

Unit 13: Understanding Archaeology and Landscape History

Unit code:	D/600/9172
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to introduce learners to archaeology and landscape history skills and knowledge and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education. The learner will investigate how the British countryside has been used from pre-history to the present day. They will learn how to 'read' the landscape and consider how its uses have resulted in present day habitats and landscapes. They will learn the integration of archaeological heritage conservation into current countryside management.

● Unit introduction

The British countryside has been modified continuously by its inhabitants for at least the last 6000 years. These activities have produced present-day habitats and landscapes, and left an archaeological and ecological heritage. It is important for countryside managers today to understand these past influences, be able to 'read' the landscape they are managing and be sensitive to its archaeological resources.

Archaeology is becoming more popular and the range of television programmes exploring the past has fuelled a growing interest in landscapes and the people who lived in them.

This unit gives learners the background knowledge of British archaeology needed to understand the time-depth evidence contained in the current landscape. It will enable learners to recognise evidence of landscape use and change through British prehistory and history, and provide a basis for integrating the conservation of archaeological heritage into the management of the current countryside.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the characteristics of prehistoric earthworks and landscape features
- 2 Know the changing patterns of land use between the Iron Age and the beginning of parliamentary enclosures
- 3 Understand the transformations in British landscape from the parliamentary enclosures to the present day
- 4 Be able to plan site management of an archaeological site.

Unit content

1 Know the characteristics of prehistoric earthworks and landscape features

Prehistoric earthworks and landscape features: Neolithic features, eg causewayed enclosures, long barrows, cursuses, henges, timber and stone circles, stone alignments, megalithic tombs, portal tombs, passage graves, long cairns, round barrows, court cairns, villages, ceremonial landscapes; Bronze Age features, eg bowl, bell, disc and pond barrows, linear earthworks, field boundaries, reaves, coaxial field systems, clearance cairns, burnt mounds, settlement patterns, agricultural and ritual landscapes; Iron Age features eg hillforts, raths, crannogs, duns, brochs, souterraines; settlement patterns; methods used and reasons for construction; archaeological evidence; prehistoric cultures and lifestyle

2 Know the changing patterns of land use between the Iron Age and the beginning of parliamentary enclosures

Changing patterns of land use: farming and husbandry eg Roman innovations and introductions, manorial and open field system, development of ridge-and-furrow and strip lynchets, fish ponds, deer parks, rabbit warrens, assarting and early enclosures, common land; woodland management eg coppices, wood-pasture, underwood and timber management, hedges; transport eg ancient trackways, holloways, Roman roads, river crossings, droves, markets; archaeology and landscape use associated with a selection of regionally important industries eg pottery, metalworking, charcoal production, thatching, leatherworking, salt production, lime production, quarrying and mining, fishing, brewing, baking, peat extraction, water mills, brick and tile production; rural settlement patterns eg Roman towns, vicus, villas, hamlets, parishes, manorial system, monasteries, castles, fortified manors, market towns; changing size and distribution of population; causes, effects and nature of population change; Romano-British, Anglo-Saxon, Viking and Norman cultural influences; landscape evidence of changes

3 Understand the transformations in British landscape from the parliamentary enclosures to the present day

Changing patterns of land use: agricultural revolutions eg enclosures, improved breeds, crop rotations, mechanisation and intensification during 18th, 19th and 20th centuries, impacts on landscape and rural society, recent trends; transport eg turnpikes, canals, railways, roads, motorways; effects on agriculture eg rise of dairy industry, fruit and vegetable production, market gardening; changes in rural industries, markets, products; rise of tourism and leisure; industrial revolution eg effects of use and distribution of coal on woodlands and rural industry, power sources and changes in industrial water management, rise and decline of extractive industries, factories versus cottage industry, urbanisation, industrial archaeology; archaeology of conflict eg pill boxes, anti-aircraft sites; landscape and map evidence of changes; map utility and availability

4 Be able to plan site management of an archaeological site

Processes and frameworks: methods of archaeological investigation eg aerial photographs, crop and soil marks, geophysical survey eg resistivity, magnetometry, and ground-penetrating radar; field walking; excavation; stratigraphy and dating techniques and principles eg relative, absolute, dendrochronology and radiocarbon; environmental archaeology eg pollen, invertebrates, bone and plant remains; archaeological information and protection eg National Monuments Record, County Sites and Monuments Records, portable antiquities, scheduled monuments, roles of English Heritage or equivalent regional organisation, protective current UK and EU legislation, conventions and planning policy guidance, protection of landscapes, development-led and research archaeology

