

# Death and Burial

written by Cei Paynton





# Archaeology

## *What is it?*

Archaeology is all about people and the clues that they have left us about their lives. Most of these clues come from their rubbish!

Rubbish is what gets left behind, thrown away, or even dropped down the toilet in the days when it was just a hole in the ground (we have only had flush toilets for about 150 years). As time goes on, buildings fall down, rubbish pits fill up and new things get built over the top of the old ones.

Just think of new buildings being built where you live. The old building is knocked down, the site is flattened out and a new building goes up. When this happens again and again over a long time, layers of old buildings and rubbish get built up under the ground. The oldest layer is at the bottom and the most recent things are at the top. These layers have a special name, strata , which is the Latin word for layers.

The best way to think of strata is by imagining an enormous cake - the biggest, highest cake ever. The bottom bit of sponge is the oldest stratum (stratum means a layer, strata means layers). The next layer, the jam, is the next oldest layer. The next layer, the cream, is the next oldest layer - and so on until you have lots and lots of layers with the present, now, at the very top of the cake.

In Britain, the prehistoric strata make up the bottom layer of the cake, the Roman period is the jam, the Anglo-Saxon period the cream, the Viking period the next layer of sponge, the medieval period another layer of jam, the post-medieval period another layer of sponge, and the icing right on the top of the cake is now! That's how archaeology works - each stratum is a short period of time, with older layers beneath it and more modern ones on top.

When we open up the ground to take a look underneath as archaeologists, we can see these strata and look at each layer in turn, working backwards through time as we dig deeper and deeper.



# Death and burial

## Overview:

- Background information- teachers note on what archaeology is and why use the resource pack
- Map of specific location- Bekki to get this from archives
- National Curriculum and Cross-curricular links
- Starter activity – the skeleton game (plus skeleton record sheet)
- Activity 1: research focussed, comparing age of death in Ancient and more modern times (Roman Ancient Egypt vs. Victorian) (10 x evidence sheets plus 2 x tally sheets)
- Activity 2: practical - cemetery survey
- Resources List
- Glossaries
- Extended Learning

## Learning Objectives:

- To support and reinforce the KS2 history curriculum
- To show how archaeological evidence can be used in historical enquiry
- To develop skills in historical enquiry, interpretation and analysis of data
- To provide cross-curricular links between history, ICT, STEM, geography and citizenship
- To provide enrichment and inspiring learning within the history curriculum at KS2 and 3

## Outcomes:

- To provide children with an opportunity to apply their questioning, reasoning and analytical skills to real archaeological data
- To impart an understanding of how archaeology works with particular reference to burial and artefacts

## National Curriculum links for this topic

### Numeracy KS2 & 3

various, data gathering, data handling, interpreting and displaying data and results

### Literacy KS2 & 3

comprehension, interpretation and presentation skills

## **History KS2**

**Unit 6A:** Why have people invaded and settled in Britain in the past? A Roman case study

*Section 2:* Who invaded and settled in Britain a long time ago?

*Section 7:* How did the Romans change Britain when they settled here?

**Unit 12:** How did life change in our locality in Victorian times?

*Section 4:* What evidence of Victorian times remains in our area?

## **Geography KS2 (& KS1)**

**Unit 1:** Around our school - the local area

## **History KS3**

**Unit 1:** Introductory unit what's it all about?

**Unit 12:** Snapshot 1900 what was British middle-class life like?

## **ICT KS2**

**Unit 1F:** Understanding instructions and making things happen

**Unit 2C:** Finding information

**Unit 2E:** Questions and answers

**Unit 4A:** Writing for different audiences

**Unit 5B:** Analysing data and asking questions: using complex searches

**Unit 5C:** Evaluating information, checking accuracy and questioning plausibility

## **ICT KS3**

**Unit 5:** Data - designing structure, capturing and presenting data

# Starter Activity

## *thinking about evidence*

### Roman burials in London and the skeleton game

In Roman times the United Kingdom was called Britannia, London was called Londinium and there was no Camden.

