

## St Stephen Churchtown Academy

## Progression Overview – History





	Chronological understanding	Historical enquiry	Knowledge and Interpretation	Organisation/Communication (to be incorporated throughout the year)
Nursery	As a historian: Retell a simple past event in correct order (e.g. I went down the slide, I hurt my finger). Remember and talk about significant events in my own experience <u>Understand and use vocabulary such</u> <u>as:</u> yesterday, last week, at the weekend, this morning, last night	As a historian: Question why things happen Begin to understand why and how questions <u>Understand and use vocabulary such as:</u> how, why	As a historian: Develop an understanding of growth, decay and changes over time Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world Talk about people within their community, such as the police, the fire service, doctors and teachers. Compare and contrast characters from stories including figures from the past <u>Understand and use vocabulary such as</u> : I can see, I saw, same, different, change, what happened, why because	Organisation and Communication Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT
Reception	As a historian: Talk about past and present events in my own life and in the lives of family members <u>Understand and use vocabulary such</u> <u>as:</u> yesterday, last week, at the weekend, this morning, last night	As a historian: Answer how and why questions about experiences and in response to stories or events <u>Understand and use vocabulary such as:</u> how, why, because, find out, I wonder what/if/when/why	As a historian: Make observations of animals and plants and explain why some things occur, and talk about changes Look closely at similarities, differences, patterns and change Talk about people within their community, such as the police, the fire service, doctors and teachers. Compare and contrast characters from stories including figures from the past <u>Understand and use vocabulary such as:</u> I can see, I saw, same, different, similar, change, what happened, because, explain	Organisation and Communication Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT

	As a historian:	As a historian:	As an historian:	Organisation and Communication
	Put up to three objects in	Show some understanding of how people	Answer questions using a range of	Communicate their knowledge through:
	chronological order (recent history) on	find out about the past	artefacts/ photographs/pictures provided	Discussion
	a time line	Show some understanding of how	Talk about the different ways that the past	Drawing pictures
	Label timelines with pictures, words or	evidence is collected and used to make	is represented	Drama/role play
	phrases	historical facts	Recount some interesting facts from an	Making models
	Tell others about changes that have	Ask questions such as: What was it like for	historical event	Writing
	happened in my own life since I was	people What happened How long ago	Talk about some important people from	Using ICT
	born	Answer questions by using different	the past	
	Talk about how things have changed	sources, such as an information book or	Talk about how their actions changed the	
	since my parents or grandparents	pictures, including drawings, paintings,	way we do things today	
	were children Use dates to talk about	prints from the past	Recognise that there are reasons why	
	people or events from the past (when	plinis nom me pasi	people in the past acted as they did	
	appropriate)	Understand and use vocabulary such as:	Tell you how I found out about people or	
	appropriate)	questions, find out, evidence, collect,	events in the past	
	Understand and use vocabulary such	history, information, research, sources,	Find out more about a famous person	
Year 1	as: in order, a long time ago, recently,	artefacts	from the past and carry out some	
Tear I	when my parents/carers,	dileideis	research on him or her	
	grandparents were children, in the		Find out something about the past by	
	times		talking to an older person	
			Recognise that some forms of evidence	
			are more reliable than others when finding	
			out about the past	
			Show an understanding of the word	
			'nation' and the concept of a nation's	
			history	
			Show an understanding of concepts such	
			as monarchy, parliament, war and peace	
			when learning about historical events	
			Understand and use vocabulary such as:	
			find out, explain, facts, reasons, events,	
			actions	

	As a historian:	As a historian:	As a historian:	Organisation and Communication
	Place events or artefacts in order on a	Understand and talk about how people	Describe historical events	Communicate their knowledge through:
	timeline	find out about the past	Describe significant people from the past	Discussion
	Label timelines with pictures, words or	Show understanding of how evidence is	and talk about what they did	Drawing pictures
	phrases and give reasons for their	collected and used to make historical	Explain the causes of an historical event	Drama/role play
	order	facts	and what the consequences were	Making models
	Make connections between long and	Ask questions such as: What was it like for	Explain what impact that significant	Writing
	short term time scales Use dates to talk	people What happened How long ago	events from the past have had on the	Using ICT
	about people or events from the past	Answer questions by using a specific	way we live today	
	(when appropriate)	source, such as an information book	Talk about similarities and differences	
	Connect my new learning of historical	Research the life of someone who used to	between two different time periods	
	people or events to others that I have	live in my area using the Internet and	Explain how local people or events in	
