

IGCSE Geography
Unit 7: Leisure Activities and Tourism

Recommended Prior Knowledge

An appreciation of leisure and tourism from their own experience. A good general knowledge, particularly of different places in the world.

Context

It is recommended that this is the seventh of the units to be studied. The study of leisure and tourism as a tertiary activity builds upon the knowledge and understanding gained in the study of agriculture and industry. Case studies of receiving countries are incorporated as appropriate.

Outline

The unit presents opportunities to understand how the physical attractions of different landscapes can influence human activities. It also allows pupils to analyse the costs and benefits of economic activities and appreciate the values and attitudes of the different groups involved. There are opportunities to develop environmental education, particularly an awareness of the need for sustainable development. Suggested activities from the core texts are differentiated.

Learning Outcomes		Suggested Teaching Activities	Resources
3.3a	Describe and explain the growth of leisure facilities and tourism in relation to the main attractions of the physical and human landscape.	Pupils define key terms “leisure”, “tourism” and “tourist”. Pupils brainstorm examples of leisure activities and classify e.g. active vs. passive. Pupils understand that there will be different leisure activities that take place in different environments and give examples. Pupils also understand that different age groups will have different leisure activities - conduct class survey of leisure pursuits and compare with parents, grandparents etc. Show results as tables (<i>percentages</i>) and <i>graphs</i> and describe/explain differences. Pupils brainstorm the variety of leisure activities available in the human landscape i.e. their local town or city. Repeat the exercise for a variety of physical landscapes e.g. lakes, river, mountains, limestone scenery, coastal environments etc.	The New Wider World Pages 160 - 161.
3.3a	Describe and explain the growth of leisure facilities and tourism in relation to the main attractions of the physical and human landscape.	Pupils describe and explain the recent trends and changing patterns in tourism to explain why it is increasing e.g. greater affluence, greater mobility, improved accessibility etc. Could display figures in tables and graphs as appropriate.	The New Wider World Pages 160 - 161. http://www.s-cool.co.uk/ (Select Geography AS, then Growth in Tourism). http://www.projectgcse.co.uk/geography/grow.htm

Learning Outcomes		Suggested Teaching Activities	Resources
3.3a 3.3b	Describe and explain the growth of leisure facilities and tourism in relation to the main attractions of the physical and human landscape. Assess the benefits and disadvantages of tourism to the receiving area.	Skills based activity: Using a suitable OS map extract, pupils identify the physical and human attractions of an area for tourism using <i>map symbols</i> and <i>describing natural features</i> . Pupils describe the distribution of tourist facilities in the OS map extract chosen and suggest the advantages and disadvantages that tourism might bring.	St Lucia Extract - Paper 3 May 1998.
3.3a	Describe and explain the growth of leisure facilities and tourism in relation to the main attractions of the physical and human landscape.	Pupils produce location map for the case study region for an MEDC - Costa del Sol, Spain. Pupils complete Exercise 4 Page 178 The New Wider World to show where tourists come from to visit Spain. Pupils write an entry for a tourist brochure to describe the main physical and human attractions of the region to include: climate, landscape, accommodation, nightlife and shopping, things to do. Pupils could incorporate graphs to illustrate as appropriate e.g. climate graphs. Pupils understand how the growth of tourism in the Costa del Sol is linked to its physical and human attractions.	The New Wider World Pages 164 - 165. Exercise 4 Page 178 (<i>flow line maps</i>) www.costasol.com/html (map, climate, local information, amenities) Question 5 Paper 1/2 May 1999 Question 6 Paper 1/2 November 1998
3.3a	Describe and explain the growth of leisure facilities and tourism in relation to the main attractions of the physical and human landscape.	Pupils define the key term "long haul tourism" and brainstorm reasons why it is increasing. Link to problems in EU resorts and other factors such as advertising, cheaper airfares, improved tourist facilities and infrastructure etc. Display their ideas as a spider diagram. Pupils produce location map for the case study in an LEDC - Kenya. Pupils write an entry for a holiday brochure for in Kenya to describe the main physical and human attractions of the country to include: climate, landscape, accommodation, safari and things to do. Pupils could incorporate graphs to illustrate as appropriate. The main focus here is safari holidays. Pupils understand how the growth of tourism in Kenya is linked to its physical and human attractions.	The New Wider World Pages 170 - 171. Exercise 5 Page 178. http://www.s-cool.co.uk/ (Select Geography GCSE - Tourism in Kenya) http://www.geographia.com/kenya/index.html http://www.africaonline.com Question 5 Paper 1/2 May 1999 Question 6 Paper 1/2 November 1998

Learning Outcomes		Suggested Teaching Activities	Resources
3.3b 3.5	Assess the benefits and disadvantages of tourism to the receiving area. Describe how tourism can improve the quality of life and pose threats to the environment. Identify areas at risk and describe any attempts to maintain, conserve or improve the quality of the environment.	Pupils write a report to show the advantages and disadvantages of tourism to the Costa del Sol to include the impact upon the economy, society, culture and environment of the region. Pupils include the role of the Spanish Government in both encouraging the growth of tourism and in how it is now trying to limit the negative impact of tourism e.g. Blue Flag beaches. Pupils relate the growth of tourism in Spain to stages in the model for changes in tourism. Pupils conduct a role-play to understand the values and attitudes of the different groups of people involved e.g. hotel owner, government representative, local resident and conservationist etc.	The New Wider World Page 164 -165. http://www.s-cool.co.uk/ (Select GCSE Geography, then Advantages and Disadvantages of Tourism) Question 5 Paper 1/2 May 1999 Question 6 Paper 1/2 November 1998
3.3b 3.5	Assess the benefits and disadvantages of tourism to the receiving area Describe how tourism can improve the quality of life and pose threats to the environment.	Pupils write a newspaper article to show the advantages and disadvantages of tourism to LEDC's such as Kenya to include the impact upon the economy, society, culture and the environment of the country. Pupils also understand how and why governments attract tourism to LEDC's. They appreciate that local people will have mixed opinions about the growth of tourism in Kenya.	The New Wider World Pages 168 - 169. Exercise 5 Page 178. http://www.s-cool.co.uk/ (Select Geography GCSE - Tourism in Kenya) http://www.projectgcse.co.uk/ (Select Geography - Tourism in LEDC's.) Question 5 Paper 1/2 May 1999 Question 6 Paper 1/2 November 1998
3.5	Identify areas at risk and describe attempts to maintain, conserve or improve the quality of the environment.	Pupils define the key term "ecotourism" and explain how it can operate to ensure that tourism is sustainable for LEDC countries such as Kenya.	The New Wider World Page 170 -171.