

Topic	Learning Objectives (Intentions)	Lesson Content (Implementation)	Skills and Knowledge to be developed (Impact) <i>E.g. technical and SMSC</i>	Progress Cycle Assessment Scheme
1	<b>Introduction to Travel &amp; Tourism</b>	Course structure, component breakdown and % value for each component. How will I be assessed? What is a synoptic assessment?		
2	<b>Accommodation Providers</b>  LQ: How and why does accommodation vary?	<b>Types of Accommodation:</b> catered – accommodation offering meal options; self-catered – accommodation offering cooking facilities; room only – accommodation offering no meal options or cooking facilities. <b>Key Products and Services:</b> range of property types; bedroom/living accommodation; reception; food, drink and entertainment; leisure and business; conference and events; safety and security; customer service; products and services to improve sustainability, meet changing trends, meet specific needs and enhance the visitor experience	Different types of accommodation including facilities and board. Understand that different visitors have different needs.  Match the visitor to the accommodation type.	<i>List appropriate accommodation and explain how and why different accommodation types exist.</i>
3	<b>Transport Operators</b>  LQ: Why is it important to have a range of different transport options?	<b>Different Types of Transport:</b> road, rail, sea, air <b>Key products and services:</b> different modes of transport; en-route accommodation (seat, carriage, bed, cabin); passenger information and travel advice; carriage of luggage; travel class, upgrades and pre-bookable extras; food, beverage, entertainment and retail; customer service; safety and security; products and services specific to selected modes of transport; products and services to improve sustainability, meet changing trends, specific needs and to enhance the passenger experience.	Different types of transport options. Different class or budget options.  Select different transport options for different visitors.	<i>Explain why different transport options exist.</i>
4	<b>Visitor Attractions</b>  LQ: How and why do different visitor attractions appeal to different people?	<b>Different Types of VA:</b> natural, purpose-built, heritage, key products and services: primary products and services to provide entertainment, interest or education; secondary products and services to improve sustainability, support preservation and conservation, deliver customer service, increase visitor spend, ensure safety/security and enhance the visitor experience	Natural, heritage and purpose built visitor attractions.  Researching local & national visitor attractions	<i>Presentation of different visitor attractions.</i>

5	<b>Tour Operators</b> LQ: What is the role and purpose of Tour Operators?	<b>Types:</b> domestic, inbound, outbound; specialist, mass market <b>key products and services:</b> the production of package holidays/tours as defined by the most current travel regulations; services targeted at meeting specific needs, delivering customer service, improving safety and security, improving sustainability, increasing visitor spend and enhancing the visitor experience.	Different types of tourism plus products & services to meet different needs.  Map work detailing types of tourism	Create a map of UK plotting different types of tourism.
6	<b>Travel Agents</b> LQ: How do travel agents meet the different needs of their customers?	<b>Types:</b> business; retail; home worker; independent, multiple; online travel agencies (OTAs) <b>Key products and services:</b> the sale of leisure and business travel products and services including transportation, accommodation, different types of holiday, ancillary services including car hire, excursions, insurance, foreign exchange, airport parking, attraction and events tickets; customer service.	Different types of travel agents; retail, business, online maniple etc.  Researching different types of products and services as well as ancillary services.	Listing appropriate products and services. Explain how and why travel agents meet needs of customers.  Exam style question.
7	<b>Promotion</b> LQ: How is tourism promoted?	<b>Types:</b> visitor information centre, regional tourism agency, national tourist board <b>Key products and services:</b> information advice and education, marketing, promotion, advice and education, brochures, leaflets, guide books, maps, timetables, exhibitions, events, training, certification, merchandise, customer service.	Know the difference between different marketing methods.  Evaluation – which is best and why?	Critically evaluate different methods of promoting key products and services.
8	<b>Ancillary Services</b> LQ: Why do ancillary services exist?	<b>Types:</b> specialist ancillary providers, ancillary provision as an additional service <b>Key products and services:</b> sale of attraction and event tickets, travel insurance, car hire, airport hotels/parking/lounge access, passport and visa services, foreign exchange; customer service.	Examples of different ancillary services e.g. car rental, travel insurance etc.  Rank importance of ancillary services.	Explain why ancillary services exist?
9	<b>Assessment</b>	Summative Assessment to test knowledge and understanding plus source-based skills.	All knowledge acquired in this unit.  Formulating full exam style responses.	Summative end of unit assessment carried out formally.
10	<b>DIRT – Dedicated Improvement &amp; Reflection Time</b>	Use assessment to identify misconceptions and give students to green pen their work, making necessary improvements. To consolidate and reinforce knowledge and skills.	Teacher to identify and select areas of the unit which might need additional explanation or support.	Green pen activity to re-draft and improve their answers

			Students might also make a key-terms with meanings glossary.	
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**Travel & Tourism**      **Year Group: 10**      **Scheme of Work for: Autumn Half Term 2 (7 Weeks)**  
**Half Term Theme:**  
**A2** The Ownership and Aims of Travel and Tourism Organisations and How They Work Together  
**A3** The Role of Consumer Technology in Travel & Tourism  
**B1** Visitor Destinations  
**B2** Different Types of Tourism and Tourism Activities

Topic	Learning Objectives (Intentions)	Lesson Content (Implementation)	Skills and Knowledge to be developed (Impact) <i>E.g. technical and SMSC</i>	Progress Cycle Assessment Scheme
1	<p><b>Ownership</b></p> <p>LQ: Who owns T&amp;T organisations</p>	<p><b>Private</b> – main aim is to make a profit:  Features – owned or controlled by private individuals or shareholders.  Roles – maximise sales revenue, increase market share, provide and sell travel/tourism products and services o types of travel and tourism organisations may include hotels, airlines, theme parks, travel agencies, tour operators.</p> <p><b>Public</b> – main aim is to provide public services to benefit local communities:  Features – funded and sometimes owned by central, regional or local government  Roles – to provide a service, information, education, promotion, to monitor/control, to support o types of travel and tourism organisations may include visitor information centres, tourist boards, museums, transport providers.</p> <p><b>Voluntary</b> – main aim is to create social impact rather than make profit: o features – independent organisations, owned and run by trustees, funded by grants, memberships, donations, legacies, sales of products and services, entry fees, fundraising o roles – promote, protect, preserve a specific cause, educate and inform, provide a service, support members, provide advice, raise awareness o types of travel and tourism organisations may include museums, information centres, natural or heritage attractions, youth hostels.</p>	<p>Private and public ownership plus volunteers.</p> <p>Discuss the merits of public &amp; private ownership considering motivation of each.</p>	<p><i>Create a table with examples to show the different motivating factors of T&amp;T organisations.</i></p>

