

Scheme of Work 2020 - 2021

Subject: Hair & Beauty

Year Group:10

Specification: VTCT L2 Hair and Beauty

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
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ADP Codes:

Sp2 – Students have access to outstanding learning opportunities – The department is resourced to ensure all students have access to outstanding learning experiences.

C5 – Students reach full potential as barriers have been removed – All learning objectives and tasks – allow scope for differentiation – ensuring all learners are given a chance to learn and progress.

Sp5 – Students take responsibility for their own learning journeys – This is encouraged and facilitated with all internal assessment tasks.

Sp9 – Creating enjoyment and fascination in learning – Practical component of Engineering allows students to gain first-hand experience of curriculum content – creating a more enjoyable and fascinating learning experience.

C3 – Foster a passion for learning – Specialist teachers with a passion an enthusiasm for their subjects bring first-hand experience into the classroom – fostering a passion for learning.

M1 – All stakeholders’ model resilience, positive relationships attitudes and behaviours – all social opportunities in lessons and behaviour expectations made clear by teachers. Attitude to lifelong learning modelled by teaching staff.

EASTER HOLS

29	<p>To define the term ‘legislation’</p> <p>To describe why complying with legislation is important</p> <p>Describe the different types of health & safety and consumer legislation.</p>	<p>Why is legislation so important in the hair and beauty industry? How would a professional ensure they follow legislation?</p>	<p>PowerPoint: Exam Lesson 5 ALL Legislation</p> <p>-Settler: What would happen if we didn’t have any rules in the country?</p> <p>-Define term ‘legislation’, ‘health and safety’ and ‘consumer’</p> <p>-Group work: students research set different legislation (split on ppt.) and create a mini lesson on it including a hand out and mini quiz. This is presented to the class.</p>	<p>Written feedback using MS Teams</p>		<p>Lit – Subject specific vocabulary</p> <p>S01 – Working Towards</p>
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	Show how they would be applied within the hair and beauty industry.		<p>-PPE: Spider diagram current knowledge on PPE. -Using a body outline students write or draw the different protective clothing used when carrying out services and which services they would be worn in and why.</p> <p>-DPA: spider diagram thoughts on Data Protection Act. Class Feedback and expansion on ideas.</p> <p>-Exam Questions on both DPA and PPE.</p>			
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S01 – Working Towards

30	To define the term 'economy'. To describe what GDP is and be able to explain the impact of GDP on the country. Explore how the hair and beauty industry contribute to the economy	How does the Hair and Beauty industry contribute to the economy? How does the Hair and Beauty industry boost the income of other businesses?	<p>PowerPoint: Exam Lesson 6 LO1 The Economy Word Document: GDP Economy questions</p> <ul style="list-style-type: none"> -Settler: What link do the images have -Define the economy. -Watch a clip on YouTube on GDP and answer the questions in the booklet -Think, Pair, Share: Consider what other businesses the hair and beauty industry can help. E.g. the advertising industry or accountants etc. -Exam questions (in booklet). <p>Self-assessment</p>	End of topic test Exam questions and question booklet	Past paper Question – 30 mins	<p>Lit – Subject specific vocabulary</p> <p>S01 – Working Towards</p>
31	To identify what business ownership is To explore and understand the differences between the different types of business ownership	How many types of business ownership are there and what are their features?	<p>PowerPoint: Exam Lesson 7 LO1 Business Ownership Word document: Business Ownership questions</p> <ul style="list-style-type: none"> -Settler: How many words can you make out of 'business'. -Defining the term ownership. -Listing the different types of businesses -Task 2: Answering the questions on the worksheet on sole trader, partnership and limited liability company. Class Feedback. -Research the other 4 types of business ownership. Write a 3 sentence description for each. <p>Exam style question Ali's Quiz (10 questions)</p>	End of topic test Exam based question Ali's Quiz		<p>Lit – Subject specific vocabulary</p> <p>S01 – Working Towards</p>

