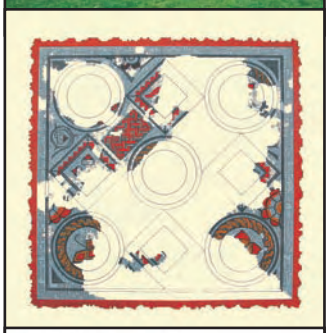

a town unearthed
FOLKESTONE BEFORE 1500

Investigating Folkestone's East Cliff

What is the story of the East Cliff? What has been found?

A Canterbury Archaeological Trust curriculum pack
to support the A Town Unearthed Community History and Archaeology project

Marion Green
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THE ROGER DE HAAN CHARITABLE TRUST
CANTERBURY ARCHAEOLOGICAL TRUST LTD
FOLKESTONE PEOPLE'S HISTORY CENTRE
heritage lottery fund LOTTERY FUNDED
Folkestone Hythe & Romney Marsh Shepway District Council
Canterbury Christ Church University

Contents

A Town Unearthed: Folkestone before 1500

A community project 2010 – 2013

The **Archaeological Resource Kit** (ARK) is just one product of a three year community history and archaeology project known as **A Town Unearthed: Folkestone before 1500**, born out of a concern in the local community about its heritage – a heritage particularly at risk through coastal erosion of its archaeological sites and lack of historical records.

Encouraging community participation in fieldwork, research, publication, outreach and educational activities lies at the heart of the ATU project, allowing residents and visitors to get involved in discovering Folkestone's early past in a variety of ways.

The ATU project is planned and managed by the Folkestone People's History Centre, Canterbury Archaeological Trust (CAT) and Canterbury Christ Church University, supported by funding from The Heritage Lottery Fund, The Roger De Haan Charitable Trust, Folkestone Town Council, Kent Archaeological Society and Shepway District Council.

You will find more about the ATU project at www.atownunearthed.co.uk

For background information about the work of archaeologists and extensive teaching and learning resources see 'Learning about the Past' on the Canterbury Archaeological Trust (CAT) website www.canterburytrust.co.uk

Archaeological Resource Kit (ARK)

The ARK is a useful teaching and learning tool, allowing young people in particular to engage with their past through hands-on activity. Each ARK contains:

- **Real Iron Age, Roman and other finds** from Folkestone excavations
- **Teacher/facilitator pack including:**
  Catalogue of user friendly descriptions of the finds
  How Archaeology can help teaching and learning
  Activities to help develop cross-curricular knowledge and skills
  Discoveries at the Folkestone Roman Villa site: Stories from three archaeologists
  Glossary
  Useful websites
- **CD of images**: archaeological investigation and Folkestone discoveries
- **Pottery measuring chart** and **Feely Bag**

Where you see this symbol, you can find related images on the kit CD and the internet.

How can Archaeology and the ARK support teaching and learning?

A great motivator!

When we are motivated it is far easier for us to learn. Archaeology seems to hold a fascination for all ages and the opportunity to actually touch something once used by real people hundreds or thousands of years ago does have a special appeal.

Exploit the hands-on opportunity and add it to your range of teaching strategies.

Addressing the ability range

Hands-on activity suits the whole ability range and can leave a lasting positive impression. Children with learning difficulties can derive particular benefit from handling objects giving them opportunities to engage through tactile activity and perhaps discussion, drawing or IT recording.

History in the school curriculum: Key Stages 1, 2 and 3.

Archaeological remains are a *primary source of evidence* and have a valuable role to play when investigating the past. Actual fragments of objects and ruins of buildings that have survived can tell us about people's everyday lives - their homes, their jobs, the tools they used. Their bones may tell us about their health, how long they lived and sometimes how they died and animal and plant remains help us find out about farming and foods people ate.

Survivable Sources:
We depend heavily on archaeological evidence for information about Folkestone and Kent in the Roman and Prehistoric periods because original documentary sources are extremely rare – or non existent!

Development of Knowledge and Skills

Key Stage 1

- How do we know? Introducing the concept of **evidence**
- Looking at **sources of information** for the past
- Comparing everyday living today with living in the past

Key Stage 2

- Developing the concept of **evidence**. How reliable and useful are our sources?
- **Romans, Anglo-Saxons or Vikings in Britain study**. Archaeological evidence plays a vital role as documentary sources (written, illustrated records) are rare.
- **Local Study** – looking at any associated archaeological evidence.

Key Stage 3

- Investigate and increasingly compare **sources of evidence, their reliability and usefulness** for finding out about the past
- Looking at sources available for a study about Roman Britain.

Developing analytical skills such as:

- Making close observations
- Posing questions
- Reasoning
- Classifying and organising information (eg. uses of objects, types of materials)
- Making interpretations (eg. What can we find out from just a fragment?)
- Communicating results (eg. Group presentations, displays)

Key Questions
Using the ARK resources will help you and the children address Key Questions, such as:
"How do we know about the past?"
"What can we find out about Folkestone in Roman times?"

Cross – curricular applications: Developing Literacy, Numeracy, Science and IT skills across the Key Stages

- Posing questions
- Gathering data
- Recording data (eg. Making notes, drawings, digital records)
- Developing vocabulary (eg. Describing features of an object)
- Verbal and written communication of ideas, theories, interpretations, best guesses
- Creative writing (eg. The 'life' of an object: Who it belonged to, where it 'lived', why it was lost, how it was found centuries later...)
- Labelling (eg. Drawings, class 'museum' items)
- Estimating shape and size (eg. from a fragment of an object)
- Measuring (eg. using rulers, handling kit pottery rim chart, using scales)
- Drawing to scale
- Science - looking at materials and soils
- Using IT media (eg. digital camera, voice recorder) as appropriate to learning level and ability.

Citizenship – Caring for the historic environment, all Key Stages

As a class you could find out about and discuss:

- Why we have archaeological excavations
- What would happen to our heritage if we didn't look after it
- Who pays for excavations and care of the discoveries
- What happens to the things archaeologists find
- Who takes care of them and who they belong to
- What happens to human remains
- What happens when something rare is found

See Citizenship Education at the Canterbury Archaeological Trust website: www.canterburytrust.co.uk

A summary of Folkestone's early past

Before humans

The modern town of Folkestone lies between the chalk hills of the North Downs and the sea. The landscape did not always look like it does today. The English Channel separating England from France only formed within the last 10,000 years and the layers of sand and clay that underlie Folkestone have been formed by different environments over millions of years.

The Gault clay contains the fossils of sea creatures dating back to the time of the dinosaurs (over 65 million years ago) and some sandy areas at places like the Bayle contain the remains of animals that are over 100,000 years old, including mammoths and a small hippo!

Neolithic period (about 6000 to 4000 years ago)

The evidence for humans living in the area also dates back many thousands of years, to the Stone Age. Flint tools dating to the Neolithic period or New Stone Age have been discovered at the Bayle. There is some evidence to suggest that Castle Hill (sometimes referred to, inaccurately, as 'Caesar's Camp') was the site of Neolithic occupation.

Bronze Age period (about 4000 years ago)

During archaeological excavations prior to building the Channel Tunnel, an important early Bronze Age settlement with 'round houses', trackways and fields, was discovered at Holywell Coombe, nestling between Castle Hill and Sugarloaf Hill. During the Bronze Age important people were sometimes buried under large circular mounds known as 'round barrows'. Several of these still exist on the hills overlooking Folkestone. Several more barrows have been identified from the circular ditches that still survive in the earth (where soil was dug out to build the mound), although their mounds have been ploughed away by modern farming.

Iron Age period (about 700 BC to AD 43)

During the Iron Age the Folkestone area seems to have become an important place, perhaps controlled by a powerful tribe that, by the end of the period, was known as the *Cantiaci* or *Cantii*. By the 1st century BC East Wear Bay had become a place of industry making quern stones (for grinding grain into flour) from the Greensand rock that outcrops at Copt Point.

These and probably other goods were then traded locally and almost certainly with other Iron Age tribes on the Continent. Archaeological evidence suggests that, in return, fine pottery from Gaul and wine from Italy were imported through East Wear Bay. A large number of Iron Age coins known as 'potins' has also been found at Folkestone, indicating the wealth of the people who lived there in the late 1st century BC.

Some Late Iron Age cremation burials (the bone placed in pottery vessels) have been found.

Roman period (AD 43 to c. 410)

It seems likely that the wealthy community who lived at Folkestone at the end of the Iron Age were on good terms with the Romans, who had conquered Gaul (Northern France and Belgium) in the 1st century BC. We think this because of the evidence for trade between south-east Britain and the continent, before the Roman Conquest of AD 43.

When the Roman Emperor Claudius invaded Britain in AD 43, most of his troops probably landed at Richborough near Sandwich. Archaeologists think others may also have landed in the area we know as Southampton, on the south coast.

It seems that the inhabitants of the Folkestone area adapted quickly to being part of the Roman Empire. We say this because by the 1st century AD a large villa (or country house) had been built in the Roman style, overlooking East Wear Bay. It had typical Roman 'must haves' – mosaics, painted walls, a bath house and under floor heating.

