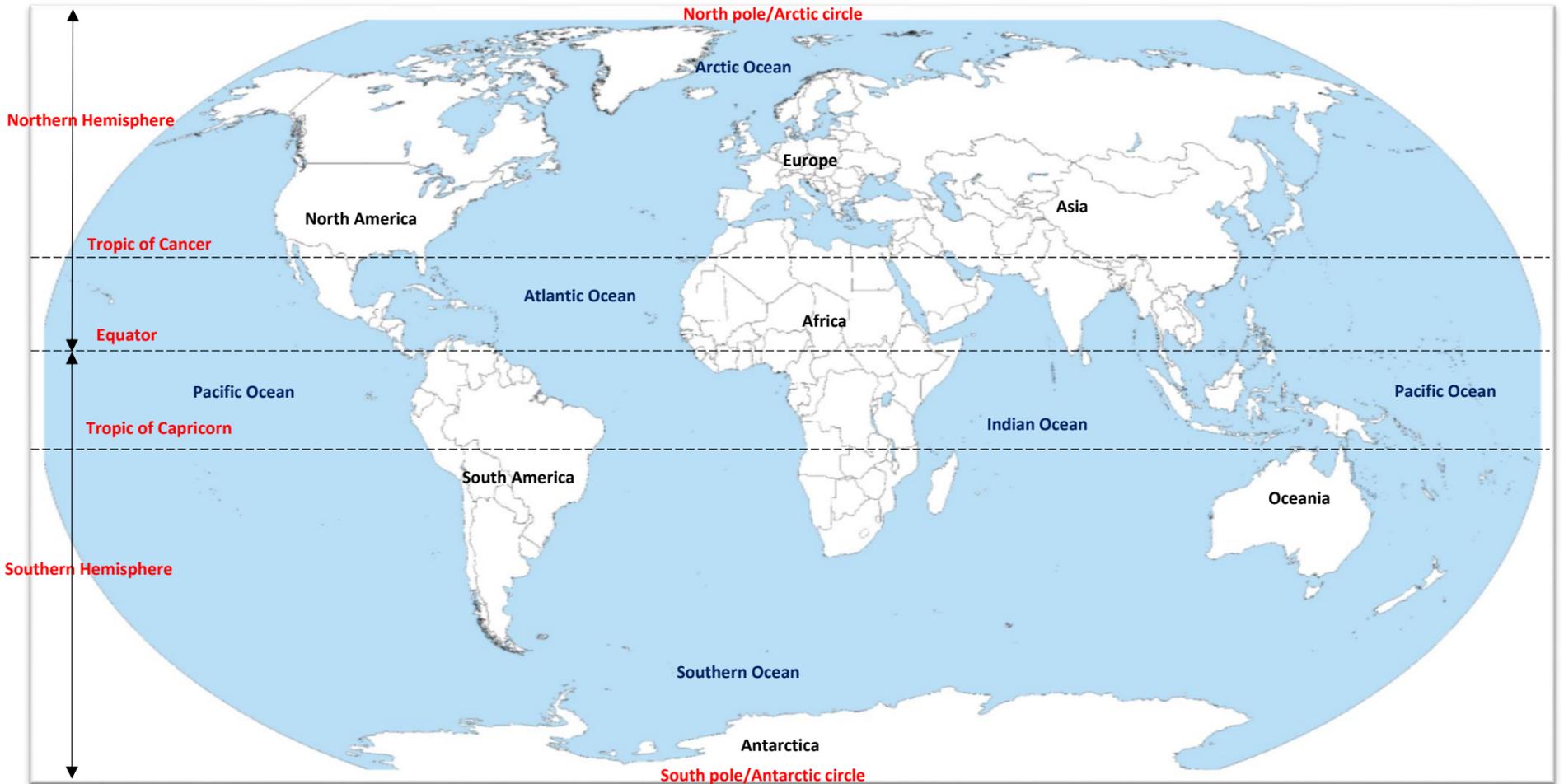


# YEAR 5: AUTUMN 1 – DESTINATION SOUTH AMERICA

## GEOGRAPHY:

### LOCATIONAL KNOWLEDGE - RECALL AND NAME:

The 7 continents:	Europe	Asia	Africa	Oceania	North America	South America	Antarctica
The 5 Oceans:	Pacific Ocean		Arctic Ocean	Atlantic Ocean	Indian Ocean		Southern Ocean
The 2 poles/circles:	North Pole/ Arctic Circle			South Pole/ Antarctic Circle			
Lines of Latitude and Hemispheres:	The Equator	The Tropic of Cancer		The Tropic of Capricorn	Northern Hemisphere		Southern Hemisphere
The 4 major climate zones of the World	Tropical Climate Zone		Subtropical Climate Zone		Temperate Climate Zones		Polar Climate Zones



