

CAYMAN PREP AND HIGH SCHOOL



## KS3 Curriculum guide



CAYMAN PREP AND HIGH SCHOOL

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# Welcome

Cayman Prep and High School offers a broad and balanced British International education from KG to Year 13 when students complete their preparation for University entrance. This guide is one of a series that summarises the curriculum at the following stages: Key Stage 3 (Year 7 to Year 9), Key Stage 4 (Years 10 and 11) and Key Stage 5 (Years 12 and 13).

These guides are important as they give parents and students an overview of what we deliver across the complete High School age range. This overview is also increasingly important to students as they seek to understand the nature of what they are learning, especially when they must make choices about what they will study for (I)GCSE and the Advanced Level programme. This guide should be read after a careful review of our website, and in conjunction with attendance of all events and information evenings. In this guide you will find more background about what makes Cayman Prep and High school so special, and will give you a feel for the Cayman Prep and High School Advantage, as students of all ages grasp the opportunities of an extensive range of learning experiences offered both in the main curriculum and in our vertical and extra-curricular programmes. What our students achieve academically, which is of an extremely high standard, must therefore be set in the context of their incredible commitment to our sports programmes, outdoor education, Educational Trips and Visits, Vertical Learning and our cultural and community activities and service projects. We are proud to be at the highest level of sports delivery in the Caribbean, a pioneer in Community Action Service, one of the key schools in the Caribbean offering Model United Nations participation and a leading school for the arts.

As our students progress through the school, we expect them to acquire the skills and motivation to become independent learners who seek knowledge and fulfilment actively while also seeking to establish a balance in their lives. We want them to take risks, learn from their mistakes and question critically. These are the skills that will prepare them for the next stage of their education and get them ready for the challenge of the world of work in the 21st Century. We are very proud of the quality of teaching and learning that takes place at Cayman Prep and High School and we hope that this guide and our other publications will help you understand more about what we set out to achieve here as we introduce increasingly challenging material to our students as they progress through the school. We would be delighted to help you in any way once you have read this curriculum guide. Please do not hesitate to contact us through the admissions address, or via our Primary and Secondary school offices should you need any further information. We are here to assist you.

**Mr K Murphy**  
**High School Principal**

*Grasp the opportunities of an extensive range of learning experiences offered*



# Key Stage 3 Curriculum

Welcome to our Key Stage 3 curriculum guide!.

We are so excited to share with you, in this guide, the exciting learning that happens in Key Stage 3. From the moment students arrive to the High School in Year 7, we are committed to ensuring students are challenged, supported and enjoy the learning experience that our fantastic school offers. Our school is staffed by experts in all aspects of the curriculum which ensures, not only the best possible academic outcomes for your children, but means that the curriculum is taught in depth, with rigour and with passion.

Our Key Stage 3 curriculum is designed to ensure there is seamless transition from Key Stage 2 to Key Stage 3 where students are introduced to an even broader range of subjects, delivered by specialist teachers to build up on the already excellent learning which has taken place in their primary education. Our subject leaders work closely with their Primary School counterparts to plan the curriculum in their subjects with intention and with knowledge of what the students will already have knowledge of.

It is in these years that our specialist teachers begin paving the way for success at IGCSE and A-level through intellectual adventures across the curriculum. We are confident in ensuring that the content and skills students learnt in Key Stage 2 are built upon and developed at the High School to enable all of our students to journey to excellent success at the end of their compulsory education. Public examination courses may appear to be in the distant future, but the skills, work habits and increasing independence and initiative required of High School students, established during Year 7, and enhanced thereafter, form crucial preparation for these.

We hope this guide will prove useful to parents and students alike in informing you of the curriculum content covered, the aims and objectives of the schemes of work which have been designed by our specialist Faculty Leaders and what a typical timetable looks like for a Key Stage 3 student. We very much hope you enjoy this booklet and that you find it useful.

*Intellectual adventures across the curriculum*

**Mr Bee**

**Head of Curriculum, Learning and Teaching**



# Welcome Key Stage 3 Coordinator

Welcome to Key Stage 3!

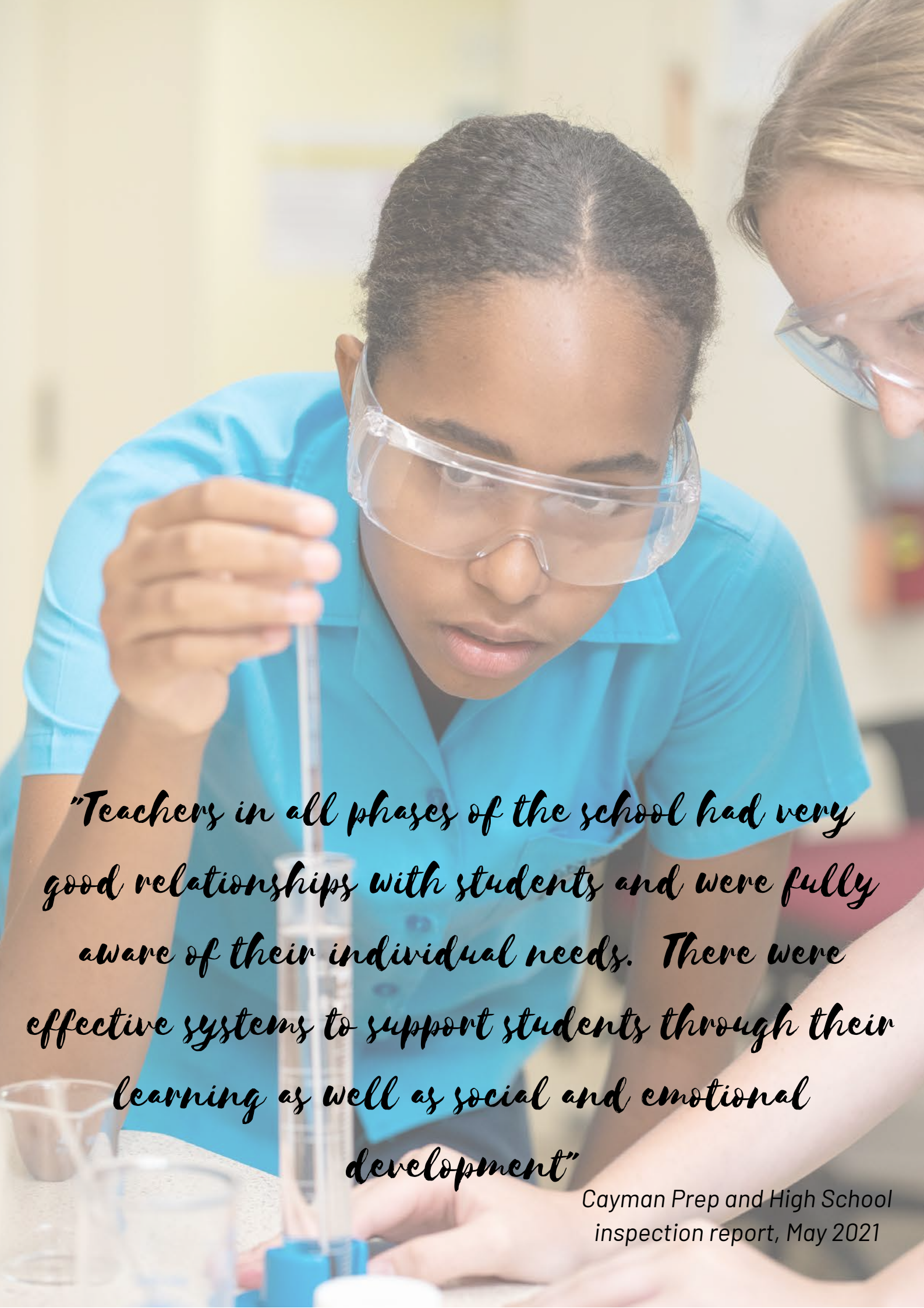
Learning is a journey and Key Stage 3 is an important phase of that journey as it prepares your children for GCSEs and further education. This is the time when we aim to develop a strong foundation of key skills such as independence and resilience and a strong work ethic that will be crucial for each child to reach their potential and will give them the best springboard into the world beyond Cayman Prep and High School.

