

Subject: Travel and Tourism **Year** 10 **Ability** All

Term / Date(s)	Component 1 LAA (2 half terms)	Component 1 LAB (2 half terms)	Component 2 LAA (2 half terms)
Topic	Travel and Tourism Organisations and Destinations - the aims of UK travel and tourism organisations	Travel and Tourism Organisations and Destinations - Explore travel and tourism and tourist destinations.	Customer Needs in Travel and Tourism - how organisations identify travel and tourism trends
Topic overview	Students will learn about the different types of travel organisations and how they work together to help them be successful businesses.	Students will learn about the different features of a destination and how these add to the appeal for tourists to visit them.	Students will learn about how different organisations use travel trends to help them meet customer needs and increase the appeal of their business.
Pupils will learn...			
Components	<p>A1 Students will understand the different jobs, roles and organisations that are involved in the tourism industry. They will develop a wider knowledge of how these organisations work together to ensure a good experience for tourists/customers. They will understand how the purpose of each organisation contributes to the travel and tourism sector, this is so that they are aware of the different careers available within this industry and what the purpose of each of these organisations are and what they aim to achieve. <i>GToL – Knowledge of the purpose of each organisation within T&T and what they each aim to achieve.</i></p> <p>A2 Students will know the different types of ownership of travel and tourism organisations and will understand how each type of ownership affects the function and aims of an organisation. This includes Private, Public, and Voluntary organisations. This is so that students are aware that the directors of different companies are not always private wealthy individuals. <i>GToL – Knowledge of the different types of ownership and how it affects the function and aims of the organisation.</i></p> <p>A3 Students will understand the different aims of travel and tourism organisations, and how the aims interrelate. Students will understand how UK travel and tourism organisations contribute to the UK economy. They will understand how the sector provides direct and indirect employment. This helps students to understand the world of work, economics involved in the industry and how they will need support from other companies to help them be successful.</p>	<p>B1 Students will need to understand the key terms, visitor, tourist, domestic, outbound, and inbound tourists. This is so that they can explain and be able to justify the types of holidays people take and why? <i>GToL – Knowledge of the reason why people go on holiday.</i></p> <p>B2 Students will be able to describe different types of UK tourist destinations and give examples of the different features that would appeal to different types of visitors. This is so they understand how different destination attract different types of tourists and so that they can evaluate how the different features of a destination contribute to its appeal for visitors. <i>GToL – Knowledge of different types of destinations and their appeal for different visitors.</i></p> <p>B3 Students will be able to understand and give examples of the different types of travel including Leisure travel, Business travel, and modes of transport to understand the different reasons people travel. This gives students a better understanding of the types of tourism and how vast the industry is. <i>GToL – Knowledge of the different modes of travel, tourist can use.</i></p> <p>B4 Students will be able to describe the different types of holidays and will be able to explain why particular types of holidays may be offered in a tourist destination, making links to features such as geographical features and visitor attractions, and why different holidays may appeal to different types of visitors. This is so that they are aware of why certain types of holidays maybe more on offer in certain areas. <i>GToL – Knowledge of different geographical features of a destination.</i></p>	<p>A1 Students will know the meaning of the different types of market research carried out by organisations. They will understand when different types of research are used and the types of information they are used for. This is so that they are aware that companies need to complete this research to ensure that they are meeting customer needs. <i>GToL – Knowledge of different types of market research and what they are used for.</i></p> <p>A2 Students will understand how travel and tourism organisations carry out and use market research to identify types of customer and customer needs. Students will also learn how organisations use this information to provide a variety of services and products to meet customer needs, and thus financial and strategic aims. This is so that they know how the findings of market research are used and what improvements/changes a company may make due to the results of the research. <i>GToL – Knowledge of how T&T organisations complete and use market research to provide services and products to meet customer needs.</i></p> <p>A3 Students will understand the importance to travel and tourism organisations of identifying changing trends in people’s travel and tourism habits so that they can identify changing, new, or emerging markets and develop products for these markets. This will allow them to understand how companies offer different holidays to keep up with the travel trends.</p>

