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Solent Aggregates to Outreach Presentation and Teaching Pack Project

Final Report

Hampshire and Wight Trust
for Maritime Archaeology



English Heritage Project:
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1. Project Background

The 'Solent Aggregates to Outreach: Presentation and Teaching Pack Project' has been inspired by the submerged archaeological resource of the Solent and Sea Wight area, which in many areas lies on or within aggregate rich seabed deposits.

The experience of the Hampshire and Wight Trust for Maritime Archaeology (HWTMA) led to a realisation of a lack of presentation materials for groups, clubs and societies and the limited availability of education materials which deal with the marine cultural heritage.

The link between aggregates and marine heritage in the Solent and Wight region is evident from the presence of aggregate dredging in areas that are often rich in maritime archaeology. The density of marine heritage and the presence of aggregate in the Solent region mean that it is vital for the aggregate industry and maritime archaeologists to have a close working relationship.

The ALSF has led to an increased awareness of many aspects of marine heritage related to aggregate deposits. However, there was a need to present this data to the wider community. The development of the presentation and teaching packs has addressed this need. The resources have been developed, trialled, re-developed and are now in use. The presentations have been ongoing since September 2005 and the education packs have been in use in schools since spring 2007.

This report presents the results of the development and distribution phase of the Solent Aggregates to Outreach Project and assesses the success of the project. Further details of the project scoping phase and trialling can be found in reports:

Solent Aggregates to Outreach Presentations and Teaching Resource Pack:

- Project Scoping Phase: Development and Distribution Phase
Project Design
- Trialling Report

These can be downloaded from the project web pages at:

<http://www.hwtma.org.uk/publications/download.htm>

2. Presentation Pack Review

A slide show presentation was created to reveal the issues concerning the relationship between the marine aggregate industry and maritime archaeology. This included specific case studies where maritime archaeology was found in aggregate dredging areas, information generated by other ALSF projects, benefits generated by the relationship that maritime archaeologists obtain through access to advanced survey techniques, and the history of dredging. The presentations are compiled in a manner that is easy to understand and relies on no prior knowledge of the subject. By combining local archaeology with marine aggregate dredging, people interested in either subject were engaged.

To attract the widest audience possible, several advertising methods were used to create interest in the presentations. Letters were sent to community groups throughout Hampshire and the Isle of Wight, adverts were placed in newspapers, on websites and in magazines, and a number of public events were held. The success of the presentations also generated further publicity as people spread the word and more groups became interested. The times and places of the presentations were tailored to each group to reduce any access problems.

2.1 Presentation purpose

- Communicate an important message concerning local and national issues
- Provide information for people to understanding how these issues are relevant to their own lives
- Generate questions, discussion and feedback
- Encourage people to find out more and get involved in local heritage and industry
- Spread the word about available resources

2.2 Presentation usage summary

Forty six presentations have been provided between 27th November 2005 and 12th February 2007.

These include:

11 Probus Clubs, 12 Historical or Archaeological Societies, 3 Isle of Wight interest groups, 1 Disability Activity Group, 1 university of 3rd Age, 1 Environmental Education Forum, 2 Museum Groups, 1 Sailing Club, 1 Church Group, 6 other general groups, 5 Open Events at the Needles Battery, 2 Open Events at the Maritime extravaganza at Hurst Castle.

More than 2000 people have attended this presentation.



Figure 1: Presentation at the Tudor Merchants Hall, Southampton

2.3 Presentation Feedback

Feedback from the presentation was always positive and enthusiastic. Following nearly every talk, the most satisfying response was being asked by a member of the group to return to elaborate on the subject or to visit another group that they were linked with.

2.3.1 Example Response Letters

Nancy Kelly – Lower Test Valley Archaeological Society

We had a committee meeting last night and it was agreed that we should write to tell you how much we and our members enjoyed the talk that Rebecca gave last Thursday on 'Exploring the seabed of the Solent and Wight: maritime archaeology and marine aggregates'. It was an entirely new subject for us and Rebecca gave a most informative and interesting talk. Her computer presentation was excellent. I personally, loved the extra illustrations she put in 'just for fun'.