Three principal archaeologists have worked on this Roman villa site; first Samuel Winbolt in the 1920s, then Brian Philp in the 1980s and most recently Keith Parfitt and his team of volunteers in 2010-2011, as part of the **A Town Unearthed** project.

Back in 1869, 1875 and 1952, Roman remains of about 5 other buildings were found during construction works at 'Folly Fields', about half a mile inland from the villa site. You can find Folly Road on a current map of the area. It is possible these buildings were part of the villa estate.

The villa is the most substantial evidence found so far for Roman Folkestone. During the **A Town Unearthed** project, archaeologists and volunteers also plan to dig several small trenches around the East Cliff area to find out more. Some will be in people's gardens – with permission of course!

The evidence so far suggests there are more discoveries to be made. You would expect there to be a main Roman road for example... Maybe it was lost to the sea a long time ago or it could be still be buried somewhere, waiting to be uncovered...

Read the archaeologists' stories about the Roman Villa digs in this guide!

Stories of the archaeologists' investigations at East Cliff

The 1920s:
Mr Samuel Edward Winbolt's story

It all began in the summer of 1923 when Mr Winbolt, a teacher from Sussex, was looking around Folkestone Museum in his school holidays. He heard about an ancient drain poking out of the cliff face at East Cliff. Mr Winbolt taught students about the Ancient Greeks and Romans and was a keen amateur archaeologist, so he went to investigate.

It was a bit of Roman drain pipe sticking out from the cliff! This led to an amazing discovery! Mr Winbolt got permission to do an excavation and the next year he spent his school summer holidays digging on the cliff top with his daughter Rosalind, a few assistants, a team of unemployed men and some boys from a school nearby. They worked every day.

During that summer the team uncovered a huge Roman villa built with brick and stone and a separate bath house. Altogether there were over 50 rooms. The main dining room had a beautiful mosaic on the floor. Mr Winbolt thought about who could have lived in such a place. Perhaps the Admiral of the *Classis Britannica* (the Roman fleet in British waters) lived there. It overlooked the English Channel and pieces of tile stamped 'CLBR' were among the clues found at the dig.

They also found some remains of an even older Roman villa and deeper down, they found evidence of people who lived there before the Roman Conquest, in prehistoric times. These Late Iron Age people were known as the *Cantiaci* or *Cantii*. The team found some of their pottery and cremation burials (clay pots containing the cremated bone).

But the Roman villa was in danger. When it was built around 2000 years ago, it sat safely back from the cliff edge with gardens stretching across the cliff and a wonderful view across the sea to France. But Mr Winbolt's dig in 1924 showed that the villa was now right on the cliff edge!

"Folkestone has become the scene of an archaeological boom such as no fashionable watering-place has ever before experienced. Gaily attired girls, escorted by youths in flannels, sedate, elderly professional men, and enthusiastic schoolboys jostle in the queue awaiting admission". (Daily Express, 1924)

Erosion by wind, rain and waves over the centuries had gradually worn the cliff away. In fact part of the bath house had broken away, tumbled down onto the beach below and Folkestone's only Roman villa was being destroyed by Nature!

Only two years earlier, in 1922, people had been very excited by Howard Carter's discovery of Tutankhamun's tomb in Egypt. Now they were eager to see Mr Winbolt's excavation. There were lots of newspaper reports about it. Even a French newspaper wrote an article.

In 1925, Mr Winbolt wrote a book, 'Roman Folkestone', telling the story of his excavation and other discoveries in Folkestone.

The site stayed open for visitors until the Second World War when the British Army occupied it to defend the coastline and guns were mounted on Copt Point. Around 1957 the villa was filled in and turfed over, to protect it from further damage but also because it cost money to look after it as a visitor attraction.

In the photo, Mr Winbolt is in the centre, with his assistant Mr Boyd Wallis and his 18 year old daughter, Rosalind. She worked on site and knew a lot about Roman pottery. The two men wearing caps were probably volunteers.

The 1980s:
Mr Brian Philp's story

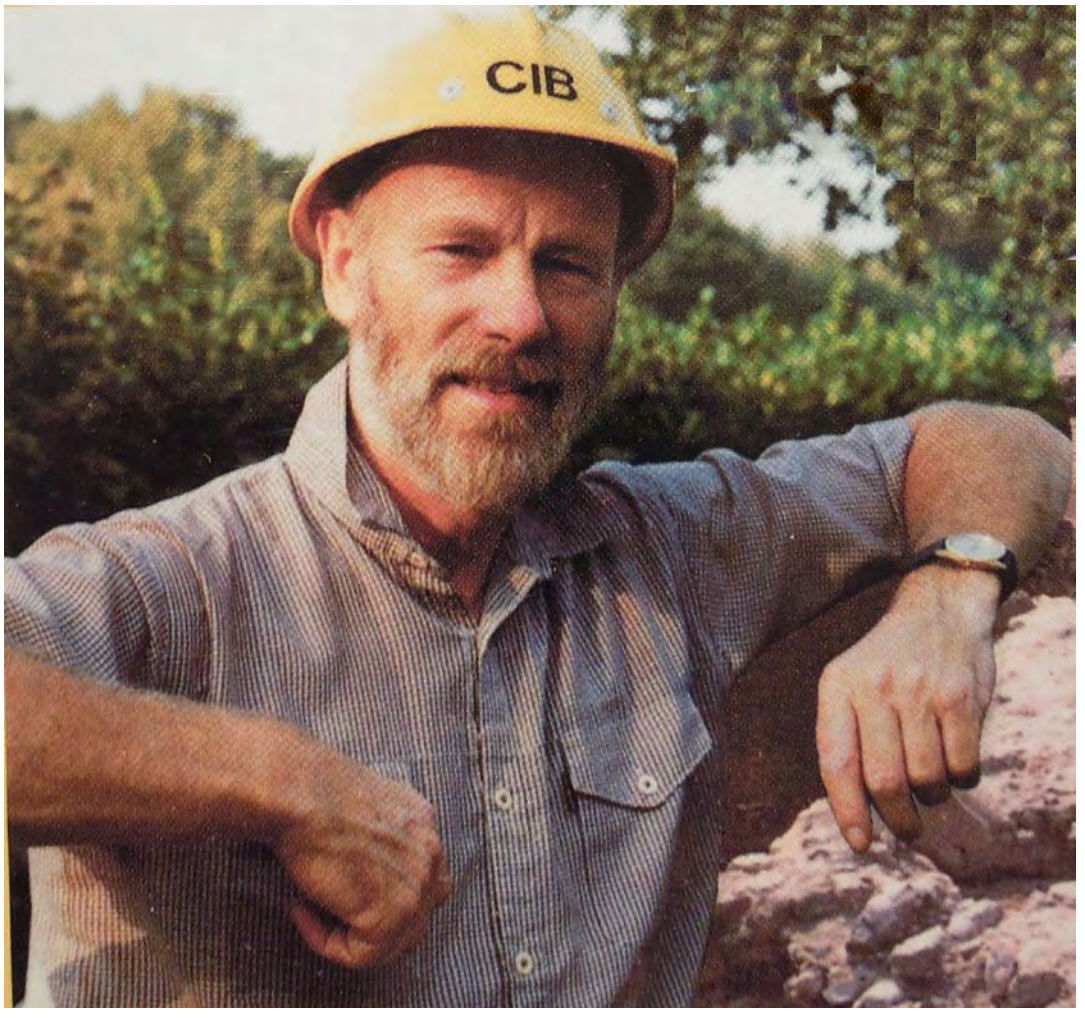
Mr Philp is an archaeologist who has done a lot of digging. In the summer of 1989, his Kent Archaeological Rescue Unit in Dover had permission to once again excavate at the Roman villa site. Mr Philp had 3 main goals. He wanted to find more evidence, check the condition of the Roman buildings and see how much had fallen down the cliff through erosion since Mr Winbolt's time.

He also wanted to give Folkestone people the chance to see their rare Roman villa!

5,000 visitors came in 1989 to see the digging and the archaeologists did find more of the villa. The coins they found were good dating evidence and showed that a Roman villa was first built on East Cliff around the end of the 1st century or beginning of 2nd century AD. Parts were rebuilt and extended in Roman times until the villa was finally deserted in the 4th century. This was towards the end of the Roman period in Britain.

Like Mr Winbolt, Mr Philp's team found more evidence for people living on the cliff before the Roman Conquest. They found discarded pottery and ditches that might have surrounded an Iron Age settlement.

They also found clues for the British Army being there in World War ll! They



In the photo Mr Philp is wearing his trademark hard hat.

could still see impressions of caterpillar tracks from a tank in the ground and troops had removed pillars from a Roman hypocaust to make space for themselves and their equipment.

The most shocking discovery was when Mr Philp compared Mr Winbolt's drawings and photos from 1924 with what he could see in 1989. He estimated that over 65 years, 10 metres of land had crumbled away taking most of the Roman bath house with it!

Each time another chunk of cliff collapses, more of the ancient remains are lost.

There are more clues for the villa down on the beach below where people have been finding pieces of Roman brick and pottery for decades.

