

**MUSEUM
OF LONDON**



KS2 Romans

Roman amphitheatre and museum dual visit

Partnership with Guildhall Art Gallery

Teachers resources

Primary programme

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In addition, please see Amphitheatre activity sheets. (Please make enough copies before your visit, you may also like to use activity sheets for the Museum of London gallery visit.)

Curriculum links

KS2 History

Designed to support Key Stage 2 History study of Roman settlement in Britain. This session explores Londinium, its architecture and people, focusing on two important aspects of Roman life; the army and entertainment at the amphitheatre. Using evidence from a variety of sources (including the Museum of London's extensive collection of Roman artefacts and the impressive remains of London's Roman Amphitheatre preserved beneath the Guildhall Art Gallery,) pupils will develop historical enquiry skills and learn how archaeology helps us to interpret the past. They will also gain a geographical understanding of Londinium's topography.

Visit description

The visit is divided into three sections, the order of which varies. Please check your booking information to find out if your class is booked to start at the Guildhall Art Gallery or at the Museum of London.

Museum of London.

You will be allocated 60 minutes of self-directed time for your pupils to explore the Roman London gallery. You may like to focus on exhibits relating to the Roman army and the Amphitheatre to reinforce the themes covered during

your amphitheatre session. We offer a selection of activity sheets that can be used in the Roman London gallery. **Roman London gallery activity sheets** are offered in word format so that teachers can adapt them to the needs of their own class.

Walking Trail.

The 30 minute walk between the two sites, should be used to examine the topography of Londinium, including seeing the remains of the Roman wall and comparing different aspects of life in the city now and then. When possible museum staff will support this walk, but please be prepared to lead the walk yourself. We supply advice for your risk assessment, but we strongly advise you to make a planning visit to familiarise yourself with the route.

London's Roman Amphitheatre.

This 60 minute session will be facilitated by an archaeologist from the Guildhall Art Gallery. After a general introduction to the remains, the group will be divided into two:

- One half will handle and discuss original Roman artefacts, supervised by the Guildhall archaeologist.
- The other half will complete their Amphitheatre activity sheets, supervised by your school staff.

The two groups will then swap over activities. The session will culminate with a discussion of their discoveries.

Teachers resources

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Timetable

Roman amphitheatre and museum dual visit

Please arrive on time as other schools will be booked for visits to the Museum of London and another class will be booked for the other amphitheatre session so you will not be able to overrun your allocated timetable.

Your group has been allocated one of the following session times; please check your confirmation letter:

Group 1

10.15am	Arrival at Guildhall Amphitheatre
10.30am – 12pm	Amphitheatre tour and object handling
12 – 12.30pm	Walk to Museum of London
12.30 – 1pm	Lunch at Museum of London
1 - 2pm	Visit to the Roman London gallery

Group 2

10am	Arrival at Museum of London
10.30 – 11.30am	Visit to the Roman London gallery
11.30am – 12pm	Lunch at Museum of London
12 – 12.30pm	Walk to Guildhall Amphitheatre
12.30 – 2pm	Amphitheatre tour and object handling

Please note you will need to photocopy the following prior to your visit:

- Amphitheatre activity sheets
- Walking trail
- Roman London gallery activity sheets (if you wish to use these, sketch pads and/or 'Find and discuss sheets' could also be used).

Practical guidelines for Museum of London

Museum of London: Arrival, cloakroom and toilets

When you arrive at the museum please check in and show your confirmation form at the information desk at the main entrance. Please do not leave valuables in the cloakroom area.

Guildhall Art Gallery: Arrival, cloakroom and toilets

You will be met on arrival at the Guildhall by the archaeologist who will lead your session. You will be led to the cloakroom and toilets before going down to the archaeological remains of the amphitheatre.

Organising your group in the museum gallery

Split your class into small groups. Please ensure that you have at least one adult for every six pupils and that the adults accompany them at all times. Please ask pupils to respect the needs of other members of the public using the museum; we want you to have interesting discussions, but speak quietly, do not lean on the glass cases and only use pencils in the galleries.

