



Attainment through Archaeology

SEPTEMBER - DECEMBER 2024

Exploring Local Archaeology **Victoria Park, Trinity** with pupils from Trinity Academy



**LEARNING TEAM
ARCHAEOLOGY SCOTLAND**



We're being supported by the
ScottishPower Foundation in 2024



HISTORIC
ENVIRONMENT
SCOTLAND

ÀRAINNEACHD
EACHDRAIDHEIL
ALBA

TRINITY ATA WORKSHOPS

13 pupils from Trinity Academy's Enhanced Support Base participated in a taster workshop on 26th September and a 5-Workshop Attainment through Archaeology project from 14th November to 10th December.

The workshops were designed to raise pupils' awareness of archaeology and heritage in the local area, developing skills used by archaeologists to investigate, record and interpret heritage sites. Workshops included the following activities:



Research and Investigation: historic maps, photographs and artefact handling



Archaeological methods: Historic Building Recording, fieldwalking



Heritage Interpretation: craft, technology, experimental archaeology (reconstruction)





PLACE: VICTORIA PARK, TRINITY

The park was created in the 20th century, and was once private land belonging to Bonnington Park (house), which was built in 1789. Trinity Academy was built at the north of the park in 1894. A long time before becoming Victoria Park, land in the area had been granted to Holyrood Abbey by King David I in 1128, with some of the land bought in 1505 by King James IV to build a harbour to the north; Newhaven.

Victoria Park had bowling greens, WCs, a playground, a water fountain, a bandstand, and a railway used to run through the park. A bowling green was converted into allotments during the Second World War. The bandstand no longer survives, which became a focus for our project.



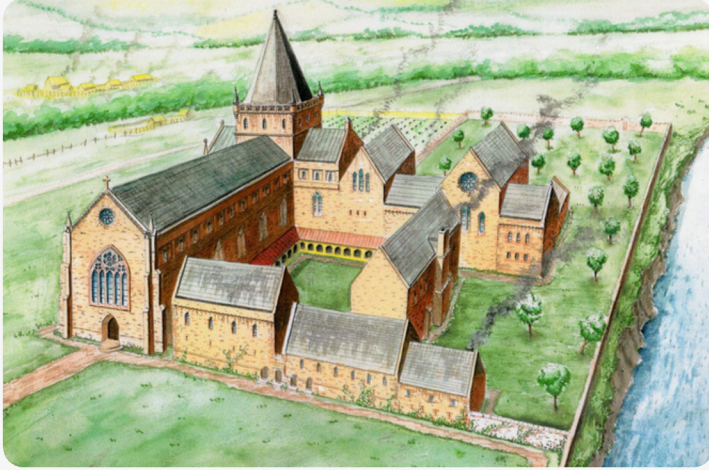
Top image: https://www.edinphoto.org.uk/0_PCV_M/0_post_card_views_valentine_-_leith_victoria_park_54710.html

Left image: <https://www.trove.scot/image/1062527> © Courtesy of HES (Survey of a Private Collection: Postcard Albums)

Right image: <https://pin.it/5gK9unplv>



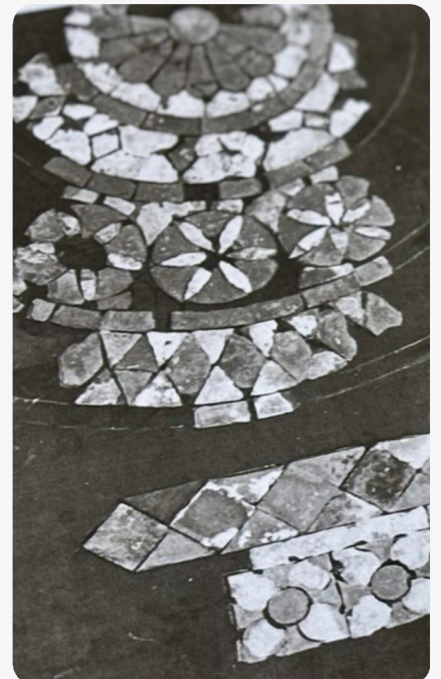
PLACE: NEWBATTLE ABBEY, DALKEITH



The origins of Newbattle Abbey near Dalkeith dates back to 1140 when Cistercian monks from Melrose Abbey were given land 'Newbotle' (new homestead) by the king, David I of Scotland. The monks and laymen were known for coal mining, sheep farming, salt production and cart making.

