

## P4C Whole School Curriculum Map

### Autumn One

Year Group	Concept/Curriculum link	P4C Skills	Stimulus	Steps/Activity
Nursery	<p>Lesson 1 Concept collision Concept – love, special.</p> <p>CL – Communication and Language (C&amp;L)</p> <p>Lesson 2 Concept – same / different</p> <p>CL – C&amp;L, Personal, social &amp; emotional development (PSED)</p> <p>Lesson 3 Big Ideas Concept – friendship, kindness, sharing, turn-taking.</p> <p>CL- C&amp;L, PSED, PSHE Lesson 4</p>	Negotiating simple ground rules for listening to others.	<p>What's the Big Idea –Love? Individual pictures of a doll, car, cupcake, ice-cream.</p> <p>Stories of Elmer by David McKee Or YouTube video –Lambs <a href="https://www.youtube.com/watch=9Hq9rf0XgrI">https://www.youtube.com/watch=9Hq9rf0XgrI</a> What does it mean to be different?</p> <p>Picture of a group of friends playing with toys. A story that might have a character left out.</p> <p>Video - Wash your hands children's song:</p>	<p>Children stand next to the picture they really like / prefer. How does the child react? Questions – What do you like and why? What do you not like and why? Why do you like one more than the other? Can children give reasons?</p> <p>Read story or watch the video clip. What does it mean to be different? Qs – Are we all the same? What makes us different? Is it okay for the lamb to be different from its parents? Can children identify their physical features – similarities / differences?</p> <p>Qs- What is a friend? Is it okay to play with your favourite toy in school and not share it with others? Is it acceptable to leave someone out of a game?</p> <p>Watch video, Teacher can discuss scenario of going to the toilet then coming out</p>

	<p>Concept – cleanliness, hygiene, health, germs.</p> <p>CL – C&amp;L, PSHE, Physical development/ education.</p> <p>Lesson 5 Concept – stranger, kindness, danger, discrimination, equality, fairness, differences.</p> <p>CL – C&amp;L, PSED, Understanding the world.</p> <p>Lesson 6 Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others</p>		<p><a href="https://www.youtube.com/watch=evXG5HuwIn0">https://www.youtube.com/watch=evXG5HuwIn0</a></p> <p>Large drawing of a monster (draw a monster that is not scary or friendly looking, no teeth showing, three arms, 4 legs and a tail).</p>	<p>without washing our hands and then eating lunch. Qs -Is it bad if we don't wash our hands? Can we hurt ourselves by not washing our hands? Can we hurt others by not washing our hands? Can children give reasons why we must wash our hands?</p> <p>Teacher explains to the children they have a difficult decision to make - They met a monster who asked if they could come to the nursery tomorrow. Children vote by standing up or sitting down if monster can attend nursery. Q – Should we judge from appearance only? First words – share reasons and give reasons why. What would be good things / bad things about having a monster in school? Last words – has anyone changed their minds?</p>
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	and the wider world around them (SMSC link).			
Reception	<p>Lesson 1 What's the Big Idea – Love</p> <p>Concepts – Love, special, importance.</p> <p>CL – C&amp;L, PSHE</p> <p>Lesson 2 Concepts – brave, managing change.</p> <p>CL – C&amp;L, PSHE</p> <p>Lesson 3 Concepts – same, different.</p> <p>CL- C&amp;L, PSHE</p> <p>Lesson 4 Concepts – Differences, individuality.</p>	<p>Negotiating simple ground rules for verbalising own thought 'I think/like/dislike'.</p> <p>Take turns to speak</p> <p>Listen to others</p> <p>Understand others have different ideas Participate in a community of enquiry for half of the class at a time (up to 15 children).</p>	<p>Story 'Guess How Much I Love You' by Sam McBratney.</p> <p><a href="https://www.youtube.com/watch=OCoTOhwqmFY">https://www.youtube.com/watch=OCoTOhwqmFY</a></p> <p>Wolfgang Stories (feelbrave.com) <a href="https://www.youtube.com/watch=Z2593x-H3xQ">https://www.youtube.com/watch=Z2593x-H3xQ</a></p> <p>Stories of Elmer by David McKee</p> <p>Frog is Frog by Max Velthujs <a href="https://www.google.com/search?q=frog+is+frog&amp;rlz=1C1GGRV_enGB847GB">https://www.google.com/search?q=frog+is+frog&amp;rlz=1C1GGRV_enGB847GB</a></p>	<p>Philosophical enquiry questions through concept collision: What can you love? What do you like? Can you love those things/ people a lot or a bit?</p> <p>Qs – Is it bad if the world changes? Is the spider right when she says it is helpful to cry? Is the Grand wolf really there?</p> <p>Qs - Are the elephants the same? Or are they different? In what way are they the same / different? Is Elmer the same as the other elephants? Is Elmer an Elephant? Is it okay to be different? Is Elmer happy to be different / the same?</p> <p>Activity – signs for sorting information for Frog / Duck / Rat Sort under the animal after watching the video:</p>

	<p>CL – C&amp;L, Understanding the world.</p> <p>Lesson 5 What’s The Big Idea – Pets Concepts – care for, protect, responsibility, animals, humans.</p> <p>CL- C&amp;L, PSED, Understanding the world.</p> <p>Lesson 6 Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link)</p>		<p><a href="https://chrome..69i57j46j0i22i3018.3770j0j15&amp;sourceid=chrome&amp;ie=UTF-8&amp;safe=active&amp;ssui=on">847&amp;oq=frog+is+frog&amp;ags=chrome..69i57j46j0i22i3018.3770j0j15&amp;sourceid=chrome&amp;ie=UTF-8&amp;safe=active&amp;ssui=on</a></p> <p>What’s the Big Idea – Pets Pictures of different household pets. Story – Spot the dog.</p>	<p>Swim, jump, is green, not white, can’t fly, doesn’t have wings, wants wings, can’t bake, can’t read, is white, isn’t green, can fly, has wings, can fish, makes things, plays the violin.</p> <p>Qs – Can frog do everything? Can anybody do everything?</p> <p>What makes a pet? What is a pet? Can any animal be a pet? Concept collision: Can an elephant or a cheetah be a pet? Are animals good pets and are humans like pets? Should humans be pets? Can humans be good pets?</p>
Year One	Lesson 1 Concept collision humans and animals.	Revisit simple ground rules for enquiry, Listening Asking ‘I wonder’ questions.	Picture of a herd of elephants and a family around the dinner table.	Sort out – think, eat, sleep, swim, love, feel sadness, feel pain, communicate, fly etc.

	<p>Concepts – similar, different, animal, human, equal, love, feelings, communications. CL – Science</p> <p>Lesson 2 What’s The Big Idea – Old</p> <p>Concepts – age, young, old, change, life, responsibility, caring, playing.</p> <p>CL – Science, History, PSHE</p> <p>Lesson 3 Adult-Child concept collision Concepts – responsibility, caring, age, life, nurture.</p> <p>CL – PSHE</p> <p>Lesson 4 Concept line agree/ disagree</p> <p>Follow-up question for discussion – Should children be in charge? What of? What would the consequences be?</p> <p>Lesson 5</p>	<p>Giving responses using ‘I agree because’ and ‘I disagree because’. Value a range of different ideas – giving examples. Community of enquiry for whole class of children.</p>	<p><a href="https://www.bbc.co.uk/cbeebies/watch/whats-the-big-idea-old">https://www.bbc.co.uk/cbeebies/watch/whats-the-big-idea-old</a></p> <p>Picture of an adult at work, picture of a child playing in the park.</p> <p>It is more fun to be young. Older people have more freedom. Children should be in charge.</p>	<p>Enquire into Hugo’s question – What does it mean to be old?</p> <p>Sort out – drive, marry, play, cry, learn, work, buy a house, cook, eat sweets, is cared for, looks after themselves.</p> <p>Discussion – children write I agree/ I disagree because – hand out to indicate that the child wishes to be chosen to speak. They start I agree or I disagree because...</p>
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	<p>Philosophical enquiry</p> <p>Concepts – safety, risk, danger, help, emergency, pain, injury.</p> <p>CL – PSHE</p> <p>Lesson 6 Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them. (SMSC link)</p>		<p>Image of injured Kermit (<a href="https://pixabay.com/photos/kermit-injured-patch-association-2001219/">https://pixabay.com/photos/kermit-injured-patch-association-2001219/</a>)</p> <p>-</p>	<p>Discussion after looking at stimulus. Mind-map philosophical question based on concepts.</p>
Year Two	<p>Lesson 1 Let nature Sing The RSPB</p> <p>Concepts – love, family, protect, safe, food, nature, animals. CL – Science, Geography, PSHE</p> <p>Lesson 2</p> <p>Concepts – environment, human responsibility, protection, animals, nature, sustainability, choices, music.</p>	<p>Revisit negotiating ground rules for enquiry. The difference between questions and statements. Building on ideas. Imagining Reflecting Concept lines Summarising thoughts at final words.</p>	<p>Let Nature Sing The RSPB (<a href="https://youtu.be/Ge-cYtK8QwI">https://youtu.be/Ge-cYtK8QwI</a>)</p> <p>Continuation from lesson 1.</p>	<p>Identify key concepts from the song (can use concept light-bulbs and select relevant concepts).</p> <p>Generate questions based on concepts and select a question for dialogue. Carry the following question to the following week.</p> <p>Dialogue around the chosen question from the previous week.</p> <p>Possible questions – Do we have responsibility for other living things? Are humans more important than animals? Why do we harm the environment?</p>

