



Animal Science KS4 Scheme of Work

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Please note that the points listed within this box are covered off within 'Point Five of our Curriculum Policy Part 2' – 'How We Do It'. We originally had all of this information listed on each individual Scheme of Work however this became less effective for ADO staff, making the documents more clunky and worse for the environment when we were required to print!

- Teaching, Learning and Assessment Methods
- Equality Diversity and Inclusivity
- Identifying Gaps in Learning and how we Close Those Gaps/
How we Support Students Exceeding Expectation
- Personal, Social and Employability Skills
- Declared Disability/ Support Needs

ANIMAL SCIENCE - CURRICULUM – KS4 SCHEME OF WORK



YEAR 10 SCHEME OF WORK				
	Topic Overview	Learning Outcomes	Minimum Core Skills	Assessment & Tracking
Y10 Term CP1 Sept-Oct (6 weeks)	Small Animal Care: Reptiles and Amphibians AQA UAS 77191	<ul style="list-style-type: none"> ▪ Be able to recognise two reptile species and two amphibian species commonly kept as pets ▪ Learn what foods are required to feed the four chosen species ▪ Provide clean water using suitable vessels for the chosen animals ▪ Learn how to correctly handle the chosen animals (if actual handling is a parameter for a student, if they can confidently explain the process step by step, then this will suffice) ▪ Understand how to safely move the chosen animals in to a separate holding area ▪ Learn how to clean out the vivarium's of the chosen animals ▪ Understand the importance of the correct disposal of soiled materials ▪ Independently prepare the vivarium with suitable materials for the chosen animals ▪ Recognise basic signs of health of each of the chosen animals ▪ Adhere to the health and safety issues when working with the chosen animals ▪ Learn the basic signs of ill health in the chosen animals ▪ Learn the importance of correct diet for the chosen animals ▪ Ascertain the correct terminology relating to the chosen animals 	<ul style="list-style-type: none"> ▪ Speaking with and listening to peers and educator ▪ Participating in group discussions (collaborative) ▪ Science- understanding the different food cycles for the species ▪ Geography- where the species come from, understanding the term 'alien species' ▪ Science- Specie anatomy ▪ PSHE/Sensory/life skill- understanding what is required to care for the animals, and link it back to the student and their lives ▪ Science- zoonotic diseases ▪ Conservation- recycling and disposing of soiled materials ▪ Science- health checking (reading from a checklist and ticking when complete with any notes) ▪ Health and Safety- responsibility skills ▪ Science PSHE and Physical Education- Nutrition and healthy lifestyles ▪ Reading writing and retaining the correct terminology ▪ ICT for research 	<ul style="list-style-type: none"> ▪ Baseline test at start of the term, asking students to list or verbalise colours they think that they already know about reptiles and amphibians ▪ Observing the communication skills from each student with one another ▪ Engineer effective classroom discussions ▪ Provide feedback that is nurturing and brings the learners forward ▪ What am I quiz- track attainment from results that students give when asked to determine if specific species are in the reptile family, or in the amphibian family ▪ Geographical fact find- based on the animal classification, activities to highlight if the student understands where the animals originate from and why ▪ Risk assessing- track holistically and determine if student understands the difference between a risk and a hazard, and what may present when working with such animals ▪ Observations of a students literacy and ICT skills and how independent they are
Y10 Term CP2 Nov-Dec	Providing General Animal Enrichment AQA UAS 111439	<ul style="list-style-type: none"> ▪ Learn what the appropriate materials are to provide enrichment for the students chosen animal 	<ul style="list-style-type: none"> ▪ Listen to educator who will demonstrate a lecture approach when explaining what enrichment 	<ul style="list-style-type: none"> ▪ Multiple choice quiz after lecture approach for students to chose

