

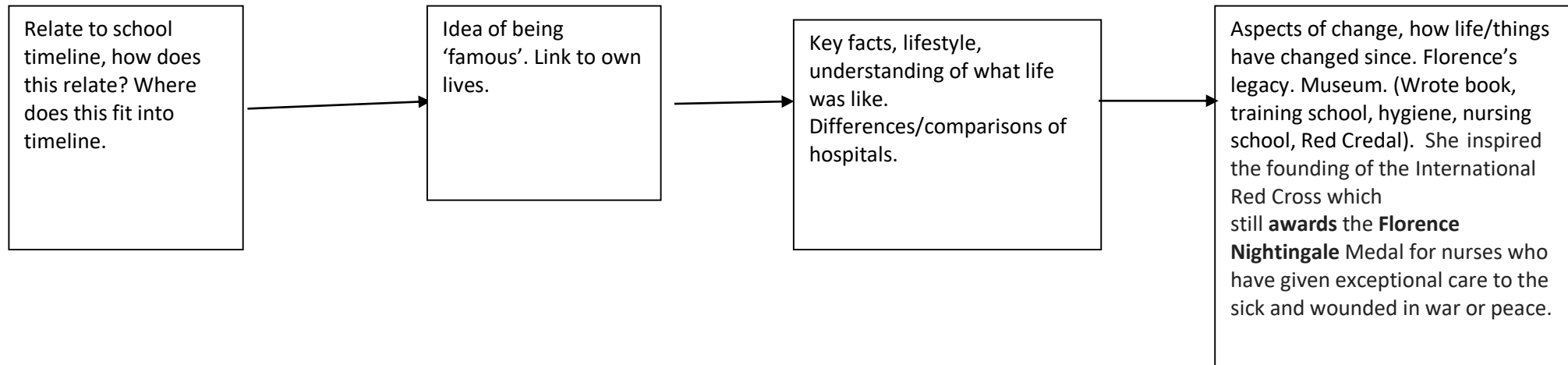
National curriculum:

- Show awareness of the past using common words and phrases relating to the passing of time.
- They should understand some of the ways we find out about the past and identify different ways in which it is represented.
- They should ask and answer questions, choosing and using other sources to show that they know and understand key features of events.
- Pupils should be taught about significant historical events, people and places.
- Pupils should be taught about events beyond living memory that are significant nationally or globally.

Vocabulary:

Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, Florence Nightingale, hospitals, soldiers, Crimean war, Scutari, Germany, nurses, medicine, lamp, lady of the lamp, crutches, beds, infections, rats, dirty, museum, London, training, Italy, Parthenope 'Pop', Jimmy, Tortoise, voyage, parrot, legacy. Mary Seacole, Jamaica, British hotel

Snapshot overview



History Medium Term Planning

Year Group: 1

Topic: Florence Nightingale

	Learning Objective	Input (including key questions and vocabulary)	Task including scaffold and challenge	How will the learning be assessed?
Session 1	I can identify famous people and clarify what it means to be famous.	<p>Starter- What are famous people? Look at pictures of famous people they know and discuss why they are famous. Have pictures of famous people on tables (sports, music, royals, celebrities). Work in small groups to discuss why they are famous and what they know about them. Create a class hall of fame with the famous faces and why they are famous on a post it.</p> <p>At end of lesson, introduce key vocabulary and meanings using PowerPoint.</p> <p>Past, present, future, artefacts, Florence Nightingale, hospital, soldiers, Crimean War, Scutari, nurses, medicine, lamp, Mary Seacole, Jamaica,</p>	Support children taken by TA to focus on vocabulary at end of the lesson.	Discussion