The largest mountain ranges	The Andes, South America	The Rockies, North America	The Alps, Europe	The Himalayas, Asia	The Great Dividing Range, Oceania	The Ural Mountains, Asia	
The largest rivers	Nile, Africa		Amazon, South America		Yangtze, Asia		Mississippi, North America
Examples of major biomes	Aquatic biome: Great Barrier Reef, Oceania		Desert biome: Sahara Desert, Africa		Forest biome: Amazon Rainforest, South America		Grassland biome: The South American Pampas, South America
The countries of South America and their capital cities	Brazil Brasilia	Chile Santiago	Bolivia La Paz	Uruguay Montevideo	Ecuador Quito	Guyana Georgetown	
	Argentina Buenos Aires	Peru Lima	Colombia Bogota	Paraguay Asuncion	Venezuela Caracas	Suriname Paramaribo	



#### THINKING POINT:

#### Locational knowledge: The World

From memory, name the seven continents of the world.

From memory, name the five oceans of the world.

From memory, name the three major lines of latitude, two hemispheres and two circles/poles.

From memory, name the four major climate zones.

From memory, name some major mountain ranges of the world.

From memory, name some examples of major biomes of the world.

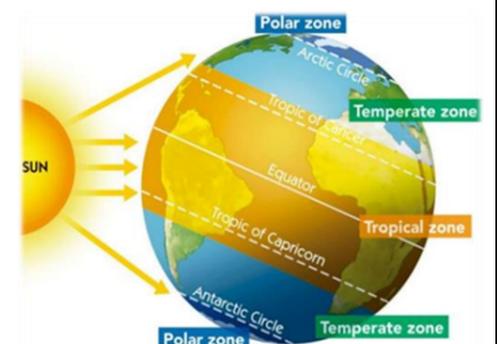


From memory, name the largest rivers of the world.

#### Locational knowledge:

#### South America

From memory, name the major countries and their capital cities of South America.



### EXIT ASSESSMENT: LOCATIONAL KNOWLEDGE AND UNDERSTANDING

#### EXS:

Can you locate \_\_\_\_\_ using an atlas using a 6 point grid reference?  
Can you name the major countries and capital cities of South America?

#### GDS:

What is the locational difference between Brazil and UK?  
How do countries differ based on their location on the globe? Why?

# YEAR 5: AUTUMN 1 – DESTINATION SOUTH AMERICA

## GEOGRAPHY:

### UNDERSTAND, DESCRIBE AND EXPLAIN: BIOMES: TROPICAL RAINFORESTS

#### Physical Geography:

Understanding the physical development and features of tropical rainforests: The Amazon

Biome	Ecosystem	Temperate forest	Tropical rainforest	Alpine forest	Grassland	Tundra	Desert
Aquatic	Freshwater	Marine	Coral reef	Weather/Climate	Animals	Plants	
Climate Zones	Polar climate Zone	Tropical Climate Zone	Temperate Climate Zone	Equator	Tropic of Capricorn	Tropic of Cancer	
Amazon Rainforest	Forest Floor	Understory	Canopy	Emergent	Environment	Adaptation	

#### Ecosystems:

Each individual plant and animal **could not exist by itself** on planet Earth.

All **living organisms** need millions of other living organisms to **survive**.

How these organisms **interact** with the **sun, soil, water, air and each other** in a **specific area** is called an **ecosystem**.

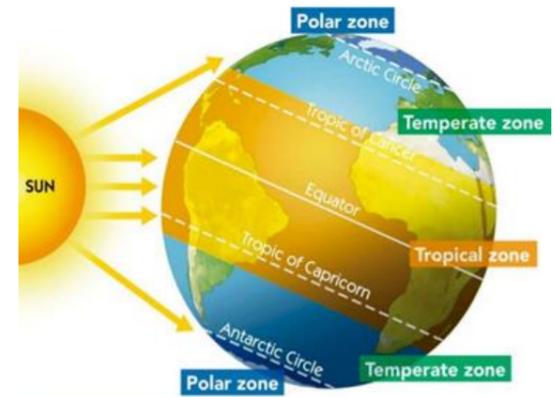
#### Biomes:

A **biome** is a way to describe a **large group** of similar **ecosystems**. **Biomes** have **similar weather, rainfall, animals and plants**.

