

Menter Ysgolion y
Dreffadaeth Gymreig



Welsh Heritage
Schools Initiative



Sylfaen
Foundation

Cynradd - Ysgol Gyfan
Primary - Whole School

Cynradd - Dosbarth Unigol
a Grŵp Blwyddyn
Primary - Individual class
and Year Group

Uwchradd
Secondary

Traws-gyfnod
Cross-phase

Ysgol Arbennig
a Darpariaeth Amgen
Special School and
Alternative Provision

EUSTORY

2025 COMPETITION DETAILS AND GUIDANCE

Registration

You will need to complete an **registration form** by **Friday 31st January 2025** to register your intention to enter the competition.

WHAT IS REQUIRED AS A COMPETITION ENTRY?

Over the years, competition entries have taken many forms. There is no template, nor preferred form for projects to take, but the primary focus must be Welsh heritage. There are many ideas on the website and in the judging criteria about varied aspects of that general theme, and the competition seeks to encourage this diversity of topic area. All projects are judged using the Judging Criteria, taking into account the ages and abilities of the learners.

The competition seeks to encourage research, collection and analysis of materials, and evaluation of sources, opinions and interpretations. Judges will be interested in the processes the learners have gone through as well as the final project they produce. The competition supports the new curriculum in Wales by being a natural vehicle through which learners can develop their core and wider skills. The impact the project has, both on learners and on the wider communities of the school and even further afield, is an aspect the judges will look at too.

Some of the forms that projects have taken in the past include booklets, exhibitions, drama performances, artwork, films, animations, songs and musical works, or presentations using digital technology.

WHAT HAPPENS WHEN THE JUDGES VISIT TO SEE THE SCHOOL'S COMPETITION ENTRY?

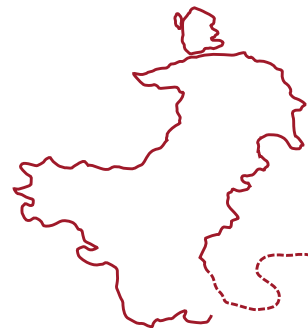
WHSI judges are all committed volunteers with experience in the field of heritage education. Many are former teachers. Your allocated judge (or judges – there may be two) will contact you in the period 13th-24th March to arrange a school visit to view your project. A visit will normally take about 3 hours but that is flexible, and can be arranged between the judge and the school.

Typically, whilst at the school the judge will need to see as much of the evidence used and material produced for the entry as possible and this may include the following, as appropriate:

- written work and artwork completed by learners;
- photographs/ record of activities undertaken by the learners in planning, preparing or investigating the project;
- photographs (or other record) of visits made by the learners or visitors/ specialists to the school;
- student performances of songs, plays, dance etc. connected with the project;
- exhibitions, games or animations created by the learners;
- films or videos created by the learners;
- artefacts used or made by the learners;
- evidence such as primary and secondary documents, recorded material or images used by the learners in their enquiries and in coming to their conclusions;
- any ways in which the project has been shared within the school and the wider community and the impact of this.

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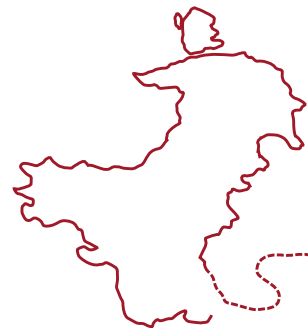
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Talking to learners

One of the most enjoyable and useful aspects of a school visit is when the judge has an opportunity to talk to the learners involved about what they did and their experiences of engaging with the project. Sometimes this will be just a small group of learners, or it could be visits to listen to whole classes – this should be arranged between the judge and the school. Judges might want to ask the learners questions like these (taking account of the type of project, the ages and abilities of the learners etc):

