

| | Who we are | Where we are in time and place | How we express ourselves | How the world works | How we organise ourselves | How we share the planet |
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| | An inquiry into the nature of the self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human. | An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of human kind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment. | An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. |
| Foundation | <p>Central Idea: People’s awareness of their characteristics, abilities and interests shape who they are and how they learn.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> Physical, social and emotional characteristics. Similarities and differences between ourselves and others. Personal abilities and interests. <p>Key Concepts:</p> <ul style="list-style-type: none"> Form Perspective Reflection <p>Related Concepts:</p> <ul style="list-style-type: none"> Identity Similarities and differences <p>TD Skills:</p> <ul style="list-style-type: none"> Social Skills <p>Social and personal Intercultural</p> | <p>Central Idea: People can be connected to many different places.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> Ways we can connect to places. How we can learn about different places. The different ways to represent places. <p>Key Concepts:</p> <ul style="list-style-type: none"> Form Connection <p>TD Skills:</p> <ul style="list-style-type: none"> Research | <p>Central Idea: Through play we express our feelings and ideas and come to new understandings.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> Communicating through play. Imaginative use of materials. The role of toys in play. Scientific discovery through play <p>Key Concepts:</p> <ul style="list-style-type: none"> Function Connection Perspective <p>Related Concepts:</p> <ul style="list-style-type: none"> Imagination Creativity Communication <p>TD Skills:</p> <ul style="list-style-type: none"> Communication <p>Physical sciences</p> | <p>Central Idea: Materials behave and interact in certain ways, which determine how people use them.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Behaviour of materials. Changing properties of materials. Manipulation and application of materials to new purposes. <p>Key Concepts:</p> <ul style="list-style-type: none"> Function Causation Change <p>Related Concepts:</p> <ul style="list-style-type: none"> Behaviour Prediction Innovation | <p>Central Idea: People play different roles in the communities to which they belong.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> Various communities we belong to. Roles of people who are part of our communities. How communities are organised. <p>Key Concepts:</p> <ul style="list-style-type: none"> Form Function Responsibility <p>Related Concepts:</p> <ul style="list-style-type: none"> Community Rules Interaction | <p>2016 Central Idea: Living things depend on each other and the environment to survive</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> Needs of living things and life cycles. Developmental stages of various living things. Our responsibility for the survival of living things. <p>Key Concepts:</p> <ul style="list-style-type: none"> Function Responsibility <p>Related Concepts:</p> <ul style="list-style-type: none"> Classification Living and nonliving Seasons <p>Garden Worm farms Compost How seasons affect the needs of living things Seasonal changes Living things grow, change, and have offspring</p> |

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| <p style="text-align: center;">Year 1</p> | <p>Central Idea: The effective interactions between human body systems contribute to health and well being.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Body systems and how they work. • Things we can do to take care of our well being and the well being of others. • Impact of lifestyle choices on the body and our well being. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Connection • Responsibility <p>Related Concepts:</p> <ul style="list-style-type: none"> • Health • Systems • Interdependence <p>TD Skills</p> <p>Incursion: Yoga</p> | <p>Central Idea: Learning about previous generations helps us understand the relationships between the past and present.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Ways to find out about the past • How aspects of the past still influence us today. • How our lives today are same and different to previous generations. • Why some behaviours and practices have changed or remained the same over time. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Causation • Change • Connection <p>TD Skills</p> <p>Related Concepts:</p> <ul style="list-style-type: none"> • Time • Continuity • Heritage <p>Excursion: Yarrabee Yesterday World</p> | <p>Central Idea: Natural environments can inspire creativity.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • How the natural environment is expressed in different art forms. • Ways we can help ourselves be creative. • Recognising and appreciating forms of creativity. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Form • Perspective <p>TD Skills:</p> <ul style="list-style-type: none"> • Thinking • Communication <p>geography science</p> <p>Excursion: Heidi</p> | <p>Central Idea: Observable changes occur in the sky, landscape and weather which can affect the behaviour of humans and other living things.</p> <p>Relationships between air, water, heat, and land influence weather.</p> <ul style="list-style-type: none"> • Observable changes in the environment around us. • Different types of weather. • Different methods to predict, record and explain weather. • How people use science in their daily lives. <p>Form function causation systems (water cycle and weather), seasons atmosphere, climate location, geography and gravity</p> <p>Excursion:Planetarium</p> <p>Hands on science Weather</p> | <p>Central Idea: People create organisations to solve problems and support human endeavour.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Purpose of organisations. • Why people join organisations. • Strategies for problem solving within an organisation. • What makes an organisation successful. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Connection • Responsibility <p>Related Concepts:</p> <ul style="list-style-type: none"> • Work • Collaboration • Service <p>TD Skills</p> <p>Term 1 1 integrate with classroom organisation and our roles in the room</p> <p>Excursion: Library & Werribee Zoo</p> | <p>Central Idea: People make choices to share the local environment and resources responsibly.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • The local environments we use and share. • The different ways people use their local environment • How local environments addresses people's needs. • The different actions people take to be responsible for their local environment. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Responsibility <p>TD Skills</p> <ul style="list-style-type: none"> • Thinking (ethically) <p>Related Concepts:</p> <ul style="list-style-type: none"> • Conservation • Development • Interdependence <p>6 *</p> <p>Excursion: Walking tour of Footscray</p> |
