

Subject: Languages



Curriculum Vision

The TDS Languages Department seeks...

- To enable students to be able to communicate in a foreign language, gaining competency, knowledge and a broad skillset as well as awareness of our diverse society.
- To develop confident language learners, able to thrive in the modern world.
- To engage students in languages through a broad and balanced curriculum, empowering students via the four skills of language: writing, reading, speaking and listening.
- To appreciate literature, culture, grammar and the syntax of language, building up their own expressive skills in the foreign language.

Curriculum Intent

In order to be successful, we consider the following aspects:

- Providing time to learn a range of grammatical tenses in the context of linked themes to build a progressive skillset
- Teaching for mastery enabling all students including SEND to achieve potential whilst providing challenge for more able
- A curriculum structured around retrieval practice, spaced repetition and interleaving, revisiting vocabulary and grammar structures in order to secure long term retention including weekly low stakes testing
- Providing as much exposure as possible to complex language from year 7, focusing on accuracy in spoken and written French and Spanish allowing for responsive teaching where skills and knowledge are inextricably linked

- Embedding positive learning habits and promoting curiosity based on respect for other cultures.

Languages at Duston encourages deeper thinking, thorough practise and cultural awareness, as well as drawing upon grammar, language and comprehension skills.

Curriculum Offer : KS3

At Key Stage 3 pupils will study one theme per term (see table below). The goal is to be able to recite this key text by heart and to learn to adapt the language for themselves to express their own opinions, engendering creativity and independence in a scaffolded manner that gives pupils the confidence to succeed with accuracy in their studied language. The memorising element also improves their capacity to re-call information, developing their knowledge retention skills, helpful for a range of scenarios in the future.

We put great emphasis on the spoken element and lessons consist of 20 minutes of spoken tasks every lesson. This is aimed to be engaging and confidence-building for pupils, proving fundamental in building resilience and skills for later life such as confidence in public speaking.

Pupils generally complete three pieces of extended writing per term, receiving whole class feedback on each of these.

Cultural element:

We greatly value the study of diverse cultures. Each key text at KS3 is thus based on a character who comes from a different nation which speaks their studied language.

Each term starts with a basic knowledge quiz which is built from year 7 until year 11, followed by a short cultural study of how our school values of **aspiration, resilience and respect** are echoed within the culture of the character from that term's text.

	Year 7	Year 8	Year 9
Term 1	All about me	School	Film and TV
Term 2	Hobbies and free-time	Holidays	Shopping
Term 3	Descriptions of people	Music and sport	Daily Routine
Term 4	Where I live	Future aspirations	Well-being
Term 5	Food and drink	Technology	Relationships
Term 6	Revision	Revision	Revision

Curriculum Offer : KS4

Key stage 4

Students study the Edexcel Specification for French and Spanish at GCSE level, taking four exams in total at the end of Year 11.

Students will either be entered for the Foundation or Higher paper in all four exams.

Paper 1 Listening 25% - Foundation 45mins/ Higher 1hr

Paper 2 Speaking 25% - Foundation 7-9mins/ Higher 10-12mins (**early exam taken in April/May**)

They will have two sets of speaking mocks in November and February to ensure confidence and success in this challenging element.

Paper 3 Reading 25% - Foundation 45mins/ Higher 1hr

Paper 4 Writing 25% - Foundation 1hr/Higher 1hr15

The total marks from these four papers will be used to calculate the overall GCSE grade.

Each term a specific skills is studied in depth via the use of a past paper (outlined below). This is interleaved with grammar, writing and speaking practice. Pupils will be tested on vocabulary every lesson. At the end of term they will be assessed on the focus skill for that term.

	Year 10	Year 11
Term 1	Listening (Present and near future tense/negatives)	Reading (pluperfect tense and perfect tense in Spanish)

Term 2	Reading (perfect tense in French/preterit tense in Spanish/adjectival agreement)	Listening (if clauses)
Term 3	Higher Listening (simple future tense/pronouns)	Integrated revision: all four skills
Term 4	Speaking (conditional tense/impersonal verbs)	Integrated revision: all four skills
Term 5	Writing (all past tenses including the imperfect)	Integrated revision: all four skills
Term 6	Revision (present continuous in Spanish/reflexive verbs)	

Curriculum Offer : KS5 (Sixth Form)

We are pleased to offer both French and Spanish A-level. More details are available within the 6th Form Prospectus.

