

# Archaeology and Education 2008.

## Conference Programme.

### Programme Day 1: Friday 5th September - Plenary Sessions.

#### Venue B: Temple Hall.

#### **Plenary Session A: National Initiatives and Schemes.**

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|---------------|---------------------|---|
| 09:00 - 09:30 | Mike Tones.         | Learning Outside the Classroom.                                   |
| 09:30 - 10:00 | Louis Moreno.       | Engaging Places.  |
| 10:00 - 10:30 | Katherine Boardman. | Heritage Lottery Fund: Funding Active Involvement in Archaeology. |

10:30 - 11:00 *Break: Tea & Coffee.*

#### **Plenary Session B: National Initiatives and Schemes (Con't).**

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|---------------|---------------------|---|
| 11:00 - 11:30 | Frances McIntosh.   | Wirral Brooches. How outreach can lead to academic work.                                  |
| 11:30 - 12:00 | Liz Andrews-Wilson. | The PAS needs you! : Volunteering with your local Finds Liaison Officer.                  |
| 12:00 - 12:30 | Abby Guinness.      | Discover High Ashurst: working in partnership with Surrey Youth Justice & Youth Services. |

12:30 - 13:45 *Lunch.*

#### **Plenary Session C: International Projects.**

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|---------------|------------------|--|
| 13:45 - 14:15 | Arwa Badran.     | Archaeology and Education in Jordan.                             |
| 14:15 - 14:45 | Mike Corbishley. | Politics, Archaeology and Education: Ancient Merv, Turkmenistan. |
| 14:45 - 15:00 | Discussion.      |  |

15:00 - 15:30 *Break: Tea & Coffee.*

#### **Plenary Session D: Local Projects.**

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|---------------|--------------------|---|
| 15:30 - 16:00 | Angharad Williams. | Using IT to inspire history projects with young people.                           |
| 16:00 - 16:30 | Andy Hawkins.      | The Thames Discovery Programme.   |
| 16:30 - 17:00 | Andrew Jones.      | Recent developments in archaeological education by the York Archaeological Trust. |
| 18:30 - 19:30 | Evening Meal.      |   |

20:00 onwards Local Pub\*.

\* The 'Tap & Spile' on Monkgate is the nearest good pub.

**Programme Day 2: Saturday 6th September – Workshop Sessions.  
Venue C: Quad East (Rooms 1 to 4) & Venue D: I.T. Suite Fountains Learning Centre.**



The four themes for the workshops are:

**Theme 1:** Working with Children & Young People: Activity based workshops.

**Theme 2:** Working with the public.

**Theme 3:** Formal education workshops.

**Theme 4:** Other interesting initiatives.

**Archaeology for all**

Theme	09:00 – 10:30 Session A	11:00 – 12:30 Session B	12:30 – 13:30: Lunch	13:30 – 15:00 Session C	15:00 – 15:30 Break: Tea & Coffee	15:30 – 17:00 Session D	18:30 – 19:30 Evening Meal 20:00 onwards: Local Pub.
<b>Theme 1</b>	<p><b>Meg Faragher &amp; Michelle Allen.</b> Hands-on fun with Archaeology Scotland; Investigating artefacts with young people.</p>	<p><b>Dave Weidrake &amp; Beverley Forrest.</b> Enriching the Primary Curriculum through archaeology.</p>	<p><b>12:30 – 13:30: Lunch</b></p>	<p><b>Ian Dawson.</b> History in schools at KS3: what difference will the new Programme of Study make?</p>	<p><b>15:00 – 15:30 Break: Tea &amp; Coffee</b></p>		<p><b>15:30 – 17:00 Session D</b></p>
<b>Theme 2</b>	<p><b>Deborah Overton &amp; Sheena Payne.</b> The Planning, the Process and the People: Heritage Lottery Funding and The Northwick Manor Community Heritage Project</p>	<p><b>Sally Rodgers &amp; Victoria Beauchamp.</b> WEA Archaeology Project - Engaging adult learners within the community. <b>Jon Kenny.</b> Learning Local: the Educational Role of Community Archaeology. <b>Kevin Cale.</b> Inheriting Heritage: How community groups across North Yorkshire are introducing local heritage to a generation of children who would otherwise stand to lose so much.</p>	<p><b>12:30 – 13:30: Lunch</b></p>	<p><b>Pauline &amp; Nick Loven, Chris Roberts &amp; Neil Parker.</b> Filming the Luttrell Psalter. (Includes a short film).</p>	<p><b>15:00 – 15:30 Break: Tea &amp; Coffee</b></p>		<p><b>Angharad Williams &amp; Tom Pert.</b> History in your hands: Using mobile devices in heritage interpretation. <b>(Venue D: The I.T. Suite).</b></p>
<b>Theme 3</b>	<p><b>Dave Jones &amp; Charlie Dean.</b> Active Learning in Archaeology and an overview of the new A level specification.</p>	<p><b>SCACE &amp; Continuing Education tutors group discussion session.</b> <b>David Rudling.</b> ELQ funding changes: the Sussex response. <b>Richard Carter.</b> Inclusive Archaeology Project: opportunities, pitfalls and reflections. <b>Tim Reynolds.</b> Recent Change in Archaeology in CE: the Birkbeck experience.</p>	<p><b>12:30 – 13:30: Lunch</b></p>	<p><b>Jon Kenny.</b> Universities and Community Archaeology: Reaching Out, Reaching In. <b>John McIlwaine.</b> Opening doors to the past, trying to create paths to the futures: the Bradford approach to Community Engagement.</p>	<p><b>15:00 – 15:30 Break: Tea &amp; Coffee</b></p>		<p><b>John Crossland.</b> Getting children into prehistory.</p>
<b>Theme 4</b>	<p><b>Lisa Staves.</b> Portable Antiquities Scheme: education and outreach.</p>	<p><b>Dot Boughton.</b> Portable Antiquities Scheme and YAC: object-based learning.</p>	<p><b>12:30 – 13:30: Lunch</b></p>	<p><b>Carl Gavin.</b> The Middleton Mystery an adventure at Belsay Hall: interpreting heritage through the design and development of a computer game. <b>(Venue D: The I.T. Suite)</b></p>	<p><b>15:00 – 15:30 Break: Tea &amp; Coffee</b></p>		<p><b>Joy Verrinder.</b> Neolithic for Key Stage 3 and Beyond!</p>

**Programme Day 3: Sunday 7th September - Site visits and Plenary Session.  
Venue B: Temple Hall.**

**09:00 - 10:30 Site Visits to archaeology and education centres in York.**

Those wishing to go on the site visits should gather near the registration area in the entrance foyer of Temple Hall (Venue A) at 9am.

Visit to both:

- Hungate Dig.
- The Dig.

10:30 - 11:00

Break: Tea & Coffee.

**Plenary Session E: Sharing Ideas.**

11:00 - 11:10	Pearl Saddington.	Aspire to Achieve.
11:10 - 11:20	Lorna Richardson.	The Prescott Street Dig: A future for developer-funded Archaeology and outreach work?
11:20 - 11:30	Mary Mills.	Heritage Explorer – images for learning <a href="http://www.heritageexplorer.org.uk">www.heritageexplorer.org.uk</a> .
11:30 - 11:40	Carenza Lewis.	The HEFA programme - a wider role for archaeology in education.
11:40 - 11:50	Pippa Smith.	English Heritage Discovery Visits- what do you want to learn today?
11:50 - 12:00	Andrea Taziker.	Archaeology and Education: The Lindow Man.
12:00 - 12:10	David Morgans.	Industrial archaeology and secondary education, exploring a new initiative.
12:10 - 12:20	Alison Hamer.	Taking Children Diving on Shipwrecks: Engaging Audiences with Maritime Archaeology through Education.
12:20 - 13:00	Discussion and Closing Address.	

13:00 - 14:00

Lunch & Depart.

## Archaeology and Education 2008.

### Presentation Summaries.

Friday 5<sup>th</sup> September 2008: Plenary Session A.

Venue B: Temple Hall.

**Mike Tones.**

Learning Outside the Classroom.