	learnt about before	other sources to find out about them	history have changed things nationally or	
		Research the life of a famous Briton from	internationally	
	Understand and use vocabulary such	the past using different resources to help	Explain why someone in the past acted in	
	<u>as:</u> in order, a long time ago, recently,	me	the way they did	
	when my parents/carers,	Understand and use vocabulary such as:	Choose and use parts of stories or other	
	grandparents were children, years,	questions, wonder, find out, evidence,	sources to show that I understand events	
Year 2	decades and centuries, in my lifetime,	collect, points of view, opinion, historical,	or people from the past	
real 2	in my parents'/carers' lifetime,	information, research, sources of	Explain why Britain has a special history by	
	modern, old-fashioned, long term,	information, resources, artefacts, objects,	naming some famous events and some	
	short term, timeline, time scale, in the	historians, investigate	famous people	
	period, in times		Talk about what type of evidence is	
			reliable when finding out about the past	
			Talk about a 'nation', an aspect of its	
			history and the impact it has had on the	
			nation	
			Show an understanding of concepts such	
			as civilisation, monarchy, parliament,	
			democracy, war and peace when talking	
			about historical people and events	
			Create my own accounts of historical	
			people or events	
			Understand and use vocabulary such as:	
			find out, explain, reasons, events, causes,	
			consequences, impact, affected, actions,	
			time periods	
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	As a historian:	As a historian:	As a historian:	Organisation and Communication
	Begin to use dates and historical terms	Begin to use evidence to ask questions	Begin to give reasons why certain events	Communicate their knowledge through:
	to describe events	and find answers to questions about the	happened as they did in history	Discussion
	Begin to use a timeline within a	past	Begin to talk about why certain people	Drawing pictures
	specific time in history to set out the	Begin to suggest suitable sources of	acted as they did in history	Drama/role play
	order things may have happened	evidence for historical enquiry	Begin to explain how events from the past	Making models
	Begin to recognise and quantify the	Use more than one source of evidence for	have helped shape our lives today	Writing
	different time periods that exist	historical enquiry in order to gain a more	Begin to appreciate why Britain would	Using ICT
	between different groups that	accurate understanding of history	have been an important country to have	
	invaded Britain	Begin to recognise the part that	invaded and conquered	Recall, select and organise historical
	Place events, artefacts and historical	archaeologists have had in helping us	Begin to describe changes that have	information.
	figures on a timeline using dates	understand more about what happened	happened in the locality of the school	
	Begin to understand the concept of	in the past	throughout history	Communicate knowledge and
	change over time, representing this,	Begin to use research skills in finding out	Give a broad overview of what life was	understanding
	along with evidence, on a time line	facts about the time period I am studying	like in	
		Begin to compare and contrast different	Begin to compare some of the times	
Year 3	Understand and use appropriate	forms of evidence in my research	studied with those of other areas of	
	historical vocabulary to communicate,	Begin to research what it was like for	interest around the world	
	including: dates, BC, AD, time period,	specific people e.g. children, during the	Begin to describe the social, cultural or	
	change, ancient, century, decade	time period I am studying	religious diversity of past societies	
			Begin to describe the characteristic	
	Timebox		features of the past, including beliefs,	
	Be able to chose (with justifiable		attitudes and experiences of men,	
	reason) items to add to the year		women and children	
	group's timebox.		Begin to describe different accounts of an	
	To categorise and order items within		historical event, explaining some of the	
	the year group's Timebox.		reasons why the accounts may differ	
			Talk about the causes and consequences	
			of some of the main events and changes	
			in history	
			Use my English, Maths and Computing	
			skills to communicate information about	
			the past	

	As a historian:	As a historian:	As a historian:	Oragnisation and Communication
	Use dates and historical terms to	Use evidence to ask questions and find	Suggest why certain events happened as	Communicate their knowledge through:
	describe events			ũ ũ
		answers to questions about the past	they did in history	Discussion
	Use a timeline within a specific time in	Suggest suitable sources of evidence for	Suggest why certain people acted as	Drawing pictures
	history to set out the order things may	historical enquiry	they did in history	Drama/role play
	have happened	Use more than one source of evidence for	Explain how events from the past have	Making models
	Begin to recognise and quantify the	historical enquiry in order to gain a more	helped shape our lives today	Writing
	different time periods that exist	accurate understanding of history	Begin to appreciate why Britain would	Using ICT
	between different groups that	Recognise the part that archaeologists	have been an important country to have	
	invaded Britain	have had in helping us understand more	invaded and conquered	Recall, select and organise historical
	Place events, artefacts and historical	about what happened in the past	Describe changes that have happened in	information.
