

MARY SEACOLE, FLORENCE NIGHTINGALE AND EDITH CAVELL KS1 PLANNING

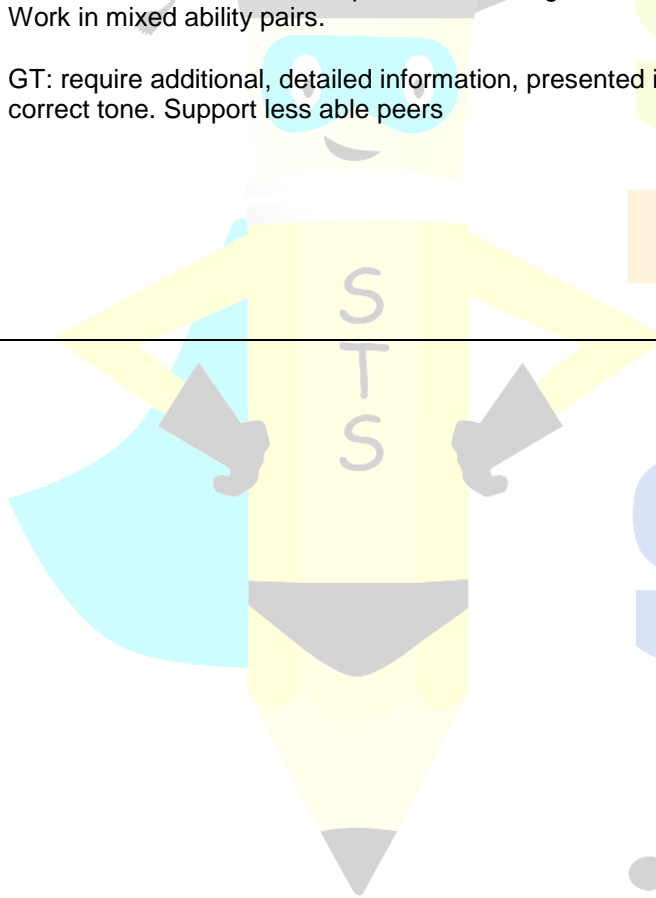
**Class:**

**Term:**

**Subject: History**

**Topic: Mary Seacole, Florence Nightingale and Edith Cavell**

Differentiation and support	Cross curricular links
<p>SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs.</p> <p>GT: require additional, detailed information, presented in correct tone. Support less able peers</p>	<p>English: listening for and extracting information from videos, websites and text, justifying choices and opinions and making inferences</p> <p>Maths: dates, sorting / classifying, sequencing and Venn diagrams</p> <p>Science: how hospitals have changed since Victoria times</p> <p>ICT: videos and websites</p> <p>Art &amp; D+T: looking at paintings and photos of the three women</p> <p>PSHCE: the importance of hygiene and good food</p>



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W	LO	Activities	Resources	Success Criteria
1	<p>To use sources to find out about the past</p> <p>To understand the job of a historian</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Ask the children to think, pair, share the names of some famous people and what each of them is famous for doing</p> <p>Explain that we are going to be learning about some famous people from the past</p> <p>Ask children how they think we find out about the past and people who lived a long time ago</p> <p>Explain that it is easier to do this for more recent history, because people wrote things down and made paintings, and then later took photographs, whereas further back in time people did not do these things</p> <p>Explain that historians gather 'sources' (paintings, writing, objects etc) from the past and try to piece it together and to find out what it tells us – we are going to be 'historians'</p> <p>(For each discussion point below, ask children to explain and justify their opinions)</p> <p>Show children a portrait of Florence Nightingale</p> <p>Ask them to describe it and her e.g. black and white, holding a letter etc</p> <p>Ask children what job they think that she might do and whether she is alive now or how long ago she lived</p> <p>Explain that we are going to look at another piece of evidence to try to find out more information, which is what historians do</p> <p>Show children the image of Florence Nightingale in the hospital in Scutari</p> <p>Ask the children if this piece of evidence supports their ideas about when Florence Nightingale lived</p> <p>Ask children where they think she is and what they think she is doing</p> <p>Ask children to describe all of the things that they can see in the picture</p> <p>Play voice recording for children of Florence Nightingale's voice - <a href="http://www.youtube.com/watch?v=ax3B4gRQNU4">http://www.youtube.com/watch?v=ax3B4gRQNU4</a> (if link does not work, Google 'YouTube Florence Nightingale voice')</p> <p>Have children listen to the voice (<i>at first without showing them the video and the transcript on the record sleeve</i>)</p> <p>Ask the children to think, pair, share what they think the recording said</p> <p>Listen to it again, this time showing children the video and the transcript</p> <p>Ask children if they think the recording was made recently or a long time ago</p> <p>Ask the children if this piece of evidence supports their ideas about when Florence Nightingale lived</p> <p>Ask children to describe what sort of person Florence Nightingale was e.g. kind, loving, enthusiastic</p> <p>Main:</p> <p>Children to complete a worksheet on which they need to choose an answer from a choice of two and explain their choice e.g. I think Florence Nightingale lived <b>recently / a long time ago</b> because ...</p> <p>Plenary:</p> <p>Explain that Florence Nightingale lived in Victorian times, when the children's parents and grandparents would still not have been born, and how we call this period in time 'Victorian' after the queen at the time – Queen Victoria</p> <p>Revise the job of a historian</p>	<p>Pictures of Florence Nightingale in the hospital</p> <p>Check YouTube video of audio recording opens and plays OK and close and / or skip ads</p>	<p>MUST: make some observations about the sources</p> <p>SHOULD: justify their inferences</p> <p>COULD: justify their inferences in greater detail</p>