What we call Roman times was between the years 49 AD and 410AD. Londinium was the biggest city in the country, just as London is in this country today.

It's so long ago (the Romans left Britannia in AD410) that much of the evidence that we have about people's lives comes from the remains of those people and the objects that they were buried with. In London, many Roman burials have been found by archaeologists. Roman cemeteries were outside of the town, they had to be by Roman law. In London Roman cemeteries have been found on the roads that lead out of the Roman town, outside of the modern city gates at Bishopsgate, Newgate, Aldersgate, Ludgate and south of the river at Southwark.

Look at the table. It shows what kinds of objects have been found with Roman burials in London. The objects found with burials are called grave goods.

Roman burials from London	Finds found with burial
Great Prescott Street	Coin
Borough High Street, Southwark	Coin
Minories, Aldgate	Glass container
Harper Road, Southwark	Pottery bowl
Warwick Square	Spindle for spinning

Now look at the pictures of the objects, which are called finds by archaeologists.

They have been recorded by archaeologists who are called Finds Liaison Officers and are the type of things that are found in Roman burials.

## Teacher:

Choose a child from the class, or ask for a volunteer.

The volunteer is going to pretend to be a dead body and lie down on a table at the front of the class!

The children will, either in table groups or as a class, decide where on the body the finds that they are looking at pictures of would be worn, or which part of the grave they would be found in and then, one object at a time, place the pictures of finds on the 'dead' child.

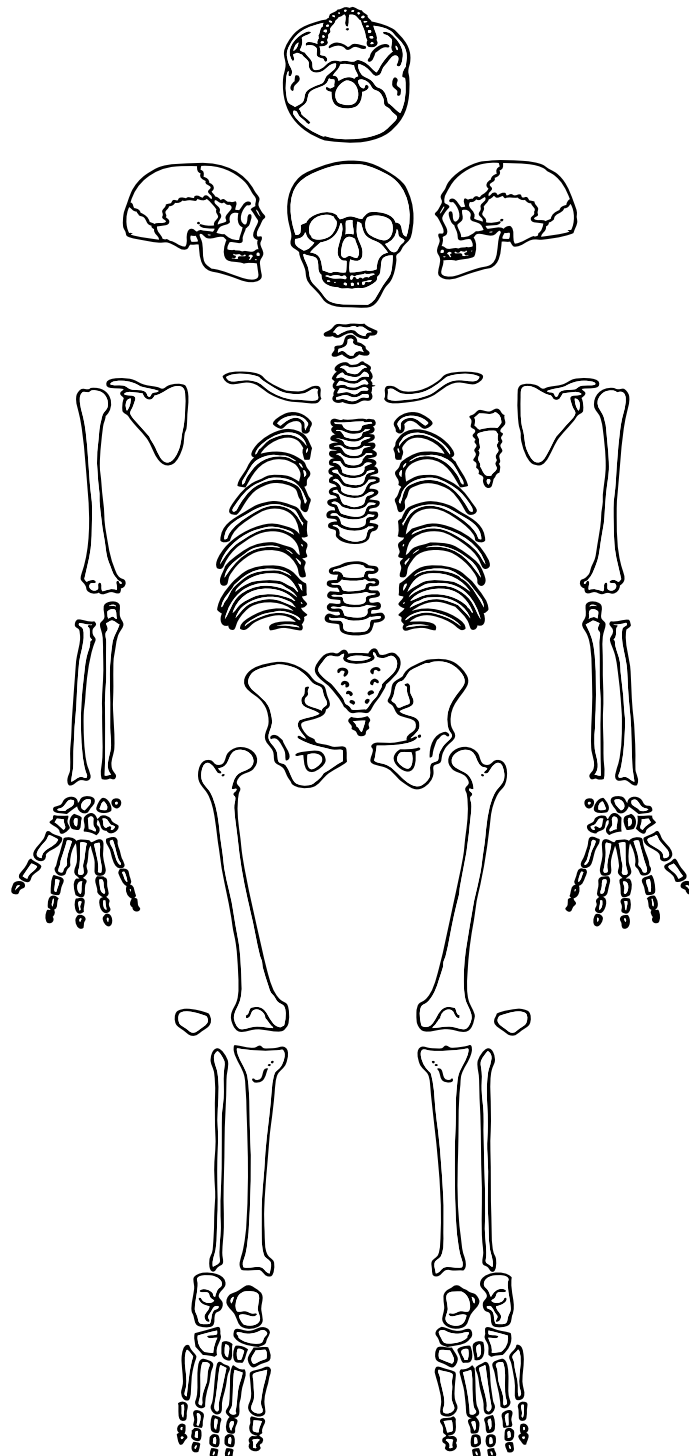
Next, ask the children to think about what objects are important to them and what they show or mean. If they were ancient Romans, what would they like to be buried with? Hand out the skeleton sheets and ask them to annotate them, writing on the objects that they would choose to be buried with.

