Deaf Studies Curriculum Plan (Primary)

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| We follow the National Deaf Studies Curriculum which supports children in growing confidence in their Deaf identity, and their pride in being a member of the Deaf community. Deaf Studies lessons provide children with the opportunity to learn about their culture and heritage and about the different technical supports and communication methods that are available to them.  We aim to celebrate Deaf Awareness Week and BSL Recognition Day with a range of activities. | | | | | |
|  | **IDENTITY** | **COMMUNICATION** | **COMMUNICATION - TECHNOLOGY** | **DEAF COMMUNITY AND CULTURE** | **HISTORY** |
| **Year**  **6** | Identify Deaf employment in the past and present.  Identify what Deaf people can do in employment.  Identify Deaf organisations.  Prepare for leaving primary and going to secondary school; to identify changes in life and why.  Invite Deaf visitors to talk about their knowledge.  Interview Deaf people about their jobs.  Visits to BDA centre or Deaf clubs and interview people about their services.  Discussion groups.  List of differences between primary and secondary school.  Careers information. | Identify variation in regional signs.  Identify how to sign to a group of people with good public presentation skills.  Identify how to basic sign language to hearing children.  Identify how to compare signs around the world.  Observe video of regional signers telling their stories.  Video and observe signer’s presentation skills and discuss/ contrast good/ bad presenters.  Video of foreign signs and handouts for practice. | Identify how Deaf people make use of technology in unique ways.  Identify how to observe interpreters signing on television or video.  Ask children to be creative and design something Deaf-friendly.  Observe video of interpreters at work. Discuss what they do and don’t do. | Identify how we define membership of Deaf community.  Identify how to view arts and media from a Deaf perspective.  Identify how to describe what it means from a Deaf perspective.  Identify publications written by and for the Deaf community.  Identify how to develop the skills necessary to publish their own school newsletters.  Discuss who does and who does not belong to the Deaf community.  Discuss why.  Compare Deaf & hearing arts and media.  Look at publications, magazines and newsletters.  Devise school newsletters, select stories, photographs, and drawings. Prepare for printing using presentational devices e.g. layout, deadlines, sub-headings, punctuation, emotive language, visual/written text. | Identify how to compare the differences between pupils’ school life with that of former pupils.  Identify how to discuss the changing face of Deaf community.  Identify how to list major Deaf sporting events of the past.  Identify famous Deaf people in England.  Invite ex-pupils to give talk about their school days. Make chart of the differences.  Draw a time-line of the community. Discussion and question.  Older Deaf visitors tell about their sporting events experience.  Look at books, journals, video, etc. |
| **Year**  **5** | Define how society reacts to Deaf people and indicate what we can do to respond.  Identify ways to involve hearing families with Deaf children in the Deaf community.  Identify Deaf role models at home and school.  Discuss own experience of attitudes, communication, etc, at home and out in public places.  Discuss and list ways of encouraging hearing parents to join in Deaf social activities.  Discussion why it is important to have role models. | Identify how to develop presentation skills and confidence.  Identify assertive skills.  Identify how to communicate with known non-signers in public.  Identify how to communicate with unknown non-signers in public.  Video and observe themselves, comment on performance and how to improve.  Role-play and discussion.  Small talks by gesture, mime, lip-reading, etc.  How to ask for things or information in shops, library, transport, etc. Role-play. | Identify how to understand the telephone relay service and how it works.  Identify different types of hearing aids.  Set up situations for children to use Text direct.  Demonstration with hearing aids. Wall posters. | Identify and access Deaf magazines and Deaf organisations and services.  Identify and access Social Service for the Deaf.  Identify the need to value the contributions of all Deaf people to Deaf community.  Identify types of support for Deaf children in mainstream schools.  Variety of magazines, newspapers, newsletters, etc and visit organisations.  Discuss the role of Social Services for Deaf people.  A Deaf member of Deaf community to talk to children about their role.  Types of support: -Oral approach, BSL support, Total Communication approach, Peripatetic teachers and  Consultant Teacher of Deaf. | Identify the basic stories of Abbe de L’Epee.  Describe the education of Deaf children during the 1800s.  Identify the first asylum for the Deaf in U.K.  Identify establishment of Deaf schools in U.K.  Identify features of life in 1600s as it might relate to Deaf people.  Book - The History of Deaf People. Discussion and questions.  Pictures from history book of schools. Ask questions. Where is and why. Discussion and questions.  Map of UK and locate schools now and before.  Better or worse for Deaf people in 1600s and why. |