After Mr Philp's excavation, the site was filled in and covered with turf again. The villa was to lay buried below the feet of walkers and dogs until an archaeologist called Mr Keith Parfitt came along in 2010...

The 2000s:
Mr Keith Parfitt's story

This story brings us up to date. Keith is an archaeologist who has worked on a lot of digs and he is good at telling stories about them. Keith is happiest when the sun is shining, the digging is going well and there are cakes at tea break! He works for a team called Canterbury Archaeological Trust.

CAT knew there was a Roman villa buried under the grass on East Cliff because of the records Mr Winbolt and Mr Philp had made. They also knew that eventually the whole villa would crumble down onto the beach below because it sat on a cliff which was eroding.

The cliffs in the Dover and Folkestone area are made up of layers of rocks; chalk on top of Gault clay and greensand. Over millions of years the chalk has pressed down squishing out the clay, making the cliffs crack and move. It's especially bad after heavy rain and sometimes big chunks of clay fall down onto the beach below! Even the chalk on East Cliff has worn away now. If this isn't bad enough, waves at high tide are wearing away more of the cliff down at sea level.

Archaeologists and people living in Folkestone care a lot about the Roman villa site. A project called **A Town Unearthed** was planned and part of it was a community excavation on the cliff top in the summer of 2010 and 2011, with Keith in charge. The goals were to find out more about Folkestone's buried ancient remains before they disappeared forever, to make a modern record of the discoveries and to give local people a great opportunity to take part in it all.

Keith had another professional archaeologist with him but most of the work was done by a team of local volunteers. There were two hundred altogether, but not all at the same time! Most of them had never been on an excavation before but they worked hard and had fun digging, washing the finds and learning new things.

Before the new excavations began, Keith examined all the photos, drawings and reports he could find about the East Cliff excavations and dug some small test pits. He thought that Mr Winbolt had done a

great job in the 1920s, but that there was a lot more to find out about the famous Roman villa site. He was especially interested in what they might find deeper down, even older things from prehistoric times.

So what did Keith's team find?

Prehistoric discoveries: the Iron Age

The team found lots of clues for Iron Age people living and working on the cliff top before the Roman Conquest. Deeper than Mr Winbolt's villa excavation, they found evidence for a settlement surrounded by big ditches to mark it out in the landscape, keep domestic animals safely gathered together – and intruders out!

The team found evidence for an Iron Age building, made about 2000 years ago at the beginning of the 1st century AD. Keith had seen similar clues before and explained that the curved ditch and small round holes they found nearby were probably part of a 'round house'. Its circular wall would have been made from a circle of wooden posts joined by woven wooden panels and covered with clay (sometimes with animal poo mixed in!). He said the roof was probably a wooden frame covered with thatch. Unfortunately there wasn't any of this left because these materials had decayed a long time ago.

The team had learnt a lot from Keith's interpretation of the clues and they wondered who lived in this building. They estimated that it was about 10 metres in diameter, so was quite big. Maybe a family lived there? Keith said sometimes people would keep their animals inside with them… cosy, warm but a bit smelly!

The archaeologists found more clues for what was happening in the Iron Age.

They found lots of pottery that people used. Keith could tell from the shapes and colours that some had been made locally. But there were also special pieces of red, black and white cups and plates made abroad in Gaul and chunks of big amphorae made in Italy for carrying wine.

Keith got very excited about this! He said that these things were sent across the English Channel in boats probably heading for a port at East Wear Bay. This means the Bay would have been an important place back then, a place where trade took place.

There are other clues for buying and selling at the Bay, 2000 years ago. One hundred and twelve Iron Age coins have now been found, on and around the East Cliff digs and the beach below! Three gold ones were found on Keith's site. Most of them have been identified by David, a coin expert. He is very good at spotting them in the ground!

Then there are the big circular stones the diggers found. Some were whole and some were broken. Keith recognised them straight away and said they were quern stones made from chunks of the greensand rock from the cliffs. A long time ago people used querns to grind corn into flour, to make bread. Keith thinks that big lumps of the stone were hauled up the cliff and then shaped with tools to make the round grinding stones. The team found evidence for a quern maker's workshop on the cliff top. There were lots of stone chips and a quern that someone didn't quite finish.

Querns were useful things and some were sold to local people. Others were carried down to the beach and sent across the Channel to be used by Iron Age people abroad. Maybe they went back in the same boats that brought the special pots over?

In the picture, Keith gets stuck in with his spade.

Some querns didn't make it as far as the boats – we know because you can still find them on the beach today!

Children who came to the dig had a go at making flour with a replica quern. It was fun, but they could see it would take ages to make enough for just one loaf! Everyone thought it was much easier to pop into Tesco. But you couldn't do that 2000 years ago! One of Keith's volunteers, Pat, did an experiment one day. She wanted to find out how long it takes to grind enough grain to make a loaf. It took her one and half hours to make 500g of flour. She made some bread with it and the team had 'Iron Age' bread and jam for tea next day – delish!

Roman discoveries

In 2010, the team uncovered part of the Roman villa discovered by Mr Winbolt. Folkestone people were very excited about seeing it. In Mr Winbolt's time it was left open as a visitor attraction and some people still remembered playing among the walls when they were children! During Keith's digs in the summers of 2010 and 2011, he had 7000 visitors.

Mr Winbolt had said that there were in fact two Roman villas on the cliff top and Keith wanted to find out more about this. By examining how the walls were built he could see that first, there had been a villa made of flint, ironstone (from the beach) and tufa (brought from Dover). Looking at Mr Winbolt's records and new dating evidence from coins and pottery, Keith thought that this villa was built at the end of the 1st century AD, about 50 years after the Roman Conquest.

About 100 years later the old Roman villa was pulled down and a new one built in the same place, but this time with stronger foundations made from the greensand rock in the cliffs. The Roman builders even recycled some old quern stones by using them in the new building! The archaeologists made a modern record of the villa rooms and carefully covered everything over until the next year…

Before they know it, next summer comes around and Keith's team are keen to explore more on the cliff top. This time they were investigating a new area in front of the Roman villa. Mr Winbolt had called it the villa court yard, but he hadn't excavated there. Keith uncovered the steps leading from the villa down onto the court yard and you could imagine the villa owners, way back in Roman times, walking down those very steps to sit and look out across the sea to France on a clear summer's evening. Archaeologists found a big key on the dig... maybe a servant used it to lock the villa up at night!

A tiny clue, about the kind of person who may have lived at the villa, was found nestling in the soil of the court yard. It was a red gem stone with a tiny human figure engraved into it. It probably came from a finger ring and would have been a treasured possession. These things are rare discoveries and it wasn't an archaeologist who found this one – it was Steve, a soldier and his last day volunteering on the dig. He was thrilled to bits! There were other pieces of jewellery including a beautiful silver brooch in the shape of a hare.

Some villas had a statue or fountain in their garden. The archaeologists haven't found anything like this yet. Maybe there was something once, but it's fallen with the crumbling cliff. Or maybe it's still buried somewhere below the bushes and brambles waiting to be discovered…

Generations of people lived at the Roman villa through most of the Roman period. The team found quite a lot of coins

that David identified as ones made in the 4th century so Keith thinks this is when the last occupants left. We don't know why they left. But this coastline was a troubled place then with Angles, Saxons and other groups of people from across the sea making random raids on the land and homes of the local Romano-British people.

Strong winds and rain battered against the deserted villa in its exposed position on the cliff top and eventually the roof collapsed. This is what happens when people don't repair and care for their buildings. They start to fall apart. Keith's team found a layer of the roof tiles all over the villa court yard, where they fell.

It looked like squatters may have lived among the ruins for a while but then the Roman villa was abandoned forever.

So who owned the villa?

Mr Winbolt's discoveries may hold a clue. See what you think…

His team found seven building tiles with 'CLBR' stamped into the clay. Archaeologists have identified this as the mark of *Classis Britannica*, the Roman fleet in British waters. Mr Winbolt thought that maybe the villa was the official home of the Admiral of the Fleet, overlooking the English Channel. In the 1920s, many other people thought the same. Only a few more CLBR tile has been found in the area since Mr Winbolt's time.

Mr Winbolt may have been right… but are the stamped tiles enough evidence? Did the villa perhaps belong to a wealthy Iron Age family who got rich by making and selling quern stones? After the Roman Conquest, maybe they heard about the new style of Roman building with fashionable separate baths and mosaic floors and wanted the same luxuries for themselves?

The villa passed from generation to generation throughout its long lifetime. Whether sold to strangers or inherited through families, we will never know. But we can use the archaeologists' clues and imagine the kind of people who lived at the Vanishing Villa!

