



## Curriculum Overview 2025-2026

### Social Science Department – EPQ

Department	Social Sciences
Head of Department	Miss G Muir
Department Members	Mrs N Sterling, Mrs K Elphick, Miss S Canfield, Mrs D Bryton, Mr G Vigeon.
Accommodation and Resources	S1, S2, S3, S4, T1 - laptop/Chromebook trolleys, a developing 'library' of textbooks, journals and original social science studies.

<b>Curriculum Intent</b>	EPQ will develop and extend a student's area of interest into an in-depth project outside of their normal programme of study. Students will learn the fundamentals of academic research alongside practical skills such as, effective referencing and extended writing. This is a process driven qualification where students will develop and apply skills creatively using their own initiative and enterprise better preparing them for the intellectual rigour required in higher education or employment. Students will become effective independent thinkers with strong analytical and evaluative skills alongside the ability to confidently present their research findings to an audience.
--------------------------	--

### Curriculum Implementation

#### Key Stage 5: EPQ

#### What my child will learn in Year 12 or Year 13?

Year 12 / 13	Taught elements:
Curriculum knowledge taught at the start of the course	<ul style="list-style-type: none"> <li>• What is the EPQ?</li> <li>• How to develop ideas for the project?</li> <li>• What makes a good question?</li> <li>• Plagiarism, referencing and bibliography.</li> <li>• How to research.</li> <li>• What makes a good source? – evaluation of sources.</li> <li>• Using Google Scholar.</li> <li>• Ethics in primary research – including risk assessment.</li> <li>• Primary and secondary sources.</li> </ul>
Curriculum knowledge taught at	<ul style="list-style-type: none"> <li>• How to construct surveys and pilot surveys.</li> <li>• How to write professional emails.</li> <li>• How to add references to essays.</li> </ul>



appropriate key points	<ul style="list-style-type: none"> <li>• What makes a good presentation?</li> <li>• How to reflect upon and evaluate your project.</li> </ul>
Previous knowledge recalled	<p><i>Subject to the project that students are undertaking, in which students may utilise prior learning as a basis for their project.</i></p> <p><i>However, there is no requirement for any prior knowledge to be used.</i></p>
New Knowledge	<ul style="list-style-type: none"> <li>• Research skills.</li> <li>• Presentation skills.</li> <li>• Extended writing.</li> <li>• Evaluation of sources.</li> <li>• Critical analysis of information.</li> <li>• Referencing.</li> </ul> <p>Content knowledge varies from project to project dependent on what project students decide to undertake.</p>
Key Knowledge Assessment	<p>A terminal assessment – is holistic across 4 assessment objectives. Evidence for marking can come from any part of the project. There is no formative assessment.</p> <p>The project will consist of the ‘product’ (essay or artefact with an essay), the production log, evidence of the presentation, planning documentation, and evidence of research. The essay should be around 5,000 words (or 1,000 words if accompanying an artefact).</p>
Links to literacy and numeracy	<p>Extended writing piece developing students’ literacy skills.</p> <p>Extensive secondary research which is likely to include academic and complex literature – analysing qualitative and quantitative data.</p> <p>Students may engage in primary research which includes analysis of data.</p>
Links to careers/aspirations	<p>The project can strongly link with university aspirations and university subject choices – often students may choose a topic for their project that aligns with their chosen subject of study or future career path.</p> <p>Students develop essential skills in researching and engaging in extended writing which are essential skills for future aspirations and employment.</p>
Link to Fulston Family values	<p><b>Fortitude:</b> it requires sustained effort to produce all elements of the project and students will overcome significant barriers.</p> <p><b>Ambition:</b> the course relies on students’ ability to self-manage and set high targets and goals in which students initially set their own research question to drive their project forward.</p> <p><b>Mindful:</b> conducting an EPQ can be very challenging for many students who are not used to self-managing their own work, in such an intensive way. Students need to be mindful of their own strengths and limitations in order to successfully navigate their way through project completion.</p> <p><b>Integrity:</b> students have to put aside their own bias and preconceptions in order to remain objective when researching and using evidence throughout the project.</p> <p><b>Leadership:</b> students are required to exercise self-management and lead their own learning and progress.</p> <p><b>Young citizen:</b> many students will choose topics which address relevant and topical issues currently being faced by society, demonstrating an inquisitive, thought-provoking nature to their studies. Some students will be seeking to find solutions to these issues faced by society.</p>