

Year 1 – History – Florence Nightingale

National curriculum:

- Show awareness of the past using common words and phrases relating to the passing of time.
- They should understand some of the ways we find out about the past and identify different ways in which it is represented.
- They should ask and answer questions, choosing and using other sources to show that they know and understand key features of events.
- Pupils should be taught about significant historical events, people and places.
- Pupils should be taught about events beyond living memory that are significant nationally or globally.

Vocabulary:

Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, Florence Nightingale, hospitals, soldiers, Crimean war, Scutari, Germany, nurses, medicine, lamp, lady of the lamp, crutches, beds, infections, rats, dirty, museum, London, training, Italy, Parthenope 'Pop', Jimmy, Tortoise, voyage, parrot, legacy.

Snapshot overview

Relate to school timeline, how does this relate? Where does this fit into timeline.



Idea of being 'famous'. Link to own lives.



Key facts, lifestyle, understanding of what life was like. Differences/comparisons of hospitals.



Aspects of change, how life/things have changed since. Florence's legacy. Museum. (Wrote book, training school, hygiene, nursing school, Red Creadal). She inspired the founding of the International Red Cross which still **awards** the **Florence Nightingale** Medal for nurses who have given exceptional care to the sick and wounded in war or peace.

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History Medium Term Planning

Year Group: 1
Topic: History

Term: Florence Nightingale

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can identify famous people and to clarify what it means to be famous.	Starter- What are famous people? Look at pictures of famous people they know and discuss why they are famous. Have pictures of famous people on tables (sports, music, royals, and celebrities). Work in small groups to discuss why they are famous and what they know them. Create a class hall of fame with the famous faces and why they are famous on a post it.

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Session 2	I can use a range of sources to find out information.	Encourage the children to use the key vocabulary. Children work as historian detectives to look in a suitcase in groups Items are shared between tables, children go round in mini groups of 2 or 3 with clipboards to record notes and questions. Items: lamp, picture of Florence, bandage, toy soldier, bottle of medicine, medal, tortoise, parrot, picture of hospital, toy rat. Feedback to class. Write questions on sugar paper. Tell children we will find out about our mystery person from the past is tomorrow.
Session 3	I can sequence key events over time. I can use a range of sources to find out information.	Recap what children learnt in previous lesson. Reveal mystery person as Florence Nightingale. Children recall what they have learnt in History in Year 1 so far. Children place on a time line of when they think these events happened, discuss. Show the children videos (Magic Grandad) and PowerPoint about Florence. TA to record notes on sugar paper. Compare what the children thought they knew and link to actual facts. Look at items in suitcase and discuss what they all are and their relevance. Children think of questions they would like to find the answers to.
Session 4	I can write a fact file.	Children to have a picture of Florence Nightingale (some may be able to draw their own) to create a fact file about Florence with facts they have learnt.

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Session 5	<p>I can compare hospitals from now and in the past. I can ask questions.</p>	<p>Discussion to brainstorm ideas about what hospitals were like as Florence and what hospitals are like after her (for working walls). Children generate questions as a class for both Florence and a nurse who worked with her. Children interview using their questions.</p>
Session 6	<p>I can write a letter.</p>	<p>Recap previous lesson comparison of hospitals. Children write a letter in role as Florence to a family member telling them about the hospitals and the changes she has made.</p>
Session 7	<p>I can discuss Florence's legacy. I can say how things have changed because of a significant other.</p>	<p>Discuss what are hospitals like now? Are they like the hospitals that Florence worked in? Look at videos (Magic Grandad) and read a list about her legacy. Children design a medal/certificate to award Florence in a presentation. Children have to justify why.</p>
Session 8	<p>I can write a thank you card. I can write instructions.</p>	<p>Support/Core- Children to design and write a thank you card from one of the soldiers to Florence. Extension- Instructions to the nurses from Florence for what they need to do each day in the hospitals.</p>

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Impact:

All children to know how to find out about the past from various sources of information. i.e. books, photos, videos, internet, paintings, expert visitors.

All children to know that Florence Nightingale is an important historical person from the past.

All children to know that because of Florence Nightingale hospitals are now cleaner and safer places to be and nurses today are well trained.

All children to know Florence helping soldiers in the war

All children to know that Florence was a nurse and she carried a lamp