



MEDIUM TERM PLANNING

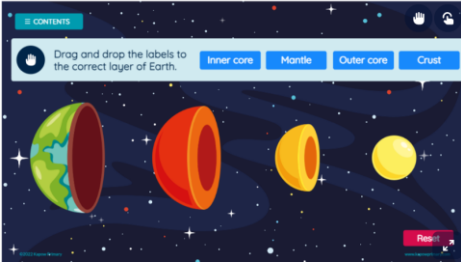
| Subject | Topic/Key Question | Year Group | Term | Time Allocation |
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| Geography | Where are Volcanoes located? | Year 5 | Spring 2 | 11 hours |

What knowledge and skills will children have gained by the end of this unit?

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.
- Observe, digitally record and map different rocks using a symbol on a map.
- Identify rock types and their origins based on collected data.

| Lesson Sequence | Time Allocation | Key Question/WALT | Teaching Activities | Resources | Vocabulary |
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| Lesson 1 | 1 hour | <p>What are the features of a Volcano?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> ▪ Explain what a volcano is. ▪ Name and label each layer of a volcano. | <p>Show the Video footage of Fagradalsfjall volcano in Iceland erupting in 2021 (PowerPoint slide 2). <i>What does this video tell you about volcanoes?</i></p> <p>Explain that over the next few sessions, they will learn a lot more about volcanoes.</p> <p>Give the children 5 minutes to work in pairs to find out what they already know about volcanoes and what they would like to find out (slide 3).</p> <p>Come back together as a class and record some of the discussion and questions.</p> <p>Give each group of 4 the instructions for making a play dough Earth (<i>see resources</i>) and coloured play dough. They work as group to make the model of the earth's layers.</p> <p>When they have followed the instructions, tell them they can cut their mini play dough Earth in half to see the layers (slide 4). Now each pair has one half. <i>Can you remember what the layers are called?</i></p> <p>Remind children that the Earth is made up of 3 layers; the crust, the mantle and the core (slide 5).</p> <p>The core is in 2 parts, a solid inner that is made up of iron and nickel, and the molten outer core. The mantle is molten rock such as asphalt. The crust is the part that we live on and is split/broken into plates. We call these plates 'tectonic plates'. These plates slowly move around because they are floating on the mantle.</p> <p>Show children the instructions for labelling their play dough Earth (slide 6). Children work in pairs to label the layers on their half of the model.</p> <p>Challenge children to research the different layers of the Earth and label their play dough half with accurate facts about the composition of each layer. <i>Imagining that the play dough crust is</i></p> | <p>Hamilton – New Look – Volcanoes</p> <p>Playdough –blue, green, brown, yellow, orange, red;</p> <p>Blunt knives</p> <p>Cocktail sticks</p> <p>Small strips of paper or sticky labels.</p> <p>Drone footage of Fagradalsfjall volcano in Iceland erupting in 2021</p> <p>Clip on plate tectonics and creation of volcanoes</p> | <p>Volcano</p> <p>Crust</p> <p>Mantle</p> <p>Molten rock</p> <p>Asphalt</p> <p>Core</p> |
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| | | | <p><i>floating, in sections, on the play dough mantle; can you work out how volcanoes are formed?</i></p> <p>Tell the children you are going to play this clip twice, the first time they just need to watch and listen: https://www.youtube.com/watch?v=ryrXAGYldmE (slide 7).</p> <p>Play it a second time asking them to watch with this question in mind <i>Can you explain to a younger child how volcanoes occur?</i></p> <p>Remind them that the broken bits of crust (plates) sometimes overlap and one plate goes under the other, causing a melting of the crust and a build-up of heat. This heat forces itself upwards and breaks out through the crust as a volcano (slide 8).</p> | | |
| Lesson 2 | 1 hour | <p>What facts do you know about the layers of the Earth?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> name and order the four layers of the Earth. state a fact about each layer of the Earth. | <p>Begin the lesson with a quick recap. What is inside out Earth?</p> <p>Explain that our Earth is broken into four layers. Can children remember what they are called? Click through each layer and its corresponding facts.</p> <p>To recap, ask volunteers to drag and drop the correct name to each layer in the activity in the <i>Presentation: Layers of the Earth</i>.</p> <p>Click through to explain tectonic plates using the animation at the end.</p> <p><i>Presentation: Layers of the Earth</i></p>  | <p>Kapow – Geography – Volcanoes</p> <p>Presentation: what is in the Earth. Layers of the Earth.</p> <p>Scissors coloured card glue sticky notes</p> | <p>Volcano</p> <p>Earth</p> <p>Crust</p> <p>Inner core</p> <p>Outer core</p> <p>Mantle</p> |