Cayman Prep and High School provides a wide range of different subjects with lots of opportunities to help develop skills and knowledge. All subjects will lead your child through different topics with a variety of approaches and activities. We will ask them to dig deeper, refine skills and ideas, apply learning from one subject to another and strive to be the best that they can be. We encourage communication from parents and students. Your child should take time to speak with teachers, they will help identify what the areas of focus should be for your child and ensure that there are no barriers to their success moving forward so they can achieve their goals!

*Learning is a journey*

**Miss Knox**  
**Key Stage 3 Coordinator**





*"Teachers in all phases of the school had very good relationships with students and were fully aware of their individual needs. There were effective systems to support students through their learning as well as social and emotional development"*

Cayman Prep and High School  
inspection report, May 2021

# KEY STAGE 3

## The Curriculum

The Key Stage 3 curriculum has been designed to engage, inspire, challenge and support learners of all abilities and backgrounds. One of our goals is to offer a broad, balanced and innovative curriculum to our students. In Key Stage 3, students will study the following subjects:

- English
- Mathematics
- Science
- Art and Design
- Computing
- Drama
- Enterprise (Year 9 only)
- French
- Geography
- History
- Music
- Physical Education
- PSHE
- Religious Education
- Spanish
- Vertical Learning



## Tutor Groups

All students are placed in one of three tutor groups in Key Stage 3: C, P or H. These tutor groups are led by a specialist form tutor, and those who are tutors to Year 7 groups would have been working closely with the Year 6 teachers at the primary site and Miss Knox prior to them started in Year 7. For new students to Cayman Prep and High School, our form tutors will meet with the student and will also assign a buddy to the student so they have a familiar face each day when they first start. Form tutors play an important role in the overseeing of student welfare and academics and will be the first point of contact for you should you have any queries or concerns regarding your child's education or welfare.

*Tutor groups are led by a specialist form tutor*



## The School Day

At Cayman Prep and High school, we operate on a 10-day timetable - Week 1 and Week 2. Lessons are one hour in length. The day starts with morning registration at 7.45 where students gather in their form room with their Form Tutor. There are two lessons after registration, a 25 minute break, two more lessons, lunch, an afternoon registration and then two more lessons in the afternoon. The formal school day ends at 3:15 pm, and then our students have the opportunity to engage in a wide range of exciting extra-curricular opportunities.



School Day	
<b>Registration</b>	7:45 – 8:00
<b>P1</b>	8:00 – 9:00
<b>P2</b>	9:00 – 10:00
<b>Break</b>	10:00 – 10:25
<b>P3</b>	10:25 – 11:25
<b>P4</b>	11:25 – 12:25
<b>Lunch</b>	12:25 – 1:10
<b>Registration</b>	1:10 – 1:15
<b>P5</b>	1:15 – 2:15
<b>P6</b>	2:15 – 3:15

A typical Year 7 timetable might look like this

	1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
1	Assembly	English	English	English	Science	Assembly	ICT	Art	Music	Maths
2	History	Art	PE	ICT	Spanish	French	Geography	PE	Art	French
3	French	Geography	French	PE	Maths	History	Maths	Drama	PE	English
4	PE	Spanish	Vertical	Music	History	Geography	Spanish	Religious Ed	History	Study Skills
5	Science	Maths	Drama	Maths	Music	Maths	Science	English	English	Science
6	Maths	Science	Science	Geography	Religious Ed	Religious Ed	English	Science	Spanish	Vertical



## Assemblies

On Monday mornings, all students and staff gather in the hall for assembly for 30 minutes and then return to form classes for the remaining 30 minutes. For more information on this time, please refer to the pages on the pastoral curriculum.

Assemblies are led by our Senior Student Leadership Team, our High School Chaplain, and these are often followed by an address from the Principal. These sessions are also an opportunity for us to celebrate the victorious teams from competitions, share in school news and come together in prayer.

*Assemblies are led by our Senior Student Leadership Team*

# ENGLISH



## Aims

The KS3 programme is designed to introduce students to the key skills and understandings needed to study English throughout High School, but particularly at IGCSE. There is an emphasis on enjoyment of language and literature, particularly reading.

Key areas of focus in KS3 include:

- encouraging pupils to read a broad range of texts (prose fiction, poetry, drama and non-fiction), thus building a love of reading as well as developing vocabulary and other writing skills;
- developing a knowledge of key literary techniques;
- becoming increasingly able to comment on the effectiveness of writers' techniques;
- understanding how authors use literature to explore real world issues (themes), such as identity, conflict, love and relationships, through fiction and poetry;
- reinforcing the writing process, including planning and editing/proofreading, through continued practice;
- adapting writing for a range of purposes and audiences and in a range of styles and formats;
- enhancing knowledge of the mechanics of language: spelling, punctuation, grammar (sentence structure) and paragraphing;
- developing listening and speaking skills such as debating and making presentations.

## Building on learning from KS2

The scheme of work is designed to directly build on the skills and content learned at KS2. Students refine their understandings of the styles and formats of a range of text types, including those studied in Year 6, e.g. biographies, journals, reports, letters. They will have been reading novels and short stories, play scripts and poems, including comprehension of both surface and deeper meanings, and this continues throughout KS3. In particular, the use of the Accelerated Reader program continues across both key stages, in order to track progress in reading across the years. Additionally, pupils will build on their Year 6 introduction to literary analysis by reviewing figurative language and structural techniques such as flashbacks, and by developing their knowledge of how to craft written responses to literature using academic language. As in KS2, there is much scope for speaking in small groups and making presentations, and listening and responding to what is said. Students arrive at the High School with a firm grounding in spelling and grammar and this is reinforced throughout KS3, with particular emphasis in using vocabulary, sentence structure, punctuation and paragraphing to achieve particular effects. Teachers at both sites remain in close communication throughout the year to ensure that there is a seamless transition between the primary and secondary levels.

*Explore real world issues such as  
identity, conflict, love and  
relationships*

## Cross-curricular links

- Curriculum links are developed with history, particularly in researching the background to reading texts, but also in nonfiction work such as biographical writing;
- Issues and themes like relationships and conflict which are raised in literature texts often lead to discussions which cross over with RE and the pastoral curriculum;
- Computing skills are developed through the composition of media texts;
- Writing assignments may feature crossover with a range of subjects such as science (animal research project) and PE (poems about a favourite sport).

## Beyond the classroom

Each year students are encouraged to enter contests such as the annual Commonwealth Essay and the Storyboard Competition at the Public Library. All students are enrolled in the Accelerated Reader programme, which encourages wider independent reading.

The school runs extra-curricular activities to develop skills in public speaking and persuasive technique. The Debating Club is open to all students and, from Year 9 onwards, they are eligible to participate in the inter-school debate competition held twice a year. There is also the Junior Model United Nations Club, through which students sometimes travel overseas for conferences. Year 9s may also attend the local Youth Parliament as observers.

Field trips and guest speakers vary from year to year but have included:

- a year 9 trip to the National Museum to inspire original poems about students' own culture;
- a year 8 trip to the Prospect Playhouse for a drama workshop on *The Tempest*;
- a presentation from a travel blogger to help Year 7s understand how to engage an audience in tourism marketing.