Museum of London shop

The shop sells a variety of books and products to support learning, as well as pocket money items. Please request a time slot in the shop or if you would prefer, the shop offers a time saving goody bag service at great value. Contact the shop by email shop@museumoflondon.org.uk or call 020 7814 5600.

Guildhall Art Gallery shop

The shop sells a range of merchandise related to Guildhall Art Gallery and London's Roman Amphitheatre including many pocket money items.

Lunch at the Museum of London

You will be allocated a 30 minute slot in the lunch area when you arrive at the museum. There is no eating or drinking in the galleries, so please ensure that all food stuffs are left in the cloakroom.

SEN provision

The museum and Guildhall are both fully accessible. The walk between the two sites involves stairs, but a lift and escalator are available. Please discuss any specific needs with Museum of London Primary Schools Programme Manager nsprigge@museumoflondon.org.uk

Photography

Photography during schools session is welcomed. You are also welcome to take photographs within the museum galleries and amphitheatre without flash or tripod use. These images may only be reproduced for personal or educational purposes, which include reproducing the image as a classroom teaching aide or as part of a school project. Any publication of the image for any other purpose is forbidden, which includes publication on any website. As an alternative pictures of many of our key objects are available to download from the picture bank on our website, www.museumoflondon.org.uk/picturebank. Postcards and posters can be purchased from the shop and prints may be purchased from our on demand print website www.museumoflondonprints.com

Risk assessments

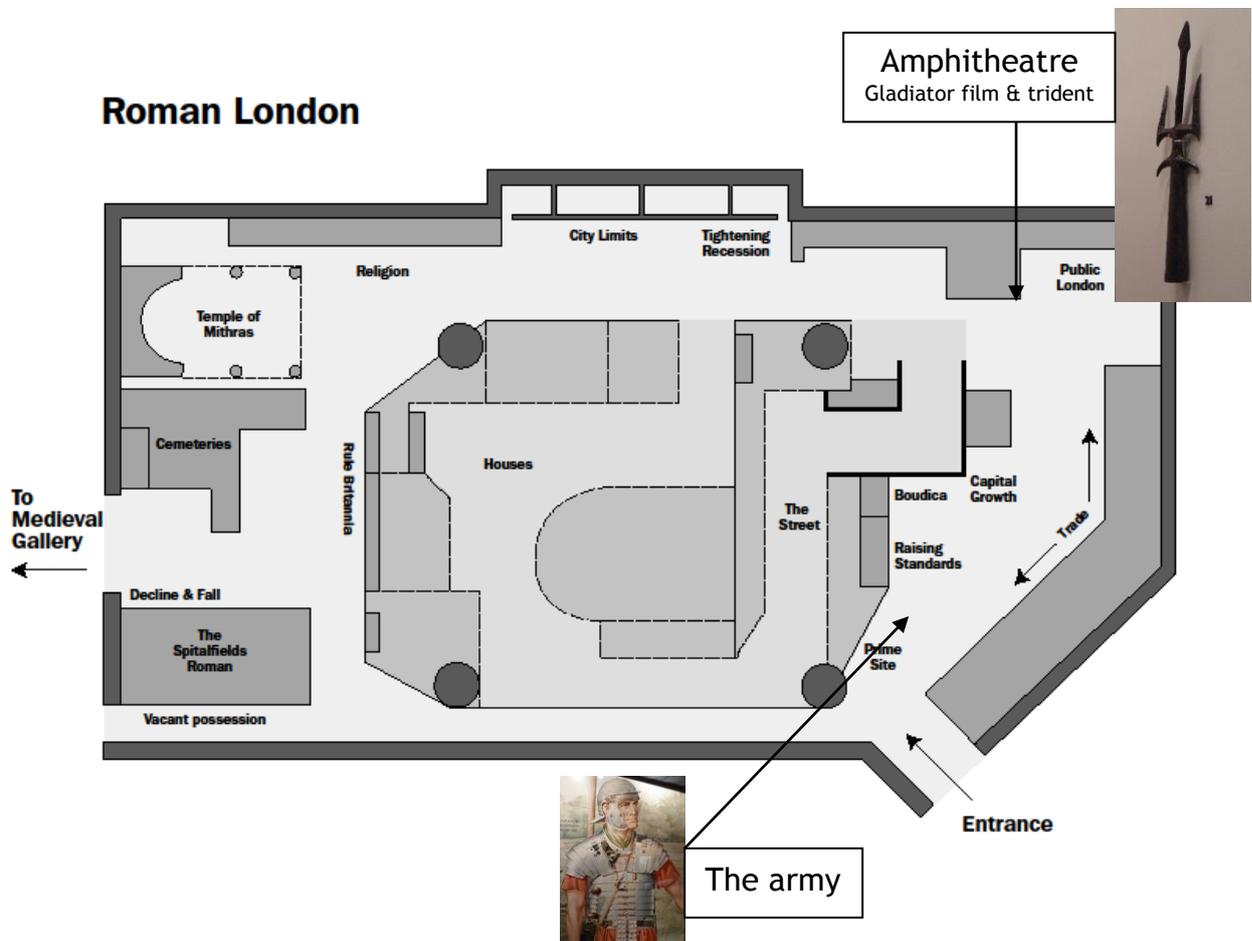
It is the responsibility of the group leader to carry out a risk assessment and teachers are encouraged to make a planning visit and to carry out their own assessment. We supply advice to help you in this pack, but this is only for teachers' information and does not constitute an official risk assessment.

