

Geography curriculum map for Key Stage 3

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>LF: What is Geography? Map skills.</p> <p>Exploration of what makes Geography, what we study and how the world affects our lives. Essential skills needed to study geographical maps / sources</p> <p>Key skills: The ability to recognize different geographical features, to practice the identification of countries, oceans and flags using an atlas. Practice in the use of scale, grid references, recognising height on a map and contour lines, OS symbols and compass points.</p> <p>Keywords: Physical,</p>	<p>LF: To study what a settlement is, and explore the make-up of the British Isles.</p> <p>Key skills: Identification of the countries that make-up the UK, British Isles and Great Britain.</p> <p>Keywords: Territory, colony, development, capital, government, hamlet, village, town, city, EQI, megacities, sustainability.</p> <p>Summative: A shopping project, based on an analysis of the shopping areas found in the local area. Pupils are to evaluate by</p>	<p>LF: Tectonic hazards – Volcanoes and Earthquakes.</p> <p>How they occur, structure of the earth and the effects they can have.</p> <p>Key skills: An understanding of the structure of the earth, with explanation into how the tectonic plates move. The use of accurate geographical terminology to explain what happens at each plate boundary, and what hazards this may bring. The ability to compare and contrast similar/different case studies for hazards, and give reasons for these similarities and differences.</p> <p>Keywords: Mantle, crust, inner core, outer core, destructive subduction, destructive collision, constructive and conservative boundaries. Richter scale, magnitude. Social, economic and</p>	<p>LF: Africa – physical and human geography. Explore its different cultures, terrain and different development levels.</p> <p>Key skills: The ability to observe key differences between different countries, and begin to explain why they exist. The production of accurate sketch maps of countries, and a familiarity with development data for different countries and what this means. The ability to make links between elements of physical and human geography.</p> <p>Keywords: Terrain, climate, development, culture, economy, famine, political,</p>	<p>LF: Africa – physical and human geography. Explore its different cultures, terrain and different development levels.</p> <p>Key skills: The ability to observe key differences between different countries, and begin to explain why they exist. The production of accurate sketch maps of countries, and a familiarity with development data for different countries and what this means. The ability to make links between elements of physical and human geography.</p> <p>Keywords: Terrain, climate, development, culture, economy, famine, political, environmental,</p>	<p>LF: Local Environment Study: A fieldwork unit based on the local environment at Lynn Grove Academy and surrounding areas.</p> <p>Key skills: The ability to collect fieldwork data from a variety of primary and secondary sources to investigate a key question / hypothesis. Practice using a variety of data presentation techniques (maps / graphs) and analysing, concluding and evaluating the fieldwork methods and overall findings.</p> <p>Keywords: primary, secondary, hypothesis, qualitative, quantitative, analysis, conclusion, evaluation.</p> <p>Summative: The fieldwork is graded</p>

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	<p>human, environmental, scale, height, contour lines, spot height, layer shading, 4 figure grid references, 6 figure references, north, east, south, west.</p> <p>Summative: Baseline entry test, covering map skills and basic geography skills. Map skills assessment at the end of the unit, designed to test pupil ability to apply the techniques learnt so far. Pupils will be required to respond to source information provided as part of this assessment – embedding skills that are valuable at KS4.</p> <p>SMSC: How does</p>	<p>completing EQIs, review footfall data and conclude on the better areas for shopping, using evidence from the information gathered.</p> <p>SMSC: Understand how diverse our ethnic make-up is in the UK, because we are an island. Does this affect the types of shops we have?</p> <p>Challenge: To explain how influential the British Isles used to be, and understand some of the impacts associated with this. Will the internet age change the face of our high-streets?</p>	<p>environmental impacts.</p> <p>Summative: Exam style test to establish if pupils have grasped the knowledge and have the ability to apply this knowledge – reflective of a GCSE style exam, on a smaller scale. Map skills also revisited during test.</p> <p>SMSC: The impact of disasters on less developed countries.</p> <p>Challenge: To use all the key terms and geographical processes to explain the occurrence of tectonic hazards. To begin to compare the impacts of these hazards in both LIC and HIC countries – why are the effects so different?</p>	<p>environmental, population distribution.</p> <p>Summative: Exam style test to establish if pupils have grasped the knowledge and have the ability to apply this knowledge – reflective of a GCSE style exam, on a smaller scale – links back to prior learning in previous topics taught.</p> <p>SMSC: How does culture in parts of Africa compare to our own? What benefits could we adopt into our own cultures? How does the wildlife trade impact on our lives?</p> <p>Challenge: To be able to compare the level of development in African countries, using data evidence from development</p>	<p>population distribution.</p> <p>Summative: Exam style test to establish if pupils have grasped the knowledge and have the ability to apply this knowledge – reflective of a GCSE style exam, on a smaller scale – links back to prior learning in previous topics taught.</p> <p>SMSC: How does culture in parts of Africa compare to our own? What benefits could we adopt into our own cultures? How does the wildlife trade impact on our lives?</p> <p>Challenge: To be able to compare the level of development in African countries, using data evidence from development indicators.</p>	<p>against criteria for each section; introduction, methodology, data presentation, analysis, conclusion and evaluation.</p> <p>SMSC: How do different issues impact on our local community / environment?</p> <p>Challenge: To use higher level data collection and presentation techniques. To make links between different data sets.</p>

