

The Tudor Farming Interpretation Group

# Final Evaluation Report

Peeling Back the Layers: A Community Archaeology Project at Under Whitele

Prepared by Lynn Burrow on behalf of the TFIG

18-7-2017

## Contents

Contents.....	2
Executive Summary.....	3
Project Aims -What we wanted to happen.....	8
The Difference we wanted to make – Heritage.....	10
The Difference we wanted to make – People .....	12
The Difference we wanted to make – Our Community.....	15
What we wanted to ChangeWhat actually happened.....	17
The Difference we made for Heritage .....	21
The Difference we made for people .....	25
The Difference we made for our Community .....	37
How much of the “difference” would have happened anyway? .....	41
Project Review .....	42
Summary of lessons learnt.....	45
Appendix 1 - Questionnaire Analysis .....	47
Appendix 2 - Demographic data .....	63
Appendix 3 - Online survey for students .....	67
Appendix 4 - Digital Media analysis .....	76

## Executive Summary

The Peeling Back the Layers project aimed to capture public enthusiasm for local history and archaeology providing an exciting hands-on opportunity to meet and work with real archaeologists, delve deeper into the heritage and discover its meaning. The project was intended as a learning experience for all: for teachers, gaining insight into archaeology to help them deliver the new Primary National History Curriculum; for history enthusiasts, learning how to access local record offices and carry out research; for archaeology fans, to learn archaeological processes, techniques and interpretation; for children and students of all ages. But it also aimed to gather archaeological and historical evidence of the settlement of Whitle, contribute towards understanding of key Midlands heritage strategies including ceramic industries, manorial holdings and rural development in medieval and post-medieval period and create a public record.

### For Heritage, we wanted to:

- Gather together tangible reports to engender increased understanding of Under Whitle heritage.
- Archive data for future public access
- Produce a high quality hands-on educational and interpretative experience to bring heritage understanding to diverse groups of different ages and abilities.
- Deliver a wide range of interpretative media to share information with a wide range of audiences.

### Results:

- 12 reports delivered covering historical research and archaeological survey, excavation and analysis, all archived with Staffordshire HER, with Stoke Potteries Museum and on the project website.
- A wide-ranging workshop and hands-on educational programme was delivered to almost 200 school students aged between 4 and 25. 18 Young Archaeologists aged 6-16 took part in the project, having 4 days each at the project during which time they explored the site, took part in the archaeological survey and excavation and helped with the open event and the tidying up process at the end of the dig. 1 local history group, 1 mental well-being and 1 outdoor learning group spent a day on site. At least 45 adults volunteered for the course of the project. Volunteers were aged 17 and upwards. The majority of volunteers were aged 60 plus. 3 Open events were held for the general public. Of the open event visitors who were surveyed, more than half of the visitors were aged between 26 and 59. Most of the visitors were in family groups.
- A self-guided trail with 3 on site interpretative panels has been established at Under Whitle for locals and visitors to access from the local footpath. A historic comic has been produced and developed in conjunction with primary aged students, and this has been given out to all the students who took part in the project. Remaining comics will be given to children who attend future events at the Dove Valley Centre. 14 talks and exhibitions with accompanying slide show have taken place/are taking place in order to enhance public access to all the heritage data and information. A community website ran throughout the project and participants contributed towards the "News From the Trenches" blog during their visit to the project. Facebook and Twitter were also used during the project to communicate with project participants

and keep volunteers up to date with progress. Now the project has ended the website is being used as an archive of materials found, to be used by anyone else with an interest in the heritage of the area.

**For People, we wanted to:**

- Provide a quality hands on learning experience for school groups, teachers and individual participants, providing quality training for volunteers so they could participate in delivering the project itself.
- Provide wider public knowledge through permanent and temporary interpretation and archiving.
- Encourage a positive attitude towards the past, changing attitudes towards history and hopefully stimulate a lifelong interest in local heritage, creating a sense of care for its conservation.
- We wanted people to have an enjoyable experience!

**Results:**

- At least 45 adults registered as volunteers for the project. Approximately 17 other volunteers also took part in the project and were offered a wide range of training workshops including: a half day training workshop on website design and management and social media; a half day training workshop on accessibility awareness; eleven workshops/accompanied visits to record offices ; two full day training workshop on the project itself and archaeological surveying techniques and skills; one full day training workshop on archaeological excavation techniques and skills; training on Health and Safety, visitor and group management were provided at relevant points throughout the work on site; one half day training workshop on heritage interpretation
- 10 schools and educational establishments sent 17 teaching staff to the teacher training day which involved: introduction to the project, Health and Safety & group management during the school visit; summary of historical research and archaeological survey results; interpretation of survey maps and other data to determine location for trenches; training in archaeological excavation techniques and skills with particular reference to what the students will be doing on the site visits; training in archaeological processes, interpreting archaeology with reference to delivering the new National Curriculum for history and also how archaeological activities can be used to meet other National Curriculum areas; awareness of the Archaeology Skills Passport for secondary students and their ability to achieve an AQA accredited Unit Award.
- Nearly 200 students aged between 4 and 25 took part in the project. 170 Key Stage 1-2 school children were provided with 2 in-school workshops about understanding archaeology and interpreting archaeology and spent a whole day visit on site working with the archaeologists and being involved in the full range of archaeological excavation processes. 24 Key Stage 3 school children were provided with 2 in-school workshops about understanding archaeology and interpreting archaeological surveys to plan for site excavation. They also had a two whole day visits on site working with the archaeologists and being involved in the full range of archaeological survey and excavation processes. 3 Key Stage 4 students took part in the project and they had one in-school workshop introducing the project and

activities and a week-long work experience placement during the excavation. All students were supplied with a copy of the historic comic that helped interpret the history of Under Whitle and explain how the archaeological process had contributed towards the understanding; 18 young members (aged 6-16) of the Peak District Young Archaeologists' Club had 4 site visits to the project with the group where they had introductory on-site workshop; two whole day visits on site working with the archaeologists and being involved in the full range of archaeological survey and excavation processes; one final day when they returned to site to help with filling in the trenches and clearing up after the excavation.

*"Great experience and learnt a lot about archaeology which can be used in school as well."  
"All the children & staff thoroughly enjoyed the induction day and tasks in preparation for the event day."*

- 3 open events were held for the general public – one during the archaeological survey with 54 people attending, and, one during the archaeological excavation which had 80 people attending. The final open event provided an opportunity for visitors to enjoy the new heritage interpretation and learn what the project had discovered. Visitors could work with professional archaeologists and project volunteers, gaining one-one knowledge of the heritage as and when it was discovered. The open events, provided exhibitions of the history and an interpretation of the archaeology, with activities for children and adults alike, including, living history activities, practical experience of carrying out archaeological surveys and excavation, as well as archaeological activities for children - a very exciting opportunity to learn about the heritage of Under Whitle. To ensure continual learning, a series of talks and exhibitions were delivered in the local area to share the results of the history and archaeological research, and all records are archived at the Potteries Museum and the Staffordshire HER. All records were also archived on the Project Website. On- site interpretation continues to inform visitors and locals alike.
- Creating positive attitudes towards heritage:

*"Encouraged me to go and do some research on my own"  
"Children became enthusiastic about archaeology"*

More than 8 out of 10 of survey respondents said the project had made them feel differently or more strongly about archaeology and/or history. More than 7 out of 10 child respondents said that they thought the project had made archaeology and history more interesting and 8 out of 10 children said that archaeology and history made more sense now.

*"I thought it would be really boring but it was super fun and I'd definitely come again"  
"Before I went I didn't know anything about Archaeology so it was really interesting"*

- 9 out of 10 people said they enjoyed their time at the project. More than 6 out of 10 people said the visit/their involvement had been exciting and more than 6 out of

10 said they were inspired by their visits. People said they found particularly enjoyable:

The Archaeology

*"It is fascinating when the trenches uncover lots of ceramic pieces and give us clues to how people used to live and their past lifestyle"*

Teamwork

*"The knowledge and kindness and passion and inclusiveness of the people running it."*

Working with the professionals

*"People who knew what they were talking about and didn't laugh if you said something a bit stupid."*

The children seem to have enjoyed similar things to the adults:

*"I enjoyed the trenches they were really fun and I hope we could come again"*

*"How happy you felt when you found something interesting."*

*"I enjoyed washing the pottery and bones that we found. Especially when we found the worm in the bone!"*

*"The people at Under Whitle farm were really friendly and everything that we did was related to Archaeology and it was fun "*

**For communities, we wanted to:**

- get more people and a wider range of people engaged with heritage-working with teenagers; with people who consider themselves disabled or excluded; with BME groups in surrounding urban areas for what may be their first involvement in an archaeology project.
- We wanted to develop self-confidence, foster feelings of worth, and improve self-esteem by engaging the local community in delivering a successful project.
- increase the sense of community ownership and stewardship
- Make the Tudor Farming Interpretation Group more resilient.

**Results**

- 46% of the people who came to the project had never been to the site before. More than 6 out of 10 people had never been involved or visited a heritage project before. The project engaged with the following groups:
  - Years 3-6 school groups – 170 primary school students were involved with the project
  - Years 7-9 school groups – 27 secondary school students were involved with the project
  - 3 work-experience placements for 3 Year 10 pupils
  - 17 teaching staff were trained and additional teaching staff were involved with the project
  - 18 Young Archaeologists were involved with the project as well as 4 adults who assisted the group.
  - 3 students (post-18) on the way to university volunteered with the project
  - The Hunter History and Archaeology Society visited
  - The Farming and Countryside Education (FACE) group attended the project

- Members of the Escape Project, a project run by Derbyshire Dales Community Housing in partnership with Derbyshire Dales CVS for people who live in supported housing to increase their mental well-being and develop skills visited the project
- 134 participants visited the open days – these people were both visitors to the area and local residents.
- Local communities at Longnor, Biggin, Hartington, Hollinsclough, Sheen, Buxton, Leek, Biddulph, Uttoxeter, Chesterfield and Birmingham were/will be able to access the project via talks and exhibitions.
- The project was unsuccessful in bringing to the project Borderland Voices Mental Wellbeing group and the Mosaic group who work with BME groups in surrounding urban areas.
- The Tudor Farming Interpretation Group recruited - 35 new volunteers registered with us and logged their hours. At least another 17 volunteers also helped with the project but did not wish to log their voluntary contribution.
- 5% of participants and volunteers considered themselves to have a disability or special needs.
- Volunteers were able to develop confidence in their abilities:
  - People said they had gained new knowledge and understanding from the project. A high proportion of respondents felt they now had a better understanding of the local area and its people, with nearly 6 out of 10 respondents saying that they had learnt more than they expected.
  - The project was a genuine learning experience. Nearly half the respondents said that the project had given them knowledge they could use in their work and 7 people actually mentioned that they were thinking of starting some training or a college course as a result of their experience.

*“I have learned so many new things, taking part in the surveying and the excavations and seeing at first hand the care needed to record everything so meticulously. I feel I have gained hugely in confidence, taking on new projects such as the graveyard survey and finding that all the planning and preparations are working out.”*

- We were pleased that the archaeological and historical research training increased the capacity of the group to further research their local history, in particular, to be able to understand and interpret the heritage they see around them on a daily basis. After the visits to Records offices finished, the history volunteers felt sufficiently skilled to carry out their own independent piece of research to support the project – the survey of Sheen Parish Church graveyard. And the next piece of work has just commenced: Peeling Back the Layers – the Book!

We would assess that the project was overwhelming successful, delivering far beyond what we originally planned in our application bid to the Heritage Lottery Fund. The only area where we failed to deliver was in bringing a BME group to the project. Reasons for this are highlighted below. We were particularly pleased with the ability of the volunteers to develop their own historic research projects beyond the scope of our original intentions.

## Project Aims -What we wanted to happen

A brief, archaeological survey of Under Whitle Farm, carried out by the Peak District National Park Authority in 2004 revealed a wide range of archaeological features in the form of earthworks, including probable house platforms, field systems and hollow-ways. Many of these were purported to be Medieval or Post-Medieval, and documentary evidence discovered by the Tudor Farming Interpretation Group, included a number of wills and documents relating to this period. In fact, of 21 records designated as Medieval held by Staffordshire Historic Environment Record for the parish of Sheen, 15 pertain to Under Whitle Farm. In other words, the majority of what was understood about Medieval and Early Post-Medieval Sheen lay within as yet unsubstantiated knowledge of a single property in the parish. Heritage research strategies for the West and East Midlands identify themes deemed important for this period such as the ceramics industries, the nature of rural settlements and understanding of manorial estates. The project had the potential to illuminate all of these themes and engage many members of the local community in its execution and interpretation

We hoped the project would enable us to capture enthusiasm for our local history and provide an exciting hands-on opportunity to meet and work with real archaeologists, delve deeper into the heritage and discover its meaning. The opportunity to work side-by-side with archaeologists was a dream, not just for us, we believed, but for many in the general population. We wanted to give this opportunity to the community of Sheen and beyond – a chance to personally discover secrets from the past which could inspire a love of history and archaeology like nothing else. Furthermore, we understood that the new primary National History Curriculum had a significant focus on prehistory, which requires teachers to have an understanding of archaeology and how it informs knowledge of the past. Anecdotally, local teachers expressed a lack of confidence in delivering this aspect of the curriculum and we believed they would benefit from specialist training. We hoped the project would:

### **Increase Archaeological and Historic understanding**

- Enable us to ascertain the date of earliest settlement at Whitle.
- Clarify the dates and nature of features identified by Rylatt's 2005 survey.
- Shed light on themes identified by the East and West Midlands heritage strategies regarding ceramic industries, manorial holdings, and rural development in medieval and post-medieval period
- Gather together a more complete historic documentation for Whitle, in the hope that it would help to establish whether any of the archaeological features correspond to its history.

### **Increase People's Awareness and Understanding of the heritage**

- Provide opportunities for the local community to work with professional archaeologists and historians, whose specialist knowledge would help the community to interpret and explaining what they find.
- Expand educational work, providing opportunities for at least 100 primary and 50 secondary pupils as well as Young Archaeologists (and possibly disabled groups) to actively participate in an archaeological survey and excavation.



- Provide specialist training for volunteers and teachers by professional archaeologists, gaining transferable skills that can help them deliver the new National Curriculum for history.
- Training would be provided by on-site professionals for both children and adults, in archaeological processes and techniques, analysing and interpreting historical and archaeological data and interpreting that data across a range of media.
- Utilise the new-found skills of volunteers so that they could enable other participants to carry out archaeological excavation, or provide talks and walks, or guide visitors on site or edit the community website.
- Provide a genuine long-lasting legacy beyond the life of the project – volunteer's skills being used to impart deep understanding of archaeology and history to be utilised in future projects, or stimulating young people to become the archaeologists of the future.
- Provide a variety of interpretative media aimed at a full range of audiences: comic for school children, website and blog for teenagers and computer savvy adults, a guided trail along a newly created concession path with on-site interpretation, as well as archived materials being logged with libraries and Staffordshire County Records Office, plus a series of talks and travelling exhibitions for people who are unable to get to the site itself. And finally, an educational resource pack to support school groups coming to the Dove Valley Centre in the future.

## The Difference we wanted to make – Heritage

### **Improved understanding of our heritage**

*Tangible reports to engender increased understanding of Under Whitle heritage including:*

- LiDAR survey
- Tape and Offset Archaeological Survey
- Magnetometry Archaeological Survey
- Resistivity Archaeological Survey
- Full Historical Report
- Archaeological Excavation

*Archiving data for future public access.*

- All data will be added to the Staffordshire HER
- Data and reports will go into a project archive to be deposited at the Potteries Museum, Stoke-On-Trent, preserving a detailed public record of the archaeological features at Under Whitle at a given time.
- Finds may be put on display at Dove Valley Centre for viewing at open events and exhibitions
- Printed and digital media, talks, exhibitions, a self-guided trail and open events will provide enhanced public access to all heritage data and information.

### **Heritage will be better interpreted and explained**

*A high quality hands-on educational and interpretative experience will bring heritage understanding to diverse groups of different ages and abilities.*

- The best interpretation of a heritage site will be provided by working side by side with professional archaeologists - surveying and excavating the heritage over a period of 6 weeks. This amazing opportunity will be offered to local primary and secondary school children, Young Archaeologists, local history enthusiasts and other groups and individuals. The wider general public will also be able to access this one-to-one contact at public open events but also on an informal drop in basis during the course of the archaeological work.
- A community website run by the younger participants will provide a regular blog, "News from the Trenches" throughout the archaeological work so that people can keep in touch with what's happening and what's been discovered as and when it happens. We will also use social media including Facebook and Twitter.

