

WAVERLEY CHRISTIAN COLLEGE

YEAR 7

Curriculum Guide
2026

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Contents

ART	2
BIBLICAL STUDIES.....	3
DIGITAL LITERACY.....	4
DIGITAL TECHNOLOGY: ENGINEERING.....	5
DRAMA.....	6
ENGLISH	7
FOOD STUDIES	8
GEOGRAPHY	9
HISTORY	10
LANGUAGE: CHINESE.....	11
LANGUAGE: FRENCH.....	12
MATHEMATICS.....	13
MUSIC: ORCHESTRA (ELECTIVE).....	14
MUSIC: POPULAR MUSIC STREAM (ELECTIVE).....	15
PERSONAL DEVELOPMENT.....	16
PHYSICAL EDUCATION.....	17
SCIENCE.....	18
VISUAL COMMUNICATION.....	19

ART

"If God made the flowers, they are worth painting and writing about. If God made the birds, they are worth painting. If God made the sky, the sky is worth painting. If God made the ocean, indeed it is worth writing poetry about. It is worth man's while to create works upon the basis of the great works God has already created." Francis A. Schaeffer

OVERVIEW

Year 7 Art covers three main areas: drawing, painting and textiles. Media explored include progressio pencil, pen and ink, charcoal/pastel and watercolour. In the drawing and painting unit, students draw objects from observation and from reference material. Colour theory and painting techniques are also explored when an acrylic painting is imaginatively undertaken. Students are taught to render textures using a variety of marks and learn to work with increased accuracy and expression. For the textiles unit, students learn how to operate a sewing machine correctly. They design a cushion on paper, based on their chosen fabric pattern. Sewing samples are undertaken, culminating in a completed zippered cushion.

Art provides us, as believers, a chance to pause, admire and celebrate God's handiwork - the ultimate Creator. This process of creating is ingrained in us as part of our identity as humans as we are made in His image, and we do so to honour and glorify Him for who He is and what He has done.

TOPICS INCLUDE

- Visual Diary development
- Pencil rendering
- Watercolour studies
- Wet Media/Mixed Media
- Textiles
- Painting

ASSESSMENT

- Classroom assignments and projects
- Practical activities

"I am sending you Hiram-Abi, a man of great skill. He is trained to work in gold and silver, bronze and iron, stone and wood, and with purple and blue and crimson yarn and fine linen. He is experienced in all kinds of engraving and can execute any design given to him." 2 Chronicles 2:13-14

BIBLICAL STUDIES

*"A thorough knowledge of the Bible is worth more than a college education."
Theodore Roosevelt*

OVERVIEW

In Year 7 Biblical Studies, students complete two units of work; The Bible: The Big Picture and Heroes of the Faith. These foundational studies are designed to help students master the Bible's storyline and the significant events and developments that occur within it. Biblical studies aims to:

- To develop a love and appreciation for God's Word
- To help students master the Bible's storyline
- To provide students with the knowledge and skills that are needed to be able to engage in a deeper study of the Bible
- To teach students how to identify and explain the significance of the major events in the historical storyline of the Bible
- To introduce students to the reality that all of God's revelation points to Christ
- To help students have a thorough knowledge of the book of Genesis and the foundational place that it has in God's revelation to us
- To build the discipline of Bible reading in the life of the student

TOPICS INCLUDE

- The Bible: The Big Picture

ASSESSMENT

- Bible Reading Plans
- Passover meal presentation
- Study Bible Quiz
Creative Showcase

"Consequently, faith comes from hearing the message, and the message is heard through the word about Christ." Romans 10:17

DIGITAL LITERACY

"God continues to use human technologies both to judge and to bless humanity. Babel and Golgotha force us to see the complexity of God's sovereign relationship to human innovation. Every inventor, every invention, every use of every invention, and every outcome from every invention--they fall under the Creator's disposal." Tony Reinke, God, Technology, and the Christian Life

OVERVIEW

Digital Literacy invites students into a thoughtful and responsible engagement with the technology, recognising it as a powerful tool that can be used for both good and harm. As image-bearers of a creative and wise God, students are encouraged to reflect His character in the way they interact with technology and others in digital spaces.