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	<p data-bbox="237 129 504 730">Geography show us the inequalities in the world, and how do these link to our own lives? Can we use of knowledge of maps and technology to improve the quality of life for today's very mobile generation. For example the emergency services?</p> <p data-bbox="237 786 504 1332">Challenge: To demonstrate a strong understanding of the key concepts of geography early in the curriculum. To be able to apply these map skills to a map not seen before, and describe a route using all skills learnt so far.</p>			<p data-bbox="1211 129 1350 156">indicators.</p>		

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8	<p>LF: Rivers and the water cycle. Explore the water cycle, and its impact on our supply of drinking water. Review of key river landforms, including waterfalls and meanders.</p> <p>Key skills: To be able to describe and explain the water cycle, with an understanding that the cycle is closed, and global water supplies are recycled. Correct use of key terms in explanations, and the formation of river landforms is clearly demonstrated.</p> <p>Keywords: Evaporation, condensation, precipitation, surface runoff, erosion, deposition, waterfalls, rapids and meanders.</p>	<p>LF: Coasts. A look at what happens along our coastlines, what processes are taking place and how is the coastline constantly changing?</p> <p>Key skills: Pupils will understand the reasons why the coastline is changing, and using their knowledge of appropriate geographical processes and key terms, they should be able to give reasons for these changes.</p> <p>Keywords: Erosion, deposition, constructive and deconstructive waves. Cliffs, beach, sediment, tombolo, spit, headland and bay. Hard and soft</p>	<p>LF: Flooding and its impact on communities. What makes a river flood / coastal flood, and how do the effects differ between richer and poorer countries?</p> <p>Key skills: To describe and explain what causes river floods and coastal floods, both in terms of weather and local landscape conditions. What effects do floods have on local communities, and how can we work to prevent/reduce these effects?</p> <p>Keywords: Prolonged rainfall, short-term heavy rain. Saturated ground, permeable, non-permeable soil/rock, soft engineering and hard engineering.</p> <p>Social, environmental and economic effects, storm surge.</p> <p>Summative: Newspaper front page based on a flood which happened in the UK and a flood in a LIC. Pupils to describe/explain the</p>	<p>LF: Population change.</p> <p>How has our global population changed over time? How is this population change distributed around the world? What are the reasons for this change in population and what are the potential problems we could face in the future?</p> <p>Key skills: Pupils will understand reasons for a changing population and problems associated with this – migration, ageing population, rapid population growth.</p> <p>Keywords: demographic transition model, migration, push and pull factors, emigration, population pyramid, natural increase, natural decrease,</p>	<p>LF: Tropical and temperate climates.</p> <p>Exploration of our rainforests and deserts, including the animals and people that call these places home. Are humans damaging these fragile ecosystems?</p> <p>Key skills: To appreciate that the world is divided into many very different areas of hot/dry/cold/wet climates. Describe why these climatic variations exist, and how they affect the lives of those who live alongside them. Explain the challenges we face in protecting these areas from human exploitation.</p> <p>Keywords: Temperate, tropical, freezing, atmosphere, habitats, ecosystems, rainforest, resource exploitation.</p>	<p>LF: Weather. What causes the weather, why is the weather different around the world?</p> <p>Key skills: Pupils gain an understanding of what influences our weather, including the role of the atmosphere, and investigation into our changeable weather in the UK. The use of geographical terms in explanation, and links to map locations are vital here. This knowledge can then be applied to the study of weather events and their causes.</p> <p>Keywords: Atmosphere, precipitation, air mass, cloud, evaporation, high pressure, low pressure, rising and descending air, latent heat energy.</p>

