Crofton Junior School - Geography Knowledge Organiser – International Tourism (Year 6)

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| **Unit of Work** | International Tourism: A study of Greece |
| **Text Driver the Unit of Work Links to** | Who Let the Gods Out? By Maz Evans  |
| **Geographical Location** | **Tropic of Cancer****Equator****Tropic of Capricorn****French Guiana****Guyana****Venezuela****Colombia** **Ecuador** **Brazil** **Uruguay** **Argentina** **Chile** **Bolivia** **England****Italy****Greece****Egypt****Crofton (Wakefield)****Flamborough****Blackpool****Suriname****Peru** **Paraguay**  |
| **Overview of the Unit of Work** | Pupils will learn about international tourism through an in-depth case study of Greece. They will explore the key features of tourism with a focus on intangibility, seasonality, diversity and interdependence. Pupils will learn about why people travel internationally, the most popular types of international tourism and why diversity is essential. Using a range of photographs, aerial/satellite images and maps, pupils will learn about the physical and human features of Greece and why they are appealing to tourists. Pupils will graph information about tourism in the most popular destinations in Greece and they will interpret their graph to describe, compare and contrast the distribution of tourists. Using this knowledge, they will reason whether or not the physical features of an area impact the popularity with tourists. Pupils will explore the Covid 19 pandemic in Greece in relation to tourism: they will interpret data to describe changes over time in the number of tourists visiting Greece, Greece’s dependence on tourism for the economy and the short-term impact of the pandemic on the tourism industry.  |
| **Prior Learning**  | National Tourism – Draw upon the children’s knowledge of the advantages and disadvantages of national tourism (Year 4) to reason whether or not national or international tourism is the most popular for people who live in the United Kingdom. / damaging to the environment.  |
| **Sticky Knowledge** | The children will learn:1. The tourism industry ensures there is diversity in order to offer customers different experiences, for example, some people like cultural and historical attractions while others like outdoor adventure.
2. Greece is located in south-eastern Europe and it consists of islands within the Aegean and Ionian Seas.
3. Tourism in modern-day Greece started to flourish in the 1960s and 1970s, in what became known as ‘mass tourism’. During that time, large-scale construction projects for hotels and other such facilities were undertaken, and the country saw an increase in international tourists over the following years.
4. Greece has been a major tourist destination and attraction in Europe since the 1970s for its rich culture and history, which is reflected in large part by its 18 UNESCO World Heritage Sites, among the most in Europe and the world as well as for its long coastline, many islands, and beaches.
5. Several world-famous cultural and historical tourist attractions are located in Greece: Parthenon on the Acropolis, Delphi, Thessaloniki, Olympia and Meteora Monasteries.
6. Greece is dependent on tourists to support its economy.
7. Greece attracted as many as 31.3 million visitors in 2019, an increase from 24 million in 2015, making Greece one of the most visited countries in Europe and the world, and contributing to approximately 25% to the nation's Gross Domestic Product (GDP).
8. Greece experienced a 70% decrease in visitor numbers by the end of the tourist season in 2021 due to the Covid19 pandemic. Islands such as Santorini, Mykonos, and Rhodes, which depend on mass tourism and a more international clientele, were the hardest hit; whereas, islands such as Ikaria, lesser known to foreign tourists, were popular with local people who travelled nationally.
9. The number of tourists who visit Santorini has become so high that many fear the infrastructure and ecosystem of the island would not be able to handle it for much longer. This needs to change if Greece is going to continue to rely on tourism as one of its top two or three sources of income.
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| **End of Unit Outcome** | By the end of the unit of work, the children will be able to apply their knowledge of the human and physical features/attractions in Greece that are popular with tourists and the impact of the Covid 19 pandemic on Greece to participate in a well-informed debate about whether or not tourism in Greece is beneficial to the country.  |
| **Key Vocabulary** | **Tier 2:****international** – between countries**national** – within a particular country**attraction –** a place which draws visitors by providing something of interest or pleasure**Tier 3:****tourism** – providing services for people on holiday**diversity –** range / variety **seasonality –** characteristics of different times of year: winter, spring, summer and autumn**interdependence –** depending on one another **leisure –** free time for enjoyment**intangibility** – being impossible to touch **destination –** a place where people visit / travel to**cultural** – relating to art, theatre, music, literature **historical** – relating to things from the past |
| **Post Learning** | Within the Key Stage 3 Geography curriculum, children will extend their locational knowledge by focusing on key physical and human characteristics of countries and major cities. They will also learn about, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to population, international development and economic activity. They will explore how human activity relies on effective functioning of natural systems.  |