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THEME 4 - HERITAGE - OUTREACH

THE SANDS OF TIME – AGGREGATES EXTRACTION, HERITAGE AND THE PUBLIC

Research funded through Defra's Aggregates Levy Sustainability Fund

ARCHAEMEDIA
Bringing the past to life

miro
Mineral Industry Research Organisation

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Department for Environment Food and Rural Affairs

ENGLISH HERITAGE

SUSTAINABLE AGGREGATES

Sustainable Aggregates:
Aggregate resources produced from sand and gravel deposits, crushed rock or dredged from the sea contribute to the economic and social well being of the UK. Their production and supply has environmental effects.

The Aggregate Levy Sustainability Fund (ALSF) has provided funding to undertake work to minimise and mitigate these effects. This report is part of a portfolio of work that reviews ALSF and other work undertaken between 2002-2007 on 'promoting environmentally-friendly extraction and transport' of land-won and marine aggregates to provide a state of knowledge account and to highlight the gaps in our understanding and practices.

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Julian Richards. February 2008

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Cover Image: Pushing the boundaries - the hive of activity at one of the experimental archaeology camps. © Julian Richards
Image this page: The ALSF funded replicas (including the Roman equivalent of toilet paper) that help bring the past to life for the children involved in this project. © Julian Richards

CONTENTS

EXECUTIVE SUMMARY

The "Sands of Time" report reviews the impact that Aggregates Levy Sustainability Fund (ALSF) outreach projects have had in explaining archaeology, the historic environment and aggregate extraction to the widest possible audiences. In the absence of formal standards against which outcomes can be measured, the report provides an overview of current practice through a series of case studies. A guide to good practice in outreach is then offered as is an index of outreach resources, both printed and web based, produced by the ALSF.

The report is one of the three benchmark reports that together review the impact of research overall on the historic environment funded through ALSF between 2002 and 2007. The other two reports consider the impact on heritage management, and on academic research. This report is based primarily on consultation carried out between September and December 2007 with both the deliverers and recipients of outreach, and with representatives of the aggregate industry.

The key findings of this report can be summarised under the following headings:

Impact

It is clear that over the last six years the impact of the ALSF on the quantity and nature of heritage outreach work in England has been huge. Appropriate and realistic levels of funding have been provided, for the first time in some areas, allowing projects to be carried out to high professional standards. The freedom to experiment and innovate has produced many new ideas and products and the available resources have re-energised many within the outreach community. Ideas and enthusiasms are now being shared in an atmosphere of mutual support while outreach has gone from being a sometimes reluctantly accepted 'add on', to being a fundamental part of an increasingly wide range of projects.

It is fair to say that over the past six years the ALSF has fundamentally changed the nature and extent of outreach work in England.

Recognition

It is clear that despite having been in existence for six years and having, during that time, had a substantial and widespread impact, the ALSF perhaps surprisingly still has a remarkably low profile. This absence of identity may also be why the connection between aggregate extraction and historic landscape studies is often not as strong as it could or should be.

Industry perception

The aggregate industry, while feeling that its support is often not adequately acknowledged, welcomes ALSF involvement in strategic archaeological surveys that may help with long term mineral planning. The industry also considers that heritage outreach projects are a good use of ALSF funds and come closest to fulfilling the stated remit of the Aggregate Levy. A greater concentration of spending on local communities affected by aggregate extraction is considered desirable, in order to enhance this kind of outreach.

Identified concerns

The main concern expressed by all who were consulted and evident in project outcomes, was the timing of ALSF funding, especially within short funding rounds. This has had a demonstrably detrimental effect on the ability of the ALSF to deliver as wide a range of projects to as wide a potential audience as should have been possible given the scale of the grants.

The future

The ALSF has developed a unique and vital place within heritage outreach in England. It is to be hoped that it will continue, ideally with an extended funding window as the absence of ALSF support would severely restrict the profession's ability to deliver high quality outreach to a population that increasingly wishes to engage with its shared past.

Specific recommendations for future work can be summarised as:

1. The creation of a recognisable identity for the ALSF including a logo and ideally a less ponderous name.

2. The introduction of a more flexible funding regime that will allow projects to be carried out over longer periods.

3. The establishment of closer working relations between the aggregate industry and archaeology.

4. The construction of regional or national networks through which existing or planned outreach resources can be shared.

5. The establishment of sustainable heritage/ environmental centres that could act as foci for a range of projects and activities.

6. The adoption of a more holistic approach that links historic and natural environments.

More specifically, and with an understanding that the successful implementation of some of these recommendations depends on the changes in funding (see 2 above):

7. The extension of outreach to a far greater range of communities, while not ignoring more traditional (and easy to reach) audiences.

8. The initiation of more urban projects in which emphasis should be placed on the connection between the built environment and the quarries that produce aggregates.

9. The creation of links between outreach projects that involve training in field techniques and archaeological survey projects that require such skills.

10. A greater willingness to experiment, to 'push the boundaries', particularly in the context of children's activities.

And finally:

11. The provision of widely available opportunities for training in outreach delivery.

1 BACKGROUND & CONTEXT

AGGREGATES

What are aggregates?

The title of this report, 'The Sands of Time' is a clever play on words for which the author can take no credit. It makes reference to 'sands' which along with gravels and crushed rock, are the 'aggregates' of the subtitle. These aggregates are vital components in the production of the concrete, mortar and building blocks that make up our homes, factories and hospitals. They are the foundations on which our roads (since Roman times) and railways are built and which, at a more domestic level, surface our drives and garden paths. They are extracted from many and varied locations in England; hard rock usually quarried from high peaks, while sands and gravels can be won from the ancient deposits laid down in many of our river valleys, or dredged from the sea. Whether we are aware if it or not, aggregates are part of our everyday lives.

Aggregates and the environment

So, aggregates are essential. But what cannot be denied is that there are environmental costs to their extraction. Quarry workings can be noisy and dusty, the need to move products will generate traffic, and they can have serious effects on both the natural and historic environment. In the case of the natural environment some of the detrimental effects of quarrying can be reversed by sensitive restoration and the creation of new habitats. Water filled former quarry workings can be turned into wetlands that may actually improve the ecological value of an area. Wildlife, always guaranteed to arouse public sympathy, will adapt and return. But this is not the case for the historic environment, for the physical remains that in some cases represent many thousands of years of human activity. Many of these fragile archaeological

remains are less obvious, existing as below ground traces of boundaries, buildings, agriculture, industry and burial. And unlike the natural world, these past worlds cannot regenerate; once removed they are gone forever.

The response to the impending destruction of archaeological remains, a process that has increased enormously as a result of post-war urban regeneration and changes in agricultural practice, has been the development of planning guidelines that allow such remains to be identified. Once identified they are ideally preserved where they are ('in situ'), a concept embodied in legislation that in 1882 created a list, or 'Schedule' of nationally important ancient monuments. The alternative, for remains that cannot be preserved but are considered to have the potential to provide useful information, is 'preservation by record'. This involves excavation or recording under controlled archaeological supervision, where detailed records allow sites or activities to be recreated, not in a physical sense but as preserved artefacts in a virtual setting. In this way the information contained within these sites can be preserved in some form for the benefit of future generations.

The connection between areas rich in archaeological remains and the extraction of aggregates has long been recognised. In the 19th century, quarrymen learnt to recognise the ancient stone tools that pioneering archaeologists were so eager to obtain, and willing to pay for. In the 20th century, and especially during the last four decades, many excavations have taken place in advance of quarrying throughout England with results that have often hugely enhanced our knowledge and appreciation of the past. The investigation of river valleys apparently devoid of traces of human activity has revealed entire ancient landscapes buried beneath later flood deposits. Beneath the sea, but again formerly on dry land, advances in mapping and investigation are starting to shed light on the landscapes inhabited by some of our earliest ancestors.

The cropmarks of a prehistoric settlement lie next to a gravel quarry at Standlake in Oxfordshire. © English Heritage (NMR)

The public

The last element of this report's subtitle is 'the public', the potentially huge audience for whom the connection between the aggregates industry and the historic environment can hopefully be made. This audience includes those who work in the aggregates industry and who are therefore closest to any new discoveries that are made. Their understanding, co-operation, and ideally, enthusiasm, are vital. Then there are those who are already engaged in some way with the past through local societies, museum groups or by being consumers of history and archaeology in books, magazines, television, radio and on the internet. But there are far more who are not; some through choice, but many due to economic circumstances, disability, or simply because no-one has yet reached out to them and opened doors into our shared past.

There can be a fascination in this shared past, in both its tangible and intangible forms, ancient buildings and objects mingling with a sense of place and of ancestry. But until comparatively recently the exploration of the past was largely a private experience, available to a privileged few whose work was supported either by money, academic status, or both.

The changing face of archaeology

Mortimer Wheeler conducting one-to-one outreach at Wye Down, Kent 1954 © Topham

Archaeology as a discipline has changed almost beyond recognition over the past two centuries. In the early decades of the 19th century the study of the physical remains of the past was the province of gentleman enthusiasts, their work funded by private means and whose audience was restricted to fellow antiquaries. Towards the end of that century 'real' archaeologists like General Pitt Rivers emerged, their investigations more scientific, even if the funding was still on the whole from private means. But this was the era that saw the first 'outreach', partly born out of the Victorian desire to educate the masses but equally, at times, from the realisation that a broader public interest in the past would be useful in helping to preserve its physical remains. Pitt Rivers himself developed a policy which can be best described as 'captivate then educate'; drawing in vast crowds of his estate workers to elaborate pleasure grounds where they would be entertained by bands and afternoon tea before being shepherded off to his private museum to view the results of his latest excavations.

During the first half of the 20th century the one person who wholeheartedly embraced the concept of public involvement in archaeology and who applied it with such effect throughout his long and illustrious career was Sir Mortimer Wheeler. He had the advantages of a charismatic and flamboyant personality, coupled with a gift for storytelling and a wife, Tessa, who provided invaluable support. He came from a generation of academic archaeologists who were quite happy, as one of his colleagues reputedly told him, to write their reports 'for just three people'. Wheeler's classic response was to observe 'I'm surprised that you're so ambitious'. In this atmosphere, to popularise archaeology was seen as being vulgar and certainly not enough reason to descend from the lofty heights of academia. But Wheeler ignored such snobbery and through a combination of site tours, public lectures, the slightly dubious practice of selling off surplus finds and by developing a broadcasting career, he set a benchmark for those who were to follow. At a time when the results of excavations were made available to a restricted audience in the form of academic reports, while the public's engagement was limited to viewing objects in museum cases, Wheeler was a true pioneer. As the first 'TV archaeologist' he realised the power of broadcast media to make archaeology available to mass audiences, engaging a wider audience with the processes and results of archaeological investigation.

Archaeology changed during the 1970's and perhaps even more during the 1980's with the growth of professional 'Units'. The 1990's saw a major shift from public to developer funding of not just excavation but the analysis of the findings, technical publication of the results and the storage of the archive. Those who were now paying for the archaeological work often saw the benefits of positive publicity and community engagement. But despite this, and a clear demand, the percentage that has been spent on outreach actually appears to have decreased during the last 15 years of developer funded archaeology. It is this gap, between demand and delivery, that the funding provided by the ALSF has so effectively bridged. The benefits of this newly available funding have been not only to the communities who have been reached out to, providing them with positive connections with a shared past, but to archaeologists who have been forced to think beyond the cosy confines of their academic discipline.

Thinking what the excavated evidence really means: reconstructed Romano-British kiln at Bestwall Quarry, Dorset © Lilian Ladle

The Aggregates Levy Sustainability Fund

The Aggregates Levy Sustainability Fund (ALSF) was introduced in 2002, initially as a two-year pilot scheme, to provide funds to relieve the environmental impacts of aggregate extraction; past, present and future. Following a three-year second round of the Fund, a further one year extension to the scheme was announced by the Chancellor of the Exchequer in the pre-Budget Statement on 6th December 2006.

The ALSF is distributed on behalf of Defra (the Department for Environment, Food and Rural Affairs) by, amongst other bodies, English Heritage, who allocate funds against ALSF Objective 2 (Promoting environmentally-friendly extraction and transport) and Objective 3 (Addressing the environmental impacts of past extraction). From the very beginning, some of the Fund was used to support work on the historic environment in order that it could be better managed and understood and that the results of this increased understanding could be spread more widely.

In the early years funds were often allocated to carry out a range of research projects. Some were aimed at consolidating the information that had been gained through many years of investigation. In many cases broad patterns emerged when sites that individually seemed of little importance were examined and compared.

Resource assessments have also been carried out, aimed at defining the archaeological potential of areas of known aggregate resources. These have been welcomed by the aggregate industry as valuable long-term planning tools. Funds were also used to prepare for publication the results of some of the more important excavations that had been carried out before the introduction of planning policy guidelines and where there had been inadequate funds to analyse and publish.

Such research projects were typically carried out by academic bodies or by archaeological contractors with output in the form of technical papers for limited circulation or for conventional publication in academic journals. Typically, these projects did not contain any elements of outreach. Specific projects did, however, focus on outreach, such as the 'London before London' exhibition (3257) that examines the extraordinarily rich prehistory and history of the Thames Valley, much of the evidence for which has come from aggregate

extraction sites. However, this clear division between research and outreach that was evident in the early years of the ALSF has largely been broken down and the majority of projects now have a significant element of outreach. Many projects have also developed beyond their initial research stage and have made their findings accessible to much wider audiences.

There are huge benefits in mutual education, not only in helping to explain the concerns of the archaeological community to those involved in the extraction industry but also enabling communities affected by extraction to appreciate the necessity of the processes and the benefits in knowledge that can result from them. Where the potential existed, outreach has consequently always been a major component of all funded projects.