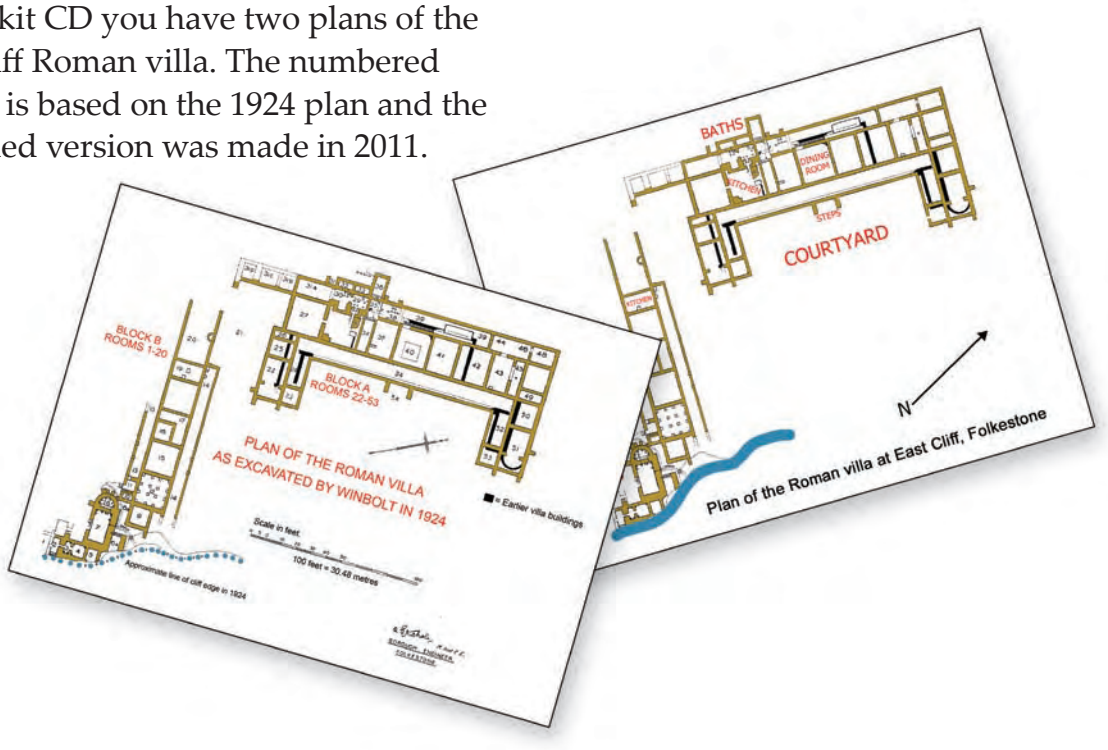
Teaching and learning resources

Learning opportunities: **using sources, identifying relationships, making interpretations**

Teacher/facilitator notes

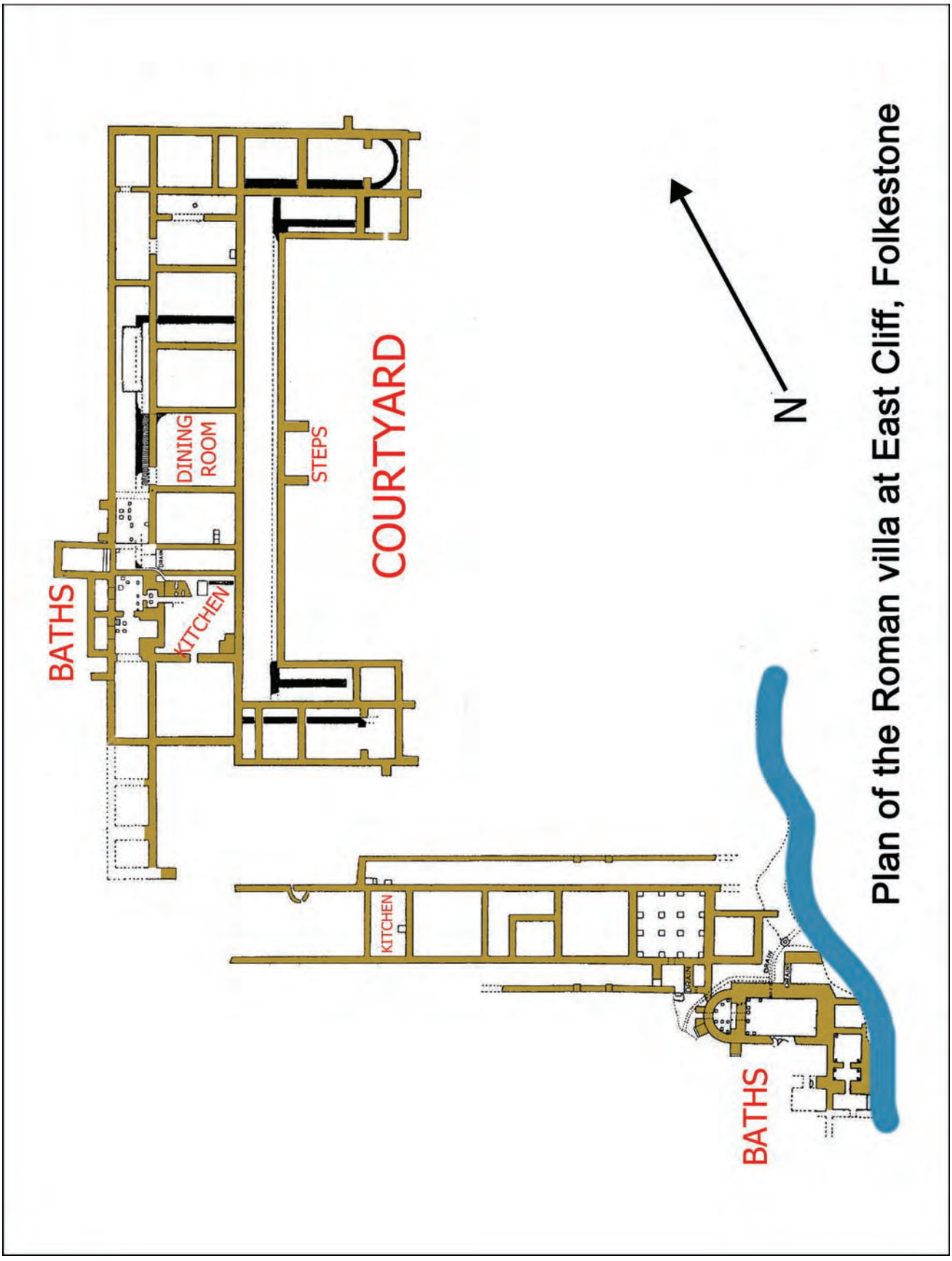
What was a luxury Roman Villa like?

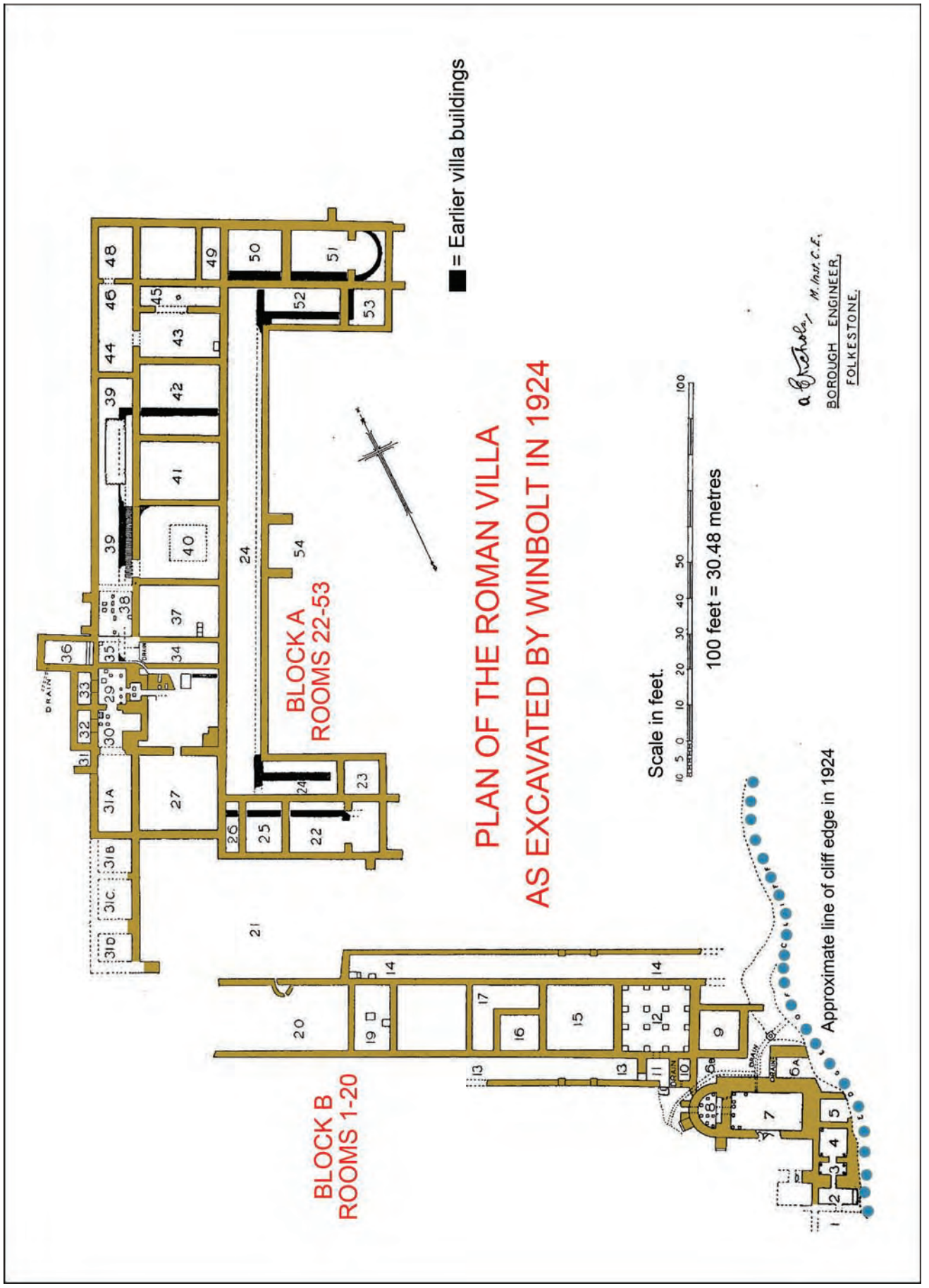
On the kit CD you have two plans of the East Cliff Roman villa. The numbered version is based on the 1924 plan and the simplified version was made in 2011.



