

Long term plan

Key:

EXT = External assessment

LO = suggestions for order in which to deliver the Learning Outcomes

M = Marking (within centre)

MO = Moderation

MEA = Mock external assessment

R = Revision for external assessment

SA = Summative assessment

Year 1

T e r m 1															
Component	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Component One:	LO1								LO2						
T e r m 2															

Component	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Component One:	LO3							PSA	PSA	PSA	M	M			MO
Component Two:											LO1				

	Term 3												
Component	33	34	35	36	37	38	39	40	41	42	43	44	
Component two:		LO2											

Note

The PSA for component 1 will take approximately 6 supervised hours to complete.

This is divided into approximately:

- 1.5 hours to complete Task 1
- 2.5 hour to complete Task 2
- 2 hours to complete Task 3

These timings are for illustrative guidance only.

The PSA for component 2 will take approximately 6 supervised hours to complete.

This is divided into approximately:

- 1.5 hours to complete Task 1
- 2 hours to complete Task 2
- 1 hour to complete Task 3
- 1.5 hours to complete Task 4

These timings are for illustrative guidance only.

Year 2

T e r m 1															
Component	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Component One:									(PSA)	(PSA)	(PSA)	(M)	(MO)		
Component Two:	LO3								PSA	PSA	PSA	M	MO		
Component Three:															

T e r m 2															
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Component	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Component One:								(PSA)	(PSA)	(PSA)	(M)	(M)			MO
Component Two:	LO3							(PSA)	(PSA)	(PSA)	(M)	(M)			MO
Component Three:											LO1				

Term 3															
Component	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
Component Three:				SA		LO2									

Note

The PSA for component 1 will take approximately 6 supervised hours to complete.

This is divided into approximately:

- 1.5 hours to complete Task 1
- 2.5 hour to complete Task 2
- 2 hours to complete Task 3

Component	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Component Three:	R	R	MEA (EXT)					R	R	MEA	R				

Term 3							
Component	31	32	33	34	35	36	37
Component Three:	R	R	R	EXT			

Medium term plan

Year 1 - Component 1 - Animal handling

Lesson	Criteria	Learning question	Outcomes	Links
1 Behaviour patterns	A1 Behaviour patterns and functions in animals as relevant to species	What are the normal behaviour patterns and functions in animals of different species?	<p>Identify animals in different groups Students make a list of animals from the following groups – companion, reptile, birds, reptiles and small live stock.</p> <p>Identify Normal behaviour patterns. Students highlight normal behaviours from a list.</p> <p>Describe normal behaviour patterns in animals Students read behaviour descriptions and match up with the following - Grooming, Feeding behaviours Sexual Behaviour, Sleep & Wake Cycles</p>	

			Play & social interaction, Methods of Communication, Movement & Levels of Activity	
2 -3 Behaviour patterns	A1 Behaviour patterns and functions in animals as relevant to species	What are the normal behaviour patterns and functions in animals of different species?	<p>Describe normal behaviour patterns in animals</p> <p>Independent research task – Students choose <i>two animals</i> from different species (companion, reptile and bird) and research their <i>normal behaviour pattern</i>. You should include the following:</p> <ul style="list-style-type: none"> o Feeding behaviours – What do they eat and when? o Sleep/wake cycles - Are they diurnal, nocturnal, or crepuscular? o Methods of communication – displays, vocalisation and scenting o Sexual behaviour – How do they attract others? (Courtship or mating displays) o Grooming – How do they groom themselves? (autogrooming or allogrooming) o Play and social interaction – How does each animal play and interact with others o Movement and levels of activity – How active are they? 	
4 Influence on animal behaviour	A2 The main influences on animal behaviour A3 What are abnormal behaviours, and their impact on handling and restraint	How can an animal's behaviour be changed based on internal or external factors?	<p>Identify normal behaviours</p> <p>Students highlight normal behaviours from a list.</p> <p>Categorise internal and external factors</p> <p>Students make a list of factors that affect behaviour.</p> <p>Students place behaviours into a table, internal or external factors</p>	

