
KS2 Romans Teacher's Notes

Museum of Classical Archaeology



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With Illustrations by Katie Idle

Welcome and Teacher's Notes

ROMANS KS2 PACK

Thank you for choosing the Museum of Classical Archaeology for your school visit. Many schools return to us year after year, and we are also delighted to be able to welcome many more new schools to this fabulous resource. This is due to a generous grant from the Arts Council England and the Classics Faculty here at the University, which funds our Education Service.

This work pack is designed so that teachers can lead their own sessions in the museum based on work that we have tried and tested here. The work links to the National Curriculum and the small groupwork encourages children to share their experiences, stimulating later classroom discussion. The drawings produced can also make an ideal “Romans” display back at school.

This pre-prepared workpack is in no way meant to eclipse the excellent work of teachers who prepare their own resources; it merely shows one way of using the collections, and will be particularly helpful to first time visitors, busy teachers, or those who fancy a change.

Don't forget to book your group in advance as the museum cannot admit unbooked groups. Please visit our website: <https://www.classics.cam.ac.uk/museum/schools> for details on how to do this. We require that you should bring adult helpers, a ratio of 1:5 is best.

The work-packs require children to work in small groups with an adult helper. Children are not allowed to walk around the museum on their own, and must always be accompanied by an adult. We understand that helpers may not be experts in Ancient Romans, and so the packs contain helper's notes.

This Pack Contains

Romans KS2 Pack

1. Teachers' notes
2. Rules for teachers and helpers to reinforce with children
3. Introduction session – ideas for the teacher to use with the whole group at the start of the museum session.
4. Helpers' answer sheets (you can find the children's question sheets in a separate document).

YOU WILL NEED TO BRING:

- Copies of the pack.

Please ensure that you photocopy and bring adequate numbers of children's and helpers' sheets for your particular group. It is unlikely that children will have time to complete all of the sheets. Choose 2 - 3 from the pack.

The Museum is able to provide:

- Pencils
- Clipboards
- Spare blank paper

(please inform the Education Coordinator that you would like to use those when you arrive at the museum).

When drawing or writing please put clipboards on the floor not leaning onto plinths or "benches". Please keep pencils well away from objects. If using pencil sharpeners or rubbers please supervise the children and do not leave a mess in the museum.

The Rules

Romans KS2 Pack

Museum of Classical Archaeology

Rules

- 1.** Children **MUST** be accompanied by adults at all times.
- 2.** Pencils only, pens are not allowed.
- 3.** The objects in our museum are extremely valuable and very fragile. For these reasons (and for health and safety) please refrain from touching or leaning on the objects, their supporting plinths.
- 4.** Keep pencils well away from objects.
- 5.** Do not run.
- 6.** Eating and Drinking are not allowed in the museum.

The Museum is inside a university building, and students are studying all around us, in the library and in the lecture rooms. Please make children aware of this and keep voices down.

Please make sure that children are aware of these rules before they enter the museum and follow them throughout the visit.

Thank you and enjoy your visit!

Teacher's Introduction

Romans KS2 Pack

Giving this information as a general introduction before you start using the worksheets will help the children and helpers to orientate themselves within the museum.

ARE THE STATUES “REAL”?

The statues are all plaster casts (copies), of Greek and Roman statues from museums and sites all over Europe and the world.

WHO MADE THEM?

Most of these copies were made by the Victorians, so they are quite old but of course not as old as the real Greek and Roman statues. (Timelines can be used at school to explore this).

WHY WAS THE MUSEUM MADE?

When the museum was established in 1884, people couldn't travel around as easily and cheaply as today, so they couldn't go see all the originals which were scattered around many places. Here you can see them all in one place. They also didn't have good photographs or the internet to use! Can you see why looking at the statues “in the flesh” is different from using pictures? (You might like to return to this again at the end to sum up).

This has always been used as a teaching collection, and the children might like to know that many experts and students at the University of Cambridge use this museum for learning and teaching. The children are in good company!

Tips and Tricks

Romans KS2 Pack

KEEP IN MIND

The Bays are all named alphabetically. A is the Bay as you come in, and these names are used to help you on the worksheets. The Museum is arranged with the very oldest Greek statues in Bay A, and as you walk through the bays in an anti-clockwise direction, you can see that the style of the statues' changes – like a “Walk through Time”!

Can the children spot the differences between the tall, straight, still figures in Bay A, and a figure which shows movement in the Bay C “Discus Thrower”?

