

Meden School Curriculum Planning							
Subject	Psychology	Year Group	10	Sequence No.	4	Topic	Social Influence
Retrieval		Core Knowledge			Student Thinking		
What do teachers need retrieve from students before they start teaching new content ?		What specific ambitious knowledge do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'		
<p><u>Personal experience</u></p> <p>Groups that are discriminated against and how they are discriminated against. What has happened in society for certain things to previously be illegal (homosexuality) but it now legal? How can social change occur?</p> <p><u>Previous learning</u></p> <p>History – leaders in Germany wearing a uniform and gaining respect – individuals following out orders and completing horrific acts due to legitimacy of authority</p>		<p>Key Concepts –</p> <ul style="list-style-type: none"> • Conformity including majority influence. • Collective and crowd behaviour including pro-social and anti-social behaviour. • Obedience including obeying the orders of authority figures. <p>Theories/explanations –</p> <p>Situational factors</p> <p>The effect of situational factors (other people and social) on behaviours:</p> <ul style="list-style-type: none"> • 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. <p>Situational Factors Research Study - Bickman (1974): study into obedience and the social power of a uniform.</p>			<p>Apply knowledge to how students to work to change societies views of an oppressed/unseen group of individuals to result in social change applying their knowledge from the topic.</p>		

	<p>Dispositional factors</p> <p>The effect of dispositional factors (personality) on behaviours:</p> <ul style="list-style-type: none"> • 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. <p>Dispositional Factors Research Study - NatCen (2011): study into the August riots in England with reference to anti-social collective behaviour and dispositional factors. (Note: candidates only need to be familiar with the events in Tottenham.)</p> <p>Application – Changing attitudes</p> <ul style="list-style-type: none"> • 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. <p>Tier 3 vocabulary Dispositional Conformity Obedience Stigma Discrimination Deindividuation Situational Determinism</p>	
--	--	--

