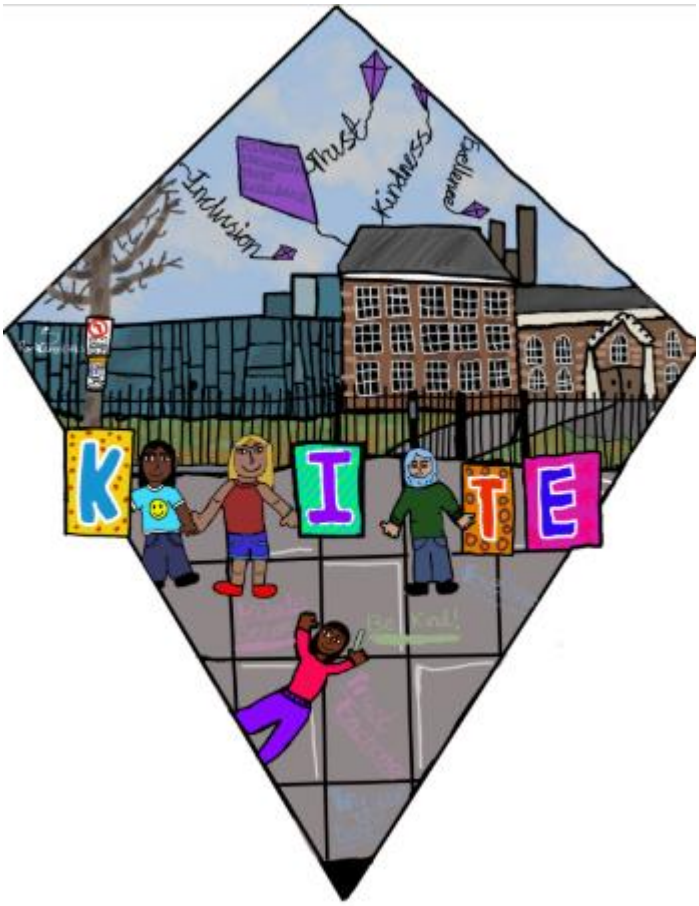
Parliament Hill School

Year 9

Parent Information Event

6th October 2026





Year 9 Tutor Programme

Monday	Tuesday	Wednesday	Thursday	Friday
Assembly		READ LEAD SUCCEED	100% Attendance Celebration	PSHE
Notices & PREP.	Assembly		PSHE	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 End of KS3 Core Exams / In class assessments: 12th – 22nd April 2027
2B	07/09/2026	17B	11/01/2027	28B	19/04/2027 End of KS3 Core Exams / In class assessments: 12th – 22nd April 2027
3A	14/09/2026	18A	18/01/2027	29A	26/04/2027
4B	21/09/2026	19B	25/01/2027 Options Afternoon – Thursday 28th January 2027	30B	03/05/2027
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 KS3 Celebration Trip: Wednesday 26th May 2027 KS3 Graduation: Thursday 27th May 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 GCSE Classes: These will commence after the May half-term
9A	02/11/2026	24A	08/03/2027	35A	14/06/2027
10B	09/11/2026	25B	15/03/2027 Progress Report 2 Year 9 Parents' Evening – Thursday 18th March 2027	36B	21/06/2027
11A	16/11/2026	26A	22/03/2027 Options Deadline – Thursday 25th March 2027	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 9 will be learning about this year:

