



# BTEC Travel and Tourism Ext Cert Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 12 Teacher 1	Term 1	Term 2	Term 3
<p><b>Unit(s) – As outlined in 39 week plans</b></p> <p>Unit 1: Learning Aim A Types of Travel and Tourism Unit 1: Learning aim B: Key Sectors of Travel and Tourism</p>	<p>Unit 1: Learning Aim C: The Scale of the Travel and Tourism industry</p>	<p>Unit 1: Learning Aim D: Factors affecting Travel and Tourism Revision Unit 3: Learning Aim A: Principles of Marketing</p>	
<p><b>Key Retainable Knowledge &amp; Skills</b></p> <p><b>A1: Types of travel and tourism</b> Students should be able to describe and explain domestic, inbound and outbound tourism.</p> <p><b>A2: Types of Travel</b> Students should be able to confidently discuss and provide detailed examples of leisure, corporate, and specialist travel as well as the concept of VFR and Day trips.</p> <p><b>A3: Types of travel and tourism customers</b> Students should be able to distinguish between different types of customers, identify generic needs of this customer type as well as explain how these needs might be met. They should be able to do this for, individuals, couples and family groups, educational and special interest groups, corporate travellers and customers with specific needs e.g. hearing, vision, mobility</p> <p><b>B1: Ownership and operating aims</b> Students should be able to distinguish between the three main organisation types (private, public and voluntary sector), explaining their main characteristics, aims and funding sources. Students should be able to identify possible component industries within each sector (e.g. tour operator = private) as well as specific examples of companies (e.g. TUI)</p> <p><b>B2: Key Sectors</b> Students should be able to describe and provide specific examples for the following key sectors – transport principles, transport hubs and gateways, tour operators, travel agencies, visitor attractions, accommodation, trade associations, government departments, regulatory bodies and information/promotional service providers. Students should be able to discuss varying components, roles, products and services for each of the above.</p> <p><b>B3: Interrelationship and interdependencies</b> Students should be able to give the advantages and disadvantages of interrelationships and interdependencies within the travel and tourism industry. They should be able to refer to details such as economies of scale, image and reputation, impact of good and poor service. Students need to be able to discuss distribution channels, horizontal integration and vertical integration in the travel and tourism industry.</p> <p><b>B4: Technology in travel and tourism</b> Students should be able to describe and explain the role technology plays in the travel and tourism industry. Students should be able to give a range of examples of how technology helps in communication, booking and promotion e.g. websites, e-brochures, mail merge, apps Students should be able to give a range of examples of the use of technology within specific industries e.g. visitor attractions, transport hubs and gateways, accommodation and travel agents.</p>	<p><b>C1: Importance of the UK as a destination</b> Students should be able to discuss the importance of the UK as a travel and tourism destination, using and analysing data including world rankings, numbers of tourist arrivals and the main areas of tourism generation. Students should be able to explain the economic importance of tourism to the UK, with reference to the value of inbound tourist, tourism receipts, employment, balance of payments and GDP</p> <p><b>C2: Employment in travel and tourism</b> Students need to be able to describe and explain the importance of travel and tourism in relation to direct and indirect employment, and the varying roles within this types. Students should be able to give specific and detailed examples of specific jobs within specific companies to support their work. For direct employment, students should be able to refer to the relevant key sectors as identified in B2. For indirect employment, students should be able to refer to industries such as insurance, suppliers to catering and hospitality, souvenir industry and travel journalism.</p> <p><b>C3: Visitor numbers</b> Students should be able to evaluate the scale of the travel and tourism industry using and analysing specific data. Students be confident using data from a range of sources, linked to visitor numbers by type, visitor numbers by origin, region visited, activities undertaken while in the UK, accommodation used. Students should be able to evaluate trends that have influenced travel and tourism, such as growth areas, changing purpose of visit, length of stay and changing popularity of destinations.</p> <p><b>C4: Spending</b> Students should be able to discuss the following key terms – GDP, leakage, multiplier effect, profit margins, commission levels. Students should be able to analyse and discuss data that reflects the above to show the importance of travel and tourism and the changing nature of tourism. Students should be able to use statistics and data to discuss accommodation, transport, entertainment and admission fees.