*A wide range of interpretative media will be developed to share information with a wide range of audiences.*

- A self-guided trail aimed at locals and visitors along a new concession path to the heritage sites.
- On-site interpretative signs
- A comic will be developed in school workshops, helping the children to understand the context of their discoveries and to create ideas for the theme and comic story-line.

- Travelling exhibition and slide show to accompany a series of walks, talks and open events.

## The Difference we wanted to make – People

### **People will learn about heritage**

All participants, including professionals and volunteers, will learn about the archaeological heritage of Under Whittle and its significance for the Parish of Sheen and beyond.

#### *School groups, teachers and participants will learn*

- What archaeology actually is and how historical documents can support and assist in understanding archaeology.
- That knowledge about the past can be discovered through archaeological investigation
- How they can contribute towards the discovery of Under Whittle's heritage by taking part in fieldwork and helping to interpret and disseminate the information.
- School children and other groups will be provided with tailor made workshops and activities on site that address National Curriculum learning objectives. Educational resources will be produced relating to the heritage of Under Whittle that future school groups will be able to use in association with free school visits to the Dove Valley Centre.
- School teachers will have the opportunity to work directly with archaeologists, learning transferable skills that they can apply to delivering the new National Curriculum for history.

#### *Trained volunteers*

- Will be provided with a series of training workshops to help them develop sufficient skills to help deliver all aspects of the project, including understanding issues of accessibility, historical research, archaeological survey, archaeological excavation, heritage interpretation.
- Will then be able to assist visiting participants in discovery and understanding the archaeology and history of the site

#### *Individuals who participate in the project*

- Will have the opportunity to drop in on the archaeological activities at any time and work with the archaeologists gaining one-one knowledge of the heritage as and when it is discovered.
- Will be able to attend two one-day open events with exhibitions of the history and an interpretation of the archaeology, activities for children and adults alike, living history activities, and archaeological excavation will ensure the general public have an exciting opportunity to learn about the heritage of Under Whittle.

#### *Wider public knowledge through permanent and temporary interpretation and archiving*

- Open events
- Concessionary route following a self-guided trail
- Interpretative signage
- Website, blog and social media
- A comic

- A series of travelling exhibitions and talks
- Records in the Staffordshire HER
- Archive deposited in the Potteries Museum, Stoke-On-Trent.

### **People will develop skills**

*All participants will gain better understanding of*

- the local heritage,
- skills associated with archaeological processes
- how to interpret archaeological and historical data
- How to create a range of interpretative media for different audiences.

*Volunteers, Teaching Staff, Derbyshire Young Archaeologists Club, Primary and Secondary school children, other groups and general participants visiting the project will learn all or some of the follow skills:*

- Accessibility awareness training
- Website design, IT and social media training.
- Historical document research workshops and accompanied visits to records offices
- Archaeological survey workshop and training - including resistivity, magnetometry, and tape and offset topographic survey methods, including analysing archaeological data and maps with a view to selecting the most appropriate location for excavation
- Archaeological excavation techniques and skills workshop and training - excavation techniques, recording, planning, section drawing, cleaning and analysing finds, with the opportunity to be assessed through the Archaeology Skills Passport or an AQA accredited Unit Award
- Training in the delivery of the education programme
- Training to deliver guided tours around site
- Interpretation Workshop training
- Health and safety issues associated with archaeological work.

### **People will change their attitudes and behaviour**

We hoped the very nature of the project would encourage a positive attitude towards the past and change attitudes towards our history. By providing a hands-on-learning experience we hoped that learners of every type and ability would be literally immersed in the mud and archaeology, providing a direct physical insight into the past, and hopefully stimulating a lifelong interest in our local heritage, and creating a sense of care for its conservation.

### **People will have had an enjoyable experience**

We aimed to provide something for everyone: from toddlers to teens; from families, casual visitors and local residents to real history buffs or amateur archaeologists. We felt there was nothing more exciting than having the opportunity to use fantastic surveying gadgets, learning to unlock the secrets of survey maps and data, then digging for archaeological treasure and blogging about the amazing discoveries unearthed, all under the supervision of professional archaeologists!

We also felt that in the future, the interpretation produced would provide deeper insight into the landscape and hence create a more enjoyable experience for people visiting the area.

**People will have volunteered time**

The original Tudor Farming Group were very excited about the project and we felt certain that there were more people in the community who would also be enthused by Peeling Back the Layers. Volunteers were key to delivering the project aimed to provide sufficient training so that volunteers would be confident in delivering their dream - the ability to share their love and knowledge about history and the past with their local community.

## The Difference we wanted to make – Our Community

### **More people and a wider range of people will have engaged with heritage-**

The Tudor Farming Group had previously worked with local primary schools and we hoped to engage a much broader range of people with their heritage, namely:

- Working with teenagers – specifically targeting school groups from surrounding towns and developing an educational programme suited to children in Y10-Y12.
- Being inclusive of all community members, including those who consider themselves disabled or excluded from rural heritage. Accessibility Consultant, Phil Chambers will help us plan the project to cater for people with a range of disabilities, whether that means tailor made day visits or making suitable adaptations to the existing programme.
- We'll invite the Mosaic champions (who work with BME groups in surrounding urban areas) and their community groups along, for what maybe their first involvement in an archaeology project.
- Participation in the project will broaden the horizons of rural children. By involving specialists like artists, historians and archaeologists, we can help people to develop their own potential and, by valuing the contribution of the whole community and achieving a memorable outcome, we will develop our self-confidence, foster feelings of worth, and improve self-esteem.

#### *Groups we hope to work with:*

- The Tudor Farming Interpretation Group
- Newly recruited volunteers
- Year 3-6 school groups
- Year 10-12 school groups
- Teaching staff
- Young Archaeologist Club
- Local history groups and individuals with an interest in archaeology and history
- Mental health group and other disabled groups as appropriate
- Mosaic BME groups
- Local residents & families from the immediate area
- Visitors to the area
- History and archaeology professionals through archiving of data as a public record
- The general public

#### *Increased sense of community ownership and stewardship*

We hoped that by providing this opportunity volunteers and participants and visitors would increase their understanding and appreciation of their local heritage which would engender a genuine interest and desire to care for the heritage around them. We also hoped that it would encourage a wider number of people to return to and use the Dove Valley Centre in future years.

*Making the Tudor Farming Group more resilient.*

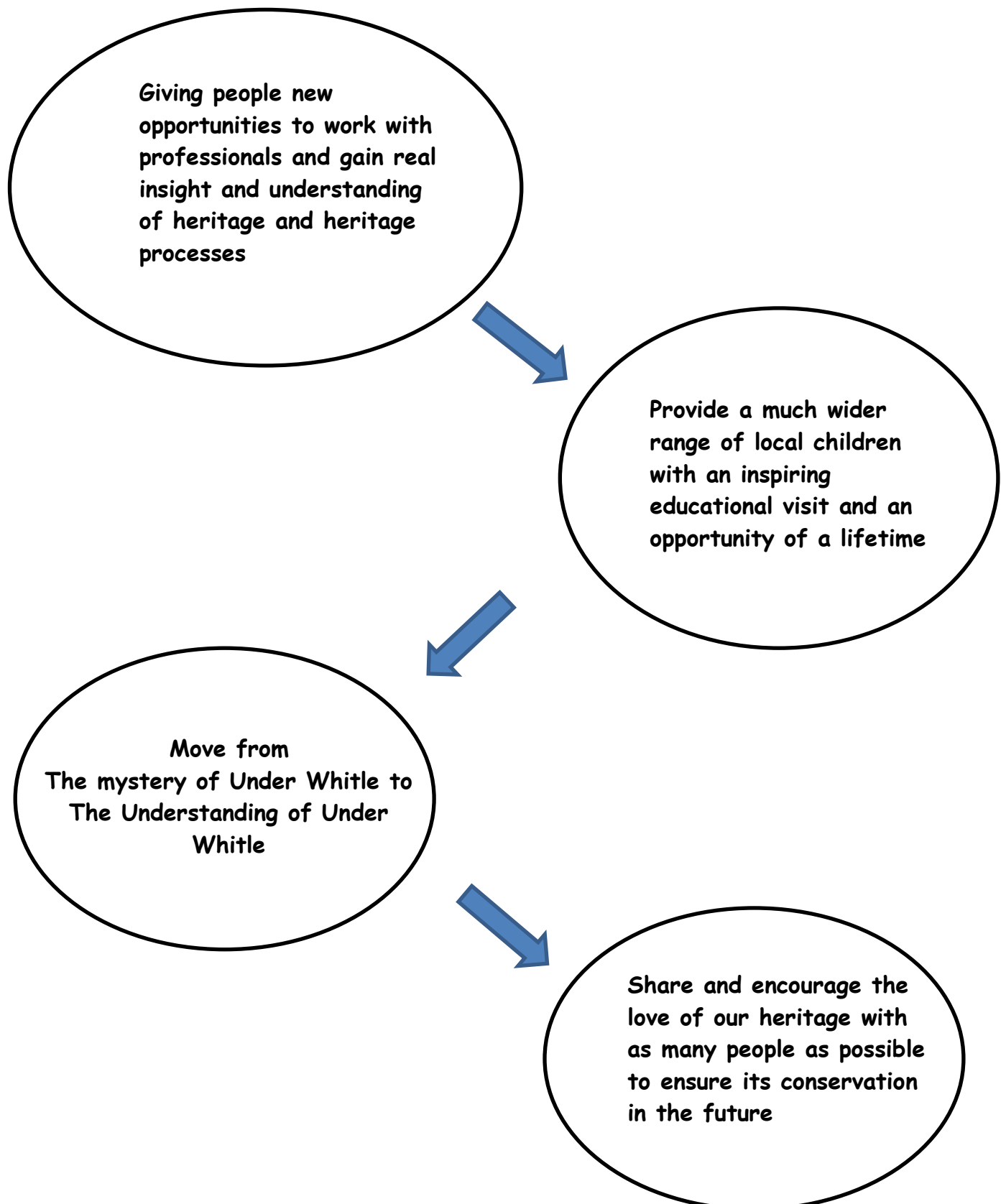
We hope that we will gain new core volunteers to help us continue our work. We hope that the archaeological and historical research training will increase the capacity of the group to further research their local history, in particular, to be able to understand and interpret the heritage they see around them on a daily basis. We would use the skills and knowledge learnt to develop new hands on interpretative projects tailored to the new National Curriculum for history.

*Potential numbers of people involved:*

We hoped to train 25 people and engage 25 volunteers in delivering the project.



## What we wanted to Change



## What actually happened

### **Project Management**

We appointed our project Manager in June 2015. The Tudor Farming Interpretation Group is exceptionally thankful that the person appointed was absolutely exceptional in every way. Dr Catherine Parker Heath took up the project plan as forwarded to HLF with our application and actively ensured that every element of the project was delivered on time and to a very high quality. The project itself included a wide range of elements and had to be timetabled quite carefully to take account of season, weather, farming needs and school year. For example:

- School year – Primary schools are reasonably flexible in booking extra-curricular activities, but the higher prescription for curriculum within secondary schools and the need to avoid exam periods meant we needed to provide a long run-in on dates for field work and school workshops to ensure we could book dates into the school diary. In addition, we wanted the secondary school students to be involved in both the survey and excavation – this meant the project needed to be planned within a single school year. Hence, we couldn't survey in the spring and excavate in the autumn.
- Season/weather – we needed to avoid winter months for field work to ensure that we weren't snowed off – there was no opportunity to postpone survey or excavation since school dates were tightly planned.
- Farming Needs/ground conditions – survey needed to take place after the grass had been grazed off and before the grass grew – hence either late autumn/spring and the excavation obviously needed to take place after the survey, but within the single school year.

In other words, we really needed to stick to the timetable religiously and this meant that the project manager had to ensure that all elements that fed into the project occurred at the correct time. For example:

- Volunteers required training in accessibility well in advance of the field work to ensure adjustments could be made, history had to be well on the way before the survey and excavation so this information could feed into the understanding of the archaeologists, archaeological survey reports had to be available 4 weeks before the excavation so school students could use them to assess location of trenches for excavation.

The project manager successfully, cajoled, encouraged, e-mailed, reminded and prompted all the elements of the project (and their deliverers) to ensure that everything happened on time and to plan. The Tudor Farming Interpretation Group is enormously grateful for her amazing efforts and absolutely astounded by the level of her professionalism, enthusiasm, technological ability, community engagement skills, educational ability and dedication to the project. We were very, very fortunate in appointing her and we'd like to take this opportunity to formally acknowledge her tremendous skill, experience, knowledge and capability.

So, we can say that all elements of the project were delivered as described in our application on time and with great success.

We were also fortunate in that all the professionals involved in the project provided quotes that were below the £10,000 limit (at which we would have had to embark on a tendering process), and this would have extended the time for initiating the project. As it was, once funding was in place we were able to simply draw up contracts for all the professionals. We were again extremely fortunate in obtaining the voluntary services of a Law Professional to help us draw contracts ensuring that we would be confident that our professionals would deliver what we required. So, we would like to say that we are also exceptionally grateful to the professional knowledge of Tony Butler who reminded us of many legal issues which would otherwise have been overlooked through our own lack of knowledge.

There were a number of issues that cropped up during the course of the project that caused us some concerns and these are listed below. More detail is provided on pages 42 -46.

- Having received training and the access report from the Access consultant we realised that we hadn't budgeted anything for making accessibility adjustments on site. Fortunately, we had over-estimated the cost of the access training and report, so were able to use the under spend from this budget to go towards the access improvements, together with a small amount from the contingency.
- We were surprised by the number of volunteers who wanted to get involved in the project. We commenced our history training and workshops with our historian, only to find that we had more people than we had space for at the records offices (groups at record offices are limited in number). Fortunately, we were able to access a pot of funding from the Peak District National Park to provide some additional training for those volunteers who had not had an opportunity to visit records offices in the first round of training and extend the research
- We discovered that it was quite difficult to engage local secondary schools and secondary school staff in taking part in the project. Part of the problem seemed to be finding the correct member of staff who wanted to grasp the opportunity and see the relevance to their students, and part of the problem seemed to be helping schools to find a suitable fit for archaeology within the National Curriculum and the tight confines of planned school work. Several local secondary schools were approached directly but failed to show an interest in taking part. In the end 2 secondary schools sent classes to the project – one was a history class and the other was a special needs class, and a third secondary school sent three children on week long work experience placements. Several other individual students were involved in the project as volunteers.
- Another group that we failed to get involved with the project was the BME group – the Mosaic champions. For them the main difficulty was transport. The group needed to bring members of their community from inner city areas and many of them didn't have car transport, including the champions themselves. They required funding to be able to hire a bus to bring out their groups. Although we pointed them in the direction of grants they could approach to try and access funding the Mosaic champions didn't manage to do this, and we simply ran out of time in trying to help them.

- We received an unexpected bill for VAT from one of the professionals. As this was for about £800 it was a huge shock and we immediately gained permission to use our contingency for this, but then investigated further and on checking contracts and e-mails we realised that the company's finance department had made a mistake because VAT shouldn't have been charged on educational excavations. We were very relieved.
- We had another unexpected bill as well, because we had made a proof reading error on one of our contracts for the archaeological excavation— showing £200 more than our budget allowed. We again contacted our HLF advisor and sort permission to transfer £200 to cover this bill from an underspend in our finds specialist budget.
- As we carried out the excavation, it became evident that working with so many children, meant that the actual excavation itself went more slowly than would be usual if carried out by adults. In addition, because we were attempting to make the project a learning experience, there was an inclination to excavate the trenches where there were lots of artefacts being discovered, rather than the trenches where the artefacts were sparse. Hence at the end of the first excavation we had hundreds of finds, that children had excavated, processed and recorded, but the trench where we felt there was the best hope of locating a medieval building had not been worked thoroughly. Following the excavation, we felt there was a need to return to this trench to see if we could trace any further evidence of the Tudor building and so we sort permission to carry out an additional 7 day excavation in September delivered by the archaeologist and the trained volunteers, but with no children. This excavation produced the earliest pottery sherds on site on the very last day of the excavation – a real Time Team moment!
- We underestimated the amount of pottery and artefacts we would actually find. Despite best efforts to clean and process finds as they were discovered during the excavation, we could not keep up with the administration side of the recording. By the end of the excavation we had accumulated a backlog of finds which took hundreds of hours of volunteer effort to process. Adult volunteers only really had time to ensure that the finds were bagged and collated in the field. Cleaning, recording individual finds, photographing finds and entering the data on computer, became a huge task after the excavation had finished and been cleared up. Huge thanks go to volunteers, Richard and Angela Knisely-Marpole who spent hours and hours completing this work. In addition, we discovered that although volunteers were very keen to get their trowels out and dig up the finds, the administration after the project described here, did not result in a large number of volunteers coming out to help
- We discovered another error in our original budget when we came to develop the interpretation. We had miscalculated the total cost of the interpretation by omitting the cost of the interpretation workshop for volunteers in the budget. We overcame this problem by using underspends from a variety of different budget headings after consultation with our project officer.

