

History curriculum map 2025-26

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Settling in/Routines/Feelings - zones of regulation		Why do leaves go crispy?	How many colours in a rainbow?		
I cans	<ul style="list-style-type: none">Begin to make sense of their own life-story and family's history.Spend time with children talking about photos and memories.Encourage children to retell what their parents told them about their life-story and family					
Reception						
Topic	<ul style="list-style-type: none">How do you feel today?Can you tell me a story?	Why do squirrels hide their nuts?	<ul style="list-style-type: none">Are we there yet?			
I cans	<ul style="list-style-type: none">Talk about members of their immediate family and community.Comment on images of familiar situations in the past.			<ul style="list-style-type: none">Comment on images of familiar situations in the past.Compare and contrast characters from stories, including figures from the past.		
ELGs	<ul style="list-style-type: none">ELG: Past and PresentChildren at the expected level of development will:<ul style="list-style-type: none">- Talk about the lives of the people around them and their roles in society;- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;- Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	How am I making history?		How have toys changed?		How have explorers	

					changed the world?	
I cans	Lesson 1: What is my history I can develop an understanding of personal chronology <u>Vocab:</u> Timeline <u>Skill:</u> Order three photographs on a simple timeline <u>Knowledge:</u> Their own history Lesson 2: How can I find out more about myself? I can learn more about my history. <u>Vocab:</u> Remember <u>Skill:</u> explain why memoires are important <u>Knowledge:</u> Memories of their past. Lesson 3: How are special events remembered? I can explore how we remember events. <u>Vocab:</u> Significant <u>Skill:</u> arborarboar <u>Knowledge:</u> To know their birthday Lesson 4: What was it like for children in the past? I can find out what childhood was like for our parents and grandparents. <u>Vocab:</u> Living Memory <u>Skill:</u>	Lesson 1: What is your favourite toy? I can discuss my favourite toy. <u>Vocab:</u> special <u>Skill:</u> explain what my favourite toy is <u>Knowledge:</u> know why toys are special Lesson 2: Did your parents and grandparents play with the same toys as you? I can find out what toys our parents and grandparents played with. <u>Vocab:</u> past/present <u>Skill:</u> <u>Knowledge:</u> find out what toys our parents and grandparents played with Lesson 3: What were toys like in the past? I can investigate what toys were like up to 100 years ago. <u>Vocab:</u> artefact <u>Skill:</u> <u>Knowledge:</u> know what toys were popular 100 years ago Lesson 4: What is similar and different about toys now and in the past? I can compare toys from the past with modern toys.	Lesson 1: What is an explorer? I can understand what an explorer is. <u>Vocab:</u> Exploration <u>Skill:</u> <u>Knowledge:</u> Know the achievements of Dame Ellen MacArther Lesson 2: Where have explorers travelled and when? I can recognise the achievements of different explorers. <u>Vocab:</u> achievement <u>Skill:</u> <u>Knowledge:</u> Know the achievements of the 4 explorers Lesson 3: Who was Christopher Columbus and what did he do? I can record events on a timeline. <u>Vocab:</u> voyage <u>Skill:</u> <u>Knowledge:</u> Tell the story of Christopher Columbus Lesson 4: Who was Matthew Henson and what did he do? I can use photographs to find out about the past. <u>Vocab:</u> achievement <u>Skill:</u> <u>Knowledge:</u> Understand Mathew Henson's achievements.			

