Progression Grids are skills based to allow P4C to be linked to concepts, issues and questions that arise as a result of topics studied across our curriculum.

Ground rules for all year groups linked to 4Cs – caring, collaborative, critical and creative – and negotiated with pupils to ensure ownership and age-appropriateness.

All classes to have an area which displays P4C and the 4Cs.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Negotiate simple ground rules for listening to others	Verbalise own thoughts 'I think/like/dislike'	Verbalise own thoughts 'I think/like/dislike' Take turns to speak	Verbalise own thoughts 'I think/like/dislike' Take turns to speak Listen to others	Verbalise own thoughts 'I think/like/dislike' Take turns to speak Listen to others Understand others have different ideas	Verbalise own thoughts 'I think/like/dislike' Take turns to speak Listen to others Understand others have different ideas Participate in a Community of Enquiry of 4 – 6 children
Reception	Negotiate simple ground rules for listening to others Verbalise own thoughts 'I think/like/dislike' Take turns to speak Listen to others Understand others have different ideas Participate in a Community of Enquiry of 4 – 6 children	Listening Asking 'I wonder' questions	Listening Asking 'I wonder' questions Giving responses using 'because'	Listening Asking 'I wonder' questions Giving responses using 'I agree because', and 'I disagree because'	Listening Asking 'I wonder' questions Giving responses using 'I agree because', and 'I disagree because' Giving examples	Consolidate Listening Asking 'I wonder' questions Giving responses using 'I agree because', and 'I disagree because' Giving examples
Year 1	Revisit simple ground rules for enquiry Listening Asking 'I wonder' questions Giving responses using 'I agree because', and 'I disagree because' Giving examples	Introduce philosophical concepts (or big ideas) The difference between questions and statements	Introduce concepts The difference between questions and statements Building on ideas	The difference between questions and statements Building on ideas Concept lines (see SAPERE Moving On Guide p11) Imagining	The difference between questions and statements Building on ideas Concept lines Imagining Reflecting	The difference between questions and statements Building on ideas Concept lines Imagining Reflecting

						Summarising thoughts at final words
Year 2	Revisit negotiating ground rules for an enquiry The difference between questions and statements Building on ideas Imagining Reflecting Concept lines Summarising thoughts at final words	Open and closed questions- begin to use Question Quadrant (Level 1 handbook p38)	Open and closed questions- begin to use Concept lines Question Quadrant	Open and closed questions- begin to use Concept lines Question Quadrant Finding and giving clarification to ideas	Open and closed questions- begin to use Concept lines Question Quadrant Identifying concept from stimuli Finding and giving clarification to ideas Explaining views	Open and closed questions- use Concept lines Question Quadrant Identifying concept from stimuli Finding and giving clarification to ideas & examples Explaining views Making connections Reviewing individual and class progress: caring and collaborative process
Year 3	Revisit negotiating ground rules for an enquiry Open and closed questions - use Concept lines Question Quadrant Identifying concept from stimuli Finding and giving clarification to ideas & examples Explaining views Making connections Reviewing individual and class progress: caring and collaborative process	Open and closed questions - use Concept lines Question Quadrant Colliding concepts Asking Socratic questions (open procedural) - use Question prompts (Level 1 handbook p35)	Open and closed questions - use Concept lines Question Quadrant Colliding concepts Asking Socratic questions (open procedural) - use Q prompts Understanding what caring thinking looks like in practice and demonstrate this through enquiry	Open and closed questions - use Concept lines Question Quadrant Colliding concepts Asking Socratic questions (open procedural) - use Q prompts Understanding what collaborative thinking looks like in practice, and demonstrate this through enquiry	Open and closed questions - use Concept lines Question Quadrant Colliding concepts Asking Socratic questions (open procedural) - use Q prompts Understanding what critical thinking looks like in practice, and demonstrate this through enquiry	Open and closed questions - use Concept lines Question Quadrant Colliding concepts Asking Socratic questions (open procedural) - use Q prompts Understanding what creative thinking looks like in practice, and demonstrate this through enquiry Reviewing individual and class progress - critical and creative process

