

Year Group: 1	Term: Summer	Topic: Mary Seacole and Florence Nightingale
Historical strands		
Civilisation and Technology; Legacy		
NC Links		
Significant people in history		
Other Curriculum Links		
English - reading comprehension, reports; PSHE (prejudice)		
Links to Rights Respecting		
Article 28 - every child has the right to an education		
Links to North East Ambition		
Link a lesson to the career of a nurse. Gatsby Benchmark 4 - Linking curriculum learning to careers		
Topic Overview		
This unit teaches children about the life and careers of Florence Nightingale and Mary Seacole, and the impact they had on the development of nursing. Pupils will look first at what we mean by 'significant people', before looking at Seacole and Nightingale individually, and making simple comparisons. Pupils will continue to learn specific historical vocabulary, and develop the idea of chronology through discussion and by simple sequencing activities.		
Possible Visits/Visitors		
Box of Delights (Discovery Museum).		
Historical Concepts		
<p>Continuity and Change - in and between time periods</p> <ul style="list-style-type: none"> Identify similarities / differences between the lives, practices and legacies of Mary Seacole and Florence Nightingale. <p>Cause and Consequence N/A</p> <p>Similarity and Difference - within a period / situation (diversity).</p> <ul style="list-style-type: none"> Compare the difficulties Mary Seacole faced because of the colour of her skin. <p>Significance - of events / people</p> <ul style="list-style-type: none"> Recognise the importance of Mary Seacole and Florence Nightingale - their achievements. 		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> Mind-map - What is History? Why study History? What do we mean about history? What do we know about Victorian Britain. Explore chronology to develop understanding of time, e.g. decades and centuries. To discuss, explore and explain what is meant by 'significant people' To use and begin to evaluate sources / artefacts to describe the events in the lives of Florence Nightingale and Mary Seacole. To discuss, explore and describe in different ways the achievements of Florence Nightingale and Mary Seacole. Compare the experiences and legacies of Florence Nightingale and Mary Seacole. 		

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Essential skills to be covered and possible activities		
Historical Knowledge <ul style="list-style-type: none"> • Mind map: what is history? Begin discussion about studying the past, what is the past? What do we mean by history? What do we know about Victorian Britain? • Discuss the Crimean War - when and what. • Discuss the conditions injured soldiers faced in Crimean War • Discuss life and career of Florence Nightingale and her impact. • Discuss life and career of Mary Seacole and her impact. • Compare life and careers of both - similarities and differences. 		
Chronological understanding <ul style="list-style-type: none"> • Explore chronology by using blocks / toilet paper / objects to represent time, e.g. 1 block for 1 year. Use this to develop understanding of how long ago Victorian period was. • Sequence events / create simple a timeline of key events in lives of Florence Nightingale and Mary Seacole. 		
Historical vocabulary <ul style="list-style-type: none"> • Explicitly teach vocabulary relating to the passing of time (e.g. before, after, past, present, then, now, older, newer, a long time ago). • Explicitly teach vocabulary relating to measuring time (e.g. week, month, year, decade, century, millennium). Use knowledge organiser. • Explicitly teach relevant historical vocabulary (e.g. period, timeline, artefact, Victorian, historical, evidence). Use knowledge organiser. 		
Interpretations of history <ul style="list-style-type: none"> • Introduce pupils to historical sources - how do we know about what happened in the past? Look at diaries, photographs, oral accounts, history textbooks. • Introduce pupils to reliability of evidence, e.g. discuss how one account of an event might be different from another. Why might accounts of Florence Nightingale and Mary Seacole be distorted (racial prejudice?) 		
Historical enquiry <ul style="list-style-type: none"> • Get pupils to stick a picture of a person, place or object from the past and ask questions about them - then discuss the picture and get the pupils to answer the question/s • Observe or handle sources to answer questions about the past based on simple observations 		
Organisation and communication <ul style="list-style-type: none"> • Using blocks / objects to explore chronology • Sticking down images / drawn pictures in a simple timeline • Write / draw factual recounts and fictional stories to explore differences between them. • Drama / role-play. Consolidate understanding through hot-seating. E.g. become an injured soldier / nurse. • Writing / dictating simple sentences about Florence Nightingale and Mary Seacole. • Work in groups to discuss and then present to the rest of the class • Create displays about the development of nursing 		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none"> • Practical activities where possible - drama / role-play (recorded on iPads and linked to QI codes) 		

- Discussing / writing about Florence Nightingale and Mary Seacole and the development of nursing / Crimean War
- Group work to discuss sources and presenting findings to rest of class (recorded on iPads and linked to QI codes)
- Stick down images (possibly drawn themselves) or written events in a sequence / timeline.
- Sorting activities to compare nursing before and after Florence Nightingale and Mary Seacole.
- Write or dictate simple sentences about what they've learned.
- Write narratives / recounts / cartoons about Florence Nightingale and Mary Seacole
- Create class displays.

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Assessment			
Ongoing assessment from guided activities, observations, discussions, quizzes, questioning and work evidence.			
	1.1	1.2	1.3
Historical knowledge	<p>With support, explain what is meant by 'significant people'</p> <p>With support, begin to recognise some of the main achievements of Florence Nightingale and Mary Seacole.</p> <p>With support, make simple comparisons between Florence Nightingale and Mary Seacole.</p>	<p>Explain what is meant by 'significant people'</p> <p>Begin to recognize and describe the significance of Florence Nightingale and Mary Seacole in relation to the development of nursing.</p> <p>Make simple comparisons between Florence Nightingale and Mary Seacole.</p>	<p>Explain, with examples, what is meant by 'significant people'.</p> <p>Understand and confidently describe the significance of Florence Nightingale and Mary Seacole to the development of nursing.</p> <p>Make comparisons between Florence Nightingale and Mary Seacole.</p>
Chronological understanding	<p>With support, sequence some key events in the lives of Florence Nightingale and Mary Seacole.</p>	<p>Pupils sequence some key events in the lives of Florence Nightingale and Mary Seacole.</p>	<p>Pupils confidently sequence some key events in the lives of Florence Nightingale and Mary Seacole.</p>
Historical vocabulary	<p>With support, use common words and phrases relating to the passing of time, and some relevant historical terms.</p>	<p>Use common words and phrases relating to the passing of time and some relevant historical terms.</p>	<p>Confidently use a range of common words and phrases relating to the passing and measuring of time and relevant historical terms.</p>
Interpretations of history	<p>With support, begin to think about the reliability of historical accounts of Florence Nightingale and Mary Seacole.</p>	<p>Begin to think about the reliability of historical accounts of Florence Nightingale and Mary Seacole.</p>	<p>Think about the reliability of sources and provide suggestions for different historical accounts of Florence Nightingale and Mary Seacole.</p>
Historical enquiry	<p>With support, observe or handle a historical source to answer a question about the past.</p>	<p>Observe or handle a historical source to answer a question about the past.</p>	<p>Observe or handle a range of historical sources to answer questions about the past.</p>
Organisation and communication	<p>With support, communicate knowledge through discussion, pictures, drama /role-play, writing and ICT.</p>	<p>Communicate knowledge through discussion, pictures, drama/role-play, writing and ICT.</p>	<p>Confidently and communicate knowledge through discussion, pictures, drama/role-play, writing and ICT</p>