|  |  |  |  |
| --- | --- | --- | --- |
| **Term**  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
| **Substantive Knowledge**This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Autumn****Term****Y11****Term 1** | Topic C1: ParticlesC1.1 The particle modelSummaryThis short section introduces the particle model and its explanation ofdifferent states of matter. A simple particle model can be used to representthe arrangement of particles in the different states of matter and to explainobservations during changes in state. It does not, however, explain whydifferent materials have different properties. This explanation is that theparticles themselves and how they are held together must be different in someway. Elements are substances that are made up of only one type of atom andatoms of different elements can combine to make compounds.

|  |
| --- |
| **C1.2a**: Describe how and why the atomic model has changed over time the models of Dalton, Thomson, Rutherford, Bohr, Geiger and Marsden. |

|  |
| --- |
| **C1.2b**: Describe the atom as a positively charged nucleus surrounded by negatively charged electrons, with the nuclear radius much smaller than that of the atom and with most of the mass in the nucleus. |

**C1.2c**: Recall the typical size (order of magnitude) the concept that typical atomic radii of atoms and small molecules and bond length are in the order of 0–10m. (M1c, M4a, WS1.1c, WS1.4b, WS1.4c, WS1.4d, WS1.4e, WS1.4f)C1.2d: Recall relative charges and approximate relative masses of protons, neutrons, and electrons.**C1.2e**: Calculate numbers of protons, neutrons, and electrons in atoms and ions, given atomic number and mass number of isotopes; definitions of an ion, atomic number, mass number and an isotope; also, the standard notation to represent these. (WS1.3c, WS1.4b) | **All PAGS time permitting can be done anytime in y9, y10 or y11)**Underlying knowledge and understandingLearners should be familiar with the different states of matter and their properties. Learners should be aware of the energy changes when a change of state occurs. They should also be familiar with changes of state in terms of the particle model. Learners should have sufficient grounding in the particle model to be able to apply it to unfamiliar materials and contexts.Common misconceptionsLearners commonly intuitively adhere to the idea that matter is continuous. For example, they believe that the space between gas particles is filled or non-existent, or that particles expand when they are heated. The notion that empty space exists between particles is problematic because these lack sensory evidence. They also show difficulty understanding the concept of changes in state being reversible; this should be addressed during the teaching of this topic.CM1.1i represent three-dimensional shapes in two dimensions and vice versa when looking atchemical structures, e.g. allotropes of carbonM5bAnalysing historical scientific models and understanding the development and refinement of the atomic theory.Creating diagrams of atomic structure, interpreting scientific texts about atomic theory.Applying mathematical concepts to chemistry, understanding measurement scales, and interpreting scientific notation.Construct models and charts showing subatomic particles with their respective charges and masses.Performing calculations, understanding isotope notation, and applying definitions. |

|  |
| --- |
| Written assessments on the history and development of atomic models, quizzes, and classroom discussions. |

Diagrams and written explanations of atomic structure, lab activities, and end-of-topic tests.Math-based questions, practical measurements, and problem-solving exercises related to atomic and molecular sizes.Calculation exercises, homework assignments, and written tests focusing on atomic structure and isotope notation.In class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonEnd of C1 testEnd of Year assessments |
| **Autumn****Term****Y11****Term 2** | SummaryAn atom is the smallest component of an element that gives an element itsproperty. These properties can be explained by models of atomic structure.Current models suggest that atoms are made of smaller sub-atomic particlescalled protons, neutrons and electrons. They suggest that atoms are composedof a nucleus surrounded by electrons. The nucleus is composed of neutrons andprotons. Atoms of each element have the same number of protons as electrons.Atoms of different elements have different numbers of protons. Atoms of thesame element will have the same number of protons but may have differentnumbers of neutrons. | Underlying knowledge and understandingLearners should be familiar with the simple (Dalton) atomic model.Common misconceptionsLearners commonly have difficulty understanding the concept of isotopes due to the fact they think that neutral atoms have the same number of protons and neutrons. They also find it difficult to distinguish between the properties of atoms and molecules. Another common misconception is that a positive ion gains protons or a negative ion loses protons i.e. that there is a change in the nucleus of the atom rather than a change in the number of electrons.  | In class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lesson |
|  |
| **Autumn****Term****Y11****Term 2** | **C1.2 Atomic structure** | Underlying knowledge and understandingLearners should be familiar with the simple (Dalton) atomic model. Explore historical experiments and reasoning leading to changes in the atomic model. Construct a timeline of the atomic model. | In class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery. Teacher assessment during lessonEnd of unit C1 test; To be included in End of Year assessments. |
|

|  |
| --- |
| **C1.2a: Describe how and why the atomic model has changed over time.** The models of Dalton, Thomson, Rutherford, Bohr, Geiger, and Marsden. WS1.1a, WS1.1i, WS1.2b |

