



Historians at Wilton C of E Primary



Intent

Historians who leave Wilton Primary School will have benefited from gaining a coherent knowledge and understanding of Britain's past, compared and contrasted with the past and present of other nations. Historians will be curious and be able to ask in-depth, open questions and use tools to begin to answer these questions. History will help pupils appreciate diversity, understand how society has been shaped and changed by the past. Pupils will also be able to use a range of tools, to think critically and understand how some arguments have been shaped by their historical or cultural context.

Implementation

History is taught in blocks across the year so that children are able to develop an in depth knowledge of the period of history they are studying as well as the key historical skills we expect them to acquire. Emphasis is placed on making sure that historical skills are acquired and children are able to answer their own research based questions at the end of the units of learning.

Impact

We know that children have been successful with their history learning as they are able to answer their own research-based questions. During the year we also hold 'pop quizzes' which cover curriculum content to ensure that the knowledge has become embedded in the children's long-term memory. Senior leaders will meet with pupils from all year's groups, to gauge quality of learning outcomes.



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Chronology



Diversity



Change and Continuity



Interpretation



Communicating about the past



Significance

We have identified 6 key concepts that run throughout the school and support children's acquisition of historical knowledge and skills. These concepts are covered across all of the units of learning that are completed by children throughout the school.



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Year	Curriculum Drivers	Curriculum Content	
		Skills	Knowledge
EYFS	Communication Discuss and talk about the world around them and their past.	<ul style="list-style-type: none">• Talk about past and present events in their own lives and in the lives of family members.• Children know about similarities and differences between themselves and others, and among families, communities and traditions.• Children use past, present and future forms accurately when talking about events.• 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.• Compare and contrast characters from stories including figures in the past.• Comment on images of familiar situation in the past.	



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Year 1	Communication	<ul style="list-style-type: none">A. Identify similarities and differences between ways of life within living memory.B. Describe an aspect of everyday life within living memory.C. Describe the role of a monarch.D. Describe changes within living memory (approximately 100 years).E. Describe a significant historical event in British history.F. Order information on a timeline.G. Identify some key features of a significant historical event beyond living memory.H. Explain why a significant individual is important.I. Create stories, pictures and role play about historical events, people and periods.J. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).K. Describe important events in the school's history.L. Use a range of historical artefacts to find out about the past.	<ul style="list-style-type: none">A. Identifying similarities and differences helps us to make comparisons between life now and in the past.B. Aspects of everyday life include houses, jobs, objects, transport and entertainment.C. A monarch is a king or queen who rules a country.D. Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.E. Significant historical events include those that cause great change for large numbers of people.F. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.G. Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.H. Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include Mary Anning, Sir Francis Beaufort, Rosa Parks and Neil Armstrong.I. Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.J. Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.K. Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.L. Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.
	Community		
	To listen to other opinions, share own opinions and explain in their own words and using the words of others		
	To value and respect members of our community.		



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Year 2	Communication	<ul style="list-style-type: none">A. Describe what it was like to live in a different period.B. Describe the everyday lives of people in a period within or beyond living memory.C. Describe the hierarchy of a past society.D. Describe how an aspect of life has changed over time.E. Describe and explain the importance of an individual's achievements.F. Sequence details about an event beyond living memory in chronological order.G. Explain why an event from the past is significant.H. Describe the impact of a significant historical individual.I. Present historical information in a simple non-chronological report, fact file, story or biography.J. Use the historical terms year, decade and century.K. Describe, in simple terms, the importance of local events, people and places.L. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	<ul style="list-style-type: none">A. A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.B. Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.C. Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.D. Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.E. Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.F. A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.G. Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.H. The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Helen Keller, Guy Fawkes, Marie Currie, Margret Thatcher, Grace Darling, Jesse Owens and Isambard Kingdom Brunel.I. Historical information is often presented in a range of text types for entertainment purposes as well as for information.J. A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.K. Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.L. Artefacts are key to understanding the past and can unlock a large amount of knowledge about the past. Looking at an artefact helps to identify what the people were like and what they did in that time period.
	To listen to other opinions, share own opinions and explain in their own words and using the words of others		



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Year 3	Communication		
	To listen to other opinions, share own opinions and explain in their own words and using the words of others	<ul style="list-style-type: none">A. Explain the similarities and differences between two periods of history.B. Describe the everyday lives of people from past historical periods.C. Describe the roles of tribal communities and explain how this influenced everyday life.D. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.E. Describe ways in which human invention and ingenuity have changed how people live.F. Summarise how an aspect of British or world history has changed over time.G. Describe how a significant event or person in British history changed or influenced how people live today.H. Sequence dates and information from several historical periods on a timeline.I. Explain the cause and effect of a significant historical event.J. Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.K. Make choices about the best way to present historical accounts and information.L. Use historical terms to describe different periods of time.	<ul style="list-style-type: none">A. Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.B. Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.C. Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gather lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.D. The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.E. Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, writing of Shakespeare and the Industrial Revolution.F. Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.G. Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.H. Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.I. The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen



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		<p>M. Analyse a range of historical information to explain how a national or international event has impacted the locality.</p> <p>N. Make deductions and draw conclusions about the reliability of a historical source or material.</p>	<p>after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>J. People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes.</p> <p>K. Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p> <p>L. Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.</p> <p>M. National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.</p> <p>N. Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. For example, written accounts may be biased, depending on the viewpoint of the writer.</p>
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Year 4	<p>Communication</p> <p>To listen to other opinions, share own opinions and explain in their own words and using the words of others</p>	<p>A. Compare and contrast two civilisations.</p> <p>B. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>C. Describe the hierarchy and different roles in ancient civilisations</p> <p>D. Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p>E. Describe the significance and impact of power struggles on Anglo-Saxon Britain.</p> <p>F. Create an in-depth study of an aspect of British history beyond 1066.</p> <p>G. Construct a narrative of a past civilisation, focusing on their features and achievements.</p> <p>H. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>I. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p> <p>J. Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p>	<p>A. Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p>B. The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p> <p>C. Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p> <p>D. The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.</p> <p>E. The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>F. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>G. The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.</p> <p>H. The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>I. Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p>



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		<ul style="list-style-type: none">K. Sequence significant dates about events within a historical time period on historical timelines.L. Explain the cause, consequence and impact of invasion and settlement in Britain.M. Explain in detail the multiple causes and effects of a significant historical event.N. Construct a profile of a significant leader using a range of historical sources.O. Present a thoughtful selection of relevant information in a historical report or in-depth study.P. Use more complex historical terms to explain and present historical information.Q. Describe and explain the impact of a past society on a local settlement or community.R. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	<ul style="list-style-type: none">J. Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.K. Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.L. Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.M. Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.N. A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.O. Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.P. Historical terms include abstract nouns, such as invasion and monarchy.Q. A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.R. Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.
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Year 5	Communication To listen to other opinions, share own opinions and explain in their own words and using the words of others	<ul style="list-style-type: none">A. Compare and contrast an aspect of history across two or more periods studied.B. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).C. Frame historically valid questions about continuity and change and construct informed responses.D. Create an in-depth study of an aspect of British history beyond 1066.E. Sequence, and make connections between, periods of world history on a timeline.F. Explain why an aspect of world history is significant.G. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.H. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.I. Articulate and organise important information and detailed historical accounts using topic-related vocabulary.J. Investigate evidence of invasion and settlement in the locality.	<ul style="list-style-type: none">A. Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.B. The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.C. Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.D. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.E. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.F. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.G. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.H. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.I. Historical terms include topic-related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.J. Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.K. Bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced. Biased sources can contain positive or negative information. Biased sources may also miss out key facts that don't fit with the author's opinion or include incorrect information.
	Adventure To experience the real world and appreciate that where we are now risks have had to be taken.		



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		K. Identify bias in historical source materials.	
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Year 6	<p>Communication</p> <p>To listen to other opinions, share own opinions and explain in their own words and using the words of others</p>	<p>A. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p>B. Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.</p> <p>C. Describe and explain the significance of a leader or monarch.</p> <p>D. Describe and explain the common traits and motives of leaders and monarchs from different historical periods</p>	<p>A. Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p> <p>B. War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, way of life and identity.</p> <p>C. Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p>
	<p>Adventure</p> <p>To experience the real world and appreciate that where we are now risks have had to be taken.</p>	<p>E. Describe some of the greatest achievements of mankind and explain why they are important.</p> <p>F. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>G. Describe the causes and consequences of a significant event in history.</p> <p>H. Debate the significance of a historical person, event, discovery or invention in British history.</p> <p>I. Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p>J. Present a detailed historical narrative about a significant global event.</p>	<p>D. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings, and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p> <p>E. A great achievement or discovery may be significant because it affects the lives of other people or the natural world, moves human understanding forward, rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>F. The characteristics of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can be seen in society today.</p> <p>G. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long and short-term causes can lead to a variety of consequences for individuals, small groups of people or society as a whole.</p> <p>H. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>I. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>J. Historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p>



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		<ul style="list-style-type: none">K. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.L. Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.M. Use abstract terms to express historical ideas and information.N. Present an in-depth study of a local town or city, suggesting how to source the required information.O. Ask perceptive questions to help evaluate a historical source.	<ul style="list-style-type: none">K. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.L. Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).M. Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.N. Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.O. Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'
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