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| **Unit Title**: **Connecting with the EPQ and with your topic** | | | | |
| **Faculty / Department**: EPQ | **Department / Subject**: Connect | | **Year Group**: 12 | **Term**: Michaelmas 1 |
| **Overarching Essential Question(s)**:   * Of all the topics that interest me, how can I choose the best one for my EPQ? What does ‘best’ mean in this context? * How can I meaningfully make a connection with a new topic? * What resources are available to help me to explore new topics and develop new ideas and how can I use them most effectively? * How do I determine my aims and objectives? * What is the most effective way for me to plan? | | **Entry Question:**   * What am I passionate enough about to spend a whole year investigating?   **Topical Essential Question(s)**:   * What are the requirements of the EPQ? * How can the Production Log support the inquiry process? * Are the records I keep helping me with my inquiry? * What tools are available for project planning and which are going to provide me with the most useful evidence of my planning process? | | |
| **How will we assess/ students demonstrate what they now know and can do**?   * Group discussions * Evidence in Production Log * Annotated bibliography * Supervisor meetings (initial ideas) * Initial ideas presentation at end of first term | | **Homework Focus:**   * Settling on a topic, reading around it * Complete and submit these Production Log sections   + Record of Initial Ideas   + Candidate Proposal A   + Planning Review | | |
| **Key Sources of Information:**   * Subscription Databases * Library * Team OneNote and LibGuide | | **Which FOSIL skill set(s) does this unit draw on?** (see over) | | |

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| **Which FOSIL skill set(s) does this unit draw on?**   |  |  | | --- | --- | | 1 Connect a > Interest / Prior Knowledge | Develops the ability to find an area of interest in any topic of study by looking for connections to own interests and gaps in prior knowledge | | 1 Connect a > Interest / Prior Knowledge | Examines own assumptions about the topic to determine which are supported by valid prior knowledge and which must be verified during research | | 1 Connect a > Interest / Prior Knowledge | Identifies gaps and misconceptions in prior knowledge about the problem or question | | **1 Connect b > Background Knowledge: Overview / Context / Key Ideas** | **Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources** | | **1 Connect b > Background Knowledge: Overview / Context / Key Ideas** | **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research** | | 1 Connect b > Background Knowledge: Overview / Context / Key Ideas | Maintains a list of effective search terms and their results throughout the process of inquiry | | 1 Connect b > Background Knowledge: Overview / Context / Key Ideas | Reads background information in more than one source to get a comprehensive, multi-perspective, and complex view of the overall topic | | 1 Connect b > Background Knowledge: Overview / Context / Key Ideas | Verifies the accuracy of what is known about the problem or question by reading background information from several sources | | 1 Connect c > Topic | Asks, “What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career or college choices? | | **1 Connect c > Topic** | **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest** | | 1 Connect c > Topic | Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry | | **1 Connect c > Topic** | **Explores problems or questions for which there are multiple answers or no “best” answer** | | 1 Connect d > Process of Inquiry / Plan | Develops a flexible plan and timeline for following the inquiry process to research this topic and explore diverse perspectives, given the expected level of complexity and final product for the assignment | |

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| **Unit Title**: **Asking good questions** | | | | |
| **Faculty / Department**: EPQ | **Department / Subject**: Wonder | | **Year Group**: 12 | **Term**: Hilary |
| **Overarching Essential Question(s)**:   * Why are some questions more helpful than others? * How does a question emerge from background research? | | **Entry Question:**   * What makes a good EPQ question?   **Topical Essential Question(s)**:   * How can I make my question/title more open and debatable? * What is a speculative question and how do I make my question less speculative? * Under what circumstances is ‘to what extent’ a helpful addition to a question? | | |
| **How will we assess/ students demonstrate what they now know and can do**?   * Group discussions * Supervisor meetings (initial ideas) * Evidence in Production Log * Initial ideas presentation at end of first term | | **Homework Focus:**   * Settling on a topic, reading around it to choose a topic direction * Complete and submit these Production Log sections   + Record of Initial Ideas   + Candidate Proposal A | | |
| **Key Sources of Information:**   * Subscription Databases * Library * Team OneNote and LibGuide | | **Which FOSIL skill set(s) does this unit draw on?** (see over) | | |