In this subject, students explore the digital tools used at The College for learning, building practical skills to navigate these platforms efficiently and ethically. They engage with critical questions around online behaviour, device boundaries, and the permanence of digital footprints, all while learning how to safeguard their information and well-being online.

By deepening their understanding of digital citizenship, students are equipped to be thoughtful stewards of technology—people who use their God-given abilities to promote justice, truth, and love in both digital and physical spaces.

TOPICS INCLUDE

- Digital Safety
- Digital Wellbeing
- Critical Thinking and ICT

ASSESSMENT

- Classwork
- Assignments

DIGITAL TECHNOLOGY: ENGINEERING

“Then David gave his son Solomon the plans for the portico of the temple, its buildings, its storerooms, its upper parts, its inner rooms and the place of atonement. He gave him the plans of all that the Spirit had put in his mind for the courts of the temple of the Lord and all the surrounding rooms, for the treasuries of the temple of God and for the treasures for the dedicated things. “All this is in writing,” David said, “because the hand of the Lord was upon me, and he enabled me understand in all the details of the plans.” 1 Chronicles 28:11-12, 19

OVERVIEW

Students in Engineering Design are immersed in the creative process of solving problems by identifying needs and developing solutions. Depending on the problem, the solution may be a product, technique, structure, a process or a combination of multiple elements. This course is intended to stimulate students' ingenuity, creative and critical thinking and practical skills in devising solutions to engineering design problems. Students use the challenged with problems they have not seen before, giving them practice experimenting, working through uncertainty, breaking problems down into small parts, taking risks and playing with their own ideas. The Engineering elective is a practical course, which provides opportunities for students to develop knowledge, understanding and skills in relation to general engineering concepts. Students will explore broad topics in Systems, Electrical, Mechanical and Software engineering, looking at how our intelligence and abilities are ultimately gifts from God and understanding how they can be applied for His glory.

TOPICS INCLUDE

- Problem Solving Simulations – Real world scenarios
- Computer Science – Python
- Computer Aided Design (CAD): Autodesk Fusion 360
- Engineering Design Process

ASSESSMENT

- Use of technology and equipment
- Engineering design process - logbook
- Creative and critical thinking

“The Lord said to Moses, “See I have chosen Bezalel and I have filled him with the Spirit of God, with skill, ability and knowledge in all kinds of crafts – to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood, and to engage in all kinds of craftsmanship. Moreover, I have appointed Oholiab to help him. Also I have given skills to all the craftsmen to make everything I have commanded you.” Exodus31:1

DRAMA

"Thinking cannot be clear till it has had expression. We must write, or speak, or act our thoughts, or they will remain in a half torpid form. Our feelings must have expression, or they will be as clouds, which, till they descend as rain, will never bring up fruit or flower. So it is with the inward feelings; expression gives them development." Henry Ward Beecher

OVERVIEW

In this course students will be exploring performance and expressive skills needed to perform meaningful and engaging drama. Incorporating both whole-class and small group activities, this unit encourages and empowers students to participate in verbal and non-verbal exercises in the form of skits, play extracts and theatre-sports. The class content aims to aid in building confidence to perform alone and to work collaboratively with others on devised, scripted and improvised performances. In learning the art of scriptwriting and storytelling, students will gain insight into how performance can impact an audience and be used for God's glory; telling His story in powerful, creative and interactive ways.

TOPICS INCLUDE

- Improvisation
- Characterisation
- Script-writing
- Scripted performance
- Theatre sports

ASSESSMENT

- Ongoing assessments (weekly performances, engagement and written Drama Workbook)
- Individual and collaborative skill development
- Individual and group performances

"If anyone speaks, they should do so as one who speaks the very words of God. If anyone serves, they should do so with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and the power for ever and ever. Amen." - 1 Peter 4:11

ENGLISH

"We must contemplate the import of ignoring the printed word. If you cannot read, you can do only what you are told." Joseph P. Bean

OVERVIEW

SEMESTER 1: Students lay a foundation for the necessary English skills to critically read and respond to a variety of texts in today's world. Students analyse a film text and the impact of film elements on the narrative's structure, themes and characterisation. Students analyse the construction of written and visual texts as well as write their own narrative stories according to the plot structure. Exploring the themes of leadership, students consider the biblical models of leadership and how we should treat others. The rules of grammar and punctuation are applied in their creative, persuasive and analytical writing, and speaking and listening skills are taught and employed in their oral presentations.

