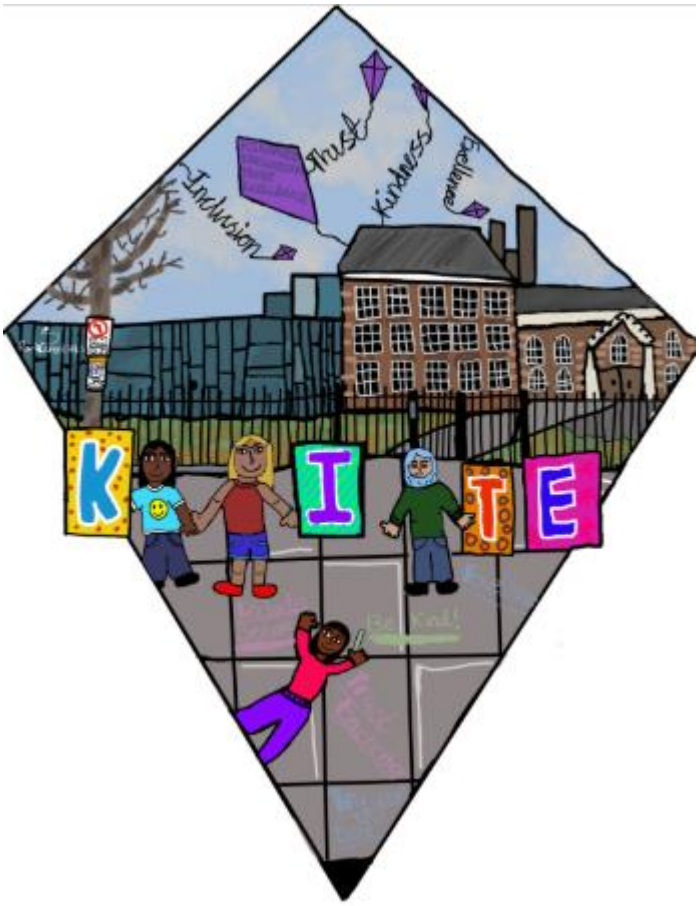
Parliament Hill School

Year 8

Parent Information Event

6th October 2026



YEAR 8

STRONGER TOGETHER

Year 8 Tutor Programme

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Weekly Notices	READ LEAD SUCCEED	SLT Assembly	LEARNER ATTRIBUTES	PSHE
PM	Attendance Celebration 100%	PSHE	Wellbeing Wednesday	ATL Assembly	LET'S CELEBRATE

2026-2027 Year Plan: Key Dates and Events

Wk	Autumn Term	Wk	Spring Term	Wk	Summer Term
1A	01/09/2026	16A	04/01/2027	27A	12/04/2027
2B	07/09/2026	17B	11/01/2027	28B	19/04/2027
3A	14/09/2026	18A	18/01/2027	29A	26/04/2027
4B	21/09/2026	19B	25/01/2027	30B	03/05/2027 Year 8 Parents' Evening – Thursday 6th May 2027
5A	28/09/2026	20A	01/02/2027 Friday 5th February – Enrichment Day 1	31A	10/05/2027
6B	05/10/2026	21B	08/02/2027	32B	17/05/2027
7A	12/10/2026		15/02/2027 Half term	33A	24/05/2027
8B	19/10/2026	22A	22/02/2027		31/05/2027
	26/10/26 Half Term	23B	01/03/2027	34B	07/06/2027
9A	02/11/2026	24A	08/03/2027	35A	14/06/2027
10B	09/11/2026	25B	15/03/2027	36B	21/06/2027
11A	16/11/2026	26A	22/03/2027 Progress Report 2	37A	28/06/2027 Monday 28th June – Enrichment Day 2
12B	23/11/2026		29/03/2027 Easter Holiday	38B	05/07/2027
13A	30/11/2026			39A	12/07/2027 Progress Report 3
14B	07/12/2026			40B	19/07/2027
15A	14/12/2026 Progress Report 1				21/07/2027 Summer Holiday
	21/12/2026 Christmas Holiday				

