

Year 10 Long Term Plan: Animal Care (Teacher One - NEA Focus)

| Half term | Unit title | Key knowledge/ Content to learn and retain | Essential skills to acquire (subject & generic) | Anticipated misconceptions | Links to KS5 | Opportunity for stretch for high prior attainers | SMSC & British Values | Cultural Capital | Career Link |
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| One | Animal Handling | <p>Hazards and risks of handling animals, including appropriate mitigations</p> <p>Correct selection and use of PPE</p> <p>Handling techniques for small mammals, large mammals, birds, reptiles and invertebrates</p> | <p>Practical animal handling skills. Students need to be able to safely and confidently handle small mammals, invertebrates, reptiles and birds</p> | <p>Many students confuse the definitions of risk and hazard.</p> <p>Although PPE use can be a mitigation, it is not the only mitigation.</p> | <p>Practical animal handling is a foundational skill to all further study of animal care and management.</p> <p>This unit also directly flows into Unit 4 - Practical Animal Husbandry at Level Three</p> | <p>More skilled students will tackle more difficult species and use of more specialist restraint equipment.</p> | <p>Treating animals well, and ensuring high levels of welfare at all times.</p> <p>Students will learn how to properly restrain and handle animals so that they can be cared for</p> | <p>A look at different species of pet animals and their needs / handling.</p> <p>What are the limitations and factors to consider when handling animals and how does this affect the pets different members of society chose?</p> | <p>The BTEC Level Tech Award is a vocational course that prepares students for work in the animal sector. All units of the course lay the foundations for students to enter employment in areas such as: Conservation Vet Nursing Pet Shop Animal Welfare Etc.</p> |
| Two | Animal Behaviour | Normal behaviour | Student's | Hibernation and | This unit links | As an additional | Causes of | Normal / | It also enhances |

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| | | <p>of the following categories of animals: Small Mammals Large Mammals Reptiles Birds Invertebrates</p> <p>Factors that affect the behaviour of animals</p> <p>Causes of abnormal behaviour</p> | <p>should be able to carry out observational checks and make judgements about the behaviour of animals.</p> | <p>brumation are often confused</p> | <p>directly to Unit 5 - Animal Behaviour at Level Three</p> | <p>challenge students could consider multifactor effects on animal behaviour.</p> | <p>abnormal behaviour links to animal welfare and the moral imperative to be maintain high standards as stewards of the garden</p> | <p>Abnormal behaviour of large mammals links to livestock and gives students an insight into farming practices in the UK.</p> <p>Linking normal behaviour of animals in their natural environment will give students an appreciation of the native UK species.</p> | <p>applications to veterinary medicine</p> |
| Three | Practice NEA | <p>Students will complete a practice animal handling project to prepare them for completion of the first round of NEA.</p> <p>The first NEA task covers content from the winter term - Animal Handling and Animal Behaviour</p> | <p>This will be students first attempt at NEA; and so will focus on the skills required to be successful.</p> <p>They will receive feedback at each stage of the process, and will end the half term with a model NEA assignment which they can use to support them in the real assignment.</p> | | | | | | |
| Four | NEA Completion | <p>In lessons this half term, students will complete the Non-Exam assessment task. This task is set externally by BTEC and then marked internally, with a moderation sample uploaded to BTEC.</p> | | | | | | | |
| Five | Animal Welfare | The roles that | Students | Students often | This unit flows | More able | Treating animals | | |

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| | Organisations | <p>animals play in society, and the ethics of using animals.</p> <p>The role of animal welfare organisations in promoting and protecting animal welfare</p> | <p>should be able to give examples of roles filled by animals and explain what makes that animal suited for that role.</p> <p>They should also be able to describe, explain and evaluate the impact of various animal welfare organisations</p> | <p>confuse the roles and remit of the Blue Cross, RSPCA and PDOSA so care must be taken to make the differences as well as the similarities explicit.</p> <p>It also needs to be made clear that DefRA is a government department and not a welfare organisation, and exactly what it's role is in animal welfare</p> | <p>directly into, and lays the groundwork for, the externally assessed unit of the level three course - Animal Welfare and Ethics</p> | <p>learners could compare and contrast the impact of overlapping organisations</p> | <p>well, and ensuring high levels of welfare at all times.</p> <p>The role of the third sector in upholding and supporting animal welfare.</p> | | |
| Six | Animal Welfare Legislation | <p>The history, purpose, function and implementation of the following pieces of legislation:</p> <p>Animal Welfare Act Scientific Procedures Act Welfare of Animals (Transport) Order The Dangerous Dogs Act</p> | <p>Students should be able to describe, explain and evaluate the impact of the laws covered in this unit.</p> | <p>Students need to be really clear on the purpose of each of the four names acts.</p> <p>They may also confuse the function of legislation and guidance.</p> | <p>This unit flows directly into, and lays the groundwork for, the externally assessed unit of the level three course - Animal Welfare and Ethics</p> | <p>Evaluation of the impact of the laws, including suggesting possible developments.</p> | <p>How laws are made in the UK, and the role of parliament in legislating.</p> | | |

