

All of the scenarios contribute to pupils' 'developing "geographical imaginations" of places' (1.1a). They also provide pupils with opportunities to: 'communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing' (2.4a); study 'different parts of the world in their wider setting and contexts, including...countries in different states of development' (3e); 'explore real and relevant contemporary contexts' (4a); and 'investigate important issues of relevance to the UK and globally using a range of skills, including ICT' (4h). Further links specific to each of the scenarios are given in the table below.

Country	Scenario	Links to the 2007 geography programme of study for key stage 3	Links to other subjects
Botswana	You work in Botswana's Ministry of Trade and Industry. In what areas of the economy would you recommend the government invests over the next ten years?	<p>1.3a Appreciating different scales – from personal and local to national, international and global.</p> <p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p>	<p>History: 3c Appropriate links should be made to some of the parallel events, changes and developments in British, European and world history.</p> <p>Citizenship: 3h How economic decisions are made, including where public money comes from and who decides how it is spent.</p>
	You are a member of the San (Bushmen) living in the Kalahari. How has the modernisation of Botswana changed your way of life?	<p>1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p> <p>1.3b Making links between scales to develop understanding of geographical ideas.</p> <p>1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.</p> <p>3g Human geography, built and managed environments and human processes.</p>	<p>History:</p> <p>1.3a Identifying and explaining change and continuity within and across periods of history.</p> <p>3i The impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies.</p> <p>Citizenship: 1.3d Exploring community cohesion and the different forces that bring about change in communities over time.</p>



	You are pilot flying tourists from Botswana’s capital, Gabarone, to the Moremi Game Reserve in the Okavango Delta. What do you notice about how the landscape of the country changes as you fly north?	1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people. 3c The locations of places and environments. 3f Physical geography, physical processes and natural landscapes.	Science: 3.4c Human activity and natural processes can lead to changes in the environment.
	You have just graduated from the University of Botswana. In what sector of the economy might you look for work?	1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies. 1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. 2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions. 3g Human geography, built and managed environments and human processes.	
	You live in Botswana and plan to build a house for your family. What materials might you use to build your house?	1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. 2.1g Solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.	
Ghana	You are a teacher working in a primary school in rural Ghana. What challenges are likely to face in your job?	1.7a Appreciating the differences and similarities s between people, places, environments and cultures to inform their understanding of societies and economies. 2.1a Ask geographical questions, thinking critically, constructively and creatively. 3g Human geography, built and managed environments and human processes.	Citizenship: 3g The needs of the local community and how these are met through public services and the voluntary sector.

	<p>You are an agronomist advising arable farmers in Ghana. What recommendations might you make to the farmers? Why?</p>	<p>1.2a Understanding the interactions between places and the networks created by flows of information, people and goods.</p> <p>1.4a Exploring the social, economic, environmental and political connections between places.</p> <p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p> <p>3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	<p>Citizenship: 1.3c Considering the interconnections between the UK and the rest of Europe and the wider world.</p> <p>2.3c Analyse the impact of their actions on communities and the wider world, now and in the future.</p>
	<p>You are a 9-year-old girl living in Ghana. Why might you be less likely to go to school than your brothers?</p>	<p>1.7b Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.</p> <p>2.1a Ask geographical questions, thinking critically, constructively and creatively.</p>	<p>History: 3i The impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies.</p> <p>Citizenship: 1.2a Exploring different kinds of rights and obligations and how these affect both individuals and communities.</p>
	<p>You have just been made Minister of Land and Natural Resources in Ghana. What changes might you make to gold mining in Ghana? Why?</p>	<p>1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p> <p>1.6b Exploring sustainable development and its impact on environmental interaction and climate change.</p> <p>2.1g Solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.</p> <p>3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	
	<p>You are in a boat travelling south along the River Volta. What differences might you notice in the types of farming as you travel from the north of Ghana to the south? What might explain the differences?</p>	<p>1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p> <p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes</p>	<p>Science: 3.4c Human activity and natural processes can lead to changes in the environment.</p>