Archaeological evidence dates back thousands of years to prehistory and it has been a site of incredible political importance since medieval times, with royal visits throughout history. It became the Kerr family home in the 16th century, and an adult residential college in 1937. The army requisitioned Newbattle during World War II as a training center, and it has been an adult college since 1950.

Pupils visited the chapel and took a closer look at the wooden floor which is a replica of medieval tiles found on the site.

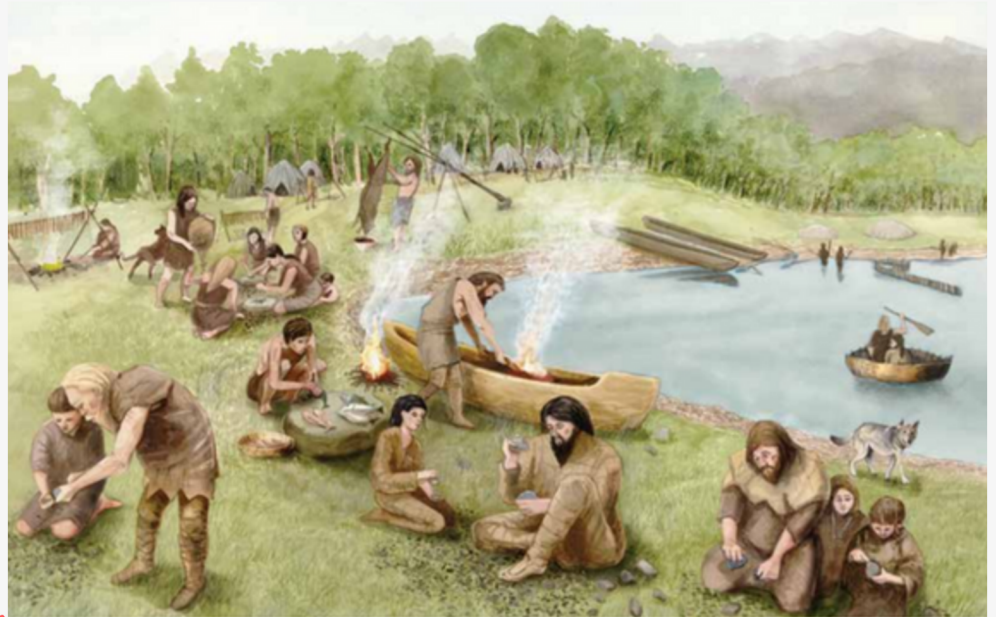
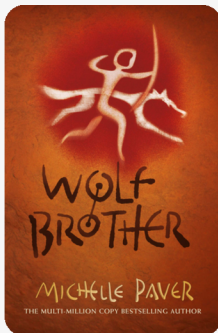




TIME

MESOLITHIC (10,800 - 4100 BC)

Pupils contributed their learning on the Mesolithic and animal habitats from 'Wolf Brother'.



A mesolithic camp (Illustration by Ian Kirkwood, FSC Wolf Brother's Wildwoods)

Using interpretation resources and activities, pupils explored the animals, materials and plants in the Mesolithic period, as well as imagining what life would have looked like in the local area.

Story dice



Card games



ACTIVITIES



EXCAVATION

Pupils excavated artefacts and interpreted what they could be, and when they could date from. Three 'mini-digs' dated to the Neolithic, Iron Age and 19th Century.



