

## INTRODUCTION

*Did you know that just down the road from your school is an Early Medieval royal residence?*

*Did you know that it is currently the focus of an ongoing archaeological investigation?*

*Did you know that the archeologists want to engage your school with the project?*

This KS2 teaching resource contains seven easy-to-follow cross-curricula classroom activities to add value to your history teaching.

The activities can be used as stand-alone tasks to complement your existing Anglo-Saxon/Early Medieval/Local History syllabus or as a complete unit to develop a deeper understanding of life in Early Medieval royal residences.

Each activity is highly focused on the local sites, using actual finds and real life archeological practices to engage the students. Our wish is for them to develop an understanding of historical enquiry, as well as a sense of pride and ownership of their local heritage.

## BACKGROUND

This Resource has been created as part of the project, *Monumentalising Kingship: Places of Royal Residence and the Making of Early Medieval British Kingdoms AD 500- 800*.

Funded by the Arts & Humanities Research Council, the project has brought together experts from five royal residence sites across Britain to share their findings and learn from each other - *The Royal Residences Network*.

Each site is at a different stage of investigation: some have been known about for many years and have been extensively excavated and researched; others are at a much earlier point, with much still to be discovered. All display clear signs of being a site of importance – from very large structures, to precious jewellery, to imported materials, to references in historic texts.

Now the Network wants to share this knowledge with people that live in the vicinity of their sites, in particular supporting schools in engaging with their local Royal Residence archaeological sites.

If you are interested in learning more about your local site, please check out the project website and contact the relevant representative:

**Royal Residence Network project website**

<http://royalresidencenetwork.org>

**Lyminge, Kent**

<http://www.lymingearchaeology.org>

Gabor Thomas

[gabor.thomas@reading.ac.uk](mailto:gabor.thomas@reading.ac.uk)

**Rendlesham, Suffolk**

<https://heritage.suffolk.gov.uk/rendlesham-project>

Faye Minter

[Faye.Minter@suffolk.gov.uk](mailto:Faye.Minter@suffolk.gov.uk)

**Rhynie Environs, Pictland**

<http://reaparch.blogspot.co.uk/p/more-information.html>

Gordon Noble

[g.noble@abdn.ac.uk](mailto:g.noble@abdn.ac.uk)

**Sutton Courtenay & The Origins of Wessex, Oxfordshire**

<http://www.arch.ox.ac.uk/wessex.html>

Helena Hamerow

[helena.hamerow@arch.ox.ac.uk](mailto:helena.hamerow@arch.ox.ac.uk)

**Yeavering, Northumberland**

<http://www.gefrintrust.org>

Brian Cosgrove

[brian.cosgrove@gefrintrust.org](mailto:brian.cosgrove@gefrintrust.org)

## RESOURCE OVERVIEW

### SUMMARY

- Seven group activities to be run in the classroom.
- Explores how archaeologists worked out where to look for the sites in the first place, and then how it was deduced that the five in the Network were royal sites.
- Works in conjunction with your current Anglo-Saxon/Early Medieval curriculum.
- Will enhance and enrich history lessons, with real case studies taken from live archaeological excavations.
- Focus on developing Historical Enquiry Skills, inviting the children to use the archaeological evidence as a starting point to develop a hypothesis, which can then be questioned, tested and revised as necessary.

### CURRICULUM AREAS

English National Curriculum:

- Primarily KS2 History subject content: 'Britain's settlement by Anglo-Saxons and Scots' and 'a local history study'.
- Also touches on KS2 Geography: 'Locational knowledge' and 'Geographical skills and fieldwork'; Art & Design; Mathematics: 'Measurement', 'Geometry', 'Statistics'; English: 'Reading – comprehension', 'Writing – composition', 'Spoken Language'.

Scotland Curriculum for Excellence:

- Primarily 2nd Level Social Studies: 'People, past events and societies'.
- Also touches on 2nd Level Social Studies: 'People, place and environment'; Numeracy and mathematics: 'Number, money and measure', 'Shape, position and movement', 'Information handling'; Expressive arts: 'Participation in performances and presentations', 'Art and design'; Literacy & English: 'Listening and talking', 'Reading', 'Writing'.

### LEARNING OBJECTIVES

Through undertaking these activities, the pupils will:

- Gain a deeper understanding of the royal way of life in Britain during the Anglo Saxon period
- Learn about different archaeological techniques and how these provide evidence that can be interpreted as clues to how people lived in the past
- Understand how their local site shares characteristics with other Early Medieval royal residences in the UK
- Experience working with evidence, developing hypotheses and testing these through logical processes.

Each activity comprises a method statement that takes you through the task step-by-step; a complementary list of optional cross-curricula open-ended activities for you to select according to the needs and interests of your pupils; and a set of handouts that can either be projected or printed.

The activities are as follows:

#### 1. The Five Archaeological Sites

#### 2. How do Archaeologists know where to look?

- a Historic texts
- b Place Names
- c Aerial Photography

#### 3 How do Archaeologists know these are royal sites?

- a Building Foundations
- b Great Hall Activities
- c Exotic Finds

In addition, the teaching resource contains a glossary handout that defines the words underlined within the activities.

We would appreciate hearing your feedback on this teaching resource and what we could do to improve it. Please send any comments through to [laura@jakarandatree.com](mailto:laura@jakarandatree.com). Thank you.

## FURTHER READING

The Anglo-Saxon period at KS2 is covered by a number of other teaching resources. If you are interested in learning more or supplementing this resource with additional activities, below are some of our recommended resources.

To download a copy of this Teaching Resource as a .pdf please visit: <http://royalresidencenetwork.org>

### **BBC KS2 Anglo Saxon materials**

<http://www.bbc.co.uk/education/topics/zxsbcdm>

### **Beowulf Manuscript @ British Library**

<http://www.bl.uk/collection-items/beowulf>

### **Beowulf for Kids by the Anglo-Saxon Foundation**

<http://www.englisc-gateway.com/bbs/files/file/15-beowulf-for-kids/>

### **Bede Manuscript @ British Library**

<https://www.bl.uk/collection-items/bedes-ecclesiastical-history>

### **What was it like to live in Anglo-Saxon Lyminge?**

<http://www.canterburytrust.co.uk/learning/resources/what-was-it-like-to-live-in-anglo-saxon-lyminge-a-cat-curriculum-pack/>

### **Yeavering Saxon Royal Palace – interactive educational website**

<http://www.pastperfect.org.uk/sites/yeavering/index.html>

### **Experiencing Archaeology – classroom activities**

[http://www.nts.org.uk/learn/downloads/archaeology/Would\\_You\\_Make\\_a\\_Good\\_Archaeologist\\_0611.pdf](http://www.nts.org.uk/learn/downloads/archaeology/Would_You_Make_a_Good_Archaeologist_0611.pdf)

### **British Museum Sutton Hoo Classroom Resource**

[https://www.britishmuseum.org/learning/schools\\_and\\_teachers/resources/all\\_resources/resource\\_sutton\\_hoo\\_slideshow.aspx](https://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_sutton_hoo_slideshow.aspx)

### **British Museum Collections Online**

[http://www.britishmuseum.org/research/collection\\_online/search.aspx](http://www.britishmuseum.org/research/collection_online/search.aspx)

## GLOSSARY

<b>Aerial Photograph</b>	Pictures taken from the air, such as from an airplane, drone or helicopter or even a camera on the top of a long pole. 'Overhead' shots are taken from directly above; 'oblique' ones from an angle.
<b>Anglo-Saxon</b>	<p>Name for the peoples living in England from the 400s to 1066. They were descendants of four different peoples: Celtic Britons, who were living in England; the Angles and Saxons, who came from different parts of what is now Germany; and the Jutes, who came from Jutland, a part of Denmark.</p> <p>The term can also be used to describe the period of English history when the Anglo-Saxon people ruled England.</p>
<b>Amphora</b>	A large, usually ceramic vessel, for carrying wine and oil. A distinctive shape, often of Roman origin. (pl. Amphorae)
<b>Archaeologist</b>	Person who studies archaeology
<b>Archaeology</b>	The study of things that people made, used, and left behind, in order to understand what people of the past were like and how they lived.
<b>Artefacts</b>	Man-made objects that give clues to how people lived in the past
<b>Bede</b>	An English monk, historian and writer, who lived from about 673 to 735. He wrote one of the most important documents about life in Anglo-Saxon Britain.
<b>Crop marks</b>	Visible signs of archaeology beneath the ground. Where the ground has been disturbed (eg there were once ditches or postholes to hold up walls) it holds more water. In summer, these areas are often greener, as the plants that grow there are getting more water.
<b>Early Medieval</b>	A period of European history lasting from about 400 AD to about 1000 AD.
<b>Enclosure</b>	A structure (eg wall / fence / mound) around a group of buildings. It could be built for protection, or to stop livestock from wandering, or to protect them from being stolen.
<b>Evidence</b>	Objects and facts that give clues as to what happened long ago.
<b>Excavate / Excavation</b>	An excavation is the place where archaeologists excavate (look beneath the ground) to find artefacts, fossils, or evidence of previous life (also informally referred to as a 'dig')
<b>Great Hall</b>	A very large building found at royal residences.
<b>Hypothesis</b>	A possible explanation for an observation that can be tested by further investigation.
<b>Midden</b>	A heap or layer of rubbish, for instance broken pots and tools, ashes, food remains
<b>Picts / Pictish</b>	People who lived in Scotland at the time of Roman and Anglo-Saxon Britain. Things associated with the Picts, eg. artefacts and language, are called 'Pictish'.
<b>Royal Vill</b>	A settlement, with buildings and land owned by the king, usually containing a royal residence. 'Vill' is an old word for 'village'
<b>Royal Residence</b>	A special place where the King and his entourage would stay from time to time, as they travelled around the Kingdom dispensing justice and authority and collecting rents and taxes.

