

#WeAreHistorians

Unit of Learning

Year 1

Spring

Florence Nightingale

Overview

Children learn about Florence Nightingale and her work as a nurse during the Crimean War. They explore how she improved conditions in hospitals and why she is still remembered today. They also look at nurses Mary Seacole and Edith Cavell, and consider their work in comparison to Florence Nightingale's.

National Curriculum Objectives

Children should be taught about:

- ❖ Changes within living memory - used to reveal aspects of change in national life
- ❖ events beyond living memory that are significant nationally or globally
- ❖ the lives of significant individuals in the past who have contributed to national and international achievements - used to compare aspects of life in different periods
- ❖ significant historical events, people and places in their own locality

Disciplinary and Procedural Knowledge

<u>Chronological Knowledge and Understanding</u>	<u>Historical Enquiry</u>	<u>Interpretations of history</u>	<u>Continuity and Change</u>	<u>Cause and Consequence</u>	<u>Similarities and Differences</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> ❖ Sequence events or two related objects in order of time ❖ Use vocabulary: old, new, now, then and yesterday ❖ Discuss memories from the past and recall stories from before their lifetime ❖ Identify observational similarities/ differences 	<ul style="list-style-type: none"> ❖ Understand some ways we find out about the past supported by the teacher ❖ Use eye witness accounts from family members ❖ Begin to suggest why something might be different and why people behaved differently in the past by analysing artefacts and pictorial sources 	<ul style="list-style-type: none"> ❖ Share knowledge about the past through role play, drawing, writing and talking beginning to use vocabulary associated ❖ Use artefacts and pictures from the past to stimulate discussion about the past ❖ Ask questions about the source 	<ul style="list-style-type: none"> ❖ Identify similarities / differences between ways of life at different times, their own life time, their parents' lives and a period of history beyond that which is being studied from the last century 	<ul style="list-style-type: none"> ❖ Question why things happen and give some simple explanations 	<ul style="list-style-type: none"> ❖ Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> ❖ Talk about important people from the past and recall their stories ❖ Begin to talk about their legacy ❖ Say whether they are inspired by the significant people

Key Threads in Our Curriculum

LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

MIGRATION



Did the civilisations we study invade or migrate to England?

WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

Website Links / Texts

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/florence-nightingale/kq3a-fighting-fit-what-did-florence-do-to-improve-the-lives-of-the-soldiers-when-she-arrived-in-the-crimea-new-version-2021/>

<https://www.bbc.co.uk/bitesize/articles/znsct39>

<https://www.bbc.co.uk/bitesize/topics/zns9nrd>

<https://www.florence-nightingale.co.uk/free-learning-resources/>

Key Knowledge - End Points

- ❖ To know the name and professions of all three women
- ❖ To know the reason each woman is remembered today
- ❖ To begin to form an opinion on which is the more important person
- ❖ To begin to understand the legacy/impact each woman left behind
- ❖ To identify similarities and differences between the three women
- ❖ To know that all three women were all from 1800s

Unit Vocabulary

nurse	wounded
war	herbal remedy
frontline	clean
treason	medicine
patient	

Lesson Sequence

To know who Florence Nightingale was and when she lived	To understand how Florence Nightingale impacted nursing and hospitals	To explore the life of Mary Seacole and compare to Florence Nightingale	To explore the life of Edith Cavell and compare to Florence Nightingale	To identify similarities and difference between all three nurses	To begin forming an opinion on who was the most important of the three
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Suggested Retrieval Task



Circle one way we can learn about the past	Who is missing from this family tree? (e.g. grandmother)	Place these images in the correct order on a timeline	What kind of medicine did Mary Seacole practice?	Match each nurse to the war she helped soldiers during	Give 2 examples of something Florence Nightingale did to improve hospitals
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Activity

Sequence events from Florence Nightingale's life	Compare hospitals before and after Florence Nightingale's influence	Who am I - statements/pictures referring to Mary Seacole and Florence Nightingale to be sorted	Label image of Edith Cavell with facts learnt about her life - verbally compare to Florence Nightingale	Organise facts about each of the three women then colour code similarities / differences	Place three nurses in order of importance and give reason why most important has been chosen (with support)
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Assessment

Events placed in correct, chronological order	Simple comparisons drawn from images with focus on what Florence did to improve	Statements and/or images correctly matched to each woman	Accurately labelled facts about Edith Cavell, some confidence in comparing the two people	Similarities and difference correctly identified between three people	Any answer accepted as long as (appropriate) reason is given to support
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