

I can describe the structure of an atom and state why they are electronically neutral.

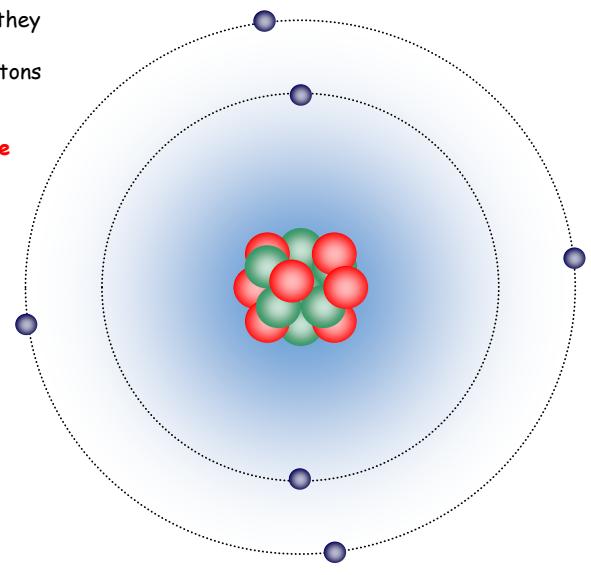
The protons and neutrons exist in a dense core at the centre of the atom. This is called the **nucleus**.

The electrons are spread out around the edge of the atom. They orbit the nucleus in layers called **shells**.

Atoms are considered **electronically neutral** as they always have the same number of protons and electrons. For example, a Lithium atom has 3 protons so it must have 3 electrons.

The positive charges must balance the negative charges.

| Particle | Charge | Mass (in atomic units) |
|----------|--------|------------------------|
| Proton | 1+ | 1 |
| Neutron | 0 | 1 |
| Electron | 1- | Very Small |



I can compare the properties of metals and non-metals.

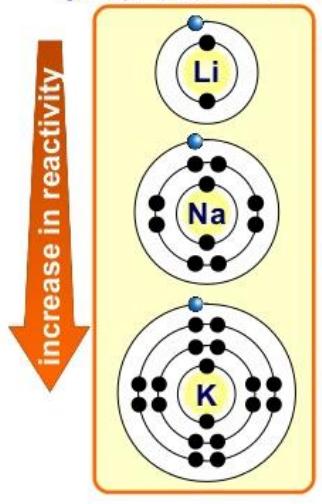
| Properties of a typical metal (when solid) | Properties of a typical non-metal (when solid) |
|--|--|
| conductor of electricity | poor conductor of electricity |
| good conductor of heat | poor conductor of heat |
| shiny | dull |
| high density | low density |
| malleable (bendy) | brittle (breaks easily) |
| sonorous | Not sonorous |



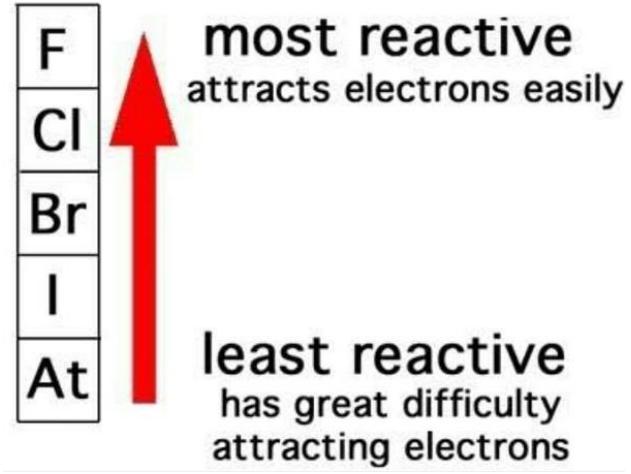
I can understand the trends and patterns shown in Group 1, Group 7, and Group 0 of the Periodic Table.

How does electron structure affect reactivity?

The reactivity of alkali metals **increases** going down the group. What is the reason for this?

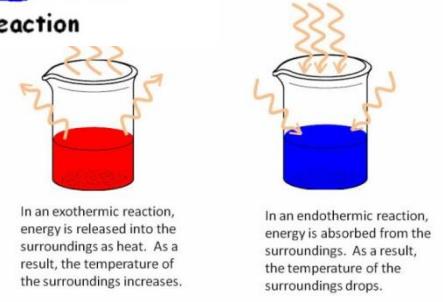
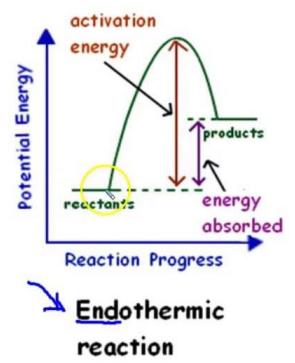
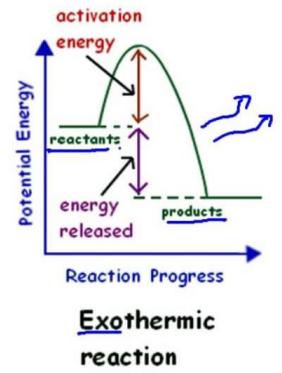


- The atoms of each element get larger going down the group.
- This means that the outer shell electron gets further away from the nucleus and is shielded by more electron shells.
- The further an electron is from the positive nucleus, the easier it can be lost in reactions.
- This is why the reactivity of the alkali metals increases going down group 1.



