

Edexcel GCSE Learning Intentions – Year 11 – Autumn 1 2024

What? When? Why?	Lesson 1 Learning Intentions	Lesson 2 Learning Intentions	Lesson 3 Learning Intentions
1	School closed	School closed	Welcome back – outline of Year 11, expectations and key concepts. To introduce the concept of conformity and reasons why someone may conform (compliance, identification, internalisation – normative social influence and informational social influence).
2	To outline the situational factors that affect conformity and the research of Asch. Link back to types of experiment.	To apply the situational factors that affect conformity to everyday situations such as a school or workplace. To evaluate Asch on ethical and validity issues.	To explain what is meant by a locus of control and how the personality type is measured. To look at research findings that link locus of control with conformity levels.
3	To introduce the concept of deindividuation as an explanation of group conformity. To look at historical examples of deindividuation.	To outline the concept of social roles and introduce the Stanford Prison Study by Zimbardo.	To explain the behaviour of the prisoners and guards in Zimbardo’s study with links to deindividuation and conformity to social roles.
4	To evaluate the research by Zimbardo on the grounds of ethics, control, reliability and validity.	To introduce the concept of obedience and the process of socialisation that results in obedience to authority.	To outline the research Milgram and the situational factors that increase and decrease obedience.
5	To apply the findings by Milgram to historical contexts such as the holocaust.	To evaluate the research by Milgram on the grounds of ethics, reliability and external validity.	To introduce the concept of the authoritarian personality and development from a psychodynamic perspective.
6	To compare and contrast the situational factors and personality factors that could explain obedience.	To introduce the concept of the bystander effect by looking at the case of Kitty Genovese (bystander apathy and diffusion of responsibility).	To outline the research by Piliavin and recap the use of field experiments in psychological research.
7	To outline the research by Piliavin and recap the use of field experiments in psychological research.	To evaluate the research by Piliavin and the findings into the bystander effect.	Culture, society and social issues 1: To consider the difference between collectivist and individualistic cultures and the impact on conformity and obedience.
8	Culture, society and social issues 2: To consider the difference between collectivist and individualistic cultures and the impact on prosocial behaviour.	Application: Students to consider how evidence from social influence research can be applied to the management of prisons and increasing pro-social behaviour.	Spelling test – retrieval and consolidation of the social influence topic.

What? When? Why?	Word of the week
1	Conformity
2	Deindividuation
3	Demand Characteristics
4	Obedience
5	Personality
6	Bystander Apathy
7	Collectivist and Individualistic cultures
8	Prosocial and Antisocial behaviour