SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

Demonstrate appropriate use of biological knowledge, concepts, principles and skills on everyday life.	Development appropriate use of biological knowledge, concepts, principles and skills in everyday life promote ability to communicate using biological terms and vocabularies.	JANUARY	3-4	INTRODUCTION TO BIOLOGY	Basic concepts and terminologies of biology	6	Organizing students in group to discuss the basic biological concepts and terminologies, organize students in group to discuss the characteristics of living things, importance of life, living things and studying biology, guiding students in group to discuss the relationship between biology and other science fields such as agriculture, medicine, pharmacy, nutrition, forestry.	Discussing basic biological concepts and terminologies, discussing the characteristics of living things, and studying biological, discussing the relationships between biology and other fields.	Variety of living things and non living things/charts/diagrams/showing the characteristic of living things/ magazines/journals on biological science and related fields.	Biology for Secondary Schools Form 1 & 2	Students should be able to explain the meaning of the basic biological concepts and terminologies, outline the characteristics of the living things , explain the importance of studying biology.	

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

Demonstrate appropriate use of biological knowledge, concepts, principles an skills on everyday life.	Develop appropriate use of biological knowledge, concepts, principles, and skills in everyday life, promote ability to communicate using biological terms and vocabularies.	FEBRUARY	2-3	INTRODUCTION TO BIOLOGY	Scientific process in biology the biology laboratory.	9	Assigning activities to students that will lead them using various sense organs to observe different condition in the surroundings, leading the students in pairs to take measurements, record their findings and present for class discussion. Guide students carry out simple biological experiments such as observing specimen using handlens investigating habits of different organisms, leading students to describe the biology laboratory and laboratory rules.	Carrying out activities and use their sense organs to make correct observation of different conditions in the surroundings, taking measurements of different substances record their findings are present. Using guidelines to carry out simple biological experiments' records, analyse, accurately present their findings, describing the biology laboratory and discuss laboratory rules.	Variety of living things and non living things materials eg. Hot water, ice, colourful pictures, tapes, thermometers, weighing, scales, various objects such as boxes, specimen apparatus organisms, soil, a variety of biology laboratory tools list of biology laboratory.	Biology for Secondary Schools From 1 & 2	Students should be able to carry out the assigned activities that observed by individual; participation of themselves, answer the questions by using measurements which is taken by themselves, describe.	

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS
Demonstrate appropriate use of biological knowledge concepts, principles and skills on every day life.	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate using biological terms and vocabularies.	FEBRUARY	4	SAFETY IN OUR ENVIRONMENT.	FIRST AID	6	Leading class discussion on the meaning and importance of first aid to home and at school, competent of first aid kit and their uses. Guiding students to explain how to give first aid to various victims, risk and safety precaution.	Discussing meaning and importance of first aid at home and school, observing and identifying components of first aid kit, brainstorm on ways of giving first aid to various victims, carrying out a guided practice of giving first aid to various victims.	Publication of first aid /first aid kit/charts on components /of first aid kit and their uses.	Biology for Secondary Schools form 1 & 2	Students should be able to explain, meaning and importance of first aid, to draw and label components of first aid kit to participate in practicing proper procedures of giving first aid.	
MID TERM EXAMINATION AND BREAK												

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS

Edit with WPS Office

SCHEME OF WORK

Name of teacher:
Year: ____
Class/Stream: FORM ONE

Name of School: .....
TERM: 1 to 4
Subject: BIOLOGY

Demonstrate appropriate use of biological knowledge, concepts, principles, and skills on everyday life.	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate biological and vocabularies.	MARCH & APRIL	3 & 4 & 1	Safety in our environment.	Safety at home and school waste disposal.	9	Leading a class discussion on the meaning and importance of first aid at home and at school, component of first aid kit and their uses organizing a brainstorming session on meaning of waste and waste disposal, assigning group work to students of classifying waste produced at home, school and industry according to living and non living components, leading a class discussion basic principles of waste disposal and classifying waste into recycled and non recycled.	Giving example of common accidents at home and school, giving out their views on ways of preventing accidents at home and school brain storming on meaning of waste and waste disposal classifying waste according to their physical state, discussing on group basic principles of waste disposal classifying waste into recycled and non recycled.	Variety of things that can cause accidents at home and school, knife/kerosene/fire/ medicine/ sample of waste/ pictures/ photographs of dumped waste/ dustbin/ sewage system/	Biology for secondary schools forms 1 & 2	students should be able to explain meaning and importance of first aid at home and school, to explain meaning of waste and waste disposal to classify waste according to their	