## The Difference we made for Heritage

### Improved understanding of our heritage

#### **The project produced the following heritage reports and interpretation:**

##### *Reports*

- Tape and Offset Archaeological Survey
- LiDAR survey
- Magnetometry Archaeological Survey
- Resistivity Archaeological Survey
- Full Historical Report
- Archaeological Excavation Reports
- An-Analysis-of-the-Probate-Documents-of-the-parish-of-Sheen
- Report on animal bones (finds specialists)
- Report on pottery (finds specialists)
- Report on metalwork (finds specialists)
- Report on glassware (finds specialists)
- Survey of Sheen parish church graveyard

##### *Archiving data*

- All data has been added to the Staffordshire HER and is publicly available on the project website.
- Data and reports are in a project archive deposited at the Potteries Museum, Stoke-On-Trent
- Graveyard survey data will be hosted on project website
- Finds are presently residing with the talks and exhibition material and are being actively used at a variety of events. Following these public events, the finds will be based at Dove Valley Centre for viewing at open events and exhibitions and will be given to schools on a long-term loan basis as handling collections to be used with the Education packs.

##### *Interpretive media*

- A self-guided trail with 3 on site interpretative panels linking to Buxton Museums online 'Collections in the Landscape' has been established at Under Whitle for locals and visitors to access from the local footpath.
- A historic comic has been produced and developed in conjunction with primary aged students, and this has been given out to all the students who took part in the project. Remaining comics will be given to children who attend future events at the Dove Valley Centre.
- 14 talks and exhibitions with accompanying slide show have taken place/are taking place in order to enhance public access to all the heritage data and information.
- A community website ran throughout the project and young participants contributed towards the "News From the Trenches" blog during their visit to the project. Facebook and twitter were also used during the project to communicate with project participants and keep volunteers up to date with progress. Now the project has

ended the website is being used as an archive of materials found, to be used by anyone else with an interest in the heritage of the area.

### **Heritage will be better interpreted and explained**

- Almost 200 students aged between 4 and 25 took part in the project. One primary school didn't return documentation about their group – we believe there were at least 20 children with this school group.
- 170 Key Stage 1-2 school children were provided with 2 in-school workshops about understanding archaeology and interpreting archaeology. They also had a whole day visit on site working with the archaeologists and being involved in the full range of archaeological excavation processes.
- 24 Key Stage 3 school children were provided with 2 in-school workshops about understanding archaeology and interpreting archaeological surveys to plan for site excavation. They also had two whole day visits on site working with the archaeologists and being involved in the full range of archaeological survey and excavation processes.
- 3 Key stage 4 students took part in the project and they had 1 in school workshop introducing the project and activities and a week-long work experience placement during the excavation.
- 18 Young Archaeologists aged 6-16 took part in the project, having 4 days each at the project during which time they explored the site, took part in the archaeological survey and excavation and helped with the open event and the tidying up process at the end of the dig.
- 1 local history group (Hunter Archaeological Society), 1 mental well-being group (Escape) and 1 outdoor learning group (FACE Farming and Countryside Education) spent a day on site.
- At least 45 adults volunteered for the course of the project. Volunteers were aged 17 and upwards. The majority of volunteers were aged 60 plus.
- 3 Open events were held for the general public – one during the Archaeological survey with 54 people attending, and, one during the Archaeological excavation which had 80 people attending and the Final Open Event that **had xxx people** attending. Of the open event visitors who were surveyed, more than half of the visitors were aged between 26 and 59. Most of the visitors were in family groups.

Before the project, (Q5) more than half the people (64%) said they had never been involved in a heritage project before – this was their first experience.

But it was the heritage element that attracted people to the project - (Q4) 9 out of 10 respondents got involved because of the fact that it was a heritage project.

Most people wanted a learning experience – (Q1) more than 8 out of 10 respondents wanted to find out about archaeology and three quarters wanted to find out about local heritage.

(Q8) More than 8 out of 10 respondents said they felt differently or more strongly about archaeology and/or history because of the project.

(Q7) When given a choice of responses regarding how the project had affected them, three quarters of people said the project had increased their interest in archaeology, and it made a lot of people want to find out more about heritage (nearly 6 out of 10).

(Q6) When asked what difference the project had made to them, more than 6 out of 10 people spontaneously said they had enjoyed a learning experience and in particular gained knowledge about archaeology and history. Some of the things they mentioned were:

*“Learning about the “painstaking care that goes into an archaeological dig”*

*“A useful insight into the world of practical field archaeology”*

*“The children and myself gained an appreciation for how archaeology can be applied to things we learn in the classroom”.*

*“It gives a context to the historical research carried out as part of the project”*

*“Knowing more about my local area is fascinating”*

*“Helps to understand how things have changed to how they are today”*

*“The LiDAR results are amazing!!”*

So, when we asked specifically what people had learnt (Q11), it is perhaps not unsurprising that people had mainly learnt archaeological skills. People independently mentioned a range of archaeological skills – nearly a quarter acknowledging that they now understood the whole process of archaeological work, whilst 3 out of 10 people gained the skills to work on an archaeological dig with their practical skills. In fact, the single most popularly mentioned skill was how to carry out trowelling correctly. Just over 10% felt they had now learned enough to carry out archaeological surveys and another 10% were skilled in using maps or drawing plans or field sketches. And a quarter of respondents felt they were now able to process finds.

We believe we achieved our aim of producing a high quality hands-on educational and interpretative experience that brought heritage understanding to diverse groups of different ages and abilities. When we asked what they particularly enjoyed or found inspirational about the project (Q13) they said they **enjoyed** the archaeology! They were inspired by actually taking part and working in the trench (34%) and they loved discovering and learning about the finds (25%). But for many people it was the social side of the project that was important – 20% enjoyed the welcome, enthusiasm and team spirit best whilst for 10% it was the chance to work and learn from knowledgeable people and professionals. Some of the things they independently mentioned were:

*“Being part of a real archaeological excavation”*

*“The children loved trowelling in particular”*

*“I enjoyed the archaeological process and would be keen to be involved in something similar in the future”*

*“The trowelling for artefacts as it makes you feel like part of the project”*

*“It has shown me ways I can use my existing technical skills to improve and facilitate amateur archaeology”*

“It is fascinating when the trenches uncover lots of ceramic pieces and give us clues to how people used to live and their past lifestyle”

“Inspired by what could be under the layers!”

“I was inspired by the local heritage – this made me want to learn more”



## The Difference we made for people

### **People will learn about heritage**

All participants, including professionals and volunteers, learnt about the archaeological heritage of Under Whitle and its significance for the Parish of Sheen and beyond.

### **People will develop skills**

This was a learning project for everyone involved in the project and learning was tailored to different ages and abilities depending upon the group, individual or family that came to the project.

#### *Volunteers*

At least 45 adults registered as volunteers for the project. Approximately 17 other volunteers also took part in the project but did not wish to fill in a formal registration form, or forgot to do so – some of these people only volunteered for one day on the project, but they had specific skills, such as educational and/or guiding experience that they used in helping organise the groups on site, other non-registered volunteers used their professional skills, e.g. legal advice for numerous days. Formally registered volunteers were aged 17 and upwards. The majority were aged 60 plus. Volunteers to the project were offered a wide range of workshops to ensure they were well trained to help deliver the project. This included

- A half day training workshop on website design and management and social media
- A half day training workshop on accessibility awareness
- 11 historically focussed workshops/accompanied visits to record offices to help volunteers research the history of Under Whitle and its significance for the Parish of Sheen and beyond.
- One full day training workshop on the project itself and archaeological surveying techniques and skills, including resistivity, magnetometry, and tape and offset topographic survey methods, including analysing archaeological data and maps with a view to selecting the most appropriate location for excavation.
- One full day training workshop on archaeological excavation techniques and skills - excavation techniques, recording, planning, section drawing, cleaning and analysing finds, with the opportunity to be assessed through the Archaeology Skills Passport or an AQA accredited Unit Award.
- Training on Health and Safety, visitor and group management were provided at relevant points throughout the work on site and daily briefings ensured volunteers were kept up to date with ongoing progress and issues on site.
- One half day training workshop on heritage interpretation

This training provided sufficient skills and experience to enable volunteers to deliver all aspects of the project including: understanding issues of accessibility and helping to develop accessibility improvements; carrying out historical research to contribute towards the creation of the final history report (and more – see community section); actively carrying out the archaeological survey and assisting children and visiting adults to take part in the survey work; carrying out all aspects of the archaeological excavation including

assisting children and visiting groups and individuals to take part in the excavation; guiding visitors at the Open Events around site and helping them to understand the archaeological processes and the project itself; helping to develop various aspects of the heritage interpretation, including the comic, the on-site panels, the self-guided trail, the website and social media.

The volunteers were extraordinary and their enthusiasm and knowledge shone through: Participants said it was a,

“tremendous learning experience working with professionals in the field”

and they said they had enjoyed discovering the,

“Layers of history explored with knowledgeable and enthusiastic people”

and had especially enjoyed the,

“Guiding by archaeologists and volunteers and talks”.

So at this point we would like to honour and thank all the individual volunteers, not just for their hours of dedication, but for their wonderful spirit, passion and determination in making this project so successful.

#### *Teaching Staff*

- *Schools and educational establishments sent 17 teaching staff to the teacher training day.*

The training day involved:

- Introduction to the project, aims and objectives
- Training on Health and Safety, group management during the school visit.
- Summary of historic research and archaeological survey results
- Interpretation of survey maps and other data to determine location for trenches
- Training in Archaeological excavation techniques and skills with particular reference to what the students will be doing on the site visits so teaching staff will be confident to assist them including: - excavation techniques, recording, planning, section drawing, cleaning and analysing finds.
- Training in archaeological processes, interpreting archaeology with reference to delivering the new National Curriculum for history and also how archaeological activities can be used to meet other National Curriculum areas.
- Awareness of the Archaeology Skills Passport for secondary students and their ability to achieve an AQA accredited Unit Award.

At the end of the project, all schools involved were provided with an education resource pack full of activities and props. This pack enabled teaching staff to easily use the knowledge and learning from the project in future lessons with their students.

### *School visits*

Introductory in-school workshops were provided for school children who were going to attend the project, where they learnt about the project itself; the history that had been discovered to inform the project and they were provided with an introduction to archaeology and archaeological processes that they would use during the site visits.

- At least 194 students aged between 4 and 25 took part in the project.
- 170 Key Stage 1-2 school children were provided with 2 in-school workshops about understanding archaeology and interpreting archaeology. They also had a whole day visit on site working with the archaeologists and being involved in the full range of archaeological excavation processes.
- 24 Key Stage 3 school children were provided with 2 in-school workshops about understanding archaeology and interpreting archaeological surveys to plan for site excavation. They also had a two whole day visits on site working with the archaeologists and being involved in the full range of archaeological survey and excavation processes.
- 3 Key stage 4 students took part in the project and they had 1 in school workshop introducing the project and activities and a week-long work experience placement during the excavation.
- All students were supplied with a copy of the historic comic that helped interpret the history of Under Whitle and explain how the archaeological process had contributed towards the understanding

Here is what some of the teaching staff felt they and their students had gained from the project (Q6):

*“Offered a great experience to learn about what archaeology is”*

*“Brought learning alive in an interesting, fun way”*

*“Great experience and learnt a lot about archaeology which can be used in school as well”*

*“All the children & staff thoroughly enjoyed the induction day and tasks in preparation for the event day.”*

*“Everyone was fully engaged throughout.”*

*“Helps to bring the curriculum to life”*

*“Excellent hands-on learning experience for Skills for Life Group from St Thomas More School”*

*“It has allowed me, as a teacher, and the children I teach to experience a real archaeological dig”*

*“Understanding about how to find out about the past using archaeology”*

*“Our children have gained 1<sup>st</sup> hand experience & insight to a local project & gained knowledge of local history”*

### *Derbyshire Young Archaeologists Club*

18 young members (aged 6-16) of the Derbyshire Archaeological Club had 4 site visits to the project with the group. Some of the members, returned with their families on the Open Days as well. The young archaeologists were provided with

- Introductory on site workshop where they learnt about the project itself; the history that had been discovered to inform the project; an introduction to archaeology and

archaeological processes that they would use future site visits and then they carried out a site visit to identify archaeological features from the walk over survey data

- Two whole day visits on site working with the archaeologists and being involved in the full range of archaeological survey and excavation processes.
- One final day when they returned to site to help with filling in the trenches and clearing up after the excavating archaeology.
- All members were also supplied with a copy of the historic comic.

#### *Other groups and individuals who visited the project*

3 Open events were held for the general public – one during the archaeological survey with 54 people attending, and, one during the archaeological excavation which had 80 people attending. The final open event provided an opportunity for visitors to enjoy the new heritage interpretation and learn what the project had discovered.

- Visitors could work with professional archaeologists and project volunteers, gaining one-one knowledge of the heritage as and when it is discovered.
- The open events, provided exhibitions of the history and an interpretation of the archaeology, with activities for children and adults alike, including, living history activities, practical experience of carrying out archaeological surveys and excavation, as well as archaeological activities for children - a very exciting opportunity to learn about the heritage of Under Whitle.

Of the open event visitors who were surveyed, more than half of the visitors were aged between 26 and 59. Most of the visitors were in family groups.

#### *Post archaeological-phase knowledge*

Following the excavation new people continued to gain knowledge from the project.

- We delivered a series of talks and exhibitions in the local area to share the results of the history and archaeological research. These were conducted in the surrounding villages and towns as follow:

Number	Event, venue, description	Date	Status
1	Derbyshire Archaeology Day, Pomegranate Theatre, Chesterfield Archaeological talk about project	7 <sup>th</sup> January 7 <sup>th</sup> 2017	Delivered
2	History Live Talk (local history group), Hollinsclough Talk about project	1 <sup>st</sup> March 2017	Delivered
3	CBA West Midlands conference in Birmingham. Display and Archaeological presentation	4 <sup>th</sup> March 2017	Delivered
4	Staffordshire History Day, Stafford Display/exhibition <i>New Developments in Staffordshire History - presented by Staffordshire Archives and Heritage in conjunction with Keele University and the Centre for West Midlands History at the</i>	6 <sup>th</sup> May 2017	Delivered

	<i>University of Birmingham</i>		
5	Biggin School talk for local community	Tues 23 <sup>rd</sup> May 6.30pm	Delivered
6	Hartington 'Festival of Talent' village hall exhibition & stand	Sun 28th May	Delivered
7	Sheen Flower Festival - Exhibition at (local community event)	Sat 1 <sup>st</sup> July 2017	Delivered
8	'Meet the Experts' at Buxton Museum as part of Buxton Festival, talk and exhibition	Fri 21 <sup>st</sup> July	Delivered
9	Talk to Longnor WI, Longnor Fire Station but open to all.	Wednesday 26 <sup>th</sup> July	Delivered
10	Buxton Museum Archaeology event – creating a Museum of Artefacts from PBTB	Sunday 30 <sup>th</sup> July	Delivered
11	Hartington Wakes exhibition	10 <sup>th</sup> September	To be delivered
12	Potteries Museum exhibition – Stoke on Trent	To be confirmed	To be delivered
13	Staffordshire Library Service – tour round different libraries – Leek, Biddulph, Cheadle, Uttoxeter history festival potential for talk as well	Sept/Oct 2 week display at each library	To be delivered
14	Great Longstone History Group	April 2018	To be delivered

- A Concessionary route following a self-guided interpretative trail is now available on site, this includes 3 interpretative signs at the location of the 3 main sites of habitation of Under Whitle
- The Website, blog and social media that kept people informed during the project will be accessible as it is for at least the next 5 years after which the data from it will be archived in a suitable long-lasting format that will ensure it is a good source of research material for future seekers of knowledge about the area.
- The comic is provided to visitors to the Dove Valley Centre at Under Whitle, so visiting children can learn about its heritage.
- Project Records will be lodged with the Staffordshire HER
- And a project archive will be deposited in the Potteries Museum, Stoke-On-Trent.
- Sheen graveyard Survey data base will be available on the project website.

The results from the survey (Q10) highlight the skills people felt they had learnt:

About 6 out of 10 people learnt observation skills like identifying archaeological features, drawing maps and objects and technical skills – the procedures for carrying out archaeological surveys and excavations. It was, after all, a hands-on project that helped people to understand more about what comprises archaeological methodology and this will help them to read and interpret the landscape for archaeological features better in the

future. Over half the respondents had their brains exercised by gaining thinking skills – analysing and interpreting information, for example.

