

<p>Theme read: Extracts from:</p> <ul style="list-style-type: none"> Florence Nightingale - 3.3 Young Reading Series Three - Lucy Lethbridge DK Life Stories: Florence Nightingale History Makers: Mary Seacole by Sarah Ridley The Extraordinary Life of Mary Seacole - Extraordinary Lives by Naida Redgrave Florence Nightingale and The Crimean War by Jane Shuter 	<p>Year 2 (Autumn): Enquiry Question: What role does medicine play in war?</p> <p>Key driver: determination Key skills: I can identify and describe reasons for and results of, events, situations and changes Year Enquiry: How can we turn disaster into opportunity? Topics: Mary Seacole and Florence Nightingale High-Quality Outcome: participate in a teacher-led research project and present it to other chn</p>	<p>Resources</p> <ul style="list-style-type: none"> BBC teach videos Images of nurses and hospitals now and then World Map BBC Watch Magic Grandad - Florence Nightingale Hospital artefacts from then and now to compare http://www.florence-nightingale.co.uk/ https://www.biography.com/news/florence-nightingale-hygiene-handwashing https://www.maryseacoletrust.org.uk/learn-about-mary/
<p>Key Vocabulary: Nurse, war, important, significant, Florence Nightingale, Mary Seacole, Crimea, hospital, nursed, cared, Crimean war, soldiers, injured, problem, solution, compare, remember, inspired, changed</p>		<p>Pupil Pledge</p>

<p>Launch What is a hero? WALT: create a description who heroes are and why</p> <p>Start lesson with discussion of what makes a hero and who their heroes are. Breakdown misconception of 'superheroes'.</p> <p>Display images of modern nurses, discuss what we know, who they are, are they heroes? Why? Make a list of all the different things nurses do, and think about where they might see a nurse.</p>	<p>Lesson 2 Story of Florence Nightingale</p> <p>WALT: use sources to find out about a significant person from the past</p> <p>Use reading time prior to read story of FN.</p> <p>Discuss is she a hero? Why? What did she do to help people? How do you think the soldiers felt when she helped them heal? Use images to build understanding. Explain lady with the lamp to chn</p>	<p>Lesson 3 Who was Mary Seacole?</p> <p>WALT: use sources to find out about a significant person from the past</p> <p>Do you think FN was the only helpful nurse during the Crimean War?</p> <p>Outcome: simple factual sentences written about Mary Seacole</p>	<p>Lesson 4 Why did they go to war? What is war? Why did the Crimean war happen?</p> <p>WALT: analyse and understand war times through artefacts</p> <p>Locate England and Ukraine on a map together. Explain what Crimea was and why the war happened. Make use of "A route to the Crimea" showing the main places on Florence Nightingale's journey. Give a background to the Crimean War.</p>	<p>POP Quiz - Give chn page with photos of FN and MS in the middle. Have them write everything they know about them around it in jot notes or sentences based on ability. Give them prompting questions like Why do we remember them? What did they do? (10-15 mins)</p> <p>Why did nursing and hospitals need changing?</p>
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<p>Outcome: chn draw a picture of a nurse and write short sentences describing them and what they do around it.</p>	<p>Outcome: chn to have created a storyboard retell of her life using simple drawn pictures and sentences.</p>		<p>Outcome: Completed and labelled map of Florence's route to Crimea</p> <p>Teacher Info: https://www.nationalarchives.gov.uk/battles/crimea/</p> <p>Images http://www.loc.gov/pictures/related/?q=Crimean%20War%2C%201853-1856.&fi=subject</p>	<p>WALT: analyse situations</p> <p>Analyse conditions of the hospitals in Scutari using images. Have chn think about toilets, beds, bandages, operations, instruments, clothing, food, number of doctors/nurses etc...)</p> <p>Pupils will then write annotations of what they would see, smell hear, see in the Scutari hospital around photo. Label problems</p> <p>Outcome: labelled image of Scutari hospital conditions with identification of issue</p>
<p>Lesson 6 Now and then comparison</p> <p>WALT: compare artefacts from the past with current items</p> <p>Outcome: chn to have comparative chart of medical items from then and now</p>	<p>Lesson 7 The challenges faced by FN and MS</p> <p>WALT: analyse and understand challenges faced by FN and MS</p> <p>Hold a discussion centered around the questions: Why did Florence Nightingale face opposition to her improvements? What did she do about it? What were her reasons for this? - use as opportunity to discuss why being a woman in Victorian times was a barrier: is this fair?</p>	<p>Lesson 8 NHS nurse visit</p> <p>WALT: compare nursing now and then through first-hand accounts</p> <p>Outcome: written recount of visit with NHS Nurse.</p> <p>At end of lesson, collect ideas of what else they would like to learn about in hospitals and the medical field. T to then put into research groups for next lesson.</p>	<p>Lesson 9 Teacher/TA led research project groups</p> <p>WALT: research the answers to questions using technology</p> <p>Outcome: small group research to be completed with teacher/TA support</p> <p>Possible research ideas: other famous wartime nurses or doctors, what do war hospitals look like today, other heroes,</p>	<p>Celebration Sharing of research projects (video form, tableau and narration, collaborative ppt or pictures)</p> <p>Chn to complete the following sentence stems also as culmination of learning</p> <p>Florence Nightingale and Mary Seacole were heroes because ...</p>

	<p>e.g discuss the fact that at first the doctors in Scutari were reluctant to accept any help, especially from a woman, and how she had had to approach the British government and persuade them of the awful conditions in the Crimea, and of how much help was needed.</p> <p>Role-play: T to be Prime Minister, chn to be FN and try to persuade you to help them fix the hospitals. After each session, ask what else Florence could say, the PM's role being mainly a questioning one. Then let chn take over being PM. (use of because to justify)</p> <p>Outcome: take photos of chn persuading and have audio/video recordings of some chn speaking so they can write reflections at the beginning of next lesson under the photos. (If time, chn could write short letter to PM as FN explaining conditions and why she needs help to change it)</p>			<p>They helped by ...</p> <p>It is important to remember them because ...</p>
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<p>Content: What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> To analyse artefacts to learn about people and the past Lives of significant individuals in the past 	<p>Coherence: How does this link to previous learning?</p> <ul style="list-style-type: none"> Introduces new significant people, builds on understanding of significant people from 	<p>Creativity: How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> Role play and written outcomes 	<p>Compassion: What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> How can we help others in need? 	<p>Community: What links are there to local resources?</p> <ul style="list-style-type: none"> Nurse visit from NHS to talk about nursing today?
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<p>who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts in museums, books and internet (historical enquiry) • To timeline the lives of significant people • To identify changes from the past that benefit us today • Nationally significant historical events, people and places 	<p>Y1 Armstrong and Columbus unit</p>			
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Things to include in the unit

- Florence's journey to Scutari, mapping the route out, why did they go that way? What was travel like then? What would Florence's journey to and from Turkey have been like?
- Mary's difficulties getting to the Crimea to help
- Possibly divide the class/year group into 4 groups to research a desired topic within the unit for a lesson or 2 then present to the whole class for celebration of learning OR instead of research question, give them a common hospital tool from then and the same now and have them compare in groups, record and then share in celebration
- Timelining?
- How do we remember these people today?
- What makes a hero, or significant individual?
- Their lives after the war