



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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



Our Curriculum Content:

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. Students 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. Students develop through a combination of theory and hands-on practical work combined with links to outside agencies such as the RSPCA and Pimhole Farm as well as caring for our animals that live in school. Animal Care provides an opportunity to develop empathy, understanding and reflection.

Btec Level 1/2 Tech Award in Animal Care (2022)		
Year 10	September to December	January to May
Unit Title	Component 1: Animal Handling GLH: 36 hours	From May to July, students will have the opportunity to prepare for any component resits or revision of the components in preparation for their exam. Component 2: Animal Housing and Accommodation GLH: 36 hours
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes:</p> <p>A Understand animal behaviours and their impact on how animals are handled and restrained</p> <ul style="list-style-type: none"> A1 Behaviour patterns and functions in animals as relevant to species A2 The main influences on animal behaviours A3 Causes of abnormal behaviours, and their impact on handling and restraint methods <p>B Undertake preparation for safe animal handling and restraint</p> <ul style="list-style-type: none"> B1 Health, safety and welfare assessment and accident reporting B2 Appropriate personal protective equipment (PPE) B3 Handling and restraint B4 Planning for animal handling and restraint 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes:</p> <p>A Understanding factors affecting the selection of animal accommodation</p> <ul style="list-style-type: none"> A1 Factors that affect the suitability of animal accommodation A2 Types of animal accommodation <p>B Prepare and check animal accommodation using safe working practices</p> <ul style="list-style-type: none"> B1 Prepare animal accommodation B2 Carry out safety checks <p>C Be able to clean out animal accommodation using safe working practices</p>



	<p>C Demonstrate safe animal handling and restraint C1 Safe handling and restraint of animals C2 Selecting and using appropriate handling and restraint equipment</p>	<p>C1 Cleaning animal accommodation and disposal of waste C2 Maintain and clean equipment</p>
Vocabulary	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every student's book.</p> <p>In animal care, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>	
Assessment	<p>Throughout both of these components, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during practical lessons that help them to move on with success. Students are expected to complete fortnightly homework assessments online, that test their increasing knowledge base in relation to component. Where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</p>	
	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of three tasks.</p> <ul style="list-style-type: none"> • Task 1: Students will select two animals from specified groups, carry out research and produce a report on handling and restraint. • Task 2: Students will plan to handle and restrain two different animals with detail as to what they took into consideration and reasons for their selection of equipment and techniques. • Task 3: Students will handle and restrain the two different animals following safe working practices. <p>The assignment will take approximately 2 hours of monitored preparation and 6 hours of assessment to complete.</p> <p>The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be set by Pearson in September and will be submitted for moderation in December.</p>	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of four tasks.</p> <ul style="list-style-type: none"> • Task 1: Students will explore the factors that need to be considered when selecting animal accommodation. • Task 2: Students will prepare and check the safety and security of the animal accommodation. • Task 3: Students will clean out animal accommodation following safe working practices. • Task 4: Students will review how animal accommodation was prepared and cleaned. <p>The assignment will take approximately 6 supervised hours to complete.</p> <p>The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be set by Pearson in January and will be submitted for moderation in May.</p>
Year 11	September to January	February to June
Unit Title	Component 3: Animal Health and Welfare External Synoptic	
		Once the course has been completed, students will take part in interventions for other subjects with summer exams.



GLH: 48 hours	
Key Knowledge and Understanding that, where necessary, enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes:</p> <p>Learning outcomes:</p> <p>A Animal Health</p> <ul style="list-style-type: none">A1 Signs of healthA2 Animal housing and care <p>B Animal Diseases</p> <ul style="list-style-type: none">B1 Animal diseases <p>C Animals and Legislation</p> <ul style="list-style-type: none">C1 Animals in societyC2 Animal organisations and legislation
Vocabulary	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every student's book.</p> <p>In animal care, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>
	<p>Key terms used in the assessment:</p> <ul style="list-style-type: none">• Assess• Discuss• Evaluate• Explain• Give• Identify• State• Which



Assessment

Throughout this component, students will be formatively assessed on the application of knowledge to exam style questions to ensure that teaching is bespoke to each of their development needs.

Students are expected to complete fortnightly homework assessments online, that test their increasing knowledge base in relation to component. Where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.

In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.

Assessment objectives:

AO1 Demonstrate knowledge of different animals' needs, purposes, and protection in society in order to support their health and welfare. Know about common diseases, their symptoms and treatments and good animal care routines.

AO2 Demonstrate understanding of animals' needs, purposes, and protections in society in order to support their health and welfare. Understand the way diseases are transmitted in order to support animals with appropriate care and how the elements of housing, care routines and healthcare ensure the ongoing health of animals.

AO3 Apply knowledge and understanding to consider appropriate care that meets animals' individual health and welfare needs.

AO4 Make connections between the areas of disease transmission and treatment, routine checks, housing, legislative protections, and care to ensure animals' individual health and welfare needs are met.

In November, students will sit a Mock examination. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject.

Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success.

This will also enable course leader to adapt teaching where there may be gaps in knowledge.

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic



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assessment. Students will apply their knowledge and understanding of animal handling and restraint, and the selection of appropriate animal accommodation, to examination questions with a specified context.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June. Students will sit this examination in the January/ February window and have the opportunity to resit this in the May/June window if needed.