## Curriculum content

	Year 7	Year 8	Year 9
<b>Term 1</b>	<b>Who am I?</b> Getting to know you, autobiographical writing; <b>Children's Literature Favourites:</b> reading a novel; creating mood and atmosphere in descriptive writing.	<b>Creating character:</b> reading a novel; analysing how writers create vivid characters; narrative and descriptive writing.	<b>Fear in Fiction:</b> reading short stories; analysing how writers use structure to create tension and suspense; narrative writing. <b>Independent Reading Project:</b> Students complete a novel study, examining their text in different ways.
<b>Term 2</b>	<b>History of English:</b> Understanding how the English language has developed; exploring a range of famous authors, poems and plays from across time.	<b>Shakespeare in love:</b> analysing scenes from one of Shakespeare's comedies. <b>Sonnets:</b> understanding what a sonnet is and writing one.	<b>World Poetry:</b> examining how writers explore and celebrate their cultures through poetry. <b>Drama:</b> analysing a tragedy by Shakespeare or a modern playwright.
<b>Term 3</b>	<b>The Boy who Harnessed the Wind:</b> Nonfiction unit in media focused on adapting writing for a particular purpose and understanding the conventions of different types of texts.	<b>Going wild!</b> Nonfiction unit in which students adapt writing for different audiences and learn to create a distinctive voice.	<b>Courage in Nonfiction:</b> summary, paraphrase and opinion writing.

## Key Information

Head of Faculty: Miss Amber Bothwell

Contact details: Amber.Bothwell@Cayprep.edu.ky

Setting: Students are set by ability

Lessons per fortnight: 7

Study beyond KS3: All students will study English language and literature at IGCSE as part of the core curriculum. We offer the opportunity for students to study English Literature at A level.

# ENGLISH



# MATHEMATICS



*Apply mathematics in  
everyday situations*

## Aims

Throughout the course of Key Stage 3, the mathematics curriculum is developed to secure a firm understanding of key mathematical concepts and prepare students for the high level mathematics at IGCSE which, in mathematics, begins in Year 9.

Key areas of focus in KS3 include:

- develop an understanding of mathematical principles, concepts and methods in a way which encourages confidence, provides satisfaction and enjoyment, and develops a positive attitude towards mathematics;
- develop a feel for number and understand the significance of the results obtained;
- apply mathematics in everyday situations and develop an understanding of the part that mathematics plays in learners' own lives and the world around them;
- recognise when and how a situation may be represented mathematically, identify and interpret relevant factors, select an appropriate mathematical method to solve the problem, and evaluate the method used;
- develop an ability to apply mathematics in other subjects, particularly science;
- develop the ability to reason logically, make deductions and inferences, and draw conclusions;
- appreciate patterns and relationships in mathematics and make generalisations;
- appreciate the interdependence of different areas of mathematics;
- acquire a foundation for further study of mathematics or for other disciplines.

## Building on learning from KS2

The mathematics curriculum has been designed to build on, and extend, the learning that has already taken place in the Primary School. The key areas which are developed from KS2 are include work on number and the number system including calculating with integers, fractions and decimals, exploring percentage and proportional change, developing proportional reasoning. Students will also develop their learning of shape, space and measure including calculating perimeters, areas and volumes, exploring angle facts and the properties of different 2D and 3D shapes. Additionally, students have the opportunity to enhance their abilities in handling data, including presenting and interpreting different types of statistical diagrams and understanding probability. The curriculum also involves expansion of reasoning skills including developing fluency in core skills, applying knowledge to unfamiliar contexts and developing problem solving skills.

## Cross-curricular links

- Mathematics underpins many subjects and there isn't room to mention all of the cross curricular links. A few are mentioned below:
- Science: Substituting, rearranging and using formulae effectively and using, interpreting and processing data to (dis)prove a hypothesis.
- Business and Economics: Applying mathematics to problems set in financial and other real-life contexts, develop financial capability and awareness of the applications of mathematics in the workplace.
- Art: Using standard measures to find length and use perspective/scale effectively.
- Geography: Make statistical enquiries and draw a conclusion from evidence, for example, in analysing population data to explore and compare lifestyles; use of a wide range of measurements and rates of change.

## Beyond the classroom

There are a range of opportunities for our mathematicians including the UK Maths Challenge and the Dart Minds Inspired event. Various other opportunities for students are shared throughout the year and we encourage all students to participate when they can!

## Curriculum content

	Year 7	Year 8
Term 1	Counting and Comparing Calculating I Calculating II Numbers and the number system Checking, approximating, and estimating Calculating and working with fractions & decimals Proportional Reasoning	Presentation of Data Measuring Data Understanding Risk Proportional Reasoning
Term 2	Algebraic Proficiency I Algebraic Proficiency II Solving equations & inequalities I Solving equations & inequalities II	Sequences Algebraic proficiency III Transformations
Term 3	Calculating Space Investigating properties of shapes Investigating Angles Visualising & Constructing	Exploring FDP Measuring Space Calculating Space II

## Key Information

Head of Faculty: Miss Aine Carroll

Contact details: Aine.Carroll@Cayprep.edu.ky

Setting: Students are set by ability

Lessons per fortnight: 7

Study beyond KS3: All students will study Mathematics at IGCSE as part of the core curriculum. We offer the opportunity for students to study Mathematics and Further Mathematics at A level.

# SCIENCE



## Aims

Children are naturally curious, and science supports the development of a child's curiosity, helping them to investigate problems, learn more about the world around them and understand, and use, scientific explanations for a wide range of phenomena.

Our Key Stage 3 science curriculum covers four content areas: scientific enquiry, biology, chemistry and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analysing data. The Scientific enquiry objectives underpin biology, chemistry and physics, which are focused on developing confidence and interest in scientific knowledge, including environmental awareness and the history of science.

Students develop research, collaboration and creative skills that will help with many aspects of their future learning and development. The course supports progression onto IGCSE science courses where students will, at the end of Year 9, follow either the coordinated or separate science courses.

*Science supports the development of a child's curiosity*



## Building on learning from KS2

The science KS2 and KS3 curriculum is spiral in nature and so in KS3 learners will come back to, and build on, what they learnt in years 5 and 6 about light, electricity, evolution and inheritance, animals including humans, living things and their habitats, forces, Earth and space and properties and changes of materials. In KS2 students also begin to develop skills in working scientifically; scientific attitudes, experimental skills and investigations, measuring and analysis and evaluation. These are built into our KS3 science program where students have many varied opportunities to carry out investigations and practical work that help them to understand the world around them.



## Cross-curricular links

Science offers various opportunities for students to engage with other curriculum areas with a science focus. During Science Week, all subjects across the school embed science into their lessons, and we participate in a STEAM fair where students get to display their learning.

## Beyond the classroom

There are various exciting opportunities for students to extend their learning in science outside of the classroom including: Science club, Marine conservation and dive club, Shark talks, Snorkelling trips, Sea Perch and even opportunities for students to participate in turtle nesting visits and releases.



## Curriculum content

	Year 7	Year 8	Year 9
Term 1	Living Things Properties of matter and materials Energy Habitats and the environment	Obtaining food Elements, compounds and mixtures Light Sound	Reactivity of metals Energy Plants and farming Materials
Term 2	Microbes and disease Acids and Alkalis The Earth	Reproduction and growth Metals, non-metals and corrosion Measuring motion	Forces Health Genetics
Term 3	Beyond the Earth Forces and their effects Variety of living things	Respiration and circulation Chemical reactions Magnets	Environmental chemistry Revision

## Key Information

Head of Faculty: Miss Rebecca Wall

Contact details: [Rebecca.Wall@Cayprep.edu.ky](mailto:Rebecca.Wall@Cayprep.edu.ky)

Setting: Students are set by ability

Lessons per fortnight: 7

Study beyond KS3: All students will study Biology, Chemistry and Physics at IGCSE as part of the core curriculum. These subjects, with the addition of Marine Science, are available for A level study.

# SCIENCE

# ART AND DESIGN



## Aims

In Art and Design we aim to provide our students with a passion to develop, enhance and refine their practical skills, using a variety of media and themed subjects over the course of a year. Students will also learn about artists from a variety of different cultures and time periods, enhancing their communication and evaluative skills in the process as they learn to discuss their own artwork and the artwork of others.