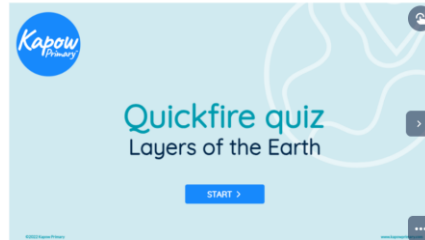
Use the presentation by clicking through the layers of the Earth. Children must try and recall the facts they learn.

Recall task

To consolidate key knowledge, give each child a sticky note and explain that they are going to have a quiz and they should write their answer to each question on the sticky note.

Show the *Presentation: Quick fire quiz* and reveal each question, pausing after each to allow the children to write their answers and then revealing the answers.

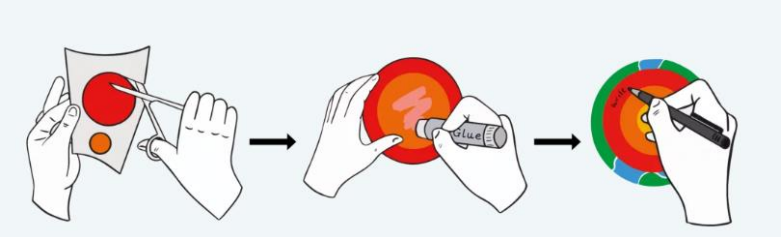
Presentation: Quick fire quiz





Go through the answers and allow the children to mark their own.

The children should keep their sticky notes to support the next task. *Instead of sticky notes, you could print this quiz for children to answer in their book and purple polish to show evidence of learning.

Tell the children that they are going to use card to make a model of the inside of the Earth.

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| | | | <p>Explain the task and give each child a copy of the <i>Activity: Pupil template of layers of the Earth</i>.</p> <p>Instruct the children to:</p> <ol style="list-style-type: none"> 1. Cut around each circle and order the Earth's layers based on their increasing size. 2. Attach the layers using glue sticks. 3. Label each layer of the Earth. 4. Write one fact about each layer. <p>Tell the children to turn their work face down in preparation for the next task.</p>  <p>Once children have completed this they must add four headings to their books and write facts about each layer of earth. Questions to ask for assessment include: What are the names of the layers of the Earth? (Inner core, outer core, mantle, crust.) In what order are the layers? (Start from the middle and work outwards.) What is a feature of each layer? (Refer to the Teacher knowledge section.) What is the name of the pieces into which the earth's crust is broken? (Tectonic plates.)</p> | | |
| Lesson 3 | 1 hour | How and where are Mountains formed? | <p>Give each child a whiteboard (or paper) and pen. Display the <i>Presentation: Layers of our Earth</i> and use the activity to recap learning from the previous lesson. Ask children to label the diagram and complete the sentences using the word bank. The answers include: 1. The inner core, outer core, mantle and crust (on the diagram, from the inside out). 2. The crust is broken</p> | Kapow – Geography – Volcanoes | World Map Atlas Mountain |

