

# Active Archaeology for Key Stage 2

## A Hands-on Resource

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By Alan Hunter

On behalf of the Pathways Project

AHRC Pathways to Understanding the Changing Climate: time and place in cultural learning about the environment

*Biography of the Author, Alan Hunter*

*Living in Cambridgeshire has given me the opportunity to develop my interest and skills in archaeology. I have worked in local community archaeology groups and this gave me access to training in specific skills through the Outreach work of (Jigsaw) Oxford Archaeology East. Participating as a volunteer with the Cambridge Archaeology Unit provided an excellent opportunity to work on site alongside professional archaeologist plus I found a 4C Roman coin!*

*Being part of primary school archaeology activities led directly to collaborating in the development of these guidelines.*



## Introduction

Many of us have watched fascinated as archaeologists using high tech 'geophys' equipment, mechanical diggers and back up professionals uncover huge areas of ground and exciting stories of our past. Alongside these attention-grabbing events there has also been the smaller scale but no less fascinating use of test pits to add to the story of a town or village.



The test pit is an excavation 1m by 1m and up to 1m deep dug using a systematic method.

In a number of communities teams of volunteers have dug test pits around their town or village on an activity day. The systematic method of digging makes it possible to compare the results and an overall picture is then developed. In most test pits it is usual to find pottery and other material.

To make these community activities possible, a number of clear step by step guides have been written so that each test pit is dug by the same method. These stages cover aspects of digging the test pit and recording the process including the finds.

This resource shows how by making a few adaptations these same methods can be used by Key Stage 2 pupils giving them the chance to get digging into their past.

The small size of the pit restricts the numbers pupils that can dig at any one time. To make digging a test pit a whole class activity a number of starter ideas have been added to form the basis of small group related activities.

Although involving a key person with archaeological experience on site will greatly enhance the activity, it is possible by following these guidelines to carry out the 'dig' using only the many resources in the school.

At its most basic a test pit is dug out in 10 cm slices, each slice is known as a context. All the finds in that context are kept separate in labelled find trays. They are then washed, left to dry, and stored in find bags that are clearly labelled with the context number. The top of each context has to be mapped using a grid and photographed. When the bottom of the pit has been reached the sides are usually mapped again using squared paper and this completes the picture of the test pit. Then all the soil and the turf have to be put back.



### Useful Links and Sources

As well as the step by step test pit guides available via the internet there are many helpful starting points.

You can search for videos on YouTube by entering 'digging a test pit' and this will give you examples that provide a flavour of what is involved.

A Google search of 'archaeology in the primary school' provides a number of very useful sites including:

BBC Primary History – Hands on History: Dig!

[http://www.bbc.co.uk/schools/primaryhistory/hands\\_on\\_history/dig/](http://www.bbc.co.uk/schools/primaryhistory/hands_on_history/dig/)

Archaeology project: a partnership, Kettles Yard, Arbury Primary School and Oxford Archaeology East, March 2015 <http://www.kettlesyard.co.uk/learn/special-projects/>

KS2 History Archaeology and Finding Evidence Teaching Pack

<http://www.twinkl.co.uk/resource/t2-h-4476-ks2-history-archaeology-and-finding-evidence-lesson-teaching-pack>

Canterbury Archaeological Trust Ltd <http://www.canterburytrust.co.uk/>

Oxford Archaeology East are based at Bar Hill and have a Community Outreach Post: Clemency Cooper ([clemency.cooper@oxfordarch.co.uk](mailto:clemency.cooper@oxfordarch.co.uk)). Around the county there are a number of community archaeology groups supported in various ways by the Outreach Post.