		and societies. 3f Physical geography, physical processes and natural landscapes.	
	You run a company offering punting tours in Cambridge. You notice that very little of the mahogany out of which the punts are made comes from Ghana anymore. Why might this be?	1.4b Understanding the significance of interdependence in change at all scales. 1.6b Exploring sustainable development and its impact on environmental interaction and climate change. 2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions. 3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.	
Kenya	You are a doctor working in Nairobi's Kenyatta National Hospital. You want to find a new job. Where might you look for work? Why? (It might help if you can find out what is meant by 'brain drain').	1.2a Understanding the interactions between places and the networks created by flows of information, people and goods. 1.4a Exploring the social, economic, environmental and political connections between places. 1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. 3g Human geography, built and managed environments and human processes.	Citizenship: 1.3d Exploring community cohesion and the different forces that bring about change in communities over time. 2.2d Represent the views of others, with which they may or may not agree. 3j Migration to, from and within the UK and the reasons for this.
	You live in central Kenya. How might you have contributed to deforestation in this area?	1.3a Appreciating different scales – from personal and local to national, international and global. 1.6b Exploring sustainable development and its impact on environmental interaction and climate change. 3f Physical geography, physical processes and natural landscapes. 3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.	Science: 3.4c Human activity and natural processes can lead to changes in the environment. Citizenship: 2.3a Explore creative approaches to taking action on problems and issues to achieve intended purposes.

	You are a farmer growing tea in Kenya. To whom might you sell your crop? Who might end up drinking the tea you produce?	<p>1.2a Understanding the interactions between places and the networks created by flows of information, people and goods.</p> <p>1.6a Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.</p> <p>2.1g Solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.</p>	<p>Citizenship: 1.3c Considering the interconnections between the UK and the rest of Europe and the wider world.</p> <p>2.3c Analyse the impact of their actions on communities and the wider world, now and in the future.</p>
	You work for a tour operator in Kenya. How confident are you that Kenya's tourist industry will grow over the next decade? What reasons might you have to worry?	<p>1.3a Appreciating different scales – from personal and local to national, international and global.</p> <p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p>	<p>Citizenship: 1.2c Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.</p>
	You live in north-western Kenya and want to transfer money to your sister who lives on the coast. How might you get money to her?	<p>1.2a Understanding the interactions between places and the networks created by flows of information, people and goods.</p> <p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>3g Human geography, built and managed environments and human processes.</p>	<p>History: 1.3a Identifying and explaining change and continuity within and across periods of history.</p>
Ivory Coast	You work for the World Health Organisation (WHO) advising governments in Africa. What steps might you recommend the government of Ivory Coast takes in order to develop a national health insurance scheme?	<p>1.4a Exploring the social, economic, environmental and political connections between places.</p> <p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p>	<p>History: 3c Appropriate links should be made to some of the parallel events, changes and developments in British, European and world history.</p> <p>Citizenship: 3g The needs of the local community and how these are met through public services and the voluntary sector.</p>

	You own a cocoa plantation in Ivory Coast. What might a normal day be like? How might your days vary throughout the year?	<p>1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.</p> <p>2.1a Ask geographical questions, thinking critically, constructively and creatively.</p> <p>3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	
	You are an economist working for the Organisation for Economic Co-operation and Development (OECD). You have been asked to briefly summarise what affect has the unrest of the decade had on the economic development of the Ivory Coast.	<p>1.3b Making links between scales to develop understanding of geographical ideas.</p> <p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p> <p>3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	Citizenship: 1.3d Exploring community cohesion and the different forces that bring about change in communities over time.
	You are a professor at the University of St Andrews and a member of the Scottish Primate Research Group. Why might you be particularly interested in carrying out research in Ivory Coast? Who amongst your colleagues in the School of Biology might also be interested in Ivory Coast?	<p>1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p> <p>1.4a Exploring the social, economic, environmental and political connections between places.</p> <p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p>	Science: 3.4c Human activity and natural processes can lead to changes in the environment.
Malawi	You are planning holiday on the shores of Lake Malawi. What time of year would you choose to go and why?	<p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p> <p>3f Physical geography, physical processes and natural landscapes.</p>	