	methods			
5-6 Influence on animal behaviour	A2 The main influences on animal behaviour A3 What are abnormal behaviours, and their impact on handling and restraint methods	How can an animal's behaviour be changed based on internal or external factors?	Explain how internal and external factors affect an animals behaviour. Independent research task. Students research how age, gender, noise, other animals, housing, and environment affect animal behaviour.	
7 Causes of abnormal behaviour	A3 Causes of abnormal behaviours, and their impact on handling and restraint methods	What are the causes of short and long term behaviour changes.	Recap internal and external factors Identify signs of abnormal behaviour. Students make a mind map of abnormal behaviours Describe the causes of abnormal behaviour Students select the correct reason for a range of abnormal behaviours	
8-9 Causes of abnormal behaviour	A3 Causes of abnormal behaviours, and their impact on handling and restraint methods	What are the causes of short- and long-term behaviour changes?	Explain the causes of abnormal behaviour and how it affects an animal Research task - Explain the normal and abnormal behaviors of the animal. Explain typical behavior patterns. Explain factors that might affect the animal's behavior and HOW it affects them	
10 Risk assessments	B1 Health, safety and welfare assessment and accident reporting	Why are risk assessments necessary when working with animals?	Identify different hazards and risks Students produce mind map od risks associated with handling animals. Describe hazards and the risks associated Students describe hazards and risks from a variety of situations. Explain the different control measures applicable to the hazard.	

			Students write risk assessments for 3 animals, identifying hazards, risks and explaining how they can be controlled.	
11 Accident reporting	B1 Health, safety and welfare assessment and accident reporting	What are the accident reporting procedures associated with minor and major accidents when working with animals?	<p>Recap hazards and risks Identify minor and major accidents Students read definitions and identify minor/major accidents from a range of scenarios.</p> <p>Describe the uses of RIDDOR Students research RIDDOR and the law</p> <p>Explain RIDDOR and explain the difference between accidents using appropriate examples Students make a list of what should be on an accident form and design an accident form.</p>	
12 PPE	B2 Appropriate personal protective equipment (PPE)	What PPE should we use when dealing with different animals.	<p>Retrieval quiz</p> <p>Identify different types of PPE Students make a list of different PPE equipment</p> <p>Describe various types of PPE Students complete a table describing different types of PPE</p> <p>Explain which item of PPE should be used and when Students complete a table identifying PPE to be used for 3 different animals and explaining why it should be used.</p>	
13 Reasons for handling animals	B3 Handling and Restraint	What is safe behaviour and handling techniques for different animals.	<p>List examples of safe behaviour Student make a mind map of unsafe behaviour when approaching animals</p> <p>Describe reasons for handling animals Students unscramble words relating to reasons for handling animals</p> <p>Explain why some animals are handled differently</p>	

			Students work independently reading task and answering questions regarding when and why animals are handled	
14 handling and restraint equipment	B3 Handling and Restraint	What types of restraint equipment can be used to support animal handling?	<p>List restraint equipment Students make a mind map of different restraint equipment.</p> <p>Describe how the restraint equipment is used Students complete a table describing how each piece of equipment is used</p> <p>Explain why restraint equipment is used Students complete a table explain why each piece of equipment is used</p>	
15 Planning for handling	B4 Planning for animal handling and restraint	What are the different steps you need to take when handling an animal?	<p>Identify risks and hazards and PPE Students write a risk assessment and select correct PPE</p> <p>Create a simple plan to handle a specific animal</p> <p>Write a comprehensive plan including accident reporting, restraint equipment and safe behaviour</p>	
16 Practical lesson handling Dog	C1 Safe handling and restraint of animals C2 Selecting and using appropriate animal handling and restraint equipment	What are the correct handling techniques to handle and restrain a dog and a bearded dragon?	<p>Display safe behaviour Student recap safe behaviour</p> <p>Handle a dog and a bearded dragon Students display safe behaviour and restraint equipment to handle a dog and bearded dragon</p> <p>Write a diary entry regarding the handling including photographic evidence. Students write a comprehensive diary entry detailing safe behaviour, handling techniques, restraint equipment and how it was used.</p>	
13 Practical lesson handling	C1 Safe handling and	What are the correct handling techniques to handle and restrain a dog and a bearded dragon?	<p>Display safe behaviour Student recap safe behaviour</p> <p>Handle a dog and a bearded dragon</p>	

