

**CULVER ARCHAEOLOGICAL PROJECT - FIELD TRAINING COURSE – Page 1**

DAY/ hours	LEARNING ACTIVITY	TRAINING	OUTCOMES	FURTHER READING
<b>Pre-course Introductory session – if missed please view the slide presentation and/or read the excavation summary from the ‘Publications’ page of our website</b>				
Late Winter term – Intro day at BF HQ	<b>1. Introduction to Bridge Farm</b> , the project, the excavations and potential <b>artefact finds from site</b> <b>Powerpoint plus examples of finds and Q &amp; A session</b>	To give to an overview of both CAP and Bridge Farm. The aims, work undertaken, results and the future: To show examples of artefacts found on the site and why some are designated ‘special’	A basic understanding of CAP’s aims, research and methodologies and of the archaeology of Bridge Farm including the types of artefacts that have been recovered and why some are treated ‘specially’:	A summary of the Bridge Farm excavations can be found on the reports page of our website Millum, D (2018) <i>Bridge Farm: the excavation of a Romano-British riverside settlement, 2011-2017</i> <a href="http://culverproject.co.uk">http://culverproject.co.uk</a> Finds and special finds see Millum D (2017) <i>To CAP it all</i> , Section 11
<b>WEEK 1: Monday to Friday 9.30-5.30</b>				
Wk 1 – Monday 1 hr in Lecture hall	<b>2. Health &amp; Safety on sites:</b>  <b>Risk Assessments:</b>  <b>Lifting heavy objects:</b> <b>Powerpoint plus Q &amp; A session</b>	Introduction to Health & Safety on sites Using CAP’s current Risk Assessment we will look at why these are required and implemented:  How to lift heavy objects correctly:	To understand the importance of H&S on archaeological sites: To make working on site safe for you and others: To appreciate what risk is and be able to understand a risk assessment safety plan: To be able to lift heavy objects avoiding injury	Visit HSE websites <a href="http://www.hse.gov.uk/risk/casestudies/index.htm">http://www.hse.gov.uk/risk/casestudies/index.htm</a> <a href="http://www.nhs.uk/Livewell/workplacehealth/Pages/safe-lifting-tips.aspx">http://www.nhs.uk/Livewell/workplacehealth/Pages/safe-lifting-tips.aspx</a> CAP Policy and Risk Assessment <a href="http://culverproject.co.uk/?page_id=156">http://culverproject.co.uk/?page_id=156</a> Millum, D. 2017. <i>To CAP it all</i> , Section 3
Week 1 – Monday 1 hr intro then practical on site	<b>3. Tools &amp; Equipment:</b>  <b>Spoil heaps:</b>  <b>On site machinery:</b> <b>Demonstration, discussion and then practical participation on site</b>	What tools and equipment are used on archaeological sites and how to use them correctly: How and why we manage spoil heaps: What types of machinery you can expect to find on sites and why:	To be proficient in using tools and equipment on archaeological sites safely:  To have a good understanding of spoil heap management : To have a understanding of when machine excavation is desirable and the safety rules that apply:	Drewett, P. 1999(or 2011 2 <sup>nd</sup> ed.). <i>Field Archaeology: An Introduction</i> : Routledge. p15-19 Collis, J. 2004. <i>Digging up the Past</i> : Sutton, Ch.3. Roskams, S. 2004. <i>Excavation</i> : CUP, p.p 89 & 101 <a href="http://www.archaeologyskills.co.uk/handtools-large/750/">http://www.archaeologyskills.co.uk/handtools-large/750/</a> Millum, D. 2017. <i>To CAP it all</i> , Section 6
Week 1 - Tuesday 7 hrs on site	<b>4. Site excavation</b> <b>Practical demonstration, discussion and participation</b>  <b>Site formation processes:</b>  <b>Discussion plus Q &amp; A session</b>	How to excavate on an archaeological site: Putting into action the basic handling of tools from Session 3 How do archaeological sites form? How do they change over time? What are the major causes of change?	To gain the basic practical skills and become a proficient worker on an archaeological site taking consideration of Health & Safety as per Session 2. A good understanding of how archaeological sites are formed. Cultural formation or non-cultural formation. An appreciation of how sites change over time and what causes such change.	Drewett, P. 1999(or 2011 2 <sup>nd</sup> ed.). <i>Field Archaeology</i> : Routledge. Ch6. Roskams, S. 2004. <i>Excavation</i> : Ch5. Collis, J. 2004. <i>Digging up the Past</i> : Sutton, Ch.3. Drewett, P. as above Ch2 Renfrew, C. Barhn, P. 2001 <i>Archaeology: Theories</i> , <a href="http://www.archaeologyskills.co.uk/understanding-site-formation/182/">http://www.archaeologyskills.co.uk/understanding-site-formation/182/</a> Millum, D. 2017 <i>To CAP it all</i> , Section 7.6
Wk 1 – Weds’day 7 hrs on site	<b>5. Site Surveys:</b>  <b>Practical demonstration, discussion and participation</b>	How to set up and use a dumpy level: How to set up and use a Total Station: How to set out a grid and locate objects using tapes:	To be proficient in using a dumpy level : To be competent in using a total station: To be proficient in setting out grids and be able to do basic surveying with tapes	Millum, D. 2017 <i>To CAP it all</i> , Section 4.  Drewett, P. 1999(or 2011 2 <sup>nd</sup> ed.). <i>Field Archaeology: An Introduction</i> : Routledge Ch 4.

