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| **Widecombe-in-the-Moor Primary**  **History Curriculum Plan**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| The study of History should inspire children’s curiosity about the complexities of the past to enable them to consider the present and look to the future. We use an enquiry-based approach for teaching History because we know it makes the learning focused for the children. Big Questions are chosen for each historical topic, to pique children’s interest and learning is structured towards finding answers in creative and memorable ways whilst ensuring National Curriculum coverage is achieved.  Children are taught to think critically, explore, and assess evidence to empathise with and understand the history of Britain and the wider world. Understanding of key concepts such as empires, invasions and trades are covered with a focus on subject specific vocabulary to enable all learners to develop a mental timeline of important events throughout history, which shaped the world we live in today.  Concepts are revisited regularly, and links are made to ensure children build upon their prior knowledge. This enables all learners to develop a secure historical knowledge which will grow alongside age-related analytical skills that enable children to fully consider and critique the actions of our predecessors. |

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| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **KS1 Vocabulary List**   |  |  |  | | --- | --- | --- | | yesterday tomorrow  the present  the past  the future  day  week  month  long ago  old new/recent  parent grand parent  great grand parent  clue  memory lifetime  calendar  Who?  What?  materials plastic remember | year decade century ancient modern long ago timeline date order similar different because important living memory remembers 1960s  toys  materials wood  plastic  simple mechanical inventions homes  houses grandparents’ time the older generation memories drawing photograph camera detective opinion artefact When…? Where…? | anachronism  chronological order  era/period  The Tudors The Stuarts The Gunpowder Plot plotters Parliament secret King James Guy Fawkes Catholic Protestant traitor treason The Great Fire of London Samuel Pepys  Diary  danger  Christopher Wren  St Paul’s Cathedral  explorers  Colombus  Armstrong  travel encounter impact significant brave pioneer Atlantic Ocean America space rocket moon landing The Mexico Lifeboat Disaster storm rescue danger survive memorial investigate research evidence Why…?  historians  experts  letters  newspapers  websites  detective  opinion  artefact |   **Lower KS2 History Vocabulary List**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Anachronism, chronological order, era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, | Stone Age, Iron Age, Celts, Neolithic Bronze Age, Skara Brae, hunter-gatherer, religion, spirits, Stonehenge, hill, forts, sacrifice, Britons, nomad/nomadic | Boudicca, Romans, invasion, civilisation, Emperor Caesar, republic, empire, army/soldiers, resistance, conquest, revolt, outpost, colony, gods/goddesses, | invention, archaeologist, archaeology, sources, importance, significance, legacy, impact, effects, reason, change, continuity, this suggests…, may be, perhaps, could be, first hand evidence, second hand evidence, | myths and legends, oral history, museum |   **Upper KS2 History Vocabulary List**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Anachronism, chronological order, era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years,  impact, effects, consequences, legacy, significance, cause/s, change, continuity, extent of, extent of change,  my conclusion is that historian  archaeologist, archaeology | Stone Age, Iron Age, Celts, Ancient civilisations, Ancient Egyptians, Egyptologist, Ancient Greece, The Ancient Greeks, The Saxons, The Vikings, The Dark Ages, Middle Ages, The Georgians, The Victorians, The Industrial Revolution, 20th century, | World War I, World War II, trench, war, recruit, alliance, Blitz, Home Front, morale, | Democracy, Parliament, vote, suffrage, Houses of Parliament, represent, | Native Americans, culture, stereotype, diversity, traditional, view, attitudes,  The Ancient Maya, Central America, Mexico, empire, city-state, pok-ta-pok, stele, | astrology, astronomy, codex, excavate, cenote, | variety of sources, different experiences, this source, suggests that, I can infer that, impression, the source omits to mention, the purpose, reliability,  propaganda, one sided, biased, motive, mistake, primary, evidence, eye witness, Secondary, evidence, could have been, might have been, this source suggests that, this source doesn’t show that, reliable, could have been, might have been, may be, |   **Rolling Programme**  At Widecombe, we have a 2-year rolling programme in KS1 and a 4-year rolling programme in KS2 which has been built around History and Geography and which enables us to teach our topics in a cross curricular way. Teachers have mapped out high quality texts which link to our topics, and these are used for literacy sequences and class read alouds. We also adapt the learning in other areas to complement our topics – whilst ensuring we still have a progression of skills in each year group which gives greater cohesion to our curriculum. We feel that the overall learning experience is then more meaningful for the children, and it allows for a greater depth of learning to occur as well as incorporating ‘child voice’ and ‘possibilities’ in the process of teaching and learning.  