

Subject: Travel and Tourism **Year** 11 **Ability** All

Term / Date(s)	Component 2 LAB (2 half terms)	Component 3 LAA (1half term)	Component 3 LAB (1 half term)	Component 3 LAC (1 half term)
Topic	Customer Needs in Travel and Tourism - how to meet the needs and preferences of travel and tourism customers.	Factors that influence global travel and tourism	Impact of travel and tourism and sustainability	Destination Management
Topic overview	Students will learn how to meet customers needs to plan suitable holidays for them, keeping within budget and considering needs and preferences.	Students will understand the positive and negative influences of different factors on global travel and tourism, and how these factors can be managed by different organisations.	Students will know about the issue of sustainability. They will gain an understanding of how some global destinations aim to minimise the negative impacts of tourism and maximise the positive impacts of tourism to achieve sustainable tourism.	Students will understand that global destinations may change over time and that tourism may be managed and developed differently, depending on whether the destination is recently emerging or an established, mature destination.
Pupils will learn...				
Components	<p>B1 Students will understand that travel and tourism organisations need to offer a range of products to meet the requirements and preferences of different types of customers, in order to meet financial and strategic aims. This is so that they will understand how to budget holidays while also meeting customer needs. <i>GToL – Knowledge of how organisations produce products to meet customer needs and how to price their holidays.</i></p> <p>B2 Students will understand how holiday packages are put together to meet the needs and preferences of specific customers. This will allow students to research products and services to plan a holiday for a specific customer or group of customers so that they are able to do this in their own future holiday planning. <i>GToL – Knowledge of what a package holiday consists of and how it meets different customer needs.</i></p>	<p>A1 Students will understand that travel and tourism organisations and destinations are influenced by many factors, many of which are beyond their control. These factors include Economic, political, media influences, natural disasters, safety and security concerns, and health risks and precautions. This is so that students will understand why these factors can affect tourists’ decisions about their holiday destinations. <i>GToL – Knowledge of factors that influence different destinations and therefore affect their appeal.</i></p> <p>A2 Students will understand the different types of organisations that might respond to these influencing factors. These include, government, travel and tourism agencies, and Voluntary organisations. This is so that students are aware of the changes that are made to help reduce the negative impacts of the factors to keep tourist numbers at the desired levels for the destinations. <i>GToL – Knowledge of how different organisations deal with the different factors to reduce their impact on tourism.</i></p>	<p>B1 Students will understand the possible positive and negative impacts of tourism on destinations. These impacts can be social impacts, economic impacts, and the environmental impact of tourism. This is to ensure that students are aware of the affect tourism has and is having on different destinations. <i>GToL – Knowledge of the impacts of tourism on destinations and how they can be categorised.</i></p> <p>B2 Students will understand the ways that social impacts can be managed in a sustainable way. This allows students to understand how different social impacts can be managed and negative affects reduced. <i>GToL – Knowledge of the social impacts and how they can be managed.</i></p> <p>B3 Students will understand the ways that economical impacts can be managed in a sustainable way. This allows students to understand how different economical impacts can be managed and negative impacts reduced.</p>	<p>C1 Students will understand that the appeal and characteristics of some global destinations may change over time. They will learn the different stages of the Tourist Area Life Cycle (TALC). This is so that they will learn that increased numbers of visitors and the development of visitors facilities, amenities and infrastructure may influence destinations negatively or positively. <i>GToL – Knowledge of the TALC model and how destinations on different parts of this model can impact customer choice for holidays.</i></p> <p>C2 Students will understand the important role of governments in developing and encouraging tourism as well as destination management. This is so they understand the reasons that governments may have for developing tourism to maximise the positive impacts. <i>GToL – Knowledge of how governments play a role in the management of the development of tourism in their countries.</i></p>

