



YEAR 8 2023-2024 SUMMER TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Tourism



Curriculum Intent	In addition to working further on objectives from Year 7, 8 and 9, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<ul style="list-style-type: none">• Introduction to waves and to be able to distinguish between the different types of erosion• To understand what tourism is, why it is important globally, the positive impacts of it and evaluate tourism.• To understand what a National Park is, to identify their location and describe features of some of them, and why they play an important role in conservation.• To understand the concept of Carbon Footprint and how the tourist industry can reduce the size of their carbon footprint.• To understand the negative economic issues surrounding leakage within the tourism industry.• To understand how tourism has an effect on the host community.• To explore different aspects of sustainable tourism.• To investigate the impacts of tourism on Castleton, Peak District.
Spiritual, moral, social, and cultural development	<p>SMSC: Learning about others and how they live with tourism and its effects. Appreciating differing viewpoints regarding tourism and tourism management.</p> <p>PSHE/British Values: Respect of different cultures and areas and their approach to tourism (National Parks).</p> <p>Skills Builder: Landscape diagrams, graph interpretation, decision making exercises</p>
Numeracy	Calculating carbon footprints, graph interpretation,
Literacy	<p>Vocabulary Tier 2: Describe, explain, identify, cause, effect, response, compare and contrast</p> <p>Vocabulary Tier 3: Attrition, Abrasion, Hydraulic Action, Solution, Tourism, Tourist, Multiplier Effect, Economic Leakage, Overtourism, Carbon Footprint.</p> <p>Reading: National Park descriptions</p> <p>Writing: Castleton Fieldwork project</p> <p>Oracy: Presentation of choices relating to how overtourism can be managed in Venice.</p>
Becoming future ready	Careers/Employability: Marine Engineer, Pilot, Hotelier, Tour Guide, Travel Agent, Travel Writer, National Parks Ranger, Environmental Consultant, Chef, Farmer, Baker, Hotel Worker
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking. Refer to Scheme of learning.</p> <p>By resource: Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Resources may be adapted to support students in S band for example.</p> <p>By Intervention: by providing different levels of supervision and support.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Knowledge)	<ul style="list-style-type: none">• Describe and explain the 4 agents of erosion• Understand the keys term of tourism, how it has grown and the factors causing the growth• Identify National Parks, understand why they were set up and characteristics of some of them• Explain how Carbon Footprints can be reduced• Explain how the impacts of economic leakages can be reduced

	<ul style="list-style-type: none"> ● Explain how tourism has an impact of the lives, health and lifestyles of people in the host community ● Justify choices about management strategies designed to limit overtourism ● Create a Sustainable Tourism quiz ● Complete a fieldwork investigation about the impacts of tourism in Castleton, Peak District
Current learning to be developed in the future within:	GCSE – Living with the physical environment (Coasts), Challenges in the human environment (Tourism in Tunisia).
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.