Both can be used to suit age and ability. You could:

- Choose a version from the CD, print it and enlarge. Children could then place Roman finds from the kit onto the plan, where they think the archaeologist would have found them (eg pottery in the kitchen).
- Use the 1924 plan and its key to see how Samuel Winbolt identified the rooms at the villa. Talk about the kind of things he might have found that led him to make these interpretations (eg a mosaic suggests a dining room, animal bones suggest a kitchen).


Plan of the Roman villa at East Cliff, Folkestone
N
BATHS
KITCHEN
DINING ROOM
STEPS
COURTYARD
KITCHEN
BATHS


PLAN OF THE ROMAN VILLA
AS EXCAVATED BY WINBOLT IN 1924
= Earlier villa buildings
BLOCK A
ROOMS 22-53
BLOCK B
ROOMS 1-20
Scale in feet.
100 feet = 30.48 metres
Approximate line of cliff edge in 1924
BOROUGH ENGINEER,
FOLKESTONE.
DRAIN

Plan of the Roman villa at Folkestone's East Cliff: Rooms and other features as identified by Winbolt in 1924.

1 – 4 rooms associated with a hypocaust
1 hypocaust stokehole
2 hypocaust passage
3 beneath sweating room (sudatorium)
4 beneath hot room (caldarium)
5 cellar
6A washing room (lavatorium)
6B drain - poking out of cliff face
7, 8 warm rooms (tepidarium) with remains of marble
9 servant's room? (maybe a stoker)
10 latrine
11 stoke hole
12 hypocaust with pilae stacks (well preserved)
13, 14 corridors
15 sitting room (with mosaic remains)
16 bedroom or dining room?
17 passageway
18 dining room, probably (cenatio) – next to 19
19 kitchen with 2 clay hearths (animal bones, utensils, burning on floor)
Outside 19 was evidence for a 'forge'
20 yard with fountain? or toilet? (lots of animal bone and pottery fragments)
21 garden, probably, with stone wall alongside
22 sitting room with sea view
23 lounge or bedroom? (cubiculum)
24 corridor
25 room - function?
26 staircase
27 servant's room?
28 kitchen and boiler room (burning on floor, wood ash, clay hearth, pit full of food remains, evidence for a hot water tank)
29 hypocaust with pilae stacks (hot room above, with hot bath)
30 hypocaust with pilae stacks (warm room above)
31 warm cellar, probably
31A,B,C,D chambers – function?
32, 33 warm rooms, probably – function?
34 passage
35 washing room (lavatorium) with basin (piscina) and drain
36 cold plunge bath
37 sitting room? Red tessellated floor and hearth
38 hypocaust with pilae stacks (CL BR stamped tiles found here)
39 corridor
40 dining room, probably, with sea view (floor completely red tessellated and with mosaic panel)
41, 42 rooms with remains of red tessellated floor – function?
43 room with tile hearth – function?
44 room – function?
45 passage with central hearth
46 lobby
47,48 rooms with hearths – servants' rooms?
49 staircase chamber with red tessellated floor
50 porter's lodge?
51 room – function? Shows 2 phases of building and remains of painted walls
52, 53 rooms – functions?
54 steps

Learning opportunities: Identifying relationships, sequencing

Teacher/facilitator notes

History is a load of old rubbish! (stratigraphy simplified)

In the wheelie bin picture, discuss:

- Which day was the **first layer** of rubbish put into the bin?
- Which day was the **last layer** of rubbish put in (the most recent)?
- Which of these two days has the **oldest layer** of rubbish?

Archaeologists find interesting rubbish from a long time ago.

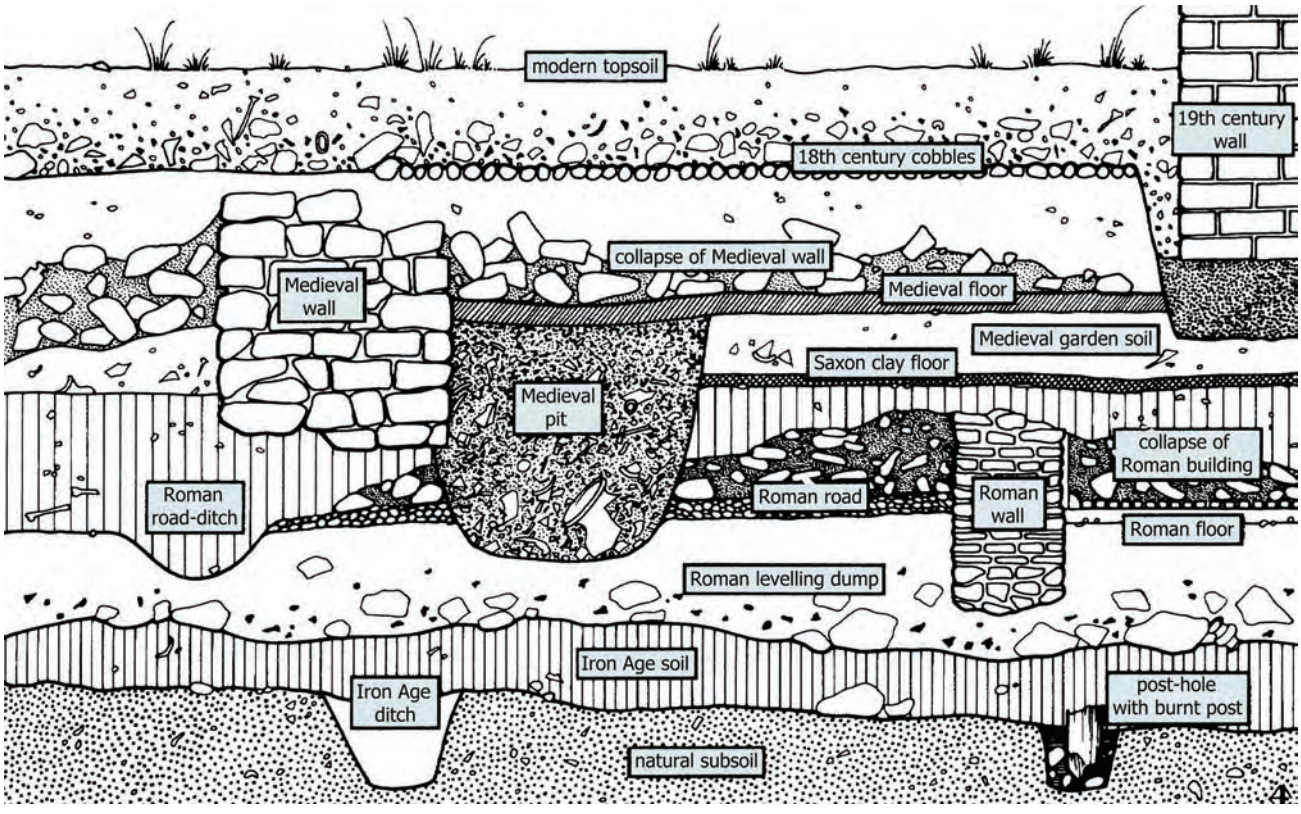
In the simplified dig picture, discuss:

- Which is the **oldest layer** of rubbish in this drawing?
- Which is the **most recent layer** of rubbish?
- Which has the older rubbish – the **Roman layer** or the **Anglo-Saxon layer**?

Learning opportunities: Identifying relationships, sequencing

Teacher/facilitator notes

History is a load of old rubbish! (a closer look at stratigraphy)



In this more realistic picture of the stratigraphy on an excavation, discuss:

- Which layer is the **oldest**?
- Which layer is the **most recent**?

Find the deep **Medieval pit**. Someone dug this in the Middle Ages to dump their rubbish in. But digging this deep pit has damaged some **older evidence** deeper down.

Find **one layer** that the medieval pit has damaged deeper down.

Cess pits are also useful evidence for archaeologists. Find out why!

Catalogue of finds in the Archaeology Resource Kit (ARK)

In the kit, you have fragments of everyday things from **Late Iron Age and Roman Folkestone**, most of which come from excavations at the Roman Villa site on East Cliff, 2010 – 2011.

