



KS3 English Medium Term Planning

Who cares? By Helen Bird: English: B chambers

Overarching aims & rationale:

To explore themes (responsibility, care, conflict, identity, relationships, social issues)

Develop reading skills (inference, vocabulary, structure, viewpoint) progressively from Level 1 to Level 5

Foster writing skills (narrative, descriptive, argument, reflection) tied to themes and text

Promote speaking & listening through discussion, role-play, debate

Build vocabulary and confidence in using higher-level synonyms, figurative language, discourse markers

Encourage metacognitive reflection: how caring roles affect individuals, moral dilemmas, empathy

We divide the 15 sessions roughly by stages:

Introduction / context / setting the scene (Sessions 1–2)

Reading & investigating the first part of the book (Sessions 3–6)

Mid-book deeper thematic & structural work (Sessions 7–10)

Reading to the end & synthesising (Sessions 11–13)

Extension, assessment, reflection (Sessions 14–15)

Each session includes:

Differentiated Learning Objectives (for lower / middle / upper ability)

Success Criteria (how pupils know they've met the objective)

Suggested activities (not exhaustive)

lower ability to Level 1–2, middle to Level 3, upper to Level 4–5, or mix within classes.



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Session 1: Introduction to Who Cares?, **context, and prediction**

Learning Objectives

Lower: I can understand the title and front cover and make simple predictions about the book.

Middle: I can identify likely themes (care, responsibility) and pose questions about the text.

Upper: I can relate the title and cover to social issues and infer the author's purpose.

Success Criteria

- I have written at least three predictions / questions about the story.
- I have justified one prediction using clues from the cover / blurb.
- In discussion, I contributed an inference about possible themes.

Activities

Show cover, blurb, author name; ask pupils to annotate interesting words, images.

Pair-share predictions: who cares? what kind of care?

Whole-class share and build a question wall (What do we want to find out?).

Introduce social context: unpaid carers, responsibilities in families. (Brief mini-research or a short statistic slide.)



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Session 2: Chapter 1 **reading + vocabulary focus**

Learning Objectives

Lower: I can read and understand the first chapter in shorter sections, identifying unfamiliar words.

Middle: I can infer meaning of unknown words using context, and summarise key events.

Upper: I can analyse how the author uses language choices in the opening to set tone / mood.

Success Criteria

- I have noted up to five unfamiliar words and attempted to define them via context.
- I have written a 3–4 sentence summary of the chapter.
- I have identified at least one effective phrase (e.g. metaphor, adjective) and explained its effect.

Activities

Read Chapter 1 as a class (or in small groups), pausing at set intervals.

Vocabulary pause: students annotate uncertain words; scaffolded dictionaries / word maps.

Summary jigsaw: each group summarises a section then shares.

Language spotlight: teacher models picking a phrase, asks pupils to discuss its effect on mood / characterization.



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Session 3: Deeper reading & inference (Chapters 2–3)

Learning Objectives

Lower: I can locate explicit information in the text.

Middle: I can make inferences about characters' feelings or motives with textual support.

Upper: I can compare different textual clues and infer subtext or hidden tensions.

Success Criteria

- I have answered retrieval questions correctly.
- I have written at least two inference statements with evidence (e.g. "I think X because ...").
- I have identified a passage with implied tension and explained my interpretation.

Activities

Retrieval quiz (short questions) on chapters 2–3.

Inference strips: give short extracts; pupils annotate feelings, motives, textual clues.

Role-play a short scene: freeze-frame and ask pupils to explain what the characters might be thinking.

Class discussion: whose perspective might be least obvious?



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Session 4: **Character study / viewpoint**

Learning Objectives

Lower: I can choose a character and list five facts about them.

Middle: I can write a short monologue from a character's viewpoint.

Upper: I can compare and contrast two characters' viewpoints and how these shift.

Success Criteria

- I have created a character profile (traits, motivations, background).
- I have produced at least a 1st person monologue (100–150 words) in character voice.
- In discussion or writing, I have compared how two characters see a key event differently.

Suggested Activities

Character profiling grid (name, role, motivation, conflict)

Hot-seat role play: students ask questions and one responds as the character

Write monologues / diary entries in character voice

Compare monologues from two characters about the same event



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Session 5: Theme exploration – “care” and “responsibility”

Learning Objectives

Lower: I can identify in the text places where care or responsibility is shown.

