



1	Why has global tourism grown?	BTEOTL I will: Identify the causes of tourism growth Split these causes into factors Complete tables and graphs to the exam board mark scheme	Table of growing tourist numbers around the world. Think, Pair, Share – why might this be?	Photos of Italy Stats table Powerpoint	Activity 1: Pupils given example cards and to separate into factors – tech, choice, social, economic. Activity 2: Reuse hook stats table. Pupils to complete low mark based exam Qs using the table and create a comparative graph.	Complete a field sketch of your specific photo of Italy	Take a photo of the best and worst graphs, www and ebi, peer assess.
2	Italy case study – why has tourism to Italy grown?	BTEOTL I will: Be able to create a field sketch to the mark scheme. Be able to use figs on Italy to explain the reasons for growth in tourism.	HW field sketches to be out, along with teacher’s “rubbish” e.g. – www ebi your work based on the mark scheme.	Italy fact packs with figs Case studies scaffold. Powerpoint	Activity 1: Pupils use figs to create a case study page on Italy. Scaffold available. Review with class through questioning. Activity 2: Pupils to use case study and figs to answer 6 or 8 mark question based on Italy.	None	Take a photo of the some answers and peer mark with www and ebi.
3	How important is tourism in different countries?	BTEOTL I will: Be able to answer low mark questions using statistics. Be able to create graphs to the mark scheme Be able to compare graphs to the mark scheme.	How important do you think tourism is to the UK? Class discussion.	Powerpoint Stats figs. Powerpoint	Activity 1: Pupils to create graphs from largest tourist receipts (\$) and largest tourist arrivals. Show pupils a “what is missing?” example to review. Pupils to amend work. Activity 2: Comparison of graphs 4 mark question. How do we do well? Pupils to answer and assess compared to model answer. Activity 3: What is the economic importance of tourism? Pupils to attempt to write an answer without case study info...prove to pupils how many marks they lose without case studies.	None	Class discussion...what is the importance of tourism to different countries



4	What is the economic importance of tourism? (Dubai, Spain and West Indies case studies)	BTEOTL I will: Improve my exam timings Be able to use figs on Spain and Dubai case studies in short answer Qs. Be able to use figs on Spain and Dubai case studies in 8 markers	Dubai, Spain, West Indies photos – spot the difference.	Dubai, Spain and West Indies case studies packs Powerpoint	Activity 1: Distribute case studies packs. Pupils to answer all low mark questions. Switch packs between groups every 5 mins. Review answers as a class Activity 2L Use a case study to explain how tourism is developing in extreme environments (8 marks). Ask pupils for structure. Pupils to use Dubai case study to complete.	8 mark questions on Spain and West Indies	Photos of work, grade with www and ebi.
5	Who benefits the most from tourism, LEDCs or MEDCs?	BTEOTL I will: Identify benefits to both MEDCs and LEDCs. Identify evidence that MEDCs see more long term benefits. Complete an 8 marker, using figs on LEDC, MEDC benefits	KQ – what do you think? Think, pair, share	Green textbook Scaffolds Powerpoint	Activity 1: p298 to 300 Green textbook – MEDC and LEDC tourism spiders. Review. Activity 2: 8 marker comparing LEDC to MEDC tourism. You write I type.	None	Hand out model answers, peer assess
6	How have the behaviours of British holiday makers changed over time?	BTEOTL I will: Be able to describe patters on graphs Be able to explain the Butler tourist resort life cycle model.	Graph showing pattern of UK holidaymakers staycation vs. vacation – what can you learn? 2 marker. Review	Green textbooks Powerpoint	Activity 1: Butler tourist model. Speak through with class. Pupils to define stages. Activity 2: What does the Butler model show? Describe task – 4 marker. Peer assess.	Where is Dubai on the Butler model? Explain your answer. (6)	Human graph of Butler model...what if I...? activity
7	Blackpool case study. Where is Blackpool on the Butler model?	BTEOTL I will: Be able to describe patterns in Blackpool's tourism over time. Be able to make decisions about problem solving for Blackpool and justify my answer	Images of Blackpool, what do you think of Blackpool?	Blackpool info cards Blackpool figs Powerpoint	Activity 1: Pupils match info on Blackpool to the model. Where is Blackpool on the model? Activity 2: Problem solving task...how could Blackpool rejuvenate? Justify your answer using figs (6 marker)	None	Photos and peer mark www and ebi



