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Roman Resources in Cambridgeshire



Cambridgeshire
County Council

Rural Strategy



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ROMAN RESOURCES IN CAMBRIDGESHIRE

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Report no. 60

Cooking in a Roman Kitchen



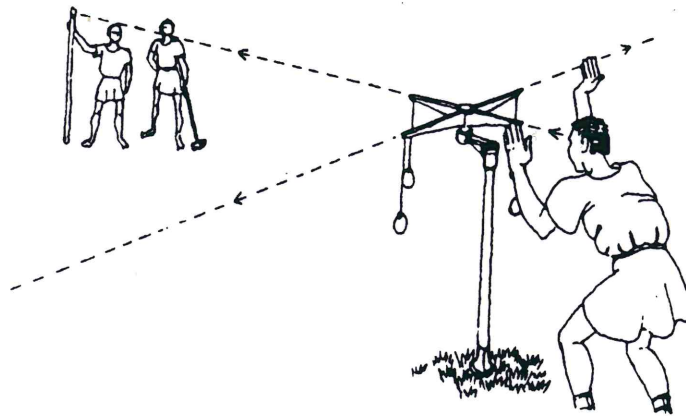
camBRIdgeshire
archaeology

ACTIVITIES FOR THE CLASSROOM

Laurel Phillipson

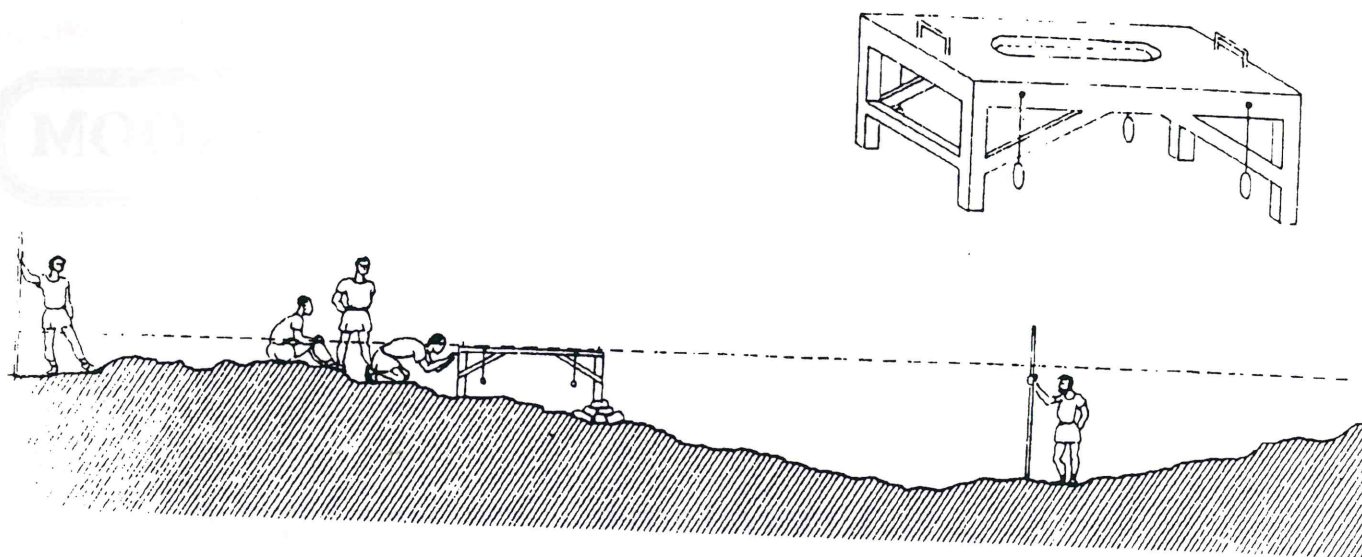
ARCHITECTURE & ENGINEERING

One of the great legacies of the Romans was the development of civil engineering, that is the building projects such as major roads, piped water systems, large buildings, town walls and gateways. Stone, bricks, tiles, cement and earth were the main materials used; and with these they taught the native Britons to make large roofed structures and to support heavy weights. Essential to this work were the surveyor's tools which enabled building works to be planned and laid out and level walls to be built. The *groma* was used to lay out straight lines on the ground. The surveyor would indicate to his assistant where to stand so that his rod or pole would be exactly in line with the bar along which the surveyor looked.

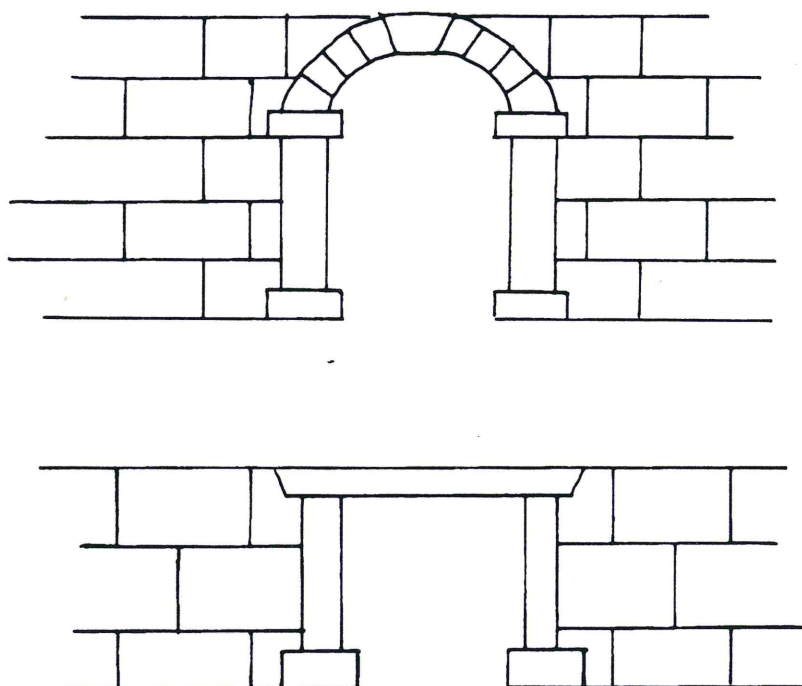


The groma was used to lay out straight lines on the ground (after Green, Roman Technology and Crafts, Longman)

Once a straight line was marked out on the ground, a *chorobate* was used to map the heights and declensions along that line. A trough or pool of water on the *chorobate* table was used to indicate when the instrument was level. Using the diagrams given here, working models of these instruments can be made of wood or stiff cardboard. Another essential was the use of a rounded arch made of shaped stones or bricks to span large spaces. Make a number of wedge-shaped pieces out of clay, self-hardening clay or plasticine and use them to make a model wall with a Roman arch in it. If you make another wall spanned by a single long slab of the same material, you can compare the strength of the two types of opening by piling weights on each. What other advantages might the rounded arch have had over the flat span?