Over the last six years, through English Heritage, the ALSF has funded over 250 projects involving archaeology and the historic environment to a total value of over £23.75m

THE ALSF DISSEMINATION PROJECT 2002-2007

In 2007 Defra commissioned a project to bring together, disseminate and review the results of all research funded by the ALSF during the six years between 2002 and 2007. This is the ALSF Dissemination Project, focusing on four core themes, each of which has up to four distinctive sub-themes.
The Heritage theme has been subdivided into three linked projects, each with specific aims and target audiences.

Rich Deposits – Aggregates extraction, research and the knowledge pool. This is aimed at the 'knowledge society'; academics within colleges and universities, the contractors involved in the excavation of sites, 'curators', not of museums but those who are often based in planning departments from where they look after the archaeology of a specific area, and the interested public.

Sustainable heritage –Aggregates extraction and management of the historic environment.
This is aimed specifically at the aggregates industry ,managers and practitioners (consultants, commercial archaeological contractors and the like).

And this report - the Sands of Time.

The joy of archaeology. Starting a test pit as part of the Creswell Crags learning project. © Ron Young

Bringing the past to life - figures from Worcestershire's prehistoric and Roman past' Illustrations by Steve Rigby © Worcestershire County Council

THE REVIEW: AGGREGATES EXTRACTION, HERITAGE AND THE PUBLIC

Introduction

This report is aimed at the general public and at government, drawing from the 'knowledge pool' and engaging communities with the heritage associated with both current and past aggregate extraction. It examines the relationship between a vital industry, the heritage professionals who deal with the effects that this industry inevitably has on the historic environment and the general public who may or may not have opinions on both the industry and the idea of 'heritage'. This relationship is created and maintained through what is generally known as 'outreach'; ways of opening up communications between groups and individuals with very different levels of understanding, experiences and interests. In examining the outreach work that has been carried out over the last six years as part of projects funded by the Aggregates Levy Sustainability Fund, this report largely ignores the distinction often employed by museums and heritage bodies between 'education' (schools) and 'outreach' (anything delivered beyond the walls). Here 'outreach' is taken to mean reaching out to anyone who lies beyond the inner circle of archaeologists, museum curators and heritage professionals.

English Heritage ALSF criteria that specifically relate to outreach emphasise the importance of:
Local education, interpretation, outreach, community involvement and capacity building which raise awareness of conservation issues, communicate the knowledge gained through the extraction process, and raise the profile of the positive benefits of extraction to communities living in current extraction areas where this work is demonstrably beyond that required by the planning system.

Compared to the pioneering work of Pitt Rivers and Wheeler, the 21st century brings new challenges. New science offers greater insight into past lives, charting the movements of people and objects. New ways of spreading information, via the internet, pod-casts, or SMS messages, join more traditional methods and potentially provide access to new audiences. And the pace of archaeology, of competition in a commercial world where traditional 'territories' and by implication expertise, no longer exist, places new pressures on those who seek to communicate the results of their investigations. In this context the spectacular will always get noticed and publicised, but much of what is discovered will inevitably remain hidden in internal reports, the so-called 'grey literature'. This is where the local stories often lie, so vital if communities are to be made aware of their own heritage. And this is where the ALSF has played such a vital role, helping to forge connections between researchers and communities. Bringing the past to life.

Methodology

A key aspect of the ALSF in the context of the historic environment has been its ability to reach out to large numbers of people through a wide variety of approaches. These can include the restoration of accessible monuments, events, exhibitions, signage, lectures, hands-on sessions, broadcast media (television and radio), and a wide range of web-based and hard copy publications. The impact of these various activities has been considerable and has helped to introduce archaeology, historic structures and our maritime heritage to an enthusiastic public.

Successes certainly have been delivered, and a selection of projects will be highlighted in the case studies that follow, but it is also important to identify the gaps in our knowledge/output and to suggest potential objectives should further ALSF resources become available. To do this it has been essential to review projects, assessing success against the EH/ALSF outreach guidance criteria which suggests that projects should:

- work towards an enhanced sense of place and identity, increasing the value that communities place on their local environment and the sense of pride and ownership in the place where they live
- enable people better to understand and value the historic environment so as to ensure its long-term future
- engage people directly in caring for the historic environment in a sustainable way thus ensuring its long term future
- engage with and meet the needs and priorities of both internal and external groups
- teach new skills which can be sustained beyond the life of the project

This was carried out through a process of evaluation. A desk-based review of each project was, wherever possible, followed by discussions (e-mail/telephone and meetings) with both outreach contractors and public participants. The successes and failures of individual projects were then measured against the following criteria:

- pre-project planning
- identification of and collaboration with the target audience
- aims and objectives – to include both 'hard' and 'soft' outcomes and sustainability
- methodology and implementation
- success/failure of outcomes against the original aims and objectives plus any additional 'bonus' outcomes
- resources and partnership
- sustainability (and in the case of those projects which have officially 'completed', long-term sustainability)

It was originally suggested that 'value for money' should also be assessed but this proved impossible. It was consequently removed from the list of criteria.

Visits were then carried out in order to review and critically assess a selection of ALSF events. Although every attempt was made to visit events, as feedback from participants as well as organisers is an essential aspect of successful evaluation, this proved difficult as few events took place between September and December 2007 (the times allocated for the production of this report).

The process of evaluation has inevitably not been as neatly structured as the methodology suggests. Visits have inevitably been followed up by further telephone conversations and e-mail requests for information and as the report was structured new questions arose. Although not specified within the original project brief some consultation was carried out with representatives from the aggregate industry. This was in order to gauge broad impressions of the industry's attitude towards archaeology in general and more specifically to the outreach work that has been carried out by the ALSF.

The brilliant shipwreck map of the Isle of Wight produced by the Special Adult group as part of the Maritime Archaeology Access and learning Workshops project (4840) © Julian Richards

Attempts were made to review as many of the outreach projects as was possible in the given time. It was inevitable that not all could be reviewed, so a sample was selected to cover the largest number of the broad themes that could initially be identified (community outreach programmes, volunteer participation, museum displays, maritime heritage, public signage, monument enhancement, popular publication and broadcast/digital media). In addition, projects were selectd in order to provide as broad a geographical and chronological spread as possible.

2 CASE STUDIES

Although many of the case study projects have involved a wide variety of approaches to outreach an attempt has been made to identify and highlight what makes each one stand out. Some, apparently simple in their approach, date from the very first year of the ALSF while later projects have benefited from the cumulative experience of all those involved in the fund, both recipients and administrators.

It is hoped that these brief summaries do justice to the projects they describe.

Finds sorting - with real Roman artefacts - a Year 4 session in Bedfordshire's Archaeology in Schools project at Edith Cavell Primary School, Bedford. © Julian Richards

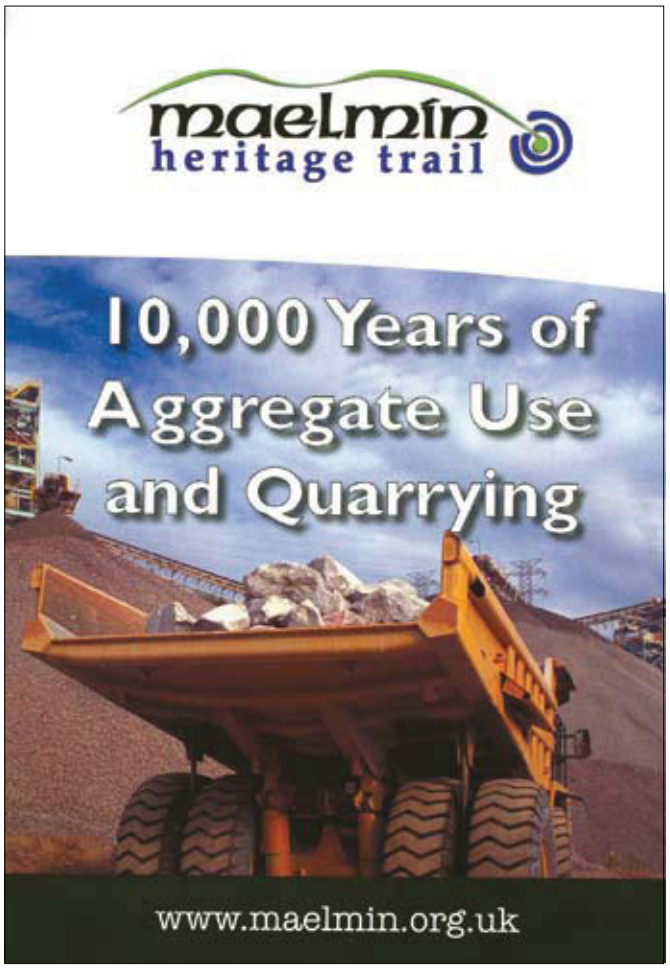
CHEVIOT QUARRY OUTREACH PROJECT (4642)

Background and aggregate link

Tarmac's Cheviot Quarry lies close to the village of Millfield in Northumberland where the Maelmin Heritage Trail was opened in 2000. Recent excavations by ARS Ltd and funded by Tarmac Northern revealed settlement evidence dating from Neolithic, Bronze Age and 'Dark Age' times. The quarry was also the site of a former military airfield, RAF Millfield.

The participants

Outreach was initially aimed at the local community, schools, visitors to the Maelmin Heritage Trail and the wider public. Also included were the Aggregate Industry (particularly the local quarry firm Tarmac) and Archaeological Curators from Northumberland County Council. Other groups, such as young offenders, became involved as the project progressed.



The project

The project was designed not only to present the results of the excavations at Cheviot Quarry, but to explain to a wide audience the necessary impacts of aggregate extraction and the benefits, in terms of increased understanding of heritage, that could ensue. It was hoped that the project would also help improve relationships between the aggregate industry, mineral planners and archaeological curators. The existing facility of the Maelmin Heritage Trail was to be used to present information about both the results from the recent nearby excavations and, with the help of the RAF, the former military airfield. Built into the project was also a genuine desire to help boost the local economy by encouraging visitor spending in an area directly impacted upon by aggregate extraction.

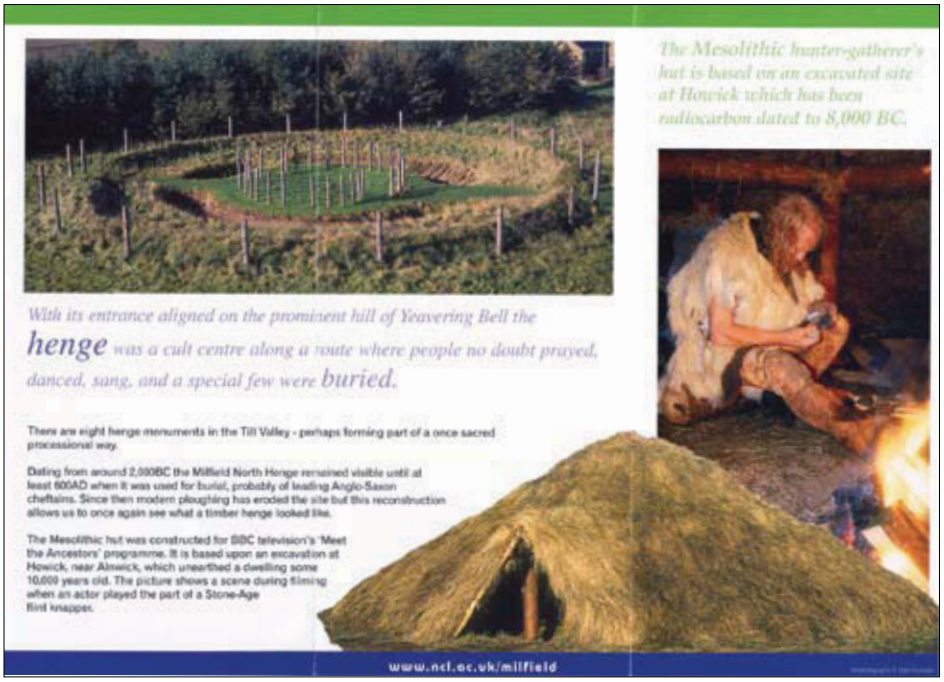
Outcomes

The 'hard' outcomes of the project are impressive. There is a series of leaflets on the history and archaeology of the area, including one that directly addresses the need for aggregates and the impacts caused by their extraction. At Maelmin, as well as new information panels, a full scale reconstruction of one of the Dark Age 'halls' was built and, as a result of the study of RAF Millfield, a memorial was erected to the airmen that served there. 'Soft' outcomes included events, talks, guided walks and the provision of opportunities for school groups and young offenders.

Sustainability

The project was based on what appears to be an ideal combination of a productive and well investigated archaeological site, set in a wider archaeological landscape, a sympathetic and indeed enthusiastic quarry company and an established heritage facility with the capacity for expansion and modification. By the time that the ALSF project commenced, the Maelmin Heritage Trail had already served to make local communities

aware of their heritage and was viewed by them with a sense of real 'ownership'. This project succeeded through effort, creative thinking, a willingness to experiment (and to fail in the process) and strenuous efforts to involve as wide a community as possible. The Heritage Trail was the key component, providing a physical focus for a wide range of activities. Each new information panel or structure is a clear demonstration that the study of the past is a dynamic process, in stark contrast to the more static and established ways in which the past is so often presented. But beyond the reconstructions which bring the past to life so effectively, it is an identifiable place where events can take place; from gatherings of re-enactors to the firework displays laid on by ARS Ltd for the benefit of the local community. Maelmin is now part of Millfield. It is maintained on a regular basis by young offenders, a result of positive outreach to a largely ignored group. There is no reason why it should not be sustainable in the long term, continuing to act as a focus for experimentation and outreach.



We need a lot more Maelmins.

A selection from the wide range of outreach material associated with the Cheviot Quarry and Maelmin

ROMANS ON THE DON (4680) AND THE ARCHAEOLOGY OF THE DON GORGE (5327)

Background and aggregate link

Approximately 6 million tonnes of aggregates are quarried in the Doncaster district every year. Archaeological excavations within the many quarries have provided evidence of life from prehistoric, Roman and later times but until recently the results of these excavations were largely inaccessible to the general public.