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

Demonstrate appropriate use of biological knowledge, concepts, principles and skills on everyday life.	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate using biological terms and vocabularies.	APRIL & MAY	2 & 3 & 4 & 1	Safety in our environment.	The concept of health and immunity personal hygiene and good manners.	12	Leading a class on the definition of health and immunity types of body immunity (natural and artificial) and their importance organizing brain storming session on factors which affect body immunity, organizing students in groups to discuss the meaning of personal hygiene and good manners, leading a class on the principles of personal hygiene and good manners.	Discussing the definition of health an immunity discussing types of immunity and their importance giving out their views on factors which affect body immunity discussing in groups the meaning of personal hygiene and good manners, outlining principles of personal hygiene and good manners discussing in groups proper ways of maintaining personal hygiene during poverty, characteristics features of importance of good manners.	Charts on health and body immunity samples of vaccines/ picture showing people with characteristics of good manners/ posters, film and pictures showing effects on drug users samples of good types of cosmetics and soap/film/ education slides.	Biology for secondary school forms 1 & 2	Students should be able to discuss on the definition of health and body immunity, to brainstorm session on factors that affect body immunity, to explain the meaning of personal hygiene and good manners, to explain the	

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS
Demonstrate appropriate use of biological knowledge, concepts, principles and skills every day.	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate using biological terms and vocabularies.	MAY	2 3 4	-//-	Infections an diseases.	6	Leading plenary discussion on the meaning of infection and diseases and their differences, organizing a brainstorms session on common infections and diseases such as epidemic, endemic, pandemic organizing students group to discuss the causes, symptoms, effects, common infections and diseases, leading class discussion appropriate preventive and control measures for common infections and diseases.	Discussing in groups the meaning of infection and diseases, giving out their views on common infections and diseases, discussing in groups the causes, symptoms, and effects of common infections and diseases, using guide lines carry out a survey on the common diseases in the community.	Charts and pictures of people suffering from common infections and diseases, showing people with common infections /posters, film and pictures/ Charts /journals articles on common diseases.	Biology for Secondary Schools Forms 1 & 2, ministry of educated and vocational training biology for secondary schools Form 1 & 2	Students should be able to explain the meaning of infection and diseases and their differences, to brainstorm session on common diseases such as pandemic, epidemic, and endemic, to explain the causes.	

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

TERMINAL EXAMINATION AND LONG VACATION.												
COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ___

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

Demonstrate appropriate use of biological knowledge, concepts, principles and skills every day	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate using biological terms and vocabularies	JULY & AUGUST	3 & 4 & 1 & 2	-//-	Human Immune Deficiency Virus (HIV) Acquired Immune Deficiency Syndrome	12	Guiding students to discuss the meaning of HIV/AIDS, STIs and STDs leading a class discussion on causes, symptoms, mode of transmission on effect, preventive and control measurement, guiding students to outline preventive and control measurement of HIV/AIDS, STIs and STDs and making clarification, guiding students to discuss ways of avoiding risky situation, behaviour and practices, leading a role play on how to use various life skills to avoid risky, situation, behaviour and practices an guiding discussion major effect and consequences show in the role plays and make conclusion.	Discuss on the meaning of HIV/AIDS and STIs , STDs, discussion on causes, symptoms, mode of transmission and control measures, outlining preventive and control measures of HIV/AIDS and STIs, STDs presenting their views on ways of avoiding risky situations behaviours and practices, discussing on groups major effects and consequences shown in the role play brainstorming on the importance of curative health cure of STIs and opportunistic diseases.	Charts/ magazines/journalarticleson STIs and HIV/AIDS /brochure / charts/ charts /pictures showing risky behaviours, practices and situation/ pictures showing health care of STIs and opportunistic diseases.	Biology for Secondary Schools form 1-2	Students should be able to explain the HIV/AIDS and STIs, STDs, their causes symptoms, mode of transmission to discuss ways of avoiding risky situation, behaviours, practices, explain the importance curative health cure.	

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS
Demonstrate appropriate use of biological knowledge, concepts, principles and skills every day	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate using biological terms and vocabularies	AUGUST & SEPTEMBER	3 4 1 2	Safety in our environment cell structure and organization.	Care and support of people living with HIV/ AIDS (PLWHA) the concept of cell, cell differentiation.		Leading students in explaining importance of prowding care and support to PLWHA in family, community, and school, through asking questions, guiding students in groups to discus necessary care and support services to be provided to PLWHA and make clarification, leading students in groups to discuss the meaning f cell and the characteristic of cell, leading a class discussion on various type of cell, functions do different parts of a plant and animal cell, guiding students in how to prepare slides charts and models of plant and animal cells, leading class discussion on the similarities and differences of plant and animal.	Explain in groups importance of providing care and support to PLWHA in family, community and schools, discussing in their groups necessary care and support services to be provided to PLWHA, discussing the meaning of cell, characteristic of cell, observing different types of cells and differentiate their function and part of a plant and animal cell discuss the importance of cell differentiation and formation of tissue organs, body system.	Charts/ models/ magazines/showing different types of cell/ microscope slide/ slides of plant and animal cell/ charts showing plant and animal cells	Biology for Secondary Schools form 1 -2	Students should be able to explain importance of prowding care and support to PLWHA in family community, to explain the meaning of cell, types of call, different parts and functions of plant and animal cell.	