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| **Which FOSIL skill set(s) does this unit draw on?**   |  |  | | --- | --- | | **2 Wonder a > Questions** | **Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives** | | **2 Wonder a > Questions** | **Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue)** | | 2 Wonder b > Predicted Sources and Answers | Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important | | 2 Wonder b > Predicted Sources and Answers | Predicts the sources or types of sources that will lead to the most relevant information for this topic | | 2 Wonder b > Predicted Sources and Answers | Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information and potential sources that will answer questions, provide diverse perspectives, and lead to a critical examination of the topic | | 2 Wonder c > Hypothesis / Tentative Thesis | Based on prior and background knowledge and inquiry questions, develops an hypothesis to be tested or a tentative thesis to be validated | | **2 Wonder c > Hypothesis / Tentative Thesis** | **Plans inquiry to test hypothesis systematically or gather evidence to validate thesis** | |

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| **Unit Title**: Finding, evaluating and working with high quality resources | | | | |
| **Faculty / Department**: EPQ | **Department / Subject**: Investigate | | **Year Group**: 12 | **Term**: Hilary (mostly) |
| **Overarching Essential Question(s)**:   * How do I develop efficient search strategies? * How can I make effective and efficient notes that encourage me to engage critically with my sources? * How do I know where to search and which sources to trust? * How can I distinguish between fact and opinion, and why does it matter? | | **Entry Question:**   * How can I meaningfully enter the conversation between the living, the dead and the yet-to-be born?   **Topical Essential Question(s)**:   * What is the importance of primary and secondary sources in research, and which do I need for MY EPQ topic? * What is the deal with Wikipedia? * How can I keep records that clearly demonstrate critical analysis of sources? | | |
| **How will we assess/ students demonstrate what they now know and can do**?   * Group discussions and informal meetings with supervisor * Evidence in Production Log * Annotated bibliography (or similar), Investigative Journal (or similar) and Source Evaluation chart | | **Homework Focus:**   * In-depth research into topic * Complete and submit these Production Log sections   + Mid Project Review | | |
| **Key Sources of Information:**   * Subscription Databases * Library * Team OneNote and LibGuide | | **Which FOSIL skill set(s) does this unit draw on?** (see over) | | |

