Meadow Park School - Curriculum Map 2023-2024					
Key Stage	Year Group	Subject	Teacher	Programme of Study	
4	10	Hair & Beauty	Mrs J Walsh	Pearsons BTEC Level 1 introductory in Hair and Beauty 603/4882/3	
Autumn a	Autumn b	Spring a	Spring b	Summer a	Summer b
Topic(s)	Topic(s)	Topic(s)	Topic(s)	Topic(s)	Topic(s)
Being Organised A1	Being Organised A1	Demonstrating Hair Styling Unit HB12	Demonstrating Hair Styling Unit HB12	Personal Progression Plan Unit A2	Personal Progression Plan Unit A2
Assessment Tasks	Assessment Tasks	Assessment Tasks	Assessment Tasks	Assessment Tasks	Assessment Tasks
A.P1Use limited techniques to improve own organisational skills. B.P2 Identify the techniques used to improve own organisational skills. A.M1 Use appropriate techniques to improve own organisational skills	B.M2 Review the techniques used, giving some examples of how they improved own organisational skills. A.D1 Use appropriate and effective techniques to improve own organisational skills. B.D2 Review the techniques used, giving detailed examples of how they improve own organisational skills.	A.P1 Demonstrate limited hair preparation techniques, selecting some relevant equipment and products. A.P2 Demonstrate basic communication skills with clients. B.P3 Carry out basic hair treatments, using limited products and equipment. B.P4 Demonstrate safe working practices when carrying out hair treatments.	A.M1 Demonstrate competent and hygienic hair preparation techniques, selecting appropriate equipment and products, and showing appropriate client communication. B.M2 Carry out appropriate hair treatments, using products, tools and equipment and following safe, hygienic working practices. A.D1 Demonstrate comprehensive and hygienic hair preparation techniques, selecting correct equipment and showing professional client communication. B.D2 Carry out effective hair treatments, using products, tools and equipment correctly and following all safe, hygienic working practices.	A.P1 Identify an extended progression goal. A.P2 Outline the skills and behaviours needed to meet progression goal. B.P3 Produce and outline progression plan to meet intended goals. A.M1 Identify a clear progression goal with some details of the skills and behaviours needed to achieve it. A.M2 Identify how own skills and behaviours meet personal progression goal. B.M3 Produce a clear progression plan, identify some steps towards meeting intended progression goal.	A.D1 Identify a realistic progression goal with the skills needed to achieve it. A.D2 Describe how own skills and behaviours meet personal progression goal. B.D3 Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.
Personal Development/Careers	Personal Development/Careers	Personal Development/Careers	Personal Development/Careers	Personal Development/Careers	Personal Development/Careers
Being organised links to living into the wider world and helps to prepare students for being ready and organised in aspect of life such as work.	Understand and use time effectively to manage and plan your time.	Students will be aware of the different types of hair between the various cultures and race. How this affect Plaiting, twisting and styling hair.	Students will be aware of the different types of hair between the various cultures and race. How this affect Plaiting, twisting and styling hair.	This unit develops lots of knowledge and skills to help with preparing for the wider world and getting ready for working life. Students will identify steps how to achieve short- and long-term goal and the steps they take to achieve this.	This unit develops lots of knowledge and skills to help with preparing for the wider world and getting ready for working life. Students will identify steps how to achieve short- and long-term goal and the steps they take to achieve this.
Reading & Writing	Reading &Writing	Reading &Writing	Reading &Writing	Reading &Writing	Reading &Writing
Written communications such as filling out application forms,	Written communications such as filling out application	Carry out a consultation on your client prior to treatment.	State the importance of preparation procedures	Explore then record factors that influence the choice of	Students will complete Hand care analysis sheets and be

progression plan. Reading for research purposes. Complete course work.	forms, progression plan. Reading for research purposes. Complete course work.	Students will produce a check list of influencing factors such as hair growth patterns or conditions such as alopecia	reading tasks focusing on any key reading. Students will complete a range of different reading tasks focusing on any key readings.	nail art designs and techniques. Students will complete a range of different reading tasks focusing on any key reading	able to identify these. Learners will research basic nail and structure and be able to identify these.
Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening
Students will be questioned via a discussion on home care and what advice to offer. Tutor led discussion on personal hygiene.	Group led discussion on tools and how-to use products when carrying out a nail art treatment.	Students will provide homecare advice whilst being observed. Follow spoken instruction, take part in class discussions.	Students must be able to state the importance of preparation procedures when carrying out a plaiting and twisting style. Students will be questioned about this during observation.	Develop communication skills by taking part in group activities and discussion, use of questioning and verbal feedback.	Develop communication skills by taking part in group activities and discussion, use of questioning and verbal feedback.
Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning
Identify the difference between 2D designs and adapt it to a 3D design	Identify the difference between 2D designs and adapt it to a 3D design.	Plaiting and twisting using 2,3,4 and 5 stands of hair you should be able practice these know the difference in the number of sections.	Plating and twisting using 2,3,4 and 5 stands of hair you should be able to practise these knowing the different amount number of sections.	Look at costing and how much it might cost to build a basic kit to carry out make up treatment.	Looking at products on the market and price difference across various brands and the cost implications of reaching your progression goal.
Creative Media	Creative Media	Creative Media	Creative Media	Creative Media	Creative Media
Learners will research pictures on the Internet to enable them to recognise contraindications that would treatments.	Students will use the internet to research ideas for nail art.	Students will use the Internet to look at ideas of use of ornamentation within the hair.	Students will research hair types and textures suitable for plaiting and twisting 'Also look for face shapes suitable for thee style.	Use internet to research findings to identify requirements to meet goals and source information for progression routes.	Use internet to research findings to identify requirements to meet goals and source information for progression routes.