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS
Demonstrate appropriate use of biological knowledge, concepts, principles and skills every day	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate using biological terms and vocabularies	SEPTEMBER & OCTOBER	3 4 1 2	Safety in our environment cell structure and organization.	Care and support of people living with HIV/ AIDS (PLWHA) the concept of cell, cell differentiation.	12	Leading students in explaining importance of prowding care and support to PLWHA in family, community and school, through asking questions, guiding students in groups to discuss necessary care and support services to provide PLWHA and make clarification, leading students in groups to discuss the meaning of cell and characteristic of cell, designing practical work for students to observe different	Explaining in groups importance providing care and support to PLWHA in family, community and school, discussing in their groups necessary care and support services to be provided to PLWHA, discussing the meaning of cell, characteristic of cells, observing different types of cells, discussing various types of cells and differentiate their function and part of plant and animal cells discuss the importance of cell differentiation and formation of tissues organs, body system.	Charts/ models/ magazines/showing different types of cell/ microscope slide/ slides of plant and animal cells/ charts showing plant and animal cells.	Biology for Secondary Schools form 1-2	Students should be able to explain importance of prowding care ad supporter to PLWHA in family and community, to explain the meaning of cell, different parts and functions of plant a animal cell.	

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

MIDTERM EXAMINATION AND BREAK												
COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS

Edit with WPS Office

SCHEME OF WORK

Name of teacher:
Year: ____
Class/Stream: FORM ONE

Name of School: .....
TERM: 1 to 4
Subject: BIOLOGY

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS
Group organisms according to their similarities and differences.	Classify living organisms in their respective kingdoms, phyla/division	NOVEMBER & OCTOBER	4 1 2	Classification of living organism, major groups of living things, viruses.	Concept of classification.	12	Organizing students visit to place where items are systematically grouped (laboratory-library) designing practical work for students to observe and group organisms according to their similarities and differences organizing a brainstorm session on the importance of classifying living things, leading brainstorming session on classification systems and merit and demerit of each type of classification system, designing simple practical work on grouping living things using each classification system, leading a class discussion on the major groups of living things, general and distinctive features of viruses, structure of viruses, advantage and disadvantage of viruses	Collecting variety of living things and group them according to their similarities and differences participating in the session by giving out their views and asking questions discussing on types of classification and their differences also the merit and demerits each type of classification discussing the major group of living organism and their different ranks, observing and discussing on general and distinctive features of viruses drawing and labelling the diagram of viruses, brainstorming the advantage and disadvantage of viruses.	Charts/ micrographs of viruses/ a variety of living organisms/picture/ representative sample of each group of living things.	Biology for Secondary Schools form 1-2	Students should be able to explain the type of classification and its importance, explain the structure of viruses, general and distinctive features of viruses, advantage and disadvantage of viruses.	

Edit with WPS Office

SCHEME OF WORK

Name of teacher:

Name of School: .....

Year: ____

TERM: 1 to 4

Class/Stream: FORM ONE

Subject: BIOLOGY

Group organisms according to their similarities and differences.	Classify living organisms in their respective kingdoms, phyla/division	NOVEMBER	3 4	Classification of living organism, major groups of living things, viruses.	Kingdom Monera Kingrom Protista	12	Organizing students in groups to observe charts of representative organisms of the monera and leading a class discussion on the general and distinctive features of bacteria, leading a class discussion on advantages and disadvantages of bacteria, characteristic of pathogenic and non pathogenic bacteria, guiding students to group organism according to their similarities and differences and their phyla, leading students in groups to identify structures of amoeba, euglena, paramecium and plasmodium leading a brainstorm session of advantages and disadvantages of representative organisms under the kingdom protoctista.	Observing charts of representative organisms of the kingdom monera and outlining the general and distinctive features of bacteria discussing advantages and disadvantages of bacteria and characteristic of pathogen and non pathogen bacteria observing charts or preserved specimen and group the organisms according to their similarities and different and state their phyla identify and outlining structure of amoeba, euglena, paramecium, plasmodium, brainstorm on the advantages and disadvantages of the kingdom protoctista.	Charts/ pictures/ preserved specimen of amoeba, euglena/ charts models/ pictures of bacteria/ yoghurt/ cheese/ root includes leguminous plants.			
ANNUAL EXAMINATIONS AND LONG VACATION.												

Edit with WPS Office