# Death and Burial Starter Activity

## *the skeleton game*

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Use this sheet to put the finds that you would like to be buried with on the skeleton!  
**Think:** where would the finds be, next to your head, fingers, feet? Would they survive in the ground, or would they rot away?



## **KS2 & 3:**

Engage the class in a plenary, asking the children what other things they think might have been buried with the person. Introduce the topic of beliefs and customs connected with death, burial and the afterlife, e.g. a final feast and drink for the dead, symbols of a person's status, wealth or trade in life, religious objects, heirlooms.

Ask the children why burials from this period are often found with coins placed over their eyes. *Answer:* coins placed over the eyes are usually the ordinary ones used for everyday payments such as buying bread, household goods, etc. They are copper alloy (bronze) and usually of a denomination known as a sestertius (the type of coins that Roman soldiers were paid in), or a dupondius. (See those on the picture cards)\*

They were placed there to pay the ferryman, Charon, who transported the souls of the dead over the River Styx to Pluto, the underworld.

The special name for such a coin is an obolus.

## **KS3:**

You can introduce elements of comparative religious studies here, the differences between pagan and non-pagan beliefs. Are Christians, Jews, Muslims, Buddhists, Hindus, Sikhs buried with symbols or special objects? Why?

Can the children think of any other examples?

# Activity 1

## *research focused*

We are going to test the hypothesis that people live longer nowadays than they used to in the past. To do this we will compare how long people lived in ancient times with how long people lived in more modern times. The two time periods that we will be comparing are Roman times and Victorian times. (NB for KS3 will look at differences in how long men vs. women lived too)

People now eat better food than they used to in the past, they also know more about hygiene and have better medicine. This should mean that we live longer.

### **Teacher:**

Teacher-led class discussion: how long do the children think that people used to live? What kinds of things might have killed you in the past. What type of diseases were there no cures or treatments for until recently? Did people have the same sized families in the past that they had now? Talk about how many infants used to die and how many women died in child birth even 150 years ago.)

In ancient times, detailed records of how long ordinary people lived were not often kept, although some records have survived from parts of the Roman Empire. One of these places is Egypt.

Take a look at this record. It is from Ancient Egypt, but Ancient Egypt after it had been taken over by the Romans. This was at the very end of the time that we think of when we think of 'Ancient Egypt'.

The Romans kept very detailed records of the places that they conquered. They collected census data, which is information about who lives in a place, how many people are in each house and how old they all are. Our government collects the same information in this country every ten years. The Romans collected this information every 14 years. This census information was found on rolls of papyrus which dated to between AD (11/12 AD - 257/258 AD).

If you have time you can look at the Digital Egypt for Universities website, which is funded by JISC, run by UCL and is where the data are taken from (see SURF section of references).