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| **Which FOSIL skill set(s) does this unit draw on?**   |  |  | | --- | --- | | **3 Investigate a > Different Types of Sources / Organization of Information** | **Uses organizational features of electronic books, databases, online articles and websites (e.g., menu bars, tabs, buttons, links, sidebars, chapter titles, headings and subheadings, abstracts, pull quotes, visuals, boxed information) to locate information to answer research questions** | | **3 Investigate a > Different Types of Sources / Organization of Information** | **Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions** | | **3 Investigate a > Different Types of Sources / Organization of Information** | **Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective** | | 3 Investigate b > Navigation and Search Strategies | Adjusts search strategies by comparing information gathered with the problem or question to detect gaps and additional areas to pursue | | **3 Investigate b > Navigation and Search Strategies** | **Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives** | | 3 Investigate b > Navigation and Search Strategies | Uses a variety of search terms, including key names and ideas, synonyms, and related terms, to access information in multiple sources | | **3 Investigate b > Navigation and Search Strategies** | **Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources** | | **3 Investigate c > Evaluation, Selection, Curation, and Use of Multiple Sources** | **Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail** | | 3 Investigate c > Evaluation, Selection, Curation, and Use of Multiple Sources | Evaluates sources for authority, currency, relevance, comprehensiveness, and perspective | | 3 Investigate c > Evaluation, Selection, Curation, and Use of Multiple Sources | Extends search beyond readily available sources to ensure accuracy and comprehensiveness | | 3 Investigate c > Evaluation, Selection, Curation, and Use of Multiple Sources | Seeks, evaluates, and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively | | 3 Investigate c > Evaluation, Selection, Curation, and Use of Multiple Sources | Uses specialized reference materials to find specific and in-depth information | | 3 Investigate c > Evaluation, Selection, Curation, and Use of Multiple Sources | Uses technology resources such as the online catalog, online encyclopedias, online databases, Web subject directories, and links from valid Web sites to locate primary and secondary information on topics of inquiry | | 3 Investigate d > Evaluation and Selection of Evidence within Sources | Analyzes evidence for explicit and implicit meaning; makes logical inferences about implicit meanings | | **3 Investigate d > Evaluation and Selection of Evidence within Sources** | **Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives** | | **3 Investigate d > Evaluation and Selection of Evidence within Sources** | **Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)** | | **3 Investigate d > Evaluation and Selection of Evidence within Sources** | **Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view** | | **3 Investigate d > Evaluation and Selection of Evidence within Sources** | **Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias** | | 3 Investigate d > Evaluation and Selection of Evidence within Sources | Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias | | 3 Investigate d > Evaluation and Selection of Evidence within Sources | Evaluates, paraphrases, summarizes and interprets information that answers research questions and gives an accurate picture of the research topic | | 3 Investigate d > Evaluation and Selection of Evidence within Sources | Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability | | 3 Investigate d > Evaluation and Selection of Evidence within Sources | Recognizes difference between sponsored content, opinion-based content, and informational/news content | | 3 Investigate d > Evaluation and Selection of Evidence within Sources | Uses digital search strategies and navigation skills to locate digital information | | 3 Investigate d > Evaluation and Selection of Evidence within Sources | Uses digital search strategies and navigation skills to locate digital information | | **3 Investigate e > Perspective / Point of View** | **Analyzes degrees of bias (from slightly slanted perspective to heavily slanted propaganda) and the impact of that bias** | | **3 Investigate e > Perspective / Point of View** | **Analyzes the impact of point of view, perspective, and purpose on the information provided by a source** | | 3 Investigate e > Perspective / Point of View | Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective | | 3 Investigate e > Perspective / Point of View | Evaluates the impact of perspective on the information in both primary and secondary sources | | 3 Investigate e > Perspective / Point of View | Pursues a balanced perspective of fact, opinion, and different points of view | | 3 Investigate e > Perspective / Point of View | Recognizes the difference between point of view (characteristics or role of person or organization viewing a topic or issue) and perspective (attitude toward a topic or issue) | | 3 Investigate e > Perspective / Point of View | Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics | | 3 Investigate e > Perspective / Point of View | Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics | | 3 Investigate f > Strategies to Make Sense of Information | Analyzes the explicit and implicit meaning of text and makes logical inferences from implicit meanings | | **3 Investigate f > Strategies to Make Sense of Information** | **Challenges ideas in text and makes notes of questions to pursue in additional sources** | | 3 Investigate f > Strategies to Make Sense of Information | Draws meaning from text on both a literal and an abstract level | | 3 Investigate f > Strategies to Make Sense of Information | Independently recognizes gaps in information (based on the complexity of the problem or question) | | 3 Investigate f > Strategies to Make Sense of Information | Maintains an open attitude about new areas of the subject that were previously unknown or overlooked | | 3 Investigate f > Strategies to Make Sense of Information | Organizes the information gathered to determine how well it answers the research questions | | **3 Investigate f > Strategies to Make Sense of Information** | **Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information** | | 3 Investigate f > Strategies to Make Sense of Information | Recognizes statements that can be verified | | 3 Investigate f > Strategies to Make Sense of Information | Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided | | 3 Investigate f > Strategies to Make Sense of Information | Seeks credible information to fill gaps and provide context | | 3 Investigate f > Strategies to Make Sense of Information | Summarizes the major ideas in texts, making clear the relationships among main ideas and supporting details | | 3 Investigate f > Strategies to Make Sense of Information | Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) | | 3 Investigate g > Capturing Information and Thinking / Notetaking | Categorizes information; adds new categories as necessary; explores connections among categories | | **3 Investigate g > Capturing Information and Thinking / Notetaking** | **Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product** | | 3 Investigate g > Capturing Information and Thinking / Notetaking | Takes notes to answer questions by recording key phrases or simple facts, paraphrasing, summarizing, or selecting short segments to quote from multiple and diverse sources | | **3 Investigate g > Capturing Information and Thinking / Notetaking** | **Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps)** | | 3 Investigate g > Capturing Information and Thinking / Notetaking | Uses collaborative and independent digital tools to record and organize information | |