*Learn about artists from a variety of different cultures*



## Building on learning from KS2

The curriculum in art has been crafted with careful consideration of the skills and knowledge learnt by students in primary school. Some of the skills which we develop in KS3 are drawing, painting, photography, printing, 3-Dimensional work (including ceramic and sculpture work), and introduction to textiles. Students will also learn about the theory of art and design through the formal elements including studies of colour theory, perspective, and learning important analytical skills through describing and analysing their own and other artists' work. By Year 9, will be encouraged to make independent choices based on the direction of their own art practice.

## Cross-curricular links

There are many opportunities to build on links across departments including using digital software through the computing department, geometric art through links with the mathematics department, as well as links with the English department through critical analysis writing. With STEM (Science, Technology, Engineering and Mathematics) becoming so popular this has opened up to STEAM (Science, Technology, Engineering, Art and Mathematics) and there are many opportunities to engage our students in exciting and rewarding activities. We are also closely associated with music and drama and there are future collaborations including stage and set design and in creating visual art to accompany music performances.

## Beyond the classroom

The Art Department is engaged in exploring ways to enable our students to gain a wider understanding, appreciation and enjoyment of Art and Design. We run Art clubs, and annual House Art competitions including Remembrance Day Art, Christmas Card Designing, Heroes Art, and an end of year Mural painting contest. We encourage our students to take advantage of seeing local and international art through gallery visits and trips. We aim to enable our students to make art a valuable part of their everyday life and to be inquisitive and creative thinkers.

## Curriculum content

	Year 7	Year 8	Year 9
<b>Term 1</b>	Introduction to The Formal Elements. Colour Theory and colour mixing Fauvist landscape/sea-scape painting	Introduction to Perspective, lettering and associated artists. Lettering painting/oil pastel work focusing on letter design and one point perspective.	Facial Features in a variety of drawing materials. German Expressionism and lino-cut printing
<b>Term 2</b>	Tonal Drawing. Optical Art and Pop Art	Outcomes based on Surrealism and Atmospheric Perspective outcomes. Street Scenes informed by one and two-point perspective	3D project. Introduction to Sculpture. Wire/Papier Mache/ tape outcomes.
<b>Term 3</b>	3D project based on Pop Art using Ceramics or Papier-Mache/Carboard.	3D materials project based upon class theme using ceramics/papier-Mache, wire etc.	Summer Term individual outcome project in consultation with teacher

## Key Information

Head of Faculty: Mr James Adams

Contact details: James.Adams@Cayprep.edu.ky

Setting: Students are in mixed ability groupings

Lessons per fortnight: 3 in Year 7 and 8, 2 in Year 9

Study beyond KS3: Studying Art and Design beyond Year 9 is optional. It is offered at both IGCSE and A level.

# ART AND DESIGN



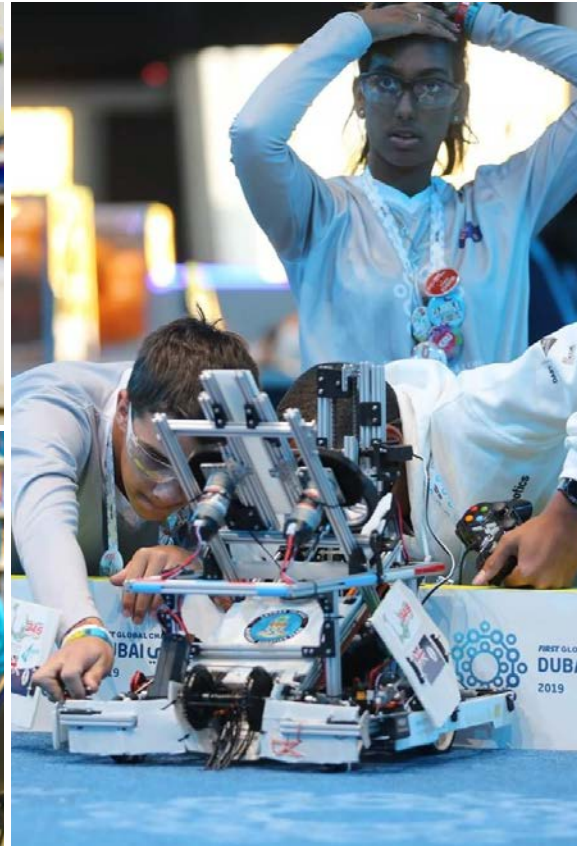
# COMPUTING

## Aims

To give students a broad education that encourages creativity and equips them with the knowledge and skills to understand and change the computing world. This will be accomplished through exploring how computers and computer systems work, how they are designed and programmed, how to apply computational thinking, and how to make best use of information technology. Our Computing curriculum brings new challenges and opportunities that will excite and empower students. Students become autonomous, users of computer, gaining confidence and enjoyment from their computing activities.



*Challenges and opportunities  
which will excite and empower  
students*



Building on learning from KS2

Some key areas of learning which is developed from KS2 into KS3 include the below:

- E-safety is taught discretely as well as being reinforced during other units of work.
- Students are familiar with programs including features of spreadsheet, multimedia presentation, word processing, animation and block programming.
- Students are familiar with file management - retrieving and saving work/tasks.
- Students are able to use email and blogs for communication and collaboration.

## Cross-curricular links

Computing is a subject that links many subject areas together. For instance, internet searches are a fundamental part of research in most subjects, while skills in using word processing, spreadsheet and presentation software programs are a key element in completing lots of schoolwork. Many of our projects are linked to other areas of the curriculum, including creating website for humanities subject revision, for example.

Other examples include:

- Mathematics: learning about algorithms. Building a mathematical spreadsheet to process and model data for making predictions.
- Science: constructing and using a database to analyse information and draw conclusions. Using computers to control robots.
- Researching the worldwide web, editing and reporting findings is linked to many other subjects.
- Art, Music and Drama: Manipulating images, sound and videos.

## Beyond the classroom

We offer a Robotics Club – FIRST Lego League Tournament in Florida - which has proven incredibly popular and successful. Students are engaged in hands-on STEAM experiences. They build confidence, grow their knowledge and develop good habits of learning. The FIRST program is built around theme-based challenges to engage students in research, problem solving, coding, and engineering. The foundation of the program is the FIRST Core Values, which emphasize teamwork, discovery, and innovation. Students emerge more confident, excited, and equipped with the skills they need in a changing workforce.

## Curriculum content

	Year 7	Year 8	Year 9
<b>Term 1</b>	E-Safety  Presenting information (multimedia/app creation)  Control System (Robotics)	Web Authoring Unit 1 (HTML)  Data Manipulation Unit 1 (Database)	Programming Unit 3 (Python)  Web Authoring Unit 2
<b>Term 2</b>	Renegade Hero Missions -	Representation of Data  Maths for Computing - including number bases and Boolean logic theory. Algorithms – writing step by step the instructions for solving a given problem.	Data Manipulation Unit 2 (Database)  Spreadsheet Modelling Unit 3
<b>Term 3</b>	Animation Unit 1 (Flash 2D animation)  Programming Unit 1(Karel)	Programming Unit 2 (Karel)  Spreadsheet Modelling Unit 2	Animation Unit 2 (Flash 2D animation)  Graphics editing (GIMP)

## Key Information

Head of Faculty: Miss Allison Smith

Contact details: Allison.Smith@Cayprep.edu.ky

Setting: Students are in mixed ability groupings

Lessons per fortnight: 2

Study beyond KS3: Students can opt to study either ICT or Computer Science at IGCSE. Both of these courses are also available at A level.

# COMPUTING

# DRAMA



## Aims

Drama at Key Stage 3 is an exciting subject which students thrive in. We want students to become engaged, critical thinkers by using the core concepts of drama practice. We aim to build student confidence in public speaking and performance, develop teamwork and creativity and grow and nurture social and interpersonal skills. As students progress through this key stage, we also want students to begin to evaluate and analyse, especially as they approach their IGCSE years.

