



# History Medium Term: Spring Year: 1/2 (Cycle B) Unit: Florence Nightingale and Mary Seacole

Substantive concept: Leaders and pioneers

Disciplinary concept: Historical significance

Enquiry Question: How did Florence and Mary help to improve medical care for patients?

NC: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
EYFS- Who is significant to them and why.  Year 1/2 (Cycle A)- the meaning of significance, who is significant to them and why, the significance of Elizabeth II and Charles III, the significance of Learie Constantine	Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past Retell simple stories about people and events from the past Talk about who/what was significant/important in a simple historical account	significant, a long time ago, History, past, present, time, then, now, future, tomorrow, last year, many years ago, memory, change, old/older, parent, grandparent,	Little People, Big Dreams: Florence Nightingale By Maria Isabel Sanchez Vegara  The Extraordinary Life of Mary Seacole by Naida Redgrave  Mary Seacole biography animation- <a href="https://www.twinkl.co.uk/go/resource/ks1-mary-seacole-biography-animation-t-e-1655375364">https://www.twinkl.co.uk/go/resource/ks1-mary-seacole-biography-animation-t-e-1655375364</a>	
<b>KS1 Essential knowledge end point (substantive)</b>	<b>KS1 Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</b>	<b>Equality Diversity &amp; Justice</b>	<b>Vocabulary</b>	<b>Writing opportunities</b>
What is a source? What makes someone significant? Why Mary Seacole is a significant person- the impact she had and why she is remembered Beginning to understand the role of black females in the past- explore the changing attitudes to race, then and now Who Florence Nightingale was and why she is a significant figure.	<ul style="list-style-type: none"> <li>Use sources to answer <i>simple</i> questions about the past.</li> <li>Identify some of the <i>basic</i> ways the past can be represented.</li> <li>Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>).</li> <li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, within living memory, beyond living memory, past...</i>).</li> </ul>	Black History- the role of black females in the past	Beyond living memory, within living memory, significant, nurse, war, Crimean war, artefact, infer, predict, source	Writing questions that historians might ask. Fact writing. Caption writing. Poster with key facts.

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Learning objective	Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Activities
<b>Lesson 1- What can we find out from sources?</b>	<b>Essential knowledge end point (substantive):</b> What is a source? <b>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</b> <ul style="list-style-type: none"> <li>Identify some of the <i>basic</i> ways the past can be represented.</li> <li>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips,</li> </ul>	Explain that sources can be objects, pictures, stories, songs, video clips, paintings, photographs, written sources, etc. Historians can look at them and use them to help them find out about people, places or events in the past. Tell the children that in this unit we are going to be looking at the lives of 2 significant people from the past.

	<p><b>buildings, museum displays and people talking about their past</b></p>	<p>Show a “mystery box” with objects relating to Mary and Florence (lamp, bandage, stethoscope, old photos of the nurses). Ask: <i>What do these tell us? Where might they come from?</i></p> <p><i>Who do you think the 2 people were? What makes you think that?</i></p> <p>Have source cards (examples below) for the children to delve deeper:</p> <p><b>Examples of Source Cards you might want to use:</b></p> <ul style="list-style-type: none"> <li>• Photograph of Florence Nightingale</li> <li>• Mary Seacole’s diary page</li> <li>• Old hospital lamp</li> <li>• Newspaper article about Florence</li> <li>• Painting of a Crimean War hospital</li> <li>• Statue of Florence Nightingale</li> </ul> <p>Discuss: <i>What can sources tell us? What can’t they tell us?</i></p> <ul style="list-style-type: none"> <li>• Create a class definition: “A source is...”</li> </ul> <p>Deeper learning: Ask children to suggest questions historians might ask. Write these on post its and add to WW.</p>
<p><b>Lesson 2- Who was Florence Nightingale?</b></p>	<p><b>Essential knowledge end point (substantive):</b></p> <p>Who Florence Nightingale was and why she is a significant figure.</p> <p><b>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</b></p> <ul style="list-style-type: none"> <li>▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>).</li> <li>▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, within living memory, beyond living memory, past...</i>).</li> </ul>	<p>Show a picture of Florence. Ask: <i>Who do you think she was? What clues do you see?</i></p> <p>Read/watch a short story about Florence’s life (Little People Big dreams?) Handle some replica objects (lamp, bandage).</p> <p>Timeline activity: Place Florence on a simple timeline- add to class timeline (Beyond living memory, use vocab such as a long time ago). You may want to give the children a few events from Florence’s life to sequence in groups (choose from cards in the resources folder).</p> <p>Discuss: <i>Why was Florence important?</i></p> <p>Deeper learning: Ask why hospitals needed changing.</p>
<p><b>Lesson 3- Who was Mary Seacole and why is she significant?</b></p>	<p><b>Essential knowledge end point (substantive):</b></p> <p>Why Mary Seacole is a significant person- the impact she had and why she is remembered</p> <p>Beginning to understand the role of black females in the past- explore the changing attitudes to race, then and now</p> <p><b>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</b></p> <ul style="list-style-type: none"> <li>▪ Use sources to answer <i>simple</i> questions about the past.</li> <li>▪ <b>Retell simple stories about people and events from the past</b></li> </ul>	<p>Show a picture of Mary. Ask: <i>What do you notice?</i></p> <p><i>Place her on the class timeline (use vocab- a long time ago, Beyond living memory)</i></p> <ul style="list-style-type: none"> <li>• Read a short story about Mary’s life.</li> <li>• Discuss: <i>Why was it harder for Mary to help?</i> Introduce race and attitudes then vs now.</li> <li>• Children draw Mary and write one fact about her.</li> </ul> <p><b>Deeper learning:</b> Ask why Mary is remembered today.</p>