	<p>GToL – Knowledge of the different aims of different T&T organisations.</p> <p>A4 Students will understand the different ways in which travel and tourism organisations work together. They will understand the reasons for working together to better meet organisational aims, so that they are aware that these companies cannot function purely in isolation they need support from other companies to meet customer needs and be successful. GToL – Knowledge of the interrelationships within T&T</p>	<p>B5 Students will be able to identify and describe the different types of accommodation available in a tourist destination. They will evaluate how far the type of accommodation available in a destination contributes to its appeal for visitors. This is so that they are more informed with the different types of accommodation on offer for tourists. GToL – Knowledge of the different types of accommodation and how they contribute to the appeal of a destination.</p>	<p>GToL – Knowledge of identifying travel trends to identify new emerging markets and develop new products for these markets.</p> <p>A4 Students will understand the different needs, preferences and considerations of travel and tourism customers, which can lead to travel and tourism trends, and how customer needs, preferences and considerations can influence the products and/or services they select. This will ensure students understand why companies do research and how the changes made from their results aim to meet the needs of customers for them to have a better experience and probable return custom. GToL – Knowledge of how customer needs and preferences can influence the products and services offered by organisations.</p>
<p>What pupils should already know (prior learning components)</p>	<p>KS3 Geography – Year 8 – Globalisation KS3 – English Language Reading - wide, varied, and challenging sources of reading. Specifically for this component – reading and researching about different organisations and how they work with (interrelationships) other organisations. Writing - accurate QWC, including understanding of specific command words in coursework responses. Speaking - confident engagement in discussion and ability to show knowledge in specific areas. Ability to present to the class regarding organisations and interrelationships.</p>	<p>KS3 Geography – Year 9 - Tourism unit on the wonders of the world, Natural and Man Made. Component 1 LAA – Knowledge of travel and tourism companies and how they work with other companies. Understanding what they offer customers with their overall company aims. KS3 – English Language Reading - wide, varied, and challenging sources of reading. Specifically for this component – reading and researching about different destinations and how their features appeal to different types of tourists. Writing - accurate QWC, including understanding of specific command words in coursework responses. Speaking - confident engagement in discussion and ability to show knowledge in specific areas.</p>	<p>Learners will apply their knowledge and understanding from Components 1, LAA and LAB including types and purpose of travel and tourism organisations, visitor types, features of destinations, factors influencing tourism. KS3 – English Language Reading - wide, varied, and challenging sources of reading. Case studies and specific texts about tourism organisations. Specifically for this component – reading and researching about different organisations complete research and what changes they have made from their results. Writing - accurate QWC, including understanding of specific command words in coursework responses.</p>
<p>Transferrable knowledge (skills)</p>	<ul style="list-style-type: none"> • Real life awareness - Students will develop an understanding of how tourism organisations function to be successful. They can use this knowledge to understand how tourism businesses work together in real life. • Inference – being able to infer that a business has worked well to an advantage for both organisations – when no evidentiary resources prove as such. • Demonstrating a secure understanding of the written language, including Spag. • Critical understanding – ability to use sources and critique how organisations work with each other to be successful businesses. • Analysis – being able to extract and interpret information from websites, texts and other sources. 	<ul style="list-style-type: none"> • Real life awareness - Students will develop an understanding of how tourist destinations appeal to tourists. They can use this knowledge to understand how tourism destinations can build up their appeal to attract more tourists in real life. • Inference – being able to infer that a destination attracts specific types of tourists and why? – when no evidentiary resources prove as such. • Demonstrating a secure understanding of the written language, including Spag. • Critical understanding – ability to use sources and critique how destinations work to increase their overall appeal to tourists. • Analysis – being able to extract and interpret information from websites, texts and other sources. • Evaluation skills – to evaluate how different features add to the appeal of a destination to tourists? 	<ul style="list-style-type: none"> • Real life awareness - Students will develop an understanding of how tourism organisations complete research to be successful. They can use this knowledge to understand how companies bring about change to meet customer needs. • Inference – being able to infer that a business has made changes to the advantage for both organisations and customers – when no evidentiary resources prove as such. • Demonstrating a secure understanding of the written language, including Spag. • Critical understanding – ability to use sources and critique how organisations work with market research and make changes to meet their customers’ needs and wishes.. • Analysis – being able to extract and interpret information from websites, texts and other sources. • Evaluation skills – to evaluate how the research completed by companies can improve their company?

