



LEEDS METROPOLITAN UNIVERSITY

Beckett Park Archaeological Project



24/05/99 to 28/05/99

Leeds Metropolitan University in association with Leeds City Council, West Yorkshire Archaeology Service and Yorkshire Electricity.

FACULTY OF CULTURAL AND EDUCATION STUDIES

LEEDS METROPOLITAN UNIVERSITY, BECKETT PARK CAMPUS, LEEDS LS6 3QS. TELEPHONE: 0113 283 2600

Beckett Park Archaeology Project.

University Historical Archive

The project is an opportunity for the University to investigate and record the history and heritage associated with the Beckett Park Site. A range of historical sources provide an evidence base for the development of the Beckett Park site. These sources are widely distributed and one of the outcomes of the investigation will be a collection of sources which could form the basis of a University archive. The archaeological investigation will contribute to what we know already about the site from the mainly documentary and visual evidence.

Approaches to Teaching and Learning.

Archaeology contributes to our knowledge and understanding of the past. The project provides an opportunity for teacher educators to consider how an archaeological investigation might provide a context for both students and children to develop knowledge, understanding and skills associated with archaeology, history and heritage. The management team hope to share this knowledge and understanding with the wider education community.

Students in Initial Teacher Training.

Seventy four students are involved in the investigation and the supervision of the children. Most students involved in the project are training to be specialist teachers of history in the primary sector. The investigation is an opportunity for them to experience an archaeological investigation. They will have to consider how an archaeological investigation might contribute to the development of children's knowledge and understanding of history. They will all have planned an activity for a small group of children which will be associated with the investigation. Students are working in the Design and Technology Lecture Theatre.

Children, teachers, parents and helpers

The project is an opportunity for the children to develop knowledge and understanding of history through an exciting experience which will promote their enthusiasm for history, archaeology and heritage.

The project enables the University to celebrate its history and heritage within the local community and beyond.

Visits by the Schools

Eight schools will visit the site for either a morning or afternoon session. Visitors could observe children working in the trenches, sieving and washing finds or working in a classroom. Students will both supervise and work with the children.

The Schools.

Hawksworth Wood Primary School

Quarry Mount Primary School

Brudenell Primary School

Little London Primary School

Blenheim Primary School.

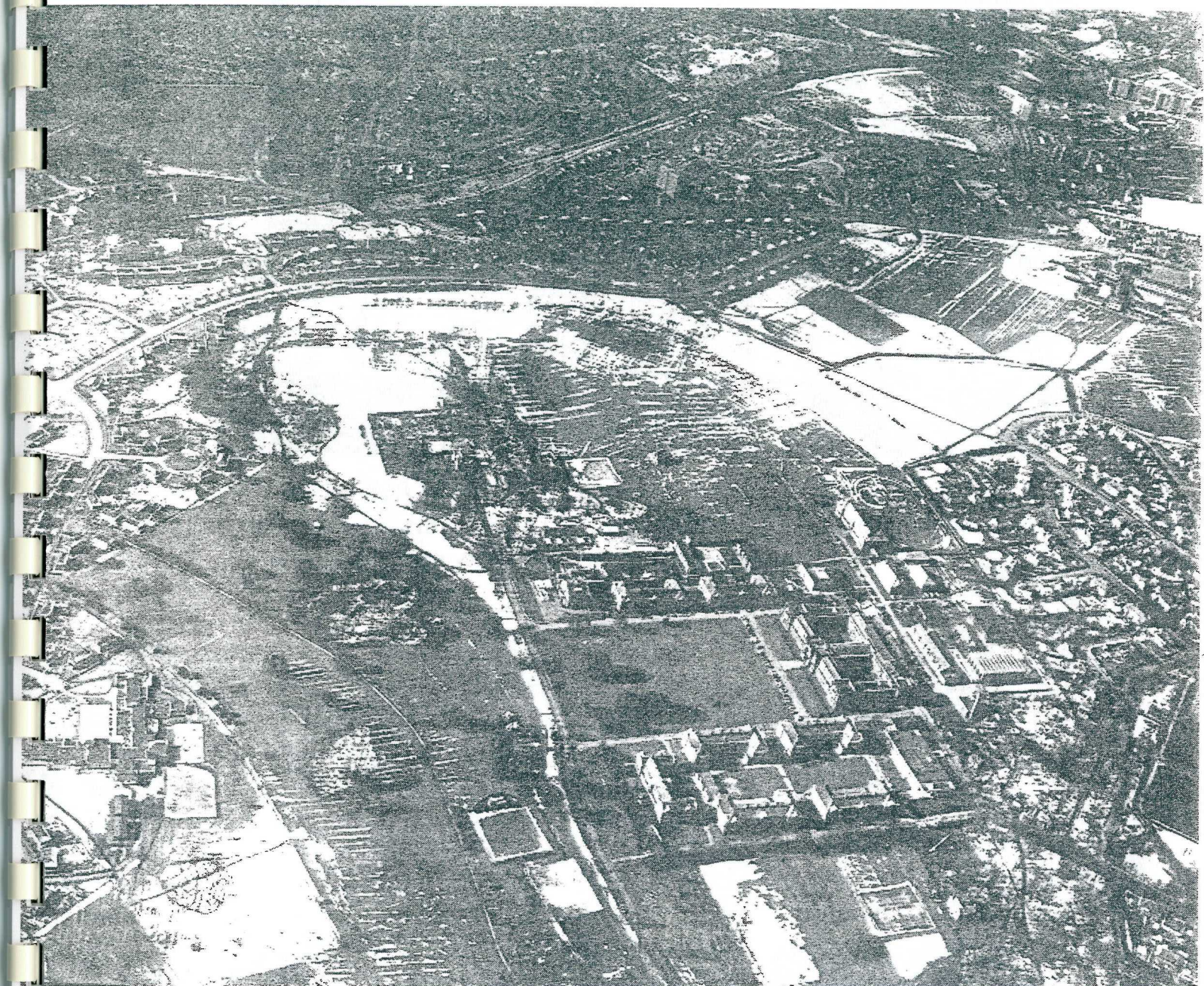
Lawnswood High School

St Michael's Primary School

Iveson House Primary School.

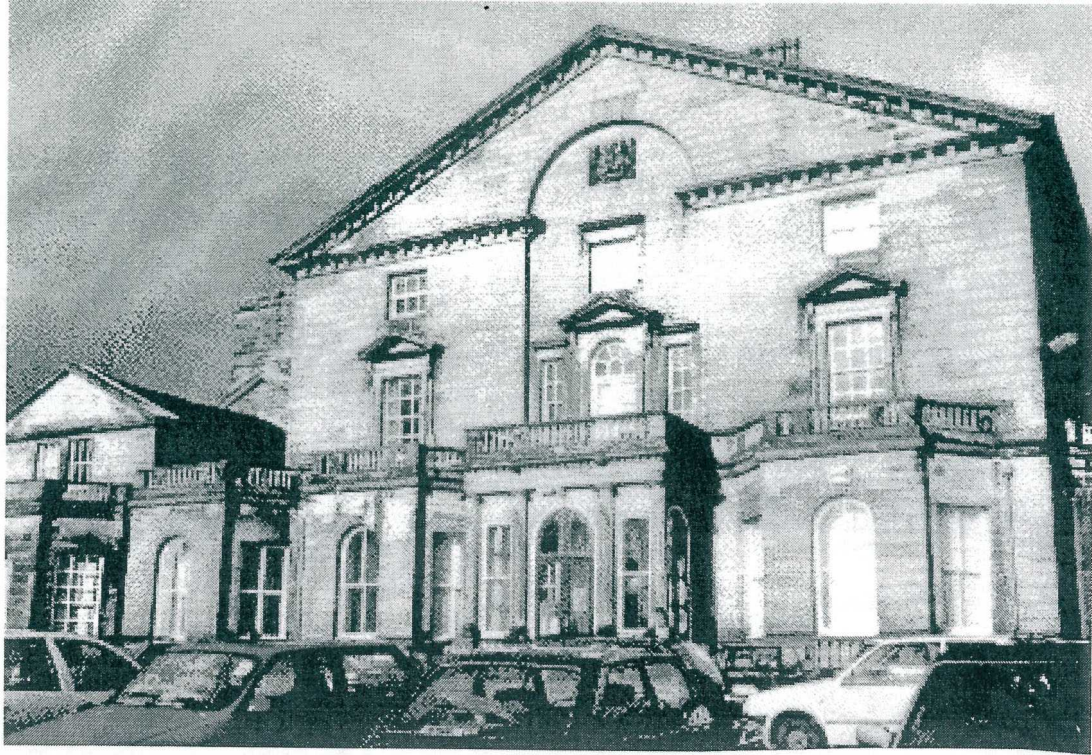
Keep in touch with the project on the World Wide Web.

