

Long Term Plan: Animal Care Year 10

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
One	Animal Welfare	<p>The role of animals in society</p> <p>Missions and responsibilities of animal welfare organisations</p> <p>Animal welfare legislation</p> <p>Factors that impact animal ownership considerations</p>	<p>Reading for comprehension</p> <p>Extended writing</p> <p>Interpreting data presented in tabular and graphical form</p> <p>Using data to evaluate and compare the impact of interventions</p> <p>Independent research</p>		<p>Confusion between the role of the RSPCA and the Blue Cross</p> <p>Confusion between scientific licencing and transport licencing.</p>	<p>This is the first time students will have studied animal care, but the students may have experience of caring for pets and other family animals</p>	<p>This lays the foundation for Unit 3 of the Level Three Animal Management course, where the same content will be studied in greater depth</p>	<p>Comparing and evaluating the impact of different animal welfare legislation and organisations</p>	<p>The importance of being kind to animals and meet their needs.</p>	<p>The fundamental importance of animals in society; and the wide range of roles that they play</p>	<p>The animal care course provides the foundation for further study which can lead to careers in veterinary medicine, farming, animal welfare, conservation or animal sports science.</p>

Two	Animal Health	<p>Visual health checks</p> <p>Physical health checks of: Dogs Cats Rabbits Chickens Bearded Dragons Goats</p> <p>Vaccinations and common disease of the above animals</p> <p>Pathogens and modes of transmission</p> <p>The life cycle, symptoms, treatment and prevention of: Fleas Ticks Mites Tapeworms Roundworms</p>	<p>Reading for comprehension</p> <p>Extended writing</p> <p>Interpreting data presented in tabular and graphical form</p> <p>Using data to evaluate and compare the impact of interventions</p>		<p>The use of antibiotics to treat diseases - students often suggest that antibiotics can be used to treat viral diseases</p> <p>The various animal vaccinations are easily confused so will need repeated explicit practice</p>	<p>This is the first time students will have studied animal care, but the students may have experience of caring for pets and other family animals</p>	<p>This lays the foundation for Unit 1 of the Level Three Animal Management course, where the same content will be studied in greater depth</p>	<p>Evaluating animal health and suggesting appropriate interventions based on symptoms and species</p>	<p>How to keep animals healthy and the importance of caring for their needs</p>	<p>The importance of controlling zoonotic and notifiable diseases and the historical impact of these diseases</p>	<p>The animal care course provides the foundation for further study which can lead to careers in veterinary medicine, farming, animal welfare, conservation or animal sports science.</p>
Three	Animal Health	<p>Visual health checks</p> <p>Physical health checks of: Dogs</p>	<p>Reading for comprehension</p> <p>Extended writing</p>		<p>The use of antibiotics to treat diseases - students often suggest that</p>	<p>This is the first time students will have studied animal care, but the</p>	<p>This lays the foundation for Unit 1 of the Level Three Animal Management</p>	<p>Evaluating animal health and suggesting appropriate interventions based on</p>	<p>How to keep animals healthy and the importance of caring for</p>	<p>The importance of controlling zoonotic and notifiable diseases and</p>	<p>The animal care course provides the foundation for further study which can</p>

		<p>Cats Rabbits Chickens Bearded Dragons Goats</p> <p>Vaccinations and common disease of the above animals</p> <p>Pathogens and modes of transmission</p> <p>The life cycle, symptoms, treatment and prevention of: Fleas Ticks Mites Tapeworms Roundworms</p>	<p>Interpreting data presented in tabular and graphical form</p> <p>Using data to evaluate and compare the impact of interventions</p>		<p>antibiotics can be used to treat viral diseases</p> <p>The various animal vaccinations are easily confused so will need repeated explicit practice</p>	<p>students may have experience of caring for pets and other family animals</p>	<p>course, where the same content will be studied in greater depth</p>	<p>symptoms and species</p>	<p>their needs</p>	<p>the historical impact of these diseases</p>	<p>lead to careers in veterinary medicine, farming, animal welfare, conservation or animal sports science.</p>
Four	Animal Handling	<p>Risk associated with animal handling, and appropriate PPE</p> <p>Animal handling legislation</p> <p>Reasons to</p>	<p>Reading for comprehension</p> <p>Extended writing</p> <p>Independent research</p> <p>Practical animal</p>		<p>Students often confuse the use of the different handling techniques so these will need to be taught repeatedly and explicitly.</p>	<p>This is the first time students will have studied animal care, but the students may have experience of caring for pets and other family animals</p>	<p>This unit lays the foundation for future practical work with animals, both in Year 11 of this course, and in the level three animal management</p>	<p>Students could be asked to apply their knowledge to various real life scenarios and asked how they would adapt theory animal handling</p>	<p>The importance of being kind to animals and ensuring that they are held safely.</p>	<p>Students will study a variety of different animals and real life scenarios in which they will need to be handled.</p>	<p>The animal care course provides the foundation for further study which can lead to careers in veterinary medicine, farming, animal</p>

		<p>handle animals</p> <p>Reasons to adapt animal handling techniques</p> <p>Different techniques for animal handling, including the body hug method, the claw method, the scruff method and the supporting upper and lower body method</p> <p>Correct use, storage and maintenance of animal restraint equipment</p>	<p>handling skills</p>				<p>course</p>	<p>techniques</p>			<p>welfare, conservation or animal sports science.</p>
<p>Five</p>	<p>Animal Handling</p>	<p>Risk associated with animal handling, and appropriate PPE</p> <p>Animal handling</p>	<p>Reading for comprehension</p> <p>Extended writing</p> <p>Independent research</p>		<p>Students often confuse the use of the different handling techniques so these will need to be taught</p>	<p>This is the first time students will have studied animal care, but the students may have experience of</p>	<p>This unit lays the foundation for future practical work with animals, both in Year 11 of this course, and in</p>	<p>Students could be asked to apply their knowledge to various real life scenarios and asked how they</p>	<p>The importance of being kind to animals and ensuring that they are held safely.</p>	<p>Students will study a variety of different animals and real life scenarios in which they will need to be handled.</p>	<p>The animal care course provides the foundation for further study which can lead to careers in veterinary</p>

		<p>legislation</p> <p>Reasons to handle animals</p> <p>Reasons to adapt animal handling techniques</p> <p>Different techniques for animal handling, including the body hug method, the claw method, the scruff method and the supporting upper and lower body method</p> <p>Correct use, storage and maintenance of animal restraint equipment</p>	<p>Practical animal handling skills</p>		<p>repeatedly and explicitly.</p>	<p>caring fro pets and other family animals</p>	<p>the level three animal management course</p>	<p>would adapt theory animal handling techniques</p>			<p>medicine, farming, animal welfare, conseravation or animal sports science.</p>
<p>Six</p>	<p>Animal Health</p>	<p>Visual health checks</p> <p>Physical health checks of: Dogs</p>	<p>Reading for comprehension</p> <p>Extended writing</p>		<p>The use of antibiotics to treat diseases - students often suggest that</p>	<p>This is the first time students will have studied animal care, but the</p>	<p>This lays the foundation for Unit 1 of the Level Three Animal Managment</p>	<p>Evaluating animal health and suggesting appropriate interventions based on</p>	<p>How to keep animals healthy and the importance of caring for</p>	<p>The importance of controlling zoonotic and notifiable diseases and</p>	<p>The animal care course provides the foundation for further study which can</p>

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