

**PRESIDENT'S OFFICE, RALG BIOLOGY SCHEME OF WORK-FORM FIVE 2025/2026**

**Teacher: Peter F. Majaliwa    School: Tumaini Senior Secondary    Class: Form 5    Subject: BIOLOGY    Year: 2026**

| Main Competence                                                              | Specific Competence                                                                      | Learning Activities                                                                                              | Specific Activities                                                   | Month  | Week | Periods | Ref                                                                                               | Teaching and Learning Methods                                                                                   | Teaching and Learning Resources                                                                                                                               | Assessment tools                                                      | Remarks |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------|------|---------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------|
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology | (a) Describe the concept of the cell (cell theory, organelles and biological molecules)                          | Introduction to the Cell, Eukaryotic Cell Structure                   | July   | 1st  | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Stains, scalpel/ razor blade/ knife, stirrer, beakers, heat source, droppers, thermometer, measuring cylinder, microscope and its accessories, and water bath | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology | (a) Describe the concept of the cell (cell theory, organelles and biological molecules)                          | Biological Molecules Carbohydrates, Biological Molecules - Lipids     | July   | 2nd  | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Stains, scalpel/ razor blade/ knife, stirrer, beakers, heat source, droppers, thermometer, measuring cylinder, microscope and its accessories, and water bath | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology | (b) Explain the physiology of photosynthesis (mechanism of light reaction and dark reaction in C3 and C4 plants) | Biological Molecules - Proteins, Biological Molecules - Nucleic Acids | July   | 3rd  | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Potted plants, charts, diagrams and illustrations showing physiology of photosynthesis                                                                        | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology | (b) Explain the physiology of photosynthesis (mechanism of light reaction and dark reaction in C3 and C4 plants) | Introduction to Photosynthesis, Light-Dependent Reactions             | July   | 4th  | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Potted plants, charts, diagrams and illustrations showing physiology of photosynthesis                                                                        | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology | (c) Describe the structure of epithelial tissues in relation to its digestive role                               | Light-Independent Reactions (C3 Pathway), C4 Photosynthesis           | August | 1st  | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Microscope, microscope, microscope slides, diagrams and charts showing structure of epithelia tissue in relation to its digestive role                        | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology | (c) Describe the structure of epithelial tissues in relation to its digestive role                               | Epithelial Tissue Structure, Epithelial Tissue in Digestion           | August | 2nd  | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Microscope, microscope, microscope slides, diagrams and charts showing structure of epithelia tissue in relation to its digestive role                        | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
| Main Competence                                                              | Specific Competence                                                                      | Learning Activities                                                                                              | Specific Activities                                                   | Month  | Week | Periods | Ref                                                                                               | Teaching and Learning Methods                                                                                   | Teaching and Learning Resources                                                                                                                               | Assessment tools                                                      | Remarks |

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|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------|-------------|---------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------|
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology | (d) Describe the physiology of gaseous exchange and respiration in mammals (transportation of gases, aerobic and anaerobic respiration mechanisms) | Introduction to Gaseous Exchange and Respiration in Mammals, Transportation of Gases in Mammals    | August | 3rd         | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Charts, pictures, diagrams, models and videos showing physiology of gaseous exchange and respiration in mammals                           | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology | (d) Describe the physiology of gaseous exchange and respiration in mammals (transportation of gases, aerobic and anaerobic respiration mechanisms) | Mechanisms of Aerobic and Anaerobic Respiration, Gaseous Exchange in Plants<br>X X X X X Mechanism | August | 4th         | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Charts, pictures, diagrams, models and videos showing physiology of gaseous exchange and respiration in mammals                           | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
|                                                                              | MID                                                                                      |                                                                                                                                                    | TERM                                                                                               |        | EXAMINATION |         |                                                                                                   | AND                                                                                                             | SHORT                                                                                                                                     | BREAK                                                                 |         |
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology | (e) Explain the concept of gaseous exchange in plants (mechanism and theories of stomata opening and closing)                                      | Theories of Stomatal Opening and closing, Physiology of Coordination X X X X X Nervous System      | Sept   | 3rd         | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Commelina sp, hand lens, microscope, microscope slides, slide cover, knife/ razor blade, charts, diagrams and videos on plant adaptations | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology | (e) Explain the concept of gaseous exchange in plants (mechanism and theories of stomata opening and closing)                                      | Transmission of Nerve Impulses, The Physiology of Seeing                                           | Sept   | 4th         | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Commelina sp, hand lens, microscope, microscope slides, slide cover, knife/ razor blade, charts, diagrams and videos on plant adaptations | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology | (f) Describe the physiology of coordination (mechanism of transmission of nerve impulse, seeing, hearing and body balance)                         | The Physiology of Hearing, Body Balance and Equilibrium                                            | Oct    | 1st         | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Charts, pictures, diagrams and models showing physiology of coordination                                                                  | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
| Main Competence                                                              | Specific Competence                                                                      | Learning Activities                                                                                                                                | Specific Activities                                                                                | Month  | Week        | Periods | Ref                                                                                               | Teaching and Learning Methods                                                                                   | Teaching and Learning Resources                                                                                                           | Assessment tools                                                      | Remarks |

