



This document relates to all newly accredited courses from April 2018 (including Heart of England 2018/19 and London 2018).

## **INSTITUTE OF TOURIST GUIDING BACKGROUND KNOWLEDGE SYLLABUS**

Rationale: this syllabus will be the foundation upon which detailed regional knowledge can be built. It is not intended that students will incorporate all topics listed into their commentary, but by using this syllabus as a framework for own research, they should be able to answer visitor questions about a wide range of aspects of life in Britain.

The syllabus is divided into the 17 topics listed below.

Where examples are given in brackets, these are simply examples and not a definitive list. This syllabus will be examined by a written examination.

1. Architecture & Gardens
2. Arts: Visual & Applied
3. Commerce, Industry & Science
4. Constitution, Government & Law
5. Cuisine
6. Education in England
7. Finance & Taxation
8. Health, Social Services & Voluntary Sector
9. History
10. Infrastructure, Housing, Transport & Energy
11. Language & Literature
12. Monarchy
13. Performing Arts & Media
14. Physical Geography, Landscape, Countryside & Coastline
15. Religion & Multiculturalism
16. Sport
17. Tourism



## ARCHITECTURE & GARDENS

**General objective: by using this syllabus as a framework for own research, candidates will have the knowledge to be able to talk about the physical features of buildings. They will be able to set a building or garden within a time frame or period, justifying this to their audience by reference to that building or garden's distinctive architectural design features. They will also be able to comment in detail about the general construction and function of: castles, churches and medieval cathedrals, the country house and towns as a background to visiting such sites.**

Specific objectives:

Candidates should be able to:

- explain the influence of location and available materials on design and be able to give examples;
- identify different periods of architecture by their style and approximately date buildings by referring to stylistic differences;
- understand the Greek and Roman origins of classical architecture;
- label different features of classical architecture and distinguish between the orders;
- label different features of gothic architecture and be able to distinguish between medieval gothic and 19C gothic;
- describe the evolution of forts, the castle and fortified residences from earthworks to the Napoleonic period;
- explain the principles and symbolism behind the building of medieval churches and cathedrals and what each new development allowed the builders to achieve. e.g. pointed arch; rib vault; flying buttress;
- give examples of major architects in Britain and their work commenting on their style and influence (e.g. Christopher Wren, George Gilbert Scott, Edwin Lutyens, Richard Rogers, Norman Foster);
- outline reasons for the development of the country house - its layout and design together with its relationship to the life of the period;
- outline changes in construction, technology and stylistic variations in the 19-21C. Be able to illustrate with examples;
- review a history of garden and landscape development to the present day including major trends, principal personalities (e.g. plant hunters such as the Tradescants, garden makers such as 'Capability' Brown), well-known gardens and parks; □ be aware of the contribution of Carl Linnaeus to botany classification; □ identify the following:
  - Monastic gardens.
  - Tudor gardens and knot gardens.
  - 17 & 18C design for royal palaces and stately homes.
  - Edwardian gardens.
  - Contemporary design.
- give examples of major garden shows / festivals and be aware of the National Garden Scheme and Royal Horticultural Society;



## **ARTS: VISUAL & APPLIED**

**General objective: by using this syllabus together with private study, candidates will be able to recognise features of interior design and furniture from different periods and describe them to visitors; be able to talk generally about painting and sculpture in different periods and developments in fashion.**

Specific objectives:

Candidates should be able to:

- identify the main movements in European art (both sculpture & painting) from medieval until current day;
- explain the main reasons why art changed over time;
- give examples of major portrait artists who worked in the UK, with an outline biography, examples of their work and where it can be seen (e.g. Hans Holbein, Anthony Van Dyck, Thomas Gainsborough, Joshua Reynolds, William Hogarth, Lucien Freud);
- give examples of major British landscape artists with an outline biography, examples of their work and where it can be seen (e.g. JMW Turner, John Constable, David Hockney);
- describe the Pre-Raphaelite movement and some of its major artists;
- state where some of the most important public art collections are located in the UK;
- show awareness of outdoor public art and memorials since the 19C and be able to give examples of work and artists (e.g. Barbara Hepworth, Henry Moore, Anthony Gormley, Anish Kapoor);
- outline the main movements in the development of furniture and interior design in the UK and be able to describe typical features of Tudor, Georgian, Victorian & 20C periods;
- outline the development of fashion in the UK from Tudor times to current day;
- give examples of internationally known British designers since 1950 and describe their style / what they are famous for (e.g. Norman Hartnell; Mary Quant, Vivienne Westwood, Alexander McQueen) ;
- recognise the place of photography in the visual arts.