2	<b>Organisational Aims</b>  LQ: Do all T&T organisations have the same aims or purpose?	<b>Financial aims</b> may include: selling of goods and services to make a profit; increasing sales and maximising sales revenue; increasing market share; reducing losses; controlling costs; breaking even; managing assets. <b>Strategic aims</b> may include: corporate social responsibility; sustainability; to contribute to the local community; expanding; diversifying; competing; providing high-quality services and products; providing value for money; generating customer loyalty; raising brand awareness; developing new consumer technologies.	Difference between financial and strategic aims.  Summarise key differences	Create a table with examples to show the different motivating factors of T&T organisations.
3	<b>Working Together</b>  LQ: How and why do different T&T organisations work together?	<b>Interrelationships</b> – where there is a close relationship or partnership between two or more travel and tourism organisations for their mutual benefit. <b>Interdependencies</b> – where travel and tourism organisations rely on one another in order to carry out their own roles. <b>Ways of working together include:</b> joint marketing, advertising and promotional activities; providing products and services for other organisations; joint employee incentives/competitions; consultation and expert advice; sharing resources; bulk buying; operating a centralised customer service department. <b>Examples</b> of travel and tourism organisations working together include: hotels offering reduced admission to visitor attractions; tour operators working with hotels and airlines to assemble holiday packages; tour operators working with tourist boards to promote destinations. <b>Reasons for working together</b> include: efficient business operations; increased sales and income; cutting costs; access to customer databases may lead to a wider customer base/new markets; competitive advantage; increased publicity; improved image; explore new markets; develop/improve products/services; employee retention/progression; share ideas/innovations/risk	Partnership, Interrelationship, Interdependencies  Benefit analysis – how and why T&T organisations work together.	Answer exam question on How and why do different T&T organisations work together? Use real examples e.g. Uber & Virgin trains.
4	<b>Consumer Technology</b>  LQ: What types of consumer technology are used in T&T?	<b>Types of consumer technology</b> used by organisations in the travel and tourism industry include: websites; applications (apps); voice recognition; advanced booking systems; wearable devices; GPS technology; touch screen; intelligent keys; webcams; animatronics; p2p (peer to peer); IoT (Internet of Things); VR (virtual reality); AR (augmented reality); AI (artificial intelligence).	Different types of consumer technology  Research different types of consumer technology.	List different types of consumer technology?
5	<b>Advantages &amp; Disadvantages of</b>	<b>Reasons</b> travel and tourism organisations offer consumer technology include: reach a wider audience; attract a new target market; procedure efficiency; improve customer satisfaction; offer	Positives & negatives of using technology in T&T industry.	Evaluate two types of consumer technology.

	<p><b>Consumer Technology</b></p> <p>LQ: What are the advantages &amp; disadvantages of consumer technology in T&amp;T?</p>	<p>new experiences; market research; remain competitive; cost and time saving.</p> <p><b>Advantages and disadvantages</b> for customers and organisations of consumer technology: o advantages include: convenience; accessibility; data security; enables new experiences; flexibility; cost saving; meet customer expectations; time saving o disadvantages include: alienate key markets; unreliable devices; system failure; loss of personal interaction; slow internet speeds; expensive to set up and maintain; risk of hackers.</p>	<p>Compare &amp; contrast consumer technology</p>	
6	<p><b>Types of Visitor Destinations</b></p> <p>LQ: Where do tourists want to visit and why?</p>	<p>Learners will understand that there are <b>different types of destinations in the UK and across the world</b>. They will learn about the different features that can be found in visitor destinations and the extent to which specific features may contribute to a destination's popularity with visitors.</p> <p><b>Types of visitor destination:</b> cities, cultural or historical towns, coastal resorts and countryside areas.</p>	<p>Different types of visitor destinations: seaside resorts, national parks, cultural towns &amp; cities</p> <p>Find out why certain places are popular - presentation</p>	<p><i>Depth study on specific visitor destination.</i></p>
7	<p><b>Features of Tourist Destinations</b></p> <p>LQ: What feature do tourists want from their holidays?</p>	<p><b>Features of destinations:</b></p> <ul style="list-style-type: none"> <li>• natural attractions – features created by nature that attract visitors</li> <li>• purpose-built attractions – attractions built with the specific purpose of attracting visitors</li> <li>• heritage attractions – attractions that are appealing due to their historical past o facilities – buildings, equipment and services that can be used to improve the visitor experience at a destination, including: accommodation; sports facilities; shopping; hospitality venues; transport in and around the destination; arts and entertainment venues; business facilities; festivals/events</li> <li>• climate – impact on peak/off peak seasons, holiday types and tourist activities available.</li> </ul>	<p>Know the key differences between natural, purpose built and heritage visitor attractions.</p> <p>Compare &amp; contrast different visitor attractions</p>	<p><i>Depth study on specific visitor attraction.</i></p>
8	<p><b>Types of Tourism</b></p> <p>LQ: What are the three different types of tourism?</p>	<p>There are <b>three types of tourism</b>, reflecting where people are moving to and from:</p> <ul style="list-style-type: none"> <li>• domestic tourism refers to activities of a visitor within their country of residence and outside of their home</li> <li>• inbound tourism refers to the activities of a visitor from overseas coming into the country</li> <li>• outbound tourism refers to the activities of a visitor outside of their country of residence. (Source: adapted from VisitBritain)</li> </ul>	<p>How are domestic, inbound and outbound tourism different?</p> <p>Using source material from a website</p>	<p><i>Interpret secondary source data. What does it show &amp; why?</i></p>

<p><b>9</b></p>	<p><b>Reasons for Travel</b></p> <p>LQ: How are leisure tourism and business tourism similar or different?</p>	<p>There are specific <b>reasons for travel</b> and a wide range of activities that visitors may engage in at a destination.</p> <ul style="list-style-type: none"> <li>● Leisure tourism – travelling for pleasure, enjoyment, relaxation, celebration; holiday; visiting friends and relatives (VFR); special interest tourism including education, culture, death/tragedy (dark tourism), religion/faith, nature, conservation (ecotourism), sport, adventure, health and wellbeing.</li> <li>● Business tourism – travelling for a job or work away from the usual place of work; includes attending meetings, conferences, exhibitions, events, training, team-building activities.</li> </ul>	<p><b>Similarities &amp; differences between leisure &amp; business tourism.</b></p> <p><b>Analysis &amp; evaluation skills</b></p>	<p><i>Exam style question: How are leisure tourism and business tourism similar or different?</i></p>
<p><b>10</b></p>	<p><b>Assessment</b></p>	<p>Summative Assessment to test knowledge and understanding of all aspects of this unit.</p>	<p><b>Key terms and concepts linked to unit studied.</b></p> <p><b>Extracting information from diagrams, charts and other source-based information.</b></p>	<p>Full summative assessment.</p>
<p><b>11</b></p>	<p><b>DIRT – Dedicated Improvement &amp; Reflection Time</b></p>	<p>Use assessment to identify misconceptions and give students to green pen their work, making necessary improvements. To consolidate and reinforce knowledge and skills.</p>	<p>Teacher to identify and select areas of the unit which might need additional explanation or support.</p> <p><b>Students might also make a key-terms with meanings glossary.</b></p>	<p>Green pen activity to re-draft and improve their answers</p>

Half Term Theme:

B3 Popularity of Destinations with Different Visitor Types

B4 Travel Options to Access Tourist Destinations

Topic	Learning Objectives (Intentions)	Lesson Content (Implementation)	Skills and Knowledge to be developed (Impact) <i>E.g. technical and SMSC</i>	Progress Cycle Assessment Scheme
1	<p><b>Visitor Types</b></p> <p>LQ: Do all visitors have the same needs and expectations?</p>	<p>A visitor is someone travelling to a destination outside their usual environment, for less than a year for any main reason, including holidays, leisure, business, health and education.</p> <p><b>Visitor types</b> include:</p> <ul style="list-style-type: none"> <li>• Families – including multigenerational</li> <li>• Couples</li> <li>• Individuals</li> <li>• Business – groups, individual</li> <li>• Groups – special interest, friend/family, clubs, sports, educational.</li> </ul>	<p>The expectations of different visitor types: families, couples, pensioners etc.</p> <p>Investigate similarities &amp; differences</p>	<p><i>Explain how the needs of different visitor types may be different. Give reasons why?</i></p>
2	<p><b>Travel Options</b></p> <p>LQ: Which travel option is the most suitable for different visitor types?</p>	<p>Learners will understand the meaning of <b>travel and the different types</b>. They will use their knowledge of transport operators and explore the choices of travel available to access tourist destinations. They will investigate the products and services offered to passengers by different transport operators on specific routes. They will learn about the termini, hubs and gateways for travel within, to and from the UK. They will be able to evaluate different travel options, transport operators and/or routes for a specific journey and match for suitability to a given visitor type.</p> <ul style="list-style-type: none"> <li>• Travel is the movement of people between geographical locations. Travel can be done by foot, bicycle, car, motorcycle, train, boat, bus, coach, airplane, ship or other means, with or without luggage, and can be a one-way, single or return trip</li> </ul>	<p>The different travel options available to travelers</p> <p>Selecting appropriate travel options – which is most suitable and why?</p>	<p><i>Mind map and report on different travel options?</i></p>
3	<p><b>Modes of Transport, Hubs &amp; Routes</b></p> <p>LQ: How and why do modes of transport vary?</p>	<p><b>Modes of transport, hubs and routes:</b> There is a range of options for travel to visitor destinations using different modes of transport. These options may depend on the geographical location and accessibility of a destination. For some journeys different routes may be available and/or there may be a choice of transport operator.</p>	<p>Major airport hubs, coach hubs, road &amp; rail networks, sea routes etc.</p> <p>Research and Map work</p>	<p>‘Mapping it out’ – students to use blank UK maps to map out major travel routes/hubs.</p>

		<p><b>Modes of transport:</b></p> <ul style="list-style-type: none"> <li>• Air: short haul, long haul, scheduled, budget, charter/private charter or rail: including regional, national, Channel Tunnel options, heritage, overnight services</li> <li>• Sea: including ferries, boats, ships</li> <li>• Land: including bus, coach, car, taxi.</li> </ul> <p><b>Transport hubs and gateways:</b></p> <ul style="list-style-type: none"> <li>• Airports</li> <li>• bus/coach stations</li> <li>• ferry/cruise terminals</li> <li>• railway stations</li> </ul>		
4	<p><b>Suitability of Travel Routes</b></p> <p>LQ: Which travel routes are most suitable?</p>	<p><b>Suitability of travel routes</b>, relating to:</p> <ul style="list-style-type: none"> <li>• Departure and arrival points</li> <li>• Dates and times of travel</li> <li>• Length of journey</li> <li>• Cost</li> <li>• Mode/s of transport or operator/s</li> <li>• Services and facilities including: transport class, en-route accommodation; food and drink; retail; carriage of luggage; entertainment; technology; services and facilities for passengers with specific needs</li> <li>• Location and duration of changes/transfers/stopovers</li> </ul>	<p>What factors to consider when planning travel</p> <p>Travel Planning using appropriate online websites. Budget planning looking at most efficient transport costs.</p>	<p><i>Travel Planning activity using an appropriate budget. Use past question from component 1.</i></p>
5	<p><b>Preparing for Component 1 Synoptic Assessment</b></p> <p>Task 1a</p>	<p><b>Task 1a:</b> Different types of organisations in the travel and tourism sector – ownership, aims, products and services</p> <p><b>Learning Outcome A:</b> Demonstrate an understanding of the UK travel and tourism industry</p>		<p><i>Use past question or sample material to familiarize students with a they task they are likely to be assigned.</i></p>
6	<p><b>Preparing for Component 1 Synoptic Assessment</b></p> <p>Task 1b</p>	<p><b>Task 1b:</b> How different types of travel and tourism organisations may work together</p> <p><b>Learning Outcome A:</b> Demonstrate an understanding of the UK travel and tourism industry</p>		<p><i>Use past question or sample material to familiarize students with a they task they are likely to be assigned.</i></p>

7	<b>Preparing for Component 1 Synoptic Assessment</b>  Task 2	<b>Task 2:</b> Consumer technologies in travel and tourism <b>Learning outcome A:</b> Demonstrate an understanding of the UK travel and tourism industry		<i>Use past question or sample material to familiarize students with a they task they are likely to be assigned.</i>
8	<b>Preparing for Component 1 Synoptic Assessment</b>  Task 3a	<b>Task 3a:</b> Popular tourist destinations for visitors <b>Learning Outcome B:</b> Explore popular visitor destinations		<i>Use past question or sample material to familiarize students with a they task they are likely to be assigned.</i>
9	<b>Preparing for Component 1 Synoptic Assessment</b>  Task 3b	<b>Task 3b:</b> The suitability of different travel routes for visitors <b>Learning Outcome B:</b> Explore popular visitor destinations		<i>Use past question or sample material to familiarize students with a they task they are likely to be assigned.</i>

**Travel & Tourism**      **Year Group: 10**      **Scheme of Work for: Spring Half Term 2 (5 Weeks)**  
**Half Term Theme:**  
**Component 1 Assessment**

Topic	Learning Objectives (Intentions)	Lesson Content (Implementation)	Skills and Knowledge to be developed (Impact) <i>E.g. technical and SMSC</i>	Progress Cycle Assessment Scheme
1	<b>Component 1 Synoptic Assessment</b>  Task 1a	<b>Task 1a:</b> Different types of organisations in the travel and tourism sector – ownership, aims, products and services  <b>Learning Outcome A:</b> Demonstrate an understanding of the UK travel and tourism industry		<i>Use actual assigned assessment material from Pearson</i>
2	<b>Component 1 Synoptic Assessment</b>  Task 1b	<b>Task 1b:</b> How different types of travel and tourism organisations may work together  <b>Learning Outcome A:</b> Demonstrate an understanding of the UK travel and tourism industry		<i>Use actual assigned assessment material from Pearson</i>
3	<b>Component 1 Synoptic Assessment</b>  Task 2	<b>Task 2:</b> Consumer technologies in travel and tourism  <b>Learning Outcome A:</b> Demonstrate an understanding of the UK travel and tourism industry		<i>Use actual assigned assessment material from Pearson</i>
4	<b>Component 1 Synoptic Assessment</b>  Task 3a	<b>Task 3a:</b> Popular tourist destinations for visitors  <b>Learning Outcome B:</b> Explore popular visitor destinations		<i>Use actual assigned assessment material from Pearson</i>
5	<b>Component 1 Synoptic Assessment</b>  Task 3b	<b>Task 3b:</b> The suitability of different travel routes for visitors  <b>Learning Outcome B:</b> Explore popular visitor destinations		<i>Use actual assigned assessment material from Pearson</i>

6	<b>Component 1 Resubmissions</b>	Students have the opportunity to resubmit Component 1 work		<i>Use actual assigned assessment material from Pearson</i>

<b>Travel &amp; Tourism</b>	<b>Year Group: 10</b>	<b>Scheme of Work for: Summer Half Term 1 (7 Weeks)</b>
<b>Half Term Theme:</b>		
<b>A1</b> Types of Market Research		
<b>A2</b> How travel and tourism organisations may use market research to identify customer needs and preferences		
<b>A3</b> How travel and tourism organisations may use research to identify travel and tourism trends		
<b>B1</b> Customer needs and preferences		