**PRESIDENT'S OFFICE, RALG BIOLOGY SCHEME OF WORK-FORM FIVE 2025/2026**

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|                                                                              |                                                                                            |                                                                                                                            |                                                                                                                               |              |             |                |                                                                                                   |                                                                                                                 |                                                                                                                                                                                                       |                                                                       |                |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|----------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------|
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology   | (f) Describe the physiology of coordination (mechanism of transmission of nerve impulse, seeing, hearing and body balance) | Integration of Nervous and Endocrine Systems, Review and Assessment of Physiology of Gaseous Exchange and Coordination        | Oct          | 2nd         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Charts, pictures, diagrams and models showing physiology of coordination                                                                                                                              | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology   | (g) Describe the application or role of synthetic phytohormones                                                            | Introduction to Phytohormones, Auxins and Their Applications, Gibberellins and Their Roles, Cytokinin and Other Phytohormones | Oct          | 3rd         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Charts, pictures, diagrams and models showing physiology of coordination                                                                                                                              | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
| Demonstrate mastery of advanced concepts, theories and principles in Biology | 1.1Demonstrate an advanced understanding of concepts, theories and principles in Biology   | (h) Explain the concept of regulation in mammals (feedback mechanisms, urine formation and osmoregulation)                 | Introduction to Regulation in Mammals, Feedback Mechanisms, Urine Formation                                                   | Oct          | 4th         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Models, diagrams and charts showing the mechanisms of regulation in mammals                                                                                                                           | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
| Demonstrate mastery of taxonomic terminologies                               | Demonstrate an understanding of the principles of binomial nomenclature and classification | (a) Explain classification systems and taxonomic rank                                                                      | Introduction to Classification, Taxonomic Ranks                                                                               | Nov          | 1st         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Specimens of living organisms (preserved or fresh), simple constructed keys and prepared identification keys of plants and animals, pictures, photographs showing principles of binomial nomenclature | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
| Demonstrate mastery of taxonomic terminologies                               | Demonstrate an understanding of the principles of binomial nomenclature and classification | (a) Explain classification systems and taxonomic rank                                                                      | Principles of Binomial Nomenclature, Rules of Scientific Naming                                                               | Nov          | 2nd         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Specimens of living organisms (preserved or fresh), simple constructed keys and prepared identification keys of plants and animals, pictures, photographs showing principles of binomial nomenclature | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
| Demonstrate mastery of taxonomic terminologies                               | Demonstrate an understanding of the principles of binomial nomenclature and classification | (b) Describe principles of binomial nomenclature (rules of scientific naming, taxonomic and taxonomic hierarchy)           | Taxonomic Keys, Classification Systems, The Five-Kingdom System                                                               | Nov          | 3rd         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Specimens of living organisms (preserved or fresh), simple constructed keys and prepared identification keys of plants and animals, pictures, photographs showing principles of binomial nomenclature | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
|                                                                              | TERMINAL                                                                                   |                                                                                                                            | EXAMINATION                                                                                                                   |              | AND         |                | LONG                                                                                              |                                                                                                                 | BREAK                                                                                                                                                                                                 |                                                                       |                |
| <b>Main Competence</b>                                                       | <b>Specific Competence</b>                                                                 | <b>Learning Activities</b>                                                                                                 | <b>Specific Activities</b>                                                                                                    | <b>Month</b> | <b>Week</b> | <b>Periods</b> | <b>Ref</b>                                                                                        | <b>Teaching and Learning Methods</b>                                                                            | <b>Teaching and Learning Resources</b>                                                                                                                                                                | <b>Assessment tools</b>                                               | <b>Remarks</b> |