# THE ROYAL RESIDENCES NETWORK

## 1 THE FIVE ARCHAEOLOGICAL SITES

This activity introduces the Royal Residence Network sites.

To maximize flexibility, each site has its own handout. You can choose whether to cover all of the sites with your class, or just the sites closest to you.

The handouts can be used as reading material, a comprehension exercise or the basis for a 'Top Trumps' style game. The latter is a good way to illustrate similarities and differences between the sites and the essence of the Royal Residences Network project – ie sharing knowledge to deepen understanding.

### RESOURCES PROVIDED

- Royal Residence site handouts
- Royal Residence site worksheet
- Glossary

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## METHOD

### 1 INTRODUCTION

Begin by talking about the Royal Residences Network project and why it is relevant to the class:

1. Define archaeology, archaeologist, excavation, Early Medieval, royal residence. This is a good opportunity to introduce the children to the glossary handout and explain that underlined words are defined in the glossary.
2. Explain that in the Early Medieval period Britain was made up of lots of kingdoms, each one ruled by its own kings. These kings governed their subjects by travelling around their kingdoms, administering justice and demanding taxes in the form of food and livestock. They would rotate around a number of royal residences located across their kingdom and would probably visit several times a year.
3. Talk about the royal residence closest to you.
4. Explain that to learn more about the way of life at that royal residence, the archaeologists are sharing their findings with other royal residence sites and learning from each other.

### 2 READING

1. Circulate the Royal Residence site handouts and the glossary – either one site per child or one site per group of children
2. Ask the children to read through the text and look up any words they do not know in the glossary

### 3 COMPREHENSION

1. Circulate the Royal Residence site worksheet.
2. Have the children complete the sheet, either individually or in their group.
3. The left hand questions have written answers.
4. On the right, they should circle the correct location on the map and draw an artefact in the box.

## 4 CONCLUSION

1. Either undertake one or more of the optional open-ended activities (see below), or
  2. Invite the children to share thoughts and observations about their royal residence site
  3. Explain that this is the first of a few activities concerning these sites.
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## OPTIONAL OPEN-ENDED ACTIVITIES

1. Have the children practice their presentation skills by asking them to prepare a short talk on their site to introduce it to their classmates.
2. Play 'Top Trumps' – ie one player/group picks a category from the worksheet and challenges a different royal residence site to see whose is 'older'/'newer'/'larger'/'smaller' etc. The winner gets to ask the next question.
3. Create a visual physical comparison of the royal residences. Have the children line up in order based upon different questions, eg. year the site was first excavated, length of largest structure or location in Britain (north to south) etc. The children must talk among themselves to deduce the correct order. To add visual impact, have each child wear a sign indicating the name of their royal residence or an image of an artefact.

## ROYAL RESIDENCE: LYMINGE

Recent excavations at the village of Lyminge, Kent, by the University of Reading have discovered a previously unknown Anglo-Saxon royal residence.



Finds like these show the people who stayed at Lyminge were wealthy and important. (left) A 6<sup>th</sup> century woman's brooch. (right) A 6<sup>th</sup> century horse harness decoration – horses were prized luxury possessions at the time.

Lyminge was recorded in contemporary documents as a monastic community, part of a network of religious houses established across the kingdom of Kent. Historical sources indicate that a 'double' monastery – a mixed community of monks and nuns under the rule of a royal abbess – was founded there during the 7th century. These new monasteries were founded following the arrival, in AD 597, of St Augustine's mission to convert the pagan Anglo-Saxons to Christianity.

The exact location of the monastery was identified in the 1860s. A vicar uncovered the remains of an Anglo-Saxon stone church within his churchyard and decided to investigate further.

In 2012, during excavations to learn more about monastic life at the site, a series of great halls were uncovered. The largest was 24m x 9m. These are older than the foundation of the monastery and show that Lyminge's origins as an Anglo-Saxon royal residence date back into the 5th century AD. The site was actively used until the 9th century AD.



## ROYAL RESIDENCE: RENDLESHAM

During the 2000s the landowners at Naunton Hall were alarmed by frequent evidence of people digging holes in their fields at night, damaging crops and presumably stealing metal artefacts. The Suffolk County Council Archaeology Service was consulted and, because of the potential significance of a rich site in this part of Rendlesham, suggested some survey work. The aim was to discover what might be being damaged and stolen by the thieves and to discourage them.



Many of the 7th century objects found at Rendlesham are of outstanding quality, made of gold with garnet settings and comparable to pieces found in the richest Anglo-Saxon burials, such as at Sutton Hoo. The number of Anglo-Saxon coins is also remarkable, making this one of the wealthiest sites of the period known in England. (left) Part of a sword scabbard (handle). (right) necklace beads.

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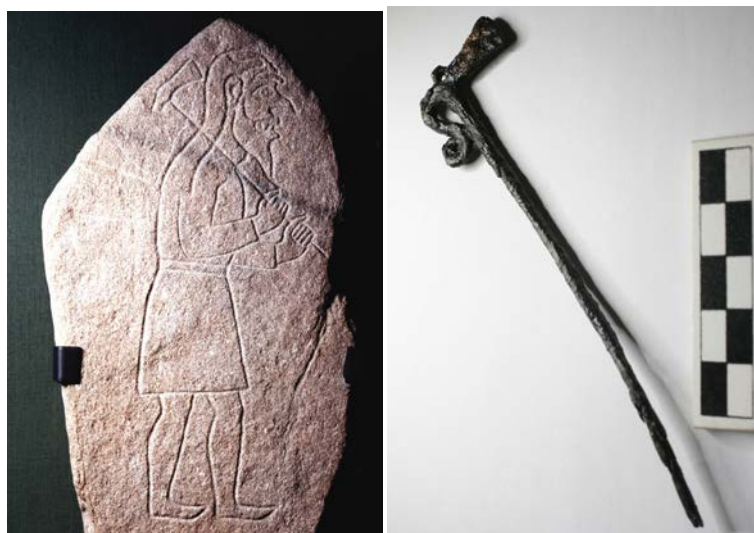
It was always suspected that Rendlesham was an important Anglo-Saxon centre. A very old book by the writer, Bede, had mentioned that King Æthelwold of East Anglia hosted the baptism of King Swithelm of the East Saxons there in around AD 660. This provided intriguing clues to its location ... somewhere in Rendlesham parish, but no one knew exactly where it was.

In 2008, the SCCAS began a major investigation, mainly using metal-detecting, to study a large area of Anglo-Saxon activity. The results suggest a place that was occupied from the 5th until the mid-8th century, and was certainly particularly large, wealthy and politically important in the late 6th and 7th centuries. In 2016, they found a 23m by 9m structure that was probably once a great hall.



## ROYAL RESIDENCE: RHYNIE

In 1978 a farmer ploughing his field, came across a stone carved with a man holding an axe – now known as the ‘Rhynie Man’. Since then aerial photography has revealed that it and the ‘Craw Stane’, another Pictish carved stone monument, stood at the centre of a series of enclosures.



The Rhynie Man carved stone from 5th-6th Century AD and a very fine axe-shaped pin with a serpent design that resembles the axe carried by the Rhynie Man.

Starting excavations in 2011, archaeologists from the University of Aberdeen (in collaboration with the University of Chester and University of Glasgow) have confirmed the enclosures – the largest of which is 50 x 60m – were part of a fortified complex that was occupied from 450-550AD.

They wanted to test the hypothesis that Rhynie was an undocumented Pictish central place associated with a powerful Pictish dynasty. The basis for this theory was because the place name, Rhynie, comes from early Pictish word *rīg*, meaning ‘king’. The enclosures and the special artefacts discovered – including rare imports from the Roman empire and fine metal work – support this theory, proving that Rhynie was an early royal centre of the Picts in Aberdeenshire.

## ROYAL RESIDENCE: SUTTON COURTENAY

In 1921, archaeological features became visible in a gravel quarry. A local archaeologist, E.T. Leeds, was called to investigate. His excavations in the 1920s and 30s uncovered an Early Medieval settlement, with over 33 buildings and amazing artefacts offering the first glimpse into everyday Anglo-Saxon life.



A number of special finds have been discovered by metal-detectors. The one on the left features a bird of prey – a symbol of strength and power. The right is a 7<sup>th</sup> century brooch found in a female grave. The woman buried wearing this brooch was probably a member of the region's leading family.

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Archaeologists have continued to investigate this special site – it even featured on the television programme, 'Time Team'! A recent project by the University of Oxford and Wessex Archaeology to digitally map aerial photography and metal-detector finds has found that the site extended far beyond E.T. Leeds' original area.

Indeed, two large timber buildings have been uncovered, one of which is the largest Anglo-Saxon great hall ever found (30.9m x 10.8m). These new discoveries show that Sutton Courtenay was an Early Medieval 'place of power'. A site where a range of functions – political, religious, commercial, and craft – were carried out across a wide area, with a great hall at its centre. We now know that in the 6th and 7th centuries AD it was a royal centre associated with the ruling family of the Gewisse, later known as the West Saxons – giving the name to the kingdom of 'Wessex'.