ANIMAL SCIENCE - CURRICULUM – KS4 SCHEME OF WORK



<p>(6 weeks)</p>	<p>Small Animals: Claw Trimming AQA UAS 105916</p>	<ul style="list-style-type: none"> ▪ Design and create appropriate enrichment with the chosen materials ▪ Learn how to safely give the enrichment to the chosen animal ▪ Observe the animal ▪ Explain at least two reasons why it is important to provide animals with enrichment <ul style="list-style-type: none"> ▪ Indicate where the claw trimmers should be kept ▪ Seek support, verbally ask for someone to help restrain the animal so the claws can be trimmed ▪ Learn what the correct amount of claw is to be trimmed ▪ Demonstrate how to safely restrain an animal ▪ Explain why animal claws must be trimmed ▪ Explain the importance of trimming the correct amount and not removing too much (cutting the quick) ▪ Show an understanding of what could happen if too much claw was removed 	<p>means, and what to consider when making enrichment</p> <ul style="list-style-type: none"> ▪ Cognitive and Independence- student to chose what animal they would like to make enrichment for ▪ ICT, research what that animal may like, and what the Health and Safety parameters are when working with the chosen animal ▪ PSHE animal observations ▪ Design and Technology – creating the enrichment ▪ Mathematics- measuring the enrichment up, ensuring that the dimensions work <ul style="list-style-type: none"> ▪ Language and communication- explaining logically where claw trimmers should be kept, and why ▪ Physical/ drama/ role play- showing the correct way to restrain the chosen animal, and demonstrate how to treat the claw if too much is removed (animal first aid) ▪ ICT – look at videos and images of claws that may have been cut too short, and find the anatomy of the claw/ quick. (videos if appropriate for individual students) 	<p>two reasons why it is important to give enrichment</p> <ul style="list-style-type: none"> ▪ Holistic assessment with ICT usage, see if the student can negotiate the technology/ how much support they require ▪ Mathematics- observation on how the student cognitively processes the task and if they understand the correct measurements and size of the enrichment for the chosen animal ▪ PSHE- educator to use open ended questions about body language to see if the student appropriately is reading the animals reactions <ul style="list-style-type: none"> ▪ Questions and answers, quizzing the students verbally (or can be written if students are more comfortable) ▪ Repeating the demonstration (teach the teacher approach) ▪ Confidence building through role play, identifying how comfortable the students are to carry this out ▪ Formative technology observation
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ANIMAL SCIENCE - CURRICULUM – KS4 SCHEME OF WORK



		<ul style="list-style-type: none"> Give a role play demonstration as to what actions should be taken if too much claw was removed 		
<p>Y10 Term CP3 Jan-Feb (6 weeks)</p>	<p>Exploring Animals and Their Jobs with Support AQA UAS 112686</p>	<ul style="list-style-type: none"> Take part in a group discussion about the different types of animals within the world of work (e.g. a police dog) Choose one animal from the world of work to explore further Create a poster using symbols and pictures to show the role of this animal in the world of work Show pictures to match the animal to the job they do (e.g. sniffer dog) Take part in at least three visits in school, looking at the role of animals in the world of work (e.g. therapy dog, horses for ploughing/ eventing, chickens for food cycles) 	<ul style="list-style-type: none"> Listening and speaking skills ICT- research different animals and their jobs Writing skills- poster Creativity- poster Teamwork- matching the job to the animal task PSHE- life skills, discussions about the jobs of three different animals 	<ul style="list-style-type: none"> Observation on the students and their literacy and communication skills Functional skills benchmark on ICT and where students are when creating the poster digitally Assessing handwriting skills and tracking progress Collaborative and open ended conversations between students and educators about jobs that they may like to do in the future. Use the working animals as a form of role play, and helping to open up the conversation
<p>Y10 Term CP4 Mar-Apr (6 weeks)</p>	<p>RSPCA: Studying Dog Welfare Needs and Behaviour AQA UAS 112062</p>	<ul style="list-style-type: none"> Learn how to put a collar, harness and lead on a dog Learn how to walk a dog on a lead Learn how to groom a dog Understand how to train a dog to do a new trick (e.g. sit) Be able to identify when a dog is scared or nervous Be able to identify when a dog is happy or playful Be able to recognise that animals are sentient beings Learn at least three of the five welfare needs 	<ul style="list-style-type: none"> Learning about sentient beings- ICT- Research (it has something to do with the senses. The initial spelling sent- or sense- is often a giveaway for such a meaning. A sentient being is one who perceives and responds to sensations of whatever kind - sight, hearing, touch, taste, or smell). Listening and processing skills when watching demonstrations of how to carry out the tasks PSHE understanding social cues and body language Science- predator/prey Welfare- Five Freedoms of Animal Welfare 	<ul style="list-style-type: none"> Multiple choice quiz based on dog behaviours and body language. Students to tick which characteristic matches the image in front of them (e.g. dog standing up alert, tail up, bright eyed, confidently with a human, eating) all highlight that a dog is happy Literacy formative assessment on the five senses, and also on the five freedoms