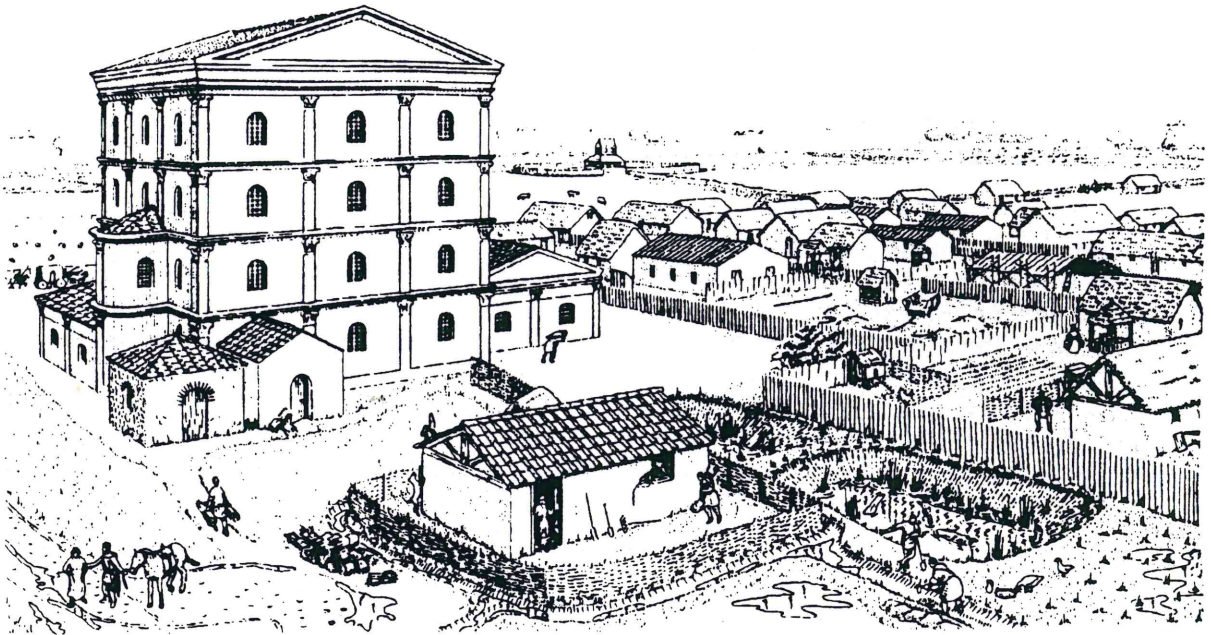
The chorobate was used to map the hills and hollows along a straight line
(after Green, **Roman Technology and Crafts**, Longman)



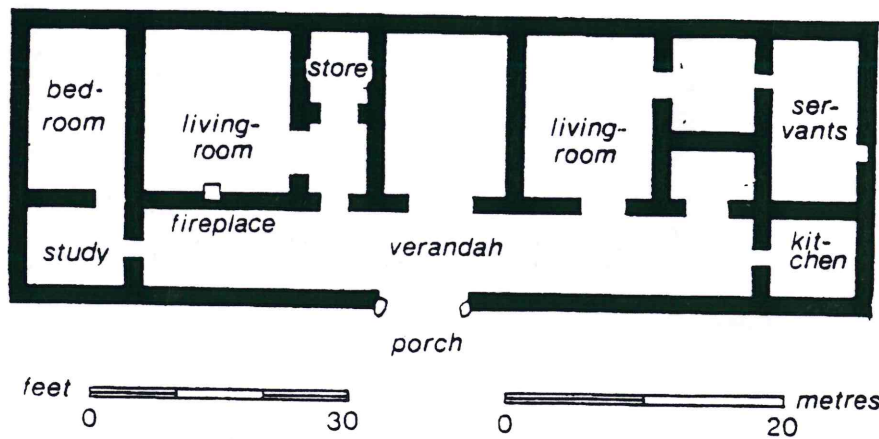
Roman arch and flat span

Most Roman buildings in Cambridgeshire were smaller structures: farms, granaries, town houses, country villas, and barracks. Using the plans and reconstructions shown here and others you may find in various books, model rooms and buildings can be made. Small boxes can be used either as buildings if an entire settlement is being reconstructed, or opened and tipped on their sides for the reconstruction of room interiors.

Roman houses usually had small rectangular or square rooms and few windows. The walls of the more important rooms were often covered with frescoed paintings and the floors with mosaic tile patterns. Frescos, paintings on wet plaster, can be made by covering cardboard with a thin, smooth layer of plaster of Paris or any plaster compound such as "Polyfilla" and painting on its partially-hardened surface with gouache or powder paints mixed to a creamy consistency. Geometric patterns, imitation marble panels and columns, and exotic pictures of birds, fruit, flowers, actors and dancers were favoured designs.



