

Y10 CURRICULUM	1	2	3	4	5	6
English (8)	An Inspector Calls, A Christmas Carol and Language Fiction paper 1	An Inspector Calls, A Christmas Carol and Language Fiction paper 1	An Inspector Calls, A Christmas Carol and Language Fiction paper 1	Language Non-Fiction Paper 2, unseen poetry and poetry anthology	Language Non-Fiction Paper 2, unseen poetry and poetry anthology	Language Non-Fiction Paper 2, unseen poetry and poetry anthology
Maths (8) – Higher	<p>Transformations and constructions: 3D solids, Reflection and rotation, Enlargement Transformations and combinations of transformations, Bearings and scale drawings, Constructions 1, Loci</p> <p>Equations and inequalities: Solving quadratic equations, Completing the square, Solving simple simultaneous equations, More simultaneous equations, Solving linear and quadratic simultaneous equations, Solving linear inequalities</p>	<p>Probability: Combined events, Mutually exclusive events, Experimental probability, Independent events and tree diagrams, Conditional probability, Venn diagrams and set notation</p> <p>Multiplicative reasoning: Growth and decay, Compound measures, More compound measures, Ratio and proportion</p>	<p>More trigonometry: Accuracy, Graph of the sine function, Graph of the cosine function, The tangent function, Calculating areas and the sine rule, The cosine rule and 2D trigonometric problems, Solving problems in 3D, Transforming trigonometric graphs</p>	<p>Similarity and congruence: Congruence, Geometric proof and congruence, Similarity, Similarity in 3D solids</p>	<p>Further statistics: Sampling, Cumulative frequency, Box plots, Drawing histograms, Interpreting histograms, Comparing and describing populations</p> <p>Equations and graphs: Solving simultaneous equations graphically, Representing inequalities graphically, Graphs of quadratic functions, Solving quadratic equations graphically, Graphs of cubic functions</p>	<p>Assessment, Intervention, Culture Week</p>
Maths (8) – Foundation	<p>Angles: Properties of shapes, Angles in parallel lines, Angles in triangles,</p>	<p>Perimeter, area and volume: Rectangles, parallelograms and</p>	<p>Transformations: Translations, Reflections, Rotations, Enlargements,</p>	<p>Ratio and proportion: Writing ratios, Using ratios, Ratios and measures, Comparing</p>	<p>Probability: Calculating probability Two events</p>	<p>Assessment, Intervention, Culture Week</p>

	<p>Exterior and interior angles, More exterior and interior angles, Geometrical patterns</p> <p>Averages and range: Mean and range, Mode, median and range, Types of average, Estimating the mean, Sampling</p>	<p>triangles, Trapezia, changing units, Area of compound shapes, Surface area of 3D solids, Volume of prisms, More volume and surface area</p> <p>Graphs: Coordinates, Linear graphs, Gradient, $y = mx + c$, Real-life graphs, Distance-time graphs, More real-life graphs</p>	<p>Combining transformations</p>	<p>ratios, Using proportion, Proportion and graphs, Proportion problems</p> <p>Right-angled triangles: Pythagoras' theorem, Trigonometry.</p>	<p>Experimental probability Venn diagrams Tree diagrams More tree diagrams</p> <p>Multiplicative reasoning: Percentages, Growth and decay, Compound measures, Distance, speed and time, Direct and inverse proportion</p>	
Science (12)	<p>Biology. Organisation. Principles, digestion, heart structure, blood vessels, and blood components. Examples of non-communicable diseases: CHD and cancer. Analysing health issues and effects of lifestyle choices.</p> <p>Chemistry Development of atom, size and mass of atoms, relative atomic mass, electronic structure, Development of the periodic table, Metals and non-metals, Group 0,1,7.</p> <p>Physics</p>	<p>Biology. Organisation. Plant organisation, tissues, organs and organs systems. Leaf, root and stem structure. Transpiration and movement of substances through plants.</p> <p>Chemistry Crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals. Properties of hydrocarbons, cracking alkenes</p> <p>Physics Particle model of matter:</p>	<p>Biology. Disease. Studying communicable diseases and how infection can be spread and prevented. Drug trials, bacterial, viral, fungal and protist diseases in plants and animals. Chemistry Chemical bonds, Ionic bonding & properties, simple covalent bonding & properties, giant covalent bonding & properties, graphene & fullerenes</p> <p>Physics Atomic structure: Structure of the atom</p>	<p>Biology. Disease. Primary and secondary defences, vaccines, antibiotic use and painkillers.</p> <p>Chemistry Metallic bonding & properties, polymers, balancing equations, conservation of mass, relative formula mass, estimate uncertainty, Moles (HT), reacting masses (HT)</p> <p>Physics Atomic structure: Half life</p>	<p>Biology. Bioenergetics. Photosynthesis reaction, limiting factors, rate of reaction and uses of glucose.</p> <p>Chemistry Reactivity of metals, metal oxides, Reactivity series, Extraction of metals & reduction, oxidation and reduction (HT), alternative methods of extraction of metals (HT)</p> <p>Physics Forces: Review of Year 9 learning Forces and motion</p>	<p>Biology. Bioenergetics. Aerobic and anaerobic respiration reactions in plants and animals. The effects of exercise and metabolism.</p> <p>Chemistry Energy transfer in exothermic & endothermic reactions, reaction profiles, bond energy calculations (HT), pH scale & neutralisation.</p> <p>Physics Forces: Force and acceleration Terminal velocity Stopping distance</p>