## ROYAL RESIDENCE: YEAVINGER

In 1949, a professor was using aerial photography to search for Roman military camps in Northumberland. Severe drought made conditions ideal and he photographed an impressive series of crop marks in an otherwise undistinguished field.

An archaeologist, Brian Hope Taylor, identified these marks as Ad Gefrin, a site described by Bede in the 8th century as as an Anglo-Saxon royal vill. The site provided short-term accommodation for the king and his household and operated as a place of power linking British and Anglo-Saxon people and traditions. It is thought the king would have travelled throughout his land dispensing justice and authority, and collecting rents in the form of livestock or food from his various estates. Such visits would be periodic and the frequency and duration of his stay would vary. It is likely that the king and his entourage visited several times a year.



This man's belt buckle was made sometime between c.570 and c.640AD. The iron has rusted, so it was X-Rayed to see the original shape. The design shows the item to be very special and likely owned by a very important person – probably someone travelling with the king when he visited.

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Taylor excavated Yeavinger between 1952 and 1962. He revealed evidence that the site was occupied during the first half of the 7<sup>th</sup> century. They uncovered burials, a timber theatre and a number of timber great halls, the largest of which was 25.3m x 11.6m.

Since 2005, The Gefrin Trust with Durham University have pursued new field research to learn more about Yeavinger.

# THE ROYAL RESIDENCES NETWORK

## 1 THE FIVE ARCHAEOLOGICAL SITES

ROYAL RESIDENCE NAME:

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FIRST INVESTIGATED?

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WHO IS EXCAVATING NOW?

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WHEN WAS THE SITE USED?

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SIZE OF LARGEST STRUCTURE?

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INTERESTING FACT?

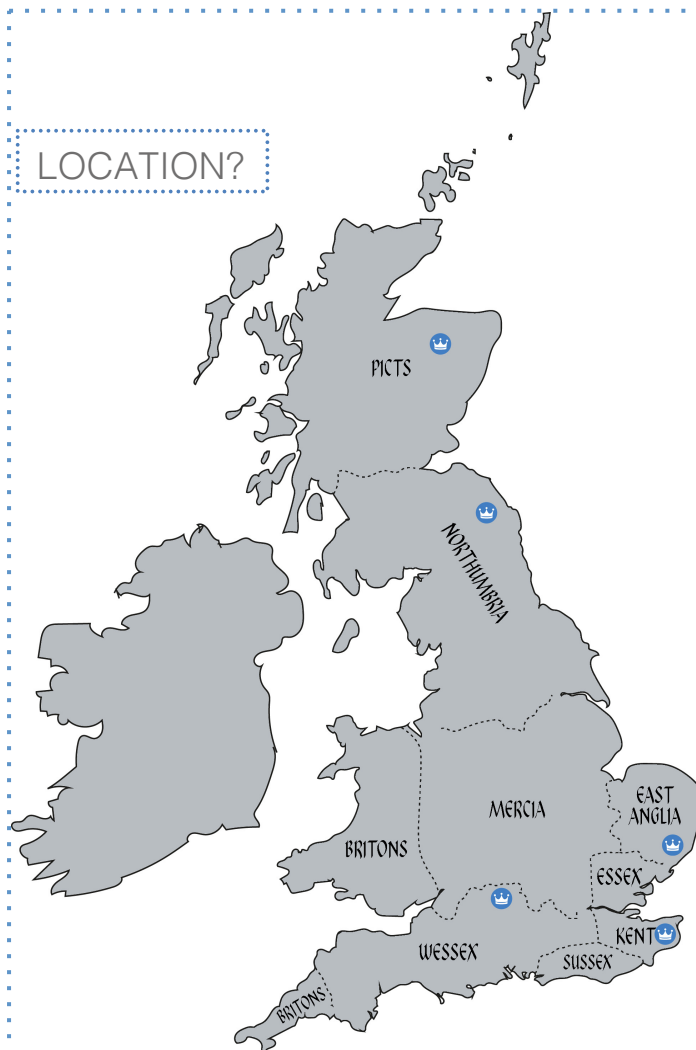
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LOCATION?



INTERESTING FIND?

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While many people know what archaeologists are and a bit about what they do, many do not question how they know where to look.

The first activity in this section – *how do archaeologists know where to look?* – introduces the children to the use of historic texts as a source of information.

The children will explore actual historic texts to see how the writings provide clues that can be used to locate places from the past that are no longer visible above ground.

You can use either or both of the historic texts, according to the abilities of your students.

### RESOURCES PROVIDED

- Bede
- Bede's writing about Rendlesham
- Bede's writing about Yeavinger

### RESOURCES REQUIRED

- Maps of East Anglia and Northumbria that show the village names and features such as rivers (could be digital).
- Coloured pencils – red, blue and green.

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## METHOD

### 1 INTRODUCTION

1. Begin by talking about the importance of historic texts – books, manuscripts, documents – as sources of historic evidence.
2. Pass out the Bede handout and read through together as a class.

### 2 READING

1. Hand out either or both of the Bede's writings handouts
2. Explain that these are small extracts from Bede's '*History of the English Church and People*' and have been translated into modern English.
3. Invite the children to read the texts and offer them the opportunity to look up / query any words they do not understand

### 3 ACTION

Ask the children to do the following:

1. Circle in red any names of PLACES that feature in the text
2. Underline in blue any names of PEOPLE
3. Put a green square around any words that describe the LANDSCAPE of the area (think about geographical features such as rivers or towns or villages)

## 4 DISCUSSION

Invite the children to share what they have found out about the sites at Rendlesham and Yeavinger from the texts

1. Focus in on the names of places and landscape features they found in the texts
2. Ask them to share how they think these can be used as clues to locate the sites that no longer exist

## 5 ACTION

Look at a map and try to find:

1. The places mentioned by name, ie. Rendlesham, East Anglia, Northumbria
2. The places mentioned by name that no longer exist or have the same names, ie Ad Gefrin (now called Yeavinger), Melmin (now called Milfield)
3. The landscape features described in the text (ie River Glen)

## 6 CONCLUSION

What is missing?

1. Begin by recapping the Rendlesham handout from Activity 1: ie that Bede's reference to the royal palace of Rendil in Bede provided intriguing clues to the location of this important royal residence ... somewhere in Rendlesham parish, but no one knew exactly where it was. It is only recently that archaeologists have identified the approximate location and that their investigations are still very much in progress, they only just found the great hall in 2016 and there is much still left to discover.
2. Encourage your students to question the text – what required information is missing or how could it be misleading? (eg placenames that no longer exist)
3. Invite them to think about what physical evidence might remain of a royal residence that no longer exists. Use the example of Yeavinger that was abandoned and replaced by Melmin. *This is a good introduction to Activity 2b and Activity 2c*

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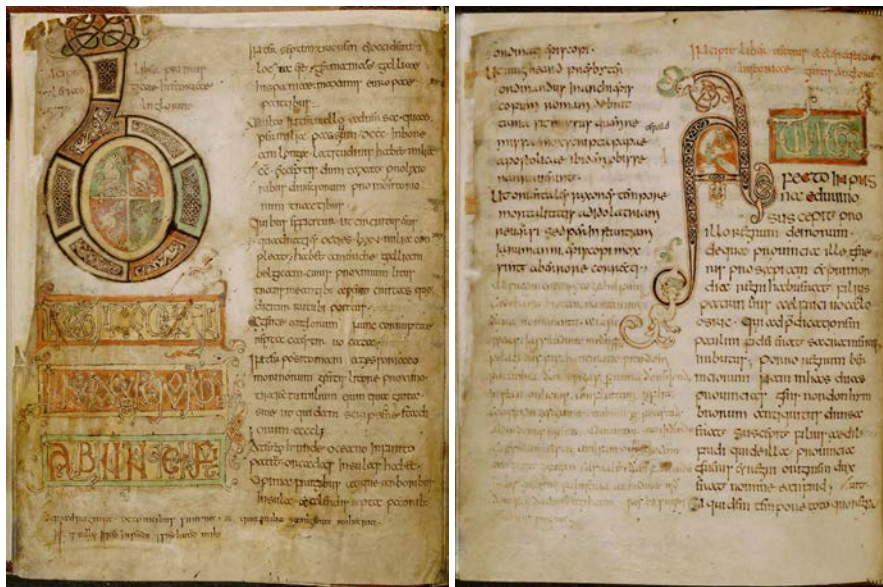
## OPTIONAL OPEN-ENDED ACTIVITIES

1. In small groups or individually, write a story that contains 'hidden' clues to a location somewhere in your school. Think about including descriptions of the view or of the activity that takes place nearby.  
Swap stories and see if you can follow the clues to identify the 'hidden' location.



## BEDE

The main historical source of information about this period is the 'Historia Ecclesiastica Gentis Anglorum' or 'History of the English Church and People'. Written in 731AD, it is the most contemporary (written at the same time) text about the way of life in Early Medieval Britain.



The 'Historia Ecclesiastica Gentis Anglorum' at the British Library

It was created by Bede, one of the greatest Anglo-Saxon scholars. He lived in a monastery at Jarrow in Northumbria. Born in 673AD, he went to live with monks when he was just 7 years old. Monasteries were centres of learning, where monks and nuns spent their time in prayer, study and worked in fields and workshops. Monasteries were the only schools in Anglo-Saxon England. In the monasteries, monks copied out books by hand and decorated the pages in beautiful colours.

Bede wrote or translated about forty books on practically every area of knowledge, including nature, astronomy, poetry, theology and history. The texts were originally in Latin.



