



Vocational Faculty: Hair and Beauty

Curriculum Long Term Plan (Y10-11)

	Autumn Term A	Spring Term A	Summer Term A
Y10	<p>Enquiry Question: What are the industries within the Hair and Beauty Sector, and what services / treatments do they provide.</p> <p>End Point: Students will have awareness of hair and beauty industries (e.g. hairdresser, barber, beautician, nail technician, etc.) and the services they provide as well as information relating to businesses and other industries linked to the hair and beauty sector (wholesalers, manufacturers, trichologists, etc)</p> <p>Area of knowledge: Students will be able to differentiate between different types of hair and beauty establishments as well as being able to name, describe and evaluate different types of services offered within the establishments.</p> <p>Builds on: This is new learning. Students can build on from personal experiences of visiting different organisations for hair or beauty treatments. Basic practical skills may have been acquired from students own interest.</p> <p>New Skills: The theme for practical work this term will be hairdressing skills: ponytail, plait, bun, curling, straightening, washing and blow-drying.</p>	<p>Enquiry Question: How do chemical / ingredients influence products and what effects may they have on the body?</p> <p>End Point: Students will be able to identify why chemicals / ingredients are used in products and how they are tested (ethical factors) and the legislation involved.</p> <p>Area of knowledge: Students will be able to inform why chemicals / ingredients are added to products and the effect it may have on skin/hair, for example stabilisers are added to a product to maintain shelf life. In addition to this, students will understand the legislation and ethical factors linked to the testing and selling of products.</p> <p>Builds on: Students may have knowledge of chemicals from science. Basic hygiene and safety and awareness of hazards/risks in the classroom or school environment. Students may also have basic knowledge about testing on animal.</p> <p>New Skills: The theme for practical work this term will be facial skin care – cleanse, tone and moisturise and then apply make-up in the correct way (smoky eyes, highlighting, contouring, etc) for a desired effect i.e. day / night / specific era replica</p> <p>Recalled Skills: Health and Safety, IT skills for research.</p>	<p>Enquiry Question: Why do products have logos / designs and how do they help market businesses?</p> <p>End Point: Students will grasp the concept of using design to market their business / products and know how to gain effective feedback.</p> <p>Area of knowledge: Students will be able to differentiate between different advertising methods, why they are used, and how effective they are. Students will be able to research, analyse and evaluate images.</p> <p>Builds on: This is new learning. Students studying Business Studies may have been introduced to marketing / advertising on their course</p> <p>New Skills: The theme for practical work this term will focus on nail polish application. Students will be able to apply polish and use a variety of equipment to create a wide range of nail art designs such as dots, stripes, flowers, marbling, etc.</p> <p>Recalled Skills: Students should have used shop bought products and may be able to explain why, or what, prompted them to buy the product.</p>
Y10	<p>Recalled Skills: IT skills for research</p> <p>Links to: CEIAG - Students learn about the job roles and career progression within this sector</p>	<p>Links to: CEIAG - Students learn how employers and employees can keep themselves (and each other) safe and which legislation must be enforced and adhered to in the workplace.</p>	<p>Links to: CEIAG - N/A SMSC Social - considering socioeconomic factors that influence the type of establishments introduced to local communities. British Values - N/A Business</p>