Topic	Learning Objectives (Intentions)	Lesson Content (Implementation)	Skills and Knowledge to be developed (Impact) <i>E.g. technical and SMSC</i>	Progress Cycle Assessment Scheme
1	<p><b>Types of Market Research: Primary</b></p> <p>LQ: What are the advantages &amp; disadvantages of using primary market research methods?</p>	<p>Learners will know the different <b>types of market research</b> used by organisations. They will understand when different types of research are used, the types of information they produce and the advantages and disadvantages of each.</p> <p>Advantages and disadvantages of a range of primary research methods:</p> <ul style="list-style-type: none"> <li>Qualitative and quantitative questionnaires and surveys: face-to-face, telephone, post, on a website/social media site or visits or observation: looking at and recording how customers and competitors behave in situations in a structured way</li> <li>formal or informal interviews, chats or focus groups: talking to people to find out their views and experiences.</li> </ul>	<p>Types of primary research including; questionnaires, surveys, interviews, observations and focus groups.</p> <p>Writing a questionnaire and conducting an interview</p>	<p><i>Conduct a questionnaire or interview – pick out the positive and negative aspects.</i></p>

2	<b>Types of Market Research: Secondary</b>	Advantages and disadvantages of a range of secondary research methods: <ul style="list-style-type: none"> <li>• Online research o books, journals, trade magazines</li> <li>• Company materials</li> <li>• Market and government reports and statistics.</li> </ul>	Types of secondary research including; printed and online materials  Explore websites like <a href="http://WWW.VisitBritain.com">WWW.VisitBritain.com</a> Select appropriate online materials	<i>Interpret online secondary research and pick out the positive and negative aspects of using it.</i>
3	<b>Customer Needs &amp; Preferences</b>  LQ: How do T&T organisations use market research to identify customer needs and preferences?	Students will understand how different types of market research are used by travel and tourism organisations to identify types of customer and their needs and preferences. They will also learn how organisations could use this information to provide a variety of services and products to meet customer needs. Learners will understand how market research findings could be used to: <ul style="list-style-type: none"> <li>• Identify types of customers and a range of customer needs – needs of families with children, solo travellers, leisure travellers, business travelers</li> <li>• Identify market segments and target markets – by age, gender, lifestyle, geographical location</li> <li>• Inform product development – adaptation of products and services to meet new or changing customer needs; developing new products and services</li> <li>• Measure customer satisfaction – to encourage customer loyalty and respond to feedback.</li> </ul>	Market segments, target markets and customer satisfaction – what are they & why are they important to T&T organisations?  Create questionnaire for a specific target market.	<i>Practical activity to identify customer needs and preferences using market research methods.</i>
4	<b>Changing Trends in Travel &amp; Tourism</b>  LQ: How do T&T organisations identify trends to develop new products & services?	Learners will understand the <b>importance</b> for organisations of identifying changing trends in travel and tourism so they can develop products and services to meet changing, new or emerging markets. Learners will know the different travel and tourism trends that organisations may research and monitor: <ul style="list-style-type: none"> <li>• Visitor numbers by type – domestic, inbound, outbound visitor, and reason for travel – business, leisure, visiting friends and relatives (VFR)</li> <li>• Visitor numbers and access to new and emerging destinations</li> <li>• Changing popularity of different holiday types/destinations</li> <li>• changes to booking methods/communications</li> <li>• changing transport trends</li> <li>• customer spending behaviour on holiday</li> <li>• increasing environmental/cultural awareness</li> <li>• changing trends in leisure, health and sport.</li> </ul>	What is a trend? What does that look like in T&T?  Use secondary data to identify different trends in T&T. Make links to wat products and services might be developed to match these trends.	<i>Interpret secondary data and suggest new products and services to meet the trends.</i>

<p><b>5</b></p>	<p><b>Customer Travel Needs</b></p> <p>LQ: How and why do customer travel needs vary?</p>	<p>Students will understand the different needs, preferences and considerations of customers in relation to holidays and other travel and tourism products and services.</p> <p><b>Customer travel and needs:</b></p> <ul style="list-style-type: none"> <li>• Dates influencing the time of year that people can travel and the length of stay they can take – families with school-age children will be restricted by school holidays, retired people may have more flexibility</li> <li>• Travel requirements and accessibility of destinations such as road, air, rail, cruise</li> <li>• Accommodation requirements – type, standard, meal arrangements</li> <li>• Available budget affecting the amount people are willing to pay and the type of holiday people can afford, keeping within budget, offering discounts</li> <li>• Purpose of travel affecting choice of destination and type of holiday – relaxation, activity, culture, special occasion or specific needs – language, cultural, visual, hearing or mobility needs</li> <li>• Unstated needs – families with babies or customers with reduced mobility.</li> </ul>	<p>Different travel needs for different customers e.g. when to travel, types of accommodation, appropriate budgets etc.</p> <p>Explore different travel-based options using online resources.</p>	<p><i>Travel planning activity with specific remit.</i></p>
<p><b>6</b></p>	<p><b>Desirable Preferences</b></p> <p>LQ: What do visitors desire from their holidays?</p>	<p><b>Customer Travel Needs: Desirable preferences:</b></p> <ul style="list-style-type: none"> <li>• Responsible tourism – being environmentally friendly, minimising carbon footprint</li> <li>• Convenience of travel and destination – routes, departure times and frequency, on-board services, transfer times or transport options at destination</li> <li>• Levels of flexibility – accommodation, excursions, meals or levels of service standards – first class travel, star ratings, premium rooms, upgrade options, budget options, availability of extras</li> <li>• Practical assistance available – with luggage, language, boarding or influence of image, status, exclusivity.</li> </ul>	<p>Range of different desirable travel preferences.</p> <p>Investigate possible preferences based on a range of scenarios.</p>	<p><i>Primary research activity looking at visitor preferences. Provide a range of scenarios.</i></p>
<p><b>7</b></p>	<p><b>Assessment</b></p>	<p>Summative Assessment to test knowledge and understanding plus source-based skills.</p>	<p>All knowledge acquired in this unit.</p> <p>Formulating full exam style responses.</p>	<p><i>Summative end of unit assessment carried out formally.</i></p>

8	<b>DIRT</b> – Dedicated Improvement & Reflection Time	Use assessment to identify misconceptions and give students to green pen their work, making necessary improvements. To consolidate and reinforce knowledge and skills.	Teacher to identify and select areas of the unit which might need additional explanation or support. Students might also make a key-terms with meanings glossary.	Green pen activity to re-draft and improve their answers
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**Travel & Tourism**      **Year Group: 10**      **Scheme of Work for: Summer Half Term 2 (6 Weeks)**  
**Half Term Theme:**  
**B2** How travel and tourism organisations provide different products and services to meet customer needs and preferences  
**B3** Customer needs and different types of travel

Topic	Learning Objectives (Intentions)	Lesson Content (Implementation)	Skills and Knowledge to be developed (Impact) <i>E.g. technical and SMSC</i>	Progress Cycle Assessment Scheme
1	<b>Meeting the Needs &amp; Preferences of Different Customer Types</b>  LQ: How do T&T organisations meet the needs & preferences of different visitors?	Pupils will understand how the needs and preferences of different types of customers are met by travel and tourism organisations. <b>Products and services offered include:</b> <ul style="list-style-type: none"> <li>• Pricing and booking options – group, family discounts; off peak pricing</li> <li>• Customer service and assistance – online, during travel, at the accommodation, post-sales</li> <li>• Child-friendly facilities – children’s menus, cots, highchairs, family rooms, family areas</li> <li>• Accessible facilities, including adaptations for hearing, visual, language needs – ramps, wider entrances, one level, hearing loops, braille, audio guides, signage, visual imagery</li> <li>• Business facilities – conference rooms, executive rooms, free WiFi, laundry services, in-room entertainment, room service</li> <li>• Pet-friendly facilities – pets allowed in rooms, treats, water</li> <li>• Health and fitness – spas, saunas, gyms, trainers, classes.</li> </ul>	Knowledge of a range of different visitor needs including budget requirements, facilities, business requirements etc.  Research and planning	<i>Plan for specific needs based on a range of customer types. Students can create a table showing various needs &amp; preferences.</i>

