

FAULKNER'S CURRICULUM

LOWER SCHOOL CURRICULUM

A LEVEL AND IBDP

DIVISIONS

FAULKNER'S CURRICULUM



WHAT IS DIVISIONS?

FAULKNER'S CURRICULUM

AN INTRODUCTION TO DIVISIONS

All pupils in Faulkner's study Divisions rather than History, Geography and Religious Studies separately. The staff in the department represent a variety of different subject specialisms and they have the freedom to teach whatever material they wish. This makes for an innovative learning environment for both pupils and staff.

The aim is to open pupils' minds, to spark a pursuit of knowledge which they enjoy and to cultivate a love of learning. It also attempts to introduce skills that the pupils will require as they progress through Bradfield College and beyond.

Pupils are encouraged to take ownership of their own work, becoming thoughtful and independent learners. They learn the importance of deadlines and are encouraged to take pride in their

work. They will also learn how to work effectively in small groups and deliver presentations convincingly to their peers.

HOW IS DIVISIONS STRUCTURED?

Pupils have ten lessons of Divisions per fortnight, shared between two teachers. They change teachers every eight weeks which allows pupils to experience a variety of teaching styles and a vast array of content and skills.

Subjects of study are split between two types of unit. **Core Units** are modules which every pupil will study over the course of the year. Pupils will also have the opportunity to study **Non-Core/Optional Units**. The modules they take will depend on which teacher they are assigned for Divisions Rotation.

WE ENCOURAGE PUPILS TO:
THINK CREATIVELY
HELP YOURSELF
REFLECT AND RESPOND
REVIEW

Structuring essays precisely

Completing tasks innovatively when possible

Presenting to the class confidently and enthusiastically

THINK CREATIVELY

Examining sources critically

Working effectively in groups

Referencing all sources accurately

Using a wide range of sources in your work

HELP YOURSELF

Acting on advice given

Using any guidelines provided

Looking at your targets from previous work

REFLECT AND RESPOND

Sticking to deadlines

Proofreading accurately

Checking you have completed tasks fully

Taking pride in every piece of work completed

REVIEW



WHAT DO
WE TEACH
IN DIVISIONS?

FAULKNER'S CURRICULUM

CULTURAL HISTORY

CORE UNIT

TAUGHT BY

MRS BORTHWICK
HEAD OF HISTORY OF ART



Using objects, paintings, maps, sculptures and literature as our sources, this module aims to give pupils a broad overview of some of the key 'moments' in European cultural History.

Who was Virgil and in what ways did his Aeneid impact his own society and those centuries later? What was the chivalric code and how applicable are these Medieval values to everyday life? What was the Counter-Reformation and should we 'cancel' Caravaggio? These are some of the themes and questions we will be tackling as we take a whistlestop tour of European society from 400 BC to the present day. The course will also encourage pupils to develop a critical eye; to become more confident in their analysis of artworks and literature, and in making connections through art and literature with other subjects across the curriculum.





POLITICS

CORE UNIT

TAUGHT BY

MR MACEWEN
TEACHER OF POLITICS



The Divisions module in Politics aims to give pupils an introduction to the political system of the UK, and how citizens can participate within it.

Pupils study the principle of power transferring from the people to representatives through the electoral process and how citizens can influence their representatives through petitions, joining a pressure group or indeed joining a political party itself. Study expands to how government is formed and also how the UK system of government works, including looking briefly at the structure of the UK constitution including the Executive, the Legislature and the Judiciary branches of government. Pupils have the opportunity to examine how law is passed in the UK and contrast that with the political system in the United States, as well as looking at other countries of the pupils choice. Pupils also look at related current political events, e.g. G7, Elections, COP26 to demonstrate the way in which Political power is used within the wider world.

PSYCHOLOGY

CORE UNIT

TAUGHT BY

MISS SPILLANE
HEAD OF PSYCHOLOGY



MISS ROWLANDS
TEACHER OF PSYCHOLOGY



Psychology in Divisions explores theories and phenomena that pupils then apply to real world scenarios.