BEDE'S WRITING ABOUT RENDLESHAM

Swithelm, the son of Seaxbald, was  
successor to Sigebert.

He was baptized by Cedd in East Anglia,  
in the royal village called Rendlesham,  
that is, the residence of Rendil.

King Aethelwold of East Anglia, the  
brother of King Anna,  
the previous king of the East Angles,  
was his sponsor.

Extract from 'The History of the English Church and People', taken from  
Book III, Chapter 22.

BEDE'S WRITING ABOUT YEAVINGING

So great was then the fervour of the faith, as is reported, and the desire of the washing of salvation among the nation of the Northumbrians, that Paulinus at a certain time coming with the king and queen the royal country-seat, which is called AdGefrin, stayed there with them thirty-six days, fully occupied in catechising and baptizing; during which days, from morning till night, he did nothing else but instruct the people resorting from all villages and places, in Christ's saving word; and when instructed, he washed them with the water of absolution in the river Glen, which is close by.

This town, under the following kings, was abandoned, and another was built instead of it, at the place called Melmin.

Extract from 'The History of the English Church and People', taken from Book II, Chapter 14. 'Baptism' is a religious ceremony at which people became Christians by 'catechism' (learning about Christianity) and by being dipped in the water of a river or pool.

This second activity in the *How do archaeologists know where to look?* section follows on from the first, but can also be used as a stand-alone activity.

The activity introduces the children to the language roots of the place names that still are in use all around them. The children will discover how, like the historic texts, these names also provide clues to archaeologists that can be used to locate places from the past that are no longer visible above ground.

The tasks will also encourage the children to be observant of the area around them and how things that they encounter every day can offer glimpses into how people lived in the past.

### RESOURCES PROVIDED

- Early Medieval Place Names

### RESOURCES REQUIRED

- Map of the area around your school with names clearly marks – eg parishes, villages, towns, parks and streets

## METHOD

### 1 INTRODUCTION

Invite the children to share the names of places where they live and of any other place names they know, such as where cousins and grandparents live. Write these names up on the board.

### 2 ACTION

Ask the children to try to find connections between the names – they should look for any common words, beginnings or endings. Which ones sound the same? (you can do this verbally, on the board, or children can make their own lists in their notebooks)

### 3 EXPLANATION

1. Explain that as different groups settled in Britain – Picts, Romans, Anglo-Saxons, Vikings – they named the places where they settled in their own language.
2. Many of these names are still used today and so provide clues to archaeologists of where these settlements once were, even if there is no longer anything historic visible above the ground.
3. Rhynie is a great example of this. There is no historic text referring to Rhynie and no evidence of a Pictish settlement above ground, however archaeologists suspected there was once an important settlement there because the place name, Rhynie, is derived from the early Pictish word rīg, which means 'king'.
4. Like Rhynie, other place names offer clues to the what was there in the past.

## 4 ACTION

1. Explain that many historic place names were descriptions of the landscape and the people that lived there.
  2. Hand out the Early Medieval place names sheet.
  3. Ask the children to read through the sheet and to find the two royal residences used as examples – Rendlesham and Sutton Courtenay. Discuss their meanings and any other questions the children may have.
  4. Work together to compare the sheet with the list of place names made at the beginning of the activity. They should underline any Early Medieval place names among those that they listed.
  5. For each Early Medieval place name, they should try to work out the original meaning (they could write these out or this could be done verbally)
  6. If they quickly exhaust the list from the board, you could hand out the maps of the local area and ask if they can find any other Early Medieval place names.
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## OPTIONAL OPEN-ENDED ACTIVITIES

Have a go at making up your own place names:

1. You can try using the Early Medieval place name terms or alternatively, use modern words following the Early Medieval patterns and combinations.
2. Think of descriptive words that identify your home, is it high up on a hill, or down low in a valley? Red brick or covered in ivy?
3. What landscape features are nearby? A field, some trees, a farm, a river?
4. Is it near something that would enable you to use 'north', 'south', 'east' or 'west'?
5. Include your name (as the leader of the settlement) or your family name, or even that of your pet!

## EARLY MEDIEVAL PLACE NAMES

Place name	Meaning	Examples	Origin
Places named after important men (the word in front is the name of the local leader)			
-----ing / ings	'people'	Hastings = Haesta's people Worthing = Wurth's people	Anglo-Saxon
-----ham	'homestead' or 'settlement'	Rendlesham = Rendil's homestead Nottingham = settlement of Snot's people (the 's' has since been dropped).	Anglo-Saxon
-----field	'open land'	Wokefield = Wocc's open land	Anglo-Saxon
Places named after features of the landscape			
---ford	'a place to cross a river'	Oxford = river crossing for oxen Hertford = river crossing for stags	Anglo-Saxon
---worth / worthy	'enclosure'	Hinxworth = horse enclosure Turnworth = enclosure of thorn trees	Anglo-Saxon
---ton	'farmstead' or 'village'	Northampton = north village Littlehampton = little village	Anglo-Saxon
---ley / lee / leigh	'wood' or 'clearing in wood'	Oakley = oak wood, Ashley = ash wood Thornley = thorn wood	Anglo-Saxon
---wick / wich	'premises' or 'farm'	Woolwich = sheep farm Butterwick. = dairy farm	Anglo-Saxon
Aber / Abhir---	'rivermouth'	Aberdeen = the mouth of the river Dee	Pictish
Pert---	'copse of woodland'	Perthshire = place by a thicket	Pictish
Dal / Dol---	'meadow'	Dallas = meadow dwelling	Pictish
Places that begin with adjectives (descriptive words to describe the location)			
Little---	'small'	Littleworth = small enclosure	Anglo-Saxon
High---	'high (ground)'	Highworth = high enclosure	Anglo-Saxon
Nor---	'north'	Norton = north village	Anglo-Saxon
Su---	'south'	Sutton = south village (like Sutton Courtenay)	Anglo-Saxon
Wes---	'west'	Weston = west village	Anglo-Saxon
Es---	'east'	Eston = east village	Anglo-Saxon

# HOW DO ARCHAEOLOGISTS KNOW WHERE TO LOOK?

## 2c AERIAL PHOTOGRAPHY

This third activity in the *How do archaeologists know where to look?* section follows on from the first two, but can also be used as a stand-alone activity.

The activity introduces the children to the use of aerial photography in archaeology. It demonstrates how archaeologists often use views from above to see features in the landscape that are not visible when standing on the ground.

Children are also encouraged to look at their environment from different viewpoints and perspectives.

### RESOURCES PROVIDED

- Aerial photograph of Yeavinger
- Plan of Yeavinger

### RESOURCES REQUIRED

- Drawing materials

## METHOD

### 1 INTRODUCTION

1. Show the class the aerial photograph of Yeavinger.
2. Invite the children to describe what they see – eg fields, road, trees, crops, fences, hedges.
3. Ask the children if there is anything strange or out of place in the photograph? ie strange straight lines and curved shapes in the middle of the fields.
4. Ask the children if any of them can think what these might be?

### 2 DISCUSSION

1. Remind the children of Bede's text about Yeavinger and how the settlement was abandoned.
2. Ask the children to share ideas on what they think would be left after a place is abandoned and left to go to ruin – eg. foundations of buildings, people's lost belongings, piles of building materials, ditches filled in with debris etc.

### 3 EXPLANATION

Talk about the long-term effect of these remains on the ground surface:

1. Where the ground has been disturbed (for instance there were once ditches or postholes to hold up walls) it holds more water. In summer, these areas are often greener and more lush, as the plants that grow there are getting more water (these are called crop marks). In winter, these areas have more frost (frost marks).
2. Where debris has been piled on the surface, a small mound will form. When viewed from the air, it is possible to see the shadows created by the subtle changes in ground level
3. Where a lot of burnt debris has been deposited in one area, the earth is often darker – a result of the high levels of carbon created when natural materials, such as wood, burn.



## 4 EXPLANATION

Talk about how archaeologists use aerial photographs:

1. Aerial photographs enable archaeologists to see these differences in ground surface appearance and to perceive patterns over large areas – for instance a series of rectangles indicating a complex of structures, a whole village not just a single wall.
2. Sometimes they take 'overhead' photographs, looking vertically down on the ground below - this is best to view crop marks, frost marks and changes in earth colour, as in the Yeavinger image.
3. Sometimes they take 'oblique' photographs, taken from an angle with the sun ideally low in the sky - this is best to view shadows created by subtle changes in ground level, such as mounds.
4. These photographs direct archaeologists to where they should locate trenches to investigate features below the ground.

## 5 ACTION

1. Look at the aerial photograph of Yeavinger again.
2. Invite the children to try connecting the lines into individual structures.
3. Compare the aerial photograph and the plan of Yeavinger showing the locations of the buildings to test the accuracy of the children's own plans.
4. Invite the children to guess what each of the structures once was. A = great hall; B = open air theatre with tiered seating; C = support buildings such as workshops; the big curve = an enclosure, thought to have been a large cattle corral or the scene of local traditional events.