Scenes from "Look out! The Romans are coming!"

The participants

Local museums played a key role. The projects were aimed at local community groups (heritage and non-heritage), libraries and, for Romans on the Don, primary schools (Key Stage 2, with relevance to citizenship, numeracy and writing skills). The subsequent Don Gorge project was intended to engage a wider range of school age children.

The projects

These two projects must be considered together as, despite being run by separate organisations, they share key personnel, aims and approaches.

Both engaged local communities by means of talks accompanied by travelling exhibitions designed to fit into small local libraries, schools and community centres. These included a selection of genuine finds chosen to represent the archaeology of the immediate area. A booklet, 'Romans on the Don' (Bevan 2006), was produced for the initial project together with a Key Stage 2 activity-based teachers pack, now downloadable from the project website. (www.doncaster.gov.uk/romansonthedon)

By far the most innovative element of the first project was a comic, 'Look out the Romans are coming!', designed to present a picture of Roman life to children of upper primary school age (7 – 11). This was extremely well received by the younger children who were its target audience, with all 5000 copies of the original print run distributed through schools, libraries and museums.

Doncaster Museum's follow up project, 'Discovering the Don Gorge', looked at life in two periods in prehistory, the end of the Ice Age and the Neolithic, both strongly represented in the archaeology of the

region. A prehistoric comic was produced but this time young people in the 11-18 age range (who had liked the idea of a comic but found its content and style too young) were also catered for with a 'manga' style graphic novel set in both Roman and Anglo Saxon times. This time the potential audience for both comic and graphic novel were involved in the design and production process. Workshops taught how to draw comic/manga figures and explored landscape and perspective. Surprisingly, the younger children knew far more about prehistory than had been expected.

'Crime Scene Investigation' education sessions, designed to show how archaeology uses forensic techniques to explore the past, were also held in Doncaster Museum for Key Stages 2 and 3. Post-visit, schools were encouraged to create an archive, posting blogs and video clips on the project website. This innovative approach helped to create an association between heritage and new technology. Unfortunately, due to child protection issues, each school can only access its own section of the website with no opportunities for networking between schools. The website, www.yourfind.org.uk also includes an on line catalogue of the best objects from the project area (the only objects from Doncaster Museum that are on line) with the opportunity to vote for your favourite artefact. This helps to make the museum collection more accessible but the 'voting' aspect does not appear to have engaged public interest.

Outcomes and sustainability

The two linked projects clearly demonstrate the benefits of continuing funding. Without the foundations laid by Romans on the Don, the follow up Don Gorge project could not have been delivered within the available timetable. Together they have clearly engaged local communities, raising awareness of the archaeological landscapes of the Doncaster area and of the links between aggregate extraction and archaeological discoveries. Particularly successful have been the imaginative and novel ways of reaching young people, enhanced by the involvement of the eventual consumers in the concept and production. The comic idea, providing quality information for younger children in a lively package that they found engaging and fun, has been taken on in Warwickshire ('Buried under Bidford' 5277).

In terms of sustainability, the Don Gorge exhibition is designed to have a life beyond the immediate project, and, it is hoped, will help encourage visits to the museum. The website, which includes downloadable versions of the original comic, is sustainable, as after the first year it will be hosted by Doncaster Metropolitan Borough Council with ownership passing to the Don Gorge Strategic Partnership who will eventually use it as the forum for its archaeology.

Niamh (left) and Caradoc (right) - two of the manga style figures from the Don Gorge graphic novel © Louise Ho

BESTWALL QUARRY (3289)

Background and aggregate link

Bestwall quarry is a 55 hectare Aggregate Industries gravel pit on the outskirts of Wareham in Dorset. The entire proposed quarry area was archaeologically evaluated in 1989 when geophysical survey, test pitting and excavation trenches found only one small Romano-British site. This suggested that there was little likelihood of substantial areas of ancient settlement lying within the proposed quarry area and so, in 1991, permission for extraction was granted with no archaeological planning conditions imposed except on the Romano-British site.

Between 1992 and 2005, with the active financial and practical support of the quarry owners, Lilian Ladle and volunteers from the Wareham Archaeological Society recorded and excavated the archaeological remains that were exposed by topsoil stripping. When the field project came to an end it was evident that far from being empty, the Bestwall landscape was rich in evidence from all periods including a Mesolithic camp, Bronze Age houses and burials, Roman kilns, graves and a coin hoard, even evidence of the Civil War.

Project director Lilian Ladle explaining a pottery filled Roman ditch to visitors in 2003

The participants

The target audience for this project included the community of the small town of Wareham and the wider archaeological community within Dorset. Considerable emphasis was also given to the involvement of the aggregate company within whose quarry the project was taking place.

The project

In 2003 Bestwall received its first ALSF grant for 'publication and dissemination' and since this time the ALSF has made a major contribution towards the analysis and publication costs of the unexpectedly large amount of data that came from the years of volunteer excavation. Prior to this grant outreach had always been an important part of the project ethos, with Lilian Ladle giving talks to Local History Groups and the general public, promoting the quarrying as well as the archaeology. These talks were often linked to site visits while special occasions were marked by site open days at which re-enactments included replica kiln firings and other craft activities took place. Training was always a major part of the project with, unusually, Bournemouth University using Bestwall for some of its student excavation placements.

The first ALSF grant funded a leaflet and a lively booklet 'Bestwall, pits, pots and people' (Ladle 2004) while a second stage of ALSF funded dissemination helped to distribute the booklet more widely and created a temporary exhibition in Wareham Museum that was subsequently shown in a number of Dorset museums. The project also funded the establishment of the project website, the estimated costs for which are acknowledged to have been too low. The website is, however, one of the sustainable elements of the project, still hosted by the quarry company.

Outcome and sustainability

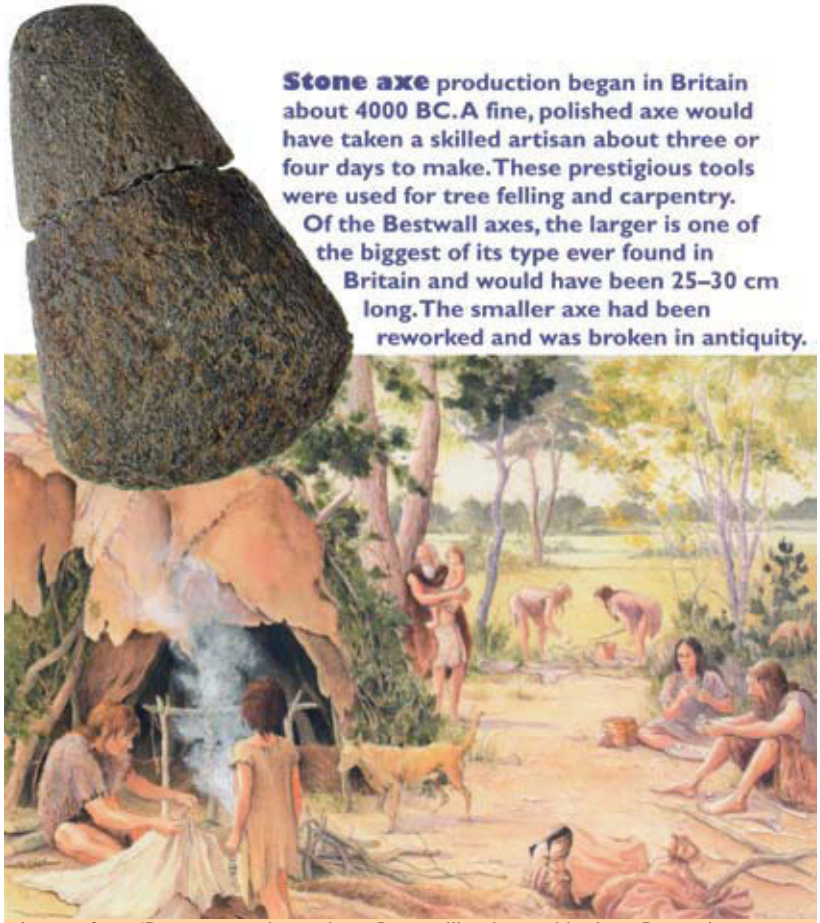
The project, the most ambitious in scale of any undertaken by a volunteer group, was a model of co-operation between archaeologists, in this case a dedicated group of highly professional amateurs and the aggregate industry. Both area and quarry managers took a keen interest in the archaeology of the site and in the positive benefits that the project could bring.

Without the ALSF outreach would always have happened at some scale due to the commitment of the site archaeologists but the means of disseminating the extraordinary discoveries would have been far less effective. There would have been no leaflet, booklet, web site, high quality displays or imaginative reconstructions of life at Bestwall through the ages. Open days, which in 2003 and 2004 were organised to co-incide with National Archaeology Week, would have been on a much smaller and less effective scale.

In terms of sustainability, the restored quarry is now in private hands and offers no opportunities for on-site interpretation. The legacy of the project lies in the heightened awareness of archaeology within the Wareham community and in the many archaeologists who gained their first experience of excavation at Bestwall.

'The project fulfils a number of English Heritage objectives by demonstrating that a local community can successfully carry out academically important research to the highest professional standards while also helping to train the next generation of archaeologists' Simon Thurley, Chief Executive English Heritage in the foreword to the Bestwall booklet.

Bestwall won three Dorset Archaeology Awards and a British Archaeology Award.



A page from 'Pits, pots and people at Bestwall' enlivened by Jane Brayne's illustration of ancient life. © Bestwall Project, artist Jane Brayne

SNUFF MILLS PARK, BRISTOL (3536)

Background and aggregate link

Snuff Mills Park, owned and managed by Bristol City Council, forms a pocket of heritage and wildlife within the heavily populated inner city area. As well as two historic mills the park contains evidence of historic quarries that produced crushed rock aggregates as well as sandstone kerbs and flagstones for markets in and around Bristol.

The participants

The project was designed to engage the local community, represented by the Fishponds Local History Society, the Natural History Society and the local Primary School, Oldbury Court.

The project

Although the park is visited by an estimated 250,000 people a year and valued by local people, until recently there was little understanding of the importance of its heritage and also a problem with vandalism. The ALSF project was intended to involve the community in gathering facts and developing ideas about the heritage of the park. These could then be used to design interpretation features showing how the local quarrying industry had shaped buildings, transport and employment. Hopefully this would increase the sense of community and enjoyment of the park.

Community groups decided which features of the site required interpretation, and agreed draft texts and ideas for illustrations. A 'Snuffy Jacks Spotters Trail' was developed, focussing on a key character in the story of the park, along with simple fact-sheets for schools and for the Bristol City Council website. At Oldbury Court Primary School pupils worked with a storyteller playing the role of Snuffy Jack, and the pupils' imaginative images of this character were used in the final interpretation panel.

Outcomes and sustainability

The Snuff Mills Park project clearly helped to create links between the community and its local heritage, helping to promote a sense of ownership and pride. The long-term survival of the information panels and the disabled access picnic bench that represent the lasting physical legacy of the project demonstrated a reduction in the vandalism that had been a major problem within the park.

The project is an example of how simple interpretation, carried out with local involvement, can enhance the understanding of the heritage value of a well visited but ill-understood place, and can strengthen the sense of community and ownership in ways that can have genuinely sustainable benefits.

'Snuffy Jack' and quarrymen depicted by the children of Oldbury Court Primary School for the Snuff Mills Park information panels

ARCHAEOLOGY IN SCHOOLS, BEDFORDSHIRE (5310)

Background and aggregate link

Excavations carried out during the extraction of gravel on the floodplain of the Great Ouse over the last 50 years have allowed a comprehensive picture to be built up of past life in the river valley. Since 1987 a trained teacher, Anna Slowikowski, has been taking Roman archaeology to the classroom. The service is delivered free of charge to schools within Bedfordshire but the level of available funding, from the Council or from Albion Archaeology, has always restricted visits to between 20 and 25 a year.

The participants

The classroom sessions on the Romans are primarily used by Key Stage 2 pupils in Year 3 who are studying the Romans and in Year 4 for the Qualifications and Curriculum Agency unit 'looking for evidence'. It has also been delivered to pupil referral units, special schools, teacher training students and Cub Scouts.

The project

The Roman classroom sessions are based on evidence and artefacts from an excavated site at Willington. After an introduction to how archaeology works, including finding and digging sites and the different ways in which rubbish is preserved, participants move on to sorting real Roman artefacts. Pottery, building material, bone, shell and 'others' are identified, logged and interpretations are offered. This activity works well for the Roman period where there are abundant, robust and recognisable finds. The use of real finds is very important providing a tangible connection with the past and its people. This activity, which is very popular, then links into the final part of the session where both replica and genuine artefacts can be handled. These include pots, coins, jewellery, writing tablets and the children's favourite, the infamous Roman sponge on a stick (toilet paper had not been invented).

Outcomes and sustainability

The ALSF has enabled this well-established programme to be expanded and has paid for the replica artefacts and other materials that have considerably enhanced the children's experience of the past as well as being a resource that can be more widely used. It has allowed for two activities, 'Time Games' and 'Feudal Fun', to be revamped and made more widely available but perhaps most importantly, by paying for staff time, it has enabled this service to continue.

This is a simple but highly effective cross curricular approach that introduces children to the idea of clue driven archaeology and allows them to experience the past 'hands on'.

If schools are asking for repeat visits than the project must be working. With continuing funding the project is sustainable.