There are some other finds including 20th and 21st bits and bobs found in the East Cliff grass and topsoil in the area of the villa site. These are the kind of artefacts future archaeologists will find!

- Anything marked with a code that includes the letters 'ATU' was found on the Folkestone East Cliff excavations as part of the **A Town Unearthed** project.
- Anything marked with a code that includes the letters 'CTF' was found on Channel Tunnel Folkestone excavations at Cheriton in 1988.
- There are a few other finds from other Kent sites outside Folkestone.
- Building materials and ecofacts are not usually marked with the site code.
- **Each find is marked with a kit number, in a square. Use this to look up identifications in the following catalogue.**

Find related picture resources on the kit CD

LATE IRON AGE artefacts

These were used by the *Cantiaci* tribe who lived in the place we call Kent before the Roman conquest of AD43. People seem to have retained their indigenous styles for some decades after.

1 Iron Age pottery (from East Cliff site and Cheriton site)

Colours of the fired clay could be in the pink/orange/red range or the grey/black range. When an iron-bearing clay is fired in an oxidising atmosphere (where there is plenty of air) it will fire to one of the warm tones. If fired in a reducing atmosphere (air supply is cut off) it will result in grey/black. Simple but effective!

- Sherds (fragments) usually feel and look a bit lumpy or coarse.
- Colours can be orange, grey or black. There are sometimes patches of each colour because of the firing conditions in a simple 'bonfire' kiln.
- Pottery types were small and large storage jars, bowls, cups and plates.
- Mostly hand-made using coils of clay or from a fist sized lump of clay. The most symmetrical pots suggest that a turn table was used to finish them off.
- Pots were either plain or decorated using tools made from animal bone or wood.

- Common kind of pottery.
- Some pots were made of clay with crushed shells or flint mixed in.
- Pots were made and sold on a small scale for the local community.

ROMAN artefacts

Archaeologists tend to use the term 'Romano-British' for the Iron Age peoples who went on to adopt a Roman lifestyle and learn new Roman skills following the Conquest of AD43. Most of the objects in the kit would have been made by these Romano-British peoples.

2 Roman pots and pans (from East Cliff Roman villa site)

The fast potter's wheel was introduced by the Romans. This meant a potter could consistently produce symmetrical vessels and quickly.

- Pottery types were bowls, dishes, jugs and storage jars to use in the kitchen and at the dining table.
- Jugs were usually pink, orange or cream.
- Jars, dishes and bowls were usually grey or black.
- A *mortarium* was used for mixing and grinding ingredients. Often flint or quartz grits were pressed into the inside surface of the clay to help the grinding process.
- Pots were mass produced on a potter's wheel. Look for any throwing lines on inside of sherds and an even appearance. Some were made in moulds.
- Pottery was hard-fired in well built kilns, using clay and turf.
- There were many potteries throughout the Roman Empire. In what we now call Kent, there were kilns at Upchurch and Canterbury.
- Some potteries were so big that today we would call them factories.
- Lots of pottery was produced and was probably quite cheap to buy.
- Roman pottery was traded far and wide. Pottery made in Italy, France, Spain, and Germany has been found on digs in Kent and pottery made in England has been found in France.

3 Roman samian tableware (some from East Cliff Roman villa site)

- Good quality distinctive red or orange pottery with a glossy surface when it is in good condition.
- Glossy because of minerals in the clay and rubbing (burnishing) the surface before firing. It is not glazed. Glazed pottery was very rare in Roman times.
- Quite common type of pottery. Many people had some samian in their home. Rich people may have had a complete dinner service!
- Samian was made in Gaul (N France/Belgium) and finding it on British excavations is evidence for trade.

4 Roman building materials: Box-flue tile (from East Cliff Roman villa site)

- Usually a reddish-brown clay but can also be cream coloured.
- Each 'box' tile had four sides with a pattern carved into them. This gave a better grip for the mortar.
- Box tiles were specially made for a Roman central heating system. They were built into the walls of a room, to make rows of 'chimneys'. The wall was then plastered over and the pattern would not have been seen.
- Hot air from a furnace in the basement would pass up the 'chimneys' and out through the roof, warming the floor and walls as it passed through.
- This heating system is called a hypocaust.
- Wealthier people would have a hypocaust to heat their homes. Public baths (a kind of 'leisure centre') also had hypocausts.
- Roman tile kilns have been found in Canterbury and other sites in Kent.

5 Roman building materials: *Tegula* roof tile (from East Cliff Roman villa site)

- Usually a reddish-brown clay but can also be cream or grey coloured.
- The roof of a Roman building could be made with overlapping flat *tegula* tiles and curved *imbrex* tiles.
- A *tegula* tile sometimes has a footprint where an animal or human trod on it while it was lying outside to dry before it was fired in a kiln.
- Roman tile kilns have been found in Canterbury and other sites in Kent.

6 Roman building materials: *Imbrex* roof tile (from East Cliff Roman villa site)

- Usually a reddish-brown clay but can also be cream or grey coloured.
- The roof of a Roman building could be made with overlapping flat *tegula* tiles and curved *imbrex* tiles.
- An *imbrex* tile may have a footprint where an animal or human trod on it while it was lying outside to dry before it was fired in a kiln.
- Roman tile kilns have been found in Canterbury and other sites in Kent.

7 Roman building materials: *Tesserae* (from East Cliff Roman villa site)

- Small, roughly cube shapes of reddish-brown clay placed together to make big areas of flooring. Look on the surfaces for traces of white mortar that bonded the *tesserae* together in the floor.
- Most *tesserae* were cut from flat slabs of clay. Imagine cutting a rectangular cake into squares. But some have grooves, or are curved or have an upright edge showing they were made from re-cycled building tiles of various kinds.
- Some floors also had a central mosaic using coloured stone or glass *tesserae* to create human, animal and abstract designs.

- Mosaic artists had 'pattern books' of designs for customers to see.
- The Roman villa on Folkestone's East Cliff had a mosaic in its main dining room. It is still buried beneath the earth.
- You can still see mosaics *in situ* at The Roman Museum, Canterbury (where the museum is built around a Roman house) and at Lullingstone Roman villa.

ECOFACTS

The animal jaws and teeth in the kits were found in Folkestone on a site where other evidence has been identified as Late Iron Age and Roman. We can't say which of these periods the teeth come from because they are unstratified (they can't be tied to a particular context on the site). In themselves they have no clues to indicate which period.

8 Pig (Late Iron Age or Roman) (from East Cliff site)

- Pigs are omnivores with teeth suited to eating both meat and plants.
- Animal teeth and bones are evidence for farming and diet.
- Meat and skin from the animal could both be used.
- Animal bones were used to make domestic items from prehistoric times up to the early 20th century. Roman counters and dice, spoons and hair pins made from bone are common finds on excavations.

9 Cattle (Late Iron Age or Roman) (from East Cliff site)

- Cattle are herbivores with teeth suited to eating plants.
- Animal teeth and bones are evidence for farming and diet.
- Meat, milk and skin from the animal could all be used.
- Animal bones were used to make domestic items from prehistoric times up to the early 20th century. Roman counters and dice, spoons and hair pins made from bone are common finds on excavations.

10 Sheep or goat (Late Iron Age or Roman) (from East Cliff site)

- Impossible to distinguish sheep from goat with only a jaw or tooth. The suture lines on the top of the skull would indicate which it is.
- Sheep and goats are herbivores with sharp, cutting teeth suited to eating plants.
- Animal teeth and bones are evidence for farming and diet.
- Meat, milk and skin from the animal could all be used.
- Animal bones were used to make domestic items from prehistoric times up to the early 20th century. Roman counters and dice, spoons and hair pins made from bone are common finds on excavations.

11 Oyster shell (Roman) (from East Cliff Roman villa site)

- Evidence for farming and diet.
- Oyster beds at Whitstable were used in Roman times, as they are today.
- Very common dish in the past and therefore relatively cheap to buy.
- Each layer on the oyster shell indicates a year's growth. Canterbury archaeologists found one which was 9 years old.
- Archaeologists found an oyster shell with red pigment in when they were digging the Whitefriars friary site in Canterbury. Perhaps one of the medieval friars used it when he was copying out a prayer book!

12 Limpet shell (probably Roman) (from East Cliff site)

- Evidence for diet, although I'm told the texture is like eating pencil rubbers!
- Limpets may also have been used for fishing bait.
- Delicate fish bones decompose quickly in the chalky soil around East Cliff.

OTHER FOLKESTONE FINDS

13 Modern bits and bobs (20th–21st century) (from East Cliff site)

These have not been individually marked.

They were found in the grass and topsoil in the Roman villa excavation area. Children and grown-ups presumably lost them or threw them away while playing, walking the dog, having a picnic, on a date etc.

What do the children think? Which were lost? Which thrown away? They could build stories around one small, familiar object... How did it end up on the East Cliff?

These finds illustrate types of artefacts future archaeologists will be discovering!