ANIMAL SCIENCE - CURRICULUM – KS4 SCHEME OF WORK



<p>Y10 Term CP5 May-Jun (6 weeks)</p>	<p>Animal Care: Dogs AQA UAS 111114</p>	<ul style="list-style-type: none"> ▪ Learn how to train a dog to the basic control commands, i.e. sit, down, stand, leave, heel and come ▪ Learn what is suitable equipment for training a chosen breed of dog the basic control commands ▪ Understand the suitable rewards for training ▪ Learn how to reward the dog at a time that will promote the desired behaviour ▪ Be able to list suitable equipment to groom the chosen breed ▪ Learn out to carry out basic day to day grooming of the chosen breed ▪ Be able to identify basic signs of health in dogs ▪ Explain how to identify the sex of a dog and a bitch ▪ Understand the health and safety issues when working with dogs ▪ Learn the importance of timing when giving rewards to a dog ▪ Gain knowledge on the basic signs of ill health in dogs ▪ Learn the responsibilities of dog ownership ▪ Learn the dog's need for exercise ▪ Understand the dog's need for mental stimulation ▪ Learn how to provide a balanced diet for a dog ▪ Understand how to control internal and external parasites in dogs ▪ Explain the main reasons for neutering dogs and bitches. 	<ul style="list-style-type: none"> ▪ Listening skills ▪ Concentration skills ▪ Resilience- when training a dog (patience) ▪ ICT researching different dog trainers, tricks and commands ▪ ICT or reading- looking up what the chosen dog specie should have as a reward. ▪ Read through catalogues/ or visit a pet shop to look at different equipment that may be needed ▪ Research the care needs of the chosen breed, and create a fact sheet on it. (i.e. does it need grooming/hypoallergenic etc) can be done by hand or online ▪ Mathematics- counting and understanding when to reward the dog ▪ Science- dog anatomy and characteristics for good and ill health ▪ Science- nutrition and diets for dogs ▪ Science- parasitic infestations that can harm dogs and how to prevent them ▪ Science & Mathematics - reproduction neutering/ breeding/ pregnancy cycles 	<ul style="list-style-type: none"> ▪ Debate between students as to whether they feel dogs should have a food reward, or if this is a bad idea ▪ Observe the students ability when conducting research online ▪ Set the students a task to skim read to find a key bit of information within text (i.e. 'dog equipment for a cockapoo') this can lead in to the importance of headings and subheadings to make a task eye catching ▪ Assess the punctuation and grammar on student work ▪ True and false quiz where students have to run to a 'true tree' or a 'false tree' depending on what they think the answer is. This should be done at the end of the course, and should cover information they have learned earlier in the term.
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ANIMAL SCIENCE - CURRICULUM – KS4 SCHEME OF WORK



<p>Y10 CP6 Term CP6 Jun-Jul (6 weeks)</p>	<p>Dog Agility AQA UAS 105489</p>	<ul style="list-style-type: none"> ▪ Get a dog to follow at least three basic voice commands (e.g. sit down, lay, wait) <i>(this can be done by hand commands with our therapy dogs as it will meet individual learning needs for students who are selective mute)</i> ▪ Get a dog to follow at least three basic visual commands ▪ Train a dog a new voice command ▪ Train a dog to follow a new visual command ▪ Command a dog to complete a simple numbered obstacle course, using both voice commands and visual cues ▪ Learn the importance of timing when rewarding a dog ▪ Understand the main benefits of agility training for a dog ▪ Learn the values of at least three different rewards in dog training ▪ Explain the importance of a good diet for a dog ▪ Explain the importance of rest periods for dogs 	<ul style="list-style-type: none"> ▪ Communication skills- enables students to see the natural instincts of a dog ▪ Science- understanding the dogs need to run, chase and hunt (lifecycles) ▪ PSHE and relationship building, helping to bond students to dogs ▪ Mathematics, the importance of timing when training a dog ▪ Sport and movement- great exercise for the dog and student ▪ Imagination skills- creating a course, considering Health and Safety concepts that may arise 	<ul style="list-style-type: none"> ▪ Holistically observe the students working with the dogs, see how much they have learned about natural instincts and how our behaviours can affect a dogs ▪ Science lifecycle quiz ▪ Team work, see the students support one another by counting in the timings ▪ Creativity- use a scaling system on how natural the student finds it to create a course, and if it considers any hazards, or risks that may occur
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YEAR 11 SCHEME OF WORK				
	Topic Overview	Lesson Outcomes	Minimum Core Skills	Assessment and Tracking
<p>Y11 Term CP1 Sept-Oct (6 weeks)</p>	<p>Basic Animal Husbandry: Pygmy Goats AQA UAS 99539</p>	<ul style="list-style-type: none"> ▪ Learn how to clean out the goats external enclosure and stable ▪ Learn what is adequate food and water levels for the goats, ensuring the quantities are correct for their size 	<ul style="list-style-type: none"> ▪ Listening skills- ensuring that the educator is listened to when giving information about caring for goats ▪ Mathematics- fractions and weights to ensure goats are not under/over fed 	<ul style="list-style-type: none"> ▪ Track students listening skills against their progress last term ▪ Create a quiz that incorporates different fractions and weights in lbs/kgs etc to see if they can decipher between them