| **Year**  **4** | Identify the causes and the effects of Deafness.  Identify aspects of growing up in a multicultural environment.  Identify aspects of growing up in a hearing community.  Identify some needs of a Deaf child with visual impairment.  List the causes of Deafness and discuss how it affects different Deaf people.  A multicultural fair or international evening.  Display clothing, food, dance, etc.  Develop a concept map of needs in hearing community.  Invite a Deaf and blind person to talk to children about their experience. | Identify and to compare International features of Sign Languages with BSL.  Identify a foreign fingerspelling.  Identify how to communicate with known non-signers.  Identify the role of interpreters in enabling communication between users of BSL and spoken English.  Gestuno – Look and practise in pairs.  Handouts of a foreign fingerspelling and practise.  Role play- gesture, mime, lip-reading, write and draw.  Collect examples of situations where children may have seen interpreters at work. | Experience use of text jargon for textphones.  Experience use of  e-mail.  Experience use of videophone, (i.e. SignLive, NowInterpreter)  Look at abbreviated vocabulary. Practise and respond, etc.  Set up situations to use e-mail.  Set up situations to use fax machines  Set up situations to use videophones. | Identify the importance of sports for the Deaf community.  Identify different types of educational provision.  Identify how Deaf communities around the world have influenced each other.  Deaf visitors tell about their involvement in sporting events.  Deaf schools (day and boarders), Units in mainstream schools (day and boarders), Partially hearing schools (day and boarders), Colleges.  Discuss about ‘World Federation of the Deaf’ and what they do. | Identify pre-technical aids at home.  Relate some of school history.  Relate some of the history of hearing aids.  Relate some of the history of textphone /Fax machine.  Identify the inventor of the telephone and discuss his views on Deaf people.  Swinging balls, sticks, pulling strings, hearing dogs, etc.  Invite a former pupil or teacher to talk to children about their experience.  Models and photographs, diagrams.  Graham Bell and his Deaf wife. Discuss and questions. |
| **Year**  **3** | Explain what it’s like to be Deaf.  Identify aspects of growing up in Deaf family.  Identify aspects of growing up in hearing family.  Recognise and to meet Deaf people outside school.  Identify relationships with children and adults in the neighbourhood.  Make a video ‘About myself’. Personal, language, etc.  Visit home of a Deaf family and talk to the parents.  Visit home of a hearing family and talk to parents.  Visit Deaf club or invite visitors to talk to children.  Look at and discuss own experience at home with hearing neighbours. | Explore the difference between BSL and English.  Identify communication features with unknown non-signers.  Experience and compare features of regional signs.  Identify visual noise in schools and homes.  Sign language and spoken language. Discuss.  Role play- gesture, mime, write and draw.  Video and demonstration of regional signs and handouts for practise.  Demonstrate and discuss appropriate lighting for good visual communication. | Identify the use of environmental aids at home and school.  Identify six technical aids used at home.  Identify how to communicate on textphones/NGT/SignLive  BDA posters and handouts.  Invite the NDCS Listening bus to school.  Practise in pairs on closed circuit textphones, (to show what it is like in real life). | Identify Deaf and other ethnic minority communities.  Recognise the variety of activities within Deaf communities.  Accept that Deaf and other minorities value their community.  Identify Deaf writers and artists and look at their works.  Identify youth clubs for Deaf children.  Deaf, Black, Asian, Disabled, Women, etc.  Sports events – in and outdoors, trips, rallies, etc.  Common shared lives.  Invite a Deaf visitor from Shape to talk to children about their work.  NDCS and BDA directories for places.  Locate and record information. | Identify the concept that although Deaf people’s experience may change over time, the implications of Deafness will have a significant impact.  Identify means of communication before the invention of textphones/NGT/SignLive.  Identify the origins of BSL.  Identify thatDeaf people’s experiences were often different in the past.  Role-play and discuss what it was like to be Deaf at different times in history.  Letters, telegrams, families and friends.  From family signs to present via church, asylum, institution and schools.  Time line and discussion. |
