



## Our Intent for History at Pensford Primary School

In teaching history, we inspire curiosity through the exploration and interpretation of evidence while learning about significant people, places and events. Using sources of information to support their opinion, our children will ask perceptive questions and think critically. We will explore the complexity of people's lives and relationships throughout time by identifying change and continuity, cause and consequence. We want our children to gain a coherent understanding of chronology on a local, national and international scale from the earliest times to the present day. Our children will develop a sense of scale, using a timeline, to identify where a historical period took place and how long it lasted. They will gain a sense of what *Ian Dawson* (2004) calls 'frameworks of the past.' We will link learning about the past with other subjects, especially geography, as all history is concerned with place as well as with time. Maps and plans and patterns of human settlement are an intrinsic part of history. History study units will also combine with art, design & technology, religious studies, music, drama, numeracy, and science to allow children to grasp a deeper understanding of the diversity of societies and relationships between different groups.

*'Pupils need to know that events in the past are connected to related events at the time and have a legacy, often lasting until today. This means thinking about the history curriculum planning as less of a stage set on which certain things happened and more of a chapter in the story which involves us all, up until today.'*  
Mary Myatt

Our history teaching supports the Four Pillars of the Pensford Curriculum as follows:

**Wellbeing** – The idea of there being a connection between health and happiness was first discovered thousands of years ago. The vast majority of cultures and countries in the world are aware that wellness and well-being are vital parts of life. We will weave, through our curriculum, an understanding of how different people throughout time have sought to look after their well-being.

**Language** – Our curriculum for History details the subject-specific vocabulary that will enable children to understand and retain concepts and knowledge in the subject. This vocabulary builds up as the children move through the school. Using sources of information to support their opinion, our children will ask perceptive questions and think critically. We will support our children to gain and deploy a historically grounded understanding of abstract terms such as 'civilisation', 'empire', 'parliament' and 'democracy'.

**Reasoning** – We will provide opportunities for children to ask questions and challenge the evidence they are presented with about past people, places and events. We will provide our children with a range of primary and secondary resources so that they can see how people have shaped and formed their ideas and knowledge of the past. We will introduce our older children to the concepts of bias and propaganda as a way of preparing them for their on-going historical learning in KS3 and beyond.

**Technology** – Children will use technology in 2 key ways during their study of History

- To connect with, research and discover more about the history of the world.
- To present their work so that it can be shared both within the school and wider community.

# History Overview

Local History		British History			World History	
Highlighted topics have significant history content			Visit / experience			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Time to wonder</b> Seasons and the passing of time – now and then <b>Black History Month – Rosa Parks</b> (US civil rights activist) (Re-visited in KS1 – Year B, Term 4)		<b>Me and my world</b> Seasons and the passing of time – now and then		<b>Out and about</b> Seasons and the passing of time – now and then	
KS1 Year A	<b>Topic – Whose party is it?</b>  Context - Black History Month - Ruby Bridges	<b>Topic – Fire</b> <b>The Great Fire of London</b> To study events beyond living memory that are significant nationally or globally  Context- Great Fire of London	<b>Topic – How do I get to....?</b> To study the lives of significant individuals in the past who have contributed to national and international achievements –  Context – Ernest Shackleton	<b>Topic – Where are all the wild things?</b>	<b>Topic – Once upon a time...</b> To study events beyond living memory that are significant nationally or globally  Context - Castles	
KS1 Year B	<b>Topic – Our amazing world</b> To study changes within living memory  To study the lives of significant individuals in the past who have contributed to national and international achievements.  Context - Neil Armstrong and Christopher Columbus comparison  Black History Month – Mae Carol Jemison	<b>Topic – Toys</b> Changes within living memory. Aspects of change in national life  Context - toys in the past	<b>Topic – We are Artists</b> To study the lives of significant individuals in the past who have contributed to national and international achievements.  To study changes within living memory  Context – Study of LS Lowry and Pieter Bruegel the Elder	<b>Topic – Maps and Routes</b> To study Significant historical events, people and places in their own locality.  Context - Aker Bilk  History of trains  Pensford Viaduct	<b>Topic – Weather and seaside</b> To study changes within living memory  Context –Seaside holidays over the last 100 Years . This will also be extended to the Victorian era.	