## Building on learning from KS2

Drama is a new subject offered to students in the High School.

## Cross-curricular links

Drama has many cross-curricular links with various subjects including English (through the use of plays, poetry and speaking & listening skills). The exploration of physical theatre also incorporates aspects of the PE curriculum. Our school productions work in tandem with the other arts subjects, particularly Music and Art.



## Beyond the classroom

Students have the opportunity to go to the primary school to interview the students there about what they are learning. Students then create a piece of theatre in education work that they will perform at the primary school.

Older KS3 students have the opportunity to do a theatre workshop with CAST (working with students from The University of Cambridge) and we look for opportunities for students to see live theatre where possible throughout the academic year.

We have also ran successful drama and theatre trips to New York which we hope to be able to offer again in the near future.

*We aim to build student confidence*



## Curriculum content

	Year 7	Year 8	Year 9
Term 1	<p><b>Introduction to Drama</b> Introduction into range of basic drama skills and techniques. Focus is on responding to instructions, building confidence &amp; working effectively as a group.</p> <p><b>Introduction to Text</b> Exploration of conventions found in Ernie's Incredible Illucinations. Explore different skills / characters and how to bring them to life.</p>	<p><b>Key Skills for devising</b> Recapping on &amp; building upon a range of drama skills, stimuli, techniques, and conventions</p> <p><b>Playscript – ASBO</b> Developing drama skills in performance / staging, TIE &amp; how to create an impact for the audience. Multi role, flash backs, split stage and cross cutting.</p>	<p><b>Exploration of stimulus – Fame</b>  Using a range of drama explorative strategies to explore the stimulus of Fame and Celebrity</p> <p><b>Study of a Play text – Blood Brothers</b>  An in-depth study of the play. The chorus / narrator, the tragic hero. Direction with marking the moment. Acting a short duologue for assessment.</p>
Term 2	<p><b>The Journey – A whole class role-play based on pirates</b> Through practical exploration will use the pirate's journey as a stimulus. Further exploration of character/ narration/ thought tracking/ mime / tension/ climax)/ setting a scene.</p>	<p><b>Genre - Naturalism</b> An introduction to theatre practitioner Stanislavski. Workshops rehearsing using Stanislavski's method and script Fault. Magic if, hot-seating.</p> <p><b>An introduction to theatre design.</b></p>	<p>Continue to study play text Blood Brothers – Nature verses nurture, montage, text analysis.</p> <p><b>Public Speaking</b> A series of workshops to develop public speaking skills.</p>
Term 3	<p><b>Scripted Piece, The Demon Headmaster</b> Exploration of a play script to identify a range of characters and understand some of the technical aspects of how a script functions. Students will research and experiment with ideas that bring characters to life and create an atmosphere. Students will learn the lines and perform without a script.</p>	<p><b>Study of a play text</b> Explore and develop knowledge and understanding of the play 'Too Much Punch for Judy'. Using proxemics, vocal and physical skills, characterisation and perform a duologue extract from the play.</p>	<p><b>Theatre Design</b>  Workshop style lessons on different aspects of theatre design from staging to lighting, costume, make up, masks and puppetry and sound design.</p> <p><b>Theatre Review</b> The students will watch a piece of theatre and write about it for their written assessment</p>



### Key Information

Head of Faculty: Miss Cecilia Audouin

Contact details: Cecilia.Audouin@Cayprep.edu.ky

Setting: Students are in mixed ability groupings

Lessons per fortnight: 2

Study beyond KS3: Students can opt to study Drama and Theatre studies at both IGCSE and A level.

# DRAMA

# ENTERPRISE



## Aims

The enterprise course aims to provide an insight into what studying economics, business studies or travel and tourism would be like further up the school. It aims to provide an opportunity for students to engage with global issues and gather insights into how businesses and economies operate. Students will be challenged through simulations, research activities and group projects. They will be encouraged to harness their creativity and entrepreneurial spirit by developing their own business ideas. The course supports progression onto IGCSE economics, business studies or travel and tourism.

*Students will harness their  
creativity and entrepreneurial  
spirit*



Building on learning from KS2

Although students do not explicitly study business studies, economics, and travel and tourism because they are new subjects to students at the High School, it does build on many of the skills they learn and utilise in Year 6 during the Island Enterprise unit where students develop an economy based on their island's resources and develop products to sell based on these resources.

## Cross-curricular links

Mathematics, English and aspects of Art and Design when exploring branding and marketing, for example, play a key role in student understanding and success in these three subjects. Should students opt to continue their study of these subjects into IGCSE it is worth them investigating further the curriculum guides for Key Stage 4.

## Curriculum content

	<b>Year 9</b>
<b>Term 1</b>	Business Studies: Be Entrepreneurial <ol style="list-style-type: none"><li>1. What is an entrepreneur</li><li>2. Adding Value</li><li>3. Creativity and ideas</li><li>4. Ethics</li><li>5. Market research</li><li>6. Branding and 4Ps</li><li>7. Business plans and student presentations of business ideas</li></ol>
<b>Term 2</b>	Exploring Economics: <ol style="list-style-type: none"><li>1. Market systems</li><li>2. Banks</li><li>3. Interest rates</li><li>4. International trade</li><li>5. Exchange rates</li><li>6. Monopolies</li></ol>
<b>Term 3</b>	Travel and tourism projects: <ol style="list-style-type: none"><li>1. My ideal holiday destination</li><li>2. Niche tourism</li><li>3. Tour operators</li></ol>

## Key Information

Head of Faculty: Mrs Sana Ahmad

Contact details: Sana.Ahmad@Cayprep.edu.ky

Setting: Students are taught in subject preference groupings

Lessons per fortnight: 2

Study beyond KS3: Students can opt to study Travel and Tourism, Economics, Business Studies

# ENTERPRISE



# GEOGRAPHY



## Aims

The geography curriculum has been designed so that students will:

- Develop an interest and respect for the physical and human world around them;
- Become more aware of globally important places around the world;
- Improve their understanding of the processes that formed Earth's physical and human features and how they affect each other (leading to changes in our planet over time);
- Build the geographical skills needed to collect, analyse and interpret data;
- Participate in fieldwork to apply their skills, improve their understanding, and grow their passion for the subject.

*Students will develop an interest  
and respect for the physical  
and human world around them*



## Building on learning from KS2

The geography curriculum is developed to further each student's ability in various aspects of the geography curriculum in KS2. Including:

- Written communication (describing, explaining, comparing, evaluating)
- Groupwork (teamwork, collaboration, spoken communication)
- Numeracy (graph work, calculations, data analysis)
- Literacy (reading comprehension)
- Critical thinking (decision making exercises)

## Cross-curricular links

- Science: physical geography processes (such as earthquakes and volcanoes) link closely to the science KS3 curriculum.
- Art: creation of 3D models (such as construction of shanty towns and earthquake proof buildings) engage especially kinesthetic learners.
- Mathematics: numeracy skills are regularly embedded within lessons (such as bearings, percentages, graph analysis and beach profiles) and these offer opportunities for students to apply their mathematics skills in geography.
- English: a variety of written tasks (such as diary entries), develops written communication and relies on English literacy and grammar skills.

## Beyond the classroom

The geography department aims to run various fieldwork opportunities for Year 7 and Year 8. These trips are designed to enrich learning in lessons and develop skills in a variety of key competencies needed to be a successful geographer including: groupwork, research and data collection. At KS3 they include a tourism fieldtrip into George Town and a coastal fieldtrip to a local beach.