# Evidence Sheet 1

## *Looking at age of death in Egypt during Roman times*

### 1. How long boys and men lived

age	village	town	total
0-4	24	26	50
5-9	16	26	42
10-14	7	16	23
15-19	13	23	36
20-24	13	18	31
25-29	14	12	26
30-34	16	19	35
35-39	10	6	16
40-44	12	6	18
45-49	13	11	24
50-54	4	6	10
55-59	11	3	14
60-64	3	3	6
65-69	5	2	7
70-74	6	3	9
75-79	2	0	2
80-84	0	1	1
all ages	169	181	350

# Evidence Sheet 2

## Looking at age of death in Egypt during Roman times

### 2. How long girls and women lived

age	village	town	total
0-4	28	8	36
5-9	18	18	36
10-14	24	14	38
15-19	21	11	32
20-24	15	20	35
25-29	13	17	30
30-34	18	6	24
35-39	22	9	31
40-44	9	9	18
45-49	11	3	14
50-54	13	5	18
55-59	4	2	6
60-64	6	1	7
65-69	3	1	4
70-74	5	2	7
75-79	1	0	1
all ages	211	126	337

After Bagnall/Frier 1994: 75, 91

# Evidence Sheet 3

## ***More modern burial records – age of death in Victorian times***

This is a register of burials, taken from a real cemetery. These people lived and died before we were born. They were all born in Victorian times.

You will see their names, when they were born and when they died.

### **KS2 & 3:**

You can work out how long they lived by taking the year of birth away from the year of death, so, for the first record, a man called Isaac Anderson, you would work out  $1953 - 1880 = 73$ , so he was in his 73rd year of life when he died.

### **KS3:**

If Isaac Anderson was in his 73rd year of life when he died, how old was he when he died? If he was in his 73rd year, he was actually 72 years old. Gravestones can be misleading.

1800 to 1849 is 50 years not 49. A good way to think about this is, if you are in year six, you have actually only been in school for five years. When you leave primary school after the end of year six, then you will have been at school for six years!

## **Teacher:**

Talk to the class about unfamiliar words and terminology. Words like *relict*, *spinster*, *esquire* and phrases like *of this parish*, *here lies sleeping*, *resting with angels*.

## TALLY SHEET FOR ANCIENT ROMAN EGYPT AND VICTORIAN DEATH RECORD SURVEYS AND GRAVEYARD SURVEY

AGE AT DEATH (YEARS)	TALLY (NUMBER OF PEOPLE)
0 - 4	
5 - 9	
10 - 14	
15 - 19	
20 - 24	
25 - 29	
30 - 34	
35 - 39	
40 - 44	
45 - 49	
50 - 54	
55 - 59	
60 - 64	
65 - 69	
70 - 74	
75 - 79	
80 - 84	
85 - 90	
90 OR OLDER	

# Evidence Sheet 4

Anderson, Isaac B *Jul 21 1880 – Jul 7 1953*  
Anderson, Mary L *Apr 11 1883 – Feb 11 1948*  
Bailey, Columbia *Dec 20 1845 – Oct 17 1909*  
Bailey, Leland E *Dec 22 1903 – Jul 22 1927*  
Bailey, WT *Nov 22 1831 – Apr 23 1895*  
Baily, M Luvenia *Jan 2 1879 – Oct 29 1942*  
Barnes, George W *Dec 21 1839 – Jan 12 1910*  
Barnes, Missouri C *May 20 1853 – Feb 8 1945*  
Bartlett, Earl A–s/o JW & Minnie *Jul 20 1892–Jul 20 1896*  
Brammer, Claudy Monroe *Jul 8 1883 – Nov 16 1886*  
Brammer, James Luther *Sep 2 1879 – Sep 12 1879*  
Brammer, John *Apr 19 1819 – Mar 8 1888*  
Brammer, Luly *May 14 1887 – Nov 15 1889*  
Brammer, William M *1834 – Jan 10 1908*  
Braswell, Melissa G *Mar 31 1854 – Dec 28 1946*  
Braswell, Nancy *Oct 26 1833 – Jun 21 1915*  
Braswell, Wm Frank *Nov 15 1861 – May 3 1925*  
Buell, Jasper B. *1 Aug 1909 – 29 March 1998*  
Buell, Albert D *Jun 22 1884 – Sep 11 1966*  
Buell, Japilee *Apr 23 1938 – Aug 31 1939*  
Buell, Ruth B *Mar 21 1884 – Apr 22 1974*  
Campbell, Harold R. *25 Nov 1935 – 5 Nov 1997*  
Cook, Mary J *Aug 5 1862 – Sep 3 1942*  
Duncan, Andrew J *Age 95–1884 – 1980*  
Duncan, Andrew J *Feb 9 1849 – Mar 31 1927*  
Duncan, Andy J *s1884 – 1980*  
Duncan, Armintie *Oct 3 1862 – Aug 28 1887*  
Duncan, Britanna *Sep 18 1861 – Jul 31 1912*  
Duncan, Ethel *1892 – 1990*  
Duncan, Thomas (Homer) *Jan 1 1818 – Oct 19 1900*  
Emert, Alpha Alma *Mar 14 1901 – Mar 19 1901*  
Emert, Jeffie *1891 – 1905*