	You have just moved to Malawi and are planning on buying a car. What sort of vehicle might you buy and why?	<p>1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.</p> <p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p> <p>3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	
	You are a child growing up in Malawi. How important do you think education is in helping you get a job when you finish school?	<p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>1.7b Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.</p> <p>3g Human geography, built and managed environments and human processes.</p>	<p>Citizenship: 1.3d Exploring community cohesion and the different forces that bring about change in communities over time.</p> <p>3g The needs of the local community and how these are met through public services and the voluntary sector.</p>
	You are a girl growing up in rural Malawi. What might your life be like?	<p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>1.7b Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.</p> <p>2.1a Ask geographical questions, thinking critically, constructively and creatively.</p>	<p>History: 3c Appropriate links should be made to some of the parallel events, changes and developments in British, European and world history.</p> <p>Citizenship: 1.2a Exploring different kinds of rights and obligations and how these affect both individuals and communities.</p>
Morocco	You live in one of Morocco's 'tin cities'. Where might you get water from to drink?	<p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>2.1g Solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.</p> <p>3g Human geography, built and managed environments and human processes.</p>	<p>History: 3c Appropriate links should be made to some of the parallel events, changes and developments in British, European and world history.</p> <p>Citizenship: 3g The needs of the local community and how these are met through public services and the voluntary sector.</p>



	You are planning a holiday to Morocco. Where might you stay? What might you do?	2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions. 3f Physical geography, physical processes and natural landscapes.	
	You work in a cafe in Fez. You notice that very few of the customers are women. Why do you think this might be?	1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies. 1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. 1.7b Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues. 2.1a Ask geographical questions, thinking critically, constructively and creatively.	History: 3c Appropriate links should be made to some of the parallel events, changes and developments in British, European and world history. Citizenship: 1.3d Exploring community cohesion and the different forces that bring about change in communities over time.
	You are Morocco's Minister for Energy. Why might you be eager to invest in renewable energy sources? What renewable energy source are you most likely to invest in? Why?	1.4a Exploring the social, economic, environmental and political connections between places. 1.6a Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change. 1.6b Exploring sustainable development and its impact on environmental interaction and climate change. 2.1g Solve problems and make decisions to develop analytical skills and creative thinking about geographical issues. 3f Physical geography, physical processes and natural landscapes.	Citizenship: 3g The needs of the local community and how these are met through public services and the voluntary sector. 3h How economic decisions are made, including where public money comes from and who decides how it is spent.
Senegal	You are a fisherman living on the Senegalese coast. You have noticed that it has steadily become harder to find fish. Why might this be?	1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people. 1.6a Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change. 1.6b Exploring sustainable development and its impact on	

		<p>environmental interaction and climate change.</p> <p>3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	
	<p>You are a businessperson attending a conference in Senegal. Where exactly might the conference be taking place? You also happen to be a keen ornithologist. Where might you visit whilst in Senegal?</p>	<p>1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p> <p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p> <p>3f Physical geography, physical processes and natural landscapes.</p>	
	<p>You are a child living on the streets of Dakar. What might your life be like? Describe a normal day.</p>	<p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.</p> <p>2.1a Ask geographical questions, thinking critically, constructively and creatively.</p>	<p>Citizenship:</p> <p>3g The needs of the local community and how these are met through public services and the voluntary sector.</p> <p>3h How economic decisions are made, including where public money comes from and who decides how it is spent.</p>
	<p>You are a sports writer working for a Senegalese newspaper. Describe what the atmosphere might be like in a stadium for a wrestling final.</p>	<p>1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.</p> <p>2.1a Ask geographical questions, thinking critically, constructively and creatively.</p>	<p>Citizenship: 1.3d Exploring community cohesion and the different forces that bring about change in communities over time.</p>
South Africa	<p>You are a farmer in South Africa. Where in the country might you be living? What might you be growing?</p>	<p>1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p> <p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p>	<p>Citizenship: 1.3d Exploring community cohesion and the different forces that bring about change in communities over time.</p>



