

GOING ON A JOURNEY



TEACHERS' NOTES

Welcome to our 'Going on a Journey' resource for upper end key stage 2 students. Please use these notes to help use the resource effectively in your lessons.



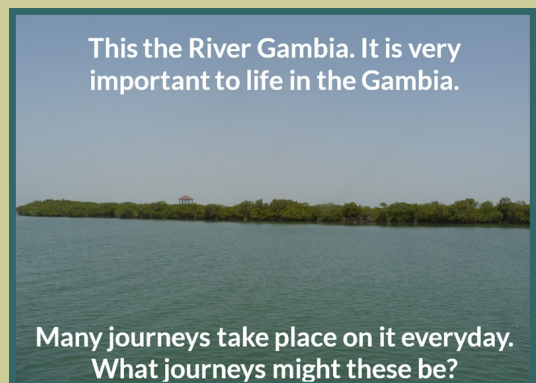
Going on a journey

Slide 1

Essentially this is a geography based resource for key stage 2 students. The theme is journeys. It looks at how the journeys taken regularly on the River Gambia help to form the lifeblood of the country's economy. It does this in three main ways; tourism, fishing and the nut industry. The purpose of this resource is to get students thinking about the importance of the River for the country's economy.

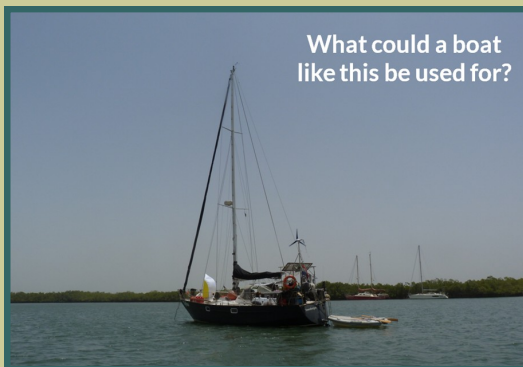
Slide 2

You may want to begin with a brief introduction to The Gambia, where it is, population, history etc. The question on this slide is designed to prompt students into thinking about how the river is a working river, not just something that is used for leisure. Journeys could be made for a variety of reasons. Get students to brainstorm these



This the River Gambia. It is very important to life in the Gambia.

Many journeys take place on it everyday.
What journeys might these be?



What could a boat like this be used for?

Slide 3

Allow students to brainstorm the different uses of a boat. Try to encourage students to think beyond leisure activities. How could livelihoods be made from a boat? Ask students to give examples. You may want to ask students what type of boat is this?

Slide 4

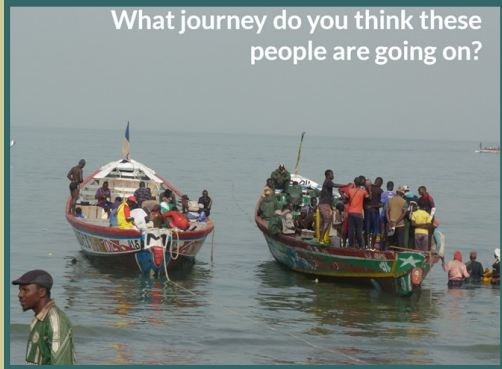
On this slide, emphasis should be placed on how busy the riverbank is. Also look at how colourful it is. Try to draw attention to all the gulls in the sky. What clues does this give about what is happening? Why are so many people carrying containers? It is important to try to get students to understand that the fishing industry is big within The Gambia.



This is Tanji, a village on the riverbank.
What do you think is happening?

GOING ON A JOURNEY

What journey do you think these people are going on?



Slide 5

Firstly-what can students see in this image? The image shows two fishing boats heading out onto the river. All of the boats are individually and brightly decorated. Why do students think this is? It helps the fisherman to identify their boats more easily. The fishing industry is how many people in the Gambia earn their living. Remind students of the journey theme.

Slide 6

In this slide students will be able to see the fishing nets that the people of Tanji use when they go out fishing. This gives an indication that fishing is an important industry in the Gambia. When looking at this image, try to draw attention to how busy it is in the background. What would be the next stage of the journey for the fish?

Why would the people of Tanji need these on their journey?



What happens to all these fish?

Slide 7

In this particular image, the fish is being smoked. Why would this be done to the fish? Once they are smoked, what journey might the fish go on? Apart from the fishermen, what might other people do in Tanji for a livelihood? Fish smoking, collecting and preparing wood, transporting the fish, sellers of fish, boat repairs, net repairs etc

Slide 8

This slide introduces another industry that relies on the river. The groundnut (peanut) industry was the country's main source of income before tourism. It is still a major industry within the country today. The nuts arrive by boat at the Gambian Groundnut Company factory. The company relies on the river to bring the produce to them. This is another example of a commodity that goes on a journey.

What are these?



What are these workers doing?