Middle: I can explain how the author illustrates the burden or reward of caring.

Upper: I can analyse how theme is developed (through recurring motifs, contrast, structure).

Success Criteria

- I have underlined / noted at least three textual quotes linked to care or responsibility.
- I have written a short paragraph explaining one quote's significance to the theme.
- I have sketched a thematic map (textual threads) and explained how the author weaves them.

Activities

Think-pair-share: what is “care”? Pupils brainstorm definitions, examples.

Text hunt: pupils in groups skim a set of chapters identifying quotes about caring / responsibility

Thematic map: draw how these quotes connect (positive/negative, conflict, tension)

Whole-class share: build a thematic board



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Session 6: **Structure & narrative pacing**

Learning Objectives

Lower: I can outline the major events so far in simple order.

Middle: I can comment on pacing, turning points, and where tension rises.

Upper: I can critique how structural choices (e.g. flashbacks, chapter breaks) affect reader engagement.

Success Criteria

- I have produced a storyboard or timeline of events so far.
- I have identified at least one turning point and explained its impact.
- I have annotated one chapter break or structural device and discussed its effect on pacing.

Activities

Timeline or storyboard creation in groups

Locate key turning points; discuss in pairs

Structural annotation: give pupils an extract with a flashback or break; they annotate the effect

Discussion: how would the story feel if structured differently?



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Session 7: Mid-book **reading & reflective writing** (Chapters 4–6)

Learning Objectives

Lower: I can follow the plot and answer comprehension questions.

Middle: I can identify internal conflict in characters and write reflectively.

Upper: I can analyze how the author contrasts characters and reflect on moral choices.

Success Criteria

- I have answered comprehension questions accurately.
- I have written a 150-word reflective piece: "If I were in this character's shoes ..."
- I have highlighted at least two contrasting character decisions and discussed their implications.

Activities

Read chapters in small groups, stopping to discuss.

Comprehension questions (mixed difficulty)

Reflective writing: moral dilemma from text, ask pupils to "take a side"

Share reflections and debate choices



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Session 8: **Language features** – imagery, dialogue, tone

Learning Objectives

Lower: I can identify examples of figurative language (e.g. simile, metaphor) and dialogue.

Middle: I can explain how those language features contribute to tone and characterization.

Upper: I can compare and evaluate multiple language features and their cumulative effect.

Success Criteria

- I have underlined 3–4 examples of imagery, figurative language, or dialogue.
- I have explained in writing or talk how one example affects tone or characterization.
- I have compared two language features and discussed how they work together to shape the scene.

Activities

Mark-up extracts: pupils annotate imagery, dialogue, tone words

Mini-lesson on figurative devices, tone, etc.

In pairs, pupils present one annotated quote and explain effect

Challenge task: rewrite a short scene altering tone (e.g. more ominous / more hopeful)



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Session 9: **Mid-book debate / discussion** – whose responsibility?

Learning Objectives

Lower: I can present my viewpoint and support it with one example from the text.

Middle: I can engage in a structured debate about responsibility and care, using textual evidence.

Upper: I can refute counterarguments, use higher-level discourse markers, and deepen the debate.

Success Criteria

- I have stated a clear position (“I think X is responsible because ...”) with evidence.
- I have responded to someone else’s argument and offered a counterpoint.
- I have used linking phrases (however, nevertheless, in contrast) in my debate contributions.

Activities

Assign motion (e.g. “The main responsibility lies with the carer, not society”)

Split class into affirmative / negative teams, plan arguments with textual support

Conduct debate (with timekeeper, moderators)

Reflect: which arguments were strongest? Were any assumptions unexamined?



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Session 10: Reading ahead & **prediction** (Chapters 7–8)

Learning Objectives

Lower: I can read these chapters and summarise key events.

Middle: I can infer possible outcomes and justify predictions.

Upper: I can forecast thematic development and plot twists based on clues.

Success Criteria

- I have summarised each chapter in 3–4 sentences.
- I have written two predictions for the rest of the story, with textual evidence.
- I have discussed how themes might evolve in the ending.

Activities

Silent or guided reading of chapters 7–8

Summary writing

Prediction workshop: share and debate predictions

Collect “prediction slips” to revisit later



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Session 11: **Reading & culminating tension** (Chapters 9–10)

Learning Objectives

Lower: I can follow the narrative and identify the climax or turning points.

