**THE PRESIDENT’S OFFICE-**

**REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

**SCHEME OF WORK**

**TEACHER'S NAME:**

**SCHOOL’S NAME**:

**SUBJECT**: BIOLOGY

**CLASS**: FORM ONE

**TERM**: 1st& 2nd TERM

**YEAR**: 2025

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **COMPETENCE** | **OBJECTIVES** | **MONTH** | **WEEK** | **MAIN-TOPIC** | **SUB- TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **ASSESMENT** | **REMARKS** |
|  | Baseline Orientation Course | JANUARY | 3 |  | **ORIENTATION** |  | COURSE |  |  |  |  |  |
|  |  | 4 |  |  |  |  |  |  |  |  |  |
|  |  | FEBRUARY |  |  |  |  |  |  |  |  |  |  |
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| By the end of the topic the student should have ability to make use of scientific procedures and practical skills in studying biology. | By the end of the topic the student should be able to develop basic knowledge and skills on scientific processes of studying biology. | MARCH | 1 | **1.INTRODUCTION TO BIOLOGY** | **1.1 Basic concepts and Terminologies of Biology** | 4 | To use students responses to make clarification on basic biological concepts and terminologies.   * Meaning * Characteristics * importance | Students sin groups to discuss the basic biological concepts and terminologies such as life, cell, etc.  Students in groups to discuss the characteristics of living things and the importance of studying biology. | Terms extracted from various sources  charts  pictures | **Arafa R and Mustapha Almas(2014), Biology for Secondary schools, Form 1, Student’s book, Oxford University Press, Dar es salaam** | students to define basic concepts and terminologies used in biology |  |
| 2&3 | **1.2 Scientific process in Biology** | 8 | To assign simple activities that will lead students in using various sense organs to observe different conditions in the surroundings.  To guide students to carry out simple biological experiments. | Students to carry out simple activities and use their sense organs to make correct observations in the surroundings.  Students in groups to carry out simple biological experiments. | Variety of organisms  perfume  coloured  tapes | students to carry out scientic process in biology correctly |  |
|  |  | **1.3 The Biology laboratory** | 4 | To lead students to describe the biology laboratory and laboratory rules.  To assist students to identify and name common apparatus and equipments of biology laboratory | Students to familiarize themselves with the biology lab. And warning signs and then name common apparatus and equipments of biology laboratory. | Laboratory tools  list of biology laboratory rules |  | students to able to describe the concept of lab. |  |
| **MIDTERM TEST 4TH WEEK OF MARCH TO 2ND WEEK OF APRIL** | | | | | | | | | | | | |
| **MIDTERM BREAK 11TH APRIL – 22TH APRIL 2025** | | | | | | | | | | | | |
| By the end of the topic the student should have ability to demonstrate appropriate use of biological skills, knowledge, concepts and principles in everyday lif | By the end of the topic the student should be able to apply appropriate health precautions and measures ageinst common accidents infections and other healthproblems | **APRIL** | 3 | **2.0 SAFETY IN OUR ENVIRONMENT** | **2.1 First Aid** | 4 | Guiding a class discussion on the meaning, importance of first aid.  Outlining the components of First Aid Kit and their uses.  To provide procedures of giving first aid to various victims. | Students in groups to brainstorm on the meaning, importance of first aid.  Students in groups to practice giving first aid to various victims. | Publications on first aid  first aid kit  kit and their uses |  | students to define first aid and its importance. |  |
|  |  |  |  | **2.2 Safety at home and school** | 4 | Guiding students to mention common accidents at home and school, and ways of preventing them  -Outlining ways of preventing accidents at home and school.  -explaining ways of maintaining safety at home and school. disporsal, types of waste and basic principles of waste disporsal | Students to give examples of common accidents at home and school and mention ways of preventing them. and  Outlining ways of preventing accidents at home and school. And  -explaining ways of maintaining safety at home and school.  meaning of waste, identify types of waste according to their physical state and discuss the basic principles of waste disposal |  |  | students able to mention common accidents at home and school, and ways of preventing them  Outlining ways of preventing accidents at home |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | MAY |  |  | **2.3 Waste disposal** | **4** | Guiding students to explain the term waste and waste | Students to brainstorm on the | Samples of waste  pictures  diagrams | Ngondu H (2007) Certificate Biology Form 1, Ujuzi Educational Publisher, Dar s salaam  Biology for secondary schools, form 1 & 2(2008), South Carolina & The ministry of education and vocational skills | Can the students give the meaning of waste?  And their classification correctly? |  |
