

Figure 2: Investigating Malawi

Applying the three lamps model to a case study of Malawi

Natural science/positivist perspective

- Mapping Malawi. Where is it located? Longitude and latitude. Landlocked. Mapping the region.
- What makes the place distinct compared to other places in the region? How can we avoid presenting a homogenizing view of Africa as all the same?
- Location and character of the three main cities. Blantyre as the main economic hub/core. Rural areas can be seen as part of the economic periphery.
- Climate and natural landscape with a focus on Lake Malawi. How has this influenced the development of different parts of Malawi? Exploring links to the Great Rift Valley.
- How and why is the landscape changing? Is there evidence of impacts from climate change? What predictions have been made for a warmer future?
- Geomorphological challenges e.g. recent floods caused by Cyclone Idai (2019).
- How do these challenges affect different groups of people e.g. those living on 'marginal land'?

Postmodern perspective

- A plurality of views and voices are given.

Humanistic perspective

- Exploring a day in the life of a young person in rural Malawi - Memory.
- How do students feel about Memory's life?
- Discussions of similarities and differences between their life and Memory's. What aspects of her life are they most intrigued by?
- How might other people feel about her life?
- How is Malawi portrayed to others? Where can we find out about Malawi? What can we say about the sources? What is missing? Whose voice is missing?
- What other views are there of Malawi? Explore using a range of photos; some taken by a Malawian living in England, who recently re-visited Malawi. What perspective does this offer?
- Use #nofilter sheet to explore images.



Social science perspectives

- What is the economy of Malawi? Key industries.
- Exploration of sugar and tobacco industry, including the role of JTI (a tobacco TNC) and Salima Sugar (which has FDI from China).
- How economically and socially developed is this place? Assessment of key development indices including GDP and HDI.
- How are local people changing this Malawi? Exploration of the Project Peanut Butter initiative.
- What are the impacts of past political regimes on the development of the country? A look at the pre- and postcolonial history of the country.
- How is this place connected to other places? The UK (former colonial ruler and source of income from aid) and China (source of much FDI).
- Are there issues of social justice or corruption in the country? Discussions of the complexities of child labour in the tobacco industry. How are these issues being addressed?
- What may be the future impacts of rapid population growth? Impacts of potential urban growth?
- Exploring the potential Americanisation of cities with the opening of two KFC restaurants recently.

Students own knowledge, the 'daylight' of lived experience:

- What do the students 'know' about this place?
- How do they 'know' this?
- In what context have they come across this place before?
- How can this knowledge be accessed, used and built upon in the study of this place?

Reference

Adapted from Diagram - page 132 in:
Freeman, D., and Morgan, A. (2017). Place and Locational Knowledge In M. Jones (Ed.),
Handbook of Secondary Geography (pp. 120-133). Sheffield: Geographical Association.