

# Segontium Education Resource Pack

Key Stage 2  
The Romans

BRITAIN





## Introduction

The aim of this pack is to help teachers approach a self-led visit in a creative, confident and imaginative way. The activity suggestions are flexible and can be carried out in a number of ways. We encourage teachers to select and adapt the material to ensure it meets topic and year group needs.

## Booking a visit

Did you know that self-led visits to Cadw sites are free to education groups attending education establishments in the European Union?

To book your free visit, please follow these simple steps:

- Please book your visit at least five working days in advance.
- Telephone the site to check the availability for the date you'd like to visit.
- Once you have agreed a date and time with the site, complete the online booking form at [www.cadw.wales.gov.uk/learning](http://www.cadw.wales.gov.uk/learning)

We also offer interactive, curriculum-linked education activities at selected sites.

## Health and Safety

Teachers and group leaders are responsible for carrying out risk assessments prior to the visit, in accordance with guidance issued by local education authorities. We offer free teacher familiarisation visits to enable teachers to write the risk assessments and plan activities before bringing a group to the site. The learning pages on the Cadw website offer advice for planning your visit and site specific information.





## Activity One

ICT, Geography, Thinking Skills

Needed:

- Computer with internet
- Map of north Wales
- Ruler

Segontium was linked to a series of other forts such as Kanovium and Tomen y Mur, supported by the legionary bases at Chester (Deva) and Caerleon, through a strategic road network and served to suppress the newly conquered tribe.

Using Archwilio.org.uk, the Historic Environment Record searchable database, find the locations of:

- Segontium Roman Fort (Gwynedd),
- Kanovium (Gwynedd [Conwy]),
- Caer Leb (Gwynedd [Anglesey])
- Tomen y Mur (Gwynedd)

**Mark these locations on a map you have created.**

Using an atlas or another map which includes England, find Chester/Deva and mark this on your map.

1. How many miles is it between each Roman Fort?
2. Do you think there is one missing anywhere?

**If yes:**

3. Where do you think there may be another decapitalise Fort in north Wales which hasn't yet been found?
4. Why do you think there may be one?







## Activity Two

Art, Maths, Thinking Skills:

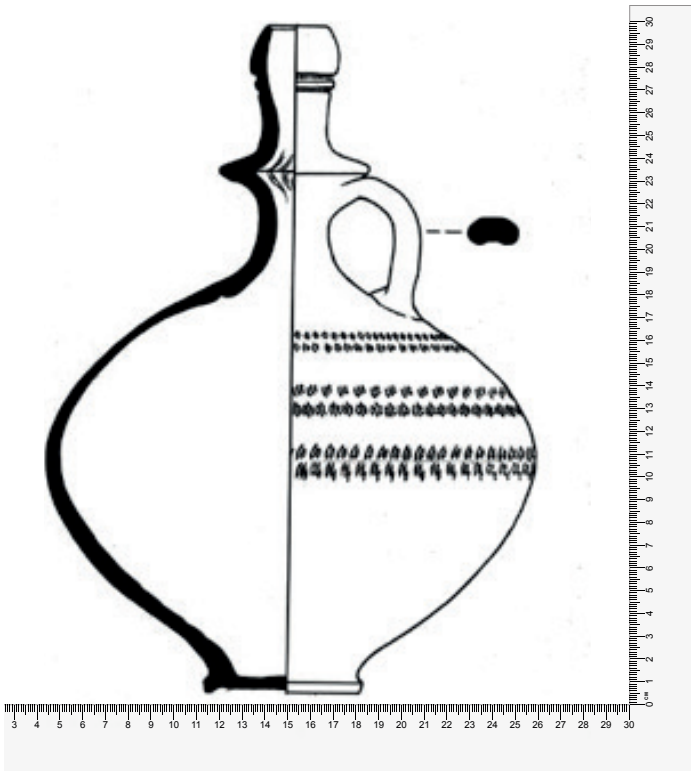
Needed:

- Ruler
- Pencil

Parts of this object were found during archaeological excavations at Segontium.

Using clues on the picture, work out how wide and how tall this object would have been.

Copy the pattern on the right hand side on to the plain side.