	<p>CL - Science, Geography, PSHE</p> <p>Lesson 3 Owl video</p> <p>Concepts – home, satisfaction, change, journeys land, migration, animals, nature, environment, sustainability, choices, difference, friendship, belonging, family.</p> <p>CL – Science, geography, PSHE</p> <p>Lesson 4</p> <p>Concepts – equality, humans, animals, feelings, helping, kindness, caring, hygiene, environment.</p> <p>CL – Science, Geography, PSHE</p> <p>Lesson 5</p>		<p>This is Owl Video (<a href="https://www.youtube.com/watch=9qzvWH8Y9P8">https://www.youtube.com/watch=9qzvWH8Y9P8</a>)</p> <p>Concept continuum Agree/Disagree</p>	<p>Formulate philosophical question based on concepts from the story.</p> <p>Possible Qs: What makes a home? Do we need friends? Is it good to be alone? Are adventures are always fun?</p> <p>Share statements and children stand on the continuum according to their own response.</p> <p>It is just as important to help animals in our community as to help people. Keeping our community clean is as important as keeping our body clean. Animals have feelings.</p> <p>Teacher challenges children to give reasons for where they are standing using Socratic questions (p25 of SAPERE Level 1 handbook)</p>
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	<p>Philosophical enquiry</p> <p>Concepts – risk, challenge, danger, environment, achievement, skill.</p> <p>CL – Science, Geography, PSHE</p> <p>Lesson 6 Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link)</p>		<p>Mount Everest Image</p> <p><a href="https://pixabay.com/photos/mount-everest-mountains-winter-snow-89590/">(https://pixabay.com/photos/mount-everest-mountains-winter-snow-89590/)</a></p>	<p>Possible Qs: Should we take a risk even if it is dangerous? Is it good to set ourselves a challenge? Should we give up if something is too difficult?</p>
Year Three	<p>Lesson 1 Concept continuum Agree/Disagree</p> <p>Concept – age, old, wisdom, experience, knowledge.</p> <p>CL – history, PSHE</p>	<p>Revisit negotiating ground rules for an enquiry. Concept lines</p> <p>Colliding concepts Identifying concept from stimuli. Finding and giving clarification to ideas –examples. Explaining views Making connections Reviewing individual and community progress linked to the 4Cs using a range of models.</p>	<p>Concept continuum Agree/Disagree Share statements and children stand on the continuum according to their own response.</p>	<p>It is good to change You become a different person as you grow older You are a different person if you change your name If you swapped brains with your friend you would become them It is better to ‘stick with what we know.’</p> <p>Teacher challenges children to give reasons for where they are standing using Socratic questions (p25 of SAPERE Level 1 handbook)</p>

	<p>Lesson 2</p> <p>Concepts - change, time, communities, difference, world, responsibility, environment, the world.</p> <p>CL – Science, Geography, History, PSHE</p> <p>Lesson 3</p> <p>Possible concepts –confusion, difference, change, sameness, strangeness, understanding, belief.</p> <p>CL – Science, History, PSHE</p> <p>Lesson 4</p> <p>Possible concepts – change, tradition, loss, life, afterlife, celebration, death, remembering, past, future.</p> <p>CL – Science, Geography, History, RE, PSHE</p> <p>Lesson 5</p>		<p>Worldchanging.com video  <a href="https://www.youtube.com/watch=eeYzL5DhUV_M">https://www.youtube.com/watch=eeYzL5DhUV_M</a></p> <p>Changes by Anthony Browne  <a href="https://www.youtube.com/watch=oPI-wXBPIMc">https://www.youtube.com/watch=oPI-wXBPIMc</a></p> <p>Dia de los Muertos (Day of the Dead) video  <a href="https://www.youtube.com/watch=sSawpU81cl">https://www.youtube.com/watch=sSawpU81cl</a></p>	<p>Possible Questions – Are we one global community?  Is it possible to change the world?  Are we responsible for other people around the world?  Can we make a difference?</p> <p>Possible Qs – can we believe what we see? Do things always change?  Is change a good thing? Is it ok to be confused?  Does anything ever stay the same?</p> <p>Possible questions – Is it important to remember the past?  Do we need to feel sadness sometimes? Should a funeral be a time for sadness or a time for celebration?  Is loss part of life for all human beings?</p> <p>Organise cards from easiest to hardest to bear:</p>
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	<p>Possible concepts – health, diet, balanced diet, nutrition, disease, fun, friends, exercise, socialising.</p> <p>CL – Science, PSHE Lesson</p> <p>2</p> <p>Possible concepts –difference, sameness, health, inequality, food, body-image, taste, preference, greed, hunger, judgement, equality.</p> <p>CL – Science, PSHE Lesson</p> <p>3</p> <p>Concepts – knowledge, understanding, belief, ignorance.</p> <p>CL – History Lesson</p> <p>4</p> <p>Concepts – knowledge, understanding, belief, ignorance.</p> <p>CL – RE, PSHE</p>	<p>Concept lines</p> <p>Colliding concepts</p>	<p>Image - What children around the world eat (images saved in staff shared P4C folder)?</p> <p>Quote from Socrates: 'I know nothing except the fact of my own ignorance'.</p> <p>Concept activity Statement cards – in groups sort cards.</p>	<p>swimming, sleeping, video games, friends, water, and singing.</p> <p>Possible questions – Should everybody have the same amount? Do we have a responsibility to be healthy (to ourselves, to others)? What would the world be like if we all liked the same things? Should children be able to choose what they eat (or what they do/how they live)?</p> <p>Possible questions – Can we ever know anything for certain? How do we know what we don't know? Is being ignorant always a bad thing? What would it be like to know everything?</p> <p>In groups sort the statement cards into one of the 3 columns – Know, Believe or Neither</p> <p>Statement cards might say things like: I could be dreaming now, <math>2 + 2 = 4</math>, all children are unique, I have a mind, I have a brain, I have a soul, I have a body, sometimes my senses deceive me, a square has 5 sides, God created the world and</p>
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	<p>Lesson 5 Using questions collected from last lesson.</p> <p>Concepts from last lesson. CL – History, RE, PSHE</p> <p>Lesson 6 Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link)</p>		<p>Using questions collected from last lesson.</p>	<p>everything in it, nothing is certain, thinking is evidence that we exist, all mammals think, dinosaurs no longer exist, racism is wrong.</p> <p>Collect questions that are raised as a result of this activity to be carried forward to next week.</p> <p>Imagine you are in the Agora in Ancient Athens discussing philosophical ideas. Bring us some of the questions raised from last week's activity and spend 5 minutes or so on each of them.</p>
Year Five	Lesson 1 Continuum best place to live / worst place to live	<p>Revisit negotiating ground rules for an enquiry Identify and sort a range of questions using the Question Quadrant</p> <p>Focus on first and final words and how thinking has changed between the two</p>	Images of various buildings.	In groups sort a range of pictures of buildings – Buckingham Palace, shed, home in the local community, home in a shanty town, dog kennel etc.