SEMESTER 2: Students consolidate their learning of analytical writing and focus on the important skills of planning, drafting and editing, as they work towards producing their first complete analytical essay. Students discuss themes and explain how key events and quotes demonstrate the author's views and values. In addition, students learn about various forms of poetry and poetic devices. While examining poetic examples from the Bible, students reflect on God's faithfulness and love for them. Having developed the skills to analyse a range of poems, students begin to craft their own poetry. Students build on their understanding of the conventions of English, utilising correct grammar and spelling to communicate effectively.

TOPICS INCLUDE

- Persuasive Language: Advertising
- Film Study
- Text study
- Poetry

ASSESSMENT

SEMESTER 1:

- Language Analysis Short Answer Questions
- Oral Presentation
- Analytical Text Response Essay Paragraphs
- Spelling and Grammar
- Semester Examination

SEMESTER 2:

- Analytical Text Response Essay
- Creative Writing Assessment Task
- Original Poetry Task
- Spelling and Grammar
- Semester Examination

"They read from the Book of the Law of God, making it clear and giving the meaning so that the people could understand what was being read." Nehemiah 8:8

FOOD STUDIES

"Look to your health; and if you have it, praise God and value it next to a good conscience; for health is the second blessing that we mortals are capable of – a blessing that money cannot buy; therefore value it, and be thankful for it." Isaak Walton

OVERVIEW

Students explore the importance of food in our everyday living. God provides us with a body and the foods on this earth to nourish it well for optimum health, performance and service to others. To this end, students are introduced to basic food preparation and basic nutritional needs for healthy living. They become familiar with kitchen safety and hygiene principles in order to produce foods that promote health and wellbeing. Students learn correct techniques for measuring ingredients and are exposed to recipe terminology and foundational cooking techniques. Students apply their learning in practical cooking activities and tests.

TOPICS INCLUDE

- The Kitchen
- Safety and Hygiene
- Tools and Equipment
- Cookery Terms
- Food and Health

ASSESSMENT

- Practical Cooking Activities
- Classwork and Assignments
- Practical Test
- Theory Test

"Everything that lives and moves will be food for you. Just as I gave you the green plants, I now give you everything". Genesis 9:3

GEOGRAPHY

“God left His fingerprints all over creation.” Byron Snapp

OVERVIEW

The course is designed to build on the foundations laid in Primary School Geography classes. There are two units of study in the Year 7 curriculum for Geography: Water in the world and Place & Liveability.

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Students will explore the Christian perspectives on responsible stewardship of resources, as well as the intricate nature of God’s creation reflected in the interconnectedness of the water cycle and climate patterns.

Place & Liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. Students will explore the social justice responsibilities of Christians to advocate and work towards better living standards for all people and improve local communities through the love of Jesus.

TOPICS INCLUDE

- Geographic skills, mapping and countries of the world
- Water in the world – in nature, human uses, management and hazards
- Place and liveability

ASSESSMENT

- Geographic data / mapping skills test
- Water scarcity case study
- Place and Liveability Fieldwork Report

“The earth is the Lord’s, and everything in it, the world, and all who live in it”. Psalm 24:1

HISTORY

"What are all histories but God manifesting himself, shaking down and trampling under foot whatsoever he hath not planted." Oliver Cromwell

OVERVIEW

The course is designed to build on the foundations laid in Primary School Integrated Studies classes. Within the framework of the chosen topics, students will learn about the many Primary and Secondary resources available to the historian. An important part of the course is to teach students that historical data is open to interpretation and thereby to teach them to evaluate evidence for themselves. The course also looks deeply into a number of Ancient Civilisations and compares them with the current world, analysing changes and continuities. Students will develop an understanding of God's sovereign hand over all of human history and of the historical context of events such as the Exodus from Egypt. In addition, students will explore Christian perspectives on the afterlife in contrast to the beliefs of Ancient Civilisations.