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<p align="center"><b>Wk 1 – Thursday</b> 7 hrs – at survey location</p>	<p><b>6. Geophysical Surveys</b> Resistivity: Magnetometry: Ground Penetrating Radar: Downloading data: <b>Practical demonstration, discussion and participation</b></p>	<p>To learn how to use the different machines available: Carry out a geophysical survey using Earth Resistance and Magnetometer equipment: See how to download data and manipulate on a computer</p>	<p>To be competent in using the geophysical machines and laying out and operating a suitable grid:  To be competent in downloading the data and be able to manipulate the data to see the results of the survey:</p>	<p>Gaffney, C. Gater, J. 2004. <i>Revealing The Buried Past: Geophysics For Archaeologists</i>: Tempus. Clarke, A. 1996. <i>Seeing Beneath The Soil</i>: BT Batsford. Home site of David Staveley <a href="http://www.sussexarch.org.uk/geo/phys/snuffler.html#intro">http://www.sussexarch.org.uk/geo/phys/snuffler.html#intro</a> Millum, D. 2017. <i>To CAP it all</i>, Section 5.4</p>
<p align="center"><b>Wk 1 – Friday</b> 7 hrs – lectures and on site</p>	<p><b>7. Environmental sampling</b> How and why we take samples and what they can tell us. <b>Powerpoint plus Q &amp; A session</b> <b>On site flotation</b> <b>Practical demonstration, discussion and participation</b></p>	<p>Value of charred remains. Sampling strategies. Processing and sorting methods including flotation. Carry out flotation on samples from site and learn how to sort coarse residues: Learn what the flots may contain:</p>	<p>To understand the process of taking bulk samples (charred plant &amp; charcoal remains) and processing by mass flotation To have an understanding of sampling and sampling strategies To be competent in taking bulk samples and have a good understanding processing by mass flotation and sorting</p>	<p>Allen, M.J. 2017. <i>Molluscs in Archaeology</i>. Oxford: Oxbow Books Drewett, P. 1999(or 2011 2<sup>nd</sup> ed.). <i>Field Archaeology</i>: Routledge Ch8. Evans, J.G. 1978. <i>An Introduction to Environmental Archaeology</i>. London: Paul Elek Wilkinson, K. &amp; Stevens, S. 2003. <i>Environmental Archaeology</i>. Stroud: Tempus Millum, D. 2017. <i>To CAP it all</i>, Section 12.</p>
<p><b>WEEK 2: Monday to Friday 9.30-5.30</b></p>				
<p align="center"><b>Wk 2 – Monday</b> 3hrs - groups</p>	<p><b>8. Finds processing:</b> <b>Practical demonstration, discussion and participation</b>  NB. Students in two groups will change subject after lunchtime</p>	<p>How to clean and preserve common types of finds including pottery, metal, glass and organic objects How to record and mark artefacts: Which items to leave to the specialist:</p>	<p>To become skilled in basic onsite cleaning and preservation techniques for common types of artefacts: To know what should NOT attempted on site To be proficient in recording and marking artefacts: See the type of artefacts present on site:</p>	<p>Orton, C. Tyres, P. Vince, A. 2005. <i>Pottery in Archaeology</i>: Cambridge University Press. <a href="http://potsherd.net/atlas/potshe rd">http://potsherd.net/atlas/potshe rd</a> Author: <a href="http://potsherd.net/atlas/potshe rd">P A Tyers</a> Watkinson, D. Neal, V. 2001. <i>First Aid For Finds</i>: RESCUE: British Archaeological Trust. <a href="https://finds.org.uk/guides">https://finds.org.uk/guides</a> from Portable Antiquities Scheme</p>
<p align="center"><b>Wk 2 – Monday</b> 3hrs - groups</p>	<p><b>9. Site recording</b> <b>The Written record</b>  <b>Reading Section 8 of CAP site manual!</b> <b>On site practical demonstration, discussion and participation</b></p>	<p>How and why we record by : Context Sheets: Special Finds: Feature register: Slot register: Levels register:</p>	<p>To be proficient in written recording: Context register Context sheets: cuts and fills How to record special finds Supplementary registers: Features, Slots</p>	<p>Millum, D. 2017 <i>To CAP it all</i>, Section 8.  Drewett, P. 1999(or 2011 2<sup>nd</sup> ed.). <i>Field Archaeology: An Introduction</i>: Routledge. Ch7.  Collis, J. 2004. <i>Digging up the Past</i>: Sutton, Ch.6.</p>
<p align="center"><b>1hr talk</b></p>	<p><b>10. Site recording</b> <b>The drawn record</b></p>	<p>How and why we record by : Section Drawing &amp; Site and feature Planning</p>	<p>Be competent to draw sections Be competent to draw plans What to write on the drawings How to fill in the registers Know why these procedures are still essential in this digital age</p>	<p>Drewett, P. 1999 <i>Field Archaeology: An Introduction</i>: Routledge. Ch7.</p>
<p align="center"><b>Wk 2 - Tuesday</b> 3.5 hrs - groups</p>	<p><b>Power point and practical demonstration, discussion and participation</b></p>			<p>Hawker, J M. 1999. <i>A Manual of Archaeological Field Drawing</i>: Edinburgh.  Millum, D. 2017 <i>To CAP it all</i>, Section 9.</p>