What do you think this object was used for?

What do you think it was made out of?



### Activity Three

History – Homes & Houses:

Needed:

#### If in Classroom

- Picture/map or plan of Segontium
- Pencil

#### If On Site

- Clip board
- Pencil
- Binoculars (not essential)

These boxes at Segontium show where rooms used to be inside the fort. Some of these were 'Barracks'.



Where do you think the bed was, and where did it fit?

What other things do you think the soldier could fit in his room?



You will notice different sized buildings within the fort:

How many buildings are there?

What different shaped buildings can you identify?

Do you think different shaped buildings had different functions? What do you think happened in them?

What other materials would have been used to make the buildings whole?

Think about what is missing from them

Why does only the stone survive compared to the other material/s?



**Imagine:**

Pick a room inside the fort and stand inside it. Imagine you are back when these were used 2000 years ago.

**What can you see, smell, hear and feel?**

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**Location:**

The fort would have been surrounded by a perimeter wall.

**Why do you think this was here?**

From the fort, there was a really good view of the Menai Straits, which is just visible through the trees today.

**Why could good access to the sea have been important to the people using Segontium?**







## **Activity Five**

### **Art & Imagination**

**Needed:**

- Pencil
- Colouring Pencils (not essential)

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Using your answers from the questions on page 8, draw your own artist's impression of something that may have happened here:



## Activity Six

### Geography & History (& ICT)

#### Needed:

- Map of Caernarfon (paper OS 1:25000 or electronic, eg an online map)
- Aerial photograph of Segontium (below)



1. Look at the aerial picture of Segontium. In what direction was the camera pointing when this view was taken?
2. There are a number of rivers/streams/straits which flow past Caernarfon, can you name the three main water sources?
  - One of these is thought to be the reason behind the name 'Segontium', which do you think it is?
  - Why do you think Segontium was built here, with these in mind?







## Activity Seven

### Literacy

#### Needed:

- The Story of 'The Dream of Macsen Wledig', from the Mabinogion.
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### Comparisons

Find the descriptive words or comparisons in the story. For each adjective you find, make up some comparisons to describe them. For each comparison you find, make up a modern alternative to describe similar situations

- eg a maiden of great beauty. The maiden was as beautiful as a...
- a vast castle. The castle was as vast/as big as...

### Role-play

Imagine you are Macsen or Helen. Macsen has just reached Caernarfon from Rome and realised his dream – how do you react?

### Poems

Using material from the story, write a poem about the messengers searching for Macsen's maiden in his dream. It could be a 'found poem' taking in words and phrases from the story. What did the messengers see, feel, touch, smell and hear?

### Writing

The news of Macsen withdrawing, sleeping and refusing to greet his people has reached the local newspaper in Rome. Write an article which records the events and people's reactions to his withdrawal.

### Research

Find out about other stories of the Mabinogion and their characters and their history in Wales. A map of Wales showing where they were set could be drawn. Prepare a two or three minute talk to the class.

### Creative Activities

1. Design and produce puppets and a theatrical set for a medieval hall or fair.
2. Devise a script for a puppet play to be based on the story of The Dream of Macsen Wledig.
3. Advertise the performance for fellow pupils using posters, tickets and programmes.
4. Rehearse and perform the play.
5. Reviews of the play could be written and published, being part of a display, including sketches and photographs, or as an article for a class newspaper.





### Drama and movement

**A large feast will have ben prepared for the wedding of Macsen and Helen.**

In groups, discuss what jobs there were in the kitchen. Using mime, let each individual show what his or her job is. Everyone else should try to work out what each job is from the mime.

- Form pairs, A and B. Stand face-to-face with the palms of your hands almost touching.
- A selects a number of kitchen activities and mimes them slowly and methodically.
- B must copy the mime, as in a mirror.

### Group work

Something terrible has happened in the kitchen. You must discuss as a group what it is and where in the kitchen it has occurred.

Form a still picture of the incident to show how you would react, but without speaking. Remember that not everyone would react in the same way.

Before leaving the picture, each character has an opportunity to say **ONE** word to describe how he or she feels at the moment of the occurrence.