Interestingly the children acquired slightly different skills to the adults. Particularly noticeable is the fact that children rated gaining speaking and listening skills by being involved in the project much higher compared to the response for adults. This was the second highest mentioned skill by the children online, whereas this was the skill least mentioned by adults. Perhaps this explains a response that the project elicited:

*“great questioning and attempts to explain from the kids”*

***Summary of skills acquired by different groups during and after the project. Different groups acquired different levels of skill and ability depending upon the amount of time they spent involved with the project.***

	<b>Key Stage 1-2</b>	<b>Key Stage 3</b>	<b>Key Stage 4-5</b>	<b>YAC</b>	<b>volunteers</b>	<b>Teachers</b>	<b>Open event visitors &amp; day group participants</b>	<b>General public (not part of fieldwork stage)</b>
<b>Accessibility Training Workshop – half day</b>					x			
<b>Archaeological Surveying Workshop &amp; training – one day</b>					x			
<b>Up to 11 History workshops and/or supported visits to local records offices</b>					x			
<b>Archaeological Excavation Workshop &amp; training – one day</b>					x			
<b>Teacher Training Workshop &amp; Archaeological excavation workshop – one day</b>						x		
<b>Interpretation Workshop – half day</b>			x		x			
<b>Creation and use of Talking Tiles points to help interpret activities and the site during the excavation</b>	x	x		x	x	x	x	

	<b>Key Stage 1-2</b>	<b>Key Stage 3</b>	<b>Key Stage 4-5</b>	<b>YAC</b>	<b>volunteers</b>	<b>Teachers</b>	<b>Open event visitors &amp; day group participants</b>	<b>General public (not part of fieldwork stage)</b>
<b>Creating an accessible textured map of site as survey &amp; excavation progresses</b>	x	x		x	x	x	x	
<b>Introduction to the project</b>	x	x	x	x	x	x	x	
<b>What is archaeology?</b>	x	x	x	x	x	x		
<b>How historical documents support archaeology</b>	x	x	x	x	x	x	x	
<b>Site Safety</b>	x	x	x	x	x	x	x	
<b>Tape &amp; Offset survey</b>		x		x	x	x	x	
<b>Landscape walkover survey</b>		x		x	x	x	x	
<b>Geophysics survey</b>		x		x	x	x	x	
<b>Hand tools (trowel, hand shovel, ladle etc.)</b>	x	x	x	x	x	x	x	
<b>Hand tools (spade, shovel, mattock, bucket, wheelbarrow)</b>	x	x	x	x	x	x	x	
<b>Site Formation Processes</b>	x	x	x	x	x	x	x	
<b>Stratigraphic Excavation</b>	x	x	x	x	x	x	x	
<b>Context Sheet Recording</b>	x	x	x	x	x	x	x	
<b>Site Photography</b>			x		x			
<b>Site Grid and Trench Layout</b>	x	x	x	x	x	x	x	
<b>Dumpy Level and Staff</b>	x	x	x	x	x	x	x	
<b>Planning</b>			x	x	x	x	x	
<b>Section Drawing</b>			x	x	x	x	x	
<b>Collection of Samples</b>	x	x	x	x	x		x	





**People will change their attitudes and behaviour:**

We hoped the very nature of the project would encourage a positive attitude towards the past and change attitudes towards our history. So, we asked them about this in the survey. These are some of the findings:

In our survey when we asked people an open question about what difference the project had made to them (Q6). Learning was the top response, but after learning the most common theme was that people were encouraged or inspired to do more:

- “Inspiration for future development”
- “Encouraged me to go and do some research on my own”
- “More committed to following interests in local history”
- “Fostered interest in palaeography which I intend to pursue”
- “Determined to find out more about local things”
- “Fuelled (or heightened) my interest in archaeology”
- “I have seen a great passion for archaeology in the children and an appreciation for the heritage”
- “Children became enthusiastic about archaeology”
- “Inspired the children”
- “The children have had their curiosity stimulated”
- “They’ve been enthused by archaeology & history”

More than 8 out of 10 of survey respondents said the project had made them feel differently or more strongly about archaeology and/or history (Q 8). And more than 7 out of 10 child respondents said that they thought the project had made archaeology and history more interesting and 8 out of 10 children said that archaeology and history made more sense now.

We also asked people to look at a range of statements and ask which ones applied to them (Q7). Approximately three quarters said that their involvement in the project had made them more interested in archaeology – this was the top scoring response. And the next most popular response was that the project had made people want to find out more about heritage (more than half the people ticked this). Furthermore this change indicated a difference in behaviour – 56% of people ticked the box that said they had developed an increased interest in something they knew little about before. (70% of the children agreed with that statement) A few people even ticked the box that said they thought they would join a special interest group or start some training/college course as a result of their visit/involvement.

Here are some of the comments from the children:

- “It surprised me that children are allowed to dig”.
- “I thought it would be really boring but it was super fun and I'd definitely come again”
- “Before I went I didn't know anything about Archaeology so it was really interesting”
- “I was most surprised about how many archaeological artifacts we found. Also, I was surprised that you had to scrape layers of the surface instead of digging straight down.”

By providing a hands-on-learning experience, literally being immersed in mud and archaeology, we believe that learners of every type and ability attained a direct physical insight into the past. We were pleased that for so many people, this stimulated a very deep interest in local heritage, that we hope will remain with them lifelong, creating the desire to care and conserve it into the future.

### **People will have had an enjoyable experience**

We aimed to provide something for everyone: from toddlers to teens; from families, casual visitors and local residents to real history buffs or amateur archaeologists. We felt there was nothing more exciting than having the opportunity to use fantastic surveying gadgets, learning to unlock the secrets of survey maps and data, then digging for archaeological treasure and blogging about the amazing discoveries unearthed, all under the supervision of professional archaeologists!

It was great to hear from the people involved that they agreed with us:

(Q12)9 out of 10 people said they enjoyed their time at the project. More than 6 out of 10 people ticked the box saying the visit/involvement had been exciting and more than 6 out of 10 said they were inspired by their visits. When we asked an open question about what people found particularly inspirational or enjoyable we were pleased to find that like us – it was the archaeology that did it! A third of people independently said they enjoyed the actual digging in the trench:

*“Helping with an archaeological dig in beautiful surroundings.”*

*“The trowelling for artefacts makes you feel like part of the project”*

*I enjoyed the archaeological process and would be keen to be involved in something similar in the future.”*

And a quarter of respondents said they enjoyed discovering and learning about finds:

*“How lots of history can be found from a tiny piece of pot”*

*“It is fascinating when the trenches uncover lots of ceramic pieces and give us clues to how people used to live and their past lifestyle”*

20% of people said it was the social interaction that made the project enjoyable:

*“The knowledge and kindness and passion and inclusiveness of the people running it.”*

*“The people running the site were enthusiastic and most engaging giving great information about the site and activities.”*

*“The teamwork aspect of the dig”*

*“I found the enthusiasm of the volunteers inspirational and I enjoyed the atmosphere and welcome on site.”*

And 10 percent thought it was the link with the professionals that was enjoyable:

*“Working with professional archaeologists”*

*“People who knew what they were talking about and didn’t laugh if you said something a bit stupid.”*

*“Guiding by archaeologists and volunteers and talks”*

The children seem to have enjoyed similar things to the adults. Here are some of the things that the children enjoyed:

*“We enjoyed that we got the chance to dig. We also enjoyed learning about all the tools that you had to use and what you have to do when you find something!”*

*“Measuring the trench. Scraping in the trenches”.*

*“I enjoyed the trenches they were really fun and I hope we could come again”*

*“How happy you felt when you found something interesting.”*

*“Brushing the stones and enjoying the work that we did in the shed”*

*(Reconstructing pottery/creating a textured map for visually impaired visitors).*

*“I enjoyed when I got to find a metal nail “*

*“I enjoyed washing the pottery and bones that we found. Especially when we found the worm in the bone!”*

*“I enjoyed cleaning the bones and filling in the reports.”*

*“The people at Under Whitle farm were really friendly and everything that we did was related to Archaeology and it was fun “*

*“Enjoyed listening to the experts at the dig site.”*

### **People will have volunteered time**

This project could not have happened without the volunteers. We originally estimated that we would be able to attract an additional 15 volunteers to join the Tudor Farming Group Volunteers and this would give us 25 people to train and run the project directed by the professional team. We were amazed and delighted by the enthusiasm for an archaeology and history project:

At least 45 adults registered as volunteers for the project. Approximately 17 other volunteers also took part but failed to formally register their details. Of the 45 adults who registered as volunteers and took part in the project only 35 provided volunteer hours sheets, and not all of their hours were logged on these. So our evaluation of volunteer effort is a significant under estimate.

Of the 35 volunteers who did register and return timesheets, their figures show that they carried out a total **724.5 days (5071.5 volunteer hours)** in the following ways:

Description of Volunteer Task	Volunteer Days worked	Our original estimate of volunteer time
Archaeological Survey - Supporting archaeological survey, preparation, organisation including school visits.	86	32
Publicity and promotion – developing logo, writing press releases, creation promotional	6	6

materials and distribution, creating and installing off site signage		
Historical training, research, collation of data and data inputting	129	20
Open event preparation and delivery x 3	49	30
Developing, trialling, collation and analysis of evaluation and evaluation report	7.5	7
Archaeological Excavation – supporting archaeological excavation, preparation, organisation including school and group visits	345	110
Project planning and delivery of project including resourcing materials, planning meetings, prop creation, signage, etc.	66.5	20
Creating self-guided trail concession route	6	8
Editing, proof reading, liaising and consultation regarding interpretative media, including comic, trail leaflet and on site interpretative panels.	12.5	10
Delivering talks and exhibitions, including preparation of exhibit materials and liaison and consultation re pull up banners and slide show.	17	20
	724.5 days @ 150 = £108,675	265 x 7 hours @ £150 = £39,250

Given that the volunteers were trained to deliver this work during the course of the project, we can accept the term “skilled” as being applied to these volunteers. The HLF volunteer rate for skilled work is presently £150.00 per day, meaning that the monetary value of this incredible volunteer effort actually tops £100,000!

## The Difference we made for our Community

### **More people and a wider range of people will have engaged with heritage**

The Tudor Farming Group had previously worked with local primary schools and we hoped to engage a much broader range of people with their heritage. In fact we brought in the following new groups and individuals:

#### **Teenagers**

27 Secondary school children attended the project from

- Buxton Community School
- St Thomas More Catholic School in Buxton.
- Work experience students on week long work experience placements from Lady Manners School, Bakewell.

We approached Secondary Schools in Leek, but were unsuccessful in encouraging them to take part in the project.

18 Young Archaeologists from the Derbyshire Group aged between 6 and 16.

3 students (post-18) on the way to university volunteered with the project

### **People who consider themselves to be disabled or excluded from rural heritage**

5% of participants and volunteers considered themselves to have a disability or special needs. Work to make the project accessible was limited by lack of budget for this and the ground conditions on site. But we made the following accessibility improvements:

- Accessibility information was provided on the website to enable visitors to view the terrain prior to coming on site.
- On and offsite signage was provided in very large font and good contrasting colours.
- Contact details were provided for people requiring special assistance.
- Plans were in place to ensure that activities taking place upstairs in the Dove Valley Centre were brought downstairs and adapted, both physically and socially, for people who could not access this space.
- A 4 x 4 was available in the event that people required transporting to site.
- Creation of a permanent disabled accessible ramp at the Dove Valley Centre. Accessibility Consultant, Phil Chambers, highlighted the fact that the existing ramp was not suitable for people to reach the centre unaided in a wheelchair, hence the creation of a new one.
- Provision of disabled toilets during the survey and excavation in the field to ensure there was adequate facilities for people with limited mobility if they were visiting or work at the trenches. (Disabled toilets were already available at the centre)
- Creation of a textured map by the volunteers and students at the project, to assist with orientation around site for people with visual impairments.
- Installation of coloured strips on toilet facilities, highlighting of stairs and markings on glass windows to improve access for people with visual impairments.

- Creation of Talking Tiles posts at various points around site. These allowed visitors to press the button and hear what was happening in trenches, or about the archaeology on site.

### **BME groups**

- We made several attempts to encourage the Mosaic champions (who work with BME groups in surrounding urban areas) and their community groups to come along to the project.
- We attended one of their meetings to describe the project, providing detailed information and contact details for them to phone us with their enquiries.
- We were then in contact with them to try and help them visit the project. They were keen to come along but their main difficulty was a lack of private transport and the lack of public transport to get people to our site. They said they would try to obtain a small grant to pay for a bus for the day, and although we offered help with information for their application, they didn't have enough time (and/or inclination?) to achieve this.
- We feel that the isolated location and lack of public transport remains a major barrier for people from urban centres (without their own transport) to access rural heritage projects. On reflection, it would have been a good idea to budget for a transport grant to help groups like this reach the project. Instead we were using the schools transport costs as "voluntary donation". It was difficult to reconcile the disparity that some groups provided transport which was a voluntary donation whilst other groups failed to reach the project because of their lack of transport

### **Participation in the project will broaden the horizons of rural children.**

By involving specialists like artists, historians and archaeologists, we can help people to develop their own potential and, by valuing the contribution of the whole community and achieving a memorable outcome, we will develop our self-confidence, foster feelings of worth, and improve self-esteem.

### *Groups we worked with:*

- The Tudor Farming Interpretation Group
- Newly recruited volunteers – 45 registered with us and logged their hours. At least another 17 volunteers also helped with the project
- Year 3-6 school groups – 170 primary school students were involved with the project
- Year 7-10 school groups – 27 secondary school students were involved with the project
- 17 Teaching staff were trained and additional teaching staff were involved with the project
- 18 Young Archaeologists were involved with the project as well as 4 adults who assisted the group.
- The Hunter History and Archaeology Society visited the project, Individuals from Hollinsclough History Live Group attended the project and they also enjoyed a talk about the project, Archaeologists from Derbyshire also had a talk delivered to them at Derbyshire Archaeology Day.
- Farming and Countryside Education (FACE) group also attended to gain inspiration for how farms can be used to provide access to heritage opportunities.

- Borderland voices Mental Wellbeing group were invited, but were unable to attend, although some individuals from the group attended independently.
- Members of the Escape Project mental wellbeing group attended the project
- Mosaic group were unable to attend due to difficulties with provision of transport to site.
- Local residents & families from the immediate area were involved in the project. Most Key Stage 2 children living in the surrounding area visited the project with their school, Talks/exhibitions were provided in the following surrounding villages/towns: Leek, Hartington, Sheen, Biggin, Hollinsclough, Chesterfield, Longnor, Buxton, Stafford, Stoke on Trent, Biddulph, Cheadle, Uttoxeter, Great Longstone.
- 134 participants visited the open days – these people were both visitors to the area and local residents. The newly created concession path now caters for both groups.
- History and archaeology professionals now have access to the archive of materials through the website and visit Staffordshire HER and archiving of materials at Staffordshire Museum.

*Increased sense of community ownership and stewardship*

We aimed to encourage a wider number of people to come to the Dove Valley Centre.

(Q13F) 46% of the people who came to the project had never been to the site before. (Q5)

More than 6 out of 10 people had never been involved or visited a heritage project before

(Q6) Nearly 3 out of 10 respondents independently mentioned that they had been inspired and enthused by the project, and some even mentioned that it would encourage them to do more in the future.

(Q7) When given a choice of responses regarding how the project had affected them, three quarters of people said the project had increased their interest in archaeology, and it made a lot of people want to find out more about heritage (over half)

(Q7) The project was well received with more than half the respondents saying that it had exceeded their expectations.

(Q7) It is pleasing to see that the project encouraged more than half the respondents to be interested in something that they knew little about before.

(Q7) More than 4 out of 10 respondents said that the project had given them knowledge they could use in their work. This could be the result of the high proportion of teaching staff who visited the project.

(Q7) 7 people mentioned that they were thinking of starting some training or a college course as a result of their experience. It is only a small number of people and because of the small base rate of respondents this cannot be claimed to be statistically significant, but it is still heartening to think that a few people may have been inspired to make life changing decisions by the project.

(Q8) More than 8 out of 10 respondents (88%) said the project had made them feel differently or more strongly about archaeology and/or history.