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	<p>Summative: Exam style test to establish if pupils have grasped the knowledge and have the ability to apply this knowledge – reflective of a GCSE style exam, on a smaller scale. Map skills also revisited during test.</p> <p>SMSC: An understanding that our use of water, or wastage of water and pollution in the rivers will have a negative effect on our supplies of drinking water around the world.</p> <p>Challenge: To be able to include data and commentary from a climate graph, and a flood hydrograph – both of which are complex</p>	<p>engineering solutions.</p> <p>Summative: Pupils will complete an exam style test on the coastal processes at work, ensuring they complete responses using appropriate key terms. Map skills also revisited during test.</p> <p>SMSC: Why does a changing coastline affect the people who live nearby, and how should we be managing this in the UK?</p> <p>Challenge: How might global warming and climate change affect the rates of coastal erosion, and what should we be doing about this now?</p>	<p>causes and effects of the floods and make a comparison.</p> <p>SMSC: How do the effects of a flood impact on the local community – should we be better at managing these impacts?</p> <p>Challenge: Compare the impacts of a flood in a less developed country. Are the effects the same, can any differences be identified and explained?</p>	<p>infant mortality, child mortality, birth rate, death rate.</p> <p>Summative: Exam style test to establish if pupils have grasped the knowledge and have the ability to apply this knowledge – reflective of a GCSE style exam, on a smaller scale – links back to prior learning in previous topics taught.</p> <p>SMSC: Why do people migrate? How does migration impact the UK? What are the human rights considerations of population control?</p> <p>Challenge: Can interpret a demographic transition model and the meaning of population pyramids. Compare population management and</p>	<p>Summative: Exam style test to establish if pupils have grasped the knowledge and have the ability to apply this knowledge – reflective of a GCSE style exam, on a smaller scale – links back to prior learning in previous topics taught.</p> <p>SMSC: Why should the demand for global resources come before that of the wildlife and humans that naturally inhabit these very special environments?</p> <p>Challenge: Can we resolve the conflict between less developed countries creating income and jobs by selling their natural resources, and protecting these sacred areas for future generations?</p>	<p>Summative: Pupils will plan and carry out their own microclimate assessment, using the confines of the school site to establish if the school itself experiences local differences in weather conditions.</p> <p>SMSC: Can a knowledge of weather conditions, and microclimates be used to plan our settlements and buildings to provide a better quality of life for people living with the impacts of the weather?</p> <p>Challenge: The production of very specific, evidence driven conclusions on the microclimates recorded at Lynn Grove, and ultimately presenting these as the findings in the microclimate assessment.</p>

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	illustrations of geographical data.			consider positive and negatives, to analyse, the most suitable options for differing scenarios.		