The University website is being used to provide information on the project. The website will be developed during the week with photographs of the children and reports of the finds in the trenches. Children can visit the website before they come to Beckett Park or keep in touch with the way the project is developing later in the week.



Seen from the air in April 1966.

A late snowfall picks out the ridge and furrow associated with farming in the Middle Ages. Look on the park and behind Carnegie Hall.

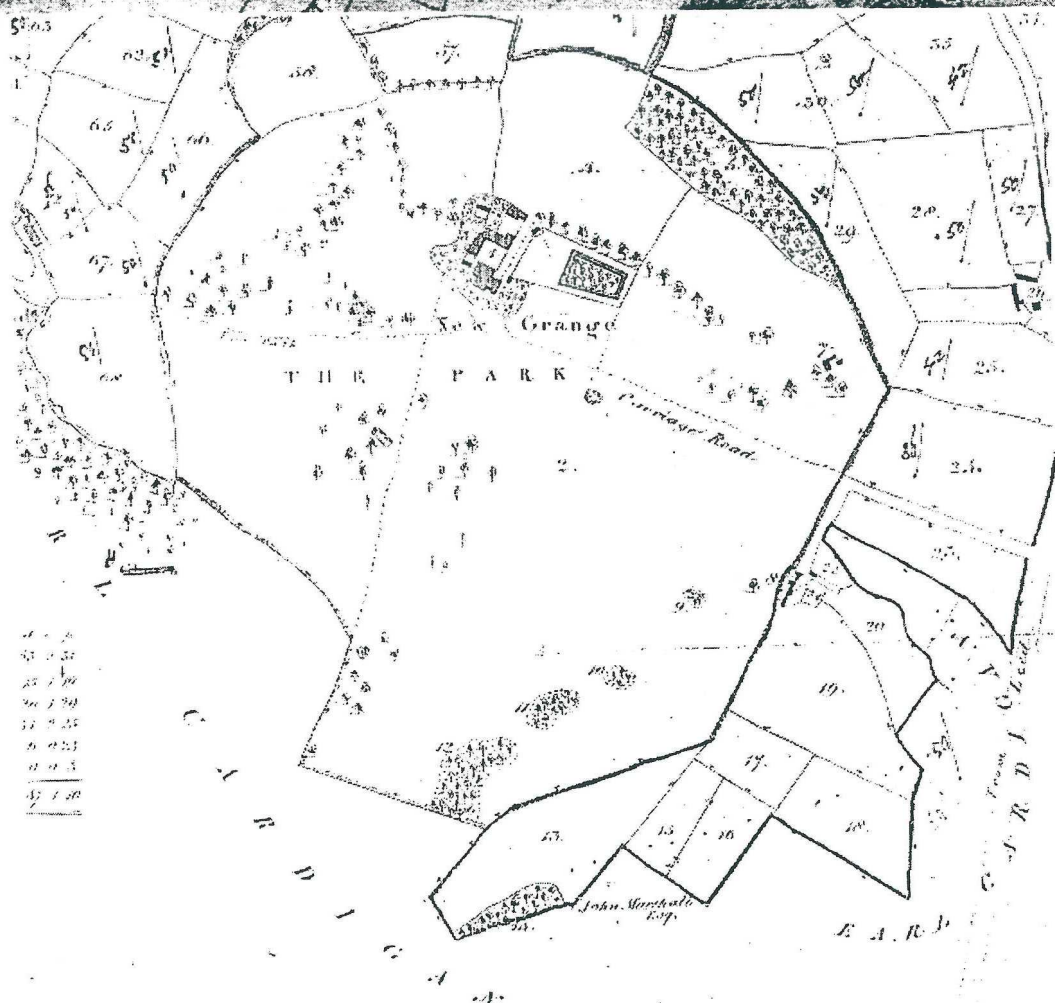


A photograph of Grange today contrasts with William Robinson's 1849 watercolour from the "Boyne" collection. This was discovered in the local history library by Steve Burt. The University now has a colour copy.

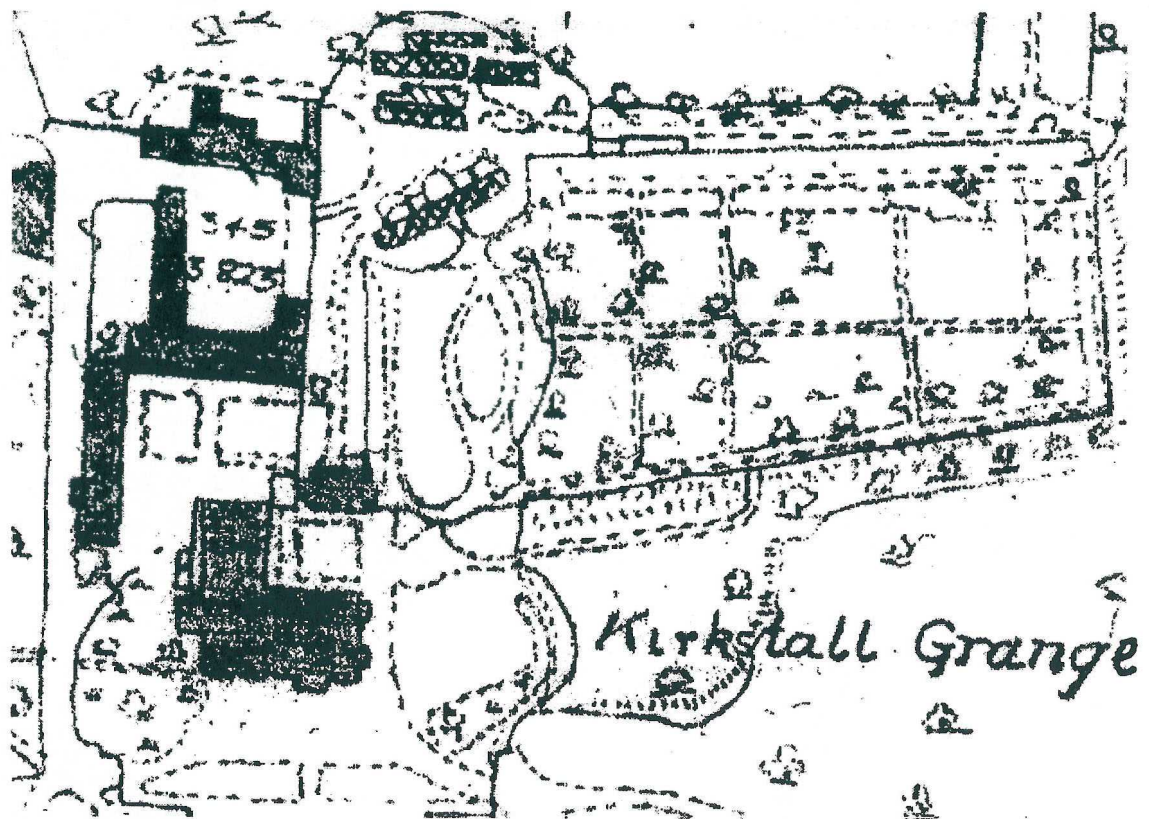




Walter Wade had S. Wilkinson of Darlington survey the estate in 1766.



