Learning Outcomes

The student should be able to

<table>
<thead>
<tr>
<th>1</th>
<th>Understand the sociological approach to childhood</th>
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<tbody>
<tr>
<td>2</td>
<td>Demonstrate an understanding of the key stages of children's physical, social and cognitive development</td>
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Assessment Criteria

The student can

| 1.1 | Outline the historical changes that have led to the current definition of ‘childhood’ |
| 1.2 | Explain what is meant by ‘childhood as a social construct’ |
| 2.1 | Explain the development of motor skills in early childhood |
| 2.2 | Explain the key stages of cognitive development from birth to adulthood |
| 2.3 | Identify and explain the importance of the key stages of social development from birth to age 5 |

Assessment Methodology

A 1000–1500 word essay.

Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only. It is not meant to be a prescriptive, exhaustive or fully delivered content list.

Assessment criterion 1.1

Learners will be able to define the current understanding of ‘childhood’, and what has historically led us to this point. Learners could outline:

- When, historically, ‘childhood’ did not exist (e.g. in the Middle Ages)
- Why this may have been the case (e.g. higher mortality rates lead to indifference and neglect)
- Children as economic assets
- Children as ‘mini-adults’ (e.g. depicted as small adults, included in work)
- The development of schools and education and the impact this has had on ‘childhood’
- Growing distinctions between children’s and adults’ clothing, pastimes, etc.
- Handbooks on child-rearing (e.g. widely available from the 18th century onwards)
- Increase of ‘child centred-ness’ amongst the middle classes
- Laws restricting child labour and enforcing education
- Child welfare laws and UN Convention on the Rights of the Child

Assessment criterion 1.2

With reference to sociological theories/approaches, learners will be able to explain how the idea of childhood is constructed, or made, by society, e.g. all childhoods are different, depending on the society; it is not universal.

Assessment criterion 2.1

Learners will be able to explain the physical development of babies and young children by focusing on the development of gross and fine motor skills with reference to Piaget and others.