Access Cambridge Archaeology, Division of Archaeology, The University of Cambridge

<http://access.arch.cam.ac.uk> and <http://www.access.arch.cam.ac.uk/schools/CALF>

Portable Antiquities Scheme Cambridgeshire

Contact Oxford Archaeology East Outreach Officer for information on local community archaeology groups: [clemency.cooper@oxfordarch.co.uk](mailto:clemency.cooper@oxfordarch.co.uk)

Cambridgeshire Archaeology can deliver talks and activity sessions to schools. For more information about activity sessions for schools email: [archaeology@cambridgeshire.gov.uk](mailto:archaeology@cambridgeshire.gov.uk)



## Notes on links to the curriculum

### Numeracy and Maths

Using measuring instruments with accuracy in practical settings.

Developing understanding of dimensions of a three dimensional shape (i.e. 1 M X 1M X 1M test pit).

### Literacy

This activity represents an opportunity for students to enhance their vocabulary both in spoken and written forms. The language of archaeology is specific and in many ways unique to its practice so words for tools such as mattock and trowel and test pit, finds, digs and so on all have a new meaning in this context.

Moreover, there are opportunities for creative writing here in the form of story writing inspired by the finds. Such an activity could involve reference work and research into the lives of the people whose items are discovered during the digs.

### Geography

The Geography curriculum lays out the following:

*A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.*

These activities are intended to contribute to the geography curriculum, in particular with regard to developing an in depth understanding of locality and change over time. For example,

#### **Place knowledge**

- *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country*



Our experience of digging in schools has shown us that this sort of activity does inspire curiosity and fascination and encourages making connections between what is taught in school and what children are naturally curious about (like the stones they find in their back gardens or when out walking the dog).

The dig can unearth artefacts that teach us about the diversity of human life as well as the processes of decay and the way the soil beneath our feet is formed and reformed over time. All of this contributes to an understanding of physical and human processes.

Simple things like the use of North to label your map and the use of a map to locate the position of your dig are important contributors to meeting the requirements of curricula from this activity.

### History

The Key Stage 2 curriculum lays out the following:

#### **Key Stage 2**

*Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.*

*In planning to ensure the progression described above, through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.*

Here you could use the dig to introduce or develop a local study of the iron age, bronze age or stone age.

Through the dig many of the concepts above can be dealt with in a practical manner, so for example they can learn about how knowledge of the past is constructed, they can use appropriate vocabulary in a practical setting, and they can devise questions based on their finds that will develop their understanding of time lines, both at a local and a national or global level. For example, the discovery of an iron nail might lead to questions about when plastics became more widely used and so on.

### Science



The activities described here are mostly useful for developing understanding of and familiarity with everyday materials and their properties for example,

- *identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock*

Grouping and classifying a variety of materials according to their properties and functions.

Processes of decay and rotting as processes of change over time.

### Notes on digging a test pit in primary schools

#### Where?

A **test pit** with a surface area of 1mx1mx1m is small enough to be dug in most spaces, however there also has to be enough room nearby for the **spoil heap** (earth removed from the pit).

Avoid being close to pathways, walls, trees /roots, known underground pipes and cables! In fact, check with your grounds supervisor to make sure that you are being safe.

Wheel chair access is something to consider too.

There also needs to be space available nearby for the related activities.

#### What equipment will I need?

With exception of suitable **trowels** and a **mattock**, all of the equipment listed in Appendix 2 can be collected from around the school.

The maximum number of pupils working on a 1m x1m test pit at any one time is 6, sufficient trowels, hand shovels and brushes will be needed for this group. Numbers may have to vary if pupils present special needs and are assisted by LSA.

Several buckets will be needed to remove the spoil (that's the ground you dig up) and to be available for the group who are sieving; again numbers determine the number of sieves

All the removed soil known as spoil from the test pit is hand sieved to search for small finds that may have been missed by the digger.

required.

### What might we find?

Most likely will be things that have been thrown away, broken pottery, glass, nails, building material, animal bones, shell. There may be changes in soil colour suggesting post holes and ditches.



Trays with finds from three contexts.

### How will I know what it is?

A lot of finds will be recognisable such as these items found in a test pit.

