BLACKDOWNS METAL MAKERS

School resources

These free resources enable KS2 teachers to link the Blackdown Hills' heritage of iron working to wider learning about British history, technology, science and geography and to use the topic as a cross-curricular theme, for example in English, maths and art.

The topic covers four key historical periods: Iron Age; Roman Britain; late Anglo-Saxon/early Medieval; and modern day archaeology. For each period we have suggested one way to plan a lesson and highlighted curriculum areas to which it could be linked.

The online resources include four short, light-hearted films to show in class. Each film was written, acted and produced by children at All Saints Primary School near Axminster as part of the Blackdowns Metal Makers project in 2015.

Lesson 2 – Roman-British iron trade

Key learning
Iron production increased massively as the Romans bought local iron and traded it throughout their huge network. Blackdowns' iron could end up as military equipment or household items anywhere in the Roman Empire: all over Europe but also North Africa and the Middle East. The local Dumnonii people greatly increased production to meet demand from the Romans. The Blackdown Hills are close to the Fosse Way, an important Roman road which linked the fortified town of Isca (Exeter) to a network of Roman roads and towns across England. The iron was bought as unworked blooms or bars and manufactured into finished products elsewhere. Under the Romans this region exported iron (along with other materials such as wool) and imported things like wine, olive oil and papyrus.
Background
For more in-depth information on the iron working process, see: • Ancient iron working fact sheet http://tinyurl.com/ktk8m56 • Meeting the Blackdowns Metal Makers film http://tinyurl.com/ksdu8xb
Online film sketch
Ax-Enders - a cheery Dumnonii tribesman spots a wealthy Roman approaching his market stall and uses his sales patter to persuade him to buy some iron blooms to trade with his friends in Spain.
Lesson idea
Cross-curricular – history/maths/geography *Note that this lesson follows on from the learning in Lesson 1 – Iron Age technology.* • Context – Roman invasion. Look at a map showing the Roman Empire. Where is Rome? How far did the Empire extend? • Romans needed a lot of iron to run the Empire. What could they make with it? What did local people do when they realised how much iron the Romans wanted? What other things might the Romans have brought from Italy that was new? • Watch the video clip. Talk about what is happening here – trade, persuasion. • Romans introduced their own coins, which they counted in Roman numerals.

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- Revise Roman numerals, introducing any new numerals up to XXX.
- Practice some conversions of numbers to Roman numerals and vice versa
- Give half the class Dunmonii trader sheet below, and the other half the Roman trader sheet. Both have 100 coins worth of objects + money.
- On separate paper, work out what each item it worth and check answers.
- Explain that the Dumnonii and the Romans are going to trade with each other.
- In pairs of the same type of trader, talk about what sort of things you are hoping to buy.
- Cut out the object cards and coins.
- In pairs of Roman/Dumnonii, take turns to made trades or purchases, buying one thing at a time. Make 3 or 4 transactions each.
- Talk about what you purchased and why.
- Highlight Roman purchase of iron blooms. Are the buyers going to make something with the iron, or trade it again with other people in other parts of the Roman Empire? How far could it travel? What could it become?

You will need

- Internet access
- Map showing Roman Empire for smart board
- Dumonii and Roman sheets below, copied onto card
- Scissors

Curriculum areas

KS2 History

- A local history study (yr3)
- The Roman Empire and its impact on Britain (yr4)

KS2 Maths

- Add and subtract using money in context (yr3)
- Solve money problems (yr4)
- Use Roman numerals up to XII (yr3)
- Use Roman numerals up to C (yr4)

KS2 Geography

- Locate the world's countries, using maps to focus on Europe
- Describe and understand key aspects of human geography, including…trade links, and the distribution of natural resources

Extension activities

- Make a poster or write an advert script using persuasive language, telling Romans why they should buy Blackdown Hills iron blooms.
- Write a letter or a postcard from another part of the Roman Empire linked to trading along routes from the Blackdown Hills.
- Use maps and/or comic strip drawing to chart the life of a lump of iron as it is traded, worked, turned into objects and travels around the Roman Empire.

See our website for more lesson ideas in this series:
Iron Age technology / Medieval Blackdowns blacksmiths / Archaeology today

www.blackdownhillsaonb.org.uk/metal-makers

Useful contacts

Blackdown Hills Area of Outstanding Natural Beauty (AONB) team
For information about all aspects of visiting and understanding the area.
See: www.blackdownhillsaonb.org.uk

The Carousel Project
Exeter-based social enterprise bringing creative learning, new experiences and outdoor adventure to early years children & their families. See: www.thecarouselproject.org.uk

South West Heritage Trust learning team
Loans for Learning and other education services for schools. See: www.swheritage.org.uk

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Dumnonii trader

You have these items to sell or trade, and some money to make purchases. You like the new Roman fashions and ideas, and you would love to make your meals more interesting.

Iron blooms

XXX

Wool

XV

Meat

VI

Fish

IV

Woollen cloth

XXV

Coins

X V III II

Roman trader

You have these items to sell or trade, and some money to make purchases. You are cold in the British climate, you want fresh food and you need iron to make tools, weapons and household items like cooking pots.

Papyrus

X

Grapes

II

Olive oil

VIII

Pottery

V

Sandals

XV

Coins

XXX XX V III II