Rebecca has a delightfully informal way of giving a talk, all the time she looked really happy and relaxed, (we hope she was!). She bubbles with enthusiasm for her subject and was like a breath of fresh air! Her own anecdotes were great fun.

Please give her our best wishes for her future career and our thanks again for a really enjoyable evening.

Alan May – Probus Club of Basingstoke

On behalf of Basingstoke Probus Club, a very big thank you for last Thursday's talk 'Maritime Archaeology and Marine Aggregates'. Your slides were excellently produced and your talk showed that you were indeed very passionate about your subject and you put everything over to the audience exceedingly well.

No-one went to sleep, as you kept interest going throughout and it stimulated a fair amount of questions at the end.

Laurence Crapper – Christchurch Sailing Club

Thank you very much from all of us at the club for a most interesting, informative and enjoyable talk. It was obvious when talking to other members that your presentation went down extremely well. Your enthusiasm and passion for the vast subject really came over. The number of questions afterwards showed the interest your talk created.

Anne Ireland - Avon valley Archaeological Society

This presentation was very well received by our members. It was gratifying to learn of the mutually beneficial relationship which exists between the maritime archaeologists and the aggregate industry. Our only (I hope constructive) criticism would be that, although her diction was faultless, Rebecca's enthusiasm for her subject caused her at times to talk a little too quickly for some of the more elderly ears to keep up with! Rebecca answered questions after the presentation with great competence, and was kind enough to search out and send to us information about wrecks in the Solent designated 'military remains' which some of our members were particularly interested in. This was much appreciated.

2.4 Presentation Extension

We hope to use further Round 3 ALSF funding to continue holding these presentations as we have even more requests now than previously. We have also found that an adapted version of the presentation is also suitable for groups including children. During one general public event the audience was predominantly children and so the talk was quickly adapted to create a more interactive, child friendly event. A combination of this success, the success of other well-received presentations in schools and requests from teachers for assemblies has inspired further proposals for utilising a simplified and interactive version of the presentations for use in schools. This is likely to be in the form of a school assembly.



Figure 2: Presentation during school workshop at Hounslow Science College

3. Teaching Pack Review

3.1 Pack Contents

The pack contains a folder containing six information chapters, activities and a CD Rom, a range of real and reconstructed archaeological artefacts, and marine aggregate within a core. The contents are contained within a sturdy container with a decorative lid. They come accompanied with enough 'maritime-line's' (an illustrated chronology of marine related history) for every pupil to keep and with details of how to gain best use of the resource.



Figure 3: Loans resource pack

3.2 Resource Details

There is an absence of information on both maritime archaeology and the aggregate industry within the school curriculum. Although there is no curriculum chapter that specifically applies to these subjects, there are several places that it can be applied, particularly within history, geography, science, and local studies, and also within maths, English, art and IT. The teaching packs are therefore very much cross-curricular. This is in line with the multi-disciplinary nature of maritime archaeology, especially when it is linked with the marine aggregate industry. Due to the interpretive, observational and recording character of archaeology, most of the packs' activities can be used by children at many different levels. This has enabled the pack to be aimed at both Key Stages 2 and 3. The pack has been formed to allow teachers to do the whole project or select areas that they feel fit in with their own targets/subject focus.

3.3 Pack Use

The packs have been used on a loan basis. This is mainly due to the inclusion of real archaeological artefacts. This has proved to be a successful method with resources being sent through the post or delivered by hand. The length of time each group kept the pack varied greatly and this generally depended on the type of group using the pack.

A surprise during the project was the variety of groups using the packs. We found that it was not just school groups that were interested in using them, other groups included Museum Clubs, Young Archaeological Clubs (YAC), After Schools Clubs (held on school grounds), and a Children's Services Librarian. We were also contacted by an archaeology A-level teacher who wanted to use the pack to be accompanied by a presentation.

It was important that the pack could be used in a flexible manner in order to fit it into teachers' specific timetables and subject focus. We also found that the flexibility of the packs meant we could personally take them into group situations, such as at secondary schools during cross-curricular days. We also used the boxes to teach several classes of primary school children outside on the beach. This was a hands-on method to introduce the topics by finding real archaeology amongst marine aggregate. We found groups responded very well to learning outside of the classroom.