1. What is the title of the project and what is it about?
2. How/ why was this project chosen?
3. Who has been involved in studying this project within the school?
4. Who has been involved in producing the work we can see?
5. What are you most proud about?
6. Did you interview anyone outside school, such as parents or grandparents?
7. What sorts of things did you find out from them?
8. Did anyone give you help from outside the school, such as a drama coach or an expert?
9. What bits of the project are better because of this?
10. Tell us what you have found out/ learned about [insert the subject of the project]. Start with what you are really excited about telling us.
11. What sorts of source material did you use to find out about it?
12. Was some of the source material more useful than others? Why was that?
13. Were you able to double-check, when you weren't sure about some of your source material?
14. Did you find that this story (the subject of the project) has been told one way by some people and different ways by other people? What did you think about that? Were you able to explain why that was?
15. How did you decide what/ who to believe and what sources to use, to help you reach your conclusions?
16. Did you work mainly in groups on the project? Or did you work mainly on your own?
17. What conclusions did you and the other learners reach?
18. Do you think you reached sensible and good conclusions?
19. Was everyone in your group or class interested and excited by the project?
20. What was the most surprising thing, or the thing that interested you the most? Why?
21. Do you think you understand more about [as appropriate - local and/ or Welsh culture, the Welsh language, sport, science and technology, women's histories, children's histories] from doing this project?
22. What skills do you think you have been able to develop through studying this project? For example, have you learned more than you knew before about writing poetry, or about handling data, or about using computer programmes?
23. Did this project link to subjects and areas in addition to history? For example, music, maths, drama or science?
24. Were you able to share the project with other learners in your school? How did you do that?
25. Do you think other people in Wales – children in schools and/ or adults – should know more about this project? Why?

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Judges and teachers may ask additional questions to encourage learners to provide as much information as possible, for example with Foundation Phase pupils. Some examples might include: 'Tell me more', or 'Why do you think that?', or 'What did you think about...?', or 'How did X make you feel?'

Please note that judges must never be left alone with a class or a group of pupils. A teaching assistant or teacher must always accompany the judge.

JUDGING CRITERIA

Judges will apply the following criteria, based on the evidence they receive via the Teacher Questionnaire and during the school visit to look at the project. The judges are members of the WHSI committee or experts with experience in heritage education. Representatives of the sponsors may also take part in the judging of projects. Entries will be marked out of a hundred for the following aspects of the project (taking into account the ages and abilities of the learners):

1. Knowledge, Understanding and Content of Project:

a) The extent to which the project content focuses on significant heritage issues in Wales. The following will be considered (as appropriate):

- The **originality** of the project or approach;
- The **significance** of the contribution made to **pupils' awareness of local and/ or Welsh heritage issues**. (for example: local and/ or Welsh culture, the Welsh language, sport, science and technology, women's histories, children's histories. This list is not exhaustive, and projects can, and often do, focus on only one area, and within only a school, community or wider context, such as Wales.)

Allocation of marks within the aspect:20

b) The knowledge and understanding pupils have gained from the project.

- The extent to which pupils have gained **detailed and accurate knowledge**;
- The extent to which pupils **apply this knowledge** and understanding in making explanations, links and connections both within the project and to wider aspects of Welsh heritage;
- How well the project enhanced learners' understanding of **interpretations and representations** (where appropriate).

Allocation of marks within the aspect:25

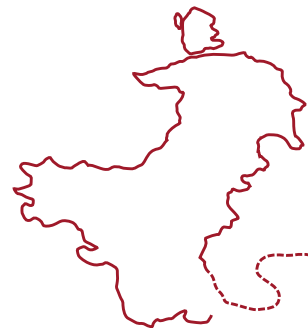
2. Development of Skills

a) Skills of enquiry.

- The range, types, quality and relevance of **evidence** considered;
- The range and appropriateness of **questions** asked and **lines of enquiry** explored by learners;
- The extent to which learners have developed their **own ideas and thinking and the methods they used**;
- The validity and complexity (age appropriate) of **judgements and conclusions** reached;
- The extent of **outside agency involvement** with the project (eg. outside experts) and how the learners made use of this.

Allocation of marks within the aspect:25

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b) Wider skills development.

How the project has supported and developed learners' skills will be considered (as appropriate):

- As **ambitious, capable** learners;
- As **healthy, confident** individuals;
- As **enterprising, creative** contributors;
- As **ethical, informed** citizens;
- Of working **independently** and working **collaboratively**;
- **Across the curriculum** by linking with other areas such as music, numeracy or literacy (for example);
- In ICT.

Allocation of marks within the aspect: 10

3. Impact

The impact of the project on learners.

- How well all the learners **engaged** with the project;
- The extent to which the project has **inspired, motivated** and **excited** learners (and others if appropriate);
- The likelihood that the project will be **further developed** or used by the school in the future;
- The dissemination, awareness raising and **wider impact** of the project beyond the school, with parents/ carers, the local community, on social media, within Wales or beyond.

Allocation of marks: 20