All of the children in our school access outdoor learning (Forest School) which links to our history and geography, and we use this opportunity to offer rich learning experiences. For example, when studying the Romans, the children in UKS2 designed and made pewter coins using the heat from the fire to melt the pewter into their clay moulds. In LKS2, we gathered materials and created natural dyes which we then used to dye sheep’s wool – exploring the processing of this material to then go on to weave woollen blankets. We feel that memorable, immersive learning opportunities are more engaging and help children to maintain their learning for longer. They can then build on the skills and knowledge acquired in one area of their learning to inform another.  **Trips**  We always make sure that we take a trip out of school each term which once again enables the children to develop a greater depth and meaning to their historical learning. For example, the whole school visited Heatree during our Stone Age to Bronze Age project where we immersed ourselves in a day of learning about what it was like to live in the Bronze age. This not only supports our local community, but also included preparing and cooking food, making pots, creating artworks and shelters and telling stories in a replica Bronze Age roundhouse around an open fire. We want to make full use of our incredible surroundings and help the children to understand some of the history of where they live as well as opening their eyes to ancient history and how people in ancient civilisations lived.  **Possibilities and keeping going...**  Our topics are planned with ‘possibilities’ in mind so that the children get a sense of where they come from and what they might become as they grow into adults. Each time we do a topic, we invite a visitor into school who talks to the children, runs workshops or demonstrates what they do for a job and how with the right skills and learning they can choose whatever path they want to take in their lives. During our chocolate topic, we invited a chocolatier into school who ran chocolate making workshops with the children and this ran alongside a DT project where the children designed and made the packaging for their chocolates. This was inspired in part by a visit from an engineer who demonstrated digital design using CAD software. As our topics continue across a whole term, we also have a ‘keeping going’ element around half term. This allows us to revisit our enquiry question with some learning and knowledge and to make sure that we build on it from this point. This ‘keep going’ or ‘hook’ maybe a themed day, a visitor, a trip out of school or an event which the children may organise to raise funds for a cause linking to our topic or community.  **Dripping in the learning …**  At Widecombe, we like to keep dripping in the learning to make sure that we are continuously revisiting and refreshing the children’s knowledge and understanding of history. Children’s understanding of time and where they exist in relation to significant events in history locally and globally is key to this understanding and in each class we develop a timeline with the children which is referred to frequently. In KS2 we watch Newsround daily which allows the children to explore wider historical issues as well as gaining a grasp of current affairs and how politics can shape the world in which we live at different times and in different ways. We encourage curiosity and questioning throughout the curriculum and as the children move through our school, they are encouraged to notice patterns in history and to question sources of information – not always accepting one version of events and understanding bias..    **Celebration**  At the end of each topic, we organise a celebration of learning to close the topic before we move on and to give the children a chance to celebrate their learning with their parents. This may be an art exhibition, a museum organised by the children, a fundraising event, a workshop hosted by the children and aims to provide not only a clear end point to the topic but a moment to reflect and appreciate what they have learned and how far they have come since the beginning of the topic.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Two Year Rolling Programme KS1 - History/Geog/Text led** | | | | | |  |  | | **Year A**    2021 2022 | **321 … Blast Off!**    **HISTORY**  C*hanges within living memory/significant person*  *Moon landing/Neil Armstrong*    **English Text**  **LOOK INSIDE SPACE – Rob Lloyd Jones (Non Fiction)**    **SCIENCE – Everyday Materials**    **DT – design and build rockets**  **functional product/ make a rucksac**    **Cookery**  **What is a h*ealthy diet?*** | **…back down to earth.**    **GEOGRAPHY**  *Aerial photos of earth/Google Earth from space bring us back down to earth.*  *Locational knowledge – 4 continents*    **English Text**  ***Beegu – Alexis Deacon***  ***(Fiction)***    ***SCIENCE – seasonal changes***  ***Polar regions (Geog link)*** | **Where do my wellies take me?**    **The Story Path**    **GEOGRAPHY**  *Widecombe village – key physical and human features*  *Field work*  *Map of Widecombe/creating their own map* | **…and beyond!**    **Introduction to Africa**  **(non fiction)**        **GEOGRAPHY**  ***Contrasting locality***  ***Village in rural Ghana? (to be confirmed)***    ***DT – Cookery focus-***  ***UK where does our food come from?***  ***comparing African and UK ingredients and dishes***    ***cook a dish from Ghana*** | **Amazing women!**  **Stone Girl Bone Girl (F)**    **HISTORY**  **Significant person beyond living memory**  **(1805 – 1881)**  **Mary Seacole?**  ***OR Mary Anning – paleontologist***  ***Stone Girl, Bone Girl Laurence Anholt***      ***Great Women who Changed the world*** | **I do like to be beside the seaside**    **Great Women who changed the world (NF)**    **Mrs Armitage and the Big Wave**    ***GEOGRAPHY***  ***Trip to the seaside***  ***Dawlish? Bantham?***  ***Key physical features***    ***Compass directions***  ***N,S,E,W***  ***(Forest School)***  ***DT – building structures piers, ‘stiffer and more stable’***    ***Cookery***  ***Make ice cream*** | **Other opportunities to cover curriculum**    Using map of the UK in the classroom – take the opportunity to locate places/historical events in the news – particular ref to UK, capital cities, the world’s continents and the polar regions    **Timeline**  **As a point of ref and to be built up over time when people/events are studied.** | | **Year B**    2022 2023 | **Why do we sing songs like this? (traditional Nursery Rhymes )**    **The Great Fire of London (leading into Guy Fawkes 3 weeks Hamilton unit)**    **Toby and the Great Fire of London**  **(F)**      ***HISTORY***  ***Significant national event***    **DT- Make tudor houses**    **Make bread (pudding lane bakery)** | ***(complete Guy Fawkes unit)***    ***Literacy/History***  ***Retelling/acting out the story of Guy Fawkes***      ***HISTORY***  ***Events beyond living memory – Remembrance***  ***(Hamilton mini unit)***    ***Nativity***  ***(2 weeks)*** | **Where can I go...**    **English Text**  **The Naughty Bus**  **(F)**    ***GEOGRAPHY***  ***Journeys around the UK – characteristics of UK countries*** | **...and how can I get there?**    **The Book of Cars and Trucks (NF)**    **(Michael Rosen – poetry ‘The Bus is for Us’)**    ***HISTORY***  ***Changes in transport over time***    ***DT – Mechanisms, axles, build a vehicle***    Cookery | **How can we make a difference in Our World?**    **English**  **George Saves the World by Lunchtime (F)**      ***GEOGRAPHY***  ***Planting trees – Newbridge conservation***      **Science – plants/habitats unit?** | **How can we make a difference in Our World?**    **Penguin (NF)**    ***GEOGRAPHY***  North and South Pole/Polar Regions        DT- a rucksack to go to the south pole  (textiles)    **Cookery- Forest School make prepare and eat a meal around a fire** |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year** | **Autumn Term** | **Spring Term** | **Summer Term** | **Policy Notes** | | **A**  **2019 / 20**  **2023 / 24** | **Can you survive in the wild?**  *(Houses and Homes)*  *Geography – Settlement / locality*  *Fieldwork –*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | **Explorers and Exploration**  *Geography – Zones / Biomes / Focus on weather*  *Fieldwork – Weather Data Collection*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | **The Olympics 2020**  *History – Ancient Greece*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | ***History*** *– All classes to have an age appropriate timeline (developed with children)*  ***Geography*** *– Fieldwork to be evident in every geography unit of study*  *All classes will have a UK and World Map – Continents, Place, etc will be taught ongoing throughout the curriculum*    ***Science*** *– Links wherever possible, otherwise discrete teaching*  *2 Year Rolling Programme of Science – Lower Dart to cover Year 3 / 4 PoS, Upper Dart to cover Year 5 / 6 PoS*  ***Art*** *– Outcome once every term on a 2 Year Rolling Programme (Half termly alternating with DT)*  *1. Painting, 2. 3-D (Clay, Sculpture), 3. Printing, 4. Textiles 5. Collage / Mixed Media 6. Drawing*  *Work of other artists to be explored through every unit of study*  ***DT*** *– Outcome once every term on a 2 Year Rolling Programme (Half termly alternating with Art)*  *1. Food (every year), 2. Mechanisms, 3. Electrical, 4. Control, 5. Structures*  ***Music*** *– Kip Pratt*  ***PSHE*** *– JIGSAW*  ***PE*** *– delivered and planned SOW by the Academy*  ***Computing*** *– Whole school scheme Leader to map across year groups (Somerset eLIM – New Wessex Planning subscription £150 per year / Rising Stars)*  ***RE*** *– Schemes of Work matched to Devon Syllabus – Leader to map across year groups*  *(see 2 year rolling programme)*  ***Spanish****– Leader to map across year groups* | | **B**  **2020 / 21** | **Chocolate**  *History – Non-European (Mayan or Indus)*  *Geography – Fairtrade (trade and economic activity)*  *Fieldwork –*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | **Mighty Mountains**  *Geography – European locality*  *Mountains*  *Fieldwork –*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | **From Moor to Sea**  *History – Stone age to Iron Age*  *Geography – Rivers and Settlement (Our locality – Widecombe / Teignmouth)*  *Water Cycle*  *Fieldwork – River Study (River Lemon Trip)*  *Science – Leader to map*  *Art – Clay Pots (pinch and coil)*  *DT – Designing and making a stone age outfit or tool* | | **C**  **2021 / 22** | **What did the Romans do for us?