Children may like to have a “search” around in small groups with their helpers, and report back on what they have seen, before you hand out specific worksheets for more focussed work.

Children will probably see all kinds of things today that will inspire them to find out more by themselves – that is the real joy of a museum visit like this!

The next few pages contain the answers to questions in the children's pack plus some additional explanations of the objects. These are written in italics. Enjoy Your Visit!



Conquest of Britain

Answer Sheet - Bay J

1. Your first task is to find Julius Caesar, the first Roman to invade Britain. He has a very stern looking face, and a famously strong nose.

Julius Caesar (no.497). Julius Caesar invaded Britain but did not get very far. It was Claudius, almost 100 years later who succeeded in conquering Britain.

Think of two adjectives that describe this portrait and write them down:

This is a great opportunity to encourage the children's literacy skills, as well as creating a personal response to an artistic prompy. This could be a write down in silence and then come together task.

2. Stay in Bay J and find the head of Emperor Claudius.

Which of parts of his face are similar to the portrait of Julius Caesar you just saw?

You can find Claudius (no.528) almost facing the boxer.

Definitely not the ears. Eyes, nose and eyebrows are correct answers. Encourage the children to improve their visual and art skills by comparing the faces of the two men. What makes them look similar? What makes them look different?

This head was found in a river in Suffolk. The ragged edge means the head was violently cut or snapped from the rest of the statue. What might have happened?

We think it was vandalised. The head was chopped off and the statue thrown into the river by people revolting against the Roman Empire, possibly during the Boudica revolt. Hopefully children will notice the jagged edge and connect it to violence or aggression towards the statue. We do not know exactly what happened to the rest of the statue so encourage children to have ideas rather than arrive at one answer.



Conquest of Britain

Answer Sheet - Bay J

3. Still in Bay J, find the emperor Hadrian (look for his beard). He is famous for building a huge wall right across the top of England. Why do you think he did this?

Hadrian (no.531) – His beard is likely a soldier's beard, and marks him out as an emperor who made his career in the army.

Hadrian's Wall – divided the territory conquered by the Romans from the tribes of Scotland. It might have been to protect from raiders as the Romans never conquered them! It might also have been to gather tax from traders who would cross the wall.

Interesting tip: Hadrian set a trend for imperial beards. Before him not many emperors wore a beard, preferring the clean shaven look. Hadrian's beard and the Medusa head on his armour might show his love for Greek things. He was known as a hellenophile - someone who admires Greek culture.

HUNGRY FOR MORE

This section is intended for those children who finish the worksheet early, or simply want to know more.

4. Match the emperor and their British connection

Julius Caesar	=	Invaded Britain and lost.
Claudius	=	First to Conquer Britain
Hadrian	=	Emperor of the famous wall
Nero	=	Boudica revolted against him

5. Answer to this question is up to personal judgment.

Imperial Women

Answer Sheet Bay J

1. Go to BAY J, and find the mother of emperor Claudius. Her name is Antonia Minor and her head is very big.

Bay J (no. 405)

Women of the imperial household had important public roles. Often, wives, daughters or mothers of the emperors would get their own statues or even be shown on coins!

Can you see the special accessories she wears as a priestess? (Children can draw this on the next page)

Circle the correct answers. Her accessories are:

- **Everyday dress In Roman times**
- **A special style showing she was the mother of an emperor**
- **A special style she wore because she was a priestess.**

The beaded band she wears is called an infula. It would be and would show that she was a priestess. All priests and priestesses were extremely respected in Rome. She is trying to look like the goddess Juno, queen of the gods, and so the diadem may show her authority as a priestess, or her authority as a member of the imperial family.

Look around you. The head of Antonia is huge in comparison to the other statues. Why could that be? Write down two possibilities:

Antonia was a niece of the emperor Augustus, and a mother of the Emperor Claudius. She was also an important priestess. She was powerful, wealthy and well connected, and the size of the bust probably has something to do with that. Any guesses from the children are welcome.

Imperial Women

Answer Sheet - Bay J

2. Look for a woman with long, curly hair, which isn't tied back. She was an empress. Can you copy out her name?

No. 539. Otacilia Severa. She is next to her husband, Philip the Arab.

The empress often set the fashion in Rome, and it could change quickly. Count how many different women's hairstyles can you find in Bay J and write down your answer:

The Romans (just like us) liked fashion. Slaves and professionals would spend a lot of time on these very elaborate styles, so they were a symbol of status. We can also see the great influence of imperial women - what they wore would be copied by others.