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| | | <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> explain that a mountain is formed by tectonic plates. know that most mountains are found on or near plate boundaries. name a mountain range and state which continent it is in. | <p>into pieces called tectonic plates, a bit like a jigsaw. 3. These pieces move around very slowly. 4. The crust is the thinnest layer of the Earth. Questions to recap: What are the four layers of the Earth? (The inner core, outer core, mantle and crust.) What is the name for where two tectonic plates meet? (Plate boundary.)</p> <p>Use the <i>Presentation: Tectonic plates</i> to remind the children that the Earth's crust is broken into large pieces called tectonic plates.</p> <p><i>Presentation: Tectonic plates</i></p>  <p>Explain that today, the children will explore how tectonic plates make mountains. Use the first slide of the <i>Presentation: Continents and tectonic plates</i> to clarify the difference between continents and tectonic plates.</p> <p><i>Presentation: Continents and tectonic plates</i></p>  <p>Ask children to count how many continents there are compared to tectonic plates. (There are seven continents and 15 tectonic plates). Recap the continents using the <i>Pupil video: Song – Continents</i>.</p> <p>Now, using slide 2 of the <i>Presentation: Continents and tectonic plates</i>, explain the three types of mountain formation: Fold mountain, Fault-block mountain and Volcanic mountain.</p> <p>Recall task - Organise the children into pairs and give each pair a copy of the <i>Activity: Mountain formation matching</i>. In their</p> | <p>Mountain formation matching</p> <p>Mapping mountains.</p> | <p>Tectonic plate</p> <p>Continent</p> <p>Plate boundary</p> <p>Fold mountain</p> <p>Fault block mountain</p> <p>Volcanic mountain</p> |
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| | | <p>pairs, the children match each diagram to its correct sentence. This can be found on slide 3 of the <i>Presentation: Continents and tectonic plates</i>.</p> <p>Activity - Explain to the children that they will be mapping mountain ranges on a world map using an atlas. Using slide 4 of the <i>Presentation: Continents and tectonic plates</i>, suggest that the children use the contents page by looking for the words, 'world map' to find a topographical world map (this shows the features of the land's surface). This can be done as a class. Model finding a mountain range using the topographical map you have found. Explain that the atlas key will often show mountains shaded in lilac or orange. Shade this on the map on slide 5 of the <i>Presentation: Maps and boundaries</i>. Give each child a copy of the <i>Activity: Mapping mountains</i>. Advise the children to identify the mountain ranges continent by continent. Give the children 10-15 minutes to do this.</p> <p>Ask the following questions:</p> <ul style="list-style-type: none">• Where are the mountain ranges? (Mainly along plate boundaries.)• Can you add any mountain you missed by shading them on?• Can you spot any patterns? (Along many of the plate boundaries.)• Why do you think the mountain ranges are along plate boundaries? (Relate this to learning on plate boundary movement.) | | |
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| | | | <ul style="list-style-type: none"> • What can people do in a mountainous area? (Answers may include hiking, mountain climbing, taking photographs, having picnics or visiting as a tourist site.) <p>Extension - Tell children they will be adding four of the world's largest mountain ranges to their maps:</p> <ul style="list-style-type: none"> • The Andes in South America. • The Himalayas in Asia. • The Rockies in North America. • The Alps in Europe. <p>Model using slide 5 of the <i>Presentation: Continents and tectonic plates</i> and the index of an atlas to find Mount Kilimanjaro (in Tanzania, East Africa). Find the relevant page number and grid reference e.g. 'p12, H2' (go to the page, look along the top for 'H', and '2' along the side, follow down and across from these digits until you find the relevant square). Show children how to mark the mountain on their map using a triangle symbol, a label and how to draw a simple corresponding key. Give the children 5-10 minutes to locate the mountains listed above. Take feedback on where each mountain range is and reveal the answers by using the buttons on slide 5 of the <i>Presentation: Continents and tectonic plates</i>.</p> <p>Questions to assess:</p> <ul style="list-style-type: none"> • Can you explain how mountains are formed? (Fold mountains – plates come together and push up; fault-block mountains – plates come together, crack along | | |
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| | | | <p>weaknesses and sink; volcanic mountains – plates move apart, lava erupts and hardens.)</p> <ul style="list-style-type: none"> • Where do we tend to find mountains? (At plate boundaries.) • Why are mountains usually on or near plate boundaries? (Mountains are formed when plate boundaries move.) • Can you name any mountain ranges and their continents? (Andes in South America, Himalayas in Asia, Rockies in North America, Alps in Europe.) <p>Now, give each child a piece of paper. Ask them to complete the questions on the <i>Presentation: Rapid recall</i>. Name the four layers of the Earth. (The inner core, outer core, mantle and crust.) Draw a quick diagram to show one way a mountain is made. (Refer back to <i>Presentation: Continents and tectonic plates</i> for three possible ways.) Where are most mountains found in the world? (Along a plate boundary.) Name a mountain range and the continent in which it is found. (Andes in South America, Himalayas in Asia, Rockies in North America, Alps in Europe.)</p> | | |
| Lesson 4 | 1 hour | <p>Where are Volcanoes located around the World?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • understand where volcanoes are located | <p>Remind children that the Earth's crust is split into sections called tectonic plates and that some of these plates are slowly pushing into each other, or pulling apart.</p> <p>Show the video 'What are volcanoes and how are they formed?' (slide 2 of the PowerPoint) until 2 minutes 50 seconds. Pause there to continue in the next teaching section.</p> <p>Use slide 3 to explain the terms 'active, dormant and extinct'.</p> <p>Give each pair of children a list of active and dormant volcanoes (<i>see resources</i>). Explain that the list of active volcanoes are some of the most active and dangerous volcanoes. Tell the children that the line between dormant and active can change at</p> | <p>Hamilton – New Look – Volcanoes</p> <p>Red crayons or pens; atlases; globes; world maps</p> <p>Video 'What are volcanoes and how are they formed?'</p> | <p>Crust</p> <p>Tectonic plate</p> <p>Active</p> <p>Dormant</p> <p>Extinct</p> <p>Boundaries</p> |

