



ST GEORGE'S SCHOOL
A CHURCH OF ENGLAND ACADEMY

BTEC TECH AWARD IN TRAVEL AND TOURISM CURRICULUM

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CURRICULUM PHILOSOPHY

The Travel and Tourism Department at St. George's sensitively fosters a deeper understanding of the world through the examination of wide-ranging, ethical and culturally rich travel experiences. Guided by the values of dignity, hope, community, wisdom, humility, and kindness, we aim to cultivate pupils' appreciation for the beauty and diversity of creation, and the unique opportunity travel offers for personal and spiritual growth. Through our curriculum, we emphasise the significance of responsible and respectful interaction with the communities and environments encountered on travels, while encouraging pupils to explore the richness of God's world and to recognise the beauty and dignity of all people, created in his image. As future leaders in the travel and tourism industry, our pupils are challenged to approach their careers with a deep sense of purpose, wisdom, and a commitment to making a positive impact on the world. By instilling these values, we hope to inspire a generation of knowledgeable, compassionate and humble travellers who are driven by the desire to bring hope and joy to the communities they encounter.

We inspire and enthuse learners to consider a career in the Travel and Tourism sector, giving learners the opportunity to gain a broad knowledge and understanding of Travel and Tourism as well as develop skills required to excel in this sector. Travel and Tourism allows pupils to progress onto a more specialised level 3 vocational pathway, an academic tourism course, or an apprenticeship. We also teach learners about the opportunities they can enter when leaving school within the Travel and Tourism industry; especially as we are located in one of the UK's most popular seaside resorts.

In Travel and Tourism, we aim to foster and ignite an interest in the Travel and Tourism industry. We strive to challenge pupils to become more resourceful and resilient by applying what they learn in the classroom to examples used in lessons and in the local area. For example, learning about local visitor attractions such as Blackpool Tower allows pupils to become more aware of the seaside resort where we live in and the opportunities they may receive. We aim to broaden pupils' perspectives to provide a global dimension to their studies. This curriculum recognises the importance of the changing of Travel and Tourism in the United Kingdom and across the world, as well as the different challenges that this may present in society.

The curriculum is highly engaging and designed to give all learners the knowledge and skills required to pursue further education within this subject area or follow a career path within the industry if they so desire.

Throughout their studies, pupils develop a strong understanding of the needs and wants of a variety of visitor types with different ethnic, religious and socio-economic backgrounds. Pupils are encouraged to develop well-informed and open-minded attitudes to cultural diversity and an appreciation of the culture of others. We capitalise on the many opportunities to enrich our pupils with cultural capital through the exploration of different types of destinations and the discovery of various cultures within the curriculum.

As part of the BTEC Travel and Tourism curriculum pupils are encouraged to reflect on the influences that have shaped their own understanding of the Travel and Tourism sector. All of the units allow pupils to explore their own

experiences gained from holidays, day trips and school trips. By studying real people, and real places pupils are constantly making links and able to develop spiritually.

In order to achieve a true understanding of Travel and Tourism, topics have been intelligently sequenced based on the following rationale:

- Build on the foundations of knowledge that the pupils have when they begin the course, gained from their KS3 humanities lessons.
- Teachers present subject content clearly, promoting appropriate discussion regarding tourism destinations. Teachers check learning and understanding, identify misconceptions accurately and provide clear, direct feedback, responding and adapting lessons as necessary.
- Teachers and leaders use assessment well to embed knowledge fluently, or check understanding and inform teaching.
- The curriculum begins with Travel and Tourism organisations and destinations before looking at how global issues affect these organisations and then how these organisations meet the needs of customers.
- The curriculum has been designed to take every opportunity to ‘make the learning stick’. Retention strategies are embedded throughout, including weekly retrieval quizzes. Many areas of the curriculum are interleaved throughout the course with different topics and skills woven together and revisited throughout their studies.

The Travel and Tourism curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills:

- The Travel and Tourism curriculum will expose pupils to knowledge and skills they may otherwise fail to encounter in their everyday lives. The study of Travel and Tourism will develop the ability to support arguments with specific evidence. This will allow pupils to discuss and debate topical issues with confidence, credibility and clarity.
- The curriculum and provision of Travel and Tourism will support disadvantaged pupils across key stage 4 by ensuring wide ranges of tourism organisations and destinations are shown from diverse backgrounds.
- In our town there are many opportunities and careers within Travel and Tourism, it is our moral, Christian, duty to ensure that all pupils are able to access these opportunities.
- The Travel and Tourism curriculum is inclusive of all pupils no matter their circumstances, social setting, cultural or religious beliefs, gender, sex or race.
- Reference material will be delivered responsibly through adaptive teaching to support pupils in their development of knowledge and SEND pupils will be given the opportunity to study Travel and Tourism aligned to their understanding.
- Pupils will be exposed to local businesses and employers within the tourism sector. Pupils will study local tourism organisations throughout the curriculum.

