

Non Chronological Reports Year 4 Ww2 Study Guide

Non chronological reports Year 4 WWII

Understanding how to create non-chronological reports about World War II (WWII) is an essential skill for Year 4 students studying history. These reports enable pupils to explore various aspects of WWII without needing to follow a strict chronological order, helping them develop their research, organization, and writing skills. This article provides a comprehensive guide on how to approach, structure, and write engaging and informative non-chronological reports about WWII for Year 4 students.

What is a Non-Chronological Report?

A non-chronological report is a piece of writing that presents information about a topic in a logical order but not in the order in which events happened. Instead of telling a story step-by-step, it organizes facts under specific headings or themes, making it easier for readers to find information quickly and understand the topic in detail.

Key features of a non-chronological report include:

- Clear headings and subheadings
- Factual and informative content
- Use of paragraphs to separate different ideas or themes
- Use of pictures, captions, and diagrams to support understanding
- Third-person writing style

Why Use Non-Chronological Reports for WW2?

Studying WWII through non-chronological reports offers students several benefits:

- Focus on different aspects of the war without the need to follow a timeline
- Encourages research skills as students gather facts from various sources
- Develops organizational skills by grouping related information under appropriate headings
- Enhances understanding of complex historical topics through thematic exploration
- Prepares students for more advanced writing and research tasks

Key Topics to Cover in a Year 4 WWII Non-Chronological Report

When preparing a non-chronological report on WWII, it's essential to include a variety of topics that give a rounded understanding of the conflict. Here are some core themes suitable for Year 4 students:

1. Causes of WWII

- The Treaty of Versailles and its impact
- The rise of dictators like Hitler and Mussolini
- The policy of appeasement
- Economic instability and the Great Depression

2. Major Countries Involved

- The Allies: Britain, France, the USA, the Soviet Union
- The Axis Powers: Germany, Italy, Japan

3. Key Events of WWII

- The invasion of Poland
- The Battle of Britain
- D-Day and the Normandy landings
- The dropping of atomic bombs on Hiroshima and Nagasaki

4. Life During WWII

- Rationing and shortages
- Evacuation of children
- War time jobs and women's roles
- Propaganda and posters

5. Impact of WWII

- The end of the war and peace treaties
- The United Nations formation

- Changes in world borders
- Lessons learned and remembrance

How to Structure a Non-Chronological Report

Creating a well-organized report is crucial to communicating information effectively. Here's a suggested structure:

Introduction

- Brief overview of WWII
- Why it is important to learn about this period

Headings and Subheadings

- Divide the report into sections based on key topics
- Use clear and descriptive headings (e.g., Causes of WWII, Life During the War)

Paragraphs Under Each Heading

- Present facts and details related to each theme
- Use simple sentences suitable for Year 4 writing
- Include interesting facts or statistics where appropriate

Visuals

- Add relevant pictures, diagrams, or maps
- Include captions to explain what each image shows

Conclusion

- Summarize the main points
- Reflect on what was learned
- Possibly include a question or thought for further learning

Research Tips for Students

To create an accurate and informative report, students should:

- Use reliable sources such as history books, educational websites, or documentaries.
- Take notes and organize facts under relevant headings.
- Check facts carefully before including them in the report.
- Include pictures and diagrams to make the report more engaging.
- Proofread the report for spelling, punctuation, and grammar errors.

Writing Tips for a Successful Non-Chronological Report

- Start with a plan: sketch out headings and main points.
- Use linking words such as "also," "however," "for example," to connect ideas.
- Keep paragraphs focused on one main idea.
- Use past tense when describing events.
- Include interesting facts to engage the reader.
- Remember to check your work for errors before finalising.

Sample Non-Chronological Report Outline: WWII

Title: World War II: A Global Conflict

Introduction:

World War II was a major war that involved many countries around the world. It lasted from 1939 to 1945 and changed history forever.

Causes of WWII:

The war started because of unresolved issues from World War I, the rise of dictators like Hitler, and economic problems. Countries tried to avoid war at first, but tensions grew.

Major Countries Involved:

The main countries fighting were divided into two groups: the Allies and the Axis Powers. The Allies included Britain, the USA, and the Soviet Union. The Axis included Germany, Italy, and Japan.

Key Events:

Some important events were the invasion of Poland, the Battle of Britain, D-Day, and the atomic

bombings of Japan.