TOPICS INCLUDE

- Historical concepts, researching skills and timelines
- Ancient Australia
- Ancient Egypt

ASSESSMENT

- Explanation test
- Source Analysis Test

"Write on a scroll what you see and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea." "Write, therefore, what you have seen, what is now and what will take place later." Revelation 1:11,19

LANGUAGE: CHINESE

"A man who is ignorant of foreign languages is ignorant of his own." Johann Goethe

OVERVIEW

Students explore the world of Chinese speakers through text and personal interaction, developing a deeper appreciation of life and experiences in diverse Chinese communities. They reflect on personal experiences and observations of using and learning Chinese language in familiar contexts. They use Chinese for self-expression, to access new information and to share their knowledge and experiences with others. Students examine the representation and reflection of God's handiwork in Chinese characters.

TOPICS INCLUDE

BEGINNER LEVEL STREAM

- Greetings
- Numbers
- Family
- Stationeries
- Pets

ADVANCED LEVEL STREAM

- Moving House
- My Room
- My Daily meals
- Weather Forecast
- New Friend

ASSESSMENT

- Classwork, assessment tasks and homework, including dictation, oral presentation, listening comprehension, reading comprehension and writing assessments

"The Lord said, "If as one person speaking the same language, they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other." That is why it was called Babel – because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth." Genesis 11:6-7, 9

LANGUAGE: FRENCH

'A man who is ignorant of foreign languages is ignorant of his own'. Johann Goethe

OVERVIEW

Students begin to use written and spoken French to interact with teachers, peers and others. They develop an understanding that languages are part of creation; by studying other languages they gain insight into the world that God has given us and has commanded us to care for. They will develop a range of descriptive and expressive language to talk and write about immediate environments, personal interests and feelings. They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use.

The program aims at introducing the students to the structure and flow of French, to give the students an understanding of France, French culture, traditions and values. This will help lay a foundation for further studies in French and encourages them to develop a competence in the usage of French in both spoken and written form. Ultimately, students come to understand that God originated languages, and in heaven, all nations and languages will be represented.

TOPICS INCLUDE

- Salut – Greetings and farewells
- Qui est-ce – Describing People
- Tu aimes les animaux – Pets
- Ma famille – Family
- À table – Food and birthdays

ASSESSMENT

- Weekly Spelling Tasks & Assessments
- Topic Tests
- Assessment Tasks

"The Lord said, "If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other." That is why it was called Babel – because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth." Genesis 11:6-7, 9

MATHEMATICS

“God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us in this respect.” Asa Sparks

OVERVIEW

Mathematics encompasses skills practice, standard applications, problem-solving, project work, and testing. Students are generally expected to complete coursework designated for their year level; however, as students possess varying levels of talent, modifications to work requirements may be made to reinforce fundamental mathematical skills. Some students may engage in an advanced program, fostering a deeper understanding of specific topics and providing access to more complex applications, thereby enabling greater exploration of advanced mathematics in senior years. Mathematics promotes critical thinking and problem-solving, aiding students in understanding God’s order and design, and in stewarding the abilities bestowed upon them

TOPICS INCLUDE

- Positive and negative integers
- Indices and primes
- Rational numbers
- Geometry
- Decimals
- Percentages
- Algebra
- Measurement
- Probability
- Linear equations
- Representing and interpreting data
- Coordinates and the Cartesian plane
- Transformations

ASSESSMENT

- Assignments / Projects
- Classwork
- Topic Tests
- Semester Examinations
- Problem Solving Tasks

“He determines the number of the stars and calls them each by name” Psalm 147:4

MUSIC: ORCHESTRA (ELECTIVE)

