




YEAR 12 Autumn term 2/ spring 1 TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Social influence

Curriculum Intent	<p>Pupils will be taught the following this term: Social Influence.</p>
Skills/ Assessment Objective Links	<p>Why do we teach this to students?</p> <p>This topic introduces students to social influences on human behaviour which can be used to explain past events e.g. Nazi Germany. We use this topic as a good point for developing skills and knowledge, by introducing students to key research studies.</p> <p>Why do we teach this now?</p> <p>This is an engaging topic which is taught after the foundations are laid by approaches & psychopathology. This topic contains 3 compulsory research studies, so introduces students nicely to the skills required throughout the other topic areas.</p> <ul style="list-style-type: none">Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.Conformity to social roles as investigated by Zimbardo.Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.Explanations of resistance to social influence, including social support and locus of control.Minority influence including reference to consistency, commitment and flexibility.The role of social influence processes in social change. <p>The exams will measure how students have achieved the following assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures :in a theoretical context, in a practical context, when handling qualitative and quantitative data.</p> <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions, develop and refine practical design and procedures.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: compassion and understanding eg what happens if individual liberty is taken away (Zimbardo's prison experiment, through understanding how ethical guidelines were applied to psychological research after social influence research of the 1970s, through understanding how social influence can bring about social change – learning about minority influence processes in history such as Rosa Parks, Martin Luther King & the suffragettes.</p> <p>British Values: Rule of Law – through understanding how ethical guidelines were applied to psychological research after social influence research of the 1970s Tolerance of different culture & religion – through understanding how social influence can bring about social change – learning about minority influence processes in history such as Rosa Parks, Martin Luther King & the suffragettes.</p> <p>PSHE How to determine if someone is trustworthy and report concerns if needed, How stereotypes can cause damage, That they can expect to be treated with respect and should show respect to others. That some types of behaviour in relationships are criminal including violent behaviour and coercive control.</p> <p>Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p> <p>Relationships: resistance to pressure off others, ethical issues and how to treat people fairly, explanations of conformity and how others around us can influence our behaviours. Social norms theories. The importance of social support in relationships and behaviour.</p>
Numeracy	<p>Numeracy: Numeracy is embedded throughout the course and across all papers and can appear in any of the topic questions. Eg for social influence: Correlations of social behaviour, statistical result of Asch and Milgram research.</p>
Literacy	<p>Vocabulary Tier 2: Conformity, obedience, minority influence, social roles, experiment, observation, unanimity, participant, procedure, findings, conclusions</p> <p>Vocabulary Tier 3: internalisation, identification, compliance, informational social influence, normative social influence, situational variables, confederate, mundane realism, internal validity, external validity, proximity, agentic state, legitimacy of authority, dispositional, authoritarian, resistance, locus of control, minority influence, consistency, commitment, flexibility.</p> <p>Reading: reciprocal reading strategies used, eg predictions – many hooks/ starters include asking what do we already know about this topic. Opportunity to summarize eg write down the main points of an argument/ theory.</p>

	<p>Questioners – does the text raise any questions, group work as an opportunity to discuss. Connectors – can the text be linked to any theories (either for or against). Opportunity to clarify – discussion of any words or ideas that the student didn't understand.</p> <p>Writing: As Psychology is all exam classes, many lessons are dedicated to essay writing skills for the 8/ 16 mark essays. Students are required to show knowledge which should link to key psychological terminology, application which should integrate fully with the stem and a critical analysis and discussion when evaluating.</p> <p>Oracy: group work in the majority of lessons, think pair share activities eg a debate on whether Milgram's research should have been carried out</p>
Becoming future ready	<p>Personal Skills: As a Psychology student you will learn research skills, an understanding of how people think and behave which is essential in the real world, you will gain an ability to relate and empathise with a range of people, you will gain an understanding of how to listen to others sensitively and good questioning skills, you will learn techniques of how to cope with emotionally demanding situations, you will get the chance to work on your own and with others.</p> <p>Careers/Employability: As well as the above personal skills leading to employability, Psychology A level delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. It also gives an understanding of the human mind and behaviour and so any employment would use these skills as all employment involves working with others in some aspect or another.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p> 
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Most powerful knowledge)	Know the types of conformity: internalisation, identification and compliance
	Know and discuss the explanations for conformity: informational social influence and normative social influence
	Know the variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch
	Discuss conformity to social roles as investigated by Zimbardo
	Outline the explanations for obedience: agentic state and legitimacy of authority, as investigated by Milgram
	Outline the situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram
	Describe the dispositional explanation for obedience: the Authoritarian Personality
	Discuss the explanations of resistance to social influence, including social support and locus of control
	Describe minority influence including reference to consistency, commitment and flexibility
	Evaluate the role of social influence processes in social change
Red denotes interleaving; aspects of knowledge covered previously.	

Current learning to be developed in the future within:	Ethical issues and socially sensitive research, evaluation of research studies.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.