	figures on a timeline using dates	Use my research skills in finding out facts	the locality of the school throughout	
	Understand the concept of change	about the time period I am studying	history	Communicate knowledge and
	over time, representing this, along with	Through my research,	Give a broad overview of life in Britain,	understanding
	evidence, on a time line	Compare and contrast different forms of	e.g. under the Roman Empire, during the	
		evidence	Stone Age	
	Understand and use appropriate	Research what it was like for men, women	Compare some of the times studied with	
Year 4	historical vocabulary to communicate,	and children in a given period from the	those of other areas of interest around the	
	including: dates, time period, era,	past and use different forms to present my	world	
	change, chronology, ancient, century,	findings	Describe the social, ethnic, cultural or	
	decade		religious diversity of past societies	
			Describe the characteristic features of the	
	Timebox		past, including ideas, beliefs, attitudes	
	Be able to choose (with justifiable		and experiences of men, women and	
	reason) items to add to the year		children	
	group's timebox.		Describe different accounts of an	
	To categorise and order items within		historical event, explaining some of the	
	the year group's Timebox.		reasons why the accounts may differ	
			Suggest causes and consequences of	
			some of the main events and changes in	
			history	
			Use my English, Maths and Computing	
			skills to a good standard to communicate	
			information about the past	

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	As a historian:	As a historian:	As a historian:	Organisation and Communication
	Use dates and historical terms more	Devise historical questions about the	Answer historical questions, using	Communicate their knowledge through:
	accurately in describing events	period I am studying	information and evidence that I have	Discussion
	Place features of historical events and	Seek out and analyse range of evidence	carefully considered and selected	Drawing pictures
	people from past societies and	in order to justify claims about the past	Understand how our knowledge of the	Drama/role play
	periods in a chronological framework	Understand that no single source of	past is constructed from a range of	Making models
	Create timelines which outline the development of specific features,	evidence gives the full answer to questions about the past	sources Describe with some detail any historical	Writing Using ICT
	such as medicine; weaponry;	Test out a hypothesis in order to answer a	events from the different period/s I am	
	transport, etc	auestion	studying/have studied	Recall, select and organise historical
	Describe the main changes in a	Appreciate how historical artefacts have	Make comparisons and contrasts	information.
	period of history (using terms such as:	helped us understand more about British	between historical periods; explaining	
	social, religious and cultural)	lives in the present and past	things that have changed and things	Communicate knowledge and
	Identify periods of rapid change in	Use some different sources of evidence to	which have stayed the same	understanding
	history and begin to contrast them	deduce information about the past	Begin to appreciate that how we make	onderstanding
	with times of relatively little change	Select suitable sources of evidence,	decisions as a country has been through a	
	Begin to understand the concepts of	sometimes giving reasons for choices	Parliament for some time	
	continuity and change over time,	Give a reason to support an historical	Appreciate that significant events in	
	representing them, along with some	argument	history have helped shape the country we	
	evidence, on a time line	Identify propaganda and begin to show	have today	
	Explain the chronology of different	my understanding of it	Show an awareness of the concept of	
	time periods (local, British and world	Refine lines of enquiry as appropriate	propaganda and how historians must	
	history) and how they relate to one		understand the social context of	
Year 5	another on a time line		evidence studied	
rear 5	Begin to make connections and		Identify continuity and change in the	
	contrasts between different time		history of the locality of the school	
	periods studied and talk about trends		Give a broad overview of life in Britain and	
	over time		some major events from the rest of the	
			world	
	Understand and use appropriate		Make connections, compare and	
	historical vocabulary to communicate,		contrast some of the times studied with	
	including: dates, time period, era,		those of the other areas of interest around	
	chronology, continuity, change,		the world	
	century, decade		Describe the social, ethnic, cultural or	
			religious diversity of past society	
			Describe the characteristic features of the	
	Be able to choose (with justifiable		past, including ideas, beliefs, attitudes	
	reason) items to add to the year		and experiences of men, women and	
	group's timebox. To categorise and order items within		children Explain how some aspects of	
	the year group's Timebox.		history/historical events have had an	
			impact elsewhere in the world	
			Use my English, Maths and Computing	
			skills to an exceptional standard to	
			communicate information about the past.	
