or even smelt today. Ask them to describe what might have been seen, heard, smelt on the same 'walk' at different times in the past.

Section 3: What can local buildings or sites tell us about the past?

Arrange a visit to Burgh Castle Roman fort. Ask the children to observe and record information to help answer questions such as What does it look like? How big is it? What is it made of? What is it used for now? What was it used for in the past? Has it always been used for this? Is there anything unusual about it? What are the surroundings like? Why do

you think it was built here?

Tell the children that Marcus, Aurelia and their family used to live here. Lead a discussion on what other sort of people the children think might have lived/worked/visited here. Ask them to look at the size of the fort and layout of the excavated buildings (in the plans available in this pack) as clues to its use. Encourage them to ask questions about the place as it was in the past - even if it is not possible to find the answers!

Back in the classroom, ask the children to use reference materials, eg books, ICT and the Norfolk Heritage Explorer website to help them find out what it might have been like to have lived and worked at Burgh Castle Roman fort in the past.

Section 7: What was it like to live in our area in the past?

The results of the different activities can be organised and communicated to other audiences in various ways and children should consider the intended audience. For example:

Wall or table display

Ask groups to make detailed labelled drawings to surround a large picture or model of Burgh Castle Roman fort, to show lifestyle, costume, transport.

Guide book

Decide, as a class, who the guide book is for, its format, content and length of text.

Tape/slide show

Plan a slide/tape presentation using a storyboard technique. Discuss with the children the best length for a presentation for a chosen audience and the number of slides that will be needed.

Oral presentation

What questions would the children ask if they became time travellers and visited Burgh Castle in the past? Ask different groups of children to take on the role of experts on a particular place at a certain time, while the rest of the class ask them questions.

Drama

Give out a picture from the pack to small groups. Ask them to devise a story based on it and act it out.

Time line

Select a range of information from the presentation to create a class time line for the history of the local area.

Possible Teaching Activities

An introduction to Marcus, Aurelia and Venta Icenorum—Sheet A and Sheet B

- Read the Marcus and Aurelia story on Sheet A. You might find it useful to refer to the teacher's information about the story on page 11. Why did Marcus move? Create a list of the reasons for the move. Did Marcus want to move or was he forced to? Use the map on Sheet B to show the children where Marcus moved from and to.
- Use the story to introduce the concept of the Roman Empire. Use the map to show the children the extent of the Empire. Explain how people moved around the Empire and that the people who lived in the Empire came from different places, backgrounds and cultures. This could link to citizenship education.
- Explain how Britain became part of the Empire. Discuss this with reference to the terms settlement and invasion. Did the Romans settle or invade?
- Explain how and why Marcus moved to Burgh Castle. Explain that the fort was a new Roman settlement where many different people came to live. In the other activities the children will look more in depth at the lives of Marcus, Aurelia and their family and study objects to learn more about the Romans.

Sorting objects by material—Sheets C to S

- Tell the children they are going to look at some of the objects from Marcus and Aurelia's home. Distribute Sheets C to S. Ask the children to look at the photograph of the object and try and work out what it is. What is it made of? Sort the objects into groups material.

Sorting objects by function—Sheets C to S

- Distribute Sheets C to S again. This time ask the children to think about what the objects might have been used for. Ask them to sort them into groups by function for example clothing, food and drink or housing.

Dressing Aurelia—Sheets D, E, J and S

- Separate out the clothing function cards (brooch, hairpin and finger ring). Ask the children what each object is and where and how Aurelia would wear it.
- Ask the children to draw each of the objects in the correct place on the illustration of Aurelia (Sheet T).

Tidying Marcus and Aurelia's house—Sheet U

- Discuss the layout of Marcus and Aurelia's house (Sheet U). You might find it useful to

refer to the teacher's information about the house on page 12. Ask the children what they think each room was used for. How would it be decorated? What would the family do in each room? Ask the children to annotate a print out of the house with the names of each room and to draw a picture or write a description of what the family did in each room.

- Tell the children that Marcus and Aurelia's house has got in a bit of a mess. They need to sort out all the objects and put them back into the right rooms. Distribute Sheets C to S and ask the children to explain what object they have and then where they think it should go and why.
- This could be made more active by printing off signs with the names of the rooms and putting one on each table. The children have to decide where their object goes and sit at the table with the correct room's name.

A tour of Burgh Castle—Sheets V to Y

- Look at the aerial photograph of Burgh Castle (Sheet Y). Discuss with the children how archaeologists can use aerial photographs to identify archaeology underneath the ground. What can the children see on the aerial photograph. Can they point to the town walls and Roman streets? Can they see the foundations of any buildings that are no longer there? Can they see Marcus and Aurelia's house? Ask them to draw a plan of the archaeology they can see on the photograph.
- Discuss the layout of Burgh Castle (Sheet X). Using the plan ask the children to point out roads and the buildings. What do they think each building was? What went on inside it? What did it look like? Ask the children to annotate their plan with the names of each building and to draw a picture or write a description of what went on in each place.
- This activity could be extended by splitting the children into groups and assigning each group one of the buildings. Using reference materials they need to research what went on in their building. They could then present this information to the rest of the class.
- The class could create a guidebook for Burgh Castle describing each of the buildings.
- Ask the children to look at the layout of the different buildings in Burgh Castle (Sheet W). Discuss what the buildings were used for. Can the children decide where the buildings should go in the blank map of the town (Sheet V)? Remember to discuss practical considerations.

Cross Curricular Links

Art

- Make Roman sandals (see Sheet T)
- Make Roman jewellery (see Sheet D, E, J and S)
- Make Roman brooches (see Sheet E and instructions on the Norfolk Heritage Explorer, www.heritage.norfolk.gov.uk)
- Draw Roman gods as depicted in Roman art
- Design and create a Roman mosaic for Marcus and Aurelia's house
- Drawing archaeological objects to scale
- Make Roman pots (see Sheet C, G, K and P)
- Examine the main features of Roman architecture and styles of decoration found on pottery, wall paintings and mosaic floors.

IT

- Use the online gallery (<http://gallery.e2bn.net/gallery589.html>) to download images to use for a presentation.
- Produce a 'visitors' guide' to Burgh Castle using word-processing skills

Drama

- Write and perform short plays about Marcus and Aurelia's life

Literacy

- Create labels for one of the objects pictured in the pack (see Sheets C to S)
- Ask children to write clue sheets describing one of the objects in the pack and then swap them and ask children to identify which object is described (see Sheets C to S)
- Write a series of questions to "ask an object" about its' life (see Sheets C to S)
- Ask children to imagine that they are walking through the streets of Burgh Castle and describe what they see, hear and smell (see Sheet X)
- Use a Roman wax writing tablet and stylus

Maths

- Use a Roman abacus
- Use the scale on the plan of Burgh Castle or Marcus and Aurelia's house in the pack to calculate how large they are (see Sheet U and X)
- Use Roman numerals
- Look at shapes, symmetry and tessellation on Roman mosaics
- Play Roman board games (<http://www.personal.psu.edu/wxk116/roma/rbgames.html>)

Science

- Use the pictures in the pack to stimulate discussion of the understanding properties of different materials and why they were used for particular objects (see Sheets C to S)
- Consider why archaeologists rarely find remains made of organic materials such as

- cloth, leather and wood (see Sheet N)
- Find out about forces by examining how the Romans constructed an arch and why the keystone was so important

D&T

- Find out how Roman roofs were made, think about what the roof of Marcus and Aurelia's house would have looked like (see Sheet Q and U)
- Discuss how mosaics were constructed
- Discuss why various Roman artefacts were designed as they were: which work well, and which not (see Sheets C to S)
- Discuss how easy or not Roman clothes were to wear. How were they constructed? (See Sheet T). The handling session at Time and Tide includes the opportunity to try on Roman clothes.
- Make replica Roman armour, sandals and tunics (see Sheet T).
- Make and test a Roman pottery oil lamp; compare Roman and modern approaches to heating and lighting homes.

Geography

- Mark where Burgh Castle lay within the Roman Empire on the map on Sheet B. Add on illustrations of items that Marcus imported on the areas they came from.
- Study aspects of the historical development of Burgh Castle, including why the Romans settled there, and use maps, compass directions and scales.

Modern foreign languages

- Find out that modern English and other modern European languages have a shared Latin base. Look for Latin words or those with a Latin base in the dictionary.