Figure 4: Barton Primary School Handling Artefacts during beach workshops



Figure 5: Beach workshops with Barton Primary School

3.3.1 Web Resources

A number of project web pages have been created to accompany the resources. These include general project information and a down loadable version of the teaching pack in addition to specific details on booking and using the resources.

3.3.2 Usage summary

Overall the packs have been used by 37 groups including 5 Secondary Schools, 18 Primary Schools, 2 Museum Clubs, 2 YACs, 1 Children's Services Librarian (who distributes the pack throughout the region), 6 Beach Workshops, 2 Cross-Curricular Days and 1 School Presentation.

The electronic version of the pack has been downloaded 843 times from the HWTMA website.



Figure 6: Pupils study artefacts



Figure 7: Pupils records artefact

The use of the packs has exceeded that originally planned. This could be a result of the alternative ways in which the pack has been used; by teachers using the whole pack, by teachers using selective parts of the pack, and by non- school groups. The interest in the packs by non-school groups has been an excellent and unexpected addition to the pack use. Due to this interest future marketing of the pack will include this wider variety of groups.



Figure 8: Pupils study artefacts



Figure 9: Pupils discuss pack as a group



Figure 10: Young Archaeology Club sort out skeletons

4. Review of Development and Monitoring

4.1 Planning and Consultation

When developing this project related parties were consulted at all stages to find out the most suitable approaches and to create the most useful outcomes. During the planning stages, meetings with teachers, community groups, aggregate industry representatives and maritime archaeologists took place to ensure the resources' future success and relevance. Meetings continued throughout the process and were combined with feedback during the development period. This led to the evolution of both the teaching pack and the presentations, creating useable and interesting resources for the target audiences.

The creation of these resources in an interesting and fun manner was an effective way to highlight important issues and make them appealing to the consumer. The presentations and the teaching packs were trialed prior to finalisation, during which vital feedback through use of the deliverables resulted in changes being made to both. Comments from trial presentations resulted in the message about the relationship between the aggregate industry and maritime archaeology being more closely entwined and presented through the use of local case studies.

Monitoring has continued since the final resources have been in use. This has been through the completion of feedback forms and letters. So far these have been very positive and constructive comments will be used during any follow up stages of this project.

Examples of feedback from monitoring

Michala Harris – Milton Park Junior School

The aggregates resource pack has been used by three classes, with pupils aged between 11 and 14.

The packs have been very well received by pupils and this is mainly due to the instant interest created by the artefacts. Even the more disruptive pupils seemed in awe of the age and importance of the artefacts, and this created an interest and respect for the project. Many of our pupils do not generally have the opportunity to visit museums and see real history – let alone handle real artefacts. This is therefore an experience many of them will remember for a long time. We did not complete all the activities, but instead selected those that were most relevant to other topics I was teaching. I particularly enjoyed the way the packs made it easy to do activities that had a core subject focus (such as English or Science) but utilised topics that linked with other subjects like history. The newspaper activity and any of the recording/interpretive based activities allowed this.

The pack is easy to use as it includes all the necessary resources to complete activities. It can be used in a variety of ways with a range of ages and abilities and is clearly and accurately linked to the National Curriculum.

The pack reveals the importance of two industries that are normally invisible or misunderstood. It shows how they are relevant to everyone's lives, particularly people who live in an area where aggregate is being extracted.

Leah Bradford – Hounslow Science College

Three teachers in Hounslow used the packs following the success of workshops that Alison and Rebecca carried out during a cross curricular day here. Due to the different subjects that we teach, we consequently focused on different activities/areas so that it fitted into our own subjects. I used the maths and science focused activities, and really enjoyed being able to teach these subjects in a way that is related to real life and local issues. I found that this really helped pupils understand what they were learning and allowed them to see the relevance of maths and science on a daily basis. The artefacts made the activities fun and the unusual topics made pupils feel that they were learning about new and exciting.