			<p>GToL – Knowledge of the economical impacts and how they can be managed.</p> <p>B4 Students will understand the ways that environmental impacts can be managed in a sustainable way. This allows students to understand how different environmental impacts can be managed and negative impacts reduced.</p> <p>GToL – Knowledge of the environmental impacts and how they can be managed.</p>	<p>C3 Students 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. This is so that they understand that companies work together well to ensure that tourism has a positive effect on its destination.</p> <p>GToL – Knowledge of how interrelationships between organisations can help ensure destinations are managed effectively to keep everyone happy.</p>
<p>What pupils should already know (prior learning components)</p>	<p>Students will apply their knowledge and understanding from Components 1 and 2 including types and purpose of travel and tourism organisations, visitor types, features of destinations, factors influencing tourism and sustainability.</p> <p>KS3 – English Language Reading - wide, varied, and challenging sources of reading. Writing - accurate QWC, including understanding of specific command words in coursework responses. Listening - Development of own Listening skills as part of development of subject knowledge and confidence in team working.</p>	<p>KS3 – Geography – Natural disasters Year 7 tropical storms, forest fires. Year 8 global warming and droughts, tectonic plates volcanos and earthquakes. Component 1 - Students will apply their knowledge including types and purpose of travel and tourism organisations, visitor types, features of destinations, and factors influencing tourism. KS3 – English Language Reading - wide, varied, and challenging sources of reading. Writing - accurate QWC, including understanding of specific command words in coursework responses. Listening - Development of own Listening skills as part of development of subject knowledge and confidence in team working.</p>	<p>KS3 – Geography – Year 8 - Energy consumption. Year 9 - Sustainable foods, Coastal landscapes. Component 1 - Students will apply their knowledge including types and purpose of travel and tourism organisations, visitor types, features of destinations, factors influencing tourism and sustainability. KS3 – English Language Reading - wide, varied, and challenging sources of reading. Writing - accurate QWC, including understanding of specific command words in coursework responses. Listening - Development of own Listening skills as part of development of subject knowledge and confidence in team working.</p>	<p>Component 1 - Students will apply their knowledge, including types and purpose of travel and tourism organisations, visitor types, features of destinations, factors influencing tourism and sustainability. KS3 – English Language Reading - wide, varied, and challenging sources of reading. Writing - accurate QWC, including understanding of specific command words in coursework responses. Listening - Development of own Listening skills as part of development of subject knowledge and confidence in team working.</p>
<p>Transferrable knowledge (skills)</p>	<ul style="list-style-type: none"> Real life awareness - Students will develop an understanding of how tourism organisations plan and create holiday packages to meet customer needs Inference – being able to infer that a customer would like a specific holiday planned for them and why? Demonstrating a secure understanding of the written language, including Spag. Analysis – being able to extract and interpret information from websites, texts and other sources. Evaluation skills – to evaluate how their planned holiday can meet customer needs fully? 	<ul style="list-style-type: none"> Real life awareness – to be aware of why safety/precautionary measures have been put in place and why? i.e., luggage screening on flights Demonstrating a secure understanding of the written language, including Spag. Analysis – being able to extract and interpret information from websites, texts and other sources. Evaluation skills – to evaluate how their planned holiday can meet customer needs fully? 	<ul style="list-style-type: none"> Real life awareness – to be aware of why sustainability is now needed worldwide and how the travel and tourism industry is helping with this. Demonstrating a secure understanding of the written language, including Spag. Analysis – being able to extract and interpret information from websites, texts and other sources. Evaluation skills – to evaluate how their planned holiday can meet customer needs fully? 	<ul style="list-style-type: none"> Real life awareness – to be aware of development of destinations and how different organisations (public, private, voluntary and DMO’s) can support this development. Demonstrating a secure understanding of the written language, including Spag. Analysis – being able to extract and interpret information from websites, texts and other sources. Evaluation skills – to evaluate how their planned holiday can meet customer needs fully?
<p>Key vocabulary pupil will know and learn</p>	<p>Responsible tourism Assessing Researching Destinations Atlases</p>	<p>Political factors Legislation Political instability/civil war Economic factors Boom</p>	<p>Government Voluntary Social Economic Environment</p>	<p>Tourism development TALC model Exploration Involvement Development</p>

	<p>Brochures Features Health risks Precautions Safety and security Problem resolution</p>	<p>Recession Exchange rates Employment levels Natural disasters Media Safety Security Precautions Disease/Illness</p>	<p>Sustainability</p>	<p>Consolidation Stagnation Decline Rejuvenation Emerging destination Mature destination</p>
<p>Assessment activities</p>	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of five tasks.</p> <ul style="list-style-type: none"> ● In response to Task 2, learners will consider how different types of travel and tourism organisations can meet the specific needs of customers. ● In response to Task 3a, learners will develop a travel plan to meet the needs of given customer needs and preferences. ● In response to Task 3b, learners will create an additional information document to provide to given customers. <p>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.</p>	<p>This component is assessed by a written assessment set and marked by Pearson. The external assessment will be 2 hours in length. The paper will contain several short- and long-answer questions.</p> <p>Completed in Feb/May of year 11.</p>	<p>This component is assessed by a written assessment set and marked by Pearson. The external assessment will be 2 hours in length. The paper will contain several short- and long-answer questions.</p> <p>Completed in Feb/May of year 11.</p>	<p>This component is assessed by a written assessment set and marked by Pearson. The external assessment will be 2 hours in length. The paper will contain several short- and long-answer questions.</p> <p>Completed in Feb/May of year 11.</p>
<p>Resources available</p>	<p>Shared area lessons I:\Curriculum Folders\Health and Social Care\Travel & Tourism\New Tech award Lessons\Component 3\Aim B</p> <p>SOL available</p>	<p>Shared area lessons I:\Curriculum Folders\Health and Social Care\Travel & Tourism\New Tech award Lessons\Component 2\Aim A</p> <p>SOL available</p>	<p>Shared area lessons I:\Curriculum Folders\Health and Social Care\Travel & Tourism\New Tech award Lessons\Component 2\Aim B</p> <p>SOL available</p>	<p>Shared area lessons I:\Curriculum Folders\Health and Social Care\Travel & Tourism\New Tech award Lessons\Component 2\Aim C</p> <p>SOL available</p>
<p>Notes</p> <p>Why this topic is important...</p>	<p>This topic teaches students how to plan and meet customers' needs within the tourism industry. With their prior learning of what is offered within different destinations and organisations should help students to meet customer preferences.</p>	<p>This topic is important for students to gain an understanding of the factors that can affect tourists' decisions for their holidays. It also allows students to understand why specific restrictions are in place and why for travelling.</p>	<p>This topic is important for students to understand the how positive and negative social, environmental and economical factors can be managed and reduced using more sustainable methods.</p>	<p>This topic is important for students to understand the development of a tourist area, from just starting out as a tourist destination to being a mature destination, and how organisations can work to manage this development.</p>