| **Year**  **2** | Identify what it is like being Deaf.  Compare Deaf children in mainstream schools with Deaf schools.  Recognise the different communication modes used in families.  Develop some hearing awareness at school and at home.  Identify aspects of growing up as a Deaf child.  Being Deaf – What is it like? Discussion  Visit units and talk to children.  BSL, SSE, Oral, Gesture? Which do they use at home.  Demonstrate how sounds help hearing people.  A parent to talk about experience of raising children. | Show how to interrupt and ask for repetition.  Observe themselves on video and to express what they think of their presentation.  Use basic rules for basic communication and attention-gaining.  Show the best seating arrangements in a room.  Role plays and discuss.  Video their signing and watch playbacks. Discussion.  Interaction clues. Correct and incorrect ways.  Demonstrate and discuss why. | Identify some of the technological aids around the school.  Identify subtitles on television.  Identify some programmes for Deaf people on television.  Experiment with textphones./NGT/SignLive (three way interpreting).  Demonstrate and discuss how they are used.  To use remote control unit to find subtitled programmes.  Show video of Deaf programmes –See, Hear, TV etc. | Experience some humorous stories told by Deaf adults  Develop own BSL storytelling skills.  Demonstration and discussion. Handouts.  Demonstrate and discuss.  Deaf visitors to tell their own stories.  Invite a BSL storyteller to talk to children. | Identify features in Deaf schools past and present.  Identify to the history of the school.  Identify aids in the past.  Identify that Deaf people have always existed.  Photographs of past and present schools.  Photographs of the school at various stages in its history.  Demonstrate with old aids.  Discuss that sign language has always existed and has provided social and educational benefits. |
| **Year**  **1** | Identify who is Deaf and hearing at home and school.  Indicate what we can and cannot hear – to compare with hearing people who can hear.  Identify the language used at school and home.  Survey of families and friends at home. Make chart.  Survey of school children and adults. Make chart.  Demonstration with sounds. Hearing aids on and off.  Demonstration with a hearing adult.  Survey of BSL and Spoken English in school.  Survey of BSL and Spoken Languages at home. | Perceive some of the differences between BSL andspoken English.  Indicate why we have sign names.  Identify appropriate lighting for good visual communication.  Identify the role of Communication Support Worker in mainstream schools.  Demonstrate – Voice off and signing for BSL. Voice on and lip pattern for spoken language.  Establish sign names and discuss why we have them.  Demonstrate visual noises in classrooms and school.  Invite a C.S.W. to talk to children about their work. Questions and answers. | Identify aids around the school.  Experience subtitled programmes on television.  Experience touching, feeling and seeing vibrations.  Demonstration around the school.  Make their own BSL dictionary using pictures.  Watch TV. Explain coloured subtitles and positions.  Experiment with lots of different vibrations round the school. | Recognise appropriate and inappropriate touching areas on our bodies.  Recognise the meaning of flashing light used as a visual alternative to a knock on the door.  Recognise the Deaf community within a mainstream setting.  Recognise the community in Deaf school.  Experience creative stories told by Deaf adults.  Experience stories and poems told by Deaf adults.  Discuss who are Deaf children and adults in mainstream setting.  Discuss who’s in school. Range of people – Deaf, HoH, Hearing, signers and non-signers, etc.  Stories created by Deaf storytellers.  Stories and poems told by storyteller or poet. | Recall Deaf people’s own history at school i.e. previous classes, staff, etc.  Recall their own history at home i.e. families and friends, etc.  Compare present and past signs.  Compare young and older Deaf peoples’ life experience.  Discuss and record old class, school, children, adults and rooms.  Discuss about their families and friends (Deaf and hearing).  Demonstrate with older signers and discuss why signs have changed.  Visits and stories by older Deaf people. |
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