



## Curriculum Map: Year 10, 2021-2022

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y10 English	<p>GCSE Text &amp; Modern Play: An Inspector Calls</p> <p>Study of character; theme; exposition, structure and development of plot in a play; and context. Also learn the skills requisite to meet GCSE AOs.</p> <p>Literature essay questions based on theme and/or character.</p> <p><i>Language Paper 1 Section A thematically linked to context of Edwardian period.</i></p> <p>+ <i>Theatre production/ screening of adaptation of the play.</i></p>		<p>GCSE Text &amp; Shakespeare play: Romeo and Juliet</p> <p>Study of character; theme; exposition, structure and development of plot in a play; and context. Also learn the skills requisite to meet GCSE AOs.</p> <p>Literature extract questions based on theme and/or character.</p> <p><i>Language Paper 1 Section B (descriptive writing) thematically linked to context of play.</i></p> <p>+ <i>Romeo and Juliet production at theatre / RSC The Globe</i></p>		<p>GCSE Poetry Anthology : Love and Relationships Cluster</p> <p>+ presentations on allocated poems</p>	<p>End of Year Exams:</p> <ul style="list-style-type: none"> <li>- <i>Language Paper 1 Section A and B</i></li> <li>- Composite Literature Paper which includes An Inspector Calls essay question and a Romeo and Juliet extract question</li> </ul> <p>Spoken Language Endorsement Qualification</p>

Y10 Maths	<p>Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons</p> <ul style="list-style-type: none"> <li>• Shape and Space 4</li> <li>• Sine and cosine ratios</li> <li>• Calculating sides</li> <li>• Calculating angles</li> <li>• Handling Data 3</li> <li>• Measures of dispersion</li> <li>• Quartiles</li> <li>• Cumulative frequency</li> <li>• Number 5</li> <li>• Use of calculators</li> <li>• Estimating</li> <li>• Rounding, upper bounds and lower bounds</li> </ul>	<p>Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons</p> <ul style="list-style-type: none"> <li>• Algebra 5</li> <li>• Multiplying brackets</li> <li>• Factorising quadratic expressions</li> <li>• Solving quadratic equations by factorisation</li> <li>• Problems leading to quadratic equations</li> <li>• Graphs 5</li> <li>• Representing inequalities graphically</li> <li>• Perpendicular lines</li> <li>• Mid-points</li> <li>• Finding the length of a line on a graph</li> <li>• Shape and Space 5</li> <li>• Transformations</li> <li>• Translations</li> <li>• Reflections and rotations</li> <li>• Enlargements</li> <li>• Combined transformations</li> </ul>	<p>Edexcel International GCSE (9-1) Mathematics A Books 1 and 2 by Pearsons</p> <ul style="list-style-type: none"> <li>• Handling Data 4</li> <li>• Probability - single events</li> <li>• Experimental probability</li> <li>• Theoretical probability</li> <li>• Number 6</li> <li>• Direction proportion</li> <li>• Inverse proportion</li> <li>• Fractional indices</li> <li>• Negative indices</li> <li>• Algebra 6</li> <li>• Proportion</li> <li>• Indices</li> <li>• Sequences</li> <li>• Continuing sequences</li> <li>• Formulae for sequences</li> <li>• The difference method</li> <li>• Finding a formula for a sequence</li> <li>• Arithmetic sequences</li> <li>• Sum of an arithmetic sequence</li> </ul>	<p>Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons</p> <ul style="list-style-type: none"> <li>• Shape and Space 6</li> <li>• Circle Theorems</li> <li>• Sets 2</li> <li>• Three-set problems</li> <li>• Practical problems</li> <li>• Shading sets</li> <li>• Set-builder notation</li> <li>• Number 7</li> <li>• Recurring decimals</li> <li>• Advance calculator problems</li> </ul>	<p>Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons</p> <ul style="list-style-type: none"> <li>• Algebra 7</li> <li>• Solving quadratic equations by factorisation</li> <li>• Solving quadratic equations by completing the square</li> <li>• Problems leading to quadratic equations</li> <li>• Solving quadratic inequalities</li> <li>• Graphs 6</li> <li>• Cubic graphs</li> <li>• Reciprocal graphs</li> <li>• Shape and Space <ul style="list-style-type: none"> <li>• Circles</li> <li>• Solids</li> <li>• Similar Shapes</li> </ul> </li> </ul>	<p>Edexcel International GCSE (9-1) Mathematics A Book 2 by Pearsons</p> <ul style="list-style-type: none"> <li>• Sets 3</li> <li>• Probability</li> <li>• Conditional probability using Venn diagrams</li> <li>• Number 8</li> <li>• Converting between units of length</li> <li>• Converting between units of area</li> <li>• Converting between unit of volume</li> <li>• Compound measures</li> <li>• Algebra 8</li> <li>• Functions</li> <li>• Domain and range</li> <li>• Composite functions</li> <li>• Inverse functions</li> <li>• Financial Maths - Mortgages</li> </ul>
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<p>Y10 Computing</p>	<p><b>Exam board: AQA Computer Science (Gcse 1-9)</b></p> <p><b><u>Data representation:</u></b></p> <ul style="list-style-type: none"> <li>understand how computers store data using binary. Students will learn how to convert base 2 and base 16 number systems.</li> <li>How to add binary numbers.</li> <li>How computers store images, sound.</li> <li>Data Compression. Use of formulae to calculate file size.</li> <li>Character set, ASCII and Unicode table.</li> <li>Describe the purpose of Unicode and the advantages of Unicode over ASCII.</li> </ul>	<p><b><u>Fundamentals of computer networks:</u></b></p> <ul style="list-style-type: none"> <li>Students should be able to describe the different types of networks (PAN, LAN, WAN, VPN) Network topology: advantages and disadvantages of each network topology. Hardware used for each network. Network policies and protocols.</li> </ul> <p><b><u>Fundamentals of algorithm:</u></b></p> <ul style="list-style-type: none"> <li>Different approaches to deal with data. (Algorithm, Decomposition, Abstraction.)</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>Students will be taught a few programming techniques such as bubble sort, linear.</li> </ul>	<p><b><u>System architecture:</u></b></p> <ul style="list-style-type: none"> <li>students will get an understanding on how most of computers were based on the Von Newman architecture. They will be taught all Elements of the CPU and factors affecting the performance of the CPU. This will give a deeper understanding of computers.</li> <li>Fetch- execute cycle</li> <li>Meaning of each logic gate symbol.</li> <li>Construct truth tables for simple logic circuits using combinations of NOT, AND, OR and XOR gates. Interpret the results of simple truth tables.</li> <li>Construct truth tables for the following gates:</li> </ul>	<p><b><u>Data Memory and storage</u></b></p> <ul style="list-style-type: none"> <li>The purpose of ram and rom</li> <li>Type of storage (Magnetic, Solid state and optical. Difference between each storage type.</li> <li>advantages and disadvantages.</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>Understand what makes a program robust.</li> <li>Data validation in programming</li> </ul>	<p><b><u>Cyber security</u></b></p> <ul style="list-style-type: none"> <li>Define the term cyber security.</li> <li>Explain white-box and black-box penetration testing.</li> <li>Explain the following forms of social engineering: blagging, phishing, pharming, shoulder surfing</li> <li>Describe the following forms of malicious code: virus, Trojan, spyware, adware</li> <li>Explain the following security measures: biometrics, passwords, CAPTCHA, email confirmation, software update</li> </ul>	<p><b><u>Ethical, Legal and Environmental Impacts of Digital Technology</u></b></p> <ul style="list-style-type: none"> <li>Students will be looking at ethical issues affecting computing field.</li> <li>Legislations put in place to protect programming systems and people work.</li> <li>Data protection</li> <li>How the use of technology can affect the environment.</li> <li>Discussion about digital divide between social groups.</li> </ul> <p><b><u>Software development</u></b></p> <ul style="list-style-type: none"> <li>Be aware of the fundamentals to develop a software: Planning, testing, Evaluation.</li> </ul>
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	<p><b><u>Fundamentals of programming:</u></b></p> <ul style="list-style-type: none"> <li>Data types in programming: Handling strings, integers, real numbers and Boolean.</li> <li>concepts (Iteration, Selection, variables and constant declaration in programs.</li> </ul>	Data validation in programming.	<p>NOT AND OR XOR.</p> <ul style="list-style-type: none"> <li>Create, modify and interpret simple logic circuit diagrams.</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>Use of different functions and sub routines</li> <li>File handling/ storing data externally using Python programming.</li> </ul>			<ul style="list-style-type: none"> <li>Lastly Looking at some past NEA programming project.</li> </ul>
Y10 Biology	<p><b>B4</b></p> <ul style="list-style-type: none"> <li>Breathing and gas exchange transport systems in plants.</li> <li>Using a potometer</li> </ul>	<p><b>B5</b></p> <ul style="list-style-type: none"> <li>Communicable diseases</li> <li>Health and disease</li> <li>Pathogens and disease</li> </ul>	<p><b>B5</b></p> <ul style="list-style-type: none"> <li>Safely growing bacteria.</li> <li>Antibiotics and antibacterials</li> <li>Hygiene and preventing infection.</li> <li>Plant diseases</li> </ul>	<p><b>B6</b></p> <ul style="list-style-type: none"> <li>The immune system and ways to prevent and treat disease.</li> <li>Antibiotics painkillers and vaccines.</li> <li>Developing new medicines.</li> <li>Monoclonal antibodies and how they can be used to treat cancer.</li> </ul>	<p><b>B7</b></p> <ul style="list-style-type: none"> <li>Non communicable diseases. Cause and correlation.</li> <li>What is cancer? The effect of smoking, diet, exercise, obesity and alcohol on health</li> </ul>	<p><b>B8</b></p> <ul style="list-style-type: none"> <li>Photosynthesis</li> <li>Factors that affect the rate of photosynthesis.</li> <li>How the products are used and stored.</li> <li>Greenhouse economics</li> </ul> <p><b>B9</b></p> <ul style="list-style-type: none"> <li>Respiration</li> <li>Aerobic and anaerobic</li> </ul>