14 Clay daub (Anglo-Saxon) (from Cheriton site)

- Daub was a building material used in prehistoric, Roman, Anglo-Saxon, medieval and post-medieval times.
- Daub was used to build walls in wooden buildings. Lumps of it were pressed against walls made of woven branches (known as wattling).
- Daub provided insulation and weather proofing.
- Some daub had straw, chalk or animal poo mixed into the clay.
- Look for any grooves in the daub made by 'wattling' branches which have rotted away.
- On an excavation, daub may be the only surviving evidence of an ancient building built with organic materials.

As well as the finds in the kit, there are photographs and illustrations about the East Cliff investigations on the kit CD. Here are just a few of them.

Learning opportunities: Using and evaluating sources of information, asking questions, making interpretations, communicating ideas, organising findings

Teacher/facilitator notes

What can we find out about everyday life in Roman Folkestone?

Use the kit to explore some sources of information for living in Folkestone at the end of the Iron Age and after the Roman Conquest.

Most of the finds (all original) and CD images are products of the excavations at East Cliff.

1. Take all the finds out of the kit and allow some time to freely explore them.

Stress that these things were found by archaeologists and they are around 2000 years old.

2. Separate out the Roman finds from any Iron Age finds.

Use the unique ID numbers (marked on the objects in a square) with the kit finds catalogue to find which these are.

3. What kind of Roman things have we got? Have we got any clues (evidence) for:

- Food people ate?
- Personal possessions?
- How people dressed?
- How buildings were made?
- Things people used in the kitchen?
- Materials people used to make things?

There will be clues among the kit finds for most of these.

4. Add some other sources of information. How much more can we say now?

You will find Roman themed photographs and illustrations on the kit CD.

You can extend further and supplement the kit resources with any others you have. CAT has a themed loans collection of models and replicas and more reconstruction pictures, photos of artefacts etc at http://www.canterburytrust.co.uk/learning/resources/cat-kits-loan-service/ and http://www.canterburytrust.co.uk/learning/galleries/

5. Discuss how useful the sources of information are for finding out about life in Roman times, the skills of the people and how they lived.

Encourage thinking about the reliability and usefulness of each type of source. For example, you could compare the value of:

- A fragment of original pottery
- A photo of a Roman brooch
- An artist's reconstruction drawing of a Roman villa

Depending on age and ability, this can lead to some interesting discussion/argument!

Most useful sources and why we think so	**Not so useful** sources and why we think so

You could go through the same processes looking at any Iron Age materials in the handling kit.

Make comparisons between the two cultures (Iron Age and Roman) based on the sources of information you have.

Learning opportunities: Close observation, asking questions, estimating, making interpretations, looking at materials and their uses, making a record

Teacher/facilitator notes

How to examine 'finds' like an archaeologist

This sheet is most suitable for artefacts (things made by people). Adapt or use Ecofacts sheet for environmental finds like bones.

Expect mixed responses. There will be certainties ('I know'), guesses ('I think'), theories ('It might have been'). This is the how it really is for archaeologists! They look for the clues or **evidence**.

Pick and mix questions to suit level and ability of the children.

1. Is it a **complete object** or a **fragment?**
   Are there any broken edges?

2. What **material** (or stuff) is it made of?
   A common response is 'pottery'. Pottery isn't a material – clay is the material used to make the pottery.

3. What **colour** is it?
   Look at all surfaces.

4. What does it **feel** like?
   Encourage descriptive language.

5. How **big** is it? (use a pottery measuring chart if you have a **rim sherd**)
   Make or estimate measurements. Use the kit's pottery measuring chart to find diameters (gives a good impression of overall size). Use descriptive language eg. Small.

6. How do we think it was **made**?
   By hand? On a machine? In one piece? Are there any signs of tool marks?

7. Is there any **decoration**? (Describe any you can see)
   Any thoughts about how it was decorated? Why it was decorated?

8. What do we think it could have been **used** for?
   Will range from simple to more sophisticated ideas. Think about whether something could have more than one use.

9. What **kind of person** used it?
   What kind of activity does it suggest? Who would use this? Where would they use it?

10. What would we use **today**?
    Do we use anything similar? How is it similar? How is it different?

11. Do we think it is **valuable**?
    In what sense? The finds in the kit have no real monetary value. But they are valuable in helping us learn about the past.

12. How **old** do we think it is?
    Responses may range from 'I think it's old' to a more refined response. Look for dates for the kit finds in the kit catalogue.

As an introduction to examining objects, you could first use the questions to look at something familiar and then move on to ancient artefacts.

Keith needs some help examining his Folkestone finds

1. Is it a **complete object** or a **fragment**?

2. What **material** (or stuff) is it made of?

3. What **colour** is it? Look at all the surfaces.

4. What does it **feel** like?

5. How **big** is it? (use a pottery measuring chart if you have a **rim sherd**)

6. How do we think it was **made**?

7. Is there any **decoration**? (Describe any you can see)

8. What do we think it could have been **used** for?

9. What **kind of person** used it?

10. What would we use **today**?

11. Do we think it is **valuable**?

12. How **old** do we think it is?

Here is my drawing of the find.

The drawing is
smaller than | **about the same size** as | **bigger** than the real thing.
(circle one of these)

If you have a fragment, you could also try drawing what you think the complete object looked like, before it was broken.

What does the object tell us about the people who made and used it?

Learning opportunities: Close observation, asking questions, classifying information, making suggestions, looking at materials

Teacher/facilitator notes

Classifying Finds: How many ways can we group them?

Take all the finds from the kit and lay them out with the children.

Take some time to explore them. They are all original things from archaeological digs.

How many ways can they think of to **group** or **classify** the finds?

Rearrange the finds as necessary for each new way they suggest.

How much can you all do without using the kit catalogue to identify the finds?

Use the catalogue with the children to confirm their thinking and make any adjustments.

Children's reactions will include certainties (eg 'It's a bone') and guesses or theories (eg 'I think it's made of clay' or 'It might be part of a building').

Here are some ways an archaeologist would group the finds. They may think of more!

Materials
Clay
Shell
Bone
Plastic

Artefacts
Parts of buildings
Pottery
Plastic item

Ecofacts
Sea shells
Parts of skulls

Types of object
Parts of buildings
Sea shells
Parts of skeletons
Pottery
Plastic item

Date/period
Old/modern
Iron Age (Celtic)
Roman
2000 years old

You could add some of your own modern/old objects and materials to the ARK collection.

How many ways can we group the finds?

All the things in the kit were found on archaeological digs around Folkestone.

Most are from the digs Mr Winbolt and Keith had on Folkestone's East Cliff.

How many different ways can you group their finds?

Learning opportunities: Developing descriptive language, asking questions, discussing, expressing ideas, making interpretations

Teacher/facilitator notes

Using a Feely Bag

Use this as an extra dimension to a 'looking at objects' lesson.

First!

This is an engaging activity with a sense of excitement! Go through exactly what you want them to do –
before you give out the bags!

1. You distribute the Feely Bags
Work in small groups. Each group has a bag containing a hidden object.
No looking!

2. They describe it…
One by one, children in the group put a hand in and feel the object, examining its shape, size, texture, material or 'stuff' it might be made of and telling the other(s) what they think. Someone could be responsible for noting down descriptive words. The 'feeler' could try sketching his/her impression of the mystery object with the free hand.

3. They discover it…
When everyone in the group has had a go, the object is taken out of the bag by the last feeler.

4. They discuss it…
Is it anything like they thought? Does seeing it help to identify it? Have they seen anything like it anywhere else?

5. They deliver it…
As a conclusion to the activity, groups could give a brief presentation to the class, describing what they did, what they thought before and after the 'discovery'.

Children can go on to do a closer examination of their object, making a written and/or illustrated record of it.

Learning opportunities: Asking questions, classifying information, looking at materials and their uses, recording

Teacher/facilitator notes

Looking at ecofacts (animal or plant remains)

Archaeologists divide objects into different groups. They **classify** them.

Things made by people are often called **artefacts**.

Remains of plants and animals are called **ecofacts** or **environmental finds**. Archaeologists call both of these groups collectively – **finds**.

Ecofacts can tell us about

- what plants and animals were around in the past
- how people farmed the land
- the food people ate.

1. Talk with children about artefacts and an ecofacts and how they differ.

2. Find an ecofact in the kit. Have we got part of a plant or an animal?
Find out what kind.

3. Children could try making a drawing.
From prehistoric times until the Victorian period people routinely used animal bones to make a variety of everyday things.

4. Do some research on the Canterbury Archaeological Trust website
Find photos of animals, skulls and artefacts made from animal bones.
www.canterburytrust.co.uk/learning/galleries/boney_bits/

Children could draw up two lists

Object made of animal bone in the past	What it is made of today
Eg. Comb	Plastic or metal

Learning opportunities: Looking at materials and how they behave over time, collecting data, making a record

Teacher/facilitator notes

Lost and Found (science of decay and survival)

Roman domestic items

A lot of evidence is protected by being buried for centuries

Ruins and objects of **fired clay**, **metals**, **glass** and **stone** tend to survive well.

Often the mineral part (which is mostly **calcium**) of **human and animal bone** will also survive. This is what we see when we find a skeleton.