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|                                                |                                                                                            |                                                                                                                                          |                                                                                                 |              |             |                |                                                                                                   |                                                                                                                 |                                                                                                                                                                                                                                             |                                                                       |                |
|------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------|-------------|----------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------|
| Demonstrate mastery of taxonomic terminologies | Demonstrate an understanding of the principles of binomial nomenclature and classification | (b) Describe principles of binomial nomenclature (rules of scientific naming, taxonomic and taxonomic hierarchy)                         | The Three-Domain System, Introduction to Binomial Nomenclature and Its Applications             | Jan          | 2nd         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Specimens of living organisms (preserved or fresh), simple constructed keys and prepared identification keys of plants and animals, pictures, photographs showing principles of binomial nomenclature                                       | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
| Demonstrate mastery of taxonomic terminologies | Demonstrate an understanding of the principles of binomial nomenclature and classification | (c)Apply knowledge on binomial nomenclature in different fields (forestry, medicine and agriculture)                                     | Applying Binomial Nomenclature in Forestry, Applying Binomial Nomenclature in Medicine          | Jan          | 3rd         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Specimens of living organisms (preserved or fresh), simple constructed keys and prepared identification keys of plants and animals, pictures, photographs showing principles of binomial nomenclature                                       | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
| Demonstrate mastery of taxonomic terminologies | Demonstrate an understanding of the principles of binomial nomenclature and classification | (c)Apply knowledge on binomial nomenclature in different fields (forestry, medicine and agriculture)                                     | Applying Binomial Nomenclature in Agriculture                                                   | Jan          | 4th         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Specimens of living organisms (preserved or fresh), simple constructed keys and prepared identification keys of plants and animals, pictures, photographs showing principles of binomial nomenclature                                       | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
| Demonstrate mastery of taxonomic terminologies | Demonstrate an understanding of the principles of binomial nomenclature and classification | (d) Describe the distinctive characteristics of kingdoms, phyla/ divisions and class (Monera, Protoctista, Fungi, Plantae, and Animalia) | Distinctive Characteristics of Kingdom Monera, Characteristics of Kingdom Protoctista and Fungi | Feb          | 1st         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Varieties of living organisms (preserved or fresh) examples: yeast, bread mould, mushroom, Tilapia fish, crabs, moss plant, fern plant, conifers, mouse/rat, frog/toad, flowering plants, hand lens, dissecting kit, dissecting dish, pins. | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
| Demonstrate mastery of taxonomic terminologies | Demonstrate an understanding of the principles of binomial nomenclature and classification | (d) Describe the distinctive characteristics of kingdoms, phyla/ divisions and class (Monera, Protoctista, Fungi, Plantae, and Animalia) | Characteristics of Kingdom Plantae, Characteristics of Kingdom Animalia                         | Feb          | 2nd         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Varieties of living organisms (preserved or fresh) examples: yeast, bread mould, mushroom, Tilapia fish, crabs, moss plant, fern plant, conifers, mouse/rat, frog/toad, flowering plants, hand lens, dissecting kit, dissecting dish, pins. | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
| Conduct biological investigations              | 3.1 Demonstrate mastery of advanced skills for conducting biological investigations        | (a) Apply skills used in biological investigation (observation, measurement, data collection, and report writing skills)                 | Introduction to Biological Investigations, Observation Skills in Biology                        | Feb          | 3rd         | 10             | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Illustrations, diagrams, charts, and photographs showing skills used in biological investigations                                                                                                                                           | Quizzes, Tests, Question and answers, Project work, Group discussions |                |
| <b>Main Competence</b>                         | <b>Specific Competence</b>                                                                 | <b>Learning Activities</b>                                                                                                               | <b>Specific Activities</b>                                                                      | <b>Month</b> | <b>Week</b> | <b>Periods</b> | <b>Ref</b>                                                                                        | <b>Teaching and Learning Methods</b>                                                                            | <b>Teaching and Learning Resources</b>                                                                                                                                                                                                      | <b>Assessment tools</b>                                               | <b>Remarks</b> |