	<p>Knowledge: To understand what life was like before them.</p> <p>Lesson 5: What have I learnt about childhood in the past? Compare childhood now with childhood in the past.</p> <p>Vocab: similar/different Skill: Knowledge: To compare now and then</p> <p>Lesson 6: How am I making history? Identify that some things change and some things stay the same.</p> <p>Vocab: Time capsule Skill: Disciplinary concepts - historical significance Knowledge: To know their birthday</p> <p>Additional lesson: Remembrance lesson: What does the poppy mean and why do people wear it? I can explore why people wear poppies on Remembrance Day</p> <p>Vocab: remember Skill: begin to understand what the poppy reminds us of Knowledge: ask and answer questions about Remembrance Day</p>		<p>Vocab: modern Skill: identify similar toys from different periods Knowledge: know differences between toys</p> <p>Lesson 5: How have teddy bears changed over time? I can investigate how teddy bears have changed over time. Vocab: similar Skill: identify changes/similarities between modern a past teddys Knowledge: know why teddy bears have been a popular toy for over 100 years.</p> <p>Lesson 6: How have toys changed over time? I can understand how toys have changed over time.</p> <p>Vocab: change Skill: identify toys that children played with in the past Knowledge: know how toys have changed over time</p>		<p>Lesson 5: How has exploration changed? I can recognise changes and similarities (continuities) over time.</p> <p>Vocab: resilience Skill: Knowledge: Compare achievements of Columbus and Ellen MacArthur</p> <p>Lesson 6: How can we remember them? I can describe the significance of some people and events within history.</p> <p>Vocab: Coat of arms Skill: Knowledge: Understand what a coat of arms is.</p>	
Trip ideas						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic	How was school different in the past?		How did we learn to fly?		What is a monarch?	
I cans	<p>Lesson 1: Were schools different in the past? I can find out how schools have changed over time.</p> <p>Vocab: Decade Skill: I can recognise similarities and differences between schools. Knowledge: know what school was like before</p> <p>Lesson 2: How have schools changed within living memory? I can investigate what school was like in the past.</p> <p>Vocab: evidence Skill: I can compare schools in the past with schools today. Knowledge: know what school was like in the past</p> <p>Lesson 3: How were schools different in the 1900s? I can investigate what schools were like in the 1900s.</p> <p>Vocab: source Skill: make some inferences from historical information Knowledge: know what schools were like in the 1900s</p>		<p>Lesson 1: Who were the Wright brothers? I can find out about the Wright brothers.</p> <p>Vocab: inventor Skill: use sources to gather information Knowledge: explain the important events in the Wright brothers lives</p> <p>Lesson 2: When was the first flight? I can develop an understanding of historical significance.</p> <p>Vocab: historical significance Skill: identify historically significant events Knowledge: explain how the first flight impacts our lives</p> <p>Lesson 3: Why was Bessie Coleman significant? I can investigate why Bessie Coleman is significant.</p> <p>Vocab: achievement Skill: collect information from a source Knowledge: why Bessie Coleman is significant to pilots</p> <p>Lesson 4: Why is Amelia Earhart significant?</p>		<p>Lesson 1: What is a Monarch? I can describe what a monarch is.</p> <p>Vocab: monarch Skill: substantive concepts recognise the current UK monarch Knowledge: know some of the monarch's duties</p> <p>Lesson 2: Who is our monarch today? I can explain why coronations take place</p> <p>Vocab: coronation Skill: identify steps in the coronation ceremony Knowledge: explain the use of special objects in a coronation</p> <p>Lesson 3: How did William the Conqueror become the King of England? I can explain how William the Conqueror became King of England</p> <p>Vocab: absolute monarchy Skill: use sources to find out about the past Knowledge: recall that the monarchy was different in the past</p> <p>Lesson 4: How did William the Conqueror rule?</p>	

	<p>Lesson 4: How have schools changed?</p> <p>I can compare a modern classroom with a classroom 100 years ago.</p> <p>Vocab: similar Skill: think of similarities and differences between classrooms now and in the past Knowledge: recognise features of modern and 100-year-old classrooms</p> <p>Lesson 5: What is similar and different about schools now and in the past?</p> <p>I can compare three periods of time.</p> <p>Vocab: compare Skill: compare schools today with schools from two periods of time Knowledge: understand what schools were like in the past and present</p> <p>Lesson 6: Would you have preferred to go to school in the past?</p> <p>I can express a personal response to history.</p> <p>Vocab: preferred Skill: order objects on a timeline Knowledge: use facts to show what I have learned about schools in the past</p>	<p>I can develop an understanding of primary sources.