*1 rusted nail, 1 bone fragment, 1 piece of clay pipe stem, 1 piece of modern glass – coloured, 6 pieces of red brick, 3 pieces of yellow brick.*

Some items we may not be able to be identified or may appear to be ‘old’ and these can be brought to the attention of a number of people listed on page 3.

A rule of thumb is everything goes into the finds tray (like those in the picture above).

### How long will it take?

Test pits are dug out in 10cm deep sections and the usual estimate to remove this amount is around 60 min .

This as a **guestimate** as hardness of the ground, careful cleaning of any interesting features and the weather all play a part. Another factor is the depth to which the test pit can be dug by pupils. It is practical to aim for a depth of approx 30cm to 40cm. Going any deeper makes it difficult for the pupils to dig as they have to lean into the pit. Time also needs to be added on for recording of the different context levels. Appropriate adult intervention can speed up the process.

Time will also need to be built into the overall project to allow for marking out the site, removing any turf and of course replacing all the spoil and turf. These activities do not usually involve the pupils.



Primary Teaching Resources: Archaeology – The Pathways Project

I have been involved in two types of school based activities:

Three afternoons with regular class visits across a whole year group.

A time specific 3hr excavation with various groups, (plus cleanup operation.)

#### **Are there any school policies I need to be aware of?**

This is important as there may well be a requirement to carry out a risk assessment, checking school policies on health and safety, first aid is important as is the numbers of adults in attendance.

#### **Who has ownership of the finds?**

All the finds belong to the landowner.

#### **Is it worth it?**

Having seen the enthusiasm of pupils YES

#### **An archaeological note**

The method described in the following section (Digging and Recording a Test Pit) is a simplified adaptation of the methods used by community groups and professionals. The aim is to provide a working model maximising the opportunity to dig in the test pit. When working with pupils I recognised a need to hold back and let them learn by doing. The alternative would be to restrict their enthusiasm and make the experience more passive.

There is a need to demonstrate and there is a need to get them to pause at various stages to look at what they are uncovering, these opportunities can come about in a natural way such as when there is too much loose spoil in the pit or if a find surfaces or there is a change in the colour of the soil.

The most significant simplification is in the use of the CONTEXT.

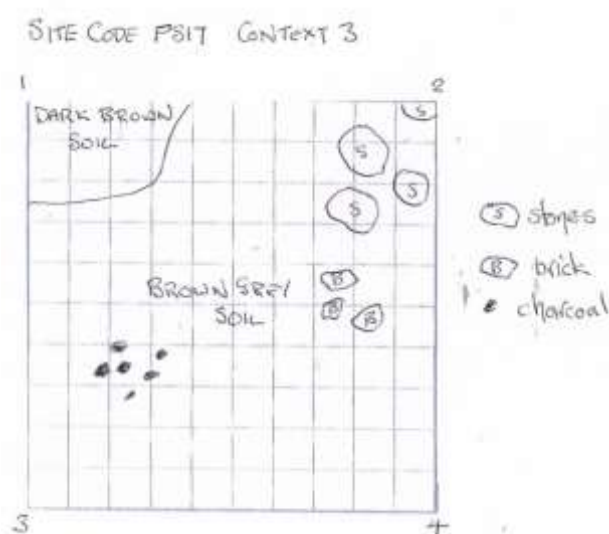
It is normal for a test pit to be dug 10cm at a time and this is known as a series of **spits**. In a spit it is very likely to find areas of two or more different looking soils. These are recognisable by their colour and differing textures such as clay and fine soil. The usual way of excavating these areas is to label them as a separate CONTEXT each with its own number. An attempt is made to dig them separately and any finds are kept in separate finds trays each labelled with the context number. As each spit is removed some of these Contexts will continue to appear and be excavated separately maintaining their context number.

This approach has been modified by replacing SPIT with CONTEXT.

The whole 10cm slice or context has only one number, all the finds taken from the context have only one number.



When drawing a plan of the context it is possible to record the different areas and make notes. In this way information about the test pit is still available.



Whatever method is used what doesn't change is the fact that archaeology is a destructive process and we are obliged to provide a record of what we uncovered.

