

# **British Sign Language – Formal Curriculum Summary and Overview (2022-23)**

## **Intent:**

Our students are taught British Sign because of the many social, cultural and academic advantages throughout our whole-school community which creates, develops and enhances opportunities for peer-to-peer communication, including communication between students with SLCN and HI and the general school population.

By promoting BSL as a recognised language our school becomes more inclusive, and accessible to all. By targeting words in BSL we build up general vocabulary which aids literacy across the curriculum.

We aim to develop students' abilities to describe their feelings using appropriate language as well as develop and reinforce communication skills at all levels with the intent to extend and improve working memory.

Learning British Sign Language will increase tolerance, awareness and decrease prejudice, not only within school, but in the wider community as students continue on their journey into adulthood. Consequently this will improve confidence and conversational skills.

## **Implementation:**

Delivery is organised across ability-based teaching and learning groups in each key stage. This allows work to be differentiated to meet ability ranges with access to staffing ratios that offer small group and individual 1:1 support where needed. Staff are experienced and follow appropriate professional development opportunities to support delivery models. Each subject follows a curriculum map that highlights the content and progression. Assessment is both formative and summative to inform next steps in learning and summarising attainment and progress. Some students will also access enhanced personalised timetables to meet specific additional needs as appropriate.

Weekly BSL lessons across key stage 3, follow a 3-year rolling programme. All students are baselined at the beginning of the year using the "inclusive core school signs." (These signs are also shown to a large portion of staff at weekly briefing). At the start of the academic year all students are also taught basic Deaf Awareness and non-verbal communication. E.g., nodding, thumbs up, yawning, body language. Deaf awareness is built-upon consistently throughout the year.

Where possible topics are taught for 2 consecutive weeks before students move on to the next topic. Each topic's key vocabulary is signed to the students who will copy the signs twice. The following week we will 'recap' with the intention to 'retain' the topic signs. All lessons are fun, practical and inclusive including activities such as group quizzes, bingo and answer reveal games.

Stretch and challenge is provided to students who move on to conversations about the topic by asking and answering questions in BSL. They will be assessed on receptive and productive fingerspelling and signs learnt.

At the end of each term, we revise all signed learnt then assess each pupil on the final week of term.

## **Impact:**

The biggest impact of teaching and learning BSL and deaf studies has been the bond created between both hearing and deaf students. The enthusiasm for students to use sign language across school is overwhelming which sends a positive message to our HI students who subsequently feel equal and valued.

All students in KS3 are taught sign language where children pick up the signs quickly and are eager to use them in many contexts. As a result, our deaf students form friendships and are included in conversations with peers. Although sign language is used primarily by people who are deaf, it is also used by others, such as people who can hear but can't speak.

The long-term impact of this subject allows students to express emotions, improve listening and conversational skills, increase vocabulary, and open many later opportunities for employment or volunteering.

## British Sign Language Curriculum Mapping – (Long-Term Overview)

Key Stage 3 (Y7, Y8 & Y9)	Year A (2022/23)	Year B (2023/24)	Year C (2024/25)
<b>Autumn 1</b>	<p><b><u>AQA Unit Award Scheme 78573</u></b>  <b>Non-Verbal Communication</b>                      Introduction to Fingerspell                      Fingerspell names, formal greetings,                      Deaf awareness and Deaf culture.                      (Recap for older students, assess prior learning, baseline assess new starters)</p>	<p><b><u>AQA Unit Award Scheme 78573</u></b>                      Non-Verbal Communication,                      Introduction to Fingerspelling                      Fingerspell names, formal greetings,                      Deaf awareness and Deaf culture.                      School day, subjects.                      (Recap for older students, assess prior learning, baseline assess new starters)</p>	<p><b><u>AQA Unit Award Scheme 78573</u></b>                      Non-Verbal Communication,                      Introduction to Fingerspelling                      Fingerspell names, formal greetings,                      Deaf awareness and Deaf culture.                      Greetings, pets and home.                      (Recap for older students, assess prior learning, baseline assess new starters)</p>
<b>Autumn 2</b>	<p>Recap fingerspelling  <b>Food and Drink</b>                      Meat, fruit, vegetables, deserts.                      BSL café and restaurant role play.                      I would like..... please. Short, signed interactions.                      Numbers (lower ability groups 1-5, Higher groups 1-100).</p>	<p>Recap fingerspelling  <b>Myself</b>                      Name, age, simple greetings, numbers 1-20.                      Practising receptive skills, how old are you, how old am I?                      Christmas signs and songs.</p>	<p>Recap fingerspelling  <b>Own names and names of others.</b>                      Vocabulary related to family members.                      Describe people in short conversation.                      Formal greetings.                      Christmas vocabulary and signed Christmas carols.</p>
<b>Spring 1</b>	<p><b>Physical descriptions</b>                      Hair colour, eye colour, tall, short.                      Describe family members and pets. Colour, size.                      Sign to Sing charity fundraiser whole of KS3.</p>	<p><b>Food and drink</b>                      Mealtimes/ restaurant roleplay, greetings, questions. (BSL café)                      Engage in conversations ask and answer questions.                      Sign to Sing charity fundraiser whole of KS3</p>	<p><b>The Body</b>                      Body parts; ailments/illnesses                      Emotions                      Role play clothes and accessories.                      Sign to Sing charity fundraiser whole of KS3</p>
<b>Spring 2</b>	<p><b>Home</b>                      Places, rooms of the house, furniture, colours.                      Daily routines.                      I live..... You live???                      Spring Vocabulary, Easter bingo.</p>	<p><b><u>7022 an introduction to numbers</u></b>                      Numbers 1-50, Sign ages, monetary values, ordinal numbers.                      Acquire understanding of handshapes in BSL.                      Placements in BSL.                      The different contexts in which numbers are used in BSL.</p>	<p><b><u>Unit award scheme 111338 (Level one)</u></b>  <b>Dates</b>                      Numbers 0-31                      Dates and months, my birthday, Christmas, new year, Spring and Easter vocabulary.                      Focus on correct handshapes.</p>
<b>Summer 1</b>	<p><b><u>AQA Unit Award Scheme 116944 (pre-entry level)</u></b>  <b><u>AQA Unit Award Scheme 111338 (Level one)</u></b>  <b>Days of the week, months, seasons numbers 1-100, 10,100,1000,1000000.</b>                      (High ability, fingerspell months and days of the week.                      Lower sign only the first letter.)                      Descriptions of weather, hot, freezing.</p>	<p><b>Weather</b>                      Months, Seasons, holidays.                      Speak in sentences, using familiar vocabulary and basic language structure.</p>	<p><b>School</b>                      Time, school subjects, school day, favourite subjects.                      Present information to the class.</p>
<b>Summer 2</b>	<p><b>Hobbies</b>                      Free time, sports, transport, initiating conversations, plan a journey or a trip.                      Present to the class.</p>	<p><b>Plan a journey</b>                      Modes of transport, destination, weather, times.                      Record findings.</p>	<p><b>Holidays</b>                      Research and plan a beach, mountain or city holiday.                      Research activities and restaurants to eat at whilst on holiday and present to group.</p>