Teachers resources

Primary programme

Gallery plan

The Roman London gallery tells the story of Londinium between AD50 and AD410. Reconstructed rooms and models, an original mosaic, and a stunning collection of beads, board games, saucepans, skeletons, armour, shoes and other everyday objects reveal the way Roman Londoners lived and worked. **Roman London gallery activity sheets** are offered in word format so that teachers can adapt them to the needs of their own class.



In order to make strong links between the museum and the amphitheatre, and your walk between the two sites you may find it helpful to focus on displays related to:

- The amphitheatre
- The army and fort
- Different people and their lifestyles (including food, crafts, trade and leisure)

Teachers notes on the Roman London gallery

We offer a selection of activity sheets to engage your pupils with the wealth of artefacts on display. To make strong links with your amphitheatre visit and the walk between the two sites you may like to point out the following gallery displays.

The Amphitheatre: Displays include a short film of recreated gladiatorial games held at the Guildhall Yard. Two gladiators are interviewed: Titus a former Legionnaire and Dreddicus a Gladiator of ten years. Equipped with a sword, shield, visored helmet, breastplate and Manica (arm armour) these belong to a class of gladiator called a *provocator*. Pupils can also find an iron trident in the nearby case, (the trident was the main weapon for a type of gladiator called a retiarius) and some leather bikini bottoms (probably worn by a young female acrobat).

Roman Army: Artefacts associated with the military in Londinium include fragments of armour, swords a replica Roman military helmet and several Roman Military tombstones. Originally erected in the large cemeteries surrounding Londinium, many were reused as building material in the late Roman period. Carved from stone, the most elaborate examples are decorated with an image of the deceased and a dedicatory inscription. Providing details of their military career and the name of the donor, these inscriptions are an important source of information for archaeologists. Three examples in the Museum's collection may be of interest, each revealing a different aspect of the military in Londinium.



Part of a tombstone (replica) showing the head of Celsus in profile with an inscription above. Celsus was seconded from the 2nd Legion to be a *speculator* (military policeman) probably attached to the military headquarters staff of the governor. The monument was commissioned by his work colleagues.



This stone figure originally from a tomb depicts a legionary soldier. Wearing a tunic and cloak with a military belt from which a crescent-shaped ornament hangs, the soldier also has a short sword. In his left hand he holds the sort of case which would have contained wooden writing tablets, indicating that his role may have been clerical.



Tombstone of Vivius Marcianus of the 2nd legion Augusta. The soldier wears a tunic with a military belt and a long cloak draped over his left shoulder. He holds a centurion's staff in his right hand and perhaps a scroll in his left. The memorial was set up by his devoted wife Januaria Martina.