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| | | <p>in the world.</p> <ul style="list-style-type: none"> recognise the different traits of volcanoes, including extinct and active volcanoes. | <p>any moment, and may have changed since these plans were published!</p> <p>Give each child a copy of the map of the world (<i>see resources</i>) and ask them to work to identify the locations of the volcanoes in the lists. They can work in pairs or small groups to do this. If children finish, they could move onto using the internet to research extinct volcanoes in the UK.</p> <p>When the children have identified all the active volcanoes from the list, ask them to join them together with a red crayon or pen.</p> <p>Explain that this is called the Ring of Fire because it is where most of the active volcanoes in the world exist. <i>Why do you think there are lots of volcanoes in a ring here?</i> Explain that it is because it is where plates are joined. The Pacific plate is older and heavier than the surrounding plates and, as it drops, it pushes the other plates up and causes volcanoes to occur at its boundaries.</p> <p>Show the video 'What are volcanoes and how are they formed?' (slide 2) from 2 minutes 50 seconds to 4 minutes in (you can continue to the end if you wish to show how different types of volcanoes are formed).</p> <p>Point out how not all volcanoes are in the Ring of fire. Some children may have found locations of extinct volcanoes in the UK. Remind them of the volcanoes in Iceland and Hawaii. However, the majority of volcanoes are in this area (slide 4).</p> <p>Ask children to use maps to identify locations of Tonga, Iceland and any other location of recent volcanic activity.</p> <p>In pairs, children discuss and make notes about what they think it would be like to stand close to a volcanic eruption. What effects do they think an eruption might have on the region and its people? (Slide 5)</p> | <p>News report on the eruption Tonga, Jan 2022 or replace this with information / footage of a recent eruption.</p> | |
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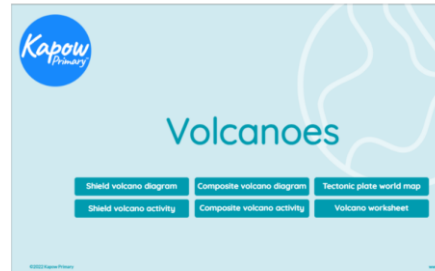
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| | | | <p>Discuss children's thoughts on what it would be like to be near an eruption and what the effects might be on the area and the people who live there.</p> <p>Show and discuss the report of the volcanic eruption in Tonga in January 2022 (slide 6), or replace this with discussion of a more recent volcanic eruption.</p> <p>Point out the effects of the volcano on the region and its people, e.g. the tsunami it caused, the ash causing problems, loss of communication.</p> | | |
| Lesson 5 | 1 hour | <p>Why and where do we get Volcanoes?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • explain how volcanoes form and describe their features. • describe where to find volcanoes globally. • list the three ways volcanoes | <p>Display the <i>Presentation: Quizmaster</i> and use the activity to recap learning from the previous lesson. Questions may include:</p> <ul style="list-style-type: none"> • What are the names of the different types of mountains? (Fold mountain, fault-block mountain and volcanic mountain.) • What are tectonic plates? (Large pieces of the Earth's crust.) • Where are mountains located? (Along tectonic plate boundaries.) • Can you name any mountain ranges and their continents? (Andes in South America, Himalayas in Asia, Rockies in North America, Alps in Europe.) • Can you explain how mountains are formed? (Fold mountains – plates come together and push up; fault-block mountains – plates come together, crack along weaknesses and sink; volcanic mountains – plates move apart, lava erupts and hardens.) <p>Show children <i>Pupil video: Erupting volcanoes</i>. – Questions – What do you notice in the video? Which type of volcano usually</p> | Kapow – Lesson 3 resources. | <p>composite volcano</p> <p>shield volcano</p> <p>magma chamber</p> <p>vent</p> <p>pyroclastic flow</p> <p>active volcano</p> <p>dormant volcano</p> <p>extinct volcano</p> |

