

## **Cross-Curricula Ideas for Activities in the Classroom Following a Site Visit**

### **Art, design and display**

Paintings, prints, drawings, collages and embroideries using site sketches.

Work on why it was the shape it was- the town/insula/amphitheatre/temple.

Springs enter the town from the east. Water exits via the bath house to the west. Design a drainage plan for the town to serve the houses and the bath.

Design a ballista. Work out its range from the town walls on a map.

Draw plans to scale.

Design a board game based on the site.

Problem solving exercises about the design of an exhibition, graphics, shop and other facilities for the site.

Work on making the site more accessible for people with disabilities. Remember this is not only wheelchair users.

### **Language and Literature**

Development of higher order reading skills to locate, interpret and evaluate relevant information from the reference works.

Drama, poetry, descriptive or imaginative prose.

Work to prepare a children's guide to the site.

### **Mathematics**

Make a timeline/flow chart for the site.

Discuss how the building materials were shaped and how they were lifted into position.

Measure out the size of a Roman insula/forum on the school playing field.

Work on the symmetry of the town.

### **Computer simulation material- 'Isca'.**

Re-design the street grid so that more houses can be fitted in.

Develop the use of grid references and town plans.

Make a Roman groma. This consisted of a cross frame with four arms set at 90 degrees to each other with a plumb line suspended from the end of each arm. The instrument was supported on a staff which was positioned off centre to enable the surveyor to sight through the opposing plumb lines and survey straight lines and right angles. Another line hung from the centre of the frame so that it could be set up over the exact point on the ground.

Poles, known as metae or signi were used to sight straight lines.

## **Geography and Socio-economic history**

Work on finding out why the town was built and why it no longer exists.

Discuss why not all the roads are parallel.

Exercises related to the origins and implications in economic terms of the acquisition and transportation of the building materials.

Work on trade routes, settlement patterns and mapping the land usage.

Investigate what industries would have been going on in the town.

Investigate what farm produce would be coming to the market. Where would it come from? Were there shops and factories for food production?

Write two menus:

(a) for a typical Roman family meal

(b) a Roman banquet.

In late Roman times there is concern about defence. Organise a garrison to patrol the walls.

Investigate the functions of a town in relation to Caistor St Edmund - residential, defence, markets and trade, specialisation of occupation, administrative and financial, religious.

Investigate other towns built on a grid system, e.g. Walsingham, New Buckenham, Bury St Edmunds, Milton Keynes, Edinburgh, New York.

Find out about/discuss the effects of opening the site to the public of the village of Caistor St Edmund.