

Pyrland School

Travel and Tourism

Curriculum Booklet for 2026-2027

Subject Lead: Miss Smith

Midsomer Norton Schools Partnership

Travel and Tourism Curriculum Intent:

"Life is either a daring adventure or nothing at all." – Helen Keller

Pyrland is a mixed ability comprehensive school where learners go on to a variety of post-16 Colleges to complete a selection of different courses, one of which is Bridgwater and Taunton College. The BTEC Tech Award in Travel and Tourism at Pyrland School is an ambitious and inclusive vocational qualification designed to prepare students for the demands of further study, apprenticeships, or employment in one of the UK's largest and most dynamic sectors. The curriculum is coherently planned and sequenced to develop sector-specific knowledge alongside transferable skills that are valued in both academic and professional contexts.
This course draws on and extends learning from Key Stage 3 subjects such as Geography and English, enabling students to contextualise their understanding of global issues, communication, and enterprise within real-world tourism scenarios. It provides a clear foundation for further study, such as the BTEC National in Travel and Tourism, A-levels in related subjects, or progression into travel industry apprenticeships.

The curriculum introduces students to key aspects of the travel and tourism sector, including:

- The structure and scale of the UK and global travel and tourism industry.
- The role and function of key organisations and travel providers.
- The appeal of destinations to different types of tourists.
- The influence of external factors (economic, environmental, political) on tourism trends.

Students also develop the ability to:

- Analyse the needs and motivations of different customer groups.
- Evaluate the suitability and appeal of destinations and itineraries.
- Understand and explain how organisations respond to changing market conditions and customer expectations.
- Most of the content is new to learners, reflecting the specialised nature of the subject, though it is designed to connect meaningfully to prior learning. The curriculum is sequenced to ensure students gradually build their understanding of the industry, culminating in the application of knowledge through synoptic tasks and external assessment.

Overall, the curriculum aims to inspire students with a broad understanding of the travel and tourism sector, encouraging cultural awareness, analytical thinking, and an appreciation of the social and economic value of global travel. This course suits learners who may prefer a different style of learning and assessment from the traditional teaching of GCSE's. Students leave the course confident, informed, and equipped for further progression in a rapidly evolving and exciting industry.

Travel and Tourism Curriculum Implementation:

At Pyrland School, the implementation of the BTEC Tech Award in Travel and Tourism is underpinned by a commitment to high ambition and inclusivity. The curriculum is designed to ensure that all learners, including those with SEND and other vulnerabilities, are supported to achieve strong outcomes and develop a robust understanding of the travel and tourism sector. Curriculum planning ensures clear sequencing and progression, enabling students to acquire and apply both theoretical knowledge and sector-specific skills in a purposeful and meaningful way.

After a standing start, each lesson begins with a set of Do Now questions that consolidate prior learning. Throughout the lessons, teachers use responsive methods such as mini-whiteboards, hinge-questioning and cold calling to monitor student learning to inform them when they need to step in to reteach an idea or address misconceptions. At the end of each topic area students will complete an assessment for the teacher to be able to address any area's that need further teaching to ensure they students fully understand the topic.

Teaching is carefully adapted to meet the diverse needs of learners. Lessons are planned with appropriate scaffolding, including the use of structured lesson's, model responses, and handouts to support reading. Differentiated resources and support strategies ensure accessibility for all, particularly for students with additional learning needs. Ongoing formative assessment enables misconceptions and feedback, promoting student progress.

Extended writing is embedded across the curriculum to support literacy development and prepare students for workplace communication and assessment demands. Opportunities for writing at length help learners articulate complex ideas and apply knowledge to industry-related tasks which will directly support coursework writing.

Students are encouraged to take ownership of their learning through the development of time management, organisation, and independent study skills. Regular assessments, feedback and tracking support learners in preparing for assessment and developing resilience, which are vital for future study or employment in the sector.

Learners leave the course with a secure and transferable skillset that supports progression into further education, apprenticeships, or employment within the travel and tourism industry. They develop vocational awareness, customer service competence, and the confidence to respond to industry-based challenges. The structured and inclusive approach ensures that all students can thrive, achieve well, and engage with their next steps in education or training with confidence and readiness.