C1.2b describe the atom as a positively charged nucleus surrounded by negatively charged electrons, with the nuclear radius much smaller than that of the atom and withmost of the mass in the nucleus WS1.4aC1.2c recall the typical size (order of magnitude) of atoms and small moleculesthe concept that typical atomic radii and bond length are in the order of 10–10m M1c, M4a WS1.1c,WS1.4b,WS1.4c,WS1.4d,WS1.4e,WS1.4fC1.2d recall relative charges and approximaterelative masses of protons, neutrons andelectronsWS1.4a,WS1.4b,WS1.4cC1.2e calculate numbers of protons, neutronsand electrons in atoms and ions, givenatomic number and mass number ofIsotopes definitions of an ion, atomic number,mass number and an isotope, also thestandard notation to represent theseWS1.3c,WS1.4b |
|  |  |  |  |
|  |
| **Spring Term****Y11****Term 1** | **Topic C2: Elements, compounds and mixtures****C2.1 Purity and separating mixtures** | Underlying knowledge and understandingLearners should be familiar with the concept of pure substances. They should have met simple separation techniques of mixtures: filtration, evaporation and distillation. The identification of pure substances in terms of melting point, boiling point and chromatography will also have been met before.Common misconceptionsLearners commonly misuse the word pure and confuse it with natural substances or a substance that has not been tampered with. They think that when a substance dissolves that the solution is pure and not a mixture. | In class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonTo be included in End of Year assessmentsIn class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonTo be included in End of Year assessments |
| SummaryIn chemical terms elements and compounds are pure substances and mixtures are impure substances. Chemically pure substances can be identified using melting point. Many useful materials that we use today are mixtures. There are many methods of separating mixtures including filtration, crystallisation,distillation and chromatographic techniques. |
|  |  | **IMPLEMENTATION** | **IMPACT**  |
|  | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Spring Term****Y11****Term 2** |  | Purification of compounds.(PAG C4, PAG C7 PAGS time permitting this can be done anytime in y9,y10 or y11)Measurement of melting point.the definition of relative atomic mass, relative molecular mass and relative formula massknowledge of the techniques of filtration, crystallisation, simple distillation and fractional distillationSeparation of mixtures and purification of compounds. (PAG C4, PAG C7)Distillation of mixtures (PAG C4)Paper or thin layer chromatography. (PAG C3)identification of the mobile and stationary phases WS1.4athe recall and the use of the formulapaper, thin layer (TLC) and gasChromatography Using chromatography to identifymixtures of dyes in an unknownink. (PAG C3) | In class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonTo be included in End of Year assessmentsIn class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonEnd of C2.1 testTo be included in End of Year assessmentsIn class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonTo be included in End of Year assessmentsIn class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonEnd of C1 testTo be included in End of Year assessments |
| C2.1a explain what is meant by the purity of a substance, distinguishing between the scientific and everyday use of the term ‘pure’ WS1.4a C2.1b use melting point data to distinguish pure from impure substancesM1a, M1c,M1d, M2aC2.1c calculate relative formula masses of species separately and in a balanced chemical equation M3b, M3c WS1.3c, WS1.4cC2.1d deduce the empirical formula of a compound from the relative numbers of atoms present or from a model or diagram and vice versa M3b, M3c WS1.1b,WS1.4aC2.1e explain that many useful materials are formulations of mixtures alloysC2.1f describe, explain and exemplify the processes of filtration, crystallisation, simple distillation, and fractional distillation WS1.2b, WS1.2c,WS2a, WS2bC2.1g describe the techniques of paper and thin layer chromatographyusing aqueous and non-aqueoussolvents and locating agentsWS1.2b,WS1.2c,WS1.4a,WS2a, WS2bC2.1h recall that chromatography involves a stationary and a mobile phase and that separation depends on the distribution between the phasesC2.1i interpret chromatograms, including measuring Rf valuesM3b, M3c WS1.3c,WS1.4aC2.1j suggest suitable purification techniques given information about the substances involvedC2.1k suggest chromatographic methods for distinguishing pure from impuresubstancesWS1.4a |
|  |  |  |  |
|  |