This is an overview of the content covered in Year 9 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 9 subjects	Lessons per 2 weeks	Autumn	Spring	Summer
Art	2	**Portraiture:** Explore portraiture as a form of personal expression, developing skills in observation, proportion, tone and colour. Inspired by artists including Josh Bryan, Chuck Close, Frida Kahlo and Kehinde Wiley.	**Movement & Mini GCSE Project:** Explore how artists communicate energy and movement through a range of materials and processes. The project develops into a Mini GCSE Project, introducing students to independent creative investigation and personal outcomes.	
Citizenship & PSHEE	3	**Law, Justice and Rights** To investigate how the law protects our rights and evaluate the role of the law in promoting justice and whether the principles of law are equally applied to everyone. **The Media and Democracy** To investigate how the media impacts our democracy and debate how free we should be to express ourselves. To examine the impact of fake news and conspiracy theories on democracy	**Terrorism** To examine what Terrorism is, how people are radicalised, why people may commit terrorist acts and what can be done to prevent terrorism. **Feminism today** To investigate what feminism is and explore feminist issues in modern Britain.	**Relationship and sex education** To identify what makes a healthy relationship, to understand the law in relation to sex and consent, to understand how to avoid risky behaviours and to identify different methods of contraception.
Dance	1	Developing both choreographic and performance skills to a high standard and choreograph a dance to a stimulus (Contemporary). • Complete scheme of work – i.e. musical theatre, contemporary and street dance. • Students build on knowledge of stimulus and choreographic intention- create their own in duet • How to effectively structure choreography • Create movement in relation to choreographic intention • Build upon knowledge of technical skills use to develop movement • Choreographic devices- recap and use more complex ones in choreography • Use of Expressive skills when performing In Dance, students will be assessed on their duet performance at the end of each half term. Performances will be assessed using relevant Dance assessment criteria, with feedback provided to support students in developing their performance, technical and creative skills.		
Design Technology	2	CAD/CAM- Creating layered moulds on laser cutter, Vacuum forming chocolate moulds & packaging design Design museum project- Designing a choice of 3 products for the design museum- Individual projects similar to GCSE NEA projects		
Drama	2	**'Noughts and Crosses':** Students will analyse and evaluate the production we watched. **Verbatim Theatre and 'The Paper Birds':** Students will learn about The Paper Birds Theatre Company and their methodologies.	**Ancient Greek Theatre: 'Antigone'** Students will learn the fundamental elements of Ancient Greek Theatre and explore the challenging text 'Antigone'. **'Girls Like That':** Students will debate and discuss the social issues that influenced the writing of the play.	**'Girls Like That':** Students will continue to explore the text from a practical perspective, using their knowledge of Ancient Greek theatrical techniques such as chorus to inform their practical explorations. **Introduction to GCSE Drama:** Students who choose GCSE Drama will be introduced to a variety of styles, genres and practitioners.
English	7	**Short Stories:** analysing a range of diverse stories and their structure **Creative Genre Writing:** developing creative writing in distinctive genre styles	**Shakespeare: 'Julius Cesar'** **Current affairs:** Non-fiction reading and writing incl. protest speeches and the power of persuasive rhetoric	**Modern Novel: The Giver** **GCSE Poetry: 'Worlds and Lives'** - starting the collection of diverse poems as part of the Literature GCSE
French	4	**Module 1: Tu as du temps a perdre?** (popular culture - life online, free time, sport) Talking about events, what you do online, making plans, taking part in an interview. Using regular and irregular verbs in the present tense, using the near future tense and the perfect tense. Using two tenses together	**Module 2**: **Mon clan, ma tribu** (popular culture – family, friends, describing celebrities and role models). Talking about your identity, describing friends, discussing who you like, do not like. Using reflexive verbs in the present tense, using connectives, understanding position of adjectives, using object pronouns, using the present, perfect and future tenses, recognising adverbs	**Module 6:** Notre planete (the world around us – geography and climate, environmental issues, protection of the environment, describing daily actions). Using numbers and percentages, using comparative adjectives, using all 3 tenses, improving pronunciation, using the imperfect tense, extending answers in writing, and speaking
Food and nutrition	1	**Theory:** Types and functions of fats and carbohydrates, micronutrients **Practical:** Cavatelli pasta, cottage pie	**Theory:** Gelatinisation, biological raising agents, denaturation and coagulation **Practical:** Macaroni cheese, homemade pizza	**Theory:** Food styling, moving to GCSE options **Practical:** Meringue kisses
Geography	3	**Topic 1:** Flooding & Climate Change: To what extent is climate change responsible for increased flooding around the world? **Topic 2:** Globalisation: Is globalisation making everyone richer?	**Topic 3:** Population & Migration: How is climate change influencing the UK's migration patterns? **Topic 4:** Energy & Climate: How is energy use changing? Are we creating a sustainable future?	**Topic 5:** Russia: How has Russia's Geography shaped its development? **GCSE Topic 6:** People & the Biosphere
History	3	Why did Britain go to war in 1914? How did the British public experience the first world war? How did the people of the British empire experience the First World war?	Were the seeds of WW2 sown in the long shadows cast by WW1? How did the treatment of the European Jewish community change over time?	What were the consequences of direct action on British values in the 20th Century? **GCSE Course:** Introduction to Crime and Punishment through the ages. What was crime and punishment like during the Saxon era? What was crime and punishment like during the Saxon era? What was crime and punishment like during the later Norman era?