	Particle model of matter: Kinetic theory Density Changes of state Internal energy	Specific heat capacity Specific latent heat Particle motion in gases Separate content: Pressure in gases	Development of the model of the atom Radioactive decay and nuclear radiation Nuclear equations	Radioactive contamination Separate content: Uses of nuclear radiation Background radiation Nuclear fission and fusion	Newton's laws of motion	
French (5)	Theme 1: Identity Revisit Family/ descriptions/ comparisons/ Relationships/ what makes a good friend/ what makes a good parent <u>Linguistic objectives:</u> Reflexive verbs Present Tense Object pronouns (direct and indirect)	Theme 1: Identity Revisit Past times/ places in town/ prepositions/ time phrases/ role-play arranging to go out <u>Linguistic objectives:</u> Perfect tense with AVOIR and ETRE Futur Proche	Theme 1: Leisure Revisit sports/ musical instruments/ films/ books Introduce extreme sports + conditionnal <u>Linguistic objectives:</u> Advantages and disadvantages fo leisure activities Conditional mood Advanced si structures	Theme 1: Leisure Revisit technology/ advantages and disadvantages of the ipad and internet. <u>Linguistic objectives:</u> Modal verbs in Present tense + conditionnal + imperfect Advanced si structures	Theme 1: Culture Revisit food for all meals / quantities/ role-play buying food / festive food/ French celebrations/ Christmas and Easter meals and traditions <u>Linguistic objectives:</u> Using 3 or 4 tenses combined Using varied pronouns Using subordinate clauses: "si" and "quand"	Theme 1: Culture Clothes / colours/ adjectives / role-play buying clothes / problems with clothes / advantages and disadvantages of family celebrations <u>Linguistic objectives:</u> Future tense Describe your Future birthday plans Write a presentation of your favourite celebration
German (5)	Auf in die Schule: Revisit subjects, clothes, colours, school day, rules, exchanges and trips, present tense of all verbs	Zeit für Freizeit: revisit leisure activities, music, reading, film and tv, sport, TMP, comparatives and superlatives	Zeit für Freizeit: customs and festivals in German-speaking countries, revisit food	Menschliche Beziehungen: family and friends, marriage, comparing life as a child to now, revisit modals, separable verbs, possessives, revisit future, conditional	Willkommen bei mir: describing home area, house, rooms, furniture, typical meals, revisit acc. and dat.	Willkommen bei mir: daily routine, social media and technology, healthy living, revisit time, modals, word order
Spanish (5)	Holidays and weather, preferences, destinations, the preterite tense, irregulars, all verb formations	Holidays: Reserving a room, introduction to role play at GCSE, Conditional tense,	School: Opinions, subjects, uniform, teachers, comparatives, higher level opinions with varied justifications	School: Describing the school building past and present, comparing, haber in the imperfect,	Family, friends and free time: Socialising, describing people, technology in everyday life,	Friends, family and free time: Free time activities, making arrangements, dialogues, reading preferences

