# Reactivity series of metals: supporting resources

This resource supports the practical video Reactivity series of metals, available here: [rsc.li/3baSTPO](file:///C%3A%5CUsers%5Cryderk%5CDownloads%5Crsc.li%5C3baSTPO)

## **Intended outcomes**

It is important that the purpose of each practical is clear from the outset, defining the intended learning outcomes helps to consolidate this. Outcomes can be categorised as hands on, what learners are going to do with objects, and minds on, what learners are going to do with ideas to show their understanding. We have offered some differentiated suggestions for this practical. You may wish to focus on just one or two, or make amendments based your learners’ own needs. (Read more at <rsc.li/2JMvKa5>.)

Consider how you can share outcomes and evaluation with learners, empowering them to direct their own learning.

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|  | **Hands on** | **Minds on** |
| **Effective at a lower level** | **Students correctly:*** Follow instructions
* Use a spatula and measuring cylinder
* Read a temperature on a thermometer
* Make observations
 | **Students can:*** Record observations in a table
* Write a word equation for each reaction
* Identify which metal is the most reactive in acid by observing the largest temperature rise
* Identify which combinations of metal and metal salts give

a reaction |
| **Effective at a higher level** | **Students correctly:*** Repeat the experiment with an unknown metal in acid
* Repeat the experiment with an unknown metal and metal sulfate
 | **Students can:*** Write a balanced chemical equation for each reaction
* Explain why there are colour changes in displacement
* Design an experiment to work out the reactivity of an unknown metal
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