# Evidence Sheet 5

Emert, Mandy 1862 – 1906

Emert, Randall 1862 – 1908

Emert, William Henry Age 84 years 3 months 17 days, *Feb 25 1889 – Jun 12 1973*

Emmett, James M *Sep 9 1854 – Apr 30 1935*

Emmett, Louisa *Mar 31 1858 – Aug 21 1929*

Emmett, Rosa 46 years 4 months 7 days – *Jun 29 1874*

Emmett, Rutha May *Jan 19 1894 – Nov 25 1895*

Farmer, Gaylord *19 April 1923 – 27 July 1999*

Forsythe, William L *Oct 7 1903 – Jun 7 1905*

Frazier, Charlie A Spanish-American War, *Nov 21 1877 – Sep 26 1959 or 1939*

Frazier, Eli *May 7 1838 – Sep 9 1918*

Frazier, Eliza *Oct 31 1842 – Sep 18 1918*

Frazier, Maggie A *Mar 4 1879 – Apr 15 1962*

Garrett, Kirby *24 Sept 1918 – 2 March 1999*

Graham, Mary E *Apr 2 1867 – Sep 18 1958*

Graham, Rev. ER *Aug 5 1840 – Dec 26 1911 or 1901*

Hamilton, Byrd C 1885 – 1970

Hamilton, Charles G 1885 – 1973

Hammonds, Infant s/o Mr & Mrs C *Jan 2 1937*

Harbert, Claud *Dec 28 1890 – Jul 6 1892*

Hayhurst, Allie *Sep 30 1888 – Apr 23 1905*

Hayhurst, Canady *Sep 9 1851 – Apr 15 1905*

Hayhurst, Lucy M *Nov 10 1844 – Jan 6 1929*

Hayhurst, Michael *Sep 24 1843 – Sep 22 1904*

Haysurst, D Age 49 years 1 month 3 days *Mar 22 1870 – Apr 24 1919*

Heard, Artie M *Oct 13 1886 – Jul 2 1919*

Hird, Donald Dean *17 Jan 1932 – 12 July 1997*

Holman, John Henry *Aug 7 1900 – Mar 12 1971*

Holman, Vera Burel, same stone with John *Aug 25 1915*

Hyche, Elbert Mason *8 Dec 1923 – 27 Oct 1990*

Hyso, Artema Jane *Jun 5 1861 – Mar 19 1938*

Keeland, Elizabeth *Mar 12 1848 – Sep 6 1925*

# Evidence Sheet 6

Kuhl, P. B. *23 Dec 1923 – 11 Dec 1984*

Lane, Bonetta *14 May 1911 – 6 March 1988*

Lane, Jewel *Dec 25 1907 – Sep 5 1981*

Lane, Stella *May 1907 – 1978*

Larkin, R. G. 'Red' *23 July 1928 – 13 Dec 1997*

Martin, Clarence, s/o Delbert *Aug 22 1903 – Oct 6 1925*

Martin, Delbert W *1872 – 1935*

Martin, Infant, s/o Riley & E *Jan 9 1883*

McNiel, Virginia Ann *born & died 1934*

Meador, Brice M *1823 – 1900*

Meador, Etta A *Mar 16 1872 – Jun 18 1962*

Meador, James R *Dec 22 1868 – Sep 29 1955*

Meador, Martin M *Dec 5 1896 – Jul 14 1968*

Meador, Mary E *1840 – 1902*

Meador, Sarah E *Aug 17 1872 – Apr 27 1883*

Meador, Vera E *Feb 23 1902*

Mulkey, Joseph *May 23 1865 – Aug 27 1883*