						respiration in different organisms. <ul style="list-style-type: none"> <li>• Response to exercise.</li> <li>• The role of the liver in metabolism</li> </ul>
Y10 Chemistry	<b>C5 Chemical Reactions and Energy Changes</b> <ul style="list-style-type: none"> <li>• The reactivity series for metals.</li> <li>• Displacement reactions</li> <li>• Extracting metals using the reactivity series to determine best method</li> <li>• Making salts from metals, insoluble bases and by reaction of an acid with an alkali</li> <li>• Neutralisation and the pH scale</li> <li>• Strong or weak acid - what it means</li> </ul>	<b>C6 Electrolysis</b> <ul style="list-style-type: none"> <li>• Naming electrodes and building the circuit</li> <li>• What changes take place at the electrodes</li> <li>• How is aluminium extracted from its ore and why?</li> <li>• Electrolysis in aqueous solution</li> </ul>	<b>C7 Energy Changes in reactions</b> <ul style="list-style-type: none"> <li>• Exothermic and Endothermic reactions</li> <li>• How to make use of the energy changes in a product</li> <li>• How to draw the profile of a reaction</li> <li>• Performing bond energy calculations</li> <li>• Chemical Cells and Batteries</li> <li>• Fuel cells</li> </ul>	<b>C8 Rates and Equilibrium</b> <ul style="list-style-type: none"> <li>• Rate of reaction</li> <li>• Collision Theory and surface area</li> <li>• The effect of temperature, concentration and pressure</li> <li>• Catalysts</li> <li>• Reversible reactions and energy</li> <li>• Dynamic equilibrium and altering conditions to produce more product</li> </ul>	<b>C9 Crude oil and fuels</b> <ul style="list-style-type: none"> <li>• Hydrocarbons</li> <li>• Fractional Distillation of Crude oil</li> <li>• Burning fossil fuels</li> <li>• Cracking hydrocarbons to produce more useful products</li> </ul>	<b>C10 Organic Reactions</b> <ul style="list-style-type: none"> <li>• Reactions of the alkenes</li> <li>• Alcohols, Carboxylic Acids and Esters</li> <li>• Reactions of alcohols</li> </ul> <b>C11 Polymers</b> <ul style="list-style-type: none"> <li>• Polymers are made by addition reactions</li> <li>• Polymers may be made by condensation reactions</li> <li>• Natural Polymers include starch, protein, cellulose and DNA</li> </ul>
Y10 Physics	<b>P4 Electric charges and fields</b> <ul style="list-style-type: none"> <li>• Electric charges</li> <li>• Circuits: Potential difference, resistance, current and charge</li> <li>• Series and parallel circuits</li> <li>• Component characteristics</li> </ul> <b>P5 Electricity in the home</b> <ul style="list-style-type: none"> <li>• Alternating current</li> <li>• Cables and plugs</li> <li>• Electrical power</li> </ul>		<b>P7 Radioactivity</b> <ul style="list-style-type: none"> <li>• Atoms and nuclei</li> <li>• The discovery of the nucleus</li> <li>• Nature of alpha, beta and gamma radiation</li> <li>• Radioactivity and half-life</li> <li>• Nuclear fission and fusion</li> <li>• Nuclear radiation in medicine</li> <li>• P8 Forces in balance</li> <li>• Vectors and scalars</li> <li>• Forces between objects and resultant forces</li> <li>• Moments, levers and gears</li> </ul>		<b>P8 Forces in balance</b> <ul style="list-style-type: none"> <li>• Centre of mass</li> <li>• Moments and equilibrium</li> <li>• The parallelogram of forces</li> </ul> <b>P9 Motion</b> <ul style="list-style-type: none"> <li>• Distance-time graphs</li> <li>• Velocity-time graphs</li> </ul> <b>P10 Force and motion</b>	