Christina Tapply – Dorset Museum YAC

The kids and parents enjoyed the event which we called 'Maritime Archaeology'. The teaching pack was fun and packed full with activities. Unfortunately we only had one session to do the event and so we had to be selective about the activities. I cut out the skeleton and selected activities that I felt gave the children a wide range of information on maritime archaeology. It took me a little while to work out how to use the pack as I am not a teacher, but once it was understood, we had great fun together. I would like to thank the Hampshire and Wight Trust for Maritime Archaeology for giving us the opportunity to enjoy the teaching pack.

4.2 Crucial Elements Resulting in Project Success

Several elements of the project were essential to the creation of resources that were to be useful, useable and interesting:

- **Accessibility:** By bringing the resource to the audience, both the teaching pack and the presentations were made accessible to everyone. This audience was increased as the packs and the presentations were available free of charge.
- **Real artefacts and real case studies:** It is rare that school pupils have access to or can handle real artefacts. These artefacts act as a teaching aid and make lessons fun. The use of case studies enforces the message in both the presentations and teaching packs.
- **Learning from a local perspective:** The local focus of this project helps verify the message delivered by the resources. When people can witness or imagine something happening in their own locality, the message is strengthened through a greater understanding generated by issues that may affect people personally.
- **Importance of flexibility:** The pack is set up to be used by teachers in a flexible manner. Teachers from several different subject areas teaching pupils of different ages can easily utilise the pack, as can educators from a non-school environment. The pack can be used as a whole, or different areas can be selected. Much of the success of the presentations can also be owed to flexibility. The approach taken was to accommodate any group by taking the talks to the groups and holding them at times that were most suitable to them. The length and content would also be adapted depending on the audience.

4.3 Experience During the Design Process

The teaching pack was more difficult to design than the presentations. The inclusion of archaeology and aggregate into each area of the National Curriculum was challenging, however, the final product has achieved this with considerable success.

4.3.1 National Curriculum Specifications

The national curriculum is not very flexible and does not specifically include archaeology or aggregate. Therefore it had to be carefully studied so that appropriate curriculum links could be made to other subjects.

4.3.2 Key Stages 2 and 3 Differentiation

Satisfying all parties was often difficult, and this was enhanced by the fact that this project was to be aimed at both Key Stages 2 and 3; different school levels with different national curriculum targets. This problem was resolved by creating activities that allowed for differentiation of levels. The nature of archaeology as a discipline means that it involves enquiry, observation and interpretation. These are skills that teachers are required to enhance in their pupils and are also skills that individual pupils can take to their own personal level.

In this way, the packs teach pupils skills as well as giving them an understanding of maritime archaeology and the aggregate industry. Therefore, although aiming the packs at two Key Stages is difficult, the differentiation is possible. Relevant curriculum links accompanied every activity to help teachers plan where the activity could fit in with their own tight schedule.

4.4 Effective Trialling

Trialling of the pack/presentations and continual communication with the project network was essential in ensuring the success and usability of the resources. The resources have been amended in response to constructive criticism to satisfy all parties and ensure their effective value.

4.5 Introduction to resource via web pages

Information on the presentations is available on the HWTMA website. This includes a brief description of the presentation, pre-booked talk dates, and contact details to book a presentation.

A full version of the pack activities and information is available to download. This allows teachers to prepare lessons prior to receiving the pack and make sure that the pack is something that they can use within their subject area. It also extends pack access beyond the UK. It has even been used as far away as Tasmania!

5. Project Sustainability and Extension

5.1 Sustainability of Presentations and Teaching Pack in Solent Area

The only limiting factors on the sustainable use of the Solent and Wight teaching pack are postage costs and staff time to keep information up to date. The costs of continuing presentations include staff time and any required updates. It is therefore envisaged that keeping the pack in use in the Solent region beyond the end of Round 2 ALSF funding should involve limited costs, a proposal for continuing this through Round 3 funding has been submitted.

5.2 Extension of Teaching Resources to Other Areas of England

A proposal has been submitted for Round 3 ALSF funding to extend the packs to other areas affected by marine aggregate dredging. Four areas will be covered by three new packs. The pack contents and format will be similar to the original pack with the main difference being the substitution of local case studies. The distribution of these packs will be through museums or educational resource centres that are local to the different areas that the packs cover.

