BRITISH COUNCIL

CLIL Lesson Plan
Science – volcanoes

Class level: Cycle 3	Students aged 9-12
By the end of the lesson, learners will have …	
Content outcome:	• defined what a volcano is and recognised it as evidence of the Earth's internal activity. • identified and labelled the main parts of a volcano. • distinguished between active, dormant, and extinct volcanoes. • located major volcanoes around the world.
Language outcomes:	• seen and practised using the following language: ○ **Vocabulary:** volcano(-es), eruption, crater, vent, lava, magma, crust, ash, cone, mantle, active, dormant, extinct. ○ **Functions:** describing features (a volcano is / has …. The crater is …) + comparing and classifying (this volcano is active because …). ○ **Grammar:** using present simple for facts (volcanoes explode when … / volcanoes have … (a crater) because …)
Thinking (cognitive) outcome:	• practised scientific enquiry (observe & identify, formulates scientific questions, exploit varied documents) and used Lower Order Thinking Skills (LOTS) (e.g., remember, understand, apply). • practised scientific language collaboratively (use precise scientific language, created labelled diagrams) and used HOTS (analyse, evaluate, create).

Stage Name and Aim	Procedure	Time	Materials for the lesson
Hook/lead-in Aim: To activate prior knowledge about volcanoes and engage students through visual stimuli and prediction.	Teacher: - Displays Mount Etna erupting - "What do you see? What do you know about volcanoes?" Language for sharing: Students can respond in French or English. Encourage the use of English words they know – volcano, lava, mountain, hot, explode – mixed with French explanation if needed. Sentence starters provided on the board: "I see … / Je vois …" "I think it's… / Je pense que c'est …" "Maybe it's … / C'est peut-être…" - Record student (S) ideas on the board – accept responses in either language and reformulate the key content in English. For example: "C'est une montagne qui explose" – You say, "Yes, it is a mountain that explodes. We call that a volcano". - "Is there anything you want to know / wonder about volcanoes"? - Introduce key question: "What is a volcano and how does it form?" - Encourages the use of Language Frame: "I see… / I think this is…" - "I wonder…". Students: - Observe the image carefully (take your time). - Share prior knowledge about volcanoes (Think-Pair-Share in English and/or French). - Ask questions about what they wonder.	10min	**Projector / screen** for images and videos. Video clip of Mount Etna erupting. **Printed volcano images** (A4 size, 1 set for display) of Mount Etna – Italy, Vesuvius – Italy, Piton de la Fournaise – France, Stromboli – Italy, Puy de Dôme – France. Optional: depending on the level of content complexity you wish to add, you can use Eyjafallajökull – Iceland. Paired with Le Piton de la Fournaise it could make for an interesting introduction to the nuances between geographical and political Europe. **Sentence starter cards / poster / Powerpoint:** "I see … / Je vois …" "I think it's… / Je pense que c'est …" "Maybe it's … / C'est peut-être …"

Investigation and discovery Aims: To promote active learning. To develop enquiry skills and collaborative learning. To develop conceptual understanding.	Teacher: - Shows a cross-section diagram of a volcano. - Conveys the idea that: "A volcano is an opening in Earth's crust where hot magma comes to the surface"; Introduces vocabulary with visuals. Displays key vocabulary during explanation tasks (with French translation if needed). Allows code switching (Students explain in French and then Teacher models in English). Emphasises that volcanoes are evidence of the Earth's internal activity (programme requirement). Then teacher: - Shows examples of each type of European volcano: active (Mount Etna and Piton de la Fournaise), dormant (Mount Vesuvius), extinct (Puy de Dôme). - Elicits differences using timeline visuals.	Students: - Label a volcano diagram worksheet with key vocabulary. - Recognise transparent words (cognates) and build bridges between French and English. Then Students: - Classify volcano images into 3 categories. - Speak using "This volcano is… because …". Use sentences like : "This volcano is … because …" "Active means …" "The difference is …" Don't hesitate to write them on the board for student to use. Allow pair discussion in French to formulate ideas if needed.	10min 10min	**Vocabulary cards with key terms:** Volcano, mountain, hot, explode, crater, vent, lava, magma, crust, ash, cone, mantle, active, dormant, extinct. **Word bank poster** (that you can create with the students using the cards). **Sentence frame:** "This volcano is … / has …" "Active means …" "The difference is …" And any others you see fit for your context. **Large cross-section diagram of a volcano + student worksheet:** blank volcano diagram for labelling – 1 per student, A4 size. **Timeline visual with dates when volcanoes last erupted:** Etna (active) 2024 – Piton de la Fournaise (active) 2023 -Vesuvius (dormant) 1944 – Puy de Dôme (extinct) 10,000+ years ago.