## **COMMERCE, INDUSTRY and SCIENCE**

**General objective: by using this syllabus supported by own research candidates will be able to answer questions about where the main commercial, industrial, technological and scientific centres are today in Britain and be able to give reasons why they developed there.**

Specific objectives:

Candidates should be able to:

- give examples of important British scientists, with a brief biography, what they are famous for and where memorials, tombs or examples of their work can be seen (e.g. Isaac Newton; Charles Darwin, Michael Faraday, Francis Crick, Stephen Hawking);
- give examples of important British engineers, with a brief biography, what they are famous for and where memorials, tombs or examples of their work can be seen (e.g. Isambard Kingdom Brunel; Thomas Telford; George Stephenson,);
- give examples of important British inventors and business figures, with a brief biography, what they are famous for and where memorials, tombs or examples of their work can be seen (e.g. Josiah Wedgwood, Henry Royce, William Morris (cars), Joseph Rowntree, Richard Branson, James Dyson, Tim Berners-Lee);
- give examples of major museums and visitor sites to do with science and industrial heritage (e.g. The Science Museum, SS Great Britain, Ironbridge, Railway Museum, Black Country Living Museum);
- give examples of the largest industries (services and manufacture) in Britain today (e.g. healthcare, education, retail, finance, construction, tourism); state the approximate percentage of UK GDP (Gross Domestic Product) provided by service industries;
- explain broadly why certain industries developed in their current locations (e.g. natural resources, transport, academic expertise);
- explain what the Industrial Revolution was, when it happened in Britain, its effects on culture and society and be able to give examples of ground breaking inventions;
- give examples of historically important industries and explain whether they still exist (e.g. coal mining, cotton weaving, ship building, tin mining, the wool trade, car manufacture);
- give examples of globally famous British brands (e.g. Rolls Royce, Land Rover, Burberry, Mulberry, Barbour, Hunter Wellington boots, Wedgwood).



## **CONSTITUTION, GOVERNMENT and LAW (including Military, Defence & Police)**

**General objective: by using this syllabus as a framework supported by own research, candidates will be able to explain in an accessible way how the constitution, governmental, legal and military systems of the UK work and how their roles intersect and will be able to describe the dress / uniform of each body.**

Specific objectives:

Candidates should be able to:

- identify key aspects in the history of UK government, law and defence, (e.g. The Witan, Saxon shires, hundreds & parishes and current offices [Earl, Sheriff], feudal government and law, Magna Carta and Forest Charter and their subsequent international influence, HVII's navy, divine right of Kings, the impact of the Civil War & Protectorate, the origins of the modern army at the Restoration, the Glorious Revolution, the Acts of Union and Irish Home Rule, Sir Robert Peel and the police, constitutional monarchy, the impact of the EU);
- describe the structure, function, powers and electoral / appointment systems of the Westminster Parliament and the role of the Civil Service;
- explain the difference between the legislative powers of Parliament and the executive powers of Government;
- outline how the governments and assemblies of the countries of the UK inter-relate, how members are appointed and where they are based;
- identify the key government departments and their roles (i.e. The Cabinet, The Treasury, The Foreign & Commonwealth Office, The Home Office) and state the names of the people currently heading up these departments;
- state the current voting age for general elections in the UK;
- show an awareness of local government and officials within it (e.g. councillors and Mayors);
- discuss the role of the European Parliament, MEPs (Members of the European Parliament) and the European courts;
- show awareness that there are different legal systems and police administrations within the countries of the UK;
- describe the role and significance of the Armed Forces and Secret Services in Britain, including recruitment, training and primary establishments, commitments at home and abroad and their ceremonial roles;
- explain the primary role of NATO (North Atlantic Treaty Organisation);
- explain the difference between statute and common law;
- explain, in outline, the roles and structure of the judiciary including the Supreme Court, High Court, Crown Courts, Appeal Courts, Civil Courts, Coroners' Courts and Magistrates' Court;
- explain the role of judges, juries and magistrates (JPs) and Crown Prosecution Service;
- compare the kind of case that will be heard in a Criminal court to that which is heard in a Civil court;
- describe the difference between barristers and solicitors;



