

1

**Cause and consequence tree.** The roots make up the causes, the trunk the key events and the branches and leaves make up the consequences. Higher level students could prioritise the causes and consequences by the depth of the root or the height of the branch/size of the leaves. They could also link them!

2

**Diamond nine.** Create a card sort of causes or consequences. Ask students to sort them into the most important cause/consequence to the least important. Ask them to justify their top cause. Higher level students could then link the causes/consequence. Search '[18936](#)' for a handy template).

3

**Buckaroo.** Nominate a student to be your 'Buckaroo' (i.e. act as a horse!). Ask students to attach causes to objects to go onto the horse's back. They should do this one at a time explaining their cause/consequence as they place them on. Which cause will make it Buckaroo? Ask them to then justify why this might be the key cause/consequence. Your Buckaroo student can pick their moment to buck based on the justifications!

4

**Causation questioning.** Put a mystery up on the wall (e.g. Thomas Becket's dead body), ask students to create good questions that will help to explore what caused the event in question. Students then answer the causation questions they have created by interrogating sources.

5

**Categorising causes and consequences.** To help students explore causes and consequences as factors, create a card sort of either causes or consequences. Ask them to categorise them e.g. social, political, economic or long term, short term etc. Ask them to then determine which was the main factor or cause/consequence.

6

**Interpretation talking.** Get students to explore two or three conflicting interpretations about the causes or consequences of an event. After analysing the interpretations, get the students to find evidence to support one of the interpretations. Let the debate begin! Which interpretation is the more accurate?

7

**Target note or dartboard.** Create a dartboard with the key question at the centre (you could use our template (search : '[24023](#)'). Students then must explain each cause in the different segments of the board. They could give dartboard number scores for the more significant causes.

8

**Multi-causal kites.** Ask students to describe key events on the kite itself. On the bows of the kite string, they then write causation PEE chains (one on each bow). Place the bows onto the string, the more important causes go higher up the string. Peer assessment can then take place - the higher the kite is placed on the wall, the better the causes have been explained.

9

**Fishbone diagram.** Ask students to fill in the fish head with the outcome/event. They then need to explain the different causes using the bones as each cause. Add detail to the bones with evidence and explanation. See our template '[26344](#)'.

10

**Pass the buck.** Ask students to write a PEE chain explaining a cause of the event they are studying. They should then pass their answer to a peer who then writes another cause in a PEE chain (higher level students could link the causes). Keep rotating (3 to 6 times) until it passes back to the original author. A perfect essay in the making!