

**WHAT 0757478868 LESSON PLANS,RECORD OF WORK LATEST EXAM SERIRS
JESMA,COMPASS ,SIGNAL**

2026 GRADE 10 BIOLOGY SCHEME OF WORK – TERM 3

Reference Material: Grade 10 Biology Curriculum Design (KICD 2025)

W K	L S N	STRAN D	SUB- STRAND	SPECIFIC LEARNING OUTCOME S	LEARNING EXPERIEN CES	KEY INQUIRY QUESTIO NS	LEARNING RESOURCE S	ASSESSM ENT METHOD S	R E F
1	1	Anatom y and Physiol ogy of Animal s	Transport	By the end of the lesson, the learner should be able to: a. Explain the meaning and importance of transport systems in animals	<ul style="list-style-type: none"> • Search print or digital media for information on the meaning and significance of transport systems in animals • Discuss 	Why is transport essential in animals?	<ul style="list-style-type: none"> • Grade 10 Biology Curriculum Design • Digital devices • Reference charts • Textbooks 	<ul style="list-style-type: none"> • Oral questions • Written assignmen ts • Observatio n 	

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				<p>b. Analyze why simple diffusion is insufficient for large multicellular animals</p> <p>c. Relate internal transport in animals to real life the way a city road network distributes essential goods to every neighborhood</p>	<p>why surface area-to-volume ratio necessitates specialized transport systems in large animals</p> <ul style="list-style-type: none"> Brainstorm and present how nutrients, respiratory gases, and wastes are moved across animal bodies 				
	2	Anatom y and Physiol ogy of	Transport	By the end of the lesson, the learner	• Search for information on transport structures in	How do transport systems in animals	• Grade 10 Biology Curriculum Design	• Written tests	