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| Year 2 | <p>Central Idea: People’s relationships with each other can have an impact on well being.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● How we develop relationships. ● How relationships affect us. ● Roles and behaviours within relationships. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function ● Connection ● Responsibility <p>Related Concepts:</p> <ul style="list-style-type: none"> ● Cooperation ● Friendship ● Balance <p>TD Skills</p> | <p>Central Idea: A community’s response to significant events provides an insight into the history and values of that community.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● The ways in which significant events may be recognized, locally and/or globally. ● How a significant event has an impact on a community. ● Why viewpoints differ about significant events. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Causation ● Perspective ● Responsibility <p>Related Concepts:</p> <ul style="list-style-type: none"> ● Impact ● Bias ● Evidence ● Truth <p>TD Skills</p> | <p>Central Idea: Through the arts people use different forms of expression to convey their uniqueness as human beings.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● The diverse ways in which people express themselves. ● How everyone can express their uniqueness through the arts. ● The role of art in culture and society. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function ● Perspective ● Responsibility <p>Related Concepts: Perception and self expression</p> <p>TD Skills</p> | <p>Central Idea: Materials can be changed or combined for particular purposes.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Properties of materials (observable properties) ● What properties can we combine ● Methods to combine or mix materials ● Why do we need to combine or mix materials ● How scientists pose questions and make predictions <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Form ● Function ● Change <p>TD Skills:</p> <ul style="list-style-type: none"> ● Communication (explaining thinking) ● Research (questions and predictions) | <p>Central Idea: Systems are designed to meet people’s need for food, clothing and shelter.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● How plants and animals are grown for food, clothing and shelter. ● The role of supply and demand. ● Our responsibilities as producers and consumers. <p>(Design and technology)</p> <p>Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● The role of supply and demand. ● The distribution of goods and services. ● Our responsibility as consumers. <p>Key concepts:</p> <ul style="list-style-type: none"> ● Function ● Connection ● Responsibility <p>Related concepts:</p> <ul style="list-style-type: none"> ● Interdependence ● Inequity ● Fair trade <p>farm to table cost of farming economic system consumption waste ethical farming organic</p> | <p>Central Idea: People can make choices to support the sustainability of the Earth’s resources.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Earth’s finite and infinite resources. ● The impact of people’s choices on the environment ● The balance between meeting human needs and the use of limited resources. <p>Key concepts:</p> <ul style="list-style-type: none"> ● Perspective ● Responsibility ● Reflection <p>Related concepts:</p> <ul style="list-style-type: none"> ● Sustainability ● Lifestyle ● Resources ● Waste |
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| <p style="text-align: center;">Year 3</p> | <p>Central Idea: The choices people make affect their health and well being.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • What it means to have a balanced lifestyle. • How the choices we make affect our health. • Different sources of information that help us make choices. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Causation • Responsibility • Reflection <p>Related Concepts:</p> <ul style="list-style-type: none"> • Choice • Influence • Balance <p>TD Skills</p> | <p>Central Idea: The geography of the earth can be both understood and represented through different types of maps.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Variability of physical geography around the world • How maps represent data, location and characteristics of places (including changes to the earth's surface) • Why maps have changed over time (politics and technology) • Similarities and difference in people's perceptions of places. <p>Science - Earth Science ¾ (Geography))</p> <p>The earth's physical geography has an impact on human interactions and settlement</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • The relationship between location and settlement • Impact of human interaction on the physical environment <p>Form Causation Connection</p> <p>Related Concepts: Geography, settlements, modification</p> | <p>Central Idea: Performance engages an audience and invites a response</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Different kinds of performance • How performances are developed. • How a performance can impact on people's thinking and feelings. <p>form function reflection</p> <p>Creativity, expression, performance, collaboration, appreciation and communication.</p> | <p>Central Idea: The design of buildings and structures is dependent upon the environment and available materials.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Considerations to take into account when building a structure (including management of heat/temperature - loss or gain of heat). • The impact of buildings and structures on the environment. • Local architecture and its connection with the needs of the community and availability of materials. <p>Key Concepts:</p> <ul style="list-style-type: none"> • form • function • Connection <p>Related Concepts:</p> <ul style="list-style-type: none"> • design • technology • sustainability • renewable energy <p>TD Skills</p> <p>Physical science</p> <p>Sustainable structures use energy efficiently.