Management planning techniques: objective setting; planning archaeological methods; planning timescales and order of events; methods of protecting sites; threats to archaeology eg ploughing, burrowing animals, trees, erosion, development, metal detecting, conflicts and conjunctions between site management for archaeology and nature conservation; visitor-related damage and its mitigation; health and safety

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe characteristics of selected prehistoric earthworks and landscape features [IE]	M1 compare monuments and landscape features from the Neolithic period, Bronze Age and Iron Age	D1 discuss how a selected landscape provides evidence of its historical uses
P2 outline the uses of selected monuments [IE]		
P3 identify changes in patterns of land use in a selected area [IE]	M2 explain how changing historical patterns of land use have affected the landscape	
P4 describe changing patterns of land use between the Iron Age and beginning of parliamentary enclosures [IE]		
P5 explain changes in patterns of land use for a selected area from the parliamentary enclosures to the present day [IE]		
P6 discuss types of landscape and map evidence of changing patterns of land use [IE, CT]		
P7 use management planning techniques for a selected archaeological site [EP]	M3 discuss the threats to a selected archaeological site and suggest possible solutions to minimise these threats.	D2 evaluate a management plan for a selected archaeological site and make recommendations for improvement.
P8 explain processes and frameworks of archaeological investigation and protection. [IE]		

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to work experience placements.

Delivery will need to encompass knowledge of the three chronological periods of archaeology together with developing learners' practical understanding of the investigation, protection and management of archaeological sites.

This unit will be best delivered using an active, practical and investigative approach. Learners need first-hand experience of sites, and visits to archaeological sites and local landscapes with archaeological or historical importance and fieldwork that examines the evidence of changes in landscape use are essential.

Additional visits to sites with reconstructions of buildings or lifestyles will help to reinforce underpinning knowledge. If they can be arranged, visits to local archaeological digs can also be of interest, but tutors should be aware of the archaeological issues surrounding these site visits. Learners are not expected to participate in excavations, but would clearly gain from the experience if the opportunity was available, for example through a suitable work placement. The integration of site safety, environmental awareness and good practice into all site-based activities is expected.

To complete the unit learners need to consider changing lifestyles and populations in addition to the archaeological evidence that museum collections and excavations produce. In this context, visits to reconstructions and centres demonstrating living archaeology would provide a valuable insight. Learners should also have the opportunity to research information from the Sites and Monuments Record (SMR), aerial photographs, old Ordnance Survey (OS) maps, estate maps and enclosure maps.

The use of interactive materials on the internet should supplement first-hand experience, and learners should be encouraged to watch and discuss popular archaeological programmes.

Visiting practitioners could include local historians, archaeologists and metal detectors who may provide useful links to ongoing investigations and excavations suitable for visits. Due care should be taken where visits or practical work is involved and adequate personal protection equipment must be provided following the production of suitable risk assessments.

Whichever delivery methods are used, it is essential that tutors stress the importance of respecting archaeological integrity and the need to manage the resource using legal methods. Health and safety issues relating to any practicals or site visits must be stressed and reinforced regularly, and risk assessments must be undertaken before any practical activities.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Assignment 1: Prehistoric monuments and landscapes (P1, P2, M1)
Introduction to the assignment brief.
Site visits to a range of prehistoric earthworks, monuments and landscape features.
Classroom- based activity: changes through the Neolithic period, Bronze Age and Ice Age.
Research: uses of monuments, cultural significance.
Production of TV project brief for assessment.
Evaluation and assessment.
Assignment 2: Changing patterns from Iron Age to the present day (P3, P4, P5, P6, M2, D1).
Introduction to assignment brief.
Site visits to a range of landscapes.
Classroom- based activity: changing landscape patterns, land use and needs from the Iron Age to enclosure.
Research: changes in land use.
Classroom- based activity: changing landscape patterns, land use and needs from the enclosure to the present day.
Map and photographic interpretation.
Research: map evidence of changing patterns of land use.
Production of Part 2 of the TV project brief for assessment.
Evaluation and assessment.
Assignment 3: Planning for archaeology (P7, P8, M3, D2).
Introduction to assignment brief.
Classroom- based activity: methods of investigation.
Management planning techniques, threats to sites and solutions.
Site visits.
Demonstrations of survey equipment.
Preparation of site management plan.
Production of management plan.
Evaluation and assessment.
Unit review.

