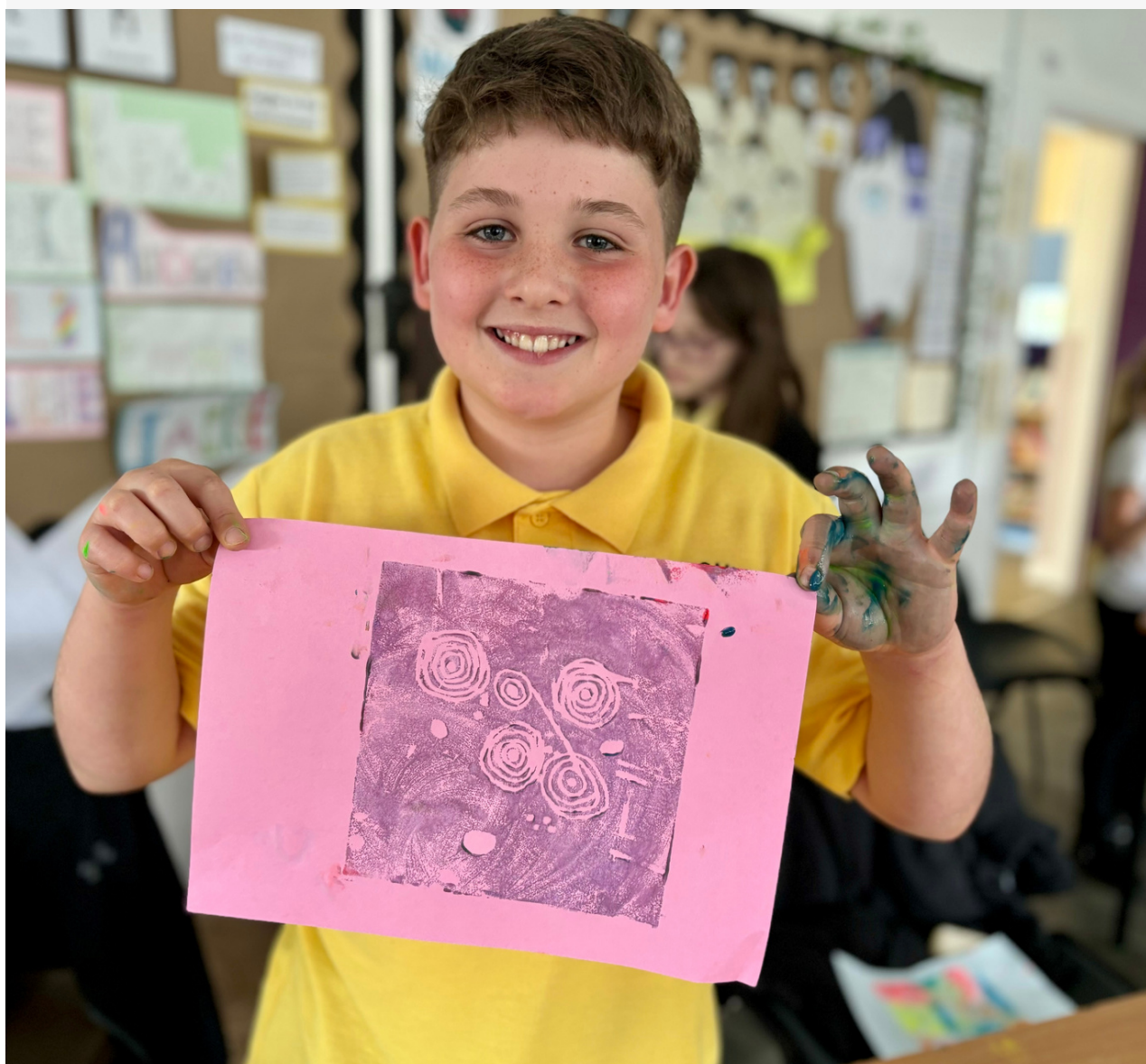




ATTAINMENT THROUGH ARCHAEOLOGY

JUNE 2024

LOGAN PRIMARY SCHOOL 5 SESSION ATA COURSE



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ARCHAEOLOGY SCOTLAND



COALFIELD
Communities Landscape Partnership

LOGAN PRIMARY ATA COURSE

Throughout May and June 2024 22 P7 pupils from Logan Primary School participated in a 5 session Attainment through Archaeology course based at the school.