		Account of a past holiday, imperfect tense in all forms and irregulars.		extra-curricular activities.	expressions with infinitives.	relationships, personal 'a', ser and estar, describing people.
History (5)	<p>Anglo-Saxon and Norman England Unit 3 – Norman England including Feudal System, Normanisation of the church and government, Domesday Book, and William and his sons.</p> <p>Assessment – Essay writing (4 mark – Explain one way; 12 mark – Explain why & 16 mark – judgement)</p>	<p>Medicine Through Time Environment study – Medicine on the Western Front including Trench system, injuries & illnesses, evacuation chain, new developments in surgery and treatment and the role of the RAMC and FANY.</p> <p>Assessment – Source analysis (usefulness and follow up source question)</p>	<p>Weimar and Nazi Germany Unit 1 – Weimar Germany including legacy of WW1, Treaty of Versailles, political and economic problems (hyperinflation) and Stresemann and the Golden Era.</p> <p>Assessment – 4 mark inference question, 12 mark Explain why and Question 3 – Source analysis and Interpretation</p>	<p>Weimar and Nazi Germany Unit 2 – Rise of the Nazi Party including Munich Putsch, Lean years, Wall Street Crash and why Hitler was made Chancellor in January 1933.</p> <p>Assessment – 4 mark inference question, 12 mark Explain why and Question 3 – Source analysis and Interpretation</p>	<p>Weimar and Nazi Germany Unit 3 – Nazi Dictatorship including Hitler's consolidation of power (Reichstag Fire, Enabling Act & Night of the Long Knives) and role of Propaganda and Terror.</p> <p>Assessment – 4 mark inference question, 12 mark Explain why and Question 3 – Source analysis and Interpretation</p>	<p>Weimar and Nazi Germany Unit 4 – Life in Nazi Germany including, role of women, children & Education, resistance and persecution of minorities.</p> <p>Unit to include groups work activity.</p> <p>Assessment – 4 mark inference question, 12 mark Explain why and Question 3 – Source analysis and Interpretation</p>
Geography (5)	<p>GLOBAL HAZARDS Weather extremes, global circulation, tropical revolving storms and UK drought</p>	<p>GLOBAL HAZARDS Tectonic Hazards, Earthquake case study Mitigation of Earthquake hazard, Volcanoes and Tsunami.</p>	<p>DISTINCTIVE LANDSCAPES Agents of Landscape change Geomorphological processes, Geology, Glaciation and Climate impacts on landscape</p>	<p>DISTINCTIVE LANDSCAPES (incl. FIELDWORK) River landscape Residential fieldwork including River study in N Wales. River landscape case study</p>	<p>DISTINCTIVE LANDSCAPES; CLIMATE CHANGE Coastal landscape forms, management of coastal landscape change, Jurassic coast case study. Causes of non- anthropogenic climate change</p>	<p>CLIMATE CHANGE Causes and distribution of leading agents of climate change Global impacts of CC Impacts of CC on the UK</p>
RE (4)	<p>Religious Themes – Crime and Punishment Introduction. Reasons for crime. Christian</p>	<p>Religious Themes – Relationships and families</p>	<p>Religious Themes – Religion, peace and conflict</p>	<p>Religious Themes – Religion and life The origins of the universe. The value of</p>		