**  *History – Romans (Impact of the Roman invasion on UK)*  *Science – Leader to map*  *Art – drawing*  *DT – Outcome* | **Why are there no tropical rainforests on Dartmoor?**  Spanish Day MFL  *Geography – / Climate (Zones)*  *Americas Locality*  *Fieldwork – trip to Wistman’s wood/Princetown*  *Science – Plants*  *Art – painting*  *DT – Outcome (Cams)* | **Why did the Vikings and Saxons invade Britain?**  *History – Anglo Saxons and Vikings (2)*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | | **D**  **2022 / 23** | **Ancient Worlds**  *History – Ancient Egyptians*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | **War and Remembrance**  *History – World War 2*  *Science – Leader to map*  *Art – Drawing*  *DT – Design and make a toy to take into an air raid shelter (Cams)* | **Dartmoor / Folk Tales**  *History – Local History*  *Geography – settlement and land use*  *Fieldwork – Our Locality*  *Science – Leader to map*  *Art – Outcome*  *DT – Outcome* | |
| **The National Curriculum** |
| Pupils are taught:  In Key Stage 1:  • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  • Significant historical events, people and places in their own locality.  In Key Stage 2:  • changes in Britain from the Stone Age to the Iron Age.  • the Roman Empire and its impact on Britain.  • Britain’s settlement by Anglo-Saxons and Scots.  • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  • a local history study – ‘Exeter’  • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – The Mayan Civilisation  • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  • Ancient Greece – a study of Greek life and achievements and their influence on the western world  • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |
| **Progression of Key Skills** |
| **Key skills** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Strand** | **Year 1** | | **Year 2** | **Year 3/4** | **Year 5/6** | | | **Finding Out About the Past**  **(Enquiry)** | **Changes within living memory? Where appropriate, these should be used to reveal aspects of change in national life.** | | |  |  |  | | Can I talk, find out about and share my experiences of the past and present?  Can I talk about and describe artefacts from the past and present?  Can I ask and answer questions about life for the people and artefacts? | Can I give reasons for and describe changes that have taken place within my experiences?  Can I use simple sources of information such as artefacts, photos and picture books to answer simple questions about the past?  Can I compare aspects of the present with the past and describe simple similarities and differences? | | By the end of year 4…  Can I use a range of information to ask and answer questions about the past?  Can I use interpretations, pictures and written sources to build a picture about the past?  Can I give reasons why peoples account of the same event may be different?  Can I talk about sources of information that contain negative views and accounts?  Can I ask and answer questions about an archaeological site? | By the end of year 6…  Can I answer questions about the past selecting information from a wide range of sources?  Can I use appropriate terminology and methods to present information about the past?  Can I identify different ways in which people have represented and interpreted the past?  Can I talk about and give reasons for an event being interpreted in a range of different ways?  Can I talk about why some written sources may give a negative view or account?  Can I explore a range of sources of information/accounts about an archaeological site?  Can I select, combine and present information from more than one source?  Can I give reasons for negative views and accounts in written sources of information?  Can I recognise some of the strengths and limitations in terms of archaeological evidence? | | | **Finding Out About the Past**  **(Chronology)** | **Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods?** | | | **Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study?** | | | | Can I talk about my own life and those of people I know?  Can I use the terms, ‘now’ and ‘then’ when I talk about my experiences?  Can I place objects and events within my experience, in time order?  Can I use simple everyday terms to describe the passing of time, eg new and old, now and then, before, after, long ago, in the past, day, week, month and year? | Can I talk about events, places and people beyond living memory?  Can I place objects, people and events beyond my own experiences in time order?  Can I use an increasing range of historical terms to describe the passage of time, modern, recent, long ago, older, present, century, in the past, present? | | Can I describe how the past has been divided into different periods of time?  