'Anything practical raises enthusiasm. History coming alive' Claire Baldwin – class teacher Year 4 Edith Cavell Primary School, Bedford

The ALSF funded replicas (including the Roman equivalent of toilet paper) that help bring the past to life for the children involved in this project. ©Julian Richards

AGGREGATES TO OUTREACH; TEACHING PACKS AND ASSOCIATED INITIATIVES (5204)
DEREK THE DREDGER (5393)
MARITIME ARCHAEOLOGY ACCESS AND LEARNING WORKSHOPS (4840)

Background and aggregate link

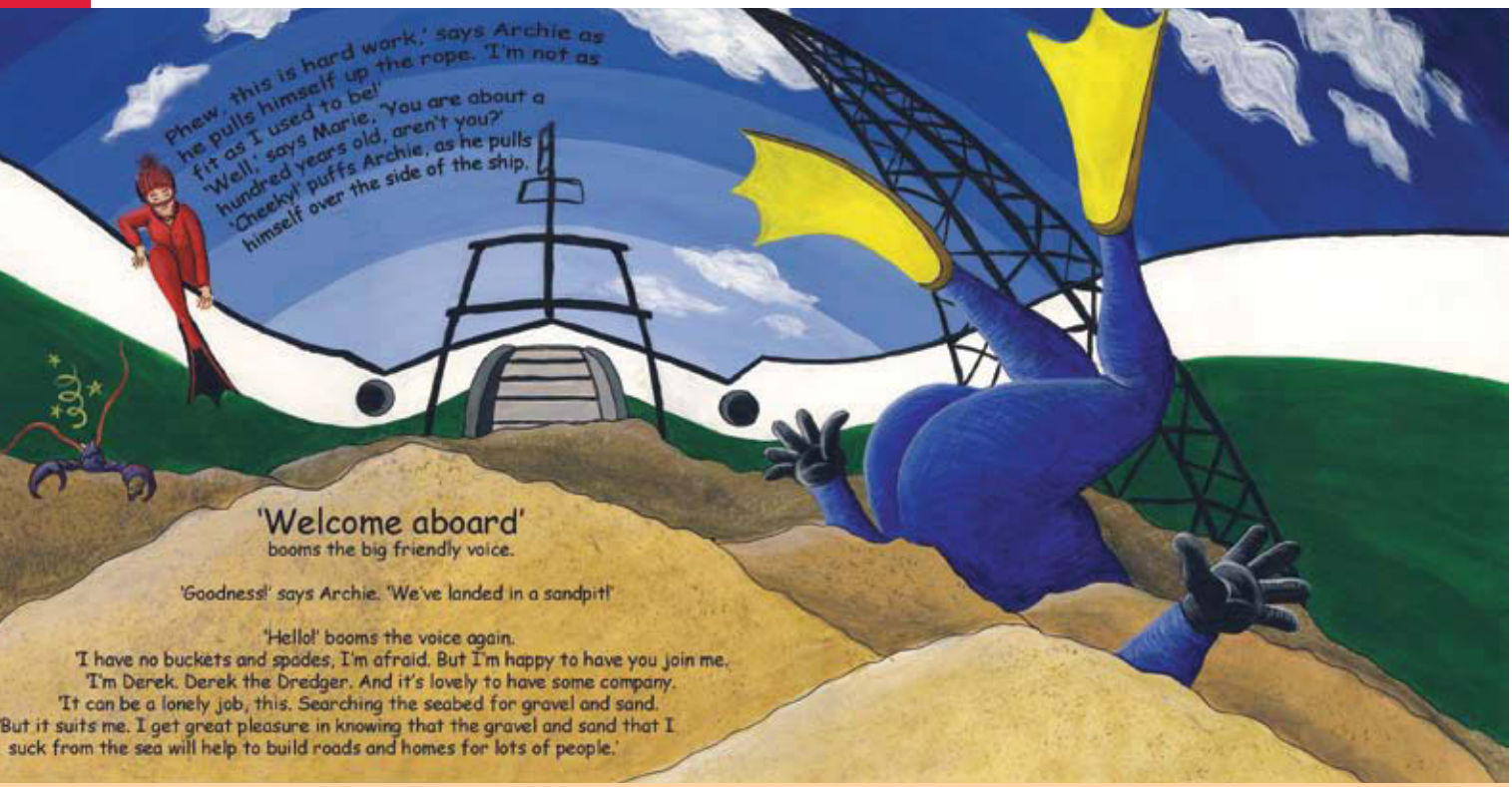
Within the area of the Solent and the Isle of Wight recent survey has demonstrated huge potential for the survival of entire submerged landscapes dating back to late glacial times. Within this area marine aggregates are extracted by dredging. The Hampshire and Wight Trust for Maritime Archaeology ('The Trust') has a commitment to education and lifelong learning, with a strong emphasis on learning through fun.

The participants

Taking outreach in its broadest sense, the target audience was seen as being everyone who is not an archaeologist. Those that have been targeted during the three ALSF projects include schools, families, community groups, adults with learning difficulties and existing archaeology groups. The Trust team have also attended the Dive Show and the Education Show.

The project

Individual projects started in June 2005, the first, 'Aggregates to outreach' involving the creation of teachers resource packs (which went out to more than just schools) together with a range of activities and presentations. This package was subsequently modified and delivered in three additional areas; the Humber, the Bristol/Somerset coast and the east coast area of Norfolk, Suffolk and Essex. This clearly demonstrates



A young person's guide to marine aggregates. Prof Archie O'Logy and his attractive young colleague Prof Marie Time end up on board Derek the Dredger. © Artist Rebecca Causer

the value of creating adaptable resources. 'Derek the Dredger', a story book for young children and other resources dealing with the relationship between marine archaeology and marine aggregates appeared subsequently. Together these are intended to address public concerns about marine aggregate dredging, usually expressed in terms of 'our beach has disappeared'. Schools workshops continue to be delivered but have been adapted to include adults with learning difficulties.

While considerable effort and thought has gone into developing resources, the use of ALSF grants to employ Trust staff to deliver these resources, both in school and outdoors, has been a key element in the success of the projects. Shoreline activity sessions are particularly to be welcomed.

'We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances'
Learning Outside the Classroom Manifesto. Teachernet July 2007.

Training for outreach has been addressed through workshops, aimed at educators in museums and archaeological organisations, YAC leaders and the IFA marine group. These have all been over subscribed and have served to demonstrate the power of networking and sharing experience, leaving participants energised and armed with new ideas.

Outcome and sustainability

Taken together the projects have clearly engaged with a wide range of groups, particularly children, creating and delivering resources with combination of energy and imagination. Great use has been made of maritime resources; the seashore with its flotsam and jetsam as classroom and ever-changing source of materials, the fascination with diving and dressing up. Role play allows children to be 'archaeologists for an hour', but the projects biggest asset is its front man, Professor Archie O'Logy. This inspired creation, a rotund, whiskery character, although 'born' prior to ALSF funding, now appears at most Trust events and can be contacted through the Trust website (he even has his own site on Facebook). He exemplifies the power of imagination and fun to engage children with the past and is the product of a far-sighted and flexible organisation that allows room for its staff to experiment.

Making the most of what the seashore has to offer. A Maritime Archaeology Access and Learning Workshop on the Isle of Wight in autumn 2007. © Julian Richards

The resources created by these projects also demonstrate the benefits of adaptability, capable of being easily modified for use in other similar areas. An unexpected bonus for the project was contact with groups of adults with leaning difficulties and the discovery that the resources created for schools were entirely suitable for this new audience. It is also obvious that adaptable products are far more likely to be sustainable. What is now required is the means to deliver these sustainable resources.

This case study contrasts two very different museum exhibitions.

LONDON BEFORE LONDON (3257)

Background and aggregate link

The 'London before London' gallery was created at the Museum of London in the first year of the ALSF. It showcases the extensive and spectacular collections of prehistoric artefacts from the Thames valley around London, many of which have come from aggregate extraction sites.

The participants

As first conceived the exhibition was aimed at adult Londoners, but was modified to make it more accessible to schools and families. In its final form it specifically targets secondary schools through geography and the idea of London as a settlement.

The project

This gallery has a difficult job to do; dealing with a non-urban landscape in what is effectively an urban museum. It is bold in its approach, having a traditional feel in its use of many objects, but displayed in a very non-traditional way by Conran and Partners, more usually associated with restaurants and shops. This is a permanent gallery designed to be a 'classic' that would not date rapidly. This means that there are few graphic reconstructions, a staple of modern gallery design but here considered to 'date' far too easily. Much relies on the objects, those dredged from the river displayed dramatically on the 'River Wall', a concept that may not be grasped by the average visitor. Likewise some text, abstract and poetic rather than factual, may confuse rather than inform. Overall though, the gallery is a visual feast. It is used for curator led tours and for children's educational sessions when prehistoric life is explained by storytellers in character.

The striking London before London gallery. © Museum of London

Outcomes

The gallery has four stated 'take home' messages:

- The massive changes wrought on the landscape by natural and human agencies
- The centrality of the Thames to the London before London story
- The dynamism and adaptability of human communities in the region
- The prehistoric legacy after AD 50

Does it succeed? It certainly polarises visitors' opinions: some love it, some hate it but despite its attempts to be more inclusive in its appeal it is difficult to see what younger children take away from this exhibition. Some provision for temporary displays, showcasing recent discoveries and helping to show that archaeology is a dynamic process, would have been beneficial. Beyond this, it is a pity that the opportunity was not taken to emphasise the aggregate connection; between the quarries producing the raw materials and the end product, London's built environment.

MALTON MUSEUM: HESLERTON EXHIBITION (3516)

Background and aggregate link

Yorkshire's Vale of Pickering is an area of active gravel extraction within which Dominic Powlesland of the Landscape Research Centre has carried out over 25 years of energetic and pioneering fieldwork. Within this exceptional landscape the ALSF has supported a number of extensive survey projects. The second year of ALSF funding included a large element of outreach, focussed on an exhibition hosted by the Malton Museum Foundation.

The participants

The target audience were the agricultural stakeholders of the Vale of Pickering and the scattered rural communities, potentially isolated due to a shortage of public transport.

2000 days of digging: the main display panel at the Malton Museum exhibition
© Landscape Research Centre Photo Dominic Powlesland

The project

Malton has a small, volunteer-run local museum which at the time of the ALSF project was under threat of closure and had not had its main exhibition changed since the 1980's. The exhibition, which occupied half of the museum's display space, highlighted the results of '25 years of archaeological research on the sands and gravels of Heslerton' – the title of the accompanying illustrated booklet (Powlesland 2003). The project had a huge impact on the museum which, with much 'hands on' help, was re-decorated, re-carpeted and furnished with new display cases. The exhibition, which featured in the Times and the Telegraph, was originally intended to have a life of one year, but remained in place for two, during which time visitor numbers doubled. Special evening viewings were held for teachers and landowners. The results of the project, including the booklet, were presented internationally including in America and Russia.

Outcomes

The museum exhibition and the associated booklet succeeded in raising public awareness of the archaeology of the sands and gravels in the Vale of Pickering. Together they explained the results of the ALSF survey projects to the farmers, landowners, planners and operators of the two local aggregate quarries. This project almost certainly guaranteed the future of the museum, helping to provide new and permanent schools resources including a dedicated education room. This is a sustainable outcome that has assured a home for the presentation of continuing research in the area.

'Good stuff, good stories ' . Dominic Powlesland's answer when asked what makes for successful outreach. The work that was carried out in the Vale of Pickering also demonstrates the value of carrying out a long-term project, of being 'embedded' within the community and of having a willingness to be 'hands on'.

LEARNING (CRESWELL CRAGS) (5311)

Background and aggregate link

Creswell Crags is best known for its caves with evidence of occupation by hunter gatherer groups and for its Ice Age rock art. The caves are just part of a system that honeycombs an area of magnesium limestone to the south of Doncaster, limestone that has long been quarried to provide crushed stone aggregates. Active Lafarge Aggregates and Tarmac quarries lie close to the caves and the Museum and Education Centre. ALSF funds have previously been used to create a management plan for the caves and their surrounding landscape.

The participants

The project aimed at a wide range of potential participants from local primary schools to the predominantly retired members of local History Groups. As well as archaeological specialists the multi-media nature of the project drew in specialists from other fields, theatre professionals and musicians for example.

Geophysical survey: one of the new techniques to be learnt as part of the Creswell learning programme.
© Creswell Crags

The project and outcomes

With an overall theme of 'learning' the project was firstly intended to help those who lived in the area understand how quarrying has added to the archaeological record. There was also considerable emphasis on helping members of local groups to develop their capabilities for individual study to the benefit of our overall understanding of the historic environment.

There were consequently several strands to the project; a travelling exhibition, intended for museums, libraries and meeting areas and accompanied by a booklet, a schools project and a series of capacity building workshops for local groups. The small booklet exemplifies the project's strong community links with 17 of

the 42 groups in the project area contributing a paragraph to the text.
School resources include eleven handling collections consisting of bone casts and supporting materials relating to a Neolithic burial, an education pack and a teachers guide. This material was produced in consultation with a professional osteo-archaeologist and with teachers.

An innovative approach is the production of a film to support the education package. Based around 'Betty' (the Neolithic skeleton that features in the handling collection) a narrative was created centred around her discovery in a quarry, her excavation and the subsequent investigation of her life. The production involved creative writing, led by a drama company who supplied actors and a guide script. Primary, secondary and secondary special needs schools worked on different aspects of the story (archaeology, the Neolithic and forensics). Sound effects, music and additional visuals were created.

Each summer Creswell hosts a Big Draw event which in 2007 involved the creation of five different large scale images showing the same site in different time periods. This work has been nominated for a Drawing Inspiration award.