| 4 |  | 4 | To guide students to demonstrate proper ways of disporsing waste, explaining effects of poor waste disporsal and suggest proper ways of disposing waste in the surrounding community. | Students to demonstrate proper ways of disposing waste and brainstorm on the effects of poor waste disposal and suggest proper ways of disposing waste in the community | Dust bin  sewage system  plastic |  |
| By the end of the topic the student should have ability to demonstrate appropriate use of biological skills, knowledge, concepts and principles in every day life | By the end of the topic the student should be able to apply appropriate health precautions and measures ageinst common accidents infections and other health problems as well as protecting others | 1 | **3.0 HEALTH AND IMMUNITY** | **3.1 The concept of health and immunity** | 4 | To guide students on the definitions of health and immunity and their types and the factors affecting body immunity | Students to brainstorm on the concept of health and immunity and their types. Also students to discuss on the factors affecting body immunity | Charts  pictures  text extract | Can the student define health and immunity |  |
|  | 1 |  | **3.2 personal hygiene and good manners** | 2 | To lead students on the meaning of personal hygiene and good manners , principles of personal hygiene and good manners and requirements of personal hygiene and good manners and make conclusions | Students to discussion the meaning of personal hygiene and good manners , principles of personal hygiene and good manners and requirements of personal hygiene and good manners | Pictures  charts  tooth brush  tooth paste  soap  towel | **Arafa R and Mustapha Almas(2014), Biology for Secondary schools, Form 1, Student’s book, Oxford University Press, Dar es salaam** | Can the students give the meaning of personal hygiene and good manners and their principles |  |
|  | 2 | Guiding students to outline ways of maintaining proper personal hygiene during puberty and to make clarification and conclusions on healthy and life styles by focusing on drugs, diet, sexual behaviour, soaps and cosmetics | Students in groups to discuss proper ways of maintaining personal hygiene during puberty and explain importance of good manners | Pictures  charts  tooth brush | Can the students give ways of maintaining personal hygiene and good manners |
|  |  |  | 2 |  | **3.3 Infections and Diseases** | 2 | To guide students on the meaning of infection and disease and their differences. | Students in groups to discuss the meaning of infection and diseases and brainstorm on the common infections and diseases | Charts  pictures  text extract |  | Can the students define infections and diseases and give proper ways of preventing them |  |
| 2 | 2 | Guiding students to explain the causes, symptoms, mode of transmission and effects of common infection and diseases as well as suggesting appropriate preventive and control measures for common infection and diseases. | Students to visit local health facility to investigate the cause, symptoms and effects of common infections and diseases and suggest appropriate measures to be taken to control the spread of common epidemic, pandemic and endemic diseases | Charts  pictures  text extract |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 3 |  | 3**.4 Human Immune Deficiency Virus(HIV), Acquired Immune Deficiency Syndrome(AIDs)** | 4 | To guide students in groups to discuss the meaning of HIV/AIDs, STIs, and STDs. And explain the causes, symptoms, mode of transmission and effects of HIV , AIDS, STI’s and STDs. As well as outlining preventive and control measures of HIV, AIDS, STIs, STDs | Students in groups to discuss the meaning of HIV/AIDs, STIs, and STDs. And brainstorm on causes, symptoms, ways of transmission and effects of HIV/AIDs, STIs, and STDs. | Pamphlets  chart/text on HIV/AIDS , STI and STDs.  Pamphlets |  | students to give the meaning of HIV/AIDs, STIs, and STDs. Ways of preventing, controling them.Give the importance of curative health care and early medical testing |  |
| **TERMINAL EXAMINATIONS 4TH WEEK OF MAY TO 1ST WEEK OF JUNE** | | | | | | | | | | | | |
| **TERMINAL LEAVE 06TH JUNE -08TH JULY 2025** | | | | | | | | | | | | |