Risk assessment advice for teachers

This walk has been designed specifically for school groups; keeping as far as possible to quieter parts of the City. However, there are risks and we strongly advise teachers to walk the route beforehand and use the advice below to ensure safety.

Before setting off:

- ✓ Teacher to have walked route without pupils before the trip to complete own risk assessment. You will also want to consider your own route to the museum and Guildhall and consider where you will be starting the walking trail from
- ✓ Teacher to decide whether to take escalator or stairs from Highwalk to ground level.
- ✓ Ensure you have adequate adult: child ratio
- ✓ Ensure pupils have used toilets before setting out
- ✓ Ask adult helpers to check shoe laces are tied and children have adequate clothing for weather conditions
- ✓ Give a short safety warning to pupils and adult supporters before setting off – keep together, watch your step, stay on pavements and cross roads with your adult helpers.

On the walk:

- ✓ Position adults clearly. Teacher will probably lead at front of group. Allocate 1 adult to stay at rear to ensure group stays together and no-one strays.
- ✓ Look back at regular intervals, and after every road crossing, to ensure group is together.
- ✓ If using escalator from Highwalk to ground level, Wood Street is crossed at traffic lights. Group should wait for green light. If part of group has crossed and lights change, remaining adults and children to wait. Only when the entire group is safely across, will group move on.
- ✓ Love Lane has no lights to cross at. It is a quiet street but crossing needs to be well managed to ensure safety. We recommend you position 2 adults in centre of road (facing both directions to stop any traffic if required) while children are shepherded across.
- ✓ Expect the unexpected...for example road works; alter route if needed on the day and work with accompanying adults to ensure safety at all times.

The walk is suitable for wheelchairs. Lift access is available instead of escalator from Highwalk to street level.

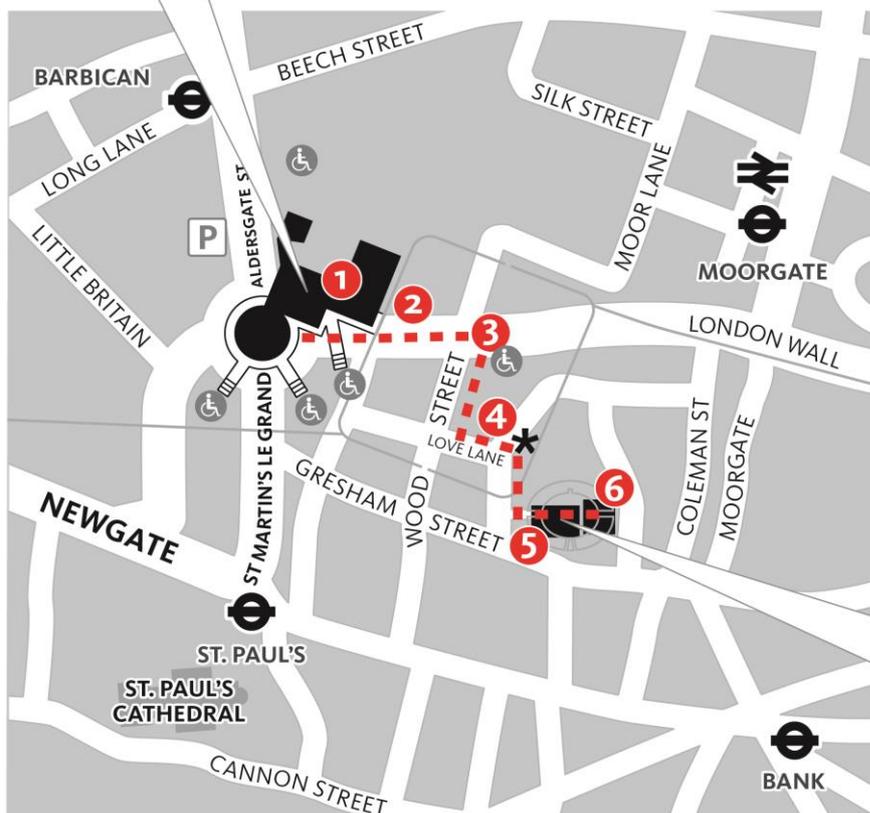
MUSEUM OF LONDON

Museum to Amphitheatre walking trail

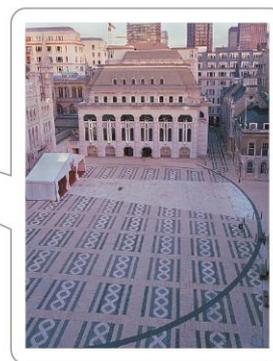


Walking route - - - - -

Access to the museum is on the upper level (Highwalk)