			Use original ways to present information	
			and ideas	
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Year 6       Use dates and historical events and periods in a chronological events and periods in a chronological framework checkel linenies within utility end events and periods in a chronological framework development of specific frapatics within utility end events and the past such as medicines weapony: transport, atc       Describe the main changes in a period in flatorical questions about the past utility exists about the past such as medicines weapony: transport, atc       Describe the main changes in a period to flatory (using terms such as a period to flatory (using terms such as the origin about the past utility exists about the past terther within the different periods/i and the concepts of conlinuity and change of a could any historical periods: explaining them, along with evidences, on a time periods (action the, represent) the past such as the different period (action) and the concepts of conlinuity and change of a could and the concepts of conlinuity and the past such as the past such as the different period (action) and the concepts of conlinuity and the concepts of conlinuity there than early and the same than one case the past such as the different periods (action) and the different periods (action) and the past such as the different periods (action) and the different periods (action) and the past such as the past such as the different periods (action) and the different periods (action) and the vidences of the past such as the different periods (action) and the past such as the different periods (action) and the past such as the different periods (action) and the past such as the past such as the different periods (action) and the past such as the past s					1	
Year 6       accurately in describing events people from past societies and people f				As a historian:	As a historian:	Organisation and Communication
Year 6       Place factures of historical events and periods in a chronological framework Create timelines valicity endowney witch outline the sources of information to form technological and cultural development of specific features, such as medicine; weapony; transport, election medicine; election tection to transport, election medicine; election tection to transport, election medicine; election tection to transport, election tection teconsportelem tection tection teconologic tection tecti	ļ			0		9
Year 6       social mathematical provider of the part of the p	and					
Year 6       periods in a chronological framework development of specific features, such as medicine: weapony; transport etc       Seek cu <sup>1</sup> and analyse a wide range of development of specific features, social medicine: weapony; transport etc       Understand how our knowledge of the post periods in a chronological periods; transport etc         Describe the main changes in a period of history (using hems such as social, religious, political, lefentify periods of rapid change in medication and cultural) lefentify periods of rapid change in density and change over time, representing them, along with evidence, on a time in medication due to a hypothesis in order to answer to question       Understand the our knowledge of the past social, religious, political, indensity and change over time, representing them, along with evidence, on a time in medication due concepts of continuutif and change over time, representing time time periods (local, Brith and world history on a time line weake connections and contrasts between different time periods studied and tak about trends over time creative, decade, legacy       Seek cu <sup>1</sup> and analyse a wide range of sources of evidence of another on a time line functional due concepts of cive more than one reason to support an history of the local, Briths and world history of the local, Briths and world history of the local period.       Understand how our knowledge of the past inclusion and contrast specific charters of we may the appendic end the social context of evidence as understand how on the past inclusion and context on a time line functional due concorption history of the locality of the school Give a broad overview of He in Britinia and some major events from the rest of the world         Year 6       Indext the social structure time periods (local, British and world history the obuber eraces of intererst anound the world	JIIG			<b>0</b>	,	
Year 6       Create timelines which outline the depet       evidence in order to justify claims about the past       past is constructed from a range of sources         Such as medicine; weapony; transport, etc       bescribe the main changes in a period of history (using terms such as relative) little change in the transports, etc       bescribe the main changes in a period of history (using terms such as relative) little change in history and contrast them with littles of tradication of the past indexing the concepts of continuity       past is constructed from a range of sources of widence gives the full answer to questions about the past indexing the concepts of continuity is in the present and past       part of the past indexing the concepts of continuity is in the present and past we drange of sources of evidence, giving reasons for choices       part of the past indexing the concept of decimation of the past indexing the main of the past indexing the mole concepts of continuity is in the present and past we avide and things withing them, long with evidence, on a time ine periods studied indexing the mole contrast between different time periods studied index to understand the acoult propaganda       propaganda terms in history and how they relate to an one on other on a time line of a local studied index to understand the social context of evidence of evidence information as parportice.       propaganda terms in history and how they relate to an one on the reas of enquiry as appropriate       propaganda terms in history and he same begin to appreciate that significant events in history have been the find and studied in the social context of evidence of evidence information as appropriate.         Understand the scale studied is the period is transport, change another then os erelaton to space and the scoce the same begin to a	ork					