The **plants and animals** of each **biome** have **traits** that help them to **survive** in their particular **biome**.

There are different types of biome on planet Earth including:

- Temperate forest – E.g. The New Forest, Hampshire, UK
- Tropical rainforest – E.g. The Amazon rainforest, Brazil
- Alpine forest - E.g. The alpine forests of the Andes mountains, South America
- Grassland - E.g. The South American Pampas, South America
- Tundra - E.g. The Arctic Circle
- Desert - E.g. The Sahara desert, Africa
- Aquatic: Coral reef – E.g. The Great Barrier Reef, Oceania
- Aquatic: Marine (saltwater) - E.g. The Pacific ocean
- Aquatic: Freshwater – E.g. The Amazon River, South America



#### Climate zones:

What a **biome** is like, depends on: how **warm or cold** it is; how **dry or wet** it is; and how **fertile the soil** is.

**What a biome is like** will be **determined** by the **climate zone** it lies within.

There are **3 major climate zones**:

- **Polar** climate zone (cold)
- **Temperate** climate zone (mild)
- **Tropical** climate zone (hot).

#### THINKING POINT:

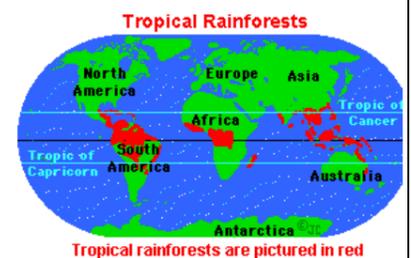
What causes each biome to be so different?

#### Tropical Rainforests:

**Tropical rainforests** are found in the **Tropical climate zone**.

The **Tropical Climate Zone** is at the **centre** of the Earth **between** the **Tropic of Cancer** and **Tropic of Capricorn** and centre of the **Equator**.

This is the **hottest, most humid** part of Earth. All **tropical rainforests** lie **within** the **Tropical Climate Zone**.



Tropical rainforests are pictured in red

#### THINKING POINT:

Why do you think the world's tropical rainforests are all within the tropical climate zone?

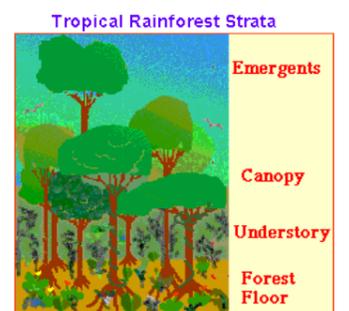
#### The Strata of the Rainforest:

Different **animals** and **plants** live in different parts of the rainforest.

**Scientists divide** the **rainforest** into **strata (zones)** based on the living **environment**.

Starting at the top, the **strata** are:

1. **The emergents:** **Giant trees** (between 60m-80m) that are much **higher** than the average **canopy** height. It **houses** many **birds and insects**.
2. **The canopy:** The **upper parts** of the **trees** (between 20m-60m). This **leafy environment** is **full of life** in a tropical rainforest and **includes:** insects, birds, reptiles and mammals. Due to the **thickness of the canopy**, the **Amazon floor** is in **permanent darkness**. In fact, it's so thick that when it **rains**, it takes around **ten minutes** for the **water** to **reach the ground**.
3. **The understory:** A **dark, cool** environment under the leaves but over the ground. Most of the **understory** of a rainforest has so little light that **plant growth** is **limited**. There are short, leafy, mostly non-flowering shrubs, small trees, ferns, and vines (lianas) that have **adapted to filtered light** and **poor soil**. **Animals** in the **understory** include insects, arachnids, snakes, lizards and small mammals.
4. **The forest floor:** Teeming with **animal life**, especially **insects** and **arachnids**. The **largest animals** in the rainforest generally live here including gorillas, anteaters, wild boars, tapirs, jaguars and humans.



#### THINKING POINT:

Can you describe the strata of a tropical rainforest to a partner?

