



Guidelines for the LHS Primary History Prize 2024
Teachers, please go over the judging criteria and checklist with your students, so they understand that the criteria are to be followed if the entry is to be eligible for a prize.

1. Entries should adhere to the grade specifications as outlined on the entry form:
 - a) posters no larger than A3
 - b) PP presentation 8 slides including a title page and bibliography
 - c) projects 8 A4 pages including a title page and bibliography
2. The topic should **clearly ask** an **historical** question and the research should conclude with a **clear answer** to the question.
3. Please encourage students, especially grades 5/6, to compose a complex question that requires deeper analysis and interpretation of the historical facts.
3. The question should be clearly stated at the beginning of the project or PP and be clearly visible on a poster.
4. Sources should be listed in the bibliography, and these should be varied as stated in the criteria.
5. The work should be checked carefully for spelling errors.
6. The work should be the student's own.
7. A checklist which can be photocopied and given to each student has been included with this package:

The topic:

We would caution teachers against having the students all research the same topic since this leads to lots of repetition and overuse of the same source material. The judges feel this reduces the student's ability to be original and for their work to stand out. Choosing a common topic but researching different aspects of it could avoid repetitiveness while not imposing on a teacher's class time.

Posing the question:

This really is the most important aspect of the project. Historical research is about answering questions and conundrums about the past or comparing the past with the present. The question needs to give the student enough scope to research in depth while being wide enough to cover all aspects of the topic. Asking who, what, where, why, and how can be a useful tool in helping students to articulate their question and write more complex answers.

Answering the question posed:

Posing a question requires a conclusion at the end of the research. We expect a Grade 5/6 conclusion to be more articulate and incorporate clear reasoning, than that of a Grade 3. The information included needs to be supported with identified information sources.

Presentation:

Presentations should be innovative, but without being fussy, overdone or too 'gimmicky'.

Parent involvement:

We encourage family involvement and support for the student's work. However, it is an important part of this historical experience that the student's work, ideas, research and presentation be their own.

Logistics:

1. Please ensure work is named on the bottom right-hand corner of the title page and that the entry form is secured by tape to the back of the project so that it doesn't become detached.
2. Provide a digital and a hard copy of PP presentations.
3. Ensure digital copies or CD copies are accessible.
4. Entries from one grade may be copied onto one disc or USB but please label clearly.
5. Please keep grade entries separate.
6. If students complete the entry form, please ensure the spelling of the name is correct.