The workshops were designed to raise pupils' awareness of the surrounding areas Neolithic archaeology, and the skills used by archaeologists to investigate and record historic sites.

The sessions included the following activities:



Introduction to archaeology, excavation and artefacts



Introduction to the Neolithic and Neolithic rock art, including local site Ballochmyle



Soap Carving, printing, and chalk art focussed on Neolithic symbols



An introduction to the flora and fauna of the neolithic, and the scientific techniques behind these. Consolidating learning with crafts and games



Imagining the Neolithic world - smells and sounds, mindfulness activity.



Introduction to neolithic henges and nearby examples, mapping out the scale of the sites and model building



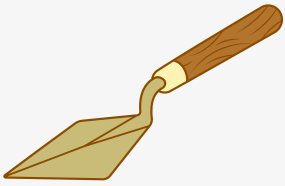
Neolithic storytelling, creative writing using story dice



Heritage Interpretation

Each session contributed to the requirements for the Heritage Hero Award. At the end of the project pupils were awarded their Heritage Hero Detective Award.





INTRODUCTION TO ARCHAEOLOGY

Introduction

The session began with an introduction to the Archaeology Scotland team and discussion on their current archaeological knowledge. Most pupils (61%) knew nothing about archaeology at the start of the session, the others knew very little.

Rubbish Game

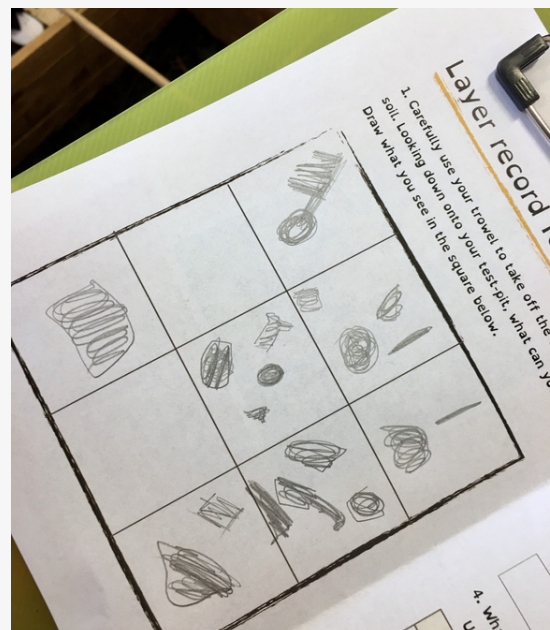
The pupils were then provided with a selection of modern rubbish, each selection from one household, and were asked to derive as much as they could about the household based on their rubbish. It was explained that these detective skills are the same as those used by archaeologists when interpreting artefacts. We discussed how the rubbish would decay and what clues would be left for future archaeologists.

Artefacts

Pupils were then given artefacts from different archaeological periods to handle and interpret - a highlight for many. We had a particular focus on neolithic and other prehistoric artefacts, given the importance of the nearby Ballochmyle rock art panel.

Mock Excavation

After a general introduction to archaeology 4 mock excavations were set up in the playground for the pupils to dig. Each dig pit replicated finds from different time periods. Including previous excavations in miners rows similar to those common in the local area, and prehistoric finds that would be typical of neolithic and bronze ages sites. The pupils were introduced to an archaeologists key tools and how to use them before beginning their excavations. Pupils were taught how and why archaeologists record soils and how we record finds.