| **Summer Term Y11****Term 1** | **C2.2 Bonding** | Underlying knowledge and understandingLearners should be familiar with the simple (Dalton) atomic model. They should be familiar with the principles underlying the Mendeleev Periodic Table and the modern Periodic Table including periods and groups, and metals and non-metals.Learners should have some knowledge of the properties of metals and non-metals including the chemical properties of metal and non-metal oxides withrespect to acidity.Common misconceptionsLearners do not always appreciate that the nucleus of an atom does not change when an electron is lost, gained or shared. They also find it difficult to predict the numbers of atoms that must bond to achieve a stable outer level ofelectrons. Learners think that chemical bonds are physical things made of matter.They also think that pairs of ions such as Na+ and Cl - are molecules. They do not have an awareness of the 3D nature of bonding and therefore the shape of molecules.group number and period numberdot and cross diagrams, ball and stickmodels and two- and three-dimensionalRepresentations | Reference Mathematical learning outcomes Mathematical skillsCM2.2i þ estimate size and scale of atoms and nanoparticles M1cCM2.2ii represent three-dimensional shapes in two dimensions and vice versa when looking at chemicalstructures, e.g. allotropes of carbonM5bCM2.2iii translate information between diagrammatic and numerical forms M4aIn class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonTo be included in End of Year assessmentsIn class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonEnd of Year ExamTo be included in End of Year assessments |
| SummaryA simple electron energy level model can be used to explain the basic chemicalproperties of elements. When chemical reactions occur, they can be explained interms of losing, gaining or sharing of electrons. The ability of an atom to lose, gainor share electrons depends on its atomic structure. Atoms that lose electrons willbond with atoms that gain electrons. Electrons will be transferred between theatoms to form a positive ion and a negative ion. These ions attract one another inwhat is known as an ionic bond. Atoms that share electrons can bond with otheratoms that share electrons to form a molecule. Atoms in these molecules are heldtogether by covalent bonds.C2.2a describe metals and non-metals and explain the differences between them based on their characteristic physical and chemical properties physical properties, formation of ions and common reactions, e.g. with oxygen to form oxidesWS1.3f,WS1.4aM5b WS1.1cC2.2a describe metals and non-metals and explain the differences between them on the basis of their characteristic physical and chemical properties physical properties, formation of ions and common reactions, e.g.with oxygen to form oxides WS1.3f,WS1.4aC2.2b explain how the atomic structure of metals and non-metals relates to their position in the Periodic TableC2.2c explain how the position of an element in the Periodic Table is related to the arrangement of electrons in its atoms and hence to its atomic number group number and period number M1c WS1.4aC2.2d describe and compare the nature andarrangement of chemical bonds in:i. ionic compoundsii. simple moleculesiii. giant covalent structuresiv. polymersv. metalsM5b, M4a WS1.4a Make ball and stick models of molecules.C2.2e explain chemical bonding in terms of electrostatic forces and the transfer or sharing of electrons WS1.4aC2.2f construct dot and cross diagrams for simple covalent and binary ionic substancesM4a WS1.4aC2.2h explain how the reactions of elements are related to the arrangement of electrons intheir atoms and hence to their atomicnumberWS1.1b,WS1.3f,WS1.4aC2.2i explain in terms of atomic number howMendeleev’s arrangement was refined intothe modern Periodic Table WS1.1a,WS1.4a |
| **Term**  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
|  |  |  |
| **Summer Term 2**  | **Summary**This section explores the physical properties of elements and compounds and how the nature of their bonding is a factor in their properties.Underlying knowledge and understandingLearners will know the difference between an atom, element and compound. | **Common misconceptions**Learners commonly have a limited understanding of what can happen duringchemical reactions, for example substances may explode, burn, contract, expandor change state.Learners commonly have a limited understanding of what can happen duringchemical reactions, for example substances may explode, burn, contract, expandor change state.CM2.3i represent three-dimensional shapes in two dimensions and vice versa when looking at chemical structures, e.g. allotropes of carbonM5bCM2.3ii þ relate size and scale of atoms to objects in the physical world M4aCM2.3iii þ estimate size and scale of atoms and nanoparticles M1dCM2.3iv þ interpret, order and calculate with numbers written in standard form when dealing with nanoparticles M1bCM2.3v þ use ratios when considering relative sizes and surface area to volume comparisons M1cCM2.3vi þ calculate surface areas and volumes of cubes M5c | In class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonTo be included in End of Year assessmentsIn class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonTo be included in End of Year assessments |