Homework: Timetable and Subject details

- Evidence base: + 5 months additional learning when home learning is frequent and achievable
- All home-learning is set on Teams, explained in lessons and written in Parli Journals
- KS3 home-learning timetable to spread out tasks across the fortnight
- Tasks should be challenging but achievable – learners should need to think hard
- Tasks should be roughly 30-45 minutes per subject
- Home learning should take no more than 2 hours each night
- The purpose is to practise skills, there is no point using AI or copying a friend because then you aren't gaining the practise you need to make progress at school

	MON	TUES	WED	THURS	FRI
Week A	English PE/Dance	Science Drama	Citizenship/PSHE Design Technology	Music	Maths Geography
Week B	English History	Science Art	French/Spanish	RE	Maths Food and Nutrition

Subjects	Home learning
Art	Teams assignment based on current project
Citizenship & PSHE	Teams assignment based on current topic
Design Technology	Teams assignment based on current project
Drama	Teams assignment half termly task
English	Sparx Reader Teams assignment half-termly task
French	ActiveHub or Teams assignment
Geography	Teams assignment researching a case study
History	Seneca or Teams assignment based on current topic
Maths	Sparx maths
Music	Teams quiz
Religious Studies	Teams assignment based on current topic
Science	Sparx Science
Spanish	Y7/Y8 Teams assignments: e.g. making learning resources and taking part in Language/Culture challenges Y9 ActiveHub (Online platform for the GCSE syllabus)



Curriculum documents: Information on the KS3 curriculum section of the PHS website

What Year 8 will be learning about this year:

This is an overview of the content covered in Year 8 for 2025-26. You can find more detailed curriculum plans for all KS3 subjects here https://www.parliamenthill.camden.sch.uk/Learning--Curriculum/Curriculum-KS3/

