

History Curriculum Map 2023-24

Prior Learning:

At KS1 and 2 the aim was for students to:

- Possess a secure understanding of the chronology of the time periods studied- for example stone age to iron age, Ancient Egypt, Ancient Greece, The medieval period and the Tudors.
- Identify and draw on similarities and differences within given time frames and across previously taught history- for example the invasion of Britain by the Vikings, Anglo Saxons and Scots and the impact of the Roman Empire on Britain
- Understand the cause and consequence of various events beyond living memory that are significant nationally or globally- for example world war 2 and its impact on Ipswich and/or the Great Fire of London
- Understand and explain how different interpretations of historical events may occur
- Become increasingly critical and analytical thinkers
- Use historical terms and vocabulary with confidence and understanding
- Make cross curricular links with history and other core subjects- for example scientific inventions or discoveries, Shakespearean plays (Romeo and Juliet)

Curriculum Intent:

The curriculum in History is designed to serve several purposes. Firstly we want our students to build the skills and knowledge required to enable them to reach their potential in the History GCSE and in future examination pathways post-16. Second, we want to give students a good grounding in the political, social, economic, religious and cultural events and processes that have shaped the country in which they live and the wider world. Finally we want our students to acquire skills to allow our pupils to:

- Be **versatile** in a rapidly changing world
- Raise their **aspirations** about the opportunities available to them
- Be **learned** about the change and continuity in Britain's past
- To **Understand** how events in the past have lasting consequences to this day
- Have **engaged** in a range of historical interpretations
- Build resilience and **determination** when faced with challenges

Year 7						
	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	What was the impact of the Norman Invasion?	How did William the Conqueror control England?	What were the consequences of the Black Death?	Why has Henry VIII been seen as a hero or a monster at different times?	Why are Elizabethan times sometimes remembered as a "Golden Age"?	Why did the British Isles go to war with themselves?
Learning Focus	<p>What was England like before 1066?</p> <p>Who has the strongest claim to the throne in 1066?</p> <p>Which group of soldiers was better prepared for battle?</p> <p>What happened at the battle of Hastings?</p> <p>Why were the Normans able to be victorious at Hastings?</p> <p>Whose story does the Bayeux Tapestry tell?</p> <p>What was the impact of conquest on the people of Anglo-Saxon England?</p>	<p>What was the Harrying of the North?</p> <p>How significant was the Domesday Book?</p> <p>How did William make people loyal to him?</p> <p>How effective was the feudal system?</p> <p>Why did William build Motte and bailey castles?</p> <p>How did castles develop?</p> <p>According to Marc Morris, which buildings shaped Medieval England?</p>	<p>What was the Black Death?</p> <p>What was the impact of the plague on Suffolk families like the Dennys?</p> <p>How did the Black death impact on the relationships between the rulers and the ruled?</p> <p>What were the causes of the Peasants Revolt?</p> <p>What happened during the Revolt of 1381</p> <p>Why did the Peasants Revolt fail?</p> <p>What were the consequences of the Peasants Revolt?</p>	<p>What was young Henry VIII like?</p> <p>How did Henry change during his reign?</p> <p>What was Henry's "Great Matter"?</p> <p>Why did Henry marry six times?</p> <p>Who are Kauffman's Black Tudors?</p> <p>What caused the "Break with Rome"?</p> <p>Why did Henry close the monasteries?</p> <p>Why did the site of Christchurch Mansion change during Henry's reign?</p> <p>How did Henry VII deal with his problems?</p>	<p>Why does Anna Whitelock argue that there wasn't a mid-Tudor crisis?</p> <p>Why didn't Elizabeth I want 'windows into men's souls'?</p> <p>How much of a threat was Mary Queen of Scots?</p> <p>How was Elizabeth portrayed in paintings?</p> <p>Why didn't Elizabeth marry?</p> <p>Why did Spain send the Armada?</p>	<p>What caused the Civil War?</p> <p>What was the 'Divine Right of Kings'?</p> <p>What were the soldiers and weapons of the Civil War?</p> <p>Why did Parliament win the Civil War?</p> <p>What can sources tell us about the execution of Charles I?</p> <p>Why are there differing interpretations of Oliver Cromwell?</p> <p>Was Terry Deary right that Charles II was the "King of Bling"?</p>
Progress Statements	At the end of the first term students will be able to describe key features of Battles		By the end of the second term pupils in Year 7 will be able to describe the events of the		By the end of Year 7 pupils will be able to describe key features and events from Medieval	