</p>	<p><b>D1: Product development and innovation</b> Students should be able to describe, explain and evaluate the factors responsible for rapid growth of the travel and tourism industry, referring to the development and innovation in technology (e.g. computer booking, airport growth) and the role of the media (e.g. social media)</p> <p><b>D2: Other factors</b> Students should be able to describe, explain and evaluate a range of other factors that influence travel and tourism i.e. economic factors, social and lifestyle factors, government legislation, safety and security and environmental factors.</p> <p><b>D3: Responses</b> Students should be able to describe, explain and evaluate how travel and tourism organisation have responded to a range of factors, including competitive pricing, technology and crisis management.</p> <p><b>Revision</b></p> <p><b>A1: Interrelationships between marketing and customer service in travel and tourism organisations.</b> Students should be able to describe a range of marketing principles and activities used to attract and retain customers. Students should be able to explain how customer service relates to the identified marketing principles.</p> <p><b>A2: Influencing customer decisions</b> Students should be able to consider the factors that influence purchasing decisions and how marketing ensures those needs are met. Students should be able to show how travel and tourism industries consider stated and unstated needs, cultural and language needs, special needs and other needs when carrying out marketing activities. Students should be able to show how industries balance customer satisfaction with organisational aims and objectives.</p>	
<p><b>Key Technical Vocabulary</b></p> <p>Domestic/inbound/outbound tourism; Corporate travel; Private/public ownership; Voluntary sector; Interrelationship; Interdependency; horizontal integration; vertical integration; transport principle; regulatory body; stated/unstated needs</p>	<p>Balance of payments; GDP; direct/indirect employment; multiplier effect; leakage; commission levels;</p>	<p>Marketing principles; 4P's; stated/unstated needs;</p>	
<p><b>Opportunities for Reading</b></p> <p>Pearson BTEC National Travel and Tourism by G Dale Marketingmanchester.com Gov.uk/government/organisations/department-for-culture-media-sport Takeoffintravel.com</p>	<p>Pearson BTEC National Travel and Tourism by G Dale Marketingmanchester.com Gov.uk/government/organisations/department-for-culture-media-sport Takeoffintravel.com</p>	<p>Pearson BTEC National Travel and Tourism by G Dale Marketingmanchester.com Gov.uk/government/organisations/department-for-culture-media-sport Takeoffintravel.com</p>	



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		Visitbritain.org	Marketingmanchester.com
<b>Developing Cultural Capital</b>	Students develop an understanding of the needs of different customer types, specifically those with specific needs. They also develop an understanding of the role of government in the protection of customers and how they regulate industries.	Students develop an understanding of the role tourism plays in the British economy, helping them to understand the appeal of Britain to those abroad, as well as encourage a sense of wonder about the wider world. Students should develop a broad understanding of the variety of jobs in the industry.	Students develop an understanding of how component industries work together to provide high quality service and meet the needs of different customer types.
<b>Cross Curricular Links (Authentic Connections)</b>	Extended writing	Numeracy – analysis of statistical data Extended writing.	Numeracy – analysis of statistical data Extended writing. Business GCSE/A Level - marketing
<b>Key Assessment</b>	End of section tests Home Learning activities	End of section tests Home Learning activities Y12 Trial exams	End of section tests Home Learning activities Unit 1 External Exam



# BTEC Travel and Tourism Ext Cert Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 12 Teacher 2	Term 1	Term 2	Term 3
<p><b>Unit(s)</b> – As outlined in 39 week plans</p> <p>Unit 2 Learning Aim A: Geographical awareness, location and features Unit 2 Learning Aim B: Advantages and Disadvantages of travel options</p>	<p>Unit 2 Learning Aim C: Travel planning, itineraries and costs Unit 2 Learning Aim D: Trends and factors and their potential effects</p>	<p>Unit 2 Learning Aim E: Factors affecting popularity and appeal of destinations Revision Unit 3: Learning Aim A: Principles of Marketing</p>	
<p><b>Key Retainable Knowledge &amp; Skills</b></p> <p><b>A1: Geographical awareness</b> Students need an understanding terms used to describe geographical scale such as hemisphere, continents, oceans and seas. Students should be able to confidently use terms to describe te position, geographical features, altitude, latitude, equator, poles, Tropics.</p> <p><b>A2: Features and appeal of destinations</b> Students should be able to describe and explain the appeal of global destinations based on the features that can be found there i.e. natural attractions, weather, built attractions, tourist facilities and amenities. Students should be able to describe and explain the TALC model to discuss and analyse the changing appeal of different locations.