LKS2 Year A	<p><b>Topic – North, East, South, West</b></p> <p><i>Black History Month – Black athletes and sporting heroes</i></p>	<p><b>Topic – Rise of the robots</b></p>	<p><b>Topic – Extreme survival</b></p>	<p><b>Topic – Dig for Victory</b></p> <p><i>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</i></p> <p><b>Context – WW2</b> a significant turning point in British history, the Battle of Britain</p>	<p><b>Topic – Escape from Pompeii (...with a snap, crackle pop!)</b></p> <p><i>To study the Roman Empire and its impact on Britain</i></p> <p><b>Context – The Eruption of Mount Vesuvius in 79AD.</b> Why this was a significant event for the Romans and for historians: what evidence from the eruption, and from British archaeological digs, tells us about the impact of the Roman Empire on Britain.</p>
LKS2 Year B	<p><b>Topic – Going Global</b></p>	<p><b>Topic – Raiders, traders or settlers?</b></p> <p><i>To study Britain's settlement by Anglo-Saxon and Scots</i></p> <p><i>&amp; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.</i></p>	<p><b>Topic – Ancient Egypt</b></p> <p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</i></p>	<p><b>Topic – Rainforest</b></p>	<p><b>Topic – Down in the Valley</b></p> <p><i>Changes in Britain from Stone Age to the Iron Age.</i></p> <p><i>A local history study. – History of Stanton Drew standing stones.</i></p>
UKS2 Year A	<p><b>Topic – Chocolate</b></p> <p><i>Black History Month - Bristol and the Transatlantic slave trade.</i></p>	<p><b>Topic – Why aorta keep fit</b></p>	<p><b>Marvellous Maya</b></p> <p><i>A non-European society that provides contrast with British history - Mayan civilisation</i></p>	<p><b>Topic – Were we a fish?</b></p>	<p><b>Topic – Dragon's Den</b></p>
UKS2 Year B	<p><b>Topic – What's out there?</b></p> <p><i>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (Linked KS1, Year A, Term 1 – Neil Armstrong) Black History Month – Katherine Johnson</i></p>	<p><b>Topic – Who let the Gods out</b></p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i></p>	<p><b>Topic – Is it me or is it hot in here?</b></p> <p><i>A local history study</i></p> <p><i>Context -Pensford Flood</i></p>	<p><b>Topic – Victorious Victorians</b></p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Context: the impact of technology, including railways, building on KS1 knowledge.</i></p>	<p><b>Topic – How steady is your hand?</b></p> <p><b>Workshop with the Churches Conservation Trust</b></p>

# Core concepts and coverage

Core Concept	Definition	Times Examined
<b>Local History</b>	<i>The study of the social, cultural and development in a local context (Pensford)</i>	5
<b>Monarchy and empire</b>	A group of territories or peoples under one ruler. Throughout history countries have wanted to control lands beyond their borders in order to expand their empire, mainly to get power or wealth. This practice is called imperialism.	4
<b>Invasion</b>	<i>The movement of an army or large group of people into a reion, usually in a hostile attack that's part of a war or conflict, or in an attempt to take control of it.</i>	4
<b>Social and cultural change</b>	<i>Cultural change occurs when a pattern of behaviour shared by a society, or group of peopple including food, language, clothing, tools, music, art, custons, beliefs and religion. This can happen through environmental changee or through innovation.</i>	9
<b>Technological advancement</b>	<i>The generation of information or the discovery of knowledge that advances the understanding of technology within a specific society or civilisation.</i>	5
<b>Legacy</b>	<i>The long-lasting impact of particular events, actions, etc. that took place in the past, or of a person's life.</i>	8

