



## Curriculum Map for Beauty Year 10

YEAR 10	Autumn 1	Autumn 2
<b>Topics</b>	<b>Understanding The Hair and Beauty Sector</b>	<b>Understanding The Hair and Beauty Sector</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>Students will learn about the different types of jobs and businesses that are available within the hair and beauty sector and discuss the different types of treatments and services they offer.</li> <li>Students will then compare the services and treatments and discuss which clientele the business best suits.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn about the different types of legislation requirements for the hair and beauty business and the importance of having the correct legislation.</li> <li>Students will be introduced to the different laws and understand the impact they have on the daily running of a salon covering all of these topics:-               <ul style="list-style-type: none"> <li>Health and Safety</li> <li>COSHH</li> <li>PPE</li> <li>Electricity at Work Act</li> <li>Manual Handling</li> </ul> </li> </ul>
<b>Disciplinary Knowledge – How Has The Knowledge Been Established and Continues To Develop</b>	<ul style="list-style-type: none"> <li>Rules and responsibilities linked to different job roles.</li> <li>Trials and market research into treatment procedures and skills have helped to develop the identification of the roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of legislation linked to <a href="#">HABIA</a> and consequences of not performing correct rules and procedures.</li> <li>Looking at health and safety guidance, showing best practice to keep clients safe. Test and trials to determine whether products are safe to use on clients.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Look at self-employed and employment comparing the different skill set required for the self-employed (business skills).</li> <li>Compare and analyse the skills required for different job roles, qualifications and skills required for career progression.</li> <li>Define links to different industries – skills and services offered using professional terms within the industry.</li> </ul>	<ul style="list-style-type: none"> <li>Full understanding of legislation requirements within the industry and be able to apply the safe practice. For example, use HABIA to understand the correct code of practice for salon treatment procedures and to apply this to their practical treatment.</li> <li>To use and apply cosmetic products for example shampoo, cleanser, moisturiser and face mask application.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>Students will start to become familiar with professional terminology and their meanings – students will set up a word bank. Examples of key term are:               <ul style="list-style-type: none"> <li>Oedema</li> <li>Olfactory System</li> <li>Myofibrils</li> <li>Hirsutism and Histamine</li> </ul> </li> <li>Numeracy – cashing up and handling of money.</li> </ul>	<ul style="list-style-type: none"> <li>Students will start to become familiar with professional terminology and their meanings – students will set up a word bank. Examples of key terms are:               <ul style="list-style-type: none"> <li>Folliculitis</li> <li>Femoral Artery</li> <li>Desincrustation</li> <li>Cyanoacrylates</li> </ul> </li> </ul>

<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Communication and life skills are used throughout this topic.</li> <li>• Students will understand how to communicate with their peers and the wider community.</li> <li>• Cross curricular skills linked to science for anatomy topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and life skills are used throughout this topic.</li> <li>• Students will understand how to communicate with their peers and the wider community.</li> <li>• Cross curricular skills linked to science.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Mock assessments in preparation for exam in January. This topic will be understanding the hair and beauty sector.</li> </ul>	<ul style="list-style-type: none"> <li>• Mock assessments in preparation for external exam in January. This topic will be understanding the hair and beauty sector.</li> </ul>

<b>YEAR 10</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Topics</b>	<b>Examining Hair and Beauty Products Looking at Specific Ingredients</b>	<b>Hair and Beauty Science Hair Structure, Skin Structure and Ingredients in Products</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• Students will learn about cosmetic products and how different ingredients work and how the chemical composition of ingredients can have different effects on the hair and skin.</li> <li>• Students will look at and compare a variety of hair and beauty products, for example shampoo, conditioner, face mask, cleaners and moisturisers.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn about the structure of the hair and skin looking at what hair and skin is made up of and the functions and effects of the different skin and hair structures. This will include the epidermis, dermis and hypo dermis for the skin and the cuticle, cortex and medulla for the hair structure.</li> </ul>
<b>Disciplinary Knowledge – How Has The Knowledge Been Established and Continues To Develop</b>	<ul style="list-style-type: none"> <li>• Analyse the functions and effects of ingredients in cosmetic products, through an analysis of product testing to ensure products are safe to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the skin and hair and identify the different structures within them.</li> <li>• Understanding the skin and hair requires knowledge of its accessory structures.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Students will be able to recognise the effects that products have on the hair and the skin along with the functions and effects of the ingredients in different products.</li> <li>• Skills developed in this topic will help students in Year 11 where they will need to look at products and how the 4 Ps relate to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ingredients in two skin and two hair products and look at the effects they have on the skin and hair.</li> <li>• Describe the function and effect of the ingredient.</li> <li>• Describe the hair and skin structure, along with different skin and hair types.</li> <li>• Design and formulate their own products.</li> <li>• Skills developed will be linked to Year 11 where students will look at the functions of a variety of products on the market and compare the effectiveness of them.</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• This links to last term.</li> </ul>	<ul style="list-style-type: none"> <li>• This links to last term.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Essay structure for projects and assignments.</li> <li>• Analysis of data from questionnaires.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay structure for projects and assignments.</li> <li>• Analysis of data from questionnaires.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of open and closed questioning techniques to produce a questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of open and closed questioning techniques to produce a questionnaire.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Importance of presentation and communicating with others.</li> <li>• Cross curricular links to science anatomy of the human body.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of presentation and communicating with others.</li> <li>• Cross curricular links to science anatomy of the human body.</li> </ul>
<b>Assessment</b>		<ul style="list-style-type: none"> <li>• Assessments will take place in April – this will be a combination of practical elements and theory knowledge.</li> </ul>

<b>YEAR 10</b>	<b>Summer 1 &amp; 2</b>	
<b>Topics</b>	<b>Creating A Mood Board Of Ideas Linked To A Theme Around Image</b> <b>Put Their Ideas Into Practice</b>	
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• The practical skills and application of makeup including the application of concealer, foundation, powder, blusher, eye makeup and lip make up.</li> <li>• The practical skills and application of nailcare including how to file the nails, push back the cuticles and how to paint nails professionally.</li> <li>• The practical skills and application of hairstyling including how to straighten, tong, roller and put-up hair into a variety of different styles.</li> <li>• Students will create a mood board of hair, make up, nails and clothing ideas of the image they would like to create for their final practical assessment.</li> </ul>	
<b>Disciplinary Knowledge – How Has The Knowledge Been Established and Continues To Develop</b>	<ul style="list-style-type: none"> <li>• Practical intelligence through critical thinking, decision making, effective communication, self-awareness, interpersonal relationship, time management, planning and preparation.</li> <li>• Practical work promoting experiential learning and encouraging self-learning.</li> <li>• Practical work familiarising the students with the tools and equipment they will be required to use to perform a successful service.</li> <li>• Students will show skill and knowledge in performing a variety of treatments to a competent level.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Students will create and design a mood board of ideas.</li> </ul>	
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• This unit links to the hair and beauty sector unit.</li> </ul>	
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Key words.</li> <li>• Professional terminology</li> <li>• Essay based writing.</li> <li>• Designing graphs and pie charts to show statistics.</li> </ul>	
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Communication skills</li> <li>• People skills</li> <li>• Legislation</li> <li>• Rules and regulations in a workplace</li> <li>• Life skills</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Formative practical assessments on nail care, makeup and hair styling throughout the term.</li> </ul>	