

Long Term Plan: Animal Care Year 11

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 Housing	Types of animal housing Types of animal bedding and enrichment Limitations of animal housing Appropriate housing for different animals	Reading for comprehension Extended writing Independent research		Confusion between “substrate” and “bedding” as these are not the same thing Confusion between, “Tank”, “Cage”, “Hutch” and “Vivarium”	This unit builds on work done on animal welfare in Year 10, exploring how housing is used to meet the animal welfare needs	This unit builds up onto unit 3 of the level three animal management course; where students will explore animal welfare needs in greater depth	Consider how animal housing can be adapted for animals that are ill or injured.	The importance of being kind to animals and meet their needs.	Different animal housing, in a variety of contexts such as farms, zoos, research facilities and at home.	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.
Two	Animal Health	Visual health checks Physical health checks of: Dogs	Reading for comprehension Extended writing		The use of antibiotics to treat diseases - students often suggest that antibiotics	This is the first time students will have studied animal care, but the	This lays the foundation for Unit 1 of the Level Three Animal Management	Evaluating animal health and suggesting appropriate interventions based on	How to keep animals healthy and the importance of caring for	The importance of controlling zoonotic and notifiable diseases and	The animal care course provides the foundation for further study which can lead

		<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>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 fro 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>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 Cats Rabbits Chickens Bearded Dragons Goats</p>	<p>Reading for comprehension</p> <p>Extended writing</p> <p>Interpreting data presented in tabular and graphical form</p> <p>Using data to</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</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, connservation</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>evaluate and compare the impact of interventions</p>		<p>are easily confused so will need repeated explicit practice</p>						<p>n or animal sports science.</p>
Four	Animal Housing	<p>The importance of maintenance</p> <p>How different animal enclosures should be maintained</p> <p>The importance, and correct frequency of enclosure cleaning for different animals</p> <p>Obstacles to</p>	<p>Reading for comprehension</p> <p>Extended writing</p> <p>Independent research</p> <p>Practical maintenance and cleaning of animal enclosures</p>		<p>Confusion between “substrate” and “bedding” as these are not the same thing</p> <p>Confusion between, “Tank”, “Cage”, “Hutch” and “Vivarium”</p> <p>The difference between restorative maintenance and</p>	<p>This unit builds on work done on animal welfare in Year 10, exploring how housing is used to meet the animal welfare needs</p>	<p>This unit builds up onto unit 3 of the level three animal management course; where students will explore animal welfare needs in greater depth</p>	<p>Consider how animal housing can be adapted for animals that are ill or injured.</p>	<p>The importance of being kind to animals and meet their needs.</p>	<p>Different animal housing, in a variety of contexts such as farms, zoos, research facilities and at home.</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>

		effective cleaning and maintenance			preventative maintenance						
Five	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>
Six	The Unit One exam falls before half term, and therefore the course will be finished at this point.										

