

History Curriculum Map

Year 7	<p>Intent: This curriculum aims to ensure that pupils:</p> <p>Have knowledge of significant people, events and situations.</p> <p>Be able to define the characteristics of an era.</p> <p>Learn that knowledge in History can be detailed or wide ranging</p> <p>Know examples of seismic shift in attitude, leadership etc. as well as examples of small acts e.g. Rosa Park</p> <p>Learn to take information in, sifting and choosing according to an enquiry- usefulness, reliability, judgement</p> <p>Gain and deploy a historically-grounded understand of abstract term such as 'empire' and 'civilisation'</p> <p>Understand the methods historians use to understand the past. They should feel confident using the lenses to view the past: continuity and change, cause and consequence, similarity, difference and significance.</p> <p>Understand the history of the British Isles in the context of the wider world as a coherent, chronological narrative</p>				<p>Intrinsic Subject Value</p> <p>If enables students to make sense of the present day.</p> <p>It helps them understand their local community.</p> <p>It provides contextual skills for their later studies e.g. organising knowledge to maximise evaluation.</p> <p>History requires students to communicate their findings with peers.</p>					
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<p>Intro to History</p> <p>Rationale:</p> <p>To introduce History in the context of in-depth knowledge and skills needed to access the curriculum.</p> <p>Substantive knowledge:</p> <ol style="list-style-type: none">What is history? What skills and techniques do we need to use?Chronology: How do we use a timeline to show this?Chronology continued Using our skills to become independent <p>Disciplinary Knowledge:</p> <p>Evidence- Selecting sources to form a view. Looking at content and how this can be used as evidence.</p> <p>Prior learning / retrieval:</p> <p>Reviewing from the KS2 NC:</p> <p>-chronological understanding</p> <p>-aware that people have different opinions about the past</p> <p>-noting connections and comparisons</p> <p>Links to KS3 NC:</p> <p>'Understanding methods of Historical Enquiry, including how evidence is used rigorously to make historical claims'</p> <p>Disciplinary literacy:</p> <p>Chronology, BC, AD</p> <p>Investigate, Explain, Describe, Cause, Compare</p> <p>Difficult Knowledge and Scaffolding:</p> <p>Subject specific key words for 'What is History'- ie chronology and how this is applied, referring to glossaries and KO.</p> <p>Summative assessment:</p> <p>Baseline Assessment</p>	<p>SOL Title: The Tollund Man: Report to focus on who, when, where, why and how.</p> <p>Rationale:</p> <p>To introduce students to constructing an enquiry, what it looks like and how to use different types of sources to answer it.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none">What is an enquiry?How was the Tollund Man's body preserved and what can this tell usWhy did the Tollund Man die?Tollund Man report <p>Disciplinary Knowledge:</p> <p>Evidence: using evidence from different sources to write a report on the Tollund Man: who, when, where, why and how.</p> <p>Prior Learning/ retrieval</p> <p>KS3 SOL: New skills</p> <p>KS2 NC: Deploy historical terminology</p> <p>Links to KS3 NC: They should understand how different types of historical sources are used rigorously to make historical claims</p> <p>Disciplinary Literacy:</p> <p>Source, Evidence, Reliable, Useful, preserved</p> <p>Difficult Knowledge and Scaffolding:</p> <p>Analysing sources: working towards reliability and usefulness in reference to the enquiry questions</p> <p>source frames for differentiation</p> <p>-sentence starters</p> <p>-whole class language modelling</p> <p>-Knowledge organisers</p> <p>Summative assessment: Knowledge test and written report.</p>	<p>SOL Title: Who were the invaders and settlers that came to Britain before 1066?</p> <p>Rationale To introduce students to life prior to 1066 in order to understand the changes that these settlers made to England. Also to under the concept of 'dark ages' and why it was called this compared to other periods of time.