**The Amazon Rainforest:**

The **largest tropical rainforest** is the **Amazon** in **South America**.  
 The **Amazon Rainforest** is located in **9 different countries** but the majority of it (around **60%**) is located in **Brazil**.  
 The rest of it can be found in Peru, Colombia, Ecuador, Bolivia, Venezuela, Guyana, Suriname and French Guiana.  
 Being the **largest rainforest on the planet** (and home to **one of the largest river systems**), it should come as no surprise that the **Amazon** covers a hefty chunk of **South America**.  
 This gigantic patch of **natural beauty** stretches itself over a staggering **2.1 million square miles**.  
 The **Amazon** is referred to as '**the lungs of the Earth**'. This is because the **rich vegetation** takes **carbon dioxide** out of the air, and **releases oxygen** back in.  
 In fact, **more than 20%** of the **world's oxygen** is produced by the **Amazon**.



**THINKING POINT:**

What is the Amazon rainforest referred to and why?



**Amazon wildlife:**

The **Amazon** has an incredibly **rich ecosystem** – there are around **40,000 plant** species, **1,300 bird** species, **3,000 fish** species, **430 mammals** and a whopping **2.5 million** different **insects**.  
 Some **creatures** that can be found in the **Amazon Rainforest** include:

<b>Jaguar</b> 	<b>Capybara</b> 	<b>Giant Anteater</b> 	<b>Green Iguana</b> 	<b>Harpy Eagle</b> 
<b>Sloth</b> 	<b>Macaw</b> 	<b>Kinkajou</b> 	<b>Puma</b> 	<b>Ocelot</b> 
<b>Anaconda snake</b> 	<b>Poison Dart Frog</b> 	<b>Golden Lion Tamarin</b> 	<b>Toucan</b> 	<b>Tarantula</b> 

**KEY ASSESSMENT QUESTIONS AND SCENARIOS:**

**EXS:**

How does the climate in Brazil and the UK differ? Why is this?  
 Explain the difference between a rainforest and our forests in the UK.

**GDS:**

How does the climate in Brazil and the UK differ? Why is this?  
 How could you survive in the rainforest?

**FIELDWORK IN THE LOCAL AREA – OBSERVE, MEASURE, RECORD AND PRESENT:**

<b>Climate and weather survey:</b> Report on the climate and weather conditions of Poole	Design a format to collect answers systematically and accurately	Collect and measure data of temperature and rainfall accurately over time	Represent the data and find answers (tables, graphs)	Present the findings to others and how this impacts the local area (tourism, agriculture)	Plan for action – what good can be used from these findings?
<b>Rainforest resources survey:</b> Report the number of UK foods containing palm oil	Design a format to collect answers systematically and accurately	Collect evidence samples (food packaging) from a range of sources and record data	Represent the data and find answers (tables, graphs)	Present the findings to others and how this impacts the world (sustainability)	Plan for action – how can we implement change?

**LOCATIONAL KNOWLEDGE – USE RESOURCES TO LOCATE:**

<b>Globe:</b>	<i>The 7 continents</i>	<i>The 5 Oceans</i>	<i>Major seas</i>	<i>2 poles</i>	<i>The Equator</i>	<i>The Tropics</i>
<b>Atlas:</b> (4 point grid reference)	<i>The countries of South America and their capital cities</i>	<i>Brazil and its major cities</i>		<i>Major physical landmarks/areas of interest (rivers, seas, mountains, volcanoes etc) of South America</i>		<i>Major human/manmade landmarks/areas of interest of South America</i>
<b>Map (Rio):</b> (6 point grid reference)	<i>Towns and villages of Rio de Janeiro</i>	<i>Heritage sites of Rio de Janeiro</i>		<i>Human (man-made) features of interest in Rio de Janeiro</i>		<i>Physical (natural) features of interest in Rio de Janeiro</i>
<b>Compass:</b>	<i>Use N, NE, E, SE, S, SW, W, NW and the compass bearings to 5° to give and follow directions to reach a chosen destination in the local area.</i>					