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| **Unit Title**: **Building understanding** | | | | |
| **Faculty / Department**: EPQ | **Department / Subject**: Construct | | **Year Group**: 12 | **Term**: Trinity |
| **Overarching Essential Question(s)**:   * How can I organise my ideas to analyse and critically evaluate what I have read, and come up with my own new understanding? * What makes one argument more important than another? * Does my opinion matter? Does that depend what it is based on? | | **Entry Question:**   * Is there anything new under the sun?   **Topical Essential Question(s)**:   * How do I determine my final title to reflect the final direction of my inquiry? * How can I clearly demonstrate that I have analysed and critically evaluated my sources? * (Artefacts) How do I demonstrate my new understanding through my artefact? What is the purpose of my artefact? * (Artefacts) How will I critically evaluate my artefact? | | |
| **How will we assess/ students demonstrate what they now know and can do**?   * Group discussions * Evidence in Production Log * Feedback presentation to group after Easter * Mid-Project Review meeting with supervisor | | **Homework Focus:**   * Rereading investigation notes for developing understanding. * Developing an organisational structure for final project. * Determining final title. * Complete and submit these Production Log sections   + Mid-Project Review | | |
| **Key Sources of Information:**   * Notes from Investigate stage * Team OneNote and LibGuide | | **Which FOSIL skill set(s) does this unit draw on?** (see over) | | |

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| **Which FOSIL skill set(s) does this unit draw on?**   |  |  | | --- | --- | | 4 Construct a > Organization of Information to Construct Meaning | Combines ideas and information to develop and demonstrate new understanding, develop a line of argument, make a claim, or express a point of view | | **4 Construct a > Organization of Information to Construct Meaning** | **Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence** | | 4 Construct a > Organization of Information to Construct Meaning | Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered and recognition of competing or conflicting information that is supported by credible evidence | | 4 Construct a > Organization of Information to Construct Meaning | Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns | | 4 Construct a > Organization of Information to Construct Meaning | Recognizes competing interpretations of historical events and issues and the reasons for those differences | | 4 Construct b > Interpretation and Synthesis of Information | Understands and builds on the ideas of others | | 4 Construct b > Interpretation and Synthesis of Information | Analyzes and evaluates claims and arguments by assessing the type of reasoning (e.g., logic and logical fallacies, belief systems, philosophies) and the strength of the supporting evidence | | 4 Construct b > Interpretation and Synthesis of Information | Analyzes different points of view and determines best supported point of view by sorting and sifting evidence | | 4 Construct b > Interpretation and Synthesis of Information | Assesses the strength of different perspectives by evaluating the supporting evidence for each | | **4 Construct b > Interpretation and Synthesis of Information** | **Builds a conceptual framework by synthesizing ideas gathered from multiple sources** | | 4 Construct b > Interpretation and Synthesis of Information | Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest | | 4 Construct b > Interpretation and Synthesis of Information | Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas | | 4 Construct b > Interpretation and Synthesis of Information | Identifies and addresses previously held misconceptions | | 4 Construct c > Conclusions | Draws clear and appropriate conclusions supported by evidence, examples, and evaluation of different points of view and perspectives | | 4 Construct d > Claims / Opinions / Point of View | Changes own ideas based on the ideas of others | | **4 Construct d > Claims / Opinions / Point of View** | **Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning** | | 4 Construct d > Claims / Opinions / Point of View | Forms own opinions, judgments, and claims by evaluating the strength and quality of the evidence and own responses | | 4 Construct d > Claims / Opinions / Point of View | Identifies own opinions about the topic being researched at the beginning of inquiry | | 4 Construct d > Claims / Opinions / Point of View | Modifies original opinions based on the evidence gathered during the process of inquiry | | 4 Construct d > Claims / Opinions / Point of View | Reflects on notes to identify own responses to the information gathered during the process of inquiry | |