Key contacts list

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Autumn Term 1 Clubs list – Year 9

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
Badminton Sports Hall 15:15-16:15	9-5 Drama Rehearsals PA3 15:15-16:30	Camden Shield Football Training Sports Hall 13:15-14:05	Dodgeball Sports Hall 13:15-14:05	Calm Club K42 10:50-11:15
Debate Mate K12 15:15-16:15	Volleyball Sports Hall 15:15-16:30	Mindfulness Workshop - KS4 lunchtime K16 13:15-14:00	KS4 Choir M03 13:30-14:05	Nature & Gardening Club Meet at sheds (back of sports hall) 15:15-16:15
9-5 Musical Rehearsal M03 15:15-16:30	Parli+ - K22 15:15-16:15	Step into Dance PA09 15:15-16:15	Crystal and Knot Club M22 15:15-16:00	Parli+ - K22 15:15-16:15
Food Growing Club Meet at sheds (back of sports hall) 15:15-16:15	Dance Club - year 9 PA09 15:15-16:15	Parli+ - K22 15:15-16:15	Basketball Sports Hall 15:15-16:15	
Netball Sports Hall 15:15-16:30	Citizenship GCSE and HW Support K17 15:20-15:50	String Group M03 15:15-15:45	Parli+ - K22 15:15-16:15	
Parli+ - K22 15:15-16:15	Jazz band M03 15:30-16:30	Camden Shield - Competition and Competitive Games Sports Hall 15:15-16:30	Model United Nations K09 15:15-16:15	
			Props Club M35 15:15-16:00	
			9-5 Drama Rehearsals PA3 15:15-16:30	
			Netball Sports Hall 15:15-16:30	
			Dungeons and Dragons - Ys7-9 M20 15:30-16:30	

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

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			

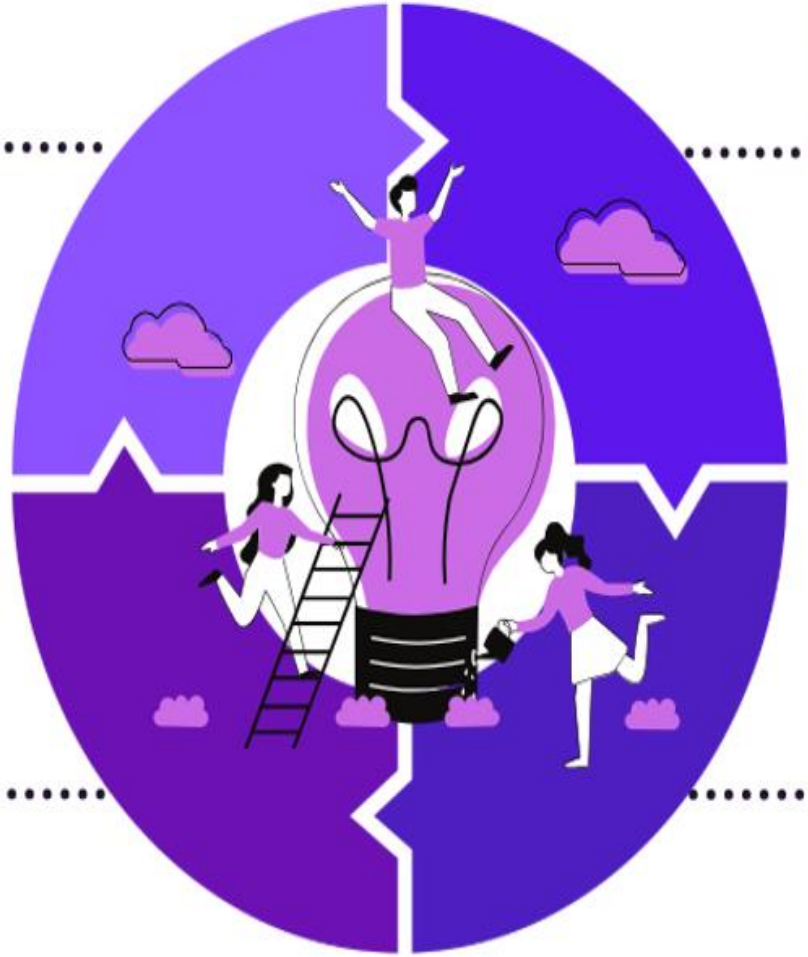
EMPOWERED PARLI LEARNERS ARE...?

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