Y10	<p>SMSC – Moral – Reducing the risk of accidents in the workplace British Values - Marketing & Enterprise – Types of organisations History – different eras and fashion trends in hair and make-up, past icons, Geography – countries / climates / rivers Maths – ratio of products / measuring</p> <p>Unit 201(1) LO1.1 The Industries within the sector LO1.2 Key features of hair and beauty careers LO1.3 Business and Describe working conditions of different job roles</p> <p>Assessed by: Unit 201 LO1 - 1.1/1.2/1.3 Assessment booklet (End of unit assessment comprised of past exam questions from various papers). Ongoing formative questioning and feedback. Self-assessment via implementation of retrieval strategies and whole class feedback.</p> <p>Tier 3 Vocabulary: PPE, CPE, COSHH, thermal services, trichologist, rent, freelance, sole trader, nail technology, holistic therapy, special effects, prosthetics, cosmetic consultant, customer service, detergent, manufacturer, wholesaler, retailer, relaxing, gowning, basin, section, etc</p>	<p>SMSC Moral - Reducing the risk of accidents and injures within the workplace British Values - Following the rule of the law History Art Science</p> <p>Unit 202(1) LO1.1 The effects of acid and alkalis on the hair and skin LO1.2 The scientific principles of ingredients in hair and beauty products LO1.3 Ingredients in hair and beauty products LO1.4 Ethical consideration for testing cosmetics</p> <p>Assessed by: Unit 202 LO1 - 1.1/1.2/1.3/1.4 Assessment booklet (End of unit assessment comprised of past exam questions from various papers). Ongoing formative questioning and feedback. Self-assessment via implementation of retrieval strategies and whole class feedback.</p> <p>Tier 3 Vocabulary: Parabens, depilatory, emollient, humectants, regenerating, Dihydroxyacetone, paraphenylenediamine, para-toluene diamine, hydrogen peroxide, regenerating, immiscible, hydrophilic, hydrophobic, keratin, methylisothiazolinone, anaphylactic, Trades Description Act, Sales of Goods Act, R.S.P.C.A, P.E.T.A, Episkin</p>	<p>Unit 203(1) LO1.1 Describe why it is important for businesses to use design as a marketing tool LO1.2 Describe how factors can impact the planning process</p> <p>Unit 203(3) LO3.1 Plan for design imagery LO3.2 Create design images LO3.3 Review of design images</p> <p>Assessed by: Unit 203 LO1 – 1.1/1.2 & LO3 – 3.1 / 3.2 / 3.3 Assessment booklet (End of unit assessment comprised of past exam questions from various papers). Ongoing formative questioning and feedback. Self-assessment via implementation of retrieval strategies and whole class feedback.</p> <p>Tier 3 Vocabulary: Brand logos, Equality Act, Health & Safety at Work Act, target audience, budget, time scale, design image, chronological process, primary & secondary research, qualitative & quantitative data</p>
	Autumn Term B	Spring Term B	Summer Term B
<p>Enquiry Question: How has hair and make-up features developed over time and how has technological advancements changed the range of products and services on offer today?</p> <p>End Point: Students will have knowledge of how and why hair/nail/make-up trends and ingredients were used throughout different eras. Students will also understand key developments and technological advancements and how they have shaped today's hair and beauty sector.</p> <p>Area of knowledge: Students will be able to identify the hair/nails/make-up trends of different eras and compare</p>	<p>Enquiry Question: Can you list the structures of the hair, skin and nails and state their functions.</p> <p>End Point: Students will have awareness of hair, skin and nail structures and their functions including awareness of diseases, disorders, and allergies.</p> <p>Area of knowledge: Students will be able to identify the inaugurated system and state their functions. Students will also be able to list contagious and non-contagious diseases and disorders as well as allergens.</p> <p>Builds on: Basic skills from Biology which will provide a basic understanding and the focus of retrieval strategies.</p>	<p>Enquiry Question: Where are the gaps in your learning/knowledge and what do you need to revise?</p> <p>End Point: Students will feel confident, prepared and a sense of readiness for their exam.</p> <p>Area of knowledge: Personalised to students as the cohort will have gaps in their learning/knowledge in various locations throughout the unit 1 specification.</p> <p>Builds on: All prior learning - all previous lesson content will be revisited.</p>	