can be classified.

has very steep sides? (Composite.) Which type of volcano does not have a pyroclastic flow or ash cloud? (Shield.)

Show the *Presentation: Volcanoes*.

Presentation: Volcanoes



Using the 'Shield volcano diagram', discuss the features of a shield volcano, which include: Gently sloping sides, Magma chamber, Vent, Layers of lava and ash.

Using the 'Composite volcano diagram', repeat this activity with a composite volcano and its additional features such as: Steep sides, Branch pipe, Ash cloud, Pyroclastic flow. Discuss the main differences between these two types of volcano. Hand out a copy of the *Activity: Volcano features* to each pair of children and ask each pair to label the diagrams of both volcanoes using the word bank. Give the children up to 10 minutes to complete the activity. Take feedback and write the answers on the 'Shield volcano activity' and 'Composite volcano activity' on the *Presentation: Volcanoes*.

Show the class the 'Tectonic plate world map' in the *Presentation: Volcanoes*, displaying the location of volcanoes (along tectonic boundary lines). Ask why volcanoes are located

here (They are formed by plate boundaries moving towards, away from, or against each other).

Ask children to tell you what they can see. This may include:

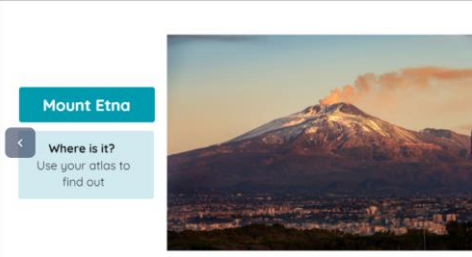
- Blue triangles representing volcanoes.
- Volcanoes in a line.
- Black lines showing plate boundaries.
- Volcanoes around the edges, or near, plate boundaries.
- Continents shown in pale blue.

Activity - Show the children the *Activity: Classifying volcanoes*. Explain that, in pairs, they will be using iPads, computers or laptops to research the definition and an example of an active volcano, a dormant volcano and an extinct volcano.