Topic name	Local History	Monarcy and Empire	Invasion	Social and cultural change	Technological advancement	Legacy
KS1 Year A						
Fire				✓	✓	✓
How do I get to....?		✓		✓	✓	
Once upon a time		✓	✓	✓		✓
KS1 Year B						
Toy Story				✓	✓	
We are artists.				✓		
Maps and routes	✓				✓	
Seaside						
Lower KS2 Year A						
Dig for Victory			✓			✓
Romans	✓			✓		✓
Lower KS2 Year B						
Raiders and Traiders			✓			✓
Down in the Valley	✓					
Upper KS2 Year A						
Marvellous Maya		✓	✓			
Upper KS2 Year B						
Who let the Gods out?				✓		✓
Is it me or is it hot in here?	✓			✓		✓
Victorious Victorians	✓	✓		✓	✓	✓

# Progression of historical enquiry Key Skills and content

	EYFS	KS1	LKS2	UKS2
Chronological understanding	<ul style="list-style-type: none"> <li>- Uses everyday language related to time and events</li> <li>- Order and sequence familiar events</li> <li>- Be able to recall birthdays, days, months and seasons</li> <li>- Understanding of changes in their own lifetime personal timeline</li> </ul> <p><b>E.g. three things they couldn't do as a baby but can do now</b></p>	<ul style="list-style-type: none"> <li>• sequence artefacts and events that are close together in time;</li> <li>• order dates from earliest to latest on simple timelines;</li> <li>• sequence pictures from different periods;</li> <li>• describe memories and changes that have happened in their own lives;</li> <li>• use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>• understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<ul style="list-style-type: none"> <li>• order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>• accurately use dates and terms to describe historical events;</li> <li>• understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
Historical interpretation		<ul style="list-style-type: none"> <li>• start to compare two versions of past events;</li> <li>• start to understand that there can be different versions of the same event from the past;</li> <li>• observe and use pictures, photographs and artefacts to find out about the past;</li> <li>• start to use stories or accounts to distinguish between fact and fiction;</li> <li>• explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</li> </ul>	<ul style="list-style-type: none"> <li>• look at two versions of the same event or story in history and identify differences;</li> <li>• investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>• begin to understand some of the ways in which historians and others investigate the past.</li> </ul>	<ul style="list-style-type: none"> <li>• find and analyse a wide range of evidence about the past;</li> <li>• use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>• consider different ways of checking the accuracy of interpretations of the past;</li> <li>• start to understand the difference between primary and secondary evidence and start to question its reliability;</li> <li>• show an awareness of the concept of propaganda;</li> <li>• know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>• continue to develop their understanding of how historians and others investigate the past.</li> </ul>

