

Attainment through Archaeology



Attainment through Archaeology aims to engage and connect young people with their local heritage, raising aspirations for work and further learning, developing new skills and knowledge while improving health and wellbeing within a supportive, outdoor learning environment.

Information for Teachers



Information for Teachers

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What is Archaeology?

Archaeology is the study of the human past through its material remains - objects, buildings and places that have been made or shaped by people.

Why is it important?

Archaeology is important because it is one of the principal means of studying and understanding Scotland's historic environment. The remains found in Scotland's places and the objects in our museums connect us to communities and people in the past. This connection shapes our own sense of identity and belonging, enhancing our wellbeing. Archaeology is vital to the telling of Scotland's story.

Research provides information about the people who lived in the past: their everyday activities, industries and beliefs. Archaeologists study place-names and texts, standing buildings and ruins, ancient monuments and landscapes, objects, soils, shipwrecks, and buried remains from deep under the sea to the highest mountains. Ideas generated by archaeology are embedded in our business, art, literature, culture, religion and politics. Archaeological study provides environmental, cultural, social and economic benefits, as well as learning experiences for all ages which inspire creativity.

Attainment through Archaeology

What is AtA?

Archaeology Scotland's **Attainment through Archaeology** (AtA) programme uses hands-on archaeology activities to support skills development.

Through archaeology young people can develop transferable skills for learning, life and work, while improving their confidence and self-esteem. It gives them the opportunity to apply curriculum learning in a real world context. Our activity-based learning sessions allow young people to recognise and celebrate their unique abilities and talents.

Our aim is to ensure that everyone has an opportunity to explore their local heritage while learning and using methods employed by professional archaeologists.

Participants will develop new skills and learn more about their local area within a fresh, inclusive and stimulating learning environment.

Key CfE links and My World of Work skills are outlined in this pack.

How does it work?

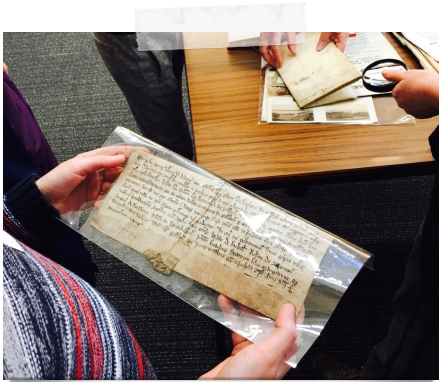
AtA workshops are developed and run by professional archaeologists from Archaeology Scotland. They are aimed at upper primary and secondary school pupils with input being tailored to meet the needs of your learners and their project. Workshops are delivered as one off taster workshops or five and ten session programmes.

AtA Activities

Many of the activities listed below will be included in an AtA project. Participants will be introduced to the tools and techniques used by professional archaeologists to perform these tasks. Through hands-on activities, young people will go on to develop these skills themselves.

- ▶ **Desk-based Assessment**
- ▶ **Historic Building Recording**
- ▶ **Walkover Survey**
- ▶ **Graveyard Survey**
- ▶ **Graffiti Recording**
- ▶ **Heritage Interpretation**

Examples of AtA Activities



Desk-based assessment is the vital pre-fieldwork historical research and investigation stage of a project. It involves the study of historic documents, maps and photographs.



Historic Building Recording is the systematic recording of any built historic structure. This could be anything from a single wall, to an entire industrial factory complex.



Walkover Survey is the systematic recording of all present archaeology. This is done by 'walking over' an area in order to identify and record any upstanding sites or features.



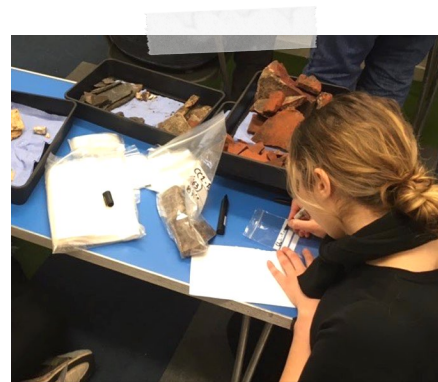
Graffiti Recording is a technique used to engage with and record the more recent and contemporary past and to discover a distinctly personal aspect of the archaeological record.



