

# Box 1 Trade

## Contents

Teachers Notes

Raw Cotton

Cotton Cloth

Coffee Filters

Palm Kernel

Palmolive Soap

Head and Shoulders

Coffee-mate

Ground Nuts

Snickers Bars

Soap

Millet Sprays

Chapatti Flour

Cattle Feed

5 X Maps of the World

5 X Sets of laminated Pictures (12 per pack)

**Please ensure that all contents are returned  
to the box at the end of the visit**

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## Background information.

The Gambia's main exports are peanut products, fish, cotton lint, palm kernels, millet and cassava.

The Gambia has very few natural resources other than the fertility of the land and its river.

Information about The Gambia's trade links can be found on the CIA World Fact Book on the internet. This website shows all the facts and figures of countries around the world as compiled by the CIA. The latest figures are for 2006. Website

[www.cia.gov/library/publication/the-world-factbook](http://www.cia.gov/library/publication/the-world-factbook)

The women's garden pictures have been included because many Gambians are subsistence farmers (they farm to feed themselves). The women's gardens are collectives where women grow for their families and then sell any surplus at market.

## Suggested Tasks

Use the maps to find:

The UK

Europe

Africa

The Gambia

Key questions

Where is The Gambia, The UK, Africa?

What do you think the weather is like in The Gambia?

How do you think The Gambia and The UK are similar/different? (You may want to write these suggestions on post-its to research at a later date)

Using the four different raw materials

Ask the children to sort the raw materials and their products into groups:

Raw Cotton

Palm Kernels

Millet Seed

Ground Nuts

Key question

Which products do you think are made from these materials?

Using the drawings

Ask the children to look at the sketches and then, using them and the examples of raw materials, ask them to create their own poster about The Gambia's exports.

Key questions

What are the similarities between these raw materials?

What text could you use on a poster?

## Follow up work

### ICT

Research the raw materials that are exported

Can you find any more uses?

Where else are these products grown?

### Geography

Researching and mapping The Gambia.

Find out all the facts you can about The Gambia e.g. what is its capital city called? Where are its main towns? Does it have any National Parks/wildlife preserves?

Look at maps of The Gambia. Ask the children to draw a large map, paint it and add labels showing what they have found out.

### Literacy

Research Gambian food.

What is eaten in a Gambian home?

Write a shopping list.

Benechin is the national dish of The Gambia. It is made from rice, fish and vegetables. Get the children to write instructions for making Benechin.

### Numeracy/Geography

Work out the food miles for a bag of Gambian peanuts going to The Netherlands, Gambian rice coming to The UK or fish being exported to Senegal.

How might they be transported?

## National Curriculum and Primary Strategy objectives

The activities in this box have been cross referenced with the National Curriculum and Primary Strategy as below.

### Primary Strategy - Literacy

#### Strand-speaking

Explore, develop and sustain ideas through talk

#### Strand-group discussion and interaction

Take different roles in groups to develop thinking and complete tasks

## Geography

### Key stage 1

- 1) a. ask geographical questions  
c. express their own views about people, places and environments  
d. communicate in different ways
  
- 2) a. use geographical vocabulary  
c. use globes, maps and plans  
d. use secondary sources of information  
e. make maps and plans
  
- 3) a. identify and describe what places are like  
b. identify and describe where places are  
d. recognise how places compare with other places  
e. recognise how places are linked to other places in the world
  
- 6) b. a locality either in the UK or overseas that has physical and/or human features that contrast with those of the school.

### Key stage 2

- 1) a. ask geographical questions  
b. collect and record evidence

e. communicate in ways appropriate to the task and audience.

2)a. to use appropriate geographical vocabulary

c. to use atlases and globes, and maps and plans at a range of scales

e. to draw maps and plans at a range of scales

3)a. to identify and describe what places are like

b. the location of places and environments they study

c. to describe where places are

6) b. a locality in a country that is less economically developed