Bearded dragon	restraint of animals C2 Selecting and using appropriate animal handling and restraint equipment		Students display safe behaviour and restraint equipment to handle a dog and bearded dragon Write a diary entry regarding the handling including photographic evidence. Students write a comprehensive diary entry detailing safe behaviour, handling techniques, restraint equipment and how it was used.	
14 Practical lesson handling Guinea pig	C1 Safe handling and restraint of animals C2 Selecting and using appropriate animal handling and restraint equipment	What are the correct handling techniques to handle and restrain a Guinea pig.	Display safe behaviour Student recap safe behaviour Handle a Guinea pig Students display safe behaviour and restraint equipment to handle a dog and bearded dragon Write a diary entry regarding the handling including photographic evidence. Students write a comprehensive diary entry detailing safe behaviour, handling techniques, restraint equipment and how it was used.	
16-20	Task 1 PSA	Complete coursework	Learners complete Task 1 of the PSA. 2 hours should be spent on monitored preparation, and then they will need access to the notes made during this time for the assessment.	
21-24	Task 2 PSA	Complete coursework	Learners complete Task 2 of the PSA. Learners will require: <ul style="list-style-type: none"> • Information on the animals that will be handled and restrained, as provided by the teacher. • A range of animal handling and restraint equipment where appropriate. • Computer access. 	

25- 27	Task 3 PSA	Complete coursework	Learners complete Task 3 of the PSA. Learners will need to follow the plans they put together for Task 2 and will require: <ul style="list-style-type: none"> • Access to a range of handling and restraint equipment. • Two animals of different species. • Video recording devices (for example tablets or video recorders). 	
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Year 2 - Component 2 – Animal housing

Lesson	Criteria	Learning question	Outcomes	Links
1 -3 Suitable animal accommodation	A1 Factors that affect the suitability of animal accommodation	What is an unsuitable accommodation for animals	<p>State the 5 welfare needs of an animal. Students produce a mind map of animal welfare needs</p> <p>Describe the effects on animal welfare due to unsuitable accommodation Students given photographs of suitable/unsuitable accommodation and discuss if they need the welfare needs of the animal it houses. Including smaller/companion animals</p> <ul style="list-style-type: none"> • reptiles • birds • invertebrates • large/livestock animals <p>Explain how accommodation can be improved to meet the welfare needs of an animal. Students discuss how the accommodations can be improved. Research task - learners to work in pairs or small groups to create posters about the factors that affect how accommodation needs to meet the needs of the animals.</p>	
4-7 Types of animal accommodation	A2 Types of animals accommodation	What are suitable accommodations for different animals	<p>Discuss the suitability of bedding for different animals Students given a sample of different bedding and asked to discuss its suitability for different animals</p> <p>Investigate the properties of different bedding Students investigate the</p>	