	<p>Concept – luxury, wealth, poverty, family, place of birth.</p> <p>CL – Geography, PSHE</p> <p>Lesson 2 Concept collision</p> <p>Possible concepts – home, luxury, needs, wants, shelter, safety, family, protection, wealth, inequality.</p> <p>CL – Science, Geography, PSHE, DT</p> <p>Lesson 3 Wants and needs concept sort</p> <p>Concepts from previous lesson</p> <p>CL - Science, Geography, PSHE, DT</p>	<p>Ensuring the community is purposeful -pushing for decisions about what to think, and what to do</p> <p>Find alternative possibilities Make links with real life</p> <p>Setting own class 4C focus and reviewing progress with pupil feedback</p> <p>Question Quadrant</p> <p>Concept lines Colliding concepts</p>	<p>Concept collision - Image of a luxury home with a swimming pool juxtaposed next to a basic shelter.</p> <p>Range of images to sort.</p>	<p>What made them decide that some places were better than others? What makes a home? Give reasons.</p> <p>What questions does this raise? Generate philosophical Qs as a result of the activity.</p> <p>Possible questions – what makes a home? Is it fair that some people have much more than they need, and others do not have enough? Does a bigger house make you happier? Is a home always a safe place?</p> <p>Sort a range of pictures into either a wants or needs column. Include pictures of toys, pets, family, books, nutritious food, fast-food, mobile phone, holiday (add others which you think will be interesting).</p> <p>Discuss as a class the differences in how the groups have sorted their cards. How do you define a need? Do needs differ for different people or do all humans have the same basic needs?</p>
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	<p>Lesson 4</p> <p>Concepts –homelessness, charity, poverty, desperation, compassion, loss, crime.</p> <p>CL – PSHE</p> <p>Lesson 5</p> <p>Possible concepts –homelessness, poverty, inequality, family, loss, hunger, stealing, abandonment.</p> <p>CL – Science, Geography, DT, PSHE</p> <p>Lesson 6</p> <p>Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link)</p>		<p>Image of a rough sleeper.</p> <p>The Wrong Trainers Dillon’s Story</p>	<p>What questions does this raise?  Why does a person sleep on the streets? What can people do to help?  Should we help?</p> <p>Possible Qs – Can you be poor and still be happy?  Is it ever understandable to steal? Do you need a home to be safe? What makes a family?</p>
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<p>Year Six</p>	<p>Lesson 1</p> <p>Possible concepts –viruses, pandemic, global inequality, responsibility, selfishness, wealth, distribution of resources.</p> <p>CL – Science, Geography, PSHE</p> <p>Lesson 2</p> <p>Covid 19 Agree / Disagree</p> <p>Concepts from previous lesson.</p> <p>CL – Science Lesson</p> <p>3</p> <p>Possible Concepts –imagination, discovery, the world, the unknown, beauty, paying attention, appreciation, time, extinction, animals, parent-child relationship.</p> <p>CL – Science, Geography, PSHE</p>	<p>Revisit negotiating ground rules for an enquiry</p> <p>Suggest conclusions or lessons that might be drawn</p> <p>Develop appropriate skepticism - examining the truth of what is said, questioning evidence, challenging assumptions Effective reviewing of the enquiry process - How can it be improved?</p> <p>Question Quadrant</p> <p>Concept lines Colliding concepts</p>	<p>Show a map of the global vaccine distribution in Sept 2021.</p> <p>See resource in Staff shared – Covid 19 Agree / Disagree</p> <p>Where the Forest Meets the Sea (<a href="https://www.youtube.com/watch=LjwbV0McXLI">https://www.youtube.com/watch=LjwbV0McXLI</a>)</p>	<p>Possible Qs – Is it ok to be selfish? Do we have responsibility for people in other parts of the world? Should wealth be shared more equally? Should we ‘look after our own’?</p> <p>What questions are raised as a result of this activity? Explore the questions raised.</p> <p>Possible Qs – How do we know what is real? Is our imagination more interesting than real life? Is nature more beautiful than art? Is it important to appreciate nature? What might happen if we don’t? Can time move more quickly and more slowly sometimes?</p>
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	<p>Lesson 4</p> <p>Possible concepts – human impact, activity, pollution, inequality, time, night and day, darkness, light, control, environment, technology.</p> <p>CL – Science, Geography, PSHE</p> <p>Lesson 5</p> <p>Possible concepts –childhood, work, home, shelter, education, income, safety, gender, masculinity, poverty.</p> <p>CL – Geography, PSHE</p> <p>Lesson 6</p> <p>Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others</p>		<p>Light pollution image seen from space ( Staff shared P4C folder )</p> <p>Benin photograph (Staff shared)</p>	<p>Possible questions – Is it important for humans to control their environment? Is it better to be able to do everything 24 hours a day? Should we live more naturally or are we fortunate that technology means we don't have to? Where might technology take us? Where will it end?</p> <p>Stimulus Benin photograph – complete framework what can you see, what do you think is happening and what makes you say that? (see Shared Staff P4C folder)</p> <p>Generate Qs for dialogue</p> <p>Possible questions – Should children work? Can children do as good a job as adults? Which is more important – child or adult safety? Are there some jobs that only one gender should do?</p>
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	and the wider world around them (SMSC link)			
Autumn Two				
Year Group	Concept/Curriculum link	P4C Skills	Stimulus	Steps/Activity
Nursery	<p>Lesson 1 Concept – danger, useful, food</p> <p>CL – C&amp;L, Understanding the world.</p> <p>Lesson 2 Concept – behaviour, reward, good, bad.</p> <p>CL – C&amp;L, PSHE</p> <p>Lesson 3 Carry on from previous lesson Concepts – behaviour, good, bad, hunger.</p> <p>CL – C&amp;L, PSHE</p> <p>Lesson 4 The Invisible Pet</p>	<p>Negotiating simple ground rules for listening to others</p> <p>Verbalise own thoughts 'I think/like/dislike</p>	<p>Picture of a bee and a picture of a chicken: Would you rather be a bee than a chicken?</p> <p>Read a popular fairy tale E.g. The Little Red Riding Hood Fairy tale characters</p> <p>Story – The Three Little Pigs</p> <p>The Invisible Pet</p>	<p>Children vote by standing near the chosen picture or a show of hands up.</p> <p>Children give reason for their choice. Is a bee more useful to a human than a chicken? Is a chicken more useful than a bee?</p> <p>Need cards, paper, pens Activity – prepare an invitation from the 'king' requesting help from the children to decide which character should be invited to the royal party. Children say who can come and why. Children say who can't come and why.</p> <p>Qs – What is good behaviour? Caring thinking</p> <p>Qs – Is the wolf really bad if he only ate the pig because he was starving? Other fairy tale characters – Do dragons know they are scary and can they help it? Was the giant right to have been cross if Jack stole his gold? (Jack and the beanstalk)</p> <p>Qs – Who has seen the pet? Children put hand up if they have.</p>

	<p>Concepts – real, not real, belief</p> <p>CL – C&amp;L</p> <p>Lesson 5 Big Ideas</p> <p>Concepts – perfection, humans, good, bad, differences.</p> <p>CL – C&amp;L, Understanding the world, Expressive arts &amp; design.</p> <p>Lesson 6 Teacher devises concept activity or enquiry drawing on the concept/s that</p>		<p>Teacher holds an empty box with a furry blanket inside and asks children if they would like to hold the pet. Teacher can role play and bring out the pet and stroke it in their arms. Teacher asks children who wants to hold it.</p> <p>Big Ideas – Perfect People Playdough people and a letter from a ‘planet leader’.</p> <p>Dear People, I am giving you an important job. I am going on holiday and I need you to carry on my work. You must create some people for my planet. They must be the very best people in every way. Please let me know all about the people you make. Please create carefully as we cannot risk any mistakes. Thank you.</p>	<p>What does it look like? Who would like to play with it? Ask why can you not see the pet?</p> <p>Philosophical Q – Can you play with something you can’t see?</p> <p>Best done in small groups. Give each child some coloured playdough to make a person.</p> <p>Qs – What does a person need? First words: Would it matter if your person had no arms? Eyes? Legs? Allow children to express ideas.</p> <p>Last words: Do the children think there can ever be the perfect person or is it alright if they make mistakes or look different?</p>
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	generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link)			
Reception	<p>Lesson 1 What's the big idea –decisions</p> <p>Concepts – bad decision, good decision, right, wrong.</p> <p>CL – C&amp;L</p> <p>Lesson 2 Continue from previous lesson – Decisions</p> <p>Same concepts</p> <p>CL – C&amp;L, PSHE, PSED</p> <p>Lesson 3 What's the big idea – Art</p>	<p>Negotiating simple ground rules for verbalising own thoughts 'I think/like/dislike'</p> <p>Asking questions like 'I wonder...'. Take turns to speak</p> <p>Listen to others</p> <p>Understand others have different ideas Participate in a Community of Enquiry for half of the class at a time (up to 15 children)</p>	<p>Big Ideas - Decisions What would you rather find? (magic sweet bag, a wand that makes all your wishes come true)</p> <p>Should I help someone / should I ignore them?</p> <p>Show a painting of a flower (something beautiful) and a painting</p>	<p>Qs – Can decisions be right? Can decisions be wrong?</p> <p>Mum and dad are asking you to get up. You've stopped walking because you're tired and it's a long way home.</p> <p>You didn't eat your pasta but you're eating your pudding.</p> <p>Kick the ball in football and throw the basketball into the hoop.</p> <p>Are we wrong to ignore someone who needs help?</p> <p>My friend has fallen over and grazed their knee.</p> <p>A boy in class hit another child. The new girl in class looks lonely.</p> <p>Can it make you feel happy / is it bad for you?</p> <p>Eating ice-cream in the middle of the night, Watching TV when mum and dad are sleeping, eating 10 chocolates.</p> <p>What is art? Is it art?</p> <p>Is it horrible?</p>

