

Between the Barrows- community archaeology

Chris Elmer

che1e12@soton.ac.uk



Project aims:

To create a bridge between communities using community archaeology excavation.

To raise awareness of the historic and natural heritage importance of the land. (Deter vandalism and inform the community of land use)

Targetted local schools/parents, and local community through multiple channels.

PERU funding supported 2 week dig, plus community visit to the University, 'gifted and talented' design day at Andover museum and community 'celebration' evening in Enham Alamein.



Partnership with Andover
Trees United

Negotiated outcomes
including research
and evaluation

Research based on
participant observation and
Meaning mapping

Also testing transferability of
Museum based evaluation
techniques

PERU funded partnership had to balance research outcomes with
Partner requirement for participation and profile raising
leading to recruitment of volunteers



Pre-booked sessions
led by PGR's and
ATU volunteers

7 schools and 1
after school
archaeology group

44 community
volunteers

Gifted and
Talented group

Andover Young
archaeologist's
club and parents





NAME Mr C HEATH

SCHOOL Rookwood School

Which pupils were involved (year group(s) and numbers):

YR 6 - 20 children

Q1. Why did you decide to become involved in the Between the Barrows project?

This was a good school, community and University link and the children have never been involved in this type of activity before.

Q2. How appropriate do you think the activities were (content, length, suitability for age and aptitude of students...)?

The activities were fun - especially being involved in the dig itself.

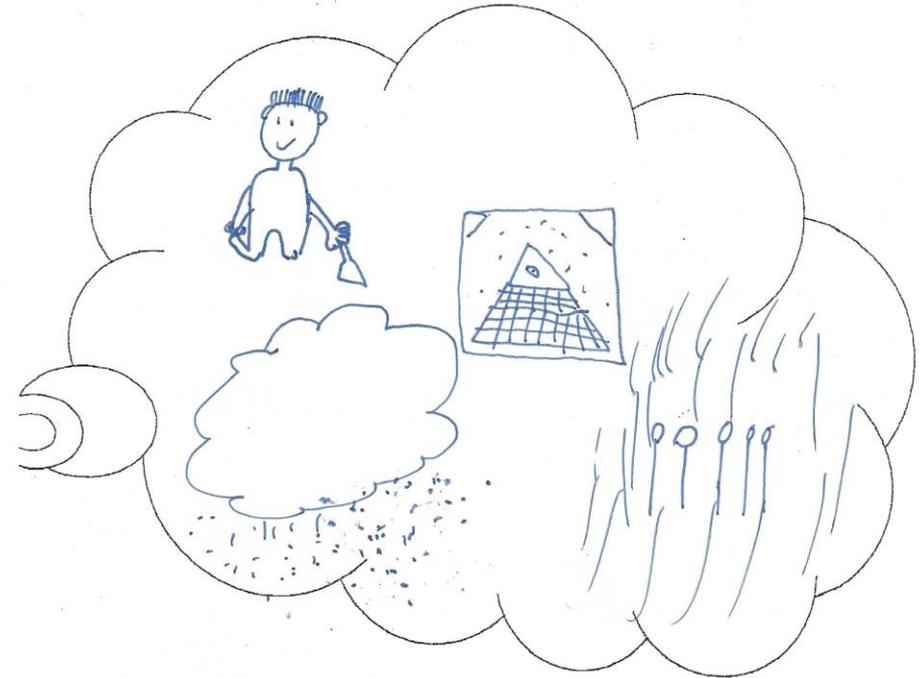
Q3. Which particular activities, or parts of activities, worked a) well for you, b) less well?

They all worked well (we designed some of them!!) They were all different which made it more interesting.

PUPILS: YOUR MEMORY CLOUD

This is what I remember from visiting the archaeologists

(You can draw pictures in the memory cloud as well as write words)



Now write down two words that you think best describe what you did with the archaeologists (e.g. exciting, boring, funny)

