

History Medium Term Summer 1 Year 3

Unit Roman Ribchester

Substantive concept: Migration

Disciplinary concept: Sources and evidence

Enquiry Question: What have the various discoveries and excavations revealed about life in Roman Ribchester?

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
<p>EYFS and KS1- settlements and civilisations Year 3- vocabulary relating to chronology e.g. BC, BCE, AD, CE</p>	<ul style="list-style-type: none"> • Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' • Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. • Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. • Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient BC, AD, CE, BCE etc. 	<p>Archaeology, excavation, expansion, settlement, civilization decade, century, BC/BCE</p>	<p>Land of the Gods by Sally Prue Revolt Against the Romans by Tony Bradman</p>	
Year 3 Essential knowledge end point (substantive)	Year 3 Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Equality Diversity & Justice	Vocabulary	Writing opportunities
<p>Roman Britain followed Iron age in Britain What was found in Roman Ribchester Where Ribchester is What is a fort? Reasons for building a fort in Ribchester Reasons why the fort was rebuilt The River Ribble When the Romans occupied Ribchester The development of Roman Ribchester into a settlement</p>	<p>Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?' Ask and answer questions about the past through observing, handling and using a range of sources such as objects. Regularly address and sometimes devise historically valid questions about sources and evidence. Talk and write about historical events and changes by selecting and organising historical information and dates Discuss historical issues and changes Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' Recognise why some events happened and what happened as a result.</p>		<p>Fort, vicus, Roman, century, AD, River Ribble, civilian, ruins,</p>	<p>Debate-opinion write up Point and evidence Generating questions Creating a timeline</p>

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****Please check power point with ideas to use alongside this MTP in resources folder for this unit.**

Learning objective	Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Activities
Lesson 1- What did the young boy's discoveries reveal about life in Roman Ribchester? (Artefact session)	Essential knowledge end point (substantive): What was found in Roman Ribchester Where Ribchester is Disciplinary Knowledge: (Working, Talking, Writing like a Historian) <ul style="list-style-type: none">Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?'Ask and answer questions about the past through observing, handling and using a range of sources such as objects.Regularly address and sometimes devise historically valid questions about sources and evidence.Ask questions such as, 'Why did..?' 'What were the effects..?'	Some background knowledge reading here: https://lancashirepast.com/2020/08/08/ribchester-roman-fort-ribchester/ You may want to show the chn a map of England or the UK and point out Ribchester along with where we live so they can see how close this is. (Example of how this lesson might be recorded/presented in books in resources- please note it is a year 6 example) Close observation of replica/photo of the ceremonial helmet. What does this tell us about the Romans in Ribchester? Tell the story about how a shoemaker/ clog maker's son, a child like them, was playing by the river in Ribchester and crawled down a hollow. He found some very special things that tell us about Lancashire hundreds of years ago... (image to set the scene in resources) Show images of the helmet (maybe have printed artefact mats, questions etc and magnifying glasses to hand). Can the children start to develop questions about the helmet? Can they turn them into claims (model doing this)? "What was it used for?" "I think it was worn by soldiers as a helmet during a battle." Model how to record questions and claims. Children could record questions and claims. Staff could walk around the room challenging children to think deeper e.g. Would it be easy to fight a long battle in that helmet? Why/ why not? What makes you think that? Tell me more about that... Model how to develop claims. Children develop their ideas/ critical thinking. Share Key Knowledge: Explain the purpose of the helmet as a decorated helmet to be worn in an entertaining mock battle. Model recording this key information - that soldiers participated in mock battles in Lancashire during Roman times. Children record their discoveries about the helmet and what it tells us about life in Roman Ribchester. What did the young boy's discoveries reveal about life in Roman Ribchester?
Lesson 2- Why was a Roman fort built in Ribchester? (enquiry)	Essential knowledge end point (substantive): What is a fort? Reasons why a fort was built in Ribchester Reasons why the fort was rebuilt The River Ribble Disciplinary Knowledge: (Working, Talking, Writing like a Historian) <ul style="list-style-type: none">Recognise how sources of evidence are used to make historical claims.Ask questions such as, 'What might this tell us about..?'	https://lancashirepast.com/2020/08/08/ribchester-roman-fort-ribchester/ Use maps to locate Ribchester on the River Ribble, looking at strategic advantages (transport, security, protecting native settlers) Some background knowledge reading here: https://lancashirepast.com/2020/08/08/ribchester-roman-fort-ribchester/ Key knowledge: <ol style="list-style-type: none">The first timber fort was built around AD 72/73 by the 20th Legion, guarding a crossing of the River Ribble.It was later rebuilt in stone in the 2nd century.