- During this course pupils will develop an advanced level knowledge and understanding of the French/Spanish language, the culture of France/Spain and other francophone/hispanic countries, as well as practical and valuable language and transferable study skills.
- This course contains inspiring and engaging themes, ranging from social dilemmas on immigration to modern lifestyles, as well as including popular literary texts and films.
- Studying languages at A-level boosts **communication, memory, and analytical skills**. It opens doors to global careers in diplomacy, business, and tourism amongst others.

- It enhances **cultural awareness and confidence**, making you stand out to universities and employers. This course will help you to prepare for higher education and to **enhance your employability profile**.
- Acquiring a language to an advanced level challenges your mental pathways and memory developing your ability to **think critically** and enhancing your experience of any future learning.

	Year 12 / 13
Paper 1 - Reading, listening and translation Year 12 and 13	This paper is about Francophone and Hispanic life and culture. The modules studied are listed below. Each module is given 2hrs of class term per week for the duration of a term each. Year 12: French Theme 1: Changes in French society 1. Family structures 2. Education 3. The world of work Theme 2: Political and artistic culture in French-speaking countries 4. Music 5. Media 6. Festivals and traditions

Spanish

Theme 1: Changes in Spanish society

1. Family structures
2. Education
3. The world of work

Theme 2: Political and artistic culture in the Hispanic world

4. Music
5. Media
6. Festivals and traditions

Year 13:

French

Theme 3: Immigration and multicultural French society

7. Immigration
8. Integration
9. Racism

Theme 4: Occupation and Resistance

10. The Vichy regime
11. The Resistance
12. The Occupation of France

Spanish

	Theme 3: Immigration and multicultural Spanish society 7. Immigration 8. Integration 9. Public and social reaction to immigration Theme 4: The Franco dictatorship and the transition to democracy 10. The Civil War and Franco's rise 11. The Franco dictatorship 12. The transition to democracy
Paper 2 -Literary works and translation Year 13	This paper is about Francophone or Hispanic film and literature. Pupils will study one book and one film from the culture of their studied language. The film and book are given 2hrs of class term per week for two full terms each. Pupils will be taught essay structures to enable them to produce 305-500 words essays on the set films and books. They will study both cinematic and literary techniques to be able to critically analyse the impact of themes and technique within the film or book. They will study the historic context of the film/book relating to both the work and the author and learn to build this into their appraisal of the book/film during their essays. (In addition pupils will receive 1hr per week of explicit grammar teaching in Terms 1 and 2 of Year 12.)

Paper 3 -Speaking

This paper contains two parts:

Part A: Debate card and follow-up discussion on the same unit and another unit within the same theme.

Pupils are given a choice of two cards with two bullet points to cover on a topic.

Afterwards the examiner will lead a discussion relating to this topic and another studied module from within the same theme.

Pupils will learn to use evidence from the modules studied to create analytical convincing opinions in French/Spanish about societal issues. They will be expected to include factual evidence from their previous studies and follow the PEEL structure to attain the highest marks.

Part B: Independent Research Project and follow-up discussion

Students will choose a topic relating to a topic of interest relating to our course. They will research the topic independently and write a two-minute speech which they will present from memory during the exam. The examiner will then lead a follow-up discussion on the topic presented. This is excellent in developing students' independent research skills and source analysis.

Pupils will begin speaking lessons from Term 3 of Year 12, 1hr per week.

Mock exams take place in November and February of Year 13.

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Careers

Once per term we spend part of a lesson looking at careers in languages, watching a short video and discussing the skill base developed in our subject.

Learning languages can open a world of career opportunities—literally and figuratively .

- Global Job Access

- International roles: Multilingual professionals are in demand for jobs involving travel, global operations, and cross-border collaboration.
- Remote work: Language skills allow you to work for companies abroad without relocating, especially in today's remote-friendly job market.

- Competitive Advantage

- Stand out to recruiters: Fluency in a second or third language can differentiate you from other candidates with similar qualifications.

- Higher salary potential: Bilingual employees often earn more—some studies show a salary boost of 11% to 35% depending on the language and location.

- Relationship Building

- Client engagement: Speaking a client's native language builds trust and improves communication, especially in sales, marketing, and customer service.
- Networking: Language skills help you connect with professionals across cultures, expanding your career network.

- Cognitive & Soft Skills

- Mental agility: Multilingual individuals tend to have better memory, problem-solving skills, and adaptability.
- Empathy and creativity: Language learners often develop stronger interpersonal skills, which are highly valued in leadership and team roles.

-Industries That Value Language Skills

- Healthcare: For patient communication in diverse communities.
- Finance: For international markets and client relations.
- Tech: For global product development and user support.
- Education & Translation: For teaching, interpreting, and content localization.

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