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9	<p>LF: Economic development. Why are some countries more developed than others? What does it mean to be developed? How can less developed countries improve the quality of life for their people?</p> <p>Key skills: Pupils are expected to identify and understand ways that we can measure the development of each country. Development indicators must be explained, and this evidence can be used to compare different countries, in order to understand levels of development.</p> <p>Keywords: Development indicators, quality of life, life</p>	<p>LF: Asia – physical and human geography. Explore its different cultures, terrain and different development levels.</p> <p>Key skills: The ability to observe key differences between different countries, and explain why they exist. The production of accurate sketch maps of countries, and a familiarity with development data for different countries and what this means. The ability to make links between elements of physical and human geography.</p> <p>Keywords: Terrain, climate, development, culture, economy, HEP, political, environmental,</p>	<p>LF: Globalisation and China. A study of the largest companies in the world, what is their global influence? Do they all treat their employees fairly? Using a case study in China, we explore how some TNC’s exploit the human rights of the people they employ.</p> <p>Key skills: Explain why global brands need exposure around the world, and why they chose to manufacture their goods in less developed countries. Name and campaign for improvements in working conditions for those employed by some TNCs.</p> <p>Keywords: Sweatshops, TNC, Globalisation, Influence, quality of life, exploitation, brand.</p> <p>Summative: Pupils will be tasked with designing a factory that can keep up with global demand for goods, without putting workers at risk, and</p>	<p>LF: GCSE Tectonic hazards. How the different tectonic hazards occur, structure of the earth and the effects they can have, including named examples.</p> <p>Key skills: An understanding of the structure of the earth, with explanation into how the tectonic plates move. The use of accurate geographical terminology to explain what happens at each plate boundary, and what hazards this may bring. The ability to compare and contrast similar/different case studies for hazards, and give reasons for these similarities and differences.</p> <p>Keywords: Mantle,</p>	<p>LF: GCSE Weather hazards. The climate in some parts of the world can often prove very dangerous. We will look at the causes and effects of some major climatic hazards, including named examples.</p> <p>Key skills: To be able to describe and explain reasons why climatic hazards occur, using correct geographical terminology. Compare differing effects between LIC/HIC countries, including possible methods of prevention/protection.</p> <p>Keywords: Weather systems, atmosphere, hurricane, tornadoes, heatwave, blizzard. Low pressure, high pressure.</p> <p>Summative: Pupils will complete an exam style assessment on</p>	<p>LF: GCSE Climate change. How is our demand for energy and resources affecting the balance of our climate and ecosystems? Does our planet face an uncertain future, and can we put it right?</p> <p>Key skills: Pupils can explain the causes of climatic change, both physical and human. Comparing different solutions, and an understanding of what solutions we have available to us.</p> <p>Keywords: Impact, greenhouse emissions, radiation, ozone, fossil fuels, co2, carbon capture, carbon neutral, sustainable.</p> <p>Summative: Exam style test to establish if pupils have grasped the knowledge and have the ability to apply this knowledge – reflective of a GCSE</p>

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	<p>expectancy, birth rate, death rate, literacy rate. LIC, HIC and NIC.</p> <p>Summative: Pupils will complete an exam style assessment on the key terms, development indicators and conditions faced by those living in less developed countries. Prior learning from previous topics in Yr 7/8 that is relevant will also be tested.</p> <p>SMSC: Is it fair that some countries waste food and water, whilst others struggle to feed their population? Why should less developed countries still struggle to provide safe drinking water for all?</p>	<p>deforestation, tsunami.</p> <p>Summative: Exam style test to establish if pupils have grasped the knowledge and have the ability to apply this knowledge – reflective of a GCSE style exam, on a smaller scale – links back to prior learning in previous topics taught.</p> <p>SMSC: How does culture in parts of Asia compare to our own? What benefits could we adopt into our own cultures? How does the deforestation impact on our lives?</p> <p>Challenge: To be able to compare the level of development in Asian countries, using data evidence</p>	<p>providing a better working environment for all.</p> <p>SMSC: Does global demand for well-known brands cause conflict? Who pays the price, and why should large TNCs make more profit than some very poor countries earn every year?</p> <p>Challenge: Can we continue to match global demand for mass-produced trainers, phones and tablets, without compromising the human rights of those involved in making them?</p>	<p>crust, inner core, outer core, destructive subduction, destructive collision, constructive and conservative boundaries. Richter scale, magnitude. Social, economic and environmental impacts.</p> <p>Summative: Pupils will complete an exam style assessment on the key terms, explanations of the key processes and an evaluation of the impacts faced by those experiencing tectonic hazards. Pupils will also be expected to compare and contrast the impacts of tectonic events in less/more developed countries.</p> <p>SMSC: How can developed countries help to prepare</p>	<p>the key terms, explanations of the key processes and an evaluation of the impacts faced by those experiencing climatic hazards. Pupils will also be expected to compare and contrast the impacts of climatic events in less/more developed countries.</p> <p>SMSC: How can developed countries help to prepare those less developed in planning and responding to climatic hazards?</p> <p>Challenge: Can we successfully plan for all climatic hazards? Is the potential risk and frequency of these events worth the huge expenditure in providing defence for them?</p>	<p>style exam– links back to prior learning in previous topics taught.</p> <p>SMSC: Will rising sea levels, and increased extreme weather have human consequences? Where will the greatest impacts be felt most? Is it too late to help them?</p> <p>Challenge: Is it too late to reverse/slow down the impacts? What realistic solutions do we have available? Evaluate and conclude on the best examples.</p>