32	<p>To identify what a trade organisation is. Understand why they are important in the hair and beauty industry. To explore each of the seven hair and beauty trade organisations.</p>	<p>What is a trade organisation and what are their function(s)?</p>	<p>PowerPoint: Lesson 8 LO1 Trade Organisations -Settler: Who would you turn to if someone threatened to sue you? -Watching YouTube clip on doctor's striking and who they were represented by. -Defining what a trade organisation is and why they are important - Match cards: match the name of the organisation with its acronym. Write them down. -Research what each of the trade organisations provides to its members and the hair and beauty industry in general. Class feedback - 10 questions/ Ali's Quiz</p>	<p>End of topic test Ali's Quiz</p>	<p>Past paper Question – 30 mins</p>	<p>Lit – Subject specific vocabulary S01 – Working Towards</p>
33	<p>Describe career opportunities available in hair and beauty industry. Identify related industries and careers available in these sectors. Place in order and define the levels of progression in a hair and beauty career. Understand the difference</p>	<p>What are the different career opportunities in the Hair and Beauty industry or related industries?</p>	<p>PowerPoint: Lesson 9 LO3 Careers -Settler: Interview Question 'Where do you see yourself in 5 years' time?' - cut out images and name the profession. Write a description of the type of services the professional would carry it out. -Spider diagram the industries that would relate to hair and beauty e.g. health and leisure clubs. Describe each of the related industries and explain how they hair and beauty industry would complement them. What types of jobs would be available for hair and beauty</p>	<p>End of topic test</p>		<p>Lit – Subject specific vocabulary S01 – Working Towards</p>

	between self-employed and contracted employment.		professionals in the related industries? -Quick true/false quiz -Levels of progression in the hair and beauty industry. Order sort from junior to salon owner. - The differences between self-employed and contracted employment. Information and then Exam style question			
34	Understanding the difference between Further Education and Higher Education. Explore the different stages of degrees. Define apprenticeships and explore the advantages of undertaking an apprenticeship. Be able to define vocational qualifications and what they entail.	What are the career pathways post 16?	PowerPoint: Exam Lesson 10 Training and Education pathways Word Document: TEP questions -Settler: 'What do you plan to do after you leave Year 11?' -Students are given a booklet with questions in. The information from the PowerPoint is printed and displayed like a career fair. Students go round finding the answers to the questions.	End of Topic test	Homework for NEXT lesson: Reading pages on skills and attributes ready for next lesson	Lit – Subject specific vocabulary S01 – Working Towards
35-36	To be able to list the different skills and attributes	What skills and attributes are needed to become an efficient hair or beauty professional?	PowerPoint: Lesson 11 Skills and Attributes Word document: Skills and Attributes Steps to Success	End of topic test. Exam style question		Lit – Subject specific vocabulary

	<p>required in hair and beauty. To be able to describe each of the skills and attributes and explain why they are important in hair and beauty industry. To be able to apply which skills would be used in different hair and beauty treatments and services</p>		<p>Settler: Describe a time you were unhappy with customer service. Students work on their steps to success worksheet. Once completed a question they move to the next question. Every step is more challenging than the last. Answers are on the PowerPoint. Students can pick up the answer sheets to mark their own work.</p>			<p>S01 – Working Towards</p>
37	<p>Open practical session. To practice skills-to-date</p>	<p>To be able to show progress and understanding of a service. To apply appropriate skills and use tools in a professional manner</p>	<p>Open Practical session. Students to perform a chosen technique. Students are to document their chosen technique Students are to evaluate the success of their chosen technique.</p>	<p>Self-assessment sheets Direct questions Observations</p>		<p>Lit: Communication, vocabulary. Numeracy: Mixing, ratios. SMSC: Use of social skills, volunteer and cooperation, respect, diversity and ethnicity and culture.</p>
38	<p>Open practical session. To practice skills-to-date</p>	<p>To be able to show progress and understanding of a service. To apply appropriate skills and use tools in a</p>	<p>Open Practical session. Students to perform a chosen technique. Students are to document their chosen technique</p>	<p>Self-assessment sheets Direct questions Observations</p>	<p>Practical reflection task.</p>	<p>Lit: Communication, vocabulary,. Numeracy: Mixing, ratios. SMSC: Use of social skills, volunteer and</p>

		professional manner	Students are to evaluate the success of their chosen technique.			cooperation, respect, diversity and ethnicity and culture.
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SUMMER HOOLIDAY						