	<ul style="list-style-type: none"> <li>• Electrical currents and energy transfer</li> <li>• P6 Molecules and matter</li> <li>• Density, states of matter and changes of state</li> <li>• Internal energy and specific latent heat</li> <li>• Gas pressure, temperature and volume</li> </ul>				<ul style="list-style-type: none"> <li>• Force and acceleration</li> <li>• Weight and terminal velocity</li> <li>• Conservation of momentum</li> <li>• Impact forces and safety</li> <li>• Forces and elasticity</li> </ul>	
Y10 Astronomy	<ul style="list-style-type: none"> <li>• Topic 1 – Planet Earth</li> </ul> <p>The size, shape and structure of the Earth; how we map the Earth's surface; and the usefulness and detriment to astronomers of the Earth's atmosphere.</p> <ul style="list-style-type: none"> <li>• Topic 2 – The lunar disc</li> </ul> <p>The size, shape and structure of the Moon; the major types of surface feature and their origin; the motion of the Moon through our sky.</p>	<ul style="list-style-type: none"> <li>• Topic 3 – The Earth-Moon-Sun system</li> </ul> <p>The relative sizes of the Earth, Moon and Sun; how the ancients determined the size and distance of the Earth, Moon and Sun; how tides are generated; how precession changes the night sky over time; how eclipses occur.</p> <ul style="list-style-type: none"> <li>• Topic 4 – Time and the Earth-Moon-Sun cycles</li> </ul> <p>How we determine time, historically and today; how the Sun and the Moon give us cycles; why the Moon's phases change; the motion of the Sun throughout the year; the difference between sidereal and synodic days; the nature and use of timezones.</p>	<ul style="list-style-type: none"> <li>• Topic 5 – Solar System observation</li> </ul> <p>How to safely observe the Sun; how and why the Sun and planets move across the sky; why retrograde motion appears to occur; why, when and where meteor showers are seen; how we name and determine cardinal points in the sky</p> <ul style="list-style-type: none"> <li>• Topic 6 – Celestial observation</li> </ul> <p>The nature of objects in the sky, such as the Sun, Moon, stars, galaxies, planets, comets, meteors, aurorae and supernovae; how to draw and recognize several important constellations; how to use the stars to locate different objects</p>	<ul style="list-style-type: none"> <li>• Topic 7 – Early models of the Solar System</li> </ul> <p>The use of solar and lunar cycles for agriculture, religion and calendars; why alignment of ancient monuments has become incorrect over time; the geocentric model and epicycles; the size of the Solar System and the local stellar neighbourhood</p> <ul style="list-style-type: none"> <li>• Topic 8 – Planetary motion and gravity</li> </ul> <p>How more and more detailed observations gave rise to increasingly accurate models, including the Copernican and Keplerian systems; Kepler's laws and their explanation through Newtonian mechanics; the inverse square law</p>	<ul style="list-style-type: none"> <li>• Topic 9 – Exploring the Moon</li> </ul> <p>The difference between the near and far sides of the Moon, and how we obtained that information; the tyranny of the rocket equation and the need for extremely highly energy-dense rocket fuels; the Giant Impact Hypothesis and alternative models of the Moon's origin</p> <ul style="list-style-type: none"> <li>• Topic 10 – Solar astronomy</li> </ul> <p>How to observe the Sun safely through telescopes; the internal structure of the Sun; how nuclear fusion powers the Sun; the structure and</p>	<ul style="list-style-type: none"> <li>• Topic 11 – Exploring the Solar System</li> </ul> <p>The major bodies of our Solar System; the nature of comets; the formation of our planets; the ecliptic; the use of transits of Venus to determine the size of the Solar System; the origin of water on Earth; the advantages of a telescope as compared with the human eye; how the major designs of telescopes work; focal length and magnification of telescopes; the advantages and disadvantages of various types of telescope; how we have explored our Solar System using space probes; the advantages and disadvantages of manned space missions; the Apollo program</p>

