CURRICULUM MAP

Subject	EPQ (Extended Project Qualification-Level 3 AQA)
Lead Teacher	Bruce Brogan

SCHOOL INTENT

Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** *modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

Rutlish School Mission Statement: "Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness"

We want students to:

succeed *(we strive to provide pathways to support their success)*

embrace challenge, *build resilience, overcome setbacks and become increasingly independent in pursuit of their goals*

be aware of their responsibilities *and feel confident to participate and contribute to society. (Curriculum Intent)*

Rutlish School: Curriculum Intent

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

The School aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;

- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;

- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;

- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to equip them for their next steps in education, and careers and in life;

- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;

- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;

- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;

- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;

- provide opportunity to encourage students' curiosity, creativity, self-expression, resilience, and confidence;

- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;

- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;

- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

DEPARTMENT INTENT

The Extended Project Qualification offers opportunities for students to:
- make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent students
- develop and apply decision-making and problem-solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- develop and apply skills creatively, demonstrating initiative and enterprise
- use their learning experiences to support their aspirations for higher education and/or career development
- transfer skills developed as part of their extended project to other areas of study.

RATIONALE/ INTENT

An EPQ provides further academic stretch and challenge alongside A Level studies and also helps to evidence a genuine interest in a specific area (which is useful for UCAS university applications). An EPQ also carries UCAS points and is valued at 50% of a full A Level in the UCAS tariff.

Completing an EPQ helps students develop a number of different skills, which are vital for university. It requires excellent organisational skills: planning the project over a 20-week period and making sure that each stage is completed on time is essential to creating a high-quality end product and attracting the highest assessment marks in the process. Students also develop good time-management skills because it is not part of the normal school curriculum. Students therefore have to assign their own time to complete the project each week, while juggling the demands of A Levels. Students, above all, are required to be independently motivated. The marking criteria severely penalises students who are not. EPQ mentors are specifically not permitted to interfere with a students' progress, especially in terms of meeting deadlines or completion of the project itself.

During the project the student will:
- identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use information from a range of sources; analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes; evaluate outcomes both in relation to agreed objectives and own learning and performance.
- Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

YEAR 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	**UNIT OF WORK:** Essay/Artefact Choice	**UNIT OF WORK:** Research	**UNIT OF WORK:** Research	**UNIT OF WORK:** Essay Writing/Artefact	**UNIT OF WORK:** Essay Writing/Artefact	**UNIT OF WORK:** Final Presentation and Reflection
KEY SKILLS	Motivation Goal setting Time management Creativity Independent Learning Skills	Research Skills Planning Analysing research Problem Solving Independent Learning Skills	Research Skills Planning Analysing Research Problem Solving Independent Learning Skills	Literacy Essay Writing Referencing Editing Independent Learning Skills	Literacy Essay Writing Referencing Editing Independent Learning Skills	Reflection Metacognition Presentation Skills PowerPoint Skills Independent Learning Skills
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Students begin the course by choosing a subject/artefact of their choice. Students speak with their mentors about the feasibility and focus of their choice. Mentors should guide students into thinking about common pitfalls surrounding their choice and whether their topic allows for analysis and evaluation. Students are encouraged to set short and long term	Students research around their topics. Students should critically analyse and identify relevant material to their project. Students are shown model research analysis tables and taught how to critically analyse the information they read according to a range of key criteria. Students will also document their planning and research within the Production Log.	Students research around their topics. Students should critically analyse and identify relevant material to their project. Students are shown model research analysis tables and taught how to critically analyse the information they read according to a range of key criteria. Students will also document their planning and research within the Production Log.	Students produce a 5000-word essay or artefact of their choice. Students will meet with their mentors who through dialogue and coaching will encourage students to ensure their project is analytical and evaluative and meets the EPQ assessment criteria.	Students produce a 5000-word essay or artefact of their choice. Students will meet with their mentors who through dialogue and coaching will encourage students to ensure their project is analytical and evaluative and meets the EPQ assessment criteria.	Student's present a 15-minute presentation on their project and learning journey throughout the EPQ. This will build on the earlier midterm presentation skills. Students will also complete their log book which asks them to reflect analytically on their learning journey, problem solving skills and metacognitive skills to better develop their own understanding and

	goals and begin using methods of time management strategies. Students will also document their planning and research within the Production Log.					independent learning skills.
ASSESSMENTS Summative and Formative as applicable	None. Students meet with their mentors who should coach students and make suggestions of areas of improvement.	None. Students meet with their mentors who should coach students and make suggestions of areas of improvement.	None. Students meet with their mentors who should coach students and make suggestions of areas of improvement.	None. Students meet with their mentors who should coach students and make suggestions of areas of improvement.	None. Students meet with their mentors who should coach students and make suggestions of areas of improvement.	The final project is handed in and moderated across the teachers of the subject and both sites.
FEEDBACK SUPPORTS LEARNING	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✔	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✔	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✔	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✔	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✔	**Opportunity for students to reflect on learning, respond to feedback, improve work, etc.** ✔
QUALITY FIRST TEACHING	✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions					