

**Year 10 - Curriculum Map for Travel and Tourism**

**Course: BTEC Level 1/2 First Award in Travel and Tourism**

**2021 – 2022 Units**

**Year 10 Units**

**Unit 1:** The UK Travel and Tourism Sector (External)

**Unit 2:** UK Travel and Tourism Destinations (Internal)

**2022 – 2023 Units**

**Year 11 Units**

**Unit 3:** The Travel and Tourism Customer Experience (Internal Synoptic)

**Unit 4:** International Travel and Tourism Destinations (Internal)

**What are the intended aims for this year's curriculum?** This two-year course aims to provide an engaging and stimulating introduction to the world of travel and tourism giving students the opportunity to develop knowledge and technical skills. Students will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport, and visitor attractions. In Year 10, students will also investigate the importance of the travel and tourism sector to the UK and investigate different types of customer and UK destinations. In Year 11, students will be given the opportunity to study international travel and tourism. Over the two-year course, they will develop key skills, such as research, report drafting and writing skills and project management.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic(s): <b>Unit 1*</b>: The UK Travel and Tourism Sector.</p> <p><i>*This unit is assessed through an external exam in January 2022.</i></p>	<p>Topic(s): <b>Unit 1*</b>: The UK Travel and Tourism Sector.</p> <p><i>*This unit is assessed through an external exam in January 2022.</i></p>	<p>Topic(s): <b>Unit 2*</b>: The UK Travel and Tourism Destinations.</p> <p><i>*This unit is assessed through three internal assignments.</i></p>	<p>Topic(s): <b>Unit 2*</b>: The UK Travel and Tourism Destinations.</p> <p><i>*This unit is assessed through three internal assignments.</i></p>	<p>Topic(s): <b>Unit 2*</b>: The UK Travel and Tourism Destinations.</p> <p>Topic(s): <b>Unit 3*</b>: The Travel and Tourism Customer Experience.</p> <p><i>*This unit is assessed through three internal assignments.</i></p>	<p>Topic(s): <b>Unit 3*</b>: The Travel and Tourism Customer Experience.</p> <p><i>*This unit is assessed through three internal assignments.</i></p>
'Big idea(s)' / fundamental concepts	<p><b>Learning Aim A:</b> To understand the UK travel and tourism sector and its importance to the UK economy.</p> <p><b>Learning Aim B:</b> To know about the industries, and key organisations, within the travel and tourism sector, their roles, and interrelationships.</p>	<p><b>Learning Aim B cont.:</b> To know about the industries, and key organisations, within the travel and tourism sector, their roles, and interrelationships.</p> <p><b>Learning Aim C:</b> To understand the role of consumer technology in the travel and tourism sector</p>	<p><b>Learning Aim A –</b> To know UK travel and tourism destinations and gateways.</p>	<p><b>Learning Aim B-</b> To investigate the appeal of UK tourism destinations for different types of visitors. <b>Learning Aim C –</b> To plan UK holidays to meet the needs of different visitors.</p>	<p><b>Unit 2 Learning Aim C cont –</b> To plan UK holidays to meet the needs of different visitors.</p> <p><b>Start Unit 3 Learning Aim A -</b> To investigate travel and tourism customer service.</p>	<p><b>Unit 3 Learning Aim A cont-</b> To investigate travel and tourism customer service.</p>
Knowledge to be learnt	<p>In <b>Unit 1 Learning Aim A</b>, students will know the differences between various types of tourism e.g. domestic, outbound etc. They will understand the different reasons and purposes for travel e.g. leisure, business etc. Students will also learn about the meaning and principles of sustainable tourism and the different economic effects of travel and tourism. In <b>Unit 1 Learning Aim B</b>, students will learn about the different types of industries and organisations that make up the travel and tourism sector e.g. travel agents, private tour operators etc. They will learn about the key roles and functions of each and how their interrelationships.</p>	<p><b>Unit 1 Learning Aim B cont.</b> – see previous column for information. In <b>Unit 1 Learning Aim C</b>, students will learn about the role of consumer technology. They will be able to identify and give examples of different consumer technologies used in the travel and tourism sector. They will also learn about the possible applications of consumer technology in different contexts and how these link to the customer experience.</p> <p><i><b>Exam information:</b> Students will sit this exam in January 2021. The exam will last for 1 hour 15 minutes and contains 60 marks. The paper will consist of several structured questions. Some questions will be based on background and stimulus information provided in the exam paper, such as images, text, and data. The exam consists of a variety of question types, including objective questions, short-answer questions, and extended writing questions.