What Year 8 will be learning about this year:

This is an overview of the content covered in Year 8 for 2026-27. 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.