

## CHEMISTRY

Learning objectives I can:	I can do this very well	I can do this quite well	I need to do more work on this
<b>2.1</b> Describe that igneous rocks, such as granite, are: <b>a</b> formed by the solidification of magma or lava			
<b>b</b> made of crystals whose size depends on the rate of cooling			
<b>2.2</b> Describe chalk and limestone as examples of sedimentary rocks			
<b>2.3</b> Describe how sedimentary rocks are formed by the compaction of layers of sediment over a very long time period			
<b>2.4</b> Recall that sedimentary rocks: <b>a</b> may contain fossils			
<b>b</b> are susceptible to erosion			
<b>2.5</b> Describe marble as an example of a metamorphic rock			
<b>2.6</b> Describe the formation of metamorphic rocks by the action of heat and/or pressure, including the formation of marble from chalk or limestone			
<b>2.7</b> Recall that limestone, chalk and marble exist in the Earth's crust and that they are all natural forms of calcium carbonate			
<b>HSW 3</b> Describe how phenomena are explained using scientific theories and ideas			
<b>2.8</b> Demonstrate an understanding of the balance between the demand for limestone and the economic, environmental and social effects of quarrying it			
<b>2.9</b> Demonstrate an understanding of the commercial need for quarrying calcium carbonate on a large scale, as a raw material for the formation of glass, cement and concrete			
<b>2.10</b> Describe the thermal decomposition of calcium carbonate into calcium oxide and carbon dioxide			
<b>HSW 10</b> Use qualitative and quantitative approaches when presenting scientific ideas and arguments, and recording observations			
<b>2.11</b> Investigate the ease of thermal decomposition of carbonates, including calcium carbonate, zinc carbonate and copper carbonate			
<b>2.12</b> Describe the ease of thermal decomposition of different metal carbonates			
<b>2.13</b> Demonstrate an understanding that: <b>a</b> atoms are the smallest particles of an element that can take part in chemical reactions			
<b>b</b> during chemical reactions, atoms are neither created nor destroyed			
<b>c</b> during chemical reactions, atoms are rearranged to make new products with different properties from the reactants			
<b>2.16</b> Demonstrate an understanding that the total mass before and after a reaction in a sealed container is			

# C1 Topic2 Revision tracker

unchanged, as shown practically by a precipitation reaction			
<b>HSW 11</b> Present information using scientific conventions and symbols			
<b>2.14</b> Describe the effect of water on calcium oxide			
<b>2.15</b> Describe how calcium hydroxide dissolves in water to form a solution, known as limewater			
<b>2.17</b> Explain how calcium oxide, calcium hydroxide and calcium carbonate can be used to neutralise soil acidity			
<b>2.18</b> Explain how calcium carbonate can be used to remove acidic gases from coal-fired power station chimneys, reducing harmful emissions and helping to reduce acid rain			
<b>HSW 5</b> Plan to test a scientific idea, answer a scientific question, or solve a scientific problem by selecting appropriate data to test a hypothesis			