	<ul style="list-style-type: none"> • Recognise why some events happened and what happened as a result. • Discuss historical issues and changes • Recognise why some events happened and what happened as a result. • Ask questions such as, 'Why did..?' 'What were the effects..?' 	<p>3. The fort and surrounding vicus (civilian settlement) grew into an important local centre.</p> <p>Map Detective Task</p> <ul style="list-style-type: none"> • Give children a simple map of Lancashire. • Mark the Rivers and Roman roads (there are some examples in the Roman Ribchester slides resource) • Ask: <i>Why might the Romans have chosen Ribchester for a fort?</i> <p>Fort Comparison Task</p> <ul style="list-style-type: none"> • Show images/diagrams of a timber vs stone fort. • Pupils identify differences and sort statements (e.g., stone “stronger” lasted longer (some remains today), timber- “built quickly” risk of fire,). <p>Timber is fast to build but not as durable.</p> <p>Stone shows a more permanent, secure presence.</p> <p>Romans were strengthening control of northern Britain.</p> <ul style="list-style-type: none"> • <i>What differences can you spot?</i> • <i>Why do you think the Romans changed the materials they used?</i>
<p>Lesson 3- A timeline of the development of Roman Ribchester (Bremetennacum) (chronology)</p>	<p>Essential knowledge end point (substantive): When the Romans occupied Ribchester The Romans in Britain followed the Iron Age in Britain The development of Roman Ribchester into a settlement</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> • Discuss historical issues and changes • Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. • Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time • Recognise why some events happened and what happened as a result. • Ask questions such as, 'Why did..?' 'What were the effects..?' 	<p>Make sure to place the romans in Britain into a chronological framework based on what they have already studied e.g. Roman Britain followed the Iron Age in Britain.</p> <p>Background knowledge:</p> <p>https://www.romanobritain.org/9-sites/ste_ribchester_roman_museum.php https://ribchestermuseum.org/</p> <ul style="list-style-type: none"> • The first fort at Ribchester was built in AD 72/73 during the campaigns of Petillius Cerialis, constructed from turf and timber. • It was rebuilt in stone in the early–mid 2nd century AD, including ramparts, gatehouses, towers, and main buildings. • The fort was used up to the 4th century, with evidence of continued occupation. • A large vicus developed around the fort, with wooden houses, workshops, and craftspeople supporting soldiers and civilians. <p>Phase 1: Timber Fort (AD 72/73 – late 1st century)</p>

- Built of turf and timber with wooden palisade.
- Defended by triple ditches at some points.
- Built quickly as part of military campaigns to control the Brigantes.

Phase 2: Renovation & Strengthening (late 1st century)

- Ramparts extended and ditches re-cut during Agricola's campaigns.

Phase 3: Stone Fort (early–mid 2nd century)

- Rebuilt in stone: gates, towers, principal buildings, and granaries.
- Stone walls up to **4.5 metres tall** in some reconstructions.
- Shows Ribchester's growing importance as a permanent Roman base.

Phase 4: The Vicus Develops (1st–4th century)

- Civilian settlement grew alongside fort → workshops, wooden houses, craftsmen.
 - Metalworkers, leatherworkers, and traders supported soldiers.
- Layout of modern Ribchester follows part of the ancient vicus footprint.
- Continued occupation into the **4th century AD**.

Timeline Activity

Create a **labelled timeline** showing the main phases of development. This could include pictures for children to sort and order then assemble in books to support or for deeper learning children could be asked to create their own or it could be role played and photos taken (use OPAL materials to construct their own fort?)

- **AD 72/73 – Timber fort built.**
 - Note features: turf rampart, timber palisade, triple ditch.
 - Why? Fast construction during campaign.
- **Late 1st century – Renovation.**
 - Recut ditches, extended rampart (Agricola's period).
- **Early 2nd century – Fort rebuilt in stone.**
 - Major buildings reconstructed, showing permanence.
- **Mid–Late 2nd century – Stone fort complete.**
 - Walls up to 4.5m high; granaries and key buildings added.
- **1st–4th centuries – Vicus grows outside fort.**
 - Wooden houses, workshops; trade and craft industries.

<p>Lesson 4- Visit to Ribchester</p>	<p>Essential knowledge end point (substantive): Various knowledge based on focus of the visit for the specific cohort What was found in Roman Ribchester and what does this suggest</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> • Ask and answer questions about the past through observing, handling and using a range of sources such as objects. • Ask questions such as, 'Why did..?' 'What were the effects..?' 	<p>At a typical visit to the museum:</p> <ul style="list-style-type: none"> • Introductory talk • Object handling • Dressing up in Roman Armour • A visit to the remains of the fort • A tour of the museum <p>Make sure you take note of a couple of important discoveries other than the fort and the helmet so they can be used as a choice for children in the last lesson.</p>
<p>Lesson 5- What have the various discoveries and excavations revealed about life in Roman Ribchester?</p>	<p>Essential knowledge end point (substantive): What was found in Roman Ribchester and what does this tell us</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> • Talk and write about historical events and changes by selecting and organising historical information and dates • Discuss historical issues and changes • Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. • Recognise how sources of evidence are used to make historical claims. • Ask questions such as, 'What might this tell us about..?' 	<p>Various ways in which you could get children to answer the enquiry question:</p> <ol style="list-style-type: none"> 1. Group Debate <ul style="list-style-type: none"> • "What was the most important discovery in Roman Ribchester?" • Groups argue using evidence from lessons. Children to write their choice with evidence as a short writing opportunity? (Use ABC prompts- in resources) 2. Guided Write: Enquiry Answer Pupils write a short explanation answering: "What have the various discoveries and excavations revealed about life in Roman Ribchester?" Use sentence starters: <ul style="list-style-type: none"> • <i>Archaeologists discovered...</i> • <i>This shows that...</i> • <i>This helps us understand...</i> 3. Museum Exhibit Creation <ul style="list-style-type: none"> ○ Children design their own mini-exhibit poster or shoebox "museum display" using: <ul style="list-style-type: none"> ▪ An artefact drawing ▪ A facts card ▪ A paragraph explaining what the find tells us about Roman life <p>Helmet, stone fort and 2 other discoveries from the visit to the museum?</p>