Murdock, Hustan *Feb 25 1900 – Jan 1931*

Nance, Harvey Bryan, (Boss) *Dec 16 1892 – Aug 5 1965*

Nance, Laura Hyso *27 May 1903 – 15 April 1989*

Nance, Lee Thurman *Jan 5 1925 – Feb 16 1925*

Ownbey, Elizabeth *Oct 5 1879 – 1889*

Ownbey, Herculous *Dec 3 1851 – Sep 20 1913*

Ownbey, Matilda Myrtle *Jul 29 1884 – 1899*

Ownbey, Sarrah *Jan 16 1858 – Sep 24 1926*

Pennington, Lilie P *Mar 1 1882 – Mar 7 1908*

Phillips, Caroline, wife of JR *Mar 28 1827 – Mar 14 1903*

Phillips, Luther P *Oct 18 1862 – Nov 2 1884*

Priest, Infant, d/o J E *no dates*

Priest, J E *Dec 16 1853 – Jul 28 1899*

Puckett, James *Apr 20 1837 – Apr 23 1916*

Rhodes, Infant, d/o JL & MM *born & died Nov 27 1900*

# Evidence Sheet 7

Rogers, Elizabeth *Jun 14 1849 – Feb 28 1915*

Schrock, large cement vault marked only with surname *no dates*

Shipman, Alice B *Jan 23 1879 – Jun 11 1966*

Shipman, Benjamin *Sep 20 1852 – Dec 3 1942*

Shipman, Jasper F *Feb 1 1878 – Sep 23 1958*

Shipman, Mellie *Aug 7 1848 – Jul 22 1935*

Shipman, William N *Mar 21 1882 – Apr 15 1969*

Stafford, Logan *Jan 26 1892 – Jul 4 1973*

Stafford, Winnie *25 June 1895 – 25 March 1988*

Thorn, Michael *March 25, 1790 – June 3, 1882*

Trantham, Ida M *Mar 21 1883 – Dec 31 1884*

Trantham, Mary J *Nov 18 1856 – Oct 15 1897*

Trantham, M E *May 11 1853 – Jun 21 1917*

Trantham, W E *Feb 15 1878 – May 3 1914*

VanWinkle, Alfred E *Aug 10 1875 – Jun 26 1968*

VanWinkle, Hubert E *Aug 19 1903 – Nov 15 1979*

VanWinkle, Novella F *Aug 10 1905 – Apr 13 1980*

VanWinkle, Susie E *Jul 31 1881 – Oct 27 1964*

Wheeler, Absalom, Co H 16 Mo Cav *Dec 29 1840 – Oct 25 1918*

Wheeler, FM *Mar 7 1869 – Jun 29 1879*

Wheeler, Jarret D *Jun 27 1857 – Jun 21 1927*

Wheeler, Sarah Jane *1843 – 1930*

Wills, BF *May 10 1844 – Oct 20 1927*

Wills, Sarah J *Oct 23 1850 – Sep 3 1920*

Youngblood, Ambrose B *Nov 12 1821 – Oct 2 1885*

Youngblood, Elizabeth *Sep 29 1816 – Apr 17 1889*

# Activity 2

## *practical – cemetery survey*

### **Learning Objectives:**

- To provide a useful and interesting way of combining history, archaeology and data handling
- To provide a focus for history and numeracy work at KS2 and 3 by investigating life expectancy in Victorian Britain