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	<p>Challenge: Compare countries of differing development, using accurate indicator data. Give reasons why some countries have been so successful, and others have not, focusing on aspects such as the empire and political factors.</p>	<p>from development indicators.</p>		<p>those less developed in planning and responding to tectonic hazards?</p> <p>Challenge: To demonstrate a strong understanding of the causes and impacts of natural hazards, and suggest reasons why the effects are greater in LICs. Focus then needs to be on the management of these events.</p>		

Geography curriculum map for Key Stage 4 - AQA

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>LF: The Living world - Ecosystems and Biomes, Tropical rainforests and deforestation.</p> <p>Key skills: To understand the global distribution of ecosystems, and identify key elements of food chains, and food-webs. Identification of the location, climate and biological make-up of tropical rainforests. To be able to name specific plant and animal adaptations that exist in rainforests, and explain both the causes and effects of deforestation globally.</p> <p>Keywords: Rainfall, temperature,</p>	<p>LF: The Living world - hot deserts</p> <p>Key skills: To understand the distribution of deserts and name specific plant and animal adaptations. Explain the challenges and opportunities and management strategies for a names hot desert environment.</p> <p>Keywords: climate graph, agriculture, energy, mining, accessibility</p> <p>Summative: Exam questions, using specimen AQA exam papers.</p> <p>Challenge: To explain how living in hot deserts can be managed</p>	<p>LF: Physical landscapes in the UK (Coasts)</p> <p>Key skills: Students can identify key features of the physical landscape in the UK. They should be able to pair the landform and geographical process responsible for its formation. The focus will be on coasts, and the landforms that occur along the coastline in the UK.</p> <p>Keywords: Erosion, deposition, weather, rocks, sediment, cliff, slumping, longshore drift, constructive and destructive waves.</p> <p>Summative: Exam questions, using specimen AQA exam papers - including UK Landscapes</p>	<p>LF: Physical landscapes in the UK (Rivers)</p> <p>Key skills: Students can identify key features of the physical landscape in the UK. They should be able to pair the landform and geographical process responsible for its formation. The focus will be on rivers, and the landforms that occur along a river's course.</p> <p>Keywords: Erosion, deposition, weather, rocks, sediment, meander, waterfall, slip-off slope, bank.</p> <p>Summative: Exam questions, using specimen AQA exam papers - including UK Landscapes</p>	<p>LF: Urban Issues and Challenges</p> <p>Key skills: To be able to describe and explain the growth of urban areas, both in LEDCs and MEDCs. Students should be able to identify reasons behind an increase in urbanisation, and acknowledge both the problems and benefits that it can bring. Relevant case studies should be applied here.</p> <p>Keywords: urbanisation, population growth, population density, MEDC, LEDC, congestion, slum, deprivation, sustainable development.</p> <p>Summative: Exam questions, using past AQA exam papers.</p>	<p>LF: Exam revision and Fieldwork visits</p> <p>Key skills: To begin preparing for the first full mock exam in Geography. Production of high quality revision notes, and preparation of practice exam answers will really benefit students. To understand how fieldwork techniques can be applied to demonstrate the presence of Geographical processes. Fieldwork data will be analysed, and presentation techniques will be studied to assist in preparation for the fieldwork skills paper.</p> <p>Summative: Exam questions, using specimen AQA exam papers.</p> <p>Challenge: Students will</p>