<p>Historical investigation</p>	<ul style="list-style-type: none"> <li>- Be curious about people and show interest in stories</li> <li>- Answer 'how' and 'why' questions in response to stories or events</li> <li>- Explain own knowledge and understanding, and ask appropriate questions</li> <li>- Know that information can be retrieved from books or computers</li> <li>- Record using 'marks' they can interpret and explain</li> </ul> <p><b>- Use photographs to talk about their family's past</b></p> <p><b>- Know that photographs tell stories about the past</b></p>	<ul style="list-style-type: none"> <li>• observe or handle evidence to ask simple questions about the past;</li> <li>• observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>• use evidence to explain the key features of events;</li> <li>• sort some objects/artefacts into new and old and then and now.</li> <li>• Ask and answer questions related to different sources and objects. (why, what, who, how)</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of primary and secondary sources to find out about the past;</li> <li>• construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>• gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>• regularly address and sometimes devise own questions to find answers about the past;</li> <li>• begin to undertake their own research.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>• select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>• investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>
<p>Change and continuity</p>	<ul style="list-style-type: none"> <li>- Look closely at similarities, differences, patterns and change.</li> <li>- Develop an understanding of growth, decay and changes over time.</li> </ul> <p><b>- Name the members of their immediate and extended family</b></p>	<ul style="list-style-type: none"> <li>• begin to identify old and new things across periods of time through pictures, photographs and objects;</li> <li>• begin to understand that some things change and some things stay nearly the same.</li> <li>• be able to compare the past to their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• identify key things that stayed the same between periods;</li> <li>• identify key things that changed between periods;</li> <li>• start to explain the impact of some changes that have happened throughout different periods of time;</li> <li>• identify that there are reasons for continuities and changes across periods of time and explain some of these;</li> <li>• start to understand that there are times in history when change happens suddenly.</li> </ul>	<ul style="list-style-type: none"> <li>• identify why some changes between different periods of time have had more significant consequences than others;</li> <li>• explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;</li> <li>• start to categorise some types of changes into political, economic social and technological;</li> <li>• understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history;</li> <li>• understand and describe in some detail the main changes to an aspect of a period in history.</li> <li>•</li> </ul>
<p>Cause and consequence</p>	<ul style="list-style-type: none"> <li>- Question why things happened and give explanations.</li> <li>- Remember events, losses in our past (lost toys, old friends)</li> </ul>	<ul style="list-style-type: none"> <li>• understand that a cause makes something happen and that historical events have causes;</li> <li>• explain that historical events are caused by things that occurred before them;</li> <li>• understand that a consequence is something that happens as a result of something else.</li> </ul>	<ul style="list-style-type: none"> <li>• understand that a cause is something directly linked to an event and not just something that happened before it;</li> <li>• start to understand that there are short and long-term causes of events;</li> <li>• comment on the importance of the different causes for some key events;</li> </ul>	<ul style="list-style-type: none"> <li>• examine in more detail the short and long-term causes of an event being studied;</li> <li>• understand that some causes may be more significant than others and that some causes are less significant;</li> <li>• begin to understand that historians may not agree on the main causes of an event;</li> </ul>



			<ul style="list-style-type: none"> <li>explain a series of directly related events that happened in the lead up to a historical event;</li> <li>begin to understand that historical events create changes that have consequences;</li> <li>understand that a consequence is something that happens as a direct result of something else;</li> <li>understand that historical events have consequences that sometimes last long after the event is over.</li> </ul>	<ul style="list-style-type: none"> <li>understand that one event can have multiple consequences that impact on many countries and civilisations;</li> <li>understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War;</li> <li>address and devise historical questions about cause and consequence.</li> </ul>
Similarities and differences		<ul style="list-style-type: none"> <li>start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;</li> <li>identify that some things within living memory are similar and some things are different;</li> <li>recognise some similarities and differences between the past and the present.</li> </ul>	<ul style="list-style-type: none"> <li>identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;</li> <li>identify and give some examples of how life was similar in the past.</li> </ul>	<ul style="list-style-type: none"> <li>explain and give varied examples of how life was similar and different in the past;</li> <li>explain and give examples to show that things may have been different from place to place at the same time;</li> <li>start to give reasons for these similarities and differences.</li> </ul>
Knowledge and understanding of people in the past		<ul style="list-style-type: none"> <li>know and recount episodes from stories and significant events in history;</li> <li>understand that there are reasons why people in the past acted as they did;</li> <li>describe significant individuals from the past.</li> </ul>	<ul style="list-style-type: none"> <li>find out about the everyday lives of people in time studied compared with our life today;</li> <li>explain how people and events in the past have influenced life today;</li> <li>identify key features, aspects and events of the time studied;</li> <li>describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</li> <li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>

Below are SAMPLE knowledge organisers, giving an illustration of the greater level of detail of the coverage for a topic. Similar organisers are being developed for each topic as we teach it.

