

Case study 1



The Dig: taking archaeology into the classroom -SASAA and Glasgow Academy

For two consecutive years, Scottish Analytical Services for Art and Archaeology have been involved in delivering archaeology in the classroom to pupils at Glasgow Academy via 'The Dig'. 'The Dig' has been used as a means of introducing pupils to the study of the past but also, and perhaps equally importantly, as a means of introducing at the same time aspects of the P3 school curriculum in Maths, English, Sciences and Social studies.



An area of the classroom was set aside for the site and marked off with red tape. A large container was filled in sequence with various readily available materials including Victorian pottery, animal bone, mock medieval coins, reconstructed 10th century iron working furnace etc. A top layer of turf was added. The area was 'surveyed in', to relate its location to the rest of the classroom and school.

Pupils were assigned roles with proper archaeological titles during the five weeks of 'The Dig'. These included dig supervisors, excavators, surveyors, draughtsmen and a video operator.



The active involvement of the pupils meant that often complex concepts were learned with relative ease, e.g.

- single context and how to recognise it
- data structure reports
- stratigraphy and relative chronology

A specific example was the ability of the pupils, having never come across an iron making furnace or metallurgical waste like slag, to work out what the feature (the furnace) represented as well as the material (slag) itself through a process of deduction and imaginative thinking.

Case study 2



Developing an Iron Age Curriculum - Archaeology Scotland and Kaimes School

Over the past eight years Archaeology Scotland has developed a close relationship with Kaimes School, which educates young people on the Autistic Spectrum as well as other educationally fragile young people. Kaimes School has welcomed Archaeology Scotland's delivery of hands-on archaeological workshops, which help support the school's S1 history curriculum, and has now asked the Archaeology Scotland to extend the reach of its work to encompass the whole S1 curriculum.

The project

The young people attending Kaimes School have a number of traits that challenge traditional teaching methods and learning styles including difficulty with social communication, an inability to participate in imaginative play.

To address this, the teachers at Kaimes, in conjunction with Archaeology Scotland, have undertaken to develop a curriculum based on the Iron Age for P7 and S1 pupils. Each department in the school will collaborate, using hands-on activities and lessons looking at different aspects of the Iron Age. For example, Home Economics will look at diet and cooking techniques in the past, while Geography will look at Iron Age landscapes and settlements. The project will also involve drama work to encourage imaginative play and to bring together a staged presentation of what's been learned throughout the project.



Archaeology Scotland delivered an INSET session to both teachers and classroom assistants introducing them to the evidence for the Iron Age. This was followed by a brainstorming session to decide what aspects of the Iron Age could be covered. Next steps included the development of teaching materials, sourcing artefacts and other resources.

One of the products of the project is a toolkit for wider application with schools which cater for pupils with special educational needs.

Case study 3



Artefact Investigation Kits - Archaeology Scotland's hands-on handling collections

Archaeology Scotland firmly believes in the use of primary evidence in teaching. We manage a teaching collection of artefacts which is used as part of outreach workshops and activities, providing audiences with an opportunity to see and handle real artefacts.

These resources are in constant demand from a wide range of users from across Scotland. Those who borrow artefacts place a great value on this access. For example, one Edinburgh teacher said:



"I find it difficult to describe the feelings that young people have when they are holding an artefact that is 2000 years old. It creates a special magic that allows them to examine, describe and imagine the past, creating the chance to actively understand their own culture and heritage"

With contributions from volunteers and input from teachers, two stand-alone loan kits were produced on the themes of Flint and Roman Scotland. The boxes contain genuine artefacts, alongside some replicas, and supporting information.

Future work includes the development of a further six themes that range from Iron Age Scotland and Medieval Scotland, to agriculture and stone tools, and the creation of online versions to allow schools across Scotland to access these resources.

Responses from schools who piloted the boxes were extremely positive.

"Pupils were very engaged and motivated by being able to handle genuine artefacts rather than pictures. It really brought the lesson to life."