- 1 Museum of London
- 2 Old City Wall
- 3 Escalator, stairs or lift between highwalk and street level at Wood Street
- 4 Wood Street Police Station
- 5 Guildhall Yard
- 6 Guildhall Art Gallery & Ampitheatre



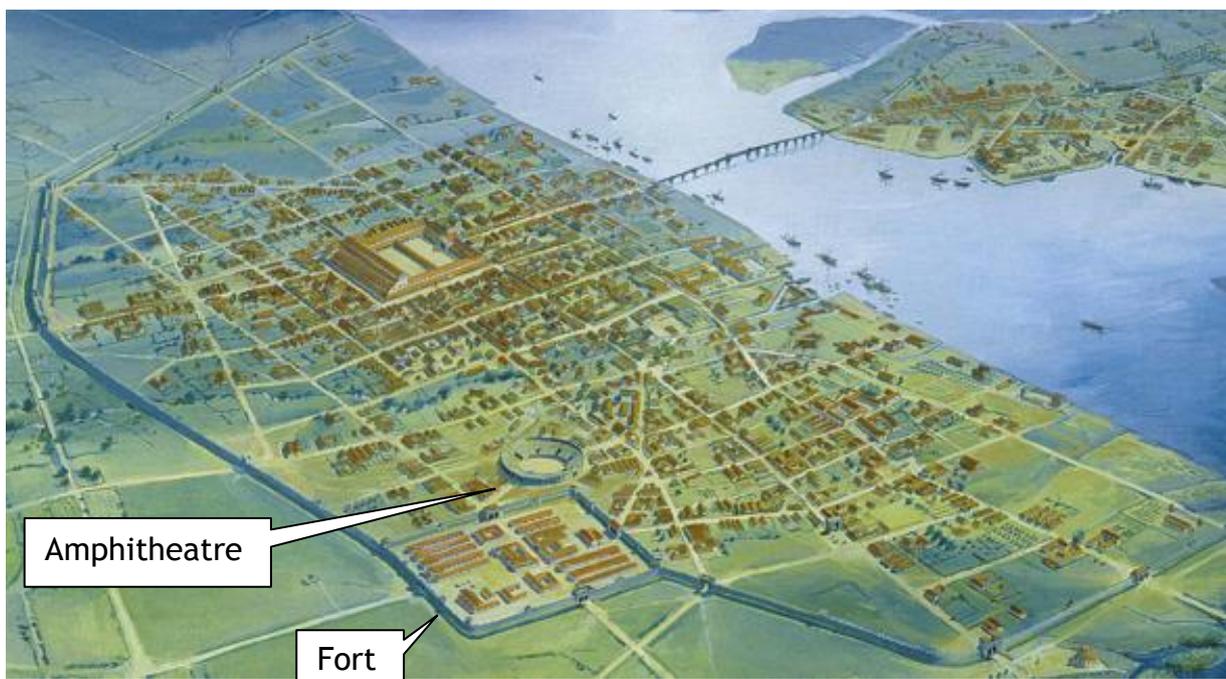
* Cross Love Lane where it bends. It is a quiet street, but there is no designated crossing.

Please note: if walking from the Guildhall to the museum, your stopping points will be in reverse order (6-1)

The following pages provide information and discussion points for each stop on the walk.

Teachers resources
Primary programme

Artist's impression of Londinium in 200AD



Outline of walls of fort and amphitheatre overlaid on modern London street plan (based on archaeological evidence).



1

Museum of London: Entrance is on the Highwalk. Please register at front desk on arrival.

2

Old City Wall: From the Highwalk look at the remains of the walls and discuss the Roman fort and army.
Ask pupils to march like soldiers to the next stop!