Under the title 'A Place to Learn' the adult training workshops would undoubtedly have benefited from a longer lead in time in order to advertise and draw in greater numbers of participants. It is now clear that there is considerable interest is workshops like these. The course consisted of six linked sessions (with feedback comments appended):

1. Desk based assessment (could easily have been three individual sessions)
2. Site research – fieldwalking/geophysics/test pitting (required far more time in the field)
3. Interpreting data – collections management (not an appropriate or easily understood term)
4. Reconstruction 1 – the skeleton, facial reconstruction (engaged interest and had some interesting results)
5. Reconstruction 2 – artefacts/pottery (again engaged interest)
6. Networking and sharing ideas - (This session was attended by the report author and was a summing up of the projects results)

The reaction of the participants to the course was wholeheartedly supportive and the course seemed to have struck a chord in emphasising the human side of the past:
'Look at things the way our ancestors did – after all they were not much different to us'.
For those groups who had not already been involved on active study the course provided the tools to go and do the job and for groups, such as the one from Whitwell, who had already carried out a farm survey, the course has helped motivate them to write up the results.

A very positive outcome has been the level of group networking and the number of groups who were willing to contribute to the booklet. There is clearly a model here for extending a similar approach to different groups and communities, perhaps aiming at younger audiences (excluded students, special needs groups, young offenders) with the intention of providing training that could lead to real jobs as archaeological fieldworkers.

Hands on pottery session, one of the learning programme indoor activities. © Creswell Crags

BURIED UNDER BIDFORD (5277)

Draws on

EXTRACTING WARWICKSHIRE'S PAST: NEIGHBOURHOOD OUTREACH STRATEGY (4653)

Background and aggregate link

Warwickshire has many areas producing sand and gravel but this case study will concentrate on the area around Bidford on Avon in the south west part of the county. Sand and gravel have been extracted here since 1990 and in 2005 an application was made to extend the Marsh Farm quarry. This met with fierce local opposition.

The participants

The target audience was individuals, local groups, schools and stakeholders in the south of Warwickshire, specifically those living in the parishes of Bidford on Avon and Salford Priors. The audience was engaged through a series of meetings and through concentrated publicity.

The project

Extracting Warwickshire's Past was a firm foundation on which to build the Bidford project. It provided not only the experience of carrying out fieldwalking and other activities with local groups, but also produced useful resources such as the local studies 'toolkit', initially downloadable but then printed thanks to funding by Tarmac. This straightforward and extremely useful guide is invaluable to anyone proposing to carry out local historical studies. Testament to its value is shown by it being used for teaching at Birmingham University and Birkbeck College.

Buried under Bidford was an outreach programme, based on the county's HER (Historic Environment Record), that concentrated on the effects of past and future aggregate extraction. While again including activities such as fieldwalking, metal detecting and documentary research (using the local studies toolkit), this project allowed innovative methods of engaging the audience to be tested. This encouragement of public debate, not previously attempted by either the HER the County Mineral Planners, carried a real risk as in Bidford the attitude of the community towards both the aggregate industry and mineral planners was decidedly hostile. Protest was vocal and public meetings had previously been volatile. In these circumstances the ALSF project was a brave move.

Engagement initially focussed on an active local society with over 150 members, although others, from A level students to those with general interest, joined in as the project progressed. The documentary research sessions were attended by a wide age range of participants, with a core of 12 attending each session. Fieldwalking and finds processing were both very well attended (40 to 50 at each) and it was obvious that the finds processing was more successful (in terms of attendance) when carried out within the community where the finds had been made.

Outcomes

Working with the project participants, a traditional four panel exhibition has been created. highlighting the results of the various surveys that have been undertaken. Following on from the success of 'the Romans are coming' (Romans on the Don - 4680), a 'Buried under Bidford' comic was produced. Aimed at 7 – 11 year olds, Key Stage 2, it is based on the Romano-British archaeology of the Bidford area. Although its

title suggests a very specific geographical focus it obviously works well with a wider audience as the 4000 copies that were printed have gone out to schools throughout Warwickshire. Despite design concerns about it being too 'text heavy', it has proved very popular with the children who are the intended audience and specifically those with learning difficulties.

The final element of the debate theme that has run through these projects was to have been a public meeting that, if successful, would be adopted as a model throughout the county. Scheduled for autumn 2007 it had to be postponed due to planning matters and will take place around the time that this report is published.

Sustainability

Carefully thought out and strongly branded from the outset the two projects have enjoyed a high profile in the local media with over 120 press mentions over the two years that they have run. They have been very successful in engaging a community directly affected by aggregate quarrying. Relationships with the community have begun to flourish and could be developed much further with a longer project. The resources that have been created, while designed specifically for aggregate areas, also have the advantage of being adaptable for future use in other, non-aggregate areas. But sustainability is not just about tangible products. It is about changing attitudes and this is what sets Buried under Bidford apart; the willingness to nurture a significant debate. Put simply, the questions of why do we need aggregates and how do we balance this need against the environmental costs of extracting them? At all levels of the community these are questions that need to be frankly addressed not just in Bidford, or in Warwickshire, but wherever aggregate extraction takes place.

Strong branding and clear messages: vital ingredients for a successful project © Warwickshire County Council

UNLOCKING THE PAST: ARCHAEOLOGY FROM AGGREGATES IN WORCESTERSHIRE – OUTREACH (4747)

Draws on

WORCESTERSHIRE AGGREGATE RESOURCE ASSESSMENT (3966) AND UNLOCKING THE PAST: ARCHAEOLOGY FROM AGGREGATES IN WORCESTERSHIRE – HER (4776)

Background and aggregate link

Worcestershire has a long tradition of gravel working, with extraction concentrated on the sands and gravels of the Rivers Severn, Stour and Teme. Excavations within aggregate areas have played a major role in developing an understanding of the archaeology and history of the county.

The participants

The project aimed to engage traditional heritage audiences; schools, other educational organisations and community groups, but also new, non-traditional audiences such as the blind and learning impaired whose interests are often under-represented in initiatives of this type.

The project

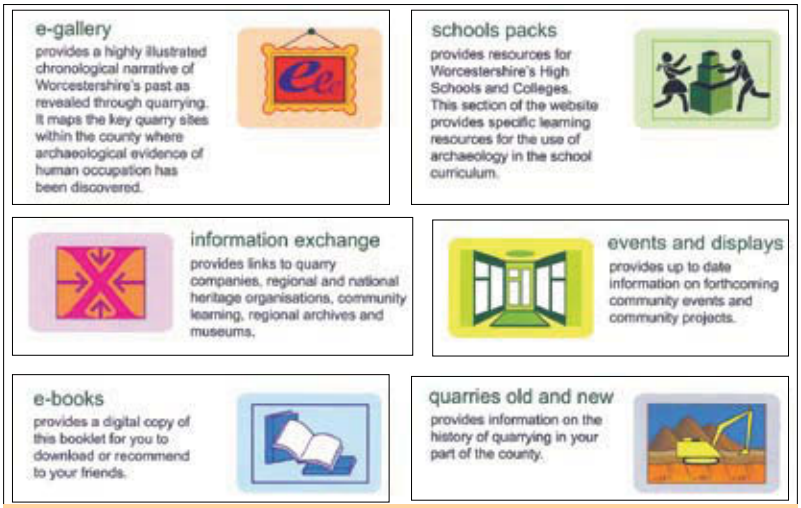
The project was designed to 'unlock' the outreach potential of archaeological projects, local group and museum collections and other finds from areas of the county affected by aggregate extraction. The project was clearly very carefully designed and, while being essentially a team effort, benefited from the leadership of a trained teacher. Identified audiences were specifically targeted and the project was well advertised through leaflets, press releases and via the web site, one of the keys to the project's success. Even so it was suggested that more money should have been put into advertising, with AA signs for events and leafleting villages for local road-shows. Likewise with schools, where it was felt that posted information should have been followed up with a visit to explain the project.

Life in the Neolithic - the New Stone Age: an image that is lively, informative and adaptable.
© Steve Rigby

Outcomes

Resources include travelling exhibitions which visited historical and archaeological groups at a wide variety of venues in every corner of the county. The displays, centred around a series of powerful, high-quality digitally produced reconstructions, could be modified to incorporate local finds. Used as static displays in museums, at events they were used in a more interactive way, with a finds team available to identify objects brought in. The process of creating the reconstruction images was also demonstrated, showing how such 'artistic' images are firmly based on real landforms and archaeological

evidence. Events, such as those held at Top Barn Farm, a special needs horticultural unit, involved informative but fun activities such as flint knapping and, on a Roman day, archery, cookery and a taste of life in the Roman army. Beyond such traditional events and involvement with the first Community Archaeology Conference in June 2006, project leaders attended the Education Show and were part of the English Heritage ALSF presence at the National Quarry Products Show at Hillhead. Here the benefits of supporting education were explained to quarry companies.



www.worcestershire.gov.uk/unlockingthepast A wonderfully clear entry into an well presented, useful and still evolving website.

Schools and training

Great effort was put into creating downloadable school resources that were fundamentally linked to the National Curriculum, not necessarily in History. For example Key Stage 3 (Year 8) Geography is addressed by 'The geography of river settlements', highly relevant when examining the archaeology of valley based aggregate areas. Visits have been made to schools to demonstrate how these resources can best be used and training has been provided for special needs and excluded groups. There is an established link with the blind college in Worcester.

Networking and sustainability

One of the major successes of this project has been the creation of a range of adaptable resources for sharing across boundaries. This has led to the development, with support from EH ALSF advisers, of a regional 'hub' through which council archaeologists in Warwickshire, Worcestershire, Hereford and Gloucestershire can pool resources. Good examples of shared resources are Steve Rigby's digital reconstructions, which, containing generic figures and activities, can be adapted for specific locations. The creation of adaptable, multi-purpose outreach resources and their sharing, on a sub-regional, regional or national basis, is vital in order to maximise their impact on potential audiences. Here, Worcestershire has shown the way.

Sustainable elements of the project (unless there are curriculum changes) include the teaching resources which, now established, can be updated and 'refreshed' with minimal effort. The website is sustainable if there is input and could have a potential lifespan of five years, after which its design may well look dated.

What is clear with this project is the huge difference that the ALSF made to the Worcestershire Archaeology Service. Having adequate resources to deliver considered outreach re-enthused all those involved, creating a 'buzz' from seeing something work and thinking how it could be adapted and improved. The power of the ALSF to motivate those engaged in delivering outreach should not be underestimated or undervalued.

SUFFOLK'S AGGREGATE LANDSCAPES OUTREACH (UNLOCKING THE POTENTIAL) (4838)

Background and aggregate link

Suffolk has a long history of gravel and sand extraction and a tradition of experimental archaeological reconstruction. The project leader, Duncan Allan is an experienced teacher who had previously been Suffolk's 'Garbology Officer', leading an educational project that used archaeological methods to study modern rubbish.

The participants

Students in education – Key Stage 2 & Key Stage 3, community groups targeting the same age, together with teachers, tutors and outreach officers also working with this age range.

The project

This project was specific in its intention to push the boundaries and test the possibilities of carrying out real experimental archaeology involving practical work with young people. It was designed to encourage teachers and outreach workers to undertake more adventurous work with their students and challenge the current perception that anything that puts students at risk should be avoided through fear of legal action.
Although the overall project included classroom based work introducing Key Stage 2 children to the aggregates industry and archaeology through practical activities, this case study will concentrate on the work of the experimental archaeology camps. Here the activities are based on archaeological evidence recorded in advance of quarrying.

The work pursued within the experimental archaeology camps surpassed all expectations both in the success of its delivery and in the student's reaction to it. The variable weather was planned for and helped test all participants in terms of developing 'soft skills' such as determination, perseverance and co-operation. These were needed when part of the 'experience' involved building and then sleeping in basic shelters in woodland in early autumn.

Pushing the boundaries - the hive of activity at one of the experimental archaeology camps. © Julian Richards

Outcomes

'Hard' outcomes include:

- A training package for teachers and outreach workers in the form of DVD's and printed materials that can be used as part of their curriculum development work. The package uses film footage of the camps including interesting feedback from students addressing issues of learning, trust and how students can feel patronized by well-meaning adults.
- Two roundhouses which will be used as educational resources for The Suffolk Wildlife Trust and Mid Suffolk District Council's Ranger Service.
- A Roman kiln that can be re-fired with local school or community groups.
- An in-filled reproduction Roman kiln suitable

as an excavation project in the future.

- A series of training films with supporting materials for use within the education and outreach sector.

'Soft' outcomes include:

- Staff from various action groups (survival, woodcraft), trained in working with young people on heritage activities.
- Teaching staff and assistants from both primary and secondary schools with an increased understanding of their local heritage and how to access and deliver it to their students.
- Raised awareness of heritage within participating groups, evident from the feedback.
- An interesting case study for teachers and outreach workers considering the health and safety issues associated with potentially hazardous situations.
- The opportunity for participants to work with a range of adults and peers to aid the development of communication, reliability, perseverance, responsibility and trust.
- The opportunity for students to experience different ways of learning, environments and expectations.

Unexpected bonuses delivered by the project include the development of links with agencies such as Mid Suffolk Coastal Outreach Officers, SCC Countryside Department and suppliers of specialist materials. These links have already led to a growing understanding of how heritage and the environment are linked and how these links can be incorporated into outreach activities.

Sustainability

The opportunity exists to offer further support to teaching staff in using the teaching materials that have been developed during the last year.

The long term aim is to establish a permanent site within a quarry landscape, providing a centre for educational visits and a focus for more ambitious programmes of experimental archaeological projects. Such a centre could support school visits throughout the term with holiday programmes established for community groups and holiday clubs.

An inspiring project.

'Archaeology is a fantastic resource for developing an understanding of heritage and the historic landscape. If we are to do it well then the people employed to deliver it need the skills and expertise to be able to maximize the opportunities that are there. Let's see archaeology as an opportunity for learning about life, as a tool to enable learning rather than just a way of learning history.'

