THE PRESIDENT'S OFFICE-
REGIONAL ADMINISTRATION AND LOCAL GOVERNME

SCHEME OF WORK

NAME OF SCHOOL: MWASAMBA SEKONDARY SCHOOL

TEACHER'S NAME: MAHANDE MAGWALA MASUNGA

SUBJECT: CHEMISTRY

CLASS: FORM ONE

TERM: 1st & 2nd TERM

YEAR: 2025

SUBJECT TEACHER'S SIGN: _____

H/M SIGN: _____

COMPETENCE	OBJECTIVES	MONTH	WEEK	MAIN-TOPIC	*SUB*- TOPIC	PERIOD	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L AIDS	REFERENCE	ASSESSMENT	REMARKS
ORIENTATION COURSE		JANUARY	3									
			4									
ORIENTATION COURSE		**FEBRUARY**	1									
			2									
			3 & 4									

SUBJECT TEACHER'S SIGN: _____

H/M SIGN: _____

COMPETENCE	OBJECTIVES	MONTH	WEEK	MAIN-TOPIC	*SUB*- TOPIC	PERIOD	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L AIDS	REFERENCE	ASSESSMENT	REMARKS
By the end of the topic the student should have developed competences in using chemistry skills and knowledge in daily life	By the end of the topic the student should be able to explain the importance of chemistry in daily life	**MARCH**	1 & 2	1.**0 INTRODUCTION TO CHEMISTRY**	**1.1 The concept of chemistry**	2	To guide students to explain the meaning of chemistry	Students to explain the meaning	Wall charts Soaps toothpaste Fertilizers insecticides soft drinks drugs		Students to name the substances made by application of chemistry Students to discuss the importance of chemistry in daily life by giving examples	
					1.2 The importance of chemistry in life	2	To guide students to discuss how chemistry is applied in industry and at home	Students to explain the importance of chemistry in daily life by giving examples				

SUBJECT TEACHER'S SIGN: _____

H/M SIGN: _____

By the end of the topic the student should have developed competences in working safely in chemistry laboratory	By the end of the topic the student should be able to carry out chemistry activities safely and efficiently	**MARCH**	3 & 4	2.0 **LABORATORY TECHNIQUES AND SAFETY**	**2.1 Rules and safety precautions in a chemistry laboratory**	4	To guide students to explain the laboratory rules and outline its importance	Students to prepare a list ten rules in a chemistry laboratory and discuss the laboratory safety measures	Chemistry laboratory mannual wall charts		Students to prepare a list ten rules in a chemistry laboratory and discuss the laboratory safety measures	
					2.2 First aid and first aid kit	4	To guide students to discuss activities which are likely to cause accidents in a chemistry laboratory	Students to discuss activities which are likely to cause accidents in a chemistry laboratory	-A pair of scissors -adhesive tape -bandage -cotton wool -soap -razor blade		Students to discuss activities which are likely to cause accidents in a chemistry laboratory and to name every item found in a first aid kit and simulate a mock use of each item in a first aid kit	
							To guide students to name every item found in a first aid kit and simulate a mock use of each item in a first aid kit and guide students on how to render first aid in a real situation	Students to name every item found in a first aid kit and simulate a mock use of each item in a first aid kit				
		APRIL	1		**2.3 Basic chemistry laboratory apparatus and their uses**	4	To guide students to give names of different pieces of apparatus used in the chemistry laboratory and categorize them into apparatus for holding things, taking measurements of mass, volume and temperature and heating purposes	Students to give names of different pieces of apparatus used in the chemistry laboratory and categorize them into apparatus for holding things, taking measurements of mass, volume and temperature and heating purposes	Apparatus for holding things in place -apparatus for taking measurements		Students to give names of different pieces of apparatus used in the chemistry laboratory and categorize them into apparatus for holding things, taking measurements of mass, volume and temperature and heating purposes And to practice the uses of each of the apparatus for measuring volumes liquids, volumes of gases etc	
							To guide students to practice the uses of each of the apparatus for measuring volumes liquids, volumes of gases etc	Students to practice the uses of each of the apparatus for measuring volumes liquids, volumes of gases etc				
			2		2.**4 Warning signs**	4	To guide students to draw simple diagrams of the following warning signs toxic, harmful. Irritant, poison, explosive, corrosive, oxidant.	Students to draw simple diagrams of the following warning signs toxic, harmful. Irritant, poison, explosive, corrosive, oxidant.	Oxidants irritants corrosive poison		Students to draw simple diagrams of the following warning signs toxic, harmful. Irritant, poison, explosive, corrosive, oxidant.	
MIDTERM TEST												
MIDTERM BREAK 11TH APRIL– 21ST APRIL 2025												