|  |  | JULY | 2  3  4 |  | **3.5 Management of STIs, HIV and AIDS** | 4  4  4 | Guiding students to explain ways of avoiding risky situation, risky behavior and practices,  Demonstrating necessary skills for avoiding risky behaviours, practices and situation  And explain the importance of curative health care for STIs and opportunistic diseases. | students to explain ways of avoiding risky situation, risky behavior and practices,  Demonstrating necessary skills for avoiding risky behaviours, practices and situation  And explain the importance of curative health care for STIs and opportunistic diseases. |  | **Arafa R and Mustapha Almas(2014), Biology for Secondary schools, Form 1, Student’s book, Oxford University Press, Dar es salaam** | students to explain ways of avoiding risky situation, risky behavior and Demonstrating necessary skills for avoiding risky behaviours, practices and situationAnd explain importance of curative health care for STIs and opportunistic diseases. |  |
| **AUGUST** | 1 |  | 3**.6 Care and Support of people living with HIV/AIDS(PLWHA)** | 2 | To lead students through questions and answers to explain the importance of providing care and support to PLWHA in the family, community and school and guide them in making any necessary care and support to be provided to PLWHA. | Students in groups to explain the importance of providing care and support to PLWHA in the family, community and school and necessary care to be given to PLWHA. | Publications on home based care for PLWHA  pictures  manuals | Can the students explain the importance of supporting PLWHA in the family, community and school? |  |
| 2 | To provide case studies on the various incidences of stigma and discrimination and their effects to an individual, family and society | Students in groups to discuss the case studies make corrections and presents their responses | Pictures  manuals |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| By the end of the topic the student should have ability to demonstrate appropriate use of biological skills, knowledge, concepts and principles in every day life | By the end of the topic the student should be able to develop appropriate use of biological knowledge, concepts, principles and skills in every day life | **AUGUST** | 2 | **4.0 CELL STRUCTURE AND ORGANISATION** | **4.1 The concept of Cell** | 2 | To lead students to discuss the meaning of cell | Students to present their responses for plenary discussion | Charts, models  diagrams | Ngondu H (2007) Certificate Biology Form 1, Ujuzi Educational Publisher, Dar s salaam | students to:-  define cell  mention characteristics of cells and their types |  |
| 2 | 2 | Guiding students to mention the characteristics of the cell and differentiate various types of cells | Students in groups to discuss the characteristics of the cell | Charts |
|  | 3 |  | **4.2 Types of cells (plant and animal cell)** | 4 | Guiding students to explain the functions of different parts of plant and animal cells,  To draw and label plant and animal cell.  To outline similarities and differences of plant and animal cells. | Students to observe various types of cell and discuss the functions of different parts of the cell, draw plant and animal cells and out line their differences | Microscope  stains  scalpels, slides | **Arafa R and Mustapha Almas(2014), Biology for Secondary schools, Form 1, Student’s book, Oxford University Press, Dar es salaam** | Student to explain the concept of cell defferentiation, tissue formation,organs and body system? |  |
|  | **4.3 Cell Differentiation** | 2 | Guiding students to explain the concept of cell differentiation | Students in groups to observe the displayed tissues and organs of plants and animals | Microscope  scalpels  slides |
|  | 2 | Guiding students to outline the importance of cell differentiation and formation of tissues, organs and body systems as well as to differentiate cells, tissues, organs and body systems. | Students to outline the importance on cell differentiation and formation of tissue, organs and body systems and their differences | Models  pictures |
| **MIDTERM TEST 4TH WEEK OF AUGUST TO 2ND WEEK OF SEPT** | | | | | | | | | | | | |
| **MIDTERM BREAK 29TH AUGOST – 15TH SEPTEMBER 2025** | | | | | | | | | | | | |
| \By the end of the topic the student should have ability to group organisms according to their similarities and differences | By the end of the topic the student should be able to classify living organisms in their respective kingdoms and phyla/divisions | **SEPT** | 3  4 | **5.0 CLASSIFICATION OF LIVING THINGS** | **5.1 Concept of classification** | 4  4 | Guiding students to explain the concept of classification, the importance of classification and  grouping livingthings according to their similarities and differences | students to explain the concept of classification, the importance of classification and grouping livingthings according to their similarities and differences | Pharmacy  market  nearby shop  library  pictures  variety of living things | Ngondu H (2007) Certificate