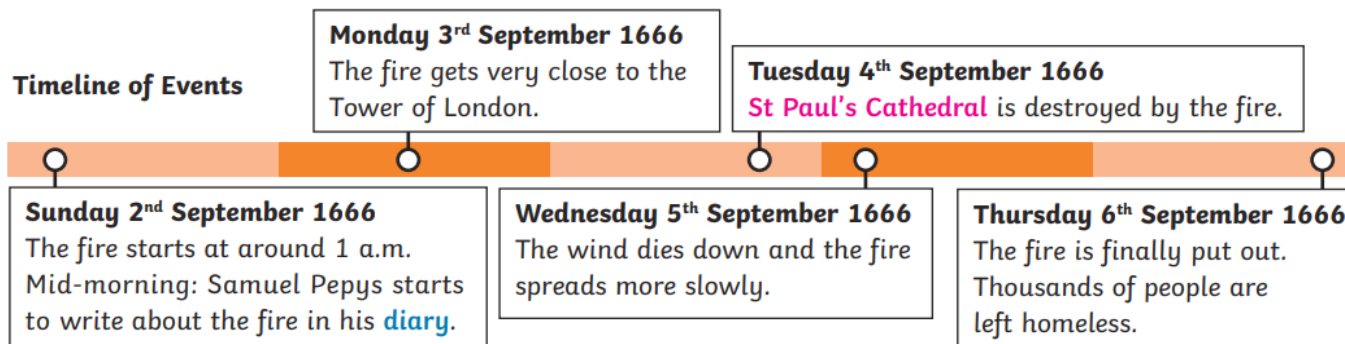
# KS1 Year A: Fire Great Fire Of London

## Knowledge the children will gain

Change and continuity	After the fire an organised fire brigade was established and water engines were designed that gave a continuous stream of water when pumped. When houses were rebuilt, they were made from bricks instead of wood
Cause and consequence	The Fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. The started because the fires used for baking were not put out properly In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread
Similarities and differences	Tudor houses were built with wooden frames. The frames had spaces in between that were filled with small sticks and clay. They also built their houses very close together, which made the streets very narrow <i>How do these houses compare with your own?</i>
Knowledge and understanding	The fire started in a bakery on Pudding Lane. The owner of the bakery was Thomas Farriner. There wasn't fire brigade so ordinary people used leather buckets and water squirts to try to put the fire out but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. It is believed that 6 people died as a result of the fire 13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept in tents. Samuel Pepys wrote a diary about the GFOL. King Charles II was the king in 1666

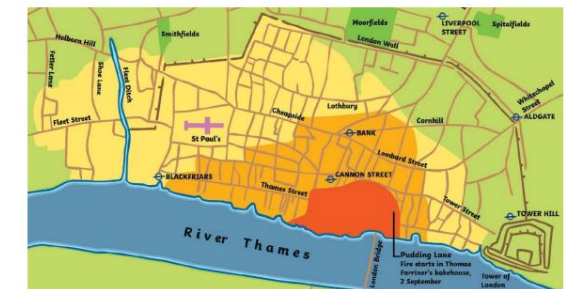
## Chronological understanding

### Timeline of Events



## Key Vocabulary

St Paul's Cathedral	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
17 <sup>th</sup> Century	From the year 1601 to 1700. The Great Fire of London happened in the 17 <sup>th</sup> century, in 1666.
River Thames	The river that runs through the middle of London.
Flammable	When something burns easily
Firebreak	A gap that stops fire spreading to nearby buildings.
Eye Witness	A person who saw an event with their own eyes and can therefore describe it.



