Skills Progression P4C

Ss. Peter and Paul Catholic Primary School

	Autumn Term	Spring Term	Summer Term	End of Year Achievements relating to 4Cs
• Year 1	• General introduction to P4C enquiries. • Setting ground rules. • Understanding what makes a philosophical question. • Introducing Philosophy Journals	• Starting to understand the 'bigger idea' behind a stimulus • Concept builder activities and concept collisions. • Starting to formulate own philosophical questions.	• Active listening • Taking turns by building on previous speaker. • Starting to give reasons	Caring: • I can show interest when other children are talking • I can give my full attention to whoever is talking Critical: • I can give reasons for my ideas
• Year 2	• Being familiar with the order of a full enquiry. • Identifying concepts from the stimulus	• Introducing 4 C language. • Moving questions away from stimulus. • Starting to ask	• Starting to review individual and class progress- Critical and creative • Starting to link	Critical: • I can disagree with others and say why • I can question other children if I don't understand • I can give an

	• Starting to ask open questions that then can be turned into philosophical questions.	different types of questions	questions to own experiences. • Responding to each other's ideas.	example to support my ideas. **Collaborative** • I can take turns speaking with others
• Year 3	• Encouraging active listening and turn taking. • Making links with real life other than own experience.	• Looking more closely at concepts. Identifying different aspects of a concept and moving away from relating back to stimulus.	• Understanding collaborative thinking during an enquiry. • Looking at building blocks. • Evaluating enquiry as a class looking at 4C's • Listening with care and respect. • Trying to understand someone else's viewpoint.	**Collaborative** • I can see something from someone else's point of view • I can build on someone else's idea • I can share my knowledge, experience and feelings with other children
• Year 4	• Concept stretching. • Introducing the language of	• Setting own class 4C focus and reviewing progress.	• Looking for examples to support an idea. • identifying	**Caring** • I can respond sensitively in a caring way to other

			assumptions. • Suggesting criteria	children's comments
• Year 5	• Concept stretching. looking for concepts and important words in questions.	• Building the community of enquiry- What is still missing? What can we do differently?	• Asking philosophical questions with greater clarity. • Understanding basic logic and reasoning. • Justifying opinion with reason and evidence	Creative • I can make connections between ideas • I can suggest new ideas Caring • I can value someone else's idea even if I don't agree with them
• Year 6	• Using the question the question technique to identify concepts, assumptions, interpretations. • Refining the P4C question as a class.	• Evaluating the 4C's progress • Identifying and recording the progress of an enquiry.	• Interrogating an idea more deeply. • Being able to self-reflect and review whole class progress. • Pupils facilitating the enquiry.	Creative: • I can think of different answers to the same question • I can give other points of view