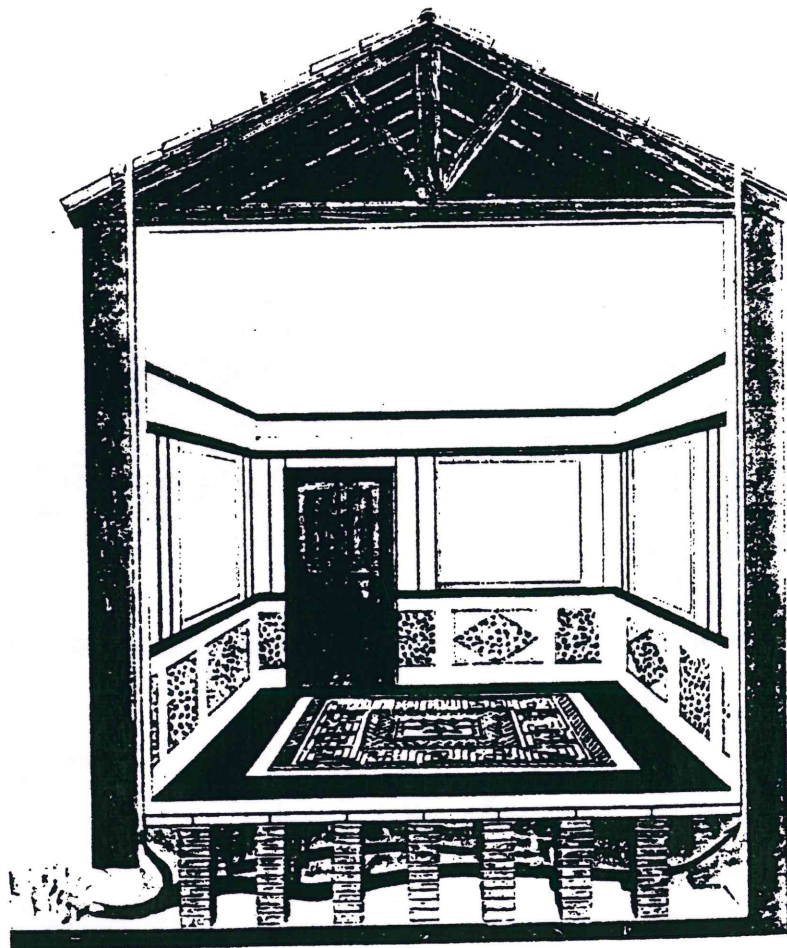
The Roman settlement at Stonea in the late 2nd century (after Longworth and Cherry)



*The plans and probable uses of rooms in a small Roman villa (after D E Johnston, **Roman Villas**, Shire Publications)*

Mosaic floors can be imitated by setting small pieces of stone, gravel or pebbles into a plaster matrix or, more easily, by gluing cut paper onto a larger sheet, the cut bits being all approximately rectangular or square and about the same size, but not identical in size or shape. The most frequently used colours were black, white, grey, brown, cream, yellow ochre, grey-green, and grey-blue. The whole pattern might consist of elaborately intertwined geometric shapes, or there might be a central picture or design surrounded by a simpler geometric pattern.

Roman homes usually had much less furniture than ours. The kitchen would have had a small raised hearth with a metal grid over it on which cooking pots or pans could be set, a table, a bench, and clay storage jars for oil, water, wine and various food stuffs. There would have been neither an oven nor a chimney. Bread would have been baked elsewhere in a special bakery. In other rooms would have been a few low tables, benches, chairs or couches, small cabinets or cupboards, and simple beds. Some rooms would have been heated in winter by *hypocausts*, a system of underfloor heating; others by small charcoal-burning stoves. To complete your model rooms, cardboard furniture can be made by copying some of the many illustrations you will find in various books on Roman life.



Interior of a room in a villa showing wall paintings, a mosaic floor, tiled roof, and under floor hot air heating system called a hypocaust. Note the absence of windows (copyright The Yorkshire Museum)

FOOD

It is important to remember that most people living in Roman Britain were not upper class Roman citizens and rulers, nor were they foreign soldiers. They were in fact native Britons, labourers, craftsmen, traders and farmers who would have continued to eat traditional rural and peasant foods such as beer, bread, cheese, porridge, vegetables, fish and plain roast or boiled meat. More Romanized Britons would have preferred to eat a greater variety of foods, some of it highly spiced and flavoured with a salty fermented fish sauce, and to drink wine. Anchovy paste or yeast spread diluted with vinegar and water can be substituted for the fish sauce. Honey and pepper were much used in their cookery, often the two together in the same dish. Vegetables and salads were popular and bread, olives and olive oil were important ingredients of most meals. Meat was most often stewed with herbs, wine and other seasonings. Fish might be grilled or stewed. Fruits and nuts were eaten in quantity and many new varieties of fruits and vegetables were introduced to Britain by the Romans e.g. grapes and figs, improved varieties of apples and pears, lettuce, asparagus, celery and green beans.



Diners in a wealthy Roman household
(copyright J Renfrew and English Heritage)

A Roman banquet, recipes for which can be found in **Food and Cooking in Roman Britain** by J. Renfrew, would have been served in three main courses. The first might have included salads, eggs, olives and various small delicacies. The main course would have had meat or fish, cooked vegetables and bread. As a final course, fresh or dried fruits, nuts and honey cakes might be served. The more elaborate the banquet, the finer and more unusual would have been the foods served, such as ostrich brains or larks tongues instead of boiled chicken.

Diners ate with their fingers or with spoons. Each diner had a napkin on which to wipe his or her fingers; and slaves brought water in which the fingers could be washed between courses. Food was eaten from plates and bowls of pottery, pewter, silver or glass, some of which were extremely fine and elaborate.

Between courses, the diners at a banquet might have taken it in turn to recite poems or speeches, to discourse on a chosen theme or tell stories and riddles. They might also have been entertained by professional musicians, dancers, acrobats, clowns, actors or even gladiators. Sumptuous presentation of the food served, offerings to the household gods, and unusual or spectacular entertainment were as important parts of an elaborate Roman banquet as was the food itself.

CLOTHING

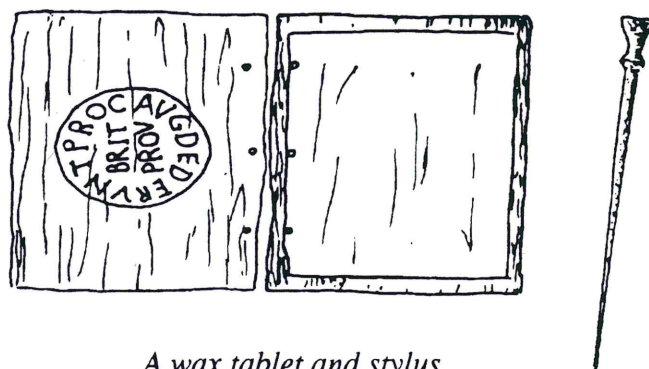


Roman dress: an elegant woman in a stola, a citizen wearing a toga, and a family of Romanised Britons wearing tunics and cloaks.

