



# Pinner Wood School



<b>Year Group</b>	2	<b>Term</b>	Spring 1	<b>Subject</b>	History	<b>Topic</b>	Famous and Fantastic - Florence Nightingale
						<b>Key Question</b>	Who was Florence Nightingale and why was she so important?
<b>Prior Learning and other Curriculum Links</b>	Reception - People who help us				<b>Target Tracker statements (Skills)</b>	<u>Chronological understanding</u>	
	Year 1 - Ourselves					<ul style="list-style-type: none"> <li>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> </ul>	
<b>Fundamentals</b>	Science Year 2 - Taking Care				<b>Key Facts/Sticky Knowledge</b>	<u>Understanding of events, people and changes</u>	
	Global Pandemic 2020					<ul style="list-style-type: none"> <li>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. E.g. Elizabeth I and Queen Victoria.</li> </ul>	
		<ul style="list-style-type: none"> <li>Show they have an awareness of the past by using words about the passing of time.</li> <li>Be able to say where events happen on a timeline and spot similarities and differences between ways of life in different time periods</li> <li>Uses stories and sources to show they understand events and realise that they use these to find out about the ways of the past</li> <li>Talk and record about changes in national life and events beyond living memory using historical vocabulary</li> </ul>				<ul style="list-style-type: none"> <li>Florence Nightingale became a nurse 1851</li> <li>She helped soldiers during the Crimean War in Turkey.</li> <li>Scutari hospital was built on top of a sewage site so conditions were bad</li> <li>Florence changed nursing by improving conditions and the way people thought about nurses.</li> <li>Mary Seacole was a nurse at the same time as Florence</li> <li>Mary Seacole used herbal remedies to help soldiers</li> <li>Florence was named 'Lady of the Lamp'</li> <li>Queen Victoria awarded Florence the Royal Red Cross.</li> <li>She later opened up her own nursing school to train future nurses.</li> </ul>	

<p><b>Our Curriculum Journey</b></p>	<p><b>Stunning Start:</b> Florence Nightingale has travelled into the future and meets us at Pinner Wood School. Florence wonders into hall/classroom and explains that she is known as the 'Lady of the Lamp'. Children complete a quick game of 'Question Tennis' phrasing questions like e.g. What time period was she in? What did she use the lamp for? What was her job/occupation?. Florence to explain her journey of being a young nurse venturing to Scutari hospital with 38 other nurses to improve conditions. Did she do it?</p> <p><b>Journey:</b> Children will take part in a quiz, focusing on the key information learnt during Stunning Start (she was a nurse, looking after wounded soldiers during the Crimean war in Turkey, the hospital was called Scutari hospital, her nickname was 'Lady of the Lamp' etc. Children will learn about how Florence became a nurse and the key improvements she made to better the lives of patients in her care. In addition, children will be introduced to Mary Seacole and her influence in nursing. Children will compare nursing at the time of Florence to now and how we hugely value nurses, doctors, health care professionals and the NHS today making links to the recent global pandemic. Children will observe the improvements in modern day nursing, focusing on improved hygiene and technology.</p> <p><b>Show stopper:</b> The school hall will be transformed into Scutari hospital, some children will be dressed as wounded soldiers, other children will be dressed as doctors and nurses. Children will carry in their lamps that they made to provide light in the hospital. The children will summarise Florence's key improvements and role-play this (e.g. mopping floors, changing bed sheets, providing medicine and bandages and healthy food). Children will talk to their patients, help them write letters and provide them with company. Freeze frame photos will be taken, alongside short videos which are uploaded to Seesaw.</p>		
<p><b>Key Vocabulary (revisited)</b></p>	<ul style="list-style-type: none"> <li>• Past</li> <li>• Nurse</li> <li>• Then</li> <li>• Now</li> <li>• Differences</li> </ul>	<p><b>Key Vocabulary (new)</b></p>	<ul style="list-style-type: none"> <li>• Florence Nightingale</li> <li>• Care</li> <li>• Patient</li> <li>• Hospital</li> <li>• Charity</li> <li>• Sick</li> <li>• Soldier</li> <li>• Medal</li> <li>• Red Cross</li> <li>• Lamp</li> <li>• Injured/wounded</li> </ul>