Year 8 subjects	Lessons per 2 weeks	Autumn	Spring	Summer
Art	2	**Architecture:** Explore how artists and architects use form, structure and design to shape the built environment. Inspired by architects including Frank Gehry and Zaha Hadid, students develop skills in drawing, sculpture and printmaking.	**Ideas, Concepts & Issues:** Investigate how artists communicate ideas, viewpoints and themes through visual language. Inspired by artists including Barbara Kruger, Ai Weiwei, Banksy and Shepard Fairey, students create a personal response to an idea, concept or issue of their choice.	
Citizenship & PSHEE	3	**Government and elections** How Parliament works and the role of democracy in the UK. **Authority, Law and Justice** To investigate where authority comes from, the concept of a mandate, the role of authority in society, the rule of law and the role of prison.	**International relations** Investigate global organisations and globalisation. **First Give** To investigate social issues in our community and raise awareness for the charity sector.	**Identity and Healthy Relationships** To investigate different relationships and how to have healthy relationships. **Managing Risk** To consider how we can manage risk and stay safe including online.
Dance	1	Replicate and create movements (Afro Beats), choreograph a dance to a stimulus (Street Dance).		
Design Technology	2	CAD/CAM **Biomimicry Jewellery:** metalwork PRODUCT **Jewellery Storage box:** Timbers and joining methods TEXTILES **Recycled woven cushion:** 6RS – Woven cushion		
Drama	2	**Slapstick Comedy and Improvisation:** Students use exaggerated physicality and movement to create comedic performances exploring Slapstick Comedy, Melodrama, and Improvisation. **Inspirational Women:** Students consider how to present inspirational women, why the achievements of women can be overshadowed and who we admire and why.	**Dystopia and Utopia:** Students will explore the highly challenging issues raised by the novel 'The Hunger Games'. Students devise and perform their own Dystopian story. **'Curious Incident of the Dog in the Night-Time':** students will explore Simon Stephens' 2012 adaptation for the stage of Mark Haddon's unusual novel following the story of 15-year-old Christopher who sees the world through inferred Autism.	**'Curious Incident of the Dog in the Night-Time':** Students will consider the characteristics of the performance text. The play will be explored practically, and students will develop understanding of the roles of contemporary theatre makers. **'Romeo and Juliet':** This unit will complement the work students have done in their English lessons and help to practically explore the key themes of the play.
English	7	**Frankenstein** Exploring the varied contexts that Shelley was responding to including women's rights, scientific developments, the rights of man and nature vs nurture. **Gothic Narrative Writing** Students read as writers and focus on developing their descriptive and creative writing looking at the value of editing and crafting work.	**Conflict Poetry** This unit takes a broad view of conflict including personal conflict, identity and the many ways poets have documented war. **Persuasive Writing: Non-Fiction** A non-fiction writing unit in which students explore different ways we can express our opinions and views before completing a 'real purpose' task.	**Romeo and Juliet** A vibrant and practical exploration of Shakespeare's play. **Modern novel** 'The Girl of Ink and Stars': reading a novel as a class and exploring character and themes. Culture Presentations
Food and Nutrition	1	**Theory:** Energy, fibre and protein **Practical:** Breakfast flapjacks, halloumi fritters	**Theory:** Preference testing, star diagrams **Practical:** Madeleines, flatbreads with shakshuka	**Theory:** Food miles and shopping locally **Practical:** Lentil curry with rice, Vietnamese summer rolls
French	4	Module 1: **Vive les vacances** (holidays) Module 2**: J'adore les fêtes** (celebrations and special occasions)	Module 3: **A loisir** (leisure) E.g. Talking about celebrities and TV programmes, digital technology, cinema etc.	Module 4: **Le monde est petit** (it's a small world) e.g. Discussing the weather and describing where you live Module 5: **Le sport en direct** (Talking about sport)
Geography	3	**Topic 1:** Tectonic Hazards: Why are some natural hazards more destructive than others? **Topic 2:** Coastal Landscapes	**Topic 3:** Factfulness: Is our understanding of the world wrong? **Topic 4:** Food & Farming: How has Brexit influenced the UK's food system?	**Topic 5:** Africa: How diverse is the African continent? **Topic 6:** Regeneration of London: How sustainable was Coal Drops Yard redevelopment initiative?
History	3	How far did Tudor lives change as a result of the Reformation? How connected were the Tudors to the rest of the world? Why did some people think the "world had turned upside down" in the 17th Century?	Why did African Kingdoms rise, and then fall? Explain how the Caribbean became the "hub of the British Empire".	Violence in the British Empire: What was the impact of the British Empire on the colonised? Decolonisation in the 20th Century: Did the Empire lose its colonies or did the colonies win their freedom?
Maths	8	Numbers and the number system; Calculating; Understanding risk; Algebraic proficiency: tinkering; Investigating angles; Visualising and constructing; Pattern sniffing; Exploring factions, decimals and percentages; Proportional reasoning; Presentation of data; Measuring data; Calculating space; Calculating fractions, decimals and percentages; Solving equations and inequalities; Algebraic Proficiency: visualising.		
Music	2	Music theory and listening practice, African Music Performance Solo, keyboard skills.	Soundscapes – composing Music for a Poem Blues Music.	ICT Logic – sequencing project 'In at the deep end' – bank performances.
PE	3	Students follow a carousel model throughout the academic year, allowing them to experience a broad and varied range of sports and physical activities. HT1–4: selection of sports and activities including; Athletics, Basketball, Dance, Dodgeball, Fitness, Football, Handball, Netball, Rounders, Trampolining, Badminton, Volleyball, Multi-sports and Sports Festival		HT5: multi-sport programme HT6: Sports Festival. The festival provides an opportunity for students to apply the skills and knowledge developed throughout the year in a competitive and team-based environment, while promoting teamwork, sportsmanship and enjoyment of physical activity.
Religious Studies	2	HT1: What does it mean to be good? HT2: How do Christians make moral decisions?	HT3: Why do Muslims try to be good? HT4: How do Muslims make ethical decisions?	HT5: Why do Hindus try to be good? HT6: To what extent does religion motivate people to fight for social change?
Science	7	Physics U4: Energy, generating electricity Chem U3: Atoms & compounds, Periodic table Biology U4: Balanced diet and digestion	Physics U5: Forces and Newton's laws Chem U4: Earth & atmosphere, climate change Physics U6: Waves, hearing, the eye	Biology U5: Plants and Photosynthesis Chem U5: Displacement and reactivity Biology U6: Respiration and breathing
Spanish	4	Unit 1: **Vamos a salir** (Let's go out) Talking about places in town and going out. Unit 2: **Mis vacaciones** (My holidays) Saying where you went on holiday, what it was like, how you travelled etc.	Unit 3: **La comida** (Food) mealtimes, food shopping, eating at a restaurant. Unit 4: **La salud** (Health) Learning the parts of the body, symptoms, talking about healthy/unhealthy food.	Unit 4: **La salud** (Health) continued Unit 5: **La cultura hispanohablante** (Spanish-speaking culture) e.g. Spanish-speaking countries and learning more about Central and South America.

