Deaf Studies Curriculum Plan (Secondary)

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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.  In KS3 and 4 the curriculum has five main units which are as follows; Deaf Identity, Communication, Communication Technology, Deaf Community and Culture and Deaf History. It is important that they gain pride and a sense of Deaf identity along with the knowledge of Deaf History for when they leave school. | | | | | |
|  | **IDENTIFY** | **COMMUNICATION** | **COMMUNICATION – TECHNOLOGY** | **DEAF COMMUNITY AND CULTURE** | **HISTORY** |
| **Year**  **11** | Identify ‘Deaf Identity’  Identify the achievements of some Deaf people and how they achieved them.  Identify the difference of behaviour and attitudes between Deaf and hearing people.  Discussion about Deaf people as a linguistic and cultural minority group.  Reading and discussion about Deaf people and their achievements.  Discuss the instances of communication breakdowns and clashes. How to overcome the problems. | Identify a group of people with good presentation skills.  Identify ways of getting information.  Identify use of interpreters in different situations – choosing style and type of translation e.g. BSL, SSE, and lip-reading.  Video and observe signer’s presentation skills and discuss/ contrast with bad presenters.  Present knowledge of how to get information.  Present knowledge of different types of interpreting, and match suitable types to different situations. | Identify use of a portable smoke/doorbell /other activities alarm when they are away from home  Identify use of vibrating alarm watches.  Teacher led demonstration and discussion on how they are used. | Identify and discuss how we define membership of Deaf community.  Identify how to access social services for the Deaf.  Identify that some Deaf people don’t go to Deaf clubs.  Discuss who does not belong to the Deaf community.  Discuss the Services.  Invite a Deaf Social Worker to talk to students about provision.  Discuss why and for what reasons they don’t/can’t go to Deaf clubs. | Identify notable Deaf artists and scientists in Europe, past and present.  Identify how to explain that Deaf people have always existed.  Identify the origins and development of sign language and fingerspelling in Britain.  Demonstrate some history books which include notable Deaf people and discuss them.  Discussion about the fact that sign language has always existed and has provided social and educational benefits.  Brainstorm to see BSL structure and how BSL language developed. |
| **Year**  **10** | Identify Personal values and priorities – ‘How I see myself’.  Identify future goals.  Identify the support that employers can make available for Deaf people.  Identify how to review options for Further and Higher Education.  Identify how to inform students how services are organised in Further Education to support Deaf learners.  Identify how to recognise values which are important to one’s own personal identity?  List attributes that pupils relate in order of priority – e.g. family, Deaf work, etc.  Conduct survey of Deaf adults to find out about support experience in their jobs.  Use internet to obtain information from local college and university websites.  Access ‘skills’ Website (for disabled student in Further Education).  Obtain ‘Disability Statement’ from local colleges by discussion followed by students listing own personal ‘pen picture’ profile. Questionnaires. | Identify how to inform students how services are organised in Further Education and Higher Education to support Deaf learners.  Identify how to inform students how services are organised in the commercial world to support Deaf workers.  Identify how to inform students what to do if there are no interpreters to support them.  Use internet to obtain information from local college and university websites.  Access ‘Disability Discrimination Act’  website.  Information/ discussion on sheet followed by role-play. | Identify how to inform students what to do if there is no access to textphones/SignLive at schools, colleges, work, etc.  Identify how to inform students what to do if there are no subtitles on television in public places.  Identify how to inform students what to do if there are no flashing lights in hotels.  Identify the access to Deaf communities round the world.  Identify how to inform students how to get grants or loans for equipment.  Identify how to inform students on radio microphones system for lectures, tours or site visit.  Role-play and discuss how to ask Social Service, libraries, etc for provision of aid.  Role-play and discuss how to ask shops, hospitals, etc for provision of aid.  Role-play and discuss how to ask managers to provide aid.  Exploring WWW to obtain information about the Deaf communities in different countries.  Research information for grants or loans.  Demonstrate and discuss how they are used. | Identify some myths that Deaf people have about hearing people.  Identify some myths hearing people have about Deaf people.  Identify ‘Equal Opportunities’ and current legislation.  List Myths. Find out and discuss if they are correct or incorrect.  Discuss the Discrimination Act, etc. | Identify notable Deaf artists and Scientists in Britain, past and present.  Identify the main change of Deaf education between 1880 and 2000.  Identify the struggle for equal rights for Deaf people and disabled people.  Look at History books, which include notable Deaf people. Discuss them.  Research project to find out what Deaf education was like between 1880 – 2000.  Discuss past laws and attitudes that discriminate against disabled people. |