You can model completing one of the rows on 'Volcano worksheet' in the *Presentation: Volcanoes* by:

1. Searching for 'active volcano' using the link: [Kiddle search engine](#).
2. Clicking on the first link (this will work for all three searches in this activity).
3. Finding the definition, and adding it to the 'Definition' column of the table.
4. Finding an example of an active volcano (this is already on the same webpage as the definition) and adding it to the next column; 'Name of volcano'.
5. Adding the corresponding country and continent in which the volcano is located, to the 'Country and continent' column.

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| | | | <p>Give children around 15 minutes to complete this task, then take feedback from children. If children finish early, they can use the link: Google Earth to find images of volcanoes they researched.</p> <p>Questions</p> <ul style="list-style-type: none"> • What is a volcano? (An opening in the Earth's crust where magma escapes.) • What are the two main types of volcano? (Composite volcano and shield volcano.) • How are these volcanoes formed? (Composite – two plates come together, and one melts, causing the magma to rise out the top. Shield – two plates move away from each other and magma comes out from the middle of them.) • Can you name any features of a volcano? (Gentle sloping sides, magma chamber, vent, steep sides, branch pipe, crater, layers of lava and ash, ash cloud, a pyroclastic flow.) • Where are volcanoes found globally? (On plate boundaries, with some hotspots further away.) • In which three ways can volcanoes be classified? (Active, dormant, extinct.) • Can you give an example of a volcano? (Various answers.) | | |
| Lesson 6 | 1 hour | <p>What are the effects of a Volcanic Eruption?</p> <p>By the end of this lesson children will be able to:</p> | <p>Recap starter quiz: Questions and answers may include:</p> <ul style="list-style-type: none"> • The definition of a volcano (an opening in the Earth's crust where magma escapes). • How volcanoes are formed (when plate boundaries move towards or away from one another; composite – two plates come together, one melts, the pressure causes | <p>Kapow – Lesson 4 resources.</p> <p>Kapow presentations.</p> <p>Google.</p> <p>Atlas</p> | <p>negative effects</p> <p>positive effects</p> <p>fertile soil</p> <p>climate change</p> |

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| | | <ul style="list-style-type: none"> • describe the negative and positive effects of living near a volcano. • I can summarise why people live near volcanoes. | <p>magma to rise out the top; shield – two plates move away from each other and magma comes out the middle).</p> <ul style="list-style-type: none"> • Where we find volcanoes (at plate boundaries, with some hotspots further away). • The two types of volcanoes (composite and shield). • The features of a volcano (gentle sloping or steep sides, magma chamber, vent, layered sides, branch pipe, crater, layers of lava and ash, ash cloud, pyroclastic flow). • The three ways volcanoes can be classified (active, dormant, extinct). <p>Hand out an atlas to each child or pair of children (depending on available numbers of atlases).</p> <p>Show the <i>Presentation: Volcanic effects</i>. Slide 1 shows Mount Etna (Sicily, Italy).</p> <p><i>Presentation: Volcanic effects</i></p>  <p>Ask the children to use the index in the atlas to locate Mount Etna.</p> <p>The children will need to use their atlas skills from <i>Lesson 2: Where are mountains found?</i> and you may wish to remind the children how to use an index. (Find 'Mount Etna' in the index at the back, look for the page number and grid reference, find the</p> | | <p>volcanic springs geothermal energy index</p> |
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page number, and use a finger to find the exact grid on the map of the volcano's location).

Give the children a few moments to do this, then ask for their answers.

Watch the *Pupil video: Mount Etna*.

Pupil video: Mount Etna.



Using slides 2-4 of the *Presentation: Volcanic effects*: Recap the negative consequences of living near a volcano (people killed, forests, farmlands and homes destroyed, carbon dioxide impacts climate change, ash clouds pollute rivers, killing fish and tsunamis and earthquakes.) Recap the positive consequences of living near a volcano (rich, fertile soil, new land over time, beautiful landscapes, hot springs and mud, tourism, geothermal energy, mining precious stones).

