TBAT	Outcomes	Skills	Assessment
1. Explain the differences between atoms, elements, compounds and mixtures.	State that all matter is made up of tiny particles called atoms. Explain the differences between elements, compounds and mixtures (with reference to elements being substances that cannot be broken down into anything simpler by chemical means). Represent atoms, molecules of elements and simple compounds using a model.		Self assessment.
2. Describe how elements are represented in the periodic table.	Recall that elements are often represented by symbols. Use the periodic table to look up symbols for elements. Explain how new evidence has changed ideas about elements.	Using the periodic table.	Self Assessment
3. Construct word equations.	Identify the products and reactants using a word equation. Supply missing reactants or products to complete a word equation. Model simple reactions using word equations.	Constructing chemical equations.	Self Assessment
4. Investigate the properties of elements, mixtures and compounds.	Describe how elements can combine to form compounds.	Working scientifically: Iron + Sulfur -> Iron sulphide investigation	Teacher assessed

	Describe the changes in properties between a compound and its constituent elements. Apply knowledge of thermal decomposition in carbonates to other compounds.	6 mark q: Explain the difference in properties between elements, compounds and mixtures.	
5. Therapy	Personalised reflection based upon the teacher assessed piece.		
6. Investigate chemical and physical changes.	Recall examples of chemical reactions in everyday life. Recall some observations that indicate a chemical reaction. Explain the difference between chemical reactions and physical changes.	Working scientifically	Self Assessed.
7. Explain the process of thermal decomposition.	Identify thermal decomposition reactions. Describe what happens during thermal decomposition of a metal carbonate. Use a symbol equation to model the reactions.	Working scientifically.	Self Assessed.
8. Describe the properties of metals and non-metals.	Describe some common properties of metallic and non-metallic materials. Use ideas about the periodic table to identify the positions of metal and non-metal elements. Relate the uses of different elements to their properties		Self assessed
9. Investigate metals and non-metals.	Describe the evidence needed to decide whether an element is a metal or a non-metal.	Working scientifically.	Self Assessed

	Use evidence to classify unfamiliar materials as being metal elements, metallic, non-metal elements, non-metallic. Interpret experimental evidence to identify elements.		
10. Revise atoms, elements and compounds.	Complete the revision mat to consolidate learning. Complete the quick quiz to assess their understanding and focus their revision		Self assess
11. Assessment	End of unit test	Exam technique	Peer assessed
12. Reflection lesson	Students to reflect on their assessment using the knowledge organiser		Self assess