BIOLOGY SCHEME OF WORK

NAME OF SCHOOL: TEACHER'S NAME:

SUBJECT : BIOLOGY

TERM: 1ST AND 2ND TERM

YEAR: 2025 FORM : FORM 1

Main competence	Specific competence	Main learning activities	Specific learning activitie s	o n t	W e e k	Num ber of perio ds	Teaching and learning	Teaching and learning resource s	Assessment tools	Reference(s)	Remark(s)		
	ORIENTATION COURSE 13/01/2025 – 28/02/2025												
1.0 Demonstrate mastery of the concepts, principles and physiological, anatomical and ecological processes of	anatomical and ecological	the basic concepts of Biology	To explain meaning, branches, basic terminologies To explain importance of	M A R	1 ST	1 ST 3	Group discussion: To guide students in manageable groups to discuss meaning of biology, basic biological terminologies and branches of biology Brainstorming: To guide students to brainstorm on importance of	Charts, relevant text, and online resources on basic concept of biology	PresentationsQuestions and AnswersOral questions	Tanzania Institute of education; (2024). Biology for Secondary Schools Form One: Student's Book. Dar Es			
			studying biology	H			biology in our life			Salaam – Tanzania			
			To elaborate relationship of biology discipline with other discipline(s)		2 ND	3	Jigsaw: To guide students in manageable groups, to explain the relationship of Biology with other disciplines through jigsaw		- Group discussion reports and presentations - Quiz	Oxford; (2011). Biology for Secondary Schools Form One:Student's Book. Oxyford University Press (T) Ltd.			
		(b) Describe a cell	To explain the meaning of cell				Group Discussion: To guide students in manageable groups to discuss concept of cell	Cells charts/ models, light	PresentationsQuestions and Answers				
			To observe simulation and deduct the types of cell and structure		3 RD	3	ICT-Based learning: To guide students to explain cell structures and cell differentiation through simulation	microscope, slide covers, microscope slides, and cells online resources	- Questions and Answers				
			To state the function of structures found in cells	n	4 TH	3	Experimentation: To guide students to prepare microscope slides of a plant and animal cell		Written reportsObservation				

MID TERM EXAMINATION AND HOLIDAY 11/04/2025 TO 22/04/2025

Main competence	Specific competence	Main learning activitie s	Specific learning activitie s	Mo nth		Number of peri ods	Teaching and learning methods	Teaching and learning resources	Assessment tools	Referenc e(s)	Remark(s)
1.0 Demonstrate mastery of the concepts, principles and processes of	1.1 Describe the physiological, anatomical and ecological processes of	(c) Describe nutrition in plants (photosynthesis, leaf structure	To observe and assess different leaves structures	AP RIL	4 ^{тн}	3	Field visit: To guide students to collect different plant leaves around the school compound to observe and explain the external structure of leaves.	Relevant equipment and apparati, heat sources, water, relevant	PresentationsQuestionsandAnswers	Tanzania Institute of education; (2024).	
1	living organisms	and mineral requirements)	To explain the concept of Nutrition in plants	M AY		3	Group Discussion: To guide students in manageable groups to discuss the concept of nutrition in plants, internal structure of a leaf and how photosynthesis occurs in the leaf	chemicals and reagents, leaves, pond weeds, nutrition in	- Presentations - Questions and Answers	Biology for Secondary Schools Form One: Student's Book. Dar Es Salaam – Tanzania	
			To mention the minerals required by plant and explain their respective function in plant.		1 ST		Guest speaker: To invite guest speaker (Agricultural extension officer) to share with students on mineral requirements in plants	plants models/ charts, and nutrition in plants online resources	- Quiz - Question and Answers		
2.0 Communicating using scientific biological terminologies	2.1 Demonstrate mastery of scientific biological terminologies	(a) Explain the concept and systems of classification	To explain the meaning ,importance of classification		2 ND	3 2 ND	Field visit: To guide students to collect various living things around the school compound and group all the items according to their similarities Brainstorming: To guide students to brainstorm on the concept of classification Project: To guide students to assign	Variety of living organisms, classification charts, and classification online resources	ObservationQuestion and AnswersObservation	Oxford :	
			the rules of scientific naming of organisms To explain and use				scientific names to organisms and label trees around their school environment Group Discussion: To guide students		-Written report and Herbarium - Presentations	(2011). Biology for Secondary Schools	
			the artificial and natural classification systems in classifying organism.		3 RD	3	in manageable groups to discuss systems of classification and scientific rules of naming organisms		- Questions - Questions and Answers	Form One:Student 's Book. Oxyford University Press (T) Ltd.	