	<p>of Stamford Bridge and the Battle of Hastings. A secure student will be able to place these two events in chronological order and explain a link between the two. Students will also be able to name a cause for the Norman victory over the Anglo-Saxons. Students will be able to describe the Norman conquest and give an example of how the Normans secured power after the Battle of Hastings. Pupils will be able to use sources to make one observation about surface features. Students will understand that the past can be interpreted in different ways.</p>		<p>Black Death and Peasants Revolt. A secure student will be able to identify two theories of what caused the Black Death and make a causal link between a theory of what caused it and the remedy used at the time. Students will be able to name the key protagonists in the events of the Peasants Revolt and give one reason for the failure of the Revolt. Students will be able to use sources to make more than one observation from surface features. Students will be able to recognise how an interpretation portrays events/people in particular ways.</p>	<p>and Tudor England. Pupils will be able name the Tudor Monarchs and place them in chronological order. Students will be able to describe the events of the Spanish Armada and recall a reason that the invasion failed. Students will be beginning to make value judgements about historical issues. Students will be beginning to make simple inferences from historical sources. Students will be able to use knowledge to challenge or support a historical interpretation.</p>		
<p>Oracy Framework Focus</p> <p>Physical Linguistic Cognitive Social/emotional</p>	<p>Group role-play where the students play the part of the claimants to the throne, and their soldiers, and act out the Norman Conquest. Students will take part in a group discussion where they take on the role of one of the claimants and must convince the others that they are the rightful claimant. Pupils will be using reasoning and judgement skills by completing extended</p>	<p>Role-play in which students take the role of a Baron arguing for Magna Carta. Pupils work in pairs to instruct each other on the key components of a motte and bailey castle. Pupils have to use reasoning in a discussion evaluating the reign of King John. Group work on Thomas Becket - pupils need to show confidence speaking in small groups.</p>	<p>Students work in pairs to argue why the Peasants Revolt failed. Clarity of pronunciation is the focus for this activity. Pupils discuss the consequences of the Black Death and select appropriate vocabulary to do so. Pupils use reasoning skills to support a judgements evaluating the success of the Peasants Revolt. Pupils take the role of a peasant, freeman or lord and</p>	<p>Role-play in which students take the role of a monk and an inspector. Pupils create their own rhyme to remember what happens to the wives of Henry VIII. Pupils have to write a letter from Henry VIII to the Pope asking for a divorce. Students take part in a debate about the reasons behind Henry's decision to break with Rome. Using the Listening ladder students build on arguments given.</p>	<p>Students work in groups to present the possible marriage options available to Elizabeth. Pupils discuss how the Babington Plot led to the invasion via the Spanish Armada. Pupils use reasoning skills to support a judgements evaluating the success of the Spanish Armada - supported by historical evidence. Pupils take the role sturdy beggars and create and perform a role play.</p>	<p>Students create and then read aloud their interpretation of the experiences of soldiers fighting on both sides of the English Civil War. Students debate as a class as to whether the English Civil War was the fault of the King or Parliament. Students are encouraged to listen carefully to the opinions raised in class discussions, empathise with them, and then apply them in their written work. Pupils learn to work in moving group work tasks</p>