Pick your favourite and try describing it to someone who hasn't seen the statue!

This task is good for encouraging descriptive language and developing personal responses to the artworks.

Stay in BAY J. Can you find the bronze head of Augustus?

No 524, This is located facing the dividing wall.

Queen Amanirenas from North Africa. Why do you think her army stole the head? It was found buried under a temple. Why do you think she buried it there?

These questions develop students' own thinking and ideas, so all responses should be encouraged. The invasion by Amanirenas halted Rome's expansion in Egypt. Taking statue heads was used both as loot and as an insult to the Romans. Augustus was both emperor and god, so removing his image showed his powerlessness. Burying this beneath a temple asserted the dominance of Meroe's own culture and gods.

The Roman Military

Answer Sheet - Bay J

1. Start by looking on the wall in BAY J to find some Roman soldiers. This was part of a great column in Rome showing the victories of the emperor Trajan. Can you see which figure is the emperor Trajan? How can you tell?
636, on the wall by the fauns. Trajan is on the left, pointing downwards. His high status is shown by everyone looking at him, and he is taller than everyone else. He has more decorated armour and a distinctive long nose.

Look at the carving and then read the statements below. Circle whether you think these statements are true or false. Roman soldiers wore metal armour with overlapping pieces to protect themselves.

True. This was called Lorica Segmentata and was both flexible and strong. They had other types of armour too, such as chainmail, which you can see in the carving.

Sometimes the Romans did very unpleasant things to their enemies.

True. Here, the Romans are collecting heads, as trophies from a battle against the Dacians. This column commemorated the victory and showed the spoils.

Roman shields were always the same shape

False. Here we can see both the square shield of a legionary and the round shield of an auxiliary.

Why do you think some soldiers had different equipment?

There are several reasons. One would be whether they are Roman legionaries, or non-Roman auxiliaries. The Roman empire was huge and soldiers could come from all over, often bringing their native types of weapons and armour. People with more money could also afford better armour and weapons. Any guesses from the children are welcome.

2. Go to BAY K and find the purple statue of 4 men. Circle the parts of their outfit which are different to the soldiers you just saw:

The tetrarchs, no 638, The cast is painted purple to mimic the purple marble used in the original (the colour of imperial power). While their beards and cloaks are similar, their swords are much more decorated, their shoes jeweled slippers instead of sandals and their armour is a very similar style, however single sheets instead of mail or plates.



Roman Religion

Answer Sheet - Bay K

1. Find a statue of Diana, the hunter goddess in Bay E.

She has a quiver of arrows on her back, and is holding a stag /deer.

2. Find two statues of women in Bay G. They represent the same goddess.

Who is this goddess? Venus, goddess of love and beauty.

Who is the baby next to her feet? Next to Medici Venus (no. 354) is a winged baby riding a dolphin, this is her son Cupid.

3. Go to BAY J and Find a man in armour. His name is Augustus and he was the first emperor. Like many emperors, he was turned into a god when he died!

Augustus (no.637)

How many gods and humans are on his armour?

Can you find these gods on his armour:

God of sky and sun at the top (Caelus and Sol). Luna (the moon) on her chariot is lead by a goddess. Apollo and Diana on one either side at the bottom (Diana is riding a deer). At the very bottom, Tellus, goddess of the earth.

Who is the baby next to his feet (you've seen him before!) and why is he here?

He is Cupid. Augustus was made a god after he died, but even before he died hasd something divine about him. Certain emperors or generals would claim to be descendants of the gods and Augustus claimed descent from Venus. This makes Cupid his great uncle!

Roman Religion

Answer Sheet - Bay K

Go to Bay K and find a large round object with figures on it. This is the top of a well. Bay K Roman well head, (no.449). This object would have been placed on top of a Roman well.

Can you find these gods and goddesses on the well head?

Look for the objects the gods are holding or wearing to help you:

- Neptune, the god of the sea is holding... A trident and a fish
- Jupiter, the king of the gods is holding... a lightning bolt and royal staff
- Minerva, the goddess of war is holding... a helmet and spear

HUNGRY FOR MORE

This section is intended for those children who finish the worksheet early, or simply want to know more.

Go to BAY K and find a massive statue of Antinous. After he died was worshipped as a god.

Would you want to worship the emperor's boyfriend?