The sale plan of 1829.

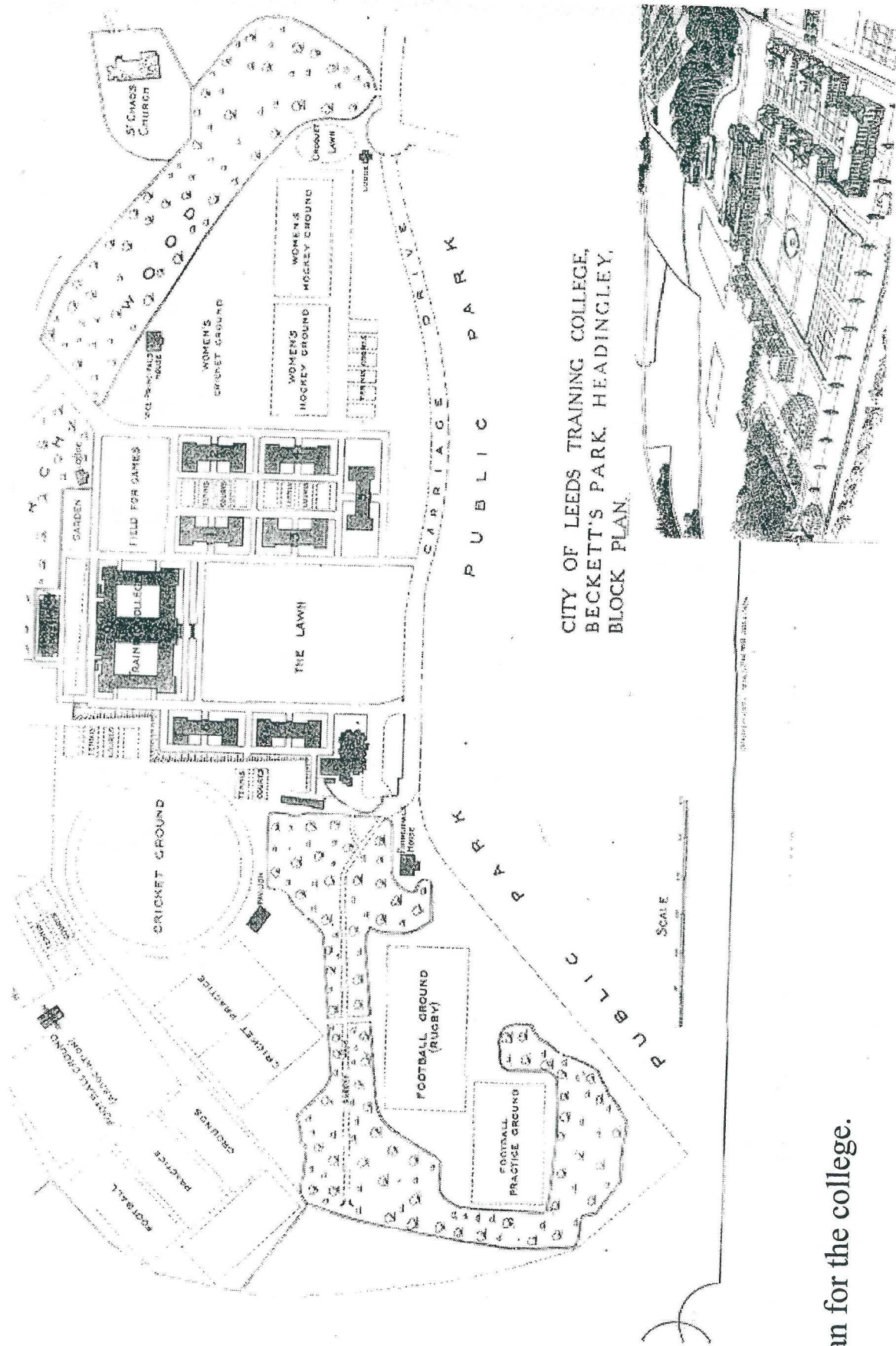


The 1908 sale plan.

Key Questions.

As the project developed two key questions have emerged.

1. What does the archaeology tell use about life at the Grange during the nineteenth century?
2. Where are the farm buildings which could be associated with the monastic grange?



CITY OF LEEDS TRAINING COLLEGE,
BECKETT'S PARK, HEADINGLEY,
BLOCK PLAN.

The plan for the college.

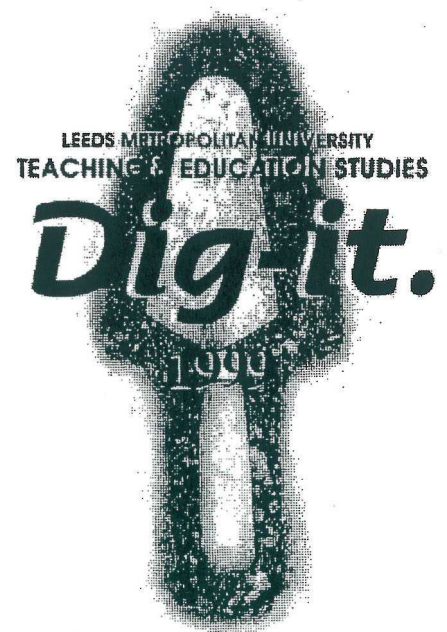
The Project Management Team

Julia Tanner TES
Jacqui Dean PED
Andy Bowles TES
Dave Weldrake
Steven Burt

Ros Jones

Leeds Metropolitan University
Leeds Metropolitan University
Leeds Metropolitan University
West Yorkshire Archaeological Service
Advisory Teacher for History
Leeds Education Authority
Representative of the Leeds Family of
Schools to be involved in the project.

Engineers from Yorkshire Electricity were called in to advise students about how underground cables can be safely located and then avoided when excavation work begins.



Thank-you

This project could not have moved forward without the support of Peter Griffiths (Leeds Metropolitan University Estates Division) and Ian Crossland (Technician in the School of Teaching and Education Studies). Peter has represented Estates at all stages in the development and has always been a source of advice and encouragement. Ian has assisted in the development of resources and has clearly demonstrated how the Internet could be used to support the University and schools develop their knowledge and understanding of archaeology and the history and heritage of the Beckett Park site.

From Andy Bowles
12/2/99

Beckett Park Archaeological Project

Proposal

This project involves staff at Leeds Metropolitan University, West Yorkshire Archaeology and Leeds LEA. It seeks to extend historical knowledge and understanding of the history of the Beckett Park Site through an archaeological investigation. The project is dependant on approval from Leeds Metropolitan University Estates Division, is subject to insurance clearance from Leeds Metropolitan University insurers and risk assessment by Leeds Metropolitan University and West Yorkshire Archaeology Health and Safety Officers.

Background.

Beckett Park Site was sold by Lord Grimthorpe to the City council at the turn of the Century for the building of a training college for local teachers. The site includes Kirkstall Grange which was extended and developed by the Beckett Family in the nineteenth century. According to Joyce Pogson the remains of a 1752 rebuild of the original house, by Walter Wade, can be seen at the rear of the present building. The Wade family lived on the site from 1590 to the death of the last heir in 1795. A focus for the investigation would be to try to find evidence of the original house or the farm buildings associated with the Wade family.

Dates

The week proposed for the investigation is week beginning 24/5/99.