<p>against each other. They will understand how technological advancements have impacted products and pricing alongside how celebrities have had a huge impact on product demand</p> <p>Builds on: This is new learning; students will build on to Unit 201 LO1 1.1/1.2/1.3</p> <p>New Skills: The theme for practical work this term will be styling hair into styles linked to the eras. Students will demonstrate skills such as backcombing, crimping, pinning, braiding, rolling, etc</p> <p>Recalled Skills: Health & Safety, students may have experience of transforming ideas into reality, IT research skills and basic hair skills from Unit 201 New Skills</p> <p>Links to: CEIAG - Students learn how the hospitality and catering industry operates, how front and back of house jobs work and promoting equality. SMSC British Values -</p> <p>Unit 201(2) LO2.1 The key features of hair and beauty in ancient eras and decades of the past hundred years LO2.2 Describe how key developments and technological advancements have helped shaped today's hair and beauty sector</p> <p>Assessed by: Unit 201 LO2 - 2.1 / 2.2 Assessment booklet (End of unit assessment comprised of past exam questions from various papers). Ongoing formative questioning and feedback. Self-assessment via implementation of retrieval strategies and whole class feedback.</p> <p>Tier 3 Vocabulary: ions, kohl, light reflecting, mullet, victory roll, mineral based, high definition, lead ore, bleaching properties, rice powder, exfoliation, smudgy, smoky, slicked back hair, icons, half-moon nails, rolled</p>	<p>New Skills: Continuation from Unit 202 - the theme for practical work this term will be facial skin care – cleanse, tone and moisturise and then apply make-up in the correct way (smoky eyes, highlighting, contouring, etc) for a desired effect i.e. day / night / specific era replica</p> <p>Recalled Skills: Health & Safety, students may have experience of using and applying products and equipment, IT skills for research.</p> <p>Links to: CEIAG - Students investigate the role and responsibilities of Environmental Health Officers. SMSC British Values – Science</p> <p>Unit 202(2) LO2.1 Anatomy and physiology terminology of hair, skin and nails LO2.2 Types of hair, skin and nail conditions and how they can affect or limit treatments and services</p> <p>Assessed by: Unit 202 LO2 2.1 / 2.2 Assessment booklet (End of unit assessment comprised of past exam questions from various papers). Ongoing formative questioning and feedback. Self-assessment via implementation of retrieval strategies and whole class feedback.</p> <p>Tier 3 Vocabulary: Anatomy, physiology, follicle, root sheath, cortex, medulla, matrix, hyponychium, lunula, epidermis, collagen, hypodermis, dermis, excretes, pathogen, contagious, non-contagious, seborrhoea, alopecia, trichorrhexis nodosa, monilethrix, fragilitas crinium, keloids, carbuncles, density, porosity</p>	<p>New Skills: Exam technique and approach, analysis of questions, planning answers and its structure to meet the requirements of the question and the mark allocation.</p> <p>Recalled Skills: Exam techniques from the assessment points where students were tested against their knowledge of each learning objective within the specification. Students will also develop their essay writing technique when attempting long answer questions.</p> <p>Links to: CEIAG - N/A SMSC N/A British Values - N/A</p> <p>Unit: All to date</p> <p>Assessed by: External exam 40% of final grade - first attempt at the theory exam (Typically sat at the end of June)</p> <p>Tier 3 Vocabulary: See all tier 3 vocabulary for Y10</p>
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	hair, finger waves, Afro curls, Gross Domestic Product, economy, recession, price wars, social factors, neon, acrylics, enhancements, wefts, lacquered, enamel,		
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*** All practical skills embedded across the schemes of work and within each half term link to Unit 203 LO2 – 2.1 / 2.2 / 2.3**