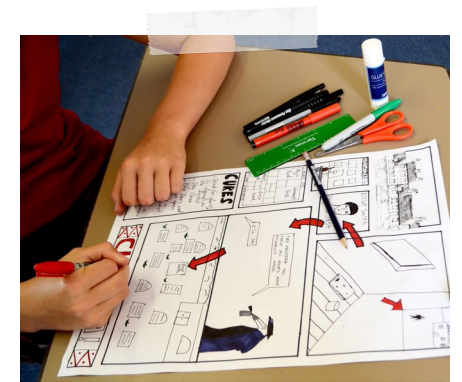
Graveyard Survey is an important and widely used archaeological technique that allows us to record the condition and development of historic graveyards.



Archaeological Excavation or 'digging' is the process by which archaeologists expose, retrieve, and record cultural and biological remains found in the ground.



Post-excavation analysis constitutes the processes that are used to record and study archaeological materials after an excavation has been completed.



Heritage Interpretation is used to engage audiences with the findings of heritage/archaeology projects. You might create an exhibition, write a play or perform a rap!

Heritage Hero Awards



Young people participating in AtA projects will have the opportunity to achieve a **Heritage Hero Award**, Archaeology Scotland's wider achievement award. The level of award will depend upon the number of hours spent on the project.

Heritage Hero Awards are group awards, focused on heritage projects. They are free, and are based on a relationship of trust and support between Archaeology Scotland and those taking part. They offer a framework, a focus and a reward for participating groups.

The aims of the award scheme are to:

- improve self-confidence and wellbeing through engagement with challenging heritage projects.
- inspire young people to develop a lifelong interest in Scotland's past.
- increase awareness of how to access Scotland's heritage in schools, youth groups and similar organisations.
- help foster links between heritage organisations, community groups and young people.

Certificates are issued once the project has been completed.

Contact us if you'd like more information or check out the Awards page on our website: <https://archaeologyscotland.org.uk/learning/heritage-hero-awards/>

Key Details

Every group project should allow participants to take part in the 5 activities listed below. These fit very naturally with project work, and should be easy to complete within any project you undertake.

Plan		
Be involved in the planning of the project from the big ideas to the fine detail.		
Investigate	Engage	Inspire
Research and find out more about the heritage you want to engage with.	Visit, explore and experience heritage. Spend time on the site or with the collection at the heart of the project.	Share what you have learnt in an imaginative way. Inspire others with something you create.
Reflect		
Identify the transferable skills you have developed through the project. Evaluate your own performance, what you have learnt and how you could use this going forward.		

There are 5 different award levels to cover all ages, abilities and projects. Completion of the previous level is not necessary. It is also possible for different participants in a project to achieve different levels, based on their own participation.

Name	Description	Time
Heritage Explorer	For discovering heritage	3+ hrs
Heritage Detective	For finding out about heritage	8+ hrs
Heritage Hero - Bronze	For getting involved with heritage	15+ hrs
Heritage Hero - Silver	For developing your own skills and interests in heritage	30+ hrs
Heritage Hero - Gold	For leading and inspiring through heritage	60+ hrs

Curriculum for Excellence Links

The Four Capacities

All Attainment through Archaeology activities support the development of the four capacities, encouraging young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Learning for Sustainability

At Archaeology Scotland we are committed to helping communities build a socially-just, sustainable and equitable society. Learning for Sustainability will be embedded in all our sessions.

Curriculum Links

The CfE links outlined below are the key curriculum links, at second and third level, for AtA activities. Depending on the focus of study and the site being investigated, other curriculum areas, experiences & outcomes and benchmarks may also be covered.

Curriculum for Excellence Links

Health and Wellbeing (Personal and Social Education)

Experiences and Outcomes	Benchmarks
Planning for choices and changes Expectations and Aspirations Relevance of learning to future choices I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a	• Identifies connections between skills and the world of work. • Uses investigative skills to gain more information about jobs / careers.
I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 3-20a	• Manages personal profile evidencing own skills, and behaviours required, which link to the world of work. • Explores a range of learning opportunities and career pathways.