Application and creation Aim: To transfer knowledge to new contexts. To make learning personally meaningful. To build confidence and agency.	Teacher: - Distributes blank papers and colouring pencils. - Models how to draw and label a model cross section. - Monitors to support students with vocabulary and drawing. Provides 2 or 3 sentence options if needed: Basic: "A volcano is an opening in the Earth's crust." Extended: "A volcano is an opening in the Earth's crust where hot magma comes to the surface." Challenge: "A volcano is an opening in the Earth's crust where hot magma, ash, and gases escape."	Students: - Draw a labelled diagram of a volcano showing: o crater, vent, magma chamber, lava flow. o Earth's crust and mantle. - Label in English (with French translation in brackets). - Write one sentence at the bottom of the paper: "A volcano is…".	15min	**Blank paper for drawing.** **Coloured pencils and markers.** **Word bank poster created in previous stages.** **Sentence frames used previously.** **Vocabulary reference cards on desks if needed.**

Sharing and Ending Aims: To consolidate learning. To develop communication skills and metacognition. To build classroom dynamics. To provide closure and a connection to future learning.	Teacher: - Invites 3 or 4 students to share their diagrams or use Think-Pair-Share. ***Think-Pair-Share strategy:*** *THINK: students individually look at their diagrams and think about which volcano type they represent. T says: "Look at your diagram individually…".* *PAIR: Students turn to a partner and share their volcano, explaining "My volcano is … because…" (Can use French, English, or a mix depending on your context)? T says: "Share with your partner. My volcano is … because…".* *SHARE: Selects 3-4 pairs to share with the whole class.* - Reformulates responses using English scientific vocabulary. T says: "Present your work to the class". - Displays a world map and mark major volcano locations. "What is one thing you learnt about volcanoes today?" - Summarises key learning: "Volcanoes are an opening in Earth's crust that shows us Earth is active inside". - Builds excitement for next lesson: "Next class we'll see HOW eruptions happen!". Possible extension: Add Mount Fuji in Japan, Mount St Helens in the USA, and Kilauea in Hawaii for more cultural diversity.	Students: - Present diagrams to their partners or the class. - Locate volcanoes on a world map. - Answer: "What is one thing you have learnt about volcanoes today?"	10min	**World map or globe** **Images of Mount Fuji in Japan, Mount St Helens in the USA, and Kilauea in Hawaii** if you choose to do the extension.

Assessment:

Emerging	Developing	Secure
• Identifies 1-2 parts • Uses some vocabulary • Basic drawing	• Identifies 3-4 parts correctly • Uses key vocabulary • Clear labelled diagram	• Identifies all 5+ parts accurately • Uses vocabulary precisely • Detailed, accurate diagram

Success criteria:
Students can:

- define a volcano as an opening in the Earth's crust
- label at least 4 parts of a volcano correctly
- distinguish between active, dormant, and extinct
- use scientific vocabulary in English with support

Should you wish to use self-assessment, you can use the following sentences on a PowerPoint for students to do thumbs up / down as evaluation – or use them as a paper slip they can stick in their science books:

- I can define a volcano as an opening in the Earth's crust.
- I can define a volcano as an opening in the Earth's crust where hot magma comes to the surface.
- I can define a volcano as an opening in the Earth's crust where hot magma, ash, and gases escape.
- I can label at least 4 parts of a volcano correctly (crater, vent, lava, magma).
- I can distinguish between active, dormant, and extinct volcanoes.
- I can use scientific vocabulary in English (with support from word banks and sentence frames).

French National Curriculum alignment: Official Bulletin n25 of June 22, 2023 – Science and Technology programme for Cycle 3