(b) Describe the major groups of organisms: To describe the organism under Kingdom Monera	4 ^{тн}	3	Field visit: To guide students in groups to collect various living organisms around the school compound which are representatives of the Kingdom Monera and classify them Discussion: To guide students in manageable groups, to identify the organisms under kingdom Monera, discuss their features and economic importance	Variety of living organisms, preserved specimens, charts on major groups of organisms, and classification online resources	ObservationQuestion and Answers			
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Main competence	Specific competence	Main learning activitie s	Specific learning activitie	Mo ntl	9	Number of peri ods	Teaching and learning methods	Teaching and learning resources	Assessment tools	Referenc e(s)	Remark(s)		
	TERMINAL EXAMINATION AND HOLIDAY 06/06/2025 UP TO 08/07/2025												
2.0 Communicating using scientific biological terminologies	2.1 Demonstrate mastery of scientific biological terminologies	(b) Describe the major groups of organisms:	To describe the organism under Kingdom Protoctista To describe the organism under Kingdom Fungi	J U L	2 ND 3 RD AN D 4 TH	6	Field visit: To guide students in groups to collect various living organisms around the school compound which are representatives of Kingdom Protoctista and classify them Discussion: To guide students in manageable groups, to identify the organisms under kingdom Protoctista, discuss their features and economic importance Field visit: To guide students in groups to collect various living organisms around the school compound which are representatives of Kingdom Fungi and classify them. Discussion: To guide students in manageable groups, to identify the organisms under kingdom Fungi, discuss their features and economic importance	Variety of living organisms, preserved specimens, charts on major groups of organisms, and classification online resources	 Observation Question and Answers Presentation Observation Question and Answers Presentations 	Tanzania Institute of education; (2024). Biology for Secondary Schools Form One: Student' s Book. Dar Es Salaam – Tanzania . Oxford; (2011). Biology for Secondary Schools Form One:Student			

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To decomine the	29/08/202	25 TO 15/09/2025		Olart	T	
Kingdom Animalia P T E	3 RD 6 AND 4 TH	Field visit: To guide students in groups to collect various living organisms around the school compound which are representatives of Kingdom Animalia and classify them.	-	Observation		

Main competence	Specific competence	Main learning activitie s	Specific learning activitie s	N o n t	e e k	Num ber of perio ds	Teaching and learning methods	Teaching and learning resources	Assessment tools	Referenc e (s)	Remark(s)
2.0 Communicating using scientific biological terminologies	2.1 Demonstrate mastery of scientific biological terminologies	(b) Describe the major groups of organisms:	To describe the virus	C		3	Discussion: To guide students in manageable groups, to identify the organisms under kingdom Animalia, discuss their features and economic importance Field visit: To guide students in groups to collect various living organisms around the school compound which are	Variety of living organisms, preserved specimens, charts on major groups of organisms,	Question and AnswersPresentationsObservation	Tanzania Institute of education; (2024). Biology for Secondary Schools Form One:	
3.0 Conduct		(c) Describe the		T	1 ST		Discussion: To guide students in manageable groups, to identify viruses, discuss their features and economic importance	and classification online resources Basic skills for	- Question and Answers	Student's Book. Dar Es Salaam – Tanzania	
biological investigation	3.1 Demonstrate mastery of basic skills for conducting biological investigations	(a) Describe the basic skills for conducting biological experiments	different observations, measurements and experimentations by following the	O			Group discussion: To guide students to visit biology laboratory to identify common apparatus and equipment used in biological experiments Experimentation: To guide students to perform activities that involve	conducting biological experiments Online resources,	- Question and Answers		
				B			observation, measurement and experimentation	Variety of equipment and apparati used in conducting biological experiments		Oxford; (2011). Biology for Secondary Schools Form One:Student	
		(b) Carry out microscopic observation of a cell	To perform scientific procedure so as to observe a plant or animal cell	R	3 RD		Group discussion: To guide students in manageable groups to explore procedures that are required to observe a cell under a microscope Laboratory practical: To guide students to observe cells of living things under light microscope	Light microscope, slide covers, microscope slide and other relevant apparati	ObservationQuestion and AnswersHomework	's Book. Oxyford University Press (T) Ltd.	

Main competence	Specific competence	Main learning activitie s	Specific learning activitie s	Mo nth	Wee k	Numb er of period s		Teaching and learning resources	Assessment tools	Refer ence(s)	Remark(s)
3.0 Conduct biological investigation	3.1 Demonstrate mastery of basic skills for conducting biological investigations	(c) Carry out investigations related to photosynthesis (conditions necessary for photosynthesis)	To perform a scientific investigation on conditions necessary for photosynthesis	O C T O B E R	4 тн		Experimentation: To guide students to carry out investigations on the conditions necessary for photosynthesis	Variety of equipment and apparati, live plant specimens, relevant chemicals, reagents.	 Observation Question and Answers Homework 	Tanzania Institute of education; (2024). Biology for Secondary Schools Form One: Student's Book. Dar Es Salaam – Tanzania	
		3.2 Prepare and present results of biological investigations	To Prepare and present a report on cell and photosynthesis investigations	N O	1 ST		Group discussion: Guide students in groups to discuss the steps in preparation of biological investigation report Project: Guide students to prepare a report using the steps in preparation of a biological investigation report	Relevant text on steps for scientific investigations and report writing, online resources on report writing	- Observations - Guiding questions - Challengin		

	$\overline{\mathbf{V}}$	3 RD	Presentation: Guide students to present a biological investigation report	g questions	
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05/12/2025 UP TO JANUARY 2026