	<p>writing tasks on the reasons for William to win the conquest. Pupils create a group presentation as news reporters after the Battle of Hastings</p>		<p>discuss in groups, taking turns.</p>			<p>while gathering information from different parts of the room related to the Battles of the</p>
Careers Focus	All teachers should link curriculum learning with careers. Students consider the skills used in history such as constructing an argument, source analysis and literacy skills that could be used for further study or transferred to a range of careers.					
Assessment	1		2		3	
	<p>The students will be assessed with a formal examination, to be completed in 50 minutes in exam conditions. The questions are split between NEW (topics recently covered) and REVIEW (topics from longer ago). Students will be graded as <i>developing</i>, <i>secure</i> or <i>exceeding</i> in relation to their target. Responses will be assessed using marking criteria based on four key skills. These are knowledge, giving reasons, using sources and evaluating interpretations . There is also ongoing assessment through marking in the moment and teacher assessment of student use of oracy in the classroom.</p>		<p>The students will be assessed with a formal examination, to be completed in 50 minutes in exam conditions. The questions are split between NEW (topics recently covered) and REVIEW (topics from longer ago). Students will be graded as <i>developing</i>, <i>secure</i> or <i>exceeding</i> in relation to their target. Responses will be assessed using marking criteria based on four key skills. These are knowledge, giving reasons, using sources and evaluating interpretations . There is also ongoing assessment through marking in the moment and teacher assessment of student use of oracy in the classroom.</p>		<p>The students will be assessed with a formal examination, to be completed in 50 minutes in exam conditions. The questions are split between NEW (topics recently covered) and REVIEW (topics from longer ago). Students will be graded as <i>developing</i>, <i>secure</i> or <i>exceeding</i> in relation to their target. Responses will be assessed using marking criteria based on four key skills. These are knowledge, giving reasons, using sources and evaluating interpretations . There is also ongoing assessment through marking in the moment and teacher assessment of student use of oracy in the classroom.</p>	

Year 8						
	Autumn Term 1 7 weeks	Autumn Term 2 7weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	Why is the legacy of the British	How did Native Americans live	How did the Industrial Revolution change Britain?	How did Africans experience slavery?	What happened to the slaves after emancipation?	To what extent have women achieved

	Empire so contested?	before European settlement?				equality in the 21st Century?
Learning Focus	<p>Why did Raleigh and Drake explore? To what extent was trade the motivation behind empire building? How was empire justified over time? How was control possible over such great distances? What impact does empire have on the conquered? What impact does empire have on the conquerors? Why does Sanghera argue that Empire explains Britain's "particular brand of Racism"?</p>	<p>What are the origins of 'Native Americans'? Who are the Sioux? How important was Buffalo to Native America lifestyles? How were Native American societies structured? How did Native Americans adapt to life on the Great Plains? How did White settlers impact the lives of Native Americans? Was the destruction of the Native Americans always inevitable? Why is Dee Brown's book so necessary?</p>	<p>What was the Industrial revolution? Why did the Industrial Revolution happen in Britain? What are the connections between Empire and Industrialisation? What were the conditions in the slums of Early-Industrial Britain? Why were children allowed to work in factories? What can Ipswich Infirmary tell us about how poor people were treated in the 19th Century?</p>	<p>What was Africa like before slavery? Why do people disagree about returning the Benin Bronzes? How is slavery different from being employed? Has slavery always existed? How is slavery justified? What was life like on a slave plantation? What methods did slaves use to resist the institution?</p>	<p>What were the arguments put forward by abolitionists? How did Slavery end? What was the American Civil War? What were the Jim Crow Laws? How did the lives of Black Americans change in the 20th Century? To what extent does the election of Barack Obama mean the fulfilment of Martin Luther King's "dream"? Why do people disagree about whether slave reparations should be paid?</p>	<p>What expectations were placed on women in the 19th Century? Who were the Suffragettes? How do suffragettes and suffragists differ in the attitudes and actions? To what extent does WW1 help women to get the vote? Why was Millicent Fawcett's statue put up in Parliament Square in 2018 not Emmeline Pankhurst's? Were the 1950s a big step backwards for gender equality? Have women achieved equality in the 21st Century?</p>
Progress Statements	<p>By Christmas in Year 8, pupils will be able to demonstrate knowledge of the origins and growth of the British Empire. A secure pupil will be able to list colonies in the British Empire and will be understand that different colonies had different uses for Britain. Pupils will also have some understanding of Native American Culture on the Great Plains. Pupils will be able to describe aspects of</p>		<p>By the Easter of Year 8 pupils will be able to demonstrate sound knowledge of the Industrial Revolution and its consequences for the people of Britain. Pupils will be able to list examples of how Britain changed between 1750-1900. Pupils will be able to give explanations of the causes and consequences of these changes. Year 8 historians will also be able to explain how the</p>	<p>By the end of Year 8, history students at Chantry will have knowledge of how women have made progress towards equality in the 20th Century. They will be able to give examples of how women moved towards equality with men, and starting make distinctions between political, economic and social equality. Students will be able to name significant moments in the fight for women's rights. Pupils will be able to recall</p>		