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none">What Roman Britain was like compared to the Iron Age?What did the Romans do for us?What does the burial tell us about Anglo-Saxons?Why was Alfred the Great significant?How did a Viking become King of England?Who were the invaders and settlers that came to England 43AD-1016 <p>Disciplinary Knowledge:</p> <p>Significance of an individual</p> <p>Change and continuity</p> <p>Evaluation</p> <p>Constructing a narrative of events</p> <p>Comparison</p> <p>Impact</p> <p>Source analysis</p> <p>Similarity and difference</p> <p>Prior Learning / retrieval</p> <p>KS3 SOL: New knowledge-chronology in topic 1.</p> <p>KS2 NC: lives of significant individuals, Roman empire and its impact on Britain, Anglo-Saxon and Viking.</p> <p>Links to KS3 NC</p> <p>Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning</p> <p>Disciplinary Literacy:</p> <p>Evidence, Artefacts , Culture, Economic, Political, Aqueduct, Runes, Burial, Anglo-Saxon, Christianity, Monastery</p> <p>Difficult Knowledge and Scaffolding:</p> <p>Sanitation, Pagan, Ecclesiastical</p> <p>Forming a narrative account, referring back to chronology, revising key pieces of information, identifying key knowledge to access the lesson, retrieval task for core knowledge, knowledge organisers, differentiation for VLAPS,</p>	<p>SOL Title: What caused William to win the Battle of Hastings</p> <p>Rationale:</p> <p>Building on the previous unit, the aim is to work through an enquiry that require students to emulate the work of historians and have a go at organising evidence to make a historical claim.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none">Who were the contenders for the next King of England?What happened at the Invasion of the North?What does the Bayeux Tapestry tell us about the Battle of Hastings?Who had the better army?Why did William win the Battle of Hastings?How did Harold die- source analysis?Assessment: What factors led to William winning the Battle of Hastings? <p>Disciplinary Knowledge:</p> <p>Cause and Consequence</p> <p>Evaluation (of events and linking to question)</p> <p>Source analysis-content and reliability</p> <p>Constructing a narrative of events and sequence of events</p> <p>Prior learning / retrieval:</p> <p>KS3: Using CNOP to talk about the usefulness of sources</p> <p>KS2 NC: Understanding that 1066 is a threshold moment</p> <p>Links to KS3 NC:</p> <p>'Coherent, chronological narrative'</p> <p>Aid students to 'frame historically-valid' questions</p> <p>Understand how evidence is used to make a claim</p> <p>Disciplinary literacy:</p> <p>Battle, conquer, heir, witan, siege, lineage</p> <p>Difficult Knowledge and Scaffolding:</p> <p>-How the events lead to one another ie Battle of Fulford and Battle of Stamford Bridge- storyboard of events- videos-re- enactment (hot seating)</p> <p>-how events links- narrative-explanation this led to.. as a result of this-specific language to develop this structure</p> <p>-write and speak like a historian-developing oracy</p> <p>Assessment:</p> <p>4 Part Assessment: Key Dates, Key Terms, Timeline and one written piece</p> <p>One Developed 'What factors led William to win the Battle of Hastings?'</p> <p>Historians:</p> <p>Marc Morris- the Norman Conquest</p> <p>David Bates- The Normans and Empire</p> <p>Simon Schama – A History of England</p>	<p>SOL Title: How much change did William bring to England?</p> <p>This unit seeks to build upon students emerging interpretation and evidence knowledge. Teach the students about the changes Normans made to Britain and show them how map this knowledge</p> <p>Substantive Knowledge:</p> <p>Enquiry question</p> <p>What was the Harrying of the North 1067?</p> <p>Development of Castles</p> <p>What changes were caused by building castles?</p> <p>How corrupt were Norman churches?</p> <p>What changes were made to language and law?</p> <p>How did William get to know the English (Domesday book)</p> <p>Disciplinary Knowledge: Change and Continuity</p> <p>Describing the extent of change</p> <p>Prior learning / retrieval:</p> <p>Substantive knowledge from Hastings Unit</p> <p>Thematic understanding in the form of PRES</p> <p>Disciplinary knowledge: Revisiting Evidence Component 1-3, Interpretation Component 1-2</p> <p>Links to KS3 NC:</p> <p>Gain historical perspective in the context of cultural change (and continuity)</p> <p>'Coherent, chronological narrative.'