Life During WWII:

People experienced shortages, and many children were evacuated to safety. Women worked in factories, and propaganda posters were everywhere.

Impact of WWII:

The war ended in 1945, leading to the creation of the United Nations and new borders. It taught the world the importance of peace.

Conclusion:

World War II was a devastating conflict but also a lesson about the importance of working together for peace.

Conclusion

Creating non-chronological reports about WWII in Year 4 helps students understand complex historical events in an accessible and engaging way. By focusing on thematic topics, organizing information clearly, and including visuals, pupils develop their research and writing skills while gaining a deeper appreciation of this significant period in history. Teachers can support students by guiding them through planning, researching, and editing processes, ensuring their reports are accurate, informative, and interesting. Encouraging young learners to explore WWII through non-chronological reports not only enhances their historical knowledge but also fosters essential skills for their academic growth.

Non-Chronological Reports Year 4 WW2: A Comprehensive Guide for Teachers and Students

Understanding World War II is a vital part of history education, especially for Year 4 students who are beginning to explore more complex historical concepts. Non-chronological reports are an effective way to introduce young learners to the key facts and themes of WW2 without overwhelming them with a strict timeline. These reports organize information categorically rather than sequentially, helping students develop a structured understanding of the topic. This article provides an in-depth look at how to teach and create non-chronological reports about WW2 for Year 4 pupils, highlighting key features, benefits, and practical tips.

What Are Non-Chronological Reports?

Non-chronological reports are a type of nonfiction writing that presents information on a particular

subject in a clear, organized manner. Unlike chronological reports, which follow a timeline, non-chronological reports group facts based on themes or categories. They often include features such as headings, subheadings, diagrams, fact boxes, and glossaries to make the information accessible and engaging.

Features of Non-Chronological Reports:

- Clear headings and subheadings
- Introduction and conclusion
- Fact boxes and sidebars
- Diagrams, charts, and pictures
- Technical vocabulary with definitions
- Formal, factual language

Advantages for Year 4 Students:

- Encourages research and independent learning
- Develops organizational skills
- Enhances understanding of complex topics
- Supports reading comprehension through structured layout

Why Use Non-Chronological Reports for WW2?

Introducing Year 4 students to WW2 through non-chronological reports offers several pedagogical benefits:

- **Simplifies complex information:** Rather than trying to memorize a sequence of events, students focus on key themes such as "Life on the Home Front," "The Role of Soldiers," or "Important Battles."
- **Builds thematic understanding:** Students learn about different aspects of WW2 separately, which helps in forming a holistic view.
- **Develops research skills:** Students gather facts about specific topics, fostering independent inquiry.
- **Prepares for future writing tasks:** The structured format aligns with more advanced nonfiction writing skills needed in later years.

Potential Challenges:

- Risk of oversimplification of complex historical events
- Students may struggle to distinguish between main ideas and supporting details
- Requires careful planning to ensure coverage of essential topics

Key Topics for Year 4 WW2 Non-Chronological Reports

When guiding students to produce non-chronological reports about WW2, consider dividing the subject into thematic sections. Here are some suggested topics:

1. Causes of WW2

- Political tensions after WW1
- The rise of dictators like Hitler and Mussolini
- The invasion of Poland and the start of war

2. Life During WW2

- Rationing and shortages
- Evacuation of children
- Daily life for soldiers and civilians

3. Important Figures

- Winston Churchill
- Adolf Hitler
- Rosie the Riveter (symbol of women's contributions)

4. Major Battles and Events

- Battle of Britain
- D-Day (Normandy Landings)
- The dropping of atomic bombs

5. The Home Front

- War effort and volunteering

- Propaganda and posters
- Women's roles

6. End of WW2 and Aftermath

- VE Day and VJ Day
- The formation of the United Nations
- Rebuilding after the war

Planning and Structuring a Non-Chronological Report

Effective planning is crucial for helping Year 4 students produce clear and informative reports. Here is a suggested framework:

Introduction

- Brief overview of WW2
- Purpose of the report

Main Body (organized into themed sections)

- Each section has a heading
- Use of subheadings if necessary
- Include facts, explanations, and visual aids

Conclusion

- Summarize key points
- Reflect on the importance of remembering WW2

Additional Features:

- Fact boxes for quick information
- Diagrams illustrating battles or wartime life
- Glossary of key terms

Teaching Strategies for Non-Chronological Reports

To maximize engagement and learning, consider the following approaches:

- Use Visual Aids and Resources
 - Photographs from WW2
 - Videos and documentaries suitable for Year 4
 - Interactive timelines for understanding chronology
- Incorporate Research and Group Work
 - Assign different topics to small groups
 - Use age-appropriate books and websites
 - Encourage note-taking and fact-sharing
- Model the Writing Process
 - Demonstrate how to plan and organize information
 - Create a class example together
 - Use checklists to ensure inclusion of report features
- Focus on Vocabulary Development
 - Introduce key WW2 terms
 - Use word banks and glossaries
 - Practice using technical vocabulary in context
- Incorporate Creative Elements
 - Drawing diagrams or comic strips

- Creating posters or fact sheets
- Role-playing or drama activities about wartime life

Sample Non-Chronological Report Outline: WW2

Title: Life During World War II

Introduction:

World War II was a global conflict that lasted from 1939 to 1945. It changed the world in many ways, affecting millions of people. This report explores what life was like during the war for civilians and soldiers.

Section 1: Rationing and Food Shortages

- Explain rationing and why it was necessary
- Describe how families adapted to shortages
- Include a fact box about ration coupons

Section 2: Evacuation of Children

- Describe the evacuation process
- Share stories of children leaving cities
- Add a diagram showing evacuation routes

Section 3: War Work and Contributions

- Talk about women working in factories
- Highlight the role of volunteers and the Home Guard
- Use pictures of women in uniform

Conclusion:

Life during WW2 was challenging but also showed the resilience and bravery of ordinary people. Remembering these experiences helps us appreciate the sacrifices made during the war.

Assessment and Evaluation

When assessing students' non-chronological reports, consider the following criteria:

- Clarity and organization of information
- Use of appropriate headings and features
- Accuracy of facts
- Use of technical vocabulary
- Creativity in presentation
- Completeness of coverage

Provide constructive feedback, encouraging students to improve their research skills and presentation.

Resources and Materials

To support the teaching of WW2 non-chronological reports, utilize a variety of resources:

- Age-appropriate history books and picture books
- Educational websites (e.g., BBC Bitesize, History for Kids)
- Printable templates and checklists
- Visual aids such as posters and flashcards
- Art supplies for diagrams and posters

Conclusion

Teaching Year 4 students about WW2 through non-chronological reports is an engaging and effective way to develop their understanding of this significant historical event. By focusing on thematic categories and incorporating visual, written, and creative activities, educators can foster curiosity, research skills, and a respectful appreciation of history. While challenges exist, careful planning, scaffolding, and resource support can help young learners produce informative and inspiring reports. Ultimately, these activities lay a strong foundation for their future history learning and help them understand the importance of remembering the past.

Question What is a non-chronological report about World War 2? A non-chronological report about World War 2 provides information about the war's topics, such as key events, countries involved, and important figures, without following the order in which they happened. Why do Year 4 students learn about World War 2? Year 4 students learn about World War 2 to understand its impact on history, learn about the sacrifices made, and develop awareness of how conflicts affect nations and people. What are some common features of a non-chronological report? Common features include a clear title, subheadings, factual information, pictures or diagrams, and a

conclusion or summary. How can I make my non-chronological report about WW2 more interesting? You can include interesting facts, use images or diagrams, add captions, and write in an engaging, clear way to make your report more appealing. What are some important topics to include in a WW2 non-chronological report? Important topics include the causes of WW2, major events like D-Day, key figures such as Winston Churchill, the impact on civilians, and how the war ended. How should I organize information in my report? Organize your information under different subheadings, such as 'Causes of WW2', 'Major Battles', 'Important People', and 'Effects of the War' for clarity. What types of sources can I use to gather information for my report? You can use books, educational websites, history videos, and school resources to find accurate information about World War 2. Why is it important to include pictures in a WW2 report? Pictures help to illustrate your points, make the report more interesting, and help others understand the information better.

