

Florence Nightingale Medium Term Plan Year 2

Rationale

Florence Nightingale has successfully featured on the KS1 history curriculum for 30 years now, so we have built up a wealth of experience and resources to make sure we teach this well. Over time, we have shifted the emphasis to include more of a comparison with Mary Seacole, not just as part of our commitment to diversity but because it offers a great context for pupils to develop an understanding of interpretations. The other key historical concepts we look at are similarity and difference and change over time. By using a wide range of pictorial and written sources, pupils also develop an understanding of how history is written. Excellent contexts are provided for developing numeracy and literacy as well as discussion about healthy living.

Key Questions	Learning Objectives	Classroom Activities	Resources and assessment
1. Why is Florence Nightingale remembered today and what did she do in her life?	<p>Children are able to make deductions from visual clues They grasp that she is principally remembered as a nurse, a long time ago and was connected with a major war.</p> <p>Children can sequence at least 6 events and can grasp that Florence had a long life helping soldiers and then developing nursing after the war</p>	<p>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.</p> <p>Children compare nurses today with those in Florence's time. Explain her pivotal role in setting up nursing as a profession</p> <p>Lively teacher-told story of Florence's life</p> <p>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?</p>	<p>Outstanding lesson</p> <p>KQ1 PowerPoint Slides 2-5 provide clues Slides 6-17 provide an illustrated sequenced narrative for you to tell the story of her life Selected sequencing images from the PowerPoint</p>
	Children understand the key moments of Florence's early life. They understand features of her character.	<p>Having watched the first 6 minutes of the video children generate a list of adjectives they think fit Florence's character best. So that pupils become curious and don't just passively watch the film, ask them to produce a list of questions they would like to ask Florence The film covers these points. Florence was</p>	<p>BBC video dramatization lasts 11 minutes but show just first 6 minutes here</p>

<p>2. Why do <u>you</u> think Florence took the brave step to go to the Crimea and who influenced her?</p> <p>Key concept: causation</p>	<p>Children can give two valid reasons for her decision to go to the Crimea.</p> <p>Children can explain the influence of individuals on her decision.</p>	<p>Wealthy Wanted to learn Neat Serious minded Bookish Wanted to be different Wanted to be useful, doing a real job</p> <p>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. This is your opportunity to extend pupils' knowledge by referring to the role of Sidney Herbert.</p> <p>Push/Pull</p> <p>Which people influenced Florence's decision? 4 pupils come to the front of the class. One is Florence. The other 3 are: her father, her mother, Sidney Herbert. Provide tabards with their names written on in large letters so all can see. In turn the three people have to say whether she should go or not. Repeat with other sets of 4 children so they all get the idea. Use slides from the PowerPoint to reinforce</p>	<p>Outstanding Lesson: Why did Florence make the brave decision to go to the Crimea?</p>
<p>3a.</p> <p>What did Florence do to help the soldiers and</p> <p>3b. did everyone have the same opinion of her?</p>	<p>Children can describe the main changes she introduced. Identifying at least 3 main weaknesses of the old system and 4 improvements Florence made</p> <p>Children understand that not all people welcomed her with open arms and can explain how the attitude of some nurses differed from those of soldiers and doctors</p>	<p>Children compare before and after pictures and can label 3 problems with the hospitals when she arrived.</p> <p>They then compare before and after paintings before annotating an image to show 8 key improvements that Florence made</p> <p>Children write a letter to show that they understand what was lacking in the hospitals in Scutari</p> <p>Role-play doctors, soldiers, nurses. Outstanding Lesson: What did people really think of Florence with full detail on how to run the role-play.</p>	<p>Outstanding lesson 3a Fighting fit</p> <p>Clear 'before and after' pictures of hospital at Scutari.</p> <p>Props for role play</p> <p>Smart task 3b</p> <p>Children write a letter to show that they understand what was lacking in the hospitals in Scutari</p>

Key concept: change		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?	
<p>4a. What were the most important achievements of Florence's life?</p> <p>Key concept: significance</p>	<p>Children understand what Florence Nightingale did during the Crimean War and after.</p> <p>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.</p>	<p>Mantle of the Expert.</p> <p>Pupils have to provide summary of her achievements for stonemason creating a new plaque for her statue</p> <p>By way of brief recap pupils could watch a short animated film (accessed December 2020) which last just 2 minutes. Does it help to out what her greatest achievements were? Is this short film better?</p> <p>https://learnenglishkids.britishcouncil.org/short-stories/florence-nightingale</p> <p>They generate a list of possible achievements before ranking 10 ideas provided.</p> <p>Before creating their won 30 word plaque they are shown 2 real life examples which are slightly different. Drawing on these, they then wordprocess their plaque and email it to the stone mason.</p> <p>Numeracy, number lines</p>	<p>Outstanding lesson KQ4 PowerPoint RS2 Florence Fact Sheet</p> <p>RS1 Cut up list of 10 possible points to include which pupils have to prioritise</p> <p>PowerPoint slide provides 2 models from existing plaques around the country.</p> <p>Pupils create a tablet of text to be placed on the state to Florence Nightingale</p> <p>KQ4b Outstanding lesson Beads 100 square scissors and coloured paper</p>
<p>(4b optional)</p> <p>What different parts of Florence's life were there</p>	<p>They can create a timeline showing different phases of her life, more able producing to scale using strips of contrasting coloured paper.</p> <p>They can use phrases that show passage of time, e.g. 'when she returned', 'after the war', 'the most important'</p>		

5. How do we know so much about Florence's life when she lived so long ago?	Children can make suggestions about sources from the time which are not wildly anachronistic They can search for clues in images and select evidence to back up statements. The more able pupils can make judgements about which evidence is the most compelling.	Pupils discuss which types of evidence might be available to a historian studying Florence's life. Prove it! Working in pairs as detectives pupils are given 10 statements about Florence and have to find , from a gallery of 12 images, those original sources that helped historians to make these statements.	Outstanding lesson KQ5 PowerPoint has all the images needed for the task RS1 Prove it! History detectives sheet RS2 Prove it. Answer sheet.
6. Should the statue to Mary Seacole in St Thomas' hospital grounds be replaced by one to Florence Nightingale?	Children can give 3 reasons why Florence deserves a statue there and 2 reasons why Mary does They can explain why Mary's statue was erected and are aware that there are numerous other statues to Florence around the country	Mantle of the Expert. Pupils have to advise local councillors who have been faced with people protesting about Mary Seacole's statue being placed outside StThomas which is a site associated primarily with Florence Nightingale Quadrant. Pupils place given cards in one of four quadrants: For Mary, Against Mary For Florence, Against Florence They weigh up arguments put forward by leading historians before arriving at their own conclusions	Outstanding lesson KQ6 PowerPoint Pupils write letter to council explaining their views on what should happen to Mary's statue. RS1 provides all the arguments placed on cards to be cut up in advance of lesson,one set per group. PowerPoint contains 2 simplified views of modern historians.