	<p>Concepts – art, beauty, ugly, abstract.</p> <p>CL – C&amp;L, Expressive arts and design.</p> <p>Lesson 4 What’s the big idea –Advice</p> <p>Concepts – good advice, bad advice, listening.</p> <p>CL – C&amp;L, PSED</p> <p>Lesson 5 What’s the big idea –Learning</p> <p>Concepts – teacher, mum, dad, school, rules.</p> <p>CL – C&amp;L, Understanding the world.</p>		<p>of something very unusual and abstract that you can’t tell what it is?</p> <p>Advice - Show a few captions –Look both ways before crossing the road. Don’t talk to strangers</p> <p>Big Ideas - Learning Count to 10 with the children. Say the letters of the alphabet with the children. Sing ‘I can sing a rainbow’ song with the children. <a href="https://www.youtube.com/watch=4g0NbaukkQc">https://www.youtube.com/watch=4g0NbaukkQc</a></p>	<p>Can it be art if we don’t know what it is?</p> <p>What is advice? Should you listen to what everyone tells you? Parents? Police? Teachers? Shop keeper? A friend telling you to pick up litter?</p> <p>How can we tell if it’s good advice or bad advice? Tell a yeti to wear nice clothes. Tell Goldilocks to go to the Three Bears House. The doctor tells you to eat healthily. Mum says to eat more broccoli. My brother is asking for lots more sweets.</p> <p>What is learning? Do you need to learn everything that’s new? Are you learning if you keep getting it wrong? What if you keep getting it wrong?</p> <p>Self-taught / someone teaches Smile / walk / add 2 numbers / play a guitar Climb on the climbing frame / talk / use a knife &amp; fork / sit in the bath</p>
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	<p>Lesson 6 Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link)</p>			
Year One	<p>Lesson 1 Concepts – self-image, animals, fairness, beauty, art, truth, skills, talent.</p> <p>CL – RE, Art and design Lesson 2 Revisit lesson 1, same concepts and stimulus.</p> <p>CL – Art and Design</p>	<p>Introduce philosophical concepts using philosophical lightbulbs Building on ideas The differences between questions and statements.</p>	<p>Show children elephant self-portrait image (see image in staff shared P4C folder)</p> <p>Elephant self-portrait image.</p>	<p>Introduce philosophical concept light bulbs. Have light bulbs containing the words: self, image, animals, fairness, beauty, art, truth, skills, talent, as well as lots of others. Show children the elephant self-portrait image (see image in Shared Staff P4C). Sort out which concepts link to the image and which don't.</p> <p>Revisit elephant self-portrait image. Look again at the concepts. Now sort out which questions related to the image are philosophical and which are not: How big is the elephant? Can everybody be an artist? Is the elephant male or female? Does the elephant know what it looks like? Can we ever see ourselves as others do? Did the elephant produce this picture itself? Can we believe what we see? Does art have to be beautiful? How many elephants are there in the world?</p>

	<p>Lesson 3 Concepts – same as previous lesson based on chosen question.</p> <p>CL – Art and Design Lesson</p> <p>4</p> <p>Concepts – same, different.</p> <p>CL – Art and Design, PSHE, RE</p> <p>Lesson 5 Concepts – Art, beauty</p>		<p>Look at the questions children came up with in previous lesson not related to the elephant. Look at the chosen question.</p> <p>Stimuli - select a number of different self-portraits from this half-term's art and design topic. Have them on the floor in the middle of the Community of Enquiry.</p> <p>Art / Beauty concept collision - See images in staff-shared P4C materials and alter as necessary to suit your class.</p>	<p>Can children come up with any other philosophical Qs (not about the elephant itself, and not with one definite answer?) Of all of the Qs, which would be the most interesting to discuss?</p> <p>First words – philosophical dialogue – last words based on the Q children chose last week. How has thinking developed between first and last words?</p> <p>What is similar about the self-portraits? What is different? Can children make connections between any 2 of the self-portraits? Map the concepts and generate philosophical questions based on them. Philosophical dialogue into chosen question.</p> <p>Children look at the chosen images – concept collision. Come up with philosophical questions and generate philosophical dialogue based on the images.</p>
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	<p>CL – Art and design</p> <p>Lesson 6 Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link)</p>			
Year Two	<p>Lesson 1</p> <p>Concepts – food, nutrition, balanced diet.</p> <p>CL – Art, Geography Lesson</p> <p>2 Would you rather be...?</p> <p>Concepts – choice, freedom, role</p> <p>CL – Art, PSHE</p>	<p>Revisit negotiating ground rules for an enquiry. The difference between questions and statements.</p> <p>Building on ideas Imagining Reflecting Concept lines Summarising thoughts at final words.</p>	<p>Newsround item on Eating Insects <a href="https://www.bbc.co.uk/newsround/49127499">https://www.bbc.co.uk/newsround/49127499</a></p> <p>Different images of insects.</p>	<p>Discuss possible concepts and generate philosophical questions and dialogue. Possible questions: Should we be eating more insects? Do children like eating bugs more than adults? Are children more willing to eat something different?</p> <p>Stand on your preference (have images around the floor. Would you rather be a: Bee, Butterfly, Ladybird Give reasons. What would the disadvantages be?</p> <p>Would you rather be a: Ant, Wasp, Woodlouse</p>

	<p>Lesson 3 Slightly longer stimulus so split enquiry over 2 weeks.</p> <p>Concepts – fear, loss, unknown, hope, ocean, darkness, creatures, safety.</p> <p>CL – Geography, PSHE Lesson 4 Follow on from previous lesson. Concepts from previous lesson.</p> <p>CL – Geography</p> <p>Lesson 5</p> <p>Concepts – pollution, environment, danger, animals, humans, responsibility</p> <p>CL – Geography, PSHE</p>		<p>The Sea Is Blue: A Stop Motion Short Film <a href="https://www.youtube.com/watch=Dp2ZskwkhkA">https://www.youtube.com/watch=Dp2ZskwkhkA</a></p> <p>Film clip from last lesson.</p> <p>Image of a turtle / plastic bag (staff-shared P4C materials) <a href="https://www.worldwildlife.org/stories/what-do-sea-turtles-eat-unfortunately-plastic-bags">https://www.worldwildlife.org/stories/what-do-sea-turtles-eat-unfortunately-plastic-bags</a></p>	<p>Give reasons. What would your second choice be (children physically move to their second choice)?</p> <p>Which insect would be the best pet? Why?</p> <p>Watch video – discuss what the concepts might be. Generate first words. Generate and select question for dialogue next week.</p> <p>Dialogue based on previous lesson. Discuss the chosen question and generate Final words. Possible questions: Do we feel afraid of the unknown? Is the ocean a dangerous place?</p> <p>Generate first words, Philosophical questions and dialogue.</p> <p>What do sea turtles eat? Is plastic killing the world? How can humans be responsible?</p>
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	<p>Lesson 6</p> <p>Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link)</p>			
Year Three	<p>Lesson 1</p> <p>Concepts – equality, prejudice, racism.</p> <p>CL – Art and Design, PSHE</p>	<p>Revisit negotiating ground rules for an enquiry. Concept lines</p> <p>Colliding concepts from stimuli</p> <p>Finding and giving clarification to ideas –examples</p> <p>Explaining views</p> <p>Making connections</p> <p>Asking Socratic questions ( open procedural) –use question prompts (see p25 of SAPERE L1 handbook)</p> <p>Reviewing individual and community progress linked to the 4Cs using a range of models.</p>	<p>Give children a selection of crayons. Each child picks their own favourite and says why they like that one.</p> <p>Book – The Day the Crayons Quit by Oliver Jeffers – letter from the beige crayon.</p>	<p>Letter from Beige crayon:</p> <p>Dear Duncan,</p> <p>I’m tired of being called “light brown” or “dark tan” because I am neither. I am BEIGE and I am proud. I’m also tired of being second best to Mr. Brown crayon. It’s not fair that Brown gets all the bears, ponies and puppies while the only things I get are turkey dinners (if I’m lucky) and wheat, and let’s be honest – when was a kid excited about colouring wheat?</p> <p>Your BEIGE friend, Beige crayon.</p> <p>Talk in small groups about how the beige crayon feels - is it right to feel like this?</p> <p>Generate questions.</p> <p>Is it okay to like something because of its colour?</p> <p>Should colour determine how likeable something is?</p> <p>Is something better because of its colour?</p>