Related keywords: World War II, Year 4, non-chronological report, history, WWII facts, children's history, wartime Britain, key events, historical report, classroom activities

year 7 year 8 year 9

Year 7 Year 8 Year 9 are pivotal years in a student's educational journey, marking the transition from childhood to adolescence and laying the foundation for future academic and personal development. These years, typically covering ages 11 to 14, are characterized by significant changes in curriculum, social dynamics, and personal growth. Understanding what to expect during these years, how to prepare effectively, and the opportunities available can help students, parents, and educators navigate this exciting phase with confidence.

Understanding the Importance of Years 7, 8, and 9

The Transition to Secondary Education

Entering Year 7 often signifies a major milestone – the move from primary to secondary school. This transition introduces students to a broader curriculum, new teachers, and diverse peer groups. It serves as a foundation for future learning and development, setting the tone for Years 8 and 9.

Developmental Milestones

During these years, students experience rapid physical, emotional, and cognitive growth:

- Physical changes: Puberty and growth spurts

- Cognitive development: Improved reasoning, critical thinking, and independence
- Social skills: Building new friendships, understanding social norms, and developing self-identity
- Emotional maturity: Navigating self-esteem, peer pressure, and emotional regulation

Recognizing these milestones helps educators and parents support students effectively.

Curriculum Overview for Years 7-9

These years are crucial for building core academic skills and exploring interests that influence future career paths. The curriculum is designed to be comprehensive, challenging, and engaging.

Core Subjects

Students typically study a broad range of subjects, including:

- English: Literature, language, and communication skills
- Mathematics: Algebra, geometry, statistics, and problem-solving
- Science: Biology, chemistry, physics, and scientific inquiry
- History and Geography: Understanding past events and the world's geography
- Foreign Languages: Spanish, French, or other languages to foster global awareness
- Physical Education: Promoting health, teamwork, and physical fitness

Optional and Enrichment Subjects

To encourage diverse interests, schools often offer:

- Art and Design
- Music and Performing Arts
- Technology and Computing
- Design and Technology (D&T)
- Personal, Social, Health, and Economic Education (PSHE)

Academic Development and Support

Preparing for Exams and Assessments

Assessment methods evolve during these years, including:

- Formative assessments (quizzes, classwork)
- Summative assessments (mid-term and end-of-year exams)
- Coursework and projects

Effective preparation involves:

- Regular revision
- Time management skills
- Seeking help when needed

Support Systems

Students benefit from:

- Tutoring and extra help sessions
- Study groups
- Access to counselors and mental health resources

Creating a supportive environment enables students to excel academically while maintaining well-being.

Personal and Social Development

Building Confidence and Resilience

Encouraging participation in extracurricular activities, sports, and clubs helps students develop confidence and resilience.

Social Skills and Peer Relationships

Navigating friendships and conflicts is essential:

- Learning empathy and communication
- Respecting diversity
- Developing conflict resolution skills

Online Safety and Digital Literacy

With increased internet use, teaching safe online behavior and digital literacy is vital.

Extracurricular Activities and Opportunities

Participation in extracurricular activities enriches the educational experience:

- Sports teams and physical activities
- Clubs (chess, drama, music)
- Community service projects
- Leadership opportunities (student council)

These activities foster teamwork, leadership, and personal interests that can influence future career choices.

Preparing for the Future: Year 10 and Beyond

The culmination of Years 7-9 prepares students for:

- GCSEs and standardized exams in Year 10 and 11
- Choosing GCSE subjects aligned with interests and career aspirations
- Developing study habits and independence essential for senior education

Early planning and guidance can help students make informed decisions about their academic pathways.

Challenges and How to Overcome Them

While these years are exciting, they can also present challenges:

- Academic pressure: Balancing coursework and extracurriculars
- Peer pressure and social challenges: Navigating friendships and conflicts
- Self-esteem issues: Building confidence in abilities

Support strategies include:

- Open communication with teachers and parents
- Establishing a balanced schedule

- Encouraging self-reflection and positive self-talk

Conclusion

Year 7 Year 8 Year 9 are foundational years that shape a student's academic, social, and personal development. By understanding the curriculum, developmental milestones, and available opportunities, students and their support networks can make the most of these formative years. Embracing challenges, engaging in extracurricular activities, and focusing on personal growth will prepare students for the next stage of their education and lifelong success.

Investing time and effort during these years ensures a smooth transition into future educational pursuits and helps students develop the skills, confidence, and resilience needed to thrive in a rapidly changing world.