Year 4	Revisit negotiating	Concept lines	Concept lines	Concept lines	Concept lines	Concept lines
	ground rules for an	Colliding concepts	Colliding concepts	Colliding concepts	Colliding concepts	Colliding concepts
	enquiry	Question Quadrant	Question Quadrant	Question Quadrant	Question Quadrant	Question Quadrant
	Understanding what 4C	Children begin to record	Children begin to	Children begin to	Children begin to	Children begin to
	thinking looks like in	concepts that have been	record concepts that	record concepts that	record concepts that	record concepts that
	practice, and	explored.	have been explored.	have been explored.	have been explored.	have been explored.
	demonstrate all 4	Focus on first and final	Focus on first and	Focus on first and	Focus on first and	Focus on first and
	through enquiry	words and how thinking	final words and how	final words and how	final words and how	final words and how
	Reviewing individual	has changed and	thinking has changed	thinking has changed	thinking has changed	thinking has changed
	and class progress –	developed between the	between the two	between the two	between the two.	between the two
	critical and creative	two.	Ensuring the	Ensuring the	Ensuring the	Ensuring the
	process		community is	community is	community is	community is
	Concept lines		purposeful - pushing	purposeful - pushing	purposeful - pushing	purposeful - pushing
	Colliding concepts		for decisions about	for decisions about	for decisions about	for decisions about
	Question Quadrant		what to think,	what to think,	what to think,	what to think,
	Children begin to record		and what to do	and what to do	and what to do	and what to do
	concepts that have			Find alternative	Find alternative	Find alternative
	been explored.			possibilities	possibilities	possibilities
					Make links with real	Make links with real
					life	life
						Setting own class 4C
						focus and reviewing
						progress with pupil
						feedback
Year 5	Revisit negotiating	Question Quadrant	Question Quadrant	Question Quadrant	Question Quadrant	Question Quadrant
	ground rules for an	SPEC Quadrant	SPEC Quadrant	SPEC Quadrant	SPEC Quadrant	SPEC Quadrant
	enquiry	Concept lines	Concept lines	Concept lines	Concept lines	Concept lines
	Focus on first and final	Colliding concepts	Colliding concepts	Colliding concepts	Colliding concepts	Colliding concepts
	words and how thinking	Suggest conclusions or	Suggest conclusions	Suggest conclusions	Suggest conclusions	Suggest conclusions
	has changed between	lessons that might be	or lessons that might	or lessons that might	or lessons that might	or lessons that might
	the two	drawn	be drawn.	be drawn.	be drawn.	be drawn.
	Ensuring the					
	community is		Develop appropriate	Develop appropriate	Develop appropriate	Develop appropriate
	purposeful - pushing for		scepticism -	scepticism -	scepticism -	scepticism -
	decisions about what to		examining the truth	examining the truth	examining the truth	examining the truth
	think,		of what is said,	of what is said: -	of what is said,	of what is said,
	and what to do		questioning evidence,	challenging	questioning evidence,	questioning evidence,
				assumptions.		

poss Mak Setti focu prog feed Que SPEC Conc Colli Child	I alternative sibilities see links with real life ing own class 4C us and reviewing gress with pupil dback estion Quadrant C Quadrant cept lines iding concepts dren to record cepts that have n explored.			Children to devise evaluation activity to assess progress (based on the 4Cs) within an enquiry (use for review and reflection in own class)	challenging assumptions. Children to devise evaluation activity to assess progress (based on the 4Cs) within an enquiry (use for review and reflection in own class and other classes)	challenging assumptions. Effective reviewing of the enquiry process - make decisions on how the enquiry could be improved, and plan accordingly (children asked to suggest stimuli and foci).
groud enque Sugge less of draw Deve scep the test of the endue said, evid assured the endue specific the endue specific conditions of the endue specific conditions o	gest conclusions or ons that might be	Question Quadrant SPEC Quadrant Concept lines Colliding concepts Children monitor and track progress of enquiry Identify which concepts were explored through the enquiry (one child may map concepts)	Question Quadrant SPEC Quadrant Concept lines Colliding concepts Children monitor and track progress of enquiry Identify which concepts were explored through the enquiry Justify opinions with reason and evidence	Question Quadrant SPEC Quadrant Concept lines Colliding concepts Children monitor and track progress of enquiry Identify which concepts were explored through the enquiry Justify opinions with reason and evidence Plan and set own P4C stimuli for enquiry	Question Quadrant SPEC Quadrant Concept lines Colliding concepts Children monitor and track progress of enquiry Identify which concepts were explored through the enquiry Justify opinions with reason and evidence Children to move towards facilitating own small group enquiry sessions	Question Quadrant SPEC Quadrant Concept lines Colliding concepts Children monitor and track progress of enquiry Identify which concepts were explored through the enquiry Justify opinions with reason and evidence Children to facilitate enquiries in classes across school Enrichment: Introduce strands of academic philosophy – Logic, ethics, epistemology, political philosophy, aesthetics (Level 1

			handbook p97) – are
			all strands regularly
			explored in P4C?