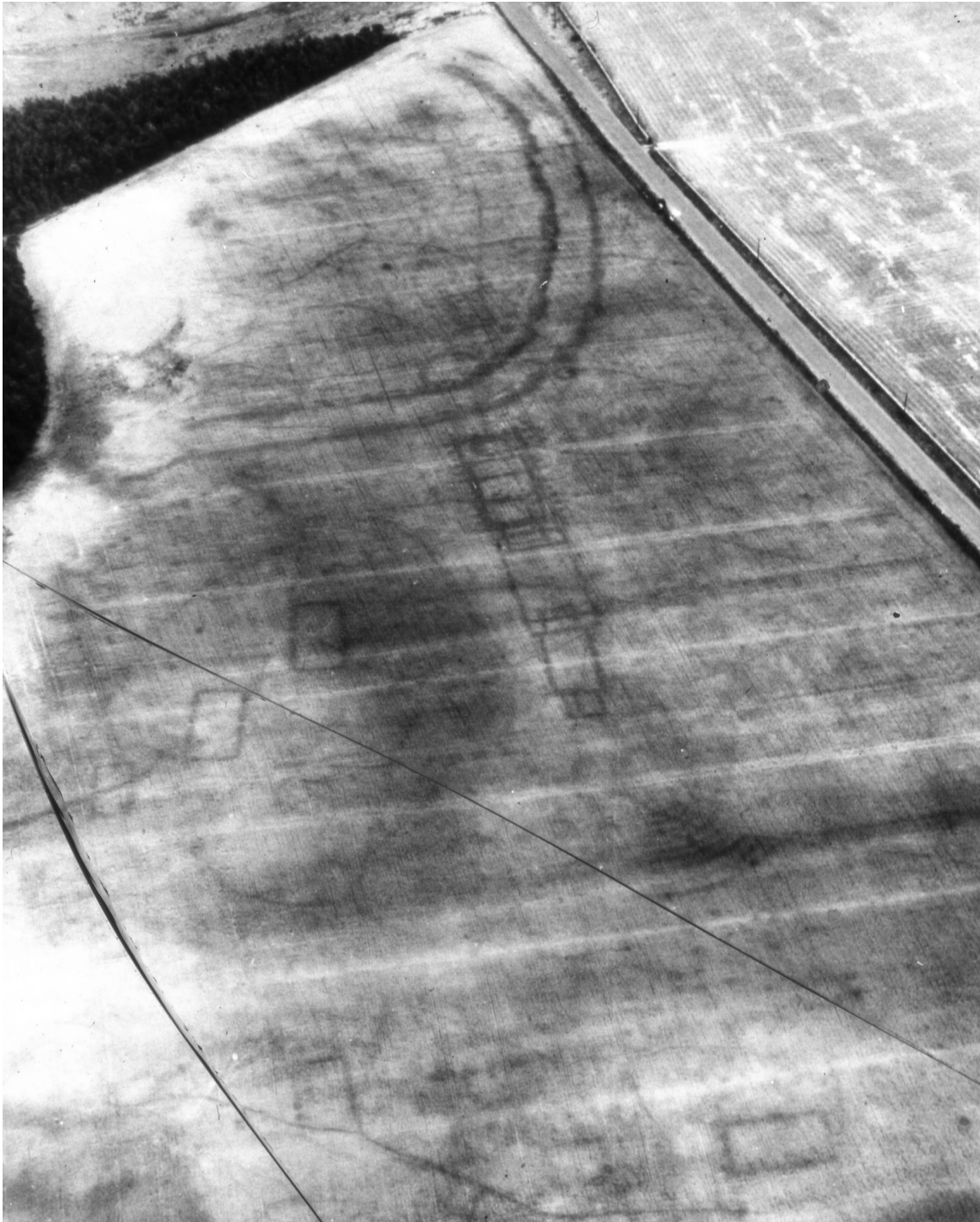
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## OPTIONAL OPEN-ENDED ACTIVITIES

1. Search for additional aerial photographs of your area on: <http://www.britainfromabove.org.uk>
2. Have a go at taking your own 'aerial photographs' of everyday objects from above.
  - A. Try taking 'overhead' shots:
    - Create a support for the camera so that it is pointing straight down (you could use a table or a pile of books, or a tripod if you have one).
    - Place a large piece of white paper or a white sheet on the floor (to create a plain background).
    - Place an everyday object directly beneath the camera and take a photo
  - B. Practice taking 'oblique' shots:
    - Change the location of the camera, so that the angle is more side on and not directly from above (c.30-45°).
    - Place the everyday object on the sheet / paper
    - Use a bedside lamp or strong torch to create shadows and take a photo of the object and its shadows.
    - Experiment with moving the light source to create shorter and longer shadows
  - C. Once you have a collection of photographs of different objects, see if others can guess what they are, just from the photographs. How about staging an exhibition for your school and having a competition to guess the object?



AERIAL PHOTOGRAPH OF YEAVINGER

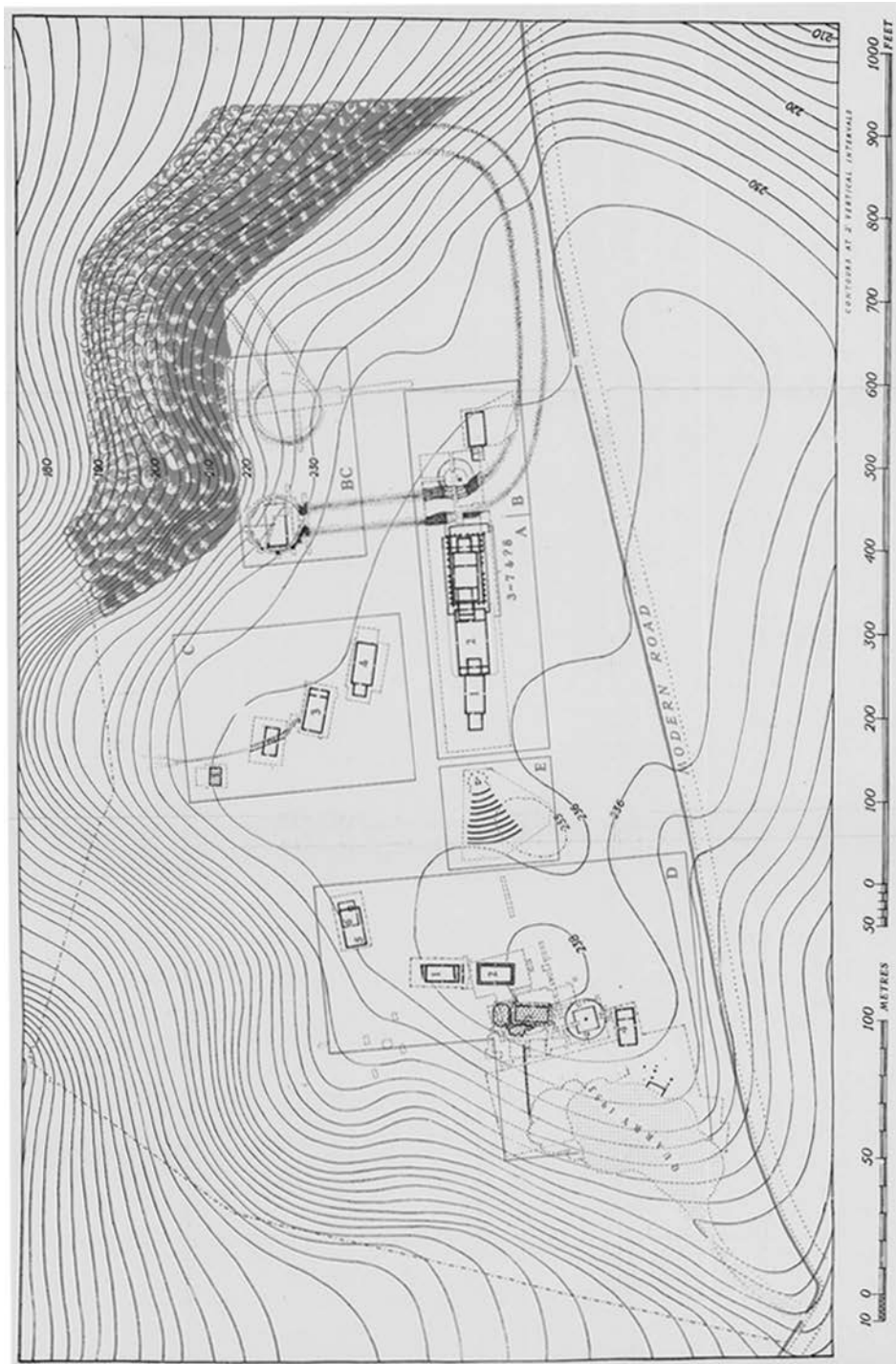


Aerial Photograph of Yeavinger showing crop marks.

# HOW DO ARCHAEOLOGISTS KNOW WHERE TO LOOK?

## 2c AERIAL PHOTOGRAPHY

### PLAN OF YEAVINGING



Plan of Yeavinging showing the complex of buildings on the site. The great hall is labelled 'A'.

# HOW DO ARCHAEOLOGISTS KNOW THESE ARE ROYAL SITES?

## 3a BUILDING FOUNDATIONS

Once a site is discovered, archaeologists undertake a process of investigation and interpretation, developing hypotheses to explain what they have uncovered and then testing these with additional research and investigation.

The activities in this section – *How do archaeologists know these are royal sites?* – take the children through these stages: first looking at the evidence found underground, then interpreting what that evidence could have been, and finally bringing together this understanding of the physical evidence with historic texts and other finds to test and prove their hypotheses.

This activity helps children relate the abstract archaeological data to their own environment, to better understand what it once was.

