

**Year 2 History: Florence Nightingale****Spring Term****Why do we remember Florence Nightingale?****Enrichment: Box of Delights FN****Prior Learning:**

Changes within living memory; Great Fire of London and Gateshead; Grace Darling; Castles

| <b>Curriculum Skill(s)</b>   | <b>Learning Intention</b>   | <b>Knowledge and Key Vocabulary</b>  |
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| <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Use a range of vocabulary to talk about the passing of time.</li> <li>• Sequence events and objects in chronological order.</li> <li>• To ask and answer questions about the past.</li> <li>• To place an event on a time line showing periods in the history of England- identifying as 'a very long time ago.'</li> <li>• To show knowledge and understanding of aspects of the past beyond living memory.</li> <li>• To develop use of time related vocabulary and everyday historical terms.</li> </ul> | <p><b>When was Florence Nightingale born and when did she die?</b></p> <p>To place FN life/events onto a timeline.<br/>Timeline including FN in relation to what we have studied so far</p>   | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To plot significant events from FN's life onto existing timeline from previous topic</li> <li>• Know that FN was born in 1820 and died in 1910</li> <li>• To recognise that she died over 100 years ago</li> <li>• To know where FN fits in within a period of time i.e. she was alive when the Great Fire of Gateshead occurred but not the Great Fire of London; she was alive at the same time as Grace Darling but not at the same time as our grandparents</li> </ul> <p><b>Vocabulary:</b><br/>Time line; order; sequence; past; present; year; chronology; 19<sup>th</sup> century; 20<sup>th</sup> century; 21<sup>st</sup> century; Victorian, over a hundred years ago</p> |
| <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• Describe and sort things that are from the past i.e. artefacts/everyday objects from home, and say how they are used, and how they compare to today's equivalent.</li> <li>• To use a range of primary and secondary sources to begin to understand features of the period studied.</li> </ul>   | <p><b>How and what do we know about Florence Nightingale?</b></p> <ul style="list-style-type: none"> <li>• To look at what evidence we have about Florence Nightingale e.g. recounts, photographs, witness accounts, artefacts etc.</li> <li>• To deduct and interpret information from these sources to build up a picture of what life was like for FN</li> </ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To recognise that artefacts, pictures, accounts etc. are types of source materials that can give us information from the past</li> <li>• Know that sources are interpretations from the past</li> <li>• To know that FN was a nurse and one of her more important roles was to help wounded soldiers in the Scutari hospital during the Crimean war</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• To find out about the past by looking at pictures.</li> <li>• To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>• To gather information from written and visual accounts, and e-learning, and discuss their effectiveness.</li> <li>• Observe or handle sources of information to answer questions about the past on the basis of simple observations- <i>who, what, why, how, where?</i></li> <li>• To identify some of the different ways in which the past is represented.</li> </ul>   | <ul style="list-style-type: none"> <li>• To know that sources are not always reliable and are just interpretations from the past</li> </ul>  | <ul style="list-style-type: none"> <li>• To know that FN changed nursing for the better, raising standards of care and cleanliness</li> </ul>  |
| <p><b><u>Society:</u></b></p> <ul style="list-style-type: none"> <li>• To explain what they have learnt about the past using a variety of means – labelled diagrams, stories, diaries etc.</li> <li>• To recognise their own lives are different from lives of people in the past</li> <li>• To use drama to understand why people did things in the past</li> <li>• To begin to recognise that there are reasons why people in the past acted as they did</li> <li>• Identify similarities and differences between ways of life at different times, e.g. London/Gateshead now and during Great Fire of London/Gateshead.</li> <li>• Describe and sort things that are from the past, i.e. artefacts/everyday objects from home, and say how they are used,</li> </ul> | <p><b>What was Florence Nightingale’s everyday life like?</b></p> <p>Drama FN lesson.</p> <p>How different was the hospital in the past to a modern day hospital?</p> <p>Examine the soldiers, nurses and doctors uniforms -how are the different to modern day?</p> | <p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• To know some of the key differences between hospitals, uniforms and medicine in the 19<sup>th</sup> century to now</li> </ul> |
|  |  | <p><b><u>Vocabulary:</u></b></p> <p>Overcrowding; disease; cleanliness; hygiene; standards of care; training; lady with the lamp; vaccinations; uniform, cap, apron, scrubs</p>                        |

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| <p>and how they compare to today's equivalent.</p>   |  |  |
| <p><b><u>Changes:</u></b></p> <ul style="list-style-type: none"> <li>• Convey an awareness and understanding of the past in a variety of ways.</li> </ul>  | <p><b>What can we learn from Florence Nightingale's example?</b><br/> Link the story of FN with the modern work of nurses and the importance of the NHS. To recognise some of the work from other medical professionals that changed health care for the better e.g. Louis Pasteur, Elizabeth Garrett Anderson, Alexander Fleming.</p> | <p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• To know that FN raised the standards of nursing through proper training of those joining the profession, levels of care given to the sick and the cleanliness of hospitals in general.</li> <li>• To recognise the importance of the NHS and the service it provides</li> <li>• To recognise other individuals and their significant achievements for modern medicine</li> </ul> <p><b><u>Vocabulary:</u></b><br/> Nightingale training school for nurses; NHS; heroes; modern medicine</p>   |
| <p><b><u>Legacy:</u></b></p> <ul style="list-style-type: none"> <li>• To communicate and tell stories about what they have learned in a variety of ways – drawings, ICT, role-play, writing.</li> <li>• Identify at least one reason why a famous person from the past is remembered.</li> <li>• Recall correctly some of the events from a topic studied</li> </ul> | <p><b>How and why do we remember Florence Nightingale?</b><br/> To look at some of the ways in which we remember and celebrate FN's work and legacy.</p>   | <p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• To recognise some of the ways in which we remember and celebrate FN such as International Nurses Day (12<sup>th</sup> May) which is FN's birthday, the Florence Nightingale medal and the International Red Cross, the Nightingale training school at St. Thomas' Hospital in London.</li> <li>• To know that FN was a pioneer for women in the workplace and medical profession</li> </ul> <p><b><u>Vocabulary:</u></b><br/> International nurses day; Florence Nightingale medal; International Red Cross; the Nightingale training school; pioneer; statues; museums</p> |
| <p><b>Thinking Deeper:</b></p>   |  |  |

How important is the NHS? Discuss the vital role of NHS workers during the Coronavirus pandemic. Compare our health care system to another country such as Brazil who struggled to treat people during the pandemic.

**Links to other subjects:**

- Subject Specific links – Science – healthy eating, keeping clean; PSHE - taking care of ourselves and others, recognising the importance of the NHS and people who work within it; Geography – Crimean war and Scutari hospital, looking at health care systems in other countries.
- Personal Development – Keeping fit and healthy – nutrition and hygiene.
- SMSC – Helping others, recognising the importance of the NHS
- Cultural Capital – NHS establishment
- Careers – nurse, doctor, NHS, soldiers
- British Values - recognising heroes within the medical profession and development of medicine and care in the UK from Victorian times.
- Equality - The working world for women and how equal opportunities have changed.