



**Hazel** Wood  
High School

Part of the

**Oak**



Learning Partnership

[oaklp.co.uk](http://oaklp.co.uk)

Animal Care  
Curriculum  
Overview  
**Hazel Wood  
High School**



## Our Curriculum Intent:

*Animal Care involves a range of practical sessions to ensure young people fully understand the concepts and techniques involved in meeting the welfare needs of the animals. Learners have the opportunity to work with animals in our animal area as well as to work with livestock at local farms, local pet stores, veterinary practices and zoo visits to seek advice on animal welfare. Animal Care brings together knowledge and understanding with practical and technical skills. Learners develop through a combination of theory and hands-on practical work combined with links to outside agencies such as the RSPCA, Pimhole Farm and Pets at Home as well as caring for our animals that live in school. Animal Care provides opportunity to develop empathy, understanding and reflection.*

<b>BTEC Technical Award Level 1/2 in Animal Care (2022)</b>		
<b>Year 10</b>	<b>September to January</b>	<b>February to July</b>
<b>Unit Title</b>	<b>Component 1: Animal Handling</b>	<b>Component 2: Animal Housing and Accommodation</b>
<b>Key Knowledge and Understanding</b>	<p>By the end of this unit, we expect students will know and understand:</p> <p>A: Understand animal behaviours and their impact on how animals are handled and restrained</p> <p>B: Undertake preparation for safe animal handling and restraint</p> <p>C: Demonstrate safe animal handling and restraint</p> <p>Each unit is made up of a number of Learning Aims:</p> <p>A1 Behaviour patterns and functions in animals as relevant to species</p> <p>A2 The main influences on animal behaviour</p> <p>B1 Health, safety and welfare assessment and accident reporting</p> <p>B2 Appropriate personal protective equipment (PPE)</p> <p>B3 Handling and restraint</p> <p>B4 Planning for animal handling and restraint</p> <p>C1 Safe handling and restraint of animals</p> <p>C2 Selecting and using appropriate handling and restraint equipment</p>	<p>By the end of this unit, we expect students will know and understand:</p> <p>A: Understand factors affecting the selection of animal accommodation</p> <p>B: Prepare and check animal accommodation using safe working practices</p> <p>C: Be able to clean out animal accommodation using safe working practices</p> <p>Each unit is made up of a number of Learning Aims:</p> <p>A1 Factors that affect the suitability of animal accommodation</p> <p>A2 Types of animal accommodation</p> <p>B1 Prepare animal accommodation</p> <p>B2 Carrying out safety checks</p> <p>C1 Cleaning animal accommodation and disposal of waste</p> <p>C2 Maintain and clean equipment</p>



<b>Key Skills</b>	The key skills that we are introducing are: <ol style="list-style-type: none"> <li>1. Understanding behaviour patterns</li> <li>2. Internal and external factors and how they can influence behaviours</li> <li>3. Why animals display abnormal behaviours and how they should be handled and restrained</li> <li>4. Risks and hazards</li> <li>5. Using PPE</li> <li>6. Handling and restraint techniques</li> <li>7. Creating plans for handling animals</li> <li>8. Selecting appropriate equipment</li> </ol>	The key skills that we are introducing are: <ol style="list-style-type: none"> <li>1. Understanding the welfare needs of a range of animals</li> <li>2. Types of housing and their suitability</li> <li>3. Enrichment</li> <li>4. Safety checks and suitability</li> <li>5. Safe working practices</li> <li>6. Methods of cleaning and maintaining equipment</li> </ol>
<b>Vocabulary</b>	There is a vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers. They are also on our subject TEAMs page	
<b>Assessment</b>	Throughout this unit, students will be assessed internally against a brief's success criteria.	Throughout this unit, students will be assessed internally against a brief's success criteria.

<b>BTEC First Award Level 1/2 in Animal Care (2014)</b>		
<b>Year 11</b>	<b>Autumn 1 / Autumn 2</b>	<b>Spring 1 / Spring 2</b>
<b>Unit Title</b>	Unit 5: Principles of Animal Behaviour	Unit 4: Animal Housing and Accommodation
<b>Key Knowledge and Understanding</b>	<p>By the end of this unit, we expect students will know and understand</p> <p>A: know what indicates behaviour patterns in animals            B: understand the influence of enrichment on animal behaviour            C: monitor and record the behaviour of a range of animals.</p> <p>Each unit is made up of a number of Learning Aims.            Learners will:</p> <p>A.1: Behaviour patterns and functions of animals relevant to species            A.2: The main influences on animal behaviour            A.3: Signs of stereotypical behaviours in animals</p>	<p>By the end of this unit, we expect students will know and understand</p> <p>A: understand how to select animal accommodation            B: prepare and maintain animal accommodation            C: be able to clean out animal accommodation.</p> <p>Each unit is made up of a number of Learning Aims.            Learners will:</p> <p>A.1: Factors which affect the selection of animal accommodation</p>



	B.1: Why animals display abnormal behaviours B.2: Different types of enrichment and their impact C.1: Undertake visual observation of animal behaviours C.2: Record and report on observed behaviours	A.2: Types of animal accommodation B.1: Preparing animal accommodation B.2: Carrying out safety and maintenance checks C.1: Cleaning animal accommodation and disposing of waste
<b>Key Skills</b>	The key skills that we are introducing are: 1. Understand normal behaviour patterns 2. Describe and analyse different animal behaviours 3. Understand why animals display abnormal behaviours 4. Enrichment 5. Observations 6. Recording systems	The key skills that we are introducing are: 1. Understand factors to consider when selecting housing for specific animals 2. Welfare needs 3. Preparing animal housing 4. Safety and maintenance checks 5. Cleaning animal accommodation
<b>Vocabulary</b>	There is a full vocabulary bank associated with our teaching of this unit. These can be found on students' knowledge organisers and in our detailed SOL. They are also on our subject TEAMs page	
<b>Assessment</b>	Throughout this unit, students will be assessed internally against a brief's success criteria.	Throughout this unit, students will be assessed internally against a brief's success criteria.