The Partnership

The project is proposed and managed by a partnership between the Faculty of Education and Cultural Studies at LMU, Leeds LEA and the West Yorkshire Archaeological Service which builds on existing professional relationships and links. This proposal is based on a similar successful project run at Elmete Professional Development Centre in North Leeds in Summer 1998.
See attached article

Project Management Team

Andy Bowles TES
Julia Tanner TES
Jacqui Dean PED
Dave Weldrake
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Ros Jones

Leeds Metropolitan University
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West Yorkshire Archaeological Service
Advisory Teacher for History Leeds Education Authority
Representative of the Leeds Family of Schools to be involved in the project.

Developing the Project

The project will also involve teachers and children from eight local primary and secondary schools and, ITT students on both Secondary and Primary courses will work with the children. The project develops a relatively new approach to the teaching of history. It will involve school children in real archaeological investigations and seeks to provide opportunities for children to develop knowledge and understanding of archaeology within the context of National Curriculum History.

A meeting is proposed with teachers from the schools. The University team will provide copies of appropriate sources and tuition in how these sources and the excavations can promote children's ability to investigate and communicate their understanding of history and heritage.

Following the excavations a project report will be submitted written and widely circulated within and beyond the University.

Health and Safety Issues

TES has considerable experience of working with children and students on the Beckett Park Site. The focus for this work has been environmental education. Children from inner-city Leeds schools have visited the site in the summer over a number of years and students have worked with children in small groups on prepared activities. This has promoted students' knowledge and understanding of teaching and learning and provided opportunities for children to enjoy the environment of the Beckett Park Site. One headteacher was moved to write to the Vice Chancellor to congratulate TES for the contribution these activities made to his school's curriculum. This work has taken place following risk assessments completed under the guidance of CES Health and Safety personnel. Students have always been required to complete disclaimers to ensure the visits have complied with the necessary University insurance procedures.

The proposal is dependant on a completed risk assessment made by Health and Safety personnel from Leeds Metropolitan University and West Yorkshire Archaeology and clearance by University insurers. Proposed trenches are sited away from the main roadways on the Beckett Park Site. Security staff would be asked to reserve spaces for school transport away from main roadways and near the proposed trenches. Estates has been asked to provide some support to open up trenches and do not envisage a problem with this.

Trenches will be shallow. Spoil would be carefully sighted away from where children were working and would be replaced on closure of the trenches. Appropriate equipment and training would be provided for children and students working in the trenches and sorting finds. Trenches will be shallow. Students and children would be warned about any risks associated with finds. Children will be supervised at all times by students, University and West Yorkshire Archaeology Staff and school teachers. Qualified first aid staff would be available in the Carnegie Building. Students would be given guidance about the supervision of children on the site and at no time would children be unaccompanied by students. Toilets are available in the Carnegie building. All this information would be given to the teachers during their evening visit to Beckett Park Site. The team seeks clearance from University insurers for the project.

Organisation of School Visits.

Trenches to be opened, and made safe before and following work.

During an afternoon or morning session a class of about 30 children will visit the site for about 2 hours. Students will work in groups with about 4/5 children. Children will be rotated through three activities. All activities will be supervised by students, University and West Yorkshire Archaeology Staff.

Children arrive 9:30 or 1:30 leave 11:30 or 3:30. One class per visit.

Activities

- a. Working in a trench with archaeology trowels .No more than 5 children per small trench. 30 minutes
- b Using riddles and bowls of water to sift and clean finds. 30 minutes
- c. Working in a room in Carnegie recording their experiences. This will be supported through some access to reference books and the Internet.

University Web Site.

The team proposes to update the University website each day so that schools can prepare themselves for their visit and follow up developments on the site.

Resources.

Academic and Technical staff at the University have and can integrate the work associated with the project into their professional work. The work with students will form part of their study on modules directly associated with their training. The students to be involved are preparing to be history specialists in both primary and secondary schools. Tools and transport associated with the dig are funded by a Leeds LEA initiative. The archaeologist associated with the proposal has asked for some wheelbarrows to be made available to move spoil. The team plan to approach the Architecture and Landscape technical staff with a view to the loan of some tools and equipment.

Benefits of the Project

Involvement in the project offers the University the opportunity

- to investigate and record its history and heritage
- to develop innovative approaches to teaching and learning
- to develop its partnerships through outreach work with local and regional organisations
- to generate media interest in the work of the University
- to provide further research and publication possibilities for staff
- to provide new professional development opportunities for local teachers

For ITT students, this is an opportunity to be involved in a new approach to the teaching of history and to gain experience of undertaking archaeological fieldwork with children.

For the children involved, the project is an opportunity to develop their knowledge and understanding of history through an exciting experience which will promote their enthusiasm for history, archaeology and heritage.

Consultation Record.

The project management team has undertaken wide consultation in preparing this formal proposal

Estates Division.

Trevor Hudson/ Peter Griffiths Estates. Peter Griffiths was designated by Trevor Hudson to represent Estates division on the consultation exercise. Peter has accompanied a site survey to identify possible sites for the trenches. It has been agreed that trenches on the "Acre" in front of the James Graham building should not be included in the proposal and that none of the newly planted areas behind Cavendish and Fairfax are to be part of any excavation. Estates approval is sought for the enclosed detailed trenches although it is unlikely that all of them will need to be used during the week. Peter Griffiths has already seen details of the proposed trenches and commented on their suitability.

TES.

Heads of both TES and PED have been consulted about this proposal and are supportive of the bid.

Publicity

Emma Leech, Corporate Affairs, has been consulted to discuss the likely benefits which would accrue to the University from the project.

University Secretary

Mike Wilkinson has requested access to the developing archive of materials to create a collection of sources relating to the history and heritage of the Beckett Park Site.

Insurance

Richard Greaves, Financial Services, has given advice on insurance issues.

Conclusion

The project management team believe that this is a very worthwhile project which deserves the support of the University, and we hope to receive a positive response to this proposal.

A number of features had been identified archaeologically during previous educational project work and subsequent visits to the site in 1999 (Weldrake 1999a, 1999b). These included what may have been the demolition rubble of a 17th-century building, a stone lined well and the entrance to an air –raid shelter. The area of the 1999 excavations has since been covered over by carparking bays and attention had to be turned to two other possibilities. Two sites were chosen for investigation : the possible site of a building identified on a Victorian sale plan of the estate and a ridge of earth running roughly east-west parallel with the present entrance drive to the campus.

Excavation and results

A site which was believed to be that of the structure shown on the sale plan was identified after a visual inspection of the woodland surrounding the campus. A large patch c. (1.0 x 2.0m) of what appeared to be building rubble was noted and a 3 x 3m trench was open up around it. After the removal of a thin layer (0.05m) of topsoil and leaf mould, it became apparent that the area of apparent rubble was in fact a natural outcropping in the underlying clay subsoil. Investigations in this area were therefore abandoned.

Work on the second area proved more fruitful. The ridge had been chosen for investigation as it had been assumed from the visual inspection that it might be the plough headland to the ridge and furrow in the adjacent public park. This however, proved not to be the case.

A 3x 3m area was opened on the south slope of the ridge. Due to adverse weather conditions, this was subsequently reduced by half. Removal of the turf revealed, not ploughsoil as expected, but a cobbled, cambered road surface with a backfilled drain along its southern edge (see photograph). It was noted that in the unexcavated area adjacent to the trench the presumed course of southern drain was represented by a boggy line of churned grass and soil. A similar feature was noted running along the north side of the road and probably represents a similar drain. If this is so the total width of the road plus drains would be c. 6.0m.

No dating evidence was recovered from the road surface so its place in the pre-University landscape of Beckett Park is difficult to assess. A number of possibilities present themselves. The road

on the agger of a former road which can clearly be seen running parallel to the present university drive (Weldrake 2000). As the 2000 results were unsatisfactory due to adverse weather conditions, it was decided to make a further section of the road this year.

Excavation and Results

A 5 x 3m trench was laid out across the feature and the topsoil removed revealing patches of cobbling set in a rammed clay surface. On the south this tapered into a drain the bottom of which was approximately 0.70m lower than the highest point surface of the cobbling. No dating evidence was recovered.