- Ask pupils to look down at the remains of the wall from both sides of the high-walk. Can they tell you what they are looking at? Look at a modern map, the street below is called 'London Wall'. Why?
- Look at the artist's impression of Londinium in AD120. Can pupils work out where they are standing? (Note: The archaeological remains you are looking at are not Roman, they are from later buildings built on top of the western wall of the Roman fort.)
- What is a fort? (Home of the army.) What jobs do pupils think Roman soldiers carried out? (Note: The army carried out administration, road building, and policing of the city).



Look carefully at the ruins of the bastion. On the inside you may be able to see the remains of a fireplace or a staircase leading to nowhere. These features are not Roman they belong to a later building.

Notes for teachers:

The fort (home of the Roman Army) was constructed at the beginning of the 2nd century AD. Protected by strong walls and four impressive gates, this rectangular structure could accommodate at least 1000 soldiers. Archaeologists have uncovered a range of buildings, barrack blocks for the soldiers, stable blocks for horses, and the remains of one of the fort gates (directly beneath where you are standing). Londinium's defences were strengthened towards the end of the 2nd century AD with the construction of a circuit of defensive walls, running for more than two miles around the city, and incorporating the walls of the fort.

The fort and city walls gradually fell into disrepair after the Romans left Britain. However, in the early Medieval period, London re-emerged as a thriving city, and new defences were constructed following the line of the old Roman walls. The Medieval defences were in turn incorporated into later building. Little of the Roman fort is visible today, although the remains of these later walls provide an indication of its impressive size and scale. The archaeological remains of the walls was discovered as a result of bomb damage during the Second World War.

3

Escalator, stairs or lift between Highwalk and Wood Street: Compare the city and its people, now & then. (Roads, buildings, shops, restaurants, advertising, entertainment).

- Ask pupils to look around, what do they see? How does the city today compare to the area in Roman times? Did the Romans have restaurants, take-aways, businesses, roads? Would Londinium have been noisy? What sounds would be different?
- Ask pupils if they have they seen any advertising or graffiti on their walk so far? (Restaurant signs, adverts on buses etc.) If they have not seen graffiti is this because today this is a smart business area? In Roman times this area was just outside the huge amphitheatre, what would it have been like?
- Ask if any of the pupils have been to a big sporting event or music festival? How would going to the amphitheatre compare? (What was the Roman equivalent of pop-corn? Were gladiators celebrities like pop stars are today? Did people buy souvenirs?)



Would visiting the amphitheatre have been similar to going to a large sporting event today?

Look at how the artist has imagined crowds and stalls selling things to people coming to the amphitheatre.

Notes for teachers:

Advertising is not a modern invention, it also existed in the ancient world, but evidence of its use rarely survives. One exception is the well-preserved town of Pompeii, in Italy, where numerous advertisements have been found painted into walls. One category advertises forthcoming Gladiatorial games and there is little reason to believe that the walls of Londinium were not similarly embellished. Painted by professional scribes they include all the relevant information: dates, venue, number of gladiators fighting, why the games were being held and most importantly who was paying. One example from Pompeii even advertises games being held in neighbouring city states

49 pairs of gladiators from the Capinian troupe will fight in the games of the Augusti at Puteoli on the 4th day before the ides of May and the 17th and 15th days before the calends of June (12, 14, 16 and 18 May). There will be awnings (offering protection from the sun). Magnus wrote this (CIL IV 7994.III.4.1-2).

The games often lasted most of the day, so food and drink would be an essential component of the day out, just like today. Visitors would have found the large open space surrounding the Amphitheatre crowded with temporary stalls selling a variety of food, drinks and souvenirs!

4

Wood Street Police Station: Discuss law & order and find examples of Latin language still in use.

- Ask pupils if they think Londinium had a police station. Do they think there was much crime? (Explain that the role of the Roman army included police force, road building and government and city administration work).
- Ask pupils what language Roman Londoners spoke. Establish that Latin was the official language and see if they can spot any Latin in the inscriptions on the building. Also establish that Londinium was multi-cultural so other languages would probably have been heard, just like in London today.