We fully believe Travel and Tourism can contribute to the personal development of pupils at St George's:

The BTEC Travel and Tourism curriculum fosters personal development by linking education to real-world scenarios, enhancing English and Math skills, and building cultural and social awareness. The course shifts from theory to practice, developing essential workplace expertise by developing the following:

- Researching and tailoring solutions to meet traveller needs.
- Analysing environmental, economic, and technological factors to predict industry shifts.
- Organising itineraries and schedules under time constraints.
- Cultivating an international mindset by assessing local versus global destination appeal.
- Evaluating and devising recovery strategies for real-world disruptions.

At KS4, our belief is that exam preparation, practice and home learning revision should be interleaved with revisited powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of tasks, from low-stakes quizzing to extended practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that pupils are exposed to:

- Each topic has a 'careers spotlight', where pupils will explore a profession linked to that particular component of work. Pupils will learn about the skills required and the responsibilities of the job.
- We look at preparation for employment in the travel industry as well as the skills and opportunities required to progress.

BTEC Travel and Tourism provides an excellent foundation for multiple academic, technical, and practical pathways after Year 11:

- BTEC National Level 3 in Travel and Tourism
- T-Level in Cultural Heritage and Visitor Attractions/Management
- Complementary A-Levels such as Geography, Business Studies, or Modern Foreign Languages
- Apprenticeships are also available for the following roles: Travel Consultant, Cabin Crew/Aviation Operations and Events Assistant.

The scope of the industry means pupils skills can be utilised globally in commercial, operational and digital roles such as:

- Cabin Crew, Flight Attendant, Airport Operations Coordinator, Commercial Pilot
- Hotel/Resort Manager, Resort Representative, Accommodation Coordinator
- Tour Guide, Heritage Officer, Visitor Attraction Manager, Sustainable Tourism Officer
- Travel Consultant, Corporate Travel Planner, Destination Marketing Executive, Travel Blogger/Content Creator

The BTEC Travel and Tourism curriculum shapes character by linking industry insights to personal development. Pupils learn to manage diverse customer needs, adapt to global crises, and navigate ethical and sustainable tourism, while building emotional intelligence and practical problem-solving skills through immersive, real-world scenarios.

The course bridges these skills with core Christian values:

- **Wisdom:** Making balanced decisions during global crises.
- **Dignity:** Respecting diverse needs, from accessibility to cultural differences.
- **Hope:** Focussing on sustainable solutions that preserve ecosystems and cultures.
- **Community:** Prioritising local well-being and responsible tourism.
- **Humility:** Fostering cultural appreciation and professional composure.
- **Kindness:** Applying empathy to hospitality and customer care.

A true love of Travel and Tourism involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure pupils are well prepared to be successful in GCSE examinations:

- To be successful in the Travel and Tourism industry it is essential to know much more than the specification. Pupils are exposed to additional, and sometimes commonly assumed, knowledge of cultural, historical, political travel destinations – knowledge that they may otherwise not encounter.
- Pupils will read around the topic to enable broader exposure to the contextual knowledge surrounding both historical and topical travel issues especially since the pandemic.

CURRICULUM SEQUENCING

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 10 through to Year 11, in order to equip pupils with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Unit Sequencing		
Year 10	Term 1	Component 1: Travel and Tourism Destinations and Organisations - delivery and internal assessment - PSA (September - March) - Demonstrate an understanding of the UK travel and tourism industry - Explore popular visitor destinations
	Term 2	
	Term 3	Component 2: Customer Needs in Travel and Tourism - delivery and internal assessment - PSA (March - November) - Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends - Recognise how the needs and preferences of travel and tourism customers are met
Year 11	Term 1	Component 3: Influences on Global Travel and Tourism – delivery (December onwards) - Factors that influence global travel and tourism - Impact of travel and tourism and sustainability - Destination management
	Term 2	
	Term 3	Component 3: Influences on Global Travel and Tourism – delivery and external assessment in May - Factors that influence global travel and tourism - Impact of travel and tourism and sustainability - Destination management