

CLASSIFIED: BRIEFING FOR SCHOOLS

----- Churchill 150 -----

A competition on Sir Winston Churchill's legacy 150 years after he was born

The UK's wartime Prime Minister, Sir Winston Churchill, was born 150 years ago, on the 30th of November 1874. To mark this milestone, [Learn About Britain](#), a new charity working with young people, new migrants to the UK and the wider public, is running a competition for school students on Churchill's life and legacy.

Prize winners, runners up and their teachers will be invited to an educational day in London in spring 2025 when they will be able to visit historical sites connected with Churchill and invited to an event in Parliament in which winning entries will be showcased, with travel and food costs covered by Learn About Britain. Their work will also be featured on our website and social media sites while the winning entrants will receive prizes of vouchers worth £50.

To enter, we ask students to respond to the following question:

"150 years after he was born, what are your reflections on the life and legacy of Sir Winston Churchill?"

We will accept entries in the form of **essays of up to 1000 words, short films of up to 3 minutes or single pieces of artwork**. Entries must be submitted to us by 5pm on **Friday 14 February 2025** with winners announced in **early March 2025** and the educational day and Parliamentary event to take place in **April 2025**.

Competition judges will include:

- **Aneeta Prem MBE**, human rights advocate and Co-Chair of Learn About Britain
- **Sir Peter Riddell**, former Director of the Institute for Government and Co-Chair of Learn About Britain
- **Dr Adrian Bingham**, Professor of British History at Sheffield University
- **Lady Esther Gilbert**, curator of [martingilbert.com](#), a repository of the work of Churchill's biographer, Sir Martin Gilbert
- **Dr Howard Williamson CVO CBE**, Professor of European Youth Policy, University of South Wales
- **Ben Fuller**, Teacher and producer of Learn About Britain Churchill lessons

Our panel will be looking for entries which meet Learn About Britain's commitment to **balance** and **honesty**, with the most **thoughtful** and **nuanced** pieces likely to succeed. To support schools to help their students answer our question, we have produced a series of lessons on Churchill's life and legacy with teacher guidance, PowerPoints and short films accompanying each lesson. To access these resources, [contact us via our website](#) or visit our [Youtube page](#) (we particularly advise participants to watch our film on [Churchill's legacy](#)).

All participating schools will receive a thank you letter which along with student's entries can be showcased in school and during inspection visits as evidence of your efforts to explore British history and values with students.

For more information, visit [our website](#) or [get in touch](#).

Notes for teachers

We have tried to make this competition as open as possible and will therefore accept responses to our questions in video and artwork form as well as essays. We recognise that some students will struggle with writing 1,000 words and we emphasise that this is the maximum word limit and shorter essays are perfectly acceptable. We are more interested in honesty, nuance and balance than we are in the length of the piece.

In order to help students to think about the question, we have produced a student briefing (which can be downloaded from our [website](#)) which poses the following questions:

- How did Britain change under Churchill's leadership?
- What would our lives look like today if Churchill hadn't come to power?
- In leading a war against an enemy like Nazi Germany as Churchill did, is it justified to sacrifice people's lives in order to defeat your enemy?
- What is the legacy of the British Empire, which Churchill loved so much?
- Should we judge historical figures by modern moral standards? Can people who held views or did things we might condemn today be considered heroes?

As you will note, these questions prompt students to think about some challenging questions about Britain's past and present rather than trying to give a detailed chronology of Churchill's life. The questions we have provided are not exhaustive, and students are not expected to answer all of them; rather, they are encouraged to think broadly about the impact a single person can make on a nation, to try to imagine the decisions a Prime Minister and war leader might need to make, and to explore some of the moral dilemmas which have been raised in relation to Churchill and the British Empire in recent decades. The more nuanced, creative and thoughtful responses to these questions, the better.

The accompanying lesson plans and supporting resources we have provided will, we hope, enable you to guide your students through these difficult questions. The resources have been developed for use at Key Stage 3, but we recognise that older students might also find the questions we are posing in relation to Churchill's life and legacy stimulating. For that reason, when entries are submitted we are asking for the age brackets of the entrants, with prizes given in the 11-14, 14-16 and 16-18 age categories as well as an overall winner.

Please visit [our entry page](#) to submit entries on behalf of your students, giving their names and age bracket. For artwork, please include a photo or scan of the work; for video entries, if the file size is too big to be submitted via our contact form, please upload the file to a sharing site such as Wetransfer and email the hyperlink to joe@learnaboutbritain.uk.

Please [contact us](#) if you have any questions.