	attitudes to lawbreakers and different types of crime. Aims of punishment. Christian attitudes to suffering and causing suffering to others. Christian attitudes to punishments. Forgiveness and the death penalty.	Christian teachings about human sexuality. Sexual relationships before and outside marriage. Contraception and family planning. Christian teachings about marriage. Divorce and remarriage. Religious teachings about the purpose of families and gender equality.	Introduction. Violent protest and terrorism. Reasons for war. Nuclear war and weapons of mass destruction. Just war. Holy War and religion as a cause of violence. Pacifism and peace making. Religious responses to victims of war.	the world. The use and abuse of the environment. Pollution. The use and abuse of animals. The origins human life. Abortion. Euthanasia. Death and the after life		
Computing(5)						
Creative I-Media (5)						
PE (3)	The focus is to provide opportunities to develop lifelong participation in sport and exercise, by providing variety, choice and encouraging students to participate in physical activity in order reduce stress and improve mental wellbeing. Students rotate around the learning environments each half term where a variety of activities can be done in that space.					
	Sports Hall <i>Invasion games (basketball, handball, dodgeball)</i> <u>OR</u> <i>Net/wall games (badminton, table tennis)</i>	Hard courts <i>Invasion games (tag rugby, netball, basketball).</i> <u>OR</u> <i>Net/wall games (tennis)</i>	Fitness room <i>Fitness (circuit training, boxercise, step aerobics, yoga/pilates, HIIT)</i> <u>OR</u> <i>Dance (should be done in dance studio)</i>	Astro <i>Invasion games (football, hockey, handball, pop lacrosse, tag rugby).</i>	Sefton park/Sports hall/Hard courts/Astro <i>Athletics</i>	Sefton park <i>Striking and fielding games (rounders, softball, cricket, golf)</i>
PE exam (5)	The human body and movement in physical activity and sport- Paper 1 Lever systems and the mechanical advantage	The human body and movement in physical activity and sport- Paper 1 Physical training- the relationship between health and fitness and	The human body and movement in physical activity and sport- Paper 1 The principles of training and their application to	The human body and movement in physical activity and sport- Paper 1 How to optimise training and prevent injury	The human body and movement in physical activity and sport- Paper 1 Effective use of warm up and cool down	NEA3- coursework completion

	<ul style="list-style-type: none"> • Classification of lever • Mechanical advantage • Analysis of basic movements <p>Planes and axes of movement</p> <ul style="list-style-type: none"> • Identification of relevant planes • Identification of relevant axes 	<p>the role exercise plays in both</p> <ul style="list-style-type: none"> • Health and fitness • The relationship between health and fitness <p>The components of fitness, benefits for sport and how fitness is measured and improved</p> <ul style="list-style-type: none"> • The components of fitness • Linking sports and physical activity to components • Reasons for and limitations of fitness testing • Measuring the components of fitness • Demonstration of how data is collected 	<p>exercise/training programmes</p> <ul style="list-style-type: none"> • The principles of training and overload • Application of the principles of training • Types of training • Advantages and disadvantages of training types 	<ul style="list-style-type: none"> • Calculating intensities to optimise training effectiveness • Considerations to prevent injury • Specific training techniques • Seasonal aspects 	<p>Warming up and cooling down</p> <p>Use of Data</p> <ul style="list-style-type: none"> • Quantitative data • Methods for collecting quantitative data • Qualitative data • Methods for collecting qualitative data • Presenting data • Analysis and evaluation of data 	
Design & Technology (5)	<p>Investigation Skills <i>Smart & Modern Materials</i> <i>Ergonomics & Anthropometrics</i> <i>Others designers work</i> <i>Research methods</i></p>	<p>Design Approaches <i>Design strategies</i> <i>Iterative design</i> <i>Design communication</i> <i>Developing sketching skills</i> <i>Isometric</i></p>	<p>Making Principles <i>Material Selection and components</i> <i>Tolerances</i> <i>Material management/marking out</i></p>	<p>Industry <i>Industry & Enterprise</i> <i>Sustainability & the environment</i> <i>Production Techniques & Systems/Review</i> <i>scales of production</i></p>	<p>CAD/CAM <i>Use of 2D Design</i> <i>Exploring CAM methods – tooth comb jointing using laser cutter</i> <i>Use of crumble & sparkles</i></p>	<p>Motions & Forces <i>Types of Force</i> <i>Types of Motion</i> <i>Mechanical Devices</i> <i>Improving Functionality</i> <i>Free choice practical project</i></p>