Music

- Listen to Roman music (<http://www.ancestral.co.uk/romanmusic.htm>)—can you compose and perform your own in a similar style?

RE

- Learn about some Roman gods
- Discover the beginnings of Christianity
- Discuss different religious practices such as forms of worship, weddings and funerals.

Citizenship/PHSE

- Take part in a museum trip and share the space successfully with other museum users.
- Learn about Roman citizenship (talk about Marcus earning his citizenship after being in the army)

Home economics

- Cook Roman recipes. See the Norfolk Heritage Explorer site (www.heritage.norfolk.gov.uk)

Marcus and Aurelia's Story—Teachers' Information

Marcus is a character created from a remarkable find from Great Dunham, Norfolk (NHER 36994). Fieldwalking and metal detecting has recovered a large number of Roman coins, metalwork and fragments of pottery. The amount of material found suggests this is an area of Roman settlement. Two parts of the same Roman military diploma were found in 2002 and 2004. The diploma is an inscribed lead tablet given to soldiers after twenty five years service granting them Roman citizenship. The diploma belonged to a soldier who was recruited in Pannonia, eastern Europe. He appears to have settled down in Norfolk after being discharged.

The diploma was physical proof of the citizenship of the soldier and his family. The lead tablet names the soldier, his commanding officer and unit. The tablets were given out, probably every year, to all auxiliaries who had reached retirement age. They also list other units involved in the same grant of citizenship.

The diploma from Great Dunham mentions four units including the owners' own unit—a previously unknown Pannonian regiment. As well as the fragmentary names of these units the Norfolk diploma also bears part of the Emperor's formal title, *Divi Ner*, which allows us to identify that the diploma was created in the first year of the reign of the Emperor Trajan (AD 98).

The diploma's owner was recruited into the Roman auxiliary during AD73 in Pannonia and probably completed his service in Britain, settling down in Norfolk after discharge. This casts fascinating light onto the cultural diversity of late 1st century AD Norfolk.

Marcus and Aurelia's House—Teachers' Information

No houses have been excavated and recorded to modern standards. The house described here was excavated at Caistor St Edmund in the 1930s.

This house was excavated in 1929 by Donald Atkinson. It is the largest and best preserved house excavated within the town. The L-shaped structure is built of flint and mortar with rough flint facing. This formed the lower part and foundation of the walls. Higher external walls were probably timber framed. Wattle and daub between the timbers was probably concealed by plaster. Internal partition walls were built of wattle and daub.

In one area fragments of wall plaster were recovered. These suggest that the building was decorated inside with quite elaborate patterns. The pieces included red, pink, blue, yellow and white painted plaster. In the main corridor pieces of painted plaster were found lying face down. These had probably fallen straight off the wall. Parts of the decorative scheme could be recreated from these remains. The walls were decorated with horizontal bands of red and black plaster separated by thin lines of white. The black band probably formed a narrow frieze. The red was probably a background colour. Over the red background were floral designs in green with details in black, pink and white. The decoration on the black frieze was more elaborate with leaves, tendrils and flowers picked out in green, yellow, red and white. These formed a large flowing and complicated design.

The floors of the corridors in the house were probably cement. There is evidence that at least some of the rooms were decorated with mosaics—large 3cm square red tiles were found in one area. There were windows glazed with green glass but we can't tell where they were positioned or how large they were.

Because the remains of the house were fairly fragmentary it is difficult to identify what the different rooms were used for. It has been suggested that the small alcove north of the corridor may have been location of a small shrine but this is not clear.

The main entrance to the house must have been in the centre of the southern range—the other door to the east of the range perhaps operated as a servants entrance.

Although only the walls now remain we can work out what some of the rest of the house originally looked like. Pieces of roof tile prove that the roof was tiled. However, there is no evidence for the height of the building – we do not know if it had one or two storeys.

The small circular object marked on the plan is a broken upturned amphora. This large storage vessel has been sunk into the ground with the bottom broken leaving a small hole through which liquid could drain into sand and gravel layers below. It is thought this was

probably a toilet.

The house has been dated to around the 3rd century AD and appears to have been in use until the middle of the 4th century.

Large amounts of pottery were found in rubbish pits in and around the building. These include pieces of Samian imported from the Continent. This suggests the owners of the house were fairly wealthy.

Information from:

Atkinson, D., 1930. 'Caistor Excavations', Norfolk Archaeology 24, 93-139.

Using the Images with an Interactive Whiteboard

You can find high quality images from this pack on the Norfolk Heritage Explorer Teachers' Resources gallery:

<http://gallery.e2bn.org/gallery773.html>

Look at each of the Roman objects in turn. Think about the sort of information you could get from them if you knew more about them. In groups think of 3 questions that you could ask about the objects that would explain more about their use. Write the questions on the board using the Notebook function.

Different groups can then answer your questions. Suggested questions: Can it be held comfortably? What is it made of? How is it decorated? What colour is it? Is it sharp? How was it made? Could things be stored inside it?

Using the screenshade function hide half of the image. Ask the children what they think the object is. Compare their answers to the image as you slowly reveal more of the picture. Do they change their minds about what the object is as they are given more information?

Finding Out More

Books

Gurney, D., 2002. Outposts of the Roman Empire. A Guide to Norfolk's Roman Forts at Caister-on-Sea and Brancaster. (Norwich, Norfolk Archaeological Trust).

Robinson, B. and Gregory, A., 1987. Celtic Fire and Roman Rule (Cromer, Poppyland).

Johnson, S., 1983. Burgh Castle Excavations by Charles Green 1958-61, East Anglian Archaeology volume 20. (Gressenhall Norfolk Museums & Archaeology Service).

Websites

Norfolk Archaeological Trust, undated. Burgh Castle. Available:
<http://www.norfarchtrust.org.uk/burgh/index.htm>
Accessed 1 May 2007.

English Heritage, undated. Burgh Castle. Available:
<http://www.english-heritage.org.uk/server.php?show=ConProperty.8>
Accessed 1 May 2007.

Marcus and Aurelia

This is Marcus. Marcus lives in a small village in Pannonia with his family. Pannonia is in Eastern Europe. It is part of the Roman Empire. Marcus is sad because he is leaving his family. He is becoming a soldier in the Roman army. He is packing up all his things. He won't see his friends anymore.

Marcus is from the Pannonii tribe. He is joining the Roman army so he can become a Roman citizen. He has to stay in the army for twenty five years and then he can leave and become a Roman. He is joining the Pannonian Cavalry Unit. He will ride horses in the army. The unit is going to Britain. Other parts of the Roman army invaded Britain in AD 43. It is now AD 73. The Pannonian Cavalry Unit is going to Britain to help the Roman army keep the country peaceful.

All of Marcus' things are packed. He is about to start his big journey. Marcus is scared about moving away from Pannonia. He is also excited because he will meet lots of new friends and live in a different country. The people who live in Britain are Celts. Their houses are different. Their clothes are different. Their food is different. Marcus hopes they are friendly.

Marcus has arrived in Britain. Marcus' unit is being sent to Burgh Castle, a new Roman fort in the east of England. The town is in the territory of the Iceni tribe. In Burgh Castle Celts and Romans live together. People from all over the Roman Empire come to trade there. Marcus meets a Roman lady in the marketplace. Her name is Aurelia. Aurelia is the daughter of a merchant who lives in Burgh Castle. She likes shopping in the market place.

Aurelia's father used to be an important leader of the Iceni tribe. When the Romans came many of the Iceni wanted to fight against them. Aurelia's father traded with the Romans and became very rich. Aurelia has lots of pretty tunics, jewellery and can afford expensive perfumes and make-up.

Marcus tells Aurelia that his life at home in Pannonia was very different to her life in Burgh Castle. His family lived in a small roundhouse built of timber. They didn't have a mosaic floor or a heated bathroom. Marcus and Aurelia like to talk about their different lives.

Marcus enjoys being in the army. He works very hard and saves up his money. He becomes rich. He marries Aurelia and they move into a new house in Burgh Castle. It has posh wall paintings and an underfloor heating system. They even have enough money for a few slaves to work in the kitchen and look after their two children, Felix and Sabina.