</p> <p><b>A3: Appeal and types of tourism</b> Students should be able to describe and explain the features of different global destinations and how they support different types of tourism and activities i.e. cultural events, leisure options, nature, sports, adventure, wellness, business and education.</p> <p><b>B1: Different types of gateways and transport hubs</b> Students should be able to locate major and emerging international gateways. Students should be able to discuss the facilities available at international gateways and how these have developed over time and their impact on travel and tourism.</p> <p><b>B2: Potential advantages and disadvantages of travel routes and transport providers</b> Students should be able to discuss and evaluate the potential advantages and disadvantages of different modes of transport. Students should be able to discuss and evaluate the potential advantages and disadvantages of different travel routes, including time of travel, connections and transfers. Students should be able to discuss and evaluate the potential advantages and disadvantages of different transport providers e.g. scheduled airlines v charter v budget</p>	<p><b>C1: Travel planning and potential advantages and disadvantages of travel options</b> Students should be able to use and evaluate different sources of information for planning such as maps, atlases, brochures, websites, travel agents and government advice. Students should be able to evaluate factors such as convenience, timing, services, safety and security and the importance of risk assessments when planning travel for themselves or specified groups with specified needs.</p> <p><b>C2: Understanding itineraries</b> Students should be aware of the importance of itineraries and the general information that needs to be provided. Students should be able to create and use itineraries for outward travel. Students should be able to create and use itineraries for possible transport from departure points Students should be able to create and use itineraries for onward travel arrangements. Students should be able to create and use itineraries for return journey's.</p> <p><b>C3: Cost factors</b> Students should be able to use and evaluate different cost factors when discussing travel options e.g. different ways of outlining costs, possible discounts, supplements and exchange rates.</p> <p><b>C4: Types of customers and needs</b> Students should show an understanding of different customer types and how this affects their needs e.g. families, senior citizens, couples, young people</p> <p><b>D1: Consumer trends</b> Students should be able to discuss how global destinations appeal to changing consumer trends such as changing demographics, family structures, lifestyles, tastes, holiday patterns, and increasing concern over hospitality.</p> <p><b>D2: Motivating factors</b> Students should be able to discuss how motivating and enabling factors affect the appeal of different global destinations such as wanderlust and sunlust, growing prosperity, growing ease of travel, increasing range of holiday types, consumer confidence and location marketing.</p>	<p><b>E1: Factors affecting the popularity and appeal of destinations</b> Students should be able to discuss and evaluate the impact of a range of factors on the appeal of destinations, including those controllable and not controllable by destinations. These should include political factors, the economic climate, accessibility and availability, image and promotion, changing markets, natural disasters and climate.</p> <p><b>Revision</b></p> <p><b>A1: Interrelationships between marketing and customer service in travel and tourism organisations.</b> Students should be able to describe a range of marketing principles and activities used to attract and retain customers. Students should be able to explain how customer service relates to the identified marketing principles.</p> <p><b>A2: Influencing customer decisions</b> Students should be able to consider the factors that influence purchasing decisions and how marketing ensures those needs are met. Students should be able to show have travel and tourism industries consider stated and unstated needs, cultural and language needs, special needs and other needs when carrying out marketing activities. Students should be able to show how industries balance customer satisfaction with organisational aims and objectives.</p>	
<p><b>Key Technical Vocabulary</b></p>	<p>Hemisphere; latitude; longitude; Tropics; topography; conurbation; flora and fauna; precipitation; infrastructure; TALC; mature destination; rejuvenation; dark tourism; gateway; hub; tourism receiver; tourism generator;</p>	<p>Supplement; contingency planning; repatriate; embarkation; multi-centre; integrated travel; grey gapper; grey pound; multigenerational; intergenerational;</p>	<p>Enabling factors; political factors; economic factors; staycation;</p>
<p><b>Opportunities for Reading</b></p>	<p>Pearson BTEC National Travel and Tourism by G Dale Fco.gov.uk Worldtravelguide.net Visitbritain.org Researchbriefings.parliament.uk/ Worldatlas.com</p>	<p>Pearson BTEC National Travel and Tourism by G Dale Fco.gov.uk Worldtravelguide.net Visitbritain.org Researchbriefings.parliament.uk/</p>	<p>Pearson BTEC National Travel and Tourism by G Dale Fco.gov.uk Worldtravelguide.net Visitbritain.org Researchbriefings.parliament.uk/</p>