The response here is personal, but students should be encouraged to ask questions about what worship means, and why worshipping a real person like Antinous feels different to a god like Jupiter.

How do we know he is being compared to Dionysus, the god of wine?

His long wavy hair is similar to the young Dionysus, and grapes/vine leaves are often worn by Dionysus as the god of wine. The bare chest with drapery and the size of the statue may also indicate godhood. We only have the top half of the statue, in ancient times the Antinous would be about 3m tall!

Although many emperors became gods, very few other people did, so Hadrian must have really liked Antinous. He may be like Dionysus as he was young, beautiful and liked wine, or perhaps because Dionysus had strong links to the underworld.

Animals and Monsters

Start in bay K

1. In Bay H are two boys playing with animals. Can you find:

A boy with a small goose (370)

A boy with a bigger goose (371).

2. Go to BAY K and find the creature with snake legs.

He is a Giant. The Giants are children of Gaia (the Earth) and Uranus (Sky). There is another giant with snake legs in bay J.

Can you work out who is fighting him?

He is being shot by Diana, the huntress, as we can tell from her bow. Her hunting dog is biting his leg. To the right, a goddess (possibly Hecate, Vesta or Leto) is fighting another giant.

3. Turn to the right, find a bronze deer. He was found in a villa in Herculaneum. What happened to Herculaneum?

(496). Herculaneum was next to Pompeii. It also got buried by volcanic ash in the volcano explosion in 79 CE.

4. Go to BAY J and find the man wrangling with snakes.

How many snake heads can you see? 2

Describe the emotions of the man and his sons in two words.

The man with snakes is Laocoon (no. 386) with his teenage sons. Laocoon, was a priest of Troy. He was trying to warn the Trojans that the wooden horse left by the Greeks was a trap, not a gift. The gods didn't want the Trojans to know this, so they sent 2 giant sea snakes/serpents to kill him and his sons.

5. Go to Bay F and find a hunter. What animals are next to him? Why does he have these animals with him? Meleager (261) with his dog, which helps him hunt by tracking and biting animals, and the head of a boar. Meleager famously killed the giant Calydonian boar



Games and Villas

Start in Bay J

Although these objects were not found in Britain, when teaching about the influence of the empire on everyday life this can be a good starting point.

1. Go to BAY J and find a boxer resting after a fight. Can you see: Swollen ear Swollen nose

Boxer no. 646. What impression do these elements create?

He was made of bronze, with copper inlays for scars, lips, nipples etc. This copy is painted plaster (you can see a video of the process of painting on our website).

How do his gloves look different to modern boxing gloves?

They are a different material, have fingers exposed and far less padding. This meant less hand protection, but also meant the fight could be more violent and include more grappling. We even have an account of ancient boxing being fatal!

Stay in BAY J. Turn around and find the two large statues of men playing instruments. Which two things show us they are not human?

Fauns no. 357 and 359. The fauns have a tail and pointy ears – unlike humans. He is not a satyr – they have goats' feet. Fauns were known for loving dancing, fun and wine.

What three musical instruments are they using?

The fauns use cymbals and a foot clapper (scabellum) with panpipes (syrinx) hanging from the tree stump..

Do you know any other Roman instruments?

Welcome guesses from the students and to think outside the box. Romans had pipes, flutes (including a double flute), the cithara (a kind of harp from which we get guitars), lyres, horns, trumpets, drums and even a water powered organ!



Games and Villas

Start in Bay J

3. Find the statue of Hercules in BAY K. It stood in the public baths in Ancient Rome. What did Romans do at the baths?

- clean themselves - chat to their friends - conduct business

The romans did all three of those things at the baths! The Roman baths were communal, social spaces and an important part of life. You can point out the the lion skin he is resting his arm on, which he used as protective armour, and the club. Some children might be familiar with the story of Hercules/Herakles' legendary strength. He is also a very good subject to draw!

Which town in Britain takes its name from this Roman habit?

It's BATH! You can still see the remains of the monumental baths there today.

4. Stay with Hercules. Can you spot:

His cape of lion skin

His weapon - a club

The apples of Hesperides - these might be tricky. He is holding fruit in his hand at the back.

HUNGRY FOR MORE

The Roman baths were an important centre of city. Go to BAY F and find the man standing between Hermes and the well head. What is he using to wash himself?A metal scraper.

What was the name of this tool? A strigil. most Romans would wash themselves with olive oil to pick up the dirt and sweat, and scrape it off with this tool.