ARTEFACTS AND REPLICAS

Pupils handled real and replica artefacts dating back to the Mesolithic period over 12,000 years ago, and learned that a flint scraper had been found in Victoria Park.



 National Museums Scotland	
Back to search	
Scraper	
Collection Archaeology	
Flint scraper from Craighall Bank, Edinburgh	
Museum reference	X.1992.10
Object name	Scraper
Materials	Flint
Collection place(s)	Edinburgh, Midlothian, Scotland

Pupils enjoyed looking at the replica tools like the arrow and the knife. We thought about types of evidence archaeologists find, and what we don't find.





HISTORIC MAPS - VICTORIA PARK

Using historic maps, photographs and their observation and curiosity, pupils explored local sites, asking questions and finding features. Each pupil's skills, strengths, interests and opinions in the present added more detail and value to the heritage.



Map reading, identifying features



Navigation and orientation, fieldwalking



Comparison to present day



One pupil used their knowledge of the park and a modern map of the park's paths to identify differences between historic maps, photographs and present day. They located the site of the old bandstand accurately. We used technology (whatthreewords) to verify the successful find.





HISTORIC MAPS - NEWBATTLE

Fieldwalking

Archaeologists use fieldwalking to gain an understanding of a site without intrusive excavation.

Finding evidence

We used maps to locate historic buildings and features, including an orangery and ice house.

We recreated medieval burials using records and a plan drawing from an archaeological report.





HISTORIC MAPS

Reproduced with the permission of the National Library of Scotland (CC-BY).



Victoria Park

Red arrow points to the bandstand location.

Maps home. Left: Military Maps of Scotland (18th century)



Maps home. Left: Maps of Scotland, 1560-1928



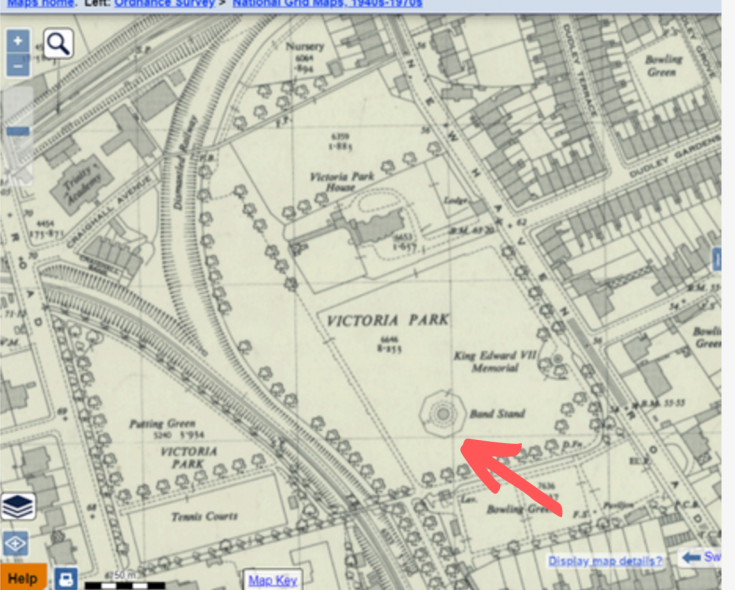
Maps home. Left: Series maps > Geological Survey, Six-inch Maps, 1850s-1940s



Maps home > Ordnance Survey > Six-inch 1st edition Ireland, Scotland, England and Wales, 1830s-1880s



Maps home. Left: Ordnance Survey > National Grid Maps, 1940s-1970s





HISTORIC POSTCARDS

Victoria Park



Top left image: <https://www.trove.scot/image/1062527> © Courtesy of HES (Survey of a Private Collection: Postcard Albums)
Middle left image : <https://jbarchive.co.uk/products/sc-651-bandstand-victoria-park-leith-edinburgh-scotland>
Bottom left image: https://www.edinphoto.org.uk/0_PCV_M/0_post_card_views_valentine_-_leith_victoria_park_54710.html



HISTORIC BUILDING RECORDING

Pupils located, measured and marked out the site of a historic building: the bandstand, using historic maps and photographs. We recorded it by taking a photo, before going on to create interpretations and scale replicas.



