

IV

MEET THE LOCAL TRIBE Introducing the Brigantes

This session aims to develop understanding of the Brigantes and explore their lives in some detail. In subsequent sessions this understanding will be used to contrast the Brigantes with the Romans.

**CURRICULUM LINKS: HISTORY 2A, 2B, 4A, 4B, 5A, 5C, 6, 7, 8A, 9
ART & DESIGN 5A CITIZENSHIP 4B ENGLISH 1C, 2C, 4A**

OVERVIEW

LEARNING ACTIVITY	ACTIVITY DETAILS	LEARNING INTENTIONS	RESOURCES
STARTER whole class	<i>Brief idea gathering</i> Pupils volunteer all the facts they can remember about the Brigantes from Session III. They then suggest questions about the Brigantes that they would like to have answered.	<ul style="list-style-type: none"> To revisit previous learning and use this as a springboard to generate interest in learning more about the Brigantes. 	
ROLE PLAY AND INFORMATION GATHERING small groups individual	<i>Learning about the Brigantes</i> Children from half the class are each given role-play cards describing a Brigantian character and his or her life. Children from the other half of the class interview the 'Brigantes'. All pupils complete a worksheet, recording their findings using words and images.	<ul style="list-style-type: none"> To learn about several aspects of Brigantian lives. To develop the skills of empathy and role play. To develop the ability to identify and ask good questions, to absorb information, and to provide detailed answers. 	<ul style="list-style-type: none"> Role-play cards (CD Resource 32) Worksheets (CD Resources 33 & 34) Reference images of Celts and Celtic village (CD Resources 35-38)
AN INTERVIEW WITH CARTIMANDUA whole class	<i>The tale of Cartimandua</i> Pupils hear the story of Cartimandua and discuss what she might have been like. They then imagine that they are Newsround reporters preparing to interview her. They draw a picture showing how they imagine she looks, and write down the questions they would like to ask her.	<ul style="list-style-type: none"> To bring the Brigantes to life through a true story. To develop skills of curiosity and imagination. To think about what makes a good question. 	<ul style="list-style-type: none"> The Tale of Cartimandua (CD Resource 39) Reporter worksheet (CD Resources 40 & 41)
PLENARY whole class	<i>Reviewing starter questions</i> Pupils review their starter questions. Have they been answered? Were they good questions?	<ul style="list-style-type: none"> To make explicit the learning that has taken place. 	

BACKGROUND INFORMATION

THE CELTIC WAY OF LIFE

The Brigantes were a Celtic tribe of native Britons who lived in the north of England. The best information about the Brigantes comes from Roman writers. The Brigantes transmitted information orally and used organic materials, and therefore left little physical or written evidence.

The Brigantes believed in a number of gods associated with nature and the seasons, and the tribe was named after the Celtic goddess of spring, Brigit. They are thought to have been the most powerful tribe that the Romans encountered in Britain. Their ruler at the time of the invasion was Queen Cartimandua.

The Brigantes lived in clans and extended families, often all together in the same house. They built roundhouses with low stone walls and a thatched roof.

Men and women had different roles but were given equal status. The men often had to fight to protect their land from other Celts and eventually the Romans. Women's roles included ensuring everyone was fed, spinning wool and making clothes. Children would generally help out with their mothers' chores, tending to the animals, helping to grind grain and so on. They did not go to school!

The Brigantes were pastoral farmers. Men would hunt and fish, and the women made cheese and bread. They also foraged for wild foods like nuts and berries. In autumn some of the farm animals were slaughtered. The meat was hung up inside the roundhouses to smoke and preserve, providing a supply for the winter. A kind of beer was made from barley. This beer was more like a thick alcoholic porridge than a drink. Drinking beer was much safer than drinking water, as the brewing process got rid of any germs.

WHAT DID THE CELTS LOOK LIKE? (CD RESOURCES 35 & 36)

The Celts wore very practical clothes made from sheep's wool, which is naturally waterproof because it contains lanolin, an oil released from the sheep's skin. They used natural dyes and liked very bright colours and checked and tartan patterns.

The women wore a long pale dress beneath a more colourful tunic, with a leather belt to keep the dress and tunic from dragging on the floor. A pouch on the belt was used to hold precious things. On colder days the women wore a heavy shawl, pinned at the front with a brooch. They wore leather shoes, made to measure for each person. The shoes were made of a single piece of leather with holes in the sides for a leather thong to lace them up. In the winter they lined the shoes with straw for warmth. Women's hair was worn tied up in braids or plaits which reduced the need for washing.