### Digging and Recording a Test Pit

These steps follow the process used by archaeologists. By using their methods we give the pupils an experience of working as an archaeologist.

Steps one, two, three and four to be completed before the pupils visit the site. The process of what has been done can be quickly explained to them. Practical experiences based on step one and two are included in the small group activities.

### Step One: Measuring and Marking out the Pit

When you have chosen the location of the test pit mark it on the ground in the shape of a 1m square using 4 pegs, string, a sheet of A4 paper for a corner template and a tape measure.

- Push in the first peg and accurately measure 1m and
- Push in the 2<sup>nd</sup> peg,
- Tie the string between the two pegs forming side 1.
- Using the A4 sheet of paper, form a right angle and measure the second side of the 1m square and mark with a peg,
- Again form the second side with string.
- Repeat completing the remaining two sides of the square.

- Check the accuracy of the square, the measurement of the diagonal is 141.5cm.

### Step Two: Mapping and Locating

Having marked out the test pit it is now important that we mark the location on a site map. See Site Map in Test Pit Records Appendix 1.

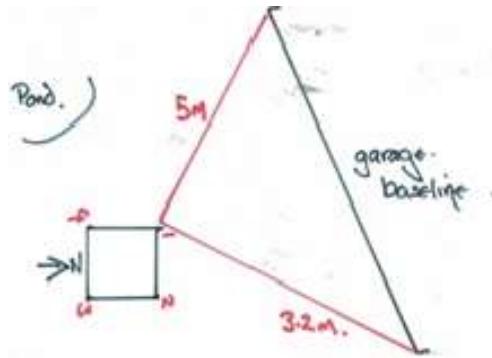
- Draw on the sketch map provided the test pit and two nearby features such as the corners of building. This does not have to be drawn to scale.
- Measure the shortest distance between each corner of the test pit and the two identified features. Record on the Site Map.



- Mark the direction of North on the Map.
- Choose a site code (e.g. the initial of school and year)
- Add test No.

### Site Map

Site code: PS17 Test Pit: No. 1



Avoid a long code as this needs to be written on the finds bags.

- You also need to refer back to step 2 to identify the corners numbers. This will ensure the plan is always drawn and photographed from the same direction. For example from side 4/3 looking toward 1/2.

### Step Three: Beginning the Recording

Having selected where the test pit is to be sited and its location marked out, the next task is to begin recording it context by context.

As described, a CONTEXT is a 10cm slice down into the test pit, it is defined by a plan of its surface and all the finds that are uncovered within the 10cm depth.

- The plan of the CONTEXT is drawn on squared paper, each square of 1cm giving a scale of 1cm to 10cm in relation to the 1m x 1m test pit.

See Context Record Sheet Test Pit Records Appendix 1

If the site of the test pit is covered in grass this is still required to be recorded.

Site Code PS17 Test Pit No. 1

Context No1



Add notes

Grass surface.





- Note the numbered corners for recording purposes.
- If the site chosen is covered in grass this needs to be removed to a depth of approximately 5cm in approx 20cm squares. The squares are placed nearby grass side down in the pattern they were removed.
- The underside of the turf needs to be investigated for possible find and placed in the finds tray labelled Context 1.

#### Step Four: Setting up the site

The test pit has now been opened and the turf placed nearby where it will not get in the way of activities.

Around the edges of the pit it is useful to place lengths of groundsheets for the pupils to kneel on, it also helps protect the grass surrounding the pit from undue wear and tear.

A large groundsheet at least 3mx 3m square needs to be laid close to the test pit leaving sufficient room for the diggers to work and others to walk past. When the spoil is removed from the test pit by bucket it is then sieved for finds over the groundsheet where it is collected as a spoil heap, again saving the surface area below. It also makes it much easier when back filling (that is putting the soil back into the test pit).

If a finds washing station is to be used then it again needs to be situated with a suitable gap between in and the other activities.