Measure



Marking out points accurately



Interpretation



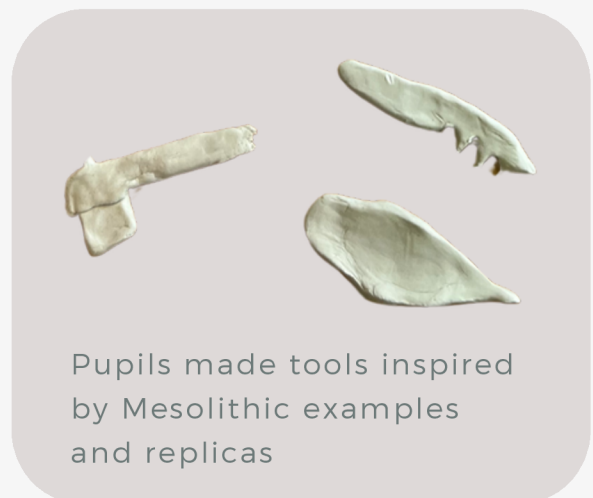


EXPERIMENTAL ARCHAEOLOGY

Experimental archaeology and reconstruction helps us understand how people made and used artefacts in the past. Some pupils made cordage by twisting nettle fibres, as well as pendants including shells based on Mesolithic artefacts found in Scotland*.



A mesolithic camp (by Alex Leonard and Kim Biddulph, FSC Into The Wildwoods)



Pupils made tools inspired by Mesolithic examples and replicas

*Hardy, Karen. (2010). Use of shells as raw material for tools and jewellery in Mesolithic Scotland. *Munibe*. 31. 128.
https://www.researchgate.net/publication/256463843_Use_of_shells_as_raw_material_for_tools_and_jewellery_in_Mesolithic_Scotland



INTERPRETATION

Pupils created their own scale replicas, interpretations and models using a variety of methods including craft and technology (Minecraft).



Reflection on learning, skills and themes



Communication and collaboration



Presentation and design

Pupils shared their work and imagined what they would put inside their bandstands, ranging from a dinosaur, a horn sound, music and an elf!

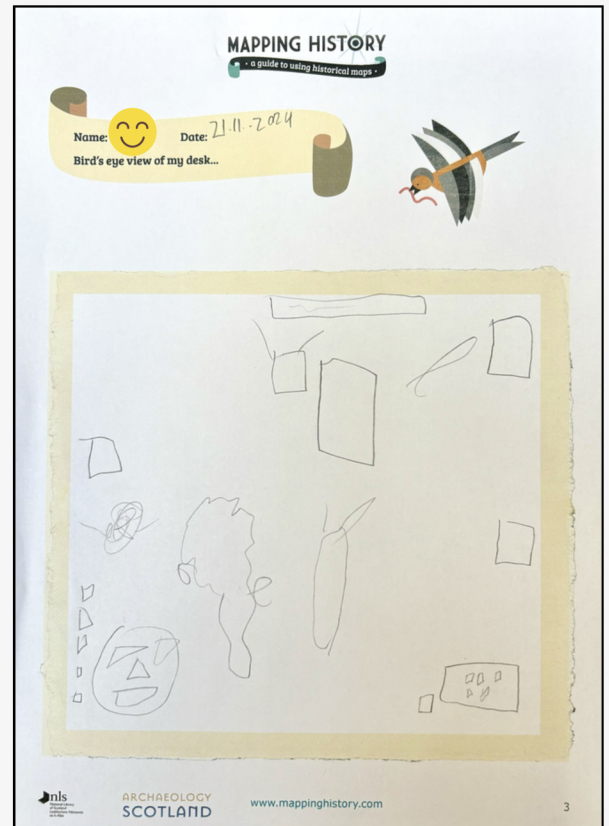
Archaeological learning

Interpretation shares the importance, value and relevance of archaeology to different audiences in the present. Planning, discussing and contributing to interpretation offers the opportunity to reflect on key learning, skills development and communicates this to others.





