

## Map of the unit: *From Minerals to Elements*

This shows the relationship between the Storyline, the Activities and the Chemical Ideas.

To aid planning, laboratory-based practical work is indicated by (P), activities involving IT skills are indicated by (IT) and those developing study skills by (S).

ACTIVITIES	CHEMICAL STORYLINE	CHEMICAL IDEAS
<b>M1.1</b> Solutions of ions (P) <b>M1.2</b> Bromine production <b>M1.3</b> Halogens and their compounds (P) <b>M1.4</b> This liquid is dangerous <b>M1.5</b> Manufacturing chlorine	<b>M1</b> CHEMICALS FROM THE SEA	<b>5.1</b> Ions in solids and solutions <b>9.1</b> Oxidation and reduction <b>2.4</b> Electronic structure: sub-shells and orbitals <b>11.4</b> The p-block: Group 7
<b>M2.1</b> Mineral spotting (P) <b>M2.2</b> Getting at the minerals (P) <b>M2.3</b> Extracting copper (P) <b>M2.4</b> Finding out how much acid there is in a solution (P) <b>M2.5</b> The philosopher's microbe? <b>M2.6</b> Molecules and networks	<b>M2</b> COPPER FROM DEEP IN THE GROUND	<b>1.5</b> Concentrations of solutions <b>8.1</b> Acid-base reactions <b>5.2</b> Molecules and networks
<b>M3</b> Check your notes on <b>From Minerals to Elements</b> (S)	<b>M3</b> SUMMARY	