

Education activities at BRADING ROMAN VILLA

This is a list of all the possible things that can be done, you can select the ones that suit the needs of your group. We anticipate that your primary focus on visiting the site will be History, but there are many other elements as well. These may only take a few minutes of your visit but can nevertheless support what you have been doing in the classroom. There are worksheets and other supporting materials at the villa for each of the options, all of which can be emailed to you. To ensure that you get the best out of your visit it is possible for you to bring your own resources and we can modify ours.

The central feature of an effective school visit is good communication between us before and after to ensure that your learning objectives are met.

Key Stage 1

- History. Describe the daily life at a Roman Villa and compare with their own lives
- Geography. Identify key features of human and physical geography on a map before you go and then when you are at the site
- English. Link what the pupils saw in pictures and read about Roman Villas with what they see when they are here
- Maths. Identify 2d and 3d geometrical shapes on the outside of the building

Key Stage 2

- History. Use the visit to consolidate what has been learnt about the impact of the Romans. Exploring a selection of artefacts to work out which person at the villa would have used them. Handling artefacts and matching them to their label, description and the inference, then applying this knowledge to identify which person at the villa would have used the artefact.
- History & Science. Archaeological digging exercise that requires the pupils to measure, categorise and make inferences about the artefacts they dig up
- Geography. Match what can be seen at the site with how it is represented on a map. From the elevated position on the top of the cobnut plantation you can identify key features of physical and human geography. Worksheets that have photographs that the pupils use a compass to identify which direction they are pointing. Use simple compass directions (*North, South, East and West*) and locational and directional language [*for example, near and far; left and right*], to describe the location of features and routes on a map. Use the surrounding terrain to develop an understanding of contours.
- English, History, IT. Use information gathered before and during the visit to produce a guidebook suitable for children.
- Maths. Identify horizontal, vertical and perpendicular lines on the outside of the building, as well as the properties of geometrical shapes.

Key Stage 3

- History. The villa as the site for local history study, moving on to identifying ways the Romans changed the Isle of Wight. For the more able - assessing *how much* the Romans changed the Isle of Wight. Handling artefacts and matching them to their label, description and the inference, then making their own inferences. Then applying this knowledge to identify which person at the villa would have used the artefact.
- English, History, IT. Use information gathered before and during the visit to produce a guidebook suitable for children with use of headings, subheadings and other devices to organise the work.
- Geography. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Identifying reasons why Brading Roman Villa is suitable as a tourist attraction.