Assessment

For P1 learners must describe the characteristics of selected prehistoric earthworks and landscape features. Tutors should identify the prehistoric earthworks and landscape features, or agree them through discussion with learners. A report or PowerPoint presentation describing the structure and layout of monument types (for example earthworks, landscape features)' some from each prehistoric period, could be produced for assessment. The report should preferably be based on learners' own experience during site visits. This should include photographs and written descriptions, and published plans. Alternatively, or in addition, details of archaeological monuments researched from books and/or the internet could be included.

For P2 learners must outline the uses of selected monuments and reasons why they were constructed. Tutors should identify the monuments or agree them through discussion with learners. This could link to the material for P1, with learners discussing the functional aspects of archaeological monuments – how they were built and what they were used for. Evidence could be as for P1.

For P3 and P4, learners must identify and describe selected changing patterns of land use between the Iron Age and the beginning of parliamentary enclosures. Tutors could identify the patterns or agree them through discussion with learners. Learners should provide evidence covering a variety of general changes in land use, for example farming, woodland management, transport, rural industry and settlement. Evidence could take the form of a project collecting examples representing each type of land use, with brief linking text. As many examples as possible should come from site visits.

For P5 learners need to explain changes in patterns of land use for a selected area from the parliamentary enclosures to the present day. Tutors could identify the area or agree it through discussion with learners. Learners should provide evidence outlining a variety of changes in land use, for example military, agricultural, transport and industrial changes of the 18th to 21st centuries. Evidence could be as for P3 and P4.

For P6 learners must discuss selected types of landscape and map evidence for changing patterns of land use between the parliamentary enclosures and the present day. A consideration of current and historic maps and photographs (both ground and aerial) and an account of their general utility and availability would provide the basis for evidence. First-hand evidence from field walking and site visits could also be considered.

P7 requires learners to produce a management plan for a selected archaeological site. The plan should address objectives including preservation, visitor access, excavation or protection. Evidence could be a written report or recorded discussion.

For P8 learners must explain selected processes and frameworks of archaeological investigation and protection. Learners should provide evidence covering a variety of archaeological investigation methods and the type of data each provides. They should give brief accounts of current recording schemes, major sources of information and protective frameworks for archaeology. Evidence could comprise a portfolio of information collated to describe the archaeological investigation and protection methods.

For M1 learners must compare monuments and landscape features from the Neolithic period, Bronze Age and Iron Age. Suitable comparisons could include methods of construction and materials used, purpose and cultural significance. A PowerPoint presentation, report or recorded discussion would provide suitable evidence.

For M3 learners need to extend the evidence produced for P3, P4, P5 and P6 to explain how the identified changing patterns of land use have affected the landscape. This should include examples for at least four significant changes to land use. Evidence could be in the same format as for P3 and P4.

For M3 learners are required to discuss the threats to a selected archaeological site and suggest possible solutions to minimise these threats. This could be based on a site visit, describing the problems at that site and how they are being addressed and mitigated, including any dilemmas and difficulties. Evidence could take the form of a pictorial presentation with notes, an annotated poster or a written assignment.

For D1 learners need to review a selected landscape and discuss how its appearance, features and monuments provide evidence of its historical uses. The landscape could be identified by the tutor or agreed through discussion with learners. Evidence may be a verbal or written report, including illustrations or photographs.

For D2 learners should evaluate a management plan for a selected site. The plan created for P7 could be used. Alternatively, another learner's plan, or an existing management plan could be evaluated. Evaluation criteria should be agreed in discussion between the tutor and learner. Evidence could be through a verbal discussion or written evaluation.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Prehistoric monuments and landscapes	A series of TV programmes is planned to illustrate the archaeology of the British Isles. Part 1 is Prehistoric to the Iron Age. You should prepare a verbal project brief outlining and comparing a representative selection of monuments and artefacts and their uses.	PowerPoint presentation including pictures/ photographs of sites and monuments.
P3, P4, P5, P6, M2, D1	Changing patterns from Iron Age to enclosure	Part 2 of the TV programme covers the Iron Age to the present day, and you have been asked to develop a brief for the programme. A feature of this programme is that you will not only cover the broad changes in the British Isles but also focus on a specific area. Include an explanation as to how the major changes of land use have affected the landscape, and discuss how one landscape provides evidence of its historical uses.	Written report including pictures/photographs.
P7, P8, M3, D2	Planning for archaeology	You have been appointed to assist at an archaeological site. Create a management plan for the site, and include an explanation of processes and frameworks of archaeological investigation and protection. Include the threats to the site and suggest solutions. As part of your training you are required to evaluate a management plan and make recommendations for improvement.	Plan.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Introduction to Countryside Access and Recreation	Undertaking Environmental Interpretation in Land-based