8	What factors affect tourism to the UK?	BTEOTL I will: Be able to identify factors which influence tourism to the UK Be able to compare and explain these factors	Images of terrorist attacks – what would this do to tourism?	Green textbooks Powerpoint	Activity 1: Pupils to create list of as many things as possible that have an impact on tourism. Take feedback. Activity 2: Which has a greater impact, a banking crisis or a natural disaster? Explain your answer (8 marks)	Complete your www and ebis	Photos and peer mark www and ebi
9	What is the importance of the National Parks to UK tourism?	BTEOTL I will: Be able list the largest national parks Be able to describe at least two of them Be able to explain why people visit them.	Images of National Parks – why might people go there?	Powerpoint Info packs on National Parks	Activity 1: Info packs on National parks. Pupils to complete table describing the parks and types of activities. Review. Activity 2: Why do people visit National Parks, use egs in your answer. 6 marks	None set	Photos and peer mark www and ebi
10	What is the impact of tourism on the Lake District (Lake District Case Study).	BTEOTL I will: Be able to list the issues with high levels of tourism Be able to describe management strategies for honeypot sites Be able to explain the problems and their solutions with high levels of tours	Conflict matrix of tourism in the Lake District. Pupils to complete and review.	Powerpoint Lake District Packs	Activity 1: Use the figs to list the problems of a high number attractions. Review. Activity 2: Use the info packs to “pitch” a solution for one honeypot site.	What solutions are there to help the Honeypot sites of the Lake District? Explain your answer (6 marks)	Dragons Den style pitching of the solutions
11	Why do countries want mass tourism?	BTEOTL I will: Be able to consider the advantages and disadvantages of mass tourism Be able to apply these to a Jamaica case study Be able to reach a reasoned conclusion on tourism for Jamaica.	Positive and negatives of tourism...bouncing	Powerpoint Jamaica case studies	Activity 1: Complete the table on positives and negatives. Review. Activity 2: Expand positives and negatives to apply to Jamaica. Review. Activity 3: Class debate...is mass tourism good for Jamaica?	Learn all key words from the module for a key words test.	Write a reasoned conclusion...is mass tourism good for Jamaica



12	What attracts people to extreme environments?	BTEOTL I will: Be able to define extreme environments Be able to list examples Be able to explain why people visit extreme environments using examples as evidence	Chernobyl video – why visit it?	Powerpoint	Activity 1: Table of extreme environment resorts. Describe them and explain why tourists want to visit. Activity 2: Antarctica Case Study. Create a holiday show report on visiting Antarctica.	Learn all key words from the module for a key words test.	Hear reports. Grade with www and ebi.
13	How can tourism be more sustainable?	BTEOTL I will: Be able to define ecotourism Explain why ecotourism is important Apply this understanding to a case study on the Galapagos islands	Key words...bouncing. Photos of destroyed honeypot sites. How can we rectify this?	Powerpoint Galapagos case study sheets	Activity 1: Use Jamaica case study. What would happen if tourism remained unchecked? Link to Butler model. Activity 2: Galapagos Case Study: Create a travel agent's page on ecotourism in the Galapagos	Revise for end of unit assessment.	View pages and discuss
14	End of Unit Assessment Prep	BTEOTL I will: Know how to answer those questions I find hardest.	Smith proformas...prioritise your skills and subject knowledge.	Dependent on group	Groups to select resources to help with skill/knowledge revision.	Revise for end of unit assesment	Tell me something you know now that you didn't know before.
15	End of Unit Assessment						
16	End of Unit Assessment run through	BTEOTL I will: Know my weaknesses for future revision	PLC up on the board. Pupils to note down strengths and weaknesses.	Model answers	Run through model answers with class. Class to annotate papers.	Prep for your "therapy"	Sharing...what are our biggest weaknesses?