	Autumn Term A	Spring Term A	Summer Term A
Y11	<p>Enquiry Question: Can you plan and complete your Synoptic Assignment Brief (Mock) in 12 weeks?</p> <p>End Point: Students will undertake their synoptic assignment mock exam. They will gain insight and knowledge of how to use the skills to apply to their actual synoptic assignment brief.</p> <p>Area of knowledge: Students will learn how to plan, present and deliver the work required of an assignment brief. They will also be able to identify gaps in their learning.</p> <p>Builds on: Students will have learnt knowledge and practical skills throughout Yr10 in which they will be able to apply, recap and consolidate.</p> <p>New Skills: N/A Students may choose to trial different styles and effects of hair and make-up.</p> <p>Recalled Skills: Students will practice skills acquired previously in line with their given brief to meet the requirements of the Synoptic Assignment brief (Mock).</p> <p>Links to: CEIAG - The Learner Assessment Brief is contextual. Students are asked to think and act as if they are an apprentice in a restaurant. SMSC British Values -</p> <p>Unit: Synoptic Assignment Brief (Mock)</p>	<p>Enquiry Question: Synoptic Assignment Brief</p> <p>End Point: Students will have begun researching and planning for their design brief.</p> <p>Area of knowledge: Students present and deliver the work required of an assignment brief. They will also be able to identify gaps in their learning. Students will apply their health and safety knowledge when undertaking practical assessments. In addition to this will use equipment safely and skilfully.</p> <p>Builds on: All practical work since Y10 and the trialling stage in term 1 of Y11.</p> <p>New Skills: N/A - Students will utilise and practice existing skills in readiness for their practical exam.</p> <p>Recalled Skills: Students will practice skills previously acquired in line with their given brief meet the requirements of the Synoptic Assignment brief.</p> <p>Links to: CEIAG - In AC2.1 student transfer their knowledge of menu planning by applying this to the context of head chefs in a restaurant. They discuss why they have to think about each factor and then why head chefs would consider this in a real-life situation. SMSC N/A British Values -</p> <p>Unit: Synoptic Assignment</p>	<p>Enquiry Question: Where are the gaps in your learning/knowledge and what do you need to revise?</p> <p>End Point: Students will have identified areas of the spec of which to focus their revision. This will be achieved by a 'Speed Revision' lesson and tracking their progress across topics in order to highlight weak areas. This then informs the foci of their personalised revision plan. From this, it will allow students to feel confident, prepared and a sense of readiness for their exam.</p> <p>Area of knowledge: Personalised to students as the cohort will have gaps in their learning/knowledge in various locations throughout the unit 1 specification.</p> <p>Builds on: All knowledge from Y10 and revision throughout Y11 via homework tasks.</p> <p>New Skills: Individual to students depending on the extent of their gaps and previous experience/attendance etc.</p> <p>Recalled Skills: Exam technique and approach, analysis of questions, planning answers and its structure to meet the requirements of the question and the mark allocation.</p> <p>Links to: CEIAG - N/A SMSC N/A British Values - N/A</p> <p>Assessed by: External exam 40% of final grade - second attempt at the unit 1 exam (Typically sat at the end of June) for students who can improve their grade.</p>
Y11	<p>Assessed by: NEA: Teacher marks using the grading criteria in order to meet City and Guilds assessment regulations.</p> <p>Tier 3 Vocabulary: See all tier 3 vocabulary for Y10</p>	<p>Assessed by: Internally marked then samples are sent to external moderator.</p> <p>Tier 3 Vocabulary: See all tier 3 vocabulary for Y10</p>	<p>Tier 3 Vocabulary: See all tier 3 vocabulary for Y10</p>

	Autumn Term B	Spring Term B	Summer Term B
Y11	<p>Enquiry Question: Can you plan and complete your Synoptic Assignment Brief (Mock) in 12 weeks?</p> <p>End Point: Students will undertake their synoptic assignment mock exam. They will gain insight and knowledge of how to use the skills to apply to their actual synoptic assignment brief.</p> <p>Area of knowledge: Students will learn how to plan, present and deliver the work required of an assignment brief. They will also be able to identify gaps in their learning. Students will apply their health and safety knowledge when undertaking practical assessments. In addition to this will use equipment safely and skilfully.</p> <p>Builds on: All theory and practical work will be recalled since Yr10. Continuation from Autumn Term A.</p> <p>New Skills: Students will most utilise skills established from prior learning.</p> <p>Recalled Skills: Students will practice skills acquired previously in line with their given era to meet the requirements of the Synoptic Assignment Mock Exam.</p> <p>Links to: CEIAG - The Learner Assessment Brief is contextual. Students are asked to think and act as if they are an apprentice in a restaurant. SMSC British Values -</p> <p>Unit: Synoptic Assignment Brief (Mock)</p> <p>Assessed by: NEA: Teacher marks using the grading criteria in order to meet City and Guilds assessment regulations.</p> <p>Tier 3 Vocabulary: See all tier 3 vocabulary for Y10</p>	<p>Enquiry Question: Synoptic Assignment Brief</p> <p>End Point: Students will have completed and submitted their synoptic assignment for marking.</p> <p>Area of knowledge: Personalised to the students as the cohort will have gaps in their assignment which will need to be rectified.</p> <p>Builds on: All practical work since Y10 and the trialling stage in term 1 of Y11.</p> <p>New Skills: N/A Students will utilise and practice existing skills in readiness for their practical exam.</p> <p>Recalled Skills: Students will practice skills previously acquired in line with their given brief to meet the requirements of the Synoptic Assignment brief.</p> <p>Links to: CEIAG - Students make the dishes as if they are the apprentice in a restaurant kitchen and following H&S policies. They prepare, make and serve dishes as if they were being served to a customer. SMSC British Values -</p> <p>Assessed by: Internally marked then samples sent to external moderator. Synoptic Assignment 60% of final</p> <p>Tier 3 Vocabulary: See all tier 3 vocabulary for Y10</p>	

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