Duncan Allan, project leader, Suffolk County Council

Managing risk and learning about life. Teaching young people to use potentially dangerous tools in a safe and responsible way. © Julian Richards

3 OVERVIEW (INCLUDING CONSULTATION RESULTS, BENEFITS, LESSONS & REFLECTIONS)

The outreach projects that are the subject of the case studies are just a small but hopefully representative selection of the far larger number carried out over the past six years. This overview does, however, take into account information gained from an inevitably more superficial study of some of the remaining projects.

THE AGGREGATE INDUSTRY

It is perhaps appropriate to start this overview with a summary of the views of the industry. From the admittedly limited consultation that was carried out with representatives of the aggregate industry, it appears that there is broad sympathy for heritage issues. This is tempered with the realisation that the discovery of archaeology during pre-extraction assessment or extraction is likely to be costly. The Aggregate Levy is hardly surprisingly universally unpopular but the ALSF is seen as one (possibly the only) good thing that has come out of it.

It is clear that the aggregate industry is happy to see the ALSF support strategic archaeological surveys that will help with long term mineral planning. But there are some concerns that the ALSF lacks profile and that the resources that the industry provides for archaeology are not adequately acknowledged. It is considered that not enough is done to help people to make the connection between their needs (for buildings materials etc) and quarrying. In short the aggregate industry would like to be shown in a better light.

ALSF funding is considered highly appropriate for outreach projects but it is felt that spending needs to be concentrated on local communities who are affected by aggregate extraction. Clearly the best public relations value is seen as coming from projects that link local communities with their heritage. This may be seen as an ALSF funded extension of the local charitable work that many quarry companies still individually carry out.

It is considered that funds should be distributed more widely to explain to a greater audience the results of PPG 16 funded archaeology. This may also help clarify to the industry itself what it is that they have been asked to fund. A booklet summarizing the results of work in a particular river valley may be of far more use to the industry than a series of technical archaeological reports.

There were some contradictions over the subject of outreach to industry. Some felt that the industry did not need to be specifically targeted, but could use resources intended for wider audiences, while others felt that specific efforts should be make to teach quarry personnel to recognize archaeological remains.

There is an understandable nervousness about the concept of outreach projects taking place in working quarries but it has been done and can be highly beneficial to both archaeology and industry. There is the potential for quarries, as one industry interviewee put it, to become 'extended classrooms'. At company level there was interest in building partnerships to create sustainable resources such as reconstructed ancient buildings. Such resources could help to unlock potential in regional tourism. Such activities as these would require lengthy consultation and development but would offer clear evidence of genuine mutually beneficial partnership.

It is clear that the aggregate industry quite justifiably expects the highest possible standards from archaeology, not only in fieldwork, analysis and publication, but also in all aspects of outreach.

OUTREACH PROJECTS

What is evident from studying the projects and their outputs and by talking to those who have both devised and taken part in them is the tremendous enthusiasm that they continue to engender and the energy that has gone into their conception and realisation. The process by which projects are initiated and commissioned is admirably informal in its initial stages. There is no application form. Instead applicants are invited to submit ideas which are then discussed with the regional ALSF adviser to determine whether the appropriate criteria have been met. There are few restrictions concerning the nature of the proposed project beyond that it must, as the ALSF is fundamentally linked to the Aggregate Levy, concern itself with the past, present and future effects of aggregate extraction. An element of outreach is considered to be essential wherever possible. The question of whether the project is deliverable within the timescale of the grant (see below) is also considered. If the proposed project is considered to be viable then a project outline is written which, if approved, becomes a fully-costed and timetabled project design. The production of this design is grant aided in recognition of the time taken to produce such a document. This system appears to work well, weeding out projects that are over-ambitious or potentially undeliverable at an early stage in the process. Surprisingly, its informal approach appears to frighten some applicants who are more used to the approach adopted by grant giving bodies such as the HLF where long and complex forms are the norm.

Although the ALSF has been in existence for six years, it still has a remarkably low profile. Some correspondents indicated that they were unaware of the fund in the early years of its life and the combination of a lengthy verbal title and the absence of a visual identity mean that the fund has not benefited from as much exposure and positive publicity as it potentially could have. A tendency was noted, especially in areas where there is a strong aggregate company identity (the 'local quarry") to assume that funding has been provided by an individual company rather than from a national fund.

The fundamental link between the Aggregate Levy and any proposed project inevitably results in certain geographical biases. Projects that are concerned with current extraction are largely located in rural areas and may consequently restrict the outreach audience, or at least make it more difficult to reach. Historic quarrying on the other hand was often at a much smaller scale and in locations that while originally rural may now have become at least sub-urban. This rural/urban bias can also be redressed where towns and cities

lie at the heart of aggregate producing areas. Good examples of this are London and Doncaster, both the subject of case studies. The inclusion of the recent category of vulnerable monuments, although intended to meet Defra priorities for rural regeneration, can have the effect of introducing a more urban element into ALSF projects. The only criterion for including buildings is that they must lie within 5km of an active quarry and must be Nationally Important (a Scheduled Ancient Monument or listed Grade I or 2*). This will clearly include some buildings that lie within the centres of small rural towns.

The majority of the recipients of ALSF funds considered that the aggregate connection did not impose any restrictions on the type of project that they were able to carry out. Within most areas of the country, aggregate producing areas contain a rich source of primary, and often untapped data. This combination offers great opportunities to develop outreach strategies, not all of which have been grasped. The precise nature of the aggregate connection and just how much it is stressed, does vary considerably within project outputs across the country. Once again, this may be due to a lack of identity for the ALSF but may also be connected to the nature of the relationship with local quarries and quarry personnel. Genuinely close and supportive relationships may result in more co-operative ventures and be reflected in publications and other publicity material.

A fundamental problem arises with the administration of the fund and the timing of the awards. As will be stressed below (Appendix 1 - Guidance to outreach) successful projects require careful planning. This must include the establishment of working relationships with potential audiences. Contacts need to be made and partnerships forged, all of which take time. Unfortunately time is often in short supply when, as has been the case with the ALSF, the funding has been available on an annual basis (as was the one year extension to the second round of funding) and tied to the financial year running from April to the following March. The result of this is that even when applications are submitted in April the grants may not be approved until May at the earliest, and in some cases much later.

This funding window has major detrimental effects on the ability of the ALSF to deliver as wide a range of projects to as wide a potential audience as should be possible given the scale of the grants. This unfortunate timing of awards was the only major problem that was consistently raised by those interviewed and was the subject of very strong criticism, particularly by those involved in school activities. For any project where students are to be taken off timetable for any length of time, schools, particularly secondary schools, require advance notice of up to a year and are naturally unwilling to timetable grant dependant activities that may not actually happen. Having funds available no earlier than the beginning of the summer term allows far too little

The south and east sides of the 13th century Guildhall in Priory Park, Chichester at the first stage of repairs funded by the ALSF © Chichester Museum

lead in time to prepare and deliver activities, especially those that involve trips outside campus. Although this problem is particularly acute in relation to schools, many other activities and events would benefit from a longer lead in time.

What has become obvious from the consultation carried out for this study is that the timing window has prevented some potentially viable projects from moving beyond the conceptual stage. This is particularly true of projects that seek to engage new audiences, where the time required to establish initial contacts can be substantial. In consequence there has been a tendency to carry out projects in areas where contacts have already been established or to re-run proven projects that can be 'slotted in' to existing schemes of work. This in itself, building on previous successes, may deliver valuable outcomes, but the overall effect may be to stifle innovative and challenging projects and make no attempt to reach out to isolated or 'problem' communities. If projects are to reach new audiences and are to have genuinely sustainable outcomes, then there needs to be a longer funding programme.

While this study examined ALSF outreach projects that were carried out over a period of six years, it was inevitable that there would be a certain bias towards recent or current projects, where organisers and participants could be questioned and where events could be visited. Consequently, many of the projects that were studied were being carried out with hindsight, incorporating the experience gained by both

A framework on which to build for the future? Unlocking the potential in a reconstructed Iron Age house in Suffolk'

commissioners and organisers of earlier projects. Lessons have been learnt and the high success rate of projects is testimony to the benefits of the careful selection process. This is not to say that there are not lessons still to be learnt.

Over the last six years the impact of the ALSF on the quantity and nature of outreach work in England has been huge. What the available grants have done is to provide realistic levels of funding, allowing projects to be carried out to high professional standards and with appropriate resources. Despite the major constraints imposed by the timetable, the freedom to experiment and innovate has produced many new ideas. Potentially this can move products beyond the coupling of the 'popular book' and the website that for many years tended to be the standard and often unimaginative means of delivery: although at times they still are. Publications are still produced that appear to be based on insufficient background information to sustain an engaging story. Regrettably some show evidence of a lack of refereeing, not academic, but by the non-specialists or children who are supposedly the audience. With websites, the financial and administrative requirements to create and maintain a successful and appealing site are routinely under-estimated. This may suggest that this method of outreach is still sometimes seen as a token gesture towards new (or at least newish) media. But while the products themselves have, on the whole, improved immeasurably, what has not, at times, is their delivery.

A striking 'retro' poster advertising an RAF Hornchurch Project open day. It could almost be WWII except for the phone number and email address. © London Borough of Havering

A number of project leaders were willing to admit that, in their enthusiasm to organise events, they had neglected to allow sufficient time or resources for publicity, with obvious consequences for attendance. This is something that can easily be remedied. A perhaps more fundamental problem arises with the actual delivery to the public of talks and events. The best planned and resourced project, with the best products, can fall short of its intended outcomes if the delivery is unsatisfactory. How to monitor the effectiveness of delivery is also a problem as, unlike publications which can be reviewed, much outreach delivery is essentially ephemeral. Relying on self-assessment may not produce the most reliable evaluation of the success or failure of a project.

It is clear that the resources available to date have re-energised many who for years have been delivering outreach on non-existent or extremely limited budgets. A genuine sense of community has been spawned amongst those involved in outreach where ideas and enthusiasms can be shared in an atmosphere of mutual support. Outreach has gone from being a sometimes reluctantly accepted 'add on', to being a fundamental part of an increasingly wide range of projects. And it is not only the recipients of the outreach who have benefited; those who deliver have been forced to re-evaluate their concepts of the past in order to present them with greater clarity. They have been forced to confront the basic question - 'why is the past important?'

It is fair to say that over the past six years the ALSF has fundamentally changed the nature and extent of outreach work in England.

4 RECOMMENDATIONS

1. The creation of a recognisable identity for the ALSF including a logo and ideally a less ponderous name. The launch of the results of the dissemination project should be taken as the opportunity to re-launch a newly branded and identifiable ALSF.

2. The introduction of a more flexible funding regime that will allow projects to be carried out over longer periods (ideally three years). One year funding rounds severely restrict creativity and reduce the potential for innovation.

3. The establishment of closer working relations between the aggregate industry and archaeology. This should involve mutual education, not simply the assumption that outreach from archaeology to the aggregate industry is what is required. More contact should be made with quarry company public relations departments and an archaeological presence at major events such as the Quarry Products Show should be maintained.

4. The construction of networks through which existing or planned outreach resources can be shared. A regional or even national approach should aim to create shared resources that could be adapted for use on a local or regional basis. The regional hub being developed in the West Midlands could form the blueprint. All outreach resources should be placed on the Archaeological Data Services (ADS) website from where they can be shared.

5. The establishment of sustainable heritage/environmental centres that could act as foci for a range of projects and activities. Centres should ideally have a strong physical connection with former aggregate workings and the potential for the creation of structures for both experimental and community benefit. Key considerations should be long-term sustainability and the potential for levering in additional resources. Such a centre (Maelmin) has been successfully established in Northumberland.

6. The adoption of a more holistic approach that links historic and natural environments. ALSF outreach also needs to establish better links with other community projects which heritage organisations are running outside the aggregate remit.

More specifically, and with an understanding that the successful implementation of some of these recommendations depends on the changes in funding outlined in 2. (above):

7. While not ignoring traditional (and easy to reach) audiences, outreach should be extended to include a far greater range of communities. The selection of target audiences should be carried out with a combination of care and imagination. Wherever possible, attempts should be made to create local networks by bringing together disparate groups to share the experience of archaeology.

8. The initiation of more urban projects in which emphasis should be placed on the connection between the built environment and the quarries that produce aggregates. Such projects, which should also focus on the fundamental human need for shelter/housing will help create urban/rural links and work towards Government initiatives for increases in outdoor activity.

9. The creation of links between outreach projects that involve training in field techniques and archaeological survey projects. Doing archaeology is very different from seeing archaeology. If appropriate groups are targeted (for example the long term unemployed, school refusers or young offenders) there is a real opportunity for participants to develop a range of professional and personal skills. With more than one year of funding this has the potential for genuine sustainability.

10. There should be more willingness to experiment, to 'push the boundaries', particularly in the context of children's activities. Within the bounds of Health and Safety there should be an acceptance that genuine experiments, which have the greatest potential to enthuse and motivate, also have the potential to fail.

And finally:

12. Training opportunities in outreach delivery should be made widely available. The importance of this cannot be over-estimated. While successful outreach can enthuse and motivate, leading to an enhanced appreciation of the historic environment, the opposite can be true for material that is badly presented.

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APPENDICES

A1: OUTREACH – A GUIDE

Definition and aims

The following section of the report is a personal guide, compiled with the help of many individuals, as to what potentially does and doesn't work in outreach.

The ideas in this section are intended to stimulate and enthuse, helping us all to become better story tellers, reaching out to the unconverted and convincing them to explore their own past. They will be presented in a very straightforward way that may, at times, appear to state the blindingly obvious. In defence, the obvious sometimes needs to be stated.

Perhaps the best way to approach the subject of 'how to do outreach' is to look at it from the point of view of a marketing exercise. This involves asking four basic questions at the planning stage of any outreach project:

- If the past is the product – what does it have to offer?
- What is our market? Who are we offering our product to?
- What means are we going to use to deliver our product?

And finally

- Who is going to deliver it?

The past as product - what does it have to offer?