### RESOURCES PROVIDED

- Photograph of Lyminge excavation
- List of structure sizes
- Great Hall Reconstruction Illustrations

### RESOURCES REQUIRED

- Squared paper
- Coloured pencils

## METHOD

### 1 INTRODUCTION

1. Show the children the Photographs of the Lyminge Excavation.
2. Invite the children to share their thoughts about what they think it is.
3. Explain that these are aerial photographs of an archaeological site in Kent, called Lyminge, where the archaeologists have stripped back the layer of topsoil, exposing the chalk below (which is why it is whiteish in the photo). The holes and marks in the chalk are evidence of an Anglo-Saxon settlement.
4. The two photographs are of the same excavation – one taken from directly above (overhead) and one from an angle (oblique) in order to clearly be able to see different features. (*This echoes the content of Activity 2c, Aerial Photography*).

### 2 EXPLANATION

1. Point out the rectangular shape and ask if anyone can guess what it is?
2. Explain that this is the evidence of where a building once stood.
3. The building was constructed by digging holes into the chalk. Wooden posts were inserted into these holes, providing supports for the wooden walls of the building. The wood used to construct the building has rotted away, leaving just the postholes in the chalk as evidence that there was once a building there. Over time these have filled with earth.
4. The archaeologists have excavated the earth from these holes, and so where the posts once stood is clearly visible in the aerial photographs. (The other holes visible are latrines and rubbish pits).

### 3 DISCUSSION

1. Invite the children to share thoughts on what kinds of buildings they think may have existed in the settlement (eg houses, religious buildings, barns, stores, workshops, shops).
2. Ask the children why they think the building at Lyminge was made bigger? Does this give any clues as to what the building was?
3. Note down the thoughts on what the children think the building was as hypotheses to be tested further.

### 4 ACTION

1. Hand out the List of Structure Sizes and the squared paper.
2. Guide the children to create a graph with an x axis to represent the length of the structures and a y axis to represent the width. You will need to work out the best scale based on your squared paper.
3. Ask the children to plot all of the structures on the graph, labeling each one clearly. They could use a different colour for each structure.

### 5 ACTION

1. Have the children measure out the size of their classroom, the school hall or gym, and the school playground (if it is rectangular and smaller than 50 x 60m).
2. Plot these new measurements on the graph.

### 6 DISCUSSION

1. Ask the students how the Early Medieval structures compare to the spaces of their school?
2. Does this help to refine their hypotheses by providing any clues as to what the buildings were? Think about the use of the school hall vs a classroom or storeroom.

### 7 CONCLUSION

1. Explain that in comparison with other buildings found at Early Medieval sites, the royal residence structures are unusually large, indicating that they were important buildings.
2. The smallest structure, 'Lyminge A', is more typical of Early Medieval structures – such as workshops, dwellings and stores – and is there for comparison.
3. The largest structure, located at Rhynie, was an enclosure.
4. The other structures are all great halls. Show the Great Hall Reconstruction Illustrations.
5. Invite the children to share ideas for how they think great halls may have been used. Consider modern day comparisons: community centres, religious buildings, school halls (*leads to Activity 3b*).



# HOW DO ARCHAEOLOGISTS KNOW THESE ARE ROYAL SITES?

## 3a BUILDING FOUNDATIONS

### OPTIONAL OPEN-ENDED ACTIVITIES

1. Deepening understanding of enclosures
  - A. Can the children think of any other places that have an enclosure with a defined perimeter surrounding a group of buildings? Their school, a prison, palace, football ground, horse paddock etc.
  - B. Why do the children think the perimeters are there? In the case of Rhynie, it was likely to act as a defensive measure, offering protection; it also would have looked impressive, clearly demarking the territory of the settlement; it also would have kept domesticated animals inside, and wild animals outside.
  - C. Invite the children to design their own enclosure, like that at Rhynie
    - Begin by thinking of its purpose – a home, a place of entertainment, a sporting venue etc.
    - Then determine the role of the perimeter – to keep people in or keep people out? What should it be made of? Should people be able to see through it / climb over it? etc.
    - Then list what spaces are required within – changing rooms, showers, bedrooms, play areas, eating area, food preparation, gathering spaces etc.
    - Draw and cut out shapes to represent each of the spaces, thinking about how big each one needs to be and what shape room would work best.
    - Lay out the shapes, thinking about which spaces should be close to each other, eg a kitchen near a dining area.
    - Once happy with the layout, stick the shapes down and draw the perimeter around them.
2. Deepening understanding of great halls
  - A. Explain that we know very little about what great halls looked like – archaeologists just know where posts once stood and that they were built out of wood and other locally found natural materials.
  - B. Archaeological illustrators – like those to draw the images of Lyminge and Yeavering on the handout – use this information as clues to how the great halls once looked. They then use their imagination to fill in the gaps.
  - C. Invite the children to design their own great halls:
    - It should have a rectangular footprint with posts in the corners and along the walls to hold up the walls.
    - Think about where the door(s) should be and where to put windows.
    - Think about the roof – was it pitched or flat, wooden, tiled or thatched?
    - These were often very important buildings – think about how the outside could be decorated or adorned.

# HOW DO ARCHAEOLOGISTS KNOW THESE ARE ROYAL SITES?

## 3a BUILDING FOUNDATIONS

### PHOTOGRAPHS OF LYMINGE EXCAVATION



Two aerial photographs of the Lyminge Excavation – the top is taken from 'overhead'; the bottom one is 'oblique'. The red-and-white scale bars in the middle of the pictures are 2 metres long. Archaeologists use these to record the size of the building.

LIST OF STRUCTURE SIZES

Site	Width (m)	Length (m)
<b>Lyminge A</b>	2.5	3.5
<b>Lyminge B</b>	9	24
<b>Rhynie</b>	50	60
<b>Sutton Courtenay</b>	10.8	30.9
<b>Yeavinger</b>	11.6	25.3
<b>Rendlesham</b>	9	23

Width (m)



*Careful when you choose your scale!*

*Make sure all the measurements will fit on your graph.*



Length (m)



# HOW DO ARCHAEOLOGISTS KNOW THESE ARE ROYAL SITES?

## 3a BUILDING FOUNDATIONS

### GREAT HALL RECONSTRUCTION ILLUSTRATIONS



Illustration of the great hall in Yeavering



Illustration of the royal residence at Lyminge, including the great hall

# HOW DO ARCHAEOLOGISTS KNOW THESE ARE ROYAL SITES?

## 3b GREAT HALL ACTIVITIES

This second activity in the *How do archaeologists know these are royal sites?* section follows on from the first, but can also be used as a stand-alone activity.

This activity takes the children through the process that archaeologists undertake in order to determine the use of great halls. Beginning with looking at finds and trying to work out what they once were; then interpreting these objects to deduce what happened inside great halls. It ends with exploring a historic document that further contextualises life in great halls.

### RESOURCES PROVIDED

- Great Hall finds
- Beowulf poem

### RESOURCES REQUIRED

- Pens and paper

## METHOD

### 1 INTRODUCTION

1. Show the children the Great Hall Finds.
2. Explain that these were all found in or near the great halls at the royal residences site, Lyminge. Each one offers a clue as to how the great halls were once used.

### 2 ACTION

1. Start with Clue 1: glass shards. Explain that these are broken bits of glass that were once part of larger objects.
2. Invite the children to brainstorm objects that are made of glass, eg windows, light bulbs, drinking glasses, spectacles, test tubes, plates, television screen, smart phones etc.
3. Now underline any objects that might have been used in the great hall at Lyminge.
4. Now put a circle around any of the underlined objects that are likely to be made from blue glass.
5. Decide as a class, which of these circled objects are most likely to be the source of the blue glass.
6. Clue 1 = blue glass shards from drinking vessels (the archaeological term for glasses)

### 3 ACTION

1. Look at Clue 2: the artefacts found at Lyminge and Sutton Courtenay.
2. Ask the children if they have anything that looks like this at home or in the classroom, and can guess what it is. Write down all the suggestions.
3. Decide as a class which suggestion is correct.
4. Clue 2 = gaming piece, from a game similar to draughts.

## 4 ACTION

1. Look at Clue 3: midden dump. Explain that midden is the archaeological term for rubbish. What people discard and leave behind often offers an invaluable source of information for archaeologists.
2. Invite the children to create two columns (on the board or individually on paper). Label the left column 'rubbish' and ask the children to list things that they throw away, eg broken toys, old clothes, food packaging and vegetable scraps, chicken bones etc.
3. Now label the right column 'what this says about me/us'. Ask the class to imagine they are archaeologists from the future and they have come across this pile of rubbish. Against each item they should write what they can learn from the rubbish – what people once wore, what they played with, how they communicated etc.
4. Now look carefully at the midden finds again – can the class guess what they are?
5. Clue 3 = animal bones. In this particular photo, it is mainly fish bones, but the archaeologists also found bones from domesticated animals (cattle, pigs and sheep) as well as from deer and birds, showing the people would also hunt for food.

## 5 DISCUSSION

1. Look at all the clues together, explain that it is significant that these items were found in or near to the great halls as they provide clues as to what happened inside the great halls.
2. Invite the class to share ideas about what these clues tell us about what happened in great halls – ie a place where people gathered, drank and ate, played games.
3. Have them think about similar large gatherings that they have attended – eg celebrations, weddings, religious festivals, birthday parties.

## 6 READING

1. Hand out the resource Beowulf.
2. Explain that this is an extract from a very long poem that was written down over 1000 years ago, but was probably shared by word of mouth for many years before that – at the same time as the royal residences were in use.
3. Read through the extract together.
4. Discuss what additional clues and insight it offers into how these great halls were used.