SUBJECT TEACHER'S SIGN: _____

H/M SIGN: _____

By the end of the topic the student should have developed competences in dealing with flames	By the end of the topic the student should be able to explain the uses of different types of flames	**APRIL**	4	3.0**HEAT SOURCES AND FLAMES**	**3.1 Heat sources**	4	To guide students on how to use the following heat source in a chemistry laboratory candle, spirit burner, kerosene, kibatari,charcoal burner	Student to discuss on how to use the following heat source in a chemistry laboratory candle, spirit burner, kerosene, kibatari,charcoal burner	Candle spirit burner Bunsen burner kerosene		Student to discuss on how to use the following heat source in a chemistry laboratory candle, spirit burner, kerosene, kibatari,charcoal burner	
							To guide students to discuss how a Bunsen burner works	Students to discuss how the Bunsen burner works				
					3.2 Types of Flames	4	To guide students to use the different types of burners to produce luminous and non-luminous flames	Students to use the different types of burners to produce luminous and non-luminous flames	burner Bunsen burner kerosene charcoal burner		Students to use the different types of burners to produce luminous and non-luminous flames	
							To guide students to discuss how different flames are used	Students to discuss how different flames are used	wall charts			
By the end of the topic the student should have developed competences in applying the scientific procedure to carry out investigations in chemistry	By the end of the topic the student should be able to explain the use of scientific procedures in carrying out investigations		3	4.0T**HE SCIENTIFC PROCEDURES**	**4.1 Significance of the scientific procedures**	4	To guide students in the discussion about the meaning and significance of the scientific procedures	Students to discuss the meaning and significance of the scientific procedures	Wall charts		Students to discuss the meaning and significance of the scientific procedures	
							To guide students on how the scientific procedure is used in carrying out the systematic investigations	Students to discuss on how the scientific procedure is used in carrying out the systematic investigations				
			4		**4.2 The main steps of the scientific procedure**	4	To guide students to discuss the main steps of the scientific procedure	Students to discuss the main steps of the scientific procedure	Wall charts		Students to discuss the main steps of the scientific procedure	
			4		**4.3 Application of the scientific procedure**	2	To supervise students' project	Students to apply the scientific procedure to carry out a project on a chemistry problem			Students to apply the scientific procedure to carry out a project on a chemistry problem	
By the end of the topic the student should have developed competences in dealing with nature and properties of matter	By the end of the topic the student should be able to explain the difference between physical and chemical change and separate various mixtures using variety of methods	**MAY**	1	5.0**MATTER**	**5.1 Concept of matter**	4	To guide students to discuss the meaning and definition of matter	Students to discuss the meaning and definition of matter	Solid liquid gases		Students to discuss the meaning and definition of matter	
			2		**5.2 States of Matter**	4	To guide students to apply the kinetic nature of matter to explain the existence of matter in the three states and demonstrate the changes of matter form one state to another	Students to apply the kinetic nature of matter to explain the existence of matter in the three states and demonstrate the changes of matter form one state to another	Maize grains bottle with lid bottle or jar with gas ice stove water		Students to apply the kinetic nature of matter to explain the existence of matter in the three states and demonstrate the changes of matter form one state to another	
							To lead students to brainstorm on the advantages of changing one state of matter to another	Students to brainstorm on the advantages of changing one state of matter to another				

SUBJECT TEACHER'S SIGN: _____

H/M SIGN: _____

			3		**5.3 Physical and chemical change**	4	To lead students to discuss the meaning and characteristics of physical change and guide them to demonstrate the physical change including melting of ice, boiling of water, and condensation of steam	Students to discuss the meaning and characteristics of physical change and demonstrate the physical change including melting of ice, boiling of water, and condensation of steam	Sugar table salt heat source chalk magnet		Students to discuss the meaning and characteristics of physical change and demonstrate the physical change including melting of ice, boiling of water, and condensation of steam	
							To lead students to discuss the meaning and characteristics of chemical changes and carry out the following chemical changes. Burning of paper, ripening of fruit and fermentation	Students to discuss the meaning and characteristics of chemical change and carry out the following chemical changes Burning of paper, ripening of fruit and fermentation	sugar fruit yeast paper match box candle			
TERMINAL EXAMINATIONS												
TERMINAL LEAVE 6TH JUNE – 7TH JULY 2025												
		JULY	4		*5.4* **Elements and symbols**	2	To guide the students to discuss the meaning of an element as compared to other substances and the choice of alphabetical letters and their combinations to form the symbols of elements	Students to discuss the meaning of an element as compared to other substances and the choice of alphabetical letters and their combinations to form the symbols of elements	Copper sodium periodic table zinc iron sulphur hydrogen		Students to discuss the meaning of an element as compared to other substances and the choice of alphabetical letters and their combinations to form the symbols of elements	
						2	To guide students on how to use the periodic table to differentiate metal and non-metal elements	Students to discuss on how to use the periodic table to differentiate metal elements and non-metal elements				
		AUGUST	**1**		**5.5 Compound and mixtures**	2	To lead students to discuss the differences between compounds and mixtures by referring to their characteristics and prepare a binary compound such as Fe_2S	Students to discuss the differences between compounds and mixtures by referring to their characteristics and prepare a binary compound such as Fe_2S	Copper sodium periodic table zinc iron sulphur hydrogen milk clay soil water margarine ethanol chalk powder		Students to discuss the differences between compounds and mixtures by referring to their characteristics and prepare a binary compound such as Fe_2S	
						1	To lead students to discuss the properties of a compound in comparison to the properties of its constituents elements	Students to discuss the properties of a compound in comparison to the properties of its constituents elements			to discuss the properties of a compound in comparison to the properties of its constituents elements	

