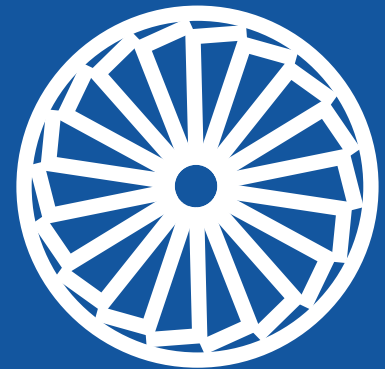
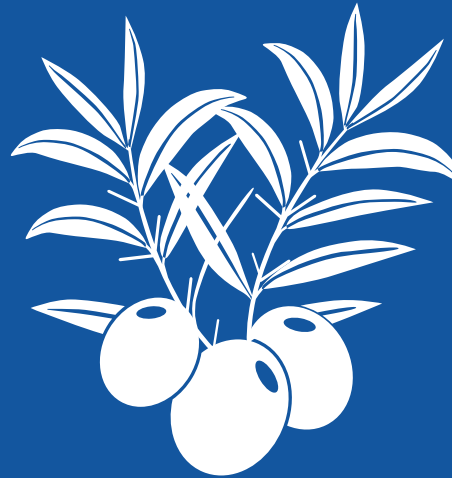


Uncovering Black British History

Roman Britain 27BCE – 476CE

History KS2



Uncovering Black British History

Roman Britain 27BCE – 476CE

History

Key Stage 2

Learning aims

- To learn about the movement of people in the Roman Empire and the presence in Roman Britain of:
 - a group of people from North Africa called the Aurelian Moors
 - a wealthy woman of African decent living in Roman York who has come to be known as Ivory Bangle Lady
- To understand that people of African decent living in Roman Britain were able to occupy a range of positions in Roman society, from being soldiers to being wealthy citizens with international connections

Curriculum links

- To know and understand how Britain has influenced and been influenced by the wider world
- To know and understand significant aspects of the history of the wider world including the nature of ancient civilisations and the expansion and dissolution of empires
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire'
- To understand the methods of historical enquiry

The lessons within Uncovering Black British History, are most suitable for KS2, with some for upper KS2. Please adapt these to your class and pupils.

Keywords

Excavation – an archaeological dig that looks under the ground for physical remains from the past

Vicus – a type of Roman settlement that has grown next to a military fort and where the wives and children of the soldiers live

Altar stone – a type of gravestone decorated with carved words and pictures (inscriptions) about the deceased person



Roman province – for hundreds of years the Roman Empire kept expanding as it conquered new areas. These areas became known as provinces. Britain, or Britannia as it was then known, was one of those provinces

Infantry unit – a group of soldiers who specialise in military combat on foot (as opposed to cavalry units who are on horseback)

Mauretania – a province of the Roman Empire in North Africa (in what is modern day Morocco)

Roman column – these were decorated stone columns, erected to commemorate important people and events

Sarcophagus – a stone coffin used to bury the dead and that can also sometimes contain objects buried with the dead, known as grave goods

Craniometric analysis – the study of bones and skulls

Isotope analysis – the study of chemicals left in teeth and bones of people from during childhood

These can also be found at the end of this PDF and can be placed on a learning wall as they are discussed during the presentation.

PowerPoint presentation

The accompanying PowerPoint presentation has 21 slides with the following learning points:

- Slides 1 and 2 introduce the lesson.

Activity (slide 3)

- Slide 3: Ask the children what they imagine when they think about Romans living in Britain. Can they draw a Roman? How do they think the Romans lived? Can they draw a scene from Roman Britain, using the sheet provided?
- Slides 4 and 5 look at migration in the Roman Empire: establishing that the Romans were soldiers, but also civilians. They came from all over the Empire. When a new province was conquered, the Roman authorities deliberately sent soldiers from far away to protect their new territory. So, Britain had Roman soldiers with their wives and children. As well as merchants who followed the army and took advantage of new markets, as new Roman towns were created, and roads built.



- Slides 6 to 12 focus on the Aurelian Soldiers. They explain that Hadrian's Wall was built after 120 CE and soldiers from the Empire were sent to defend it. Aballava, near modern day Burgh by Sands, was one of the forts towards the western end of the wall. Excavations carried out there in the 1920s uncovered the fort and the vicus (the settlement next to the fort where the soldiers' families lived). A 3rd century CE altar stone was found in the 1930s (it had been reused as building stone) and it carried an inscription that mentions the commander of the unit of Aurelian Moors. This was an infantry unit from the province of Mauretania in Northern Africa (modern day Morocco).
- Slides 13 to 18 look at Ivory Bangle Lady. They explain that the Roman city of Eboracum (located in what is now York), was an important town with a military headquarters and a thriving civilian population. It is good to stress the point that archaeology is beginning to demonstrate that this population was very diverse (more so than modern York) and included people of African origin and descent. One such inhabitant was Ivory Bangle Lady. In 1901 her remains and her grave goods were discovered inside a sarcophagus, excavated from a site in an ordinary terraced street in York. She was buried with expensive, luxury goods, including a bangle made from African ivory. More recently, her bones and teeth have been examined. Craniometric analysis established that her skull is similar to those of people with a mix of African and white ancestors. Isotopic analysis of her teeth indicated that she did not grow up in York, but in Mediterranean North Africa. Using measurements from her skull, a reconstruction of her head and face was produced, showing us how she might have looked – a mixed race woman of wealth, living in Roman York in the 4th century CE.
- Slides 19 to 21 are a recap and review: Ask the children if having learned about the Aurelian Moors and Ivory Bangle Lady, has changed how they would answer the questions from the beginning of this lesson? If they did any drawings, could they now add something to their original drawing, or produce a new scene from Roman Britain, based on what they have learned today? Useful links are provided on slide 20 for further information.



Name _____

My Roman Scene

When you think about Romans in Britain, what do you imagine? Can you draw a Roman? How do you think they lived? Can you draw that?



After learning about the Aurelian Moors and Ivory Bangle Lady, see if that changes how you would draw a Roman and how they lived? Do you want to draw anything new here?



My Roman Letter

Romans kept in touch with each other by post – in fact at Hadrian's wall, Roman postcards can be found showing how families communicated across the Empire. Could you imagine that you are an Aurelian soldier or Ivory Bangle Lady? Can you write a letter to a family member or friend in the north African province of Mauretania, telling them about your week?

Address _____

Dear _____

From _____

Uncovering Black British History

Roman Britain 27 BCE – 476CE: Keywords Flashcards



Excavation

Vicus

**Altar
stone**

**Roman
province**

**Infantry
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Mauretania





**Roman
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