



<p><b>What will you see in Chemistry lessons?</b></p> <p>In Chemistry lessons, pupils will have the opportunity to problem solve independently as well as with others in the classroom. They will be introduced to new ideas and concepts that help to explain the world we live in. Pupils will be encouraged to consider how to test, prove and investigate using their continually developing practical skills. This will include planning a method for some investigations, risk assessing and investigating safely, evaluating data, forming conclusions and assessing bias. Pupils will develop their numeracy skills through the calculation of mean values, standard form, constructing and analysing graphs, and calculating reacting masses and moles. Pupils are encouraged to read aloud in lessons, and to develop their literacy skills by identifying command words in exam style questions. Key terminology is introduced at appropriate points in time, and the use of dictionaries and text books is encouraged for definitions and spellings.</p>	<p><b>What are the common misconceptions that pupils have and make in Chemistry that we need to address?</b></p> <ul style="list-style-type: none"><li>• When things dissolve they disappear.</li><li>• There is not empty space between particles.</li><li>• Particles in a solid do not move.</li><li>• Air and oxygen are the same gas.</li><li>• Expansion of matter is caused by expansion of particles rather than the increased spacing between the particles.</li><li>• Particles are misrepresented in diagrams: no differentiation between atoms, molecules etc.</li></ul>	<p><b>What will you see in pupils' Chemistry books?</b></p> <p>Title, date and learning purpose each lesson. Evidence of new learning and application of the new learning through the use of questions. Practical investigation write ups will be seen where appropriate. Self and peer assessment as well as live marking will be observed.</p>
<p><b>What assessment (formative and summative) methods do we use in Chemistry?</b></p> <p>Formative assessment is evident in every lesson. This is achieved, through self, peer and live marking, questioning and recapping at the start of each lesson. Teachers will observe where the gaps are and will address these within the lesson.</p> <p>Summative assessment happens each half term. Teachers mark the assessment paper and provide an opportunity for pupils to identify their own areas for development and improvement tasks.</p>	<p style="text-align: center;"><b>Secondary CHEMISTRY</b></p> <p><b>Chemistry is about....</b></p> <p>the study of matter, and the analysis of it's structure, properties and behaviour to see what happens when they undergo chemical reactions.</p>	<p><b>Information from the last 12 months in Chemistry reveals particular strengths in.....</b></p> <p>Practical work is secure across the key stages as evidenced by the CPAC inspection.</p> <p><b>Information from the last 12 months in Chemistry reveals a particular focus should be on.....</b></p> <p>Mathematical style questions such as tangents, molar calculations and use of formulae.</p>
<p><b>What will you see in Chemistry at Liverpool College that extends beyond the National Curriculum and / or exam specifications?</b></p> <p>In each key stage, class teachers will introduce ideas and concepts from the next key stage/level.</p>	<p><b>Parents can help their children in their Chemistry studies by....</b></p> <ul style="list-style-type: none"><li>✓ Talking to their child about the new learning and looking in their exercise book. Support with homework and revision using KS3/BBC Bitesize and other online resources noted on the book cover.</li></ul>	