# YEAR 5: AUTUMN 1 – DESTINATION SOUTH AMERICA

## GEOGRAPHY:

### UNDERSTAND, DESCRIBE AND EXPLAIN: DEFORESTATION

**Human Geography:**  
Understanding the human impact on the Amazon rainforest and deforestation

**Learning links:**

**Geography:**

**Y4: Naples**  
Land-use/Sustainable/Agriculture/Fertile soil/Minerals

**Learning Links:**

**Science:**

**Y3: Plants**  
Photosynthesis/Absorb/Carbon Dioxide/Nutrients

<i>Deforestation</i>	<i>Timber</i>	<i>Agriculture</i>	<i>Grazing</i>	<i>Extraction</i>	<i>Road construction</i>	<i>Climate change</i>	<i>Droughts</i>
<i>Forest fires</i>	<i>Logging</i>	<i>Acre</i>	<i>Carbon dioxide</i>	<i>Atmosphere</i>	<i>Global warming</i>	<i>Indigenous</i>	<i>Habitat</i>

**Deforestation:** Every year, an area of rainforest the size of Wales is cut down and destroyed. The plants and animals that used to live in these forests either die or must find a new forest to call their home.

**Why are rainforests being destroyed?**

**Humans** are the main cause of rainforest **deforestation**.

We are cutting down **rainforests** for many reasons:

- **Wood** for both timber and making fires;
- **Space** for **agriculture** for both small and large farms;
- **Land** for farmers who don't have anywhere else to live;
- **Grazing** land for **cattle**;
- **Pulp** for making **paper**;
- **Road** construction; and
- Extraction of **minerals** and **energy**.



**Rainforests** are also **threatened** by **climate change**, which is contributing to **droughts** in parts of the **Amazon** and **Southeast Asia**.

**Drought** causes **die-offs** of **trees** and **dries out leaf litter**, increasing the **risk** of **forest fires**, which are often **set** by land developers, ranchers, plantation owners, and loggers.

In **2005** and **2010**, the **Amazon** experienced the **worst droughts** ever recorded. **Rivers dried up**, isolating communities, and **millions of acres burned**. The **smoke** caused **widespread health problems**, interfered with **transportation**, and **blocked** the **formation of rain clouds**, while the **burning** contributed huge amounts of **carbon dioxide** to the **atmosphere**, **worsening** the effects of **climate change**.

**THINKING POINT:**

Can you name 3 reasons why we are cutting down rainforests?



**What is the problem?**

### Deforestation in the Amazon rainforest

**Deforestation:** The destruction of trees or forests on a massive scale.

**Methods of clearing the rainforest:**

- **Slash and burn** - trees are cleared and vegetation is burnt
- **Clear cutting** - complete removal of all trees in an area
- **Selective logging** - targeting specific valuable trees but leaving the rainforest intact



**Water cycle** - trees help return water vapour to the atmosphere which then falls as rain.

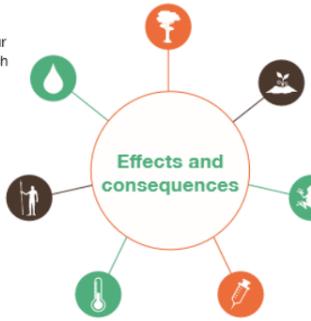
**Carbon emissions** - trees store carbon in their trunks, branches and roots which is released when they are cut down.

**Soil erosion** - without trees to protect it, soil in the rainforest is easily eroded. The soil loses its nutrients especially when it rains heavily.

**Indigenous people** - the rainforest was once home to one million indigenous people. Now only 200,000 remain.

**Climate change** - deforestation contributes to global warming because trees are releasing carbon instead of storing it.

**Medicine** - scientists have discovered that rainforest plants are sources for medicines to treat diseases like diabetes.



### Why are rainforest trees important for our climate?

If rainforest trees are cut down the air becomes drier. There is less rain in the forest and less water vapour evaporates into the atmosphere. This would lead to less rain around the world and more problems with drought.



Trees store carbon in their trunks, branches and roots. When trees are chopped down, burnt or die, they give off carbon dioxide. About one fifth of all carbon dioxide being released into the atmosphere comes from dying trees.



If all the Amazon rainforest was destroyed, 77 billion tonnes of carbon dioxide would be released into the atmosphere. This would mix with other dangerous 'greenhouse gases' and contribute to global warming.



**How to solve the problem:**

**GROWING TREES AND CROPS AT THE SAME TIME**

Different crops and trees are planted together. This helps prevent soil erosion and keeps the soil fertile.

**PRICE RISE**

Selling products from the rainforest at higher prices, especially those produced in a rainforest-friendly way.