INTRODUCTION TO PREHISTORIC ROCK ART

The Neolithic and its Art

Pupils were introduced to the Neolithic period and its archaeology. This led on to a discussion about Atlantic rock art and the nearby rock art site Ballochmyle. We discussed common rock art symbols and how they might have been made, with the group offering some excellent suggestions on what the symbols might have meant. We consolidated the days learning through a series of craft activities.

Soap Carving

Pupils practiced the pecking 'pecking' techniques used to create rock art using bars of soap. Each Bar was decorated with the symbols found at Ballochmyle, with some pupils creating their own symbols.

Relief printing

We discussed whether colour might have been used at Rock Art sites and how pigments might have been created in Neolithic times. Using foam the pupils made relief prints of rock art symbols and used bright coloured paints to make prints.

Chalk Rock Art

We also used pavement chalks to transform the playground into a colourful rock art site. Some pupils recreated rock art sites, others marked the maps painted in their playground with symbols demonstrating known sites.





NEOLITHIC FLORA AND FAUNA

Introduction to Neolithic plants and animals

The team began the session with a discussion surrounding the plants and animals (domestic and wild) that would have been around during the Neolithic period. We discussed how archaeological science helps us learn more about this - with pupils being introduced to pollen analysis and zooarchaeology and the study of archaeological remains.

Flora

Pupils handled 3D pollen models, exploring the different shapes and textures of pollen produced by different plants. We discussed how different our local area might have looked covered in trees, before going on to create cyanotype prints with plants that would have dominated the landscape.



Fauna

Pupils had the opportunity to handle different types of animal bones, discovering how zooarchaeologists would use these to build up a picture of our past fauna. We consolidated learning with a game based on animals that were and weren't present during the Neolithic - a big bit with the class!

Neolithic mindfulness

We trialled an outdoor mindfulness activity with the group - sitting in a circle with our eyes closed for 5 minutes taking in the sounds and smells. We came back together as a group to discuss the sounds and smells that were modern and those that would have been around in the Neolithic. We then repeated the exercise, this time transporting ourselves back to the Neolithic and immersing ourselves in its crackling fires, smoking meat and the sounds of its rivers dammed by beavers.





TIMBER HENGES

Introduction to timber henges

We looked at other typical Neolithic monuments, including henges. Two notable examples of which can be found within 30 minutes of the school. We discussed their form and potential functions and meanings.



Human Henge

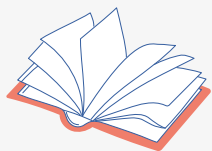
In the playground we measured out the sizes of nearby henges to get an idea of the scale. Our numeracy skills were put into action as we estimated and measured sizes and discussed the radius and diameter of a circle. Pupils were equally spaced around the human henge to act as timber posts. In our henge formation we thought about the activities that would have gone on within and around the monuments.



3D Models

Back in the classroom, in small teams we created 3D henge models using clay and wooden dowels. Groups got creative decorating the timber posts with colour and symbols.

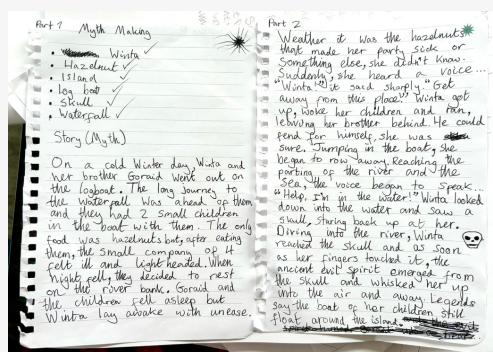
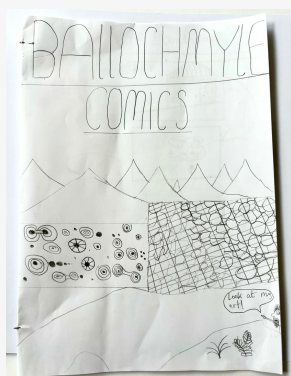




CREATIVE WRITING

Story Dice

Using their new found knowledge of the Neolithic and a set of story dice to select elements such as characters and locations, pupils spend a morning writing. Some wrote in groups, others as individuals. Stories ranged from comic books to short stories with multiple chapters. Some pupils shared their tales with the class.