		3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.	
You work on a cargo ship transporting goods from Cape Town to Europe. What goods might be being shipped?		1.2a Understanding the interactions between places and the networks created by flows of information, people and goods. 1.4a Exploring the social, economic, environmental and political connections between places. 3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.	Citizenship: 1.3c Considering the interconnections between the UK and the rest of Europe and the wider world. 2.3c Analyse the impact of their actions on communities and the wider world, now and in the future.
You are a nurse working in Grootte Schuur Hospital in Cape Town. What differences might you notice if you were to visit a clinic in a more rural part of South Africa?		1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people. 1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies. 2.1a Ask geographical questions, thinking critically, constructively and creatively.	Citizenship: 3g The needs of the local community and how these are met through public services and the voluntary sector.
You are an enthusiastic amateur botanist. Where in South Africa might you choose to visit? What might explain the large variety of flora in this area?		1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people. 1.6a Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change. 2.1g Solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.	Science: 3.4c Human activity and natural processes can lead to changes in the environment.
You are a black South African living in Soweto. In what ways has the country changed since the end of apartheid? What changes do you think still need to be made?		1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people. 1.3b Making links between scales to develop understanding of geographical ideas.	History: 1.3a Identifying and explaining change and continuity within and across periods of history. 2.1b Reflect critically on historical



		<p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>2.1g Solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.</p> <p>3g Human geography, built and managed environments and human processes.</p>	<p>questions or issues.</p> <p>3i The impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies.</p> <p>Citizenship: 1.1c Considering how democracy, justice, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.</p> <p>2.1a Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems.</p>
Zambia	<p>You live in Zambia and have recently moved from the countryside to Lusaka in search of work. Where in Lusaka might you be living? What job might you be doing?</p>	<p>1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p> <p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.</p> <p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p> <p>3g Human geography, built and managed environments and human processes.</p>	<p>History: 3c Appropriate links should be made to some of the parallel events, changes and developments in British, European and world history.</p>

	<p>You are a conservationist working in Zambia. What species in particular might you be trying to protect? What difficulties might you have doing so?</p>	<p>1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p> <p>1.6a Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.</p> <p>2.1a Ask geographical questions, thinking critically, constructively and creatively.</p> <p>3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	<p>Science: 3.4c Human activity and natural processes can lead to changes in the environment.</p> <p>Citizenship: 2.1a Engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems.</p> <p>2.2d Represent the views of others, with which they may or may not agree.</p>
	<p>You are a farmer living on the banks of the Zambezi. What threat to your crop might you be most worried about? What do you think might be the underlying cause of this threat?</p>	<p>1.4a Exploring the social, economic, environmental and political connections between places.</p> <p>1.6b Exploring sustainable development and its impact on environmental interaction and climate change.</p> <p>2.1a Ask geographical questions, thinking critically, constructively and creatively.</p> <p>3f Physical geography, physical processes and natural landscapes.</p> <p>3h Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	<p>Science: 3.4c Human activity and natural processes can lead to changes in the environment.</p>
	<p>You have just finished secondary school in Kitwe and are planning on going to the Copperbelt University. What might you choose to study? Why?</p>	<p>1.5a Understanding how sequences of events and activities in the physical and human worlds lead to a change in places, landscapes and societies.</p> <p>1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.</p> <p>2.1d Analyse and evaluate evidence, presenting findings to draw and justify conclusions.</p> <p>3g Human geography, built and managed environments and human processes.</p>	