5.3 Additional Teaching and Outreach Resources

As a response to requests from teachers and our own evaluation of the success of various teaching resources, we have also proposed additional teaching and educative resources with the same theme; the relationship between maritime archaeology and marine aggregates.

5.3.1 Children's Activity Booklet

The HWTMA has had previous success producing children's activity books, such as 'Dive into History' and 'The Hamble River Activity guide'. It has been recognised that learning through fun is very important. The production of a children's activity booklet will encourage out of school informal learning for children that may prefer more relaxed teaching methods. It will utilise a bright

and colourful layout with several fun activities. Children will be guided by Professor Archie O'Logy who will introduce them to the worlds of maritime archaeology and the aggregate industry. The booklet will include links to the national curriculum where applicable.

5.3.2 School Workshops and Assemblies

The HWTMA have been into several different schools using a variety of resources (including the Aggregates to Outreach teaching resource). Feedback often focuses on the combination of the enthusiasm and passion of the presenter for the subject in conjunction with stimulating visual data and objects. The impact of such effective presentations is one of the main reasons that pupils become interested and inspired. We therefore feel that taking aggregates into schools through focused workshop sessions will be an excellent way of reaching more pupils. An effective way to introduce the topics would be through school assemblies that include a large audience.

5.3.3 Interactive CD Rom

As a modern alternative to traditional learning methods, we hope to produce a CD Rom that will take children on an interactive tour through the worlds of maritime archaeology and marine aggregate. Professor Archie O'Logy will guide children through information and activities that will be produced using Flash animation. Children will learn how to dredge, find archaeology and understand how they fit into the issues involved.

6. Project Success and Evaluation Against Aims and Objectives

The success of this project has been due to the recognition of a gap in people's understanding of issues that are locally important and interesting. Following recognition of this need, research and consultation was used to make sure that it was being fulfilled appropriately. The project has accomplished its aims and objectives by reacting appropriately to a recognised need. The success of the project can be acknowledged through the positive feedback it has received and the potential extensions it has generated.

6.1 Evaluation of Project Aims and Objectives

Aim 1: To produce, trial, distribute and evaluate Presentation and Teaching Packs based around Solent and Wight aggregates and the marine historic environment, as a learning resource for diverse community audiences and schools.

The presentation packs aimed to increase understanding of maritime archaeology and the aggregate industry, and target a very wide range of public audiences.

The teaching packs link in with national curriculum targets and provide teachers with real and reconstructed artefacts as a learning stimulation and a teaching aid. The artefacts are accompanied by information resources and activities. The whole pack is issued to teachers on a loans basis.

Aim 2: To investigate methods of continuing pack use and distribution beyond Round Two ALSF funding

The teaching packs are suitable for long term usage due to their 'loan' status. In order to ensure the sustainability of the packs beyond the end of the ALSF fund in 2007, an assessment of funding requirements and possible sources has been undertaken. We are currently putting forward a proposal to continue and extend this project through further ALSF funding in 2007.

Aim 3: To assess the feasibility of extending the pack scheme to other areas of Britain with rich offshore aggregate resources

The teaching pack provides a framework in which it would be possible to incorporate information and case studies from other areas of the English coast. This would enable 'best value' in terms of using the Solent model and adapting it for national use. Proposals have been submitted to English Heritage for further ALSF funding. These discuss the possibility of creating loan teaching packs for four other key marine aggregate extraction areas (grouped into three packs) along the British coastline. The format and many of the contents of these packs will be the same as the 'Solent and Isle of Wight' pack with alterations to include locally specific case studies.

Further proposals have also been submitted that extend the ALSF aim of creating an awareness of the relationship between the marine aggregate industry and maritime archaeology amongst the wider community. This is as a reaction to feedback and requests from teachers and other educators.

6.2 Conclusions

Solent Aggregates to Outreach is an innovative project that has succeeded in fulfilling the above aims and objectives. It embraces a wide audience using a range of learning methods that aim to involve people of all abilities, ages and backgrounds. In this way it compares very well with other available teaching resources, giving everyone access to the important issues involved. We look forward to a long and successful use of the resources and continued innovation through further extensions.