			<ul style="list-style-type: none"> <li>• Cleaning</li> <li>• Lady of the Lamp</li> <li>• Crimean War</li> <li>• Turkey</li> </ul>
--	--	--	---

<b>Lesson Number:1</b>	<p><b>Learning objectives: KQ1:</b>Who was Florence Nightingale and what did she achieve?</p> <p><b>*Stunning Start*</b></p>	<p><b>Lesson Outcome:</b> Children to complete a whole-class Kahoot quiz to recap learning from stunning start and review sticky knowledge.</p>	
	<p><b>Introduction:</b> What came first? Order three events in history in chronological order. Discuss the past and what things the children know have happened in our world.</p>	<b>Resources</b>	
	<p><b>Main Teaching including differentiation:</b> Watch: <a href="https://www.bing.com/videos/search?q=magic+grandad+florence+nightingale+video&amp;qpvtt=magic+grandad+florence+nightingale+video&amp;view=detail&amp;mid=218CA96A783D6187DDD1218CA96A783D6187DDD1&amp;&amp;FORM=VRD GAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dmagic%2Bgrandad%2Bflorence%2Bnightingale%2Bvideo%26qpvtt%3Dmagic%2Bgrandad%2Bflorence%2Bnightingale%2Bvideo%26FORM%3DVDRE">https://www.bing.com/videos/search?q=magic+grandad+florence+nightingale+video&amp;qpvtt=magic+grandad+florence+nightingale+video&amp;view=detail&amp;mid=218CA96A783D6187DDD1218CA96A783D6187DDD1&amp;&amp;FORM=VRD GAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dmagic%2Bgrandad%2Bflorence%2Bnightingale%2Bvideo%26qpvtt%3Dmagic%2Bgrandad%2Bflorence%2Bnightingale%2Bvideo%26FORM%3DVDRE</a> Discuss that she was such a significant person who changed the way nurses and hospitals worked. Who else is a significant person in your life? Children to come back to classroom from the hall.</p> <p>Ipad 1 between 2 - show slides of how to access Kahoot quiz.</p>		

	Children to complete quiz - recapping info from Florence and sticky knowledge.	
--	--	--

<b>Lesson Number:2</b> <b>Location:</b> Longer session to learn song and perform	<b>Learning objectives: KQ2:</b> What kind of life did Florence Nightingale lead?	<b>Lesson Outcome:</b> Children to perform a song to recall the facts of what happened to Florence in her life. Recorded on SeeSaw.
	<b>Introduction:</b> What events happened to you in your life?	<b>Resources</b>  Ipad - seesaw Smart board Song lyrics
	<b>Main Teaching including differentiation:</b> Watch: <a href="https://www.bbc.co.uk/programmes/p015j6sc">https://www.bbc.co.uk/programmes/p015j6sc</a> What were the events that happened in her life? Recall facts for when she was born etc. Use the twinkl PPT to go through the events over her life. Refer to the knowledge organisers. Florence, Florence Nightingale - we will rock you tune In mixed ability groups, learn the song! Perform to each other and film for SeeSaw. <b>Challenge:</b> Can you add more details?	

<b>Lesson Number:3</b>	<b>Learning objectives: KQ3:</b> What impact did Florence Nightingale have on hospitals and nursing?	<b>Lesson Outcome:</b> children to answer questions and record on the worksheet,
------------------------	--	--

<b>Location:</b>		noting how she helped patients, nurses and women. Sheet to go in history folder.
	<p><b>Introduction:</b> quick fact recall from last lessons song - when was she born?  When did she become a nurse? What was the name of the war that broke out?  What did Florence do to hospitals to make them better? Etc.</p>	<p><b>Resources</b></p> <p>Slides  Worksheets</p>
	<p><b>Main Teaching including differentiation:</b>  <a href="https://www.twinkl.co.uk/resource/t2-h-5435-ks2-florence-nightingale-hospital-picture-hotspots">https://www.twinkl.co.uk/resource/t2-h-5435-ks2-florence-nightingale-hospital-picture-hotspots</a>  <b>HA:</b> answer questions on the sheet  <b>MA:</b> answer questions on the sheet  <b>LA:</b> answer questions on the sheet  <b>SEN:</b> sorting them and now on sheet  <b>Challenge:</b> what else can you add about her?</p>	