2	<p>To know about Florence Nightingale's life and achievements</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Ask children to think, pair, share what a hospital is like</p> <p>Explain that in the past hospitals were not as clean and as well organised as they are today</p> <p>Explain that a lady called Florence Nightingale played an important role in improving hospitals and that we will be watching a video about her</p> <p>(Explain to children that the lady in the video is an actress – the real Florence Nightingale died in 1910 - about 100 years ago)</p> <p>Watch the video about Florence Nightingale at <a href="http://www.bbc.co.uk/programmes/p015j6sc">http://www.bbc.co.uk/programmes/p015j6sc</a> (if the link does not work, Google 'BBC true stories Florence Nightingale')</p> <p>Explain independent work, reading through the 'fill in the blanks' paragraphs and the answers, highlighting any tricky words</p> <p>Explain that children will need to use one answer from the box more than once and encourage them to fill in the answers that they know first, and then see which answers are left</p> <p>Main:</p> <p>Children need to complete two 'fill in the blanks' worksheets (given answers to choose from in a box)</p> <p>Lower ability / slower working children to work on the sheets; higher ability / faster working children to write in their books</p> <p>Extension: Children to find out some additional information about Florence Nightingale from books or <a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/florence_nightingale/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/florence_nightingale/</a> and make some additional notes about her life</p> <p>Plenary:</p> <p>Children to compare their answers with a partner, discussing any differences</p> <p>Children who got on to the extension to share what they found out</p>	<p>Check video opens and plays OK</p> <p>Worksheets</p> <p>Answer boxes</p> <p>Books with information on Florence Nightingale and / or PCs laptops (for extension)</p>	<p>MUST: remember <i>some</i> of the facts and achievements of Florence Nightingale's life from the video</p> <p>SHOULD: remember <i>more</i> of the facts and achievements of Florence Nightingale's life from the video</p> <p>COULD: find out some additional information about Florence Nightingale's life and achievements</p>
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3	<p>To understand the ways in which Florence Nightingale improved the hospital in Scutari</p> <p>(30 mins)</p>	<p>Intro: Ask children to think, pair, share some of the things that we learnt about Florence Nightingale's life and achievements in the previous lesson Play the games at <a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/florence_nightingale/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/florence_nightingale/</a> (click 'Florence Nightingale' in the bottom right-hand corner of the screen in the Games box. To get to the next game, click to read each fact after each game and then click 'Back' when get to final fact) The games cover:</p> <ul style="list-style-type: none"> <li>• How Florence cleaned up the hospital and what she got rid of e.g. rats (ask children why they think it is important to keep hospitals clean, and explain how bacteria and infections are found where there is dirt)</li> <li>• How Florence got rid of rotten food and dirty drinking water (ask children why they think it is important that sick people have fresh, nutritious food, and explain how our bodies need vitamins, minerals and energy from good food to heal and to fight disease)</li> <li>• How Florence brought in things to improve the hospital e.g. beds (ask children why they think each item improved the soldier's lives e.g. being able to send and receive letters made them less lonely)</li> </ul> <p>Ask children to think, pair, share what they learnt from the games Explain independent work</p> <p>Main: Children need to classify some items (not all of the ones below) into things that Florence Nightingale got rid of from the hospital in Scutari and things that she brought into the hospital Things that Florence got rid of: rotten food (mouldy bread, potatoes, meat, apples), dirty water, rats, dirty / bloody clothes, stains, muddy boots, Things that Florence brought in: lamp, bandages, clean water, post, beds, bedding / towels, medicine and a telephone Extension: Children to add some more examples of their own to their work from what we learnt in the games and / or by looking in books</p> <p>Plenary: Children to compare their answers and discuss any differences Children who got on to the extension to share what they added</p>	<p>Game open and ready to play</p> <p>Items to cut out and stick</p> <p>Worksheets</p> <p>Scissors</p> <p>Glue</p> <p>Books with information on Florence Nightingale and / or PCs laptops (for extension)</p>	<p>MUST: correctly identify <i>some</i> of the things that Florence Nightingale got rid of from and what she brought to the hospital in Scutari</p> <p>SHOULD: correctly identify <i>all</i> of the things that Florence Nightingale got rid of from and what she brought to the hospital in Scutari</p> <p>COULD: add some of their own examples of things that Florence Nightingale got rid of from and what she brought to the hospital in Scutari</p>
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To access the complete [Florence Nightingale, Mary Seacole and Edith Cavell KS1 planning](http://www.saveteacherssundays.com/history/year-2/520/), and all of the resources to go with it, visit:

<http://www.saveteacherssundays.com/history/year-2/520/>