



Learning Aims and Curriculum Intent

Content - Each student in Year 10 completes an independent research project on any topic of their choosing. The project has 3 elements: the project outcome, the production log and the presentation. The outcome may take the form of an extended academic essay (2000 words) or a performance/ artefact accompanied by a research-based written report. The production log documents the processes of planning, researching, decision making and reviewing throughout the project journey. The presentation is delivered at the end of the process and students present their research findings and personal reflections on their project development and implementation. Students have one lesson a week with a project supervisor who teaches the skills needed for a successful project and who provides individual feedback and support to students throughout the process. Projects are completed in Year 10 and submitted in the first week of Year 11.

The HPQ allows students to extend their learning beyond the GCSE syllabus and develop transferable independent learning and project management skills.

Skills - All students complete a course of taught skills, with lessons covering: assessing the feasibility of project ideas, developing titles and aims, academic research methods (including the selection and evaluation of reliable academic sources, how to use libraries, the value of primary research), effective note-taking, academic referencing, compiling a bibliography, applying research to address a question, academic essay writing (structure and style), presentation skills and self-evaluation.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<ul style="list-style-type: none"> What is the HPQ? <ul style="list-style-type: none"> What is its value? How is it assessed? What makes a successful HPQ? <ul style="list-style-type: none"> What topics have potential for an academic research project? What common mistakes can be avoided? What are the features of a strong HPQ title? What is the production log? What are the features of an excellent production log? How should the HPQ be researched? <ul style="list-style-type: none"> What is the difference between primary and secondary research? What is the value of each? What types of source can be used for the HPQ? How should the reliability of sources be evaluated? How can I make good use of the School Library? What are different methods of primary research? How can primary research be carried out effectively, safely and ethically? What is effective notetaking? <ul style="list-style-type: none"> What is the different between passive and active reading? How can effective note-taking help to avoid plagiarism? What note-taking structures might work for me? E.g. Cornell method, using proforma, mind mapping. 	Assessing the feasibility of project ideas Developing successful titles and aims Academic research methods (including the selection and evaluation of reliable academic sources, how to use libraries, the value of primary research) Effective notetaking	Review meeting to discuss initial ideas completed by student and supervisor Project proposals are submitted and feedback is provided by both the supervisor and project qualifications coordinator
Lent	<ul style="list-style-type: none"> How should I reference my research? <ul style="list-style-type: none"> What information from research needs to be referenced? How should I reference my sources? What are footnotes? What are in-text citations? What information should be included in a bibliography? How should a bibliography be formatted? How can online tools be used to support academic referencing and bibliography compilation? How should academic research reports (including those to accompany artefacts/ performances) be written? <ul style="list-style-type: none"> How should a formal research report be structured? What makes a successful introduction/paragraph/ subsection/ conclusion? What is an appendix? How should evaluation be integrated into a written report? What are the features of successful academic writing? What is the difference between descriptive writing and analytical writing? How should research be applied to meet project aims? How should quotes be used? 	Academic referencing Compiling a bibliography Academic essay writing (structure and style) Writing evaluatively and analytically	Planning reviews are carried out by the student and supervisor (Lent 1) Mid-project reviews are carried out by the student and supervisor (Lent 2) Plans submitted for feedback

Trinity	<ul style="list-style-type: none"> • First drafts are submitted, and students have one to one feedback meetings with supervisors, focusing on how they can improve their work through reviewing and redrafting. • What makes a successful HPQ presentation? <ul style="list-style-type: none"> ○ What are the requirements of an HPQ presentation? ○ What makes a good presenter? ○ How can I learn from my previous presenting experience when planning the HPQ presentation? What techniques can be used to overcome nerves? ○ How should audience questions be handled? ○ How can presentation software be used effectively? • What is effective self-evaluation? <ul style="list-style-type: none"> ○ How should I evaluate my strengths and weaknesses as a learner from across the project journey? ○ How should I evaluate the strengths and weaknesses of my project outcome? ○ What have I learned through completing the HPQ that will benefit me in the future? What would I do differently if I could repeat the process? 	<p>Review and redrafting</p> <p>Presentation skills</p> <p>Self-evaluation.</p>	<p>First drafts submitted for feedback and 'project product reviews' are carried out by the student and supervisor</p> <p>Students deliver practice presentations on their research findings and reflections on learning at the first draft stage</p> <p>(Final presentations are delivered and final projects are submitted to be assessed by the supervisor at the beginning of the Michaelmas term of Year 11)</p>
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Examples of Homework	<p>Homework is largely independent project work and students are encouraged to develop their own aims, objectives and time-management plans for each term.</p> <p>Set homework tasks include:</p> <ul style="list-style-type: none"> - Putting together a project proposal to demonstrate the feasibility of the project and the selection of a range of relevant and academically appropriate sources - Producing a project plan - Writing a first draft - Preparing a presentation to review progress and learning after writing the first draft 	
Key terminology	'SMART' targets; Primary/ Secondary research; Analysis; Citation; Referencing; Bibliography; Source evaluation	
Super-curricular enrichment and scholarly extension	<p>Read</p> <p><u>To get ideas for your project/ carry out research:</u> The Day; Issues Online; Britannica School; Hodder Review Magazines; Global Issues: Gale in Context; InfoTrac Custom Newspapers</p> <p><u>To learn about academic writing and managing projects:</u> 'How to Write What You Want to Say' Hipwell (2015), <i>Pocket Study Skills</i> guides to: 'Time Management', 'Doing Research', 'Reading and Making Notes', 'Planning your Essay', 'Getting Critical', 'Brilliant Writing Tips for Students' (all available in the Martin Centre)</p> <p>Watch: Using the Library for your Project Qualifications (video series on SharePoint)</p> <p>Visit: The Martin Centre – both the online and the physical library.</p> <p>Relevant lectures and museum exhibitions across London – depending on what your chosen topic is, you should be able to find something relevant: https://lectures.london/ https://www.timeout.com/london/attractions/top-london-museums https://www.britishmuseum.org/ https://www.sciencemuseum.org.uk/home https://www.iwm.org.uk/</p>	
Useful websites	Martin Centre Project Qualifications page: https://library.forest.org.uk/oliver/learnpath/guide/ProjectQualifications	
Who can I contact?	Head of Department	Ms Emily Newman EEN@forest.org.uk
	Teachers	