But many things are lost through decay (decomposition, rotting away)

Food remains will be the first to go, broken down by small animals in the soil (ants, worms etc) especially if buried near the surface.

In soil conditions where **oxygen**, **warmth** and **moisture** are present (as at Folkestone's East Cliff and on most British sites), objects made from **organic materials** eg. natural textiles, leather, paper, wood, the soft tissue of humans and animals and the organic part of their bones (collagen), will gradually be broken down by bacteria.

If warmth, moisture or oxygen is absent there is a far greater chance of preservation. We find this on **permanently frozen sites**, **desert sites** and **waterlogged sites**.

Try an experiment

Discuss

What kind of things do children think last a long time? What kind of things rot away?

Most children will have seen rotting food and some will have seen wildlife in various states of decomposition!

The experiment

Try burying a variety of things in the ground eg. apple, cheese sandwich, 50p coin, animal bone, pottery, paper bag, plastic pen. Dig them up again after a few months. You should not expect to see any change in most of these things after a short period but the food should be rotten! This is not an exercise for immediate results, so…

Near the start of the school year, children could be told the plan and could choose some things to bury. Make sure there is a variety of materials. Discuss with them what they think will have changed and what will look the same when you dig them up after Christmas (or later).

Keep a **Before and After** class record noting the condition of the objects on the day they were buried and the day they were dug up. You could also take a photo of the things in their 'before' and 'after' states.

10th September 2012 we buried these things		**(date) we dug the things up**
Plastic pen	New	Describe the condition of each item (smell, feel, appearance etc)
Apple	Whole, red and shiny	
Cheese sandwich	Fresh	
50p coin	Shiny	

Learning opportunities: Gathering, organising and presenting information, forming ideas, using descriptive language, using sources of information

Teacher/facilitator notes

Factual and creative writing

Luxury Villa for Rent

A Roman holiday resort, Caesar Chalets, has built a luxury villa on the cliff top in Folkestone. They want to attract new, rich customers to stay there!

Children could design a brochure advert for the new villa by:

- Finding some source material about Roman villas
- Describing the facilities (number of rooms, location, etc) using the best descriptive words they can think of so people will want to stay there (spectacular sea views!)
- Giving the villa a Roman name (perhaps try to find a few Latin words)
- Illustrating the advert

Who lived at Folkestone's Roman Villa?

- There have been different theories about who built the villa and lived there.
- Read Samuel Winbolt and Keith Parfitt's stories and see what these archaeologists say. What do the children think?
- **Children could write a story** about who lived in the cliff top villa. Give the people names and describe their daily lives. Keith thinks the villa was eventually deserted. What could have happened to make the owners leave?!

Save the Vanishing Villa!

- **Write a newspaper report** about Folkestone's Roman villa falling into the sea. Discuss and include: Where the villa is located, how people know it is there, what is happening to it, what could be done about it.

A party at the Villa

- Research Roman foods.
  Create a Roman menu and decorate with Roman images.
  Write the shopping list for the villa's slave to take to the market.
  Some Roman dining rooms had a *vomitarium* attached. Ask children what they think that was for!
- The party could be the basis for a story… perhaps involving the lost gem stone on the villa courtyard…

Glossary

Amphora (plural amphorae) A very large ceramic jar with two handles for carrying wine, oil and sometimes a kind of fish sauce. One amphora type was often re-used in Roman burials with personal belongings placed inside.

Angles and Saxons We often call these two groups of peoples the Anglo-Saxons. They started to come across the English Channel from the continent, towards the end of the Roman period. Eventually Anglo-Saxons settled in the land that later became England.

Archaeologist Someone who excavates and/or studies the material remains of the past (ruins of buildings, artefacts, animal and plant remains).

Attired Dressed.

Cantiaci or Cantii A powerful Late Iron Age tribe that occupied the area we now call Kent at the time of the Roman Conquest of AD 43. There are documentary sources for both names.

Cess pits The name we give to big holes in the ground where people threw away their wee and poo. The poo (cess) is useful to archaeologists. In conditions where it is preserved, it contains fragments of the foods people used to eat. Towns where people have lived for hundreds or thousands of years have lots of cess pits!

Classis Britannica The Roman fleet in British waters.

Community excavation Where adults and children, usually from the local area, are involved in the archaeological activities.

Court yard An area outside of a building, often laid out as a garden or with stone paving.

Decay When something rots. Also referred to as decomposition. The word is usually used when talking about organic materials like wood or leather.

Diameter The measurement of a straight line across the centre of a circle, from edge to edge.

Erosion When rock or soil is worn away by natural forces like wind, rain and waves.

Excavation The systematic and scientific removal of material remains of the past.

Finds The things that archaeologists find (and usually remove) from an excavation or 'dig'. They may be artefacts (manufactured) or ecofacts (plant and animal remains) or both.

Flannels Smart trousers made of soft woollen or cotton fabric.

Gaul Part of the Roman Empire that we now broadly know as northern France and Belgium.

Hypocaust Roman central heating system.

In situ When something is found in the precise place that it was last used before it became buried, like the Iron Age quern stone on the quern maker's workshop floor at East Cliff.

Interpretation Giving meaning to the clues archaeologists find, for example in the colours and shapes in the ground or in a fragment of pottery.

Ironstone A sedimentary rock containing iron.

Jostle When people crowd together in situations where they are excited or impatient.

Materials The stuff that things are made or formed from.

Mosaic Floor decoration of mythical, floral or geometric designs made with small cubes of coloured clay or glass. A top quality mosaic could almost look like a painting!

Organic materials Materials that come from plants and animals, for example cotton, leather, paper, wood, the soft tissue of humans and other animals and part of their bones.

Potin coin A British or Gaulish coin made in the Late Iron Age, from the early 1st century BC onward. The earliest ones are the first coins made in Britain and found mostly in south-east England.

Prehistory Any period where there is no written record of what took place.

Profession Skilled work for which someone is paid.

Quern stones Large stones for grinding grain into flour. One circular stone mounted on top of another with the top grinding stone turned by hand or by animals.

Records Surviving remains of the past and the writing, drawings and photographs made about them.

Recycle When a material or object is re-invented into something else, for example plastic bottles can be recycled into a warm fleece jacket! Archaeologists believe that a lot of things have been recycled over the years. We think that stone blocks from the ruins of Canterbury's Roman theatre were re-used when the town's Norman castle was built hundreds of years later.

Replica A copy of something that is similar to the original object. A replica is usually made if the original object is too fragile or too valuable to be handled frequently. An archaeologist would never use the word 'fake' for this kind of copying.

Romano-British A name we give to the communities in Britain who adopted the Roman lifestyle and learned new Roman skills following the Conquest of AD43.

Round barrow Large circular mound under which important people were sometimes buried during the Bronze Age.

Round house Circular prehistoric building, often made with wood, daub and thatch.

Sedate Calm and unhurried.

Settlement An area that was permanently lived in.

Squatter Someone who lives in a property when it doesn't belong to them and they don't have permission from the owner.

Stratigraphy The layers (strata) of rocks and soils (and the ancient remains buried in them) that archaeologists excavate as they work down through a site. The general principle is that the oldest layers will lie at the bottom of the site and the most recent will be at the top.

Tank Heavy vehicle carrying guns.

Test pit A small hole dug to investigate how much archaeological evidence may be in an area.

Trade To exchange something for something else, for example trading a lunch time cheese sandwich for a friend's bacon roll! In the business world trade usually means buying and selling involving money.

Tufa A type of porous rock formed from calcium carbonate in rivers and streams.

Villa A luxurious house in the country or by the sea built in the Roman style. A villa estate had extensive buildings with land attached, sometimes used for farming.

Volunteer Someone who does work for no payment.

Vomitarium Some Roman houses had this room where dinner guests, full of rich foods, could be sick and then carry on eating!

Waterlogged soil Bacteria live in soil where there is oxygen, warmth and moisture and they will destroy any buried things made of organic materials (wood, leather etc). But when soil is saturated with water (like close to a river) it becomes waterlogged. Then there is no room for air and bacteria cannot live without oxygen. Therefore anything made of wood, leather etc has a much better chance of being preserved on a waterlogged site.

Hands-on resources for Kent schools

from

Canterbury Archaeological Trust Education Service

We have extensive loans collections to support your classroom teaching, school projects and club activities. Available to any Kent school.

THE CAT KIT

A stimulating cross-curricular resource for all Key Stages containing:

- Real pottery, building and animal bones fragments of prehistoric, Roman, medieval and later date
- Booklet describing each find plus teaching ideas
- 'How big is your pot?' measuring chart
- 'Feely Bag'
- 'THE BIG DIG' (Canterbury Whitefriars shopping centre) CD of excavations photos

Plus 'CAT KIT' photos, illustrations and reconstructions on our website at:
http://www.canterburytrust.co.uk/learning/resources/cat-kits-loan-service/

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Victorian


Egyptian


Roman


19th century

>>> SMALL FEE

Please contact the CAT Education Officer, Marion Green, with your enquiry.
e: marion.green@canterburytrust.co.uk (email is best)
t: 01227 825251

Roman gem stone found at the East Cliff villa.