Latin inscription translates as: **'The Lord direct (guide) us'**.

Date: 1965

M 1000

C 100

L 50

X 10

V 5

(NB: The C represents 100 taken away from the 1000)

Notes for teachers:

Responsibility for law and order fell to the military. The Museum of London displays a military tombstone erected in memory of Celsus, a speculator, (a type of military policeman). Part of the 2nd Legion Augusta, Celsus was seconded to work for the Provincial Governor in London. People like Celsus would organise the policing of large gatherings of people, such as Gladiatorial games and be concerned about potential trouble. Tacitus, the Roman author, refers to a disastrous incident when Gladiatorial games held at Pompeii ended in rioting, during which many people were killed and badly injured. The disorder was so serious that the matter was referred to the emperor for advice. As a result Pompeii was debarred from holding similar events for a period of ten years (Tacitus, Annals 14.17). London's Roman Amphitheatre stood in close proximity to the Fort, which may have helped to deter trouble.

Latin, was the official language of the Romans. Modern English is a Germanic language, however, a significant portion of the English vocabulary comes from Latin sources. It is interesting to consider why British organisations, such as the City of London Corporation, (the body responsible for running this part of London,) use Latin mottos and Roman numerals to record the date when the building was completed in their crests.

5 6

Guildhall Yard, Art Gallery and Amphitheatre: Consider archaeology and the amphitheatre in the Guildhall yard.

- Ask pupils what they think the black circle on the ground represents? (Archaeologists have estimated this is the size of the Amphitheatre arena, the Amphitheatre itself was even larger.) How does the size compare to a modern sports stadium? Stand around the edge and imagine the tiered seats and how many people it would have held.
- Ask pupils to consider which buildings they think are the oldest and what they think the Guildhall was (and is) used for. Why do pupils think archaeologists were only allowed to excavate a small section of the amphitheatre remains? Discuss why the Roman remains are underground. Place the construction dates of Amphitheatre, Medieval Guildhall and Art Gallery (70AD, 1400 and 1988) on a timeline.



Notes for teachers:

London's Roman Amphitheatre was discovered by archaeologists during the construction of the Guildhall Art Gallery in 1988. Although Archaeologists have only uncovered a section (now preserved in the basement) enough has been excavated to enable an accurate understanding of the original dimensions. The size of the arena walls have been marked in black slate in the Guildhall Yard and occupies most of this courtyard, the seating would have covered the space now occupied by the surrounding buildings. By way of comparison, the Amphitheatre measured around 98 x 87m, similar in size to the pitch at Wembley Stadium (105 x 69m.). The Roman Amphitheatre was one of the largest and most impressive buildings in Londinium and similar in design to a modern sports stadium. At the centre was a large flat area, (the arena) where all the action took place. Surrounding this were rows of wooden seating, tiered to ensure everyone had a good view. In the Museum of London you can watch a staged gladiator re-enactment which was held in this yard.

The rare and magnificent Grade I listed medieval Guildhall was built between 1411 and 1440. This was where the Lord Mayor of London and the ruling merchant class held court and made laws, in an era when the Lord Mayor of London rivalled the monarch for influence and prestige. It has been the City powerhouse since the twelfth century. The Lord Mayor of London is specific to the City borough and different from the role of Mayor of London (who oversees policy across the whole of Greater London).

Pre-visit activities

To maximise the enjoyment and value of the visit please introduce your class to some general background about the Museum of London, about archaeology and about Roman amphitheatres before your visit.