- explain the role and powers of the police in Britain with particular emphasis on laws that affect tourists (e.g. data protection, traffic law and customs, powers of arrest and the carrying of arms by civilians and the police);



## CUISINE

**General Objective:** by using this syllabus as a framework, supported by own research, candidates will be able to demonstrate an understanding of the food and beverage industries within the UK. Candidates will be able to explain the diverse nature of UK cuisine, and be able to discuss the many facets of our traditional and modern-day cuisine.

Specific Objectives:

Candidates should be able to:

- describe the changes in food & drink within the UK since the 1950s;
- describe how immigration into the UK revolutionised restaurant, café, fast-food and take-away menus;
- give examples of how cuisine may vary from region to region within the UK;
- identify some of the traditional dishes which an inbound visitor to England might be interested in sampling, and explain what the dishes comprise, (e.g. Fish & Chips, Ploughman's Lunch, Yorkshire Pudding, Shepherd's or Cottage Pie, Scotch Eggs, Cornish Pasties, Bubble & Squeak, Spotted Dick, Bakewell Pudding, Christmas Pudding, Trifle);
- demonstrate an understanding of movements such as 'slow food', 'farm-to-table', organic food and explain the concept of a 'Farmers' Market';
- demonstrate an awareness of current thinking and dietary requirements particularly in relation to food intolerance and lifestyle choices including vegan/vegetarian, gluten or dairy free, and how these requirements can be met;
- give examples of products which have a Protected Designation of Origin (PDO) or Protected Geographical Indication (PGI) status (e.g. Melton Mowbray Pork Pie, Cumberland Sausage, West Country Farmhouse Cheddar Cheese, Stilton, Cornish Pasty); demonstrate an awareness of popular non-traditional cuisine and how it originated, (e.g. chicken tikka masala, kebabs, bagels, salt beef, chow mein);
- explain what is meant by "cream tea", "afternoon tea" and "high tea" with an understanding that this may vary from region to region;
- describe how the English pub has changed over the years, and which internal and external factors have affected its evolution (e.g. the smoking ban);
- explain the different types of pub to be found in the UK (e.g. a free house, a microbrewery, a gastro pub), and demonstrate an awareness of pub licensing regulations, hours, age for drinking alcohol and traditions (e.g. ordering drinks at the bar, last orders);
- describe the history of: a) hops and beer brewing b) vineyards and English wine production c) gin and current trends and demonstrate an understanding of cider production in the UK;
- give examples of how a tourist guide can promote regional produce and food tourism within their area of qualification and, in turn, generate tourism to the region.



## EDUCATION IN ENGLAND

**General objective: by using these notes as a framework to support private research, candidates will be able to describe the historical background to the English education system and its development to the present day in order to present a background to visits or answer questions.**

Specific objectives:

Candidates should be able to:

- describe the origins of the education system, who it was for and how it was delivered;
- describe the state education system from its creation in 1870 to present day;
- be aware that Scotland, Wales and Northern Ireland have a different education system from England;
- explain the difference between Public schools, Independent schools and state schools;
- describe all forms of tertiary education, including vocational training and qualifications;
- identify the age of compulsory education and national examinations;
- be aware of the option for home schooling;
- know the percentage of children educated privately, by the state and at home;
- explain the funding of compulsory education in the private and state sectors, including religious schools;
- explain the funding of universities and student loans;
- be aware that university fees vary between the countries in the UK and for foreign students;
- outline the training of teachers.