WORD 1

WORD 2

Wet

Windy

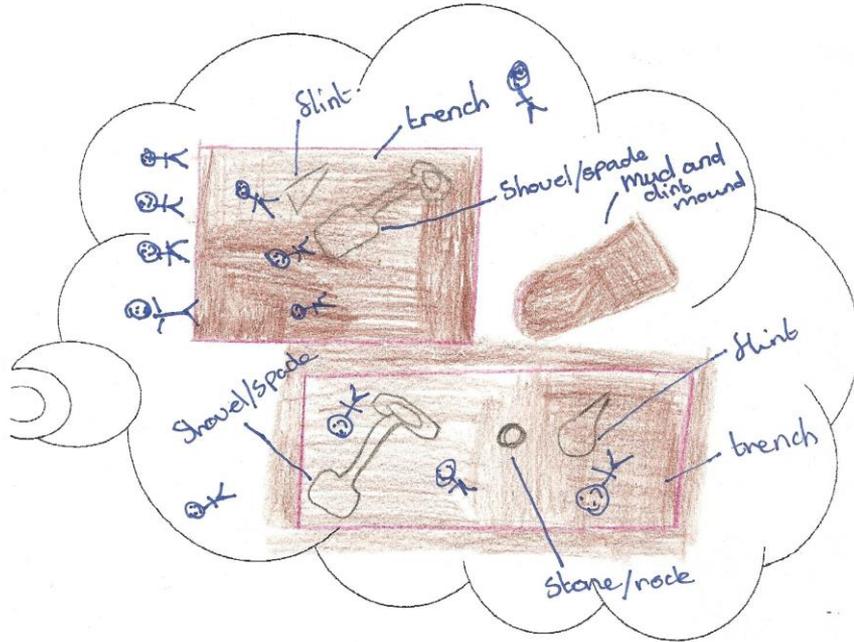
George

7 schools and 44 community
Volunteers participated

PUPILS: YOUR MEMORY CLOUD

This is what I remember from visiting the archaeologists

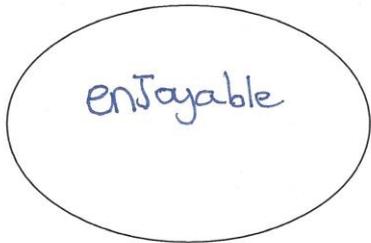
(You can draw pictures in the memory cloud as well as write words)



Now write down two words that you think best describe what you did with the archaeologists (e.g. exciting, boring, funny)

WORD 1

WORD 2



Between the Barrows dig meaning map:
Please write down any words or phrases that spring
to mind about the dig (in the 'comment bubbles')

Andover Trees United
In partnership with
University of Southampton

I was fascinated
the visit to Sutton
helped oriente - gave
me the idea of what you
were trying to do

the September 5
12 was wonderful
- the way I felt at the
planning 12 - what happened
regarding, not finding
veg marks - didn't matter
the process was important

harmony

excited to see
archaeological process
+ to participate
fully involved in it
been involved in one
day's by the way go

Always know how
we were full of
excitement but excited
+ to actually need it +
[gives perspective to what
it means to live in a place]
but understand why but
historical history is good

there's not a lot
of learning in modern
sites - in some way where we are from
public archaeology - people come in



GLO's	Teacher	Pupil
Knowledge and understanding	<p>I think it was the experience of linking archaeology to other areas of the curriculum.</p> <p>Great way of showing the children the links between past and present</p>	<p>This is the pit we dug in (pit and tools drawn x2)</p> <p>(pit with grid system drawn)</p> <p>(annotated picture of pit and tools)</p>
Skills	<p>The activities worked well (we designed some of them). They were all different which made it more interesting.</p> <p>The children also enjoyed designing and making some of the activities</p>	<p>(pupil with trowel digging in pit)</p> <p>(pupil digging in pit with flint objects in picture) 'finding flint'</p>
Attitudes and values	<p>This was a good school, community and University link and the children would never have been involved in this type of activity before.</p>	<p>(archaeologists with tools and finds with words 'cool')</p>
Enjoyment, inspiration and creativity	<p>The activities were fun- especially being involved in the dig itself</p> <p>The hands on experience is what really makes it special</p>	<p>We also did treasure hunting and while we were running around it was raining and windy.</p> <p>It was fun I think the treasure hunting was the <u>funnest</u>.</p> <p>I remember we did a really fun treasure hunt. We also looked at bones that got dug up. We also made designs in clay</p> <p>(Smiling pupil next to rain cloud)</p>
Activity, Behaviour and progression	<p>Maybe a little more time on the dig and also get to keep their clay tiles?</p>	<p>I like it because I got to do things I have not do</p>

Worked hard to understand values and aims of partners-collaborative enterprise

SEN school pupils offered different emphasis in nature of responses

Balance of GLO's achieved

Schools valued expertise from the University and sought sustainable partnership with ATU/University

Community benefits harder to capture but appeal for more next year and the project helped to develop a greater 'sense of place'

The social aspect of the project was vital