	<p>Lesson 2</p> <p>Concepts – beauty, race, complexion, equality, discrimination.</p> <p>CL – Art and Design, PSHE</p> <p>Lesson 3 Concept collision Welcoming / tolerate (problematizes from British Values)</p> <p>CL – PSHE</p> <p>Lesson 4 Philosophical dialogue Concepts – stranger, danger, kindness, inclusion, discrimination.</p>		<p>Six images of woman’s face with different skin tone in each image – staff shared P4C materials.</p> <p>Concept collision Welcoming / tolerate</p> <p>Philosophical dialogue – ‘I met a monster at lunchtime who asked whether they could come into our school’. Should we let them in?</p>	<p>Should people be judged by the colour of their skin?</p> <p>Children discuss thoughts on what they see. Does a different skin tone affect a person? Are people treated differently due to their skin tone? What is beauty? Generate questions from children and have philosophical dialogue. Final words.</p> <p>Sort the following into the 2 categories: Pleased to see somebody, likes the person, accepts they have a right to be there, puts up with somebody, shows kindness, not very interested in the person, shows an interest, asks about the person’s life</p> <p>As a class discuss and try to agree on the difference between these 2 concepts. Does tolerance mean we do not like something?</p> <p>Post-it notes in 2 columns for first thoughts – yes, because ... and no, because ... After dialogue, children have the opportunity to move their post-its if they have changed their mind.</p> <p>Should we be welcoming towards everyone?</p>
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	<p>CL – PSHE</p> <p>Lesson 5</p> <p>Concepts – companionship, help, loneliness, health, technology, future, ethics.</p> <p>CL – Design and Technology, PSHE</p> <p>Lesson 6</p> <p>Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link)</p>		<p>Stimulus The Robot Dog That Helps With Dementia  <a href="https://www.youtube.com/watch=e9VhTA-TgKM">https://www.youtube.com/watch=e9VhTA-TgKM</a></p>	<p>Should we judge from appearance only?</p> <p>Generate philosophical dialogue and questions.  Can a robot take place of a human?  Can we rely on technology that a problem will not happen?</p>
Year Four	<p>Lesson 1</p> <p>Concepts –Sustainability, environment, marine life, oceans, conservation, economy.</p>	<p>Revisit negotiating ground rules for an enquiry</p> <p>Understanding what 4C thinking looks like in practice and demonstrate all 4 through enquiry.</p> <p>Reviewing individual and class progress using a range of models</p>	<p>Overfishing video  <a href="https://www.youtube.com/watch=yfk07yhH9Mg">https://www.youtube.com/watch=yfk07yhH9Mg</a></p>	<p>Generate philosophical dialogue and questions.  Should we eat less fish?  Are humans destroying the planet?  Is sea life less important than land animals?</p>

	<p>CL – Geography, Science, PSHE</p> <p>Lesson 2 Concept – peace, war, civil war, arguments, negotiation, equality.</p> <p>CL – History, PSHE, Geography, Maths</p> <p>Lesson 3 Concepts – free, equal</p> <p>CL – PSHE</p>	<p>Concept lines Colliding concepts Identify and sort a range of questions using the Question Quadrant (see p27 of SAPERE L1 handbook)</p>	<p>Global Peace Index</p> <p>Share Article 25</p>	<p>Generate philosophical questions and dialogue. Possible questions: What is peace? Can the world ever be equal? Do we need to be the same to live in peace? Is peace more important than happiness? Can we ever truly achieve peace? Can you be peaceful if your country is at war? Is it human nature to fight? Can we easily choose peace?</p> <p>Pictures of rights from We Are All Born Free on the floor – stand on the one that you think is most important. Talk to somebody who made the same choice as you about your reasons. Now find somebody who made a different choice –tell one another your reasons. (not article 25) First thoughts: Talk to one another about what you think the Good Life (mentioned in article 25) is. Question for dialogue: What should a good life be?</p>
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	<p>Lesson 4 Concepts – freedoms, equality, rights.</p> <p>CL- PSHE</p> <p>Lesson 5 Concepts – Rights, freedom, equality, health, food, shelter.</p> <p>Lesson 6</p>		<p>Follow on from previous lesson – Article 25</p> <p>Use Amnesty International document (<a href="#">Learning about Human Rights in the Primary School.pdf (amnesty.org.uk)</a>) to develop a stimulus for enquiry.</p>	<p>Send the question home for P4C homework – adult thinks/child thinks</p> <p>Discuss questions and thoughts generated from their homework from previous lesson. Adult thinks / child thinks</p> <p>First words: In small groups come up with 3 features (non-material) of a Good Life. Building: Steer children towards attributes of a Good Life – are there some things we can agree on?</p> <p>Last words: introduce Socrates quote and reflect on that ‘It is not life, but good life, that is to be chiefly valued’</p> <p>Review: Were we able to find common ground on what constitutes a good life? Possible questions: It is only a good life if everyone has the same life? Can you have a good life if something is missing in your life? Have you got a bad life if you don’t have the latest, fashionable clothes?</p> <p>Choose one of the stimulus that is appropriate to your class. Generate philosophical dialogue and questions.</p>
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	Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link).			
Year Five	<p>Lesson 1</p> <p>Concepts – tax, fairness, money, wealth, government, citizens, business</p> <p>CL – PSHE (financial education), Maths</p> <p>Lesson 2</p> <p>Concepts – fairness, equality, rights, tax, wealth, poverty.</p>	<p>Revisit negotiating ground rules for an enquiry. Identify and sort a range of questions using the Question Quadrant</p> <p>Focus on first and final words and how thinking has changed between the two</p> <p>Ensuring the community is purposeful – pushing for decisions about what to think and what to do. Find alternative possibilities</p> <p>Make links with real life</p> <p>Setting own class 4C focus and reviewing progress with pupil feedback</p> <p>Question Quadrant</p> <p>Concept lines</p> <p>Colliding concepts</p> <p>Suggest conclusions or lessons that might be drawn.</p>	<p>Give out sheet labelled ‘What is tax?’ Children fill missing words.</p> <p>(Look at P4C resources in staff shared Action Aid)</p> <p>Print and cut out the following scenarios for each group:</p> <p>A hungry person that steals some food.</p>	<p>Follow the planned series of Philosophical enquiries and activities produced by Action Aid on the subject of Wealth distribution, tax and fairness (<a href="https://www.actionaid.org.uk/school-resources/resource/tax-fairness-and-philosophy-for-children">https://www.actionaid.org.uk/school-resources/resource/tax-fairness-and-philosophy-for-children</a>) – In Staff shared P4C resources</p> <p>What is tax?</p> <p>Should everyone pay tax? What is wealth?</p> <p>Groups come up with questions and have philosophical dialogue.</p> <p>Vote on which scenario to make an enquiry.</p>



	<p>Lesson 5 Concepts – continuation from last lesson. CL – PSHE, Maths</p> <p>Lesson 6 Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link)</p>		<p>Read Stella’s story, a teacher in Malawi (ActionAid staff shared)</p>	<p>Is it the schools fault the children have no desks to sit on? How can the government make positive changes for its citizens?</p> <p>Continuation from previous lesson. How can the government ensure the companies are paying the right tax? How should companies be dealt with for tax avoidance?</p>
Year Six	<p>Lesson 1 Concepts – well-being, friendship, companionship, health, loneliness, emotions, depression, therapy.</p> <p>CL – PSHE, Geography.</p>	<p>Revisit negotiating ground rules for an enquiry Suggest conclusions or lessons that might be drawn Develop appropriate skepticism - examining the truth of what is said, questioning evidence, challenging assumptions Effective reviewing of the enquiry process - How can it be improved? Question Quadrant Concept lines Colliding concepts</p>	<p>Stimulus Meet Marley, the adorable therapy dog helping people with dementia <a href="https://www.youtube.com/watch=KpEFf13E2OM">https://www.youtube.com/watch=KpEFf13E2OM</a></p>	<p>Generate philosophical dialogue and questions. Can a dog be a better companion than a human? (non-judgmental) Is dog therapy better than other types of therapy? Use questions generated and concepts discussed to use in next lesson.</p>