**Spread of the Fire**

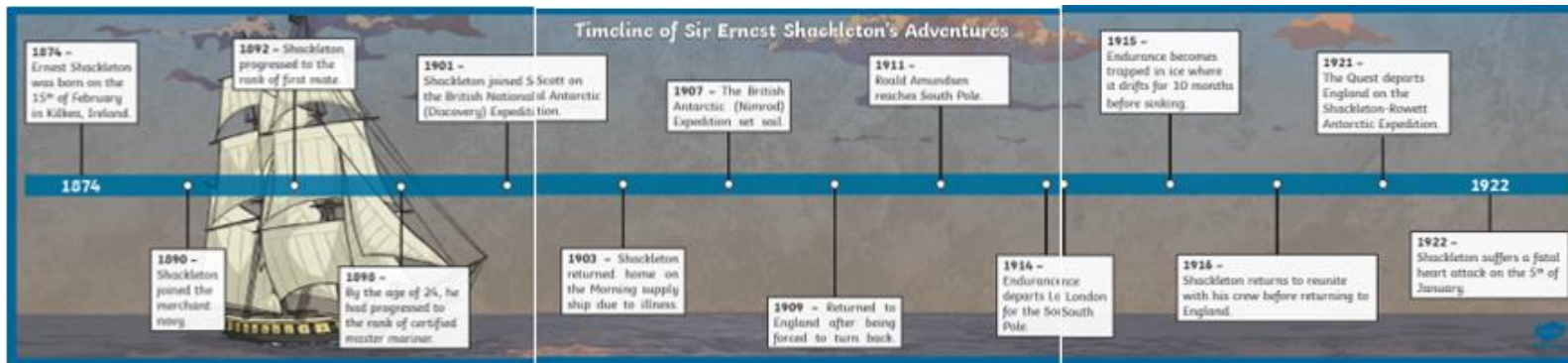
- Red: Sunday 2<sup>nd</sup> September 1666
- Orange: Monday 3<sup>rd</sup> September 1666
- Yellow: Tuesday and Wednesday 4-5<sup>th</sup> September 1666

# KS1 Year A: How do I get to .....? Ernest Shackleton

## Knowledge the children will gain

<b>Change and continuity</b>	<ul style="list-style-type: none"> <li>begin to identify old and new things across periods of time through pictures, photographs and objects;</li> <li>begin to understand that some things change and some things stay nearly the same.</li> </ul> be able to compare the past to their own lives.
<b>Cause and consequence</b>	<ul style="list-style-type: none"> <li>understand that a cause makes something happen and that historical events have causes;</li> <li>explain that historical events are caused by things that occurred before them;</li> </ul> understand that a consequence is something that happens as a result of something else.
<b>Similarities and differences</b>	<ul style="list-style-type: none"> <li>start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;</li> <li>identify that some things within living memory are similar and some things are different;</li> </ul> recognise some similarities and differences between the past and the present.
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>know and recount episodes from stories and significant events in history;</li> <li>understand that there are reasons why people in the past acted as they did;</li> </ul> describe significant individuals from the past.

## Key Vocabulary

# KS1 Year A: Once Upon a Time - Castles

## Knowledge the children will gain

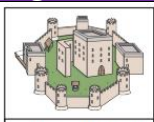
Change and continuity



motte and bailey castle built from wood



stone keep motte and bailey castle



stone keep castle with stone curtain walls



concentric castle



courtyard castle and moat



fortified manor house

The Kings and Queens of England help us to understand the history of the country.

Cause and consequence

The great age of castles began almost 1,000 years ago and lasted for nearly 500 years. The Normans introduced the first proper castles to England following their victory at the Battle of Hastings in 1066. They needed to protect their new kingdom, so as a result this was a time when many castles were constructed.

Similarities and differences

- The Lord and the Lady would run the castle and be of a high important rank, often being close to the King and Queen.
- Knights were soldiers who had shown to be very brave in battle. They had a Squire to do things for them.
- Squires were young men who shadowed a Knight with the hopes of becoming a knight themselves.
- The cook would make all the meals for those living in the castle.
- Stewards helped the Lord and Lady run the castle and tell everyone what they needed to do.
- The taster in the castle would have to taste the Lord or Lady's food to ensure it was good and did not have poison.
- The Chaplain was the priest in the castle's church. He would be in charge of ensuring the sermons were read and the choir boys knew their songs.
- The Musician would entertain the Lord and Lady and their guests during big feasts

Knowledge and understanding

### **Elizabeth I** (1533-1603)

Elizabeth reigned for 45 years from 1558-1603

Her father was Henry VIII and her mother was Anne Boleyn, Henry's second wife, who was executed when Elizabeth was 3.