It is useful to have a chair nearby to keep in one place the recording materials and tools such as the mattock and spade which the pupils will not be using.

The equipment the pupils are to use is laid out in situ so that they can see the work stations and be reminded to return them to where they found them for the next group to use. This also includes labelled find trays. (see notes on test pit recording)

If the suggested activities are also being used then again clear stations with equipment need to be set up.



The main activity is obviously digging and a timetable needs to be established so that everybody takes a turn. As a rule of thumb 10-15 minutes gives the pupils a chance to get comfortable, get their eye in and practice some skills. More than 20 min may stretch concentration especially if finds are not appearing.

Another important planning factor to consider is that until material begins to be removed from the test pit, the sievers and finds washers will be redundant.

A plan will need to be worked out regarding the size and number of each group, who is in which group and which adult will accompany them as in all other school activities.

**Step Five: The pupils are on site!**

The initial welcome to the group needs to focus on explaining what has happened on the site and the next stage in digging a test pit.

What follows are suggestions for talking to the group about the work they are undertaking.



### Suggestions for the whole group

We are going to be working as archaeologists.

By digging in the test pit we are hoping to find pieces of pottery, metal and animal bone that were part of the lives of people who lived here before.

Anything that is not soil and natural things such as pebbles is put into the finds tray so that we can keep it to find out more about it. If you are not sure ask!!

As well as digging we have to draw plans of what the test pit looks like and take photos. This is very important as we will not be able to put everything back like it was before.

If you are doing the very important job of sieving you also have to put anything you find into the find tray.

We are going to be using the trowels to loosen the soil and then use the hand shovels to empty the soil into buckets. When we are using the trowels we must be careful of other people.

It is important not to put your hand in to take something where someone else is digging!



*Note the equipment in the photo (kneeling mats, trowels, bucket).*

### Suggestions for the group at the pit

This level has a name it is called CONTEXT 1 (a label will help) and anything we find only goes into a find tray that has a number 1. When we get 10 cm down it will become CONTEXT2. And we stop to clean the surface for mapping and photos.

If there are finds and pebbles we need to clean away the soil around them until we can just lift them out. Have to try to get them out without digging them out. (best to demonstrate when the opportunity arrives). It is good always to be asking them what they see, is the soil the same colour everywhere, is it harder or softer and there place with more pebbles, flints gravel. They are great observers.

Keep reminding them to keep the sides as straight as possible and the bottom as flat as possible.

Anything sticking out from the sides should stay.

Use the hand shovels to clear the loose soil and empty into buckets but NEVER fill the buckets as soil can be heavy.

*If a patch of soil is looking very different a brief note and photo is always useful.*





*An amateur archaeologist checks the size of the pit. Note the kneeling mats.*

- When 10cm depth of soil has been removed (remember this will include the turf), the sides need to be tidied and all loose soil removed from the test pit. Check to make sure any finds from the underside of the turf have been placed in the finds tray.

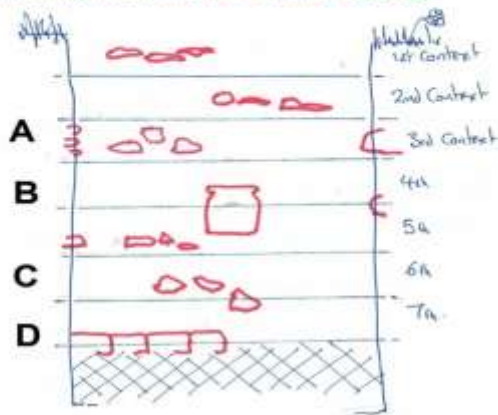


*A close-up, note the change in soil colour and the carefully cleared off stones.*

More things to be aware of: object sticking out from the side walls should not be removed and objects that appear to go into the next context should not be removed until that context is started.



Test pit profile  
A -leave inclusions in side wall intact  
B- object should not be lifted in 4th context  
C- object should not be lifted in 6th context  
D- feature needs further investigation,  
hatching indicates no further digging



#### Suggestions for the group who are sieving

Sieving makes sure we have not missed any finds but note that the sandals in the image above are not appropriate footwear for this sort of activity.