## 7 CONCLUSION

1. Explain that the Beowulf historic text is evidence of the importance of great halls at royal residences in the Early Medieval period. This helped archaeologists to identify the large structures they found, to interpret the artefacts that were found in them, and to deduce that these are royal sites.

## OPTIONAL OPEN-ENDED ACTIVITIES

### 1. Interpreting Beowulf

- A. Listen to Beowulf in the original Old English. There are many websites to choose from. One good one is this clip on Youtube - <https://www.youtube.com/watch?v=PzmmPRG4smU> - two minutes of the Prologue, with subtitles, read in a rousing declamatory style by Benjamin Bagby. It gives a good idea of what Old English sounds like and how the poem might have been recited when entertaining guests at a great hall feast.
- B. Using the Beowulf extract as a starting point, act out a feasting scene. Have some people play the royal hosts, other guests, some musicians, some serving food. As the children role play, ask them to describe the kinds of foods they are eating, what they might be taking about, what they can smell, etc.
- C. Create your own modern Beowulf poem. Invite the children to think of a place that they gather (with friends, family, or a community) and ask them to write about it – they should include detailed descriptions of where they are, what the location looks like, what people are wearing, what sounds can be heard, what the food tastes like.

### 2. Early Medieval games played in great halls

- A. Teach the class to play Draughts – the rules are very similar to a game played in Early Medieval times.
- B. In Early Medieval times, people used found objects to make their draughts sets – the object at Lyminge is a carved piece of bone (possibly left over after a feast), the one from Sutton Courtenay is a recycled piece of Roman tile. Have a go at making your own Draught sets – collect enough similar sized tokens and draw a board on a piece of paper or with chalk on the ground outside.

### 3. Interpreting midden dumps

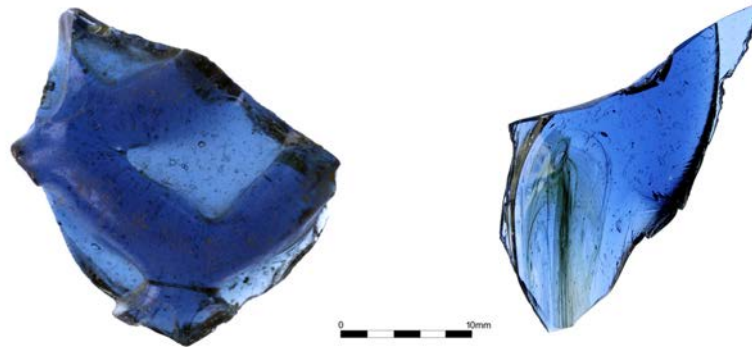
- A. By looking at the rubbish left behind we know what was eaten in the Royal settlements. Collect the rubbish left behind after your lunch break or possibly have the children collect the packaging/rubbish left over from their dinner at home and bring it in the next day. Can you work out what everyone ate?



# HOW DO ARCHAEOLOGISTS KNOW THESE ARE ROYAL SITES?

## 3b GREAT HALL ACTIVITIES

### GREAT HALL FINDS



CLUE 1: Shards of broken glass found in the foundations of the great hall at Lyminge.

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CLUE 2: An artefact recovered from the foundations of the great hall at Lyminge. (left) and a similar artefact recovered from Sutton Courtenay. (right)

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CLUE 3: A midden dump under investigation at Lyminge. The finds are photographed in the earth where they are found, then carefully excavated, cleaned and photographed.

BEOWULF BY ANONYMOUS

After Hrothgar became king he won many battles:  
his friends and family willingly obeyed him;  
his childhood friends became famous soldiers.

So Hrothgar decided he would build a mead-hall,  
the greatest the world had ever seen, or even imagined.  
There he would share out to young and old alike  
all that God gave him (except for public lands and men's lives).

I have heard that orders went out far and wide;  
tribes throughout the world set to work on that building.  
And it was built, the world's greatest mead-hall.  
And that great man called the building "Herot," the hart.

After it was built, Hrothgar did what he said  
he would: handed out gold and treasure at huge feasts.  
That hall was high-towered, tall and wide-gabled

The words of the poet, the sounds of the harp,  
the joy of people echoed.

A modern translation of the beginning of Beowulf, a poem written in Old English, the language of Anglo-Saxon England.

More than 3,000 lines long, it tells the story of Beowulf and his successive battles with a monster named Grendel, with Grendel's revengeful mother, and with a dragon, which was guarding a hoard of treasure.

Nobody knows for certain when it was first composed. It is thought the poem was passed down orally over many generations, and modified by each successive poet, until the existing copy was made at an unknown location in Anglo-Saxon England.

This second activity in the *How do archaeologists know these are royal sites?* section follows on from the first, but can also be used as a stand-alone activity.

The types of artefacts found at archaeological sites provide essential clues to the way of life at the settlements in the past.

This activity explores the design, materials and origins of these items and how they indicate that the people that once used them were wealthy, elite and well connected – items fit for royalty!

### RESOURCES PROVIDED

- Imported Goods 1, 2, 3
- Origins of Imported Artefacts

### RESOURCES REQUIRED

- Large sheets of plain paper, eg A3
- Glue and colouring pencils

## METHOD

### 1 INTRODUCTION

1. Begin by reviewing the artefacts in the Royal Residence site handouts.
2. Explain that these finds were personal belongings, either dropped by accident by people living at or visiting the sites, or placed deliberately in the ground for ceremonial purposes, sometimes buried with the owner in a grave.
3. Each one displays characteristics that show it was a luxury item, indicating that whoever once owned it was a very important and wealthy person.

### 2 DISCUSSION

Invite the children to share ideas of how we know these are luxury items. For each example below, they should think of modern objects that are similar, eg jewellery, special china tea sets, smart-phones

1. The materials they are made from, precious metals such as gold and jewels.
2. The decorative patterns, which would have taken time and specialist craftsmen to make. Everyday objects would be plain and easier to make.
3. The purpose of the objects, eg personal adornment or even decorating a horse! These weren't necessary or practical items.

### 3 EXPLANATION

1. Circulate the three Imported Goods handouts, the Map of Europe and large sheets of paper.
2. Explain that another indicator that these were special items is where they came from. The design and materials tell us where each object was made, some from very far away.



## 4 ACTION

1. Have the children cut out the map of Europe and stick it in the centre of their large plain paper.
2. They should then read about each artefact in turn, cut it out and place it near its place of origin using the key at the bottom of the map to identify the locations of each of the kingdoms.
3. Once they have identified the origins of all of the objects, they should arrange them around the map, stick them down and draw a connecting line between the location and each artefact.

## 5 DISCUSSION

1. Invite the children to share any observations or thoughts they have about the task.
2. Have any of them visited these countries on holiday or do they have family there? If so, how do they get there and how long does it take?
3. Now ask them to take a few minutes to think about how these objects would have travelled in Early Medieval times, before airplanes and cars were invented.
4. Ask them to draw routes on their maps from each place of origin to Britain and to mark a likely form of transport, boat, horse and cart, walking. They should imagine how long it would take to bring the object to the royal residences.

## 6 CONCLUSION

1. This effort is how we know these were very special items owned by important people. The owners must have been very wealthy and important to have connections to these far away lands.
2. When they are found at an excavation in large numbers, archaeologists know that the people who once lived there were very important – even royalty!

### OPTIONAL OPEN-ENDED ACTIVITIES

1. Use of animal imagery in special finds
  - Look at the Rhynie serpent pin and the Sutton Courtenay Bird of Prey Mount on the site handouts.
  - Explain that in Early Medieval times, people wore pieces of fabric wrapped around their bodies and fixed with pins. Those that could afford to would have decorative and ornate brooches and pins made.
  - These two examples feature animals – a serpent and a bird of prey. Can the children see the animal? (NB this is not easy, they are quite stylized representations)
  - Discuss why these animals may have been selected, think about the symbolism (eg strength, power, hunters, rare, graceful)
  - What other animals can the children think of that have royal connotations? (eg lion, unicorn, tiger, eagle)
  - Invite the children to design their own animal-themed jewellery, choosing their animal carefully to represent their personality.
2. The work of the conservator
  - Look at the Yeavinger buckle and the Lyminge horse harness mount on the site handouts.
  - Explain that often artefacts are in a poor condition after being in the ground for over 100 years. Sometimes the metals have rusted, making it hard to see the original design. Sometimes items have broken, like the Lyminge horse harness mount.
  - It is the job of the project conservator to deduce the original appearance of the items. They begin by cleaning the items. Sometimes they stick pieces together. Sometimes they draw the item, and fill in the gaps where parts are missing. In the case of the buckle from Yeavinger, the archaeologists used an X-Ray machine to see how the detail beneath the rust.
  - Cut out or trace the Lyminge horse harness mount.
  - Invite the children to work out and draw in the missing part. What clues are there? You could use a mirror to show how it is symmetrical.
3. Design your own Early Medieval brooch
  - Like the Lyminge horse harness mount, Early Medieval jewellery was often symmetrical and pattern based, like the brooches from Lyminge and from Sutton Courtenay.
  - You can find more similar examples online by searching 'Anglo-Saxon brooch' or looking on the British Museum collections website.
  - Taking inspiration from these items, have the children create their own design by drawing a circle and creating symmetrical rings of ornamental patterns.
  - Try to ensure it is symmetrical using grids and mirrors.