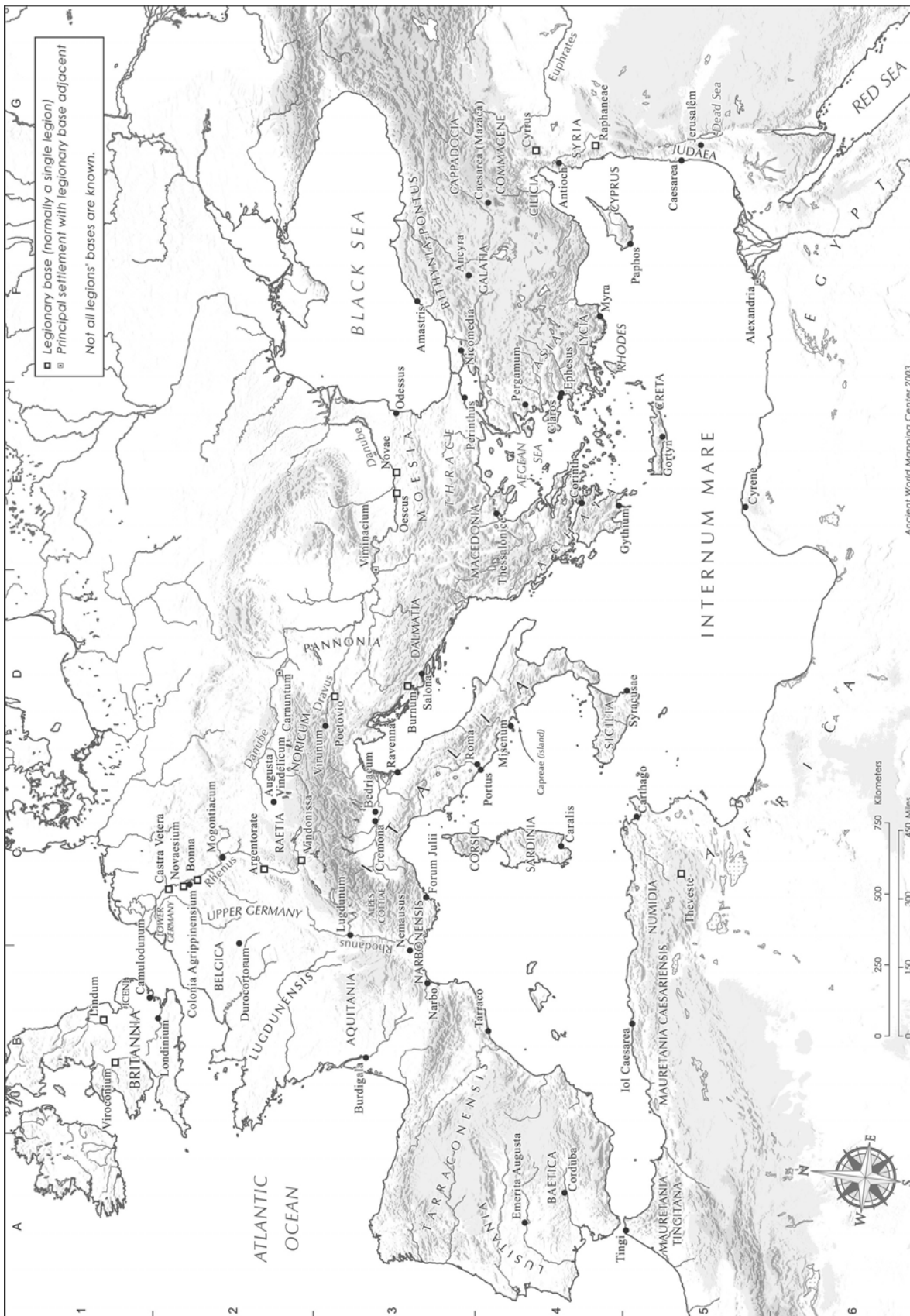
After twenty five years Marcus is given Roman citizenship. He leaves the army and decides to become a merchant like Aurelia's father. He imports exotic food from all around the empire. He sells it in the market place at Burgh Castle where he has a shop.

Marcus is glad he joined the Roman army and moved to Britain. He made new friends and learnt about all sorts of different ways of life. He married Aurelia and they had two lovely children.

Romans Resource Pack (Burgh Castle)

Sheet B

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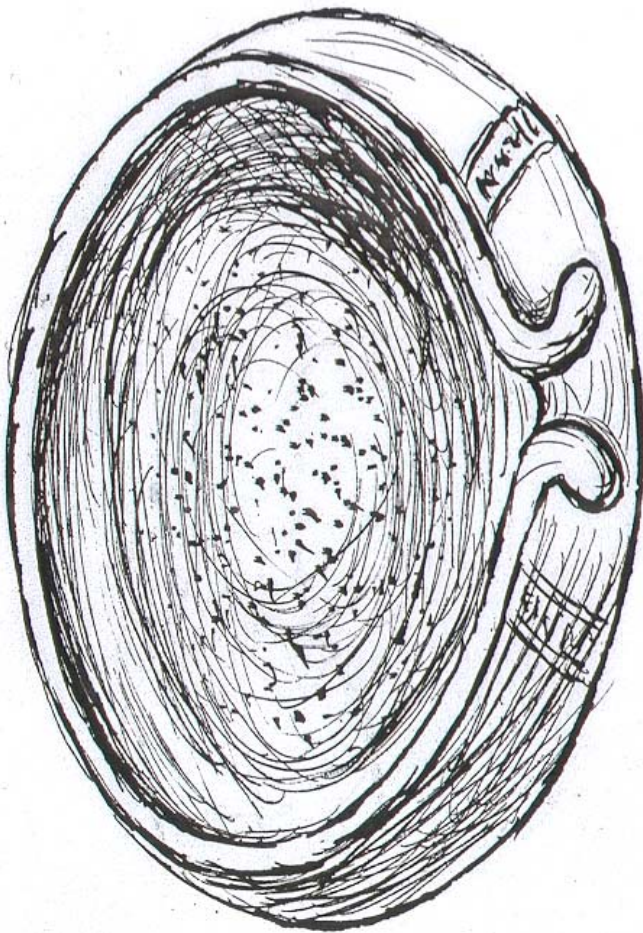


A map of the Roman Empire.
Where did Marcus live before he moved to Britannia?
Available online at: <http://www.unc.edu/awmc/awmcmap40.html>
Copyright 2004 Ancient World Mapping Center

Romans Resource Pack (Burgh Castle)

Sheet C

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Handwritten text:
Aurigh
c. 100 AD
Burgh Castle, Norfolk

A mortarium, or grinding bowl, found at Burgh Castle, NHER 10471

How do you think you could use the bowl to grind food?