When sieving stand in the middle of the ground sheet

NEVER lift a bucket that contains a lot of soil

Place the sieve on the ground to fill with soil, DO NOT OVERFILL as this will make it too heavy for working with.

Not all the soil can be shaken through the sieve break the lumps up by hand.

Place any finds into the correct finds tray.

If you are not sure if something is 'natural' such as stones, pebbles then ask.



#### Suggestions for the group washing the finds

This is known as pot washing as only finds that are made of pottery are washed. Wood, bone and metal objects are not to be washed they are dried and gently brushed or wiped.

The pottery is washed in clean water using an old tooth brush.

Gently clean the pottery.

It is important to keep the finds from one labelled finds tray together. When they are washed they need to be put on sheets of old newspaper to dry. They must have a label with the CONTEXT NUMBER. When they are dry they must be put into a labelled finds bag.

*Note the inappropriate footwear in this photo.*

**Context record Sheet 1 need to be completed**



- List the finds in the finds tray
- Using a colour chart describe the colour of the context

### Step Six: Starting a new record sheet

The new record sheet marks the start of the next stage, the spoil that has now been taken away is Context 1 and the exposed cleaned surface of the test pit is the start of **Context 2**.

An early decision needs to be made regarding how fully the pupils are to be engaged in the recording process. If the emphasis is to be giving the pupils maximum time digging whilst making sure records are being kept, then the decision may be for an adult to be responsible for quickly mapping the Context on the record sheet and taking photos. An alternative would be to place a grid of 10cm squares at the bottom of the test pit and the pupils are encouraged to say what needs recording which is then drawn on a 1m square sheet of paper divided up into 10 cm squares placed on a board which the adult fills in. Use an agreed symbol chart to mark in various exposed objects such as brick, tile.

When recording, remember to view the test pit from side 3/4 towards 1/2, use a marker board in the photo giving the Site Code and Context Number.

- The finds tray from Context 1 needs to be cleared away and a new Context 2 finds tray made available.

If progress is slow in this context an adult may step in and loosen the soil with a mattock. Hints never raise the mattock above your waist and allow the blade to cut at a flat angle rather than dig in straight down. **THE PUPILS NEED TO BE MOVED AWAY FROM THE TEST PIT.**

- When the 10 cm depth for this context has been reached repeat the cleaning and recording process carried out when Context 1 was completed. Then repeat the process for the start of Context 2 by drawing the plan of Context 3.
- This process is continued until the agreed depth to dig has been reached.
- Record the last surface area as you would for the start of a new context writing clearly the depth that has been excavated.

### Step Seven: A test pit also has sides



It is usual to make a plan of all four sides of the test pit to complete the picture. These plans are known as SECTION DRAWINGS and they can tell us a lot about the changing colours of the soil as we have gone deeper.

The method used to draw and photograph them is the same as for the context plans.

See Section Plans in the Test Pit Recording Section Appendix 1

#### **Step Eight: Backfilling**

- All the soil has to be put back into the test pit, as you do so it needs to be tread down at regular intervals.
- When you have replaced all the soil if turf has been removed it needs to be replaced as carefully as possible.

#### **Step Nine: Leaving the site**

- The last check should be to make sure that nothing has been left behind.



'Hey has anyone seen my phone!'

**Step ten: Working with the finds and writing up a journal.**



### Suggestions for activities:

#### 1. Colouring in

Using drawings of the tools used in archaeology, students to colour in and label to aid their awareness of equipment.

#### 2. Mixing paint

Create a colour chart of ten shades of brown (dark to light) to use when recording the colour of the context for the test pit

#### 3. Classifying waste materials

Gather packaging, plastic bottles, food trays, tickets, newspapers, pens, broken toys cd's etc.

Spread the rubbish out.