*Making the Tudor Farming Group more resilient.*

We were very pleased that that the archaeological and historical research training increased the capacity of the group to further research their local history, in particular, to be able to

understand and interpret the heritage they see around them on a daily basis. After the visits to Records offices finished we were delighted that the history volunteers felt sufficient skilled to carry out their own independent piece of research to support the project. With only minimal guidance and some admin support. The Graveyard Gang undertook a complete survey of Sheen Parish Church graveyard. They drew an accurate plan of the churchyard and logged each grave before filling a recording sheet for each grave. The survey data is now being uploaded to a website to provide public access to it in the future. In addition, other volunteers who virtually took up residence at Under White during the course of the archaeology excavation continued to assist the professional archaeologists with new excavations. Several of the volunteers have indicated their readiness to take part in future projects as well. The volunteers who were new to the project brought new skills and experience, including previous archaeological experience, surveying experience, data collection and inputting experience, development of archiving websites, ability to read Latin! etc. the Tudor Farming Group now have a whole range of knowledgeable and experienced volunteers to work with them on future ventures. And the next piece of work has just commenced: Peeling Back the Layers – the Book!



## How much of the “difference” would have happened anyway?

Peeling Back the Layers was a “once in a lifetime project”. Without funding from HLF this project would not have happened at all, nor would any elements of it. Most of the project costs were for paying professionals to do work that was far beyond the skills and experience of the group. So, in order to deliver the project and the “differences” we made, we were entirely reliant on obtaining major grant funding.

The Tudor Farming Interpretation Group is a voluntary enthusiast group with approximately £200 in the bank. If the funding hadn't happened, the Tudor Farming group would possibly have continued with the small scale educational programme about the Tudors that it was delivering to approximately 40 local primary school children a year, prior to Peeling Back the Layers. But even then, this is not certain: the changing National History Curriculum for primary schools now stops before the Tudor period and we were already concerned that schools would no longer see our project as meeting their educational needs.

We hope that we now have developed sufficient skills and experience to move forwards in a new direction. Will we be part of a much wider excavation project into the parish of Sheen?

## Project Review

### Positives

- Delivery of the project ran to time and delivered almost everything we said it would. We believe this worked well because of the detail that we had included in our project planning. We used this plan to tie professional contracts down, enabling us to meet all deadlines and ensure that the project delivered effectively. We were also exceptionally fortunate in our Project Manager, who was highly efficient and effective at keeping all balls up in the air throughout the course of the project, ensuring that we rarely dropped a clanger!
- We were also very fortunate in all the other professionals who were contracted to work on the project. It is difficult to know, without previous knowledge of a person, who is going to be a great professional to employ. Because all contracts were below the £10,000 mark we did not need to go through a competitive tendering process. This meant we were able to seek out people to help us through personal recommendation and contacts, and by talking to potential professionals generally about the project to establish that they were happy to work in a collaborative way on what was essentially an educational and community orientated heritage project.

Some of the professionals were so dedicated to the outcomes of the project that we feel they went completely beyond their contracted work in delivering this project. In particular Dr Simon Harris, the historian, and Dr Ian Parker Heath, the archaeological site director, must have contributed many days of voluntary professional experience to ensure that we were provided with the very best outcomes in terms of the history report and the excavation results. As for the project manager, Dr Catherine Parker Heath, we are exceptionally grateful for the weeks of work she contributed beyond her contracted hours. We really couldn't have achieved the project without her.

- We think that the history element of the project worked exceptionally well in all ways. We were amazed by the enthusiasm of people to learn how to conduct historical research to a professional standard, acquiring many more volunteers than we expected and having to run some additional training workshops at records offices for late coming volunteers. The amount of historical knowledge we discovered and its conversion into a readable, understandable and informative document was considerably due to the skill and dedication of Simon Harris and the enthusiasm and dedication of the volunteers who scoured for records as directed. The training was such that the volunteers felt able to carry out their own offshoot Graveyard Survey and hopefully will continue to develop and research their local history.
- We were also delighted with the enthusiasm for carrying out the archaeological survey and excavation, with volunteers logging up many hours of effort way beyond our original expectations. This was never an archaeological story to rival Stonehenge or Orkney, but we were absolutely delighted that a fascinating story of rural farming emerged from the hundreds of bits of pots that were steadily unearthed from the layers. We might not have found a second Staffordshire Hoard, but we discovered treasures none the less. Archaeologically speaking the finds reveal important insights by providing a collection of pottery produced in Staffordshire and Derbyshire during the late 16<sup>th</sup> to the late 19<sup>th</sup> centuries. Further study would be of "considerable value in profiling ceramic consumption on site and contribute to the

relatively small corpus of post-medieval pottery assemblages from the UK” (Goodwin 2017, p.16).

- Whilst volunteers and participants, delighted at the discovery of any bent nail, piece of pot or, indeed, plastic toy! The final Time Team moment on the very last day of the excavation when we discovered a piece of charcoal and a piece of pot with a Tudor date, absolutely made all of our dreams come true. Give any community their own archaeologists and somewhere to dig and you will make that community very, very happy!
- We were very pleased with the teamwork and community atmosphere that was created onsite. This was largely due to three factors:
  - the fabulous welcome and hospitality provided by Paul and Elspeth Walker, the landowners.
  - the enthusiasm and commitment of the Tudor Farming Interpretation Group volunteers who were keen to share their love of history and archaeology with like-minded people, children and indeed anyone who turned up on site
  - The patience and knowledge of the professional team and their willingness to explain and teach all volunteers and participants.

### **Negatives**

- We were disappointed that we weren't able to engage some groups in the project that we hoped to involve. In particular the mental health group, Borderland Voices, were unable to attend as a group, though some individuals did attend the project independently. Likewise the BME Mosaic group were unable to bring their community members out on site. For them the main difficulty was transport. The group needed to bring members of their community from inner city areas and many of them didn't have car transport, including the champions themselves. They required funding to be able to hire a bus to bring out their groups. Although we pointed them in the direction of grants they could approach to try and access funding the Mosaic champions didn't manage to do this, and we simply ran out of time in trying to help them organise this. Having worked with various inner-city groups in the past, this is a recurrent problem for inner city people/groups accessing the countryside – especially places like Under Whitle which don't have good enough public transport links for people to reach a relatively isolated spot by changing buses/trains. On reflection, we should have put in a budget for transport to help engage with such communities. Because the organisation of these groups was prior to the excavation we were worried about using the contingency for bus transport at such an early stage. In addition, it would have been difficult to justify as we were actively using school transport as a voluntary contribution and it would be unfair to offer the opportunity of transport for some groups and not for others.
- We discovered that it was quite difficult to engage local secondary schools in taking part in the project. Junior schools were very keen and leapt at the chance – in fact we catered for 170 primary aged children during the excavation. But we found it much harder to engage secondary school staff. Part of the problem seemed to be finding the correct member of staff who wanted to grasp the opportunity and see the relevance to their students, and part of the problem seemed to be helping schools to find a suitable fit for archaeology within the National Curriculum and the tight confines of planned school work. Despite the fact that students would be spending only 1 day in school and 2 days in the field – this seemed to be a “large

amount of time” to be supposedly off curriculum. Several local secondary schools were approached directly but failed to show an interest in taking part. In the end 2 secondary schools sent classes to the project – one was a history class and the other was a special needs class, and a third secondary school sent three children on week long work experience placements. Several other individual students were involved in the project as volunteers.

- Another learning point was that we underestimated the amount of pottery and artefacts we would actually find. Despite best efforts to clean and process finds as they were discovered during the excavation, we could not keep up with the administration side of the recording. By the end of the excavation we had accumulated a backlog of finds which took hundreds of hours of volunteer effort to process. If we were to repeat this project, it would probably be better to reduce the number of children taking part (and therefore reduce the speed at which we accumulated finds) this would have given adult volunteers more time to process and catalogue the finds during the excavation. As it was the adult volunteers only really had time to ensure that the finds were bagged and collated in the field. Cleaning, recording individual finds, photographing finds and entering the data on computer, became a huge task after the excavation had finished and been cleared up. Huge thanks go to volunteers, Richard and Angela Knisely-Marpole who spent hours and hours completing this work. In addition, we discovered that although volunteers were very keen to get their trowels out and dig up the finds, the administration after the project described here, did not result in a large number of volunteers coming out to help. It may be better in future to allot professional payment for administration of this task, or to plan for a more structured way for managing finds during the excavation itself.
- We hadn't realised that the retention of 5% of the HLF funding would impact on delivery of the evaluation of the project. We had anticipated carrying out further evaluation questionnaires at our final event and including this in our evaluation report. But on investigating the process for sending in our final claim we discovered that the evaluation report had to accompany the claim. In order to ensure we could pay contractors promptly it was necessary to send in the final claim and evaluation report immediately after the final date of our project on Sunday 16<sup>th</sup> July. This wouldn't have given enough time to carry out statistical analysis and write the report. We therefore based our evaluation on the questionnaires that we received prior to the final open event in July 2017.
- Finally the Tudor Farming Interpretation Group and the Project Manager both agree that we completely underestimated the management time that was necessary in order to deliver the project successfully.

## Summary of lessons learnt

There were a few issues that cropped up during the course of the project that caused us some concerns and below are some of the lessons learnt:

- As we carried out the excavation, it became evident that working with so many children, meant that the actual excavation itself went more slowly than would be usual if carried out by adults. In addition, because we were attempting to make the project a learning experience, there was an inclination to excavate the trenches where there were lots of artefacts being discovered, rather than the trenches where the artefacts were sparse. Hence at the end of the first excavation we had hundreds of finds, that children had excavated, processed and recorded, but the trench where we felt there was the best hope of locating a medieval building had not been worked thoroughly. Following the excavation, we felt there was a need to return to this trench to see if we could trace any further evidence of the Tudor building and so we sort permission to carry out an additional 7 day excavation in September delivered by the archaeologist and the trained volunteers, but with no children. This excavation produced the earliest pottery sherds on site on the very last day of the excavation – a real Time Team moment!
- Having received training and the access report from the Access consultant we realised that we hadn't budgeted anything for making accessibility adjustments. In particular we didn't have a budget for providing a disabled toilet in the field where survey and excavation was taking place and this was recommended in our access report, nor had we any budget for making adjustments for people with visual impairments on site. Fortunately, we had over-estimated the cost of the access training and report, so were able to use the under spend from this budget to go towards the access improvements, together with a small amount from the contingency.
- We were surprised by the number of volunteers who wanted to get involved in the project. We commenced our history training and workshops with our historian, only to find that we had more people than we had space for at the records offices (groups at record offices are limited in number). Fortunately, we were able to access a pot of funding from the Peak District National Park to provide some additional training for those volunteers who had not had an opportunity to visit records offices in the first round of training. I don't know how you would overcome this problem really. We never expected to be overrun with new volunteers and it would be very difficult to turn volunteers down. Perhaps given this experience of this project it would be well to recommend to other similar sorts of history and excavation projects that they may prove very popular and to cater for a larger number of volunteers! this of course then has implications for the mileage budget for volunteers
- We received an unexpected bill for VAT from one of the professionals. As this was for around £800 it was a huge shock and we immediately gained permission to use our contingency for this, but then investigated further and on checking contracts and e-mails we realised that the company's finance department had made a mistake because VAT shouldn't have been charged on educational

excavations. We were very relieved and were just getting over that problem, when we had another unexpected bill as well, because we had made a proof reading error on one of our contracts for the archaeological excavation– showing £200 more than our budget allowed. We again contacted our HLF advisor and sort permission to transfer £200 to cover this bill from an underspend in our finds specialist budget.

- We discovered another error in our original budget when we came to develop the interpretation. We had miscalculated the total cost of the interpretation by omitting the cost of the interpretation workshop for volunteers in the budget. We overcame this problem by using underspends from a variety of different budget headings after consultation with our project officer. Both these financial errors, indicate that more time could have been spent checking these details, but deadlines for grant applications sometimes mean that there just isn't enough time.
- In replicating this project in the future, we would definitely recommend increasing the budget for project management and administration time, which was more than double our original estimates.
- Finally, we were very disappointed that we were unable to bring the mental health group Borderland Voices and the BME group to the project. I think what we learnt from this is that "hard to reach groups" need a lot more "hand-holding" if they are to be brought into a project located in quite remote countryside away from public transport links. In particular I think it would be useful to identify funding for minibuses, to ensure people can easily reach the site. In addition, it would be preferable to include time spent working with these specific groups in their own communities/locations (before they are expected to come to site) – delivering workshops and developing personal links with the groups to increase confidence, understanding and encouragement.

## Appendix 1 - Questionnaire Analysis

We hadn't realised that the retention of 5% of the HLF funding would impact on delivery of the evaluation of the project. We had anticipated carrying out further evaluation questionnaires at our final event and including this in our evaluation report. But on investigating the process for sending in our final claim we discovered that the evaluation report had to accompany the claim. In order to ensure we could pay contractors promptly it was necessary to send in the final claim and evaluation report immediately after the final date of our project on Sunday 16<sup>th</sup> July. This wouldn't have given enough time to carry out statistical analysis and write the report. We therefore based our evaluation on the questionnaires that we received prior to the final open event in July 2017.

For this reason, there were only 75 questionnaires returned for the adult survey. The online children's survey, which was returned by 33 children, included some questions that were the same as the adult survey and where this is the case, the analysis has been merged and this detail has been noted. The results from these questions can be assumed to be statistically accurate and significant.

75 adults filled in the evaluation survey, comprised of a range of participants at open events, teachers and volunteers. Because there are less than the recommended 100 questionnaires for analysis, we have indicated number of responses as well as percentages in the following results.

Interpretative comments about the statistics in this analysis and throughout this report have been generally restricted to areas where there were high percentages of agreement and therefore a higher degree of certainty that these comments indicate a general trend. In particular it is very important that the statistical uncertainty regarding the children's online questionnaire is understood. This is why most of the analysis of the children's online survey is for their qualitative information – direct quotes of their experience to support the general trends indicated by the questionnaires. All surveys were contributed anonymously and therefore we are unable to attribute references to any quotes that are included in the report.

On a few occasions, a smaller percentage may be referred to because it is a particularly unusual or unexpected result, but in such cases the lack of statistical confidence will be noted.

**1. Why did you get involved with/visit this project? Tick as many boxes as you like  
75 questionnaires**

To find out more about archaeology	63	84%
To learn new things	59	79%
To find out more about local heritage	56	75%
For a quality learning experience	44	59%
To have fun	43	57%
To help other people learn about heritage	28	37%
To spend time with family/friends	16	21%
To relax	10	13%
Other reason – write in	4	5%

**Other reasons: – each has only 1 response**

- Join local community excavation
- To link practical activities to science/geography curriculum
- Support children
- To add to my existing archaeological experience

**Most people were attracted to the project because it offered a learning experience, and in particular the fact that the project was a heritage project was important – more than 8 out of 10 respondents wanted to find out about archaeology and three quarters wanted to find out about local heritage.**

**2. How easy was it to get involved in/visit this project? Tick one box only  
75 questionnaires**

Very easy	64	85%
Quite easy	9	12%
Not very easy	2	3%
Not at all easy	0	0%
		100%

**3. If it wasn't easy to get involved, please tell us why.**

**Only 2 responses:**

Not much online presence (or at least not that I have found)

I am in a wheelchair and it was difficult to get on the path because of the grass

It was easy to get involved with this project. Only a very small number of respondents found it difficult.

However, one respondent commented that access to the trenches was difficult in a wheelchair. This is disappointing because the project aimed to be as accessible to people



with disabilities. However, the trenches did have to be located in fields and although we did offer access via 4 x 4 to the trenches, if someone tried to access the trenches over the field by wheelchair, it was still a difficult experience. A learning experience would be that budgeting for accessible projects should include budget to make adaptations.

**4. How much did the heritage connection encourage you to get involved with/visit this project? Tick one box.**

**75 questionnaires, 3 Nil response, 2 - Don't know**

It encouraged me a lot	50	71%
It encouraged me a little	16	23%
It didn't encourage me very much	2	3%
It didn't encourage me at all	2	3%
		100%

More than 9 out of 10 respondents got involved because of the fact that it was a heritage project.

**5. Have you ever been involved in a heritage project before, or with heritage related projects, organisations, clubs or services? Tick one box.**

**75 questionnaires, 1 Nil response**

Yes	27	36%
No	47	64%
		100%

A large proportion of respondents (more than 6 out of 10) had never been involved with a heritage project in the past. This indicates that the project introduced a new audience to heritage.

6. What difference do you think visiting/taking part in this project has made to you (and the people you came with)? Write in below.