2	<b>Leisure Travel</b>  LQ: How does Leisure travel vary?	Learners will understand the characteristics of the different types of travel available. They will consider the extent to which different holiday types may meet customer needs and preferences. <b>Leisure travel</b> – travelling for pleasure, enjoyment, relaxation or special interests: <ul style="list-style-type: none"> <li>• Short breaks – city breaks, countryside breaks, stag and hen</li> <li>• Holidays – package, independent, cruises</li> <li>• Special events – major sporting occasions, seasonal events.</li> </ul>	Understand the differences between short breaks, holidays and special events.  Investigate a leisure travel holiday and evaluate its content.	<i>Evaluate the different aspects of leisure travel showing similarities &amp; differences.</i>
3	<b>Corporate (Business) Travel</b>  LQ: What are the similarities & differences between leisure travel & corporate (business) travel?	<b>Corporate travel</b> – associated with work or a job but it will take place away from the usual place of work. It may or may not involve an overnight stay. Includes: <ul style="list-style-type: none"> <li>• Meetings, conferences, exhibitions</li> <li>• training – self or others.</li> </ul>	MICE: Meetings, Incentives, Conferences, Events  Business trip – planning activity.	<i>Construct a plan for a business trip to London.</i>
4	<b>Specialist Travel</b>  LQ: What are the different types of specialist travel?	<b>Specialist travel</b> – this is usually linked with a hobby, sport, interest or to meet specific needs of the type of customer: <ul style="list-style-type: none"> <li>• Adventure</li> <li>• Health</li> <li>• Education</li> <li>• Heritage, culture</li> <li>• Gap year</li> <li>• Conservation, sustainable tourism, responsible travel o special interests/hobbies/sports</li> <li>• Weddings/honeymoons.</li> </ul>	Different types of specialist travel. Who? When? Why?  Investigation activity – planning a specialist visit.	<i>Itinerary for specialist visit. Use past scenario from component 2: Task 3</i>
5	<b>Visiting Friends &amp; Relatives (VFR)</b>  LQ: Is visiting friend and relatives tourism?	<b>Visiting Friends and Relatives (VFR):</b> May be domestic, inbound or outbound <ul style="list-style-type: none"> <li>• Involves overnight stay, usually in home of friend or relatives</li> </ul>	What does VFR mean?  Explore reasons why people stay with friends, relatives. Decision making task.	<i>Is visiting friend and relatives tourism? Give reasons for your answer.</i>
6	<b>Day Trips</b>  LQ: Are day trips tourism?	<b>Day trips</b> – visits that do not involve an overnight stay: Visitor attractions, cities for specialist shopping or events, countryside for relaxation or activities.	Types of day trips e.g. seaside, visitor attraction etc.  Communicate your memories with detail.	<i>Write about a day trip you have been on.</i>

7	<b>Assessment</b>	Summative Assessment to test knowledge and understanding plus source-based skills.	Key terms and concepts linked to unit studied. Extracting information from diagrams, charts and other source-based information.	Full summative assessment.
8	<b>DIRT – Dedicated Improvement &amp; Reflection Time</b>	Use assessment to identify misconceptions and give students to green pen their work, making necessary improvements. To consolidate and reinforce knowledge and skills.	Teacher to identify and select areas of the unit which might need additional explanation or support. Students might also make a key-terms with meanings glossary.	Green pen activity to re-draft and improve their answers

**Travel & Tourism      Year Group: 11      Scheme of Work for: Autumn Term 1 (8 Weeks)**  
**Half Term Theme:**  
**B4 Travel planning to meet customer needs and preferences**

Topic	Learning Objectives (Intentions)	Lesson Content (Implementation)	Skills and Knowledge to be developed (Impact) <i>E.g. technical and SMSC</i>	Progress Cycle Assessment Scheme
1	<b>Travel Planning: Customer Needs &amp; Expectations</b>  LQ: How do I know if a planned trip is suitable?	Learners will know the different sources of information that can be used to help plan travel. They will learn about the need to check the reliability of different sources. Learners will undertake research to plan a trip for a specific customer or group of customers. They will produce a travel plan, additional information document and email to the customer. Travel planning by: <ul style="list-style-type: none"> <li>Establishing customer needs and preferences from the information provided</li> </ul>		

		<ul style="list-style-type: none"> <li>using different sources of information – websites, guidebooks, leaflets, atlases, brochures or researching suitable destinations.</li> </ul>		
2	<b>Travel Planning</b>  LQ: I do I construct a travel plan?	<b>Travel plan</b> , to include: <ul style="list-style-type: none"> <li>Destination</li> <li>Duration and dates</li> <li>Accommodation – provider, rating, board basis, room type, services, facilities</li> <li>Transport – operator, departure/arrival points, dates of travel, journey duration, departure and arrival times, transfer details, operator.</li> </ul>		
3	<b>Budget Planning</b>  LQ: How do I plan a visit to meet a specific budget?	Breakdown of costs and total cost. Students should develop an understanding of all costs and be able to plan a visit within a certain budget. They should consider that not all visitors are travelling on the same budget.		
4	<b>Itinerary Planning</b>  LQ: What must I consider when planning an itinerary?	What activities, attractions, excursions – available at a destination, or close by? Essential information will depend on the location and type of destination, but may include entry requirements; health precautions; safety and security; local customs/traditions.		
5	<b>Preparing for Component 2 Synoptic Assessment</b>  Task 1a	<b>Task 1a:</b> How organisations identify customer needs. <b>Learning Outcome A:</b> Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends		<i>Use past question or sample material to familiarize students with a they task they are likely to be assigned.</i>
6	<b>Preparing for Component 2 Synoptic Assessment</b>  Task 1b	<b>Task 1b:</b> How organisations identify travel and tourism trends <b>Learning Outcome A:</b> Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends		<i>Use past question or sample material to familiarize students with a they task they are likely to be assigned.</i>

7	<p><b>Preparing for Component 2 Synoptic Assessment</b></p> <p>Task 2</p>	<p><b>Task 2:</b> How travel and tourism organisations meet customers' needs  <b>Learning Outcome B:</b> Recognise how the needs and preferences of travel and tourism customers are met</p>		<p><i>Use past question or sample material to familiarize students with a they task they are likely to be assigned.</i></p>
8	<p><b>Preparing for Component 2 Synoptic Assessment</b></p> <p>Task 3a</p>	<p><b>Task 3a:</b> Meeting the needs and preferences of customers  <b>Learning outcome B:</b> Recognise how the needs and preferences of travel and tourism customers are met</p>		<p><i>Use past question or sample material to familiarize students with a they task they are likely to be assigned.</i></p>
9	<p><b>Preparing for Component 2 Synoptic Assessment</b></p> <p>Task 3b</p>	<p><b>Task 3b:</b> Meeting the needs and preferences of customers  <b>Learning Outcome B:</b> Recognise how the needs and preferences of travel and tourism customers are met</p>		<p><i>Use past question or sample material to familiarize students with a they task they are likely to be assigned.</i></p>