Middle: I can analyse how tension is built in these chapters.

Upper: I can explore how structural, linguistic, and thematic devices converge toward climax.

Success Criteria

- I have identified at least two moments of high tension or conflict.
- I have annotated a passage showing tension-building techniques (e.g. short sentences, repetition).
- I have written a mini-analysis (100–150 words) on how the author escalates conflict.

Activities

Read chapters 9–10 in pairs, pause to discuss tension spots

Tension hunt: annotate techniques in small groups

Share annotations; compare different groups' observations

Write mini-analyses; peer assess them



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Session 12: **Resolution & denouement** (Chapters 11–end)

Learning Objectives

Lower: I can summarise the ending and note character outcomes.

Middle: I can discuss how conflicts are (or are not) resolved and the implications.

Upper: I can critique the author's resolution choices and relate them to theme and purpose.

Success Criteria

- I have summarised the ending in 5–6 sentences.
- I have identified which conflicts were resolved and which remained open.
- I have produced a short critique or reflection: what I liked / questioned about the ending.

Activities

Read remaining chapters together

Ending summary in pairs / groups

Conflict-resolution map: which threads tied up / left open

Class discussion: alternative endings? What if the author had chosen differently?



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Session 13: **Thematic synthesis & comparative thinking**

Learning Objectives

Lower: I can list main themes and associate evidence.

Middle: I can write an essay outline comparing two themes (e.g. care vs self, duty vs freedom).

Upper: I can draft an analytical paragraph synthesising multiple themes, structure, and language.

Success Criteria

- I have produced a themes plus evidence table.
- I have prepared an essay outline (introduction, 2–3 theme comparisons, conclusion).
- I have drafted one analytical paragraph with topic sentence, evidence, explanation, linking.

Activities

Theme-evidence grid: pupils fill in key themes with supporting quotes

Brainstorm possible thematic pairs to compare

Model essay structure / paragraph writing

Pupils draft their own paragraph; peer review



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Session 14: Assessment / **past-paper style writing**

Learning Objectives

Lower: I can plan and write a response to a prompt about Who Cares? using evidence.

Middle: I can write a coherent essay (approx. 500 words) responding to a thematic / evaluative question.

Upper: I can write a well-structured, analytical essay (600+ words), integrating textual references, article-level vocabulary, and critical voice.

Success Criteria

I have completed a planning sheet (thesis, headings, evidence).

I have written an essay responding to the prompt (e.g. "How does Helen Bird/Orme explore the cost of caring?").

My essay includes at least 4 well-integrated quotations, cohesive argument, and clear conclusion.

Activities

Display or distribute prompts (differentiated)

Planning time + scaffolding (e.g. sentence starters, paragraph frames)

Independent writing

Peer or teacher feedback (focus on argument, evidence, coherence)



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Session 15: **Reflection, extension & creative task**

Learning Objectives

Lower: I can reflect on how my views changed during reading.

Middle: I can link the novel's themes to other texts or real-world contexts.

Upper: I can produce a creative or discursive extension (e.g. alternative ending, letter to a character, social commentary).

Success Criteria

- I have written a 150-word reflection: "How has reading Who Cares? challenged or affirmed my views about care?"
- I have made connections to one other text, film, or real-life situation.
- I have completed a creative extension that demonstrates a sophisticated understanding (e.g. a letter, monologue, alternate chapter) with textual echoes.

Activities

Individual reflective writing

Pair & share reflections; discuss how perspectives shifted

Creative task: choose one (alternate ending, letter, poem, parallel story from another character's POV)

Optional: exhibition of creative tasks, class gallery, or sharing



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How to map to National Curriculum Levels 1–5

NC Level Approx. skills / expectations

Level 1 Basic decoding, retrieval, simple comment, minimal inference, simple sentence writing

Level 2 Some inference, begin to link ideas, simple paragraphs, use of basic discourse markers

Level 3 More secure inference, paragraphing, begin to structure essays, use quotations, compare ideas

Level 4 Clear sustained argument, integration of evidence, explicit thematic comment, varied vocabulary

Level 5 Sophisticated analysis, critical voice, multi-layered argument, intertextual links

Tiered LOs in each lesson (e.g. lower ability work toward Level 1–2, middle toward Level 3, higher toward Level 4–5). Over time, aim to scaffold pupils upward (e.g. those who began at Level 2 might reach Level 3 or 4 by session 15).