Key vocabulary pupil will know and learn	Gross domestic product (GDP) Infrastructure Package Holiday Stakeholders Airports Railways Seaports Interrelationships Collaboration	Inbound, Domestic Coastal Countryside Historical Cultural Accommodation National parks Features Facilities Appeal	Market Research Primary Questionnaires Secondary Statistics Qualitative Quantitative Products Customer satisfaction Trends National statistics Customer considerations
Assessment activities	Pearson sets the assignments for the assessment of this component. The assignment for this component consists of five tasks. ● In response to Task 1a, learners will select a travel and tourism organisation from a given sector component and conduct research on its ownership, aims and products and services. ● In response to Task 1b, based on the research into the organisation in 1a, learners will consider different organisations from different sector components that the travel and tourism organisation could work with, and why. ● In response to Task 2, learners will use research skills to consider the types of consumer technologies used by organisations in the travel and tourism sector, the reasons why they are offered, and the advantages and disadvantages to customers. Students will have approximately 6 hours to complete the assignments for Component 1a and 1b. This will be assessed throughout a specified assessment window set by Pearson. These 4-5 tasks need to be completed and marks sent to exam board by a specific date, so that these marks can be externally moderated.	Pearson sets the assignments for the assessment of this component. The assignment for this component consists of five tasks. ● In response to Task 3a, learners will refer to a given visitor profile, and explore how and why the features of a given destination are suitable. ● In response to Task 3b, learners will use the three different travel routes provided and identify advantages and disadvantages for the visitor type in the visitor profile provided before recommending which would be the most suitable. Students will have approximately 6 hours to complete the assignments for Component 1a and 1b. This will be assessed throughout a specified assessment window set by Pearson. These 4-5 tasks need to be completed and marks sent to exam board by a specific date, so that these marks can be externally moderated.	Pearson sets the assignments for the assessment of this component. The assignment for this component consists of five tasks. ● In response to Task 1a, learners will consider the different market research methods that could be used by an organisation to identify customer needs. ● In response to Task 1b, learners will use research skills to consider the different market research methods that could be used by an organisation to identify travel and tourism trends and suggest new products and services to meet these trends. Students will have approximately 6 hours to complete the assignments for Component 2a and 2b. This will be assessed throughout a specified assessment window set by Pearson. These 4-5 tasks need to be completed and marks sent to exam board by a specific date, so that these marks can be externally moderated.
Resources available	Shared area lessons I:\Curriculum Folders\Health and Social Care\Travel & Tourism\New Tech award Lessons\Component 1\Aim A SOL available	Shared area lessons I:\Curriculum Folders\Health and Social Care\Travel & Tourism\New Tech award Lessons\Component 1\Aim B SOL available	Shared area lessons I:\Curriculum Folders\Health and Social Care\Travel & Tourism\New Tech award Lessons\Component 3\Aim A SOL available
Notes Why this topic is important...	This topic teaches students about the different businesses in the tourism industry. They will understand the different jobs needed for the tourism industry to be successful in any specific destinations around the globe. They will also understand how companies cannot succeed fully on their own and will need other companies to help them either directly or indirectly to meet their own overall purposes and aims – strategically and financially.	This topic teaches students about the different features of destinations and how these add to the destinations appeal for different types of tourists. They will understand the different accommodation types and how budgets can impact the style and standard of accommodation for tourists.	This topic teaches students about research completed by the tourism industry. This research helps them to make their business more appealing to their customers and then therefore more strategically and financially successful.