












SP1 Motion







SP1a Vectors and scalars

Step	Learning outcome	Had a look	Nearly there	Nailed it!
 4 th	Describe the difference between weight and mass.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 7 th	Explain the difference between a vector and a scalar quantity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 7 th	Describe the difference between displacement and distance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 7 th	Describe the difference between velocity and speed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 6 th	Define the terms: acceleration, force, momentum, energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





SP1b Distance/time graphs

Step	Learning outcome	Had a look	Nearly there	Nailed it!
 7 th	Recall and use equations relating distance, speed and time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 7 th	Describe how speed can be measured in a school laboratory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 5 th	Recall typical speeds for walking, running, cycling and travelling by car.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 6 th	Interpret distance/time graphs (including recognising what the steepness of the line tells you).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 7 th	Represent journeys on distance/time graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 8 th	Determine speed from the gradient of a distance/time graph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SP1c Acceleration

Step	Learning outcome	Had a look	Nearly there	Nailed it!
 6 th	Recall the formula relating acceleration, velocity and time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 8 th	Use the formula relating acceleration, velocity and time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 6 th	Recall the equation relating acceleration, velocity and distance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 8 th	Use the equation relating acceleration, velocity and distance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 6 th	Recall the acceleration in free fall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 8 th	Estimate the magnitudes of some everyday accelerations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SP1d Velocity/time graphs

Step	Learning outcome	Had a look	Nearly there	Nailed it!
 7 th	Represent journeys on velocity/time graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 7 th	Interpret velocity/time graphs qualitatively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 8 th	Calculate uniform accelerations from the gradients of velocity/time graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 9 th	Determine the distance travelled from the area under a velocity/time graph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>