BTEC Tech Award
Travel and Tourism

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 **respect** the **values** and **beliefs** of others. One of the fundamental principles of the subject is the understanding of **customer type**. Pupils have a clear understanding of each **customer's needs** from those of a Muslim family to those of a single parent family. As a result, pupils are able to **challenge stereotypical views** and appreciate, positively, differences in others. Furthermore, this gives pupils **opportunities** to explore how **beliefs** can have an impact on **life**. To put this into practice in Year 10, pupils choose **destinations** and **activities** for the **visitor** to complete whilst taking into consideration **religious**, **cultural** and **social** features of each **tourist**. Furthermore, pupils are able to develop their understanding of other **cultures**, **religions** and **values**. For example, pupils study the key **features** of **religious sites** as **places** of **interest**. As a result, pupils explore the **expectations** of **visits** to places of **religious** or **cultural importance**. For example, when making customer briefs, pupils will include details relating to the **specific requirements** of the **place** of **worship** or **cultural importance**, for example the addition of scarves and clothing etiquette when visiting places such as Vatican City.

Likewise, the understanding of the **rule** of **law** in different places is promoted and pupils are able to make parallels to the **rule** of **law** in the **UK**. It is important for pupils to recognise how customers could be affected by **changes** to the **law** when travelling around the **world**. Consequently, pupils require a good understanding of the key features of **law** in **places** such as France and the recent ban on Muslim face coverings and factors such as the US travel ban. Pupils can also consider how the **rule** of **law** has **affected** the **travel industry**, particularly in **security** on **flights**.

Furthermore, **BTEC Travel** and **Tourism** enables **moral development** by exploring and responding to issues of **right** and **wrong.** Pupils are encouraged to consider how the **aims** of a **business** may **conflict** with what is best for their **employees**. Pupils will critically examine how **businesses** can balance this in order to suit the **aims** of the **business** and the satisfaction of the **employees**. Pupils will also consider the importance of **customer service** to **Travel** and **Tourism organisations** and understand the impacts of getting **customer service** right or, in some cases, wrong. As a result of this pupils are able to develop informed and well-reasoned decisions, recognising that others have different **beliefs** and **attitudes**. For the externally examined unit, pupils consider the **impact** that **tourism** has on the **environment** and investigate how we can **reduce** the **negative** impacts, taking a **moral outlook** on our **earth**. Within **BTEC Travel** and **Tourism**, emphasis is placed on **Christian** and **moral values** to show what is **right** and what is **wrong** within this **sector**.

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:

- Pupils are equipped with a breadth of knowledge and skills in all areas of the curriculum at KS4. This qualification aims to **inspire** and enthuse learners to consider a **career** in the **Travel** and **Tourism** sector.

- Pupils are provided with **opportunities** to link **education** and the **world** of **work** in **engaging, relevant** and **practical** ways. Pupils benefit from a curriculum, which provides **opportunities** to gain a broad **knowledge** and **understanding** of, and develop **skills** in the **Travel** and **Tourism** sector.

- Pupils are able to enhance their **English** and **mathematical** competence in relevant, applied scenarios.

- Pupils have access to **high-quality resources** within the curriculum, and develop **transferable interpersonal skills**, including **working** with **others**, **problem solving**, **independent study**, and **personal**, **learning** and **thinking skills.**

- To provide **opportunities** to broaden pupils' **cultural**, **social** and **emotional development** both inside and outside the curriculum. To **develop** and **encourage** an **understanding** of **core British values**.

At KS4, our belief is that homework should be an interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and 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**.

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.

		Sequencing
Year 10	**Term 1**	Component 1: Travel and Tourism Destinations and Organisations - delivery and internal assessment - PSA (September - April) - Demonstrate an understanding of the UK travel and tourism industry - Explore popular visitor destinations
	Term 2	Component 1: Travel and Tourism Destinations and Organisations – delivery and internal assessment - PSA (September - April)
	Term 3	Component 2: Customer Needs in Travel and Tourism - delivery and internal assessment - PSA (May - December) - 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 2: Customer Needs in Travel and Tourism – delivery and internal assessment - PSA (May - December)
	Term 2	Component 3: Influences on Global Travel and Tourism – delivery - Factors that influence global travel and tourism - Impact of travel and tourism and sustainability - Destination management
	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