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| **Unit Title**: **Communicating understanding** | | | | |
| **Faculty / Department**: EPQ | **Department / Subject**: Express | | **Year Group**: 12 & 13 | **Term**: Trinity & Michaelmas 2 |
| **Overarching Essential Question(s)**:   * How does academic integrity differ from academic honesty? Do I want to be known as a person of integrity? * How does academic writing differ from other forms of writing? * What makes an effective presentation and how do I become a good presenter? | | **Entry Question:**   * How do I tell people about everything I have learnt?   **Topical Essential Question(s)**:   * How do I work with my sources in an academically honest way? * When should I quote and when paraphrase? * Who is my audience (for the report and the presentation, and potentially the artefact) and how do I connect with them? | | |
| **How will we assess/ students demonstrate what they now know and can do**?   * Group discussions * Evidence in Production Log * Supervisor meetings (Project Product Review and presentation practice) * Draft product (and final product!) * Presentation | | **Homework Focus:**   * Writing up report (and, for some, making and testing artefact) * Complete and submit these Production Log sections   + Project Product Review   + Presentation Record A | | |
| **Key Sources of Information:**   * Team OneNote and LibGuide * [Purdue Owl](https://owl.purdue.edu/owl/purdue_owl.html) | | **Which FOSIL skill set(s) does this unit draw on?** (see over) | | |

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| **Which FOSIL skill set(s) does this unit draw on?**   |  |  | | --- | --- | | **5 Express a > Organization of Information to Express / Present Meaning for Different Purposes** | **Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence** | | 5 Express a > Organization of Information to Express / Present Meaning for Different Purposes | Uses lines of reasoning and evidence to develop arguments, claims, conclusions, or opinions that are appropriate for the purpose of the inquiry | | 5 Express b > Product and / or Presentation: Audience / Level of Complexity / Format / Technology | Chooses the most appropriate format, tone, language and technology to communicate ideas clearly in real world formats to different audiences | | 5 Express b > Product and / or Presentation: Audience / Level of Complexity / Format / Technology | Communicates new understandings through creative thought processes of designing, inventing, composing, transplanting and constructing | | **5 Express b > Product and / or Presentation: Audience / Level of Complexity / Format / Technology** | **Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience** | | 5 Express b > Product and / or Presentation: Audience / Level of Complexity / Format / Technology | Identifies and uses a variety of technology tools, including web-based interactive tools, to organize information, create a product, and enhance communication with a real-world application | | 5 Express b > Product and / or Presentation: Audience / Level of Complexity / Format / Technology | Presents conclusions, opinions, arguments, claims, or different perspectives with a line of reasoning and credible supporting evidence | | **5 Express b > Product and / or Presentation: Audience / Level of Complexity / Format / Technology** | **Publishes final product for an authentic audience and real-world application** | | **5 Express c > Revision Based on Self-Assessment and Feedback** | **Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary** | | 5 Express c > Revision Based on Self-Assessment and Feedback | Selects and uses multiple strategies to revise own product based on self-assessment, teacher feedback, and peer feedback | | **5 Express d > Academic Integrity** | **Cites all sources used according to standard style formats** | | **5 Express d > Academic Integrity** | **Embeds citations to specific information, visuals, or sound when appropriate** | | 5 Express d > Academic Integrity | Ensures that all completed products are plagiarism-free and all visuals and sound are used within copyright provisions | |

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| **Unit Title**: Feeding forward | | | | |
| **Faculty / Department**: EPQ | **Department / Subject**: Reflect | | **Year Group**: 13 | **Term**: Michaelmas 2 |
| **Overarching Essential Question(s)**:   * How do our past experiences shape our future? * How can I best develop my ability to learn from past experiences? | | **Entry Question:**   * How has my EPQ experience shaped me? Am I the same person that I would have been had I not undertaken an EPQ?   **Topical Essential Question(s)**:   * What would I investigate if I had more time? * If I could start this inquiry all over again, what would I do better? * What are the strengths and weaknesses of my project? * What have I learnt from this inquiry – about my topic, the inquiry process and myself? * What advice would I give to someone in Y12 considering an EPQ? | | |
| **How will we assess/ students demonstrate what they now know and can do**?   * Group discussions * Evidence in Production Log * Evidence in presentation and final report | | **Homework Focus:**   * Complete and submit these Production Log sections   + Summary and reflection | | |
| **Key Sources of Information:**   * Team OneNote and LibGuide * Own inquiry journal * Skills audit completed in first session | | **Which FOSIL skill set(s) does this unit draw on?** (see over) | | |