	Native American culture and customs and be able to explain how European settlement impacted on Native American society. Pupils will be able to recall content knowledge from previous topics. Students will be able to make value judgements and will be starting to provide historical knowledge to support these. Students will be starting to make inferences from historical sources. Students will be able to use knowledge to challenge or support a historical interpretation.	triangle trade operated in the context of transatlantic slavery. Pupils will be able to recall content knowledge from previous topics. Pupils will be able to make value judgements and support them with historical evidence. Students will be able to make inferences from historical sources and to make value judgements about source utility. Students will be able to use knowledge to challenge or support a historical interpretation.	content knowledge from previous topics. Pupils will be able to make value judgements and support them with historical evidence. Students will be able to make valid inferences from historical sources and starting to make value judgements about source utility. Students will be able to use knowledge to challenge or support a historical interpretation.			
Oracy Framework Focus Physical Linguistic Cognitive Social/emotional	<p>Students debate whether or not the British Empire was a "force for good" or not using information that they have gathered over a range of lessons. Pupils are encouraged to use the key historical terminology learnt in their homework to support their extended writing. Students are encouraged to listen carefully to the different views expressed by those who were invaded and then debate using those views.</p>	<p>Students work as a group to construct a Native American society. Students use rhetorical techniques to justify their opinions about whether the homesteaders were at fault for damage to Native American society. Students are encouraged to debate a variety of opinions and listen to other points of view. Pupils learn to understand and discuss topics such as racism and learn how to engage with</p>	<p>Students develop tonal variation to teach each other in small groups about the textile inventions of the 18th Century. Students work in trios to utilise subject specific key vocabulary linked to the industrial revolution. Pupils debate child labour in factories and select content to support their points. Development of self-assurance by speaking in small groups and debating contentious issues linked to industrial relations in the 19th century.</p>	<p>Students develop an understanding of the different experiences of slaves through empathy - this is shown through role play. Students use rhetorical techniques to construct arguments about moral issues relating to the abolition of slavery. Students are encouraged to listen carefully and engage with the views expressed by others. And build on the ideas of others using the Listening Ladder tool.</p>	<p>Students rewrite the 'I have a Dream' speech for their own audience and perform it. Students take part in a debate to argue if full equality has been achieved in the UK in 2019. Students are encouraged to listen carefully and engage with the views expressed by others. Pupils learn to take turns and manage interactions during discussions about equality in Britain today</p>	<p>Students read aloud to the class about the suffragettes and improve their voice projection. Students use rhetorical techniques to construct arguments about moral issues relating to the changing role of women. Students are encouraged to listen carefully and engage with the views expressed by others. Pupils learn to take turns and manage interactions during discussions about the extension of the franchise.</p>

	Improving ability to empathise with individuals who have faced racism in history.	sensitive discussions related to the topic.		Students are able to explain why a field slave and a house slave would have different views on slavery and how this might impact how they viewed the abolition movement.		
Careers Focus	All teachers should link curriculum learning with careers. Students consider the skills used in history such as constructing an argument, source analysis and literacy skills that could be used for further study or transferred to a range of careers.					
Assessment	1		2		3	
	<p>The students will be assessed with a formal examination, to be completed in 50 minutes in exam conditions. The questions are split between NEW (topics recently covered) and REVIEW (topics from longer ago). Students will be graded as <i>developing</i>, <i>secure</i> or <i>exceeding</i> in relation to their target. Responses will be assessed using marking criteria based on four key skills. These are knowledge, giving reasons, using sources and evaluating interpretations . There is also ongoing assessment through marking in the moment and teacher assessment of student use of oracy in the classroom.</p>		<p>The students will be assessed with a formal examination, to be completed in 50 minutes in exam conditions. The questions are split between NEW (topics recently covered) and REVIEW (topics from longer ago). Students will be graded as <i>developing</i>, <i>secure</i> or <i>exceeding</i> in relation to their target. Responses will be assessed using marking criteria based on four key skills. These are knowledge, giving reasons, using sources and evaluating interpretations . There is also ongoing assessment through marking in the moment and teacher assessment of student use of oracy in the classroom.</p>		<p>The students will be assessed with a formal examination, to be completed in 50 minutes in exam conditions. The questions are split between NEW (topics recently covered) and REVIEW (topics from longer ago). Students will be graded as <i>developing</i>, <i>secure</i> or <i>exceeding</i> in relation to their target. Responses will be assessed using marking criteria based on four key skills. These are knowledge, giving reasons, using sources and evaluating interpretations . There is also ongoing assessment through marking in the moment and teacher assessment of student use of oracy in the classroom..</p>	

