



## Year 10 Travel and Tourism Curriculum Overview

Travel and tourism is the study of how and why people travel. We study many different types of tourism, from the exhilarating adventure side of tourism to the sophistication of business travel. Tourism is a rapidly changing industry, and the Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism is for learners who want to learn more about the Travel and Tourism industry by studying the aims, products and services of different travel and tourism organisations, their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism. On this course, students will study three components. The first two components are both worth 30% of their overall grade and assessed by 'Pearson Set Assignments' which are assignments set by the exam board during a certain assessment window. These assignments are marked by the travel and tourism team, and the grades and coursework are moderated by the exam board. In year 10, students will cover component 1, be assessed in the Spring term and the partially complete component 2, finishing said component in the autumn term where they are assessed again. These components are also synoptically assessed in the 3<sup>rd</sup> component via an external exam in year 11. The qualification enables learners to develop transferable skills, such as researching, planning, and making decisions and judgements. In travel and tourism we encourage the value of learning said skills, knowledge and vocational attributes which complement GCSEs to such as Geography and Business, and many different future pathways.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn term and Spring term 1.	<p><b>Component 1 – Travel and Tourism Organisations and Destinations</b></p> <p>In this component, students will learn about the different travel and tourism organisations and the products and services they offer. They will also consider their ownership and aims, such as increasing bookings, providing services, promoting a cause or contributing to the community, and you will explore the ways and reasons why travel and tourism organisations may work together – making travel and tourism complement both business and geography. The travel and tourism industry is very competitive, and organisations need to constantly adapt and update the products and services offered. Many organisations have taken advantage of consumer technologies to keep ahead so students will investigate the different ways organisations use consumer technology and investigate recent innovations that some organisations have already introduced such as VR (virtual reality) and AI (artificial intelligence). Understandably students will also explore visitor destinations within the UK and beyond by learning about the features of popular visitor destinations and how they support different types of</p>	<p><i>Although students will be formally assessed in the Spring term, students will have practise tasks similar to that of the actual assignments throughout the course. Each assignment is split into 5 tasks, worth 12 marks each, making the assignment worth 60 marks overall. This ensures feedback is given and progress is monitored in preparation for the assessment windows. Every task can be presented as either a report or a powerpoint presentation. All timings indicated below are a guidance from the exam board.</i></p> <p><b>Task 1 (Practise)</b></p> <p>Split into two sub tasks:</p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Students will complete the preparation/research needed for the practise task 2 and 3a. This research will be used to complete the tasks in order to develop/assess their independent research skills.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Reading list/Travel guides:</b></p> <ul style="list-style-type: none"> <li><b>BTEC Nationals and Travel and Tourism Student book and Activity book – Gillian Dale</b></li> </ul>

	<p>tourism and tourist activities. Additionally this component provides the opportunity for students to learn about different types of visitors and to research popular visitor destinations and the ways people may travel there. They will consider the suitability of a given destination and travel options for a specified type of visitor. Due to the investigative elements of this components students will develop transferable skills, such as research skills, which will support their progression to many vocational or academic qualifications beyond year 11.</p>	<p><b>Task 1a</b> – Students will have 1 hour of monitored preparation for this task and then have 1 hour to complete a report/presentation on the aims, products and services of a specific tourism organisation. Students are only allowed to use the notes in the monitored prep time for this tasks.</p> <p><b>Task 1b</b> – Students will produce a report/presentation on how the organisation written about in task1a can work with other tourism organisations.</p>	<ul style="list-style-type: none"> <li>• <b><i>BTEC First Travel Atlas, Columbus Travel Publishing. (2006) 978 1 84690 005 1</i></b></li> <li>• <b><i>Lonely Planet Series (Any edition or location is suitable)</i></b></li> <li>• <b><i>DK Eye Witness Travel Guides (any location)</i></b></li> <li>• <b><i>A Rough Guide to.. (any location)</i></b></li> </ul> <p><b>Story books linked to travel and tourism:</b></p> <ul style="list-style-type: none"> <li>• <b><i>See you in the Cosmos by Jack Cheng (Highly recommend the audiobook!)</i></b></li> <li>• <b><i>Not for parents by Lonely Planet</i></b></li> <li>• <b><i>Wanderlove by Kirsten Hubbard</i></b></li> </ul> <p><b>Blogs/articles:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.travelweekly.com/Strategic-Content/Customer-Service">https://www.travelweekly.com/Strategic-Content/Customer-Service</a> (Travel Weekly; How to rock customer service)</li> <li>• <a href="https://www.ttgmedia.com/">https://www.ttgmedia.com/</a> (TTG Media is the site for Travel Trade Gazette, the UK's leading publication for the travel and tourism industry)</li> </ul>
	<p><b>Task 2 (Practise)</b> Students will have 1 hour of monitored preparation and only using these notes, will have 90 minutes to produce a report/presentation on types of technology used at a tourism organisation.</p>	<p><b>Task 2 (Practise)</b> Students will have 1 hour of monitored preparation and only using these notes, will have 90 minutes to produce a report/presentation on types of technology used at a tourism organisation.</p>	
		<p><b>Task 3 (Practise)</b> Split into two subtasks: <b>Task 3a</b> – Students will be given a visitor profile and a destination. They will have 2 hours of monitored preparation time and then 90 minutes to only use those notes to write a report/presentation on the suitability of said destination for the customer provided.</p>	