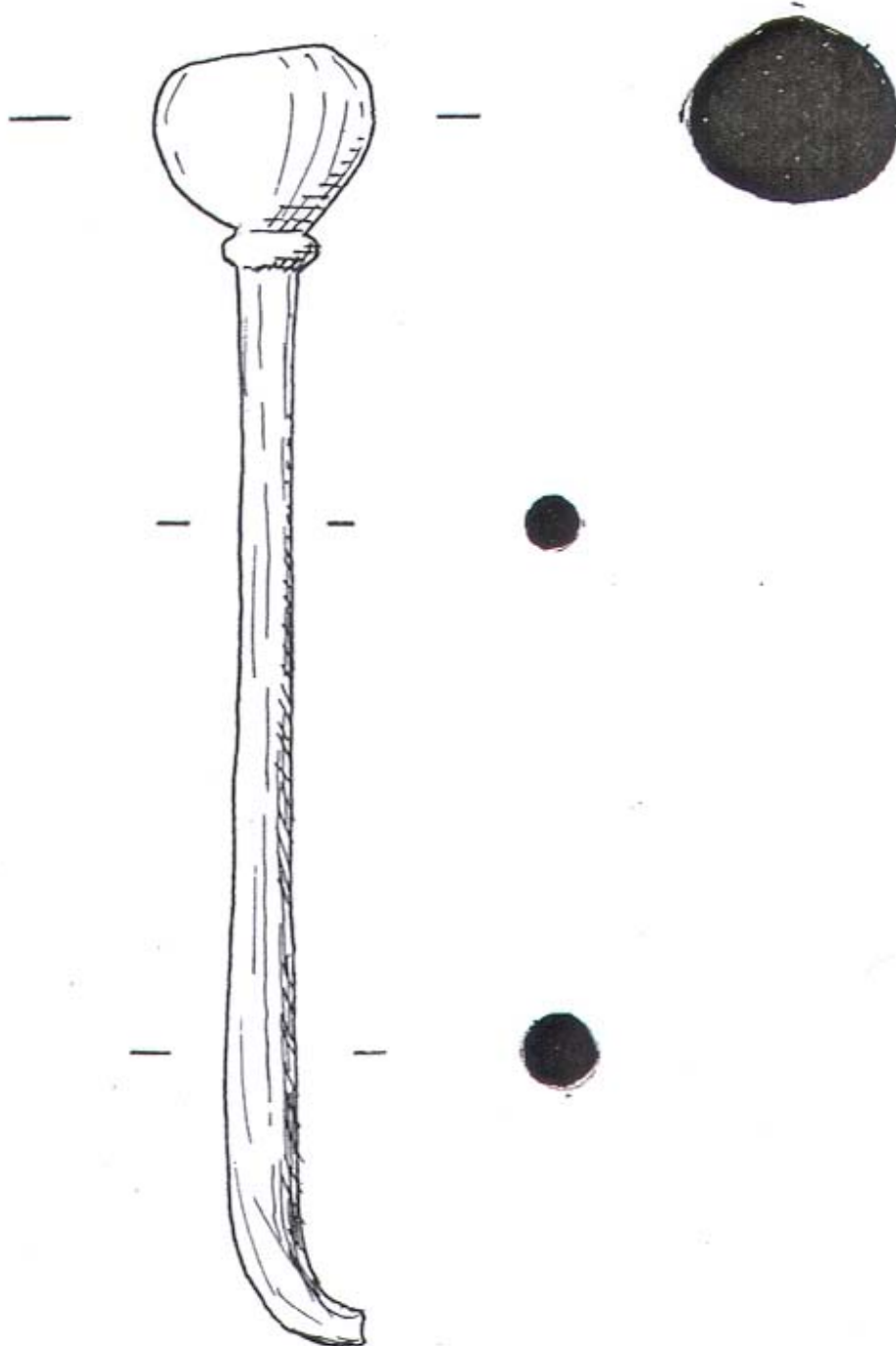
Available online at: <http://gallery.e2bn.org/gallery773.html>

Copyright Norfolk Museums & Archaeology Service.

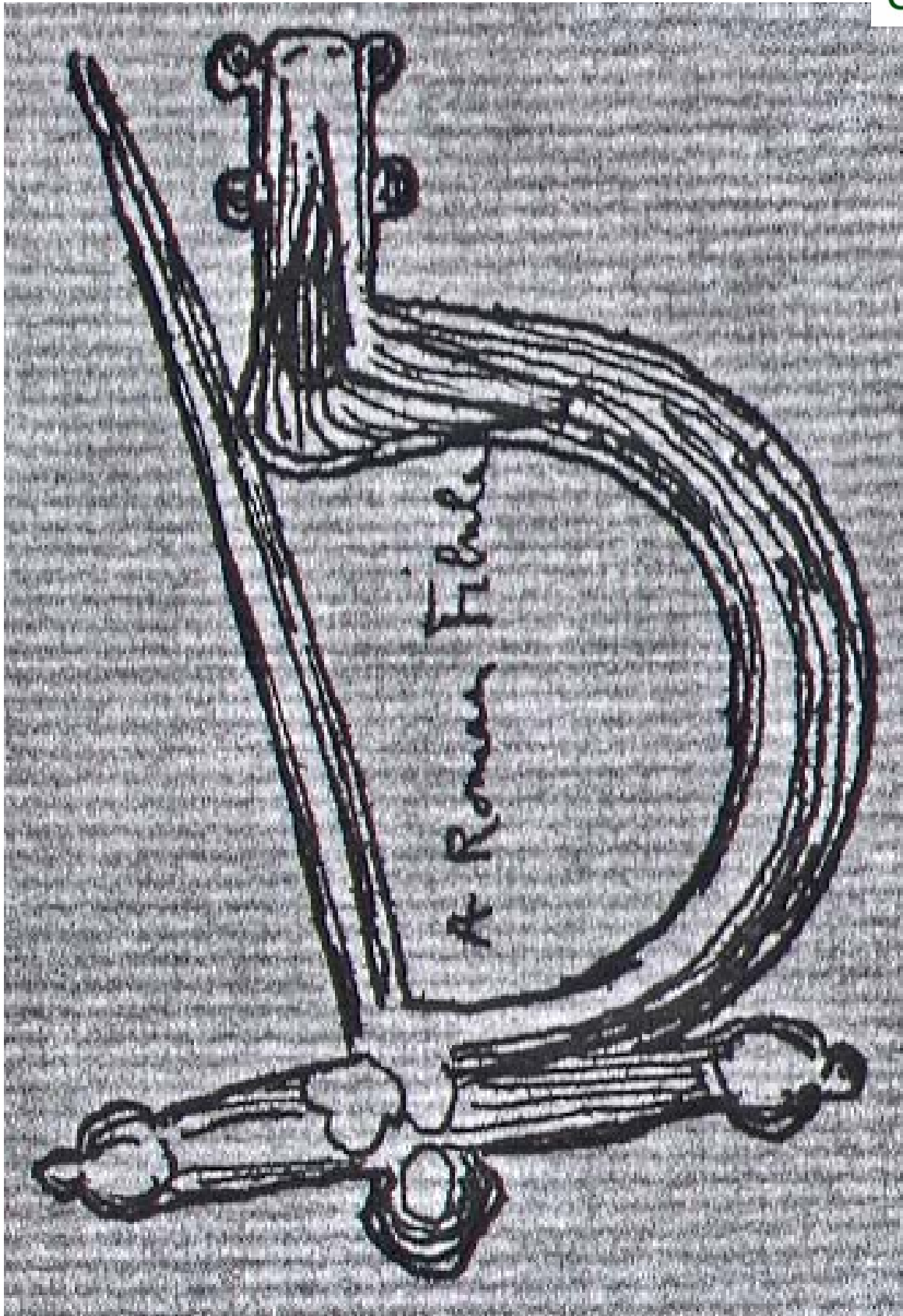
Romans Resource Pack (Burgh Castle)

Sheet D

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A bone hairpin found at Burgh Castle, NHER 10471.
What other materials were hairpins made from?
Available online at: <http://gallery.e2bn.org/gallery773.html>
Copyright Norfolk Museums & Archaeology Service.



A copper alloy brooch found at Burgh Castle, NHER 10471
What was the ring at the top of the brooch used for?
Available online at: <http://gallery.e2bn.org/gallery773.html>
Copyright Norfolk Museums & Archaeology Service.