Year 9						
	Autumn Term 1 7 weeks	Autumn Term 2 7weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	What caused the Great War?	Was America a 'Land of Opportunity' in the 1920s?	How was Hitler able to rise to power?	What was the impact of WW2?	Why is The Holocaust so significant?	How did Europe end up in a "Cold War"?

<p>Learning Focus</p>	<p>Who were the Triple Alliance and the Triple Entente? What was the Schlieffen Plan? What was life like in the trenches? Why did the British Government need conscription? Why did the war in Europe become a 'World War'? What new technologies were used during WWI? Why was there a revolution in Russia? Why did Germany surrender? Was the Treaty of Versailles fair?</p>	<p>Was America a 'Land of Opportunity' for immigrants? Was America a 'Land of Opportunity' for women? Was America a 'Land of Opportunity' for Black People Was America a 'Land of Opportunity' for business? (Legal and illegal!) Was America a 'Land of Opportunity' for all?</p>	<p>What did the Nazi Party stand for in the 1920s? What caused the hyperinflation crisis in Germany? What was the significance of the 1923 Munich Putsch? Why did the Nazis have little success before 1929? How did the Nazis benefit from the Crash of 1929? Why did the Weimar Republic Fail? Why did Gustav vote for the Nazi Party?</p>	<p>Was WW2 a continuation of WW1? Was Dunkirk a Triumph of a Defeat? Was the Battle of Britain the most significant turning point of WW2? Why is it difficult to prove that the Blitz Spirit was a reality? What can sources tell us about the Home Front? Was victory inevitable after D-Day? Should the Enola Gay have stayed at home that day?</p>	<p>What were Nazi beliefs about race? How did the Nazis create a racial state? What was life like for Jews in Nazi controlled Europe? What was the 'Final Solution' the Jewish Question? What were conditions like in the Ghettos? What were the consequences of the Holocaust for the Jews of Europe? Should Britain be ashamed of its response to the Holocaust? Why do Steven Spielberg and Niall Ferguson disagree about Oskar Schindler?</p>	<p>What compromises were made at Yalta? Why did an Iron Curtain divide Europe? Who won the Space Race? Why did America go to War in Vietnam? Did Krushchev "Blink First" during the Cuban Missile Crisis? What was "Glasnost" and "Perestroika"? Why did the Berlin Wall come down in 1989? How did Orford Ness change between 1947 and 1989? Was 1989 the "End of History"?</p>
<p>Progress Statements</p>	<p>By Christmas in Year 9 students in History will have a sound knowledge of the First World War and be able to explain several of the causes of the conflict. They will also have an understanding of the USA in the 1920s and be able to make supported judgements about to what extent America at this time was a "Land of Opportunity". Pupils will be able to recall content knowledge from</p>		<p>By Easter in Year 9, History students at Chantry will have a sound knowledge and understanding of how Hitler rose to power in Germany and be able to support judgements about the significant steps in this process. Pupils will also have a knowledge of the Second World war and its consequences. Pupils will be able to recall content knowledge from previous topics. Pupils will be able to handle historical sources with confidence and</p>		<p>By the end of Year 9, History students will have a sound knowledge and understanding of the Holocaust and be able to explain the consequences of Nazi race policy. Students will have a good understanding of the significant moments in the Cold War and be able to describe these in a good level of detail. Pupils will be able recall content knowledge from previous topics. Pupils will be able to handle historical sources with confidence and make sophisticated inferences. Pupils will be able</p>	