SUBJECT TEACHER'S SIGN: _____ H/M SIGN: _____

						1	To guide students to discuss the meaning of mixtures , properties of solutions, suspensions, emulsions and give their examples	Students to discuss the meaning of mixtures , properties of solutions, suspensions, emulsions and give their examples	Wall charts sugar heat source kerosene table salt iron fillings		to discuss the meaning of mixtures , properties of solutions, suspensions, emulsions and give their examples	
		AUGUST	2		**5.6 Separation of mixture**	4	To guide students to discuss the procedures for carrying out the named processes of separation of mixtures	Students to discuss the procedures for carrying out the named processes of separation of mixtures			Students to discuss the procedures for carrying out the named processes of separation of mixtures to brainstorm on the importance of obtaining separate components of a mixture to demonstrate the separation of different mixtures by applying different separation methods	
			3			4	To guide students to brainstorm on the importance of obtaining separate components of a mixture	Students to brainstorm on the importance of obtaining separate components of a mixture				
			4			4	To guide students to demonstrate the separation of different mixtures by applying different separation methods	Students to demonstrate the separation of different mixtures by applying different separation methods				
	MIDTERM TEST											
	MIDTERM BREAK 29TH AUGOST – 14TH SEPTEMBER 2025											

SUBJECT TEACHER'S SIGN: _____

H/M SIGN: _____

By the end of the topic the student should have developed competences in dealing with fires and rust	By the end of the topic the student should be able to control fire and iron rusting	**SEPTEMBER**	4	6.0 **AIR, COMBUSTION AND FIRE FIGHTING**	6.1 **Composition of air**	4	To lead students to discuss the proportions of different gases in air and demonstrate the presence of the carbon-dioxide and oxygen in the air	Students to discuss the proportions of different gases in air and demonstrate the presence of the carbon-dioxide and oxygen in the air	Wall charts lime water bell jar water trough candle phosphorus		Students to discuss the proportions of different gases in air and demonstrate the presence of the carbon-dioxide and oxygen in the air	
							To facilitate students to carry out an experiment to determine the percentage of oxygen in air	Students to carry out an experiment to determine the percentage of oxygen in air				
		OCTOBER	1		**6.2 Combustion**	2	To facilitate students to discuss the meaning and significance of combustion of the different substances	Students to students to discuss the meaning and significance of combustion of the different substances	Piece of paper candle charcoal spirit		Students to students to discuss the meaning and significance of combustion of the different substances	
						2	To guide students to determine the products of complete combustion of the kerosene, paper, charcoal, candle and spirit in air and describe the application of combustion in real life	Students to determine the products of complete combustion of the kerosene, paper, charcoal, candle and spirit in air and describe the application of combustion in real life			Students to determine the products of complete combustion of the kerosene, paper, charcoal, candle and spirit in air and describe the application of combustion in real life	
		OCTOBER	2		**6.2 Fire Fighting**	4	To guide students to discuss the fire caused by petroleum products, electricity, wood and charcoal, paper and identify different types of fire extinguishers	Students to discuss the fire caused by petroleum products, electricity, wood and charcoal, paper and identify different types of fire extinguishers	Sand bucket water hose charcoal spirit candle		Students to discuss the fire caused by petroleum products, electricity, wood and charcoal, paper and identify different types of fire extinguishers	
			3			4	To lead students to discuss the role played by fuel and oxygen in a fire and classification of fire extinguishers	Students to discuss the role played by fuel and oxygen in a fire and classification of fire extinguishers			Students to discuss the role played by fuel and oxygen in a fire and classification of fire extinguishers	
			4			4	To guide students to prepare a small fire carefully and extinguish it	Students to prepare a small fire carefully and extinguish it			Students to prepare a small fire carefully and extinguish it	

SUBJECT TEACHER'S SIGN: _____

H/M SIGN: _____

		NOVEMBER	1		**6.4 Rusting**	8	To guide students to discuss the meaning of rusting and its economic importance	Students to discuss the meaning of rusting and its economic importance	Iron filings steel wool water cotton wool grease heat source magnesium ribbon oil		Students to discuss the meaning of rusting and its economic importance	
							To design an activity for students to demonstrate the conditions necessary for iron to rust	Students to demonstrate the conditions necessary for iron to rust			to demonstrate the conditions necessary for iron to rust	
							To guide students to summarize and discuss the experimental findings	Students to carry out experiments on different methods of preventing iron from rusting			to carry out experiments on different methods of preventing iron from rusting	
				10 TH NOV. 2025 TO 05 DEC. 2025, REVISION & ANNUAL EXAM								
				06 TH DECEMBER 2025 ANNUAL HOLIDAY								

SUBJECT TEACHER'S SIGN: _____

H/M SIGN: _____