

## Curriculum and Skills Mapping

Subject : Extended Project      Key Stage: 5      Year: 12

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Summer Term 1 Week 1	Lesson 1: Introduction to the EPQ	To introduce students to the EPQ.  To understand the extended project and to start thinking through about project choice		Research Independent learning Critical thinking Analysis Synthesis Presentation skill	Time management Resilience Responding to feedback Reflective Problem solving
Week 2 & 3	Lessons 2 - 3: Making a choice	To discuss initial ideas with students- dissertation, research, artefact and performance.	Record project ideas, possible titles.  Students undertake background reading.	Research skills Independent learning	Time management Responding to feedback Reflective Problem solving
Week 4, 5, 6	Lessons 3 – 4: Competing the project proposal form	Student to complete project proposal form.	Completed project proposal forms.  Identify the main objectives for the project.	Research Skills Independent learning	Time management Responding to feedback Reflective Problem solving

			<p>Provide an appropriate plan.</p> <p>Use organisational skills and strategies appropriately.</p> <p>Background Reading.</p>		
<p>Summer Term 2</p> <p>Week 1</p>	<p>Lesson 5: Activity Log</p>	<p>To know the structure of the EPQ.</p> <p>Develop knowledge of the Activity Log, using WAGOLs to show what is needed in the completion of an activity log.</p>	<p>Start completing Activity Log appropriately.</p> <p>Activity Logs are looked at each week by the teacher-assessor.</p>	<p>Research Skills</p> <p>Independent learning</p>	<p>Time management</p> <p>Responding to feedback</p> <p>Reflective</p> <p>Problem solving</p>
<p>Week 2</p>	<p>Lesson 6: Mark schemes</p>	<p>Develop knowledge of the EPQ mark scheme for each different type of project</p>		<p>Research Skills</p> <p>Independent learning</p>	<p>Time management</p> <p>Responding to feedback</p> <p>Reflective</p> <p>Problem solving</p>
<p>Week 3</p>	<p>Lesson 7: What to include in the introduction</p>	<p>Develop knowledge of what to include in the introduction.</p> <p>Use WAGOLs to show how to write a good introduction.</p>	<p>Introduction section.</p> <p>Draft of the introduction section to be shared with the teacher-assessor.</p>	<p>Research skills</p> <p>Independent learning</p>	<p>Time management</p> <p>Responding to feedback</p> <p>Reflective</p> <p>Problem solving</p>
<p>Week 4</p>	<p>Lesson 8: Referencing &amp; Bibliography</p>	<p>Develop knowledge of using the Harvard Referencing.</p>	<p>Students to start keeping a record of the different sources</p>	<p>Research skills</p> <p>Independent learning</p>	<p>Time management</p> <p>Responding to feedback</p>

		<p>Use WAGOLLS to show how to reference appropriately when citing sources or quoting authors.</p> <p>To know how to write a bibliography.</p>	<p>accessed in their research and reference appropriately.</p>		<p>Reflective Problem solving</p>
Week 5	Lesson 9: Literature Review	<p>Develop knowledge of writing a literature review.</p> <p>To know the distinction between fact, speculation and subjective opinion and why this is important for the literature review.</p>	<p>Select relevant information from appropriate sources.</p> <p>Obtain information.</p> <p>Relate resources to the research question or hypothesis.</p>	<p>Research skills Independent learning Critical thinking Analysis Synthesis</p>	<p>Time management Analysis of source Responding to feedback Reflective Problem solving</p>
Week 6	Lesson 10: Discussion Section	<p>Develop knowledge of writing the discussion selection.</p> <p>To describe the counter arguments or alternative interpretations in the discussion section.</p>	<p>Interpret evidence gathered. Discuss different perspectives. Draw conclusions.</p> <p>Students to work on the EPQ over the summer holiday.</p>	<p>Interpret evidence. Draw conclusions from the research. Research skills Independent learning Critical thinking Analysis</p>	<p>Time management Analysis of source Responding to feedback Reflective Problem solving</p>

## Curriculum and Skills Mapping

**Subject: Extended Project      Key Stage: 5      Year: 13**

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn Term 1  Weeks 1-4  **For January entry	Onwards- management of project	Students to regularly meet with teacher-assessor to review work and progress from over the summer and the following weeks.	On-going - students work will be assessed and comments recorded on the marksheet which will help inform the final marking of the projects.	Research Independent learning Critical thinking Analysis Synthesis	Time management Resilience Responding to feedback. Reflective Problem solving
Week 5	Writing a conclusion	Develop knowledge of writing a good conclusion.  Use WAGOLLS to show what to include in a conclusion.  The conclusion should proficiently summarise the point of view and the case that has been made.	Students to write draft conclusion and looked at the teacher-assessor.	Draw conclusions. Independent learning Critical thinking Analysis Synthesis	Time management Resilience Responding to feedback. Reflective Problem solving

