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

	Find alternative possibilities Make links with real life Setting own class 4C focus and reviewing progress with pupil feedback **Question Quadrant** **SPEC Quadrant** **Concept lines** **Colliding concepts** Children to record concepts that have been 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).*
Year 6	Revisit negotiating ground rules for an enquiry Suggest conclusions or lessons that might be drawn Develop appropriate scepticism - examining the truth of what is said, questioning evidence, challenging assumptions Effective reviewing of the enquiry process - How can it be improved? **Question Quadrant** **SPEC Quadrant** **Concept lines** **Colliding concepts**	**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?