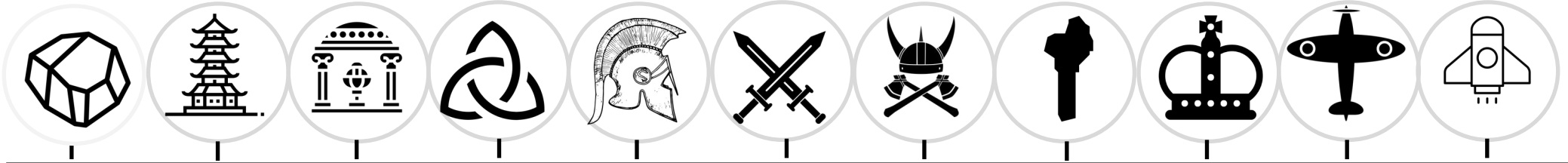


Year 2:

HISTORICAL CONTEXT: Florence Nightingale



KEY VOCABULARY:

Crimean War	Treatment
Charity	Injury
War	Hygienic
Turkey	Unhygienic
Red Cross	Disease
Lady of the lamp	Victorian

WHAT?

Why is Florence Nightingale remembered today and what did she do in her life?

Why do you think Florence took the brave steps to go to the Crimea and who influenced her?

What did Florence do to help the soldiers and did everyone have the same opinion of her?

What were the most important achievements of Florence's life?

Why have we learnt so much about Florence and so little about Mary Seacole?

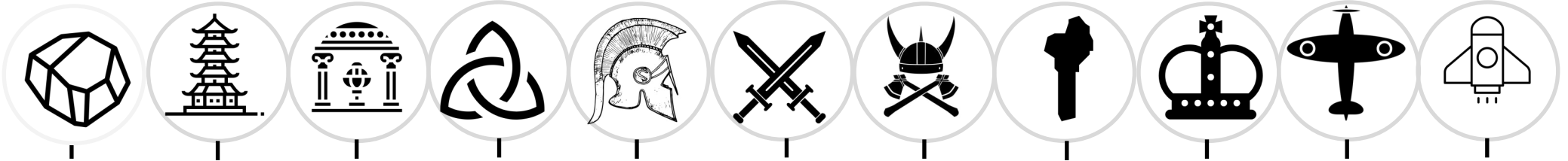
How should we remember Florence Nightingale and Mary Seacole?

Pupils should be taught about:
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



Year 2:

HISTORICAL CONTEXT: Florence Nightingale



<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/florence-nightingale/>

Pre Assessment: KWL grid

Key questions content

coverage/key concepts

Learning activities

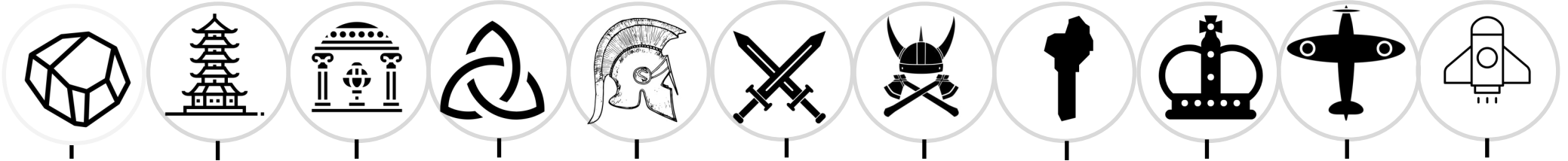
Why is Florence Nightingale remembered today and what did she do in her life?

Children grasp that she is principally remembered as a nurse, a long time ago and was connected with a major war. Children can sequence at least 4 events and can grasp that Florence had a long life helping soldiers and then developing nursing after the war

Children look at slow reveal picture of Florence and try to work out what job she did from the clues as they reveal, working from the more obscure through to the obvious. Discuss each clue and how it helped to establish the meaning of the whole - good thinking skills part/whole relationship activity. Children compare nurses today with those in Florence's time. Explain her pivotal role in setting up nursing as a profession Lively teacher-told story of Florence's life Sequence 6 images on washing line timeline. Children In groups create their own 'event cards' collaboratively and pass them to another group to sequence. Return to the washing line. Children close their eyes, you remove one event, which is it? Is there any other event from the story they have heard that is not shown on the timeline?

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HISTORICAL CONTEXT: Florence Nightingale



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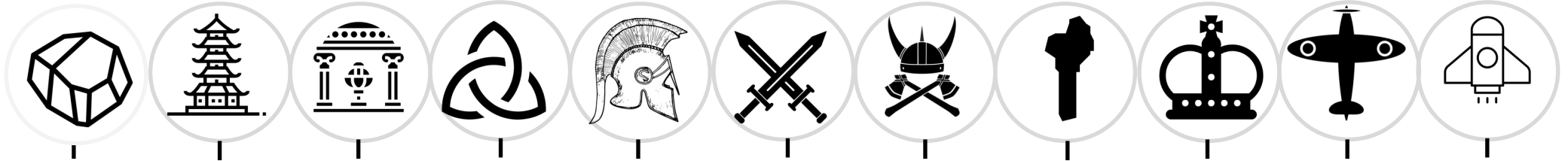
Why do you think Florence took the brave steps to go to the Crimea and who influenced her?

Children understand the key moments of Florence's early life. They understand features of her character. Children can give two valid reasons for her decision to go to the Crimea. Children can explain the influence of individuals on her decision.