Group 0 are inert and do not react. They already have a full outer shell of electrons.

I can define reactions as endothermic and exothermic making links to energy.



In an exothermic reaction, energy is released into the surroundings as heat. As a result, the temperature of the surroundings increases.

In an endothermic reaction, energy is absorbed from the surroundings. As a result, the temperature of the surroundings drops.

I can discuss the history of the Periodic Table and its arrangement.

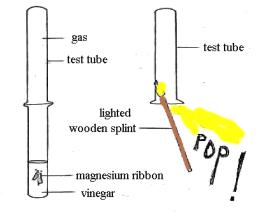
As you go across the periods, the mass number increases. Elements in the same Groups have similar properties.



Mendeleev
Ordered in terms of atomic weight. Realised there were still elements to be discovered, so left gaps for them. This meant elements in same group now had similar properties.

I can state how to test for oxygen and hydrogen.

| | |
|-----------------------|-------------------------------------|
| Hydrogen | A lit splint makes a 'squeaky pop'. |
| Oxygen | Relights a glowing splint. |
| Carbon Dioxide | Turns limewater milky from clear. |



I can describe the structure of an atom and state why they are electronically neutral.

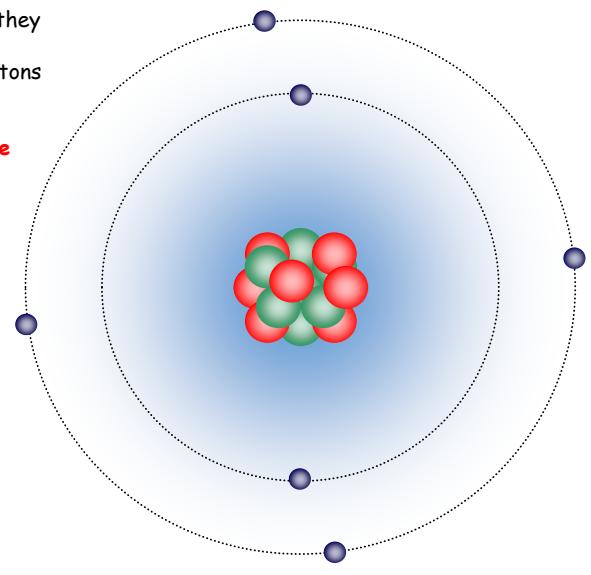
The protons and neutrons exist in a dense core at the centre of the atom. This is called the **nucleus**.

The electrons are spread out around the edge of the atom. They orbit the nucleus in layers called **shells**.

Atoms are considered **electronically neutral** as they always have the same number of protons and electrons. For example, a Lithium atom has 3 protons so it must have 3 electrons.

The positive charges must balance the negative charges.

| Particle | Charge | Mass (in atomic units) |
|----------|--------|------------------------|
| Proton | | |
| Neutron | | |
| Electron | | |



I can compare the properties of metals and non-metals.

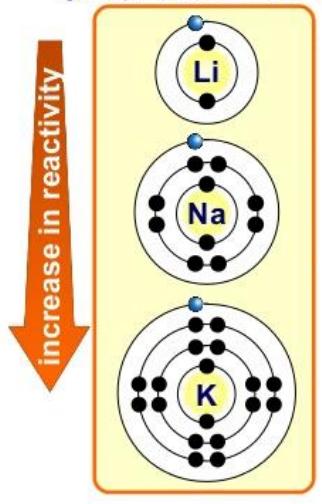
| Properties of a typical metal (when solid) | Properties of a typical non-metal (when solid) |
|--|--|
| conductor of electricity | |
| | poor conductor of heat |
| | dull |
| high density | |
| | brittle (breaks easily) |
| sonorous | |



I can understand the trends and patterns shown in Group 1, Group 7, and Group 0 of the Periodic Table.

How does electron structure affect reactivity?

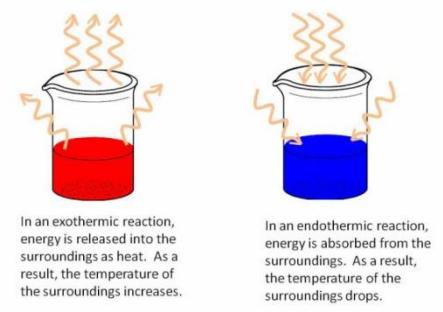
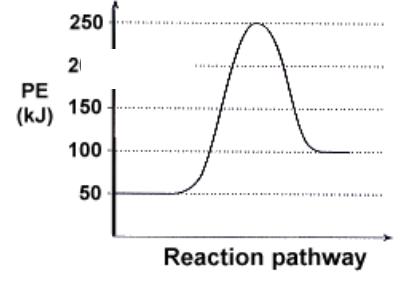
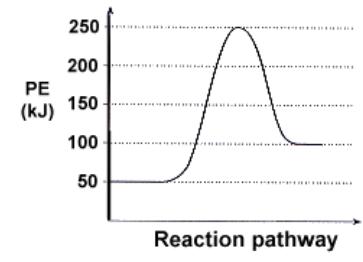
The reactivity of alkali metals **increases** going down the group. What is the reason for this?



| |
|----|
| F |
| Cl |
| Br |
| I |
| At |

Group 0 are inert and do not react. They already have a full outer shell of electrons.