<p style="text-align: center;">Session 2</p>	<p>I can predict who artefacts belong to.</p>	<p>Revisit previous lesson vocabulary using PowerPoint so that children can use this during the lesson.</p> <p>Children to work as historian detectives to look in a suitcase in groups. Half the class have suitcase with Florence focus. Half the class have suitcase with Mary Seacole focus. Artefacts are shared between tables so children go round in mini groups of 2 or 3 with clipboards to record notes and questions as to who they think the suitcase belongs to. E.g. Why is the photo in black and white? What job did the person do? Who did the person help?</p> <p>Artefacts for Florence: lamp, picture of Florence, bandage, toy soldier, bottle of medicine, medal, tortoise, parrot, picture of hospital, toy rat.</p> <p>Artefacts for Mary: pictures of Mary, Jamaica, Ship she travelled on, British hotel, photo of her on battlefields on horseback, medicine, bandage, toy soldier, bottle of medicine, medal.</p> <p>Feedback to class and write questions on sugar paper, questioning children as to possible answers and why they think what they do. Discuss what the same about the 2 people's suitcases was and what was different.</p> <p>Tell children we will find out about our 2 mystery people from the past tomorrow.</p>	<p>TA to take support children to revise key vocabulary using print outs of vocabulary PowerPoint.</p> <p>TA to record Support questions working as a group.</p> <p>Challenge- When answering questions, use vocabulary from PowerPoint.</p>	<p>Discussion</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 3</p>	<p>I can use a range of sources to find out information about Florence Nightingale and Mary Seacole.</p> <p>I can sequence key events over time.</p>	<p>Recap questions from previous lesson and possibilities of who the artefacts belong to and why.</p> <p>Reveal mystery person with the lamp as Florence Nightingale.</p> <p>Reveal mystery person from Jamaica as Mary Seacole.</p> <p>How can we find out more facts about these 2 nurses?</p> <p>Encourage children to think about using books, internet, videos, paintings.</p> <p>Show the children videos (Magic Grandad) https://www.youtube.com/watch?v=XkoaMawiZ-o and PowerPoint about Florence. Teacher/TA to record notes on sugar paper key information about FN</p> <p>Repeat for Mary: https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc</p> <p>Teacher/TA to record notes on sugar paper as to key information about Mary Seacole.</p> <p>Compare what the children thought they knew and link to actual facts.</p> <p>Re-look at artefacts in suitcase and discuss what they all are and their relevance.</p> <p>By the end of the lesson children should have been taught key facts about FN and MS e.g. Who she is, when she lived, what she did, why she is important, what is special about her and how she changed hospitals. Also discuss the differences between them – the travel, where Mary’s hospital was, who was remembered straight away</p> <p>Plenary: Children recall what they have learnt in History in Year 1 so far e.g. Victorians and Guy Fawkes.</p> <p>Children place on a time line of when they think these events happened and discuss reasons why.- Must place, Victorians, Guy Fawkes, Florence Nightingale and Mary Seacole as well as their own year of birth to see that these events happened in the past.</p>	<p>TA take support children to visually look at artefacts from yesterday at beginning of lesson and present information in small group.</p> <p>Challenge- When answering questions, use vocabulary from PowerPoint.</p>	<p>Discussion</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 4</p>	<p>I can compare hospitals from now and in the past.</p> <p>I can ask questions.</p> <p>I can say how and why Florence changed hospitals for the better.</p>	<p>Quick quiz at start of lesson- When did Florence Nightingale live? What did she do? Why is she important? Who was Mary Seacole, What did she do? Why is she remembered?</p> <p>Discussion to brainstorm ideas about what hospitals were like when Florence and Mary were alive (in the past) Ask children to think of things they would like to find out more about hospitals in the past. If Florence or Mary visited us now, what would you want to ask her?</p> <p>Children generate questions as a class for both Florence and Mary. Florence and Mary to visit so that children can interview them using their questions. Discuss how Florence made changes so that hospitals improved and what hospitals are like after her (in the present)- Make comparison to the past (for working walls). Are they like the hospitals that Florence worked in? Why/Why not? Look at videos (Magic Grandad) and PowerPoint.</p> <p>Children given award template to award Florence in a presentation for making hospitals a better place. Children have to justify why they are presenting her with the award or medal e.g. for changing bandages more frequently, cleaning hospitals to minimise infection and serving better food. At the end of the lesson, children to present their awards in group e.g. half to teacher/half to TA.</p>	<p>TA to record Support ideas on their award as a group. Children to have a series of before/after prompts to discuss.</p> <p>Challenge: Children to think about how nurses and patients would have felt.</p>	<p>Discussion and presentations</p>
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Session 5	I can recall facts about Florence Nightingale.	<p>Daily Quiz- How did Florence change hospitals? Why was this important? What award was Florence given in 1883? Who was Mary Seacole? Why was she important? Where did she travel from? What did she do?</p> <p>Revisit key facts about Florence Nightingale e.g. Who she is, when she lived, what she did, why she is important, what is special about her and how she changed hospitals. Example fact-files to show children on system. In books- children to have a picture of Florence Nightingale (some may be able to draw their own) to create a fact file about Florence with facts they have learnt. Children need to include Title, picture and key facts with a did you know box. Support- to verbalise at least 4 facts Core- 5 facts Ext-At least 6 facts. Children should include a broad range of facts about Florence herself and how she changed hospitals.</p> <p>In fact file, chn to also include section about other nurses of the time and add in 3 facts about Mary Seacole – what she did, why she is remembered and how she compares to Florence (Hospital distance, herbal remedies vs. treatment etc.) .</p>	<p>Support children to be given 4 pictures to write about. Florence with her lamp. Hospitals Soldiers Royal Red Cross</p> <p>Challenge- Children could write a fact with how we remember Florence now e.g. dedicating hospitals to her memory- Covid19.</p>	Fact files written in books.
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Impact:

- To know how to find out about the past from various sources of information. Ie books, photos, videos, internet, paintings, expert visitors.
- To know that Florence Nightingale is an important historical person from the past.
- To know that because of Florence Nightingale hospitals are now cleaner and safer places to be and nurses today are well trained.
- To know Florence helped look after soldiers in the war.
- To know that Florence was a nurse and she carried a lamp.
- To know that Mary was also a nurse at the same time and she travelled from Jamaica to help the cause .