	<i>Design Brief & Spec Writing</i>	<i>Working drawings Sketch modelling Skills</i>	<i>Specialist tools Surfaces treatment and finishes</i>	<i>Systems approach to designing (review flow charts) Energy generation & storage</i>	<i>Free Choice CAD Project</i>	<i>EOY Assessment</i>
Hospitality & Catering (5)	<p>Understanding how Food can cause Ill Health <i>Food related causes of ill health</i> <i>Microbes</i> <i>Cross contamination</i> <i>Bacteria types</i> <i>Moulds & yeasts</i> <i>Chemicals & Metals</i> <i>Poisonous Plants</i> Food Allergies & Intolerances</p> <p>Baking skills - using fruit, Creating a blended soup, Knife skills, Advanced Presentation skills inc Garnishing, spun sugar; handling commodities</p>	<p>Understanding how Food can cause Ill Health Food Safety & Legislation, Laws & Regulations, HACCP Charts, Food Premises, responsibilities of food handlers, Food Labelling regulations, Roles of the EHO & inspection</p> <p>Batch production & quality control, creating a full dish with accompaniments, embedding pastry skills, food from other cultures</p>	<p>Proposing H&C Provision for Specific Requirements Exploring different provision, Recommendations for provision</p> <p>International foods, handing filo pastry</p>	<p>The H&C Industry Structure of H&C Industry, job requirements & working conditions, factors affecting success of a business</p>	<p>Working in the H&C Industry Operation of the kitchen & FOH, customer needs & requirements, H&S risks, hazards and control measures</p>	<p>Food Safety Food related causes of ill health, legislation, food poisoning & symptoms, creating suitable H&C provision</p>
Engineering (5)	<p>The Engineering Industry Sectors, Products, Organisation types & characteristics, Specialist functions, specialist organisations, functions in organisations, Job roles, Career paths</p>	<p>The Design Process Design process Design briefs – criteria & interpretation, product analysis, research skills,, Sketching (2D/3D), Evaluation techniques, CAD</p>	<p>Design Skills Working Drawings, 3D Printing, SolidWorks, Sketch Modelling, Material Choices, Process & Equipment Choice, Quality Assurance and Control, Work Skills & Attitudes</p>	<p>Engineering Materials <i>Metals, polymers, material properties, material characteristics, component types & characteristics</i></p>	<p>Processes <i>Shaping, cutting, joining, forming polymers, forming metals</i></p>	<p>Practical skills Visual examination, measuring skills, disassembly, safe use of tools & equipment, product design specification, safe working legislation</p>

<p>Music (5)</p>	<p>Popular Music – Rock, Pop and their features Popular Music Fusion – Bhangra Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.</p>		<p>The Film Industry and the use of musical Elements in Film Devices and Techniques used in Film Music Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.</p>		<p>Music for Ensemble – Jazz and Blues Music for Ensemble – Chamber Music . Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, learners will consider how music is composed for small groups of instruments and voices. Learners will also consider how texture is manipulated and they are encouraged to use small instrumental/vocal groupings in their own music. Learners are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience</p>	
<p>Art (5)</p>	<p>Establishing expectations Setting standards for sketchbook presentation Teacher Led Skills rotation – observational drawing, experimental drawing, photography and printmaking Annotation and reflective recording Presenting work for display <u>Suggested Artist</u> Ian Murphy</p>	<p>Gallery Based Learning Research and analysis Photoshop <u>Suggested Artist</u> Respond to current exhibitions</p>	<p>Painting skills Research and analysis Planning and design Personal response Extended independent work Presenting work for display</p>	<p>Idea development Experimentation Annotation and Reflective recording Artist chosen by students with support</p>	<p>Student led personal response. Planning and design Extended independent work – final piece Presenting work for display Artist chosen by students</p>	<p>Responding to a set starting point Mind mapping Photography Artist research Artist chosen by students</p>