INTERPRETATION





ACHIEVEMENT AND SKILLS

Each pupil earned a Heritage Hero Award for their time and effort investigating the local heritage and archaeology. Each pupil brought unique and valued skills, interests and contributions to the project.



Self-management	Social Intelligence	Innovation
Focusing 	Communicating 	Curiosity 
Integrity 	Feeling 	Sense-making 
Adapting 	Collaborating 	Creativity 
Initiative 	Leading 	Critical thinking 

Meta-Skills

As well as developing archaeological skills including research, investigation, recording and interpretation, participants used and developed Meta-skills (Skills Development Scotland) to explore, discover and share archaeological learning.



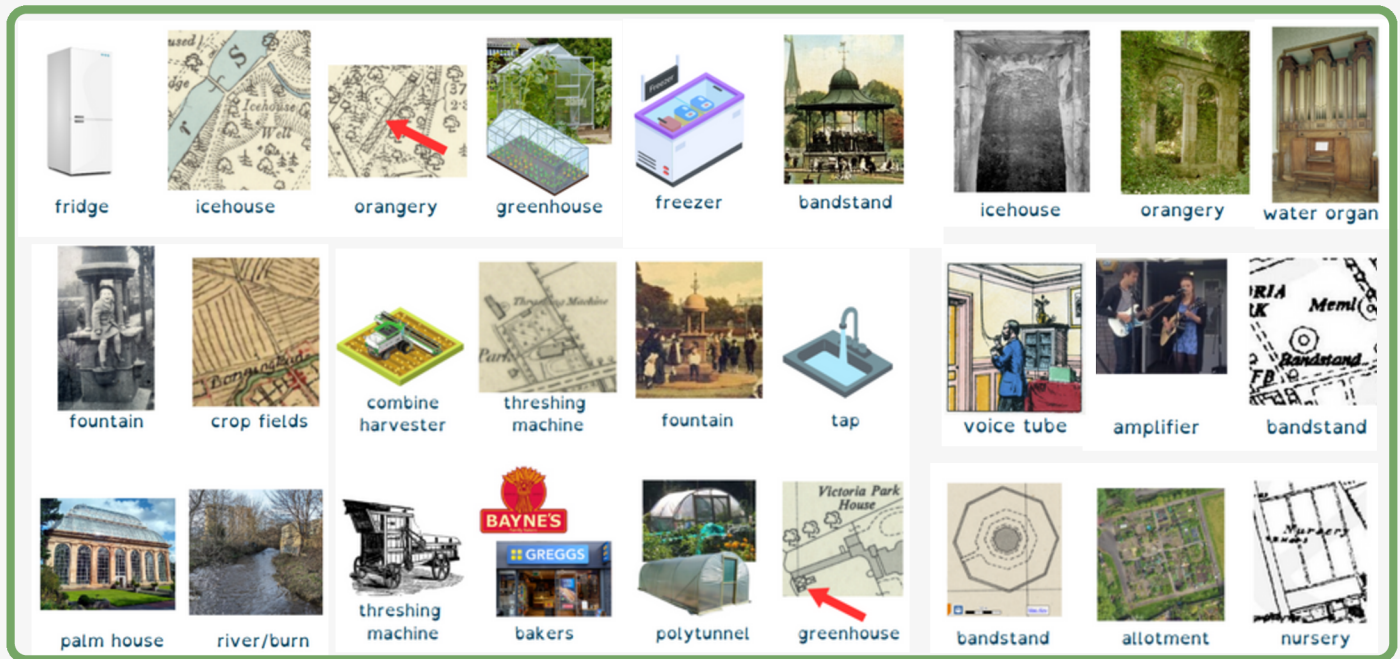
Wellbeing

Engaging and connecting with the historic landscape positively impacts wellbeing.