| **Year**  **9** | Identify the experience of Deaf people from ethnic minority communities.  Identify that some sounds are pleasurable and appreciated by hearing people.  Invite a Deaf representative from a minority community to talk to students.  Discussion, using music, video and TV clips. | Identify the role of interpreters in enabling communication between users of different spoken languages.  Identify that there are many languages in the world, spoken and signed  An interpreter invited to talk about their role.  World map, video foreign films, spoken and signed. | Identify Alerting systems with pagers.  Identify captioned performance on stages  Discuss how pagers can alert people to several different sounds around the home.  Explore the internet to obtain information about Deaf community in different countries. | Determine whether to work in the Deaf or hearing community as an employee.  Identify potential future role in Deaf community.  Split students into groups based on whether they would prefer to work with Deaf or hearing. Give pros or cons for each.  Discuss what they would like to do for the community. | Identify that Deaf people around the world have participated in all stages of history.  Identify ways in which Deaf people organised their home life in the past before technological aids were available.  Identify how to recognise that there were no Deaf role model in Deaf schools in the past.  Discuss the concept that Deaf people have always been discriminated against throughout history.  Ask students how they think Deaf people may have lived in earlier times.  Discuss why there were no Deaf role models in the past. |
| **Year**  **8** | Identify appropriate and inappropriate labels used to describe Deaf people.  Identify why some people do use inappropriate labels.  Identify how to develop some hearing awareness in secondary schools.  Identify how to describe the achievement of some Deaf people and how they achieve them.  Find out who uses appropriate and inappropriate labels by conducting a survey. Discuss.  A member of staff to talk to secondary school children.  Read Deaf magazines. Make a poster of Deaf people and their achievement. | Identify how to define the basic differences between language and communication.  Identify that lip-reading can help with the communication.  Identify how to explain the different skills of finger spelling for formal and informal use.  Watch video. Discussion on the difference between BSL and SSE.  Role-play in situations between Deaf and hearing persons.  Watch video and discussion on how to use formal and informal finger spelling. | Identify how to recognise abbreviations on mobile phone when texting and explain why we use them.  Identify captioned performance on stage*s*.  Discuss why we have abbreviations, and make list of common examples.  Visit a theatre to watch Stagetext. | Identify the relationship between Deaf and hearing people.  Identify the issues arising from the effects of the relationship.  Identify the differences and similarities between Deaf and hearing people.  Discussion on what it is like at home with their family.  Role-play on situations that they have had with hearing people.  Watch video.  Discuss and interview Deaf people who have a hearing partner. | Identify the main change of Deaf education in England between 1600 and 1900.  Identify the methods for communication that were used between 1600 and 1900.  Identify the education of Deaf children in the USA in 1800s.  The Milan Conference  To raise awareness of how the conference changed Deaf children and the implications it caused.  To identify the main causes and the purpose of the changes.  Research project to find out what Deaf education was like between 1600-1900.  Find out about the history of sign language in Europe and USA.  The Milan Conference  Ask questions to a Deaf Historian about the Milan Conference.  Read Articles.  Role-play to re-enact the conference.  Discussion on what if the decision had gone the other way and how would it have affected Deaf education today. |
| **Year**  **7** | Identify the aim and purpose of Deaf Studies.  Identify some noises are considered anti-social by hearing people.  Identify behaviour and attitudes that differ between Deaf and Hearing children.  Discuss what is involved in Deaf Studies.  Discuss what it is like to be Deaf.  Mind-mapping of discussions.  Discussion and demonstrate why some noise are offensive to hearing people, for instance, eating habits, snorting, banging doors etc.  Discuss why Deaf behaviour is different. | Identify good and bad practice in communication.  Determine appropriate communication modes when meeting with hearing people.  Watch video and discuss advantage and disadvantages.  Debate why it is important to use an appropriate communication mode with hearing people. | Identify the importance of subtitles.  Identify symbols used in subtitled programmes.  Define the role of an interpreter and C.S.W.  Identify and understand the audiogram.  Watch subtitled and non-subtitled programmes and discuss.  Discuss interpreter/ CSW roles and how to use them in different situations (possibly use role-play)  Draw and design their own audiogram. | Identify local Deaf clubs and explain their purpose.  Identify other ways in which Deaf people socialise.  Identify how social life has changed in the Deaf community.  Pupils to locate local Deaf club(s).  Ask local Deaf people to find out what they like to do in their leisure time.  Interview older Deaf people about how social life has change. | Identify why is there little information about Deaf History.  Identify how British Deaf History Society’s work is valuable and important.  Identify choices available in past and present Deaf education.  Identify different educational placements in work today.  Discussion on what and why Deaf history is important for Deaf people.  Find information from range of sources (e.g. Internet). Debate choices in education systems past and present. |
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