</p> <p>Framing 'historically-valid' questions</p> <p>Using evidence to make a claim</p> <p>Disciplinary literacy:</p> <p>Cathedral, Bishop, Rebels, Norman, Monarchy, Invasion, Conquest, Church, Noble, Language, Law</p> <p>Difficult Knowledge and Scaffolding:</p> <p>Language for extent and change- speak and talk like a historian-differentiated word bank and sentence starters</p> <p>-line of extent to identify judgment-oracy</p> <p>-significance of an individual</p> <p>- significance of change (language, development of buildings- culture and laws)</p> <p>-explanation of causation of change</p> <p>Assessment:</p> <p>4 Part Assessment: Key Dates, Key Terms, Timeline and one written piece on change and continuity</p> <p>Historians:</p>	<p>SOL: How successful did Medieval kings deal with the problem of their reigns.</p> <ol style="list-style-type: none">The Church and Thomas BeckettEdward III and the PlagueRichard II and the Peasants Revolt <p>1. What was the Islamic golden age?</p> <p>2. What was life like in an Islamic city?</p> <p>3. Why did people join the Crusades?</p> <p>4. Who was more significant, Saladin the Merciful or Richard the Lionheart?</p> <p>5. What was the impact of the Crusades?</p>	<p>SOL: How powerful were Medieval Muslims and Christian Empires?</p> <ol style="list-style-type: none">What was the Islamic golden age?What was life like in an Islamic city?Why did people join the Crusades?Who was more significant, Saladin the Merciful or Richard the Lionheart?What was the impact of the Crusades?				

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					David Bates, <i>The Normans and Empire</i> Julia Crick and Elisabeth van Houts <i>A Social History of England, 900-1200</i> Schama- <i>A History of England</i> –quote used					
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Year 8

	<p>1. <u>SOL Title: What were the causes and consequences of the Renaissance?</u></p> <p>Rationale: We needed to embed the knowledge of Protestantism and Catholicism in Europe in the Early Modern Era. At this point, we combine year 7 disciplinary knowledge about evidence to support students to create accurate inferences. This lays the foundation for the changes between Church and state, as well as the link between religion linking heresy and treason.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none"> What was the Renaissance? How far was the Renaissance a 'revolution'? What was the impact of the Renaissance on exploration? Why was there a Reformation in Europe? What were the causes and consequences of the Renaissance? <p>Disciplinary Knowledge: Compare and contrast Change and continuity Justification of argument Source analysis</p> <p>Prior learning / retrieval: Compare the church with William and Norman England Church and Re-birth of ideas from Islamic civilisations-year 7</p> <p>Links to KS3 NC: Development of Church, state and society 1509-1745 Use historical terms in increasingly complex ways Different sources are used to make historical claims</p> <p>Disciplinary literacy: Printing press, Italy, Contributed, Silk Roads, Exploration, New World , Reformation, Saxony, Pope, Silk Roads</p> <p>Difficult Knowledge and Scaffolding: Assessment: Excommunicated, Indulgences, Holy Roman Empire, Maritime, Conquistadors, Patron, Humanism, Revolutionary</p> <p>VLAP sheet for lower ability Dual coding and use of storyboards to help develop a narrative/series of events. Questioning to check for understanding</p> <p>Use of frayer model for decoding 'revolutionary Renaissance'</p>	<p>2. <u>SOL Title: Why was the Tudor period called a 'religious roller-coaster'?</u></p> <p>Rationale: A depth study on the Tudors for students to understand the link between the Renaissance and Henry VIII, but also the impact that the change in religion had on subsequent monarchs.