Key contacts list

Achievement Team Leader	Ms A Hallas	AHallas@parliamenthill.camden.sch.uk
Student Development Lead	Ms Stokes	MStokes@parliamenthill.camden.sch.uk
Year 8 Senior Leadership Team Links	Ms L Suleyman Ms L Acton	lsuleyman@parliamenthill.camden.sch.uk lacton@parliamenthill.camden.sch.uk
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Autumn Term 1 Clubs list – Year 8

Parliament Hill School

Mon	Tue	Wed	Thu	Fri
Breakfast Club Wilson Hall 08:00-08:30	Breakfast Club Wilson Hall 08:00-08:30	Breakfast Club Wilson Hall 08:00-08:30	Breakfast Club Wilson Hall 08:00-08:30	Breakfast Club Wilson Hall 08:00-08:30
Calm Club K42 10:50-11:15	Calm Club K42 10:50-11:15	Calm Club K42 10:50-11:15	Calm Club K42 10:50-11:15	Brass Band M03 08:25-08:50
Football Sports Hall 12:15-14:05	Multi- Sports Sports Hall 12:15-13:05	Mindfulness Workshop - KS3 lunchtime K16 12:15-13:00	Parli+ - K22 15:15-16:15	Calm Club K42 10:50-11:15
Skipping Sports Hall 12:15-13:05	KS3 Choir M03 12:30-13:05	Dance Club - year 7-8 PA09 12:15-12:45	Crystal and Knot Club M22 15:15-16:00	Interform-House Competition Sports Hall 12:15-13:05
Keyboard-xylophone club M03 12:30-13:05	Volleyball Sports Hall 15:15-16:30	Mindfulness Workshop - KS3 lunchtime TBC 12:15-13:00	9-5 Drama Rehearsals PA3 15:15-16:30	Parli+ - K22 15:15-16:15
Debate Mate K12 15:15-16:15	Parli+ - K22 15:15-16:15	History Club K12 12:15-13:05	Basketball Sports Hall 15:15-16:15	Nature & Gardening Club Meet at sheds (back of sports hall) 15:15-16:15
Parli+ - K22 15:15-16:15	9-5 Drama Rehearsals PA3 15:15-16:30	String Group M03 15:15-15:45	Netball Sports Hall 15:15-16:30	
9-5 Musical Rehearsal M03 15:15-16:30	Citizenship GCSE and HW Support K17 15:20-15:50	Parli+ - K22 15:15-16:15	Dungeons and Dragons - Ys7-9 M20 15:30-16:30	
Food Growing Club Meet at sheds (back of sports hall) 15:15-16:15	Jazz band M03 15:30-16:30	Step into Dance PA09 15:15-16:15		
Badminton Sports Hall 15:15-16:15				
Netball Sports Hall 15:15-16:30				

Key

Food & Cooking	Sport & PE	Wellbeing	Music	Science
Debate Mate	Languages	Board Games	Book Club	Intervention
Revision	DT	Drama	Home Learning	History
Creative Writing	Environment and Climate	Collaborative Storytelling	Art	Before School
Global Citizens/Social	Unspecified			

Note that '9 to 5' rehearsals change on a weekly basis. Check the rehearsal schedule on a Friday for the following week.