Year 6       development of specific features, such as medicines: weapony; transport, etc       besche medicines: weapony; transport, etc       besche medicines: weapony; transport, etc       besche medicines: weapony; transport, etc         besche the moin changes in a period of history (using ferms such as social, religious, political, technological and cultural) latentify periods of rapid change in history and contrast them with imes of relatively little change       the past understand the concepts of continuity and change over time, representing them, along with evidence, on a time Explain the concepts of continuity and change over time, representing them, along with evidence, on a time Explain the concepts of continuity and change over time, representing them, along with evidence, on a time Explain the concepts of continuity and change over time, representing them, along with evidence, on a time Explain the concepts of continuity and change over time, representing them, along with evidence, on a time Explain the concepts of continuity and how they relate to one another on a time line Make connections and contrasts between different time period studied and tak about trends over time       besche and that along with evidence, end propaganda       besche and the social context of propaganda         Vinderstand and use appropriate historical argument istorical argument transport, chronology, continuity, change, chronology, continuity, change, chronology, continuity, change, chronology, continuity, change, chronology, continuity, change, chronology, and now the year group's timebox. To categories and and eiters within the year group's timebox. To categories and and eiters within the year group's timebox.       besche to choose (with justifiable reason, terms within the year group's timebox.       besche to choose (with justifiable reason, terms with	JIK				3	
Year 6       such as medicine: weapony: transport, etc Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural) technological and cultural) technological and cultural technological and thistory and contrasts test out a hypothesis in order to answer to questions about the past to a hypothesis in order to answer to question about the past test out a hypothesis in order to answer to question about the past test out a hypothesis in order to answer to question about the past test out a hypothesis in order to answer to deduce information about the past belowen historical artefacts have the period of history and how historical artefacts have the period of thistory and weat history and how historical artefacts have the period of the test of the concept of propaganda and how historical artefact history of the locality of the school challent in the history and how historical artefact history and how historical artefact history of the locality of the school challent in the history of the charge in the history of the other arteas of interest around the world beschoe the colone, compare and challen on the line Bittini and some major events from the rest of the past, including iddes, helefs, attitudes and experimence of the instructing regious diversity of past sociely be obted to the year	ļ					
Year 6       Istansport, etc.       Istansport, etc.       Istansport, etc.         Describe the main changes in a period of history (using terms such as social, religious, polifical, technological and cultural) (Identify periods of rapid change in history call cantrast them with times of relatively little change       Istansport, etc.       The store of evidence gives the full answer 10 question about the post test out a hypothesis in order to answer a lidentify periods of rapid change in history call cantrast them with times of relatively little change       Inderstand that no single source of evidence and things which have stayed the same test out a hypothesis in order to answer a question.         Inderstand the concepts of continuity and change over time, representing them, along with evidence, on a time line.       Inderstand more about the post test out a hypothesis in order to answer to aquestion about the post test out a hypothesis in order to answer to aquestion about the post test out a hypothesis in order to answer to aquestion about the post test out a hypothesis in order to answer to aquestion about the post test out a hypothesis in order to answer to aquestion about the post test out a hypothesis in order to answer to aquestion about the post test out a hypothesis in order to answer to aquestion about the post test out a hypothesis in order to answer to advect and a tot a contrast the world test out any provide the post test out a hypothesis in order to answer to advect and the concepts of continuity and change of the post and advect	ļ					
Year 6       Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) technological and cultural) technological and cultural technological and technological technological and technological and technological and technological and technological technological and technological technol	ļ				,	