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none"> Who were the Tudors and Henry VIII? Why did Henry VIII break with Rome? How did Edward VI change England? Does Bloody Mary I deserve her name? How effective was Elizabeth's Middle Way? <p>Disciplinary Knowledge: Significance –woman rulers Comparison of monarchs Consequences of religious change Interpretations</p> <p>Prior learning / retrieval: Dynasty, succession, Changing relationship between Church and State, Renaissance</p> <p>Links to KS3 NC: Development of State and Society Identify significant events, make connections Pursue historically valid enquiries Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Disciplinary literacy: Execution, <i>noble</i>, court, parliament, independent, treason, armada, , gallows, yeoman, recusants, Puritanism, Propaganda, monasteries, reformation, divorce, Pope, Catholicism, Protestantism, burnt at the stake,</p> <p>Difficult Knowledge and Scaffolding: Difference between Protestantism and Catholicism-dual coding Change in religion; Puritan, Protestant, Catholic Reformation and Break with Rome Significant of the church for European trade and politics VLAP scaffold sheets Questioning and discussion Check points Evaluation of each monarch-temperature/thermometer gage</p>	<p>3. <u>SOL Title: How did Elizabeth respond to her problems?</u></p> <p>Rationale: A depth study on a monarch to identify the problems she faced as a female monarch and how she overcame them.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none"> Introduction to enquiry: What problems did Elizabeth face and how do historians interpret her? How did Elizabeth respond to her problems of marriage? How did Elizabeth respond to her problem of Mary Queen of Scots? How did Elizabeth deal with Spain? Elizabeth and exploration- how well did she create her first colony? How did Elizabeth deal with how she was viewed? Portraits Assessment: How successful was Elizabeth I in dealing with her problems? <p>Disciplinary Knowledge: Similarity and Difference Causes and consequence</p> <p>Prior learning / retrieval: Church and crown Renaissance and Martin Luther Tudor period- religious roller-coaster Reformation under Henry VIII</p> <p>Links to KS3 NC: Ideas, political power and empire 1745-1901 Use historical concepts in and increasingly sophisticated ways. Development of State and Society</p> <p>Disciplinary literacy: Merchant, <i>battle</i>, government, trade, empire, colony, colonial, economy, import, export, <i>poverty</i>, vagabondage, pauper, theatre</p> <p>Difficult Knowledge and Scaffolding: Assessment: 4 Part Assessment: Key Dates, Key Terms, Timeline and Explain effective was Elizabeth in dealing with her problems</p>	<p>4. <u>SOL Title: Did India benefit from the British Empire?</u></p> <p>Rationale: Developing exploration learnt in the Renaissance and under Elizabeth to see the expansion of the British Empire.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none"> How and why did Britain get an Empire What was India like before the British arrived? What impact did the East India Company have on India? How did the East India Company lose its power? How far did India benefit from the British Empire? <p>Disciplinary Knowledge:</p> <p>Prior learning / retrieval:</p> <p>Links to KS3 NC: Silk roads and Renaissance Black death and trade routes Exploration and settlers</p> <p>Disciplinary literacy: Difficult Knowledge and Scaffolding: Summative assessment: Assessment: <u><i>Did India benefit from the British Empire?</i></u></p> <div> <p>'Subject' themes that run through the curriculum</p> <ul style="list-style-type: none"> Empire and colonialism Power, Monarchy and Democracy Religion, Church and Belief and Values Nature of society and daily lives, Local History and how it reflects national/international history </div>	<p>5. <u>SOL Title: What was the most significant cause of the abolition of the trade of enslaved people?</u></p> <p>Rationale: The slave trade had long lasting effects on the slave colonies, Africa and those in the Commonwealth. The slave trade significantly affected Bristol, and we need to make students aware of how horrific the slave trade was.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none"> Why did the British participate in the slave trade? What was the Triangular Trade and how did it operate? Why is the Middle Passage so significant? How were enslaved people sold in the Americas? How far were enslaved peoples' rebellions against their captivity successful? What was the most significant cause of the abolition of the trade of enslaved people? <p>Disciplinary Knowledge: Prior learning / retrieval:</p> <p>Links to KS3 NC: Disciplinary literacy: Difficult Knowledge and Scaffolding: Summative assessment:</p>	<p>6. <u>SOL Title: What was the impact of the transatlantic slave trade on Bristol?