

Deyes High School Remote Learning

Engage, Enable and Empower



DEYES
HIGH
SCHOOL
LYDIATE
LEARNING TRUST

**Year 12
Sociology
Mrs Dolly**

Work for individual students not attending school

Half Term 3: January to February

Pupils who are absent should select the activity they are up to

Date (week commencing)	Lessons	Focus/Topic/Theme	Hyper link to Activity
4/1/21	1-3	Class Differences in Achievement: Labelling	<p>Using pages 27-35 of the textbook:</p> <ul style="list-style-type: none"> Explain what is meant by 'labelling' in schools and what is meant by 'self-fulfilling prophecy' as a consequence of labelling Describe the process of 'streaming' pupils Describe the difference between a pro-school and anti-school subculture Explain 3 criticisms of labelling theory
11/1/21	4-5	Class Differences in Achievement: Pupil Identities	<p>Using pages 32-34 of the textbook:</p> <ul style="list-style-type: none"> Create a glossary of key terms - habitus; symbolic capital; symbolic violence; Nike identity Describe the Nike Identity and explain how this identity can lead to underachievement in school
18/1/21	6-8	Recall Task	Complete all recall questions on pg 35 of chapter text
25/1/21	9-10	Ethnicity and Educational Achievement	<p>Using pages 37-49 of the textbook:</p> <ul style="list-style-type: none"> Create an infographic to show how cultural deprivation, attitudes and values, family structure and support can influence achievement of ethnic minority students in school Explain the problems of using these factors (cultural deprivation) to explain underachievement of ethnic minority students
1/2/21	11-13		<p>Using pages 40-45 of the textbook:</p> <ul style="list-style-type: none"> Create an infographic to show why ethnic minorities are more likely to experience material deprivation. E.g unemployment, low pay and poor housing and how this affects the achievement of ethnic minority students in school

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Date (week commencing)	Lessons	Focus/Topic/Theme	Hyper link to Activity
8/2/21	14-15	Ethnicity and Educational Achievement	Using pages 41-45 of the textbook: Explain the impact of labelling on Black pupils and Asian pupils Explain how Sewell explains the underachievement of black boys and describe 3 responses that black boys make to this experience.
	16-18	Ethnicity and Educational Achievement Evaluation Task	Using page 43 of the textbook: Summarise Fuller's explanation of how black girls rejected teacher labels Complete an evaluation of labelling theory (page 45)

Resources

Click on the links and images below to take you to the textbook chapter, revision guide chapter and knowledge organiser for each topic

[Class Differences in Achievement Textbook Chapter](#)

[Ethnicity and Achievement Textbook Chapter](#)

Who to contact

You can email **your class teacher** if you have any questions regarding the activities set.

l.dolly@deyeshigh.co.uk

