

Queenswood Primary School and Nursery



Thinking Skills Progression

Curriculum intent and implementation

At Queenswood, we aim to develop thinking skills in all areas of the curriculum. By challenging all pupils to think in this way, this will contribute to our aim of children becoming critical and creative thinkers. Embedding these skills offers the opportunity to develop an eye for detail, a way of looking at things from different perspectives, applying logic and prior knowledge, skills and understanding, whilst encouraging perseverance and resilience.

	Type of thinking/principle	Key Stage 1		Lower Key Sage 2		Upper Key Stage 2	
Plan	Asking questions (to understand the problem)	Ask why, what, how, where, when etc.	Ask questions related to context and listen before asking further questions, in expectation of concrete answers	Aske relevant questions and begin to link questions into sequences; give reasons for choice of questions	Ask questions hat build on responses to earlier questions; give some considered reasons for choice of questions	Ask more probing questions; give considered reasons for choice of questions	Identify the problem and set the questions to resolve it; justify choice of questions
	Activating prior knowledge, skills and understanding	Show awareness of personal needs and skills	Identify own prior knowledge ad skills related to context	Begin to identify gaps in required knowledge, skills and understanding	Identify gaps in required knowledge, skills and understanding	Describe gaps in knowledge, skills and understanding	Prioritise gaps in knowledge, skills and understanding
	Determining approach/method	Choose from given options what to do and how to do it	Plan, with support, the approach/method to be used	Plan the approach/method to be used	Suggest alternative approaches/methods; identify the strategy to be used	Explain why the approach/method/strategy has been selected and identify possible problems	Take account of possible problems when justifying why a strategy (ies) is used
	Gathering information	Choose from given options where to find information	Suggest where to find relevant information and ideas	Suggest how to find relevant information and ideas	Suggest a range of options as to where and how to find relevant information and ideas	Analyse independently suggested options	Evaluate options
	Determining Success Criteria	Identify, in response to questions, some basic success criteria for what is going to be done	Determine some basic success criteria	Determine success criteria	Determine success criteria for the strategy	Determine a range of success criteria for the strategy(ies)	Determine and justify a range of success criteria for the strategy(ies)

	Type of thinking/principle	Key Stage 1		Lower Key Sage 2		Upper Key Stage 2	
Develop	Thinking creatively	Observe events and show curiosity	Generate imaginative ideas and possibilities	Develop a variety of imaginative ideas, possibilities and alternatives, including those of others	Develop a variety of imaginative ideas, possibilities and alternatives and assess their quality	Develop innovative ideas that challenge perceptions	Critically appraise and develop connections that move ideas forward
	Taking risks	Begin to be aware of risk and start to take chances	Take chances and begin to be aware of risk, taking responsibility for actions	Begin to understand risk and how to take responsibility for actions	Identify risk and take responsibility for actions and decisions	Manage risk and take responsibility for actions and decisions	Evaluate how to effectively manage risk and take responsibility in a complex situation
	Valuing errors and unexpected outcomes	Realise when something works and when it doesn't	Describe errors and unexpected outcomes	Begin to make use of errors and unexpected outcomes	Make use of errors and unexpected outcomes	Value errors and unexpected outcomes and see the opportunities they present	Build on unexpected outcomes as well as success to re-evaluate
	Thinking about cause and effect and predicting	See simple links between cause and effect in concrete situations and routines; make and try out simple predictions	Identify links in concrete situations; give reasons for predictions	Describe links at a concrete level; use some prior knowledge to explain predictions	Begin to explain links and apply prior knowledge to explain predictions	Explain links' apply detailed prior knowledge to explain predictions	Evaluate an increasing range of links and variables
	Thinking logically and seeking patterns	Identify obvious observed differences	Identify and describe similarities and differences by making simple comparisons	Identify; describe and begin to explain patterns and relationships	Explain patterns and relationships and identify uncertainties	Analyse uncertainties in more abstract situations	Evaluate uncertainties, making suggestions as to the ho they may be explained
	Thinking critically	Begin to distinguish between fact and opinion	Review information and ideas to begin to distinguish fact from opinion	Distinguish between fact and opinion giving some evidence/knowledge-based reasons	Identify and begin to assess bias and reliability	Analyse information and ideas in order to assess bias, reliability and validity	Evaluate information and ideas in order to gauge bias, reliability and validity
	Forming opinions and making decisions	Begin to express own opinions and make decisions in concrete situations	Form opinions and make decisions by weighing up some pros and cons	Form considered opinions and make decisions by weighing up pros and cons	Consider other views to inform opinions and decisions	Take a different perspective in more complex situations, to inform opinions and decisions	Take multiple perspectives in more abstract situations to inform opinions and decisions
	Monitoring progress	With support, follow the 'plan'	Follow the plan	Follow the plan, make some amendments at times	Follow the plan, make some amendments where necessary	Revise plan effectively where necessary	Regularly check progress and revise plan as necessary

	Type of thinking/principle	Key Stage 1		Lower Key Sage 2		Upper Key Stage 2	
Reflect	Describing the approach/method/strategy(ies)	Show what has been done	Describe some of what has been done	Recount the approach/method used	Describe any amendments made to the plan; identify and describe the strategy used	Explain why amendments were made to the planned approach/method; explain why the strategy(ies) was used	Justify amendments made to the strategy(ies) used
	Determining success	Identify, in response to questions, what worked and what didn't; begin to link to set success criteria	Identify what worked and what didn't; link to set success criteria	Decide whether the approach/method was successful; link to set success criteria	Decide whether a particular strategy was successful; link to set success criteria	Analyse the strategy(ies) used	Evaluate the strategy(ies) used
	Reviewing the approach/method		Begin to suggest how the approach/method could be improved	Identify and consider other approaches/methods	Identify other strategies that might have been effective	Analyse alternative strategies	Evaluate alternative strategies
	Drawing conclusions on own learning and thinking	Show, in response to questions, some of what has been learned/found out	Describe what has been learned/found out	State simple conclusions: begin to recognise that some conclusions can be misleading	Explain conclusions using some evidence; recognise that some conclusions can be misleading	Explain evidenced conclusions; suggest reasons for misleading conclusions	Develop evidenced and justified conclusions and judgments
	Linking and lateral thinking	Make links between concrete or practical events	Link the learning, with support, to other situations	Link the learning to other similar situations	Link the learning to dissimilar but familiar situations	Link the learning to unfamiliar or more abstract situations	Integrate the learning and link it to more abstract situations