</p> <p>Vocab: eyewitness Skill: use a primary source to find information Knowledge: who Amelia Earhart was and what she did</p> <p>Lesson 5: Why was the Moon landing special?</p> <p>I can investigate why we remember the Moon landing.</p> <p>Vocab: living memory Skill: explain why an event is significant Knowledge: when and how we went to the Moon</p> <p>Lesson 6: How did we learn to fly?</p> <p>I can place events on a timeline.</p> <p>Vocab: beyond living memory Skill: sequence five events on a timeline Knowledge: which events were significant in the history of flight.</p>	<p>I can identify how WtC built castles while ruling England.</p> <p>Vocab: defend Skill: recognise similarities and differences between Norman castles Knowledge: name the two types of castles built by the Normans</p> <p>Lesson 5: How did castles change?</p> <p>To identify features of a castle that would be effective when defending against attacks.</p> <p>Vocab: portcullis Skill: sequence castles on a timeline Knowledge: describe how castles have changed over time</p> <p>Lesson 6: What was a monarch in the past?</p> <p>I can suggest what a monarch was like in the past.</p> <p>Vocab: constitutional monarchy Skill: compare the monarchy in the past to the monarchy today Knowledge: describe what kind of monarch William the Conqueror was</p>
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Trip ideas						
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	BH 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?		BH 2: Why did the Romans settle in Britain?		What was important to ancient Egyptians?	
I cans	Lesson 1: How long ago did prehistoric man live? I can recognise that prehistory was a long time ago and was the beginning of the history of mankind. <u>Vocab: prehistoric</u> <u>Skill:</u> locate BCE and CE on a timeline <u>Knowledge: know that prehistoric period began millions of year ago</u> Lesson 2: What does Skara Brae tell us about life in the Stone Age? I can use archaeological evidence to learn about prehistoric houses. <u>Vocab:</u> archaeological evidence <u>Skill:</u> use archaeological evidence to learn about Skara Brae <u>Knowledge: prehistoric dwellings of Skara Brae</u> Lesson 3: Who was the Amesbury Archer? I can use archaeological evidence to investigate the Bronze Age.		Lesson 1: Why did the Romans invade and settle in Britain? I can understand why the Romans invaded Britain. <u>Vocab: empire/invasion</u> <u>Skill:</u> explain the meaning of empire and invasion <u>Knowledge:</u> understand the chronology of the Roman invasion Lesson 2: How did Britons respond to the Roman invasion? I can create a visual interpretation of Boudicca. <u>Vocab: interpretation</u> <u>Skill:</u> use sources to make inferences about Boudicca's personality <u>Knowledge:</u> identify the the consequences of Roman invasion for the Britons Lesson 3: Why was the Roman army so successful? (Part 1)		Coming soon!	

	<p><u>Vocab: artefact</u> <u>Skill:</u> use evidence to make deductions about the life of a Bronze Age man. <u>Knowledge: know who the Amesbury Archer was.</u></p> <p>Lesson 4: How did bronze change life in the Stone Age? I can explain how bronze transformed prehistoric life.</p> <p><u>Vocab:</u> <u>Skill:</u> <u>Knowledge: knowhow bronze arrived in Britain.</u></p> <p>Lesson 5: How did trade change the Iron Age? I can understand the importance of trade during the Iron Age.</p> <p><u>Vocab:</u> <u>Skill:</u> <u>Knowledge:</u></p> <p>Lesson 6: What changed between the Stone Age and the Iron Age? I can compare settlements in the Neolithic and Iron Age.</p> <p><u>Vocab:</u> <u>Skill:</u> <u>Knowledge:</u></p>	<p>I can understand how Roman soldiers were equipped for war.</p> <p><u>Vocab: armour</u> <u>Skill:</u> explain why the Romans needed a powerful army <u>Knowledge:</u> identify the equipment of a Roman Soldier</p> <p>Lesson 4: Why was the Roman army so successful? (Part 2) I can understand Roman army battle formations.</p> <p><u>Vocab: legion</u> <u>Skill:</u> explain why the Roman army was organised <u>Knowledge: explain how the Roman army was organised</u></p> <p>Lesson 5: What do artefacts tell us about life in Roman times? I can make inferences about life in Roman times.</p> <p><u>Vocab: deduction</u> <u>Skill:</u> make deductions about roman life using an artefact <u>Knowledge: understand how the Romans lived.</u></p> <p>Lesson 6: How did the Romans change modern Britain? I can identify the Roman legacy in Britain.</p> <p><u>Vocab: legacy</u></p>	
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			<u>Skill:</u> identify and explain the impact of the most significant Roman legacy <u>Knowledge:</u> identify how the Romans changed Britain			
Trip ideas						
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	How have children's lives changed?		BH 3: How hard was it to invade and settle in Britain?		How did the achievements of the ancient Maya impact their society and beyond?	