Many of us have a great fascination with the past, making connections through our own personal histories, combined with the enjoyment of experiencing ancient buildings and objects. These can evoke a sense of place and of ancestry, the knowledge that we are part of a continuum. Lessons can be learnt from the past that help us to understand the present and plan for the future. Even those who have no apparent interest can gain something from being told that the place where they live has 'roots', helping to forge connections and create a sense of community, even in the grimmest of surroundings. In terms of product we, as archaeologists and historians, can provide the evidence; the objects, buildings and documents that create these links with the past.

As far as marketability is concerned, then archaeology scores over history. Archaeology provides the thrill of discovery; the idea that exploring the past is a 'detective story' where secrets are uncovered. There is something very special about contact with the past, touching an object that someone made, treasured and lost or threw away hundreds or even thousands of years ago. There is also the sheer physicality of the processes; the 'doing it'. To children archaeology provides the 'wow factor'; the magic combination of getting dirty and finding things.

So we have a great product, but it cannot be assumed that everyone will be interested in what is on offer. Just because we are fascinated by something does not necessarily mean that it will fascinate others. It is consequently very important to:

Select carefully and thoughtfully – There is a natural tendency to choose something familiar; partly for ease of explanation but perhaps because we want others to share our personal enthusiasms. But beware - this may cloud judgment; take a long hard look at what it is you are proposing to offer. Will it interest a non-specialist audience of adults or children? Is the subject capable of being explained in simple, non-technical terms? Is the site actually interesting and if so, who to? Here, an awareness of local pride is important. A small and apparently insignificant Roman farmstead may take on far greater significance if it is not only the sole example for miles around but can be identified as the 'local' site to a modern community.
Remember, there is nothing wrong in deciding that a project, site or find provides no realistic opportunities for outreach.

Look for stories, modern parallels - Check what your potential audience might be interested in. Do they have specific interests (transport, cookery, fishing?) that could be picked up and linked to the past? Can a site or an object tell a story, symbolize a wider event? The story of the Roman invasion of Britain can lie in a single Iron Age slingstone or a Roman crossbow bolt.

Don't bury what is really special – In the desire to tell the whole story, for example the history of an area from the most ancient times to the present, there is the danger of drowning what is really special in a sea of mediocrity. Don't ignore those periods where little appears to be happening, just deal with them briefly and highlight those where the knowledge base is strong. Play to strengths not weaknesses.

Don't 'over egg the cake' – There is a natural desire (especially where the media is concerned) for everything to be 'the oldest', 'the biggest' or the richest' (or all of them together). But not everything can be, so avoid the temptation; be positive but realistic.

Take every opportunity that archaeology offers – Use its unique selling points; physical contact with the past, discovery, getting dirty. Excavation sites may be difficult to access and have considerable health and safety issues, but wherever possible use the immediacy of the hands-on experience to engage the audience. There can be no better foundation on which to build an appreciation of the past. Think about what can be discovered before, during and after fieldwork.

Start thinking early – Consider outreach, both product and audience, as early as possible in the life of a project even if there does not initially appear to be any specific outreach potential. Gather resources, make contacts.

Who are we offering our product to?

The potential audience consists of 'the public', everyone who is not within the 'inner circle' of heritage professionals. There is a natural tendency to target groups that are easy to reach through existing lines of communication or who are known to be sympathetic to the past. However, the difficulties of establishing contact should not mean ignoring groups such as:

The disadvantaged - Those who are excluded from involvement with the past, as they may be from social interaction and life enhancing experiences in general, through factors such as disability or through social or economic circumstances. They may include the blind, the deaf, the physically or mentally disabled, minority ethnic and isolated rural communities, travellers and young offenders. These groups and individuals, the ones whom we are required to target for diversity, are far harder to engage with as they are less likely to have a tradition of working with heritage bodies. But this lack of prior engagement should only encourage positive outreach.

At the other end of the spectrum are:

The easy to reach - Local History Societies or museum groups, Young Archaeologists Clubs, English Heritage and National Trust members; in other words, the converted. This does not mean that these groups should be ignored in the search for new audiences. Their membership is predominantly white, middle class and (with the exception of Young Archaeologists Clubs) middle aged, but their members may have local knowledge, experience and contacts that can be utilized to teach and inspire those who come fresh to the subject. The opportunities here for capacity building are enormous.

Schools - are also seen (perhaps falsely) as being easy to reach. In reality successful engagement requires a good deal of liaison and consultation in order to find out precisely what a school requires. Some may require additional and quite specific resources relating to particular topics within the curriculum, while others may want 'enrichment', something broader, different and stimulating that has relevance across the entire curriculum or is just simply fun. Determining what is needed requires direct contact with the school, ideally with the specific subject teacher or head of department. Making contact with busy teachers can be difficult. Unsolicited e-mails are likely to remain unanswered whereas letters, a more personal but less common form of communication, may well get through. The possibility of introducing archaeology through other subjects should also be considered, as beyond having a direct relevance to subjects such as History, Geography, Design and Technology or Art and Design, it can also provide a rich resource for education in its broadest sense. Archaeology is practical, exciting and can engage students of all abilities, provoking thought and discussion, providing opportunities for students to work together, co-operate, persevere and reach compromises. There is clearly a place for archaeology within the new GCSE History syllabus which includes a compulsory local history investigation and optional archaeology and heritage studies.

Special schools and students excluded from mainstream education present greater challenges but should not be ignored. The potential for introducing trainee teachers to the cross-curricular potential of archaeology should also be explored.

All this takes time and effort. Successful school sessions should involve prior discussion and preparation and be followed by evaluation, all of which, while taking time and effort on the part of both teachers and outreach workers, should ultimately help to form mutually beneficial partnerships. These should be based on the understanding that, while heritage professionals may have the subject knowledge and access to resources, teachers have the education experience and more importantly know the pupils.

There are also:

The less obvious groups - Scouts, Cubs, Brownies, Guides, youth groups, Women's Institutes, Village societies, University of the Third Age and church congregations. Here it is a question of constructive thinking and an awareness of local communities. Anglers may use a water filled gravel pit, a local hospital may have groups for recovering patients, adults with learning difficulties may use a local community centre. These groups may be less obvious but once identified they may be easier to reach if they have a structure and regular meetings at specific venues.

Finally, there is:

The aggregate industry – all those who work in the production of aggregates, from the Quarry Association and quarry owners to managers and those who work at the quarry face. These people have the most direct connection with the processes that uncover the past and are a vitally important part of the audience for outreach. Just as we have a responsibility to explain the aggregate industry to the public we must explain to the industry itself why we should be concerned about the past. We should also make more effort to

understand the aggregate industry itself. Up to now very little of this process of mutual enlightenment has been addressed as vigorously as it could be.

As noted above, the heritage profession cannot assume that everyone will be interested in what is on offer. But what we can do is offer access to the past on the understanding that each individual community or indeed individual will have their own requirements and will present their own distinctive challenge.

What means are we going to use to deliver our product?

Just as the potential audience is hugely varied, so too are the ways in which the past can be presented. The majority of the audience is capable of assimilating information in visual form (words and images), through the spoken word or through sensory experience such as touch and smell. But it is vital to understand the audience that you are trying to reach; their needs and abilities, and adapt your presentation accordingly. Take time to talk to those who have had experiences beyond your own, and learn from them. Talking to a group of blind students for the first time can be a daunting experience, stripped of the opportunity to use visual aids and in a room full of snoring guide dogs. But it just requires thought and adaptation to be successful.

So what can we use?

The written word - Archaeologists traditionally convey information by means of the written word, often using complex language and obscure jargon. Academic publications tend to be heavy on fact, light on narrative and illustrated with technical plans and diagrams alongside photographs that show soil, walls and a photographic scale. Such publications are, even within the archaeological world, now regarded as dated and are read with duty rather than enthusiasm. They are certainly not the way to convey information beyond the profession.

Some of the most common 'hard outcomes' of outreach projects are printed materials; leaflets, 'popular' books, information panels and posters, recently augmented by comics and a graphic novel. All involve text and in writing accessible 'popular' text there are several simple rules.

- Establish what you want to convey – Is it the story of a site or a region through time? Is it the story of an industry or a discovery? Stories are not just for children, they are a way of engaging audiences both young and old.
- Be aware of your audience – Don't just consider what you want to tell, find out what might interest your potential audience.
- Plan the product– Look at other examples for format (remember this will effect the size and shape of illustrations that you will be able to use). Work out word counts per column/page and calculate how many words you have available. There is no point in writing 1,000 words if you only have room for 200.
- Less is more - Be economical with words. Cut out unnecessary detail and consider where simple graphics can replace complex written explanations.
- Avoid jargon, unexplained terms or procedural language (the language of Government) – you are not writing for other archaeologists.
- Write friendly – Remember, you are the person with the understanding, who has experienced the excitement of discovery. It is up to you to convey this. Imagine that you are talking directly to the reader. Enthuse them!
- Write afresh – Don't think that you can take the text from an archaeological report and edit it a bit to make it 'popular'. It doesn't work.
- Get your text read – Not just for spelling and grammar, but also to see if it hits the mark. So find someone who doesn't know about the past and get them to read it. Find out what they can and can't

understand and, importantly, if they find it interesting. Get children to read and comment on publications for children. Find out if they find the jokes funny or 'lame'.

And remember, writing for a non-specialist audience, whether children or adults, is not easy. It is far simpler to describe the structural sequence of Stonehenge in 2,000 words for academics, than in 200 words for eight year olds. But writing for the eight year olds does not involve 'dumbing down', merely simplifying the message.

Images

Maps, plans and diagrams – Again don't think that these can be lifted from academic reports and used in a more accessible publication. Heritage professionals are used to 'reading' information that is shown in specific and stylised formats; for example hachure plans, section drawings or pottery illustrations. But for those unfamiliar with these conventions the results may be exclusive and incomprehensible. So be prepared to reconfigure plans in ways that can be more easily understood.

Photographs - Three aspects of photography need to be considered:

Subject - On the whole archaeologists are trained to take photographs of patches of soil or wall foundations, photographs that conventionally include a scale (the stripey pole) and which while useful as a record are, on the whole, extremely dull. Under no circumstances should shots like these be considered for popular publication. The problem is often the absence of anything to replace them with although there is an increasing awareness that people, and more specifically people doing things on site, are useful subjects to photograph. Wherever possible avoid posed photographs, think about simple rules of composition, avoid cluttered backgrounds that detract from the subject and take both portrait and landscape versions of the same shot to give design alternatives. Think about varying scale; taking photographs of everything from wider landscape setting to intimate and potentially abstract close up details.

Technical – Don't forget that good quality transparencies, if properly scanned, can be used for publication. There are often more problems with digital images, particularly with first generation digital cameras which tended to be fairly low resolution. With current cameras pictures need to be taken at the highest possible camera resolution. Don't be fooled by the quality of an image on a desk top printer, it will be nothing like as good as this when printed. If all that is available is a low resolution image and the choice is between having a very small picture and not using it then don't use it.

Use - This is because small images often don't work, especially if they are supposed to show detailed activities. It is far better to use fewer but larger images. Take a good hard look at any image that you are proposing to use together with its proposed caption. Would the subject be recognisable to the reader, or indeed to another archaeologist, without the caption? Subjects to avoid include earthwork sites photographed at ground level and excavation sites showing 'features' before excavation, almost always invisible to the non-specialist reader.

Aerial photographs have their own specific dangers. They are a familiar source of evidence to most archaeologists who understand the underlying processes that cause the marks that reveal the archaeological sites. So the use of aerial photographs supposedly showing crop, soil or parch marks should be accompanied by the classic diagram illustrating how they are formed. Beyond this explanation ask the question – is any reader going to be able to recognise what the photograph is supposed to show? If not then does that photograph have any use?

One very important consideration is permission for the use of photographs. Always gain permission from those participating in an event for the use of any pictures taken. This is particularly relevant where children are concerned.

Reconstructions – When prepared carefully, reconstructions of past landscapes, buildings, people or activities can genuinely help to bring the past to life. But they should always be firmly based on evidence. There is, for example, no excuse for misrepresenting landforms, for getting vegetation wrong or showing rabbits in scenes from prehistory. The term 'artist's impression' suggests that there has been no historical or archaeological influence on what is represented. What is required is collaboration; specialist knowledge creating a framework for artistic interpretation.

If appropriate, and if the narrative of the story is not disrupted, the processes involved in creating reconstructions should be explained: the hard evidence, working drawings, even areas of controversy. This enables the audience to see that these images are not just 'made up' but based on evidence.

The growth of digital imaging is opening up the potential for sharing images, using for example, generic figures, created as representatives of specific periods but placed in settings that can be created to represent more specific locations. It would be unfortunate if this resulted in all reconstructions of a period looking exactly the same no matter where in the country they were located but sharing and adapting basic digital images is a very efficient and cost effective way of creating high quality reconstructions.

Design

There are no hard and fast rules here but good design is not as easy as it may seem so take professional advice. You may find that a range of designers approach the same project in very different ways; it's then up to you to consider what best fits with your expectations. If your publication is part of a series or falls under the umbrella of a large organisation then it may have to conform to existing 'house styles' in design, typeface or colour scheme. This can have the unfortunate effect of making publications that should be lively, imaginative and striking appear bland and 'corporate' and should be strongly resisted wherever possible.

Do take time and effort to ensure that text and images fit together so that the description of a site and the picture of it are on, if not the same page, then the same two page spread. Likewise with timelines. These are a popular and graphic way of showing the passage of time, often stripped across the bottom of the page, but care needs to be taken to ensure that the chronology of the timeline matches that of the narrative.