Year 7, Year 8, Year 9: Navigating the Crucial Stages of Early Secondary Education

Embarking on secondary education marks a pivotal phase in a student's academic journey, and the years Year 7, Year 8, and Year 9 serve as foundational pillars for future success. These formative years are characterized by significant academic, social, and emotional development. They set the stage for further education, career choices, and personal growth. Understanding the unique features, challenges, and opportunities of each year can help students, parents, and educators better navigate this important period.

Understanding the Transition: From Primary to Secondary School

The passage from primary to secondary school is often both exciting and daunting. Year 7 typically marks this transition, bringing with it a host of new experiences, increased independence, and a broader curriculum. This initial year is crucial for establishing routines, building confidence, and adapting to a more complex learning environment.

Year 7: The Gateway to Secondary Education

Overview of Year 7

Year 7 is generally the first year of secondary school in many education systems. It marks the beginning of a new educational phase, usually for students aged 11 to 12. It's a year filled with discovery—both academically and socially—as students adapt to a larger school environment, diverse subject choices, and increased expectations.

Academic Features

- Broad Curriculum: Students are introduced to a wider range of subjects, including core areas like Math, English, and Science, along with options such as Art, Music, Physical Education, and Modern Foreign Languages.
- Assessment Methods: Emphasis on formative assessments, classwork, and introductory exams that help teachers gauge student understanding.
- Transition Support: Many schools offer induction programs, buddy systems, and mentoring to ease students into secondary education.

Social and Emotional Development

- Increased independence can be both empowering and challenging.
- Peer relationships become more complex; social skills and conflict resolution are vital.
- Some students may experience anxiety or homesickness during this transition.

Pros and Cons of Year 7

Pros:

- New environment fosters growth and independence.
- Exposure to diverse subjects broadens interests.
- Opportunities to make new friends.

Cons:

- Adjustment period may cause stress or anxiety.
- Larger school size can feel overwhelming.
- Academic workload begins to increase.

Key Challenges and Strategies

- Adapting to a new routine: Establish daily schedules and organization habits.
- Building confidence: Encourage participation in extracurricular activities.
- Support systems: Schools should provide counseling and peer support.

Year 8: Building Foundations and Exploring Interests

Overview of Year 8

Typically, Year 8 students are aged 12 to 13. At this stage, learners are more familiar with the school environment and are encouraged to deepen their understanding of subjects. This year acts as a bridge between the novelty of Year 7 and the more focused approach of Year 9, often seen as a prelude to GCSE or equivalent qualifications.

Academic Focus

- Curriculum Depth: Subjects become more specialized, with increased coursework and project work.
- Skill Development: Emphasis on critical thinking, problem-solving, and independent learning.
- Preparation for Exams: Some schools introduce formal assessments to prepare students for Year 9 exams.

Social and Emotional Aspects

- Peer groups tend to stabilize, but social dynamics can still be complex.
- Students may begin to explore their interests more seriously, including extracurricular activities.
- Development of self-awareness and personal responsibility.

Features of Year 8

- Opportunities for leadership roles (e.g., prefects, club leaders).
- Exposure to careers education and future pathways.
- Increased focus on study skills and time management.

Pros and Cons of Year 8

Pros:

- Greater academic maturity and deeper learning.
- Opportunities for leadership and specialized pursuits.
- Better understanding of personal interests and strengths.

Cons:

- Pressure to perform academically can increase.

- Social pressures and peer influence may intensify.
- Some students may experience mid-year slump or loss of motivation.

Strategies for Success in Year 8

- Encourage goal-setting and reflection.
- Promote extracurricular engagement to build confidence.
- Maintain open communication with teachers and counselors.

Year 9: Preparing for the Future

Overview of Year 9

Year 9 is often viewed as a critical juncture before students make decisions about their GCSE or equivalent subjects. Typically for students aged 13 to 14, this year emphasizes consolidation of knowledge, skill refinement, and preparation for more specialized study in Year 10 and beyond.

Academic and Curriculum Features

- Specialization Begins: Students choose a range of subjects, often with some core subjects remaining compulsory.
- Assessment Focus: Regular assessments, coursework, and mock exams help prepare students for final qualifications.
- Career and Further Education Planning: Introduction to options for post-16 education, apprenticeships, or vocational routes.