## Curriculum content

	Year 7	Year 8	Year 9
Term 1	Mapping Madness	Ecosystems	Development; Globalisation and Regeneration
Term 2	Our Home: The Caribbean; The Underworld: Coral Reefs	Coasts	Earthquakes and Volcanoes; Tourism
Term 3	Extreme Flooding; Revision	Changing Climates; Revision	Weather; Revision

## Key Information

Head of Faculty: Mrs Lucy Baker

Contact details: Lucy.Baker@Cayprep.edu.ky

Setting: Students may be set by ability in Year 9, with smaller support groups where beneficial to student learning as needed

Lessons per fortnight: 4

Study beyond KS3: Students can opt to study geography at both IGCSE and A level.

# GEOGRAPHY

# HISTORY

## Aims

In History for Years 7, 8 and 9, our aims are simple. We aim for all students to:

- Develop the key historical skills of causation, analysis, evaluation, argument, enquiry, interpretation, and significance;
- Further student understanding of the Cayman Islands and its persons with historical significance, especially in relation to the world wars;
- Explore a range of historical periods to gain an overall understanding of history to date.



*further student understanding of  
the Cayman Islands*



## Building on learning from KS2

Students are taught how to understand time and the way of life in the past, as well as how to write and talk about the past. We aim to teach how people felt in the past and why they acted how they did. Our courses cover how and why things either change or stay the same over time, why some things in the past were important, why things happen, and how historians form opinions on what happened in the past. We try to foster in our students' independent working, and the ability to ask and answering questions about the past. We expose students to time periods not taught in primary, and aim to develop key skills.



## Cross-curricular links

- English: a variety of written tasks (such as diary entries), develops written communication and relies on English literacy and grammar skills. Students skills of public speaking and critical thinking are also developed in formal debates.
- Geography: examination of the British Empire develops basic geographical knowledge
- Religious Studies: investigation into religion is an important aspect in Year 7 & Year 8 as students study empires.

## Beyond the classroom

As part of their work on slavery Year 8 visit Pedro St. James to see where the Emancipation Proclamation was delivered in 1835. This is an excellent opportunity for the students to engage with local history and explore the “Birthplace of Democracy in the Cayman Islands”.

## Curriculum content

	Year 7	Year 8	Year 9
<b>Term 1</b>	Unit 1 – The Romans (mini module comparison with Aztecs)  Unit 2 – Medieval England	Unit 1 – Who were the pirates of the Caribbean?  Unit 2 - Slavery	Unit 1 –Peace Treaties: How did WW1 end? (GCSE topic)  Unit 2 – The Rise of Hitler
<b>Term 2</b>	Unit 3 – Terrible Tudors and Gunpowder plot	Unit 3 – The Civil Rights Movement  Unit 4- Industrial Revolution and the Scramble for Africa	Unit 3 – Nazi Germany  Unit 4 – The Holocaust
<b>Term 3</b>	Unit 4 – Medicine Through Time	Unit 5 – World War One  Unit 6 – Historical Enquiries	Unit 5 – World War 2

## Key Information

Head of Faculty: Mrs Lucy Baker

Contact details: Lucy.Baker@Cayprep.edu.ky

Setting: Students are set by ability in Year 9, with smaller support groups where beneficial to student learning

Lessons per fortnight: 4

Study beyond KS3: Students can opt to study geography at both IGCSE and A level.

# HISTORY

# MODERN FOREIGN LANGUAGES



*We aim to instill a love for other cultures*

## Aims

The aims of the Modern Foreign Languages department are to equip students with life long learning skills which will help them to communicate with individuals around the world. This will be accomplished by enabling students to learn the basic communication skills in both French and Spanish for everyday conversation. We also aim to instill a love for other cultures and to celebrate diversity by engaging students in cultural events which open their minds to traditions and festivals from around the world. By providing international educational visits and on island opportunities to interact with people from French and Spanish speaking countries, the MFL department help to create well balanced, open minded, communicative and tolerant young men and women.

## Building on learning from KS2

Closely aligned with the KS2 learning schemes in both French and Spanish. The Modern Foreign Languages schemes of work are developed to build on the students' ability to:

- Confidently introduce themselves and others.
- Describe themselves and other people and things.
- Understand and use adjectives.
- Communicate in basic terms with people from different countries around the world.
- Understand and celebrate the cultural differences between the Cayman Islands, and French and Spanish speaking countries.

## Cross-curricular links

In French, students will engage with other aspects of the curriculum as outlined below.

- PE: Health and fitness topics
- SHEEP: Celebrating diversity
- Mathematics: Number work and other terms in French
- English: Understanding key grammatical terms
- Geography: Learning about French speaking countries around the world.

In Spanish, the curriculum is planned and designed to include the above, and also:

- Science: Learning about the environment
- Geography: Exploring the concept of 'Fair Trade'.

Various educational trips and visits have been offered for both languages including a visit to a French and a Spanish restaurant, a Quebec trip for French and a Costa Rica trip for Spanish. We will endeavour to organise more trips abroad to France and Costa Rica.

## Curriculum content

FRENCH	Year 7	Year 8	Year 9
Term 1	Family Likes and dislikes Descriptions School Subjects Routine Film Studies – Le Petit Prince	Holidays in the present and the past. Disaster holidays Extraordinary holidays Festivals and celebrations Food School trip	Likes and dislikes After-school clubs Birthday celebrations Clothes Earning money Future projects and inventions
Term 2	My free time Weather Sports and activities Local area Food Celebrations	Hobbies Digital technology Films/Shopping Region/Helping at home Daily routine Moving house Film studies – Le Petit Nicolas	Musical tastes Description of previous school. Film Studies – Au Revoir les Enfants Food and eating habits The environment
Term 3	Places in town Invitations to go out Saying what you are going to do	Sports and opinions Giving directions Injuries and illnesses	Visits to other countries Booking excursions The French speaking world

SPANISH	Year 7	Year 8	Year 9
Term 1	Introductions Brothers and sisters Personality Animals Opinions Spare time Weather Sports	My life – mobile phones, music, and TV Activities in the past Holidays in the past	Have to activities at work Jobs preferences Description in the future and of a typical day Things you like Description of you week Films and celebrities My birthday
Term 2	School Subjects Description self, others, house Family Carnival	Food, mealtimes Opinions Shopping Future Description of a party(3 tenses) Outings at the cinema Excuses, getting ready, clothes	Healthy life and active lifestyle Daily routine and getting fit Ailments Meeting and greeting people Treasure hunt in Madrid and buying souvenirs Simple future
Term 3	Places in town Ordering food Plans for the weekend	Houses Activities Directions Summer camps	Young people Rights Fairtrade Recycling How your town changed

## Key Information

Head of Faculty: Mrs Najet Byrne

Contact details: Najet.Byrne@Cayprep.edu.ky

Setting: students are set by ability

Lessons per fortnight: 4

Study beyond KS3: Students can opt to study French and Spanish at both IGCSE and A level.





# MUSIC



## Aims

Through the study of music in key stage 3, we hope to provide a variety of practical classroom music making experiences that give meaning to the study of music theory, and provide a unique learning experience for all students, that of learning an instrument and being part of a large musical ensemble. For those students keen to further develop their musical abilities, we provide an avenue to develop their talents to their utmost ability and teach the skills required to study music at IGCSE and beyond. Our goal is to give the students the basic skill set to continue with music outside of the school environment should they wish to further explore their creativity in their leisure time.

*A unique learning experience  
for all students*



## Building on learning from KS2

As well as developing some of the core instrumental skills and performance in music, in KS3, students also work to develop their knowledge of the theory of music which they begin in the younger key stages.

## Cross-curricular links

Whilst there are a range of cross-curricular links in music with other subjects, particularly mathematics and science (theory and sound), we often collaborate with the other arts faculties such as a drama and art for whole school performances, concerts and musicals which are always a highlight on the school calendar!

## Beyond the classroom

Students are actively encouraged to practise playing their instrument every day whether that be at home alone, with a teacher, or in a group - we know that the most successful musicians find time to practise their playing and reading skills daily.

There are a wealth of opportunities for students outside of regular lessons including, but not limited to, workshops, recitals, public performances such as the drama exhibition, musicals, the Christmas concert, end of term assemblies, and even at Pirates Week!