Topic	Learning Objectives (Intentions)	Lesson Content (Implementation)	Skills and Knowledge to be developed (Impact) <i>E.g. technical and SMSC</i>	Progress Cycle Assessment Scheme
1	<b>Component 2 Synoptic Assessment</b>  Task 1a	<b>Task 1a:</b> How organisations identify customer needs. <b>Learning Outcome A:</b> Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends		<i>Use actual assigned assessment material from Pearson</i>
2	<b>Component 2 Synoptic Assessment</b>  Task 1b	<b>Task 1b:</b> How organisations identify travel and tourism trends <b>Learning Outcome A:</b> Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends		<i>Use actual assigned assessment material from Pearson</i>
3	<b>Component 2 Synoptic Assessment</b>  Task 2	<b>Task 2:</b> How travel and tourism organisations meet customers' needs <b>Learning Outcome B:</b> Recognise how the needs and preferences of travel and tourism customers are met		<i>Use actual assigned assessment material from Pearson</i>
4	<b>Preparing for Component 2 Synoptic Assessment</b>  Task 3a	<b>Task 3a:</b> Meeting the needs and preferences of customers <b>Learning outcome B:</b> Recognise how the needs and preferences of travel and tourism customers are met		<i>Use actual assigned assessment material from Pearson</i>

5	<b>Component 2 Synoptic Assessment</b> Task 3b	<b>Task 3b:</b> Meeting the needs and preferences of customers <b>Learning Outcome B:</b> Recognise how the needs and preferences of travel and tourism customers are met		<i>Use actual assigned assessment material from Pearson</i>
6	<b>Component 2 Resubmissions</b>	Students have the opportunity to resubmit Component 2 work		<i>Use actual assigned assessment material from Pearson</i>

**Travel & Tourism**      **Year Group: 11**      **Scheme of Work for: Spring Term 1 (6 Weeks)**  
**Half Term Theme:**  
**A1 Factors influencing global travel and tourism**

Topic	Learning Objectives (Intentions)	Lesson Content (Implementation)	Skills and Knowledge to be developed (Impact) <i>E.g. technical and SMSC</i>	Progress Cycle Assessment Scheme
1	<b>Factors Influencing Global Travel: Economic Factors</b>  LQ: How and why do economic factor affect global travel?	Learners will understand that travel and tourism organisations and destinations are influenced by many factors, many of which are beyond their control. They will learn that some factors can have a positive effect, while others have a negative effect. Learners will understand the factors that can influence visitors, including their choice of global destination and will know the meaning of key terms. <b>Economic factors</b> – an understanding of how: o recession/boom can affect the amount of money people are willing to spend on holidays and travel <ul style="list-style-type: none"> <li>Levels of employment affect the levels of disposable income that people have to spend on holidays, travel costs</li> </ul>		

		<p>and living costs within the destination o changing cost of fuel can affect travel costs</p> <ul style="list-style-type: none"> <li>• Fluctuations in currency exchange rates affect the affordability of destinations</li> <li>• Economic factors can influence visitor choice of global destinations.</li> </ul>		
2	<p><b>Factors Influencing Global Travel: Political Factors</b></p> <p>LQ: How and why do political factors affect global travel?</p>	<p><b>Political factors</b> – an understanding of:</p> <ul style="list-style-type: none"> <li>• The different types of legislation: health and safety laws; employment laws; planning laws</li> <li>• The reasons for legislation: visitor security, equality, customer financial protection, developing services and facilities, controlling development</li> <li>• How trade, airport and other taxes can affect the cost of travel and visitor numbers to a destination</li> <li>• How passport and visa/entry requirements can affect visitor numbers to a destination</li> <li>• How governments promote tourism through funding, marketing campaigns, partnerships and tax incentives development</li> <li>• How political instability, civil unrest and war can result in disruption, cancelled holidays, business failure, loss of tourism income, repatriation, poor image o how political factors can influence visitor choice of global destinations.</li> </ul>		
3	<p><b>Factors Influencing Global Travel: Natural Factors</b></p> <p>LQ: How and why do natural factor affect global travel?</p>	<p><b>Natural factors</b> – an understanding of how severe weather events can create natural disasters, as well as the features and physical effects of each:</p> <ul style="list-style-type: none"> <li>• Natural disasters – earthquakes, volcanic eruptions, tsunami, landslides, avalanches</li> <li>• Severe weather events – flooding, drought, wildfires, hurricanes/cyclones, tornadoes, blizzards</li> <li>• Possible effects on travel and tourism businesses: disruption/cancellations; compensation/refund costs; repatriation; evacuation; impacts on future customer numbers/bookings</li> <li>• Possible effects on destinations: rebuilding infrastructure; early warning systems; building design</li> <li>• How natural factors can influence visitor choice of global destinations.</li> </ul>		

<p><b>4</b></p>	<p><b>Factors Influencing Global Travel: Media Factors</b></p> <p>LQ: How and why do media factors affect global travel?</p>	<p><b>Media factors</b> – an understanding of:</p> <ul style="list-style-type: none"> <li>• Different types of media: print – newspaper reports/articles, magazines, books, guides; broadcast – radio, film, TV; internet – social platforms, websites</li> <li>• Image created – positive/negative</li> <li>• How media coverage and image of global destinations and travel and tourism organisations can affect visitor choice.</li> </ul>		
<p><b>5</b></p>	<p><b>Factors Influencing Global Travel: Safety &amp; Security</b></p> <p>LQ: How does safety &amp; security impact global travel?</p>	<p><b>Safety and security factors</b> – an understanding of:</p> <ul style="list-style-type: none"> <li>• Risks relating to personal safety and security in an unfamiliar environment, including theft, pickpocketing, physical attacks, accidents, bribery, getting lost, dangerous wildlife</li> <li>• Safety measures implemented by authorities, tourism organisations, travel providers and those in place on transport and at terminals: CCTV, transport/tourist police, body and luggage scanners, emergency phone numbers, safety deposit boxes, security staff</li> <li>• Influence on visitors – delays/missed departure, inconvenience, aggressive behaviour, reassurance of safety/security</li> <li>• The need for visitors to be aware of guidance relating to individual safety and security when in global destinations – times to avoid going out, areas to avoid, how to keep possessions and travel documents safe, not travelling with valuables, safety in natural and built environments, remote and unfamiliar areas</li> <li>• How safety and security concerns may influence visitor choice of global destinations.</li> </ul>		
<p><b>6</b></p>	<p><b>Factors Influencing Global Travel: Safety &amp; Security</b></p> <p>LQ: How do health risk factors influence global travel?</p>	<p><b>Health risk factors</b> – an understanding of the causes and symptoms of infectious diseases and illnesses:</p> <ul style="list-style-type: none"> <li>• Endemic – a disease that is present permanently in a region or population: – malaria – yellow fever – cholera – typhoid.</li> <li>• epidemic/pandemic – an outbreak that affects many people at one time and can spread through one or several communities/the world: – norovirus – avian/bird flu – zika virus – coronavirus</li> <li>• ways of transmission – air, water, food. Education</li> </ul>		