Year 6period of history (using terms such as social, religious, political, technological and cultural) Identify periods of rapid change in relatively liftle change our contrast them with times of relatively liftle change understand the concepts of continuity and change over time, representing time, along with evidence, on a time time periods (local, British and world history) (and how they relate to one another on a time line Make connections and contrasts between different time periods studied and talk about trends over time, representing time, between different time periods studied and talk about trends over time, representing time periods (local, British and world history) and how they relate to one another on a time line Make connections and contrasts between different time periods studied and talk about trends over time, chronology, continuity, change, century, decade, legacyHead example of enquiry as appropriate historical argument lefting times of enquiry as appropriate historical argument lefting times of enquiry as appropriateMake connections, and contrasts between historical argument lefting times of enquiry as appropriateMake connections, and contrasts between historical argument lefting times of enquiry as appropriateYear 6Timebox Be able to choose (with justifiable reason) items to add to the year group's timebox. To categorise and order items within the year group's timebox. To categorise and order items within the year group's timebox.evidence gives the full answer to austional and talk about trends out the year group's timebox. To categorise and order items within the year group's timebox.evidence gives the full answer to austional and talk about the year group's timebox. To categorise and order items within the	ļ					
<ul> <li>Year 6</li> <li>social, religious, political, technological and cultural) identify periods of rapid change in history and contrast them with times of chance over time, representing them, along with evidence, on a time line</li> <li>Explain the chronology of different time periods (local, Bitish and wold histor) and how they relate to one another on a time line Make connections and contrasts between different time periods studied and taba out the point of the top one another on a time line Make connections and contrasts between different time periods, guitality, change, chronology, continuity, change, chronology, continuity, change, chronology, continuity, change, chronology, continuity, thange, chronology, continuity, change, chronology, continuity, change, chronology, continuity, change, chronology, continuity, thange, chronology, continuity, thange, chronology, continuity, change, chronology, continuity, change, chronolog</li></ul>	<u>a</u> c.			0	1 8	
Year 6       technological and cultural)       Test out a hypothesis in order to answer a question       things that have changed and things         When 6       the change of contrast them with times of relatively little change       Test out a hypothesis in order to answer a question       which have stayed the same         When 6       the change of contrast them with times of relatively little change       Appreciate how historical artefacts have helped us understand more about British inve in the persent and past       Begin to appreciate that how we make decisions as a country has been through a Parliament for some time         Make connections and contrasts between different including; does, time period, studied and tak about tends over time.       Begin to appreciate that significant events in history have helped shape the country we have today.         Wake connections and contrasts between different including; does, time period, era, chronology, continuity, change, century, decade, legacy.       Refine lines of enquiry as appropriate historical vacuum of the times studied with those of the other areas of interest around the world.         Timebox       Be able to choose (with justifiable reason) is tored to the year group's timebox.       To categorise and order items within the year group's timebox.         To categorise and order items within       the year ergony items to add to the year group's timebox.       besiden items and to have being that have changed and think os one many contrast the year ergony is timebox.	23.			0		
Year 6       Identify periods of rapid change in history and contrast them with times of relatively little change up outputs the present and past understand the concepts of continuity and change over time, representing them, along with evidence, on a time line       Appreciate how historical artefacts have helped us understand more about the past helped us understand the concepts of continuity and change over time, representing diversity of another on a time line giving reasons for choices diverses of evidence, giving reasons for choices and talk about trends over time       Which have stayed the same Begin to appreciate that they warde the same helped significant events in history have helped shape the country we have today.         Vear 6       Now they relate to one another on a time line different time periods studied and talk about trends over time.       Which have stayed the same begin to appreciate that they are today.         Understand and use appropriate historical argument including dates, time period, era, trincluding, dates, time period, era, trincluding, todas, time period, era, trincluding, continuity, change, century, decade, legacy.       Show an awareness of the concept of the historical argument including todes, time period, era, contry, thenge, century, decade, legacy.         Timebox       Be able to choose (with justifiable reason) items to add to the year group's timebox.       Feline lines of end argument including they set of the past, including ideas, beliefs, thit wear of the past, including ideas, beliefs, they ear of the t	ļ					
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