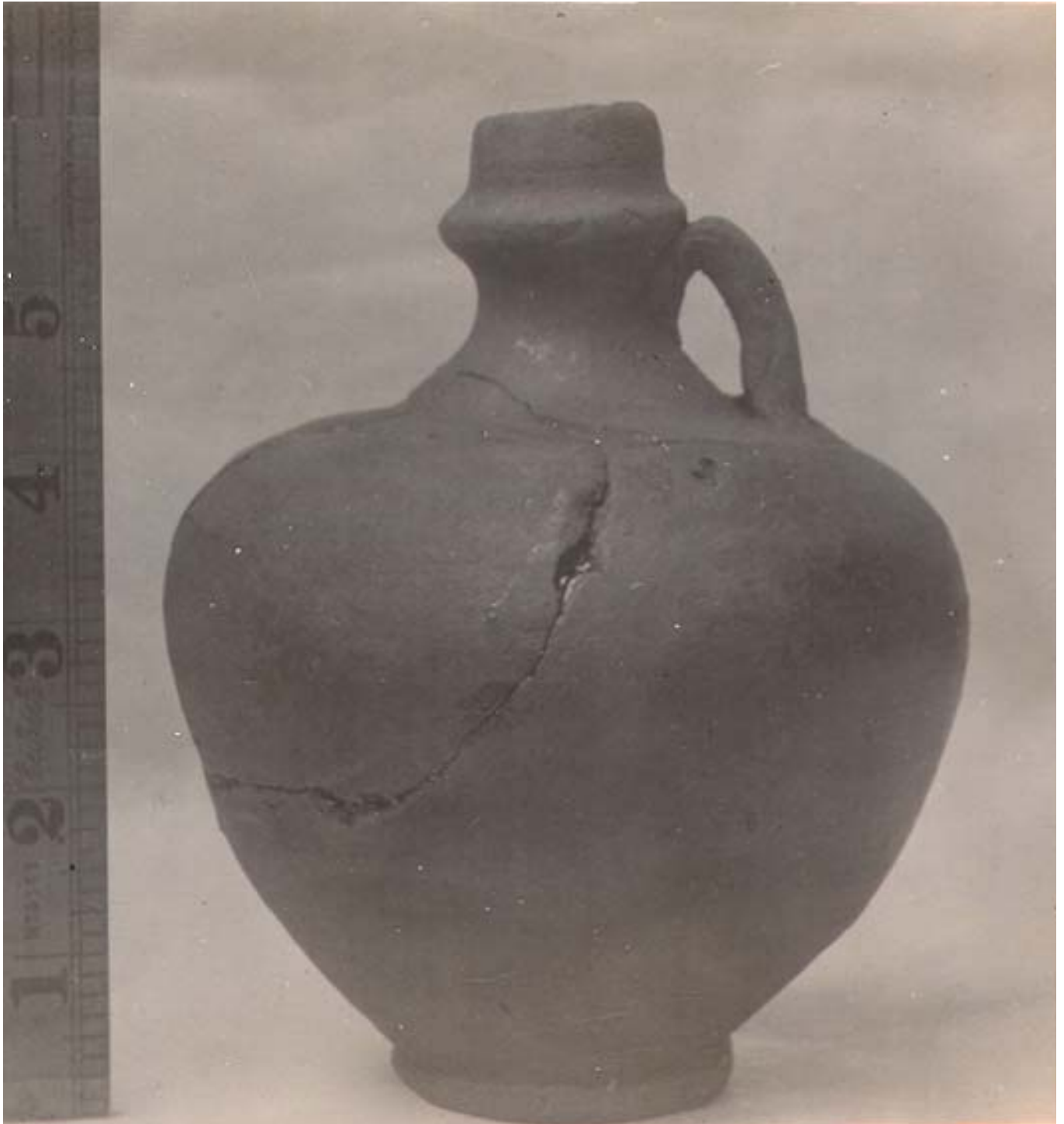


A copper alloy coin found at Burgh Castle, NHER 10471.

What is the man depicted on the coin holding?

Available online at: <http://gallery.e2bn.org/gallery773.html>

Copyright Norfolk Museums & Archaeology Service.



A pottery flagon found at Burgh Castle NHER 10471.
What was stored in the flagon?
Available online at: <http://gallery.e2bn.org/gallery773.html>
Copyright Norfolk Museums & Archaeology Service.



A glass gaming piece or counter found at Burgh Castle, NHER 10471.

What types of games did the Romans play?

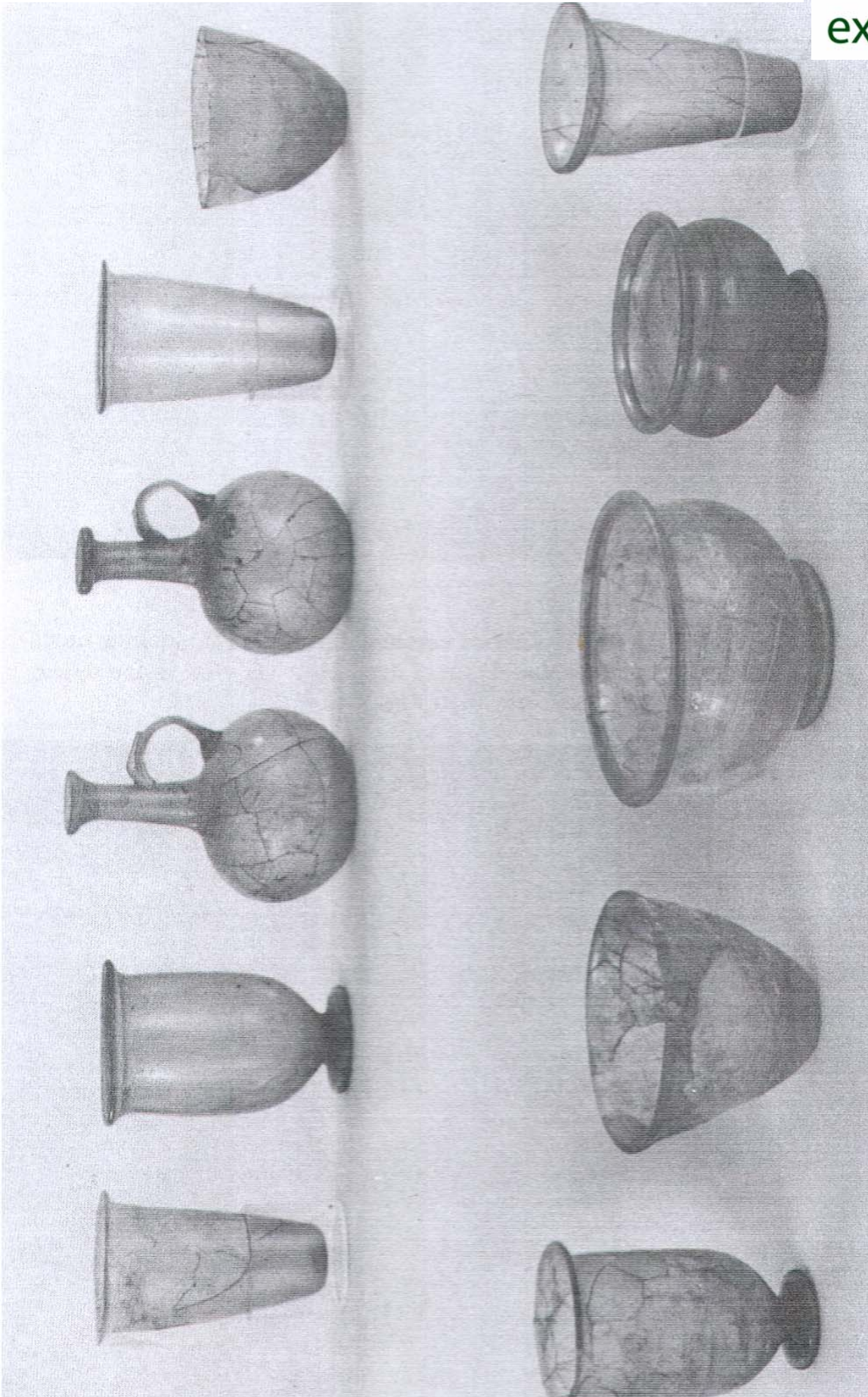
Available online at: <http://gallery.e2bn.org/gallery773.html>

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Romans Resource Pack (Burgh Castle)

Sheet I

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Glass bottles and bowls found at Burgh Castle, NHER 10471.
What did the Roman use to seal their bottles to stop the contents coming out?
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Copyright Norfolk Museums & Archaeology Service.



A gold ring found at Burgh Castle, NHER 10471.
Can you draw a picture of the ring before it got broken?
Available online at: <http://gallery.e2bn.org/gallery773.html>
Copyright Norfolk Museums & Archaeology Service.