Slide 9

This is an image inside the Groundnut factory. The workers are sorting the nuts and removing any ones that are not suitable for sale. What do the students notice about the workers? Students may notice that they are all women. What do they think could be the reasons for this?

GOING ON A JOURNEY



Slide 10

This slide shows that the groundnuts have been sorted, checked, processed and packaged. They are now ready for shipment. This means they will now be continuing their journey. Nearly all of these groundnuts will end up being shipped internationally.

What has happened to the nuts? Why?

Slide 11

In this slide, student will see one of the boats at the factory docks. At the docks, boats arrive carrying nuts from all over the Gambia. When they have been processed the groundnuts will be shipped worldwide, but mainly to Europe. They will be transferred onto larger ships out on the Atlantic Ocean for the next stage of their journey. Encourage students to look at where the peanuts in their supermarket have come from.



The nuts are ready to go on their journey. Where do you think they will go?



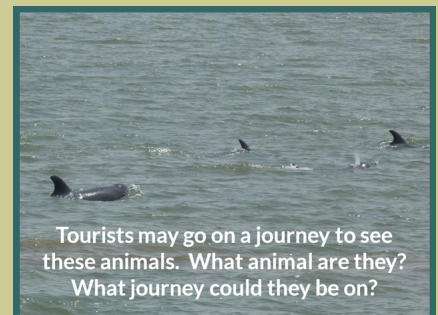
What do you think these people are doing on the river?

Slide 12

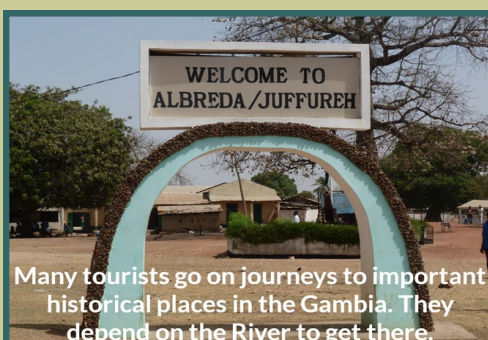
This slide introduces the main force in the Gambian economy-tourism. The river plays a major part in this. Explain to students what tourism is. Why would this generate money? What types of job are involved? Especially in relation to the river. What sort of journey is this?

Slide 13

Wildlife is a big tourist pull in the Gambia, including seeing dolphins. What journey could the dolphins be on? Finding food perhaps? The Gambia also has a wide variety of birdlife.



Tourists may go on a journey to see these animals. What animal are they? What journey could they be on?



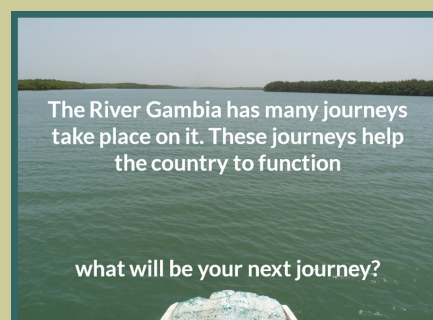
Many tourists go on journeys to important historical places in the Gambia. They depend on the River to get there.

Slide 14

Many tourists make the journey to Juffureh. This is a famous historical location in the Gambia. It became synonymous with the country's link to the transatlantic slave trade. Many tourists come here to learn about the slave trade. They learn about the journeys that took place and how the river played a key part in this trade. Today, Juffureh is a major tourist attraction in the country

Slide 15

This is the summary slide. The key message here is that a lot of journeys that regularly take place on the river all serve as a major part of the country's economy. (Tourism, fishing and the groundnut industry.) All three of these industries are vital to the Gambia and the country is dependent on its' river for their success.



The River Gambia has many journeys take place on it. These journeys help the country to function

what will be your next journey?

GOING ON A JOURNEY

ADDITIONAL IDEAS



Local wildlife

Students could do a comparison between the wildlife that River Gambia attracts alongside a local River. What is the same? What is different? Are any of the species in either river under threat? What could be the causes of this? To continue the theme of journeys, students could explore the theme of migration. Perhaps identifying birds that migrate between the UK and West Africa.

The Transatlantic Slave Trade

You may want to use this opportunity to look into The Gambia's history and its' association with the transatlantic slave trade. World AIMS will be producing specific resources on this. Lots of creative work around the theme of journeys could be generated here, one suggestion would be to look at the story of Kunta Kinte, a slave who came from Juffureh.



Compare and Contrast

Encourage students to research more into the fishing village of Tanji. They should then compare this to a UK fishing town. What things are the same? Do they share the same problems? What are the differences? What is the impact on the environment?



Where does my food come from?

Following on from the groundnut industry in the Gambia, get students to conduct a survey about where their food comes from. How far has it travelled? What food travelled the longest distance? What types of food are they? Introduce students to the concepts of food miles and the environmental and economical impacts of this.