Progression for Philosophy

Big Ideas	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning	-Understand what a question is -Ask a simple question	-Begin to show a willingness to ask questions in many situations.	-Show a willingness to ask questions in many situations.	-Begin to ask and answer questions with opinions/views that are relevant.	-Ask and answer questions with opinions/views that are relevant.	-Ask and answer reflective, relevant questions.	Ask and answer reflective, relevant questions of increasing depth and/or complexity.
	-Ask questions to clarify their understanding (ELG)	-Ask questions that start with where and when	-Ask questions that start with who, where and when	-Ask questions that begin with what if, why or how.	-Identify the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective.	-Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective.	-Use different question types to provoke debates and challenge ideas (devil's advocate) -Use a range of question types in discussion and conversation.
	-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate (ELG -Express their ideas and feelings about their experiences (ELG)	-Answer questions asked about themselves	-Answer questions asked about things that they are familiar with.	-Find different ways to answer questions we do not know the answer to.			
Reasoning, analysing and evaluating	-Express their ideas and feelings about their experiences (ELG)	-Seek out others to share experiences.	-Explain thoughts to a group.	-Use precise language to explain what they think.	-Begin to make choices and decisions and explain why they have made that decision.	-Explain what the consequences of an action might be.	-Explain what the consequences of an action might be, based on practical experiences and activities. Understand appropriate consequences for actions.
	- Offer explanations for why things might happen (ELG)	-Predict what they think will happen	-Predict what they think will happen and explain why then think this making links.	-Predict what they think will happen and compare this to what did actually happen.			

	- Participate in small group, class and one-to-one discussions, offering their own ideas (ELG)	-Give an opinion when discussing different topics.	-Justify an opinion by giving reasons.	-Justify an opinion by giving reasons and evidence. .	-Begin to disagree politely with peers -Begin to reach agreement in a group.	-Present a well-structured, persuasive argument for your opinion including reasons and evidence. -Disagree politely with peers -Reach agreement in a group.	-Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group. - Successfully counter another argument during a debate or discussion.
	-Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher (ELG)	-Understand some techniques used when speaking Eg. -speak clearly -build on evidence -relevant information -turn taking -A, B, C	-Understand the different techniques used when speaking Eg. -speak clearly -build on evidence -relevant information -turn taking -A, B, C	-Analyse and evaluate techniques Eg. -speak clearly -build on evidence -relevant information -turn taking -A, B, C -Use different techniques that engage the listener	-Use and analyse different techniques Eg. -speak clearly -build on evidence -relevant information -turn taking -A, B, C -Analyse techniques that engage the listener	-Use different techniques previously taught when debating -Consider, evaluate and build on different viewpoints during debates and discussions.	-Present a well-structured, persuasive argument including reasons and evidence. -Consider, evaluate and build on different viewpoints during debates and discussions.
Listening and expressing ideas	-Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions (ELG)	-Listen and follow instructions accurately. - express thoughts.	-Begin to listen to others opinions and respond appropriately. -Speak clearly when expressing thoughts.	-Listen to others opinions and respond appropriately. -Describe an incident clearly. -Speak clearly when expressing thoughts and take turns in a group.	-Hold a conversation with peers and adults. -Listen with sustained concentration. -Use gesture to support talk. -Agree and disagree constructively with others' views.	-Hold a conversation with peers and adults. -Use eye contact and body language to communicate. -Agree and disagree constructively with others' views.	-Hold a conversation with peers and adults. -Use eye contact and body language to communicate. -Use language fluidly to speculate, hypothesise, imagine and explore ideas.
	-Hold conversations when engaged in back and forth exchanges with their teacher and peers.(ELG) -Ensure all group members have a turn.	-Ensure all group members have a turn. -Keep on topic during discussion. -Know how to find out more about something	-Be able to extract key points when listening to an adult. -Locate and organise information from a wide	-Be able to extract key points when listening to an adult and comment constructively after listening. -Plan and deliver a presentation using information found from a	-Extract key points when listening to an adult and ask relevant questions after listening. -Plan and deliver a presentation with information from a wide	-Extract key points when listening to an adult and ask relevant questions after listening to build understanding. -Undertake an efficient search for information and draw on alternative	

	-Ask questions to clarify their understanding (ELG)			range of sources including book-based and ICT.	wide range of sources including book-based and ICT.	range of sources including book-based and ICT. with an 'attention grabbing' opening and a satisfying conclusion.	strategies if a search fails. Present a balanced argument for using the information found to support your decisions. -Explain how a given variable affected a situation or test.
	-Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG)	-Speak fluently in sentences and without hesitation.	-Articulate clearly and project the voice.	-Give and justify an opinion in an appropriate manner.	- Use formal/informal registers when appropriate	-Identify and adopt the features of formal register -Use inclusion techniques in a group e.g. questions, eye contact, people's names	-Identify and adopt the features of formal register -Use inclusion techniques in a group e.g. questions, eye contact, people's names -Successfully counter another argument during a debate or discussion
						-Make notes when listening.	-Take different roles in groups e.g. leader, reporter, scribe, mentor
Creative thinking	-Invent, adapt and recount narratives and stories with peers and their teacher.(ELG) -Make use of props and materials when role playing characters in narratives and stories (ELG)	-Respond to other characters in role. -Pretend to be a character, showing feelings through words and action.	-Use imagination to think of ideas for different activities e.g. stories, dance, and painting.	-Create atmosphere through the use of voice and movement. -Use discussion to organise roles within a group.	-Discover and make connections by recognising patterns and relationships. -Use discussion to organise roles within a group.	-Discover and make connections by recognising patterns and relationships and use findings flexibly. -Speculate about possibilities and their subsequent consequences.	-Be prepared to take risks, and can keep an open mind, adapting, reviewing and modifying ideas to achieve creative results. -Create original and often unexpected outcomes or ideas which are purposeful as well as imaginative.
	-Offer explanations for what might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)	-Discover and make connections through first-hand experience	-Build on initial ideas. -Give more than one possibility of what might be.	-Explore a range of ideas and possibilities.	-Speculate about possible outcomes. -Suggest ways to develop and adapt their ideas. -Explore and adapt ideas to achieve the purpose.	-Challenge conventions and their own and others' assumptions. -Reflect critically on ideas and outcomes.	-Successfully counter another argument during a debate or discussion.