## **FINANCE & TAXATION**

**General objective: by using this syllabus supported by own research candidates will be able to answer visitor questions about financial matters that affect everyday life.**

Specific objectives:

Candidates should be able to:

- state the current National Minimum Wage (hourly) for workers over 25 years old and know it is less for younger workers;
- state the current main rate of Value Added Tax (VAT), know broadly what is exempt and be able to explain how visitors can get refunds;
- give examples of the main taxes with current rates e.g. income tax, National Insurance, council tax, vehicle excise duty (car tax);
- explain the primary role of the Bank of England today and know where it is located;
- state the current inflation rate;
- outline the role of Customs & Excise;
- explain what is meant by the EU Single Market and EU Customs Union. Know the UK's position within them;
- locate the principle financial centres in the UK and be able to give an idea of the importance of this sector.



## **HEALTH, SOCIAL SERVICES & THE VOLUNTARY SECTOR**

**General objective: by using this syllabus together with private study, candidates will be able to demonstrate an understanding of the role and development of medical care in Britain, and explain the reasons for the development and scope of welfare provisions today.**

Specific objectives:

Candidates should be able to:

- outline the development of medicine over time, to include the difference between surgeons and doctors, and give examples of historical treatments and instruments;
- give examples of famous British doctors who have made a significant contribution to curing illness (e.g. William Harvey, Edward Jenner, Alexander Fleming) ;
- describe the impact and reasons for the introduction of the Welfare State in 1948 including the National Health Service, Social Care and Benefits systems;
- explain some of the issues facing the National Health Service today, with special reference to training of General Practitioners (GP's) and nurses, hospital management, and the ageing population;
- describe the reasons for government changes to the State Pension age, unemployment, housing and child benefit;
- outline the role of the Charity Commission and the "not for profit" sector of public activity;
- outline the work of voluntary organisations and provide examples of charities involved in the fields of: childcare (e.g. ChildLine), medical research (e.g. Cancer Research UK), social care (e.g. Help the Aged), ex- servicemen (e.g. Help for Heroes), care of animals (e.g. RSPCA), sea rescue (e.g. RNLI), overseas aid (e.g. Oxfam), preservation societies (e.g. National Trust), environment (e.g. RSPB), and ex-offenders (e.g. Bounce Back).



## HISTORY

**General objective: by using this syllabus and with private research candidates should have an understanding of the chronological historical development of England and its relationship with Scottish, Irish and Welsh histories. This framework will enable candidates to set in time and context events and places relevant for a tourist.**

Specific objectives:

Candidates should have an understanding, relevant for guiding tourists, of the following main events and, if applicable, existing sites associated with them:

- Pre-history, Stone Age, Neolithic and Iron Age settlements;
- Julius Caesar, The Roman Conquest, Claudius, Constantine, Hadrian's Wall, Roman roads, main Roman towns and forts, Queen Boudicca;
- The Anglo-Saxons incursion and settlements, Celtic Christianity, the Anglo-Saxon Chronicle;
- Viking incursion and settlement, King Alfred, King Cnut;
- The Norman Conquest, the Battle of Hastings, establishment of the Feudal system, Roman Catholic Church, the Domesday Book, Stephen & Matilda;
- The Plantagenets: Henry II and Thomas Becket, Richard I, King John and the Magna Carta, Edward I and invasions of Wales and Scotland, Edward III and the Knights of the Garter and The Black Death, Richard II and the Peasants' Revolt;
- The Houses of Lancaster and York, the Wars of the Roses, development of publishing;
- The Tudors: Henry VII and establishment of a navy, Henry VIII and his six wives, Reformation of the Church, Edward VI introduction of Protestantism, Mary I religious persecution, Elizabeth I and the Spanish Armada, exploration of the globe, the Poor Laws, development of theatre and William Shakespeare, Mary, Queen of Scots;
- The Stuarts: James I of England, settlement of North America, Charles I and the Civil War, Oliver Cromwell and the Parliamentarians, the Commonwealth period, restoration of the monarch Charles II, diary of Samuel Pepys, James II and the Glorious Revolution, William and Mary, Act of Union with Scotland 1707, Queen Anne;
- The Hanoverians: George I, Robert Walpole first Prime Minister, George III loss of American colonies and madness, Agricultural Revolution, the East India Company, the slave trade, the Napoleonic Wars, Prince Regent, William IV, development of the canal system, development of the army and navy, use of penal colonies e.g. Caribbean, Australia, Act of Union with Ireland 1800;
- The Age of Queen Victoria: the Industrial Revolution, the development of the railway system, the Factory Acts, Education Acts, political reforms (voting rights), social development, the development of medicine, the Civil Service, management of the Empire, the Crimean War, the Boer War;
- The 20<sup>th</sup> Century: Suffragettes, World War I, House of Windsor established, establishment of the Royal Airforce, division of Ireland, development of radio, film, TV, telephone and telegraph, air travel, football as a national sport, the 1920/30's Depression, Abdication of Edward VIII, World War II, Sir Winston Churchill, birth of the Welfare State, collapse of colonial power, immigration from Commonwealth countries, the Cold War and development of NATO, social legislation (e.g. decriminalisation of homosexuality, no blame divorces, changes in censorship laws), entry into the Common Market (EU), Margaret Thatcher, the Irish peace process, Scottish and Welsh devolution;