	<p>Lesson 2 Concepts – generated from previous lesson.</p> <p>CL – PSHE, Geography Lesson 3 Concepts – global warming, environment, climate change.</p> <p>CL – Geography, PSHE, Science</p> <p>Lesson 4 Concepts – generated from last lesson (environment, global warming)</p> <p>CL – Geography, PSHE, Science</p> <p>Lesson 5 Concepts – Animal rights, equality, fairness, feelings, freedom, animals, humans</p> <p>CL – Geography, PSHE, Science</p>	<p>Children observe, monitor and track progress of enquiry Identify which concepts were explored through the enquiry (one child may map concepts, another may map questions raised, another may map participation)</p>	<p>Follows on from last stimulus – Marley the therapy dog.</p> <p>Newsround Climate change <a href="https://www.bbc.co.uk/newsround/45880633">https://www.bbc.co.uk/newsround/45880633</a></p> <p>Newsround Climate change <a href="https://www.bbc.co.uk/newsround/45880633">https://www.bbc.co.uk/newsround/45880633</a></p> <p>Captivity Enquiry (planned out on to ppt presentation and saved under Staff Shared P4C)</p>	<p>Concept activity based on lesson 1.</p> <p>Generate philosophical dialogue and questions. Discuss concepts that arise and use for next lesson.</p> <p>Concept activity based on concepts arising from enquiry in lesson 3.</p> <p>What is climate change? Is climate change the most important crisis the world is facing today?</p> <p>Follow PowerPoint presentation. Do animals have feelings? Should humans have a duty to protect animals?</p>
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	Lesson 6 Teacher devises concept activity or enquiry drawing on the concept/s that generated the greatest sense of enjoyment and fascination in learning about themselves, others and the wider world around them (SMSC link)			
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**Spring One**

Year Group	Concept/Curriculum link	P4C Skills	Stimulus	Steps/Activity
Year One Big idea- Time machine	<ol style="list-style-type: none"> <li>1. New Beginnings</li> <li>2. New Beginnings</li> <li>3. Big idea- Time machine</li> <li>4. Science – Materials</li> <li>5. Art – Houses</li> <li>6. 6. Year 1 History – Alexander Park</li> </ol>	<p>Concepts Building on ideas</p> <p>The difference between questions and statements</p>	<p>1.Stimulus: Video (from newsround) celebrating the new year in different countries</p> <p>2.Stimulus: Examples of new year’s resolutions –written examples and video - <a href="https://www.bbc.co.uk/newsround/42521694">https://www.bbc.co.uk/newsround/42521694</a></p> <p>3.Time machine Stimulus- <a href="https://www.youtube.co/watch?v=OLbLrjwzsOw">https://www.youtube.co/watch?v=OLbLrjwzsOw</a></p> <p>4.Photo - Plastic toys on landfill</p> <p>5.Photo - house pod/ examples of minimal living</p>	<p>1. Possible question: If you could wish for anything in 2022, what would it be? Should we make a wish for ourselves or for others?</p> <p>2.Possible question: Should we stick to new year’s resolutions</p> <p>3. Possible question: What would you do if you came across a time machine?</p> <p>4. Could we make toys from different materials? Could we make toys that are better for the environment?</p> <p>5. Possible question: Could you live in a house like this?</p>

			6. Aerial map (goggle maps) of Alexandra Park,	6. If there are not enough houses in Manchester, should we build houses on the parks?
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			Moss Side, Whalley Range	
Year Two Big Idea- On Screen time	<ol style="list-style-type: none"> <li>1. New Beginnings</li> <li>2. New beginnings</li> <li>3. Bridges linked to science</li> <li>4. History -</li> <li>5. Da&amp;T Picture frame -</li> <li>6. PE childhood obesity</li> </ol>	Generate and explore big questions about life Grapple with how best to live 'a good life' Colliding concepts	<ol style="list-style-type: none"> <li>3. video of how bridges used to be built and now</li> <li>4. child on computer on a fantasy adventure</li> <li>5. Video showing a picture frame</li> <li>7. of a sedentary child</li> </ol>	<ol style="list-style-type: none"> <li>3. how technology may be better in construction</li> <li>4. question of actual v gaming adventures</li> <li>5. better in reality or not</li> <li>7. how onscreen time can affect health</li> </ol>
Year Three Big Idea- Digital poverty (class)	See Smart notebook	Asking Socratic questions (open procedural) - use Q prompts Understanding what caring thinking looks like in practice, and demonstrate this through enquiry	See smart notebook	
Year Four Big Idea- Behaviour and actions – online	1. New Beginnings	Identify and sort a range of questions using the Question Quadrant		

<p>activity- positive &amp; negative attention.</p>	<p>2. New Beginnings</p> <p>3. DT and Geography-volcanoes. This could be linked to risk.</p> <p>4. Concept activity based on lesson 3. Suggestions: What are the risks online? Does an online presence always expose us to risk? Should we always take the less risky option?</p> <p>5. Science- classifying living things, groupings and similarities and differences.</p> <p>Then we're hoping that another question will arise from these sessions! So we can follow the line the children take.</p>	<p>Focus on first and final words and how thinking has changed between the two</p> <p>Ensuring the community is purposeful - pushing for decisions about what to think, and what to do</p>	<p>5. This could link into differences in people, behaviour and appearance.</p>	<p>3. Why do some choose to put themselves in danger? (This can be linked into online aspects), Risk vs reward-Should you live a life without risk? Can you make positives from negatives?</p> <p>4. Concept activity so potential questions will vary</p> <p>5. Are we a different person online? Should differences be acknowledged or ignored? (Linked into online BLM movements etc.</p> <p>6. Concept activity so potential questions will vary</p>
<p>Year Five</p>	<p>1. Theme: Science- Life cycles</p>	<p>Suggest conclusions or lessons that might be drawn.</p>	<p>1. Life cycle of a whale video- Nat geo</p>	<p>1.</p>

<p>Big Idea- Social media – Identity online</p>	<ol style="list-style-type: none"> <li>2. PE Stimulus: Paralympian Possible questions: Theme: PE</li> <li>3. Paralympian basketball player and presenter video, Newsround</li> <li>4. Denmark -Geography Stimulus: image: Map of World with Denmark highlighted</li> <li>5. PSHE –Criminal Justice System</li> <li>6. Theme: DT Stimulus: Image of a pile of Toys</li> </ol>	<p>Develop appropriate scepticism - examining the truth of what is said, questioning evidence</p>	<ol style="list-style-type: none"> <li>2. Paralympian <a href="https://www.youtube.com/watch=6RMOSDyknw8">https://www.youtube.com/watch=6RMOSDyknw8</a></li> <li>3. Paralympian basketball player and presenter video, Newsround</li> <li>4. <a href="https://www.youtube.com/watch=y9fZ64FDu18">https://www.youtube.com/watch=y9fZ64FDu18</a></li> <li>5. Flow chart of criminal justice system</li> <li>6. Image of a pile of Toys</li> </ol>	<ol style="list-style-type: none"> <li>2. .Should everyone have an opportunity to participate? Is it right that Paralympian’s don’t compete with everyone else? What is more important, ability or dedication?</li> <li>3. .Why are Paralympic athletes not as popular on social media? Does social media represent all athletes fairly?</li> <li>4. What makes people happy? Do we need to be happy all the time to live a good life?</li> <li>5. Should Social Media report coverage of crimes? Should criminals be banned from social media?</li> <li>6. Have online games made toys redundant? Why have online platforms changed the way children play/spend their time? Do online platforms create jealousy between children</li> </ol>
<p>Year Six Big Idea- Social media – image and perception</p>	<ol style="list-style-type: none"> <li>1. New beginnings-Stimulus: Inside out</li> <li>2) New beginnings: Stimulus: New Year resolutions</li> </ol>	<p>Children monitor and track progress of enquiry Identify which concepts were explored through the enquiry Justify opinions with reason and evidence</p>	<ol style="list-style-type: none"> <li>1. Inside out clip</li> <li>2. <a href="https://www.redriff.co.uk/new-years-resolution-2018/112984.html">https://www.redriff.co.uk/new-years-resolution-2018/112984.html</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Should we always show our emotions? Are all changes good?</li> <li>2. Should we always strive to be better? Is it more important to make resolutions to be healthier or a better person?</li> </ol>