|  |
|  | C2.3a recall that carbon can form four covalent bonds WS1.4aC2.3b explain that the vast array of natural and synthetic organic compounds occur due to the ability of carbon to form families of similar compounds,chains and ringsC2.3c explain the properties of diamond, graphite, fullerenes and graphene in terms of their structures and bondingM5b WS1.4aC2.3d use ideas about energy transfers and the relative strength of chemical bonds and intermolecular forces to explain the different temperatures at which changes of state occurWS1.2a,WS1.3f,WS1.4a,WS1.4c |  | In class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonTo be included in End of Year assessmentsIn class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lesson |
|   |
|  | C2.3e use data to predict states of substances under given conditionsC2.3f explain how the bulk properties of materials (ionic compounds; simple molecules; giant covalent structures; polymers and metals) are related to the different types of bonds they contain, their bond strengths in relation to intermolecular forces andthe ways in which their bonds are arranged | data such as temperature and how this may be linked tochanges of staterecognition that the atoms themselves do not have the bulkproperties of these materialsWS1.4a |  |
|  |
|  | C2.3g þ compare ‘nano’ dimensions to typicaldimensions of atoms and moleculesM4a, M1d,M1bWS1.4c,WS1.4dC2.3h þ describe the surface area to volumerelationship for different-sized particlesand describe how this affects propertiesM1c WS1.4c C2.3i þ describe how the properties ofnanoparticulate materials are related totheir usesM5c WS1.1c,WS1.1e,WS1.3c,WS1.4aC2.3j þ explain the possible risks associated with some nanoparticulate materialsWS1.1d,WS1.1f,WS1.1h, WS1.1i WS1.4a | Dissolving tablets. (PAG C8) | In class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonTo be included in End of Year assessmentsIn class teacher assessment through Q & AKnowledge recall activityHomework to develop fluency, problem solving, reasoning and mastery.Teacher assessment during lessonEnd of C1 testTo be included in End of Year assessments |
|  |
|  |  |  |  |
|  |
|  |  |  |  |
|  |
|  |  |  |  |
|  |  |  |
|  | **Week 19** |  |  |
|  |
|  |  |  |  |
|  |
|  |  |  |  |
|  |
|  |  |  |  |
|  |
|  |  |  |  |
|  |
|  |  |  |  |
|  |
|  |  |  |  |
|  |  |  |
|  |  |  |  |
|  |
|  |  |  |  |
|   |
|  |  |  |  |
|  |
|  |  |  |  |
|  |
|  |  |  |  |
|  |
|  |  |  | Dr Salem’s own written questions from a bank of 600+ Questions and answers are used to provide further help in implementation of objectives relating to topics |
|  |
|  | **Student Leave** |  |  |
|  |  |  |
|  |  |  |  |
|  |
|  |  |  |  |
|  |
|  |  |  |  |
|  |
| **Spring Term****2B****Year 7** |  |  |  |
|  |
| **Summer Term****3A****Year 7** |  |  |  |
|  |
| **Summer Term****3B****Year 7** |  |  |  |
|  |
| **Term**  |  | **IMPLEMENTATION** | **IMPACT**  |
|  | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Autumn Term****1A****Year 7**  | **Intent** Why is this taught now?  |  |  |
|  |
| **Autumn Term****1B****Year 7**  | **Intent** Why is this taught now? |  |  |
|   |
| **Spring Term****2A****Year 7**  | **Intent** Why is this taught now? |  |  |
|   |
| **Spring Term****2B****Year 7** | **Intent** Why is this taught now? |  |  |
|  |
| **Summer Term****3A****Year 7** | **Intent** Why is this taught now? |  |  |
|  |
| **Summer Term****3B****Year 7** | **Intent** Why is this taught now? |  |  |
|  |
| **Term**  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
| **Substantive Knowledge**This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Autumn Term****1A****Year 7**  | **Intent** Why is this taught now?  |  |  |
|  |
| **Autumn Term****1B****Year 7**  | **Intent** Why is this taught now? |  |  |
|   |
| **Spring Term****2A****Year 7**  | **Intent** Why is this taught now? |  |  |
|   |
| **Spring Term****2B****Year 7** | **Intent** Why is this taught now? |  |  |
|  |
| **Summer Term****3A****Year 7** | **Intent** Why is this taught now? |  |  |
|  |
| **Summer Term****3B****Year 7** | **Intent** Why is this taught now? |  |  |
|  |