"The aim and final reason of all music should be nothing else but the glory of God and the refreshment of the spirit." Johann Sebastian Bach

OVERVIEW

This semester-long subject builds on the foundations laid in the College's Years 5 and 6 Orchestra Elective. Here, students focus on developing musical skills, artistic sensitivity and expressive capabilities in order to develop self-esteem, creativity, and deep processing skills. Undertaking a weekly double orchestra session, large ensemble rehearsal and small group instrumental lesson, students in the Year 7 Orchestra Elective gain valuable life skills such as teamwork, patience, discipline, respect and focus, in addition to exploring ways in which music-making can be used to glorify our maker.

Note: Year 7 Orchestra weekly rehearsals continue into Semester 2 once the Classroom Music component has ended

TOPICS INCLUDE

- Solo performance on orchestral instrument
- Group Performance in Orchestra
- Music Theory and Aural Studies
- Computer Technology/ Digital Music Creation

ASSESSMENT

- Individual instrumental assessments
- In-class performance assessment
- Music theory worksheets
- Digital music project

"Praise the Lord, Praise God in his sanctuary; praise him in his mighty heavens. Praise him for his acts of power; praise him for his surpassing greatness. Praise him with the sounding of the trumpet, praise him with the harp and lyre, praise him with the tambourine and dancing, praise him with the strings and flute, praise him with the clash of cymbals, praise him with resounding cymbals. Let everything that has breath praise the Lord. Praise the Lord". Psalm 150

MUSIC: POPULAR MUSIC STREAM (ELECTIVE)

"The aim and final reason of all music should be nothing else but the glory of God and the refreshment of the spirit." Johann Sebastian Bach

OVERVIEW

This unit is designed to build on the foundations laid in Primary School Music classes. With a major emphasis on Pop music, students study music notation, aural skills and the elements of music to enhance their music-making. Students learn basic skills on popular instruments such as guitar, drums and keyboard using Jam Hub technology to be able to play in bands. Digital technologies are also explored with students learning to use production software to create and explore music. The overarching principle explored through all topics is that music is a gift from God and can be used in a powerful way glorify Him.

TOPICS INCLUDE

- Aural studies and music theory
- Learning to play drums, guitar, keyboard
- Playing in a group
- Digital music recording

ASSESSMENT

- In-Class Performance assessment: Drum, guitar and keyboard.
- Music theory worksheets
- Digital music assignment

"Praise the Lord, Praise God in his sanctuary; praise him in his mighty heavens. Praise him for his acts of power; praise him for his surpassing greatness. Praise him with the sounding of the trumpet, praise him with the harp and lyre, praise him with tambourine and dancing, praise him with the strings and flute, praise him with the clash of cymbals, praise him with resounding cymbals. Let everything that has breath praise the Lord. Praise the Lord". Psalm 150

PERSONAL DEVELOPMENT

"All men have their frailties; and whoever looks for a friend without imperfections, will never find what he seeks. We love ourselves notwithstanding our faults, and we ought to love our friends in like manner." Cyrus the Great, founder of the Persian empire

OVERVIEW

Personal Development aims to equip students to deal with issues, in line with Christian values. Throughout their time in Secondary School, students will be encouraged to maintain a focus on personal reflection, goal setting for growth and making a difference in the world. Personal Development provides support and a forum to discuss and process issues of importance to their age group. Year 7 Personal Development aims to assist students in their spiritual and emotional development and promote Christian character development by providing a Biblical framework for various issues confronting students. Class discussion will enable students to grow in confidence through sharing ideas in a group setting.