**'SPECIAL OPS'**

Train special Environment Agents who know and understand the rainforest and can track illegal loggers.

**SELECTIVE LOGGING**

Only cut down trees when they reach a certain height.

**NATIONAL FOREST PARKS**

Create more wildlife reserves which generate money for Brazil through responsible tourism.

**EYE SPY**

Use hi-tech satellites to take photos of people cutting down trees illegally.

Activati  
Go to Set

### KEY ASSESSMENT QUESTIONS AND SCENARIOS:

**EXS:**

If humans know that deforestation is harmful to our planet, why do we still need to do it?

**GDS:**

How will deforestation affect our planet? What will planet Earth be like if we continue?

# YEAR 5: SPRING 2 – ROCKETMAN: MISSION TO MARS

## GEOGRAPHY:

### UNDERSTAND, DESCRIBE AND EXPLAIN: THE WATER CYCLE

**Physical Geography:**  
Understanding the water cycle

**Learning links:**

**Geography:**

**Y3: Water Cycle**

All areas of learning

**Y5: Rivers**

Throughflow/  
Surface run-off

**Learning links:**

**Science:**

**Y4: States of Matter**

Evaporation/  
Condensation/Solid/  
Liquid/Gas

**Y5: Properties of materials**

Evaporation/  
Condensation/  
Temperature/Solid/  
Liquid/Gas

*The Water Cycle*

*Atmosphere*

*Evaporation*

*Water Vapour*

*Condensation*

*Precipitation*

*Rain/Sleet/Snow/Hail*

*Collection*

**The Water Cycle:**

*Earth* has been **recycling** water for over **4 billion years!**

The world's water moves between **lakes, rivers, oceans**, the **atmosphere** and the **land** in an **ongoing cycle** called the **water cycle**.

As it goes through this **continuous system**, it can be a **liquid** (water), a **gas** (vapour) or a **solid** (ice).

There are **4 stages** of the **water cycle** which **continuously repeats**:

**1. Evaporation:**

**Energy** from the **Sun heats up** the surface of the **Earth**, causing the **temperature** of the **water** in our rivers, lakes and oceans to **rise**. When this happens, some of the water **evaporates** into the **air/atmosphere**, turning into a **gas** called **vapour**.

**2. Condensation:**

As **water vapour rises up** high into the sky, it **cools** and turns back into a **liquid**, forming **clouds**.

This process is called **condensation**. **Air currents** high up in the air **move** these **clouds** around the globe.

Depending on the **temperature** and how **quickly** the **vapour condenses** or sometimes **freezes**, the vapour can turn to **rain, sleet, hail or snow**.

**3. Precipitation:**

When **too much** water has **condensed**, the **water droplets** in the clouds become too **big and heavy** for the air to hold them.

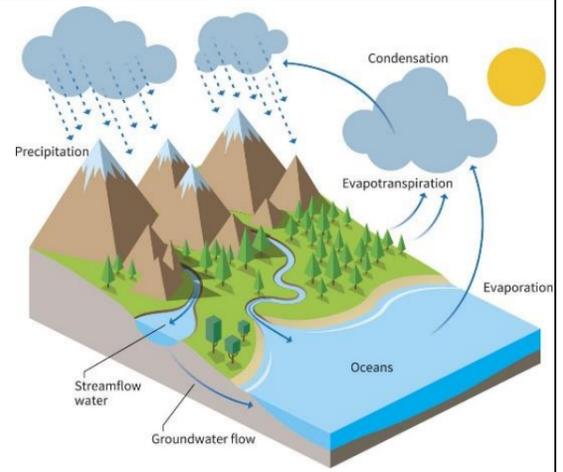
They **fall back down** to **Earth** as rain, snow, hail or sleet, a process known as **precipitation**.

**4. Collection:**

The fallen **precipitation** is then **collected** in bodies of water – such as **rivers, lakes and oceans** – from where it will eventually **evaporate** back into the air, **beginning the cycle all over again**.

