



# SAINT JOHN WALL CATHOLIC SCHOOL

## *A Catholic School For All*



### Department Schemes of Work

**Curriculum Intent:** “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

### KS4 BTEC First Travel and Tourism (2018 Specification)



## Year 11 Travel and Tourism Scheme of Work Overview (See Pearson BTEC Level 1/Level 2 2018 specification for further detail)

<b>Sequencing of topics</b>	Autumn term 1: Unit 1 Learning Aim A, B and C, Unit 4 Assignment 4.3 Autumn term 2: Unit 1 Learning Aim A, B and C, Unit 3 Assignment 3.1 Spring term 1: Unit 1 External Examination, Unit 3 Assignment 3.2	Spring term 2: Unit 3 Assignment 3.2 and 3.3 Summer term 1: Unit 3 Assignment 3.3 Summer term 2: N/A
<b>Calendared assessments</b>	Autumn Term 2: Mock 1 Learning Aim A, B and C Spring Term 1: Unit 1 formal external examination	
<b>Personal Development</b> <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p><i>Cross curricular links</i> can be made with: Geography (methods of travel, sustainable tourism, destination features), History (cultural and heritage destinations, dark tourism), RE (cultural and heritage destinations), Business (types, roles and functions of organisations, business travel, marketing and promotion), Maths (tourism's contribution to the economy and related data interpretation), Health studies (adventure tourism, special events, visitor attractions), Technology (role of consumer technology).</p> <p><i>SJW Values</i> are incorporated throughout lessons and during trips and visits.</p> <p><i>SMSCV</i>: vocational scenarios for all assignments, UK culture and destinations studied, social responsibility and values linked to sustainable tourism.</p> <p><i>Cultural capital</i>: landmarks, visitor attractions, what attracts tourists to the UK, European and worldwide destinations, what is unique about the UK and its destinations, what is unique about worldwide and European destinations.</p>	
<b>Progression model</b>	<b>What knowledge will pupils develop? (Including key terminology)</b>	<b>What skills will pupils develop? (Including literacy &amp; Numeracy)</b>
	<p><u>Unit 1: The UK Travel and tourism sector.</u></p> <p>A.1 Types of tourism: domestic, inbound, outbound</p> <p>A.2 Types of travel: leisure, business, specialist (adventure, health, education, cultural heritage, dark tourism, voluntary work, conservation, eco-tourism)</p> <p>A.3 Principles of sustainable tourism: environment, culture, employment, energy consumption, competitive edge, image, cost savings, high and low impact</p> <p>A.4 The importance of the travel and tourism sector to the UK economy: direct and indirect employment, gross domestic product (GDP), economic multiplier effect, infrastructure</p> <p>B.1 Industries in the travel and tourism sector: tour operators, travel agents (multiples, independent, online, package holidays), comparison sites, accommodation (serviced, non-serviced, youth hostels, camping, self-catering, housekeeping, all inclusive), passenger transport, visitor attractions (natural, purpose built, heritage), arts and entertainment, tourism development and promotion</p> <p>B.2 Key organisations in the travel and tourism sector: trade and professional bodies, ancillary organisations</p> <p>B.3 Types of organisation in the travel and tourism sector: private, voluntary, public, shareholders, profits, functions, sales revenue, market share</p> <p>B.4 interrelationships between travel and tourism organisations: common ownership, commercial partnerships</p> <p>C.1 The role of consumer technology: multi-media, self-service check-in, e-tickets</p>	<p><u>Unit 1 examination unit:</u></p> <p><i>Literacy</i> including definitions and use of key terminology, extended writing questions, description and explanation.</p> <p><i>Numeracy</i> including data analysis and interpretation, drawing and interpreting graphs, financial data and economic data related to tourism.</p> <p><u>Units 3 and 4 coursework units:</u> independent research and study skills, mapskills, route planning, itinerary planning, calculating time differences/ zones, time management, understanding the roles and functions of different organisations, customer service aims and skills, personal organisation and meeting deadlines.</p>
		<b>What knowledge will pupils develop? (Including key terminology) continued from left column</b>
		<p><u>Unit 4: International travel and tourism destinations</u></p> <p>Assignment 4.3 Plan international travel to meet the needs of visitors: budgets, guidebooks, characteristics and requirements of different customer types</p> <p><u>Unit 3: The travel and tourism customer experience (synoptic unit linked with unit 1)</u></p> <p>Assignment 3.1 Investigate travel and tourism customer service: customer service aims, size and type of organisation, relationship between aims, role and functions</p> <p>Assignment 3.2 The needs and expectations of different types of customers:</p> <ul style="list-style-type: none"> <li>• internal customers (colleagues, supervisors, directors, suppliers, owners, shareholders), external customers</li> <li>• customer needs: products and services, accurate information, health and safety, assistance, advice, specific needs, unstated needs</li> <li>• meeting and exceeding expectations</li> </ul> <p>Assignment 3.3 The importance of customer service: skills and techniques, policies and standards, impacts, technology, complaints, compliments, brand loyalty, repeat business, recommendations, staff turnover, referred business, job satisfaction</p>
<b>Development homework</b>	<p>Unit 1 example: Go to the visit Birmingham website. List all the heritage and purpose-built attractions that tourists can visit.</p> <p>Unit 3 example: Interview staff working in organisations and identify the customer service techniques they use.</p> <p>Unit 4 example: Create a leaflet advertising the features of an international destination of your choice.</p>	