

## History Medium Term Planner – Florence Nightingale

### Year 1/2 Key Skills to be covered, taken from Lancashire Key Learning Document – pitching at the correct year group and differentiation within plan for different groups

Be specific in the key skills, and make them more understandable for children. Consider what it is YOU feel the children should learn as well as the National Curriculum:

Chronology:

- We will learn what past and present mean and compare things from the past to things in the present, noticing similarities and differences
- We will be able to put some things in order from oldest to most recent

- We will use words which show the passing of time such as after, before, a long time ago, in the past and use these when talking about peoples' lives *and changes and similarities*

Events, People and Changes:

- We will be able to tell the difference between our lives and those of people in the past noting similarities and differences and also noticing how events happened to people in the past compared to how they might happen now

- We will read simple stories about past events to understand them better and know some famous historical stories

Communication:

- We will use simple terms such as now/then and same/different when comparing the past and the present

- We will have the opportunity to find out about the past in a variety of ways including role-play, using books, using story, watching animations/films, using ICT

Enquiry, Interpretation and Using Sources:

- We will use a wide variety of simple sources to find answers to our questions about the past

- We will find simple ways to represent our findings and begin to understand why some people acted in certain ways in the past

### Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:

English links	<ul style="list-style-type: none"><li>• Writing a recount</li></ul>
Mathematics links	<ul style="list-style-type: none"><li>•</li></ul>
Computing links	<ul style="list-style-type: none"><li>• Producing information texts using ICT – text and images.</li></ul>
Other links	

### Possible Experiences including visits/visitors/other:

Consider what could augment your planning to really enthuse the children in your class:

- Visit to FGH to see what present day hospitals are like.

### Display/Resources ideas:

Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:

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Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	<ul style="list-style-type: none"> <li>We will learn to place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>).</li> <li>Recognising the distinction between present and past in their own and other people's lives.</li> </ul>	<p>Encourage the children to think about what the word 'famous' means. <i>Who do they know who is famous? Why is he or she famous? What other famous people from the past do they know about? What did they do to become famous? How do we find out about famous people?</i></p> <p>Tell the children they will find out about a famous person who lived a long time ago, before even their parents/carers and grandparents were alive.</p> <p>Work with children to make a list of questions that they could answer by looking at a picture, <i>eg What is he or she wearing? What is he or she doing? Does the picture show what is happening today or something that happened a long time ago?</i></p> <p>Give groups of children a picture of Florence Nightingale at work in the hospital in Scutari. <i>What can they find out about her from this picture? Are the clothes like the clothes women wear now? How are they different? What is the person in the picture doing? What work might the person in the picture do? How can we tell that this person lived a very long time ago? What sort of person do you think she is?</i></p> <p>Speaking and listening / snowballing /. Hot seating</p> <p><b>Tell the children that Florence Nightingale lived in Victorian times and help them place her correctly on a time line.</b></p>	<p>Questions about the picture of Florence Nighingale.</p>	
2	<ul style="list-style-type: none"> <li>We will have the opportunity to find out about the past in a variety of ways including role-play, using books, using story, watching animations/films, using ICT</li> <li>We will read simple stories about past events to understand them better and know some famous historical stories</li> </ul>	<p>Show the children an extract from a video about Florence Nightingale and ask them to look for clues as to who she was, what her life was like as a child, and what work she did. Ask them what they found out. Talk about why she wanted to be a nurse and about what nurses do. Children to draw/write a fact file about Florence. Use Primary History - Famous people for information.</p> <p>Tell the children about Florence Nightingale's invitation to go to Turkey to help look after British soldiers wounded in the Crimean War. Show the British Isles and Scutari on a map. Discuss how long a journey it is and how Florence Nightingale would have travelled there.</p> <p>Encourage the children to suggest adjectives that describe people who went on long journeys by boat in those days, <i>eg brave, patient, healthy</i>, and add relevant words to a word bank.</p>	<p>Fact File - Florence Nightingale.</p> <p>Children will learn about travel in the past and how dangerous it could be.</p>	
3	<ul style="list-style-type: none"> <li>We will be able to tell the difference between our lives</li> </ul>	<p>Which pictures help us tell Florence Nightingale's story?</p>	<p>Story board recounting Florence Nightingale's life.</p>	

## History Medium Term Planner – Florence Nightingale

	<p>and those of people in the past noting similarities and differences and also noticing how events happened to people in the past compared to how they might happen now</p> <ul style="list-style-type: none"> <li>We will use simple terms such as now/then and same/different when comparing the past and the present</li> </ul>	<p>Show the children pictures of Florence Nightingale's life. Help them recount her story by choosing the most appropriate pictures and putting them in sequence. Encourage them to discuss their choices.</p>		
5	<ul style="list-style-type: none"> <li>We will have the opportunity to find out about the past in a variety of ways including role-play, using books, using story, watching animations/films, using ICT</li> <li>We will use words which show the passing of time such as after, before, a long time ago, in the past and use these when talking about peoples' lives <i>and changes and similarities</i></li> </ul>	<p><b>What was it like for Florence Nightingale working in the Crimean War?</b>            Explain simply why there were British soldiers fighting in the Crimean War. Describe to the children what soldiers do and why they might end up in hospital. Also tell them about the wounded soldiers journey from the Crimea to Scutari.</p> <p>Show the children a picture of Florence Nightingale working in the hospital at Scutari. Ask them what they can see in the picture that will help them work out what it was like in the hospital. Encourage them to complete 'I can see...' statements and to use a range of adjectives to describe what it would have been like in the hospital. Add these to the word bank. Role play children take on the role of people in picture - perform</p>	<p>Children to write a description of the hospital in Scutari.            (Adjectives)</p>	
6	<ul style="list-style-type: none"> <li>We will have the opportunity to find out about the past in a variety of ways including role-play, using books, using story, watching animations/films, using ICT</li> <li>We will find simple ways to represent our findings and begin to understand why</li> </ul>	<p><b>How did Florence Nightingale make things better for soldiers in the Crimean War?</b>            Read a story dealing with Florence Nightingale's achievements in the Crimean War. <i>What did she change? Why did these things make it better for the soldiers?</i></p> <p>Divide the children into groups. Give each group five or six statements about things Florence Nightingale did to improve life for soldiers in the hospital at Scutari. Ask them to select the three statements they think are the most important and talk about why they have chosen these.</p>		

**History Medium Term Planner – Florence Nightingale**

	<p>some people acted in certain ways in the past</p>	<p>Ask the children to consider why Florence Nightingale and the nurses made these changes. Give them a picture of her with a speech bubble containing a sentence stem ending with 'because...'. Ask the children to complete the sentence by giving reasons for the changes.</p>		
	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Why do we remember Florence Nightingale?</p> <p>Children to write a recount of Florence Nightingale's life and why the things she did will always be remembered.</p>	<p>Recount of FN's life</p>	