The presentation will provide an opportunity to find out about the latest Learning Outside the Classroom (LOtC) Manifesto developments: the 'Out & About' package and the 'LOtC Quality Badge.'

**Lois Moreno.**

Engaging Places.

Engaging Places is a new partnership from the Commission for Architecture and the Built Environment and English Heritage that aims to provide teachers with practical help to use the built environment to engage and inspire learners. Louis Moreno will explain what the project sets out to do, what's coming up in 2008 - 9 and the wider context of DCMS - DCSF policy relating to young people and culture.

**Katherine Boardman.**

Funding Active Involvement in Archaeology.

An introduction to the Heritage Lottery Fund's grant programmes and assessment processes. Case studies and examples from HLF funded archaeology projects will highlight top tips for successful projects.

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Friday 5<sup>th</sup> September 2008: Plenary Session B.

Venue B: Temple Hall.

**Francis McIntosh.**

Wirral Brooches. How outreach can lead to academic work.

The PAS has been a major successful outreach scheme which has generated large amounts of important new data on finds from England and Wales. This is one example of how this data can be used to increase our understanding of life in the past through material culture.

**Liz Andrews-Wilson.**

The PAS needs you! : Volunteering with your local Finds Liaison Officer.

The Portable Antiquities Scheme is always keen to take on volunteers and student placements, as a way of helping develop links with University Departments, strengthening links with local groups, train up the next generation of Finds Liaison Officers and above all to help us deal with the immense amount of work that each FLO is dealing with on a daily basis. The volunteers and student placements are then in a position to learn and massive amount of knowledge about different artefacts and coins, from the Palaeolithic to modern periods. This short paper will highlight the benefits for both the FLO and the volunteers and student placements.

**Abby Guinness.**

Discover High Ashurst: working in partnership with Surrey Youth Justice & Youth Services.

The presentation will provide discussion of the practicalities, problems and positive outcomes of introducing archaeology as an activity for community reparation.

## Friday 5<sup>th</sup> September 2008: Plenary Session C.

### Venue B: Temple Hall.

#### **Arwa Badran.**

##### Introducing Archaeology in Formal Education in Jordan: missed opportunities.

The paper will discuss how the past is presented and taught in the primary formal education in Jordan, where the use of archaeology to engage pupils in the interpretation of the past is lacking. The paper also highlights missed opportunities to introduce archaeology into formal education through museums and other institutions within the heritage sector.

#### **Mike Corbishley.**

##### Politics, Archaeology and Education: Ancient Merv, Turkmenistan.

The Institute of Archaeology, University College London have been working at the Silk Road city of Ancient Merv in Turkmenistan since 1992. Since 2001 this project has focussed on survey, conservation, education and public outreach work. This presentation concentrates mainly on the formal education work carried out with teachers to create effective strategies for on-site projects.

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## Friday 5<sup>th</sup> September 2008: Plenary Session D

### Venue B: Temple Hall.

#### **Angharad Williams.**

##### Using IT to inspire history projects with young people: examples of the Royal Commission's education projects.

For several years the Royal Commission, which is celebrating its centenary in 2008, has been using ICT to improve public access to heritage in Wales by developing its website and Coflein, its online database. The Royal Commission has also been carrying out pioneering work in creating e-trails on Personal Digital Assistants (PDAs).

As part of their ongoing education programme, the use of digital survey, digital images and PDAs has enhanced the learning experience of young people in Wales, whilst also supporting students working towards their Welsh Baccalaureate Qualification.

#### **Andy Hawkins.**

##### The Thames Discovery Programme.

When the tide is out, the Thames is the longest open-air archaeological site in London, and much of the foreshore is freely-accessible. Many people have found- and continue to collect- interesting finds on the foreshore, but these are usually seen as isolated artefacts. What is not appreciated is that there are also major archaeological sites exposed here, and that some of those finds may actually be eroding out of stratified but disturbed layers.

The Thames Discovery programme will over the next 3 years conduct a full survey and outreach programme.