I cans	<u>Lesson 1: What do sources tell us about how children's lives have changed?</u> To identify how children's lives have changed using a range of sources. <u>Vocab:</u> <u>Skill:</u> <u>Knowledge:</u> Lesson 2: Why did Tudor children work and what was it like? To understand why children worked in Tudor times and what working conditions were like. <u>Vocab:</u> <u>Skill:</u> <u>Knowledge:</u>		<u>Lesson 1: Who were the Anglo-Saxons?</u> To understand why the Anglo-Saxons invaded Britain. <u>Vocab: settlers</u> <u>Skill:</u> explain how Britons felt when the Romans left Britain <u>Knowledge: understand why the Anglo-Saxons invaded Britain</u> Lesson 2: How did the Anglo-Saxons settle in Britain? To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times. <u>Vocab: wattle</u>		Coming soon!	

	<p>Lesson 3: What jobs did children have in Victorian England and what were they like? To understand the types of jobs Victorian children had and their working conditions.</p> <p>Vocab: class Skill: record from sources Knowledge: <u>what jobs children had in victorian britain</u></p> <p>Lesson 4: How did Lord Shaftesbury help to change the lives of children? To understand how Lord Shaftesbury changed children's lives.</p> <p>Vocab: <u>historically significant</u> Skill: Knowledge:</p> <p>Lesson 5: How and why has children's leisure time changed? To understand how and why children's leisure time has changed.</p> <p>Vocab: <u>Leisure time</u> Skill: compare primary and secondary sources Knowledge: <u>know what children did for fun in Victorian and Tudor times</u></p> <p>Lesson 6: What were the diseases children caught and how were they treated? To understand which diseases children caught and how they were treated.</p>	<p>Skill: identity changes and continuities in settlements from prehistoric Britain Knowledge: <u>identify the features of Anglo-Saxon settlements</u></p> <p>Lesson 3: What does Sutton Hoo tell us about Anglo-Saxon life? To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.</p> <p>Vocab: <u>Sutton Hoo</u> Skill: make deductions from artefacts Knowledge: <u>explain the importance of Sutton Hoo</u></p> <p>Lesson 4: How did Christianity arrive in Anglo-Saxon England? To understand how Anglo-Saxons converted to Christianity.</p> <p>Vocab: <u>convert</u> Skill: research how a missionary spread Christianity in Britain. Knowledge: <u>understand how Anglo-Saxon beliefs changed</u></p> <p>Lesson 5: Was King Alfred really great? To create an interpretation of Alfred the Great.</p> <p>Vocab: <u>missionaries</u> Skill: evaluate whether Alfred was a great king</p>	
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	<u>Vocab:</u> <u>Skill:</u> <u>Knowledge:</u>		<u>Knowledge: understand the threat the Vikings posed to the Anglo-saxons</u> Lesson 6: How did Anglo-Saxon rule end? To understand how Anglo-Saxon rule ended. <u>Vocab: claimant</u> <u>Skill:</u> select and justify who was the best candidate for the throne <u>Knowledge: understand candidates' claims to the throne.</u>			
Trip ideas						
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Were the Vikings traders, raiders or something else?		BH 5 What was life like in Tudor England?		What is the legacy of the ancient Greek civilisation?	