How it is **collected**, depends on **where it lands**:

- Some will **fall directly** into **lakes, rivers or the sea**, from where it will **evaporate** and begin the cycle all over again.
- If the water falls on **vegetation**, it may **evaporate** from leaves back into the air, or **trickle down into the ground**. Some of this water may then be **taken up** by the **plant roots** in the earth.
- In **cold climates**, the **precipitation** may build up on land as **snow, ice or glaciers**. If **temperatures rise**, the ice will **melt to liquid water** and then **soak** into the **ground**, or **flow into rivers** or the **ocean**.
- Water that **reaches land directly** may flow **across the ground** and **collect in the oceans, rivers or lakes**. This water is called **surface run-off**.
- Some of the **precipitation** will instead **soak or infiltrate** into the **soil**, from where it will **slowly move through the ground** until eventually reaching a **river or the ocean**. This is called **throughflow**.



**THINKING POINT:**

With your eyes closed, can you remember the 4 stages of the water cycle?

### FIELDWORK IN THE LOCAL AREA – OBSERVE, MEASURE, RECORD AND PRESENT:

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### LOCATIONAL KNOWLEDGE – USE RESOURCES TO LOCATE:

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# UNDERSTAND, DESCRIBE AND EXPLAIN: RIVERS

**Physical Geography:**  
Understanding the physical development and features of rivers:  
The Amazon

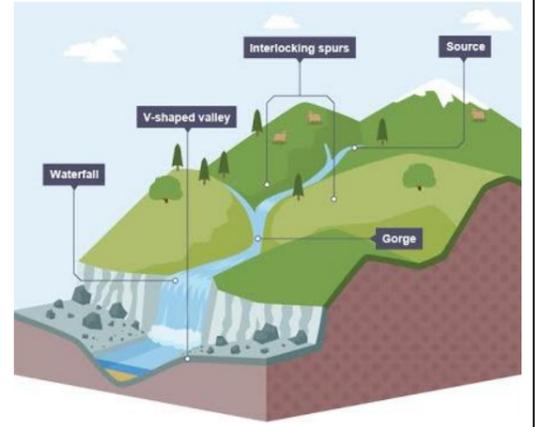
**Learning links:**  
**Geography:**  
Y3: Coastal Erosion  
Erosion/Abrasion/  
Attrition/Deposition

**Learning links:**  
**Science:**  
Y3: Rocks  
Erosion/Abrasion/  
Attrition/Hardness/  
Sedimentary

<i>Rivers</i>	<i>Source</i>	<i>Upper Course</i>	<i>Middle Course</i>	<i>Lower Course</i>	<i>Surface runoff</i>	<i>Throughflow</i>	<i>Tributaries</i>
<i>Freshwater biome</i>	<i>Estuary(ies)</i>		<i>Mouth</i>		<i>River bank</i>		<i>River bed</i>
<i>Abrasion</i>	<i>Attrition</i>	<i>Transportation</i>	<i>Deposition</i>	<i>Erosion</i>	<i>Undercutting</i>	<i>Meander(ing)</i>	

**Rivers:**

A **river** is a **flowing**, moving **stream of water**.  
Usually, a river feeds water into an ocean, lake, pond, or even another river.  
Rivers can **vary in size** and there is no hard definition or rule on how big a **flow of water** must be to be categorised as a **river**.  
**Water** from a **river** can come from **rain, melting snow, lakes, ponds, or even glaciers**.  
**Rivers** flow **downhill** from their **source**. They are considered part of the **freshwater biome**.



**The Upper Course:**

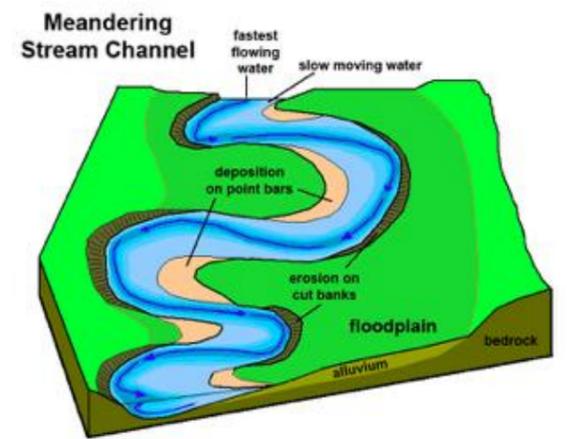
In the **upper course**, **precipitation** feeds the **emerging river**. **Water stored** in and on the land **collects** and **begins to flow downhill**. Additionally, **rivers** can also begin as **snow melts** of **hills and mountains**.  
**Rivers typically** start on **high land**.  
The point where a **river starts** is called the **source**. The **river** in the **upper course** flows through **steep gradients** and **flows quickly**. Because of the **steep gradients** and **fast flow** of the water, **waterfalls** often **form** in the **upper course** of a river.