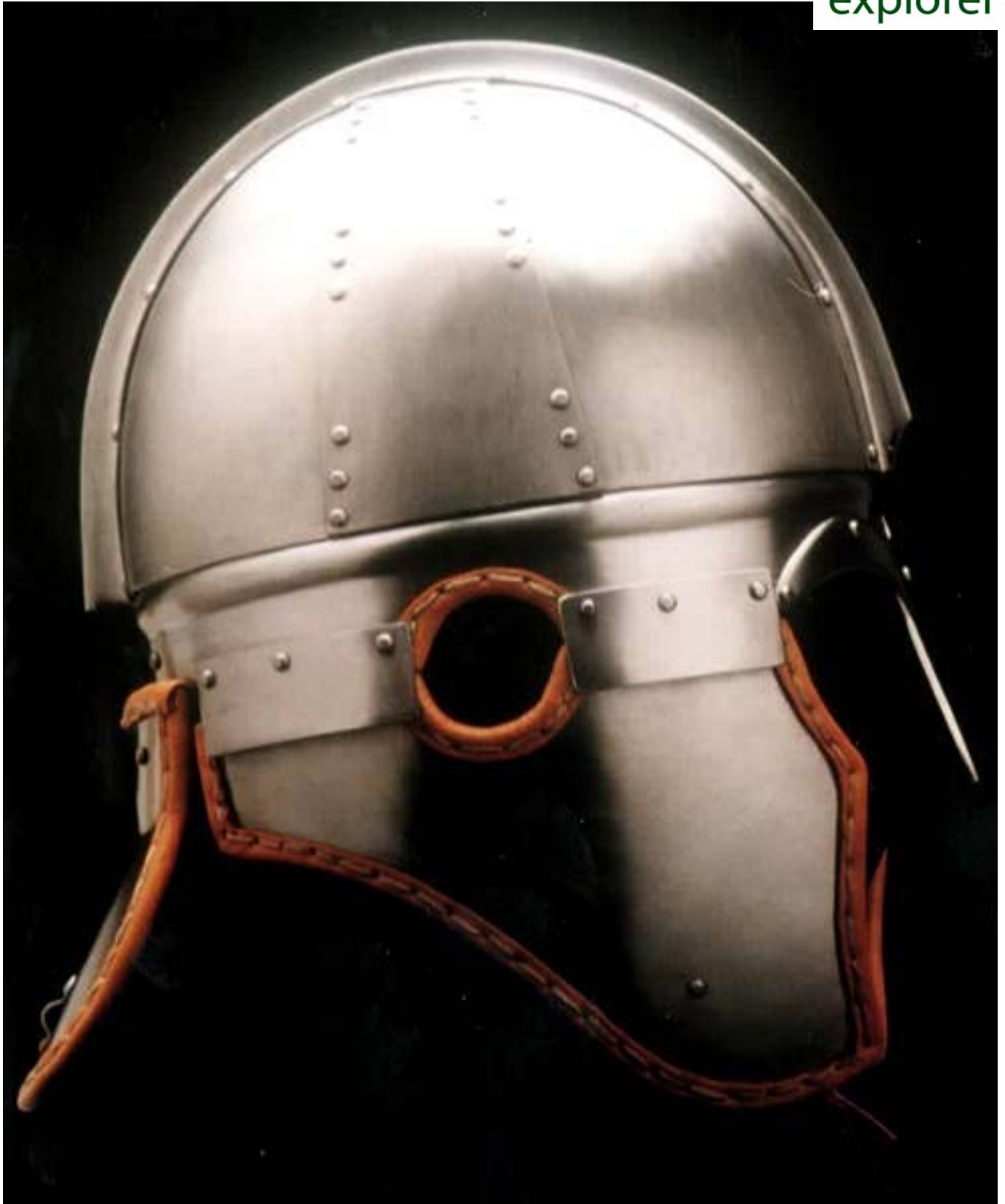
A ceramic greyware pot found at Burgh Castle, NHER 10471.
Why do you think this type of pot is called greyware? What do you think it was used for?
Available online at: <http://gallery.e2bn.org/gallery773.html>
Copyright Norfolk Museums & Archaeology Service.



A silver coin found at Burgh Castle, NHER 10471.
Can you see the name of the emperor Vespasian on the coin?
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A copper alloy plaque found at Burgh Castle, NHER 10471.
What can you see on the plaque? Why is the picture blurry?
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A reconstruction of the Roman helmet found at Burgh Castle, NHER 10471.
What are the holes in the side of the helmet for? Would it have been comfortable to wear?
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A copper alloy figurine of a bird found at Burgh Castle, NHER 10471.

What kind of bird do you think is depicted?

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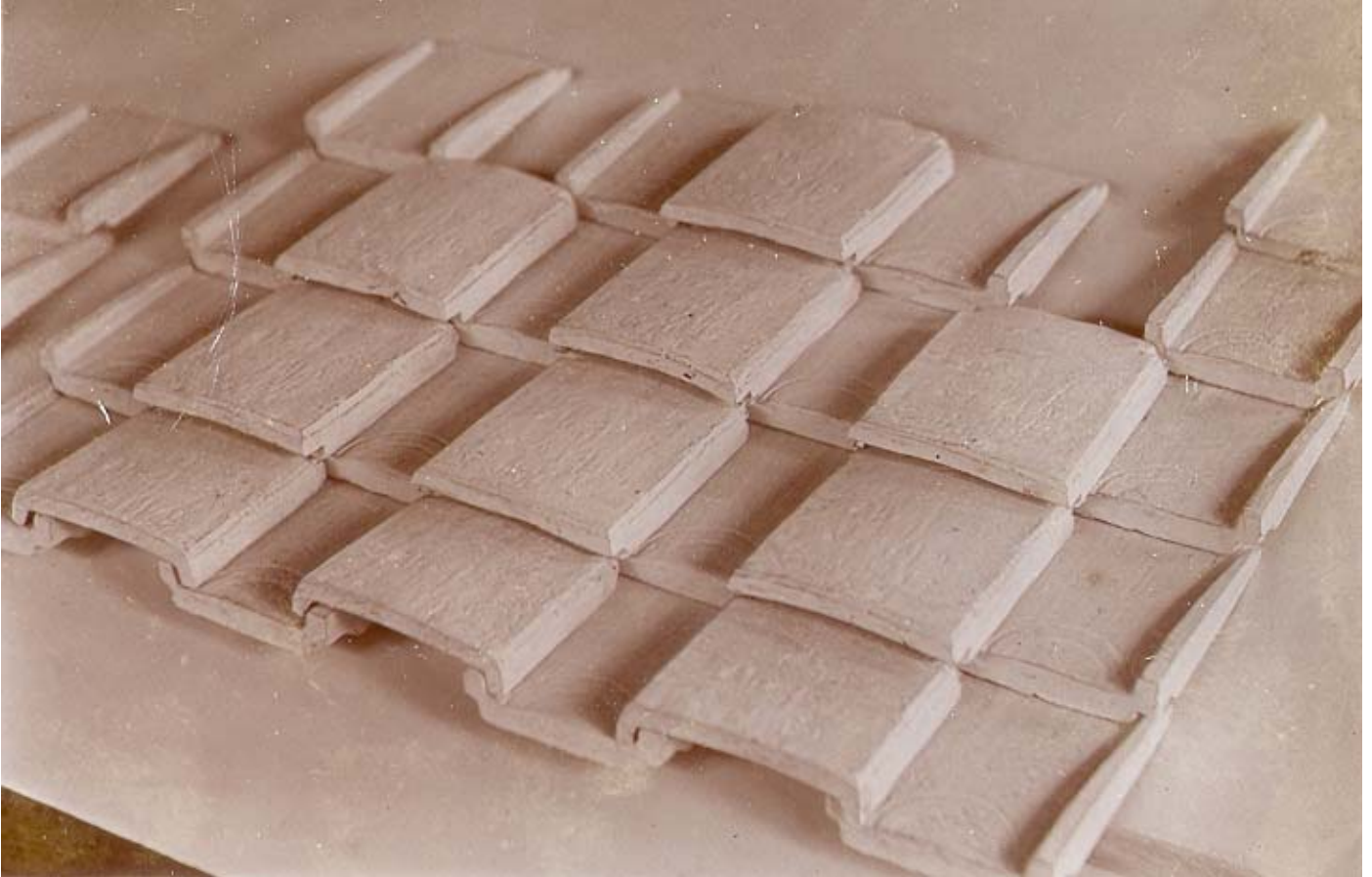


A colour coated ware pot found at Burgh Castle, NHER 10471.
What type of plant is used to decorate the body of the pot?
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Romans Resource Pack (Burgh Castle)

Sheet Q

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Interlocking Roman roof tiles found at Burgh Castle, NHER 10471.

Do these look similar to modern roof tiles?

