

L035: Modern childhood – Teacher guide

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

Lesson intent

- Evaluate competing explanations of contemporary childhood, including media, consumption, risk and inequality.
- The lesson explicitly reteaches the relevant sociological lens before asking learners to apply it.

Sociological substance

- Modern childhood is often described as child-centred, mediated and risk-aware, but experiences vary strongly.
- Media and consumption can expand knowledge and choice while also creating anxiety, surveillance and inequality.
- Learners link contemporary childhood to evidence, theory and careful evaluation.
- Postman: Media may reduce the boundary between childhood and adulthood by widening access to adult knowledge.
- Palmer: Toxic childhood arguments link consumerism, screens and pressure to childhood difficulties.
- Jenks: Childhood is surrounded by adult anxieties about risk and uncertainty.

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 modern childhood is increasingly shaped by media and consumption. [20/30-mark planning]
- Look for accurate concept use, precise application, developed mechanism and qualified judgement.