



# YEAR 11 Autumn 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Social influence

### Curriculum Intent

Pupils will be taught the following this term: Social Influence.

#### Why do we teach this to students?

This topic introduces students to social influences on human behaviour. We use this topic as a good point for developing skills and knowledge, by introducing students to key research studies.

#### Why do we teach this now?

A very interesting topic to start off with in year 11 (after recap of year one and recap / finishing of Sleep and dreaming). It will re-visit some of the research methods learned in year 1 and will look at both the situational factors and dispositional factors (personality) affecting human behaviour.

- Conformity including majority influence.
  - Collective and crowd behaviour including pro-social and anti-social behaviour.
  - Obedience including obeying the orders of authority figures.
- The effect of situational factors (other people and social) on behaviours:
  - majority influence on conformity
  - collective and crowd behaviour, including deindividuation
  - culture on pro-social and anti-social behaviour
  - authority figures on obedience
  - criticisms of the effect of situational factors, including the free will/determinism debate.
- Situational Factors Research Study - Bickman (1974): study into obedience and the social power of a uniform.
  - The effect of dispositional factors (personality) on behaviours:
  - self-esteem on conformity
  - locus of control in crowds
  - morality on pro-social and anti-social behaviour
  - the authoritarian personality on obedience
  - the influence of the brain in dispositional factors, including; hippocampal volume in self-esteem; and regions of the pre-frontal cortex in morality
  - criticisms of the effect of dispositional factors including issues of generalisability.
- Dispositional Factors Research Study - NatCen (2011): study into the August riots in England with reference to anti-social collective behaviour and dispositional factors.
- How minority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination.
  - How majority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination.
- The exams will measure how students have achieved the following assessment objectives:


#### Assessment Objective

**AO1** Demonstrate knowledge and understanding of psychological ideas, processes and procedures

**AO2** Apply knowledge and understanding of psychological ideas, processes and procedures

### Skills/ Assessment Objective Links

	<p><b>AO3</b> Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</p>
<p><b>Spiritual, moral, social, and cultural development</b></p>	<p><b>SMSC:</b> 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 &amp; the suffragettes.</p> <p><b>British Values: Rule of Law</b> – through understanding how ethical guidelines were applied to psychological research after social influence research of the 1970s <b>Tolerance of different culture &amp; religion</b> – through understanding how social influence can bring about social change – learning about minority influence processes in history such as Rosa Parks, Martin Luther King &amp; the suffragettes.</p> <p><b>PSHE</b> 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><b>Skills Builder:</b> Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p> <p><b>Relationships:</b> 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>
<p><b>Numeracy</b></p>	<p><b>Numeracy:</b> 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>
<p><b>Literacy</b></p>	<p><b>Vocabulary Tier 2:</b> Conformity, obedience, minority influence, social roles, experiment, observation, unanimity, participant, procedure, findings, conclusions</p> <p><b>Vocabulary Tier 3:</b> 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, dispositional.</p> <p><b>Reading:</b> 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. 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><b>Writing:</b> As Psychology is all exam classes, many lessons are dedicated to essay writing skills for the 13 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><b>Oracy:</b> 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>
<p><b>Becoming future ready</b></p>	<p><b>Personal Skills:</b> 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><b>Careers/Employability:</b> 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,</p>

	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.
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation: <b>By product:</b> differential outcomes using must, could, should. <b>By resource:</b> each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability. <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> 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. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	
<b>Learning Outcomes</b>	To be able to:
<b>(Most powerful knowledge)</b>	(see PLCs)  Red denotes interleaving; aspects of knowledge covered previously.
<b>Current learning to be developed in the future within:</b>	Ethical issues and socially sensitive research, evaluation of research studies.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.

Social influence PLC's
I can define collective and crowd behaviour, conformity and majority influence
I can <b>explain</b> the theories and effects of situational factors on behaviours; <ul style="list-style-type: none"> <li>• normative conformity</li> <li>• Asch (1956)</li> </ul>
I can <b>explain</b> the theories and effects of situational factors on behaviours; <ul style="list-style-type: none"> <li>• informational conformity</li> <li>• Gustave Le Bon (1896 book)/Reicher (1984)</li> </ul>
I can <b>explain</b> the theories and effects of situational factors on behaviours; <ul style="list-style-type: none"> <li>• Deindividuation</li> <li>• Prentice-Dunn and Rogers (1989)/Leon Mann (1981)</li> </ul>
I can <b>explain</b> the theories and effects of situational factors on behaviours; <ul style="list-style-type: none"> <li>• Culture on pro-social and anti-social</li> <li>• Whiting &amp; Whiting (1975)/Moghaddam (1993)/Tower (1997)</li> </ul>
I can <b>explain</b> the theories and effects of situational factors on behaviours; <ul style="list-style-type: none"> <li>• Authority figure on obedience</li> <li>• Piotrowska (2015)/Milgram</li> </ul>
I can <b>evaluate</b> the effect of situational factors
I can <b>describe</b> Bickman (1974)- a study into the social power of a uniform <ul style="list-style-type: none"> <li>• Aims</li> </ul>

<ul style="list-style-type: none"> <li>• procedures</li> <li>• findings (results and conclusions)</li> </ul>
I can <b>evaluate</b> Bickman's study
I can <b>describe</b> and <b>explain</b> the effect of dispositional factors on behaviours; <ul style="list-style-type: none"> <li>• self-esteem</li> <li>• Kurosawa (1993)</li> </ul>
I can <b>describe</b> and <b>explain</b> the effect of dispositional factors on behaviours; <ul style="list-style-type: none"> <li>• Locus of control</li> <li>• Bradley &amp; Wedd (1964)/Ransford (1968)</li> </ul>
I can <b>describe</b> and <b>explain</b> the effect of dispositional factors on behaviours; <ul style="list-style-type: none"> <li>• Morality on pro-social and anti-social behaviour</li> <li>• Kohlberg (1968)/Langdon et al (2011)/Einsberg (1987)</li> </ul>
I can <b>describe</b> and <b>explain</b> the effect of dispositional factors on behaviours; <ul style="list-style-type: none"> <li>• The influence of the brain</li> <li>• Argoskin (2014)/Adorno (1950) F Scale</li> </ul>
I can <b>evaluate</b> dispositional factors on behaviours
I can <b>describe</b> NatCen Morrell, Scott, McNeish, Webster (2011) - a study into the August riots in England <ul style="list-style-type: none"> <li>• Aims</li> <li>• procedures</li> <li>• findings (results and conclusions)</li> </ul>
I can <b>evaluate</b> NatCen Morrell, Scott, McNeish, Webster (2011) study
I can <b>explain</b> and apply how <u>minority</u> influence affects social change in relation to mental health stigma and discrimination
I can <b>explain</b> and <b>apply</b> how <u>majority</u> influence affects social change in relation to mental health stigma and discrimination