Faulkner's pupils examine the role of personality, how it shapes our own behaviour and how it allows others to shape our behaviour. Pupils question why we conform, what makes some people more susceptible to suggestion and manipulation than others, why we obey and what are the consequences in the real world? Pupils delve into both the socio-cultural and cognitive fields of Psychology, looking at topics such as Social Identity Theory and the reliability of memory, and considering the far-reaching implications.



THE MAKING OF ENGLISHNESS

CORE UNIT

TAUGHT BY

MR SHAFE
HEAD OF DIVISIONS



MR BODDINGTON
TEACHER OF HISTORY



This module examines changing notions of British (and, more specifically, English) national identity in relation to issues of race, ethnicity and immigration from the 1500s to the present day.

How do we define Britishness (or more often, 'Englishness')? How have identities changed over the past one hundred and fifty years? This module covers these broad questions with specific regard to questions of 'race', ethnicity and immigration. Pupils study whether Britain is a peculiarly tolerant country in an international context. How welcoming have state and society been to newcomers? Have issues of race played a major part in British politics? Turning to the minorities themselves, the module examines their identities and internal dynamics in British society. The approach adopted is comparative and a wide range of groups and responses to them are examined including Jews, Irish, Afro-Caribbeans, Germans, Asians and many others. Pupils debate whether 'race' is the most significant factor in the treatment of minorities and their own internal solidarity or whether other issues such as gender, class, age, locality and culture are of greater importance.