ANIMAL SCIENCE - CURRICULUM – KS4 SCHEME OF WORK



		<ul style="list-style-type: none"> ▪ Gain the skills to monitor the goats general health and well-being against a given set of criteria ▪ Be able to present a two minute discussion about the general health of pygmy goats 	<ul style="list-style-type: none"> ▪ Science- nutrition- herbivores ▪ Language and communication skills, through giving a presentation/discussion ▪ ICT – looking up facts about pygmy goats to be added in to the discussion 	<ul style="list-style-type: none"> ▪ Answering questions at random about herbivore/omnivore/carnivore classifications ▪ Observation and teacher checklists to see if they are where they should be when using technology
<p>Y11 Term CP2 Nov-Dec (6 weeks)</p>	<p>Pig Husbandry AQA UAS 110779</p>	<ul style="list-style-type: none"> ▪ Students to learn at least two operations performed on piglets (e.g. injections/ tail cutting) ▪ Learn the main features of the pig breeding cycle ▪ Learn at least two noticeable pig diseases ▪ Be able to recognise at least two different breeds of pigs ▪ Be able to recognise the main signs of good health in pigs ▪ Be able to feed a pig ▪ Manage a pig pen, and clean it out ▪ Be able to tell boars and sows apart 	<ul style="list-style-type: none"> ▪ Watching PowerPoint presentation on pigs (ICT, Visual) ▪ Science – operations breeding and diseases ▪ Reading articles about pig health ▪ Health and Safety – when in a pig pen ▪ Science- Nutrition when feeding a pig ▪ Mathematics- understanding the correct measurements and food quantities for the pigs ▪ Logical thinking- be able to focus on what a pig may need in their pen and how to manage the process (breaking tasks down etc) 	<ul style="list-style-type: none"> ▪ Baseline, team work quiz. Place out a wide variety of resources and equipment. Encouraging pairs or groups of three to discuss what they think they need to complete the task for the pig care ▪ Formative game- match the measurement quantities up for Maths ▪ Literacy and Communication- assess how a student can manage a plan that they create when caring for the pigs (giving them a sense of ownership- can be done on clipboard)
<p>Y11 Term CP3 Jan-Feb (6 weeks)</p>	<p>Finding out about Different Groups of Animals AQA UAS 108616</p>	<ul style="list-style-type: none"> ▪ Be able to choose one animal to find information about from a group of animals, e.g. reptiles, crustaceans, mammals ▪ Obtain at least three pictures of the animal ▪ Be able to find out where the animal lives, what it eats and its typical behaviours ▪ Identify at least two characteristics which all the animals in the group have in common ▪ Be able to share with other members of the group, the characteristics which the groups of animals have in common 	<ul style="list-style-type: none"> ▪ Visual/ communication look at images of different animals to help those who may struggle to think about different animals ▪ Technology- capturing images of the chosen animal, or locating them from magazines or online ▪ ICT to then research more facts about some animals to help the student chose ▪ Wildlife books (pictorial) available for students to read and look at 	<ul style="list-style-type: none"> ▪ Cognitive processing observations, using a cognition and learning scale, mark students on where they are when making their choice of animal (i.e. do they take too long to make a decision) ▪ Comparable tests- do students identify quickly animal similarities ▪ Formative assessment based on the partner working between the pairs. Track their progress on reading, listening, initiating and