If you wish to recreate a Roman banquet, it will be necessary to wear costumes. Only those men who were actually Roman citizens wore *togas*, a white cloth semi-circle equal in radius to the wearer's height, worn draped over the left shoulder, on top of a calf-length tunic. Other men wore a simple cloak instead of the *toga*. Native Britons usually wore a shorter, belted tunic in bright or dark colours, such as red, brown, blue or green, and some form of leggings or stockings. Women wore longer tunics and cloaks. Children generally dressed like their parents, except that only adult Roman men were allowed to wear the *toga*. The quality of the wool or linen cloth, the elaboration of its folds, and the use of embroidered or woven decoration and of jewellery indicated the social status of the wearers.

WRITING

A very great contribution of the Romans to Briton was that of literacy. Of course they had not invented the art of writing, but it was they who brought it to this country and to most of Europe. Latin was the first language read and written by most Britons. For ordinary note taking, wax covered tablets were commonly used. These were usually two, but sometimes three or four, rectangular slips of wood of a convenient size to be held easily, each covered with a thin layer of bees wax on one face, and tied or hinged together on their long edges. A *stylus*, a pointed metal or bone tool rather like a small knitting needle, was used to write in the wax.



A wax tablet and stylus

Such tablets were used by school children to practise writing and calculating and could also be tied together and fastened with a clay or wax seal for delivery by messenger, the equivalent of our postal service.



Part of a wall painting of a girl with a stylus and writing tablets

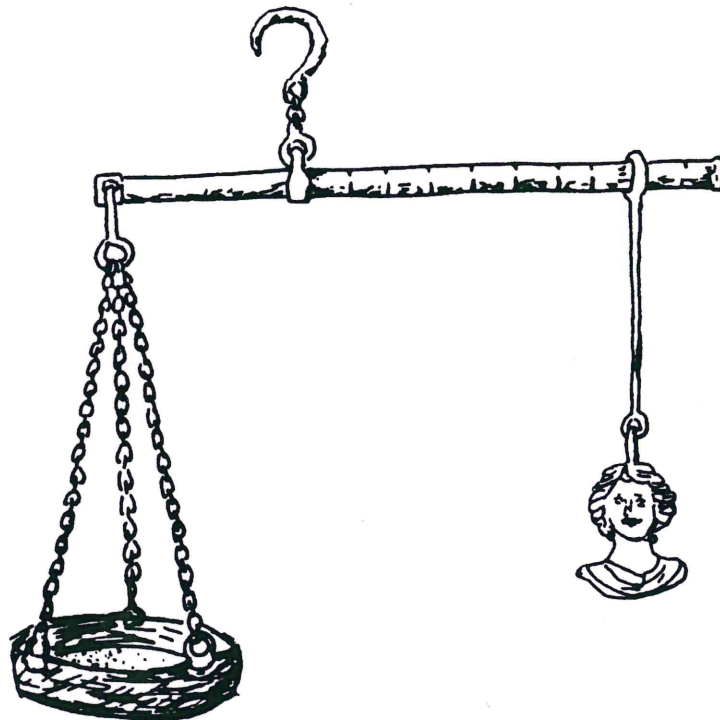
Tablets can be made quite easily out of wood or very stiff cardboard around which a narrow rim has been glued. Pour warmed bees wax into the framed space, or use candle wax melted and mixed with a little vegetable oil to soften it. A little practise in arithmetic or writing on such tablets will soon demonstrate why Roman numerals and letters have mostly straight lines to them. Adding Roman numerals will soon teach the advantage of arabic numbers, To re-use the tablets, simply rub out the old writing with your finger and smooth down the surface with something like the back of a spoon. Sometimes the *stylus* had a rounded knob at one end for this purpose.

TECHNOLOGY

Roman soldiers and settlers introduced many new forms of technology to Britain, some of which can be duplicated in the classroom without too much difficulty. Salt, for example, was produced at coastal and marshy settlements at March, Thorney, Chatteris and elsewhere in the Cambridgeshire Fens. Sea water was first conducted into shallow reservoirs where it was held until salt and sediments had settled to the bottom and natural evaporation had concentrated the brine. The brine concentrate was then transferred to clay pans or basins over a fire and heated until the remaining water was driven off. The rate of heating and other treatments given to the brine would affect the size and purity of the resultant salt crystals. After a first crystallisation, the salt can be dissolved in clean water into which a little egg white has been mixed. Reboiling will throw up a foamy scum in which most of the impurities are caught. After the scum is taken off, relatively clean salt can be obtained by further evaporation.

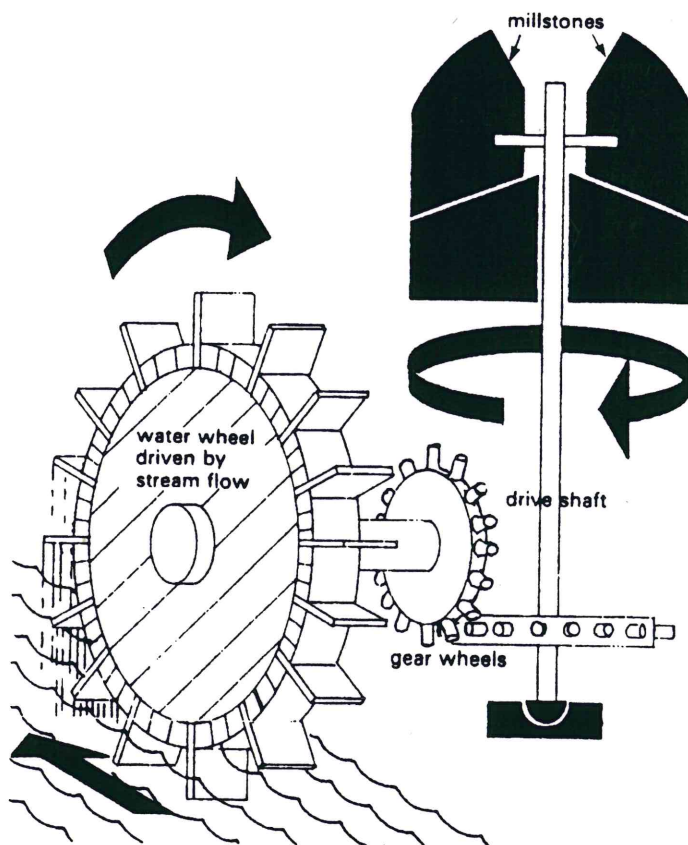
Salt, like other commodities, was sold by specialized merchants from shops or market stalls. The merchants used counters or an *abacus* to work out their accounts, which were then written out onto wax tablets, slips of smoothed wood, or parchment. Standardized units of weight, linear measure and capacity were used and hanging balances and steelyards were commonly used. One type, with a pan at one end and a sliding weight at the other can be made with a wooden dowel rod. Fasten a small basket or pan at one end to take the items to be weighed. About half-way from that end to the middle of your rod tie a cord by which the balance is to be suspended. On the other end fasten a weight which is made to slide along the rod.