75 questionnaires, 2 Nil response

Learning general/skills	9	12%
Learning/Increased knowledge archaeology	24	33%
Learning/Increased knowledge of local area/history	17	23%
Enthusiasm/inspirational/ Encouraged/inspired to do more in future	21	29%
Being involved/Met interesting people/made friends	8	10%
Enjoyable	8	10%
Interesting	8	10%
<u>Enjoyable</u> learning experience	3	4%
Gave confidence	3	4%
Bringing the past to life	2	3%
NB adds to more than 100% due to multiple responses.		138%

This open-ended question indicated that more than 6 out of 10 of the respondents had enjoyed a learning experience and in particular gained knowledge about archaeology and history.

Nearly 3 out of 10 respondents independently mentioned that they had been inspired and enthused by the project, and some even mentioned that it would encourage them to do more in the future.

A significant number of people independently said they had enjoyed the project, finding it interesting and fun, and in some part this was simply because of the social opportunity to make friends, be involved and meet interesting people.

**Question 6. Independent responses****Learning general/skills 9**

Learnt new skills//developed new skills/ Tremendous learning experience working with professionals in the field/ great questioning and attempts to explain from the kids/my children learnt new skills/found out new things/increased learning

**Enjoyable learning experience 3**

Offered a great experience to learn about what archaeology is/brought learning alive in an interesting, fun way/great experience and learn a lot about archaeology which can be used in school as well/All the children & staff thoroughly enjoyed the induction day and tasks in preparation for the event day. Everyone was fully engaged throughout. Helps to bring the curriculum to life/excellent hands-on learning experience for Skills for Life Group from St Thomas More School

**Learning/Increased knowledge archaeology 24**

Increased knowledge of archaeological interpretation/Increased knowledge of archaeological processes/archaeological techniques/archaeological methods/archaeological skills in excavation/learning survey skills/painstaking care that goes into an archaeological dig/the children and myself have gained an appreciation for how archaeology can be applied to things we learn in the classroom/better understanding of archaeology/helped me to understand a little more about archaeology/ increased skills in excavation Increase in knowledge of arch by children and volunteers/more aware of project and archaeology/useful experience for archaeology/It has allowed me, as a teacher, and the children I teach to experience a real archaeological dig/useful insight into the world of practical field archaeology/understanding about how to find out about the past using archaeology/given them a first-hand experience of archaeology

**Learning/Increased knowledge of local area/history 17**

our children have gained 1<sup>st</sup> hand experience & insight to a local project & gained knowledge of local history/ Learnt more about Under Whitle/gives a context to the historical research carried out as part of the project/it's given us a real insight into how people lived in Tudor times/ a lot more historical and practical knowledge learning/knowing more about my local area is fascinating. Helps to understand how things have changed to how they are today/ more awareness of local heritage/see what's going on locally. The LiDar results are amazing/more understanding of what's going on in the area/more awareness of the surroundings and the things in the fields/learnt about local history/discover something about local history/our children have a new understanding of their local area. We'll encourage this interest in local history at school.

**Encouraged/inspired to do more in future/Enthusiasm/inspirational 21**

Inspiration for future development/encouraged me to go and do some research on my own/ more committed to following interests in local history/archaeology/fostered interest in palaeography which I intend to pursue/determined to find out more about local things/my own house/ /It has encouraged me to take part in the more projects/inspirational/fuelled interest in archaeology/heightened my interest in archaeology/Great to see enthusiasm of professionals/teachers/learners/volunteers/Enjoyed seeing children getting excited by

archaeology/opened my eyes to how much school children wanted to get involved/I have seen a great passion for archaeology in the children and an appreciation for the heritage/children came enthusiastic about archaeology/inspired the children. The children have had their curiosity stimulated. They've been enthused by archaeology & history/it really inspired the children/It fuelled my interest in archaeology/it revived my interest in archaeology/heightened interest in archaeology

### **Enjoyable 8**

Everyone really enjoyed the experience and is keen to get involved again/fun/hands on/we would definitely visit projects like this again/we've had a nice relaxed interesting & peaceful afternoon!/everyone really enjoyed the experience and is keen to get involved again/an enjoyable day out/it made me feel happy & relaxed

### **Interesting 8**

I was very interested, so every moment spent on the dig and interacting with the members and the professionals was rewarding in itself/children found it interesting, encourages them to think about history & local surroundings/an interest in history – a desire to understand how other people lived/very interesting, accessible and lively event/just for interest – day out/Eye-opener/to find out what happens in a dig in real life, not just on the television. It is interesting & makes you wonder what was there in the past

### **Being involved/Met interesting people/made friends 8**

Met interesting people/enjoyed the company/made new friends/ met a wide variety of people

It is very important for other people to see for themselves what happens with such projects personally, as they feel involved and part of the project/helps to get students involved

### **Gave confidence 3**

Given me confidence to volunteer for future archaeological developments/Gave me confidence/gained confidence

### **Bringing the past to life 2**

Open day especially good as involved community in a fun way and brought story to life  
It brought archaeology to life

**7. Thinking about visiting/taking part in this project. Which of the following statements applies to you? Tick as many boxes as you like.**  
**75 questionnaires**

My involvement has made me more interested in archaeology	58	77%
The visit has made me want to find out more about heritage	43	57%
The visit/project exceeded my expectations	43	57%
I have developed an increased interest in something I knew little about before	42	56%
Visiting has given me lots of ideas for things I could do	36	48%
I have gained knowledge that I can use or have used in my work as a result of my involvement	35	47%
The visit/project met my expectations	34	45%
My involvement has made me more interested in my local heritage please give example..... .....	28	37%
I have developed a new interest through my involvement	24	32%
My involvement has made me more interested in history please give example..... .....	23	31%
I am planning to join a special interest group as a result of my experience here	11	15%
I am thinking about starting some training or a college course as a result of my experience here	7	9%
None of the above	0	0%

When given a choice of responses regarding how the project had affected them, three quarters of people said the project had increased their interest in archaeology, and it made a lot of people want to find out more about heritage (nearly 6 out of 10)

The project was well received with nearly 6 out of 10 ticking that it had exceeded their expectations.

It is pleasing to see that the project encouraged more than half the respondents to be interested in something that they knew little about before.

Nearly half the respondents said that the project had given them knowledge they could use in their work. This could be the result of the high proportion of teaching staff who visited the project.

7 people mentioned that they were thinking of starting some training or a college course as a result of their experience. It is only a small number of people and because of the small base rate of respondents cannot be considered to be statistically reliable at 9%, however, if the project leads to one person being encouraged to take up further training this will be a satisfactory outcome for the project.

**8. Has the project made you feel any differently or more strongly about archaeology and/or history?**

**75 questionnaires, 2 Nil response**

Yes, definitely	45	62%
Yes probably	19	26%
No probably not	8	11%
No definitely not	1	1%
		100%

More than 8 out of 10 respondents (88%) said the project had made them feel differently or more strongly about archaeology and/or history.

**9. Which of the following statements applies to you and/or your group? Tick as many boxes as you like.**

**75 questionnaires, 2 Nil response**

I have gained new knowledge or understanding as a result of my visit(s)	54	74%
Children can learn things here that cannot be learnt in the classroom	54	74%
The site helps me to understand more about this local area and its people	49	67%
I learned more than I expected to	43	59%
I feel motivated to do something related to what I have seen today	35	48%
My visit today inspired me	33	44%
I understand better the community I live in	23	32%
I am more confident about what I can do/achieve	17	23%
I learnt something that made me change my mind about something	12	16%
None of the statements applies to me	0	0%

The most popular statement that people applied to themselves was that they had gained new knowledge and understanding from the project. They also understood that children had the opportunity to learn things at the project that they couldn't learn in a classroom. In addition, a high proportion of respondents felt they now had a better understanding of the local area and its people. In fact nearly 6 out of 10 respondents mentioned that they had learnt more than they expected. The project was a genuine learning experience.

**10. Did you learn a new skill? What was it? Tick as many boxes as you like.**

**75 questionnaires (Q) and 33 children(SM) -online survey**

	TOTAL		Rank		SM		Rank	Q		Rank
observation skills, e.g. <i>identifying archaeological features, drawing maps &amp; objects</i>	72	67%	<b>1</b>		20	61%	<b>4</b>	52	69%	<b>1</b>
Technical skills, e.g. <i>procedures for surveying and excavation.</i>	68	63%	<b>2</b>		24	73%	<b>1</b>	44	59%	<b>2</b>
thinking skills ,e.g. <i>analysing &amp; interpreting information</i>	55	51%	<b>3</b>		21	64%	<b>3</b>	34	45%	<b>3</b>
Social skills, e.g. <i>working with new people</i>	48	44%	<b>4</b>		18	55%	<b>5</b>	30	40%	<b>4</b>
Technological skills ,e.g. <i>using surveying equipment or IT</i>	44	41%	<b>5</b>		14	42%	<b>7</b>	30	40%	<b>4</b>
Problem solving skills, e.g. <i>making sense of documents and maps.</i>	42	39%	<b>6</b>		16	48%	<b>6</b>	26	35%	<b>6</b>
speaking and listening skills	42	39%	<b>6</b>		23	70%	<b>2</b>	19	25%	<b>8</b>
Creative or making skills.	31	29%	<b>8</b>		11	33%	<b>8</b>	20	27%	<b>7</b>

People learnt skills on this project. Overall, about 6 out of 10 people learnt observation skills like identifying archaeological features, drawing maps and objects and technical skills – the procedures for carrying out archaeological surveys and excavations. It was a hands-on project that helped people to understand more about what comprises archaeological methodology and will also help them to read and interpret the landscape for archaeological features better in the future. Over half the respondents had their brains exercised by gaining thinking skills – analysing and interpreting information, for example. Interestingly the children acquired slightly different skills to the adults. Particularly noticeable is the fact that children rated gaining speaking and listening skills by being involved in the project much higher than compared to the response for adults. This was the second highest mentioned skill by the children online, whereas this was the skill least mentioned by adults.



**11. What new things have you found out how to do?**  
**75 questionnaire, 33 children online survey, 11 Nil response**

<b>Practical archaeological skills</b>	<b>34</b>	<b>31%</b>
<b>Finds processing</b>	<b>27</b>	<b>25%</b>
<b>Archaeological processes/work</b>	<b>25</b>	<b>23%</b>
<b>Archaeological Surveying</b>	<b>14</b>	<b>13%</b>
<b>Using/ Drawing plans/maps</b>	<b>14</b>	<b>13%</b>
<b>Historic research</b>	<b>4</b>	<b>4%</b>
<b>Tudor farming Life skills</b>	<b>4</b>	<b>4%</b>
<b>Landscape archaeology</b>	<b>3</b>	<b>3%</b>
<b>Other</b>	<b>4</b>	<b>4%</b>
NB Adds to more than 100% due to multiple responses		<b>120%</b>

When asked specifically what people had learnt, unsurprising people had mainly learnt archaeological skills. People independently mentioned a range of archaeological skills – nearly a quarter acknowledging that they now understood the whole process of archaeological work, whilst 3 out of 10 people gained the skills to work on an archaeological dig with their practical skills. In fact the single most popularly mentioned skill was how to carry out trowelling correctly. Just over 10% felt they had now learned enough to carry out archaeological surveys and another 10% were skilled in using maps or drawing plans or field sketches. And a quarter of respondents felt they were now able to process finds.

**Question 11 – Independent responses**

**Practical archaeological skills 34**

- Deturf **1**
- Trowelling the layers of soil back/Trowelling/how to scrape with patience/trowelling properly **27**
- Mattocking **2**
- How to use a punner **2**
- Back filling **2**

**Finds processing 27**

- Cleaning finds **5**
- recording finds/cataloguing finds/Data inputting/Measuring & drawing objects/record and measure found artefacts/How finds are documented/ Document

finds/recording finds/logging finds/importance of recording correctly/how to complete a finds sheet **16**

- Identifying finds/Analysing finds/Reconstructing pottery/Dating pottery/Observation of artefacts and what these can tell us **6**

### **Archaeological processes/work 25**

- Archaeological excavation techniques/Taking part in the archaeological work/techniques and processes used/ Field excavation techniques/careful excavation and identifying the results/development of an archaeological trench /Excavation skills/ How to dig and search for undiscovered or old things/dig finds **20**
- Recognise contexts/how to excavate the different layers **4**
- How to use archaeological equipment **1**

### **Archaeological Surveying 14**

- Surveying techniques/surveying/surveying the ground prior to a dig/ **8**
- Tape & offset survey **2**
- Using technical measuring tools on site/Use of surveying equipment/using geophys machine/take readings on surveying equipment **4**

### **Using/ Drawing plans/maps 14**

- Map drawing/archaeological planning/drawing sections/scale drawings/map making **10**
- Using maps for this sort of work/looking at Lidar maps **1**
- Fields sketches **1**
- Use GIS systems for archaeology **2**

### **Historic research 4**

Depths & richness of local heritage and history/Transcribing documents/Accessing history through archives both online and at libraries, etc/Looking at archive material

### **Tudor farming Life skills 4**

How to make butter/Weaving/Write with a quill/ploughing/Making wool/Making reed candles

### **Landscape archaeology 3**

Identifying features in a landscape/Looking at a field and seeing a track not a bump/How archaeological techniques can be used to identify a site

### **Other 4**

Working with other volunteers and visitors **1**

How intense everything is **1**

How they found out what it was and what is was from **1**

Lots **1**

**12. Which of these statements do you agree with? Tick as many boxes as you like.  
75 questionnaires, 2 Nil response**

I have had an enjoyable visit	66	90%
I was excited by what I saw and/or did	50	69%
There was lots for me/my group to do	48	66%
The activities were suitable for the age of the children that visited	48	66%
There was lots for children to do	47	64%
I found my visit inspiring	47	64%
It was peaceful and gave me a place to relax	38	52%
None of these statements applies to me	0	0%

9 out of 10 people enjoyed their time at the project. More than 6 out of 10 people were excited and more than 6 out of 10 were inspired by their visits. More than 6 out of 10 felt there was plenty for themselves and children to do and that the activities were just right for the age of the children that visited.

**13. What did you particularly enjoy or find inspirational? Please write in below 75 questionnaires, 33 children online survey, 11 Nil response**

<b>The actual work in the trench/particularly enjoyed digging in the trenches</b>	<b>33</b>	<b>34%</b>
<b>Discovering and learning about finds</b>	<b>24</b>	<b>25%</b>
<b>Social interaction/Welcoming/enthusiasm/working as a team/being part of a community</b>	<b>19</b>	<b>20%</b>
<b>Meeting knowledgeable people/working with professionals</b>	<b>10</b>	<b>10%</b>
<b>Everything</b>	<b>8</b>	<b>8%</b>
<b>Developing skills/using skills/new skills/gaining understanding</b>	<b>7</b>	<b>7%</b>
<b>Seeing children getting interested/helping children to be involved/getting inspired</b>	<b>6</b>	<b>6%</b>
<b>Tudor crafts/activities for children</b>	<b>5</b>	<b>5%</b>
<b>History research and understanding of the area</b>	<b>4</b>	<b>4%</b>
<b>Surveying in the field/taking part in the survey</b>	<b>2</b>	<b>2%</b>
<b>Don't know</b>	<b>2</b>	<b>2%</b>
<b>NB. Some people gave more than 1 response</b>		<b>123%</b>

People enjoyed the archaeology! They were inspired by actually taking part and working in the trench (34%) and they loved discovering and learning about the finds (25%). But for many people it was the social side of the project that was important – 20% enjoyed the welcome, enthusiasm and team spirit that was best whilst for 10% it was the chance to work and learn from knowledgeable people and professionals

**Question 13 – Independent responses**

**The actual work in the trench/particularly enjoyed digging in the trenches 33**

Helping with an archaeological dig in beautiful surroundings/Being part of a real archaeological excavation/The trowelling in the trench/the children loved trowelling in particular/Gaining first-hand experience/I enjoyed the archaeological process and would be keen to be involved in something similar in the future/Hands on dig experience, thank

you/Digging/The practical side of digging in the trenches/Having the opportunity to learn some new skills/The trowelling for artefacts as it makes you feel like part of the project/Having a go in a trench with a trowel even though I found nothing! I also loved the old house with the cellar/cellar discoveries

### **Discovering and learning about finds**

24

How lots of history can be found from a tiny piece of pot! It is fascinating when the trenches uncover lots of ceramic pieces and give us clues to how people used to live and their past lifestyle/ Finding pieces of pottery/Looking at the finds/Finds. Inspired by what could be under the layers!