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Wk 2 - Tuesday 3.5 hrs - <b>groups</b>	<b>11. Practical - site excavation, sample flotation or finds processing</b> <b>Practical participation</b>	Putting into action the skills you have learnt so far on the course in one or more activities	To refine the basic practical skills and become a proficient worker on an archaeological project	Drewett, P. 1999(or 2011 2 <sup>nd</sup> ed.). <i>Field Archaeology</i> : Routledge. Ch6. Collis, J. 2004. <i>Digging up the Past</i> : Sutton, Ch.3. Millum, D 2017. <i>To CAP it all</i>
Wk 2 - Wednesday 3.5 hrs <b>lecture and on site</b>	<b>12. Archaeological photography</b> We hope to arrange a Drone demonstration at some time during the course <b>Practical demonstration, discussion and participation</b>	How to take on site photography: What types: Black & White, Colour Slide, Digital: Features: Artefacts: Working shots: The use of drones and pole mounted cameras for aerial photography.	To be competent in taking archaeological photos, on site and of artefacts: An understanding of light and shadows and the use of scales: To have a basic understanding of using camera poles and drones, their safety issues, and any legal requirements for use.	Drewett, P. 1999(or 2011 2 <sup>nd</sup> ed.). <i>Field Archaeology: An Introduction</i> : Routledge. Ch 7.  <i>NB Timing of the demonstration from a qualified Octocopter / Drone flyer will be governed by availability and weather conditions.</i>
Week 2 – Thursday 3.5 hrs <b>lecture then practical</b>	<b>13. Standing Historic Buildings:</b> recognition and recording  <b>Practical demonstration, discussion and participation</b>	Learn how to recognise features of vernacular buildings and how these buildings can be recorded. An important area in both research and commercial practice	An introduction to recognising significant aspects of vernacular buildings. To have a basic knowledge of how standing buildings are recorded. This is an area of increasing importance in commercial and research projects.	Brunskill, R. W. 1971-2000 <i>Illustrated Handbook of Vernacular Architecture</i> : Faber Understanding Historic Buildings <a href="https://www.english-heritage.org.uk/publications/understanding-historic-buildings/">https://www.english-heritage.org.uk/publications/understanding-historic-buildings/</a> Harris, R. 2000. <i>Discovering Timber-Framed Buildings</i> : Shire.
Wk 2 Friday 7 hours	Excavation practice or an additional lecture and or activity to be confirmed.	To be decided	To ensure that all subjects are covered fully or give an extra opportunity for a subject not covered in the core programme	Any as above as appropriate or specific to be announced
A potential for Friday session	<b>Landscape archaeology:</b> <b>Powerpoint plus Site visit, discussion and observation</b>	How to identify archaeology in the landscape: Site visit to the South Downs at Malling, near Lewes.	To have an understanding of the landscape and features in the landscape:	Drewett, P. 1999(or 2011 2 <sup>nd</sup> ed.). <i>Field Archaeology: An Introduction</i> : Routledge, Ch.3.
<b>Pink shading in column one denotes that some time will be spent in the lecture hall</b> <b>NB to finds team:</b> no general finds processing will be possible in the main part of the unit during these sessions				

For most of the above sessions see the relevant section of **'To CAP it all'**, our site manual available for viewing and/or download from our website [www.culverproject.co.uk](http://www.culverproject.co.uk)

The slide presentation available on the 'Publications' page of our website giving a brief introduction to the results achieved from 2011 -2019 should be viewed by anyone who missed the introductory session.

An interim summary of the investigations and some initial interpretation, Bridge Farm 2011 – 2017, is also available on the 'Publications' page giving an 'Excavation Diary' style overview of the project so far.

**NB:** site sessions can be rendered impractical by adverse weather which may require that either the schedule and/or location has to be changed. We will make every effort to complete the programme during the 2 weeks and will endeavour to arrange relevant alternatives on those days where the site is unavailable.

The times allocated to sessions may vary based on the number of students, the tutor's discretion and the time taken for a particular group master the exercise.