Now put into the bag or basket a marble or whatever is to be used as your unit of measure. Slide the weight along until the balance hangs perfectly level and mark that point on the rod. Add another marble to the bag, move the sliding weight and mark the new point on the rod; and carry on similarly until the weight has been moved as far out as it will go on the rod. Another type of balance has pans at either end. The material to be weighed is placed in one pan and weights of known value added to the other until the balance hangs level. The simplest way to make this style of balance is to hang identical containers, such as margarine tubs or plastic coffee jar lids, from the opposite ends of a coat hanger.



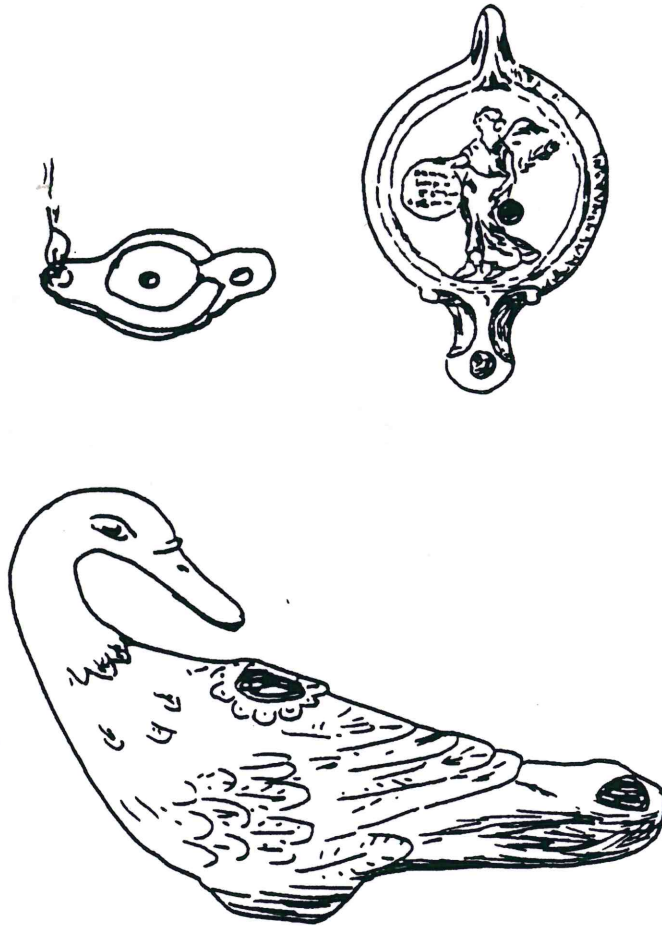
A steelyard

Among other relatively more advanced technologies, the Romans harnessed water power and used it to drive large corn mills. Using the diagram given here, a working model of an undershoot water wheel can be built. Houghton Mill, owned by the National Trust, and Lode Mill, in the grounds of Anglesey Abbey, are more modern water mills which can sometimes be seen in action. The use of wind power was unknown until medieval times.



The mechanism of a water powered corn mill
(after M Green, **Roman Technology and Crafts**, Longman)

Even very wealthy homes were only poorly lit by wax candles or, more commonly, by oil lamps. The simplest lamps were small, saucer-like dishes with a pinched-in part of the rim to hold a wick. More commonly, the lamps had a small oil reservoir enclosed in the lamp body, like those shown here. Such lamps are not difficult to make. Traditionally, olive oil was poured into the central hole in the lamp and a wick made from a twisted strip of linen cloth protruded from the smaller hole at the edge. Any vegetable oil can be used as the fuel and a small strip of pure cotton cloth can replace the linen as a wick.



Some Roman lamps

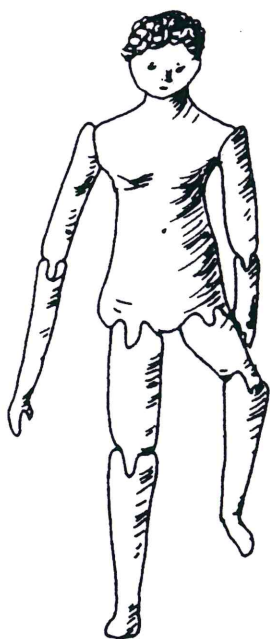
To get more light, lamps were placed close together, sometimes set onto or hung from elaborate lamp stands, but for the most part Roman Britons simply went to bed early in the evening and rose early in the morning to make maximum use of natural daylight.



Relief decoration from a pottery beaker

RECREATION

A good Roman-style education aimed to train children's mental and physical abilities equally. Boys especially were taught to read and write, to recite famous poems and speeches including the works of Homer, to compose speeches and poems, and to dance, sing and play a musical instrument such as a flute or lyre (a small harp). Many girls also learned these skills. In addition boys spent much time practising physical sports, especially running and wrestling. Girls learned to take pride in their spinning, weaving and other domestic occupations. These same skills were the basis of most adult recreation. People both continued to practise them and to watch trained slaves and professional performers and sportsmen engage in them. Sometimes dinner guests might entertain each other with recitations, songs and speeches; at other times they might be entertained by hired musicians, dancers or acrobats. Many adult men liked to compete in contests of wrestling, running and horse and chariot racing. Using the public baths was another very popular form of recreation; and among the less physically active, dice and board games were popular. Children had dolls, toy animals, and smaller scale versions of adult tools and weapons to play with.