### **Social interaction/Welcoming/enthusiasm/working as a team/being part of a community**

19

It was welcoming/the knowledge and kindness and passion and inclusiveness of the people running it/the people running the site were enthusiastic and most engaging giving great information about the site and activities/

The teamwork aspect of the dig/working as a member of a team/the enthusiasm of the team and their desire to share knowledge & skills with the children. Thank you./Working with a number of volunteers and enabling the students to get out of the classroom./Working with and talking to like-minded people/Working with enthusiastic like-minded people. History came to life.../Some of the information was too hard – but carried along by people who are here – its inclusive and informative/Working with others as a team/I found the enthusiasm of the volunteers inspirational and I enjoyed the atmosphere and welcome on site/The hospitality and welcome onsite was exceptional. It was lovely to meet the group already involved and other volunteers. The people's enthusiasm that are involved/ Being part of a community project

### **Meeting knowledgeable people/working with professionals**

10

Especially meeting new people with knowledge in the field/Explanations/interpretation given by the professionals/People who knew what they were talking about and didn't laugh if you said something a bit stupid.

Talking to experts/Working with professional archaeologists/local historians/it was brilliant to learn from professional archaeologists and historians/Layers of history explored with knowledgeable and enthusiastic people

Guiding by archaeologists and volunteers and talks

### **Everything**

8

All of it/the children and staff found all the activities appropriate and enjoyable. We all had our own favourites but between us we liked everything! Thank you./the whole package has been fantastic for our group. Even the weather was relatively kind! Thank you for this experience./It was all enjoyable and a new experience/the whole thing

### **Developing skills/using skills/new skills/gaining understanding**

7

It has shown me ways I can use my existing technical skills to improve and facilitate amateur archaeology

I got more involved in finds recording and processing than in previous digs/interpreting the landscape in front of you. Never seen how a survey takes place before. The historical and visual and archaeological checking one survey against another type of survey and looking at

the documents. Combination of background research and excavation to confirm a context for the project/Gaining surveying and archaeological skills

**Seeing children getting interested/helping children to be involved/getting inspired**

**6**

Seeing the kids and the 2 pronged machine (geohpys machine)/Helping children understand the process involved in archaeology/watching the children be inspired/how engaged the children were – they used lots of different skills./

**Tudor crafts/activities for children**

**5**

Making butter/being the oxen and learning how to plough – my daughter wants to be an archaeologist when she grows up (aged 6-10)/making reed lights

**History research and understanding of the area**

**4**

Keen to link village history to wider locality/Graveyard survey/I was inspired by the local heritage – this made me want to learn more/Fascinating to see how many local names keep coming up/Getting an insight into the lives of local people was probably the best bonus/visiting the records offices /the involvement of the community in local history /Local people and schools are interested in the history of their community and greatly enjoy the work of investigating that history, both by research and excavation

**Surveying in the field/taking part in the survey**

**2**

Don't know

**2**

**No answer**

**11**

## Appendix 2 - Demographic data

(compiled from Questionnaires and group registration forms and open event surveys)

### 13a. How many males and females are there in your party today?

Respondents: 45 volunteers, 231 group participants, 78 open event participants = 354 total

Sex	Number of				Percent
	Volunteers	Group	Open event	Total	
Male:	16	100	26	142	40%
Female:	29	131	52	212	60%
Total	45	231	78	354	100%

60% of participants were female and 40% were male.

### 13b. How many people in your party fall into each age range?

Respondents: 45 volunteers, 231 group participants, 73 open event participants = 349 total

Age range	Number of				Percent
	Volunteers	Group	Open event	Total	
0 - 5	0	1	4	5	1%
6-10	0	152	18	170	49%
11-16	0	41	4	45	13%
17-18	3	0	2	5	1%
19-25	2	2	0	4	1%
26-59	14	35	37	86	25%
60+	26	0	8	34	10%
Total	45	231	73	349	100%

More than 6 out of 10 participants were aged 18 or under, a quarter aged between 26 and 59 and 10% were aged 60 or older.

**13c. How many people in your party fall into each ethnic category?**

**Respondents: 44 volunteers, 171 group participants, 73 open event participants = 288 total**

Ethnicity	Number of				Percent
	Volunteers	Group	Open event	Total	
Asian (Bangladeshi, Indian, Pakistani, other)					
Asian (Chinese)					
Black (Caribbean, African, other)					
White	42	171	73	286	99.3%
Mixed ethnic group	1			1	0.3%
Other	1			1	0.3%
<b>Total</b>	<b>44</b>	<b>171</b>	<b>73</b>	<b>288</b>	<b>99.9%*</b>

This was not a racially diverse project. Participants were almost entirely white.

**\*Adds to less than 100 due to rounding and small numbers**



**13d. How many people in your party fall into each of the socio-economic groups described below?**

**Respondents: 44 volunteers, 202 group participants, 69 open event participants = 315 total**

Socio-economic group	Number of				Percent
	Volunteers	Group	Open event	Total	
Employer with 25 + employees					%
Self-employed or employer with less than 25 employees	5	8	6	19	6%
Employed Manager and/or Professional occupations	15	20	15	50	16%
Employed – Supervisor and/or technical/crafts occupations	2		1	3	1%
Employed – Worker	4	7	8	19	6%
Unemployed			2	2	1%
Retired - tick this box if you don't wish to show your last occupation	14		11	25	8%
Student/pupil/child	4	167	26	197	62%
<b>Total</b>	<b>44</b>	<b>202</b>	<b>69</b>	<b>315</b>	<b>100%</b>

More than 6 out of 10 people involved in the project were students. Of the adults who were involved there was a higher representation of people from managerial and/or professional occupations than from other groups.

**13e. How many people in your party do you consider to have a disability?  
45 volunteers, 231 group participants, 75 open event participants = 351 total**

No. of people in your party with a disability:	Number of				Percent
	Volunteers	Group	Open event	Total	
Yes		15	3	18	5%
No	45	216	72	333	95%
Total	45	231	75	351	100%

5% of the people in the project considered themselves to have a disability

**13f. How many people in your party have visited the Dove Valley Centre before?  
45 volunteers, 231 group participants, 68 open event participants = 344 total**

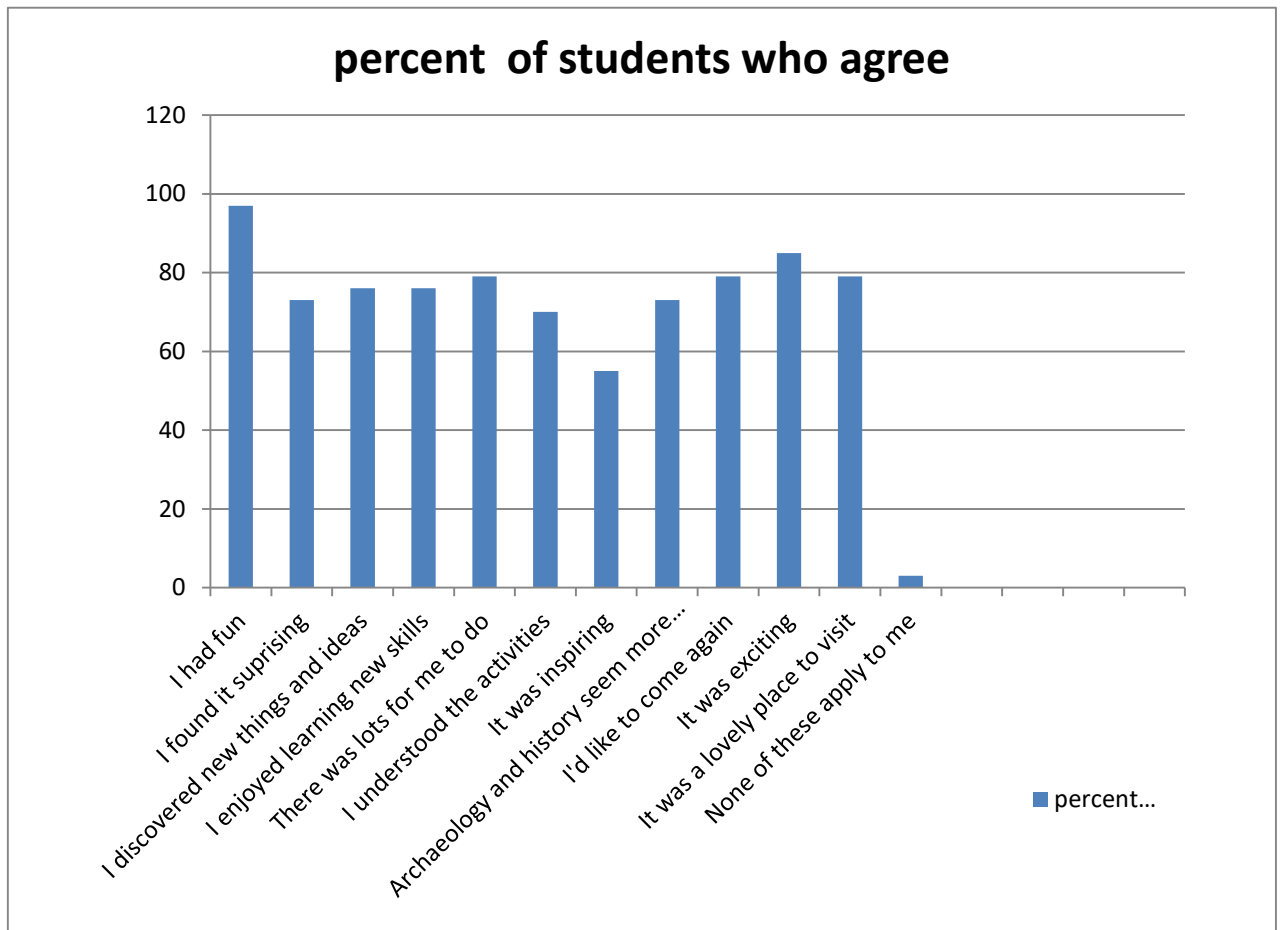
No. of people in your party who visited before	Number of				Percent
	Volunteers	Group	Open event	Total	
Visited before	22	147	18	187	54%
Not visited before	23	84	50	157	46%
Total	45	231	68	344	100%

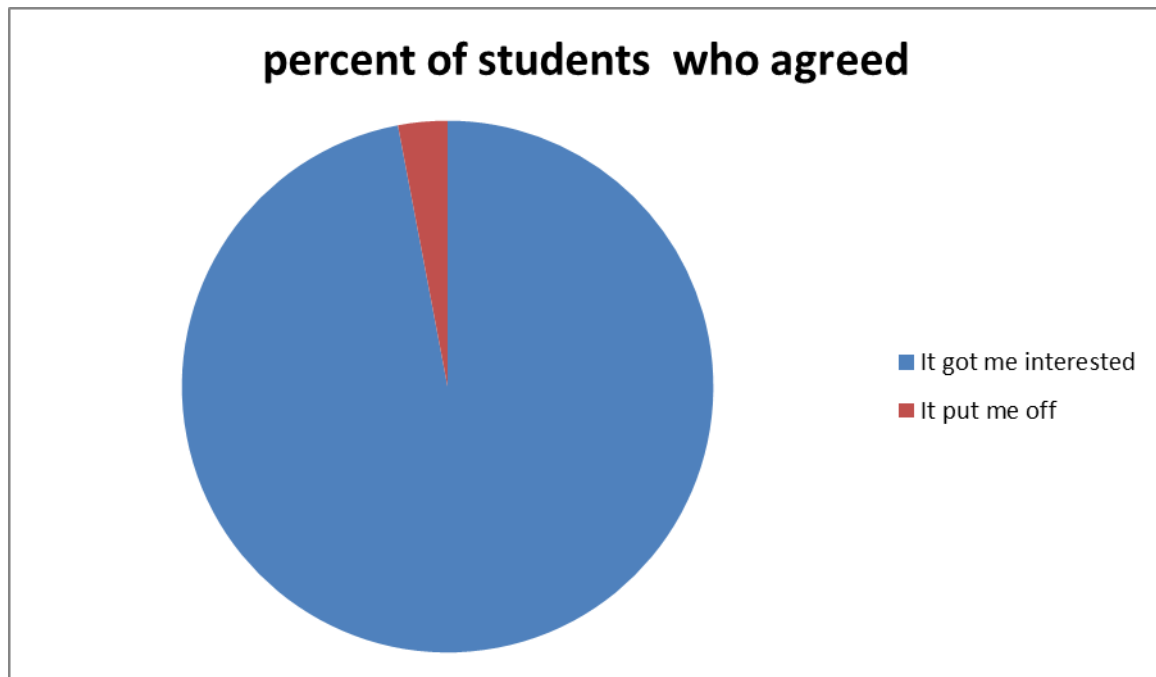
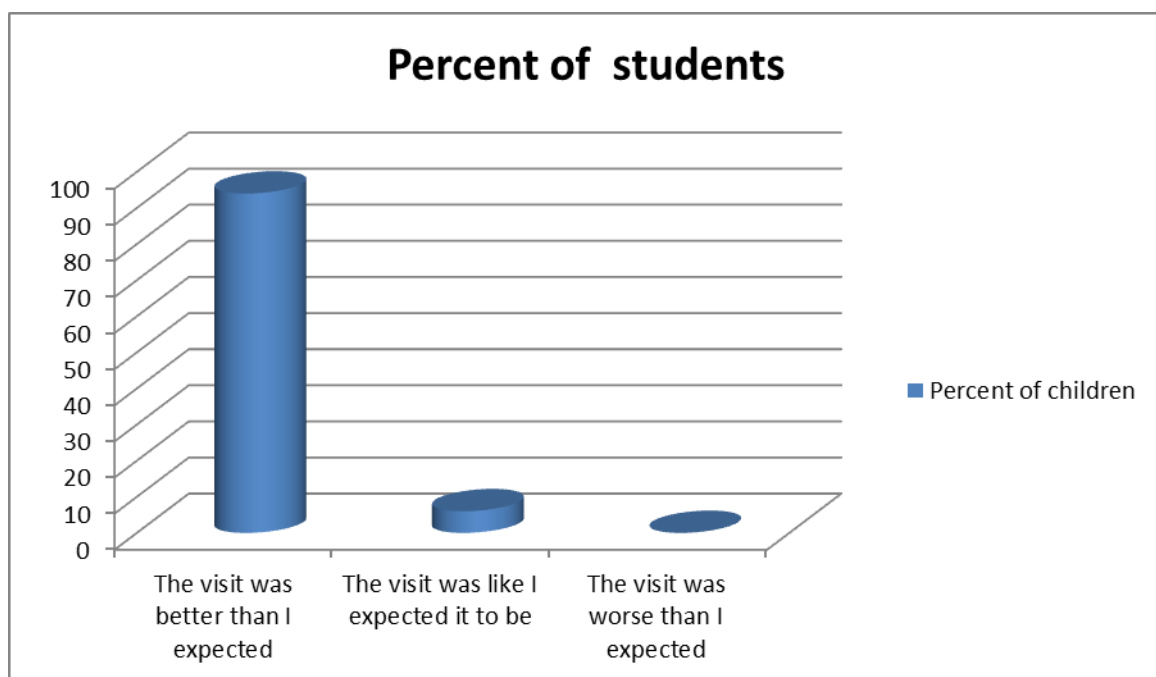
Overall, more than 4 out of 10 people coming to the project had never visited Dove Valley Centre before. Half of the volunteers were completely new to the centre, and nearly 7 out of 10 open event participants were new visitors.

## Appendix 3 - Online survey for students

Only 33 respondents filled in the online survey so accurate statistical analysis is not possible, however, they give a flavor of what the students thought so they have been included here for information. Some of the questions on the online survey were the same as on the questionnaires and where this is the case the online survey response have been included in the questionnaire analysis.

### What did you think about the project?



**Did the idea of an archaeology project get you interested in visiting or did it put your off?****Was the visit better or worse than you expected?**

**What most surprised you about the project? Type in below**

Comments	Number of responses
That we found so many artefacts	10
That we actually found artefacts	7
How the archaeology was carried out	7
That we were actually allowed to dig	4
How many activities we did	4
It was much more fun than I thought it would be	2
We liked digging	2
Other	1

**That we found so many artefacts 10**

That you found more than you thought you would find.

I was most surprised about how many archaeological artifacts we found

I was surprised that you can find more artefacts than I expected.

I found more than I thought I would in the mud

I was surprised about how much I found

I was surprised how many pieces of pottery we found.

How many things people found

and so quickly and there were loads of bits.

I was surprised on number of artefacts found.

and how many things there were to find.

**That we actually found artefacts 7**

that we found pot under ground

I thought I wouldn't find anything when I dug for artefacts but I did.

I was most surprised about the pottery that I found.

How you found the pottery underneath the ground

finding pottery

When I found a piece of pottery in the ground

That a house would be in that trench.

**How we actually did the digging/how the excavation/archaeology was carried out 7**

You don't dig the mud.

I was surprised that you had to scrape layers of the surface instead of digging straight down

That you did not just dig you scraped.

I was surprised of how many different types of mud there are.

The extent and various ages of what can be found there in the area

How big the trenches were.