(quote from Edinburgh teacher who piloted a loan box)

"Pupils were very excited (on seeing the case) comparing it to being on Time Team - real archaeologists"

(quote from Edinburgh teacher who piloted a loan box)

"Thank you for letting us see your Fantastic Flint Box. I loved the arrow. It was utterly wicked. I loved it"

(quote from P5 pupil from a Fife school who borrowed a loan box)

Case study 4



Hands-on Stewardship - Archaeology Scotland's Adopt a Monument Scheme

Archaeology Scotland's Adopt a Monument scheme is a hands-on learning initiative. Its aim is to encourage local groups, including schools, youth groups and local communities to 'adopt' and become actively involved in the care for a local monument, improving access to and creating interpretation of it. The end result benefits the whole community, but participation also results in a sense of achievement, and the development of skills, knowledge, understanding and responsibility through real experiences. The scheme has attracted substantial interest from both community groups and schools since early pilots in the mid 1990s to its recent re-launch in August 2006.



The initiative has enormous potential for schools. It is a tangible way for schools to deliver active citizenship, encouraging a sense of stewardship for the local historic environment. It also presents a wide range of opportunities for any age group to get involved and for the project to be used to deliver whatever learning outcomes are required.

For example

- First hand experience of environmental and conservation work at a site may involve working with professional archaeologists, physical exercise out of doors, decision making, debating issues such as preservation or sustainability
- Production of interpretation materials such as boards, leaflets or trails may involve creativity, investigative skills, ICT skills, and writing skills
- Organising site tours or open days or staging an exhibition present opportunities to involve enterprise, develop oral and written communication skills and self confidence

The long term benefits of this kind of initiative have been examined by The National Trust in a recent report on their Guardianship scheme for schools with a major outcome being the influence out of classroom active learning has on how children behave and the lifestyle choices they make.

Case Study 5



Physics under your Feet - Archaeology Scotland's Outreach work for Einstein Year

In 2005, Archaeology Scotland contributed to the Einstein Year Initiative which aimed to raise awareness of physics amongst a wider audience, including young people. Ancient technology workshops exemplified principles of physics and hands-on geophysics workshops demonstrated the relevance of physics to archaeology.



Archaeology Scotland worked in partnership with the Caithness Archaeological Trust to deliver ancient technology workshops to S1 and S2 pupils in the Caithness area. In total, 210 pupils participated in 80 minute workshops that involved prehistoric drilling techniques, using quern stones to produce flour and producing textiles through spinning, weaving

and winding. Through these activities, principles such as friction and forces were explained.

Feedback was overwhelmingly positive. 99.5% of participating pupils were glad they came to the event, while 88% felt they had learned something about physics that was worth learning. Teachers from the schools expressed their enjoyment of the workshops and were very pleased with the level of engagement by some of the pupils who normally have behavioural difficulties.

Archaeology Scotland then worked in partnership with Glasgow University

Archaeology Department and Biggar Museum Trust to deliver geophysics workshops to the public at a weekend event in Lanarkshire. 70 people took part in the event, enjoying a unique opportunity to carry out an archaeological survey using a resistivity meter, and table top activities that showed how this scientific technique is applied to archaeology. Feedback was very positive and included comments such as

"(the best thing was) being able to use the equipment outside instead of having to just watch"



Case study 6



Prestongrange Community Archaeology project - East Lothian Council and CFA Archaeology

The main aims of this HLF funded project were to explore and investigate the pre-19th century industries at the industrial heritage site of Morrisons' Haven at Prestongrange in East Lothian so that the local community could better understand the remains, and to aid interpretation for the wider public.

At the heart of the project was the desire to involve volunteers from the local community and to offer an opportunity for interested individuals to actively participate in an archaeological project. Such was the interest in the project that a reserve list of volunteers had to be compiled.

Volunteers took an active part in the investigation of the site, working in task groups on various aspects of the project, while work on site was carried out in small groups or through individual duties. The volunteers helping each other to achieve the task at hand and learning how to be a confident member of a team, how to arrange their working day, and how to allocate tasks and responsibilities in order to achieve the required result.

All volunteers received on-the-spot training in archaeological excavation techniques, including scale recording, EDM surveying and site photography and were taught how to identify potentially valuable information on historic maps and plans.

A number of young people were involved with the project, which provided valuable 'real life' experience of participating in an archaeological project. This gave them an opportunity to interact with adults and other young people from a variety of different backgrounds and with varied knowledge bases and physical capabilities.



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