#### **Andrew Jones.**

##### Recent developments in archaeological education by the York Archaeological Trust.

This presentation will review recent educational projects at the developer funded Hungate site and DIG, formerly the ARC. As an educational charity, the York Archaeological Trust seeks to maximise the public benefits of archaeology by building partnerships with developers, community groups and funding agencies.

## Saturday 6<sup>th</sup> September 2008: Session A

### Venue C: Quad East. Rooms 1 – 4

#### Theme 1 (Room 1).

**Meg Faragher & Michelle Allen.**

Hands-on fun with Archaeology Scotland; Investigating artefacts with young people.

This workshop will be a hands-on practical session based around our artefact investigation kits. The session will also cover other hands-on resources available from Archaeology Scotland.

#### Theme 2 (Room 2).

**Deborah Overton & Sheena Payne.**

The Planning, the Process and the People: Heritage Lottery Funding and The Northwick Manor Community Heritage Project.

This workshop will present an example of a Heritage Lottery Funded Community Archaeology project and will pass on the experiences of the Heritage Lottery Fund process that the project co-ordinators have.

#### Theme 3 (Room 3).

**Dave Jones & Charlie Dean.**

Active Learning in Archaeology and an overview of the new A level specification.

Find out what active learning is and how it can be applied to teaching A level archaeology. This session will provide some examples of the way I have applied these principles, as well as an opportunity to find out how you are clever (and yes, that is the right word order!). The session will also consider the changes to the new A level archaeology specification.

#### Theme 4 (Room 4).

**Lisa Staves.**

Portable Antiquities Scheme: education and outreach.

*No Description Provided.*

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## Saturday 6<sup>th</sup> September 2008: Session B

### Venue C: Quad East. Rooms 1 – 4

#### Theme 1 (Room 1).

**Dave Weldrake & Beverley Forrest.**

Enriching the Primary Curriculum through archaeology.

We all know that archaeology isn't part of the National Curriculum but if you're the Education Officer for an archaeology unit or a heritage attraction it's probably one of the major things you've got to work with. How can you make what you can offer relevant to the schools you deal with?

Bev Forrest and Dave Weldrake have the answer. For several years they have worked together on providing an archaeological input to initial teacher training at Trinity and All Saints in Leeds. Students from this course have successfully included archaeology in work with children at Foundation Stage, Key Stage 1, and Key Stage 2.

Now it's your turn to benefit from this pioneering work. Dave and Bev can help you decide which arguments will best support your desire to introduce archaeology into the school classroom or the museum's education centre. They will look at what activities to use and what are their benefits and pitfalls. Perhaps you've even got a specific problem in mind. If so, bring it along and they'll help you troubleshoot.

When you know all this is on offer in one workshop how can you afford to miss it?

## **Theme 2 (Room 2).**

### **Sally Rodgers & Victoria Beauchamp.**

#### WEA Archaeology Project - Engaging adult learners within the community.

The WEA archaeology project aims to challenge common perceptions about who can be involved in archaeology. We hope to show how we have used archaeology to boost the students' confidence not just in archaeology but also in basic literacy, numeracy and communication skills through a range of classroom and field activities.

### **Jon Kenny.**

#### Learning Local: the Educational Role of Community Archaeology.

*No Description Provided.*

### **Kevin Cale.**

#### Inheriting Heritage: How community groups across North Yorkshire are introducing local heritage to a generation of children who would otherwise stand to lose so much.

For ten years Community Archaeology Limited has been working with the youth of North Yorkshire to access their heritage. It has built a secure foundation with an established network of community projects, each having a rich source of local knowledge and a passion to share it with a wider audience. Recently this experience has been enhanced through partnership initiatives. These projects are enriched by the involvement of other partners: North Yorkshire County Record Office and NYCC Heritage Environment Record Office, Bradford University, York Archaeological Trusts, Yorkshire Museums Trust and Nidderdale Museum Society. The approach has realised success through the children's sustained interest, the schools' recognition of the scope of local heritage studies and the community's satisfaction that valued knowledge is passed on.

## **Theme 3 (Room 3). SCACE & Continuing Education Session.**

### **David Rudling.**

#### ELQ funding changes: the Sussex response.

September 2007, with the announcement of Government changes to ELQ funding, heralded bad news for Continuing Education and Lifelong Learning. We will examine responses at the Centre for Continuing Education, University of Sussex, to these unpopular funding changes. We will also consider some of the roles that CE currently provides, and could in the future provide, for British archaeology.