A child's wooden doll

Most of the recreations named so far are similar enough to modern school activities that they may easily be acted out by children dressed in simple tunics and sandals or bare feet.

Watching plays and elaborate spectacles such as chariot races and combats with gladiators fighting against wild beasts or against one another were very popular forms of entertainment. Plays were, for the most part, developed forms of recitation in which the actors did not attempt to dress or act in very lifelike ways. The actors wore stylized masks to show whether they were young or old, male or female, comic or tragic and might change masks as the play progressed.

They did not wear elaborate costumes. The easiest way to make actors' masks is to use cut cardboard or paper plates which the actor simply holds in front of his face. Better results are obtained by working with *papier mache* modelled over a large balloon. The finished masks should be almost twice life size, with cut-out eye and mouth holes and very exaggerated painted features. Good effects can also be obtained by painting the actors' faces white with a black mask-like outline across the forehead and down the cheeks. Most plays had parts for one or two choruses speaking in unison and there might be a special part or an interlude in which a popular musician or other star performer would appear.



Part of a mosaic of an actor and two masks

AUDIO VISUAL AIDS

These films or videos or slide packs can be hired or purchased - some are free! The information is derived from M J Corbishley's "Archaeological Resources Handbook for Teachers" by the Council for British Archaeology, 1983.

The following abbreviations will be used:

C or B/W = colour or black and white
 10 = length of film in minutes
 1981 = date of film
 V = Video
 +V = also in video cassette
 S = for sale
 H = for hire

The Buried City C 21 1977 +V

The story of rescue archaeology in Lincoln, focussing on the Roman town and fort. Hire from Educational & Television Films Ltd, 2472 Upper Street, London N1 1RU or Lincolnshire Educational Television Consortium; Bishop Grosseteste College, Lincoln LN1 3DY.

Discovering Roman Britain C 3 parts about 15 each, 1981 V

Part 1 Discovery and Excavation. A series of slides, animations and models describe how Gatecombe Villa was found and excavated.

Part 2 Questions and Answers. Discusses the origins of Gatecombe and explains how the archaeologists decided that it was a private estate.

Part 3 The Villa Estate at Work. Answers the questions - Where did the estate's boundaries lie? What was life like for the workers?

Intended for fifth and sixth form students.

Hire or sale from University of Sheffield, Audio Visual and Television Service, Sheffield S10 2TN

Roman Britain : The Towns C 15 1974

The film shows how our knowledge of life in Roman Britain has been collected by studying archaeological sites and objects found on them. Sites shown include Verulamium(St Albans), Bath, Caerleon, and Vindolanda, and a Roman family scene is reconstructed with actors and costume. For hire from Hugh Baddeley Productions, 64 Moffats Lane, Brookmans Park, Hatfield, Herts AL9 7RU.

Roman Provincial Society C 25 ? +V H57 V49

Magnus Magnusson explains the significance of Roman excavations in Britain at Fishbourne, Chedworth Villa, Bignor Villa and the Roman town of Verulamium, St Albans. There are brief excursions to Bath, Cirencester, Northern France, Pompeii and Numidia in North Africa. Artists' reconstructions are used where the remains are too fragmentary for immediate understanding. For hire from Viewtech Audio Visual Media, 122 Goldcrest Road, Chipping Sodbury, Bristol BS17 6XN, or as a video from Rank Audio Educational Films, PO Box 70, Great West Road, Brentford, Middlesex, TW8 9HR.

The Archaeology Resource Book 1992 published by English Heritage and Council for British Archaeology lists the following and many others:

Britain :A Granary for Rome C 23 1983 V 23 S

The state of British agriculture at the time of the Roman invasion is a subject of dispute among archaeologists. Explores the implications of this dispute through the study of two sites: the Lunt Roman Fort, near Coventry, where there are traces of three enormous granaries, and Butser Ancient Farm in Hampshire where research indicates there could have been substantial grain production. Dr Peter Reynolds, director of Butser, concludes that British supplies of grain may have been the principal reason for the Roman invasion.

Exploring Roman Britain C 13 1986 V 38 H/S

Part 1 How The Town Grew Traces the history of Verulamium

Part 2 Living in the Town reconstructs life in Verulamium

Part 3 Wider Horizons looks at the town's relationship with the outside world.

Roman Britain: The Towns C 15 1974 V 26 S

Shows the manner in which archaeological excavation followed by a careful examination of the objects discovered have gradually built up our knowledge of life in Roman Britain. Roman sites are shown as far afield as Verulamium, Bath, Carleon, Vindolanda. A Roman family scene is reconstructed using actors in costume.

Roman Britain: Fortifications C 14 1974 V 26 S

Deals with the conquest and occupation of Britain. Fortifications are dealt with in three sections: typical early forts; Hadrian's Wall, its construction and method of defence; the forts of the Saxon shore. Animated maps are used and pictorial reconstructions and models suggest the appearance of military structures.

Resources for loan - Cambridgeshire County Council

Loan packs for studying local Roman material, containing artefacts, slides, maps and guides are available from the Wisbech Teachers Centre, Norris Museum (St Ives) and the Archaeology Section, Shire Hall, Cambridge.

Peterborough Museum is also able to loan materials.

The Archaeology Section also holds a set of 12 panels (easily portable) displaying life in Roman Cambridgeshire, which are also available for loan.

A companion volume to this Resource Book "*The Romans in Cambridgeshire*" is being produced by Cambridgeshire County Council and is available from the Archaeology Section or from booksellers.



