

L032: Has childhood improved? – Teacher guide

Teacher-facing notes, misconceptions, assessment and model guidance.

Lesson intent

- Evaluate whether childhood has improved by weighing protection, education, inequality and adult control.
- The lesson explicitly reteaches the relevant sociological lens before asking learners to apply it.

Sociological substance

- Improvement depends on criteria: protection, happiness, autonomy, opportunity, equality or security.
- March-of-progress arguments emphasise rights, welfare and education; conflict arguments highlight control and inequality.
- Learners make a judgement rather than listing advantages and disadvantages.
- March of progress: Childhood has become more protected through schooling, welfare and legal rights.
- Gittins: Adult power can continue through age patriarchy even within child-centred families.
- Postman: Argued that media may blur boundaries between adult and child knowledge.

Misconceptions

- Do not accept a pattern as proof of a cause.
- Do not allow a named sociologist to substitute for mechanism.
- Prompt learners to consider whose childhood is represented in the evidence.

Assessment guidance

- Evaluate the view that childhood has improved in modern society. [20/30-mark planning]
- Look for accurate concept use, precise application, developed mechanism and qualified judgement.