TOPICS INCLUDE

- Orientation "Welcome to Secondary"
- Camp Follow-up - "B is for Belonging"
- This is Me
- Goal Setting
- Surface Pro
- Community Service
- Bullying
- Study Skills
- IT Skills
- Cyber Safety
- Friendships
- Bullying/Cyberbullying
- Social Media Etiquette
- Conflict Resolution
- Fundraising
- Resilience
- Sleep

ASSESSMENT

- Students are expected to be actively involved in class discussions and activities
- Community Service participation and follow-up reports

"Teacher, which is the great commandment in the Law?" Jesus replied, "Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbour as yourself.' Matthew 22:36-39

PHYSICAL EDUCATION

"The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God." Thomas M. Boqdon

OVERVIEW

Students investigate a number of different strategies using a 'game sense' approach, where the focus is not only on technical proficiency, but a greater emphasis is placed on the development of tactics and decision-making. It involves the use of small-sided games to develop skills rather than the practice of discrete skills in isolation or through conditioned drills. Practice games always involve players or students making choices. Through involvement in the small-sized games, students develop a Christian perspective towards competition with a view to promoting sportsmanship and cooperation.

TOPICS INCLUDE

- Fitness concepts
- Invasion games (court)
- Invasion games (field)
- Net/wall games
- Striking/fielding games
- SEPEP

ASSESSMENT

- Technical and tactical skills
- Values and behaviours

"Therefore, I do not run like someone running aimlessly; I do not fight like a boxer beating the air. No, I strike a blow to my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize." 1 Corinthians 9:26-27

SCIENCE

"The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honouring Him." James F. Jekel

OVERVIEW

Science seeks to develop the students' abilities to ask questions and to find answers about aspects of God's creation. The laws which govern Creation have many applications in our daily lives. Students will learn to use different laboratory equipment and develop skills in inferring, predicting, measuring and experimenting within a laboratory setting. They will also learn about forces in the world around us such as friction, gravity and magnetism. Students undertake a study of the kingdoms that all living things are categorised into and also learn about the properties of substances.

TOPICS INCLUDE

- Working scientifically
- Properties of substances
- Forces
- Earth and Space
- Earth resources
- Habitats and interactions
- Classification
- Mixtures
- Practical Skills
- Science Skills
- Writing Reports

ASSESSMENT

- Topic tests
- Workbook and assignments
- Practical investigations and reports
- Stile activities
- Semester examinations
- Homework

"But ask the animals, and they will teach you, or the birds in the sky, and they will tell you; or speak to the earth, and it will teach you, or let the fish in the sea inform you. Which of all these does not know that the hand of the Lord has done this? In his hand is the life of every creature and the breath of all mankind." Job 12:7-10

VISUAL COMMUNICATION

"In a small way human creative hands imitate this profusion of God, going beyond the minimum requirements of getting the job done. Creative hands are not content to spread on the frosting; they must make a tasteful arrangement of swirls and colour. They don't just apply a coat of varnish; they polish the surface until it glows like satin. Creative hands do more than plant seeds; they place them in a tasteful and eye-pleasing garden arrangement." LeRoy Koopman

OVERVIEW

Students are introduced to the design process stages of generating ideas, developing concepts, and refining ideas. The subject focuses on experimenting with the design elements through freehand methods to visualise ideas and create visual communications. Students acquire knowledge and skills related to three-dimensional technical drawing conventions and graphic design. The practices and skills that come of being a designer provide for us, as believers, a chance to pause, admire and celebrate God's handiwork - the ultimate Creator. This process of creating is ingrained in us as part of our identity as humans as we are made in His image, and we do so, not to achieve the minimum, but to honour and glorify Him in what we create by doing it unto Him.

TOPICS INCLUDE

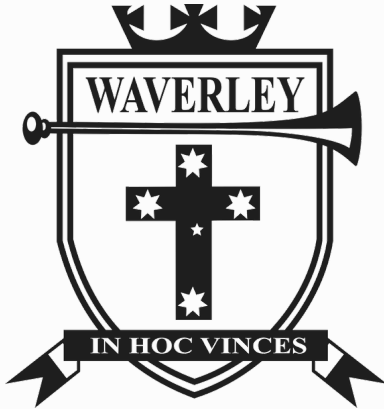
- Creative lettering and typography
- Isometric Drawing
- Elements of Design

ASSESSMENT

- Practical assignments
- Folio work

"Now son of man, take a clay tablet, put it in front of you and draw the city of Jerusalem on it". Ezekiel 4:1

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