

**Plan Of Learning For The Year (Unit/Topic/Project Context)**

<p><b>Half Term 1</b>  <b>Component 1</b>  <b>A1</b> The major components of the UK travel and tourism industry</p> <p><b>Half Term 2</b>  <b>A2</b> The ownership and aims of travel and tourism organisations and how they work together  <b>A3</b> The role of consumer technology in travel and tourism</p> <p><b>Half Term 3</b>  <b>A3</b> The role of consumer technology in travel and tourism  <b>B1</b> Visitor destinations</p>	<p><b>Half Term 4</b>  <b>B2</b> Different types of tourism and tourism activities  <b>B3</b> Popularity of destinations with different visitor types</p> <p><b>Half Term 5</b>  <b>B4</b> Travel options to access tourist destinations</p> <p><b>Half Term 6</b>  <b>Component 2</b>  <b>A1</b> Types of market research  <b>A2</b> How travel and tourism organisations may use market research to identify customer needs and preferences</p>
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<b>Feedback, Retrieval &amp; Assessment</b>	<b>Super curriculum opportunities / extra-curricular activities</b>	<b>Cultural Capital, SMSC, Careers and Futures</b>
<ul style="list-style-type: none"> <li>• Regular self and peer assessment throughout lessons</li> <li>• Formative assessment through questioning</li> <li>• Termly teacher assessed tasks</li> <li>• Termly formal assessments</li> <li>• Low stakes quizzes based on vocabulary and geographical concepts/processes</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making exercises based on contemporary industry examples</li> <li>• Visit to a tourism outlet in Meadowhall</li> <li>• Visit to a heritage attraction in Sheffield</li> </ul>	<ul style="list-style-type: none"> <li>• Working as team</li> <li>• Problem solving</li> <li>• Learning essentials research and exam skills</li> <li>• Using ICT for report writing and independent research</li> <li>• Increasing independence with extended writing</li> <li>• Challenging misconceptions and stereotypes in the industry</li> <li>• Learning about a diverse range of global places, cultures and communities, as well as different travel destinations globally</li> </ul>

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> <li>• Talking through vocabulary together as a class</li> <li>• Challenging images/texts and what they show</li> <li>• Educating students using RUAH principles in lesson during whole class debates/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Regular homework setting for students to revisit prior learning with a mixture of different tasks: questions, quizzes, case study knowledge retrieval</li> <li>• Using quizzes and 'memory joggers' in lesson to get students to revisit prior learning</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly defined success criteria and use of clear feedback model to show next steps to improve</li> <li>• Challenge activities built into each lesson</li> <li>• Closing the vocabulary, reading, and writing gap strategies</li> <li>• Challenging text/images/graphing used as starters for students</li> <li>• Using ICT for independent research and report writing</li> </ul>