<i>Partners</i>	Leeds Metropolitan University Leeds LEA
<i>Participating schools</i>	Lady Hastings, Collingham Deighton Gate, Wetherby Boston Spa, CofE Scholes Primary

CBA Forum 200)

EDUCATIONAL PROJECTS IN WEST YORKSHIRE

Excavations by West Yorkshire Archaeology Service and partners

(Extract)

BECKETT PARK, LEEDS (SE 272 367)

Partners: *Leeds LEA, Leeds Metropolitan University*
Schools Participating: *Members of the Elmete Family of Schools*

Background

Although the earliest above-ground structure on the Beckett Park Campus of Leeds Metropolitan University only dates back to the 18th century, the site was formally a monastic grange of Kirkstall Abbey. No medieval structures are now visible above ground today, but the cellars of the Grange (an 18th-century building on the campus) incorporate windows of perhaps a century earlier. Ridge and furrow may also be seen in the adjacent public park.

may be associated with the 17th century structure represented by the cellars of the Grange. It may equally be the access to the medieval monastic grange. However, in view of the presence of a possibly Roman stone coffin in the nearby suburbs of Headingley (WYAS 1995) an earlier origin cannot be entirely ruled out. It is hoped that further work on the site may solve the issue.

CBA Forum 1999

(Whole article)

ARCHAEOLOGY AND EDUCATION IN WEST YORKSHIRE:

EXCAVATIONS AT BECKETT PARK, LEEDS

Introduction

The site of the present Beckett Park campus of Leeds Metropolitan University (LMU) was, until the Dissolution of the Monasteries in 1536, a grange of Kirkstall Abbey. Although it may incorporate elements of an earlier structure, the oldest building at present surviving on the site dates to the 1730s. This is the Grange, a mansion, which was probably designed by the architect James Paine. Substantial alterations were made to the Grange in the Victorian period and the site was developed as a teacher training college in the early part of this century. Traces of what may be orchards and gardens are visible on aerial photographs of the Acre, an area of open land fronting the university buildings. Outside the campus in what is now a public park traces of the pre-existing landscape survive as ridge and furrow.

Previous work with schoolchildren at Elmete Hall in 1998 (Weldrake 1998) had suggested that Beckett Park would prove a suitable place for a similar project.

Discussion with University staff and representatives of the LEA proved fruitful and

work was carried out on the site in the week commencing 24 May 1999. The project involved c.250 children from 7 Leeds schools. Each child spent either a morning or an afternoon working on the project.

Working with children

A major factor in the success of this project was the management of large groups of children. This was largely handled by teacher training students from LMU, who ensured that children were in the right place at the right time and that they worked in a safe manner. The ratio of children to supervisory staff was approximately three to one. On arrival on site the children were split up into groups and during the course of the day participated in a number of archaeological operations (digging, mattocking, trowelling, soil sieving, finds washing, surveying and planning) as well as a variety of classroom based activities planned by the students. A web site was also established so that the children could follow the course of the excavations on the Internet.

The excavations

Two small trenches (approximately 4m x 1m) were opened to the rear of the Grange. Trench 2 was the widened by c. 0.40m at its southern end. A larger area would have been preferable but space was limited due to the roots of an adjacent shrubbery. In Trench 1 topsoil was removed to an average depth of 0.30m to reveal a layer of brick rubble, which time did not allow us to investigate. Some of the brick fragments appeared to be hand made.

A similar depth of topsoil was removed from Trench 2 revealing an area of sandstone fragments(c. 0.90m x 0.50m) at the southern end of the trench. The maximum size of

the stone fragments was *c.* 0.220m x 0.10m x 0.05m. It was not possible to fully excavate this feature as it extended beyond the limits of the excavation. However the rubble within the excavation was removed to reveal a sloping depression 0.30m deep at its lowest point. A large fragment (0.08 x 0.05m) of 17th-century pottery, possibly Wrenthorpe ware (P. Brears, pers. com See also Moorhouse and Roberts 1992).was recovered from among this rubble.

A third, slightly larger trench (*c.* 2 x 4m) was opened adjacent to the running track. The depth of topsoil varied between 0.30m and 0.40m. Below this level was only natural subsoil. Later discussion with a member of the ground staff suggested that this area had been landscaped at the time of the building of the running track..

Other developments on site

In August 1999 the area around the Grange was landscaped for car parking and two further features, a stretch of wall and a well, were noted to the east of Trench 1 at the rear of the Grange. At the time of the site inspection only two stone block of the wall were visible, but if the line were continued, it could represent a substantial feature as each of the blocks was *c.* 0.5m square. Their total depth could not be ascertained as the lower portion of the stones remained buried. Only 0.6m protruded above the surface. The two stones had been mortared together.

The well lay to the north of these two stones. Its external diameter could not be ascertained as rubble had been piled around the edges to secure a safety grill in place. The internal diameter was approximately 0.75m and the shaft was blocked by rubble

at a depth of 3.0m. What could be seen of the interior was stone lined and appeared to be well constructed.

Neither of these features appear on the Victorian estate maps of the site. This would suggest that they may represent early 19th, if not 18th, century features.

The finds

Samples of topsoil were sieved revealing a range of mainly modern and 19th-century finds. These included pottery, clay pipe, tile and brick, and window and vessel glass. Of these, perhaps the most interesting find was a Bovril jar, which was found in Trench 3. Consulting a Bovril web-site on the Internet brought up a poster from the Edwardian period which showed a nurse bringing a steaming cup of beef tea made from the contents of such a jar. The find may therefore possibly relate to the time when the university buildings were used as a military hospital during the First World War.

The only pre 19th-century find was the fragment of Wrenthorpe ware noted above.

Interpretation

It is clearly impossible to draw definitive conclusions from such scanty evidence. However, the sandstone rubble in Trench 2 is interesting in light of the fragment of 17th-century pottery recovered from it. This may represent the demolition rubble of outbuildings from the earliest residence on the site which would have been cleared on the erection of the present Grange. The wall and well noted during the clearance for

car parking may also belong to an early phase of activity, as they do not appear on the Victorian maps of the site. The brick rubble in Trench 2 might be derived from the fabric of greenhouses belonging to the Grange when it was still a private residence.

Educational outcomes

Participating in the excavations enabled children to undertake a range of archaeological activities which helped them to understand the basis of archaeological method and the importance of primary evidence. However, the excavations also acted as a focus for language work (Weldrake 1999) with discussion of how old things were, what material they were made of, and what their use might have been. It was noted that, although only of primary school age, many of the children were articulate in expressing concepts relating to the past, and all of them shared in the frustration of the limits imposed on our excavations by the proximity of the university buildings and their services.

Conclusions

It might perhaps have been more satisfying if we had managed to uncover more substantial evidence of the earlier phases of occupation at Beckett Park. However, the educational benefits of the project were invaluable. It is not often easy to provide children from inner city areas with an opportunity to participate in practical archaeology and the interest in archaeology generated by such programmes as *The Time Team* will be too easily dissipated if a practical focus is not found. Working at Beckett Park has given these children an enthusiasm which will last for a very long time.



LEEDS METROPOLITAN UNIVERSITY

Beckett Park Archaeological Project



Dig - it!

FACULTY OF CULTURAL AND EDUCATION STUDIES

LEEDS METROPOLITAN UNIVERSITY, BECKETT PARK CAMPUS, LEEDS LS6 3QS. TELEPHONE: 0113 283 2600

Beckett Park Archaeological Project

Organisation of the visits and health and safety advice for students

A successful project is dependant on you working within some simple health and safety procedures.

You must do everything you can to ensure the absolute safety of your self and the children.

General Information

This activity is considered very low risk. Children involved in the project will have had parental permission to take part. A health and safety letter has been sent to all parents by the schools involved. Estates staff will open up the trenches before you arrive under the supervision of staff from West Yorkshire Archaeology. Trenches will be no more than about 30cms deep and pilot holes will be dug to ensure safety.