</p> <p>Types of renewable energy Where you get energy from The different types of energy you can use in buildings.</p> | <p>Central Idea: Systems can be designed to improve the lives of people in communities.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Factors that impact on the design of solutions to meet community needs. • How people generate, develop and communicate design ideas. • different systems in communities. (transport, health, education) <p>Design and Technology Transportation systems are directly related to the needs and characteristics of a community.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Specific purposes of different transport systems. • Factors that affect the kinds of systems that can be developed. • Relationship between transportation systems and the environment. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Connection <p>Related Concepts: Systems</p> | <p>Central Idea: Living things depend on each other and the environment to survive.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • How living things can be classified. • The role of living things in a habitat (Producers, consumers or decomposers). • how the changing environments affects the relationship between living things. |
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| <p style="text-align: center;">Year 4</p> | <p>2015 Central Idea: Choices of role models reflect the beliefs and values of individuals and societies. Lines Of Inquiry:</p> <ul style="list-style-type: none"> ▪ What determines our beliefs and values. ▪ How and why role models are chosen. ▪ Influence of role models on our choices and actions. <p>Key Concepts:</p> <ul style="list-style-type: none"> ▪ Connection ▪ Reflection <p>TD Skills:</p> <ul style="list-style-type: none"> ▪ Research <p>What qualities that make a role model? What influences do our role models have on us?</p> | <p>2016 Central Idea: Exploration leads to discoveries, opportunities and new understanding. Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Reason for exploration (historical and personal). ● How explorations have taken place over time. ● the consequences of exploration. ● How science exploration has contributed to human activity. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Causation ● Perspective ● Reflection <p>Related Concepts: Impact, navigation, colonialism, power</p> <p>TD Skills:</p> | <p>Central Idea: Stories can engage their audience and communicate meaning. Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● How to construct an effective story. ● What stories can convey. ● How stories are created and shared. ● Feelings and emotions that stories evoke. <p>Key Concept:</p> <ul style="list-style-type: none"> ● Form ● Connection ● Perspective <p>Related Concept: Communication, characterisation and expression.</p> | <p>Central Idea: An understanding of chemical science can enhance food technology Lines Of Inquiry</p> <ul style="list-style-type: none"> ● Properties of natural and processed materials. ● Change of state between solid and liquid. ● Food production and preparation in modern and traditional societies. <p>chemical science design and technology</p> | <p>How government and non-government organisation respond to people in crisis.</p> <p>Communities can design systems to help ensure the needs of children are met. Lines Of Inquiry</p> <ul style="list-style-type: none"> ● The roles of children in different communities. ● Challenges, risks and opportunities that children face. ● similarities and differences between children lives in different communities. ● The effectiveness of systems designed to meet the needs of children (including government and non government organisations). | <p>Central Idea: Working models can contribute to people's understanding of and action for the environment.</p> <p>Excursion to scienceworks.</p> <p>how have they put this model together?</p> <p>applying your knowledge of forces.</p> <p>messages about</p> <p>working models can help us understand</p> <p>sustainability and environmental issue</p> <p>Central Idea: Children encounter a variety of challenges, risks and opportunities. Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Challenges, risks and opportunities. that children face ● How children respond to challenges, risks and opportunities. ● Ways in which individuals, organisations and nations work to protect children from risk. <p>Key Concepts: form perspective reflection</p> <p>Related Concepts: equality, rights, resilience, health.</p> |
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| <p style="text-align: center;">Year 5</p> | <p>Central Idea: Changes people experience at different stages of their lives affect their evolving sense of self.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • The physical, social and emotional and intellectual changes that occur throughout life. • Factors that contribute to well-being during adolescence. • How relationships contribute to our self-concept. <p>Key Concept:</p> <ul style="list-style-type: none"> • Function • Change • Responsibility <p>Related Concepts: <i>Maturity, image, wellbeing, reproduction, puberty, peer pressure, relationships.</i></p> | <p>Central Idea: The identity of a place can be understood by exploring its past history.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Colonial histories • Multiple perspectives on historical events . • The role of significant individuals or groups in shaping and changing a place. • Processes involved in collecting, analysing and validating evidence. <p>Central Idea: Evidence of past civilisations can be used to make connections to present day societies.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Characteristics of civilisation and societies. • Connections between past and present. • Implications for the future. • Processes involved in collecting, analysing and validating evidence. <p>Key Concept:</p> <ul style="list-style-type: none"> • Form • Change • Connection <p>Related Concepts: <i>Continuity, progress, difference and validity</i></p> | <p>Central Idea: Creating and responding to art develops understandings of ourselves and the world around us.