		Develop knowledge of what is meant by well thought-out suggestions for further work and how to include this in the conclusion.			
Week 6	Writing an evaluation	<p>Develop knowledge of writing a good evaluation section.</p> <p>Use WAGOLLS to show what a good evaluation looks like.</p> <p>Students need to demonstrate a high level of insight and self-awareness in evaluating the project. To what extent have students achieved their aims.</p> <p>Recognising and analysing in detail limitations of the project's methodology and interpretations.</p> <p>To demonstrate knowledge of drawing clear and perceptive conclusions about the process of researching</p>	<p>Students to write draft conclusion and looked at the teacher-assessor.</p> <p>Review and evaluate the project and own learning.</p>	<p>Draw conclusions</p> <p>Independent learning</p> <p>Critical thinking</p> <p>Analysis</p> <p>Synthesis</p>	<p>Time management</p> <p>Resilience</p> <p>Responding to feedback</p> <p>Reflective</p> <p>Problem solving</p>

		and writing a dissertation etc could help students in the future.			
Autumn Term 2 Week 1 & 2	What to include in the EPQ presentation	To describe what makes a good presentation.  Use WAGOLs to show what a good presentation looks like.	Students to work on their presentations.	Presentation Skills Drawing conclusions Independent Learning	Evaluation Reflective
Week 3,4,5	EPQ Presentations	For students to present their presentations	Present the project outcomes in an organised manner.  Engage with audience and responding to questions about the project.	Presentation Skills Drawing conclusions Independent Learning	Evaluation Reflective Confidence Oracy
Week 6	Deadline for EPQ for January submission		Dec Deadline for January submission of EPQ.		
Spring Term 1 Weeks 1-4  **For Summer Entry	Onwards- management of project	Students to regularly meet with teacher-assessor to review work and progress from over the Christmas and the following weeks.	On-going - students work will be assessed and comments recorded on the marksheet which will help inform the final marking of the projects.	Research Independent learning Critical thinking Analysis Synthesis	Time management Resilience Responding to feedback Reflective Problem solving
Week 5	Writing a conclusion	Develop knowledge of writing a good conclusion.	Students to write draft conclusion and	Draw conclusions. Independent learning	Time management Resilience

		<p>Use WAGOLs to show what to include in a conclusion.</p> <p>The conclusion should proficiently summarise the point of view and the case that has been made.</p> <p>Develop knowledge of what is meant by well thought-out suggestions for further work and how to include this in the conclusion.</p>	<p>looked at the teacher-assessor.</p>	<p>Critical thinking Analysis Synthesis</p>	<p>Responding to feedback Reflective Problem solving</p>
<p>Week 6</p>	<p>Writing an evaluation</p>	<p>Develop knowledge of writing a good evaluation section.</p> <p>Use WAGOLs to show what a good evaluation looks like.</p> <p>Students need to demonstrate a high level of insight and self-awareness in evaluating the project. To what extent have students achieved their aims.</p>	<p>Students to write draft conclusion and looked at the teacher-assessor.</p> <p>Review and evaluate the project and own learning.</p>	<p>Draw conclusions Independent learning Critical thinking Analysis Synthesis</p>	<p>Time management Evaluation Resilience Responding to feedback Reflective Problem solving</p>

		<p>Recognising and analysing in detail limitations of the project's methodology and interpretations.</p> <p>To demonstrate knowledge of drawing clear and perceptive conclusions about the process of researching and writing a dissertation etc could help students in the future.</p>			
<p>Spring Term 2 Week 1 &amp; 2</p>	<p>What to include in the EPQ presentation</p>	<p>To describe what makes a good presentation.</p> <p>Use WAGOLLS to show what a good presentation looks like.</p>	<p>Students to work on their presentations.</p>	<p>Presentation Skills Drawing conclusions Independent Learning</p>	<p>Evaluation Reflective</p>
<p>Week 3,4,5</p>	<p>EPQ Presentations</p>	<p>For students to present their presentations</p>	<p>Present the project outcomes in an organised manner.</p> <p>Engage with audience and responding to questions about the project.</p>	<p>Presentation Skills Drawing conclusions Independent Learning</p>	<p>Evaluation Reflective Confidence Oracy</p>
<p>Week 6</p>	<p>Deadline for EPQ for Summer submission</p>		<p>March Deadline for Summer submission of EPQ.</p>		