Numeracy and Mathematics	
Experiences and Outcomes	Benchmarks
Measurement I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure. MNU 2-11a I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. MNU 2-11b	- Estimates to the nearest appropriate unit, then measures accurately: length, height and distance. - Chooses the most appropriate measuring device for a given task and carries out the required calculation, recording results in the correct unit. - Reads a variety of scales accurately.
I can solve practical problems by applying my knowledge of measure,choosing the appropriate units and degree of accuracy for the task, and using a formula to calculate area or volume when required. MNU 3-11a	Chooses appropriate units for length, area and volume when solving practical problems.
Mathematics - its impact on the world, past, present and future I have worked with others to explore, and present our findings on, how mathematics impacts on the world and the important part it has played in advances and inventions. MTH 2-12a	Researches and presents examples of the impact mathematics has in the world of life and work.
Angle, symmetry and transformation I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a	Interprets maps, models or plans with simple scales, for example, 1 cm:2 km
Having investigated navigation in the world, I can apply my understanding of bearings and scale to interpret maps and plans and create accurate plans, and scale drawings of routes and journeys. MTH 3-17b	- Applies knowledge and understanding of scale to enlarge and reduce objects in size showing understanding of linear scale factor. - Uses bearings in a navigational context, including creating scale drawings.
Literacy and English	
Experiences and Outcomes	Benchmarks
Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning When I engage with others I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. LIT 2-02a	- Contributes a number of relevant ideas, information and opinions when engaging with others. - Shows respect for the views of others and offers own viewpoint. - Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others’ opinions or ideas.
When I engage with others I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a	- Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence. - Responds appropriately to the views of others developing or adapting own thinking. - Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.

Social Subjects

Experiences and Outcomes	Benchmarks
People, Past Events and Societies I can use primary and secondary sources selectively to research events in the past. SOC 2-01a I can interpret historical evidence from a range of periods to help build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a	• Uses both primary and secondary sources of evidence in an investigation about the past. • Places an event appropriately within a historical timeline. • Describes at least two ways in which past events or the actions of individuals or groups have shaped Scottish society. • Describes and discusses at least three similarities and differences between their own life and life in a past society. • Contributes two or more points to the discussion (in any form) as to why people and events from the past were important. • Places those people and events on a timeline.
I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a	• Compares a range of primary and secondary sources of evidence, to present at least three valid conclusions about a historical period.
People, Place and Environment I can describe the major characteristic features of Scotland's landscape and explain how these are formed. SOC 2-07a I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. SOC 2-10a I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. SOC 2-13a To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a	• Identifies at least three features of Scotland's landscape and can provide a basic explanation of how these are formed. • Identifies at least three impacts of human activity on the environment. Provides explanation as to why their local physical environment influences the way in which people use land in comparison to a contrasting areas. • Extracts information from more than one kind of map.
By comparing settlement and economic activity in two contrasting landscapes. I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others. SOC 3-13a I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. SOC 3-14a	• Provides at least two explanations as to how landscapes influence human activity, using two contrasting areas. • Locates increasingly complex features such as different physical landscape features and human features on maps of Scotland, the UK, Europe and the wider world for example, hills, mountains, valleys, population.

My World of Work Skills

My World of Work Skills					
Skills		Skills and attributes required for AtA tasks		Additional skills and attributes that may be observed	
	Adapting	Adaptability	Reflecting	Resilience	Perservering
	Collaborating	Cooperating	Compromising	Building relationships	Supporting
	Communicating	Listening	Verbal communication	Working with technology	Written communication
	Creativity	Designing	Creative	Resourcefulness	Innovation
	Critical Thinking	Evaluating	Problem solving	Working with numbers	
	Curiosity	Observation	Questioning	Researching	
	Feeling	Social conscience		Respecting	Empathising
	Focussing	Attention to detail	Concentrating	Filtering	Sorting
	Initiative	Developing a plan	Time management	Self esteem	Implementing ideas
	Integrity	Reliable		Ethical	Self awareness
	Leading	Making decisions	Negotiating	Taking responsibility	Motivating others
	Sense making	Understanding	Recalling	Analysing	

Contact Us



Costs

Costs start at £275 per workshop but vary according to the number of sessions and pupils.

Please get in touch to discuss your requirements.

'Archaeology allows a study of the past and how humans/society has developed over time, encouraging enquiry, questioning and development of knowledge. It facilitates outdoor learning and the development of transferable skills which can be used at all stages of life.'

Deputy Head Teacher, Secondary School

'Archaeology has a lot to offer, it can strengthen our sense of self and feeling of belonging. It has the potential to strengthen communities as archaeological projects are collective endeavours where team work and peer support lead to meaningful learning.'

Lecturer, School of Education

Get in touch

If you'd like more information, please get in touch.
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