- The 21<sup>st</sup> Century: military engagement in the Middle-East, impact of computers and digital technology, legalisation of same-sex marriage, 2012 Olympic Games, longest reigning monarch & jubilees, 2016 Brexit referendum and result.



## **INFRASTRUCTURE: HOUSING, TRANSPORT AND ENERGY**

**General objective: candidates will be able to give informed commentary about the infrastructure of the UK and the links between the various elements: housing, transport and energy. Candidates will be able to explain the historical background and development of these, and give informed commentary about current issues and implications. Candidates will also be able to provide accurate information about different transport choices available from their region to visit other parts of the country.**

Specific objectives:

Candidates should be able to:

- explain the leasehold/freehold system;
- be aware of social housing models (council, housing association, shared ownership);
- explain the reasoning behind the sale of council houses since 1980 and the long-term impact on social housing;
- state the proportions of home ownership v private rental v social housing;
- explain Green Belts, New Towns and suburbs, the reasoning for them and development of them;
- be aware of the existence of planning procedure;
- be aware of the existence of Listed status - buildings/views and conservation areas;
- describe various transport networks and the effects each had on commercial activity over time (e.g. ports and merchant shipping, the river and canal system, railways, the road system, air transport);
- list the major airports and ports (freight and passenger);
- list the main sea transport corridors (ferries and tunnel) to continental Europe, Ireland, Channel Islands and Isle of Man;
- give an overview of bus and coach transport and the railway network, including:
  - differences between local buses and long-distance coaches
  - main rail routes and service providers
  - timetable information and typical journey times
  - fare structure, how to book tickets and payment;
- show awareness of the process for hiring a car;
- describe the road network and road classifications;
- state main speed limits in miles and kilometres per hour;
- show awareness of how the road system is funded (including vehicle excise duty, fuel taxes, road tolls and congestion charging);
- describe different types of cycle and pedestrian access (e.g. cycle lanes, pedestrianised streets, underpasses, pedestrian crossings);
- show awareness of the origins and evolution of power and energy production;
- show awareness of which elements of energy supply are in public and private ownership (e.g. oil production, National Grid, energy supply companies);
- identify forms of green energy production in the UK (e.g. Wind farms, wave power, solar panels, bio-fuels);
- state the proportions of sources of energy used.



## LANGUAGE & LITERATURE

**General objective: by using this syllabus as a framework to support private research, candidates will be able to present an introduction, plan a tour, a walk or visit a home relating to a literary figure known to visitors, both foreign and British, and to be able to answer questions confidently.**

Specific objectives language:

Candidates should be able to explain:

- how invaders like the Anglo Saxons, Vikings and Normans influenced English language;
- how many people speak English as their first language across the globe;
- uses of English internationally, e.g. airlines (officially), the stock exchanges, UN (informally but in general use);
- examples of common slang (e.g. loo) and regional dialects;
- that there are minority languages spoken in the UK (e.g. Welsh)

Specific objectives literature:

Candidates should be able to:

- explain how the English novel developed;
- identify major internationally known novelists, past and present, and be able to outline biographical details and give examples of their work (e.g. Jane Austen, Charles Dickens);
- identify internationally known children's authors with relevant biographical details and examples of their most popular books (e.g. Beatrix Potter, Roald Dahl, C.S Lewis, J.R. Tolkein, Michael Morpurgo, J.K Rowling) ;
- identify major poets, past and present, their best known poems, the genres in which they are classified, if appropriate, and give relevant biographical details (e.g. Geoffrey Chaucer, John Keats, William Wordsworth, TS Eliot, Ted Hughes) ;
- relate a brief biography of William Shakespeare to include his works, influence and sites associated with him;
- state who is the current Poet Laureate and what the position entails;
- give examples of the major literary / book festivals around the UK saying where and when they take place.



## MONARCHY

**General objective: by using this syllabus as a framework supported by own research, candidates will be able to explain the personalities, structure, role, and ceremonies of the monarchy in the UK, its significance in British society and to visitors and its relationship with the Commonwealth.**

Specific Objectives:

Candidates should be able to:

- identify the major turning points in the history of the monarchy: e.g. Alfred's defeat of the Vikings, the first King of all England, William's conquest and introduction of feudalism, King John & Magna Carta, the Tudors and the Reformation, the first female monarchs, the Civil War / Protectorate, the Restoration, the Glorious Revolution, the Act of Union, the accession of the Hanoverians and Victoria, the change of the Royal Family name, the abdication of Edward VIII, the formation of the Commonwealth, 21C changes to the rules of succession;
- list the main anniversaries of the reign Elizabeth II including jubilees, longest reign, length of marriage, significant deaths;
- give the names, titles and relationships of the Royal family from the monarch to their children and any other generations in the direct line of succession (including Diana, Princess of Wales);
- give a short biography of the immediate members of the Royal Family (and the immediate family of the Prince of Wales) to include education, position, titles, role, jobs, marriages and any very noteworthy facts about their lives;
- list the top 10 names on the order of succession;
- describe and explain the major Royal ceremonies and annual appearances: Trooping the Colour, State Opening of Parliament, Maundy Money, Remembrance Day, investitures, a coronation, the Christmas broadcast;
- describe the role of the Royal Family in British society including: charity work, service in the Forces, head of the Armed services, hosting state visits and visiting abroad and the awarding of royal warrants;
- identify and distinguish the official and private residences of the monarch. State whether they are open for the public to visit;
- explain how the Royal family is financed;
- explain the Commonwealth and the monarch's relationship to it;
- give examples of countries for which the monarch is Head of State;
- explain the relationship of the monarch to the Church of England and other religions in the UK;
- outline the main ranks of the peerage, chivalric orders, the honours system and regional representatives of the monarchy (Lord Lieutenants & Sheriffs);
- explain the origins of heraldry and the role of the College of Arms. Describe the Royal Coat of Arms.



## PERFORMING ARTS and THE MEDIA

**General objective: by using this syllabus as a framework to support private research candidates will be able to present an introduction, plan a tour, a walk or visit a building relating to an individual, group or company known to visitors both foreign and British, and to be able to answer questions confidently.**

Specific objectives:

Candidates should be able to:

- outline how theatre developed from the medieval morality and mystery plays, through the Renaissance and Restoration to 21<sup>st</sup> century including the different theatrical genres and how they are linked to social mores, culture and historical events;
- give examples of major playwrights from 16<sup>th</sup> century to 21<sup>st</sup> century (e.g. William Shakespeare, Oscar Wilde, G.B Shaw, Tom Stoppard) and sites relating to them, both personally and professionally;
- explain how producers, directors and actors have shaped English theatre;
- outline the difference between repertory, fringe, West End and regional theatre;
- explain what a pantomime is, its typical components and when it might be seen;
- know where the (Royal) National Theatre is located;
- outline the development of ballet and opera in the UK and give examples of major popular ballets and operas;
- be aware of the origins of English country dancing (e.g. morris & maypole dancing) and folk music;
- give examples of internationally famous British musicians and bands from 1960s to the present day with sites relevant to them either personally or professionally (e.g. The Beatles, The Rolling Stones, David Bowie, Elton John);
- give examples of major “classical” composers from Tudor to 21<sup>st</sup> century, with sites relevant to them either personally or professionally (e.g. G.F Handel, Henry Purcell, Edward Elgar, Benjamin Britten);
- give examples of major music festivals, classical and contemporary, in the UK, knowing where they take place and when (e.g. Glastonbury, Reading, Isle of Wight, WOMAD, 3 Choirs, Proms, Edinburgh Festival);
- state who owns the major national newspapers and their “political leaning”;
- explain the difference between independent television and the BBC;
- state who is the Director General of the BBC and what the position entails;
- give examples of British TV productions sold globally (e.g. EastEnders & Downton Abbey);
- give examples of major British actors and actresses from the past 50 years and show familiarity with their careers (e.g. Judi Dench, Ian McKellen, Colin Firth, Rowan Atkinson and Helen Mirren);
- give examples of major studios, films & Computer Generated Imagery (CGI) created by the film industry in the UK;
- explain the function of the Arts Council, the use of National Lottery Heritage funding and other ways the performing arts are funded.



## PHYSICAL GEOGRAPHY, LANDSCAPE, COUNTRYSIDE & COASTLINE

**General objective: candidates will be able to give an informed commentary about what can be seen whilst travelling through the countryside. They will have the information to discuss both current and historic use of land and farming practice. As this varies across the country, they will need knowledge of the geology and geography of the British Isles together with a basic knowledge of plants and animals within different regions.**

Physical geography and landscape specific objectives:

Candidates should be able to:

- describe the geology and main physical features of the British Isles;
- explain how these features affect soil, climate, local building materials, farming practices and population;
- outline the history of land use (e.g. pre-historic farming, manors, medieval three-field system, common land and Enclosure Acts, the Agricultural Revolution, Common Agricultural Policy [CAP]);
- explain the origin and reason for main country crafts and construction methods (e.g. thatching, tile-hanging, dry stone walling);
- identify main areas of mining, quarrying and mineral extraction;
- give an overview of the British climate including regional variations;
- identify the main issues facing urban and rural communities;
- state key facts regarding population numbers and distribution;
- demonstrate a basic familiarity with location (e.g. landmarks, unusual or unique geographical features, main centres of population, regional differences);
- describe a variety of British trees and hedgerow plants (with particular emphasis on unique or heritage species);
- describe a variety of British wildlife (with particular emphasis on protected species);
- identify the National Parks;
- show awareness of other protected countryside designations (e.g. Areas of Outstanding Natural Beauty [AONBs] and Sites of Special Scientific Interest [SSSIs])
- explain Rights of Way and the right to roam;
- interpret an Ordnance Survey map.

Countryside & coast specific objectives:

Candidates should be able to:

- show awareness of the main issues that have influenced farming and fishing;
- summarise land use across the British Isles;
- state land use statistics for industry versus agriculture;
- identify examples of types of farming (e.g. sheep, dairy, crop, mixed, forestry, market gardening and fruit);
- show awareness of current agricultural practices (e.g. intensive poultry/pig farming .v. free range, berries, vines and crops grown under plastic, organic farming);
- show awareness of current agricultural issues and their implications;
- recognise major crops (e.g. wheat, barley, brassicas, rape seed);
- recognise key livestock animals and breeds;



- describe the farming calendar in terms of land preparation, planting, harvesting, crops, animal husbandry, lambing, etc.;
- identify major coastal industries;
- show awareness of the importance of country sports (e.g. hunting, shooting, fishing) to some parts of the UK.