Examining a pot from the Roman resource pack

READING LIST

Books for children aged 6 - 11 years

- Mitchell R J 1968 Roman Britain
Longman (Focus on History) 058218231X Pbk
- Platts J 1969 Roman Britain: The Conquest
Macmillan (Active History 3) 0333005139 Pbk
- Platts J 1969 Roman Britain: The Occupation
Macmillan (Active History 4) 0333042328 Pbk
- Souvain P A 1976 Roman Britain
Macmillan (Imagining the Past, 2) 0333152077 Pbk

Books for children aged 9 - 14 years

- Birt D Roman Britain
Longman (History Units) 0582397243
(set of 11 units and 10 workcards also available in dividually)
- Case S L 1971 The Romans
Evans (Knowing British History) 0237289385 Pbk
- Corbishley M J 1981 Town Life in Roman Britain
Harrop (History in Evidence) 0245535357 Pbk
- Fox A & Sorrell A 1961 Roman Britain
Litterworth 0718808002
- Jones E H (ed) 1972 Roman Britain
Routledge (Theres) 0710071612 Pbk
- Morrison D 1978 The Romans in Britain
Oliver & Boyd (Exploring History) 0050030566 Pbk
0050024221 Workguide Spirit masters
- Quennell M & Quennell C H B 1959
Everyday Life in Roman and Anglo Saxon Times
Batsford 0713416750
- Woodnam M 1978 Food and Cooking in Roman Britain
Corinium Museum 0904925064 Pbk

Books for the Sixth Form and for Teachers

- Ancient Rome History as Evidence Series
Kingfisher 0862728738 1983
- Birley A R 1976 Life in Roman Britain
Batsford 071343161X Pbk
- Branigan K 1980 Roman Britain: Life in an Imperial Province
Reader's Digest 0276002113 Hodder 0340254058

- Browne D R Roman Cambridgeshire
Oleander Press
- Cunliffe B W 1978 Rome and her Empire
Bodley Head 0370301072
- Cunliffe B W 1975 Rome and the Barbarians
Bodley Head 0370015789
- Frere S S 1978 Britannia: A History of Roman Britain
Routledge 0710089163
- Grant N Roman Conquests
Cherry Tree Books 1991
- Johnston D E 1979 Roman Villas
Shire Archaeology Series Macmillon & Wait 0852634595 Pbk
- Roman Britain Invaders & Settlers
Longmans 1992
- Wacher J S 1975 The Towns of Roman Britain
Batsford 0713427949 & 0713427906 Pbk
- Wacher J S 1979 The Coming of Rome (Britain before the Conquest) Routledge 0710003129
Paladin (1981) 0586083693 Pbk
- Wacher J S 1978 Roman Britain
Dent 0460043072 0460022121 Pbk
- Webster G 1980 The Roman Invasion of Britain
Batsford 0713413298
- T Wood A History of Britain " The Romans"
Paperbird 1855430061 1989

Historical Fiction for Use in Schools

- Fergusson Adam 1969 Roman Go Home (Sixth Form)
- Gray Ernest Alfred 1957 Roman Eagle, Celtic Hawk
J Lane (Lower Secondary School)
- Seton, Anya 1956 The Mistletoe and Sword
Brockhampton (Secondary School)
- Sutcliffe Rosemary 1980 A Song for a Dark Queen
Knight 0340248645 Pbk (Lower Secondary School)
- Sutcliffe Rosemary 1982 A Circlet of Oak Leaves
Beaver 0600204707 Pbk (Junior School)
- Sutcliffe Rosemary 1979/1981 The Lantern Bearers (Secondary School)
Oxford (1979) 0192770829 Pbk
Puffin (1981) 0140312226 Pbk
- Treece Henry 1954 The Eagles have Flown
J Lane (Secondary School)

The Archaeology Resource Book 1992

published by English Heritage and Council for British Archaeology lists the following and many others:

Living in Roman Times

Usborne 086020619X

Roman Britain History in Evidence(Archaeological)

Wayland 1852105747

Roman Invaders & Settlers Invaders and Settlers

Wayland 0750205350

M Corbishley What Do We Know About The Romans

Simon & Schuster Education 0750008520

Inside Story: A Roman Villa (Summer 1992)

Simon & Schuster Education 0750010800

Make This Roman Fort

Usborne 0746002564

Rome and Romans

Usborne 0860200701

M Mulvihill Roman Forts History Highlights

Franklin Watts 074960073X pbk 074960977X

Roman Cities Beginning History

Wayland 1852107812

Invaders: The Romans - Resource Pack Collins Primary History

Collins Educational 000313797X

Make This Roman Villa

Usborne 0746004621

The Romans Evidence in History

Simon & Schuster Education 0631935002

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Collins Educational 000313797X

Make This Roman Villa

Usborne 0746004621

The Romans Evidence in History

Simon & Schuster Education 0631935002

PLACES TO VISIT IN AND AROUND CAMBRIDGESHIRE

BEDFORDSHIRE

Bedford Museum - Castle Lane, Bedford. Tel: 0234 353323.
Opening Times: Tuesday - Saturday, 11am - 5pm,
Sunday and Bank Holidays, 2pm - 5pm.
Admission free. School parties should be pre-booked with the museum.

CAMBRIDGESHIRE

University Museum of Archaeology and Anthropology Downing Street, Cambridge.
Tel: 0223 333516.
Opening Times: Monday - Friday, 2pm - 4pm, Saturday, 10am - 12.30pm.
Closed on public holidays except during University full term.
Closed one week at Easter and 24th December to 2nd January.
Admission free.

Cambridge University Committee for Aerial Photography
Mond Building, Free School Lane, Cambridge Tel: 0223 334578
Opening Times: Monday - Thursday, 9am - 1pm, 2 - 5pm, Friday, 9am - 1pm, 2 - 4pm.
Admission free. School parties should be pre-booked.

Peterborough Museum & Art Gallery - Priestgate, Peterborough. Tel: 0733 343329.
Opening Times: Tuesday - Friday, 10am - 5pm.
Open some Saturdays and Bank Holidays, 10am - 1pm & 2pm - 5pm.
(Contact Museum for dates)
Admission free.

Ely Museum - Sacrist's Gate, High Street, Ely. Tel: 0353 666655.
Opening Times: Tuesday - Saturday, 10.30am - 1pm & 2.15pm - 5pm,
Sunday, 2.15pm - 5pm.
Admission: Adults £1, Concession 50p, Children under 6 free.

