



# **HISTORY**

**in the  
National Curriculum  
in Wales**

**Key Stages 2–3**

## **Title of document**

History in the National Curriculum in Wales

## **Audience**

Headteachers and governing bodies of maintained schools in Wales; local education authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

## **Overview**

This document sets out the Welsh Assembly Government's proposed changes to history in the national curriculum in Wales.

## **Action required**

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to [curriculum@beaufortresearch.co.uk](mailto:curriculum@beaufortresearch.co.uk). Alternatively, online questionnaires are available at [www.wales.gov.uk/consultations](http://www.wales.gov.uk/consultations)

## **Further information**

Enquiries about this consultation should be directed to Gerard Pitt on 029 2037 5412.

## **Additional copies**

Can be obtained from:

Tel: 029 2037 5427

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Or by visiting the Welsh Assembly Government's website [www.wales.gov.uk/consultations](http://www.wales.gov.uk/consultations)

## **Address for return of comments**

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This document contains the proposals for history in the national curriculum in Wales. These are for consultation. The consultation lasts until 30 March 2007. It would be helpful if you would submit your views on the response questionnaire provided with the consultation pack or respond via the website at [www.wales.gov.uk/consultations](http://www.wales.gov.uk/consultations)

## Wales Curriculum 2008: The objectives

The Welsh Assembly Government intends that, from 2008, there exists in Wales:

- a single coherent framework for curriculum, assessment and qualifications 3–19 which will help schools to raise standards of achievement and widen educational opportunity
- a set of revised subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage.

The agenda for the development of this revised curriculum and assessment framework for Wales is based on the Minister's acceptance of the key recommendations in ACCAC's *Review of the school curriculum and assessment arrangements 5–16: A Report to the Welsh Assembly Government April 2004*. That report described the context for the review and the evidence that was gathered to inform ACCAC's advice.

Advisory groups for cross-phase (primary and secondary) and additional educational needs worked alongside the personal and social education and subject advisory groups to help revise the curriculum.

In revising the subject Orders, opportunities have been taken to:

- revise the Common Requirements section to clarify each subject's contribution to developing skills across the curriculum, the Curriculum Cymreig, and personal and social education
- review the use of the icons for skills and other requirements to give a fuller picture of opportunities for skills development and application
- revise the 'Access for all pupils' text to clarify breadth and depth of study, and to ensure inclusion and accessibility for all pupils, especially those with additional educational needs
- revise and rename focus statements to reflect the focus on skills development and application, and to provide an overview of what is involved in each key stage for each subject

- develop a common structure – Skills and Range – initially identifying the required skills for each subject and then the range of contexts, opportunities and activities through which these skills should be developed
- use the non-statutory skills framework to underpin the review of the subject Orders, adding text consistent with that used in the skills framework to indicate where opportunities and contexts exist to develop skills across the curriculum
- update and reduce content where necessary to ensure relevance to the twenty-first century, taking account of learners' personal development and well-being, their preparedness for citizenship, community life and employability within a bilingual Wales, and education for sustainable development and global citizenship
- add non-statutory examples where necessary to clarify key experiences and learning opportunities
- re-draft level descriptions, where necessary, to indicate clearly progression in skills relevant to each subject, and to recognise the progress of pupils who are working below Level 1
- remove references to the Key Stage 2 and 3 Programmes of Study from the level descriptions
- reduce the level of prescription in the Key Stage 4 Programme of Study to allow qualifications that provide different and more inclusive pathways through each subject, giving learners greater opportunities for choice and participation.

# Commentary on the proposals: key changes

## The main changes to the current (2000) Order are:

- The names of the five key aspects of history remain the same, as do the skills, knowledge and understanding they embody, but their wording has been revised to indicate more closely the links with the Skills Framework at that Key Stage.
- To reduce perceived content overload, the detail given for each historical period or topic has been substantially reduced and a focus given to its study.
- To support the enquiry approach to history, to reduce content and to provide a closer focus for pupils' learning, the requirement that pupils engage in investigations is included at both key stages. Key questions have been provided to structure such investigations.
- There is overlap between the historical periods studied at Key Stage 2 and Key Stage 3. This has always been the case, with the intention that this would enable the social history studied at Key Stage 2 to provide a basis for a more detailed study of the political, economic, social and cultural history of these periods at Key Stage 3. This intention is now made explicit in the programme of study, and the requirement to study social history at Key Stage 3 has been removed.
- Local history is no longer a discrete topic, but is to be included in the study of all periods at Key Stage 2 and of two specified periods at Key Stage 3. This reduces content, and also provides the structure for a more holistic study of history across a range of scales, from the local to the global.
- At Key Stage 2, an additional context (The Age of the Princes) has been added as an extra option. This provides an opportunity to bridge the present 1,500 year gap between the study of the daily life of the Iron Age Celts or Romans and the study of life in Tudor times. It also provides a basis for study of the mediaeval period at the beginning of Key Stage 3, thus reducing content at that point.
- The content requirement for the nineteenth and twentieth centuries at Key Stage 2 has been considerably reduced.
- At Key Stage 2, the change and development theme of reading and writing has been removed, and the themes of homes, food and farming and transport integrated into the study of all contexts, in order to provide for a more holistic approach and to reduce perceived content overload.

- At Key Stage 3, the requirement to study a discrete historical theme has been removed. The key questions provide opportunities to consider some of these themes, providing for a more holistic approach, while reducing content.
- The importance of enquiry has been strengthened by including references to pupils asking as well as answering questions about the past at Levels 1 and 2 and by giving more detail on developing historical enquiry and evaluative skills at the higher levels.
- From Level 4, the nature of the historical terms used has been more closely defined in line with the communication section of the Skills Framework.

## Responsibilities on schools

Under the requirements of equal opportunities legislation covering race, gender and disability, schools in Wales have a duty towards present and prospective learners to:

- eliminate discrimination and harassment and promote positive attitudes
- promote equal opportunities and encourage participation in all areas of school life.

Every learner should develop a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan in all subjects to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic/cultural identities of all pupils and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers and provide an inclusive curriculum which will offer opportunities for **all** learners to achieve in school in preparation for further learning and life.

Schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. For learners with disabilities in particular, they should make reasonable adjustments in order to:

- improve access to the curriculum
- increase access to education and associated services
- provide information in a range of formats.

Schools should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both spoken and written English and/or Welsh through the curriculum. Schools should ensure that learners are provided with material that is appropriate to their ability and previous education/experience, and that extends their language development and challenges them cognitively.

## Learner entitlement

Schools in Wales should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities. Schools should ensure that learners' preferred systems of communication are used to maximise access to the curriculum and should recognise the value of the home language in learning. Learners should experience a variety of styles to extend their learning.

To enable **all** learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier or later phases/key stages within the curriculum. Schools should present material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working **significantly** below the expected levels at any key stage, schools should design their curriculum to meet the priority needs of their learners. Sufficient flexibility exists within the curriculum to meet the needs of **all** learners without the need for disapplication. Where it is not possible to cover all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by using the full range of subjects as contexts for learning.

For learners working at higher levels, greater challenge should be incorporated by presenting material in ways that extend breadth and depth of study. The level of demand may also be increased through the development and application of communication, number, information and communication technology (ICT) and thinking skills across the curriculum.

Schools should choose material (to be covered in depth or in outline) that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

# Developing skills across the curriculum

A non-statutory Skills Framework has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop at Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

## Thinking

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In history, learners develop their thinking skills through historical enquiry and reflection on key questions, ideas and interpretations.

## Communication

Learners develop their communication skills across the curriculum through the skills of **oracy**, **reading**, **writing** and **wider communication**.

In history, learners develop their skills of oracy, reading and writing through using aural and written sources and communicating ideas, opinions, arguments and conclusions.

## ICT

Learners develop their ICT skills across the curriculum by **creating**, **presenting**, **finding** and **developing information and ideas** and by using a wide range of equipment and software.

In history, learners develop their ICT skills by using technology in enquiries, and to develop and present their findings.

## Number

Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting results.**

In history, learners develop their number skills through developing chronological awareness, using conventions relating to time, and making use of data, e.g. census returns and statistics.

At Key Stages 2 and 3, learners should be given opportunities to build on their experiences at the Foundation Phase and promote their knowledge and understanding of Wales, and their personal and social development and well-being.

## Curriculum Cymreig



Learners should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

History contributes to the Curriculum Cymreig by making local and Welsh history a focus of the study and helping learners to understand the factors that have shaped Wales and other countries today.

## Personal and social education



Learners should be given opportunities to promote their health and well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

History contributes to learners' personal and social education by developing their skills of enquiry and critical thinking; their understanding of different views and interpretations of people and events; and of the way in which people have affected their environment in the past. It gives learners an historical context in which to set their lives.

## History at Key Stage 2

At Key Stage 2, learners build on the knowledge, understanding and skills acquired during the Foundation Phase. They have experiences that make history enjoyable, interesting and significant. They develop their curiosity about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present. They learn by enquiry about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality, Wales and Britain. They engage in stimulating and focused historical enquiry using a wide range of sources, including representations and interpretations of the past, and organise and communicate their knowledge, understanding and skills in an increasing variety of ways.

## History at Key Stage 3

At Key Stage 3, learners build on the knowledge, understanding and skills acquired at Key Stage 2. They have experiences that make history enjoyable, interesting and significant, and that will enable them to engage as active citizens with issues of sustainable development and global citizenship. They learn by enquiry about the main political, economic, social and cultural features of selected periods from the histories of Wales and Britain during the last millennium. They place these developments in context by enquiring into the history of their own locality, the historical experiences of the countries which make up the British Isles, and aspects of European and world history. They learn about the diversity of people's experience in each selected period, and develop their understanding of causation and change over time. They study aspects of the past in depth and the differing spiritual and moral values of the periods studied. They establish their sense of chronology, and use and evaluate a range of historical sources and interpretations. They communicate and record their knowledge and understanding with increasing independence.

## Skills

### Chronological Awareness



Pupils should be given opportunities to:

1. use timelines to sequence events
2. use appropriate key words to estimate, measure and describe the passage of time.

### Historical Knowledge and Understanding

Pupils should be given opportunities to:

1. identify differences between ways of life at different times
2. identify significant people and describe the main events within and across periods
3. understand why people did things, what caused specific events and the consequences of those events.



### Interpretations of History



Pupils should be given opportunities to:

1. identify the ways in which the past is represented and interpreted
2. distinguish between 'fact' and 'opinion', giving some evidence/knowledge-based reasons for this.

## Range

Pupils should develop their historical knowledge, understanding and skills through learning about a range of historical contexts. These should be based primarily on the local area within the wider context of Wales, but including examples from Britain and other countries. The focus should be on the characteristics of daily life during the selected contexts. One aspect of daily life (*e.g. houses or food and farming or transport*) should be studied in all contexts.

Pupils should be given opportunities to:

- **study**
  - the daily life of people living in **either** the time of the Iron Age Celts **or** the Romans
  - the daily life of people living **either** in the Age of the Princes **or** in the time of the Tudors **or** the time of the Stuarts
  - how the development of industry affected people's daily lives in the country and the towns of Wales in the nineteenth century
  - the differences in people's daily lives in two contrasting periods of the twentieth century



## Historical Enquiry

Pupils should be given opportunities to:

1. ask and answer relevant questions about the past
2. plan the investigative approach to be used, suggesting how to find relevant information
3. use a range of sources, e.g. *artefacts, buildings and sites, adults talking about their own past, visual sources, data, appropriate written sources, and ICT*
4. reflect on their findings and the investigative approach used.



## Organisation and Communication

Pupils should be given opportunities to:

1. select, record, and organise historical information
2. communicate ideas, opinions and conclusions with increasing independence in a variety of ways, e.g. *ICT layouts and formats, graphs, charts, extended writing, visual and oral presentations.*



- **carry out**
  - investigations into the history around them and into the life of people at different times and places in the past.
- **ask and answer the questions**
  - what do you know about life at this time; how do you know this and how can you find out more?
  - what was life like for rich and for poor people, for men, women and children, e.g. *houses, food and farming, transport, education, clothes, celebrations, pastimes?*



- were there significant changes in people's lives at this time and if so, why?
- how have some of the most significant events and people of this time been represented and interpreted and why?
- What impact did people of that time have on their environment?

# Key Stage 3 Programme of Study

## Skills

### Chronological Awareness



Pupils should be given opportunities to:

1. use a range of chronological frameworks
2. explain links between people, events and changes within and across the periods studied
3. use specialist vocabulary to describe historical periods and the passage of time.

### Historical Knowledge and Understanding

Pupils should be given opportunities to:

1. recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one
2. describe, analyse and explain patterns and relationships, *e.g. the causes and consequences of the historical events, situations and changes studied*
3. evaluate the significance of the main events, people and changes studied.



### Interpretations of History



Pupils should be given opportunities to:

1. consider differing views and representations of some historical events, people and changes, and understand how and why they have been interpreted in these ways
2. apply their historical knowledge to analyse and evaluate interpretations
3. identify and begin to assess why some historical interpretations are more valid than others.

## Range

Pupils should be given opportunities to develop their historical skills and to build on their knowledge and understanding of the characteristics of daily life in the past by focusing on economic, cultural, religious and political history in the following contexts:

Pupils should be given opportunities to:

- explore and interpret the following historical contexts in chronological order
  - How the coming of the Normans affected the locality, Wales and Britain between 1000–1500.



- The change and conflict in Wales and Britain between 1500–1760.
- The changes that happened in the locality, Wales and Britain between 1760 and 1914 and people's reactions to them.
- How some twentieth century individuals and events have shaped our world today.

- carry out
  - investigations into historical issues on a range of scales, from the local to the international.



## Historical Enquiry

Pupils should be given opportunities to:

1. ask and answer significant questions
2. identify strategies for historical enquiry
3. independently use a range of historical sources in their historical context, including documents, artefacts, visual sources, buildings and sites, music and oral accounts, statistical and numerical data, interpretations and representations, and a variety of ICT sources
4. select and summarise information accurately from sources
5. record and evaluate the information acquired, reaching reasoned conclusions.



## Organisation and Communication

Pupils should be given opportunities to:

1. select, recall and organise historical information with increasing independence and accuracy
2. begin to organise ideas and arguments to help them to understand the historical issues and developments studied
3. use the necessary vocabulary to communicate findings, ideas and opinions with increasing independence in a variety of ways, including extended writing, graphs, charts, diagrams, visual and oral presentations and a range of ICT.



### ask and answer the questions

- what historical knowledge do you have about this period, how did you gain it and what else would you like to know?
- what were the key changes in this period (economic, cultural, religious or political); what impact did these changes have on your locality, Wales, Britain and, where relevant, the world?
- what are the different opinions about this period? Why are there these differences? Which do you consider most valid?



- what important links can you see within this period and across other periods you have studied?
- what significance does this period of history have for our world today?

# National curriculum outcomes

The following national curriculum outcomes are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. National curriculum outcomes 1, 2 and 3 align with the Foundation Phase outcomes 1, 2 and 3.

The national curriculum outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

## Outcome 1

Pupils explore their immediate and familiar environment and use words, signs or symbols to communicate their observations. They recognise themselves and familiar people in pictures and stories and show knowledge of daily routines. Pupils begin to use basic tools and assemble familiar resources.

## Outcome 2

Pupils begin to group objects together, recognising similar characteristics. They handle and explore the use of a range of tools and materials safely to make simple constructions. Pupils make straightforward choices and respond to questions (what, where) about recent events and familiar stories. They offer their own ideas, sometimes making connections to earlier experiences. Pupils begin to match specific activities to certain times of day or week and show some appreciation of differences between present and past. They gain confidence in finding their way in familiar surroundings, developing knowledge of roles of familiar people in school and the local community.

### Outcome 3

Pupils sort objects and materials according to simple criteria, and with help safely cut, shape and assemble these to make simple products that are meaningful to them. They communicate their developing knowledge of items in everyday use and often ask 'how' and 'why?'. Pupils may suggest where to find information and begin to record their observations and intentions using symbols, pictures, drawings or simple phrases. They take part in the planning of future activities and begin to make predictions by thinking about and talking through earlier experiences. Through enquiry, pupils are able to identify changes in their environment and in materials, natural features, pictures and artefacts. They are able to follow simple instructions and sequence events in stories and creative activities. Pupils are beginning to use everyday terms about their surroundings and the passing of time, remembering significant events in the past and anticipating events in the future.

# Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate exceptional performance at Key Stage 3, a description above Level 8 is provided.

## Level 1

Pupils show awareness of the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by using everyday terms about the passing of time and by sequencing a few events and objects. They know and recount episodes from stories about the past. They are beginning to recognise representations of the past, and to ask and find answers to simple questions from sources. They recognise and group items of information to communicate their awareness of the past.

## Level 2

Pupils show their developing sense of chronology by using terms concerned with the passing of time, by ordering events and objects and by making distinctions between aspects of their own lives and past times. They demonstrate knowledge of aspects of the past and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did and that there are different ways of representing the past. They ask and answer questions about the past by making simple observations from historical sources. They are beginning to select, organise and communicate items of information about the past.

## Level 3

Pupils show their understanding of chronology by their increasing awareness that the past can be divided into different periods of time and their recognition of some of the similarities and differences between these periods. They demonstrate knowledge of some of the main events, people and changes studied. They are beginning to suggest a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They ask questions about the past and suggest methods of finding answers by using historical sources, and select, organise and communicate historical information in a variety of ways, including ICT.

#### Level 4

Pupils' work shows knowledge and understanding of aspects of the history of Wales and Britain and other areas of content. They use this to describe the characteristic features of past societies and periods and to identify changes within and across periods. They describe some of the main events, people and changes. They give some of the causes and consequences of the main events and changes and start to make links between them. They show how some aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from historical sources to support an historical enquiry and evaluate its success. They are beginning to produce structured work, making appropriate use of dates and terms.

#### Level 5

Pupils' work shows an increasing depth of knowledge and understanding of aspects of the history of Wales, Britain and other areas of content. They use this to describe, and to begin to make links between, features of past societies and periods. They describe events, people and changes. They describe and make links between the relevant causes and consequences of events and changes. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, pupils are beginning to ask historical questions and evaluate historical sources. They identify those which are useful to answer specific enquiries and evaluate the success of their strategies. They select and organise information to produce structured work, making appropriate use of dates and some specialist terms.

#### Level 6

Pupils use their knowledge and understanding of the history of Wales, Britain and other areas of content, to describe past societies and periods and to make links between features within and across periods. They examine, and are beginning to analyse, the causes and consequences of events and changes. Pupils describe and are beginning to explain different historical interpretations of events, people and changes. They apply their knowledge and understanding to develop lines of enquiry, and identify and evaluate historical sources which they use critically to reach and support conclusions. They evaluate and reflect on their work and the method used. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and specialist terms.

# Level descriptions

## Level 7

Pupils make links between their outline and detailed knowledge and understanding of the history of Wales, Britain and other areas of content. They use this to analyse relationships between features of a particular period or society and to analyse the causes and consequences of events and changes. They explain how and why different historical interpretations have been produced. Pupils are beginning to show independence in developing strategies for lines of enquiry. They identify and evaluate historical sources, which they use critically in relation to specific questions. They are beginning to reach and reflect on their own substantiated conclusions. They select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and specialist terms.

## Level 8

Pupils use their outline and detailed knowledge and understanding of the history of Wales, Britain and other areas of content to analyse the relationships between events, people and changes, and between the features of past societies. Their explanations for, and analyses of, the causes and consequences of events and changes are set in their wider historical context. They analyse and explain different historical interpretations, and are beginning to evaluate them. Using their knowledge and understanding, they use historical sources critically. They define, carry out and evaluate enquiries about historical topics and independently reach their own substantiated conclusions. They select, organise and deploy relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and specialist terms.

## Exceptional Performance

Pupils use their extensive and detailed knowledge and understanding of the history of Wales, Britain and other areas of content to analyse relationships between a wide range of events, people, ideas and changes and between the features of past societies. Their explanations for, and analyses of, the causes and consequences of events and changes are well substantiated and set in their wider historical context. They analyse links between events and developments which took place in different countries and in different periods. They make balanced judgements about the value of differing interpretations of historical events and developments in relation to their historical context. Drawing on their historical knowledge and understanding, they use historical sources critically, carry out enquiries about historical topics and independently reach and sustain substantiated and balanced conclusions based on historical analysis. They select, organise and deploy a wide range of relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and a range of sophisticated specialist terms.