

**Key Stage 4/5 - Intention Statement:**

“As custodians of the planet it is our responsibility to deal with all species with kindness, love, and compassion.”



The intention of the animal care curriculum is to prepare all students with the knowledge and skills necessary to care for all animals in their lives, and to foster appreciation for the roles animals play in society.

How does Animal Care develop:	
<b>Respect</b>	Students are taught to have empathy and compassion for animals and their Owners. Students are encouraged to think about the feelings of animals of all levels of sentience and how they would want to be treated
<b>Courage</b>	Overcoming fears and anxieties, having the courage to handle and restrain animals with dexterity and confidence, in order to give the animal the best experience
<b>Community</b>	We look at the role of animals in society and how different members of our community share their lives with animals - whether through companion animals, resources or working animals. We consider different cultural and religious views on this.
<b>Wisdom</b>	Students are supported in developing care plans for animals and in making wise decisions for their care

**Intention Overview:**

Curriculum Knowledge	
<p>We study the Pearson BTEC Level One/Two first in Animal Care. This course is at GCSE level, and spans the range of challenge from distinction level all the way down to level one, which is easily accessible for all students.</p> <p>The course is divided into four units, one externally assessed and three internally assessed:</p> <ul style="list-style-type: none"> <li>● Unit One - Animal Health, divided into three learning aims:               <ul style="list-style-type: none"> <li>○ Animal Health Checks</li> <li>○ Animal Diseases</li> <li>○ Animal Parasites</li> </ul> </li> <li>● Unit Two - Animal Handling, divided into two assignments:               <ul style="list-style-type: none"> <li>○ Animal Handling and Restraint</li> <li>○ Animal Handling Equipment</li> </ul> </li> <li>● Unit Three - Animal Welfare, divided into three assignments:               <ul style="list-style-type: none"> <li>○ Animals in Society</li> <li>○ Animal Welfare Legislation</li> <li>○ Advice and Considerations of Animal Ownership</li> </ul> </li> <li>● Unit Four - Animal Housing, divided into two assignments:               <ul style="list-style-type: none"> <li>○ Appropriate Animal Housing</li> <li>○ Maintaining and Cleaning Animal Housing</li> </ul> </li> </ul> <p>These units provide the basic knowledge that is needed to progress to level three courses. The three units at level three build as follows:</p> <ul style="list-style-type: none"> <li>● Unit One Animal Health - Builds directly on Unit One of level two</li> <li>● Unit Two Animals in Society - This builds directly on from Units 2 and 3 of level two</li> <li>● Unit Three Animal Welfare - This builds from Units 3 and 4 of the level two</li> </ul>	
Essential Skills to Develop	
<p><b>Subject Specific Skills</b></p> <ul style="list-style-type: none"> <li>● Practical Animal Handling</li> <li>● Cleanging, storing and maintaining animal handling equipment</li> <li>● Carrying out health checks on animals</li> </ul>	<p><b>Supportive Learning Skills and Attributes</b></p> <ul style="list-style-type: none"> <li>● Revision and recall - especially in unit one</li> <li>● Literacy skills:               <ul style="list-style-type: none"> <li>○ Interpreting extended writing by looking at animal welfare legislation and guidelines</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Simple diagnosis of animal diseases, and development of prevention and treatment plans</li> <li>● Developing advice for owners, taking into account their circumstances and limitations</li> <li>● Designing appropriate animal accommodation</li> <li>● Cleaning and repair of animal accommodation</li> <li>● Overcoming fears and anxieties, having the courage to handle and restrain animals with dexterity and confidence, in order to give the animal the best experience</li> <li>● Students are encouraged to think about the feelings of animals of all levels of sentience and how they would want to be treated</li> <li>● Students are supported in developing care plans for animals and in making wise decisions for their care.</li> </ul>	<ul style="list-style-type: none"> <li>○ Producing extended writing through the production of assignments</li> <li>● Numeracy skills - particularly in unit one, learning aim A, through the interpretation of weight charts</li> <li>● Problem solving - Unit Three, assignment C: considering what would be the most appropriate animal for a given potential owner and giving advice</li> <li>● Empathy and compassion for animals and their owners</li> <li>● Independent working skills during the production of coursework</li> <li>● Students learn to draft and redraft their work, taking on board constructive feedback.</li> <li>● Students learn to take on board feedback from their performance in mock exams and use to improve - developing as resilient learners</li> </ul>
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### **Cultural Capital (opportunities and experiences)**

<ul style="list-style-type: none"> <li>● Students learn how to care for all common pet animals, preparing them to be good pet owners in later life</li> <li>● Students learn about the work of animals in society - including the use of animals for resources and therefore are better able to appreciate where their food and clothing comes from</li> <li>● Students learn about the work of zoos in animal conservation and education</li> <li>● Students have chance to analyse and study animal welfare legislation, with some time spend on how and why these laws were made, looking at our political system within the context of animal welfare</li> <li>● Students study the impact of zoonotic diseases, including the historical and present impact of the foot and mouth and CJD outbreaks.</li> <li>● Trips to several animal based organisations and businesses allow students to observe and consider animal based careers that they might not have otherwise experienced or known about.</li> <li>● We look at the role of animals in society and how different members of our community share their lives with animals - whether through companion animals, resources or working animals. We consider different cultural and religious views on this.</li> </ul>
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#### **Implementation:**

- Scheme of learning and assessment timelines are reviewed on a yearly basis and shared with all teachers. This ensures consistency across the department and full coverage of the exam specification
- Resources are centrally shared on the Team Animal Care Drive
- Students work in exercise books, which are currently on their way to being “revision ready”
- Students complete draft coursework tasks a little at a time after theory lessons to ensure that they have the knowledge they need to achieve their target grades
- Unit one assessment consists of regular knowledge quizzes which are carried out, on average, every three lessons.
- End of learning aim tests - based on the format of the real unit one exam, are carried out at the end of each learning aim and followed up with PLC and DIRT work.
- Staff are encouraged to read the examiners reports to identify common mistakes and misconceptions, which can then be pre-addressed in teaching
- Model answers for 9 mark questions have been developed and shared with students using the CODP model.
- Use of SPS time to revise unit one - with groups split by target grade
- Knowledge organisers in student exercise books to support learning and revision

#### **Measuring Impact:**

- Regular assessment, as detailed above
- Regular moderation of coursework in line with BTEC guidelines
- Central tracking of data, in line with BTEC guidelines; and additional tracking of student performance in internal Unit One assessments
- Development of student trackers in exercise books as part of the move toward being revision ready
- Lesson drop ins and book looks to monitor teaching and learning across the department.