

L033: Childhood inequalities – Teacher guide

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

Lesson intent

- Explain how class, gender, ethnicity and other inequalities shape childhood opportunities without treating groups as homogeneous.
- The lesson explicitly reteaches the relevant sociological lens before asking learners to apply it.

Sociological substance

- Childhoods are socially constructed, but they are not constructed equally for everyone.
- Resources, housing, schools, digital access, safety and family time can create unequal childhood experiences.
- Intersectionality helps learners avoid simple group generalisations.
- Brannen: Children's experiences of family life are shaped by social context and resources.
- Vincent and Ball: Middle-class families can use cultural and economic resources to shape children's opportunities.
- Intersectional approaches: Class, gender, ethnicity, disability and migration status combine rather than operate separately.

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

- Outline and explain two ways inequality may shape childhood experiences. [10 marks]
- Look for accurate concept use, precise application, developed mechanism and qualified judgement.