

Module 3 – Optional Module

Nicola Thorpe

Optional Module - 3rd Level, including free text summary, scheme of work, lesson outlines and intended outcomes. All resources for this module are contained within the CD-ROM.

This module is designed primarily for adult learners undertaking study in their own free time and who wish to explore archaeological themes and research interests.

The content is formulated to enable learners to explore archaeological concepts and field techniques to help them to engage in independent research and/or to engage in local field archaeology projects.

The aim of the module is to enable learners to **describe, interpret and analyse** the archaeological record by using non-invasive and invasive field techniques, artefacts and ecofacts.

The module is designed with tasks and exercises which introduce field methodologies and techniques of post excavation analysis in order to develop skills in **describing and interpreting and analysing** archaeological sites and landscapes and the material remains which define past and present human settlements.

The course also aims to give learners the skills to engage with teaching and mentoring of other WEA learners (see Attercliffe Local History Mini Project).



Touching the earth

An archaeology teaching resource pack for WEA tutors

Introduction to Practical Archaeology

10 Sessions - 20 Hours

<p>1</p>	<p>Using Maps to Predict the Location of Archaeological Sites</p>	<p>This session will help students to become familiar with studying maps as archaeological documents. Students will be encouraged to consider what features are necessary for particular social practices, and how by identifying these features in the landscape – archaeologists can then begin to predict where archaeological sites maybe. Terms such as site catchment analysis, will be introduced to students. Students will also learn about sites such as Deserted Medieval Villages (DMV's), and how these are identified by map regression</p>	<ul style="list-style-type: none"> ● Demonstrate an understanding of the archaeological subject ● Demonstrate increased confidence in communicating new knowledge ● Identify archaeological materials/sites ● Work with other learners to undertake practical activities ● Document learning journey through production of portfolio
<p>2</p>	<p>How Archaeological Sites are Revealed: The Significance of Aerial Photography</p>	<p>Students will be provided with basic knowledge of how aerial photography is useful to archaeological reconnaissance. The main exercise of the lesson will be to study a series of aerial photos and attempt to first identify, and then secondly, interpret the patterns revealed by crop, soil, snow and shadow photographs. Here it will also be necessary for students to formulate judgements about the shapes and scales of archaeological sites and features (i.e. circular, linear).</p>	<ul style="list-style-type: none"> ● Demonstrate an Understanding of the Archaeological Subject. ● Demonstrate increased Confidence in Communicating New Knowledge. ● Identify Archaeological Materials / Sites. ● Work with Other Learners to Undertake Practical Activities. ● Document Learning Journey through Production of Portfolio
<p>3</p>	<p>Deciding upon the Strategies of Excavation: - Choosing Where and How to Dig</p>	<p>Students will be provided with a series of reconnaissance results from real field-research projects. They will undertake both group and individual exercises attempting to decide the best strategy to proceed with open-area or trench-style excavations. This lesson will introduce the real issues facing archaeologists in Britain today – such as time-pressures and budgets. As well as looking at setting 'real' research agendas, based on tentative interpretations of reconnaissance results</p>	<ul style="list-style-type: none"> ● Demonstrate an understanding of the archaeological subject ● Demonstrate increased confidence in communicating new knowledge ● Identify archaeological materials/sites ● Work with other learners to undertake practical activities ● Document learning journey through production of portfolio
<p>4</p>	<p>How we make Sense of the Archaeological Record: - Principles of Archaeological Stratigraphy</p>	<p>This lesson introduces the main concepts governing the excavation and chronological interpretation of the archaeological record (both material / stratigraphic). Terms such as layers, cuts and fills will be discussed. Through a series of group and individual exercises, students will have the opportunity to create and interpret a variety of stratigraphic sequences. These exercises will be suitably differentiated using basic and then more complex data sets</p>	<ul style="list-style-type: none"> ● Demonstrate an understanding of the archaeological subject ● Demonstrate increased confidence in communicating new knowledge ● Work with other learners to undertake practical activities ● Document learning journey through production of portfolio

5			
6			
7			
8			

9			
10			

Jeremy Radford

I am an ex-primary school teacher, now civil servant, nearing retirement. In my spare(?) time I play concertina for a team of ladies garland and rapper dancers and play and call with a number of local ceilidh bands. Purely by chance I responded to a leaflet published by the WEA, advertising a taster course in archaeology during October 2007. As a result of this reckless action my wife, Pam, and I were hurled into the world of archaeology and have thoroughly enjoyed the experience.

The course developed and captured my imagination. I began to see archaeology and associated disciplines in a new light. I've met and worked with a splendid band of enthusiasts and the support and encouragement provided by the tutor has been second to none. The classroom work and practical sessions in the field (literally, with cows) have spurred me on to find out more and extend my knowledge by personal research, leading to a greater understanding of the subject to such an extent that I even sound as though I know what I'm talking about, and sometimes actually do.

All this has not been without personal cost. During the winter of 2007 I researched methods of archaeological surveying, especially aerial photography. I thought there must be a quicker and cheaper method of obtaining good photographs from the air. I bought a radio controlled helicopter and a compact camcorder for it to carry. This has the capability to do the job. All I have to do now is learn to fly it high enough and steadily enough to take photos. I've only crashed it twice.

In the summer of 2008 we were working on the dig at Brodsworth for several weeks. It was really exciting to be undertaking a real life dig. Surveying the site, digging, using a real trowel. Wow! Later in the year we started on the Attercliffe Project. More of the same, but much colder. Not cold enough to dampen the enthusiasm though. It was this that finally spurred Pam and me to make a momentous decision. We are seasoned campers but always under canvas. For some time we had debated the possibility of getting a campervan. If we were going to be involved on more digs the toilet and tea-making facilities would be very useful. We bought one earlier this week.

Pam and I are currently following the AS level Archaeology course at Longley Park Sixth Form College, Nicola is the tutor. The initial WEA course really did make me realise the value of archaeology and the thrill of following a new discipline. It has made me re-think my attitude to our ancestors and what they actually achieved. We like to think of the modern age as civilised and advanced, and our forebears as primitive and unenlightened. Not a bit of it. They were just like us.



Touching the earth

An archaeology teaching resource pack for WEA tutors