			in the night sky; how we map the sky using cardinal points and major celestial objects.	of gravitational attraction	evolution of sunspots; how to use sunspot observations to determine the rotation period of the Sun; why the Sun looks different when observed at different wavelengths; the nature, origin and effects of the solar wind; the shape and structure of the Earth's magnetosphere	<ul style="list-style-type: none"> <li>• Topic 12 – Formation of planetary systems</li> </ul> Gravitational attraction and its effects on orbits, tidal forces, and Lagrange points; the effects of major collisions, the effect of the solar wind on comets and planets; the Roche limit; the interaction of gravitational and elastic forces in shaping astronomical bodies; the likelihood of life existing on moons in our Solar System and on extrasolar bodies, including the Drake equation and the work of SETI
Y10 Business Studies	<b>Business in the real world</b> <ul style="list-style-type: none"> <li>• The purpose and nature of business. business ownership. setting aims and objectives.</li> <li>• Who are the stakeholders?</li> </ul>	<b>Business in the real world (Cont)</b> <ul style="list-style-type: none"> <li>• Business location and business planning</li> <li>• Students write their own business plans ready for a dragons den style competition</li> </ul>	<b>Influences on Business</b> <ul style="list-style-type: none"> <li>• STEM link to the role and purpose of technology</li> <li>• Ethical and environmental considerations</li> <li>• The economic climate of business</li> </ul>	<b>Influences on Business (Cont)</b> <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Legislation</li> <li>• British employment and consumer law</li> <li>• Competition</li> </ul>	<b>Business operations</b> <ul style="list-style-type: none"> <li>• Production processes</li> <li>• The role of procurement</li> </ul>	<b>Business Operations (cont)</b> <ul style="list-style-type: none"> <li>• Quality and Quality management</li> <li>• Good customer service- why it matters</li> </ul>

Y10 Sociology	<u><b>An introduction to Sociology</b></u> Pupils look into the different theorist within sociology and learn some key words featuring in the course content.  Interactionalist  Functionalist  Marxist  Feminist.	<u><b>Research Methods</b></u>  Different types of research and the ethical issues within the different methods	<u><b>Families</b></u>  The different views the sociologists have on the function of families and roles they play in todays society.  Functionalist Murdock and Parsons	<u><b>Families</b></u>	<u><b>Education</b></u>	<u><b>Education</b></u>
Y10 History	<u><b>Superpower relations and the Cold War, 1941–91</b></u>  <b>(Period Study)</b>  Introduction to GCSE History  <b>Key topic 1: The origins of the Cold War, 1941-58</b>	<u><b>Superpower relations and the Cold War, 1941–91</b></u>  <b>(Period Study)</b>  <b>Key topic 2: Cold War crises, 1958-70 (con)</b>  Cold War crisis  Reaction to crisis	<u><b>The USA 1954-75: conflict at home and abroad</b></u>  <b>(Modern depth study)</b>  The position of black Americans in the early 1950s  Progress in education	<u><b>The USA 1954-75: conflict at home and abroad</b></u>  <b>(Modern depth study)</b>  Malcolm X and Black Power, 1963-70  The civil rights movement 1965-75	<u><b>The USA 1954-75: conflict at home and abroad</b></u>  <b>(Modern depth study)</b>  Opposition to the war  Support for the war  The peace process and the end of the war  Reasons for the failure of the USA in Vietnam	<u><b>Early Elizabethan England, 1558–88</b></u>  <b>(British Depth Study)</b>  Introduction –  The situation on Elizabeth’s accession  The ‘settlement’ of religion  Challenge to the religious settlement



	<p>Early tension between East and West</p> <p>The development of the Cold War</p> <p>The Cold War intensifies</p> <p><b>Key topic 2: Cold War crises, 1958-70</b></p> <p>Increased tension between East and West</p>	<p><b>Key topic 3: The end of the Cold War, 1970-91</b></p> <p>Attempts to reduce tension between East and West</p> <p>Flashpoints</p> <p>The collapse of Soviet control of Eastern Europe</p> <p>Review and Assessment of Cold War Topic</p>	<p>The Montgomery Bus Boycott and its impact 1955-60</p> <p>Opposition to the civil rights movement</p> <p>Progress 1960-62</p> <p>Peaceful protests and their impact 1963-65</p>	<p>Reasons for US involvement in conflict in Vietnam 1954-63</p> <p>Escalation of the conflict under Johnson</p> <p>The nature of conflict in Vietnam 1964-68</p> <p>Changes under Nixon 1969-73</p>		<p>The problem of Mary, Queen of Scots</p> <p>Plots and revolts at home</p>
Y10 Geography	<p><u>Introduction to IGCSE geography</u></p> <p><b><u>1. Industry</u></b></p> <p>Collins IGCSE</p> <p>Industry types (primary, secondary, tertiary, quaternary), the structure of industries (inputs, processes, outputs) and the physical (environmental and human (social,</p>	<p><i>Assessment</i></p> <p><b><u>3. Rivers</u></b></p> <p>Collins IGCSE</p> <p>Recap the hydrological cycle to include water flows, interception and evapotranspiration, the drainage basin and long profile of a river, the characteristics of the upper, middle, lower course, the formation of</p>	<p><b><u>4. Energy</u></b></p> <p>Collins IGCSE</p> <p>Introduction to energy types, growth in energy consumption in MEDCs, LEDCs and worldwide in numbers, social, economic, political and environmental reasons for rapid energy consumption increases. Fossil fuels in numbers: in depth analysis of how non-renewable (fossil</p>	<p><b><u>6. Coasts</u></b></p> <p>Collins IGCSE</p> <p>Defining a coastline, opportunities of coastlines locally and globally, waves and tides, marine processes of erosion and transport, longshore drift, marine landforms of erosion (cliffs, wave-cut platforms, discordant coastlines, caves,</p>	<p><b><u>7. Settlement</u></b></p> <p>Collins IGCSE</p> <p>Global urbanisation in numbers and patterns, early/ LEDC rural settlement patterns (nucleated, linear, dispersed) and the human and physical reasons for their shape and the location and function of settlements. OS map and settlement</p>	<p>Revision</p> <p><i>End of Year Exam (including settlement assessment)</i></p> <p><b><u>8. Paper 4 field work preparations</u></b></p> <p>Collins IGCSE</p> <p>Planning an investigation, devising a plausible hypothesis, sampling methods,</p>