Websites

The internet is seen as an ideal way of disseminating information to a wide audience who are familiar with what is still regarded as comparatively modern technology. Internet access is now widespread, with those who do not have access at home able to go on line in libraries, community centres or internet cafes. But again, it is a question of who is the web site intended to be for and what will it contain? For 'live' projects a website can act as a simple diary of events and as an on-line archive. To be successful, and reach out beyond those who are aware of its web address, sites need to be cleverly constructed to be picked up by search engines. Only then will they have the potential to draw in new audiences.

This is one area where, especially if working with the public sector (local government for example), consistency with existing house-styles will be expected.

The level of funding required to construct and maintain interesting websites is consistently underestimated.

Lively and attractive websites, including elements such as interactive games and animations, are not cheap. Creating a level of virtual reality that can rival what is now available on game consoles is impossible. It is far better to stick to 'real reality' than create products that appear dated and uninteresting.

There is also the question of duplication. Is your proposed website going to offer exactly the same information that appears on one that already exists? If so then put effort into making links to other websites and concentrate on what is unique or distinctive about yours. To get an idea of what schools have available to them log onto the amazing array of resources on the website of Coxhoe Primary School in Durham www.coxhoe.sch.uk or look at the National Whiteboard Network site www.nwnet.org.uk.
Information that is initially presented in printed form is often now available on associated websites in downloadable formats.

The sustainability of web-based resources should also be considered. For how long will the website be maintained after the end of the project? Does the web site contain information that does not exist in any other form and will therefore be lost with the demise of the site? This second point has now fortunately been addressed with the creation of the ADS website (http://ads.ahds.ac.uk) which is acting as an accessible archive for all ALSF projects and will include outreach material. It is important when designing a website to build in as much flexibility and ease of alteration as possible. If those that are working on a project are able to update their website themselves, then the site will get 'refreshed' far more regularly than if it was an external responsibility. Effort should also be put into keeping web sites looking 'fresh' during the course of projects and if there is no prospect of the site being taken over, hosted and kept live, of 'book-ending' them when projects have been completed. This involves taking time to add final conclusions/acknowledgements and making it clear that the site will no longer be updated. This is preferable to simply letting the site become moribund.

Basically, don't put effort and resources into producing dull websites.

Exhibitions and displays

These offer a way of presenting a mixture of text, graphic information and artefacts. They can range from the permanent (or as permanent as any museum display can be) such as the London before London gallery at the Museum of London, to temporary exhibitions that can travel around libraries or community centres and which can be set up and dismantled in a day for a specific event. The advantage of more temporary exhibitions is that they can be flexible, offering a basic theme that can be adapted to fit with local information and expectations.

As with printed information those who create displays should avoid the temptation to be 'text heavy' and should instead employ graphics or audio wherever possible.

While permanent or high profile exhibitions clearly need to be extremely professional in their presentation, there is the opportunity with more temporary exhibitions for some creative licence. A display that gets over a message in a bold and eye catching way even if looking a little 'home made' can be of more value than a professionally printed panel that fails to deliver its message.

This is one area where resources can and should be shared on a regional or national basis. Generic information panels that explain, for example, the uses of aggregates or the principles of aerial photography, could be used widely, augmented with more specifically local information.

On site interpretation

Traditionally information panels explain sites and landscapes, sometimes with leaflets linking individual locations and encouraging visitors to explore on foot. Such panels, costly to design and produce are virtually impossible to protect against determined vandalism and new methods of providing the information that they display are now becoming available. Robust markers can display phone numbers from which information is available by text message. This seems a neat solution, but there are disadvantages. Success depends on the availability of both a mobile phone and consistent reception. There are cost implications to receiving the messages. In addition, while perhaps being acceptable to the more organised visitor (who may already have downloaded information from a website before the visit) it may exclude the more casual visitor who could have been attracted by the physical presence of a traditional information board.

An alternative solution is to create on-site displays with replaceable graphics rather than more expensive, but still not vandal proof, 'hard' panels. An advantage of such less permanent displays is that they can be updated to include recent information, keeping a site/project 'live' and possibly encouraging repeat visits.
This is clearly one area where technology is progressing rapidly and where experiments are needed to assess the viability of these new ways of proving on site information.

'Talks'

A traditional way for archaeologists to present information. Once again; research your audience, what do they know and what are they expecting? Each different group will require a different approach and style of delivery. Decide how long your presentation should be; an hour in a cold church sitting on hard pews is probably too much even for the most gripping subject. Structure and time your talk, working on the principle that, unless you have a quick fire sequence, you should not have more than one illustration for every minute of the talk. This allows time to use images without rushing. If you find yourself rushing through images without using them then they should not be there in the first place. Choose images as carefully as you would choose them for a book, selecting only those that are understandable and clear.

Beware the pitfalls of powerpoint. This is an excellent method of constructing talks, allowing the use of a wide range of imagery but do not be seduced by its technical potential to the extent that you ignore content. And do not fall into the powerpoint trap and use large quantities of text on screen, especially if you are not allowing time for it to be read by the audience and even worse if you are proposing to use the same text in your talk. There is nothing worse than listening to someone read to you the exact words that you have already long finished reading on the screen.

Think of presenting information in this way as a 'talk' rather than a 'lecture'. Make it friendly; interact with your audience if this is something you are comfortable with. Don't isolate an audience by your desire to show how clever you are. Do not adopt an apologetic tone. 'I should have spent more time preparing this' is inexcusable. Spend more time in preparation so that you don't have to apologise. 'I know this isn't a very good talk' should prompt the question – if I really am no good at giving talks, then wouldn't it be better to leave it to someone who is?

'Events'

These can range from sessions in schools to walks, site open days, fieldwalking, finds identification sessions and workshops, children's activities, celebrations and openings. Demonstrations and re-enactment can enliven any event and help to bring the past to life, especially if there are opportunities for participation.

Where events for children involve constructions don't underestimate the power of implied danger and uncertainty. 'Dangerous' archaeology involving building for example, siege engines (fully risk assessed of course)

will have far more appeal than an activity that is viewed as too 'safe'. Don't under-estimate children's powers of concentration and ability to learn new skills once they are fully engaged with an activity. Television, with its implications that children have an extremely short attention span, has a lot to answer for. Carry out genuine experiments on the understanding that the outcome may not always be what was expected. This is what makes a real experiment. If it doesn't work question why and work out how to make it work the next time. Don't always play safe using tried and tested activities, try new ones, and remember: the person that never made a mistake never made anything.

A vital consideration when organising any event, on whatever scale, is publicity. The event can be well organised, well funded and the culmination of months of work, but if no-one knows that it's happening then it cannot succeed. Time and resources spent researching venues and dates (a clash with another, similar and perhaps bigger event is not a good idea) are well spent. Look for opportunities to 'piggy-back' on other peoples events; taking a stand at an agricultural show for example may expose you to a far larger audience than anything you would be able to organise yourself. It is in such circumstances that resources could be widely shared (see above 'exhibitions and displays').

The media

The greatest public exposure can come from the media, particularly from broadcast media, but their demands are very specific. Local papers and radio are good ways of advertising events while national radio and television want big or unusual stories; treasure, burials or the sites which can be described as the 'oldest', 'biggest' or 'richest'. Have media contacts established ready for the unexpected and be aware that for news items it is the immediacy of the story that is vital. It is no use trying to raise interest in a discovery that is 'old news', unless it is possible to give it an up to date 'spin'. Be aware that the most fascinating heritage story can get 'bumped' off the schedule by a more interesting event.

If preparing press releases remember that the person reading it will have perhaps 30 seconds to decide whether or not they find it interesting and news worthy. Be brief and punchy, try thinking in a 'tabloid' way: 'When Romans ruled Reading' , 'Sing-a-song of Saxons'. This is dumbing-down, but regard it as the hook that grabs the attention of the reporter and reader, enabling you to put over some new information. Practice taking a site report and reducing it to a series of sound-bites that explain the story and why it is so interesting.

Finally, remember that the media can have its own agenda. It is acceptable to interpret but don't be led into over-interpreting and saying things that you don't really believe.

'New technology'

There are many new and rapidly developing ways of disseminating information, particularly to the younger generation who are more familiar with such means of delivery.

Digital photographs can be shared through networks such as Flickr, used to great effect by the Manchester Dig Community excavations.

Social networking sites such as Facebook can be used to share information within groups and accounts can be set up for 'characters', such as 'Professor Archie O'logy' from the Hampshire and Wight Trust for Maritime Archaeology.

Short films can be posted on U Tube and while the content often leans towards the humorous or bizarre, there is a place for serious material.

Podcasts are already being used as a dissemination tool.

The answer here lies in research amongst the potential audience. Ask young people (not archaeologists) how they are networking and where they are finding information. But as with websites, think about content. Dull stuff on the latest technology is still dull.

Some final thoughts on delivery

Having a 'brand', a distinctive and recognisable visual identity such as a logo, a strong image or a consistent colour scheme for posters or publications, can help to establish a presence and make publicity easier. Think about it as early in the project as possible.

Referred to briefly in the context of 'Events', risk assessment is a part of organising any event or activity today. Take it seriously, ask advice from those with experience, but don't let having to do it put you off organising the activity.

Evaluation is important. Your own assessment of how something worked (or didn't work) is valuable but not as valuable as the feedback from the people the activity was designed for. Work on the principle that there are some people who are impossible to please and take the comments of the majority to help you improve for the next time.

Who is delivering the products?

The answer is; anyone and everyone. There are an increasingly large number of people delivering outreach, from the volunteers who lead YAC groups and local societies to the professionals who work in museums and archaeological units. Few of them are trained teachers and it is usually only museums and more recently larger units that have employed education and outreach officers who have some formal educational background. Of the rest, few have had any sort of training or guidance and the majority have developed their skills over many years, relying on subject knowledge, enthusiasm and some intuitive understanding of how to present the past to the public. This sometimes works and sometimes doesn't. Some find it difficult to adapt to new audiences with differing levels of understanding and requirements. Talking to a group of young adults is very different to talking to the members of a local history society.

There appears to be a clear need for support and training to enhance the experience of both presenters and audience. There also needs to be a good deal more critical self-assessment and honesty by those who are engaged in outreach. If speaking to an audience makes you feel terrified then don't do it. If you dislike children then don't volunteer to run a YAC group. This introduces the concluding point.

It is vital that we get our outreach right, delivering products that are informative, entertaining and guaranteed to enthuse those that are involved. Be inspired, be energetic, and if you can't, then don't do outreach. Better to deliver nothing at all than products that are worthy but dull, or that fail to live up to hyped promises, because these may do nothing but snuff out an embryonic appreciation of the past. A day out at an unexciting event can persuade an impressionable child that the whole of history is dull (which it is clearly not). Asking a group of teenagers to sieve tons of earth in freezing weather to retrieve a few scrappy sherds of pottery is unlikely to enthuse them about their heritage. As Wheeler realised, nearly a century ago, archaeologists have a huge responsibility to explain, particularly to the younger generation, just why the past is important. He managed it, so must we and hopefully this brief guide will be of some help.

A2: EXISTING WEB RESOURCES

There are two main web resources providing details and summaries of all ALSF projects. They are:
English Heritage http://hec.english-heritage.org.uk/admisremote/ALSFOnline/HOME.ASP
And the Archaeological Data Service (ADS) http://ads.ahds.ac.uk/catalogue/projArch/alsf/

The table below contains links to more project specific websites that were on line in February 2008.

EH Project No.	Title	Web-link
3257	London before London Gallery	http://www.museumoflondon.org.uk/archive/lbl/
3289	Bestwall Quarry, Dorset	http://www.bestwall.co.uk
3322	Artefacts from the Sea	http://www.wessexarch.co.uk/projects/marine/alsf/artefacts_sea/artefacts_sea.html
3324	Wrecks on the Seabed	http://www.wessexarch.co.uk/projects/marine/alsf/wrecks_seabed/index.html
3336	Lower Lugg Valley, Herefordshire	Not yet available online
3451	Cleeve Wood, North Somerset	http://www.goblincombe.com/
3516	Malton Museum:Heslerton exhibition	For information about a range of ALSF projects see http://www.landscaperesearchcentre.org/
3645	BMAPA Protocol for Reporting Finds of Archaeological Interest	http://www.wessexarch.co.uk/projects/marine/bmapa/pdf/BMAPA-EH-Guidance-Note-April-2003.pdf
3849	Archaeology at the Water park	Not yet available online
3859	Rossendale:Valley of Stone	http://www.valleyofstone.org.uk/
3863	Trent Valley: Making Archaeology Matter	Not yet available online
3877	Wrecks on the Seabed R2	http://www.wessexarch.co.uk/projects/marine/alsf/wrecks_seabed/index.html
3895	Kendal Fell Quarry, Kendal, Cumbria	Not yet available online
4653	Aggregate extraction in Warwickshire	http://timetrail.warwickshire.gov.uk
4654	Penlee Quarry, Cornwall	Not yet available online
4840	Workshops: Hants and Wight Trust for Maritime Archaeology	For information about education resources see http://www.hwtma.org.uk/education/index.htm
4843	Woodbridge/Cheviot Quarry, Northumberland:Outreach	Not available on-line.
5204	Aggregates to outreach: teaching pack and associated initiatives	For information about education resources see http://www.hwtma.org.uk/education/index.htm
5277	Buried under Bidford	Not yet available online
5310	Archaeology in Schools: Bedfordshire	http://www.albion-arch.com/community.html
5311	Learning, Creswell Crags	http://www.creswell-crags.org.uk/CHT/Education/index.html
5324	RAF Hornchurch, Hornchurch Country Park and Ingrebourne Vally nature Reserve	Not yet available online
5327	Discovering the Ancient Don Gorge	www.yourfind.org.uk
5350	Colne Valley at work and play	Not yet available online
5393	Derek the Dredger	For information about education resources see http://www.hwtma.org.uk/education/index.htm


alsf
Sustainable
Aggregates
forward thinking projects


miro
Mineral Industry Research Organisation


defra
Department for Environment
Food and Rural Affairs


ENGLISH HERITAGE