

# Key Stage 4 Long-Term Plan: BTEC Level 1/ Level 2 Tech Award in Animal Care

<b>Years Covered:</b> 10-11		<b>Academic Years:</b> 2026-2028	
<b>Exam Board:</b> Pearsons BTEC		<b>Qualification:</b> Level 1/ Level 2 Tech Award in Animal Care	<b>Specification Code:</b> 603/7057/9
<b>Progression from KS3</b>		<b>Preparation for post 16</b>	
<b>Assessment overview – 3 components involving internal and external assessment – both written and practical</b>			
<b>Assessment Type</b>	<b>Weighting</b>	<b>When</b>	<b>Content Covered</b>
Component 1 - Practical		February 2027	
Component 1 - Written		February 2027	
Component 2 - Practical		June 2027	
Component 2 - Written		June 2027	
Component 3 – Written	100%	June 2028	

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## Year 10

Half Term	Topic/Unit	Key Knowledge & Skills	Assessment	Cross-curricular Links
Autumn 1	Introduction to Animal Handling	<p>Understand animal behaviours and their impact on how animals are handled and restrained.</p> <p>Undertake preparation for safe animal handling and restraint</p> <p>Understand the impact of the animal welfare industry.</p> <p>General animal care.</p>	<p>Observed preparation of PPE for animal handling</p> <p>Observed handling of two types of animal and reaction to behaviour.</p> <p>Draft report writing on animal behaviour and impact on behaviour and restraint.</p>	<p>Science – Biology</p> <ul style="list-style-type: none"> <li>• Animal reproduction</li> <li>• Animal behaviour</li> <li>• Animal welfare</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>• Report writing</li> <li>• Reading for research</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Calculation for food requirements, space requirements and water requirements.</li> </ul>

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Half Term	Topic/Unit	Key Knowledge & Skills	Assessment	Cross-curricular Links
Autumn 2	Component 1: Animal Handling	<p>Nature vs learned behaviour</p> <p>Behavioural Indicators both internal and external</p> <p>Causes of animal behaviours and impact on handling</p>	<p>Observation of understanding of the difference between internal and external behavioural indicators.</p> <p>Practical demonstration: creating a calm environment for handling animals</p> <p>Written report of internal vs external behavioural influences.</p>	<p>Biology:</p> <ul style="list-style-type: none"> <li>• Innate behaviour</li> <li>• Reflexes</li> <li>• Fixed Action Patterns</li> </ul> <p>English:</p> <ul style="list-style-type: none"> <li>• Written word – descriptive writing for observation.</li> </ul>
Spring 1	Safe Animal Handling	<p>Safe Handling Techniques</p> <p>Risk Assessment – health, safety and</p>	<p>Written safety and risk assessments</p> <p>Prescribing of PPE equipment</p>	<p>Biology:</p> <ul style="list-style-type: none"> <li>• Disease and spread of infection</li> <li>• Treatment of wounds</li> </ul>

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		<p>welfare assessment and accident reporting</p> <p>Understanding and use of PPE</p> <p>Planning and practical approach to animal handling and restraint</p>	Observation of approach to safe animal handling and restraint.	<p>Science:</p> <ul style="list-style-type: none"> <li>• Hazard avoidance</li> <li>• Chemically clean area preparation</li> </ul> <p>English:</p> <ul style="list-style-type: none"> <li>• Written report writing and development</li> </ul>
Spring 2	Assessment Preparation	Revision and assessment preparation	Practise and revision papers to create effective reports.	
Summer 1	Component 1 Set Assignment		<p>3 x written reports (assessed internally)</p> <p>2x practical assessments (assessed internally)</p>	

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Summer 2	Introduction to Component 2: Animal Accommodation	<p>Purpose of Accommodation</p> <p>Selection of animals to study</p> <p>Housing requirements</p>	Assessment of current learning	<p>Biology:</p> <ul style="list-style-type: none"> <li>• Habitat</li> <li>• Habitat development</li> <li>• Seasonal variance</li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>• Climate change</li> </ul>

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## Year 11

Half Term	Topic/Unit	Key Knowledge & Skills	Assessment	Cross-curricular Links
Autumn 1	Component 2: Housing and Accommodation	<p>Species specific housing</p> <p>Comfort and welfare</p> <p>Environmental enrichment</p> <p>Preparing animal accommodation</p> <p>Safe preparation of animal accommodation</p>	<p>Written assessments of animal needs for housing and welfare</p> <p>Observation of preparation of animal housing</p> <p>Written report of correct PPE to use for animal housing preparation</p>	<p>English:</p> <ul style="list-style-type: none"> <li>• Written report writing</li> </ul> <p>Biology:</p> <ul style="list-style-type: none"> <li>• Habitat features and requirements</li> <li>• Biome understanding</li> </ul>

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Autumn 2	Component 2: Maintaining Animal Accommodation	<p>Cleaning procedures for animal accommodation</p> <p>Infection control</p> <p>Safe use of equipment</p> <p>Disposal of waste – safe practises</p> <p>Equipment maintenance</p> <p>Ongoing revision of current component learning.</p>	<p>Practical assessment of accommodation maintenance</p> <p>Written assessment of procedural approaches</p> <p>Observation of equipment maintenance.</p>	<p>Chemistry:</p> <ul style="list-style-type: none"> <li>Germ maintenance ingredients</li> </ul> <p>Biology:</p> <ul style="list-style-type: none"> <li>Disease and infection spread</li> </ul> <p>Maths:</p> <ul style="list-style-type: none"> <li>Calculations of equipment requirements.</li> </ul>
Spring 1	Component 2 : Set Assignment		<p>3 x Practical</p> <p>1 x Written</p>	

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Spring 2	Component 3: Animal Health and Welfare	<p>Good and poor health</p> <p>Welfare needs</p> <p>Disease transmission</p> <p>Signs of health and ill health and stress</p> <p>Suitability of housing for health and welfare</p> <p>Understanding of disease and micro-organisms</p> <p>Understanding treatment and methods of delivery</p>	<p>Written assessment on the signs of ill health</p> <p>Written observations of animals in care</p> <p>Observations of safe handling of animals to check on health</p>	<p>Biology, Chemistry:</p> <ul style="list-style-type: none"> <li>• Diseases</li> <li>• Micro-organisms</li> <li>• The separations of living organisms by classification</li> </ul> <p>English:</p> <ul style="list-style-type: none"> <li>• Descriptive writing to assess animal welfare</li> </ul>
Summer 1	Component 3: Health, Welfare and Ethics	<p>Animal use in society</p> <p>Ethical considerations</p>	<p>Written reports on the issues surrounding animal welfare.</p>	<p>Geography:</p> <ul style="list-style-type: none"> <li>• Social ethics</li> </ul> <p>History:</p>

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		<p>Organisations to raise the standard of animal welfare</p> <p>Ongoing revision of learning</p>		<ul style="list-style-type: none"> <li>Historical use of animals in society</li> </ul> <p>Politics:</p> <ul style="list-style-type: none"> <li>Non-profits vs government legislation</li> </ul>
Summer 2	Component 3: External Examination	<p>Retrieval techniques</p> <p>Exam technique</p> <p>Application of knowledge</p>	1 x written assessment	