	<p>economic and political) factors that affect the location of different industries. The growth of industry and industry change over time (Clark Fisher Model) and the link to industrialisation in the UK and LEDCs and NICS worldwide. Industry in the UK decision making exercise and business pitch. The environmental impacts of industry, the growth of high technology industry and</p> <p>Cambridge Science Park case study.</p> <p><b><u>2. Tourism</u></b></p> <p>Collins IGCSE</p> <p>What is tourism, the social, economic, cultural, political and environmental reasons for the rapid growth of tourism in MEDCs and LEDCs and reasons for</p>	<p>v-shaped valleys, interlocking spurs, rapids, waterfalls, potholes, meanders, oxbow lakes, levees, floodplains, deltas. The benefits and importance of river systems worldwide, human and physical causes of flooding, interpreting storm hydrographs, hard and soft engineering river management, case study of the river Mississippi. River fieldwork methods.</p> <p><i>Assessment</i></p>	<p>fuels, fuelwood and nuclear) and renewable (solar, wind, HEP, biofuels, geothermal, wave and tide) energy sources are generated and their individual advantages and disadvantages. Decision-making exercise: renewables in the UK</p> <p>Visit to TWI Chesterford to see how renewable energy in the UK is being researched.</p> <p><b><u>5.Food Production</u></b> Collins IGCSE</p> <p>Farming types (pastoral, arable, mixed, subsistence, commercial) and farming system structure (human and physical inputs, processes and outputs), the environmental, social, economic and political factors that affect the location of</p>	<p>arches, stacks and stumps), marine landforms of deposition (beaches, spits, saltmarshes, sand dunes), coastal recession in Norfolk, hard and soft engineering coastal management strategies, coral reef formation and depletion, mangrove formation, importance and vulnerabilities,</p> <p>Coastal flooding &amp; tropical storms (Katrina &amp; link to Mississippi), North Norfolk case study, coastal fieldwork methods</p>	<p>analysis (Paper 2) Settlement distribution and hierarchy. Service provision and hierarchy (high order, low order, convenience and comparison) and spheres of influence, range and threshold populations. Local study: South Cambridgeshire settlement hierarchy and service provision case study. Rural to urban migration push and pull factors, the social, economic, political and environmental reasons for rapid urban growth in LEDCs and the rise of megacities. Link between urbanisation and the Clark Fisher Model, Demographic Transition Model and urbanisation (= industrialisation). Models of settlement including Hoyt and Burgess. Urban</p>	<p>primary data, secondary data, data collection methods, risk assessments, paper 4 sample exams, data presentation techniques.</p> <p>Paper 4 IGCSE 4-day geography field trip to Wales</p>
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	some decline. Tourism in numbers. The environmental and socio-economic impacts of tourism and possible solutions. Case study of Jamaica.		<p>farms of each type. The environmental impacts of food production and their solutions, Rockells Farm local case study of a farming system.</p> <p><b>Food shortage:</b> environmental, socio-economic and political causes of food shortage, the impact of food shortage, malnutrition in numbers, solutions to food shortage globally and regionally including the Green Revolution and GM foods, case study of food shortage: Swaziland.</p> <p><i>Assessment</i></p>		fieldwork methods. Challenges of urbanisation in MEDCs including traffic and urban sprawl (case study of Cambridge city). The rise of the slum and challenges of urbanisation in LEDCs (case study of Mumbai and Dharavi slum). Solutions to urban problems in both MEDCs and LEDCs.	
Y10 RE	No RE GCSE Running 2021-22					
Y10 Latin	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Basics - Verb Endings, word order, the Present Tense and the first declension</li> <li>Basics – Nominative, Accusative, Word</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Assessment</li> <li>To, From and In cities; Time Expressions; Imperfect Tense</li> <li>Feedback</li> <li>Translating the Imperfect Tense in</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Direct Questions and Mixed Conjugation Verbs</li> <li>More Time Expressions</li> <li>Personal Pronouns and Possessive Adjectives</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>Time Adverbs (2), Linking Sentences, Personal Pronouns and Possessive Adjectives.</li> <li>The Eating of Tables, The Future</li> </ul>	<ul style="list-style-type: none"> <li>Finish Chapter 6</li> <li>Start Chapter 7.</li> <li><b>Revision</b>, then</li> <li><b>Summer Exam:</b></li> </ul>	<ul style="list-style-type: none"> <li>English to Latin</li> <li>Randomised vocab testing</li> <li>Chapter 8.</li> <li>Revision</li> </ul>