I cans	Lesson 1: When and why did the Vikings come to Britain? I can categorise and sequence events relating to the Vikings and Anglo-Saxons. <u>Vocab:</u> trader <u>Skill:</u> place events on a timeline <u>Knowledge:</u> explain why the Vikings came to Britain.		Lesson 1: Fair ruler or tyrant? What was Henry VIII really like? To use different types of evidence to interpret the character of Henry VIII. <u>Vocab: tyrant</u> <u>Skill:</u> identify the bias of sources of evidence <u>Knowledge: using sources, interpret the character of Henry VIII</u>		Coming soon!	

	<p>Lesson 2: Were the Vikings raiders, traders or something else? I can evaluate Viking stereotypes using sources.</p> <p>Vocab: stereotype Skill: make inferences from historical sources Knowledge: have a better understand of what the Vikings were like</p> <p>Lesson 3: Where did the Vikings go? How did they get there? I can investigate the importance of Viking trading routes.</p> <p>Vocab: trade route Skill: Substantive concepts - invaders. Knowledge: Understand the importance of trade routes.</p> <p>Lesson 4: Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? I can compare different versions of Viking sagas to create a saga.</p> <p>Vocab: Saga Skill: making comparisons - name differences in two Viking Sagas. Knowledge: Understand what a Viking Saga is.</p> <p>Lesson 5: What were the impacts of Viking raids and settlements on local communities in Britain?</p>	<p>Lesson 2: Why did Henry VIII have so many wives? To understand why Henry VIII had many wives.</p> <p>Vocab: heir Skill: use evidence to support deductions Knowledge: name the 6 wives of Henry VIII</p> <p>Lesson 3: Why was Anne Boleyn killed? To make deductions about Anne Boleyn from a range of primary and secondary sources. Vocab: historical investigation Skill: interpret sources, what this showed about Anne Boleyn and how she was viewed Knowledge: understand who Anne Boyely was</p> <p>Lesson 4: What was Royal Progress? To extract evidence from primary sources about the Royal Progresses of Elizabeth I.</p> <p>Vocab: propaganda Skill: identify primary sources Knowledge: understand what Royal Progress was</p> <p>Lesson 5: What was Royal Progress like? To reconstruct a Royal Progress using a range of primary sources.</p>	
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	<p>I can evaluate the impact of the Viking invasions and settlements using primary sources and case studies.</p> <p>Vocab: cultural exchange Skill: analyse primary resources. Knowledge: explain the impact of invasions and settlements.</p> <p>Lesson 6: What were the Vikings' achievements and how did they impact the world? I can evaluate the achievements of the Vikings</p> <p>Vocab: innovator Skill: present information Knowledge: identify significant achievements of the Vikings</p>		<p>Vocab: audience Skill: select relevant evidence required from sources Knowledge: recreate Elizabeth's entrance into Worcester</p> <p>Lesson 6: What can inventories tell us about life in Tudor times? (Part 1) To make deductions about the people in Tudor England using inventories.</p> <p>Vocab: inventory Skill: make deductions using inventories Knowledge: use judgement whether a person was rich or poor</p> <p>Lesson 7: What can inventories tell us about life in Tudor times? (Part 2) To create a realistic inventory for a person living in Tudor times.</p> <p>Vocab: pewter Skill: explain how inventories are useful to historians Knowledge: create a realistic inventory for a person</p>			
Trip ideas						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	H 6: What was the impact of WW2 on the		Unheard histories: Who should feature		What does the Census tell us	

	people of Britain?		on the £10.00 banknote? - Kapow Primary		about our local area?	