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	<p>vegetation, adaptations, impacts.</p> <p>Summative: Exam questions, using specimen AQA exam papers.</p> <p>Challenge: To explain why deforestation occurs, giving reasons why LICs benefit directly from the resources found within rainforests. To be able to link the impacts of local deforestation to the wider global community.</p>	<p>sustainably.</p> <p>LF: UK Physical landscapes</p> <p>Key skills: To understand the geological history of the UK and how different rock types are formed / where they are found.</p> <p>Keywords: Metamorphic, sedimentary, and igneous.</p> <p>Challenge: To recall different rock types and their location around the UK – reasons for this.</p>	<p>Challenge: Students can explain the formation of physical landscape features, accurately applying geographical theory and language in their answer.</p>	<p>Challenge: Students can explain the formation of physical landscape features, accurately applying geographical theory and language in their answer.</p>	<p>Challenge: To be able to describe the challenges faced by both MEDCs and LEDCs, using accurate case study information from more than one example.</p>	<p>stretch themselves by producing revision notes that are detailed, and focus on the case study facts studied this year. Students will also practice their response to longer questions, by using the Point Evidence Explain technique.</p>

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11	<p>LF: Urban Issues and Challenges and fieldwork visits</p> <p>Key skills: To be able to describe and explain the growth of urban areas, both in LEDCs and MEDCs. Students should be able to identify reasons behind an increase in urbanisation, and acknowledge both the problems and benefits that it can bring. Relevant case studies should be applied here. Fieldwork data will be analysed, and presentation techniques will be studied to assist in preparation for the fieldwork skills paper.</p> <p>Keywords: urbanisation, population growth, population density, MEDC, LEDC,</p>	<p>LF: The changing economic world</p> <p>Key skills: To be able to explain why there are global variations in economic development and quality of life and the strategies to reduce these inequalities. Understand the effects of rapid economic development and how economic changes has affected the UK.</p> <p>Keywords: GNI, birth and death rates, life expectancy, HDI, DTM, tourism, aid, economic futures, EU</p> <p>Summative: Exam questions, using past AQA exam papers.</p> <p>Challenge: Students will critically</p>	<p>LF: The changing economic world continued.</p> <p>LF: The challenge of resource management / Energy</p> <p>Key skills: To be able to describe the global distribution of resources and explain different types of resources – food, water, energy. A focus on energy as the optional topic.</p> <p>Keywords: Atmosphere, energy, renewable, non-renewable, sustainable, global warming, energy security.</p> <p>Summative: Exam questions, using past AQA exam papers.</p> <p>Challenge: Students will stretch themselves by considering the</p>	<p>LF: The challenge of resource management / Energy continued.</p> <p>LF: Issue Evaluation</p> <p>Key skills: Students to become familiar with the unseen pre-release material for the issue evaluation.</p> <p>Keywords: Atmosphere, energy, renewable, non-renewable, sustainable, global warming, energy security.</p> <p>Summative: Practice issue evaluation exam style questions.</p> <p>Challenge: This will be dependent on the pre-release materials.</p>	<p>LF: Issue Evaluation continued.</p> <p>LF: Revision for final exams</p> <p>Key skills: To finalise preparations for the summer examinations in Geography. Production of high quality revision notes, and preparation of practice exam answers will really benefit students.</p> <p>Summative: Exam questions, using past AQA exam papers.</p> <p>Challenge: Students will stretch themselves by producing revision notes that are detailed, and focus on the case study facts studied this year. Students will also practice their response to longer questions, by using the Point Evidence Explain technique.</p>	<p>LF: Terminal exams</p>

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	<p data-bbox="237 129 501 280">congestion, slum, deprivation, sustainable development.</p> <p data-bbox="237 331 472 483">Summative: Exam questions, using past AQA exam papers.</p> <p data-bbox="237 539 501 896">Challenge: To be able to describe the challenges faced by both MEDCs and LEDCs, using accurate case study information from more than one example.</p>	<p data-bbox="539 129 804 323">evaluate strategies to reduce economic inequalities, both within the UK and globally.</p>	<p data-bbox="842 129 1120 360">different energy use in HIC/LIC and how countries manage their energy / strategies to become more sustainable.</p>			