<p><b>Developing Cultural Capital</b></p>	<p>Students develop an understanding of the broader world around them, helping them to better understand different countries and communities. They should develop an appreciation for a wider range of different holiday types, and the complexity of how tourism impacts local communities.</p>	<p>Students need to be able to develop a range of holidays to meet the needs of specific customer types and justify their decisions. They should develop an understanding of how different trends have developed over time to affect the industry.</p>	<p>Students should understand the complexity of tourism and its impact on local communities and how they develop and adjust over time to maintain their support. They should also understand the impact a decline of tourism can have. Students develop an understanding of how component industries work together to provide high quality service and meet the needs of different customer types.</p>
<p><b>Cross Curricular Links (Authentic Connections)</b></p>	<p>Geography – physical landscapes Numeracy – analysis of statistical data Extended writing.</p>	<p>Numeracy – analysis of statistical data ICT – use of ICT systems Extended writing.</p>	<p>Numeracy – analysis of statistical data Extended writing. Business GCSE/A Level – marketing Geography – physical and human features, social and economic factors.</p>



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<b>Key Assessment</b>	End of section tests Home Learning activities	End of section tests Home Learning activities Y12 Trial exams	End of section tests Home Learning activities Unit 2 External Exam
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# BTEC Travel and Tourism Ext Cert Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 13 Teacher 1	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	Unit 2 Learning Aim D: Trends and factors and their potential effects Unit 2 Learning Aim E: Factors affecting popularity and appeal of destinations Revision	Unit 9 Learning Aim C	Revision
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>D1: Consumer trends</b> Students should be able to discuss how global destinations appeal to changing consumer trends such as changing demographics, family structures, lifestyles, tastes, holiday patterns, and increasing concern over hospitality.</p> <p><b>D2: Motivating factors</b> Students should be able to discuss how motivating and enabling factors affect the appeal of different global destinations such as wanderlust and sunlust, growing prosperity, growing ease of travel, increasing range of holiday types, consumer confidence and location marketing.</p> <p><b>E1: Factors affecting the popularity and appeal of destinations</b> Students should be able to discuss and evaluate the impact of a range of factors on the appeal of destinations, including those controllable and not controllable by destinations. These should include political factors, the economic climate, accessibility and availability, image and promotion, changing markets, natural disasters and climate.</p> <p><b>Revision</b></p>	<p><b>C1: Responding to competition</b> Students should be able to discuss a range of methods used by visitor attractions to respond to competition, such as reliable marketing research, planning and marketing strategies, customer service and building brand loyalty.</p> <p><b>C2: Success and appeal</b> Students should be able to use data analysis to measure trends and visitor numbers at different visitor attractions, including data around visitor numbers, data compiled by visitor associations, employment and investment data. Students should be able to analyse and present data in a variety of methods such as spreadsheets and graphs, surveys and questionnaires, break-even analysis. Students should be able to evaluate the importance of measuring and analysing success and appeal of visitor attractions.</p>	Remaining time to be used to prepare students for resit opportunities where necessary.
<b>Key Technical Vocabulary</b>	Hemisphere; latitude; longitude; Tropics; topography; conurbation; flora and fauna; precipitation; infrastructure; TALC; mature destination; rejuvenation; dark tourism; gateway; hub; tourism receiver; tourism generator; Supplement; contingency planning; repatriate; embarkation; multi-centre; integrated travel; grey gapper; grey pound; multigenerational; intergenerational; Enabling factors; political factors; economic factors; staycation;	Market research; primary research; secondary research; marketing mix; 4 P's; regeneration	
<b>Opportunities for Reading</b>	Pearson BTEC National Travel and Tourism by G Dale Fco.gov.uk Worldtravelguide.net Visitbritain.org Researchbriefings.parliament.uk/	Pearson BTEC National Travel and Tourism by G Dale Alva.org.uk Balppa.org Geographyfieldwork.com Visitbritain.org	
<b>Developing Cultural Capital</b>	Students develop an understanding of different customer types, and the appeal of different destinations as well as the positive and negative impacts of tourism.	Students should develop valuable skills in the importance of understanding your market and how visitor attractions diversify in order to do so.	
<b>Cross Curricular Links (Authentic Connections)</b>	Numeracy – analysis of statistical data Extended writing.	Numeracy – analysis of statistical data Extended writing.	