### **Richard Carter.**

#### Inclusive Archaeology Project: opportunities, pitfalls and reflections.

This talk will describe the journey from inception to delivery of a Univ. of Sussex project designed to increase involvement of BME people in archaeology. The aim of the talk will be to encourage discussion about this important area of outreach.

### **Tim Reynolds.**

#### Recent change in Archaeology in Continuing Education - the Birkbeck Experience.

*No Description Provided.*

## **Theme 4 (Room 4).**

### **Dot Boughton.**

#### Portable Antiquities Scheme and YAC: object-based learning.

Certain aspects of history and prehistory can be brought to life with objects - in fact, most people (especially children!) find it much easier to understand history and prehistory as an inseparable part of our lives when objects are involved. This is especially true when the objects are not locked behind glass but can be explored with (almost!) all five senses. I will bring in ca. 50 archaeological objects and suggest some easy identification, recording and drawing techniques for children aged 6-9yrs, 9-12yrs as well as more advanced kids, i.e. members of Young Archaeologist Clubs and other museum clubs.

**Saturday 6<sup>th</sup> September 2008: Session C**

**Venue C: Quad East. Rooms 1 – 4**

**Venue D: IT Suite (for selected workshops only).**

**Theme 1 (Room1).**

**Ian Dawson.**

History in schools at KS3: what difference will the new Programme of Study make?

From 2008 schools are required to teach to a new programme of study, placing greater emphasis on developing a broad understanding of the 'maps of the past'.

This workshop demonstrates activities that show what the new Programme is all about and discusses how museums and historical sites can link into the work of schools and meet the needs of teachers and students.

**Theme 2 (Room 2).**

**Pauline & Nick Loven, Chris Roberts & Neil Parker.**

Filming the Luttrell Psalter.

Washingborough Archaeology Group's Luttrell Psalter Project, includes the making of the film; the Luttrell Psalter plough and clothing.

The workshop will explore the difficulties, dilemmas and discoveries of this unique project to recreate a year in the life of a medieval village based 14th century manuscript, the Luttrell Psalter.

The workshop will include a showing of the 15 minute Luttrell Psalter Film.

**Theme 3 (Room 3).**

**Jon Kenny.**

Universities and Community Archaeology: Reaching Out, Reaching In.

*No Description Provided.*

**John McIlwaine.**

Opening doors to the past, trying to create paths to the futures: the Bradford approach to Community Engagement.

This session covers the work that has been undertaken at the University of Bradford which sees community engagement, on all levels, as the not just key to maintaining the historic environment but as essential to the survival of archaeology as a discipline. The presentation covers the underlying philosophy employed and outlines the activities and projects undertaken in recent years.

**Theme 4 (Venue D: I.T. Suite, Fountains Learning Centre).**

**Carl Gavin.**

The Middleton Mystery - an adventure at Belsay Hall: Interpreting heritage through the design and development of a computer game.

English Heritage has been exploring an approach to interpreting heritage using computer games.

Students at Ashington Community High School designed a computer game set in a virtual version of Belsay Hall, Castle and Gardens in Northumberland. The objective was to use computer games technology to interpret Belsay's history in a way that young people would find appealing: to increase knowledge and understanding about Belsay Hall and to change attitudes and values about heritage in an inspirational, creative and enjoyable way

**Saturday 6th September 2008: Session D**  
**Venue C: Quad East. Rooms 1 – 4**  
**Venue D: IT Suite (for selected workshops only).**

**Theme 1 (Room 1).**

**Andy Hawkins.**

Archaeology for All: A hands on tool kit to help children of all ages discover, examine, sort and categorise artifacts regularly found on the Thames Foreshore.

*No Description Provided.*

**Theme 2 (Venue D: I.T. Suite, Fountains Learning Centre).**

**Angharad Williams & Tom Pert.**

History in your Hands - Using mobile devices in heritage interpretation.