What clues are there to suggest USE by:

- Adult/children
- male/female
- animals
- hobbies and recreation

Group into organic/inorganic (which will rot and which will not).

Discuss the meaning of this for if they were dug up in the future.

#### 4. Classifying objects 1

From a large collection of pottery shards group into sets, which ones look the same, refine the process introduce ideas of age and use.

- An extension, identify a number of examples by date and then try to match others.

#### 5. Classifying objects 2



Using finds from your collection (e.g. pottery, bones, metal objects, natural flint/gravel, building materials, wood)

Group the finds under the following headings:

- synthetic material
- natural material
- function
- date

6. Digging down into the past

If a mixed collection of datable pottery is available it could be arranged sequentially with discussion about the fact that in most cases the older the object the lower down it will appear in the test pit.

7. Measure and mark out an accurate 1metre square (diagonal 1.41m) using: pegs, string, tape and 1 sheet of A4 paper (to be used as a corner template)

Scatter a number of object randomly within the square eg building materials, tile, brick fragments, stone, pottery, wood, metal (or alternatively use the objects collected for activity 2)

Draw the position of these objects on a squared sheet as used for recording the contexts in the test pit.

Use 2 x 1m measuring sticks and check for accuracy.

Symbols could be developed and agreed to represent the different types of objects used, categories ie pottery, metal, stones, pebbles, flint.

Repeat activities with different selection of finds

Alternatively draw the objects on the squared sheet and then ask the pupils to place the objects accurately in the marked out 1m square.

8. Create a representation of the side of the test pit by using sing a 1mx 20cmx 5cm box/container filled with spoil from the sieving. Various objects as in activity 6 are wedged into the bed and recorded. *This also reinforce objects protruding into the pit are not to be removed.*





Repeat activities with different selection of finds.

9. Activity for replicating the drawing of a site plan.

Mark out a 1m square as in activity 6, add a nearby baseline marked by 2 pegs approx 10 metres apart (or use actual features such as trees, fence posts, building corners if available).

From the baseline measure the distances to the corners of the square and complete a site map diagram.

10. Flotation activities could be attempted to isolate natural materials from the soil and also look at different soil particles as they separate and sink in water.

Equipment: jars, fine mesh, clock, a measuring criteria chart of own choice.

11. Construct a 3D image of the test pit using different materials like string and sticks.

Measure it and then construct it according to scale.

You could make it 10 cm by 10 cm by 10 cm.

You could also use paper to make the sides and draw the finds in position on the paper.

Label it with a time line based on the age of your finds.

12. Write a story using your finds as a starting point.

- When will it be set? What was life like at that point in time in this place where you have been digging? Whose rubbish have you dug up?
- Use reference books and the internet to research the life and times linked to the artefacts that you have unearthed in your pit.
- Choose characters and a plot that fits with the finds and the time when your finds were first discarded.



## Appendix 1 Test Pit Records

As with all record keeping it is important to agree what information is needed and how it is to be presented. Usually this is a series of boxes with headings. The main headings used in this guide are:

- **Site Map**
- **Context Sheets**
- **Section Sheets**

To this selection can be added diary sheets, photographic record, group lists etc.

