

Review your Learning

Success Criteria I can



Lesson 1 Elements

State that atoms is another name for particles
State the meaning of the word ELEMENT
State the three physical states of matter
Identify the states of elements through observation
State that elements have a unique symbol
Remember that the first letter of the symbol is a capital Letter
Using a Periodic Table find and record the symbol of an element

Lesson 2 Testing gas elements

State that hydrogen is a gas
State that oxygen is a gas
State the chemical test for hydrogen gas
State the chemical test for oxygen gas
Follow teacher instructions and carry out the chemical test for oxygen gas
Follow teacher instructions and carry out the chemical test for hydrogen gas
Watch short video clips on these gases and answer written questions

Lesson 3 The Periodic Table

State that columns in the Periodic Table are called **GROUPS**
State that rows in the Periodic Table are called **PERIODS**
State that that there are 8 Groups in the Periodic Table
State that Group 1 are called the **ALKALI METALS**
State that Group 7 are called the **HALOGENS**
State that Group 8(O) are called the **NOBLE GASES**
State the **TRANSITION METALS** are found between GROUP 2 AND GROUP 3
State that METAL elements are found on the left hand side and NON-METAL elements are found on the right hand side of the Periodic Table
Using a Periodic Table I can identify whether an element is a metal or a non-metal
Using a Periodic Table I can write the name of the ALKALI METALS, HALOGENS, NOBLE GASES AND TRANSITION METALS
Elements in the same GROUP have similar chemical properties



Lesson 4 Groups of elements

State the group 1 Alkali metals are very **REACTIVE** metals, very soft and low density (float on water)

State that Group 7 Halogens are very **REACTIVE** non-metals

State that Group 8(0) Nobles Gases are very **UNREACTIVE** (Stable) non-metals

State the Transition metals between Group 2 and 3 are less reactive but like all metals conduct electricity and heat

Lesson 5 Conductivity of elements

Follow teacher instructions and set up the apparatus to carry out conductivity experiment

State the meaning of the word conductor

State the meaning of the word insulator

Spot the relationship between conductivity and type of element (Metal or Non-metal)

Evaluate the conductivity experiment in terms of fairness

Lesson 6 Investigating using metals to make electricity

Follow the teacher instructions can carry out the practical steps of the investigation

Write an **aim** for the investigation

Write a **method** for the experiment

Record **results** in table drawn with a ruler with column headings with units if appropriate

Draw a **BAR graph** using the SLUP - scales, labels, units plotting

Carry out an analysis of the results - any pattern

Draw a **conclusion** which relates to the aim and the results recorded

Evaluate the experiment

Research the **underlying science** using the internet

*Identify the changed variable (**INDEPENDENT**) and the measured variable (**DEPENDENT**)

Lesson 7



Using the internet collect information about an element

Using the collected information present this information in a creative way

Using the Internet I can answer written questions about elements

Lesson 8 Difference between Element and Compounds

State the meaning of the word ELEMENT

State the meaning of the word COMPOUND

State the difference between ELEMENT and COMPOUND and MIXTURE

State that compounds have a different appearance, physical state and chemical properties from the elements from which they have been made

Follow teacher instructions and make a compound

Answer written questions on elements and compounds

State the meaning of the word MOLECULE

Lesson 9 Naming Compounds

Understand that the chemical formula of a substance tells you how many elements are present

Understand that the chemical formula of a substance tells you relative number of atoms of each element present

Understand and apply the "ide" rule when naming compounds

Understand apply the "ite/ate" rule when naming compounds

Lesson 10 Electrolysis

State that it takes energy to break up compounds into their elements

State the definition of the word **electrolysis**

Follow teacher instructions and carry out the splitting of a compound into its elements

Answer some written questions which relate to electrolysis, chemical formula, elements and compounds

Lesson 11 Differences between Mixtures & Pure substances



State that elements and compounds are pure substances

State that mixtures and compounds are not the same

State the meaning of the word **mixture**

State the meaning of the word **compound**

State an example of a compound

State an example of a mixture

Draw a BAR graph using **SL(B?)UPs**

S = SCALE L(B) = BARS U = UNITS P = PLOTTING