# HOW DO ARCHAEOLOGISTS KNOW THESE ARE ROYAL SITES?

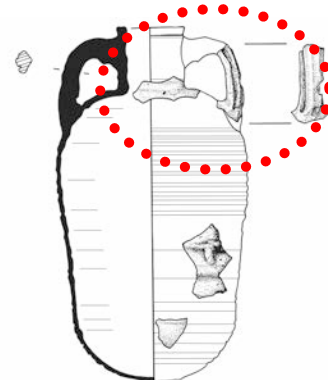
## 3c EXOTIC FINDS

### IMPORTED GOODS 1



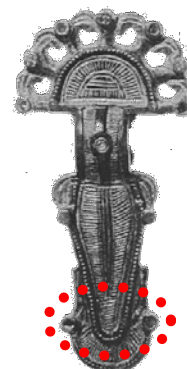
These two coins were found at Rendlesham (the pictures show both faces). The coins are the currency once used in Byzantium. Like money we use today, the markings tell us when and where it was made. The coin on the right was created in Constantinople in the year 575/6AD, when Justin II was the Emperor.

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This piece of pottery was found at Rhynie. It comes from the neck of an Amphora that originated in the East Mediterranean and was made in the 5th or 6th century.

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This piece of a brooch was found at Rendlesham. The design is the same as brooches found in France and therefore Archaeologists can tell from the style and colour that it was imported from Frankia and was made during the 6<sup>th</sup> century.

# HOW DO ARCHAEOLOGISTS KNOW THESE ARE ROYAL SITES?

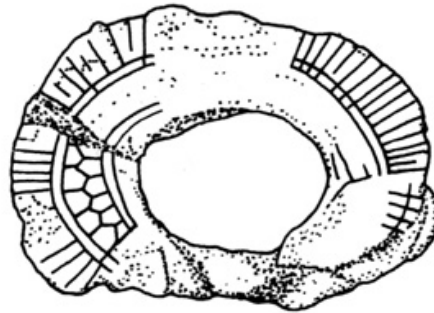
## 3c EXOTIC FINDS

### IMPORTED GOODS 2



This shard of glass was found at Rhynie. It was once part of the rim of a drinking glass that was made in Gaul in the 5th or 6th century.

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This iron belt buckle was found at Yeavering, but was made in Frankia sometime between c.570 and c.640AD. The drawing was made by X-Raying the buckle to see the decoration beneath the rust.

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This fragment from the base of a copper-alloy bowl was found at Rendlesham. We know from its design that it was made in the East Mediterranean.

# HOW DO ARCHAEOLOGISTS KNOW THESE ARE ROYAL SITES?

## 3c EXOTIC FINDS

### IMPORTED GOODS 3



Pottery fragments found at Lyminge. Archaeologists can tell from the style and colour that it was imported from Frankia and was made during the 6<sup>th</sup> century

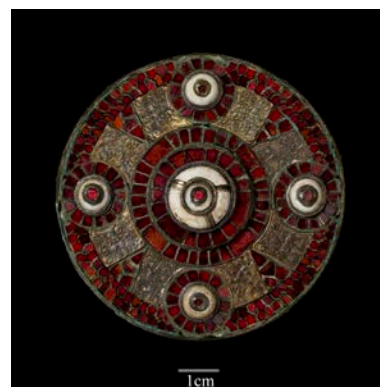
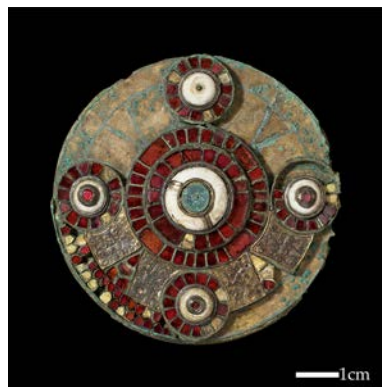


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A 7th-century garnet-inlaid disc brooch found in a female grave at West Hanney, Oxfordshire, near the Royal Residence of Sutton Courtenay. The woman who was buried wearing this brooch was probably a member of the region's leading family. The image on the left shows the brooch as found, while the digitally restored image on the right shows how it would originally have looked. The garnets used to decorate the brooch probably came all the way from India via the Byzantine empire.



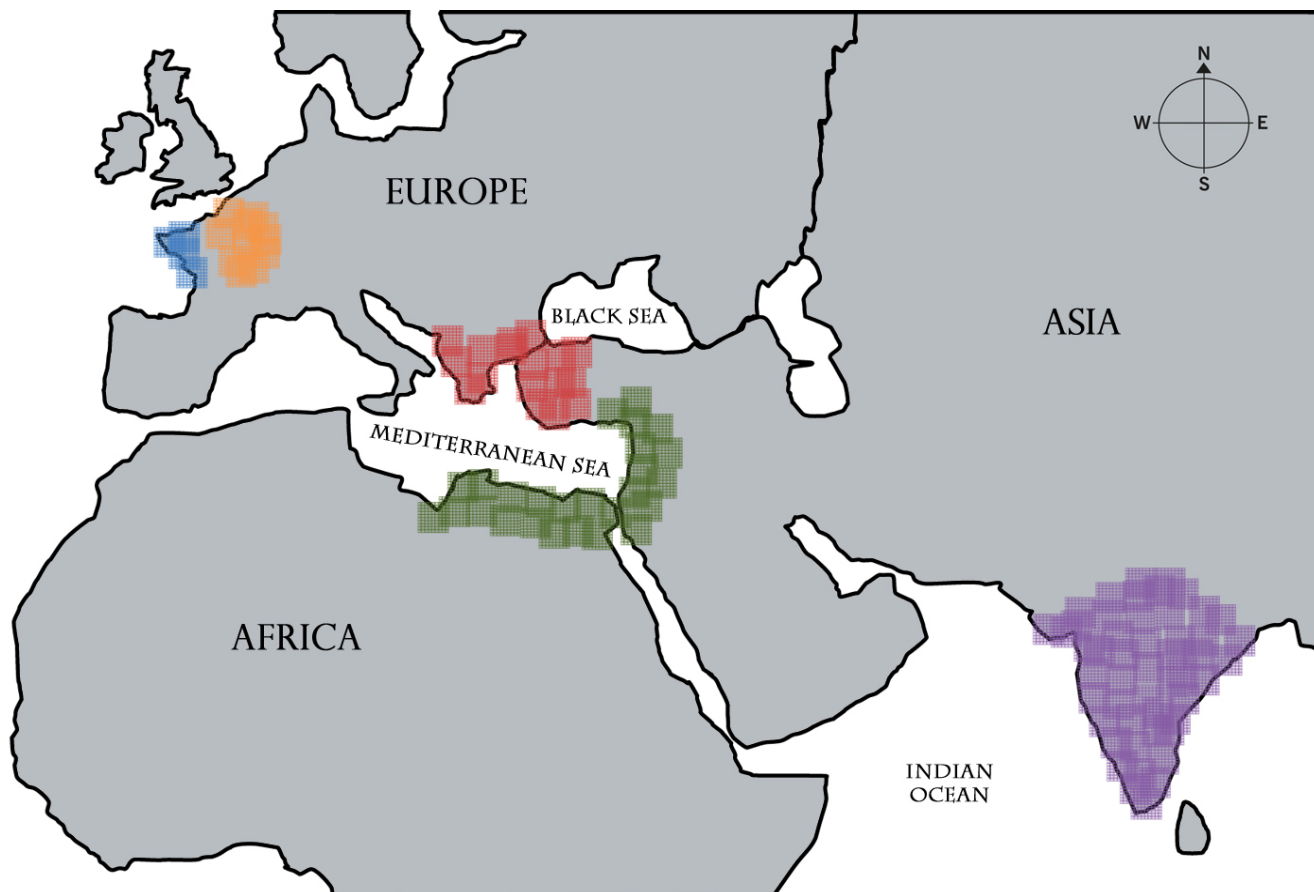
The coin on the left was found at Rendlesham. It is a Merovingian gold coin, the currency of Frankia, and was made between 565 and 578 AD. The one on the right is also Merovingian, but was made later - in the 630s or 640s AD - and was found at Yeavinger.



# HOW DO ARCHAEOLOGISTS KNOW THESE ARE ROYAL SITES?

## 3c EXOTIC FINDS

### ORIGINS OF IMPORTED ARTEFACTS



Place of Origin	Approximate Location	Description
<b>Byzantium</b>	Modern Greece & eastern modern Turkey.	The Byzantine Empire evolved from the Eastern Roman Empire and survived until 1453. With distinctive styles of jewellery and minted coins, it is easy to identify finds that were created in Byzantium.
<b>Eastern Mediterranean</b>	Western modern Turkey, east Asia and north Africa.	<u>Archaeologists</u> have found multiple centres of production that created similar styles of pottery and glassware. It is easy to identify items made in this region, but difficult to pinpoint exactly where an item was made.
<b>Frankia</b>	North-eastern modern France.	The Kingdom of the Franks, a Germanic-speaking people who invaded the western Roman Empire in the 5th century. It was ruled by the Merovingians from 481-754 AD. The name France comes from its name.
<b>Gaul</b>	Western modern France.	An independent Kingdom during 5-6th centuries, later parts were incorporated into Frankia. It had very close connections with Britain until the 7th century, shown by the name 'Brittany'.
<b>India</b>	Modern Indian subcontinent	The Romans traded with India, bringing jewels, spices and other exotic goods back to Rome and across the Roman Empire, including to Britain. The name 'India' can be found in Anglo-Saxon Old English texts.