Developmental Aspects

- Increased cognitive development allows for more abstract thinking and complex problem-solving.
- Emotional maturity begins to deepen, but some students may face identity or self-esteem challenges.
- Peer influence can be significant; social identity becomes more important.

Features of Year 9

- Opportunities for work experience and career exploration.

- Involvement in leadership, community projects, and extracurricular activities.
- Emphasis on developing independence and self-regulation.

Pros and Cons of Year 9

Pros:

- Preparation for the demands of further education.
- Clarity on academic and career interests.
- Development of study habits and self-motivation.

Cons:

- Increased academic pressure.
- Potential stress related to future choices.
- Balancing social, academic, and personal responsibilities.

Strategies for Maximizing Year 9 Outcomes

- Regularly review academic progress and set achievable goals.
- Seek guidance from teachers and careers advisors.
- Engage actively in extracurricular and leadership opportunities.

Comparative Summary: Year 7, Year 8, and Year 9

| Feature | Year 7 | Year 8 | Year 9 |

|-----|-----|-----|-----|

| Age Range | 11-12 | 12-13 | 13-14 |

| Focus | Transition, broad curriculum | Depth, exploration | Specialization, preparation |

| Social Development | Forming new relationships | Stabilizing peer groups | Identity, independence |

| Academic Pressure | Moderate | Increasing | High, exam-focused |

| Opportunities | New experiences, clubs | Leadership, career exploration | Post-16 planning |

Conclusion: Navigating the Path Ahead

The years Year 7, Year 8, and Year 9 collectively form a crucial developmental corridor that shapes a student's academic trajectory, social skills, and personal identity. While each year presents its unique challenges and opportunities, a supportive environment, proactive engagement, and strategic planning can help students thrive through these formative years.

For educators and parents, understanding the nuances of each stage enables targeted support, fostering resilience and motivation. For students, embracing these years as opportunities for growth, exploration, and self-discovery sets a strong foundation for future successes, whether in further education, vocational pursuits, or personal development.

As the journey progresses, recognizing the importance of these years encourages a balanced approach, celebrating achievements, addressing challenges, and nurturing a lifelong love for learning. With thoughtful guidance and encouragement, students can confidently navigate Year 7 through Year 9, emerging well-prepared for the exciting opportunities that lie ahead.

Question What are the key academic subjects students typically study in Year 7, Year 8, and Year 9? In Year 7, students usually cover foundational subjects like English, Math, Science, History, and Geography. Year 8 builds on these with more advanced topics, and Year 9 often introduces more specialized subjects and prepares students for GCSE or equivalent exams. **Answer** How can Year 7 students effectively transition from primary to secondary school? Students can succeed by developing good study habits, staying organized, making new friends, and seeking support from teachers and peers. Participating in extracurricular activities also helps build confidence and ease the transition. What are common challenges faced by Year 8 students, and how can they overcome them? Year 8 students often face increased academic workload and social pressures. Overcoming these challenges involves good time management, open communication with teachers and parents, and maintaining a balanced lifestyle. How does Year 9 prepare students for their GCSE or equivalent exams? Year 9 introduces more in-depth subject content and exam techniques, helping students identify their strengths and weaknesses. It also encourages independent learning, laying a strong foundation for GCSE success. Are there specific skills students should focus on developing during Year 7 to Year 9? Yes, students should focus on critical thinking, problem-solving, effective communication, time management, and independent study skills to excel throughout these years. What extracurricular activities are popular for Year 7 to Year 9 students? Popular activities include sports, music, drama, science clubs, coding clubs, and community service projects. These help students develop new skills and build confidence. How can parents support their children through Year 8 and Year 9? Parents can support by encouraging good study habits, maintaining open communication, monitoring academic progress, and providing emotional support during these transitional years. What are some effective study strategies for Year 9 students facing more challenging curricula? Effective strategies include creating a study timetable, breaking down topics into manageable parts, practicing past exam papers, and seeking help when needed to reinforce

understanding. What are the main differences between Year 7, Year 8, and Year 9 in terms of curriculum focus? Year 7 focuses on settling into secondary education and foundational skills, Year 8 deepens subject knowledge and skills, and Year 9 emphasizes preparation for exams and more specialized learning to ready students for GCSEs or equivalent courses.

Related keywords: secondary education, middle school, adolescent students, grade 7, grade 8, grade 9, middle school curriculum, student development, academic year, school subjects

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