Elizabeth never married, even though this meant she had no heir to follow her.

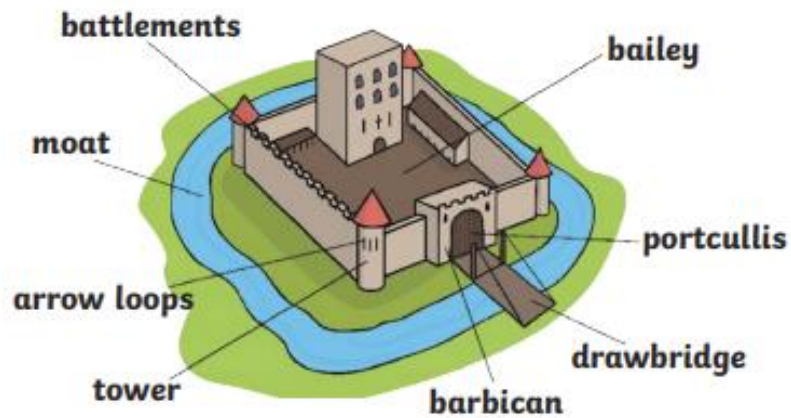
Elizabeth's reign was known as the Golden Age and was a time of wealth and adventure.

The Spanish Armada, in 1588, was an important event during Elizabeth's reign. Spain sent ships to invade England, but were defeated by the English navy and stormy weather.

## Key Vocabulary

Castle	.A large strong building, or group of buildings, designed to protect the people inside from attack.
Arrow Slits	A narrow vertical slit in a castle wall from which arrows could be fired
barbican	Part of the outer defence of a castle. Used to help defend a gateway into a castle
Battlements	Found at the top of a castle's walls, with openings to shoot through and raised sections for protection
Drawbridge	A bridge, which can be raised and lowered, often found over a castle's moat
Moat	A deep, wide ditch surrounding a castle, often filled with water.
Tower	A tall narrow building forming part of a castle.
Portcullis	A strong, heavy spiked barrier that can be lowered to block an entrance.
Keep	The strongest part of the castle. This was built on top of the motte and was often lived in by the owner of the castle.
Motte	A tall steep sided mound on which the keep was built.
Bailey	An area surrounded by a wooden fence, where soldiers and servants lived.





### Chronological understanding

A timeline of the development of castles.

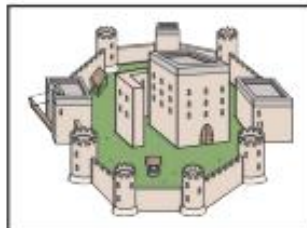
The way that castles were built and the materials that were used changed over time. This timeline shows some of the different styles of castles from the earliest to be built, to the most recent



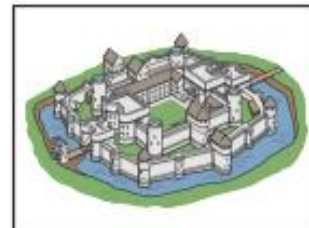
motte and bailey castle  
built from wood



stone keep motte and  
bailey castle



stone keep castle with  
stone curtain walls



concentric castle



courtyard castle  
and moat



fortified manor house

### A timeline of key English monarchs



Alfred the Great  
886-889



William the Conqueror  
1066-1087



Henry V  
1413-1422



Henry VIII  
1509-1547



Elizabeth I  
1558-1603



James I  
1603-1625



Victoria  
1837-1901



Elizabeth II  
1952-Pesent