### **Outcomes:**

- Children will be able to handle and interpret a large data set and see how data gathering determines interpretation and undermines everything that the archaeologist, or other scientist does

### **Equipment:**

Clipboard, pencils, survey sheets, number lines

### **Introduction:**

Camden schools have a fantastic resource right on their doorstep for looking at death burial: Highgate Cemetery. Even if a school group can't get to Highgate, there are many graveyards or cemeteries within easy walking distance.

## **Teacher:**

cemeteries and graveyards are resources which can be used in a variety of ways. This exercise concentrates on one of these; recording ages from gravestones. This data handling exercise will then allow the children to answer questions about life expectancy in the past. Before the visit, in the classroom, introduce, though plenary ideas like change and continuity. Start with questions about people that the children know, e.g. *How old are your grandparents?* Move on to more general questions such as *Do you think people are living longer now than in the past?* Try to reach some conclusion and explain to the pupils that you are now going to test the hypothesis through a practical maths exercise. Refresh their knowledge of how a tally chart works.

## Health and Safety:

Permission should be sought from the minister/cemetery superintendent before undertaking a churchyard survey. S/he will be able to inform you of unsafe monument which should be avoided.

For those considering this primarily as a history rather than a maths project. There are also a number of issues relating to the nature of the evidence which can be discussed by raising the question *Were there many children's graves?* In a Victorian cemetery they will be severely under represented due to the cost of erecting a monument. This reflects on such topics as *Rich and Poor in Victorian Britain*. Pupils might then be asked to suggest alternative ways of finding out information and perhaps be provided with a sample from a local parish register.

## In the Cemetery

Split the class into pairs or groups of three or four. Each needs a clipboard, pencil, a copy of the *Recording Sheet*.

### KS2:

Some pupils may also find a number line useful.

Explain to the pupils that they will be using a tally chart to record information in the churchyard. You will need to explain where exactly the tally should go. You can say '*Look for the person's age on the headstone. Look for the age in the left hand column. Work along until you're come to the column with the date above. Put your tally there.*'

Each group is then assigned a row of headstones, asked to look for the appropriate data. Sometimes it can help if one half of the class is set one half of the class to study girl's names and the other boys. This will allow the children to discuss later whether boys and men lived longer than girls and women at particular periods in history. Care needs to be taken that pupils stay on the rows to which they are assigned. Clearly if a stone is recorded twice this will affect the validity of the data.

## Teacher:

Once back in the classroom the data can be evaluated. The first step is to collate all the information the children have gathered. Asking one person from each group to hold up an equivalent number of fingers for each of the tallies in a given box is a quick and easy way to do this.

## **KS2:**

The data can be analysed in a number of different ways according to the age and sophistication of the children.

For young children simple questions like *Who lived longest, men or women?* or *Are more people living longer?* might be sufficient.

## **KS3:**

This can act as a great starter for then looking at analyses of averages, discussing ratios (eg male: female life expectancy at a given period) and considering the best way to display the information.

## **KS2 & 3:**

Data can be manipulated and then presented by the children through ICT and smart boards to construct pie charts, bar graphs and scatter graphs.

# **Teacher:**

## **extension**

A similar exercise can be carried out on the popularity of names at specific times.

Start with a plenary asking the children if there are people in the class or year group with the same name. Are there lots of Georges or Joshes, or Amys or Emilys? What about other names, are there girls called Jamelia or Rani or boys called Amit or Rashid? What types of names do the children's' grandparents have? Ask what the pupils think influences the choice of names. How about famous people? What kind of famous names are popular now, perhaps names like Kylie or Brooklyn? What kind of names were fashionable because of famous people in the past?