		<ul style="list-style-type: none"> <li>• Precautions against contracting these illnesses and infectious diseases – vaccinations, protective clothing, medicines, equipment, appropriate insurance, hygiene, food and drink choices</li> <li>• possible effects of health risks on visitor choice of global destinations.</li> </ul>		
7	<b>Assessment</b>	Summative Assessment to test knowledge and understanding plus source-based skills.		
8	<b>DIRT</b> – Dedicated Improvement & Reflection Time	Use assessment to identify misconceptions and give students to green pen their work, making necessary improvements. To consolidate and reinforce knowledge and skills.	Teacher to identify and select areas of the unit which might need additional explanation or support. Students might also make a key-terms with meanings glossary.	Green pen activity to re-draft and improve their answers

**Travel & Tourism**      **Year Group: 11**      **Scheme of Work for: Spring Term 2 (5 Weeks)**

**Half Term Theme:**

**A2** Response to factors

**B1** Possible impacts of tourism

**B2** Sustainable tourism

**B3** Managing sociocultural impacts

**B4** Managing economic impacts

**B5** Managing environmental impacts

Topic	Learning Objectives (Intentions)	Lesson Content (Implementation)	Skills and Knowledge to be developed (Impact) <i>E.g. technical and SMSC</i>	Progress Cycle Assessment Scheme
1	<b>Responding to Factors That Influence Global</b>	Learners will understand the different types of organisation that might respond to these influencing factors. They will know the names of key organisations involved in global travel and tourism		

	<p><b>Travel: T&amp;T Organisations</b></p> <p>LQ: How do T&amp;T organisations respond to different factors that affect global travel?</p>	<p>and will understand the ways in which these organisations respond.</p> <p><b>Travel and tourism organisations</b> – an understanding of possible responses, including:</p> <ul style="list-style-type: none"> <li>• Adapting and developing new products and services</li> <li>• Adapting operational procedures</li> <li>• Reviewing destinations offered</li> <li>• Reviewing price structures – adjusting pricing to maintain visitor numbers, attract different types of visitor</li> <li>• Managing public relations.</li> </ul>		
2	<p><b>Responding to Factors That Influence Global Travel: Government</b></p> <p>LQ: How do governments respond to different factors that affect global travel?</p>	<p><b>Government:</b> local, regional, national – an understanding of possible responses, including: o providing public with up-to-date information</p> <ul style="list-style-type: none"> <li>• Imposing travel restrictions</li> <li>• Promoting a positive image</li> <li>• Encouraging employment</li> <li>• Improving infrastructure</li> <li>• Introducing or tightening of security measures.</li> </ul>		
3	<p><b>Responding to Factors That Influence Global Travel: Voluntary organisations</b></p> <p>LQ: How do voluntary organisations respond to different factors that affect global travel?</p>	<p><b>Voluntary organisations</b> – an understanding of possible responses, including:</p> <ul style="list-style-type: none"> <li>• Promoting sustainability, conservation and protection</li> <li>• Campaigning for governments to affect change</li> <li>• Raising awareness of issues – ethical, environmental</li> <li>• Raising funds.</li> </ul>		
4	<p><b>The Impact of Tourism: Sociological Impact</b></p> <p>LQ: What are the positive and negative impacts of</p>	<p>Learners will understand the possible positive and negative impacts of tourism on destinations. Some global destinations may be more vulnerable to these impacts than others for a variety of reasons including the impact of incoming visitors on the local community, the contribution of tourism to the local economy and how tourism can both help to protect and threaten the environment.</p>		

	<p>tourism on peoples' culture?</p>	<p><b>Sociocultural impacts of tourism</b> are the changes to the everyday lives of people living in global destinations (host communities) and to their values, customs, traditions, arts and way of life. The changes result from direct and indirect contact with tourists and interactions with travel and tourism organisations:</p> <ul style="list-style-type: none"> <li>• Negative impacts – disruption to everyday life, loss of culture, resentment towards visitors, increased crime, staged authenticity, exploitation of locals, loss of traditional lifestyles</li> <li>• Positive impacts – improved quality of life; access to facilities; improved transport; improved essential infrastructure, including healthcare, education and improved cultural awareness.</li> <li>• Use Jamaica case study cross curricular Page 216</li> </ul>		
5	<p><b>The Impact of Tourism: Economic Impact</b></p> <p>LQ: What are the positive and negative economic impacts of tourism?</p>	<p><b>Economic impacts of tourism</b> include the effect of the actual amount spent by tourists and indirect effects on the local and wider economies and other sectors:</p> <ul style="list-style-type: none"> <li>• Negative impacts – low-paid jobs, seasonal unemployment, leakage, increased cost of living</li> <li>• Positive impacts – employment opportunities, training, multiplier effect, foreign currency earnings, contribution to taxes and GDP.</li> </ul>		
6	<p><b>The Impact of Tourism: Environmental Impact</b></p> <p>LQ: What are the positive and negative environmental impacts of tourism?</p>	<p><b>Environmental impacts</b> of tourism are the result of the strain tourism can place on local land use and resources as well as the natural and built environments of global destinations, although some impacts can be positive:</p> <ul style="list-style-type: none"> <li>• Negative impacts – loss of habitats, loss of wildlife, threatened species; increased pollution, including noise, air, water; overcrowding, traffic congestion; reduced biodiversity, environmental degradation; erosion to footpaths, riverbanks, lakeshores</li> <li>• Positive impacts – conservation, including protection of wildlife, protected areas, national parks; environmental education; creation of open spaces; improved street furniture; regeneration, including urban renewal and the reuse of traditional buildings for new activities.</li> </ul>		

<p><b>7</b></p>	<p><b>Sustainable Tourism</b></p> <p>LQ: What are the aims of sustainable tourism?</p>	<p><b>Sustainable tourism</b> is a relatively new concept in global travel and tourism. Learners will discover there is a range of differing explanations and definitions with similar themes.</p> <p><b>What is sustainable tourism?</b></p> <p>By its very nature, tourism values the things that are most precious in our world: stunning landscapes, wildlife, history, culture and people. Tourism can be a catalyst for growth in the local economy, providing good quality jobs, opportunities for enterprise and funds for conservation. But if it is not managed well, tourism can have negative impacts on local communities and environments, creating long-term problems for local residents, which can ultimately lead to the decline of tourism in the destination.</p> <p><b>The aim of sustainable tourism</b> is to increase the benefits and to reduce the negative impacts caused by tourism for destinations. This can be achieved by managing impacts: o protecting natural environments, wildlife and natural resources when developing and managing tourism activities</p> <ul style="list-style-type: none"> <li>• Providing authentic tourist experiences that celebrate and conserve heritage and culture</li> <li>• Creating economic benefits for communities through employment and income-earning opportunities.</li> </ul>		
<p><b>8</b></p>	<p><b>Managing Sociocultural Impacts</b></p> <p>LQ: How are sociocultural impacts of tourism managed?</p>	<p>Learners will understand the benefits of <b>managing sociocultural impacts</b> and the methods used, including how:</p> <ul style="list-style-type: none"> <li>• Visitors can be educated: to encourage them to reduce their negative impacts on the local community and culture, how to behave and dress appropriately without causing offence to local communities, how to show respect for traditions and religions o how to avoid conflict, to give practical items/donations to local projects and not give money to locals/discourage reliance on begging</li> <li>• Transport and essential infrastructure can be established/improved to benefit local people/communities</li> <li>• Local communities can be consulted/involved in the decision-making stage of tourism development</li> <li>• Local communities have a share or ownership of a resort/lodge and provide staffing</li> <li>• Taxes are imposed on incoming visitors and the money raised used for community projects</li> </ul>		