It is essential that every sheet in the record must have the

- **SITE CODE**
- **THE TEST PIT NUMBER**
- **DATE**

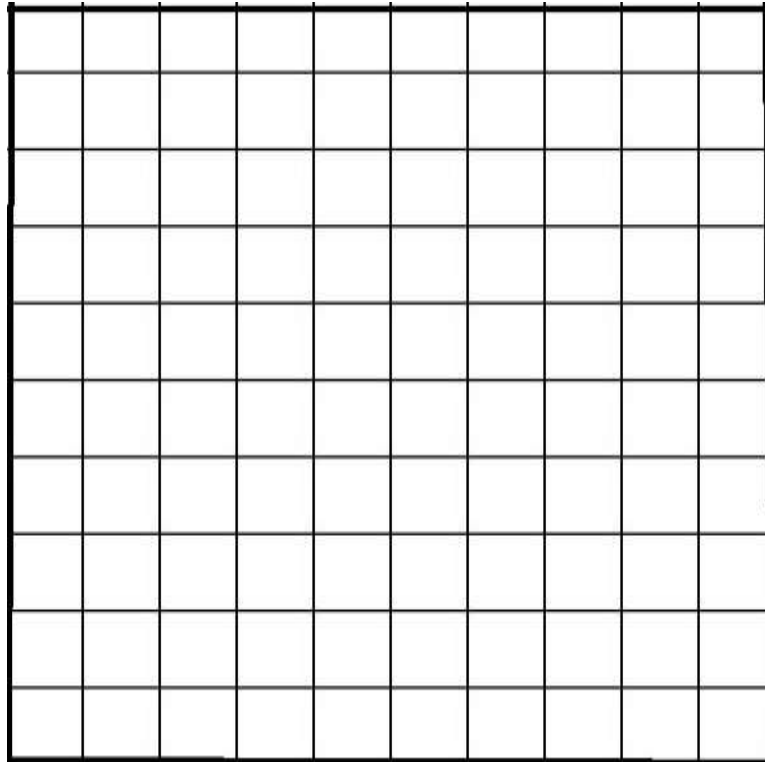
In addition there are a number of basic requirements of instruction for each type of record.

- SITE MAP Site Code Test pit Number
- A sketch of the area where the test pit is located showing the test pit with the corners numbered 1-4,
- mark any features such as houses and walls.
- Identify two points eg . the corners of a building.
- Measure and mark on the map the distance from each point to the corners of the test pit. This triangulates the exact location of the test pit.
- A written description of the site, adding any additional information that may be useful. (This may include a note about generally where the site is within the school grounds.)
- CONTEXT SHEET Site Code Test Pit Number; Context No.; Date
- Make a plan of the context on the grid, scale 1. 10
- Describe any areas of interest / Use this box to record the depth of the finished Test Pit and clearly write FINAL CONTEXT.
- Tick which of these natural materials were found in the context: stone, pebbles, gravel, soil, clay, charcoal.
- What was the colour of the context? (Here an agreed colour chart of 10 shades of brown can be used.)
- List the finds in the context eg. 6 nails.
- SECTION SHEET Site Code Test Pit Number Date
- Make a drawing on each of the four grids scale 1. 10
- and label each grid GROUND LEVEL sides 1/2, 2/3, 3/4, 4/1
- A simple grid is all that is required for context and section records



1

2



3

4



*School Logo*

Test Pit Site Map

Site Code

Test Pit Number

Date

A sketch map of the area

A brief description of the site





## School Logo

### TEST PIT SECTIONS SHEET

**SITE CODE**

**TEST PIT NO.**

**DATE**

1

ground level

2


2

ground level

3


3

ground level

4


4

ground level

1




## Appendix 2: Equipment

Most items can be sourced from within the school with the exception of archaeological trowels and a mattock. Whilst adding to the effectiveness of the digging they can be replaced by gardening alternatives.

### **Recording**

Record sheets, assorted pencils, rubbers pencil sharpeners, rulers, tape measure, 50m tape, clip boards, camera, marker board for photo identification, 2 x 1m sticks marked every 10cm, marker pegs, at minimum 4m of string, permanent marker.

### **Digging/ sieving**

Wheel barrow, spades, trowels, mattock, hand shovels, hand brushes, strong buckets, large sponges for any mopping out if test pit is left uncovered. A large groundsheet for the spoil heap and for around the test pit. A cone for marking test pit when not in use, sieves, finds trays/labels, finds bags (sealable food bags are ideal)

### **Washing finds**

Washing up bowls, old toothbrushes, small sponges, old newspapers for drying

Storage boxes and labels for finds

Suitable clothing for the pupils and a first aid kit, plus water for the workers if hot. Folding chairs are a luxurious option.

### Examples of local site finds



Assorted building materials, nails, bones and small pottery finds.



