

# Extreme Earth: More Volcanoes

<b>Aim:</b> Describe and understand key aspects of physical geography in the context of volcanoes.  To explain how volcanoes affect people's lives.	<b>Success Criteria:</b> I can tell you where volcanoes are found.  I can use extinct, dormant and active when describing volcanoes.  I can list the risks and benefits of living near to a volcano.	<b>Resources:</b> <a href="#">Lesson Pack</a>
	<b>Key/New Words:</b> Active, dormant, extinct.	<b>Preparation:</b> <a href="#">Volcanoes For and Against Cards</a> - per group

**Prior Learning:** Children should know how volcanoes are formed and the names of specific parts of a volcano.

## Learning Sequence

	<b>What's It All Called?</b> Recap main parts of a volcano. <a href="#">Can you explain how the layers have formed?</a> Listen for children talking about repeated eruptions.	
	<b>Where Are Most Volcanoes Located?</b> Where do you think most volcanoes are found? Why? <a href="#">Listen for children referring to plate boundaries as discussed in the previous lesson.</a> Ask some children to share their ideas. Show children a map of the "Ring of Fire" and explain that over 450 of the 1500 volcanoes in the world are found on the red line. Point out Iceland and Hawaii as places where many of the volcanoes looked at in class are located. Are all volcanoes likely to erupt? Discuss children's ideas.	
	<b>What Do They Mean?</b> Share the terms "active", "dormant" and "extinct". Can you work out what each of these words means in relation to volcanoes? <a href="#">Listen for children linking known meaning ("extinct dinosaurs", "active is like activity") to the topic of volcanoes.</a> Reveal the correct meanings in the context of volcanoes. Discuss the difficulty in classifying dormant volcanoes – volcanologists monitor active and dormant volcanoes closely to look for changes in temperature, small earthquakes and gases being given off. These changes could all suggest eruptions are likely.	
	<b>Would you Like to Live Near These Volcanoes?</b> Children discuss their ideas and reasons. Can they think of any reasons why people might want to live near a volcano? Show stimulus images one at a time to allow children to focus on different kinds of volcanoes.	
	<b>Why Do People Live Near Volcanoes?</b> In mixed-ability groups, children sort the <a href="#">Volcanoes For and Against Cards</a> into reasons for and against living near volcanoes. <a href="#">What is the most important reason against? Which is the most important reason for? Are the risks worth taking? Would you want to live near a volcano?</a> Children explain their group's opinions to the rest of the class.  Take feedback from groups about the risks and benefits they identified. Are the risks worth taking? Does their answer depend on the kind of volcano (dormant/active/extinct)?	
	<b>Are There Any Volcanoes in the UK?</b> Share images of Arthur's Seat in Edinburgh and Bardonia Hill Quarry in Leicestershire. Show the video explaining that Arthur's Seat is an extinct volcano to reassure children!	

## Taskit

**Playit:** Play [Volcanoes Top Card Game](#), comparing features of volcanoes around the world.

**Sortit:** Use database software to create a database of facts about volcanoes around the world.

**Exploreit:** Find out about some famous volcanic eruptions around the world – Mount Vesuvius and the destruction of Pompeii, Mount St Helens (1980).

**Linkit:** Visit [Volcano Discovery](#) to find out which volcanoes are erupting now.