	<p>3. Theme: DT-Food Technology- Making a balanced meal. This could link to image and perception and its presence on social media- Link to eating disorders etc.</p> <p>4. Science- How diet, exercise and drugs affect the way our bodies function.</p> <p>5) PE: Badminton Paralympic badminton players</p> <p>6) Geography: North America Thinking about Silicon Valley and the big social media platforms (Facebook, Instagram, snapchat etc.)</p> <p>:</p>		<p>3. <a href="https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-3">https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-3</a></p> <p>4. <a href="https://www.youtube.com/watch?v=Y18Vz51Nkos">https://www.youtube.com/watch?v=Y18Vz51Nkos</a></p> <p>5. <a href="https://www.youtube.com/watch?v=my6WOUpuqkU">https://www.youtube.com/watch?v=my6WOUpuqkU</a></p> <p>6. <a href="https://www.youtube.com/watch=z2T-Rh838GA&amp;t=10s">https://www.youtube.com/watch=z2T-Rh838GA&amp;t=10s</a></p>	<p>3. Should junk food be illegal? Should cereal be banned? Should parents be trained to prepare balanced meals? Has social media affected our eating habits through adverts and promotions?</p> <p>4. Should all countries ban smoking? Should we do more Physical Education? Should social media be used to target children and raise awareness of healthy living?</p> <p>5. Why are Paralympic athletes not as popular on social media? Does social media represent all athletes fairly?</p> <p>6. When does enhancing a photo become a lie? Should the age limit of social media platforms be raised? What is the effect of filters on the self-esteem?</p>
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Summer One				
Year Group	Concept/Curriculum link	P4C Skills	Stimulus	Steps/Activity
Year One	Kindness Friendship PE History	Skills to focus on: The difference between questions and statements Building on ideas Concept lines Imagining Reflecting Summarising thoughts at final words.	<p>1. Kindness - The Giving Tree <a href="https://www.youtube.com/watch?v=XFQZfeHq9wo&amp;t=2s">https://www.youtube.com/watch?v=XFQZfeHq9wo&amp;t=2s</a></p> <p>2. Friendship worries - How To Make A Friend For Kids: Rejection  <a href="https://www.youtube.com/watch?v=VsUkN-TDXi0">https://www.youtube.com/watch?v=VsUkN-TDXi0</a></p>	<p>1. Can a tree be a friend? Can a tree have feelings? Can a tree be friendly?</p> <p>2. Are friends important? What makes a good friend?</p>

			<p>3. What is the most important Manchester invention? Why?</p> <p>4. Sportsmanship  <a href="https://www.youtube.com/watch?v=W0lzDIKTiRY">https://www.youtube.com/watch?v=W0lzDIKTiRY</a></p>	<p>3. What is the most important Manchester invention? Why?</p> <p>4. Is it okay to be upset if you lose? Is winning important?</p>
Year Two	Good life Geography History	<p>Skills to use this half term: Generate and explore big questions about life          Grapple with how best to live ‘a good life’          Colliding concepts          Identifying concept from stimuli          Finding and giving clarification to ideas- examples          Explaining views          Making connections          Reviewing individual and community progress linked to the 4Cs using a range of models</p>	<p>1. Charity (Rays of sunshine – Mark Ronson)  <a href="https://www.youtube.com/watch?v=mbSK_GMc">https://www.youtube.com/watch?v=mbSK_GMc</a></p> <p>2. The coat – a story of charity  <a href="https://www.youtube.com/watch?v=cp3IH8ZNviQ">https://www.youtube.com/watch?v=cp3IH8ZNviQ</a></p> <p>3. Community (Link to BMHC and local area=community)  <a href="https://www.youtube.com/watch?v=G_GPIMFxzwE">https://www.youtube.com/watch?v=G_GPIMFxzwE</a></p> <p>4. Show images of the steam train. Generate concepts.</p>	<p>1. Does giving to charity matter? What would the world be like without charity?</p> <p>2. Can charity make us feel happy? How can giving to charity feel good?</p> <p>3. Is community important? Who makes up a community?</p> <p>4. Potential questions: What would the world look like today without steam trains? Are planes or trains more important?</p>
Year Three	RE History	<p>Skills to use: Asking Socratic questions (open procedural) - use Q prompts          Understanding what creative thinking looks like in practice, and demonstrate this through enquiry          Reviewing individual and community progress linked to the 4Cs using a range of models</p>	<p>1. Advocacy (Fatima’s story)  <a href="https://www.youtube.com/watch?v=cLJeweeX_6U">https://www.youtube.com/watch?v=cLJeweeX_6U</a></p> <p>2. Good habits  <a href="https://www.youtube.com/watch?v=MD6m5zu40Yw&amp;t=2s">https://www.youtube.com/watch?v=MD6m5zu40Yw&amp;t=2s</a></p> <p>3. History- China</p> <p>4. RE- The Bible (watch video)  <a href="https://request.org.uk/resource/resta">https://request.org.uk/resource/resta</a></p>	<p>1. Whose job is it to keep children safe? Why do some people have mansions and some people are homeless?</p> <p>2. Can good habits be changed? Can bad habits be changed? What makes a habit?          Concept collision – natural habits v learned habits</p> <p>3. Paper was invented by the Chinese. What would the world look like without paper?</p> <p>4. What is so special about the bible? Should we all belong to a religion?</p>

			<a href="https://www.youtube.com/watch?v=t07s6K94c7E&amp;t=41s">rt/2015/12/08/an-introduction-to-the-bible/</a>	
Year Four	Service RE PSHE	Skills to use: Identify and sort a range of questions using the Question Quadrant 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	<ol style="list-style-type: none"> <li>Joy <a href="https://www.youtube.com/watch?v=t07s6K94c7E&amp;t=41s">https://www.youtube.com/watch?v=t07s6K94c7E&amp;t=41s</a></li> <li>Kindness <a href="https://www.youtube.com/watch?v=luiG3WagYBA&amp;t=2s">https://www.youtube.com/watch?v=luiG3WagYBA&amp;t=2s</a></li> <li>Charity <a href="https://youtu.be/pz0ca4gD2Es">https://youtu.be/pz0ca4gD2Es</a></li> <li>PSHE See attached for stimulus.</li> </ol>	<ol style="list-style-type: none"> <li>Does joy feel the same for everyone?</li> <li>Is kindness the most important quality?</li> <li><u>Whose job is it to give to charity? Should we feel bad because we have things and others don't?</u></li> </ol>
Year Five	Justice Art History	Skills to use: Suggest conclusions or lessons that might be drawn. Develop appropriate scepticism - examining the truth of what is said, questioning evidence, 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)	<ol style="list-style-type: none"> <li>What is justice? <a href="https://www.youtube.com/watch?v=KSBhsEoKYvY">https://www.youtube.com/watch?v=KSBhsEoKYvY</a></li> <li>Book- <u>The Little Champions of Justice (pg-6-8)</u></li> <li><u>Show children a selection of Van Gogh paintings. Children to add post it notes sharing concepts that arise when looking at each painting. In groups ask children to rank paintings in order of beauty. Children to justify their answers.</u></li> <li><u>Concept spec on the word civilised. Find resource attached.</u></li> </ol>	<ol style="list-style-type: none"> <li>What do we mean by justice? Is justice more important than freedom?</li> <li>Can justice be measured? Do some issues deserve justice more than others?</li> <li>What is beauty? Is beauty universal? Should companies be forced to change their beauty standards?</li> <li>What do we mean by the word civilized? Does civilized mean the same for everybody?</li> </ol>
Year Six	Inequality Geography	Skills to use: 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	<ol style="list-style-type: none"> <li>What is inequality and social justice? <a href="https://www.youtube.com/watch?v=O5uKJVDHFw&amp;t=1s">https://www.youtube.com/watch?v=O5uKJVDHFw&amp;t=1s</a></li> <li>Gender Equality <a href="https://www.youtube.com/watch?v=-hc0kZh6CnM">https://www.youtube.com/watch?v=-hc0kZh6CnM</a></li> <li>The Fairest Queen of All</li> <li>Children to design own enquiry around a concept of inequality</li> </ol>	