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A lead seal found at Burgh Castle, NHER 10471.
What can you see on the seal? What would the seal have been attached to?
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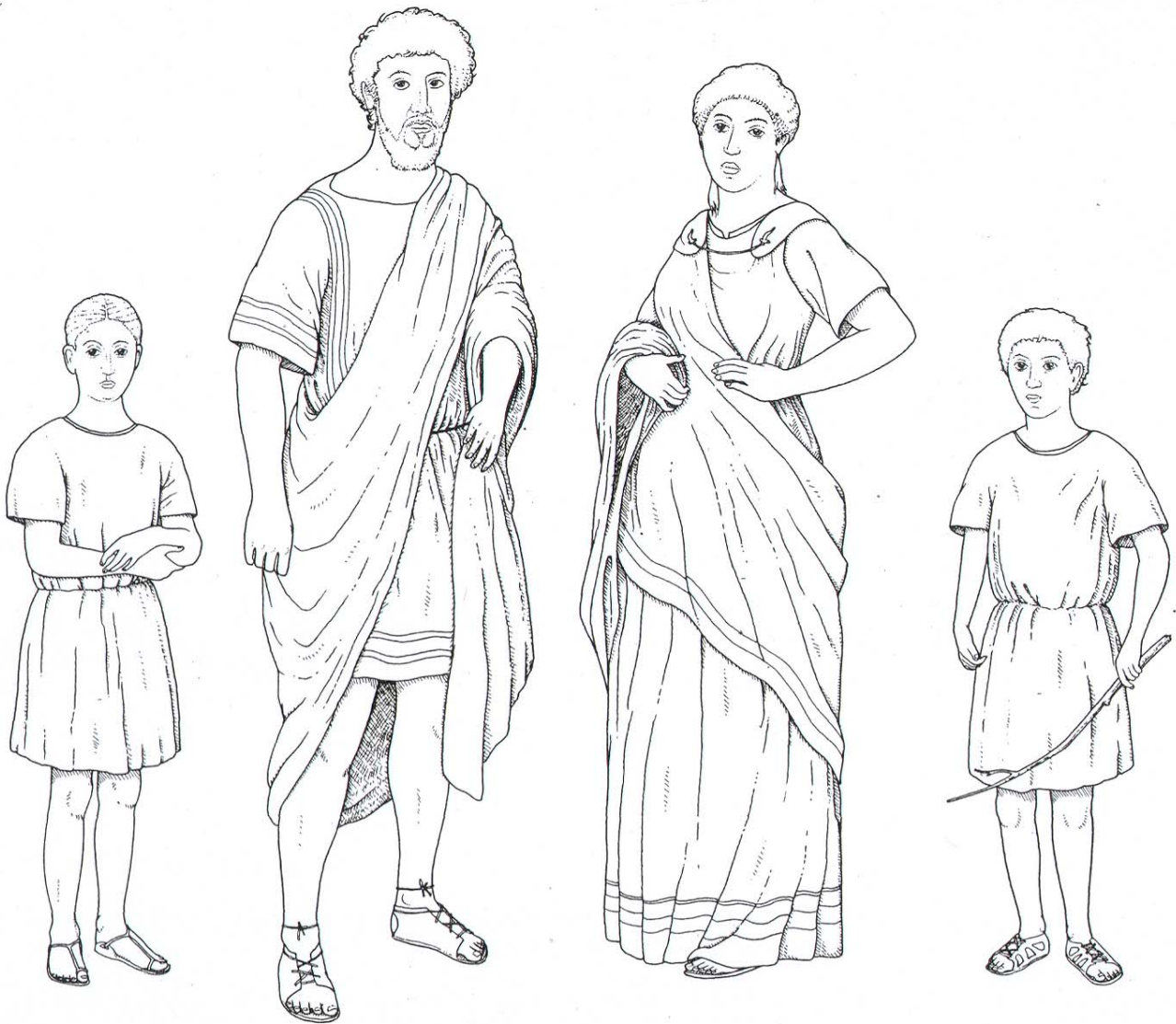


A copper alloy Roman brooch found at Burgh Castle, NHER 10471.
What is missing from the brooch? Would it originally have been this colour?
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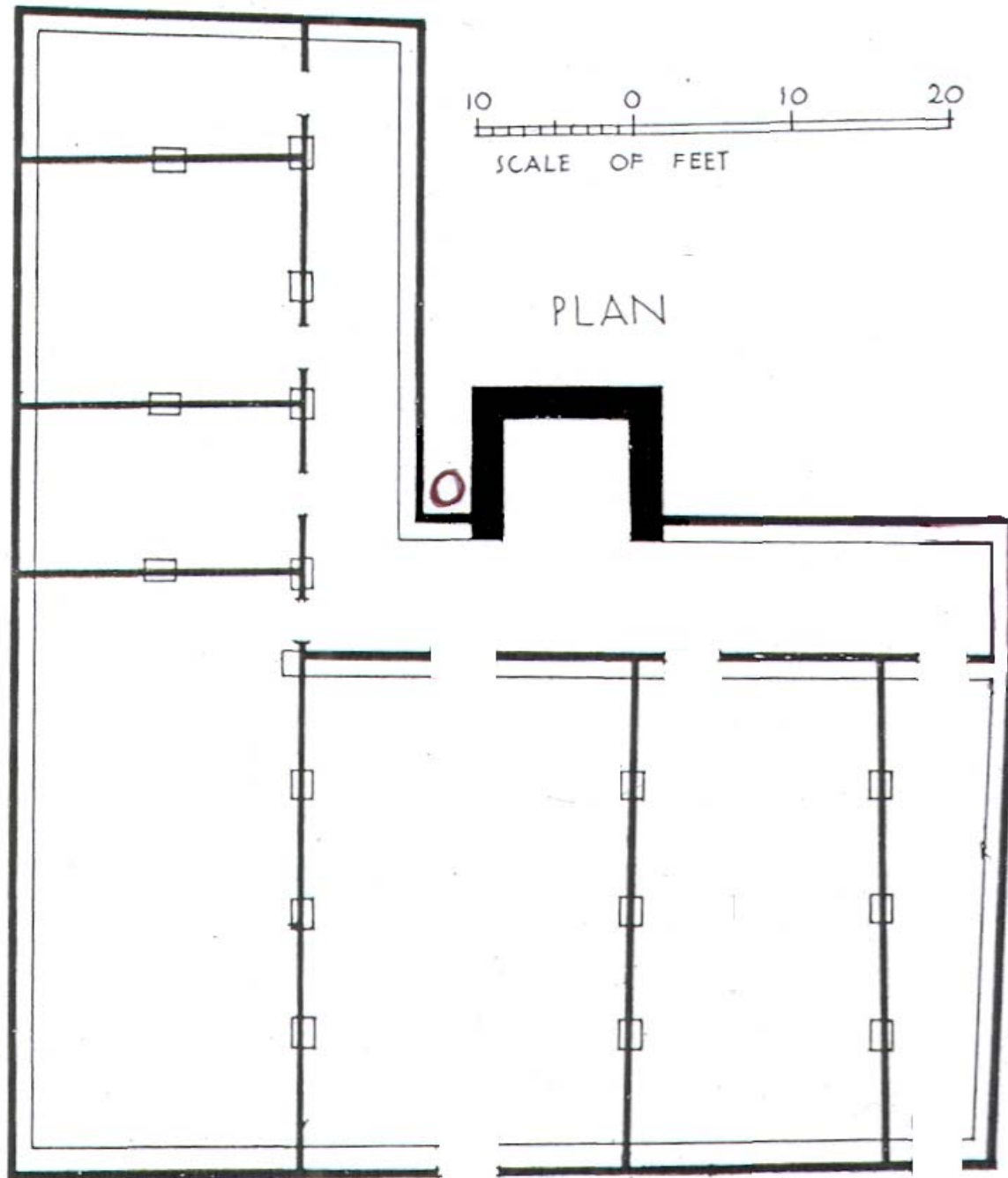


A drawing of Marcus, Aurelia and their family.

How does she wear her jewellery?