</u></p> <p>Rationale: The abolition of slavery was led by a variety of individuals, but Bristol as a port whose economy was founded on slave money, needs to be addressed and understood. This is a sensitive topic especially since the removal of Colston's statue during the Black Lives Matter movement.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none"> What can learn about West Africa before Transatlantic slavery? The Kingdom of Benin What was the impact of slavery in the Caribbean? How has slavery shaped Bristol? Who is Edward Colston and how should he be remembered? How were slaves remembered in Bristol? Assessment: What was the impact of the slave trade-museum exhibition? <p>Disciplinary Knowledge: Causes and consequence Historical significance Sources Evidence Artefacts</p> <p>Prior learning / retrieval: Slave trade Empire and colonies India and decolonisation</p> <p>Links to KS3 NC: Disciplinary literacy: Benin, Society, Culture, Oba, Emancipation, Indentured labour, Colony, Planation, Economy, Docks, Merchants, Royalists, Philanthropy, Alms-house, Monopoly, Legacy, Commemorate</p> <p>Difficult Knowledge and Scaffolding:</p> <p>Summative assessment: 4 Part Assessment: Key Dates, Key Terms, Timeline and What was the impact of the slave trade museum exhibition?</p>
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History Curriculum Map

	4 Part Assessment: Key Dates, Key Terms, Timeline and one written piece- What were the causes and consequences of the Renaissance?	Summative assessment: 4 Part Assessment: Key Dates, Key Terms, Timeline and one written piece –Why was the Tudor period called a religious roller-coaster?				
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History Curriculum Map

Year 9

<p><u>SOL Title: What was the most significant cause of WW1?</u></p> <p>Rationale: Opportunity for students to hunt for mature causal explanations. WW1 is perfect for this because historians so fiercely debate it. The aim of this is to establish the cause and consequence component of the disciplinary knowledge.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none">What were the causes and consequences of the Franco-Prussian War?How did nationalism cause tension?How did alliances cause tension?How did militarism cause tension?How did imperialism cause tension?How did the assassination of Archduke Franz Ferdinand lead to WW1? <p>Disciplinary Knowledge: Cause and consequence Evaluation Justifying an argument Link and compare across the causes</p> <p>Prior learning / retrieval: Year 7 and 8 Disciplinary knowledge Detailed knowledge of Empire to contextualise the imperialist problem</p> <p>Links to KS3 NC: Challenges to Britain, Europe since 1901 Deepen their chronologically secure knowledge of history Historical concepts Context of post-industrial Europe</p> <p>Disciplinary literacy: Monopoly, Legacy, Commemorate, Nationalism, Long term, Short term, Ambassador, Balkans, Annexed, Patriotism, Balkan League, Balkan Wars, Alliance, Triple Alliance, Triple Entente, Arms race, Dreadnought, Patriotism, Colony, Merchant ships, The Balkans, Austrian-Hungarian Empire, Sarajevo, Assassination</p> <p>Difficult Knowledge and Scaffolding: Thermometer worksheet- plenaries aimed at constantly comparing and contrasting the different factors Evaluation: ranking and rating consequences of events Scaffolding arguments/PEEL paragraph</p> <p>Assessment: What was the most significant cause of WW1?</p>	<p><u>SOL Title: What changes did WW1 make to the countries in it?</u></p> <p>Rationale: WW1 was a huge event that engulfed the war, and with it, it changed warfare, life, society and the after math lay the foundations for WW2. Students need to understand and acknowledge these significant changes to understand how the 20th century changed.