Fitzwilliam Museum - Trumpington Street, Cambridge. Tel: 0223 332900
Opening Times: Lower Galleries, Tuesday - Saturday, 10am - 2pm.
Upper Galleries, 2pm - 5pm. Both Galleries, 2.15pm - 5pm on Sundays.
Admission free.

Bartlow Hills, Bartlow - Impressive Roman burial mounds, with on-site interpretation.
Full public access at all times. Admission free.

Stonea Camp, Wimblington - Iron Age fort in the Fens, captured by the Romans,
with on-site interpretation. Full Public access at all times. Admission free.

Norris Museum - The Broadway, St. Ives.

Tel: 0480 65101 **After Feb.1993** Tel. 0480 465101

Opening Times:

May - September, Monday - Friday, 10am - 1pm & 2pm - 5pm.

Saturday, 10am - 12noon and 2pm - 5pm. Sunday, 2pm - 5pm.

October - April, Monday - Friday, 10am - 1pm and 2pm - 4pm,

Saturday, 10am - 12 noon.

Admission free.

Wisbech and Fenland Museum - Museum Square, Wisbech. Tel: 0945 583817

Opening Times: April - September, Tuesday - Saturday, 10am - 5pm.

October - March, Tuesday - Saturday, 10am - 4pm.

Admission free.

ESSEX

Saffron Walden Museum - Museum Street, Saffron Walden. Tel: 0799 522494

Opening Times:

April - October, Monday - Saturday, 10am - 5pm.

Sundays, 2.30 - 5pm.

November - March, Tuesday - Saturday, 11am - 4pm,

Sundays and Bank Holidays, 2.30pm - 5pm.

Admission : Adults £1.00, Children under 18 free, Concessions 50p.

School parties should be pre-booked. There are talks and demonstrations also available.

LONDON

British Museum - Great Russell Street, London WC1B 30G Tel: 071 636 1555. Enquiries:
Education Officer, Ext. 510

Opening Times: Monday - Saturday, 10am - 5pm, Sundays, 2.30 - 6pm.

Closed 24th - 27th December, 1st January, Good Friday and 1st Monday May.

Admission free.

British Library - See British Museum for details.

Museum of London - 150 London Wall, London EC2Y 5HN. Tel: 071 600 3699

Enquiries: Education Officer Ext. 200

Opening Times: Tuesday - Saturday, 10am - 6pm, Sunday, 12 noon - 6pm

Bank Holiday Mondays, 10am - 6pm.

Admission for prebooked school parties: Children £1.50, Teachers 1 free to 10 children.

Norris Museum - The Broadway, St. Ives.

Tel: 0480 65101 **After Feb.1993** Tel. 0480 465101

Opening Times:

May - September, Monday - Friday, 10am - 1pm & 2pm - 5pm.

Saturday, 10am - 12noon and 2pm - 5pm. Sunday, 2pm - 5pm.

October - April, Monday - Friday, 10am - 1pm and 2pm - 4pm,

Saturday, 10am - 12 noon.

Admission free.

Wisbech and Fenland Museum - Museum Square, Wisbech. Tel: 0945 583817

Opening Times: April - September, Tuesday - Saturday, 10am - 5pm.

October - March, Tuesday - Saturday, 10am - 4pm.

Admission free.

ESSEX

Saffron Walden Museum - Museum Street, Saffron Walden. Tel: 0799 522494

Opening Times:

April - October, Monday - Saturday, 10am - 5pm.

Sundays, 2.30 - 5pm.

November - March, Tuesday - Saturday, 11am - 4pm,

Sundays and Bank Holidays, 2.30pm - 5pm.

Admission : Adults £1.00, Children under 18 free, Concessions 50p.

School parties should be pre-booked. There are talks and demonstrations also available.

LONDON

British Museum - Great Russell Street, London WC1B 30G Tel: 071 636 1555. Enquiries:

Education Officer, Ext. 510

Opening Times: Monday - Saturday, 10am - 5pm, Sundays, 2.30 - 6pm.

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Admission free.

British Library - See British Museum for details.

Museum of London - 150 London Wall, London EC2Y 5HN. Tel: 071 600 3699

Enquiries: Education Officer Ext. 200

Opening Times: Tuesday - Saturday, 10am - 6pm, Sunday, 12 noon - 6pm

Bank Holiday Mondays, 10am - 6pm.

Admission for prebooked school parties: Children £1.50, Teachers 1 free to 10 children.

NORFOLK

Castle Museum - Norwich NR1 3JU. Tel: 0603 223624.

Opening Times: Monday - Saturday, 10am - 5pm, Sunday, 2pm - 5pm.

Admission: Adults £1.60, concession £1.00, children 60p.

Also free to prebooked school parties.

Lynn Museum - Old Market Street, King's Lynn. Tel: 0553 775001

Opening Times: Winter: Tuesday - Saturday, 10am - 4pm.

Summer: Tuesday - Saturday, 10am - 5pm, Sunday, 2pm - 5pm.

Admission: school parties free if booked in advance.

Town House Museum - Queens Street, King's Lynn. Tel: 0553 773450

Opening Times: Summer, Tuesday - Saturday, 10am - 5pm, Sunday, 2pm - 5pm,

Winter, Tuesday - Saturday, 10am - 4pm.

School parties free if prebooked, also free lessons and loan service available.

Ancient House Museum - White Hart Street, Thetford. Tel: 0842 752599

Opening Times: Monday - Saturday, 10am - 5pm. Closed 1pm - 2pm on Monday only.

Sunday, 2pm - 5pm from Spring Bank Holiday to last Sunday in September.

Admission: Charges only made in August.

Leaflets available about the Icen and Thetford treasure.

SUFFOLK

The Museum - High Street, Ipswich. Tel: 0473 213761/2

Opening Times: Tuesday - Saturday, 10am - 5pm.

Admission free. School parties are advised to book in advance.

Moyse's Hall Museum - Cornhill, Bury St. Edmunds. Tel: 0284 763233 Ext. 236

Opening Times: Monday - Saturday, 10am - 5pm, Sunday, 2pm - 5pm.

Open Bank Holidays, except Christmas, Boxing Day, New Year and Good Friday.

Admission free.



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