## Curriculum content

	Year 7	Year 8		Year 9	
Term 1	<b>Practical</b> - Violin and Keyboard <b>Theory</b> – Music Notation	<b>Practical</b> – Band or String instrument <b>Theory</b> - Music Notation	<b>General</b> <b>Practical</b> – Keyboard <b>Theory</b> – Music Notation	<b>Instrumental</b> <b>Practical</b> – Band or String instrument <b>Theory</b> - Music Notation	<b>General</b> <b>Practical</b> – Keyboards <b>Research</b> - Business of Music
Term 2	<b>Practical</b> - Violin and Keyboard <b>Theory</b> – Music History	<b>Practical</b> – Band or String instrument <b>Theory</b> - Music History	<b>Practical</b> – Keyboard <b>Theory</b> – Music History	<b>Practical</b> – Band or String instrument <b>Theory</b> - Music History	<b>Practical</b> – Keyboards <b>Research</b> – Technology in Music
Term 3	<b>Practical</b> - Violin and Keyboard <b>Theory</b> – Composition	<b>Practical</b> – Band or String instrument <b>Theory</b> - Composition	<b>Practical</b> – Keyboard <b>Theory</b> – Composition	<b>Practical</b> – Band or String instrument <b>Theory</b> - Composition	<b>Practical</b> – Keyboards <b>Research</b> – Creating a Music Product

## Key Information

Head of Faculty: Mr Mike Galvin

Contact details: Mike.Galvin@Cayprep.edu.ky

Setting: Students are set by ability and instrument selection

Lessons per fortnight: 3 in Year 7 and Year 8, 2 in Year 9

Study beyond KS3: Students can opt to study music at both IGCSE and A level.

# MUSIC



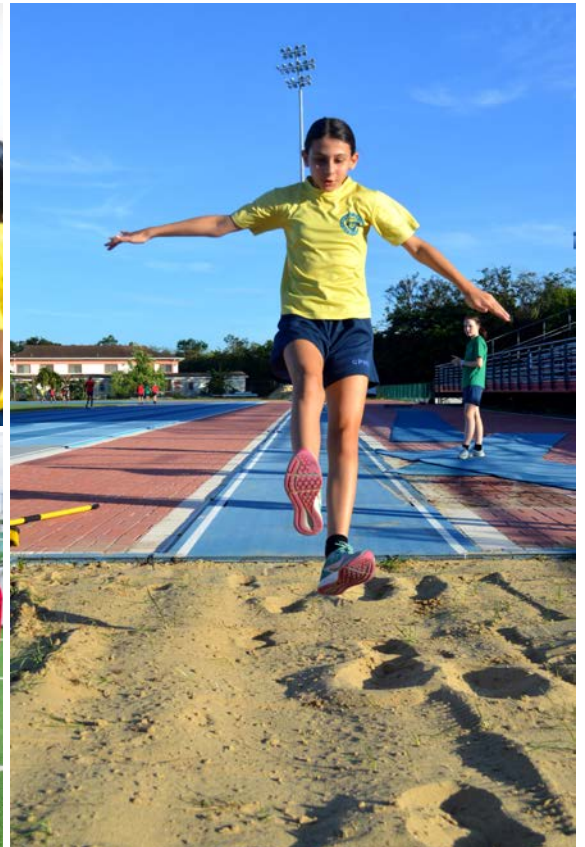
# PHYSICAL EDUCATION



## Aims

Our aims of the KS3 curriculum in Physical Education are to offer a wide and varied curriculum in a number of different activities. Allowing students to develop practical skills and apply them creatively in competitive situations, whilst improving knowledge and understanding of sports and physical activity. Students will also begin to analyse and evaluate their own performance and that of others.

*A unique learning experience  
for all students*



## Building on learning from KS2

As well as developing some of the core skills of physical education, in Key Stage 3, we will work with students to introduce more complex skills in their learning, including applying their skills in competitive situations.



## Cross-curricular links

There are so many cross-curricular links that it would be difficult to mention all of them in such a short space, but some of the key ones include exploration of the anatomy and physiology of the human body which students also look at in science, using mathematic skills to work with shape, space, distance and time and using computers to analyse performance. Students also develop a rich sense of sporting history and events and, of course, develop teamwork skills, resilience and communication.

## Beyond the classroom

There are a wide range of additional activities and educational and competitive visits which take place in the PE faculty. Some of these include: Football, Netball, Rugby, Basketball, Athletics, Volleyball, Cricket, Swimming, Badminton clubs and teams.

A trip to Lyford Cay Football Festival trip to the Bahamas.

On island, we compete in the PSA sporting events, DART and CUC football leagues and the KPMG Basketball Leagues.

## Curriculum content

Term 1		
Girls	Football	Volleyball
Boys	Football	Volleyball
October Break		
Term 1		
Girls	Track and Field	Netball
Boys	Track and Field	Basketball
Christmas Break		
Term 2		
Girls	Squash	Softball
Boys	Cricket	Tennis
February Break		
Term 2		
Girls	Swimming	Rugby
Boys	Swimming	Rugby
Easter Break		
Term 3		
Girls	Cricket	Tennis
Boys	Squash	Softball

## Key Information

Head of Faculty: Mr Phill Thompson

Contact details: [Phill.Thompson@Cayprep.edu.ky](mailto:Phill.Thompson@Cayprep.edu.ky)

Setting: Students are set by ability

Lessons per fortnight: 4

Study beyond KS3: Students can opt to study PE at both IGCSE and A level.

# PHYSICAL EDUCATION

# RELIGIOUS EDUCATION



## Aims

Religious Education at Cayman Prep and High School is firmly rooted in Christian principles and recognises the fact that our students belong to a diverse and ever-changing world. As such, the curriculum is comprised of a mainly Christian content, with the addition of Islam in preparation for GCSE which we start to study in Year 8. High standards are set, and students achieve and exceed their academic potential at the same time as developing the core values of respect and understanding of cultural diversity. The Religious Education curriculum is fully inclusive, and all students are invited to share their opinions in a safe and supported setting where open discussion is welcomed and facilitated. Critical thinking and independent learning is encouraged through interactive and child-centred activities.

*High standards are set and students achieve and exceed their academic potential*



## Building on learning from KS2

In KS3, students will enhance their skills in:

- Understanding sources of wisdom and authority
- Respecting the views of others
- Critical thinking
- Sharing our own opinions
- Discussion and debate
- Independent Learning
- Social, moral, spiritual and cultural development.

## Cross-curricular links

Religious Education shares many objectives with fellow humanities subjects such as history and geography, as well as having similar content to some aspects of English literature.

## Curriculum content

	Year 7	Year 8	Year 9
<b>Term 1</b>	<ul style="list-style-type: none"> <li>Believing in God</li> <li>Human Rights</li> </ul>	Christianity Beliefs and Practices Paper 1	Issues of Life and Death
<b>Term 2</b>	<ul style="list-style-type: none"> <li>The Life of Jesus</li> <li>Introduction to Islam</li> </ul>	Islam Beliefs and Practices Paper 1	Christianity Beliefs and Practices Paper 2
<b>Term 3</b>	<ul style="list-style-type: none"> <li>Rites of Passage</li> <li>World Beliefs Project</li> </ul>	Issues of Good and Evil	Islam Beliefs and Practices Paper 2



# RELIGIOUS EDUCATION

## Key Information

Head of Faculty: Mrs Lucy Baker

Contact details: Lucy.Baker@Cayprep.edu.ky

Setting: Students are set by ability in Year 9, with smaller support groups where beneficial to student learning

Lessons per fortnight: 4

Study beyond KS3: Students sit their GCSE examination in RE in Year 10, and can opt to study Religious Studies for A level.