<p><b>9</b></p>	<p><b>Managing Economic Impacts</b></p> <p>LQ: Are the economic impacts of tourism effectively managed?</p>	<p>Students will understand the benefits of <b>managing economic impacts</b> and the methods used, including how:</p> <ul style="list-style-type: none"> <li>● Tourism can provide employment and training opportunities for local people, and give them access to higher-paid jobs</li> <li>● Visitors can be encouraged to support local communities by buying local produce, crafts and food, and using local transport</li> <li>● Governments can restrict the involvement of foreign-owned companies, all-inclusive resorts and foreign staff to benefit the local economy; have tourist prices and local prices</li> <li>● Visitor spend can be increased and retained by encouraging overnight stays, longer breaks, local currency schemes.</li> </ul>		
<p><b>10</b></p>	<p><b>Managing Environmental Impacts</b></p> <p>LQ: To what extent is the environmental impact of tourism managed?</p>	<p>Students will understand the benefits of <b>managing environmental impacts</b> and the methods used, including how:</p> <ul style="list-style-type: none"> <li>● Visitors can be managed: restricting the number of visitors allowed into a destination, controlling movements, direction of flow &amp; issuing visas and permits</li> <li>● Traffic can be managed by restricting traffic/vehicle types allowed into a destination, providing frequent public transport, adequate parking and facilities, park and ride schemes</li> <li>● Visitors are encouraged to use alternate types of transport – hybrids, green and electric-powered transport</li> <li>● Planning is controlled by building regulations, planning permission, size and location of developments and maintaining local style in scale and design</li> <li>● Visitors are educated by how they can reduce their impact on the local environment, ways to contribute towards looking after the local environment, the wildlife, natural world and special qualities of the environment</li> <li>● Resources are controlled responsibly, including waste management, energy and water supplies – restricting fountains and water features that do not recycle water, limit the amount of pools</li> <li>● Natural areas vulnerable to the high volume of visitors are protected by legislation/regulations; creating nature/marine reserves; limiting or preventing access</li> </ul>		
<p><b>11</b></p>	<p><b>Mock Exam</b></p>	<p>Students will be assessed formally in exam conditions</p>		<p><i>Use sample exam or past paper</i></p>

**Travel & Tourism**      **Year Group: 11**      **Scheme of Work for: Summer 1 (6 Weeks)**

**Half Term Theme:**

**C1** Tourism development

**C2** The role of local and national governments in tourism development

**C3** The importance of partnerships in destination management

Topic	Learning Objectives (Intentions)	Lesson Content (Implementation)	Skills and Knowledge to be developed (Impact) <i>E.g. technical and SMSC</i>	Progress Cycle Assessment Scheme
1	<p><b>Tourism Development: Emerging Destinations</b></p> <p>LQ: What are the characteristics of emerging tourist destinations?</p>	<p>Students will understand that the appeal and characteristics of some global destinations may change over time. They will understand that increased numbers of visitors and the development of tourism facilities, amenities and infrastructure may influence destinations negatively or positively. They will learn the different stages of the Tourist Area Life Cycle (TALC) model. They will understand the suitability of emerging and mature destinations for different holidays, tourist activities and visitor types.</p> <ul style="list-style-type: none"> <li>• Stages of tourism development as suggested by Butler’s Tourist Area Life Cycle (TALC) model. Stages – exploration; involvement; development; consolidation; stagnation; decline/rejuvenation.</li> </ul>		

		<ul style="list-style-type: none"> <li>● Emerging destinations – destinations that have recently (within the last ten years) grown in popularity and have a growth rate of visitor arrivals of over 4 per cent year on year.</li> <li>● Characteristics of emerging destinations may include: visitors seek adventure, ‘authentic’ experience, culture or nature based, may be difficult for overseas visitors to access o transport links likely to be undeveloped, basic infrastructure – energy, water, waste disposal, local people may not have access to healthcare and education</li> </ul>		
2	<p><b>Tourism Development: Mature Destinations</b></p> <p>LQ: What are the characteristics of emerging tourist destinations?</p>	<ul style="list-style-type: none"> <li>● Mature destinations – destinations that have been popular for over twenty years with growth rates of visitor arrivals around 2 per cent year on year.</li> <li>● Characteristics of mature global destinations may include: o high volume/mass tourism with organised package holidays o fully integrated transport links; fully developed infrastructure, may be a strain on resources such as water, natural and cultural features may be damaged, diluted, overwhelmed by tourism, established season, extensive advertising of the destination, which is well known globally, standard of visitor facilities may become run-down, local economy is reliant on tourism o may be some conflict between locals and visitors.</li> </ul>		
3	<p><b>Government &amp; Tourism: Local &amp; National</b></p> <p>LQ: Why do governments seek to develop tourism?</p>	<p>Learners will understand the <b>reasons that governments may have for developing tourism</b>. They will understand the important role of governments in developing and encouraging tourism. Reasons governments may want to develop tourism include to:</p> <ul style="list-style-type: none"> <li>● Maximise the economic benefits of tourism</li> <li>● Attract foreign currency</li> <li>● Diversify the economy</li> <li>● Raise funds to help reduce poverty, improve mobility, healthcare and education</li> <li>● Create employment opportunities</li> <li>● Attract funding from foreign investors, private sector</li> <li>● Improve the quality of life.</li> </ul> <p>The government role includes controlling tourism development through legislation to reduce potential negative impacts and increase the benefits of tourism:</p> <ul style="list-style-type: none"> <li>● Tax incentives/tax relief to encourage investment, raise funds</li> <li>● Considering travel restrictions, security measures and entry requirements, including passport and visa requirements</li> <li>● Improving transport infrastructure, links and networks – road, rail, air, sea, gateways and hubs</li> </ul>		

		<ul style="list-style-type: none"> <li>● Improving/establishing essential infrastructure – energy supply, water supply, waste disposal</li> <li>● Supporting, approving and controlling tourism infrastructure – accommodation, food and drink outlets, communication links – accessibility to the internet, WiFi</li> <li>● Providing funding for new initiatives in transport, events, training and infrastructure projects that support the local community and/or protect the environment</li> <li>● Managing destinations by implementing sustainable tourism policies.</li> </ul>		
4		<p>Learners will understand that partnerships between organisations can help ensure destinations are managed effectively for the benefit of visitors, local communities and environments, and for the future. They will learn about partnerships between different organisations and sectors within travel and tourism, the reasons organisations form partnerships and the advantages and disadvantages of partnership working.</p> <ul style="list-style-type: none"> <li>● <b>Types of partnership and their purpose:</b> Public and private sector – new tourism developments such as a hotel funded by private sector, local authority may require restrictions on design, size and scale. Private sector and private sector – accommodation and transport providers for transfers from airport/train station to accommodation. Voluntary and private sector – private sector may assist with the costs of promoting or running an event and in return receive positive publicity. Public and voluntary sector – to promote good causes, raise awareness, educate and inform by sharing skills and resources. Destination management organisations – bring a range of different organisations together to work on a major project which may be short term or temporary, to raise profile; launch new products; advertise/promote; fund; sponsor – for the benefit of the destination</li> </ul> <p><b>Possible advantages of partnerships:</b> Shared resources/skills/expertise, new ideas, shared costs, increased coverage/publicity/profile.</p> <p><b>Possible disadvantages of partnerships:</b> Conflicting aims and priorities, less flexibility, slows down decision-making process, difficulty in responding quickly to changes/events.</p>		
5	<b>Exam Revision</b>	A series of revision lessons to prepare students for their exam.		