KS2 Geography: Tourism

Video	Central or big idea	Think, work and apply like a geographer	Questions to explore	Key learning outcomes
KS2 Geography. Exploring UK locations: Tourism	Tourism impacts the places where it occurs.	• Compare • Reason & justify • Sustainability	• What is tourism? • What is a tourist attraction? • Are there different types of tourist attractions? What type is your favourite or would you most like to visit? • Why is there more tourism today than in the past? • How might tourism be different in a city or urban environment, compared to in a rural place? • Why has tourism increased over the years? • What are the positive impacts of tourism? • What are the negative impacts of tourism? • Why do you think people have different opinions on tourism? • How do you think tourism can be done in a sustainable way? • Should there be places on Earth where there is no tourism allowed…and if so why and where? • Have you ever been a tourist in the UK or abroad? What did you visit, where did you go, and what was it like? • What do you think is the best thing about being a tourist? • How does being a tourist make you feel? Is it different from 'normal' life? • Where would you like to go on holiday in the UK/ abroad?	• To know that different attractions attract different people to different places. • To know that tourism is more common today than in the past. • To know how to evaluate positive and negative impacts of a process such as tourism. • To know how to form and share opinions. *Suitable for teaching geography at KS2 in England, Wales and Northern Ireland, and 2nd level in Scotland.*

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Key geographical vocabulary and definitions	Suggested learning opportunites	Ideas for going further and links
Disposable income - how much money a person has to spend or save after paying their everyday expenses such as energy bills, food, transport etc. **Environmentally-friendly** - goods or services that have little or no negative impact on the environment, locally or globally. **Pollution** - when harmful materials or substances are released into the environment. There are three main forms of pollution: air, water, and land, although in cities noise and light pollution can also be impactful. **Rural** - countryside areas which may contain scattered villages and small towns. Traditionally they would have supported farming communities. **Sustainable tourism** - this is when tourism can continue long term without any lasting negative effects. Tourism can be made more sustainable, for example, by protecting the natural environment, preserving local culture, and creating benefits for the local community. **Tourism** - when people travel from where they live to another place for pleasure or relaxation. This can be a day trip or a few days holiday. **Tourist attraction** - places where tourists come to visit. Tourist attractions can range from human-built places of interest like galleries and water parks, to natural places like lakes or mountains.	**1. Plan a walking tour** Imagine tourists are coming to visit your local area. Plan and design a walking tour that you'd take them on. Things to consider include: • What key sites, landmarks, places of interest etc would you take them to? • Would you plan any stop off points for the tourists to try some local food or drink? Or perhaps a nice spot where they could have a picnic? • How will you choose the route - the quickest, the most scenic, the flattest, the quietest, or perhaps a combination? • Will everyone be able to access the route - including those with pushchairs and wheelchairs? Will there be a longer and shorter option for different people with different amounts of time? • Will there be any activities as part of the walking tour - eg a quiz about the local area or a photo opportunity? • How will you make sure your tour is promoting sustainable tourism? **2. Brand new tourist attraction** As part of a new tourism plan for the region a large waterpark is being built in a quiet area of your local neighbourhood. It might be possible to locate a possible location for this development on a local map either siting it on an area of derelict land or to replace an existing land use such as a park. • Pupils are put into groups and each group is assigned a single character role. For example, a local business owner who runs a café; an elderly person living at a nearby care home; a young person trying to get their first summer job; an environmental officer specialising in wildlife protection. • Each group creates a name, persona and biography for their character. The groups then consider and discuss the different viewpoints of their character on the new waterpark proposal – how will it affect them? Will they experience positive or negative impacts? What suggestions do they want to make? • Pupils draw an image of their character and write out the different views, concerns, and positive points for their person, ready to present to the class. • This could be run as a debate where the children get a vote at the end - firstly in role as their character, and then a second vote as themselves. The idea here is to get pupils thinking about the different perspectives and opinions surrounding tourism, to listen to one another, and to think of solutions that take all viewpoints into consideration.	Investigate the impacts of tourism on a 'hotspot' such as Windermere in the Lake District and how it could be made a more sustainable activity. Geography KS2: A location in Europe - Cologne, Germany KS2 Geography: A location in Europe - Inzell, Germany