<b>Lesson Number:4</b>	<b>Learning objectives:</b>	<b>Lesson Outcome:</b>
------------------------	-----------------------------	------------------------

<b>Location:</b>	<b>KQ4: Can you compare how Mary Seacole and Florence Nightingale helped in the Crimean War?</b>	Whole-class Venn diagram - sorting information about Florence and Mary, discussing similarities and differences..
<p><b>Introduction:</b> Do you know who these people are? Show a few famous/influential people and discuss how they made a difference to our world. Show a picture of Mary Seacole and introduce her.</p>		<p><b>Resources</b></p> <p>I pads - SEN group using with an adult (SeeSaw)</p> <p>Worksheets</p> <p>Slides</p>
<p><b>Main Teaching including differentiation:</b></p> <p>Go through PPT and learn all about MS and why she was so significant and begin to compare using flipchart paper/venn/table to collect facts.</p> <p>ALL - chn to sit in a circle. T to use two hoops to create a Venn diagram. Children to sort through pictures and facts and sort into the correct hoop.</p> <p>After sorting - chn to look and smell the herbs - lemongrass, Aloe Vera - Ginger - Lemons - Okra - fill in sheet as a class and stick in scrapbook.</p> <p><b>Challenge:</b> More able to use 'Research Zone' i.e. text photocopies and ipdas to look at other secondary sources of information to find out more facts to add to the class venn diagram</p> <p>SEN/L - challenge question at the bottom of their sheet</p> <p><b>Plenary:</b> reiterate how was she similar to FN? Venn diagram - add to the class venn and stick on learning journey wall.</p>		
<b>Lesson Number:5</b>	<b>Learning objectives: KQ5: How have hospitals improved since the 19th century?</b>	

<b>Location:</b>		<b>Sorting activity 'Now and 'Then' on Seesaw - drag and drop pictures. Summary bullseye reviewing sticky knowledge.</b>
<b>Introduction:</b> Reflect on changes mentioned in lesson 3 - watch video on BBC of the changes Florence made to the hospital in Scutari.		<b>Resources</b>
<p><b>Main Teaching including differentiation:</b>  Discuss how hospitals are very different now - refer back to our visit from Ethan's mum (if she can come in!)  Show pictures of THEN and NOW. Discuss and compare. (Horse and cart/Ambulance, Bucket/Toilet, Dirty/Sterilised equipment, oil lamp/electricity, televisions, new PPE)</p> <p>Talk about the Nightingale Hospital built during Coronavirus.</p> <p>Drag and drop Seesaw activity + then summary bullseye. Children to use key words/sticky knowledge vocab to explain Florence, the changes she made and the legacy she left.</p> <p>What impact does better, cleaner hospitals have on health/life for us now?</p> <p><b>Children to work in Mixed ability partners</b>  <b>HA+MA:</b> drag and drop pictures and write a sentence about the differences  <b>LA:</b> sort the pictures and write short caption  <b>SEN: Challenge:</b> drag and drop thinking of key words to describe pictures</p>		<p>Ipads</p> <p>Task assigned on Seesaw</p>

<b>Lesson Number:6</b> <b>Location:</b>	<b>Learning objectives: KQ6: What was it like working in the hospitals during the Crimean War?</b>  <b>SHOWSTOPPER</b>	<b>Lesson Outcome:</b> Children to dress up as soldiers or FN. In the hall, children walk around a set up hospital - talking to soldiers, looking after them, carrying their lamps made in DT. <b>An adult to film each class to put on SeeSaw.</b>
	<b>Introduction:</b> <i>Get into character role and prepare for scene</i>	<b>Resources</b>
	<b>Main Teaching including differentiation:</b>  Class by class, walk into the hall and pretend to talk to, look after, write letters for, the soldiers.	White sheets  Lamps made in DT  Mats as beds  Paper + pens to write letters  Bandages  Pretend food etc.