Biology Form 1, Ujuzi Educational Publisher, Dar s salaam | students to explain the concept of classification, the importance of classification and  grouping livingthings according to their similarities and |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **OCTOBER** | 1 |  | **5.2 Classification systems** | 2 | Guiding students to outline types of classification systems and their difference  To explain merits and demerits of each type of classification  To carryout practical activities to classify living things according to artificial and natural classification systems | students to outline types of classification systems and their difference  To explain merits and demerits of each type of classification  To carryout practical activities to classify living things according to artificial and natural classification systems | Variety of living things  charts  pictures | **Arafa R and Mustapha Almas(2014), Biology for Secondary schools, Form 1, Student’s book, Oxford University Press, Dar es salaam** | students to outline types of classification systems and their difference  To explain merits and demerits of each type of classification  To carryout practical activities to classify living things according to artificial and natural classification systems |  |
|  |  | **5.3 Major groups of living things** | 2 | Guiding students to mention major groups of living things  To outline ranks of classification  To carryout practical activities to group organisms into their respective major groups | students to mention major groups of living things  To outline ranks of classification  To carryout practical activities to group organisms into their respective major groups | Variety of living things  charts  pictures | students to mention major groups of living things  To outline ranks of classification  To carryout practical activities to group organisms into their respective major groups |
| 2 |  | **5.3.1 Virus** | 4 | Guiding students to explain general and distinctive features of viruses  To describe the structure of virus  To outline the advantages and disadventages of viruses. | students to explain general and distinctive features of viruses  To describe the structure of virus  To outline the advantages and disadventages of viruses. | Charts on virus  microgram of virus  pictures |  | students to explain general and distinctive features of viruses  To describe the structure of virus  To outline the advantages and disadventages of viruses. |  |
| 3  &  4 | **5.5 Kingdom Monera** | 8 | Guiding students to explain general and distinctive features of the kingdom monera  To describe structure of the representative organism of the kingdom monera  Outline the advantages and disadvantages of bacteria | students to explain general and distinctive features of the kingdom monera  To describe structure of the representative organism of the kingdom monera  Outline the advantages and disadvantages of bacteria | Charts  pictures  models | students to explain general and distinctive features of the kingdom monera  To describe structure of the representative organism of the kingdom monera  Outline the advantages and disadvantages of bacteria |
| To lead students to brainstorm on the prons and cons of monera and the characteristics of pathogenic and non-pathogenic bacteria | Students to students to brainstorm on the prons and cons of monera and the characteristics of pathogenic and non-pathogenic bacteria | Charts  pictures  models | Students to students to brainstorm on the prons and cons of monera and the characteristics of pathogenic and non-pathogenic bacteria |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **NOVEMBER** | 1  &  2 |  | **5.6 Kingdom Protoctista** | 8 | Guiding students to explain general and distinctive features of the kingdom protoctista  To mention phyla of the kingdom protoctista  To describe structures of Amoeba, Euglena and Paramecium | students to explain general and distinctive features of the kingdom protoctista  To mention phyla of the kingdom protoctista  To describe structures of Amoeba, Euglena and Paramecium | Charts  pictures  mode  yeast | **Arafa R and Mustapha Almas(2014), Biology for Secondary schools, Form 1, Student’s book, Oxford University Press, Dar es salaam** | students to explain general and distinctive features of the kingdom protoctista  To mention phyla of the kingdom protoctista  To describe structures of Amoeba, Euglena and Paramecium |  |
| To lead students to brainstorm on the prons and cons of paramecium and plasmodium | students to brainstorm on the prons and cons of protoctista | Charts  pictures  mode |
|  | 3 | **REVISION** | | | |  |  |  |
|  |  | **ANNUAL EXAMINATION 4TH WEEK OF NOV TO 2ST WEEK OF DEC** | | | |  |  |  |  |
|  |  | **ANNUAL HOLIDAY 05/12/2025** | | | |  |  |  |  |