Check the List!

Please look at the list of names and check when you need to attend the project. If this is incorrect please come and tell me .

No heavy digging!

Under no circumstances should you do any heavy digging. Spoil will be stored on timber sheeting for sifting and making good. Trenches will not normally be left open overnight. Where this is essential warning notices and tape will be displayed.

What is Involved

The project involves supervising and working with children from Key Stage 2 or KS3. One class for each of a morning and afternoon sessions. No more than 30 children to be on the site at once. About 10 students have been allocated to each session. Participation at the activity should not normally disrupt your studies at LMU. You should regard this as a unique opportunity to develop experience in a new and exciting way of giving children access to history and heritage. Do not forget to record this on your CV!

Meeting Point

The children will normally arrive by coach which will be parked in a reserved space on Beckett Park Site. The bus will be parked at point A on the map.

Students will need to arrive at point A before the coach arrives.

Students should arrive at point A at either 9:15 for the morning sessions or 1:00 for the afternoon. Children will arrive with members of staff from the school who will also supervise the work. They should arrive at about 9:30 for the morning session or 1:15 for the afternoon. Staff, students and children will then go to the meeting point which will be near the trenches and the sieving and washing of finds activity. The activities should last about 2 hours.

Introducing The Three Activities

You will be allocated about three children each. There will be three activities and each group will do all three. These are working in the trenches, sieving soil and washing finds, and working in a room in the Design and Technology Centre.(The lecture theatre on the ground floor). You will have to provide everything for your activity in the Design and Technology centre. It is your responsibility to ensure this is entirely safe. Ask a member of staff if you are not sure. Eric Parkes will provide some resources if you need them. I will put a collection of the historical sources in the site library to support your preparation. Ask for the Beckett Park Archaeological Support Pack at the help desk. You can photocopy them if you want to use them. Draw upon your course modules to prepare something meaningful which will fit in with the order in which you are going to do the activities. Sources will be in the classroom for reference use.

See yourself on the LMU Website and find out how the project develops!

Ian Crossland has created web pages about the dig which will be located on the LMU Website. Ian plans to take photographs of all students and children involved and put these with details of the finds on the LMU Website. Schools are encouraged to use the website to prepare for a visit and to follow up the visit.

Help From Nuffield Primary History Project

The Nuffield publication Teaching Primary History has lots of ideas if you are not sure what the children could do. See the chapter on maps and plans and read the ideas for introducing archaeology to children. Copies are on short term loan. Students on the Ancient Greece or History Minor course will have to write a brief report for their appropriate files and use a short term forecast form for planning.

Other student volunteers are encouraged to do the same.

A Typical Morning

Students to arrive at point A on the map for 9:15. Please arrive on time.

Children arrive 9:30 .

9:30 to 9:45 Health and Safety Talk /Project Photograph

Students, staff and children to go to the meeting point.

Children will be allocated to students and three groups will be created.

Children leave at 11:30

Group A	Trenches	9:45 to 10:15 back to meeting point
	Sieving and Washing	10:15 to 10:45 back to meeting point
	Student prepared activity	10:45 to 11:15 back to meeting point

Group B	Sieving and Washing	9:45 to 10:15 back to meeting point
	Student prepared activity	10:15 to 10:45 back to meeting point
	Trenches	10:45 to 11:15 back to meeting point

Group C	Student prepared activity	9:45 to 10:15 back to meeting point
	Trenches	10:15 to 10:45 back to meeting point
	Sieving and Washing	10:45 to 11:15 back to meeting point

There will be a drink and a brief presentation of certificates to the children before the coach departs at 11:30

A Typical Afternoon

Students to point A on the map for 1:00. Please arrive on time.

Children arrive 1:15 1:15 to 1:30 Health and Safety Talk/Project photograph.

Students, staff and children to go to the meeting point

Children will be allocated to students and three groups will be created.

Children leave 3:15

Group A	Trenches	1:30 to 2:00 back to meeting point
	Sieving and Washing	2:00 to 2:30 back to meeting point
	Student prepared activity	2:30 to 2:00 back to meeting point

Group B	Sieving and Washing	1:30 to 2:00 back to meeting point
	Student prepared activity	2:00 to 2:30 back to meeting point
	Trenches	2:30 to 3:00 back to meeting point

Group C	Student prepared activity	1:30 to 3:00 back to meeting point
	Trenches	2:00 to 3:30 back to meeting point
	Sieving and Washing	2:30 to 3:00 back to meeting point

There will be a drink and a brief presentation of certificates to the children before the coach departs at 3:15

Health and Safety Issues

Bring a felt tip!

You will be given some badges for the children in your group.

When the children arrive West Yorkshire Archaeology will give a health and safety warning concerning the use of the hand tools. When you have been allocated the children introduce yourself and write their name and school clearly on the badge. Stick the badges on the children. Use one on yourself.

Before you go to the meeting point on the Beckett Park Site warn the children about traffic. Walk slowly to the designated activities.

In the Trenches

In the trenches children will use a mattock ,an archaeological trowel, buckets. You will be given responsibility for looking after these tools. Plastic gloves will be provided for you and the children in your group. These gloves are not intended to restrict the use of hands but will help keep your and their hands clean. Help the children into the trenches. One bigger trench or two smaller trenches could be open at once and about 10 children will be in one trench or two trenches with 4 or 2 students and staff supervising

Observe the children working in the trenches and supervise the work ensuring that children obey the health and safety guidelines. Make sure they have enough space to work in and that mattocks are not raised above the designated height .They should be used to gently loosen the soil. Children should use the trowels to carefully scrape away the soil. Your responsibility is to hold the tools the children are not using. Mattocks should not be left lying in trenches for children to trip or walk on. Ask the children to give you the tools when they need to change from one tool to another. Buckets used to move spoil should never be more that half full. Where buckets are moved by you make sure you do lean over to lift them. Go to the bucket and lift with your knees bent. Tell the children to put their hands up if they find anything and make sure if it is safe for them to carry on. Finds will generate excitement so make sure children do not all run across the trench to look.

At the Sieving and Washing

Make sure the children do not cut themselves if anything sharp is found. Old ceramic material and glass can be very sharp and you will have to make sure the children do not cut themselves. If you think something is dangerous move it to one side and just ask the children to look at it.

In the Design and Technology Centre

Do not let children run near the steps. Tables and chairs are available for you to work .Bring everything you need for your activity.

Tetanus and First Aid

The children's parents or guardians will have given permission for their children to take part. They will have signed an agreement form on which they will be warned about the very remote risk of tetanus. The children will normally have had an inoculation. I have spoken to LMU nursing staff about this risk for staff and students. We should all normally have received protection through inoculation and an appropriate booster. It is very unlikely that we are not protected.

We are encouraged just to check this out. This is a matter for individual responsibility. Tetanus can only be contacted through an open wound and therefore if either yourself or one of the children is cut immediately. Go to Carnegie and report to Debbie Maltas in Science Students. Debbie will wash the wound under running water. Always inform a member of LMU staff in the case of every accident.

Teachers MUST be informed if any children has been injured in anyway during their time on site.

Qualified First Aider

Debbie Maltas, the science technician, is the nearest qualified first aider and she has a first aid box. Debbie is based in science and has agreed to be available during the week.

Toilets and Hand Washing.

Children should normally have been to the toilet before the coach leaves school. There are toilets in the Design Technology Centre if they really need to use them. Do not encourage children to visit the toilets. Hands should be reasonably clean as the children and you will wear plastic gloves. You will need to look after these when the children are working in the classroom if they are going on to a dirty activity. Where children do need to wash hands use the toilets in the Design and Technology Centre and please leave the sinks clean after they have finished. Do not let the children go to the toilets unattended. If a child needs to use the toilet make sure you either take everybody or someone else can properly supervise your group. We hope for good weather but if it rains we are going to carry on as best we can. Do not expect a cancellation and come dressed for the worst the British Summer has to offer.

