



Tany's Dell Community Primary School and Nursery

Subject Overview Document for:

Philosophy

Philosophy at Tany's Dell is aimed promote emotional awareness and thinking skills. Philosophy calls on imagination and reasoning and puts these capacities to work exploring values, assumptions and vital concepts like justice, truth, knowledge and beauty. A philosophical community of enquiry provides a forum where adults and children can search for meaning together. It is so important for adults and children to talk together in situations where differences can be welcomed and explored. Above all, children at Tany's Dell try to understand each other and explore their differences with positive attitudes. It is possible to find a philosophical dimension, and so an opportunity for philosophical thinking, in any subject in the curriculum.

Throughout the school the children are expected to:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe an incident clearly.	Add detail to their talk to keep the listener interested and express reasons for their opinions.	Speak fluently in sentences and without hesitation.	Justify an opinion by giving reasons and evidence.	Present a well-structured, persuasive argument including reasons and evidence.	Give and justify an opinion in an appropriate manner.
Speak clearly when expressing my thoughts.	Use gesture to support talk.	Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion.	Use formal/informal registers when appropriate.	Use language fluidly to speculate, hypothesise, imagine and explore ideas.	Agree and disagree constructively with others' views.
Listen to others opinions and respond appropriately.	Follow up listening with relevant questions.	Evaluate the effectiveness of others' presentations.	Make notes when listening.	Analyse the use of persuasive language in different contexts.	Monitor the effect of their talk on the listener and adapt it in response.
Listen and follow instructions accurately.	Comment constructively after listening.	Hold a conversation with peers and adults.	Recognise and analyse formal/informal registers when listening.	Analyse techniques designed to engage the listener.	Identify and adopt the features of formal register.
Listen with sustained concentration.	Be able to extract key points when listening to an adult.	Create atmosphere through the use of voice and movement.	Ask relevant questions after listening to build understanding.	Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective.	Analyse and evaluate a range of successful speakers for useful techniques.
Take turns in a group.	Keep on topic during discussion.	Disagree politely with peers.	Articulate clearly and project the voice.	Plan and manage a group task over time.	Use the conventions and language of formal debate.
Listen to other pupils during group work.	Reach agreement in a group.	Use discussion to organise roles within a group.	Use inclusion techniques in a group e.g. questions, eye contact, people's names	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.
Explain their thoughts to a group.	Ensure all group members have a turn.	Discuss a wider range of feelings and emotions.	Address alternative opinions in discussion	Use a range of question types in discussion and conversation.	Consider, evaluate and build on different viewpoints during debates and discussions.
Respond to other characters in role.	Use eye contact and body language to communicate.		Take different roles in groups e.g. leader, reporter, scribe, mentor		
Pretend to be a character, showing feelings through words and action.					