

Key Stage 3 Sequencing and Rationale

	Year	What is taught? Overview of Topics	Why this? Why then?
KS3	7	<ul style="list-style-type: none"> All about me Hobbies and sports Transactional holiday language 	<ul style="list-style-type: none"> Key knowledge for second language acquisition is developed (and revisited from KS1) from the outset through explicit study of cognates, phonics, and key conceptual differences such as masculine/feminine and word order. Students can then situate further learning through a firm foundation of how language differs/ is similar/ and is therefore acquired effectively. The study of opinions and cognates allows students to create extended language within short time periods by expressing justified opinions; confidence is key for second language acquisition, so students are provided with early opportunities to experience success. To develop students' cultural capital early and whilst motivation is historically at its highest, practical approaches to the acquisition and application of language is emphasized through development knowledge to be able to converse and make everyday transactions abroad, giving students real 'purpose' for their learning. Practical knowledge linked to activities of interest is therefore developed.
	8	<ul style="list-style-type: none"> Role models and me How do other countries holiday? Accommodation abroad. 	<ul style="list-style-type: none"> Further opportunities for cultural study are provided through the study of key culturally influential celebrities; progression is developed through in-context study of biography and informative texts. Challenge is therefore self-evident as some texts will be authentic 2nd language texts. Students are then asked to reflect on their own cultural understanding and compare to that of another country through the study of holiday habits. Students' abilities to describe their own experiences are therefore developed through the study of other countries providing even deeper knowledge of the world around them. Spontaneous speaking and interaction with a foreign language is developed further following explicit study of key underpinning grammar and structures (three time frames; high frequency communicative expressions).
	9	<ul style="list-style-type: none"> Customs and traditions in France/ Spain Modern living: influence of technology Life on the big screen 	<ul style="list-style-type: none"> Cultural appreciation is at the forefront of the Y9 curriculum; if this is the last year of study for students in MFL we want to ensure they gain powerful knowledge of the cultures and societies in which the language they are learning is spoken. Students live in a world in which technology is rapidly advancing and they acquire the linguistic skills to be able to discuss something which is a huge part of their life. Cultural capital and raising aspirations to visit and experience these countries is also promoted through the curriculum study of traditions, festivals and films; language is used communicatively, building upon grammatical and linguistic development over the previous two years. Understanding of challenging concepts such as civil war and culturally significant events is developed through film study which aims to develop students' linguistic but also societal understanding and ability to offer extended and justified views of stimuli; a key aim is to develop students cultural and linguistic competence through careful supported and scaffolded film studies.