End Note

This is an authentic archaeological investigation and the management team intend to publish.

The finds from the activity will be displayed in the site library and in local libraries.

We want to share our discoveries with the University and local community.

We think we will all enjoy working with children in this exciting context and we hope to learn more about the site and how to teach history.

Andy Bowles

The following staff collaborated in the arrangements for the Beckett Park Archaeological Project . This included a Health and Safety Risk Assessment Exercise

Leeds Metropolitan University

Andy Bowles TES
Ian Crossland TES
Julia Tanner TES
Jacqui Dean PED
Trevor Hudson Estates Division
Peter Griffiths Estates Division
Phil Dalton CES Health and Safety Officer
Medical Centre Staff Beckett Park Site
Richard Greaves Finance Division

West Yorkshire Archaeological Service.

Dave Weldrake Education Officer

Leeds LEA.

Steven Burt . Advisory Teacher History

Beckett Park Archaeological Project (This list has been prepared in consultation with members of staff in TES.

Week Beginning 24/5/99

Student Support List

Monday p.m.

Katy Mitchell
Jackie Thomas
Kathryn Evans
Jodie Priestley
Jenny Lloyd
Graham Hall
Jon Fawcett
Adele North
Laura Morris
Joanne Wright
Fran Kitchinson
Joanne Artell

Tuesday a.m.

Su Burroughs
Tracy Kerr
Jennifer Tindley
Sarah Delany
Karen Bright
Lisa Hudson
Emma Davenport
Rachel Allen
Emma Heaton

Tuesday p.m.

Lynn Haley
Jane Foster
Carol Butler
Jo Howe
Caroline Hampshire
Michelle Hargreaves
Karen Rebbeck
Wendy Redhead
Kate Alcraft

Wednesday a.m.

Bev Henderson
Louise Parrott
Briony McGladdery
Nadira Siddique
Amy Hewitt
Elizabeth Bradwell
Sharon Travis
Sue Burnett
Kathryn Cox
Kathryn Wust

Wednesday p.m.

Gemma Parkin
Lynsey Goodall
Jenny Brooks
Lynne Smith
Alison Pike
Claire Watts
Jade Widdocks
Sheryl Judge
Joline Rawson
Nichola Kennett
Laura Buggy

Thursday a.m.

B. Ed Sec Yr3

Thursday p.m.

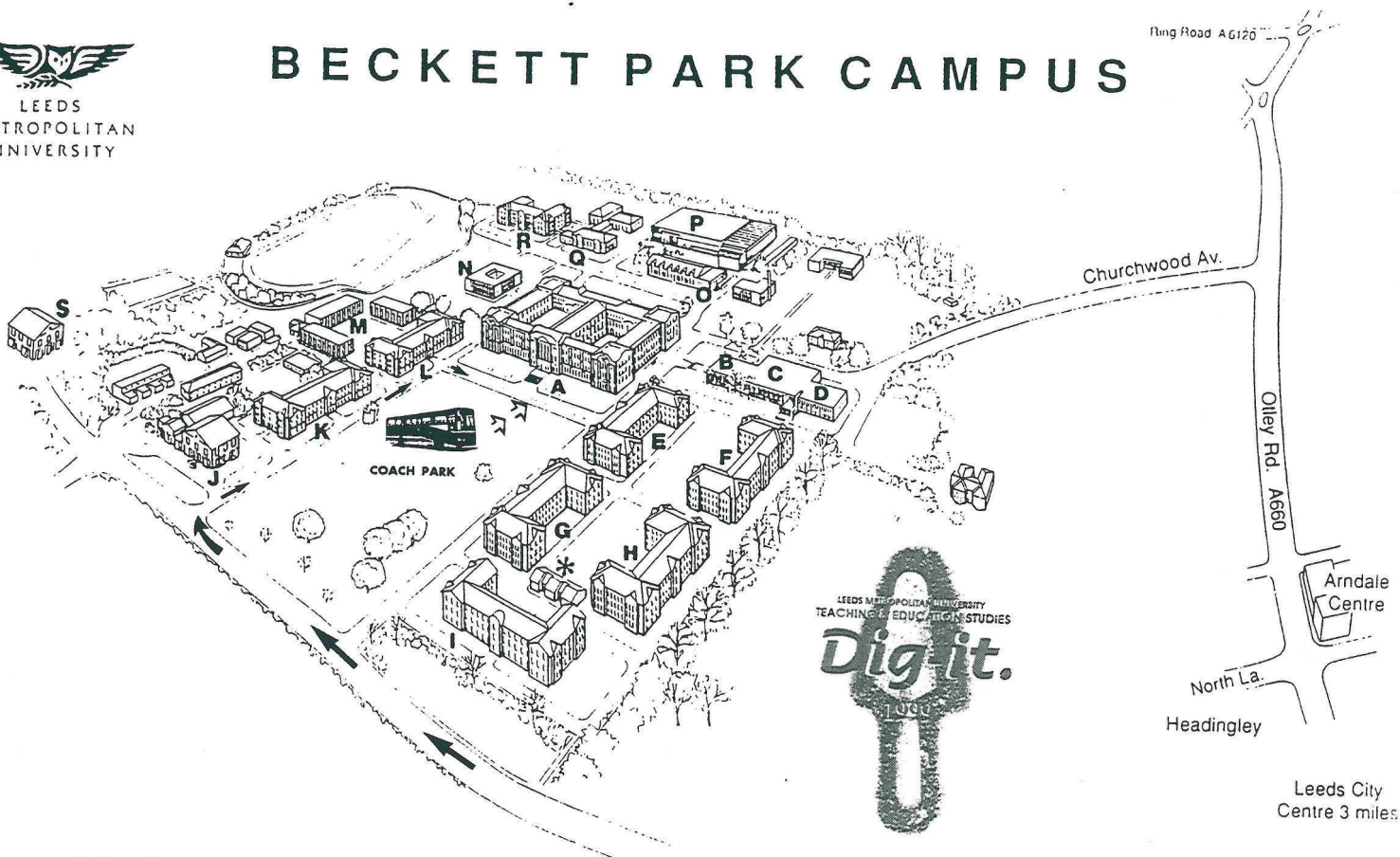
Carole Harrower
Carmen Massey
Harvinder Sagoo
Richard Stanley
Mehrun Rashid
Ann-Marie Unthank
Kelly Wilson
Stephanie Sapsed
Anna Tear

Friday a.m.

Catherine Knowles
Donna Teale
Rachael Marshall-Clarke
Joanne Smith
Liz Smith
Collette Dunn
Chris Sykes
Donna Moxon
Leila McDonnell
Dilara Bibi

Day	Morning 9.30am to 11.30am	Afternoon 1.15pm to 3.15pm
Monday 24/5/99		Hawksworth Wood Primary School
Tuesday 25/5/99	Quarry Mount Primary School	Brudenell Primary School
Wednesday 26/5/99	Little London Primary School	Blenheim Primary School
Thursday 27/5/99	Lawnswood High School	St. Michael Primary School
Friday 28/5/99	Iveson House Primary School	