</i></p>	<p>In <b>Unit 2 Learning Aim A</b>, students will be able to accurately locate examples of travel and tourism destinations, from each destination category, gateway airports and major seaports. Students will also need to locate motorways and rail lines with destinations connected by them. They will complete <b>Assignment 1</b> which assesses their map and locational skills.</p>	<p>In <b>Unit 2 Learning Aim B</b>, students will be able to understand how different types of destinations can appeal to different types of visitors and what their needs are. Student knowledge will be assessed through <b>Assignment 2</b>. In <b>Unit 2 Learning Aim C</b>, students will conduct research into holiday plans for different types of visitors learn to produce itineraries to meet their needs. Student knowledge will be assessed through <b>Assignment 3</b>.</p>	<p>In <b>Unit 2 Learning Aim C</b>, students will conduct research into holiday plans for different types of visitors learn to produce itineraries to meet their needs. Student knowledge will be assessed through <b>Assignment 3</b>.</p> <p>In <b>Learning Aim A for Unit 3</b>, students will learn the main aims of customer service for different travel and tourism organisations e.g. meeting customer's needs, increasing profits, creating new business etc. They will also learn how the aims relate to the size and type of organisation. Students will be assessed through <b>Assignment 1</b>.</p>	<p>In <b>Learning Aim A for Unit 3</b>, students will learn the main aims of customer service for different travel and tourism organisations e.g. meeting customer's needs, increasing profits, creating new business etc. They will also learn how the aims relate to the size and type of organisation. Students will be assessed through <b>Assignment 1</b>.</p>
Key vocabulary	<p>Domestic, outbound, inbound, leisure, staycation, business, incentive, conference, cultural heritage, voluntary, conservation, eco-tourism, environmental, consumption, competitive edge, cost saving, employment, GDP, economy, economic, expenditure, multiplier effect, infrastructure, services, component, excursion, foreign exchange, currency, ancillary service, comparison, recreation, hospitality, role, literature, merchandise, industry</p>	<p>Marketing, promotion, sales, income, customer care, economies of scale, shared resources, wider customer base, online, personalised care, consumer, expectations, technology, self-service, multi-media, communication, applications, comparison, virtual, electronic, mobile technology, independent reviews, strategic.</p>	<p>UK capital cities, i.e. London, Edinburgh, Cardiff, Belfast. Seaside resorts, e.g. Brighton, Weston-Super-Mare. Countryside areas, such as: national parks, e.g. Snowdonia, Cairngorms, Peak District, New Forest. AONB e.g. Isles of Scilly, Kent Downs. Cultural and/or historical destinations, e.g. Londonderry. UK airports, e.g. LGW, LHR. UK passenger seaports between UK and ROI e.g. Holyhead. UK motorways and rail networks.</p>	<p>Heritage, accommodation, physical, human, facilities, services, leisure, domestic, inbound, domestic, international, characteristics, appeal, itinerary, cultural, attractions, National Trust, English Heritage properties, theme parks, museums, historical sites, heritage sites and wildlife parks. Physical features e.g. mountains, lakes, rivers, coasts, and beaches. Accommodation, e.g. hotels, guesthouses, bed and breakfast, self-catering, camping, and caravanning, holiday parks and boats.</p>	<p>Domestic, outbound, inbound, leisure, staycation, business, incentive, conference, cultural heritage, voluntary, conservation, eco-tourism, environmental, consumption, competitive edge, cost saving, employment, GDP, economy, economic, expenditure, multiplier effect, infrastructure, services, component, excursion, foreign exchange, currency, ancillary service, comparison, recreation, hospitality, role, literature, merchandise, industry representation, ABTA, AITO, CAA, ORR, revenue, profit,</p>	<p>Domestic, outbound, inbound, leisure, staycation, business, incentive, conference, cultural heritage, voluntary, conservation, eco-tourism, environmental, consumption, competitive edge, cost saving, employment, GDP, economy, economic, expenditure, multiplier effect, infrastructure, services, component, excursion, foreign exchange, currency, ancillary service, comparison, recreation, hospitality, role, literature, merchandise, industry representation, ABTA, AITO, CAA, ORR, revenue, profit, market, donation, grant, ownership,</p>