The following activity uses a drama strategy (hot seating) to bring learning to life. The teacher or a child plays a character (sitting in the hot seat) and is interviewed by the rest of the group.

1. You, as the teacher, sit in the 'hot seat' and pretend to be a character who is opposed to living near a volcano. Alternatively, you could choose a child to be in the hot seat.

2. Children ask you questions, for example:

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| | | | <ul style="list-style-type: none"> • Why don't you like living near a volcano? • How has the volcano changed your life? <p>3. Repeat, but this time as a character who favours living near a volcano.</p> <p>Use the images on the <i>Presentation: Volcanic effects</i> for prompts on the negative and positive effects of living near a volcano.</p> <p>Ask the children to use the <i>Activity: Living near a volcano</i> to create a written piece of work to illustrate the pros and cons of living near a volcano and stating whether they would choose to live near a volcano or not, justifying their choice. A simpler version could be creating a poster showing the pros and cons.</p> <p>Children can refer back to the images on the slides if needed. This includes - Where is Mount Etna? (Sicily, Italy.) What negative consequences did Mount Etna have on the community around it? (People killed, forests, farmlands and homes destroyed.) What other reasons might people choose not to live near a volcano? (Carbon dioxide impacts climate change, ash clouds pollute rivers, killing fish and tsunamis and earthquakes.) What positive consequences can a volcano have? (Rich, fertile soil, new land over time, beautiful landscapes, hot springs and mud, tourism, geothermal energy, mining precious stones.)</p> | | |
| Lesson 8 | 2 hours (split over 2 lessons/days) | <p>How does a Volcano erupt?</p> <p>By the end of this lesson children will be able to:</p> | The children's task today is to make volcanoes. First watch this video on how and why a volcano erupts. Talk about the layers of the volcano and that deep within the Earth it is so hot that some rocks slowly melt and become a thick flowing substance called magma. Since it is lighter than the solid rock around it, magma rises and collects in magma chambers. Eventually, some of the magma pushes through vents and fissures to the Earth's surface. | Newspaper Flat card board boxes (for base) Pva glue Paint | Crust Mantle Inner core Outer core Magma Lava |

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| | | <ul style="list-style-type: none"> • Explain the layers in a Volcano. • Understand how a Volcano erupt and why. | <p>Volcanic eruption explained - Steven Anderson - YouTube</p> <p>The children need to work in pairs or groups of 4. Follow the instructions from How To Make A Papier Mache Volcano - Paper Mache (bluebearwood.co.uk). Have children talk about their volcano and the layers it needs.</p> <p>Children to make a papier mâché Volcano and then paint it. Carry out an experiment and watch the Volcano explode!</p> | <p>Plastic bottle</p> <p>Bicarbonate of soda</p> <p>Pop</p> | |
| Lesson 9 | 2 hours | <p>How can we show what a Volcano is like using art?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of volcanoes. • Create volcanic artwork, inspired by the work of artist Margaret Godfrey. | <p>Show slides 2-5 of the PowerPoint of Margaret Godfrey's volcanoes.</p> <p>You may also want to show the children some photographs of Etna erupting at to give them an idea of the heat and ferocity of a volcanic eruption (link on slide 5).</p> <p>Explain to children that they are going to recreate a cross section of a volcano using tissue and glue, in the style of Margaret Godfrey.</p> <p>Remind children that magma is what we call the molten rock when it is inside the volcano and lava is what it is called when it comes out of the volcano.</p> <p>Give each pair of children the instructions for creating volcano art in Margaret Godfrey's style (<i>see resources</i>). Discuss the diagram at the top of the sheet.</p> <p>Each child needs to follow the instructions for creating volcano art. They will need to begin by studying the cross-section diagram on the resource sheet and then sketching their design in their sketchbook or on paper. It is a good idea at this stage to scribble notes/thoughts about colours on the sketch.</p> <p>The layering of the tissue is made easier if it is ripped into thin strips before it is applied to the tile/card. Children could rip their tissue during the preparation stage and before they begin</p> | <p>Plain white tile or thick, white card</p> <p>Tissue paper in various colours</p> <p>PVA glue</p> <p>Black felt tip pen/permanent marker/paint.</p> <p>Photographs of Mount Etna erupting from BBC News or use images of any recent volcanic eruption.</p> | <p>Mount Etna</p> <p>Eruption</p> <p>Molten rock</p> |