# SUPPORT FOR LEARNING



## Aims

Support for Learning is offered on a discretionary basis for students with a diagnosis of Additional Learning Support Needs and who require a personalised curriculum to meet their needs. It provides an opportunity for all those who need support to access the Key Stage 3 curriculum, achieve their best and become independent, lifelong learners.

Highly experienced and well-qualified teachers work with students in small groups to support their attainment across the curriculum, meet the outcomes in their Learning Support Plan and transition successfully into further education, training, employment, and independent living.

The course is tailored to meet the needs of the student, however it is likely to comprise of English, mathematics, and science support, as well as external specialist support where appropriate.

*Highly experienced and qualified  
teachers work with students*



## Impact on students

Students are always at the core of our school's work, and students who work with the our department benefit from the additional support provided. We have seen a significant improvement in the quality of their work and exam results further up the school. We note improved study skills, increased independence and improved self-esteem. Please reach out to our Special Educational Needs Coordinator should you require any additional information.

# PASTORAL CARE

## Personal, Social, Health, and Economic Education (PSHE)

At Cayman Prep and High School we take the wellbeing and health of the children in our care incredibly seriously. Our staff receive regular training on safeguarding children, and our school's pastoral leadership team are well-qualified experts in supporting children pastorally through their time at High School.

To ensure maximum support, as well as the twice-daily check ins the form tutors have with their tutees, students also study PSHE as part of their core curriculum in every year group. These sessions are taught in tutor groups and are either delivered by the child's form tutor or the Head of Key Stage. These sessions cover a whole range of topics and the pastoral leaders adapt the plans for these sessions to respond to global, national and local issues which affect our young people.

The pastoral curriculum is reviewed annually to ensure we are teaching content that is relevant to the ever-changing world our children are growing up in. The curriculum content will always be based on the five core aspects of excellent pastoral care for children and these are:

- Staying Safe
- Healthy Lifestyles
- Economic Wellbeing
- Enjoying and Achieving
- Positive Contributions

If you would like further information, please reach out to your child's form tutor who should be your first port of call for any aspect relating to your child's pastoral care.



PSHE

## Key Information

Key Stage Coordinator: Miss Laura Knox

Contact details: [Laura.Knox@Cayprep.edu.ky](mailto:Laura.Knox@Cayprep.edu.ky)

Setting: Students are taught PSHE in form groups

Lessons per fortnight: 1, plus 20 minutes with the form tutor daily

Study beyond KS3: Students engage with the PSHE curriculum from years 7 - 13

# STUDENT COUNCIL



## Aims

The Cayman Prep and High School Student Council is a body of elected students who represent all ages throughout the High School and aims to make real, student-led change both in school and the local community. The students make tangible changes to their school.

Every tutor group, from Year 7 to Year 13 nominates a representative to collate and help translate their pressing views and issues on how day-to-day school life is run to the teacher representative. These views can relate to all aspects of school life, from homework to afterschool classes, non-uniform days to inter-house competitions, and even charity events. Representatives complete proposal forms which include why the issue is relevant and worthwhile and provide potential solutions. These are then further reviewed by the Student Council during their monthly meeting and, if deemed suitable, are put forward to the school Principal. Students will also feed back to their tutor groups to further inform people of how the process is going.

Representatives are typically elected once per year, however tutor groups are given autonomy as to how frequently they would like to change their participant. One of the first events each year is the Student Council Retreat, where the initial group of representatives take the afternoon and evening to develop a rapport and, importantly, map out the school's annual calendar. This includes which inter-house events the student body would like to take place and even includes nominating the charities which students will fundraise for through the year.

Looking forward, we are developing a constitution for Super Council including adaptations to the fluid aspects of school life and leadership, and are working closely with the body of prefects to gain further insight into make Cayman Prep better than ever for each and every student.

*Students make tangible changes to their school*



# HOUSES AND CLUBS

## House Competition

At Cayman Prep and High School all students are placed into one of three houses: Elmslie, Redpath or Youth. The house names derive from former ministers of the United Church in Jamaica and the Cayman Islands.

Students who transfer from the Primary School to the High School continue in the same House and siblings are usually allocated to that House. House activities are planned by the House Coordinator, who is supported in this by the Heads of House and the House Captains who are elected to represent each the houses in their age groups from Kindergarten through to Year 13. Every teacher is also allocated to a House.

There are various competitions throughout the year that the students can compete in and students often lead the development of new house competitions. We ensure there are a range of events covering both mental agility, sporting prowess, physical skill, artistic talent and eloquent speaking. Some previous house competitions have included basketball, football, computer gaming, public speaking, literature mastermind, cake baking, quizzes, Uno - the list is endless! The teachers also compete in their own competitions throughout the year and these are incredibly competitive, and students enjoy cheering their teachers on!



## Extra-Curricular

We have an outstanding range of clubs that our students can be involved in and our students enjoy a rich variety of extra-curricular activities.

Various sports teams, Duke of Edinburgh Award, Model United Nations, Band, Choir, Robotics, Scuba Diving and Key Club are a small sample of the extra-curricular clubs and activities that are on offer. Whatever your passion and interests, we have something for you! At the start of each term, a list of activities will be shared with parents and students. Students do not need to formally 'sign up' for clubs, and should just check the clubs available at the start of each term and attended and speak to the teacher leading the activity.

*Our students enjoy a rich variety of extra-curricular activities*

# VERTICAL

## What is Vertical Learning?

At Cayman Prep and High School, we are proud of the broad, balanced and rigorous curriculum offered. Our students are incredibly successful across the whole of the school's traditional range of subjects and, therefore, it is our duty to stretch and challenge the students even further outside of the subjects they are accustomed to studying and encourage learning outside of their comfort zones.

Our Vertical Learning curriculum runs within our school's traditional timetable. As well as getting to study subjects we already offer as a school, students have the opportunity to deepen their learning in a range of new and exciting subjects through our innovative Vertical Learning programme.

We offer students over 35 different subjects in this time to choose from and the list changes each year. Students will also come up with new subjects they would like to be taught and we try to accommodate these wherever possible.



## How are the groups decided?

Students complete a subject selection form during the third term of the school year and select six choices in order of preference. The students are then grouped based on their choices. We work incredibly hard to ensure all students get the choices they most want, but this isn't always possible and where students don't get to study their first choice, they may have it the following year. Students will study three subjects over the course of the year (one per term) and so students may have been assigned their first choice, but will study it in the final term.

*Learning outside their  
comfort zones*

# LEARNING

## Why Vertical Learning?

Vertical Learning enriches the learning experience for our students. It is an innovative curriculum and this is vital as we prepare our students for life beyond school in our ever-changing world. Too often, schools are criticised for not providing students with the opportunities to learn skills for life beyond school. For example, how interest rates work, how to get a mortgage, how to type, not knowing about the government and politics, failing to be able to sew, cook and know about the past of the country they are living in, or that a wide enough range of subjects is not offered to engage all students. We are breaking the mould. We want our students to leave our school prepared fully for the road ahead by studying subjects they find exciting and relevant.



## The Class Groupings

Unlike other subjects the students study, for Vertical Learning, students are not set by ability or by age. They are set by subject selection and this means that students get to learn, work and lead with students from a range of ages. We know that this helps develop integration, cohesion and strengthens bonds and friendships across our school. In these lessons, students are not just part of their year group - they are part of the whole school.

Students of different ages bring something different to the learning experience, making this an incredibly enriching opportunity for each and every one of them.

This is another way in which we are making the learning experience for our students one of the greatest they will find in any school around the world.



*We are breaking the mould*



A young girl with dark hair, wearing glasses and a blue school uniform, is shown in profile. She is holding an oboe and has her right hand raised, indicating she wants to speak or ask a question. The background is a blurred classroom setting with desks and other students.

*"The positive behaviour for learning of students  
was excellent across all phases of the school"*

Cayman Prep and High School  
inspection report, May 2021





*Visit us at*

Cayman Prep and High School  
559 Walkers Road  
Cayman Islands

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