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|                                   |                                                                                     |                                                                                                                                 |                                                                                         |       |     |    |                                                                                                   |                                                                                                                 |                                                                                                                                     |                                                                       |  |
|-----------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------|-----|----|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--|
| Conduct biological investigations | 3.1 Demonstrate mastery of advanced skills for conducting biological investigations | (a) Apply skills used in biological investigation (observation, measurement, data collection, and report writing skills)        | Measurement and Data Collection in Biology, Data Analysis and Interpretation in Biology | Feb   | 4th | 10 | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Illustrations, diagrams, charts, and photographs showing skills used in biological investigations                                   | Quizzes, Tests, Question and answers, Project work, Group discussions |  |
| Conduct biological investigations | 3.1 Demonstrate mastery of advanced skills for conducting biological investigations | (b) Plan and execute in an independent biological investigation                                                                 | Report Writing Skills in Biology, Planning a Biological Investigation                   | March | 1st | 10 | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Specimens of organisms, microscope, microscope slides, laboratory reagents and chemicals and laboratory apparatus                   | Quizzes, Tests, Question and answers, Project work, Group discussions |  |
| Conduct biological investigations | 3.1 Demonstrate mastery of advanced skills for conducting biological investigations | (b) Plan and execute in an independent biological investigation                                                                 | Executing a Biological Investigation, Independent Biological Investigation              | March | 2nd | 10 | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Specimens of organisms, microscope, microscope slides, laboratory reagents and chemicals and laboratory apparatus                   | Quizzes, Tests, Question and answers, Project work, Group discussions |  |
| Conduct biological investigations | 3.2 Perform investigations on the anatomy and physiology of living organisms        | (a) Design and carry out anatomical and physiological investigations related to digestive and excretory systems, photosynthesis | Introduction to Biological Investigations, Observation Skills in Biology                | March | 3rd | 10 | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Varieties of organisms, microscope, microscope slides, laboratory reagents and chemicals, laboratory apparatus and simulations      | Quizzes, Tests, Question and answers, Project work, Group discussions |  |
|                                   | MID TERM                                                                            |                                                                                                                                 | EXAMINATION                                                                             |       | AND |    | HALF                                                                                              |                                                                                                                 | TERM                                                                                                                                |                                                                       |  |
| Conduct biological investigations | 3.2 Perform investigations on the anatomy and physiology of living organisms        | (a) Design and carry out anatomical and physiological investigations related to digestive and excretory systems, photosynthesis | Measurement and Data Collection in Biology                                              | April | 2nd | 10 | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Varieties of organisms, microscope, microscope slides, laboratory reagents and chemicals, laboratory apparatus and simulations      | Quizzes, Tests, Question and answers, Project work, Group discussions |  |
| 4 .0 Conduct a project in Biology | 4 .1 Conduct a project in Biology                                                   | (a) Design and carry out anatomical and physiological investigations related to digestive and excretory systems, photosynthesis | Data Analysis and Interpretation in Biology                                             | April | 3rd | 10 | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Varieties of organisms, microscope, microscope slides, laboratory reagents and chemicals, laboratory apparatus and simulations      | Quizzes, Tests, Question and answers, Project work, Group discussions |  |
| 4 .0 Conduct a project in Biology | 4 .1 Conduct a project in Biology                                                   | (a) Design and carry out anatomical and physiological investigations related to digestive and excretory systems, photosynthesis | Data Analysis and Interpretation in Biology                                             | April | 4th | 10 | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Factories for production of different products, project guidelines, sample of project reports, laboratory facilities, and materials | Quizzes, Tests, Question and answers, Project work, Group discussions |  |

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| Main Competence                   | Specific Competence               | Learning Activities                                                                                                             | Specific Activities            | Month | Week | Periods | Ref                                                                                               | Teaching and Learning Methods                                                                                   | Teaching and Learning Resources                                                                                                     | Assessment tools                                                      | Remarks |
|-----------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------|------|---------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------|
| 4 .0 Conduct a project in Biology | 4 .1 Conduct a project in Biology | (a) Design and carry out anatomical and physiological investigations related to digestive and excretory systems, photosynthesis | Digestive System Investigation | May   | 1st  | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Factories for production of different products, project guidelines, sample of project reports, laboratory facilities, and materials | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
| 4 .0 Conduct a project in Biology | 4 .1 Conduct a project in Biology | (a) Design and carry out anatomical and physiological investigations related to digestive and excretory systems, photosynthesis | Excretory System Investigation | May   | 2nd  | 10      | T.I.E (2024) BIOLOGY for Advance Level Secondary Schools Student book form five Dar - es - salaam | Brain storming<br>Group discussion<br>ICT-based learning<br>Laboratorial practical<br>Exploration<br>Case study | Factories for production of different products, project guidelines, sample of project reports, laboratory facilities, and materials | Quizzes, Tests, Question and answers, Project work, Group discussions |         |
|                                   | ANNUAL                            |                                                                                                                                 | EXAMINATION                    |       | AND  |         | LONG                                                                                              |                                                                                                                 | HOLIDAY                                                                                                                             | BREAK                                                                 |         |