Name Class Date

Draw a ring around a number of stars for each statement. If you are very confident about a statement, draw your ring around all the stars. If you do not know anything about a statement do not draw a ring.

| Topic | At the end of the unit: |  |  |
| --- | --- | --- | --- |
| 7La |
|  | State the meaning of: pitch, volume, frequency and amplitude. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Describe how to make different sources of sound louder or quieter. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Describe how to use different objects to make sounds with different pitches. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Relate the volume (intensity) of a sound to the size of the vibrations producing it. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Describe the connections between amplitude and loudness, and between frequency and pitch. | UK NC, iLS, CEE | \* \* \* \* \* |
| 7Lb |
|  | Compare how sounds travel through different materials. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Describe how a sound changes as you get further from the source. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Describe how sound gets from a source to our ears. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Recall how the speed of sound varies in solids, liquids and gases. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Recall that waves transfer energy by vibrations, and they do this without transferring matter. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Explain why the intensity of a sound decreases with increasing distance from a source. | UK NC, iLS, CEE | \* \* \* \* \* |
| 7Lb Working Scientifically |
|  | Describe what line and scatter graphs show. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Identify relationships using scatter graphs. | UK NC, iLS, CEE | \* \* \* \* \* |
| 7Lc |
|  | Recall that sounds can be detected by microphones and sound meters. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Describe the role of the eardrum in human hearing. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Recall that loud sounds can cause temporary or permanent damage to hearing.  | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Recall that different animals have different hearing ranges. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | State what is meant by: ultrasound, infrasound. | UK NC, iLS, CEE  | \* \* \* \* \* |
|  | Describe the functions of different parts of the ear. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Describe how microphones convert sound into electrical signals. | UK NC, iLS, CEE | \* \* \* \* \* |
| 7Ld |
|  | Explain how ultrasound is used in physiotherapy and for cleaning. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Explain how some animals use echolocation. | UK NC, iLS, CEE | \* \* \* \* \* |
|  | Explain how sonar works. | UK NC, iLS, CEE | \* \* \* \* \* |
| 7Le |
|  | State the meaning of: transverse wave, longitudinal wave. | UK NC, iLS | \* \* \* \* \* |
|  | Recall what sort of waves sound waves and waves on water are. | UK NC, iLS | \* \* \* \* \* |
|  | Identify the parts of a wave on a model. | UK NC, iLS | \* \* \* \* \* |
|  | State the meaning of superposition. | UK NC, iLS | \* \* \* \* \* |
|  | Describe how two waves in the same place can affect each other. | UK NC, iLS | \* \* \* \* \* |
|  | Compare longitudinal and transverse waves in terms of the way the particles move. | UK NC, iLS | \* \* \* \* \* |