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • How arts can be a reflection of societal values and issues. • The contexts in which artworks were created. • How learning about arts develops appreciation. • Personal preference in appreciation of arts. <p>Key Concept:</p> <ul style="list-style-type: none"> • Function • Perspective • Reflection <p>Related Concept: <i>Creativity, perception, bias/interpretation. .</i></p> <p>* Artists challenging society</p> | <p>Central Idea: Energy can be converted, transformed and used to support human progress.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Different forms of energy sources (renewable and nonrenewable) • How energy is used (transformation) • Sustainable energy practices. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Form • Causation • Responsibility <p>Related Concepts: conservation, energy, heat and transformation.</p> <p>Heat is a form of energy The relationship between heat and energy Types of housing locally and globally Materials</p> | <p>Central Idea: Economic activities may lead to an inequitable distribution of wealth</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • How humanity produces and acquires what it needs and wants. • Economic and social issues and consequences • Measurements of inequality. <p>Key Concept:</p> <ul style="list-style-type: none"> • Function <p>Related Concept: <i>Economics, inequity, fair trade, supply and demand, manufacturing, consumption,</i></p> | <p>Central Idea: Living things have structural features and adaptations that can help them to survive in their environment.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Concept of adaptation. • Circumstances that lead to adaptation. • How plants and animals adapt or respond to environmental conditions. • How the growth and survival of living things can be affected by the physical conditions of their environment. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Responsibility <p>Related Concepts: Conservation, equity, process, classification systems</p> <p>Central Idea: Biodiversity relies on maintaining the interdependent balance of organisms within systems</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Interdependence within ecosystems, biomes and environments. • Ways in which organisms are interconnected in nature. • How human interaction with the environment can affect the balance of systems. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Causation • Connection • Responsibility <p>Related Concept: <i>Balance, biodiversity, interdependence</i></p> |
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| <p style="text-align: center;">Year 6</p> | <p>Central Idea: People’s cultural background has an impact on their beliefs, values and actions.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • What constitutes culture. • The connections between beliefs and values and the actions taken in response to them. <p>Key Concept:</p> <ul style="list-style-type: none"> • Form • Connection • Perspective <p>Related Concept: <i>Interpretation, identity, subjectivity, comparative belief systems,</i></p> | <p>Central Idea: Human migration is a response to challenges, risks and opportunities.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • The reasons why people migrate. • Migration throughout history • Effects of migration on communities, cultures and individuals <p>Key Concept:</p> <ul style="list-style-type: none"> • Causation • Change • Responsibility <p>Related Concept: <i>Population, settlement, diversity, refugees</i></p> | <p>Central Idea: Media can be a powerful tool that influences perception and determines choices.</p> <p>Media can influence thinking and behaviour non verbal communication symbols in the media stereotyping in the media interpretations non verbal communication</p> <p>Central Idea: Stereotypes can limit people’s access to equal opportunities.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Inequality in different human activities. • The impact of stereotypes on our thinking and interactions with others. • Strategies we can use to address inequality in our everyday lives. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Perspective <p>TD Skills:</p> <ul style="list-style-type: none"> • Thinking (ethical, critical & reflective). | <p>Central Idea: Understanding of scientific knowledge is constantly evolving and has an impact on people’s lives.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • What leads to advances in scientific knowledge and understanding. • The role of technology in scientific understanding. • The effects of scientific advances on people and the environment. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Change • Connection • Responsibility <p>Related Concepts: <i>Ingenuity, progress, ethics, sustainability</i> ** provocation how we have learned how to generate electricity and how that has changed.</p> <p>Central idea Chemical sciences influence our everyday lives Key concepts: Form, Causation, Change Related concepts: Relationships, Impact</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Properties of chemicals • Predicting, conducting, investigating • and reaching conclusions • Identifying and explaining patterns <ul style="list-style-type: none"> • Subject areas: Science • Science – Yr 6 • Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible such as burning and rusting. • Science – Yr 7 • Mixtures, including solutions contain a combination of pure substances that can be separated using a range of techniques. | <p>Central Idea: Government systems influence the lives of citizens.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • How government systems function. • How decision making practices reflect human rights. • Impact of government on citizens • The rights and responsibilities of citizenship. <p>Key Concept:</p> <ul style="list-style-type: none"> • Function • Perspective • Responsibility <p>Related Concept: <i>Equality, citizenship, governance, law, politics,</i></p> | <p>Central Idea: Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Causes of conflict (Local and Global). • Human rights and equity. • Strategies used to resolve conflict. • Consequences of resolutions <p>Key Concepts:</p> <ul style="list-style-type: none"> • Causation • Connection • Responsibility <p>Related Concepts: <i>Peace, reconciliation, exploitation, grief</i></p> |
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