Essential resources

To complete this unit learners must cover a wide variety of sites and ages. They must have access to sufficient resources to enable this to be carried out either through primary or secondary investigation.

Site visits will be essential and these must reflect the need to understand archaeological remains and population and lifestyle changes. Learners will need access to historical maps, photographs and other historical records, for example archaeological reports. This is particularly important where the assessment criteria require investigation of specific sites and areas.

Employer engagement and vocational contexts

Opportunities for learner engagement on archaeological digs should be considered and work placements with organisations engaged in pre-development investigations would be relevant. Local archaeological societies, metal detection groups and historical societies could provide suitable contexts. Care must be taken to ensure that learners achieve a broad experience covering the range of timescales and techniques.

Indicative reading for learners

Textbooks

Aston M – *Interpreting the Landscape: Landscape, Archaeology and Local History* (Taylor and Francis, 1985)
ISBN 0415151406

Aston M – *Interpreting the Landscape from the Air* (The History Press, 2003) ISBN 0752428462

Bewley R – *English Heritage Book of Prehistoric Settlements* (Anova Books, 1994) ISBN 071346853X

Cunliffe B – *English Heritage Book of Iron Age Britain* (Anova Books, 1994) ISBN 0713472995

Dark K and Dark P – *The Landscape of Roman Britain* (Sutton Publishing, 1998) ISBN 0750918748

Grant J, Gorin S and Fleming N – *The Archaeology Coursebook, 3rd Edition* (Routledge, 2008)
ISBN 0415360773

Muir R – *The New Reading the Landscape: Fieldwork in Landscape History* (University of Exeter Press, 2000)
ISBN 0859895807

Pryor F – *Britain AD: A Quest for Arthur, England and the Anglo-Saxons* (HarperCollins Publishers, 2004)
ISBN 0007181868

Pryor F – *Britain BC: Life in Britain and Ireland Before the Romans* (HarperCollins Publishers, 2003)
ISBN 0007126921

Rackham O – *The Illustrated History of the Countryside* (Orion Publishing Co, 2003) ISBN 0297843354

Robinson T and Aston M – *Archaeology is Rubbish: A Beginner's Guide* (Pan Macmillan, 2003)
ISBN 0752215302

Journals

British Archaeology

Current Archaeology

Websites

ads.ahds.ac.uk

www.bbc.co.uk/history/archaeology

www.britarch.ac.uk/info/uklinks.html

www.cadw.wales.gov.uk

www.english-heritage.org.uk

www.hants.gov.uk/record-office/index.html

www.historic-scotland.gov.uk

www.regia.org/listings.htm

www.roman-britain.org

Archaeology Data Service

BBC Archaeology

Council for British Archaeology

Cadw

English Heritage

Local record office

Historic Scotland

Regia Anglorum

Roman Britain

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	researching monuments and sites. describing changing patterns of land use
Creative thinkers	interpreting evidence and its relationship to land use
Effective participators	developing the steps and stages needed to implement a plan for managing archaeological sites.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	considering the influence of settlement and religion on the landscape
Creative thinkers	generating ideas from evidence to draw conclusions about lifestyles
Team workers	collaborating to implement a plan for managing archaeological sites
Self-managers	organising priorities and time to produce a report detailing the features of archaeological monuments and sites
Effective participators	acting as an advocate of diverse archaeological views.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using internet sources to investigate the features of archaeological sites
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	investigating the legal framework for the protection of archaeological sites
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing a report or presentation detailing the features of archaeological sites and monuments
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	selecting information to illustrate a representative range of archaeological sites and monuments
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a plan to manage an archaeological site.