		<p><b>Task 3b</b> – Students will be given 3 travel routes the customer in task3a could take, and have 1 hour to complete a report/presentation on the suitability of each route and conclude/recommend the most suitable.</p>	<p><b>Podcasts</b></p> <ul style="list-style-type: none"> <li>• The Travel Diaries (UK’s leading T&amp;T podcast with excellent guests like Simon Reeves and Dev Patel)</li> <li>• Travel Business Success by Tourism Tim Warren</li> <li>• Wanderlust: Off the Page</li> </ul> <p><i>(All podcasts are found on either Spotify or Apple music)</i></p>
<p>Spring term 1 and Summer term</p>	<p><b>Component 2</b> The travel and tourism sector has to meet the needs and preferences of many different types of customer. This can include customer needs such as wanting a holiday at a certain time of year or within a certain budget, and preferences such as individuals wanting an adventure holiday and families wanting a beach to visit and activities for young children. In this component, students will investigate how market research is used by travel and tourism organisations to identify travel and tourism trends such as types of holiday taken, when they are taken and where. They will consider the different ways organisations may respond to the trends identified and explore the general and specific needs of different types of customer and how travel and tourism organisations meet these needs and preferences by offering a variety of</p>	<p><i>As with component 1, although students will be formally assessed in the Spring term, students will have practise tasks similar to that of the actual assignments throughout the course. Each assignment is split into 5 tasks, worth 12 marks each, making the assignment worth 60 marks overall. This ensures feedback is given and progress is monitored in preparation for the assessment windows. Every task can be presented as either a report or a</i></p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Students will complete the preparation/research needed for the practise task 3a and 3b. This research will be used to complete the tasks in order to develop/assess their independent researching skills.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b> <b>Reading list/Travel guides:</b></p>

	<p>products and services. In this component, students consider how organisations use research to identify and respond to travel and tourism trends and consider how travel and tourism organisations meet customer needs and preferences. As such, a huge skill further developed in this unit will research information and plan a holiday for a specified customer. You will develop transferable skills, such as research and analysis, as well as itinerary and document production, an amazing skill for any future pathway.</p>	<p><i>powerpoint presentation. All timings indicated below are a guidance from the exam board.</i></p> <p><i>Due to the summer term being busy for year 10 with mocks and work experience, only task 1 will be practised this term.</i></p> <p><b>Task 1 (Practise)</b> Split into two subtasks: <b>Task 1a</b> – Students will have 1 hour to complete a report/presentation on the advantages and disadvantages of various primary and secondary market research methods <b>Task 1b</b> – Students are given 2 hours monitored prep and 90 minutes to complete a report/presentation using at least two secondary data resources to report on tourism trends a specific organisation should be aware of, and how they can use this information.</p>	<ul style="list-style-type: none"> <li>• <b>BTEC Nationals and Travel and Tourism Student book and Activity book – Gillian Dale</b></li> <li>• <b>Lonely Planet Series (Any edition or location is suitable)</b></li> <li>• <b>DK Eye Witness Travel Guides (any location)</b></li> <li>• <b>A Rough Guide to.. (any location)</b></li> </ul> <p><b>Story books linked to travel:</b></p> <ul style="list-style-type: none"> <li>• <b>Peak by Roland Smith</b></li> <li>• <b>The Merit Birds by Kelly Powell</b></li> <li>• <b>Unforgettable Journeys: Slow Down and See the World (More of a coffee table book but might inspire students struggling to read full story books)</b></li> </ul> <p><b>Blogs/articles</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.visitbritain.co.uk">www.visitbritain.co.uk</a> National tourism agency for the UK</li> <li>• <a href="https://www.vivocha.com/customer-service-tourism-industry/">https://www.vivocha.com/customer-service-tourism-industry/</a> Vivocha; Customer Service in the tourism industry</li> <li>• Access the link to the British Library travel and tourism industry guide here (Excellent for access to travel magazines): <a href="http://www.bl.uk/business-and-ip-">www.bl.uk/business-and-ip-</a></li> </ul>
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for all and in all that we do