			<p>properties of each bedding type using a combination of practical methods and internet-based research, based on the following questions as a minimum:</p> <ul style="list-style-type: none"> • What quantity is needed? • How safe is it to be used with different animals? • How absorbent is it? • How frequently would it need to be changed for different animals? Are there any particular methods of disposal that are required or should not be followed? • How expensive is it? <p>Research the housing and accommodation requirements for a chicken, bearded dragon, and a guinea pig</p> <p>Students independently research housing and accommodation requirements for given animals and make instruction leaflets or posters.</p>	
7-15 Preparing animal accommodation	B1 Prepare animal accommodation B2 Carrying out safety Checks	How can we safely prepare an animal accommodation	<p>Identify steps in preparing animal accommodation</p> <p>Students create a check list of the steps involved in preparing housing and accommodation for a particular animal</p> <p>Discuss health and safety measures</p> <p>Students share their ideas of the health and safety hazards that may be involved in preparing accommodation and the control measures that should be implemented to maintain personal health and safety prior to practical experience of preparing accommodation</p> <p>Prepare animal accommodation</p> <p>Students prepare accommodation for bearded dragon, guinea pig and chicken and carrying out peer review activities, feeding back on how others have prepared the accommodation.</p>	
16 - 24 Cleaning animal accommodation	C1 Cleaning animal accommodation and disposal of waste C2 Maintain and clean equipment	How do we clean out animal accommodation?	<p>Identify the needs for hygiene animal accommodation, making links to animal welfare</p> <p>Students discuss How frequently accommodation needs to be cleaned</p> <ul style="list-style-type: none"> • When it is appropriate to carry out spot cleans versus a full clean out • What equipment, chemicals and materials should be used to clean: <ul style="list-style-type: none"> o vessels used for feed and water 	

			<p>o floors and walls</p> <ul style="list-style-type: none"> • What should be done with uneaten food, waste bedding and substrate <p>Investigate legislation regarding disposal of chemicals and use of PPE</p> <p>Students research why animal-safe disinfectants are used and why others are not appropriate, what PPE must be worn and how to dispose of chemicals safely.</p> <p>Developing skills to clean out different animal housing and accommodation.</p> <p>Students watch videos of different accommodation being cleaned and encourage learners to identify instances of good and poor practice.</p> <p>Students complete Sequencing activity that allows learners to correctly sequence the steps involved in cleaning out housing and accommodation for two different animals.</p> <p>Students clean out different bearded dragon, chicken and Guinea pigs housing and accommodation.</p>	
26-28	PSA Task 1		Learners complete Task 1 of the PSA	
29-31	PSA Task 2		<p>Learners complete Task 2 of the PSA. Learners will require:</p> <ul style="list-style-type: none"> • Access to animal accommodation • Materials, fixtures and fittings, tools and equipment, including PPE needed for the preparation of selected animal accommodation. • Video recording devices (for example mobile phones, tablets). <p>2 hours</p> <p>All content in topic C Assessment: Learners complete Task3 of the PSA. Learners will require</p>	
33	PSA Task 3		<p>Learners complete Task3 of the PSA. Learners will require:</p> <ul style="list-style-type: none"> • Access to animal accommodation. • Equipment, tools, cleaning materials and PPE suitable for cleaning the selected animal accommodation. • Video recording devices (for example mobile phones, tablets). 	
34-35	PSA Task 4		Learners complete Task 4 of the PSA. Learners will require:	

			<ul style="list-style-type: none"> • Access to learner video recordings of preparation, maintenance and cleaning of selected animal accommodation. • Access to computers for word processing work. 	
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Year 3 – Component 3 – Animal health and welfare

Lesson	Criteria	Learning question	Outcomes	Links
1 Daily visual health checks	A1 Signs of health	How do I carry out visual daily health checks in animals?	<p>Identify when to handle an animal. Students create a mind map of reasons why animals need to be handled.</p> <p>Describe how to check ears, mouth, eyes, skin and fur, limbs and paws, anus and genitals. for dogs, cats, chickens, bearded dragons, goats and rabbits. Students create table of information describing each check for each animal</p>	
2 Weekly health checks	A1 Signs of health	How do I carry out weekly physical health checks in animals?	<p>Identify when to handle an animal. Students create a mind map of behaviors displayed and when not to handle</p> <p>Describe how to check ears, mouth, eyes, skin and fur, limbs and paws, anus and genitals for dogs, cats, chickens, bearded dragons, goats and rabbits. Students create table of information describing each check for each animal</p>	
3 Monthly Physical health checks	A1 Signs of health	How do I carry out monthly physical health checks in animals?	<p>Describe how checks are recorded. Students make a note of how these tests are recorded</p> <p>Explain what a quantitative veterinary check is. Students make a mind map of different quantitative tests</p> <p>Describe weight gain and loss, temperature in mammals, birds, and bearded dragons. Students check their own pulse, check the pulse of an animal and compare.</p>	