Can I explain my reasons for placing objects, people and events in a particular order?  Can I use dates and historical terms to describe historical periods?  Can I use the terms BC and AD to locate dates of invasion and occupation? | Can I describe the key characteristics and features of a range of different periods of history?  Can I describe changes that have taken place within and across historical periods?  Can I use historical terms effectively to describe periods within history?  Can I place civilisations and events on a timeline showing an understanding of the terms BC and AD?  Can I compare and contrast features of historical periods identifying similarities and differences?  Can I describe and analyse the impact of change within and between periods in the past?  Can I analyse and evaluate the cause and effect of changes that took place in the past? | | | **Historical Events** | **Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]** | | |  | **Can I describe features of past events and make links between them?** | | | Can I talk about events in my life and the lives of people I know? | Can I talk about and describe, in simple terms features of events in my past, and that of members of my family? | | Can I describe features of historical events beyond living memory?  Can I identify common themes and features?  Can I compare similar events from the present and past?  Can I talk about the impact of events on the lives of the people of the time? | Can I describe a range of different features of key historical events?  Can I compare and contrast events from different historical periods?  Can I explain and give reasons for events in the present and past?  Can I talk about the impact of events on different groups within society at that time?  Can I understand and explain the reasons for, and results of, key historical events?  Can I interpret and evaluate a key historical event from more than one perspective or view point?  Can I support my evaluations with a range of evidence from a range of sources? | | | **Lifestyles of People in the Past** | **Significant historical events, people and places in their own locality** | | |  |  |  | | Can I talk about and describe my home and the way I live, eg day to day life, things I do, my house, my family etc? | Can I talk about and describe my life?  Can I talk about similarities and differences between my life and someone I know?  Can I talk about my thoughts about life in the past based on first-hand experiences? | | Can I compare and contrast the ways of life of people from different historical periods?  Can I compare and describe features of life now and in the past beyond living memory?  Can I describe and give reasons for the changes and differences in lifestyle in the past and present?  Can I compare and describe the characteristics of a range of significant groups from the past? | Can I identify and describe features and characteristics of past societies?  Can I compare and analyse the factors that caused change in the past?  Can I talk about the impact of change on past societies, e.g. displacement due to war?  Can I describe and give reasons for the beliefs held by different societies in the past?  Can I compare and contrast the distinctive features of past societies? | | | **Significant Historical People** | **The lives of significant individuals in the past who have contributed to national and international achievements? Some should be used to compare aspects of life in different periods, i.e. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell.** | | |  |  |  | | Can I talk about my own life and those of people I know?  Can I use the terms, ‘now’ and ‘then’ when I talk about my experiences? | Can I talk about and describe events in the life of a well-known historical person? | | Can I use a range of sources of information to find out about a significant historical person from a historical period I am familiar with?  Can I identify and describe key events in their life from a range of sources of information? | Can I use a range of sources of information to find out about significant historical people from a key historical period?  Can I compare and contrast a range of information about a significant historical person?  Can I use a wide range of evidence to compare and analyse the lives of significant historical people from the same and different historical periods? | | |
| **In order to assess impact - a guide** |
| Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in History. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge; a KWL (know, want to learn, learnt) grid could be used and may be completed independently in books or constructed with the teacher.  Children’s progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children’s books, dialogue, class scrapbooks, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.  There is an expectation that History learning in books will be the same quality as that in English books. Marking and feedback in History should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on History vocabulary and the expectation is that children who are ARE will spell these correctly throughout their History writing. |