<b>Key Assessment</b>	In-class prelim Unit 2 External exam Unit 1 External Exam (Resit opportunity)	Unit 9 Learning Aim A/B/C Internal Assessment write-up	Unit 2 External Exam (Resit opportunity) Unit 9 Learning Aim C Internal Assessment write-up



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Year 13 Teacher 2	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	Unit 9 Learning Aim A Unit 9 Learning Aim B	Unit 9 Learning Aim C	Revision
<b>Key Retainable Knowledge &amp; Skills</b>	<p><b>A1: Types of visitor attractions</b> Students should be able to describe and explain the varying types of visitor attractions in the UK, including built, natural and events.</p> <p><b>A2: Scale of visitor attractions</b> Students should be able to describe and explain the scale of visitor attractions in the UK, with reference to: geographical scale and scale of appeal, ownership, complexity, and contribution to economy Students should be able to describe and explain the scope of visitor attractions in the UK, with reference to: their development of new rides and amenities, diversification of revenue streams and regeneration work Students should be able to describe and explain the appeal of visitor attractions in the UK, with reference to: accessibility, the nature of events and their popularity.</p> <p><b>A3: Funding</b> Students should be able to describe and explain the varying funding streams accessed by visitor attractions e.g. lottery, government, self-funding, charities</p> <p><b>A4: Importance of alternative revenue</b> Students should be able to describe and explain alternative revenue streams used by visitor attractions and why these are necessary.</p> <p><b>B1: Different types of visitors and their expectations</b> Students should be able to describe the different types of customers a visitor attraction might appeal to (i.e. families, adult and children, groups including education, overseas visitors, people with specific needs and UK tourists visiting overseas attractions. Students should be able to discuss diverse expectations in relation to accessibility, cost, safety and security, entertainment and educational services and how visitor attractions meet and manage those expectations.</p> <p><b>B2: Products and services offered</b> Students should be able to discuss the different products, support products, primary and secondary spending opportunities offered by visitor attractions.</p> <p><b>B3: Meeting and exceeding expectations</b> Students should be able to discuss how visitor attractions meet and exceed customer expectations, including references to product development, diversification of services and how the manage their brand.</p> <p><b>B4: Technology</b> Students should be able to discuss the role technology plays at specific visitor attractions including booking systems, visitor management systems, secondary attractions such as VR/guides / apps. Students should be able to evaluate the importance of technology for visitor attractions.</p>	<p><b>C1: Responding to competition</b> Students should be able to discuss a range of methods used by visitor attractions to respond to competition, such as reliable marketing research, planning and marketing strategies, customer service and building brand loyalty.</p> <p><b>C2: Success and appeal</b> Students should be able to use data analysis to measure trends and visitor numbers at different visitor attractions, including data around visitor numbers, data compiled by visitor associations, employment and investment data. Students should be able to analyse and present data in a variety of methods such as spreadsheets and graphs, surveys and questionnaires, break-even analysis. Students should be able to evaluate the importance of measuring and analysing success and appeal of visitor attractions.</p>	Remaining time to be used to prepare students for resit opportunities where necessary.
<b>Key Technical Vocabulary</b>	Scale; scope; private limited company; public limited company; public sector; voluntary sector; MICE; revenue generation streams; diversification; visitor management systems;	Market research; primary research; secondary research; marketing mix; 4 P's; regeneration	
<b>Opportunities for Reading</b>	Pearson BTEC National Travel and Tourism by G Dale Alva.org.uk Balppa.org Geographyfieldwork.com	Pearson BTEC National Travel and Tourism by G Dale Alva.org.uk Balppa.org Geographyfieldwork.com	



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<b>Developing Cultural Capital</b>	Student should develop an understanding of the importance of government in the tourism sector and how it supports important attractions. They should also understand the importance of business diversification to meet the needs of different customer types.	Student should develop an understanding of the importance of government in the tourism sector and how it supports important attractions. They should also understand the importance of business diversification to meet the needs of different customer types.	
<b>Cross Curricular Links (Authentic Connections)</b>	Numeracy – analysis of statistical data Extended writing. Business GCSE/A Level - marketing	Numeracy – analysis of statistical data Extended writing. Business GCSE/A Level - marketing	
<b>Key Assessment</b>	In-class prelim Unit 2 External exam Unit 1 External Exam (Resit opportunity)	Unit 9 Learning Aim A/B/C Internal Assessment write-up	Unit 2 External Exam (Resit opportunity) Unit 9 Learning Aim C Internal Assessment write-up