	<ul style="list-style-type: none"> <li>Order, Singular &amp; Plural</li> <li>Basics – The Verb: To Be, prepositions with the accusative, Nouns – Genitive and Dative</li> <li>Prepositions with the Ablative, Second Declension Masculine and Neuter</li> <li>The Trojan War, Passage Translation and Second Conjugation verbs</li> <li>Second and Third Conjugation verbs</li> <li>Third and Fourth Conjugation verbs, and the Infinitive</li> <li><b><u>Culture - Entertainment</u></b></li> <li>The Amphitheatre At Pompeii ,the Colosseum</li> <li>Types of Gladiators: Dalmatia inscription, helmet of a murmillio, a venator, Juvenal.</li> <li>Their social status.</li> </ul>	<ul style="list-style-type: none"> <li>Different Contexts, Imperfect tense of <i>sum</i>, The verb <i>possum</i>.</li> <li>Aeneas, Adjectives and More adjectives</li> <li>Adjectival Agreement, Adjectival Nouns, and Even More Adjectives</li> <li>Perfect Tense - 1st to 4th Conjugation</li> <li>Third Declension Nouns</li> <li><b><u>Culture</u></b></li> <li>Petronius' Satyricon</li> <li>Assessment</li> <li><b><u>The Romans in Britain</u></b></li> <li>Roman Army - camp layout</li> <li>Feedback</li> <li>Roman Army - life in a camp</li> <li>Roman Roads - principal routes across Britain</li> <li>Roman Roads - construction</li> <li>Roman Villas - history of Roman housing</li> <li><b><u>Vocabulary</u></b></li> <li>Adverbs</li> <li>1st conjugation verbs</li> <li>2nd conjugation verbs</li> </ul>	<ul style="list-style-type: none"> <li>Assessment</li> <li>Feedback</li> <li>Chapter 5</li> <li>Future Tense: regular and irregular</li> <li>Sibyl and The Underworld.</li> <li><b><u>Culture</u></b></li> <li>Roman Villas - examples</li> <li>Roman Villas - life in a villa</li> <li>Roman Bath - history</li> <li>Roman Bath - layout</li> <li>Roman Bath - religious links</li> <li>Assessment</li> <li>Extended Literature - Tacitus</li> <li><b><u>Vocabulary</u></b></li> <li>3rd conjugation verbs</li> <li>4th conjugation verbs</li> <li>Deponents</li> <li>Miscellaneous words</li> </ul>	<ul style="list-style-type: none"> <li>Site of Rome, and Third Declension Adjectives</li> <li>Adverbs from Adjectives</li> <li>From Aeneas to Romulus and Third Person Pronouns</li> <li>Third Person Reflexive Pronoun, Third Person Possessives, The Sabine Women</li> <li>Assessment</li> <li>The Pluperfect Tense</li> <li>Feedback</li> <li>'The Reluctant Ruler', <i>because</i> and <i>although</i></li> <li>Relative pronouns and clauses</li> <li>Interrogative Pronoun: quis? quid?; Numerals, Servius Tullius: flaming child</li> <li><b><u>Culture</u></b></li> <li>Feedback</li> <li>Extended Literature - Columella</li> <li><b><u>Vocabulary</u></b></li> <li>Randomised lists and tarsia.</li> </ul>	<ul style="list-style-type: none"> <li>Literature and Culture Full Paper</li> <li>Adapted Language Paper</li> <li>then <b>Feedback</b>.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• The Large Theatre at Pompeii Scenery.</li> <li>• Characters from Plautus</li> <li>• Props, actors, plays.</li> <li>• The Circus Maximus and Chariot Racing</li> <li>• <i>The structure, charioteers and races.</i></li> <li>• Depiction of the Circus Maximus</li> <li>• Charioteer, Ostia</li> <li>• Inscription from Rome</li> <li>• Ovid Amores 3.2</li> <li>• Dinner parties. <i>The triclinium, entertainment at dinner.</i></li> <li>• <b><u>Vocabulary</u></b></li> <li>• 1st declension nouns</li> <li>• 2nd declension nouns</li> <li>• 2-1-2 adjectives</li> <li>• 3rd/4th/5th and irregular nouns</li> <li>• 3rd declension adjectives and pronouns</li> <li>• Irregular verbs</li> </ul>					
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<p>Y10 Classical Civilisation</p>	<p><b><u>The Gods</u></b></p> <ul style="list-style-type: none"> <li>• Gods - Greek &amp; Roman pantheon</li> <li>• Gods - Ancient religion</li> <li>• Gods - Homeric Hymn to Demeter</li> </ul> <p><b><u>Temples</u></b></p> <ul style="list-style-type: none"> <li>• Temples - Rituals &amp; officials</li> <li>• Temples - Parthenon, T. of Zeus Olympia</li> <li>• Temples - T. of Portunus, Pantheon &amp; test</li> </ul>	<p><b><u>Festivals</u></b></p> <ul style="list-style-type: none"> <li>• Festivals - Feedback &amp; City Dionysia, Great Panathenaia</li> <li>• Festivals - Luperalia, Saturnalia</li> </ul> <p><b><u>Foundation Stories</u></b></p> <ul style="list-style-type: none"> <li>• Foundation Stories - Athens</li> <li>• Foundation Stories - Theseus</li> <li>• Foundation Stories - Aeneas</li> <li>• Foundation Stories - Test &amp; Romulus/Remus</li> <li>• Feedback &amp; revision games</li> </ul>	<p><b><u>Death and Burial</u></b></p> <ul style="list-style-type: none"> <li>• Death - Greek rites + Genesis</li> <li>• Death - Roman rites + Parentalia</li> <li>• Death - stelai &amp; inscriptions</li> </ul> <p><b><u>The Underworld</u></b></p> <ul style="list-style-type: none"> <li>• Underworld - Test + literary description (Aen 6/Od 11)</li> <li>• Underworld - Feedback &amp; Persephone &amp; Demeter</li> <li>• Underworld - Orpheus &amp; Eurydice</li> </ul>	<p><b><u>The Universal Hero</u></b></p> <ul style="list-style-type: none"> <li>• Universal Hero - 12 Labours (T. of Zeus)</li> <li>• Universal Hero - Temple of Zeus &amp; Homeric Hymn</li> <li>• Universal Hero - Cacus, Achelous, Nessus</li> <li>• Universal Hero - Summary &amp; revision</li> <li>• Symbols of Power - Test &amp; Centauromachy</li> </ul>	<p><b><u>Symbols of Power</u></b></p> <ul style="list-style-type: none"> <li>• Symbols of Power - Feedback &amp; Amazonomachy</li> <li>• Symbols of Power - Prima Porta Augustus</li> <li>• Symbols of Power - Ara Pacis</li> <li>• Revision &amp; planning long answers</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment: adapted Myth &amp; Religion paper + Feedback</li> <li>• Topic Review: Gods, Temples &amp; Festivals</li> <li>• Topic Review: Foundation Stories &amp; Symbols of Power</li> <li>• Topic Review: Death &amp; Underworld</li> <li>• Topic Review: Universal Hero</li> </ul>
<p>Y10 Art</p>	<p>Coursework Unit 1: Teacher led project 'Natural Forms and Mechanical Objects'.</p> <p><b><u>A01 DEVELOP</u></b></p> <p>develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.</p> <p>Saatchi Gallery visit to explore Contemporary</p>	<p><b><u>A02: REFINE</u></b></p> <p>become confident in taking risks and learn from</p> <p>experience when exploring and experimenting</p> <p>with ideas, processes, media, materials and techniques.</p> <p>acquire and develop technical skills through</p>	<p><b><u>A03: RECORD</u></b></p> <p>develop and refine ideas and proposals,</p> <p>personal outcomes or solutions with increasing independence</p> <p>develop critical understanding through</p> <p>investigative, analytical, experimental,</p> <p>practical, technical and expressive skills</p>	<p><b><u>A04: PRESENT</u></b></p> <p>Create a personal response with</p> <p>sophisticated realisation of intentions.</p> <p>Understanding of visual language,</p> <p>applying formal elements.</p>	<p>Coursework Unit 2:</p> <p>Independent topic choice.</p> <p><b><u>A01 DEVELOP</u></b></p> <p>develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.</p>	<p><b><u>A02: REFINE</u></b></p> <p>become confident in taking risks and learn from</p> <p>experience when exploring and experimenting</p> <p>with ideas, processes, media, materials and techniques.</p>