I can define reactions as endothermic and exothermic making links to energy.



I can discuss the history of the Periodic Table and its arrangement.

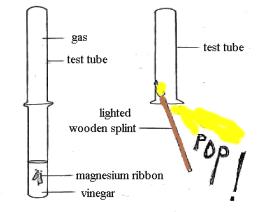
As you go across the periods, the mass number increases. Elements in the same Groups have similar properties.



Mendeleev

I can state how to test for oxygen and hydrogen.

| | |
|----------------|--|
| Hydrogen | |
| Oxygen | |
| Carbon Dioxide | |



Scientific equipment

| | | | | | |
|--|------------------------------|--|--|--------------------------|--|
| | Name Bunsen burner | Use Heating by burning a gas | | Name Stopwatch | Use To measure time |
| | | | | Tongs | To hold hot things (not test tubes) |
| | Conical flask | To measure volume of liquids | | Thermometer | To measure temperature |
| | Beaker | To hold, pour and heat liquids | | Safety Goggles | To protect your eyes |
| | Measuring cylinder | To measure precise volume of liquid | | Tripod | To hold a beaker above a Bunsen burner |
| | Evaporating basin | To heat and evaporate liquids | | Gauze | Used to support a beaker |

Risk assessment

| Hazard / Chemical | Risks | Control measures | Emergency measures |
|-------------------|-------|------------------|--------------------|
| | | | |
| | | | |
| | | | |

Hazard – something that has the potential to cause harm to a person, property or environment.

Risk – is the chance or probability of the hazard causing harm or damage to people, property or the environment.

Control measures – minimises the risk of the hazard causing harm.

Drawing equipment

When drawing scientific equipment it must be drawn in 2D and not 3D.

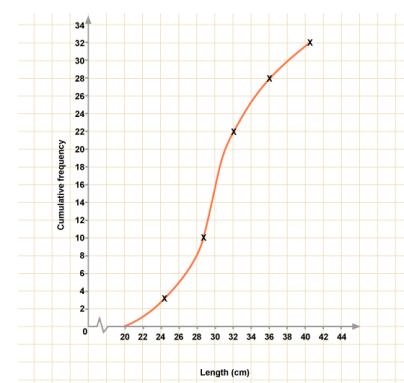
Equipment diagrams should be drawn as part of the method for the experiment.

| | | |
|--|-----------------------------------|--|
| | Test tube | |
| | Beaker | |
| | Conical flask | |
| | Round bottom flask | |
| | Measuring cylinder | |
| | Tripod | |
| | Gauze mat | |
| | Bunsen burner | |
| | Evaporating dish | |
| | Filter funnel (with filter paper) | |

Hazard symbols

| | | | |
|----------------------------|-----------------------|-----------|-----------|
| | | | |
| Flammable | Corrosive | Toxic | Explosive |
| | | | |
| Harmful to the environment | Serious health hazard | Oxidising | Harmful |

Graphs

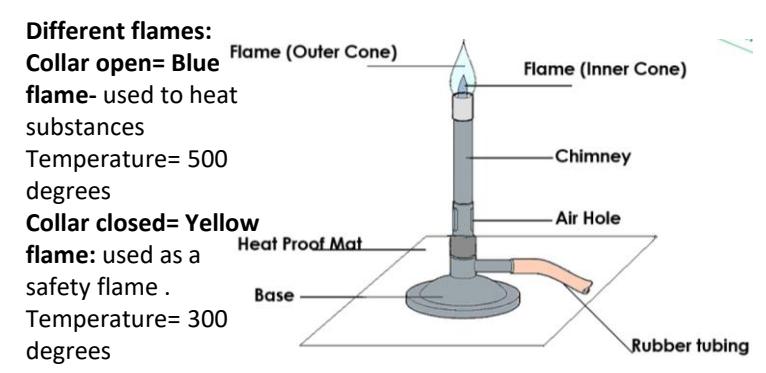


- Rules for a graph**
- Title
 - Size
 - Appropriate scale
 - Labelled axis
 - Plot points accurately
 - Line of best fit

When describing graphs make sure you...

- Identifying if it's an increasing or decreasing trend.
- Support your chosen trend with evidence from the graph.
- Give a reason or opinion for the observed trend.

Bunsen burner



Calculation

| | |
|-----------------|----------------------------------|
| F ormula | Write the formula you are using. |
| N umbers | Substitute in the known numbers. |
| A nswer | Calculate the answer. |
| U nit | Add units if appropriate. |