BECKETT PARK CAMPUS

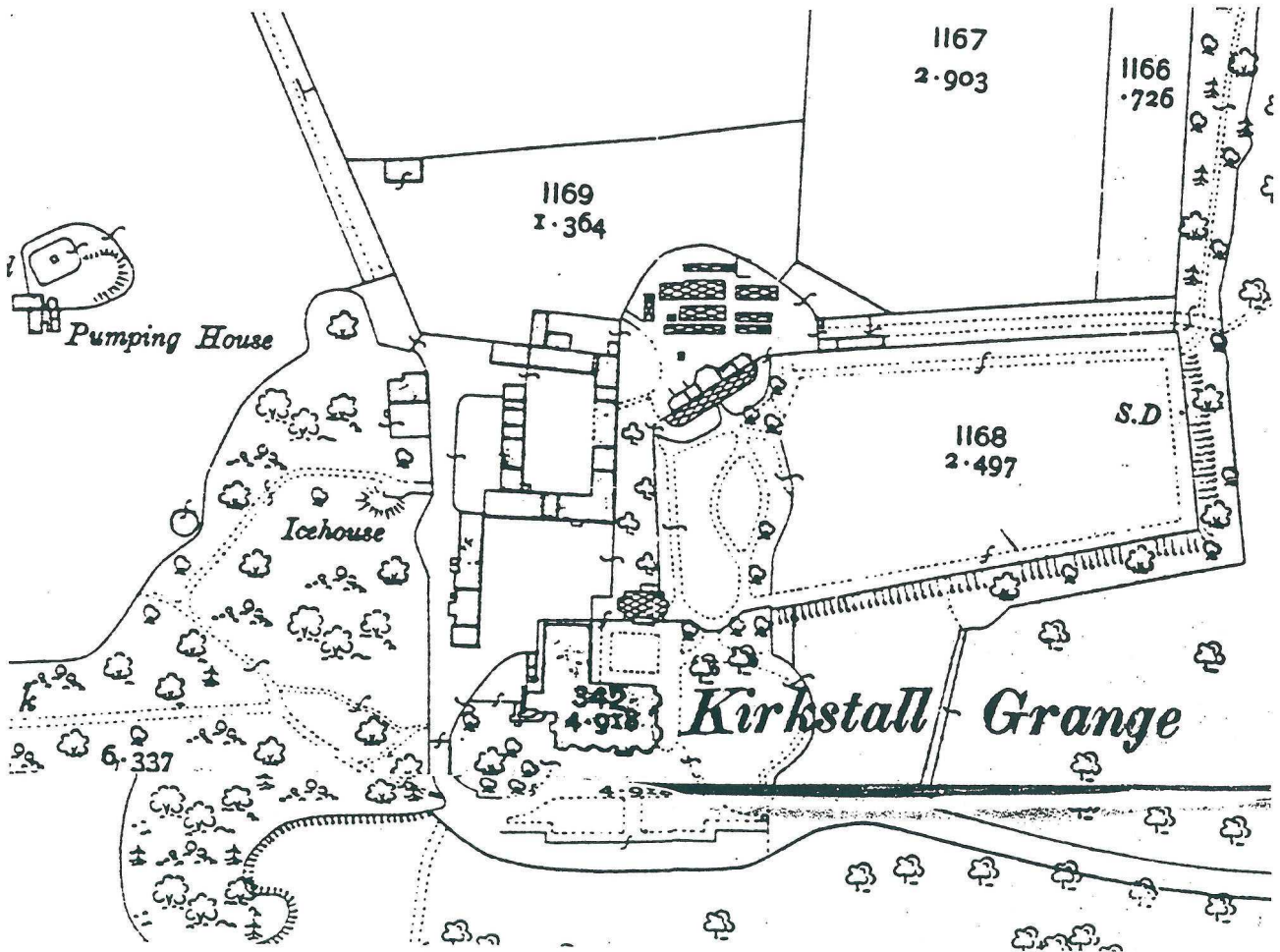


- A James Graham Hall**
Reception and Library
Computing Services 2nd floor
- B Jean Monnet Building**
Language Centre
- C Refectory**
- D Student Union**

- E Caedmon Hall**
- F Priestly Hall**
- G Leighton Hall**
- H Macaulay Hall**
- I Bronte Hall**
- J The Grange**
- K Cavendish Hall**
- L Fairfax Hall**

- M R.W. Rich Hall**
- N Design and Technology Centre**
- O Swimming Pool**
- P Sports Hall**
- Q Carnegie**
- R Carnegie Hall**
- S Queenswood House**

* Health Centre
Chaplaincy



EDUCATION PROJECTS IN WEST YORKSHIRE IN 2003
Excavations by WYAS and partners

(Extract)

Beckett Park (2731 2680)

EDUCATION PROJECTS IN WEST YORKSHIRE 2002

An attempt had already been made to identify the site of a building shown on a 19th century map on the Beckett Park estate (Weldrake 2002), but no sign of a structure had been detected. However further map work by A. Bowles (Leeds Metropolitan University) still tended to confirm the original hypothesis regarding location. Consequently it was thought that a second attempt to locate the feature would be justified. Accordingly a shallow (max. depth 0.30m) T-shaped trench (max dimension 6.0m) was dug across the area where the building was thought to be, but no archaeological feature was identified.

Partners Leeds Metropolitan University
 Elmete Family of Schools
 Morley and South Leeds Young
 Archeologists Club

Participating Schools Crossley Street, Wetherby
 Bardsey Primary School
 Carr Manor Primary
 Shadwell Primary School
 Wigton Moor

CBA Forum 2001

EDUCATIONAL PROJECTS IN WEST YORKSHIRE 2001
Excavations by the West Yorkshire Archaeology Service and its partners

(Extract)

Beckett Park (SE 272 367)

This was the third season of excavations to be carried out at Beckett Park, multi-period site with 17th and 18th century structures incorporated into the modern university buildings. There is also ridge and furrow in the adjacent public park. Work in 2000 focused

ARTICLES RELATING TO EXCAVATIONS AT BECKETT PARK

The work of the WYAS Advisory Service Education Officer is summarised each year in *CBA Yorkshire Forum*. Given below is a bibliography of such articles along with the extracts relevant to Beckett Park. All articles were written by Dave Weldrake.

CBA Forum 2005 (forthcoming)

EDUCATIONAL PROJECTS IN WEST YORKSHIRE 2004
Excavations by West Yorkshire Archaeology Service and Partners

(Extract)

Beckett Park (SE 2731 2680)

This was the 5th year of work on the campus of Leeds Metropolitan University at Beckett Park. Work in previous years has centred on possible 18th and 19th century features within the university grounds, but this year it was decided to focus on the site of a WWI military hospital. An irregular W-shaped area was excavated where a number of paving stones had been removed (maximum length of each arm 0.4m). The site was excavated to a depth of c. 0.40m but no archaeological features were identified. However, a large quantity of objects was recovered including pottery and vessel glass. Some of the latter were clearly medicine bottles. One fragment bore the letters *table* which the children participating in the excavation interpreted as being part of the word *tablets*. However, as the bottle was graduated in dosages a better reading would be *tablespoons*. All the material found was 20th century in date.

Partners	Leeds Metropolitan University
Participating Schools	Carr Manor Primary School St Chad's Primary School Lawnswood High School
Number of children involved	120

CBA Forum 2004

Dave Weldrake

Education and Information Officer

West Yorkshire Archaeology Service

References

Moorhouse, S. A., and Roberts, I, 1992, *Wrenthorpe Potteries*

Weldrake, D., 1998, 'Teeny Time Team', in *Archaeology in West Yorkshire* Issue 7

Weldrake, D., 1999, 'Archaeology at Beckett Park' in *Archaeology in West Yorkshire*
Issue 9

Acknowledgements

The Beckett Park Project is a partnership between a number of different organisations working together for the benefit of the children of Leeds. In particular the Archaeology Service would like to mention Andy Bowles for co-ordinating the University's part in the project, Ian Goodhall for setting up the Web Site and for providing technical help, Liz Weldrake for helping with planning and on-site supervision, Steven Burt of Leeds Education who provided liaison with the schools, and Ros Jones and the Family of Schools, whose enthusiasm kept the whole project going. Participating schools were: Hawksworth Wood Primary School, Quarry Mount Primary School, Brudenell Primary School, Little London Primary School, Blenheim Primary School, Lawnswood High School, and St Michael's Primary School.