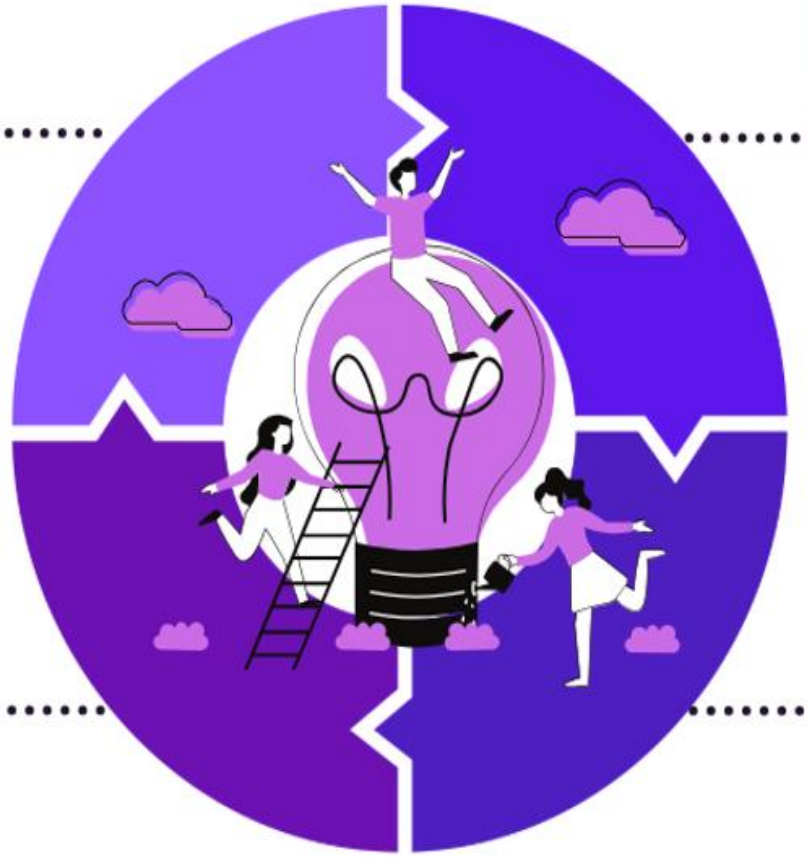
EMPOWERED PARLI LEARNERS ARE...?

HARD THINKING

- Inquisitive, Curious and Wondering
- Challenging assumptions
- Problem Solving

CREATIVE

- Daring to be different
- Playing with possibilities
- Bold, free to make mistakes



COLLABORATIVE

- Active contributors
- Confident communicators
- Attentive listeners

DISCIPLINED

- Striving to improve
- Self managing and productive
- Crafting, giving and acting on feedback

The Parli Way: What makes great teaching at PHS?

How will you create a supportive environment for learning?

- Predictable routines including equipment on desk
- Greet all students at the door
- Place all students in a seating plan
- Dismiss all students in an orderly way
- Read all students personalised plans
- Have an annotated seating plan



How will you present content, activities and interactions that activate student thinking?

- Use of explicit instruction
- Scaffold work so all can access it. Slowly remove these scaffolds as learners become more confident
- Question to check for understanding; provide opportunities for them to ask questions
- Provide opportunities for structured thinking e.g. mini whiteboards
- Provide opportunities for structured talk e.g. Think, Pair, Share
- Provide opportunities for practice
- Use models of work e.g. using a visualiser, to show off students' work and your own thinking
- Build in opportunities for all students to apply their own learning independently



How will you support all students to acquire and learn new content?

- Start your lesson with a 'do now' and chunk the learning into manageable parts
- Provide opportunities for retrieval practice
- Interleave content
- Use a range of strategies to check for understanding
- Adapt your teaching should you see that there are gaps in student knowledge
- Build opportunities for feedback (you, peer or group) to help students improve their work
- Share the learning journey with all students and sequence lessons and curriculum
- Teach literacy and numeracy explicitly



How will you manage the classroom to maximise opportunities to learn?

- Use explicit instruction to provide clear instructions to all students; check they understand y explanation
- Use praise and set Parli points
- Share your high expectations with all students
- If necessary use the 3 reminder system clearly and explicitly to support these high standards
- Provide opportunities for all students to learn, have a go and feel successful



Coaching questions

These are examples of open questions that you can ask your child at home. Choose 1 or 2 questions to ask each time.

Examples of questions you can ask daily about their school day:

- What was the best thing that happened today?
- What did you learn today that you didn't know yesterday?
- Did anything surprise you today?
- What was the best lesson today? Why?
- Was there anything you found difficult?
- Did you finally understand something you've been struggling with?
- Did anything make you feel proud today?