	previous topics. Pupils will by now be able to handle a historical source with some confidence and be able to make supported inferences. Pupils will be able to make judgements about source utility which they support with explanation. Students will be able to use knowledge to challenge and support a historical interpretation.	make valid inferences. Pupils will be able to make secure judgements about source utility which they support with explanation. Students will be able to select and deploy relevant knowledge to support and challenge historical interpretations.	to make secure judgements about source utility which they can support with detailed explanation. Students will be able to select and deploy detailed relevant knowledge to support and challenge historical interpretations.			
Oracy Framework Focus Physical Linguistic Cognitive Social/emotional	Students analyse letters home written by the soldiers and use tonal variation when reading aloud. Students study the way in which propaganda was used to encourage the recruitment of soldiers in the Great War. Verbal discussions on whether or not the Treaty of Versailles was fair. Students are able to understand and discuss the impact that the war had on those who stayed at home, and those who returned.	Focus on tonal variation in voice during reading aloud. Pupils encouraged to use key words in discussion about prohibition. Time management in group task to investigate a lynching in the USA in the 1920s. Guiding and managing interactions during paired work linked to Boom and Bust in 1920s.	Students develop gesture and posture in trios while gaining and understanding of Hitler's rise to power. Study of the rhetorical techniques used in Nazi propaganda and speeches. Verbal essay in which students have to organise and structure their talk. Improving skills in audience awareness by studying how Hitler tailored speeches to his audience.	Students analyse the speeches made by Winston Churchill and use this to help Focus on tonal variation in voice during reading aloud. Pupils encouraged to use German key words in discussion about WWII Students use evidence to argue whether the idea of 'Blitz Spirit is a myth or not. Students are able to explain why the allies dropped the bombs on Hiroshima and Nagasaki and are able to articulate arguments against it.	Students debate the reasons for the 'Final Solution' and present their findings. They use gestures to support the delivery of their ideas Students use apt and varied vocabulary including appropriate and accurate use of relevant technical terms & literary devices when exploring the experiences of Jews during the Holocaust Students discuss whether anything like the Holocaust could happen in Britain. Students are able to use the Discussion Roles to debate why we should continue to commemorate the Holocaust.	Pupils use fluency and pace of speech to discuss the issues facing Europe in 1945 Teacher will use words banks of key tier 3 vocabulary which students are required to use in their discussions about the Cold War. Students critically evaluate the opinions of others in discussions about the Cuban Missile Crisis. Pupils speak aloud to the class about the Space Race and develop confidence and self-awareness in their speech.
Careers Focus	All teachers should link curriculum learning with careers. Students consider the skills used in history such as constructing an argument, source analysis and literacy skills that could be used for further study or transferred to a range of careers. Link course to KS4 History options. Explore the different employment experiences of the different classes throughout History. Students review the skills needed in GCSE history and the opportunities the subject brings to future careers and further study whilst developing their skills in the subject.					
Assessment	1	2	3			
	The students will be assessed with a formal examination, to be completed in 50 minutes in exam conditions. The questions are split between NEW (topics recently covered) and REVIEW (topics from longer ago). Students	The students will be assessed with a formal examination, to be completed in 50 minutes in exam conditions. The questions are split between NEW (topics recently covered) and REVIEW (topics from longer ago). Students	The students will be assessed with a formal examination, to be completed in 50 minutes in exam conditions. The questions are split between NEW (topics recently covered) and REVIEW (topics from longer ago). Students			

	<p>will be graded as <i>developing, secure</i> or <i>exceeding</i> in relation to their target. Responses will be assessed using marking criteria based on four key skills. These are knowledge, giving reasons, using sources and evaluating interpretations . There is also ongoing assessment through marking in the moment and teacher assessment of student use of oracy in the classroom.</p>	<p>will be graded as <i>developing, secure</i> or <i>exceeding</i> in relation to their target. Responses will be assessed using marking criteria based on four key skills. These are knowledge, giving reasons, using sources and evaluating interpretations . There is also ongoing assessment through marking in the moment and teacher assessment of student use of oracy in the classroom.</p>	<p>as <i>developing, secure</i> or <i>exceeding</i> in relation to their target. Responses will be assessed using marking criteria based on four key skills. These are knowledge, giving reasons, using sources and evaluating interpretations . There is also ongoing assessment through marking in the moment and teacher assessment of student use of oracy in the classroom..</p>
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