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none">How did warfare change during WW1?How did conscription change the lives of those that fought?How did those in the Commonwealth become involved in WW1?How did medicine change during WW1?How did life for women change during WW1? <p>Disciplinary Knowledge: Interpretation Evaluation Significance of individuals and change of warfare Cause and consequence: link between Verdun and Somme Justification- line of judgement</p> <p>Prior learning / retrieval: Evidence 1</p> <p>Links to KS3 NC: Challenges to Britain since 1901 Discern how and why contrasting arguments and interpretations of the past have been constructed Create evidentially supported accounts Utilise historical concepts</p> <p>Disciplinary literacy: Army, artillery, discrimination, ammunition, civilian,, trench, armistice, conscription, desertion, no man’s land, over the top, shell shock, stalemate, attrition, empire,</p> <p>Difficult Knowledge and Scaffolding: Change in technology and warfare from horses to a war of attrition Role of women</p> <p>Summative assessment: 4 Part Assessment: Key Dates, Key Terms, Timeline and one written piece- SOL Title: How significant were the changes that WW1 made to those that lived through it?</p>	<p><u>SOL Title: How similar are the dictatorships of Stalin, Hitler and Mussolini?</u></p> <p>The resentment, anger and humiliation that Germany felt signing the T of V is a significant factor for what led to the rise of dictators in Europe, and enabled Hitler to be elected as Reich Fuhrer. A study of cause and consequence, and a focus on different political beliefs of the time.</p> <p>Substantive Knowledge:</p> <ol style="list-style-type: none">What happened at the Treaty of Versailles?Why were the Russians so divided in 1917?How is Hitler fascist?Who was Mussolini?How did Stalin lead Russia from 1928-1953? <p>Disciplinary Knowledge: Change and Continuity Similarity and Difference Evaluation</p> <p>Prior learning / retrieval: Causes of WW1 Where WW1 was fought Who was involved in WW1- Russia, France, Italy</p> <p>Links to KS3 NC: Challenges to Europe Make connections Pursue valid enquiries</p> <p>Disciplinary literacy: <i>Propaganda</i>, democracy, dictatorship, communism, Nazism, fascism, capitalism</p> <p>Difficult Knowledge and Scaffolding:</p> <p>Summative assessment: 4 Part Assessment: Key Dates, Key Terms, Timeline and one written piece on change and continuity</p> <p>Assessment: “Compare the dictatorships of Stalin, Hitler and Mussolini. How are they similar?”</p>	<p><u>SOL Title: What happened to Jews under the Nazis?</u></p> <p>Rationale: Opportunity for students to utilise Change and Continuity knowledge to make sense of the Jewish experience under the Nazis.</p> <p>Substantive Knowledge: Jewish Discrimination until 1938 Night of the Long Knives Jewish Ghettos Other groups persecuted under the Nazis Resistance Final Solution Nuremburg Trials</p> <p>Disciplinary Knowledge: Evidence</p> <p>Prior learning / retrieval: Evidence 3- Propaganda Year 7- Migration unit Treatment of the ‘Other’ in Year 8 Empire unit</p> <p>Links to KS3 NC: Identify trends (when it comes to change and continuity) in arcs of time Make links across eras</p> <p>Disciplinary literacy: Ideology, Perpetrator, Separation, Ghetto Difficult Knowledge and Scaffolding:</p> <p>Summative assessment: Creative piece for the Historical Association Competition</p> <div><p><u>‘Subject’ themes that run through the curriculum</u></p><ul style="list-style-type: none">Empire and colonialismPower, Monarchy and DemocracyReligion, Church and Belief and ValuesNature of society and daily lives.Local History and how it reflects national/international history</div>	<p><u>SOL Title: What really changed in the West after WW2?</u></p> <p>Rationale: Students look at Cold War conflict between the Soviet Union and USA. They develop an understanding of the rise of Communism post WW2 and how this political ideology hugely conflicts with America and its capitalist democracy.</p> <p>Substantive Knowledge: Concept of the ‘West’ Rise of Superpowers Wave of Civil Rights Decline of the Church</p> <p>Disciplinary Knowledge: Similarity and Difference</p> <p>Prior learning / retrieval: Interpretation 1 and 2 Year 8- Journey to emancipation unit</p> <p>Links to KS3 NC: Secure chronological understanding Sophisticated use of concepts Framing enquiries Discern how contrasting arguments are made</p> <p>Disciplinary literacy: Nuclear weapon, civil rights, human rights, war crime, decolonisation, Cold War, proxy war, direct action, indirect action</p> <p>Summative assessment: 4 Part Assessment: Key Dates, Key Terms, Timeline and one written piece on change and continuity</p>
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