I cans	<p>Lesson 1: Why did Britain go to war in 1939? To understand the causes of World War 2.</p> <p>Vocab: reparations Skill: place events on a timeline Knowledge: know some of the causes of WW2</p> <p>Lesson 2: Who won the Battle of Britain? To understand how the Battle of Britain was won.</p> <p>Vocab: Sorties Skill: compare strengths of RAF and Luftwaffe Knowledge: Know different phases of the BoB</p> <p>Lesson 3: What do sources tell us about the Blitz? To make inferences about the Blitz using images.</p> <p>Vocab: the Blitz Skill: make inferences from a source Knowledge: where the blitz took place</p> <p>Lesson 4: What was evacuation like for children? (Part 1)</p>	<p>Lesson 1: Who features on banknotes and why? - Kapow Primary To explain the significance of people on banknotes.</p> <p>Vocab: Watermark Skill: Disciplinary concept - historical significance- explain the contributions of historically significant individuals. Knowledge: Know achievements Joseph William Turner.</p> <p>Lesson 2: Was Alfred the Great or Elizabeth I the more significant monarch? - Kapow Primary To decide whether a person is historically significant.</p> <p>Vocab: Remarkable Skill: Disciplinary concept - sources of evidence- primary and secondary sources. Knowledge: Know Elizabeth I and Alfred the Great achievements.</p> <p>Lesson 3: How were Ellen Wilkinson and Betty Boothroyd historically significant? - Kapow Primary To evaluate the significance of historical figures.</p> <p>Vocab: adversity</p>	<p>Lesson 1: What does the census tell us about the people living in our local area? To use the census to make inferences about people from the past.</p> <p>Vocab: Skill: Knowledge:</p> <p>Lesson 2: What happened to Mary Bucktrout? (Part 1) To use the census to investigate how the lives of people in the past changed.</p> <p>Vocab: Skill: Knowledge:</p> <p>Lesson 3: What happened to Mary Bucktrout? (Part 2) To use primary sources to find out about the working conditions of children in factories.</p> <p>Vocab: Skill: Knowledge:</p> <p>Lesson 4: How did Mary Bucktrout feel about the key events in her life?</p>			

	<p>To understand the emotions and experiences of children during the evacuation.</p> <p><u>Vocab: evacuation</u> <u>Skill: observation and inferences</u> <u>Knowledge: reasons for evacuation</u></p> <p>Lesson 5: What was evacuation like for children? (Part 2) To evaluate the accuracy and reliability of sources.</p> <p><u>Vocab: bias</u> <u>Skill: create own primary source</u> <u>Knowledge: what happened to children during the evacuation</u></p> <p>Lesson 6: What impact did WW2 have on women's lives? To identify the impact of WW2 on women's lives</p> <p><u>Vocab: propaganda</u> <u>Skill: research and present information</u> <u>Knowledge: roles fulfilled by women during WW2</u></p> <p>Lesson 7: How did migrants help the war effort? I can explain why migrants come to Britain</p> <p><u>Vocab: immigration</u> <u>Skill: Substantive concepts</u> <u>Knowledge: understand why people come to Britain</u></p>	<p><u>Skill: Historical enquiry deductions from a source</u> <u>Knowledge: Understand and know about the lives of Ellen Wilkinson and Betty Boothroyd</u></p> <p>Lesson 4: Why was Mary Seacole significant? - Option 2 - Kapow Primary To explain the significance of Mary Seacole.</p> <p><u>Vocab: resilience</u> <u>Skill: disciplinary concepts make inferences from primary sources</u> <u>Knowledge: understand Mary Seacole's achievements</u></p> <p>Lesson 5: Who was more significant? Lily Parr or Betty Snowball? - Kapow Primary To evaluate the significance of sporting people.</p> <p><u>Vocab: Football Association.</u> <u>Skill: Historical enquiry - Research</u> <u>Knowledge: the legacy of Lily Parr and Betty Snowball.</u></p> <p>Lesson 6: Who will be the face of the new £10 note? - Kapow Primary To evaluate the significance of historical figures.</p> <p><u>Vocab: criteria</u> <u>Skill: Historical inquiry - evaluate</u> <u>Knowledge: understand</u></p>	<p>To recreate the thoughts and feelings of Mary Bucktrout.</p> <p><u>Vocab:</u> <u>Skill:</u> <u>Knowledge:</u></p> <p>Lesson 5: Who lived in our local area? (Part 1) To reconstruct the lives of people in a household using the census.</p> <p><u>Vocab:</u> <u>Skill:</u> <u>Knowledge:</u></p> <p>Lesson 6: Who lived in our local area? (Part 2) To compare census returns and identify continuities and changes in a household.</p> <p><u>Vocab:</u> <u>Skill:</u> <u>Knowledge:</u></p>
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Trip ideas			
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