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| **Which FOSIL skill set(s) does this unit draw on?**   |  |  | | --- | --- | | 6 Reflect a > Assessment of New Learning and Experience of Inquiry | Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc. – with suggestions to self about specific ways to improve in the future | | 6 Reflect b > Personal Strengths and Goals for Improvement in Process and Product | Determines specific actions, skills, or dispositions to develop for more effective learning experiences (both personal and academic) in the future | | 6 Reflect b > Personal Strengths and Goals for Improvement in Process and Product | Determines specific actions, skills, or dispositions to develop for more effective learning experiences (both personal and academic) in the future | | **6 Reflect b > Personal Strengths and Goals for Improvement in Process and Product** | **Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future** | | 6 Reflect c > Recognition of Gaps in Knowledge and New Questions | Recognizes aspects of the topic, related topics, and points of conflicting information or controversy not yet explored and asks new questions that could be pursued through continued personal exploration | |

|  | **Date** | **Term** | **Unit** | **Taught skills session** | **PL deadline** | **Student independent work outside TS sessions** | **Supervisor** |
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| 1 | 14.11.22 | M10 | Connect | Introduce qualification and TT. Skills audit. Begin brainstorm activity. Role of supervisor and co-ordinator. Production log. Journal as a research tool. Introduce Team, OneNote and planning tools. |  | Post-it activity.  (Note: L6 mocks this week) |  |
| 2 | 21.11.22 | M11 | Connect | What makes a good project? Why might some titles not lead to success? Artefacts vs research reports. Connecting with your topic: initial resources (books and databases). Annotated bibliography. Keywording. Start inquiry journal. |  | Explore topic ideas. Choose top 3 ideas, and write ‘pros and cons’ list for each. Make a ‘question web’. Start a research diary?  Keyword mind map  Find some initial resources – subscription databases, books. MOOCs |  |
| 3 | 28.11.22 | M12 | Connect | Health and safety. Risk assessment. Ethics. |  | Read Wellcome Trust. Risk assess ideas. Supervisor application form. |  |
| 4 | 5.12.22 | M13 | Investigate | Types of research. Primary and secondary. Revisit keywording. Locating and working with books |  | Start gathering initial resources. Arrange first meeting with supervisor. | **Supervisor INSET 1** |
| 5 | 12.12.22 | M14 | Investigate | Website and database searching. Keeping records for citing and referencing. |  | Gather resources over holiday | Initial meeting with student to discuss initial ideas |
|  |  |  |  | CHRISTMAS HOLIDAY |  |  |  |
| 6 | 9.01.23 | H1 | Connect | Present initial ideas. Ethics committee. Initial Ideas and Approval Part A section of production log. |  | Arrange meeting with supervisor to discuss initial ideas. |  |
| 7 | 16.01.23 | H2 | Wonder | Creating a working title. What makes a good question? Exploding your question. Initial ideas section of production log. Reintroduction of planning tools. |  | Refine questions and seek resources for Record of Initial Ideas and Approval Part A. |  |
| 8 | 23.01.23 | H3 | Investigate | CRAAP testing. Setting up a source evaluation table. Difference between evaluation, analysis and synthesis. | Record of Initial Ideas (Monday) | Meet with supervisor. Fill in Approval Part A. | Final meeting with student to discuss initial ideas |
| 9 | 30.01.23 | H4 | Connect/ Wonder | Time management and SMART targets. Aims and objectives.  [Arrange separate drop-in session for those making artefacts] | Approval part A (Monday) | Start planning | *PL: Approval part B. Co-ordinator approval part C*  **Supervisor INSET 2: Planning** |
| 10 | 6.02.23 | H6 | Investigate | Notetaking |  | Finalise planning ready for planning review. |  |
| 11 | 13.02.23 | H7 |  | Primary research: interviews, questionnaires etc. |  | Begin Investigate stage of inquiry – starting to make notes and gather information. | Planning Review meeting |
|  |  |  |  | HALF TERM |  |  |  |
| 12 | 27.02.21 | H8 | Express | Citing and referencing and working with sources (part 1) | Planning review (Friday) | Sample source citation assignment. Time to work on individual projects |  |
| 13 | 6.03.23 | H9 | Investigate | Reading academic papers: skimming and scanning |  | Time to work on individual projects |  |