1. Browse the Museum of London online learning resources to introduce pupils to the themes and concepts they will encounter during their visit (all available in the Schools section at www.museumoflondon.org.uk):
 - investigate the 'Digging up the Romans' website
<http://www.museumoflondon.org.uk/schools/classroom-homework-resources/roman-london-resources/>
 - Read through information in the Museum of London's Pocket Histories
 - What was life like in Roman London?
 - Queen Boudica in London
 - explore the Romans Revealed website, developed by Reading University archaeologists, to help KS2 pupils find out about the cultural diversity of the people of Roman Britain. <http://www.romansrevealed.com>
2. Explore online information on Roman amphitheatres and gladiators, to enable comparison between Londinium and other parts of the Empire.
3. Look at maps and timelines of the key events and places in the Roman Empire. Find Londinium on a map; when was Londinium built? Plan a 'What we know about the Romans' presentation, pupils could be put in groups to research different sections (e.g the empire, the army, food, buildings, games, gladiators, slavery). Make lists of questions pupils would like to find the answers for.
4. Londinium was a busy town and would have housed many people:
 - ask pupils to make a list of all the different people and jobs they can think of (soldiers, administrators, merchants, crafts-people, slaves, children, teachers)
 - then ask pupils to list the sorts of objects these people might have used in their homes and work. They will be able to add to these lists when they visit the museum
5. You might like your pupils to use digital cameras during their visit. They could then use the images to create quizzes, news reports or creative writing back in school. Pupils will benefit from considering what sort of images they will need and how images will be used before their visit. To help them plan look at some of the ideas on <http://www.museumoflondon.org.uk/schools/self-directed-visits/>

Follow-up activities

These activities are designed to apply and extend the knowledge gained from your visit to the Museum of London and the Roman Amphitheatre back in the classroom.

1. Create a class book, film or digital presentation about what pupils have learned about the Romans including using photographs or films taken during their visit. You will find a good selection of images of objects which you can include on the Museum of London's online Picture Bank or Collections Online.
2. Set some creative writing tasks. For instance:
 - Write a poem inspired by your visit comparing Londinium with London today.
 - Pretend that you are a journalist and archaeologists have recently found exciting new evidence about Londinium. What have they found? Write an imaginary news report.
 - Design a programme and advertising for a day at the amphitheatre in Londinium.
 - Write a story or diary account from the point of view of someone in Londinium, you might choose to be a Roman soldier, a gladiator, the daughter of a craftsman, a rich merchant's wife, or a slave. Make sure pupils include the following elements in their story:
 - a visit to the amphitheatre
 - objects their character uses, makes or buys.
3. Set some maths tasks using Roman numerals. Perhaps pupils could be tasked with planning and costing the running a day of events at the amphitheatre. What will everything cost and how much profit will be made.

Planning your journey

Please check your booking confirmation to see if your visit starts at museum or Guildhall.

Museum of London

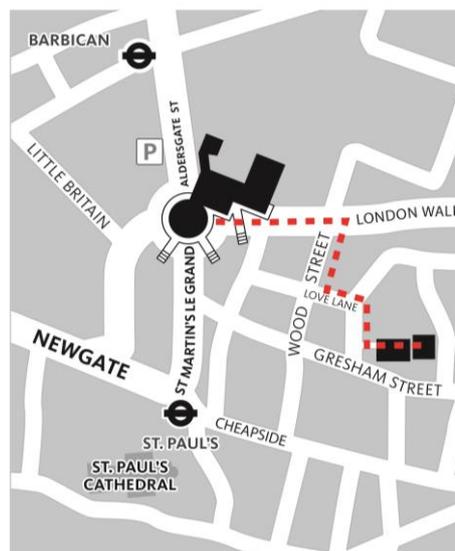
London Wall, London EC2Y 5HN
0870 444 3851

www.museumoflondon.org.uk
info@museumoflondon.org.uk

Guildhall Art Gallery and Amphitheatre

Guildhall Yard
London EC2V 5AE
020 7332 3700

Guildhall.artgallery@cityoflondon.gov.uk



Access to the museum is on the upper level (Highwalk)

Free Travel

All schools within the Greater London area can take advantage of Transport for London's School Party Travel Scheme. See www.tfl.gov.uk/schoolparty or call London Underground Customer Services on 0845 330 9881 for details.

By tube - St Paul's, Barbican

By rail - Moorgate, Liverpool St, City Thameslink

By bus - 4, 8, 25, 56, 100, 172, 242, 501, 521

Cancellation charges

More than 8 weeks	£30
8-4 weeks	£50
Less than 4 weeks	£100
On the day	£150

Teachers resources

Primary programme