Year Group	Concept/Curriculum link	P4C Skills	Stimulus	Steps/Activity
Year One Big idea: The Family/Gender through jobs	<ol style="list-style-type: none"> <li>1) Science - Seasons</li> <li>2) Big Idea- Family</li> <li>3) Big Idea- Nature-Art</li> <li>4) Big idea &amp; PSHE-Family and money</li> <li>5) PE- Competitiveness</li> </ol>	<p>The difference between questions and statements</p> <p>Building on ideas</p> <p>Concept lines</p> <p>Imagining</p> <p>Reflecting</p>	<ol style="list-style-type: none"> <li>1) The Cautious Caterpillar (See resources folder)</li> <li>2) If you were bigger than your parents who would be in charge (See resources folder)</li> <li>3) <a href="https://vimeo.com/198758372">https://vimeo.com/198758372</a></li> <li>4) 4 corners activity- (See resources folder)</li> <li>5) Ricky Learns to be a Real Winner   Always be a Good Sport <a href="https://www.youtube.com/watch?v=Rvu-FHq2V7Q">https://www.youtube.com/watch?v=Rvu-FHq2V7Q</a></li> <li>6) Teacher/children to choose a stimulus the children have been passionate about. Could be a previously generated question/ a topic of interest or maybe a theme the class need some work on (friendship, fairness, resilience, sharing etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1) Would you rather be a caterpillar or a butterfly?</li> <li>2) Children to explore the philosophical question- encourage the reasoning aspect</li> <li>3) To use with your pupils, simply press play. When it finishes, get the children to stand on the side of the character they agree with, and continue the argument with someone from the other side. Ask for some to give their ideas to the class, and see if anyone changes</li> <li>4) Place pictures in the four corners of the room. Children to head towards the one they feel is the most/least important (Teacher to choose most/least). First words and building where children share thoughts. Teacher to ask if anyone agrees/disagrees and why?</li> <li>5) Do we always have to win? Can we learn from losing?</li> </ol>
Year Two Big idea: Race and significant roles	<ol style="list-style-type: none"> <li>1) Big idea-significant roles</li> <li>2) Art- paintings</li> <li>3) Big idea- racism</li> <li>4) PE- team games</li> <li>5) Geography- The coast</li> </ol>	<p>Generate and explore big questions about life</p> <p>Grapple with how best to live 'a good life'</p> <p>Colliding concepts</p> <p>Identifying concept from stimuli</p> <p>Finding and giving clarification to ideas</p> <p>Explaining views</p>	<ol style="list-style-type: none"> <li>1) Significant roles PowerPoint (See resources folder)Task: Concept continuum</li> <li>2) Paintings PowerPoint (See resources folder)</li> <li>3) <a href="https://www.youtube.com/watch?v=XopxsSdecbc">https://www.youtube.com/watch?v=XopxsSdecbc</a></li> <li>4) <a href="https://www.youtube.com/watch?v=FK4wboEemyo">https://www.youtube.com/watch?v=FK4wboEemyo</a></li> <li>5) <a href="https://www.youtube.com/watch?v=JDG5mI8S4tI">https://www.youtube.com/watch?v=JDG5mI8S4tI</a></li> <li>6) Teacher/children to choose a stimulus the children have been passionate about. Could be a previously generated question/ a topic of interest or maybe a theme the class need some work on (friendship, fairness, resilience, sharing etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1) Can anyone do any job? Should there be jobs for men and jobs for women? Can I be anything I want to be when I'm older?</li> <li>2) Teacher to print images and split children in groups. Children to arrange in order of most beautiful to least. Teacher to promote reasoning skills and ask children to justify their answer. Does anyone agree/disagree? Why? Why not?</li> <li>3) Does it matter what colour someone's skin is? Can we be friends with people with a different skin colour?</li> <li>4) What makes a good team player? Is being good at football the most important part of being in a team? If you are a good player but not kind will people want you on their team?</li> <li>5) Who is responsible for keeping the coast clean? Should everyone volunteer? Should people who drop litter not be allowed to return? Are humans hurting sea life?</li> </ol>

<p>Year Three Big idea: Physical and mental disability</p>	<p>1) Bi- g id ea- Stereotyp es 2) 2) RE- Religio us festival s 3) PSHE- Buildin g Charac ter 4) Geograph y- Earthquak es 5) Big idea- Mental and physical disability</p>	<p>Asking Socratic questions (open procedural) - use Q prompts Understanding what critical thinking looks like in practice, and demonstrate this through enquiry</p>	<p>1) Wing <a href="https://www.literacyshed.com/wing.html">https://www.literacyshed.com/wing.html</a> 2) Let's Celebrate: Special Days Around the World book by Kate DePalma <a href="https://www.youtube.com/watch?v=ztsyv0WLWE">https://www.youtube.com/watch?v=ztsyv0WLWE</a> 3) Building character-growth mindset <a href="https://www.youtube.com/watch?v=vRQkxeBDEF0">https://www.youtube.com/watch?v=vRQkxeBDEF0</a> 4) Information on a city built on Mount Etna (See resources folder) 5) Concept Spec on the word 'disability' (See resources folder) 6) Teacher/children to choose a stimulus the children have been passionate about. Could be a previously generated question/ a topic of interest or maybe a</p>	<p>1) Wing- Is it okay to be different? What would the world be like if we all looked the same? Is it okay to judge someone based on first impressions? 2) Are some religious festivals more special than others? Can you celebrate a religious festival if you don't belong to the religion? What's the most important part of a celebration? 3) Do mistakes mean we have failed? Is it okay to make mistakes? Do mistakes make us learn? Should we give people a second chance? 4) Can nature be blamed for anything? Is no one to blame? Are natural disasters evil? 5) To introduce a Concept Spec to the children. Show them the example. Sheets to be printed and written on. Children to complete in groups of 4/5. Original word is 'disability'. 6)</p>
<p>Ye ar Fo ur Big ide a: Culture/religion/ class</p>	<p>1) PSHE- Relationshi ps education 2) History- Manches ter 3) RE- Life is a journey 4) PE- Competitive Games 5) Big idea- Charity</p>	<p>Identify and sort a range of questions using the Question Quadrant 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</p>	<p>1) <a href="https://www.literacyshed.com/thestepdad.html">https://www.literacyshed.com/thestepdad.html</a> 2) Manchester through the years (See resources folder) 3) Perspective PowerPoint (See resources folder)The Good Twin- (See resources folder) 4) Concept Spec on the word Charity (See resources folder) 5) Teacher/children to choose a stimulus the children have been passionate about. Could be a previously generated question/ a topic of interest or maybe a theme the class need some work on (friendship, fairness, resilience, sharing etc.)</p>	<p>1) Can we choose our family? What does family mean? Do you have to love your family? 2) Print on A3. Children to work in two's or three's to write down two things that are different and one thing that is the same between the two pictures. Teacher to show slide on board for other children to add. As a class generate concepts and create a philosophical question to be explored as homework. 3) Whose opinion matter more yours or somebody else's? Should we care what people think? Are you ever too old for dreams? 4) Is it good to be competitive? If there was a competition for being good who would be the judge? If you try doing something good for somebody, and it doesn't work, have you failed at being good? If being good was a race, would it be the winning or the taking part that counted? 5) To introduce a Concept Spec to the children. Show them the example. Sheets to be printed and written on. Children to complete in groups of 4/5. Original word is Charity.</p>

Year Five Big idea: Diversity- Societal pressures	<ol style="list-style-type: none"> <li>1) Big idea- Societal pressures</li> <li>2) Art- Recycled materials</li> <li>3) –</li> <li>4) Big idea &amp; RE- Muslims in Britain/ Diversity</li> <li>5) PSHE-Health/ Societal pressures</li> </ol>	<p>Suggest conclusions or lessons that might be drawn.</p> <p>Develop appropriate scepticism - examining the truth of what is said, questioning evidence, challenging assumptions.</p> <p>Children to devise evaluation activity to assess progress (based on the 4Cs) within an enquiry (use for review and reflection in own class)</p>	<ol style="list-style-type: none"> <li>1) The Frog and the Stranger- <a href="https://www.youtube.com/watch?v=cAmFG-7OZSA">https://www.youtube.com/watch?v=cAmFG-7OZSA</a></li> <li>2) Recycling PowerPoint (See resources folder)</li> <li>3) Use generated question from previous session as a basis for enquiry.</li> <li>4) Diversity in Britain PowerPoint (See resources folder)</li> <li>5) Concept Spec on the word 'healthy' (See resources folder) Teacher/children to choose a stimulus the children have been passionate about. Could be a previously generated question/ a topic of interest or maybe a theme the class need some work on (friendship, fairness, resilience, sharing etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1) Is it ever okay to judge someone? How important are first impressions?</li> <li>2) Teacher to print and place the three images and text around classroom. Ask children which is the most detrimental to the environment. Children to move to chosen picture. The three groups to share thoughts. Ask if anyone disagrees with first speaker and why? Encourage children to justify with reasons. Teacher to facilitate a question that arises to use as starting point in next session. Possible questions: What harms our world? What would make our world better? What does it mean to be an active citizen? Who is responsible for recycling the government or consumers? How can children make the world a better place?</li> <li>3) Enquiry based on chosen question</li> <li>4) Teacher to print photos from pp. Give every child a photo. So print 5 copies of each photo. Children to find 2 things in common in the photo with the person next to them. Discuss share as a class. Children to now find someone with a difference. Share and discuss. Does anyone agree disagree?</li> <li>5) To introduce a Concept Spec to the children. Show them the example. Sheets to be printed and written on. Children to complete in groups of 4/5. Original word is Healthy.</li> </ol>
Year six	Revision and review: Transition			