|  | **Date** | **Term** | **Unit** | **Taught skills session** | **PL deadline** | **Student independent work outside TS sessions** | **Supervisor** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 14 | 13.03.23 | H10 | Investigate | Sessions led by student need. Could be targeted at small groups, including further work on:   * Collecting and handling data * Working with data (especially for those who will be gathering significant primary data) * Searching for and evaluating sources/ forward and backward chaining * Working with sources/ notetaking * Organising notes * Refining the question * Developing lines of inquiry * Planning and monitoring * Time management (especially in artefact projects) * Evaluating an artefact |  | Time to work on individual projects |  |
| 15 | 20.03.23 | H11 | Investigate |  | Time to work on individual projects |  |
| 16 | 27.03.23 | H12 | Investigate |  | Time to work on individual projects |  |
| 17 | 03.04.23 | H13 |  | Looking ahead to Mid Project Review. Planning for the holiday. Planning and monitoring check-in. |  | Time to work on individual projects and Feedback presentations |  |
|  |  |  |  | EASTER HOLIDAY |  |  |  |
| 18 | 24.04.23 | T1 | Construct | Feedback presentations. Constructing your ideas. Preparing for Mid-Project Review. What makes a good **title**. |  | Time to work on individual projects |  |
|  | 1.05.23 | T2 Bank holiday |  |  |  | Time to work on individual projects |  |
|  | 8.05.23 | T3 School holiday |  |  |  | Time to work on individual projects |  |
| 19 | 15.05.23 | T4 | Express | Citing and referencing review: writing with sources  (part 2) |  | Time to work on individual projects | **Supervisor INSET 3: MRP** |
| 20 | 22.05.23 | T5 | Express | Academic report writing (including word processing skills). Building an argument. Having a go at Constructing Ideas. |  | Time to work on individual projects |  |
|  | 29.05.23 | T6 Bank Holiday |  | INTERNAL EXAMS? |  | Time to work on individual projects |  |
|  | 05.06.23 | T7 |  | INTERNAL EXAMS?  At school but maybe no meeting |  | [Last year had Maths Studies exam and Sark trip in this week] |  |
| 21 | 12.06.23 | T8 | Construct | Constructing your ideas/ report planning. |  | Interim source comparison chart due | Mid Project Review meeting |
| 22 | 19.06.23 | T9 | Construct | Review: Difference between evaluation, analysis and synthesis. Citing and referencing clinic | Mid project review (Monday) | [Work experience week – might need to rearrange session.] |  |
| 23 | 26.06.23 | T10 | Reflect | Proof reading and editing |  | Time to work on individual projects |  |
| 24 | 03.07.23 | T11 |  | *Session led by student need.* |  | Time to work on individual projects |  |
|  |  |  |  | SUMMER HOLIDAY |  |  |  |
| 25 | 11.09.23 | M1 | Express | Final stretch: intro to PPR and presentation | Draft project (Wednesday) | Arrange PPR meeting with supervisor. | **Supervisor INSET 4: PPR & Presentation** |
| 26 | 18.09.23 | M2 |  | Presentation skills |  | Redrafting & presentation planning. Project Product Review. | Project Product Review meeting |
| 27 | 25.09.23 | M3 | Express | Presentation planning | Project product review  (Monday) | Redrafting & presentation planning | **Supervisor standardisation training (AQA)** |
| 28 | 02.10.23 | M4 | Express | Appropriate evidence for final submission |  | Redrafting & presentation planning |  |
| 29 | 9.10.23 | M5 | Reflect | Reflection and evaluation. Encourage students to look objectively at processes and outcomes.  How can strengths and weaknesses be identified? Refer back to skills audit. |  | Redrafting & presentation planning |  |
| 30 | 16.10.23 | M6 | Express | Presentation practice | Presentation record A (Monday) | Presentation practice and redrafting |  |
|  |  |  |  | HALF TERM |  |  |  |
| 31 | 30.10.23 | M7 | Reflect | Preparation for presentation |  | Summary and reflection. Any final redrafting | *PL: Presentation record B* |
| 32 | 6.11.23 | M8 |  | Final printing party | Summary and reflection (Monday) |  | *Mark project and fill in PL: Record of Marks.* **Internal moderation.** |