CHINA AND CHINESE

CORE UNIT

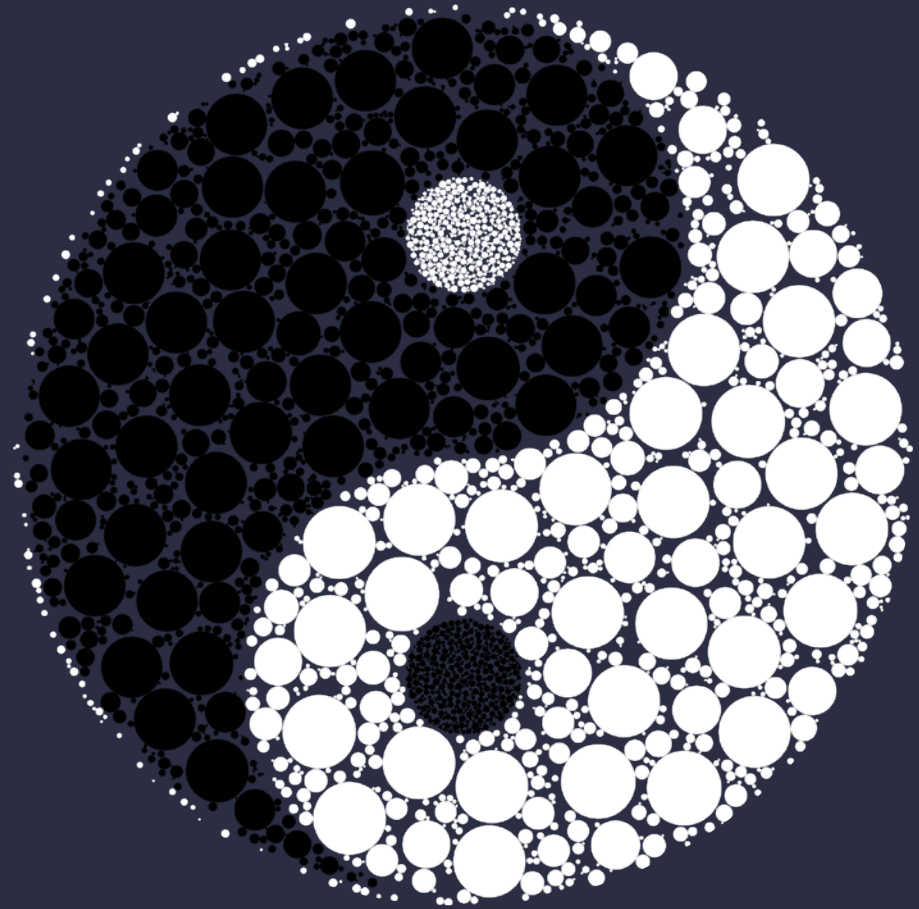
TAUGHT BY

MR FANNON
TEACHER OF ENGLISH



This module introduces the basics of spoken Chinese, while examining a selection of important social and cultural topics. In some cases, these are issues of global significance, since the impact and influence of trends in China can be felt around the world.

Pupils have the opportunity to research and discuss renewable energy, agriculture, traditional approaches to food, homosexuality, Chinese New Year, and the general social and economic development of China. Members of the class become confident in gathering information, summarising data, and expressing their opinion about issues which may affect their future. With lessons also dedicated to language, the aim is for each pupil to be able to use and pronounce the correct vocabulary relating to greetings, self-introductions, discussing likes and dislikes regarding food and interests, and also be able to count to ten or higher. The rotation establishes an enjoyment and basic knowledge of Chinese language and helps pupils to understand why China will play such a major role in shaping the world they will live in.



CONTINUITY AND CHANGE

NON-CORE/OPTIONAL UNIT

TAUGHT BY

MR KEELEY

TEACHER OF GEOGRAPHY



This module examines the concepts of continuity and change at three different geographical scales.

At the local scale Faulkner's pupils study Bradfield – the school and the village – exploring its history, its location, its built environment and the juxtaposition of a 19th-century foundation in a 21st-century context. This includes opportunities to undertake in situ studies of key Bradfield locations (e.g. the main dining hall, the Greek Theatre). At the regional scale pupils explore London through the prism of John Betjeman's 1975 BBC documentary *Metroland*. On a virtual journey they travel from Baker Street station to Amersham and beyond, researching aspects of the 20th-century transformation of suburban London – in urban planning, transport, art and architecture, cultural traits etc. – and seeing what has changed in the years since the programme was first broadcast. At the national scale the class will analyse Powell and Pressburger's 1946 British film *A Matter of Life and Death* and its messages about the changing relationship between the UK and the USA, as well as what the film has to say about the supernatural, philosophy, medicine, law, religion and chess!

GLOBAL CONTEXT

NON-CORE/OPTIONAL UNIT

TAUGHT BY

MISS HOLMES
ASSISTANT CHAPLAIN



This module aims to create a deeper understanding of the world and our place in it, encouraging the pupils to explore different countries and cultures. It encourages a sense of global citizenship by highlighting responsibilities and differences that we can make.

As our world has become more globalised and more interdependent, it is important for pupils to understand what impact they can have and the privileged position that they come from. Throughout the module, pupils look at how the history, economy, religion, politics and culture of a country can affect an individual's worldview. They partake in an extensive research task and present on a country that they are connected to or want to learn more about. Throughout the topic the issue of what it means to be British, what privilege is and what it means to live in a multicultural society are all raised. Pupils should leave the module with a better grasp of their own world view, the backgrounds of their classmates and a greater appreciation for different countries and cultures.