HERITAGE INTERPRETATION

Heritage Interpretation

We discussed as a group the lack of signposting and information visible at Ballochmyle, agreeing some would be useful. We critically analysed methods of interpretation - listing what we liked and didn't like about different methods. Pupils then had the opportunity to create their own form of interpretation. Pupils produced games, leaflets, posters and interpretation panels for the site.

EVALUATION

Outcomes

Pupils will have:

- a better understanding of archaeology and what archaeologists do
- a greater awareness of their local heritage
- increased knowledge of their local heritage
- developed archaeological research and recording skills
- Improved numeracy and literacy skills
- Meta-skills development through engagement with archaeological learning methods - communicating, collaborating, curiosity, creativity , sense making, critical thinking, focussing
- an awareness of the variety of careers in archaeology and heritage

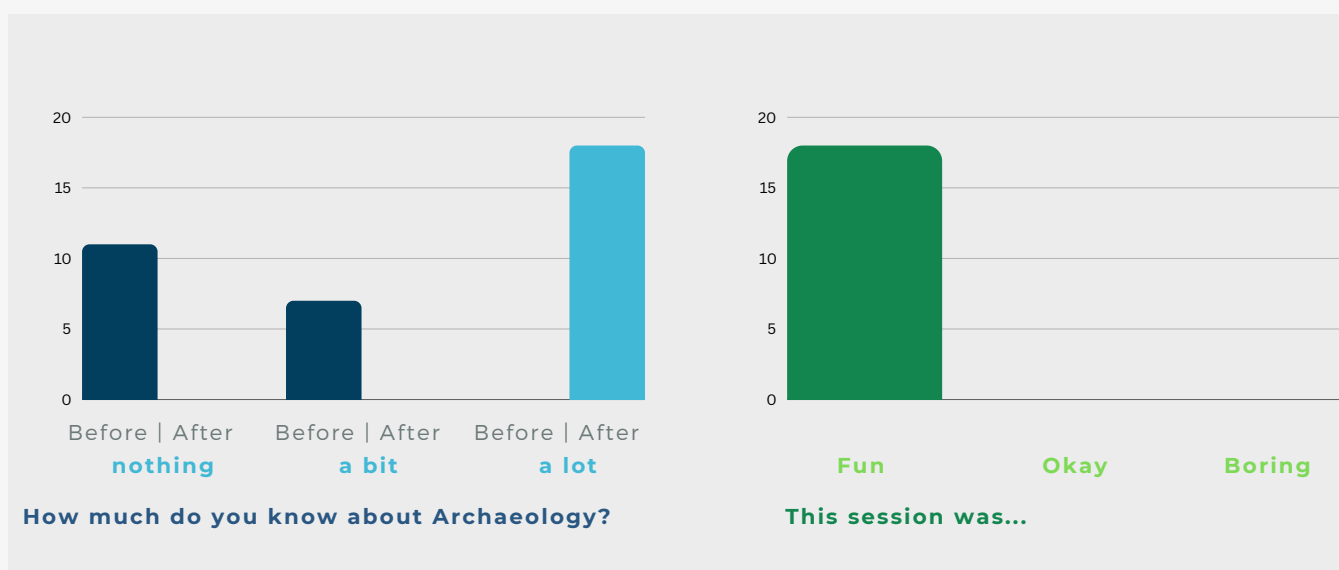
Evaluation results

18 participating pupils, completed evaluation activities before and after the series of workshops. Pupils were asked the following questions:

- **How much do you know about archaeology?**
- **I thought the session was...**

Answer options were: **nothing; a bit; a lot; Fun, Okay, Boring**

Scores can be seen in the graph below.