	art and animation workshop.	working with a broad range of media,  materials, techniques, processes and  technologies with purpose and intent.  Trip to Sedgwick Museum Cambridge for research and observational drawing				acquire and develop technical skills through  working with a broad range of media,  materials, techniques, processes and  technologies with purpose and intent.
Y10 Music	The essentials of composing  AoS 3 - traditional music including blues, fusion, contemporary Latin and British folk	The essentials of composing  AoS 2 - pop music including musicals, rock, pop and film/computer game music  Practice listening questions on AOS 2 and 3	AoS 2 continued - focus on The Beatles study pieces  Work on free composition (coursework)	AoS 2 continued - The Beatles study pieces practice questions  Work on free composition (coursework)	Work on free composition (coursework)  AoS 4 - Western Classical music since 1910	Complete free composition and accompanying programme note  Practice listening questions on AoS 4
Y10 Drama	Team building and introduction to the GCSE course  Use of Tension  Violence and Intimidation - creating sense of threat and learning stage combat	Schizophrenia and Mental Health - how to create meaning and impact on your audience. Challenging perceptions.  Find Me - Olwen Wymark script extract.	Monologues 20%  Students select and rehearse scripted monologues.  Introduction to Konstantin Stanislavski	Performance Exam of Monologues	Group Scripted Performance 20%  Students select and rehearse group scripts.	Performance Exam of Group Pieces

	Application of skills to Harold Pinter - One for the Road - Script Extract.		and rehearsal techniques.		Application of Stanislavski's method for character development.	
Y10 Spanish	<p>Holidays</p> <p>Saying what you do in summer</p> <p>Talking about holiday preferences</p> <p>Understanding percentages</p> <p>Saying what you did on holiday</p> <p>Describing where you stayed</p> <p>Booking accommodation and dealing with problems</p> <p>Giving an account of a holiday in the past in Barcelona</p> <p>Using the present tense</p> <p>Using verbs of opinion to refer to other people</p>	<p>School</p> <p>Talking about subjects and teachers</p> <p>Justifying opinions</p> <p>Describing your school</p> <p>Talking about school rules and problems</p> <p>Talking about plans for a school exchange</p> <p>Talking about activities and achievements</p> <p>Using comparatives and superlatives</p> <p>Using negatives</p> <p>Using phrases followed by the infinitive</p> <p>Using the near future tense</p> <p>Using object pronouns</p>	<p>Socialising and family</p> <p>Talking about social networks</p> <p>Making arrangements</p> <p>Talking about reading preferences</p> <p>Describing people</p> <p>Talking about friends and family</p> <p>Using para with infinitives</p> <p>Using the present continuous tense</p> <p>Using a range of connectives</p> <p>Using ser and estar</p> <p>Using a range of relationship verbs</p>	<p>Free-time activities</p> <p>Talking about what you usually do</p> <p>Talking about sport</p> <p>Talking about what's trending</p> <p>Discussing different types of entertainment eg flamenco</p> <p>Talking about who inspires you</p> <p>Using soler + infinitive</p> <p>Using the imperfect tense to say what you used to do</p> <p>Using the perfect tense</p> <p>Using algunos, ciertos, otros, muchos, demasiados, todos</p>	<p>Modules 1-4 revision</p> <p>Year 10 exams</p> <p>Your region</p> <p>Describing the features of a region</p> <p>Using se puede and se pueden</p> <p>Translation skills</p> <p>Theatre visit:</p> <p>To boost listening and speaking skills and MFL cultural experience. Students will work in all 4 skills to complete pre-visit workbook activities</p>	<p>Shopping and home town</p> <p>Planning what to do</p> <p>Shopping for clothes and presents</p> <p>Talking about social problems in a town</p> <p>Describing a visit in the past</p> <p>Using the future tense</p> <p>Using demonstrative adjectives</p> <p>Using the conditional</p> <p>Using different tenses together</p> <p>Using idioms</p> <p>Translation skills</p>



	Using the preterite tense Using the imperfect tense Using verbs with <i>usted</i> Using three tenses together Translation skills	Translation skills GCHQ Competition: To develop and extend all 4 language skills and international business awareness	Referring to the present and past Translation skills	Using a range of past tenses Translation skills		
Y10 French	Languages Week Friends and Family Talking about friends and what makes a good friend Talking about family relationships Socialising Making arrangements to go out Describing a night out with friends Who I am and who I admire	Leisure interests Talking about sport Talking about your online life Talking about books and reading Talking about television programmes Talking about actors and films Translation skills Using <i>depuis</i> + the present tense Using the comparative	Daily life, festivals and customs Describing your daily life Talking about food for special occasions Using polite language Describing family celebrations Describing festivals and traditions Translation skills Using <i>pouvoir</i> and <i>devoir</i> Using the pronoun <i>en</i>	Town and Area Describing a region Talking about your town, village or district Discussing what to see and do Discussing plans and the weather Translation skills Using a combination of tenses Using the pronoun <i>y</i> Using negatives	Modules 1 to 4 revision Y10 Exams Holidays Talking about an ideal holiday Translation skills Using the present, perfect and future tenses	Booking and reviewing hotels Ordering in a restaurant Talking about travelling Buying souvenirs Talking about holiday disasters Translation skills Using the conditional Using reflexive verbs in the perfect tense Using <i>en</i> + the present participle