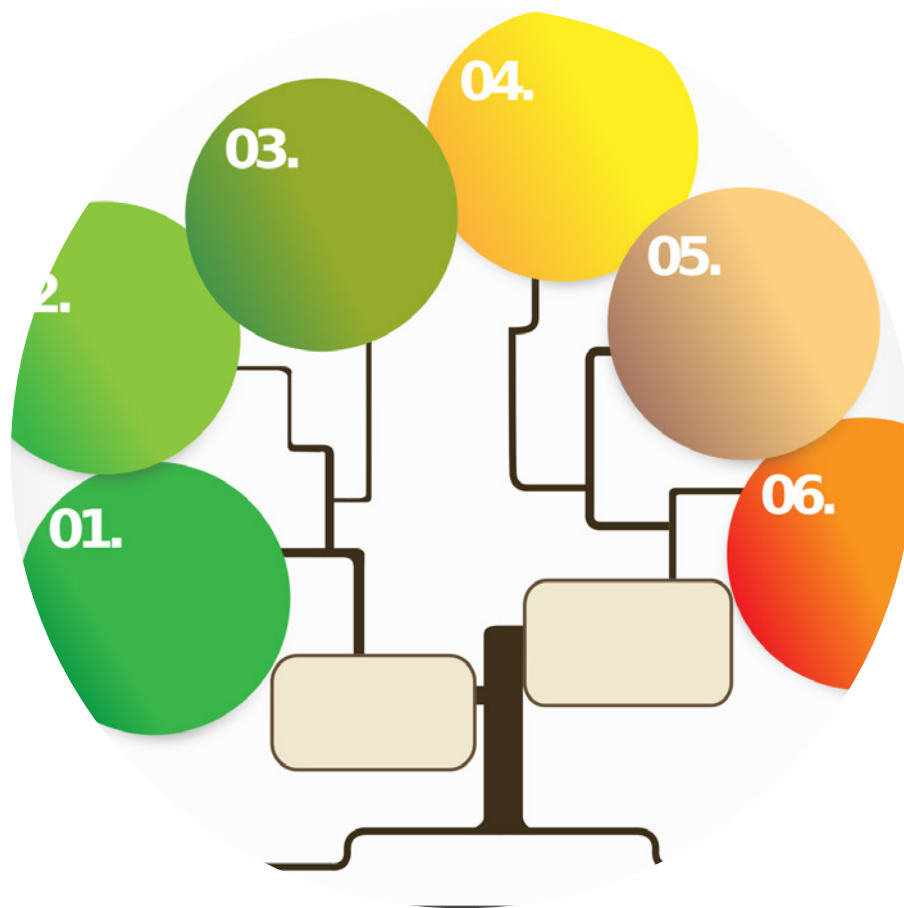


GEOGRAPHIC SKILLS

NON-CORE/OPTIONAL UNIT

TAUGHT BY

MR HILL
TEACHER OF GEOGRAPHY



This module will consider a range of Geographical issues and skills. While developing research skills pupils investigate and evaluate Wilding; considering the reasons for the growth of the movement, the benefits that it can bring to the environment and the threats associated with it.

Pupils conclude the unit with the construction of an infographic on the topic where they consider how to most effectively display the most important information. As well as short units including map skills and the analysis of media sources that will run throughout the rotation, pupils partake in a series of activities investigating migration at a range of temporal and spatial scales. Pupils gain an understanding of why so many people are currently on the move, what they are hoping for, the risks they face and consider how we should respond to their needs and ambitions.

CHALLENGES OF THE 21ST CENTURY

NON-CORE/OPTIONAL UNIT

TAUGHT BY

MR GRINHAM
TEACHER OF GEOGRAPHY



This module concentrates on the challenges we face from a local, national and a global perspective. The course aims to develop the pupils' understanding of a range of social, economic and environmental challenges we face in the next 25-50 years.

Pupils carry out independent research ranging in to topics including air pollution in developing countries, sustainability in urban areas, extreme weather and water security. The module encourages pupils to challenge their potential misconceptions by studying the United Nations Sustainable Development Goals and specifically learning about Malawi. By using recent population and development data pupils are encouraged to improve their analytical skills and help them arrive at clear judgements on the variety of challenges countries face around the world.





BRADFIELD COLLEGE

Bradfield
Berkshire
RG7 6AU

Tel: 0118 964 4500
Email: jshafe@bradfieldcollege.org.uk
Web: www.bradfieldcollege.org.uk