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The role of reading and comprehension	Students will have plenty of opportunity to read and research examples of different types of tourism and the principles behind sustainable tourism. They will conduct topical reading around the importance of travel and tourism to the UK economy and the impacts it has.		Students will have plenty of opportunity to read and research the possible advantages and disadvantages of consumer technology for different customer types including airports, attractions, accommodation, mobile applications, electronic ticketing, and websites.		Students will be able to accurately read and locate on maps examples of travel and tourism destinations, from each destination category, gateway airports and major seaports.		Students will have plenty of opportunity to read and research how different types of destinations, including seaside resorts, town or city destinations and countryside areas can appeal to different types of visitors. They will also read into how destinations need to increase their appeal if they are to survive, because of issues such as bad weather, falling visitor numbers and poor exchange rates etc.	<b>Unit 2:</b> Students will have plenty of opportunity to read and research how different types of destinations, including seaside resorts, town or city destinations and countryside areas can appeal to different types of visitors. They will also read into how destinations need to increase their appeal if they are to survive, because of issues such as bad weather, falling visitor numbers and poor exchange rates etc.  <b>Unit 3:</b> Students will have plenty of opportunity to read and research the different types of customer service in order to evaluate best-fit approaches
The role of independent extended writing	Extended writing opportunities will be presented through practice examination style questions. Students will also be presenting written accounts of the different key organisations in the travel and tourism sector.		Extended writing opportunities will be presented through practice examination style questions. Students will also be presenting written accounts of the roles of consumer technology in different contexts.		Written, descriptive accounts of routes travelled by road, rail, and air withing and out of the UK.		Using different types of sources of information to plan one UK holiday for different types of visitors and producing and justifying suitable itineraries for them.	<b>Unit 2:</b> Using different types of sources of information to plan one UK holiday for different types of visitors and producing and justifying suitable itineraries for them.  <b>Unit 3:</b> Extended writing opportunities will be presented through students needing to compare the how the main customer service aims for two different travel and tourism organisations help the organisations to carry out their role and functions.
The role of maths/ numeracy	Interpreting data relating to inbound and domestic tourism in the UK e.g. employment statistics, identifying visitor expenditure, number of trips taken.		Interpreting data relating to customer numbers and sales linked to different consumer technology. Data analysis will be conducted to interpret how the customer experience can impact upon customer numbers.		Provide worked examples of passenger routes, including departure points, destinations, timings, and distances for the UK.		Budget and visitor requirements Including preferred dates/time of year and requirements, including cost for different standard of accommodation, type of accommodation and board basis	<b>Unit 2:</b> Budget and visitor requirements Including preferred dates/time of year and requirements, including cost for different standard of accommodation, type of accommodation and board basis.  <b>Unit 3 :</b> Interpreting data relating to customer service reviews and reports. Data analysis will be conducted to interpret how the customer feedback can impact upon the organisation
Links to careers/ aspirations	Travel Agency – retail travel, customer service representative in the UK or overseas, tour operator, tourist information centre, tour guide, travel marketing, travel sales, outdoor pursuits.		Travel Agency – retail travel, customer service representative in the UK or overseas, tour operator, tourist information centre, tour guide, travel marketing, travel sales, outdoor pursuits.		Travel Agency – retail travel, customer service representative in the UK or overseas, tour operator, tourist information centre, tour guide, travel marketing, travel sales, outdoor pursuits.		Travel Agency – retail travel, customer service representative in the UK or overseas, tour operator, tourist information centre, tour guide, travel marketing, travel sales, outdoor pursuits.	Travel Agency – retail travel, customer service representative in the UK or overseas, tour operator, tourist information centre, tour guide, travel marketing, travel sales, outdoor pursuits.
Core skills <i>A skill is a performance built on what a person knows</i>	Problem-solving, research skills, communication skills, IT skills, presentation skills, working to deadlines, teamwork, presentation skills, data-analysis techniques, and skills.		Problem-solving, research skills, communication skills, IT skills, presentation skills, working to deadlines, teamwork, presentation skills, data-analysis techniques and skills.		Map skills, atlas skills, geographical locational skills, problem-solving, research skills, communication skills, IT skills, working to deadlines.		Map skills, atlas skills, geographical locational skills, problem-solving, data-analysis, research skills, communication skills, IT skills, presentation skills, working to deadlines, teamwork, presentation skills.  <b>Unit 3:</b> Problem-solving, research skills, communication skills, IT skills, presentation skills, working to deadlines, teamwork, presentation skills, data-analysis techniques and skills.	<b>Unit 3:</b> Problem-solving, research skills, communication skills, IT skills, presentation skills, working to deadlines, teamwork, presentation skills, data-analysis techniques and skills.
Dept. enrichment activities								

Home learning opportunities	Practice examination style questions to promote recall of knowledge. Research based activities linked to the UK economy and key travel and tourism organisations. Quizzes and knowledge test will be provided to support with exam preparation.		Practice examination style questions to promote recall of knowledge. Research based activities linked to the UK economy and key travel and tourism organisations. Quizzes and knowledge test will be provided to support with exam preparation.		Students will choose routes and calculate travel times for given journeys within the UK by road/rail. Recalling and practising location skills. Learning key terminology and spellings.		Students will conduct surveys of family/friends on UK holidays they have experienced. Opportunities for researching destinations and appeal. Learning key terminology and spellings. Producing a bibliography of sources with adv/disadv. of the sources.		<p><b>Unit 2:</b> Students will conduct surveys of family/friends on UK holidays they have experienced. Opportunities for researching destinations and appeal. Learning key terminology and spellings. Producing a bibliography of sources with adv/disadv. of the sources.</p> <p><b>Unit 3:</b> Researching the different types of customer service in order to evaluate best-fit approaches.</p>	<p><b>Unit 3:</b> Researching the different types of customer service in order to evaluate best-fit approaches.</p>	
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