ANIMAL SCIENCE - CURRICULUM – KS4 SCHEME OF WORK



			<p>images when looking for an animal</p> <ul style="list-style-type: none"> ▪ ICT creating a fact sheet about the animal group they chose ▪ Geography- from researching their chosen animal, looking on maps to locate where they originate from, and the natural habitats they have ▪ Communication/ reading/ literacy- working in pairs, read each other's fact sheets and ask a question about the fact sheet. This could include the characteristics in which the animals have in common 	<p>reciprocating conversation, appropriate questions. All of which are transferrable skills</p>
<p>Y11 Term CP4 Mar-Apr (6 weeks)</p>	<p>The Role of Animals and Animal Organisations AQA UAS 111482</p>	<ul style="list-style-type: none"> ▪ Be able to describe at least five different roles of animals in society ▪ Describe the main roles, missions and responsibilities of at least five different animal-related organisations that safeguard the welfare of animals 	<ul style="list-style-type: none"> ▪ PowerPoint- ICT- listening to educator who is delivering a presentation of different roles of animals in society ▪ ICT- conduct own research on how many different animal roles there are in society ▪ Mathematics – obtain statistics on findings (i.e. percentages of different animal jobs) ▪ English (language, communication, reading, writing) create a detailed poster that covers essential information for the public that they can use to find animal welfare organisations 	<ul style="list-style-type: none"> ▪ Observe students abilities to manage impulse control, checking they understand appropriate behaviour when listening to a presentation ▪ Social, Emotional, Mental Health- resilience when presented with welfare stories ▪ Timed ICT assessment, set key outcomes students need find online/ create within a set time. (e.g. find five facts about the RSPCA) ▪ Empathy and compassion for others- appropriate behaviour when looking at difficult cases
<p>Y11 Term CP5 May-Jun (6 weeks)</p>	<p>Ferret Handling AQA UAS 110189</p>	<ul style="list-style-type: none"> ▪ Learn how to safely pick up a ferret ▪ Learn how to safely handle the ferret, correctly ▪ Demonstrate how to put a harness on a ferret, ensuring the harness is secured 	<ul style="list-style-type: none"> ▪ Anatomy and Physiology- of a ferret, discussing flexibility ▪ Problem solving skills, demonstrating patience when the ferret wiggles 	<ul style="list-style-type: none"> ▪ Collaborative quiz- allow students to answer questions about 'fun ferret facts', allowing the discussions to be open, and

ANIMAL SCIENCE - CURRICULUM – KS4 SCHEME OF WORK



		<ul style="list-style-type: none"> ▪ Take part in a short ferret walk ▪ Remove the ferret from the harness ▪ Return the ferret back to the enclosure ▪ Learn background history of ferrets and how they have been used ▪ Learn about what ferrets need to survive 	<ul style="list-style-type: none"> ▪ Health and Safety- footwear when working with a ferret ▪ Risk assessing- completing a visual or written risk assessment prior to taking the ferret out, and reporting any concerns to the Animal Educator ▪ ICT/reading- researching ferret jobs ▪ Science- dietary requirements of a ferret (carnivore) 	<ul style="list-style-type: none"> ▪ encourage cross curricular discussions ▪ Observing students abilities to carry out tasks that will not be easy to see how their emotional resilience presents ▪ Carnivore classification activity (See if students can pick out relevant characteristics that carnivores need to survive to include teeth to rip meat, and predatory instincts).
<p>Y11 Term CP6 Jun-July (6 weeks)</p>	<p>Working Independently in Animal Care AQA UAS 112318</p>	<ul style="list-style-type: none"> ▪ Provide feed for a minimum of two different farm animals ▪ Maintain accommodation for at least two different types of farm animal ▪ Carry out a health check on at least two farm animals ▪ Complete accurate husbandry records for a minimum of two farm animals ▪ Understand the importance of health and safety for humans and animals during routine husbandry tasks ▪ Understanding the importance of completing husbandry records for farm animals ▪ Evaluating current care plans for at least two animals on the farm 	<ul style="list-style-type: none"> ▪ Mathematics- collating correct quantities of food for the specific farm animals ▪ Sensory- utilising senses when making up the feeds ▪ Science/ PSHE- health checking, link back to the importance of self-care ▪ English- reading the health and husbandry records for the farm animals, and update them accordingly ▪ Comparing care plans against those that are researched, ensure that they meet the requirements of the five freedoms of animal welfare. 	<ul style="list-style-type: none"> ▪ Holistic observations of students working out the correct quantities of foods ▪ Sensory input observation- look for any impulses or over/under stimulations to different inputs. This could help with meeting individual sensory requirements of students ▪ Complete a formative test based on the reading and writing/ punctuation skills that the student presents when working with the husbandry records. ▪ AQA UAS Summary Sheet