			Create a fact file of how to complete monthly checks.	
4 Animal diseases	B1 Animal diseases	What are animal diseases and how they are transmitted?	<p>State the cause of disease - bacteria, viruses and fungi. Students make a list of pathogens</p> <p>Explain how diseases can be transmitted. Students make a mind map of modes of transmission</p> <p>Explain zoonotic diseases. Use glossary to define the key word</p> <p>Describe notifiable diseases. Students create a flow chart of procedures for notifiable diseases and give examples.</p> <p>Describe the vaccinations required for different animals' species Students create a fact file of vaccinations needed for each animal.</p>	
5 Common animal diseases	B1 Animal diseases	What are the symptoms, treatment, and prevention of common animal diseases?	<p>List the symptoms of salmonella, myxomatosis and ringworm. Students create an information leaflet listing the symptoms</p> <p>Describe the treatment of salmonella, myxomatosis and ringworm Students create an information leaflet describing the treatment methods</p> <p>Describe how to prevent salmonella, myxomatosis and ringworm Students create an information leaflet explaining to pet owners how these diseases can be prevented.</p>	
6 Ectoparasites	B1 Animal diseases	What are ectoparasites, their symptoms, prevention, and treatment.	<p>Define a parasite. Students write a definition for the keyword</p> <p>Describe what an ectoparasite is. Students describe what an ectoparasite is and give examples</p> <p>Describe a symptoms, treatment and prevention for fleas, ticks and mites.</p>	

			Students create an information leaflet explaining to pet owners the symptoms, treatment and prevention of ectoparasites	
7 Endoparasites	B1 Animal diseases	What are endoparasites, their symptoms, prevention, and treatment.	<p>Define an endoparasite. Students describe what an ectoparasite is and give examples</p> <p>Describe a symptoms, treatment and prevention for tape worms and round worms. Students create an information leaflet explaining to pet owners the symptoms, treatment and prevention of endoparasites</p>	
8 Animals in society	C1 Animals in society	What are the different roles of animals in society	<p>Describe some roles of animals Students create a mind map of different animal roles</p> <p>Define companion animal Students write a definition for the word companion animal</p> <p>Explain the role of companion animals Students complete a quiz about roles of animals</p>	
9 Protecting animals	C2 Animal organisations and legislation	What organisations protect animals?	<p>Name some animal organisation Students make a list of organisations</p> <p>Describe the role of animal organisations Students write s description of the roles of several organisations</p> <p>Research the roles of different animal organisations Students select 2/3 organisations to research and produce a poster</p>	
10 Legislation	C2 Animal organisations and legislation	What legislations are in place to protect animals	<p>Recap 5 welfare needs</p> <p>Name the main animal welfare legislation Students list the main legislation</p> <p>Describe how this legislation protects animals Students write a brief outline of each legislation</p> <p>Research relevant animal legislation Students research animal legislation and produce a poster for a vet practice</p>	

11-12 Animal housing and care	A2 Animal housing and care		<p>Recap suitable animal accommodation</p> <p>Select suitable accommodations for different animals</p> <p>Suggest changes to adapt accommodation for different animals</p> <p>Research appropriate animal accommodation Design an information leaflet about the housing and care required for a specific animal including How to identify the animal</p> <ul style="list-style-type: none"> • Types of suitable feed according to the life and health status of the animal, how the feed should be provided, anything that may be poisonous or toxic etc • What the exercise requirements for the animal are • How the health of the animal needs to be maintained, e.g. grooming, nail clipping, vaccinations, worming • Training • Financial considerations such as pet insurance and costs for feed and housing • What arrangements may need to be made if the owner wants to go on holiday 	
13 +	Revision lessons and mock exams.			