	<p>Talking about your life when you were younger</p> <p>Discussing role models</p> <p>Translation skills</p> <p>Using irregular verbs in the present tense</p> <p>Using reflexive verbs in the present tense</p> <p>Using the near future tense</p> <p>Using the perfect tense</p> <p>Using the imperfect tense</p> <p>Using the present, perfect and imperfect tenses together</p>	<p>More practice of the imperfect tense</p> <p>Using direct object pronouns (<i>le, la, les</i>)</p> <p>Using superlative adjectives</p> <p>GCHQ Competition: To develop and extend all 4 language skills and international business awareness</p>	<p>Asking questions in the <i>tu</i> and <i>vous</i> forms</p> <p>Using <i>venir de</i> + infinitive</p>	<p>Asking questions using <i>quel/quelle/quels/quelles</i></p> <p>Using the future tense</p>		<p>Using <i>avant de</i> + the infinitive</p> <p>Using demonstrative adjectives and pronouns</p> <p>Using the pluperfect tense</p>
GCSE PE	<p><b><u>Applied Anatomy and Physiology</u></b></p> <p>Structure and Function of the skeleton</p> <p>Structure and Function of the muscular system</p>	<p><b><u>Applied Anatomy and Physiology</u></b></p> <p>Cardiovascular and Respiratory Systems</p> <p>Effects of exercise on the body system</p>	<p><b><u>Physical Training</u></b></p> <p>Components of fitness</p> <p>Applying the principles of training</p> <p>Preventing injury in physical activity and training</p>	<p><b><u>Socio-Cultural Influences</u></b></p> <p>Engagement patterns of different social groups in physical activities and sports</p>	<p><b><u>Sport Psychology</u></b></p> <p>Sports psychology</p> <p>Health, fitness and well-being</p>	<p><b><u>Analysis and Evaluation of performance (Coursework)</u></b></p> <p>Students will review their performance in a team and individual sport linking it to other</p>

	Movement Analysis			Commercialisation of physical activity and sport  Ethical and socio-cultural issues in physical activity and sport		topics they have learnt throughout the course
Y10 PE	<p><u>Rugby/Tag</u> <u>Rugby/Hockey</u></p> <p>Pupils split into competitive and recreational groups</p> <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p><u>Multigym</u></p> <p>Pupils can gain knowledge and experience in use of the</p>	<p><u>Rugby/Tag</u> <u>Rugby/Hockey</u></p> <p>Pupils split into competitive and recreational groups</p> <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p><u>Multigym</u></p> <p>Pupils can gain knowledge and experience in use of the multi fitness gym suite.</p>	<p><u>Football/ Girls</u> <u>Rugby/Lacrosse</u></p> <p>Pupils split into competitive and recreational groups</p> <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p><u>Multigym</u></p> <p>Pupils can gain knowledge and experience in use of the</p>	<p><u>Football/ Girls</u> <u>Rugby/Lacrosse</u></p> <p>Pupils split into competitive and recreational groups</p> <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p><u>Multigym</u></p> <p>Pupils can gain knowledge and experience in use of the</p>	<p><u>Tennis</u></p> <p>Developing skills and knowledge in</p> <p>Serves, different types of shots, footwork, tactical play, sequences and scoring.</p> <p><u>Athletics</u> <u>Performing at Maximal levels</u></p> <p>Learning and developing skills in</p> <p>Running Short and long distance</p> <p>Jumping, long jump and high jump</p>	<p><u>Tennis</u></p> <p>Developing skills and knowledge in</p> <p>Serves, different types of shots, footwork, tactical play, sequences and scoring.</p> <p><u>Athletics</u> <u>Performing at Maximal levels</u></p> <p>Learning and developing skills in</p> <p>Running Short and long distance</p> <p>Jumping, long jump and high jump</p>

	<p>multi fitness gym suite. Where they work on their own specific fitness programmes.</p> <p><b><u>Basketball</u></b></p> <p>To gain skills in passing, dribbling, shooting,</p> <p>footwork, defending, game play, positions and tactical play in attack and defence</p>	<p>Where they work on their own specific fitness programmes.</p> <p><b><u>Badminton</u></b></p> <p><b>Indoor- Badminton</b></p> <p>To learn: types of shot, serving, footwork, scoring, match play, singles and doubles.</p>	<p>multi fitness gym suite. Where they work on their own specific fitness programmes.</p> <p><b><u>Badminton</u></b></p> <p><b>Indoor- Badminton</b></p> <p>To learn: types of shot, serving, footwork, scoring, match play, singles and doubles.</p>	<p>multi fitness gym suite. Where they work on their own specific fitness programmes.</p> <p><b><u>Netball/Handball</u></b></p> <p>To further develop skills in: passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p>	<p>Jumping, long jump and high jump</p> <p>Throwing</p> <p>Shot putt, Javelin</p>	<p>Throwing</p> <p>Shot putt, Javelin</p>
<p><b>Y10</b></p> <p><b>PSHCEE</b></p>	<p><b>Being Me</b></p> <p>Liberty and Human Rights</p> <p>Coping with Grief</p> <p>Social Media value and drawbacks</p>	<p><b>Celebrating Difference</b></p> <p>Online and Offline relationships</p> <p>Equality at work</p> <p>Disabilities</p> <p>A multicultural Society</p>	<p><b>Dreams and Goals</b></p> <p>Resilience</p> <p>Physical Health and Achieving goals</p> <p>Impact of Social Media, Social life and family on future success</p> <p>Creating work life balance</p> <p>Prioritising Goals</p>	<p><b>Healthy Me</b></p> <p>Factors affecting Physical and Mental Health</p> <p>Enhancing and protecting one's health</p> <p>Substance abuse</p> <p>Mental Health Disorders</p> <p>Lifestyle related ill health including Pandemics</p>	<p><b>Relationships</b></p> <p>Elements and importance of long-term relationships</p> <p>Choices in a relationship including ending a relationship and ensuing grieving process.</p> <p>Types of relationships and their impact on happiness</p> <p>Identifying unhealthy relationships</p>	<p><b>Changing Me</b></p> <p>Effect of changes in society and strategies to manage feelings.</p> <p>Developing tools to manage change.</p> <p>Exploring the link between physical change, self-esteem and emotional change</p> <p>Sexual identity and legislation relating to a range of relationships.</p>

				Protecting oneself from STI's	Healthy <i>versus</i> coercive relationships	Exploring how changes in society affect people's attitudes and way of life
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