Children select from a list of adjectives the ones they think fit Florence's character best and can use evidence from pictures or actions she took to back up their views. Teacher-in-role. Children fire questions at teacher in role as Florence (or one of her parents) to find out her motivation for going to the Crimea. Ripple diagram/concentric circles, showing Florence in the middle. Ch. Have to work out who else should feature in the diagram, the more important in circle next to Florence, the least important on the furthest circle.

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HISTORICAL CONTEXT: Florence Nightingale



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What did Florence do to help the soldiers and did everyone have the same opinion of her?

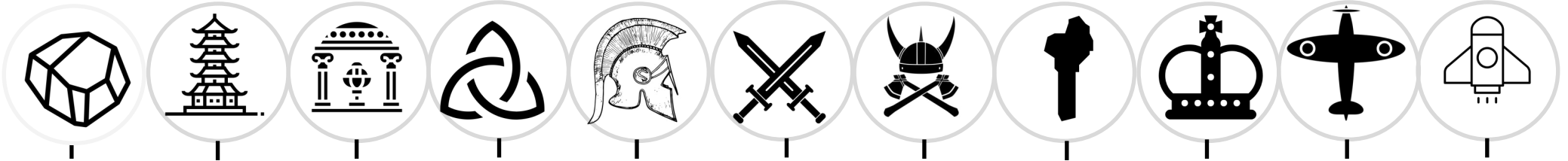
Children compare before and after pictures and can label 3 problems with the hospitals when she arrived. Role-play doctors, soldiers, nurses. Outstanding Lesson: What did people really think of Florence with full detail on how to run the role-play. Who Wants to Be a Millionaire activity on why doctors did not welcome her.

Children can describe the main changes she introduced. Children understand that not all people welcomed her with open arms

Children match quotations to the right group of people (soldiers/doctors/nurses) before completing speech bubbles of their own choice.

Year 2:

HISTORICAL CONTEXT: Florence Nightingale



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coverage/key concepts

What were the most important achievements of Florence's life?

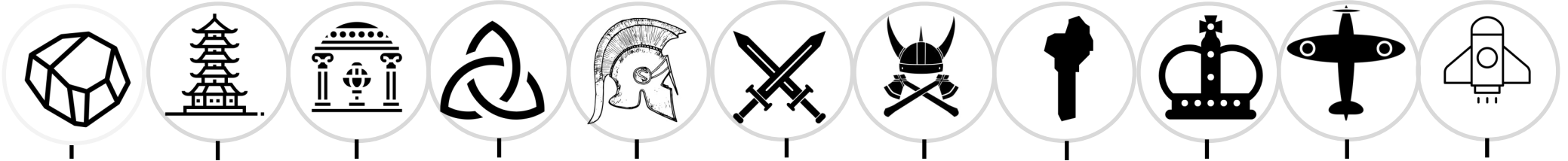
Children understand what Florence Nightingale did during the Crimean War and after. They can make judgments about which of her achievements they think are the most important. They realise that much of her work was to do with organisation. They can create a timeline showing different phases of her life, more able producing to scale using strips of contrasting coloured paper.

Prioritise Florence's actions using Diamond 4 – see 100 great teaching ideas Odd one out activity (things she did and didn't do). Children decide if she deserves a proper medal with four 'arms' to the cross. Do they think she deserves all 4 or just 3 or 2? Children write a letter to show that they understand what was lacking in the hospitals in Scutari Numeracy, number lines

Dear producer: Children evaluate Watch or Magic Grandad, writing a letter to the producer saying what they liked and what they thought could have been better.

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HISTORICAL CONTEXT: Florence Nightingale



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Learning activities

coverage/key concepts

Why have we learnt so much about Florence and so little about Mary Seacole?

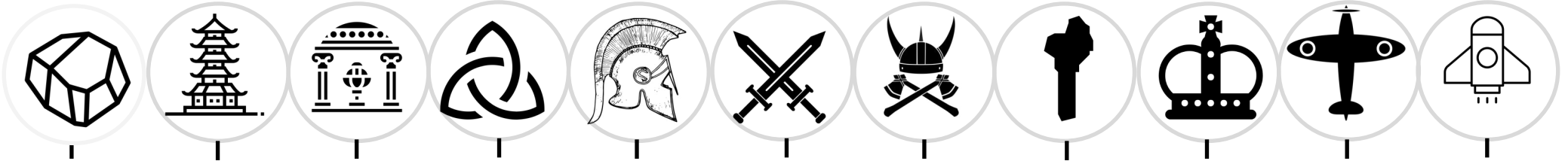
Prioritising activity which were the most important achievements of Mary Seacole. Children work out why Mary has been so badly treated using Who Wants to be a Millionaire technique, selecting from a range of possible answers (see PowerPoint) Smart Task Florence Nightingale and Mary Seacole: Who said it? / Who am I? Pupils work out who is being referred to in the statements given

Children can differentiate between the actions of both women. Children are able to explain how Mary Seacole's contribution to nursing has not been so well known

Mary Seacole achievement cards Why have we remembered so much about Florence and less about Mary Seacole cards Who said it/did it cards/speech bubbles

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Learning activities

How should we remember Florence Nightingale and Mary Seacole?

Children understand that there are different ways of commemorating. They can simply evaluate each one in terms of appropriateness and personal choice.

Children brainstorm different ways of showing her achievement. They then select from a range of examples the one they like most, before coming up with a creative idea of their own, which they then design. Museum Curator: which three objects would you put in a museum to Florence and which 3 for Mary?

KQ6 - Should Florence Nightingale rather than Mary Seacole have her statue at St. Thomas' hospital? PowerPoint showing different ways in which she had been commemorated e.g. stamps, statues, coin, stained glass. Template with background and attractive boxes in which pupils draw their images.