# **Teacher:**

## **variants/extension/other ideas using graveyards or monuments**

**Graveyards can also form a focus for other activities these include:** Attitudes to death (both the children's and the sentiments expressed on the gravestones)

**Literacy:** How are the sentiments expressed? Do we use language like that today?

**Citizenship:** What is the best way to look after such places? Should we mow the spaces between the monuments or should we allow parts of the churchyard to return to nature to encourage biodiversity?

**Maths:** Measuring and drawing plans of the churchyard.

**History:** Rich and Poor in Victorian Britain: Compare the size of monuments. Important people often have grand monuments with angels on top but pauper burials can be stacked several layers deep.

## Watch

Any episodes of **Meet the Ancestors** (BBC 2)!

Any episodes of **Time Team** (Channel 4) that deal with graveyards and burials!

## Visit

**The British Museum**, Great Russell St, Bloomsbury, WC1B 3DG,  
switchboard: +44 (0)20 7323 8000, information desk +44 (0)20 7323 8299

**The Museum of London**, 150 London Wall, London EC2Y 5HN,  
switchboard: 0870 444 3852, box office: 0870 444 3850  
recorded information line: 0870 444 3851

## Surf

[www.pastexplorers.org.uk](http://www.pastexplorers.org.uk) \*

the learning website from the Portable Antiquities Scheme (written for top of KS2-KS3)

<http://www.digitalegypt.ucl.ac.uk/burialcustoms/index.html>

'Digital Egypt for Universities', UCL, JISC funded, see especially the burial customs pages

[www.finds.org.uk](http://www.finds.org.uk)

the Portable Antiquities Scheme website

<http://www.thebritishmuseum.ac.uk>

the website for the British Museum, see especially the Children's' website,

Compass:

[http://www.thebritishmuseum.ac.uk/compass/ixbin/hixclient.exe?\\_IXDB\\_&search-form=graphical/edu/main.html&submit-button=search](http://www.thebritishmuseum.ac.uk/compass/ixbin/hixclient.exe?_IXDB_&search-form=graphical/edu/main.html&submit-button=search) \*

Select Roman Britain and Death and Burial to find out more about Roman burials in London and the rest of the UK

[http://www.bbc.co.uk/history/archaeology/humanremains\\_1.shtml](http://www.bbc.co.uk/history/archaeology/humanremains_1.shtml) \*

The BBC's resource which includes games and brighteners

<http://www.britarch.ac.uk/yac/> \*

Young Archaeologists' Club, links and how to get involved!

[http://www.ancientcivilizations.co.uk/home\\_set.html](http://www.ancientcivilizations.co.uk/home_set.html) \*

background info about ancient civilisations from across the world

<http://www.dignubia.org/> \*

interactive site exploring the science of excavation

# Read

Bagnall/Frier 1994. Roger S. Bagnall/Bruce W. Frier. **The Demography of Roman Egypt**. Cambridge

Burelli R.E.C., **The Romans and their World**, ISBN 08-008971-2 \*

Burnham, P, and Stapleton H., 1988 (Third edition), **The Churchyard Handbook**

Grajetzki, Wolfram, 2004/5 '**Burial Customs in Ancient Egypt: life in death for rich and poor**', Duckworth Press, London (this deals with Dynastic Egypt, an earlier period than we have looked at here but it's a great resource for children and adults!)

Corbishley Mike, **The Roman World**, ISBN 0-86272-218-7 \*

Malam John, **The Traveller's Guide to Ancient Rome**, ISBN 1-84028-051-4 \*

May Robin, **Julius Caesar and the Romans**, ISBN 0-85078-423-9 \*

Mytum H., 2000, **Recording and Analysing Graveyards**

**Ordnance Survey Roman Britain South Sheet\***

Philpott, Robert, 1991, **Burial Practices in Roman Britain, A Survey of grave treatment and furnishing AD 43-410**, BAR British Series 219

Ross Stewart, **A Roman Centurion**, ISBN 0-85078-527-8 \*

Steel Anne, **A Roman Gladiator**, ISBN 1-85210-314-0 \*

*\* indicates child-friendly*

## Credits

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