<table>
<tr><td>Date: 16.11.23</td><td>Year group/class:
Year 6</td><td>No. of students: 30</td><td>Duration: 60 minutes</td><td>Time: 1:00-2:00</td><td>Topic:
Volcanoes</td></tr>
<tr><td colspan="2">Home Learning / Face-to-Face Learning
Face-to-Face Learning</td><td colspan="2">Whole-Class / Group Study / One-to-One
Whole-Class/ Group Study</td><td colspan="2">Learning partners / TA support
1 LSA working 1:1</td></tr>
<tr><td colspan="4">Which of your SMART targets are you addressing with this lesson?</td><td colspan="2">Prior knowledge/misconceptions
Prior Knowledge
● mountains
● volcanoes
● crater and mantle
Misconceptions:
● volcanoes are just mountains and can be formed the same way other mountains can be.</td></tr>
<tr><td colspan="4">Key terms and vocabulary
● Volcano,
● magma,
● lava,
● eruption,
● vent,
● crater,
● shield volcano,
● composite volcano,
● cinder cone volcano.
● dome volcano
- What is a volcano?
- How are volcanoes formed?
- What are the different types of volcanoes?</td><td colspan="2">Curriculum Links (NC/ Assessment)
● describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</td></tr>
<tr><td colspan="2">Learning objectives
What is the intended learning?
❑ To learn how different volcanoes are formed and different types of volcanoes.</td><td colspan="2">Success criteria
How will pupils/students know if they have met the learning objective? Or what do the pupils/students have to do to achieve success.</td><td colspan="2">Assessment strategies
Observation
Written Feedback on what they produce
Verbal Feedback on their strategies</td></tr>
</table>

	• I can identify different types of volcanoes • i can understand how volcanoes are a part of the interconnected earth system.	

Timings (Intended)	**Learning activities** (Linking back to the LO, Success Criteria, What the Teacher input is, what is the learner doing? Signposting Independent Activities)	**Adaptive Teaching** (Holistic approach- how will you ensure ALL students are able to access learning?)	**Resources** (Physical or online)
5 mins	Teacher: Retrieval Display a picture of a volcano and ask the students to describe what they see. Encourage them to make observations about the shape, colours, and any additional elements they notice. Discuss their ideas as a class.	A. Chunking the work/ less on a page B. Providing visual representations/ visual cues C. Rewording and rephrasing (simplifying) and giving short, simple instructions/ language D. Giving extra time E. Allowing for oral discussion before/during F. Scribing G. Highlighting important parts/ key words H. Use of sentence starters I. Fill in the blanks J. Checklists K. Verbatim reading L. Peer support M. Use of technology N. Quiet space O. Fewer questions P. Small group work Q. One-on-one conferencing with teacher R. Vocabulary book S. Using manipulatives	• - Diagrams or pictures of different types of volcanoes • - Videos or interactive resources demonstrating volcanic eruptions • - Paper and pencils for note-taking and drawing • Scissors • Glue sticks
10 mins			

	Go through the slide deck explaining through each slide and giving ample opportunity for students to discuss what they see and what characteristics volcanoes may have. 1. Define what a volcano is and explain that it is a natural landform formed when molten rock (magma) from within the Earth erupts onto the Earth's surface. 2. Introduce the process of volcano formation, emphasizing the role of plate tectonics and the movement of Earth's crust.		
10 mins	3. Discuss the different types of volcanoes: a. Shield volcanoes: explain that they have gently sloping sides and are formed by layers of flowing lava. b. Composite volcanoes: explain that they have steep sides and are formed by layers of both lava and ash. c. Cinder cone volcanoes: explain that they have steep sides and are formed by explosive eruptions that eject cinders and other materials. 4. Show diagrams or pictures of each volcano type and discuss their characteristics in more detail. Encourage students to ask questions and share their observations.		
20 mins	Here students will begin to create their own paper volcano with the instructions provided to each table group. Students will use glue sticks and scissors to construct their paper volcano and will have to put their name on it once it has been completed.	provide visual aids such as labeled diagrams or simplified explanations to support their understanding. - Offer additional support during note-taking or drawing activities by providing templates or guiding questions. Give 1:1 support with cutting the volcano out and with using the glue stick to connect everything	
10 mins	Once students have finished their volcanoes and can move on with the new activity, there is a worksheet they can fill out with a word bank to name the charactertisitc of a cone volcano. As well Engage the students in a class discussion by asking the following questions:	Allow students to work in pairs or small groups for discussions and tasks, providing opportunities for peer support and collaboration.	

	- What new information did you learn about volcanoes today? - Can you explain how different types of volcanoes are formed? - What are some key features of shield, composite, and cinder cone volcanoes?	- Provide alternative assessment options, such as verbal responses or creating a model of a volcano using materials.	
5 mins	Clean up their workspaces and begin a transition into the next session.		