<p><b>Lesson 4- How did Florence and Mary help to improve medical care for patients?</b></p>	<p><b>Essential knowledge end point (substantive):</b>          Know some of the similarities and differences between the work of Florence and Mary          Know the impact they had on nursing today  <b>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</b></p> <ul style="list-style-type: none"> <li>• <b>Talk about who/what was significant/important in a simple historical account</b></li> <li>• <b>Use sources to answer <i>simple</i> questions about the past.</b></li> <li>• <b>Retell simple stories about people and events from the past</b></li> </ul>	<p><a href="https://www.twinkl.co.uk/go/resource/ks1-mary-seacole-biography-animation-t-e-1655375364">https://www.twinkl.co.uk/go/resource/ks1-mary-seacole-biography-animation-t-e-1655375364</a></p> <p>Try to focus on a specific area of significance for each woman- they were significant for many reasons but this is too much for KS1.  <u>For your information:</u> Florence Nightingale and Mary Seacole both improved medical care by focusing on hygiene, sanitation, and direct patient care during the Crimean War, though in different ways. Nightingale professionalised nursing by implementing strict sanitation rules, improving hygiene and using statistics to prove the effectiveness of her changes. Seacole used her own resources to provide direct, hands on care, comfort and a separate hotel and store for soldiers. <a href="https://www.harpenden-history.org.uk/whats-on/news-notices-archive/recent_talks_visits/nursing-mary-seacole-and-florence-nightingale">https://www.harpenden-history.org.uk/whats-on/news-notices-archive/recent_talks_visits/nursing-mary-seacole-and-florence-nightingale</a> Mary Seacole is significant for her pioneering work as a nurse and businesswoman who cared for soldiers during the Crimean War, and for her resilience and determination in the face of racial prejudice. Florence Nightingale is significant for professionalizing nursing and making lasting reforms in sanitation and hospital design. Her work during the Crimean War, where she brought cleanliness and hygiene to the forefront, dramatically lowered death rates. She also established the first professional nursing school in 1860 at St. Thomas' Hospital and was a pioneer in using statistics and infographics, like the Nightingale rose diagram, to advocate for healthcare reform</p> <p>Possible activity:</p> <p>Similarities and Differences</p> <p>Show 2 large pictures of Florence and Mary. Give children a set of picture cards with captions (e.g. lamp, medicine, hospital, travel, uniform, soldiers, sick people being cared for) and ask them to sort the cards into SAME (both helped soldiers, both cared for the sick) and DIFFERENT (Florence worked in hospitals at night, Mary ran a hotel near the battlefield)</p> <p>Children could complete a venn diagram in books or in groups for floor book? They could draw the objects/pictures and write captions. You may want to ask the children to do some role play as the 2 women.</p>
<p><b>Lesson 5- How do we remember them?</b></p>	<p><b>Essential knowledge end point (substantive):</b>          Why Florence and Mary are significant  <b>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</b></p> <ul style="list-style-type: none"> <li>▪ <b>Identify some of the <i>basic</i> ways the past can be represented.</b></li> <li>▪ <b>Retell simple stories about people and events from the past</b></li> <li>▪ <b>Talk about who/what was significant/important in a simple historical account</b></li> </ul>	<p><b>Show the children pictures of statues, stamps and books associated with Florence and Mary. Ask: Why do we have these? Children to communicate their findings from this unit by creating a poster: Florence and Mary- Why they matter.</b></p> <p><b>Children can use drawings and key facts about both women, what they have done and why/how we remember them using information from their books and the WW.</b></p> <p><b>Discuss: why do we still talk about them today?</b></p> <p><b>Support: provide templates, sentence starters and a WAGOLL.</b></p>