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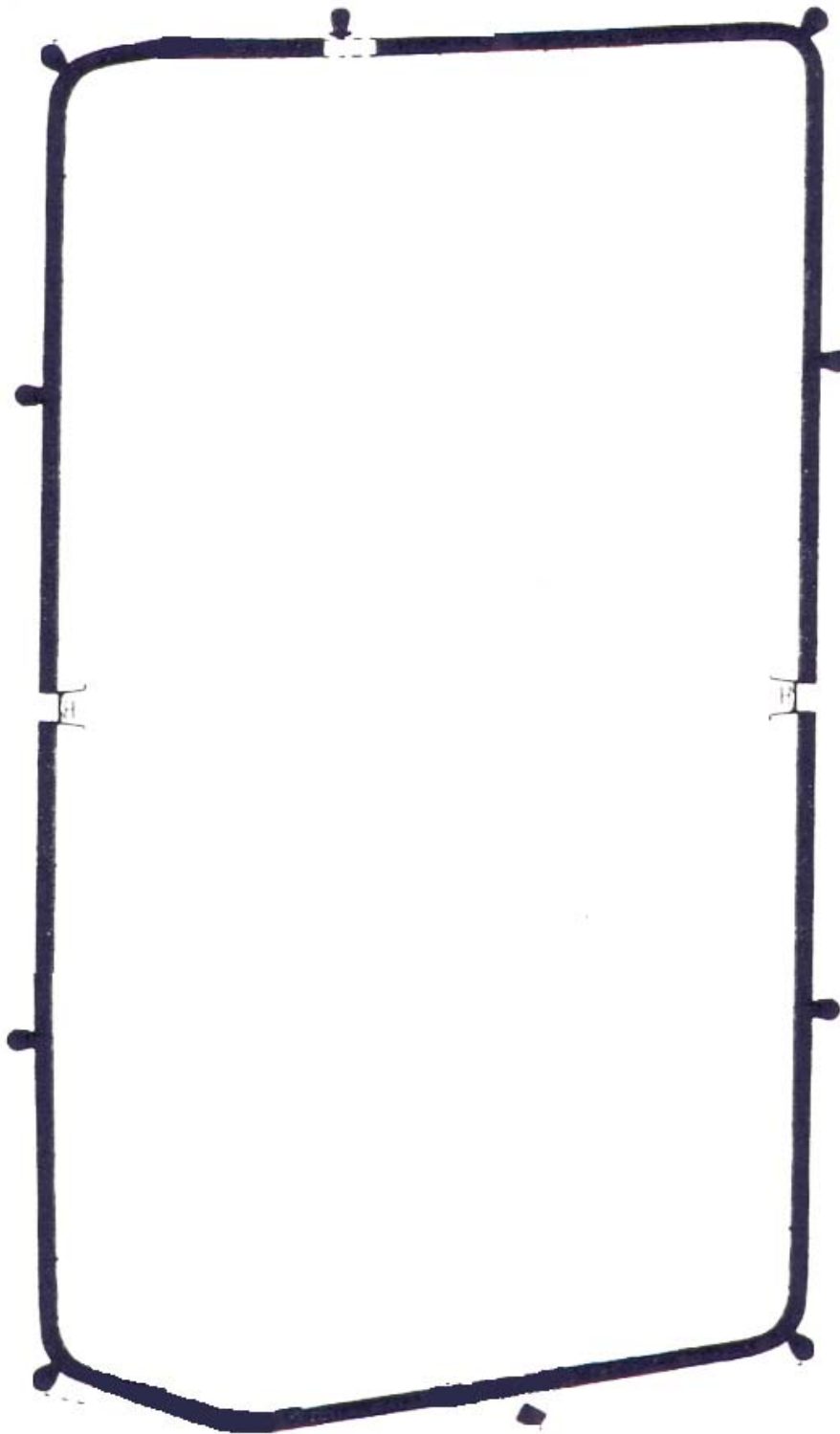


A plan of Marcus and Aurelia's house.
Can you label each room and think what it might have been used for?
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Romans Resource Pack (Burgh Castle)

Sheet V

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A plan of Burgh Castle, NHER 10471.

If you were a Roman town planner where would you put all the important buildings?

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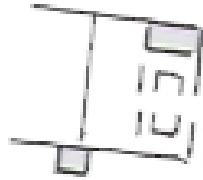
Romans Resource Pack (Burgh Castle)

Sheet W

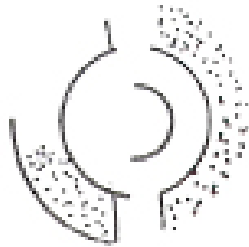
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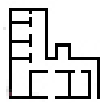
house



baths



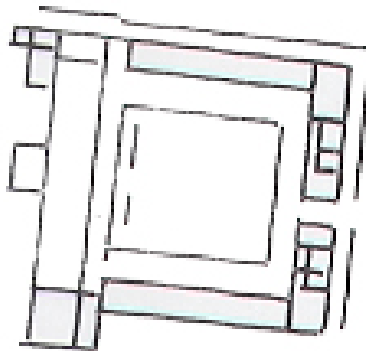
amphitheatre



Marcus and
Aurelia's house



temples

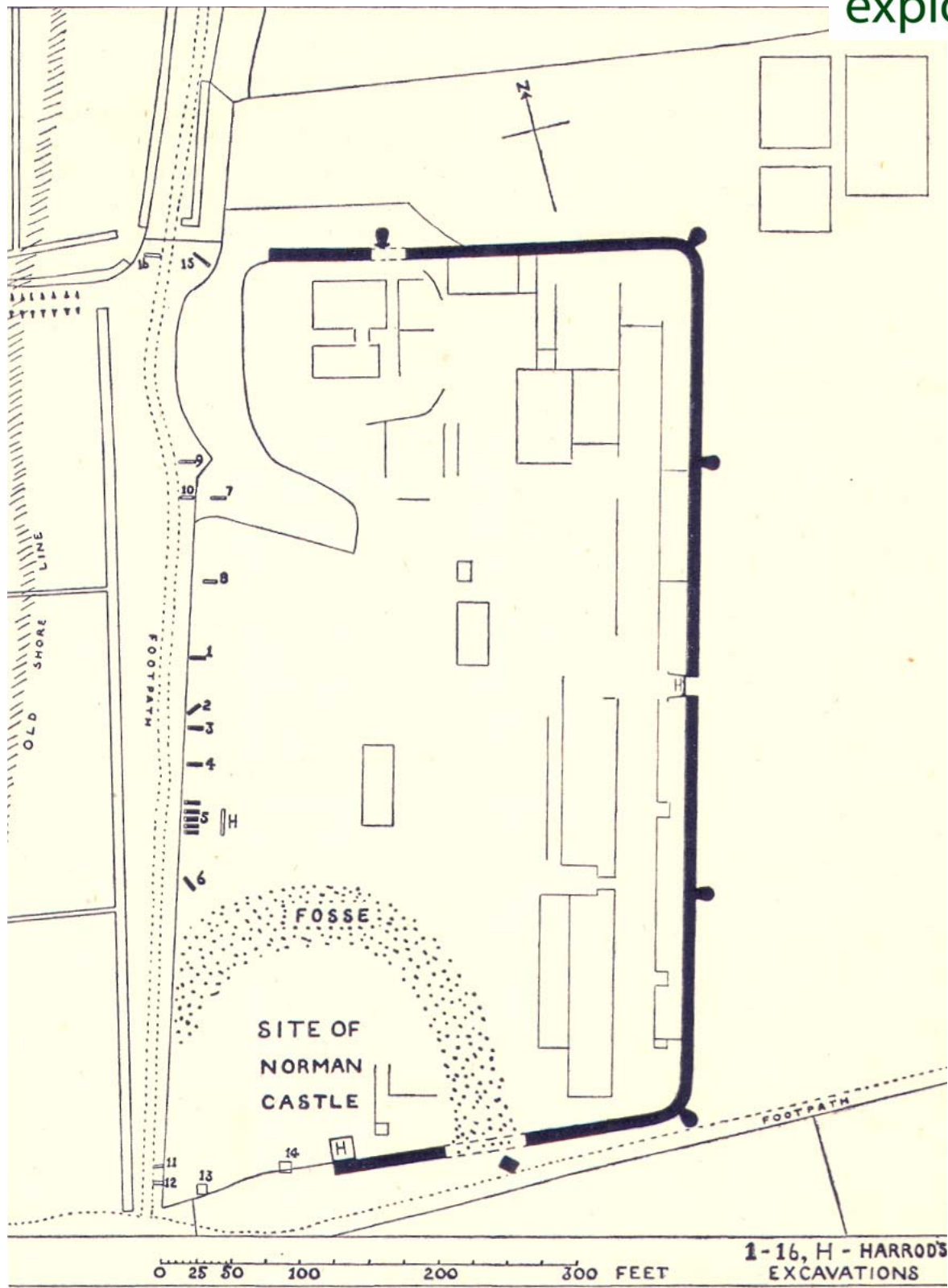


forum

A plan of typical Roman buildings
What went on in each building?

Romans Resource Pack (Burgh Castle) Sheet X

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A plan of Burgh Castle, NHER 10471.

Why are there no buildings in some parts of the town?

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Romans Resource Pack (Burgh Castle)

Sheet Y

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An aerial photograph of Burgh Castle, NHER 10471.
Can you see the Roman streets and buildings? What can you see in the areas marked A, B, C and D?

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