We found when we were digging things up and how they found out what it was

**That we were actually allowed to do the digging 2**

That we got to dig with the trowels

It surprised me that children are allowed to dig.

**How many activities we did - 4**

How many activities we did

How much you could do

How many different things you could do

Everything we did

**It was much more fun than I thought it would be -2**

I thought it would be really boring but it was super fun and I'd defiantly come again

I thought it would be really boring but it was super fun and I'd defiantly come again

**We liked digging -2**

We liked digging and brushing.

When we went digging in the trench

**Other -1**

How hard the volunteers worked and how nice they all were and how helpful they were

**What new things did you find out or learn to do? Please write in below**

Comments	Number of responses
How to excavate	22
Cleaning artefacts	4
Recording artefacts	3
I didn't find anything much	2
Drawing plans	1
Interpreting finds	1
Other	3

**How to excavate 22**

How hard to scrap the dirt.

Brush carefully and make straight lines with the trowel.

When you are in a trench you don't dig you scrap towards you.

That you didn't just dig you scraped.

I learnt how to use a trowel correctly

I learned how to use a trowel properly

I learnt how to use the trowel properly

I learned how to use a trowel

I learnt not to just dig down with no care at all.

I learnt that when you are digging with a trowel you have to scrape sideways and not use the point

I found out how to use a trowel and not to just stab it into the ground with no care at all.

I learned how to use a trowel instead of digging downwards

To dig with the edge of the trowel instead of just digging down

How too properly scrape away the soil rather than just digging and hoping for the best

I learnt how to use a trowel.

To dig on the corner of the trowel instead of just dig down

To dig on the corner of the trowel instead of just dig down

I learnt how to trowel the ground to find parts of artefacts.

I learnt how to use a trowel

Using the trowel  
 We learnt how to use a trowel.  
 How you use a trowel.

#### **Cleaning artefacts 4**

To clean the pottery after got of the soil.  
 And that you had to clean them.  
 That you used tooth brushes to clean the artefacts  
 Clean

#### **Recording artefacts 3**

Once you have found a piece of pot you have to give it to a person.  
 How to categorize and fill in findings forms  
 Learnt how to record the finds.

#### **I didn't find anything/very much 2**

There was not much pot.  
 I didn't founded out anything

#### **Drawing plans 1**

That you have to draw a plan every time you get to a new layer.

#### **Interpreting finds 1**

How they found out what it was and what it was from.

#### **Other 3**

Before I went I didn't know anything about Archaeology so it was really interesting  
 Before I went I didn't know anything about archaeology so it was really interesting  
 I learnt about all different things.

#### **What things did you particularly enjoy or find inspirational?**

Comments	Number of responses
Digging/Excavating	15
Cleaning finds	8
Finding things	8
Recording finds	2
Other	8

#### **Digging/excavating 15**

I enjoyed the digging the best  
 We enjoyed that we got the chance to dig.  
 The digging and scraping.  
 Scraping in the trenches  
 I enjoyed doing the digging in the trench.  
 I enjoyed the digging in trench 2  
 I enjoyed doing the digging part

I liked the digging/scraping,  
 We liked the digs  
 I enjoyed the trenches they were really fun and I hope we could come again  
 Excavating  
 I particularly enjoyed the troweling  
 I liked going in the trenches and digging up stuff it was very interesting.  
 Scraping for pottery near the cellar.  
 Brushing the stones

### **Cleaning the finds 8**

And using the tooth brushes to clean pottery.  
 The cleaning the pottery  
 I liked cleaning the pottery with the tooth brushes in the washing bowls  
 I liked cleaning the pottery with the tooth brushes in the washing bowls  
 I liked cleaning the pottery with the tooth brushes in the washing bowls  
 I enjoyed cleaning the bones  
 Cleaning the artefacts  
 And cleaning

### **Finding things 8**

How happy you felt when you found something interesting.  
 I enjoyed washing the pottery and bones that we found. Especially when we found the worm in the bone I particularly enjoyed finding things because I didn't think I would find anything.  
 I enjoyed when I got to find a metal nail  
 I enjoyed the digging because I found lots of pottery  
 I enjoyed the digging because I found more than I thought I would.  
 Finding pottery  
 Because it was rewarding when you found the pottery

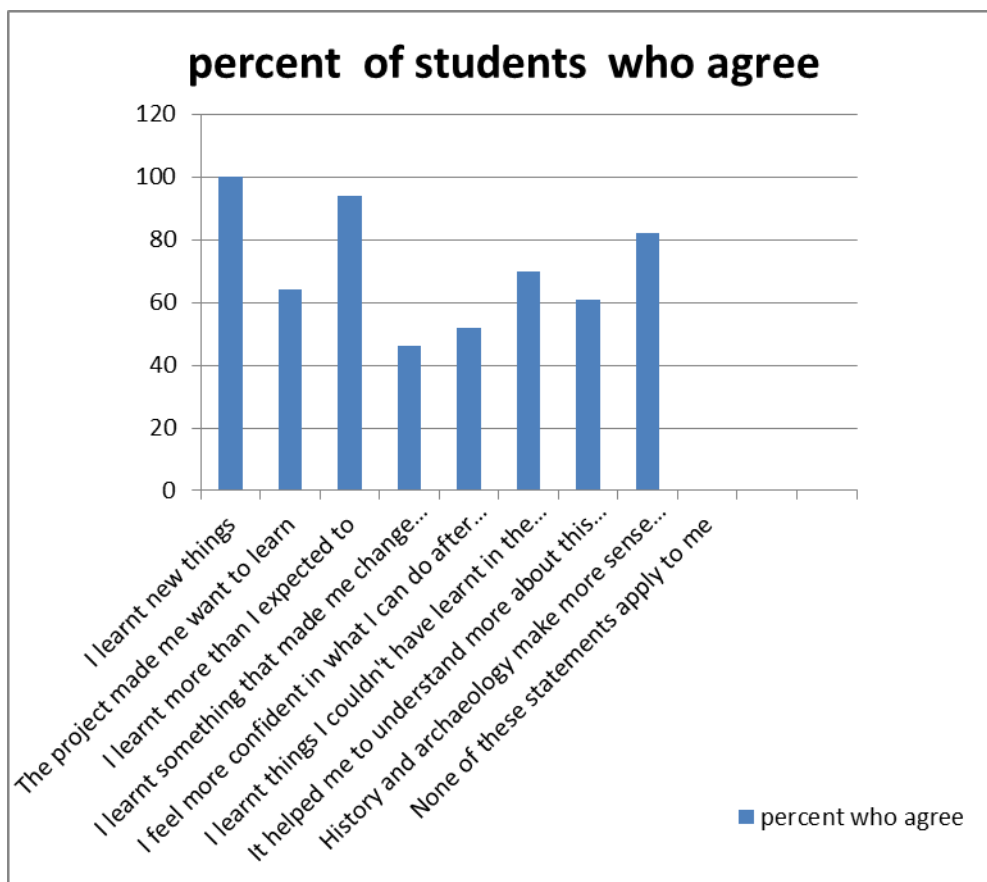
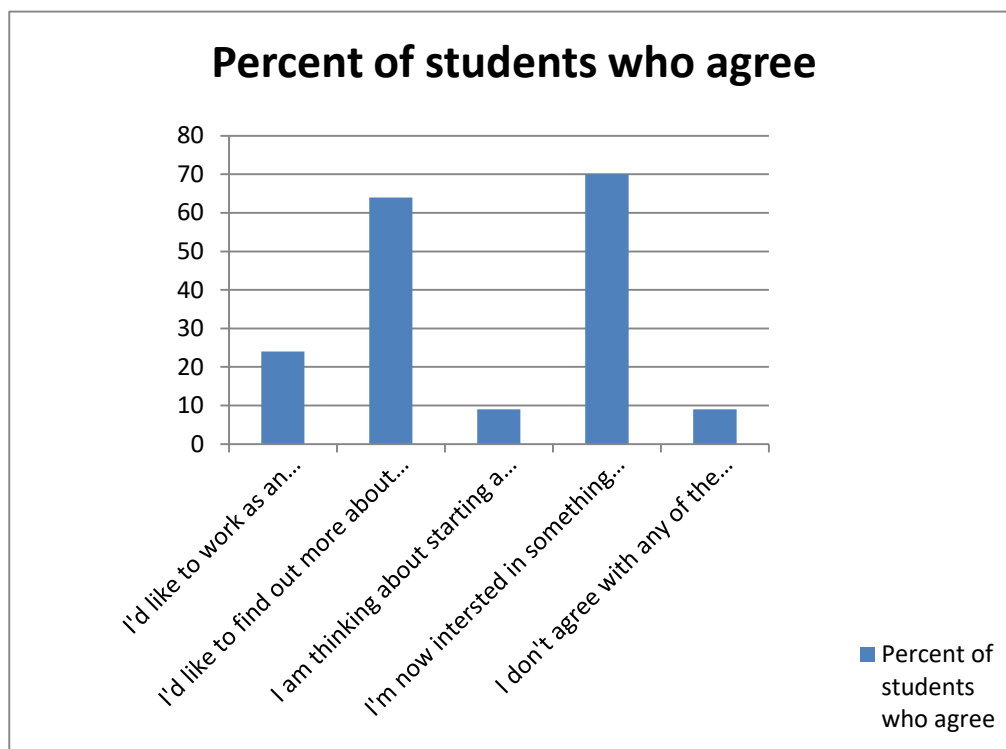
### **Recording finds 2**

And filling in the reports  
 And recording the artefacts.

### **Other 8**

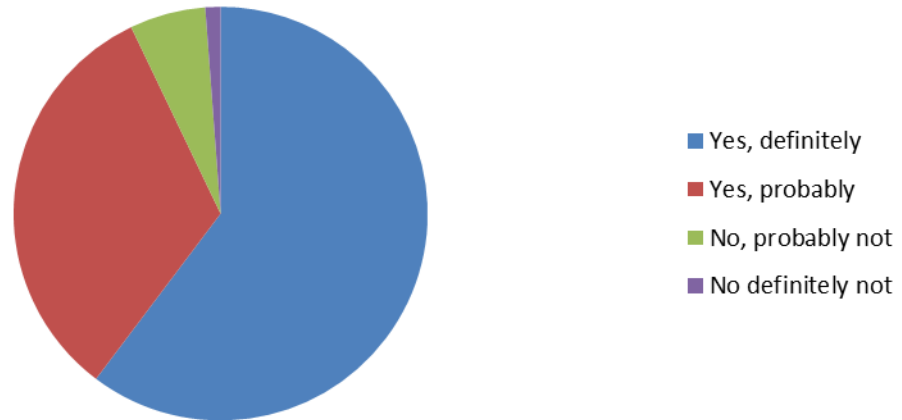
We also enjoyed learning about all the tools that you had to use and that you have to do when you find something!  
 Enjoying the work that we did in the shed (reconstructing pots)  
 Measuring the trench...  
 Enjoyed listening to the experts at the dig site.  
 The people at Under Whittle farm were really friendly and everything that we did was related to archaeology and it was fun  
 The people at Under Whittle farm were really friendly and everything that we did was related to archaeology and it was fun  
 Everything  
 I'm not really sure



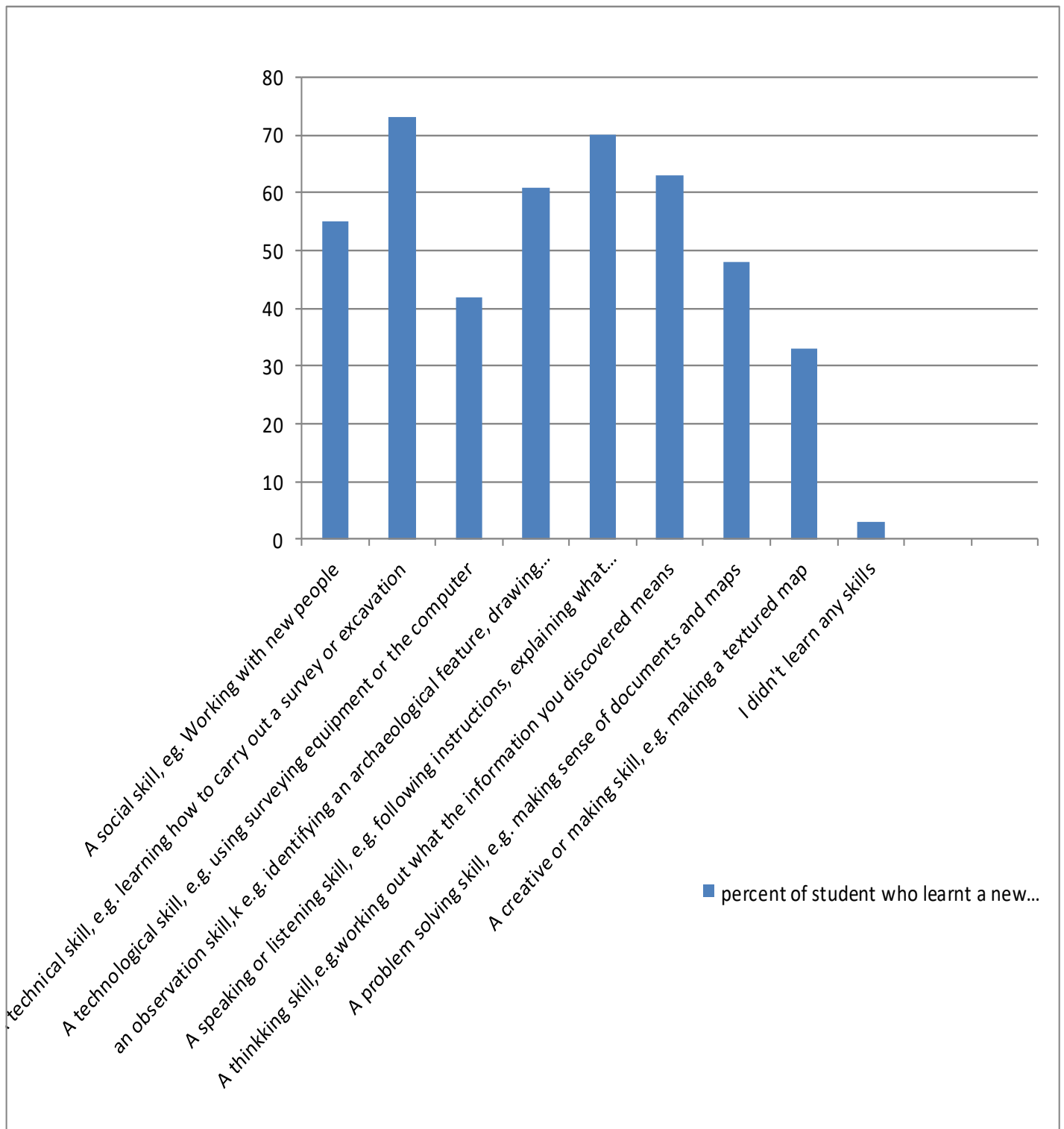
**Which of these statements do you agree with?****And which of these statements do you agree with?**

Are you more interested in archaeology and history than you were before the visit?

**Percent of students who are more interested  
in archaeology and history that they were  
before the visit**



**Did you learn a new skill? What was it? Tick as many as you like.**



## Appendix 4 - Digital Media analysis

We maintained various social media outlets during the project. On facebook, the maximum number of people reached with any single post was 584 in reaction to some publicity with a local radio station just before the excavation was taking place. The best engagement rates were during the archaeological excavation where up to 15% of people viewing the posts responded in some way on facebook. In total 96 people liked posts issued on facebook.

We gained 86 followers on twitter and had 272 likes.

The tables below indicate views of the Peeling Back the Layers Website. It is clear that people were following the website during the survey and excavation in particular.

### Months and Years

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
<b>2015</b>										102	255	310	667
<b>2016</b>	574	720	1,551	453	520	1,740	973	362	277	278	226		1977,871
<b>2017</b>	344	178	95										617

### Average per Day

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Overall
<b>2015</b>										4	9	10	8
<b>2016</b>	19	25	50	15	17	58	31	12	9	9	8	6	22
<b>2017</b>	11	6	6										8

There were 939 individual website sessions between January 2016 and March 2017. There were 1516 page views during the same time period by 782 individual users. Users looked at an average of 1.6 pages per session and spent just under a minute browsing the website at each session.

### Website demographics

18-24	27.5%
25-34	33.5%
35-44	15.5%
45-54	12.5%
55-64	5.5%
65+	5.5%

Nearly 2 out of 10 visitors made return visits to the website. 6 out of 10 website visitors were aged 34 or under.

Male:	54.1%
Female:	45.9%

New visitors:	83.3%
Returning visitor:	18.7%