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| | | | <p>work on their piece. They may wish to create texture by creating tiny bumps with the tissue or using textured card underneath the layers of tissue to create a 3D effect.</p> <p>If the tissue paper gets too wet and covered in glue, it will tear and become difficult to work with. Nevertheless, the PVA glue will dry clear.</p> <p>Split the class in two. One group show their artwork by finding a space in the classroom and standing still whilst holding their pictures. The other group can move around the 'gallery' commenting positively on the work they can see.</p> <p>Ask children to say 2 things they like about the pictures and 1 thing they think could be even better. Encourage positive phrases and comments.</p> <p>Swap roles.</p> | | |
| Lesson 10 | 1 hour | <p>How can we use dance, music and words to describe a volcanic eruption? By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • identify the different stages of a volcanic eruption. • imagine what a volcanic eruption would be like and | <p>Tell children that, together, they will create and perform a volcanic eruption, accompanied by a commentary in the style of David Attenborough.</p> <p>Play the clip of David Attenborough commentary on the volcano in Hawaii (slide 2 in the PowerPoint). Point out his distinct voice. Can any children imitate his style of commentary?</p> <p>Ask children to discuss how the music adds to the video. Play the first 30 seconds again if necessary.</p> <p>Split the children into three groups – the dancers, the musicians and the 'David Attenboroughs'. You may either split the group yourself or let the children choose which group they would like to join based on their interests and skills.</p> <p>Play the dance clip (link on slide 3) to the class. Encourage the dancing group to look closely at the movements of the dancers and follow the instructions for creating a volcano dance. The musicians should listen carefully to the music and should follow the instructions for creating volcano music. The 'David</p> | <p>Large sheets of paper to crumple</p> <p>musical instruments</p> <p>strips of chiffon or other light material in reds, oranges and yellows</p> <p>A large red/yellow/orange sheet (if possible)</p> <p>A video camera/mobile phone</p> | Volcanic eruption |

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| | | <p>represent it through dance, music and words.</p> | <p>Attenboroughs' should think how they might commentate on each phase of the dance.</p> <p>Give each group the instructions for their task (<i>see resources</i>).</p> <p>Children read them through in pairs.</p> <p>Play the dance clip so that children can think about the instructions as they watch.</p> <p>Each group will need a leader. The choreographing of the dancing, the composition of the music and the shared writing of the commentary all require mature teamwork. It may be that, as teacher, you choose a leader to head up each team. These may be the more able dancers, musicians and writers in the class.</p> <p>Explain to them that they will need to listen carefully to the views of their team and try to incorporate the ideas of the group into the final piece. Explain to the rest of the teams that, although their views are important and will be recognised, it is also important for them to follow the decisions of their team leader.</p> <p>The 'David Attenboroughs' will need to decide how to share the talking. If there are many in the group, it may be most practical for them to read a sentence each.</p> <p>Give children time to practice the three parts of their dance/musical composition/commentary, and then bring the three groups together, helping them to make any modifications to help the piece to come together.</p> <p>Practice until it is ready to film.</p> <p>Video the performance and play it to the children. Ask them to comment on at least 2 things they really like about the performance, and 1 thing they think could be improved.</p> <p>Encourage positive phrasing when commenting on improvements (for example, <i>This would be even better if ...</i>).</p> | | |
| <p>Links to the National Curriculum</p> | | | | | |

Locational knowledge:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography.

Human and physical Geography:

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography.

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.