

Year 2 Medium Term History Planner

Nursing through time – Florence Nightingale, Mary Seacole and Edith Cavell (Spring)

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| <p>NC link Pupils should be taught about significant individuals</p> | | <p>Key Vocabulary - non-negotiables highlighted Timeline, past, present, hospitals, medical care, Victorian Britain, impact, nursing, traditional, remedies, Crimean War, Scutari, World War One, significant, compare, comparison</p> | |
| <p>Enquiry Question 1: What was life like in 19th Century Britain for women?</p> | <p>Enquiry Question 2: What was nursing like in the 19th Century?</p> | <p>Enquiry Question 3: Who was 'the lady with the lamp' and what impact did she have upon my medical care?</p> | <p>Enquiry Question 4: Who was Mary Seacole and what impact did she have upon my medical care?</p> |
| <p>Key knowledge: The 19th century means the years 1801 to 1900. This was a time when lots of factories were built. People started making things using machines instead of by hand. In poorer families, children sometimes had to work in factories, mines, or as chimney sweeps. In richer families, children had toys, books, and went to school with tutors or governesses. There were lots of diseases, and many people didn't have access to doctors. Hospitals were not as clean or safe as they are today. Consider: Recap what a timeline is? How can we order events on a timeline? What do the terms past and present mean? When was the 19th century? What happened before/after it that we are aware of already? What was life like for women in the 19th century? How does it compare to life today for women? Historical skills: Chronological Understanding </p> <p>Retrieval: When you learned about the GFoL in Autumn, what were homes like in 1666?<ul style="list-style-type: none">• Living conditions were poor.• Homes were made from wood which burnt quickly and easily.</p> | <p>Key knowledge: Medical care in Victorian Britain was different to today. Doctors were very expensive and didn't have much knowledge on how the body worked. Consider: What makes a person significant? What was nursing like in the 19th Century? How did nurses travel? Compare medical care in Victorian Britain to medical care today.</p> <p>Historical skills: Historical Enquiry Similarities and differences </p> <p>Retrieval: Think back to your learning of the GFoL in Autumn. What important jobs helped people during the GFoL?<ul style="list-style-type: none">• Firefighters and neighbours helped by using buckets of water and long, metal hooks to put the fires out and pull down houses.</p> | <p>Key knowledge: Florence Nightingale's nursing has impacted medical care today, as she improved the care of sick and wounded soldiers. Consider: Trip to Thackray Medical Museum to explore the life of Florence Nightingale. How medical care has changed over time thanks to her impact on nursing.</p> <p>Historical skills: Historical interpretation Historical enquiry </p> <p>Retrieval: When you learned about the GFoL, how did people travel in 1666?<ul style="list-style-type: none">• Walked• Horses and carts• BoatsNow think back to last week's learning... how does this compare with how nurses travelled?<ul style="list-style-type: none">• Ships• Horse-drawn carriages• Wagons</p> | <p>Key knowledge: Mary Seacole used traditional medicines and herbal remedies to treat soldiers during the Crimean War. Consider: Who Mary Seacole was and the impact she had upon nursing – focus on how she used traditional medicines and herbal remedies. When was the Crimean War? How was she treated? Why do we know about her today? Historical skills: Cause and consequence Chronological Understanding </p> |

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| <ul style="list-style-type: none"> • Homes were cramped, smoky and dirty. <p>Now let's remember when we learnt about castles in Year 1. What were castles used for? Where castles homes for people?</p> <p>What materials were castles made from?</p> <ul style="list-style-type: none"> • Castles were used to live in by kings, queens and lords • They were used to attack and keep people safe during battles • They were originally made from wood and later were built using stone. | | | |
| <p>Enquiry Question 5: Who was Edith Cavell and what can I learn from her?</p> | <p>Assessment/oracy lesson: How did women like Florence Nightingale, Mary Seacole, and Edith Cavell change nursing and medicine?</p> | <p>Notes:</p> <p><u>Retrieval</u> Retrieve the previous topic (GfL)</p> | |
| <p>Key knowledge: During WWI (1914-1918), Edith Cavell treated soldiers from both sides of the conflict without discrimination.</p> <p>Consider: When was WW1? Who was involved in WW1? Where did she live? What did she do that made her a significant person? What can we learn from her?</p> <p>How did nursing change through time and what impact have these women had upon our lives today? If they had not made changes to nursing would we have the care that we get today?</p> <p>Historical skills: Sources Chronological Understanding</p>  | <p>Show images of women in 19th-century Britain and nurses. Pupils discuss in pairs: "What jobs do you think women could do in the past?" Share ideas using sentence stems: "I think women could ____." "Women couldn't ____."</p> <p>Show simple images/illustrations of each woman with key facts. Pupils work in small groups to discuss: Who they were What they did How they changed nursing or helped people</p> <p>Pupils discuss in pairs: "How do these women affect the medical care we have today?"</p> | <p><u>Provision ideas</u> Consider teaching measure alongside this topic as lengths of bandages can be compared, cutting bandages to specific sizes, adding lengths together to tend to wounds.</p> <p><u>Trip ideas</u> Lotherton Hall or Thackray Medical Museum</p> | |