Drama (5)	Understanding Drama: The Crucible	Understanding Drama: The Crucible	Devising Drama (Different Cultures)/ Log Book section 1	Devising Drama (Different Cultures)/ Log Book section 2	Devising Drama (Different Cultures)/ Log Book section	
Psychology (5)	Development- Dweck's mindset theory and the effects of learning on development. RM- observations and correlations.	Development- Willingham's learning theory. Key studies: Piaget and Inhelder (1956) and Gunderson et al (2013). Issue /debate: morality.	Memory- the structure and processes of memory and information processing; the features of STM and LTM; retrograde and anterograde amnesia. RM- types of experiment, experimental design, sampling.	Memory- the active process of memory through Bartlett's Theory of Reconstructive Memory; the Multi- Store Model of memory. Key studies: Bartlett (1932) and Peterson and Peterson (1959). RM- data analysis	Social- key terms associated with social influence; factors that affect bystander intervention; factors that affect conformity; factors affecting obedience. RM- qualitative and quantitative data, interviews and questionnaires.	Social- how conformity and obedience influence crowd behaviour; ways to prevent blind obedience to authority. Key studies: Piliavin (1969) and Zimbardo (1973). Issue/ debate: ethical issues in psychological research.
Sociology (5)	Introduction to Education – attainment and the debate between cultural and material factors.	Importance of schools – types, expectations and labelling.	Theoretical perspectives on education – Marxist, Functionalist and Feminist.	Review of Family and Education – examination questions / current debates and issues.	Sociological enquiry and research methods – research project using methods.	Primary / secondary. Key concepts – validity, reliability, sampling.
Business Studies (5)	The role of human resources The purpose of human resources in business Organisational Structures and different ways of working Different organisational structure The terminology of organisational charts	Recruitment and Selection Why businesses recruit The use of different recruitment methods to meet different business needs Method of selection Motivation Financial methods of motivation Non-financial method of motivation	Production Process Different production processes and their impact on businesses The influence of technology on production and the impact on businesses	Quality of goods and services The concept of quality Methods of ensuring quality The importance of quality in both the production of goods and the provision of service	Consumer Law The Impact of consumer law on businesses Business Location Factors influencing business location Working with Supplier	The role of procurement The impact of logistical and supply decisions on businesses

	<p>Why businesses have different organisational structures</p> <p>Ways of working</p> <p>Communication in business</p> <p>Ways of communicating in a business context</p> <p>The importance of business communications</p> <p>The influence of digital communication on business activity</p>	<p>The importance of employee motivation</p> <p>The importance of employee retention</p> <p>Training and Development</p> <p>Different training methods</p> <p>Why businesses train their workers</p> <p>Staff development</p> <p>The benefits to employees and businesses of staff development</p> <p>Employment Law</p> <p>The impact of current legislation on recruitment and employment</p> <p>Equality Act 2010</p> <p>Holidays and hours worked</p> <p>Contract of employment</p>				
Health and Social Care (5)	<p>Assignment – 1A – Human Lifespan and development - Understand human growth and development across life stages and the factors that affect it</p>	<p>B1: Different types of life events</p> <p>Physical events:</p> <p>Accident/Injury</p> <p>Ill health</p> <p>Relationship changes:</p>	<p>Entering into relationships</p> <p>Marriage</p> <p>Divorce</p> <p>Parenthood</p> <p>Bereavement</p>	<p>Life Circumstances:</p> <p>B2: Coping with change caused by life events</p> <p>How individuals adapt to these changes.</p> <p>Sources of support:</p> <p>Family, friends, partners</p> <p>Professional carers and services</p>	<p>Community groups, voluntary and faith-based organisations</p> <p>Types of support:</p> <p>Emotional</p> <p>Information and advice</p> <p>Practical help, e.g. financial assistance, childcare, transport</p>	<p>Assignment 2A - Investigate how individuals deal with life events - Coping with a life event</p>

ASDAN (5)	Workability: Maintaining work standards Employee compliance Standards within the workplace	Workability: Maintaining work standards Standards within the workplace Time keeping and attendance	Workability: Maintaining work standards Time keeping and attendance Planning tasks to deadlines	Workability: Applying for a job Identifying jobs, roles and qualities Planning steps for application process	Workability: Applying for a job Taking part in mock interview Present information about themselves	Workability: Applying for a job Feedback – how to improve at tasks, interviews and opportunities
Personal Development (2)	Being me in my world My changing world- societal change Environmental change Cultural change (CV development) Political change How is the world changing me? Celebrating differences	Celebrating Differences Equality: what does it mean to me? Equality in the work place Equality in society Equality in relationships pt. One Equality in relationships pt. Two Equality in health (CV development)	Dreams and Goals Identify my challenges Plan for success – social media Plan for success – life/work balance Plan for success – critical consumer Plan for success – playing the odds Plan for success – keep going (CV development)	Healthy Me My health MOT What protects my health? Extraordinary bodies Extraordinary minds (CV development) Locus of control What can I change to make me even better?	Relationships What constitutes a healthy relationship? Friendships and peer support Challenges to healthy relationships Coping with relationship breakdown Relationship reality-check My 'self' (CV development)	Changing Me Changes so far A change I would like to make Transition to Year 11 Understanding change The change game (CV development) Changes to come