Examples of questions you can ask after receiving their progress reports:

- Which part of your report are you most pleased with?
- Is there anything in your report that surprised you?
- What do you think has been your biggest achievement this term?
- What are you most proud of?
- Which subject do you think you have made the most progress in?
- Is there a subject where you would like to improve your grade?
- What do you think would help you improve in that subject?
- Is there anything that sometimes gets in the way of you doing your best?
- What could you do differently next term?
- What do you think your teachers would say is your biggest strength?
- Is there one subject where you'd particularly like to make progress? What target would you set yourself?
- What is one thing you could do differently next term?
- What could we do at home to help you?
- Is there anything your teachers could do that would help you?
- What would make you feel successful by the end of next term?

Examples of questions to ask after your child has been given a Resolution Detention or things have gone wrong at school:

- What were you thinking or feeling at the time?
- What part of it was your responsibility?
- What could you do differently if something similar happens again?
- What could you say instead next time?
- If you disagree with a teacher, how could you handle it without getting into trouble?
- Is there anything you could do to put things right?
- Is there anything you need help with?
- What would help you make a better choice next time?

Parent Workshops

This year Parliament Hill school is piloting a series of 'Drop in and Chat' sessions for families.

The sessions will run from 9.15 – 10.30am.

There will be a short presentation on the topic followed by an opportunity to ask questions, either as a group or individually.

There will also be an opportunity in each session to get support from the schools IT team about how to set up MCAS, Parent Pay, School Cloud etc.

Sessions are targeted at Year 7 – 9 families, but everyone is welcome. Refreshments will be provided.

Some of the dates are still to be confirmed (TBC), please look out for further information from Sandra Poole and how to register for these events.

Date	Topic	Staff Delivering Session
Friday 23rd October TBC	Managing Transitions	Parliament Hill's Wellbeing Manager, Neera Dhingra and the Camden Mental Health Support Team
Thursday 5th November TBC	Recognising Mental Health needs including body image and low self esteem	Parliament Hill's Wellbeing Manager, Neera Dhingra and Camden's Wellbeing Advisor
Wednesday 11th November	Supporting Reading and Literacy	Parliament Hill's Literacy Coordinator, Marie Underwood
Wednesday 18th November	Supporting SEND students	SENDIASS and Parliament Hill's SENDCO, Yinka Fox
Monday 23rd November TBC	Wellbeing – managing stress and anxiety	Parliament Hill's Wellbeing Manager, Neera Dhingra and the Camden Mental Health Support Team
Wednesday 2nd December	Understanding school systems and progress data to support school and home learning	Deputy Headteacher Ella Schlesinger & Assistant Headteacher Carly Sugarman
Wednesday 9th December	Navigating Tech and Teens	Team Leader History, AI lead Abi Faik and Achievement Team Leader Year 7 Danielle Lloyd

ParliPeople

PARENT TEACHER ASSOCIATION

Parli People needs your support.

Imagine what your child's school could do with just a little more.

We're Parliament Hill School's PTA, and we believe that every student deserves an enriched education that goes beyond the classroom, including theatre trips, language workshops, coding sessions, sports equipment and much more.

Just a few pounds a month from each family adds up to real, lasting impact across every year group. Regular donations are really important to us; they mean we can plan ahead, be more ambitious and make sure everyone benefits. Scan one of the options below to set up a regular donation, or make a one-off gift if you prefer. Every pound counts.

Thank you for investing in our children's education!

Scan to Donate:

£5 per month

£10 per month

£15 per month

£25 per month

£50 per month

£100 per month

One-off donation

Join Parli People!

If you can help Parli People with its fundraising drive, or would like to help in any other way, please do come and talk to us. Contact us at info@parli-people.org

ParliPeople

PARENT TEACHER ASSOCIATION

Connect, chat and stay in the know!

Want an easy way to stay connected with other Parliament Hill School parents? Our WhatsApp groups make it simple – with two options available for each year group:

Questions/Chat

For questions and general discussion, with access to a wider group of parents for your year.
Scan the QR code below to join

Announcements

For school-related information, including news, upcoming events and other useful reminders.
Scan the QR code below to join

You're welcome to join either, both or neither – totally up to you!

	Announcements	Questions/Chat
Graduating 2031 (current year 7)		
Graduating 2030 (current year 8)		
Graduating 2029 (current year 9)		
Graduating 2028 (current year 10)		
Graduating 2027 (current year 11)		

Join Parli People!
If you can help Parli People with its fundraising drive, or would like to help in any other way, please do come and talk to us. Contact us at info@parli-people.org