The aim of this workshop is to demonstrate the way mobile technology can be used by different users to share archaeological and historical information through media-rich tours.

For the last three years the Royal Commission has been developing the use of mobile devices to enhance the enjoyment and learning offered by the historic environment and to attract new audiences to the diverse Welsh heritage. The introduction will include details of the RC's pioneering work to develop e-trail technology as a new way of enjoying heritage, including information about an educational pilot project with young people in Ruthin.

As part of the workshop you'll be introduced to the free software available and be given the opportunity to 'have a go' with the technology. The workshop will discuss the skills required to create your own interactive e-trail and present heritage information and images to the public when and where they need it most.

**Theme 3 (Room 3).**

**John Crossland.**

Getting children into prehistory.

By looking at how I have approached the problem I want to encourage others to share ideas about getting schools interested in prehistory (and other 'Cinderella' areas of archaeology).

**Theme 4 (Room 4).**

**Joy Verrinder.**

Neolithic for key stage 3 and beyond!

If we genuinely believe in archaeology for all, it is vital to try to interest schools in studying at least 1 topic through pure archaeology. The Neolithic period is ideal for this - it was even suggested by QCA but with no guidelines. This session will aim to introduce conference members to a ready-to-roll topic for teachers, with curriculum links that satisfy all the new KS3 guidelines. It will hopefully stimulate discussion into ways in which local museums and archaeology units could support teachers. It will also suggest ideas that can be used for educational activities for all ages, 7-70, and fun activities that could be used by YAC branches.

Joy Verrinder works part-time as deputy heritage education officer for the Isle of Wight Council, and the rest of her time as a freelance heritage education officer. She is branch leader of the Isle of Wight Young Archaeologists Club and is also the education liaison officer for CBA Wessex regional group.

**Sunday 7th September 2008: Plenary Session E.**  
**Venue B: Temple Hall.**

**Pearl Saddington.**  
Aspire to Achieve.

*No Description Provided.*

**Lorna Richardson.**  
The Prescott Street Dig: A future for developer-funded archaeology and outreach work?

*No Description Provided.*

**Mary Mills.**  
Heritage Explorer – images for learning: [www.heritageexplorer.org.uk](http://www.heritageexplorer.org.uk) .  
This new website aims to encourage teachers to use sources from English Heritage's archives by providing them with 'classroom-ready materials at the click of a button'. The presentation will look at the website and how it has evolved.

**Carenza Lewis.**  
The HEFA programme - a wider role for archaeology in education.  
The presentation will outline the aims, methods and achievements of the University of Cambridge Higher Education Field Academy (HEFA) programme which has combined archaeological research with widening participation. For the last three years HEFA has been raising the educational aspirations of teenagers via active, independent and structured completion of archaeological excavations carried out as part of research into rural settlement.

**Pippa Smith.**  
English Heritage Discovery Visits- what do you want to learn today?  
The presentation will review the first three years of English Heritage's Discovery Visit programme and will briefly look at the training and evaluation involved.

**Andrea Taziker.**  
Archaeology and Education: The Lindow Man.

*No Description Provided.*

**David Morgans**  
Industrial archaeology and secondary education, exploring a new initiative.  
The presentation will provide a brief outline of a new HLF-funded initiative from Essex County Council concerned with the archaeology and heritage of the industrial age.  
The County Historic Environment Education Officer is working with Museums, Record Offices and selected schools throughout the east of England to create new educational resources at Key Stages 3 and 4.

**Alison Hamer**  
Taking Children Diving on Shipwrecks: Engaging Audiences with Maritime Archaeology through Education.  
The Hampshire and Wight Trust for Maritime Archaeology have been involved in maritime archaeology education for the last fifteen years. The last three years have seen HWTMA become a leader in maritime archaeology education with a number of highly successful initiatives designed to engage and enthuse children with the past. HWTMA have developed many educational materials, organised maritime themed events, run workshops for other education professionals wishing to use maritime archaeology as an educational tool and along the way inspired many children. This presentation will explore the development of the HWTMA education programme and show how maritime archaeology can be used to make a real difference to the experiences of children both in school and out of school and across a broad public audience.