**THINKING POINT:**

Without looking, can you describe the upper course of a river to a partner?

**The Middle Course:**

In the **middle course**, rivers become **wider and deeper**. While the water is **less turbulent** than in the upper course, the **water** is actually moving with **greater speed**. With a **wider river bed** and **deeper water** there is also **less friction**. As such, the river has a **greater energy** to **erode the river bank**.  
In the **middle course**, the **shape** of the **river** is under **constant change**. The **moving water** **erodes, transports** and **deposits** soil and other material to determine the **shape** and **size** of the river – they are **constantly changing** because of the following:



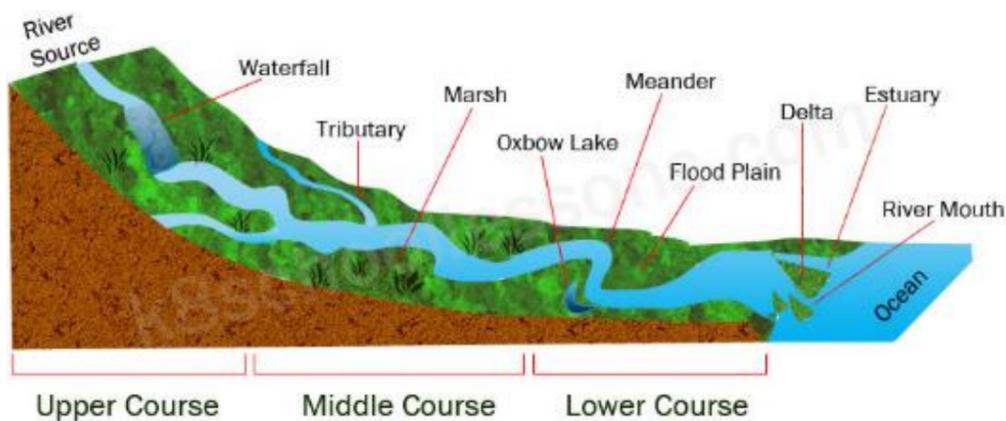
- **Transportation:** The sheer **weight and speed of the moving water** can **move material** (rock/stone) from the **river bed and river bank** downstream.
- **Abrasion:** In a process called **abrasion**, **small rocks** and **sediment** can also act like sand paper, **rubbing away** at the **river bed**.
- **Attrition:** In a process called **attrition**, **rocks and pebbles collide** with each other and **break apart**.
- **Erosion:** Occurs on the outside of the **meander (bend)** where the **water** is **moving** at its **fastest**. This will cause a **deeper channel** to be formed and so the water on the **outside** of a **meander (bend)** will be **deeper** than on the inside.
- **Deposition:** This occurs where **water lacks the energy** to **transport the load** it is carrying so the **rocks/stones** are **deposited/left in place**. In the **middle course**, this happens on the **inside of a bend or meander**, where the **water flows slowly**.
- **Meanders:** Because of these **processes**, **meanders** are created. The **continuous flow** of water and **constant process** of **erosion, transportation and deposition**, will result in **areas of faster and slower moving water** and the **river** will gradually begin to **flow a more winding course**.

**THINKING POINT:**

Why do rivers bend and meander, particularly in the middle course?

**The Lower Course:**

In the **lower course** of the river, the **land** is **flatter** and the **river wider**. The **water** is at its **deepest** in the **lower course**.  
Many rivers have **estuaries**, which are characterised by **wide, flat land** where the **river flows into the sea**. This is known as the **mouth of the river**.



**The Amazon River:**

<b>Source:</b> Lago Villafrro in the Andes Mountains, Peru	<b>Length:</b> 6400km or 3977 miles	<b>Number of Tributaries:</b> 200
<b>Mouth:</b> Brazil, Atlantic Ocean	<b>Widest point:</b> 190km or 118 miles	<b>Width of its mouth:</b> 60km or 37 miles

**THINKING POINT:**

How many features of a river can you remember?

## KEY ASSESSMENT QUESTIONS AND SCENARIOS:

<b>EXS:</b>	<b>GDS:</b>
Describe the process of river erosion and transportation. Explain why the Amazon river is a valuable resource.	Why are rivers bendy (meanders) and never straight? Why is the Amazon river unique?