## RELIGION AND MULTI CULTURALISM

**General objective: by using this syllabus, and supported by own research, candidates will be able to demonstrate an understanding of the ideologies and evolving role of religion in British society and be able to answer questions accurately on the multicultural character of Britain today.**

Specific objectives:

Candidates should be able to:

- briefly outline the history and development of Christianity in Britain, including the Celtic Church, the Roman Catholic Church, the development of Protestant groups including The Church of England, Methodists, Baptists, Quakers, and Pentecostal churches;
- explain the events leading to the concept of the Established Church in Britain;
- describe the divisions in society caused by Protestant and Catholic beliefs since the 16<sup>th</sup> century;
- state who is currently Archbishop of Canterbury and know that there are female priests and bishops in the Church of England;
- describe the impact of Britain's colonial past on the ethnic make-up of Britain's population today;
- describe the extent and impact of immigration on Britain today;
- give examples of prominent members of Britain's ethnic minorities today;
- show an awareness of the number of faiths practiced in Britain today and the number (percent) of worshippers for each;
- correctly name the place of worship for each faith;
- briefly describe the meaning and ceremony/tradition of each of the following festivals:
  - Christian Shrove Tuesday, Ash Wednesday, Lent, Easter, Christmas
  - Jewish Purim, Passover, Rosh Hashanah, Yom Kippur, Hanukkah
  - Islam Eid-ul-Adha, Ramadan, Eid al-Fitr
  - Hindu Diwali, Holi
  - Sikh Vaisakhi, birthday of Guru Nanak
  - Buddhist Nirvana day, Wesak



## SPORT

**General objective: by using this syllabus as a framework supported by own research, candidates will be able to talk knowledgeably about major sports and sporting events for which the UK is particularly known by global visitors.**

Specific objectives:

Candidates should be able to:

- describe the British sporting calendar with background information about major competitions, the venues and month/ season they occur. Particularly:
  - FA Cup Final
  - Six Nations rugby
  - Horse racing (e.g. Derby, Grand National & Royal Ascot)
  - Tennis – (e.g. Wimbledon)
  - Formula 1 British Grand Prix
  - Golf – (e.g. The Open & Ryder Cup)
  - Cricket – Test matches
  - Rowing – (e.g. University Boat Race & Henley Royal Regatta)
- talk about the importance of the football Premier League and understand that some teams have large overseas followings: (e.g. Manchester United, Chelsea, Liverpool, Arsenal);
- recount some historical background to the following sports with specific British origins: (e.g. Football / Soccer, Rugby, Cricket & Golf);
- state that betting on sport is legal if you are over 18 yrs;
- show an awareness of the sporting calendar for hunting, fishing and shooting;
- list which UK cities have hosted the Commonwealth Games and Olympic Games in recent years;
- give some examples of how sport is funded in Britain; □ give examples of the most common sports played at school.



## **TOURISM**

**General objective: by using this syllabus as a framework, supported by own research, candidates will be able to demonstrate an understanding of the size and scope of the tourism industry within the UK and his/her own place within the industry. Candidates will be able to explain the importance of tourism to the UK economy, and demonstrate an awareness of how the industry and the economy are impacted by both internal and external factors.**

Specific objectives:

Candidates should be able to:

- describe briefly the historical growth of the travel and tourism industry in the UK;
- explain the difference between Incoming and Domestic Tourism;
- display an awareness of the structure and framework of the UK tourism industry, demonstrating an understanding of the roles of public, private and voluntary sectors, and how they may inter-relate;
- list the different sectors within the UK tourism industry, such as tour operators, hospitality, visitor/heritage attractions, leisure, event management, travel agents, destination management organisations, local and central government and ancillary services including tourist guiding;
- distinguish between the roles of tour operators, coach operators, tourist guides, tour managers / tour directors and be able to give examples of how they may inter-relate;
- demonstrate an awareness of how legislation can affect the UK tourism industry (e.g. Coach Drivers' Hours, Equality Act 2010 [disability discrimination], health & safety [e.g. seat belts]);
- display an awareness of the main trade associations within the UK travel and tourism industry, (e.g. UK Inbound, Association of British Travel Agents [ABTA] and the Institute of Tourist Guiding) and others relevant to the tourist guiding profession;
- state the percentage that the tourism industry contributes to UK employment and to GDP (Gross Domestic Product) and demonstrate an understanding of the potential for growth;
- explain the importance of sustainable tourism and demonstrate an understanding of 'green / eco- tourism' and be able to illustrate with examples of both positive and negative impacts of tourism on the environment and host community;
- show awareness of the UK City of Culture initiative (started 2013) and give examples of the cities who have been awarded it.