

Subject	Year	Term
Geography	9	Summer term 1
Topic		Concept
How do the impacts of tourism vary around the world?		Space and Place
Content + skills (Intent)		
Prior Learning (Topic)		
KS1/2: There is no specific ‘Tourism’ content in KS2. However, we are aiming to build on Pupils place knowledge by extending to studying Asia, Africa and the Middle East. Also – ‘economic activity’ will have been taught so this unit picks up on those human processes and the related environments. KS3 at Balcarras – Tourism as a concept has not been taught before in depth. The term Tourist is introduced in Year 7 in Pole to Pole and is highlighted in most other KS3 topics. Sustainability has been covered in most topics and so this topic extends that concept into a different realm.		
Students will explore and develop the concept of tourism, including how it has grown over time and how its impacts vary around the world. The unit of work focuses on the characteristics and impacts of tourism in contrasting African, Asian and Middle Eastern countries. Students will explore and build on previous knowledge of places around the world, focusing on how human and physical processes interact. The key focus will be on how human activity linked to tourism can influence and change landscapes and environments both positively and negatively. The concepts of mass tourism and of encouraging sustainable tourism will be introduced as comparative styles.		
Future Learning (Topic)		
KS3 at Balcarras: Year 9 Ecosystems. KS4 at Balcarras: Tourism and its associated advantages and disadvantages appear in many GSCE units. The main ones being: Glacial Environments (Year 10), Urban Issues and Challenges (Year 10) and Changing Economic World (Year 10) KS4 at Balcarras: As at KS4, the demands of A-Level geography require an understanding on the impacts of tourism in a synoptic manner but is not explicitly taught. Cross curricular: Business studies at KS4 impacts on Tourism. Maths (compound line graphs, climate graphs)		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
A short series of lessons introducing the concept of tourism before focusing on three contrasting tourism examples. These examples will focus on developing students’ knowledge and understanding of a range of places as well as the impacts that tourism is having there, often building on places that have been studied in previous topics of KS3 Geography at Balcarras. Culminating in an end of topic assessment that will combine both geographical knowledge and skills.	Regular marking and feedback from both the teacher and their peers. Pupils will complete a guided reading homework task and a knowledge quiz homework task as part of the topic. End of topic assessment task. Travel Journalist ‘Careers job’ advert	
How can parents help at home?		
Support with homework and revision techniques for graded assessments. Discuss current affair issues by watching/reading the news. Download the BBC or Guardian news app and set to environmental notifications to receive the most update articles. Watching relevant documentaries e.g., Race across the world. (https://www.bbc.co.uk/programmes/m0002tvs) https://www.bbc.co.uk/bitesize/topics/zcmfb9q https://www.kids-world-travel-guide.com/		

<https://www.simoncalder.co.uk/>

Conversation Starters:

Mass Tourism should be banned as it does more harm than good

Only rich people are able to travel

It isn't safe to travel to Asia

Tourism doesn't have any benefits

Ecotourism is the ONLY way people should be allowed to travel.

Helpful further reading/discussion

Reading

National geographic: Thailand, a community based tourism .

Over tourism in Maya beach:

<https://www.seagoinggreen.org/>

The Beach - Alex Garland

Vocabulary Lists

Sustainable (Eco)
Tourism, Community
Tourism, Mass Tourism,
Extreme Tourism
Multiplier Effect ,
Leakage,

Careers Links

Jobs linked to themes within the topic within lessons.

Homework task to create job advert for a career/job linked to the topic