

BIOLOGY SCHEME OF WORK

NAME OF SCHOOL:

TEACHER'S NAME:

SUBJECT : BIOLOGY

TERM: 1ST AND 2ND TERM

YEAR: 2025

FORM : FORM 1

[illegible]

Main competence	Specific competence	Main learning activities	Specific learning activities	Month	Week	Number of periods	Teaching and learning methods	Teaching and learning resources	Assessment tools	Reference(s)	Remark(s)
1.0 Demonstrate mastery of the concepts, principles and processes of Biology	1.1 Describe the physiological, anatomical and ecological processes of living organisms	(c) Describe nutrition in plants (photosynthesis, leaf structure and mineral requirements)	To observe and assess different leaves structures	APRIL	4 TH	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 apparatus, heat sources, water, relevant chemicals and reagents, leaves, pond weeds, nutrition in plants models/ charts, and nutrition in plants online resources	- Presentations - Questions and Answers	Tanzania Institute of education; (2024). Biology for Secondary Schools Form One: Student's Book. Dar Es Salaam – Tanzania .	
			To explain the concept of Nutrition in plants	MAY	1 ST	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		- Presentations - Questions and Answers		
			To mention the minerals required by plant and explain their respective function in plant.				Guest speaker: To invite guest speaker (Agricultural extension officer) to share with students on mineral requirements in plants		- 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	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	Variety of living organisms, classification charts, and classification online resources	- Observation - Question and Answers		
			To state and apply the rules of scientific naming of organisms				Project: To guide students to assign scientific names to organisms and label trees around their school environment		-Observation -Written report and Herbarium		
			To explain and use the artificial and natural classification systems in classifying organism.		3 RD	3	Group Discussion: To guide students in manageable groups to discuss systems of classification and scientific rules of naming organisms		- Presentations - Questions and Answers		

			To describe the organism under Kingdom Plantae	AUGUST	1 ST AND 2 ND	6	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 Plantae, discuss their features and economic importance		<ul style="list-style-type: none">- Observation- Question and Answers- Presentations	' s Book. Oxyford University Press (T) Ltd.	
MID TERM EXAMINATION AND HOLIDAY 29/08/2025 TO 15/09/2025											
			To describe the organism under Kingdom Animalia	SEPTEMBER	3 RD AND 4 TH	6	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.		<ul style="list-style-type: none">- Observation		

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2.0 Communicating using scientific biological terminologies	2.1 Demonstrate mastery of scientific biological terminologies	(b) Describe the major groups of organisms:		OCT	1 ST	3	Discussion: To guide students in manageable groups, to identify the organisms under kingdom Animalia, discuss their features and economic importance	Variety of living organisms, preserved specimens, charts on major groups of organisms, and classification online resources	<ul style="list-style-type: none">- Question and Answers- Presentations	Tanzania Institute of education; (2024). Biology for Secondary Schools Form One: Student’ s Book. Dar Es Salaam – Tanzania .	
			To describe the virus				Field visit: To guide students in groups to collect various living organisms around the school compound which are representatives of the virus Discussion: To guide students in manageable groups, to identify viruses, discuss their features and economic importance		<ul style="list-style-type: none">- Observation- Question and Answers		
3.0 Conduct biological investigation	3.1 Demonstrate mastery of basic skills for conducting biological investigations	(a) Describe the basic skills for conducting biological experiments	To perform different observations, measurements and experimentations by following the scientific procedures	OBE	2 ND		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 observation, measurement and experimentation	Basic skills for conducting biological experiments Online resources, Variety of equipment and apparati used in conducting biological experiments	<ul style="list-style-type: none">- Observation- Question and Answers	Oxford; (2011). Biology for Secondary Schools Form One: Student’ s Book. Oxyford University Press (T) Ltd.	
		(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

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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 TH		Experimentation: To guide students to carry out investigations on the conditions necessary for photosynthesis	Variety of equipment and apparatus, live plant specimens, relevant chemicals, reagents.	<ul style="list-style-type: none">- 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		Relevant text on steps for scientific investigations and report writing, online resources on report writing	<ul style="list-style-type: none">- Observations	
							2 ND		Project: Guide students to prepare a report using the steps in preparation of a biological investigation report			<ul style="list-style-type: none">- Guiding questions- Challengin	

				V E M B E R	3 RD		Presentation: Guide students to present a biological investigation report		g questions		
<p align="center">ANNUAL EXAMINATION AND HOLIDAY</p> <p align="center">05/12/2025 UP TO JANUARY 2026</p>											