QUOTES

From teaching staff

‘Becca and Jane were both absolutely fabulous. Their sessions were both informative and active. The perfect balance! They have had such a positive impact on the kids! Thank you!!’

PUPIL QUOTES

I ENJOYED GOING OUTDOORS
AND CARVING THE SOAP. I
RATE ARCHAEOLOGY
SCOTLAND 5 STARS

OUR TIME WITH YOU WAS AMAZING. YOU
TAUGHT US SO WELL AND ALSO MADE IT
FUN. WE'LL ALWAYS MISS YOU AND THANKS
FOR ALL YOUR HARD WORK.

BECCA AND JANE WAS VERY NICE TO
EVERYONE DURING THEIR TIME THEY
WERE IN LOGAN I HATE TO SEE THEM
LEAVE! MY FAVOURITE THING TO DO
WITH THEM WAS DIGGING OUTSIDE IN THE
PARKING AND I ALSO LOVED LEARNING
ARCHAEOLOGY IT WAS SO MUCH FUN!

MY TIME WITH ARCHAEOLOGY
SCOTLAND WAS INCREDIBLE! I
ENJOYED IT SO MUCH, MY
FAVOURITE THING I DID WAS
CARVING THE SOAP. IT WAS SO
RELAXING AND SATISFYING. FIVE
STARS. -DARCI

MY FAVOURITE THING WAS
BUILDING THE TIMBER CIRCLE
WITH CLAY

I LOVED WORKING OUTDOORS AND
BUILDING THE TIMBER CIRCLE

JANE AND BECCA ARE SO
NICE! I REALLY LIKED
PLAYING WITH THE CLAY

I WISH WE COULD HAVE YOU HERE FOR
THE WHOLE WEEK. MY FAVOURITE
THING WAS MAKING THE TIMBER
HENGE.

MY FAVOURITE THING WAS
THE TIMBER CIRCLE MAKING
AND THE SUN PAPER PLANT
COLLAGES.

I LEARNED LOTS OF NEW
THINGS IN A FUN WAY!

YOU WERE ALL VERY HAPPY,
POSITIVE AND IF ANYONE WAS
REFUSING TO DO ANYTHING YOU
WOULD GIVE THEM SOMETHING
INTERESTING OR FUN TO DO

IT WAS VERY FUN, I LIKED
ALL THE ACTIVITIES! :)

I LOVED LOOKING AT THE OLD ITEMS
FROM THE OLDEN DAYS! YOU WERE
REALLY KIND!

I LOVED PLAYING WITH
THE CLAY.

I LOVED WORKING OUTSIDE
THANK YOU FOR TAKING TIME
TO COME TO OUR CLASS I
HOPE YOU DID ENJOY IT
THANK YOU :)

I AM SO MUCH MORE
KNOWLEDGEABLE ABOUT
ARCHAEOLOGY NOW!

MY FAVOURITE PART IS THE CLAY AND
LEAF ART. MAYBE GOING OUT AND
LISTENING.

MY FAVOURITE THING WAS
PLAYING AND MAKING
SCULPTURES WITH THE
CLAY AND GETTING HELP
FROM JANE AND BECCA!

MY FAVOURITE THING
THAT WE THAT WE DID
WAS DEFINITELY THE
CLAY OR THE LEAF ART

MY FAVOURITE THING WAS
THE CLAY ITS REALLY FUN
AND INTERESTING THEY
TAUGHT ME SO MUCH ABOUT
ARCHAEOLOGY.

THE BEST THING I DID
WAS THE CLAY ACTIVITY
BECAUSE IT WAS COOL
AND FUN!

ARCHAEOLOGY SCOTLAND LEARNING ACTIVITIES AT LOGAN PRIMARY

Thanks to Logan Primary School staff and pupils for a fantastic programme. Coalfields Communities Landscape Partnership, National Lottery Heritage Fund, The Gannochy Trust and Historic Environment Scotland for project funding.



COALFIELD

Communities Landscape Partnership



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