Allocated Curriculum Time:

Lessons per fortnight	**Year 10**	**Year 11**
	6	**6**

Year 10 Travel and Tourism Programme of Study
Exam Board: Edexcel
Exam Specification: BTEC Tech Award level 1/2 in Travel and Tourism

Term	Curriculum Foci	Formal Assessment
1	**Component 1 - Travel and Tourism Organisations and destinations** **Travel and Tourism Organisations** Learners explore a variety of travel and tourism organisations, accommodation providers, transport operators, and visitor attractions. The course covers tourism promotion, ancillary services, ownership structures, CSR, and sustainability practices. It also examines the impact of consumer technologies and highlights the importance of collaboration between organisations to ensure effective service and customer satisfaction.	**Travel and Tourism Organisations** **Time:** 40 mins **Marks:** 40 marks
2	**Component 1 - Travel and Tourism Organisations and destination** **Visitor Destinations** In this topic, learners will develop their understanding of a wide range of UK and international visitor destinations. They will explore what makes destinations appealing and suitable for different types of tourists, supporting their knowledge of the travel and tourism sector and preparing them for future learning and employment.	**Visitor Destinations** **Time:** 40 mins **Marks:** 40 marks
3	**Component 1 - Travel and Tourism Organisations and destinations** **(Controlled Assessment)** This term will focus on preparation for, and completion of the externally set internally assessed coursework for this unit.	**PSA 1 – Travel Organisations and Destinations** **Time:** 6 hours **Marks:** 60 marks
4	**Component 2: Customer Needs in Travel and Tourism Understanding Types of Research in Travel and Tourism** Learners explore primary and secondary research methods used in travel and tourism to gather information, identify trends, and understand customer needs. They apply these techniques in real-world contexts, developing analytical skills and gaining both theoretical knowledge and practical, transferable research skills for industry careers.	**Types of research** **Time:** 40 mins **Marks:** 40 marks
5	**Component 2: Customer Needs in Travel and Tourism** **Products, Customers and Holidays** Learners will understand how the travel and tourism industry meets customer needs through its products and services. They will explore how customer satisfaction is shaped by experience quality, how different customer types influence holidays, and how the industry adapts to trends, preferences, and global influences.	**Products, Customers and Holidays** **Time:** 40 mins **Marks:** 40 marks
6	**Component 2: Customer Needs in Travel and Tourism** **Customer needs and wants** This topic encourages learners to adopt a customer-focused mindset, supporting both vocational understanding and transferable skills such as empathy, critical analysis, and problem-solving — all of which are essential in the modern travel and tourism sector	**Customer needs and wants** **Time:** 40 mins **Marks:** 40 marks

Year 11 Travel and Tourism Programme of Study
Exam Board: Edexcel
Exam Specification: BTEC Tech Award level 1/2 in Travel and Tourism

Term	Curriculum Foci	Formal Assessment
1	**Component 2: Customer Needs in Travel and Tourism** **Planning a holiday (continued)** Learners will develop practical holiday planning skills by creating proposals tailored to different customer needs. They will consider factors like budget, destination, and trends, explore the decision-making process, and evaluate how travel organisations meet individual needs. Plans will be assessed for suitability, with justifications based on evidence and reasoning.	**Planning a holiday** **Time:** 40 mins **Marks:** 40 marks
2	**Component 2: Customer Needs in Travel and Tourism** **(Controlled Assessment)** This term will focus on preparation for, and completion of the externally set internally assessed coursework for this unit.	**PSA 2 -** Customer Needs in Travel and Tourism **Time:** 6 Hours **Marks:** 60 Marks
3	**Component 3: Influences on Global Travel and Tourism** **Global travel and sustainability (Examined Unit)** Learners will explore how global factors, economic, political, natural, media, safety, health, and response strategies, impact the travel and tourism industry. They will evaluate how these influences affect destinations, visitor behaviour, and the sustainability of tourism. The topic encourages responsible and ethical travel choices through an understanding of global trends and crisis response.	**Global travel and sustainability** **Time:** 40 mins **Marks:** 40 marks
4	**Component 3: Influences on Global Travel and Tourism** **Impact of travel (Examined Unit)** Learners will study the wide-ranging impacts of tourism, including sociocultural, economic, and environmental effects. They will explore sustainable tourism principles, infrastructure development, and the role of planning, legislation, and government in managing tourism. Key topics include the Tourism Area Life Cycle (TALC), travel restrictions, transport links, and destination management strategies. This comprehensive topic equips learners with practical and theoretical knowledge of how tourism development affects destinations and prepares them for further study or careers in the sector.	**Mock Exam** **Component 3: Influences on Global Travel and Tourism Exam** **Time:** 2 hours **Marks:** 60 marks
5	**Component 3** This is the examined unit. Students will have time to revise topic areas, practice exam questions and work through past papers.	**Component 3: Influences on Global Travel and Tourism Exam** **Time:** 2 hours **Marks:** 60 marks

Final GCSE Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
1	30%	Component 1: Travel and Tourism Organisations and Destinations Students have 6 hours to complete a written task.	Coursework Deadline 11th December 2026
2	30%	Component 2: Customer Needs in Travel and Tourism Students have 6 hours to complete a written task.	Coursework Deadline 26th March 2027
3	40%	Component 3: Influences on Global Travel and Tourism Students sit a 2-hour paper, consisting of 60 marks.	29th April 2027

Please see exam board websites for up to date information: Travel & Tourism (2022) | BTEC Tech Awards | Pearson qualifications

"To travel is to live."

Hans Christian Andersen