The men wore an undergarment beneath their long shirts, and trousers in the colder months. For extra warmth they wore a cloak, again fastened at the front with a brooch. Men's shoes were very like those of the women. Celtic men are said to have had big moustaches. They whitened their hair with lime, a chalk-like powder mixed with water. For battles they painted their bodies with a blue dye made from the woad plant, to scare off their enemies.

WHAT WAS A CELTIC VILLAGE LIKE? (CD RESOURCES 37 & 38)

The walls of the roundhouses were made of stones, fitted together like the stones in a dry stone wall. The thatched roofs did not have chimney holes. Instead the fire was positioned in the centre of the house, under the tallest part of the roof. The smoke gathered in the roof space and slowly seeped out through the thatch. Even though smoke could get out, the thatched roofs were waterproof and rain could not get in. The houses were built by master craftsmen and if taken care of, could have stood for at least 200 years. The stone walls between the houses were to prevent villagers' animals from wandering off.

ACTIVITY GUIDELINES

ROLE PLAY

In Session IV, half the class take on the role of Brigantians, with the guidance of **role-play cards** (CD Resource 32). In Session V the other half of the class will take on the role of Romans. Those who are not role-playing ask questions to find out about the others' lives.

To give children more confidence in answering the questions they can be put in groups of 'men', 'women' and 'children'.

Alternatively you could ask children from the same family to sit together. This will give the role-players the chance to hear about a wider range of characters and allow questioners to stay with one group rather than wandering around the room.

In Session IV, give each group a copy of the annotated images of **people** and **houses** (CD Resources 36 & 38). This will help them understand more about their

characters, and to visualise their clothes and homes. It will also provide some of the information needed by the other pupils filling in their worksheets.

You can either ask the questioners to fill in their worksheets as they go along and the role-players to fill out theirs at a later session, or you can ask everyone to fill out their worksheets at the same time when the question and answer session is over.

AN INTERVIEW WITH CARTIMANDUA

Read the **story** (below, and CD Resource 39) to the class. Ask children for their ideas about what Queen Cartimandua may have been like.

Working alone, the children then devise questions they would ask Queen Cartimandua as though preparing an **interview** for Newsround (CD Resources 40 & 41).

THE TALE OF CARTIMANDUA

Cartimandua loved being queen of the Brigantes. She enjoyed the feeling of having power over her tribe, and fiercely wanted to hang on to it all.

When rumours reached her of the Romans, and their battles with tribes in the south, she was troubled. In all the tales she heard the Romans always won. Traders and spies told her of the rich life lived by these mighty Roman warriors, with their grand stone buildings and delicate pottery and glass. Afraid that she was going to lose everything, Cartimandua prayed to the gods for a sign, showing her what to do.

At this time King Caractacus ruled a tribe living in the west. His tribe fought bravely against the Romans but were defeated and the king and his family fled in fear of their lives. They ran north to Cartimandua and begged for her protection. She looked at the king, his wife and children, and decided that this was her sign from the gods. She took them in and offered them rest and safety, but secretly sent messages to the Roman Emperor Claudius offering up her guests as prisoners. King Caractacus and his family were betrayed and taken by the Romans. The Romans gave Cartimandua great rewards – gifts of beautiful jewellery, pottery and glass.

Cartimandua knew the Romans would not attack her now that she was their friend, and she began to dream of an even better, richer life. She became bored with her husband Venutius who had become lazy and spent all his time hunting and feasting. She longed for a younger, braver, more handsome man and her eye fell on Vellocatus, who was her husband's armour-bearer. Cartimandua divorced her husband and married young Vellocatus instead.

The tribe was furious with their middle-aged queen for behaving like this – marrying a teenager! – and Venutius swore that he would have his revenge. He gathered together some angry tribespeople and attacked Cartimandua. Fearing for her safety she sent messages to the Romans, who tried several times before they were finally able to rescue her.

Nobody knows what happened to Cartimandua and Venutius after this. The Romans did become the rulers of the Brigantes. Over time everyone became used to the new situation and lived in peace. Whether the Queen got to live the life of luxury she dreamed of...who can say?