ENERGY THROUGH TIME

Pupils found examples of renewable and non-renewable energy sources and natural resources available during the past and present (e.g. solar power at the Orangery at Newbattle, nursery/ greenhouses in Victoria Park), as well as sustainable ways to live by harnessing these (e.g. the Icehouse at Newbattle).



Learning for Sustainability & Net Zero

Our project used a LfS approach to archaeological learning to imagine possible energy futures towards Net Zero 2045 and contribute to Sustainable Development Goals.



<https://netzeronation.scot/about>
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>



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EVALUATION

Outcomes

Pupils will have:

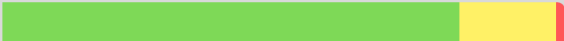
- a better understanding of archaeology and what archaeologists do
- understand how they can find out more about the past
- a greater awareness of their local heritage
- developed archaeological and meta-skills

Evaluation

Pupils were given photos of the activities, and stickers representing their feelings towards the activities:

	I liked it a lot	81.25%
	I liked it a little	17.19%
	I didn't like it	1.56%



All activities:  64 responses

See next page for a breakdown of responses by activity.

We discussed which activities they liked or didn't like while they completed these. The one piece of 'I didn't like it' feedback was about an outdoor activity, with very cold weather on the day "It was freezing cold".

Not every pupil completed these evaluations, so data does not fully represent all pupils. This will inform how we gather evaluation data in the future.

Quotes from pupils

- "Archaeology is digging things up from the past"
 - "I like to do history and archaeology"
 - How can we share what we learned with others? "Take my mum and brother"
-

QUOTES



I liked it a lot



I liked it a little



I didn't like it

Artefact and replica handling and interpretation



- "I enjoyed looking at the objects."
- "I got to make all of it"
- "All the artefacts were good. This was all fun."
- I liked: "arrow", "statue" (Lewis chess piece) "flint for scraping fat off animal skin"



Exploring Newbottle using historic maps and archaeological records



- "The trip was my favourite part."
- "This whole visit was cool."
- "This part was very lovely" (chapel)
- I liked: "ice house" "orangery"



Investigating Victoria Park and recreating the bandstand



- "I really liked finding out where we are now used to be an old railway."
- "looking for the old bandstand, it's not there anymore."
- How the bandstand was made with cast iron "melly, shape it"
- "The trees were in a line on the old path"



ATTAINMENT THROUGH ARCHAEOLOGY

ARCHAEOLOGY AT TRINITY

Thanks to ...

- The Trinity Academy pupils and Support for Learning Staff
- Energy Through Time funders: Scottish Power Foundation and Historic Environment Scotland
- Forestry and Land Scotland for their learning resources consulted and shared with the pupils



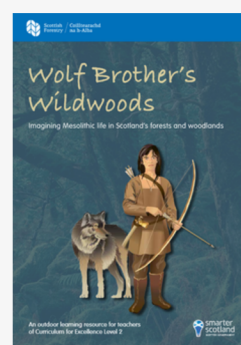
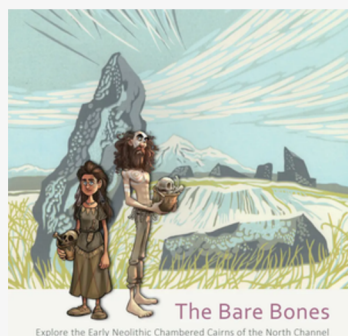
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- <https://forestryandland.gov.scot/what-we-do/biodiversity-and-conservation/historic-environment-conservation/learning>
- <https://www.forestresearch.gov.uk/publications/wolf-brothers-wildwoods/>



For more information contact the Archaeology Scotland Learning Team:
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