



Strategies for Developing Oracy in History

	Purpose and Impact
Defending Conclusions Reached	By defending conclusions, using given sentence stems, students think more critically about given historical evidence, arguments and perspectives, aspects of history of the wider world and historical concepts.
Group Discussion	The purpose of group discussion is to inspire curiosity so that students further their own historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
Self-Reflection	Through the oracy progression, students are invited to change their mind based on what they have heard. In doing so, pupils develop their perspective and judgement of given historical evidence, helping pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identify and the challenges of their time.
Simulation and Role Play	By exploring key historical figures through drama techniques, pupils are invited to evidence their historical understanding. Justifying the "in character responses" through their own critical analysis of evidence.
Pose Questions, Predict and Raise Doubts	By asking students to pose further questions to their peers, students evidence an understanding of historical enquiry, placing themselves at the heart of their own investigation. In doing so, pupils should think critically, weigh evidence, sift arguments, and develop perspective and judgement.
Explaining Thinking Through Evidence	Within history, we insist that evidence is used to make historical claims. Through our oracy progression, given sentence stems are used to promote independent justification.



Talking like a Historian Sentence Stems



- It is similar because...
- It is different because...
- *Why has...changed?*

- It is different because...and...
- I believe it is the same, due to....
- It is important because...
- I agree / disagree with this source, because...
- *How do the sources suggest...?*

- The most likely reason was...
- I believe the most important factor is...
- This reminds me of...
- During this time, remained the same / different, therefore....
- In my opinion, ...has stayed the same due to the evidence of...
- *How has this event impacts on us now?*

- Based on..., I conclude that...
- The text stated..., which is why I think that...
- I can infer that.... because I know that...
- There is evidence to suggest that...
- The most significant effect of... was...
- A further key event was...
- This demonstrates continuity because....
- To some extent, the event of... caused...
- *Why is it important to understand traditional / modern concepts through time?*