

# ACET Junior Academies'

## Scheme of Work for history

### Unit 2: Florence Nightingale and Edith Cavell



#### About this unit:

This is the second unit of Year 1 and focuses on the lives of the significant individuals in nursing: Nightingale and Cavell. In this unit, pupils will continue to develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn about Florence Nightingale and her contribution to nursing while being introduced to the key features of Victorian society and how life was different from their own. Pupils will then re-visit the life of Edith Cavell from their unit on Remembrance before comparing the lives of the two nurses and considering who was the most significant using the criteria of Dawson or Partington as a basis. Pupils will then have the opportunity to investigate care in their local area and research individuals/buildings which have contributed to the health of the population in the past in a focussed local history study. Throughout this unit, pupils will develop their have the opportunity to develop their chronological understanding while also using sources to develop an understanding of the past and key time periods which will be developed at key stages 2 and 3.

#### Unit structure

This unit is structured around six sequential history enquiries:

1. Who was Florence Nightingale?
2. What did Florence Nightingale do?
3. Why was Florence Nightingale significant?
4. How were they similar/different?
5. Who was the most significant?
6. How has our local area cared for the sick in the past?

#### National Curriculum unit:

- The lives of significant individuals in the past who have contributed to national and international achievements.
- Local history.

#### Links to previous and future National Curriculum units

- The lives of significant individuals in the past who have contributed to national and international achievements. (Y1 HT1.2)
- A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066 (KS2)
- Ideas, political power, industry and empire: Britain, 1745-1901. (KS3)
- Challenges for Britain, Europe and the wider world, 1901 to the present day. (KS3)

## Enquiry 1: Who was Florence Nightingale?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils have previously placed events in chronological order and have used terms such as past/present, a long time ago etc. In their previous history unit, they have also learnt that some things in the past were different from their lives and some were similar. They should also be able to recall who Edith Cavell was.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) Famous means 'well known'. Florence Nightingale was a significant Victorian who lived a long time ago - before Edith Cavell. Florence Nightingale was a nurse and she wore clothes which are very different from ours.</p> <p><b>Second order concepts:</b> (What students should understand) Chronology Similarity and difference</p>	<ul style="list-style-type: none"> <li>- Chronology - sequence events in chronological order.</li> <li>- Range &amp; depth - recognise the difference between past and present in their own and others lives.</li> <li>- Enquiry - find answers to simple questions about the past from sources.</li> </ul> <p><b>Key concepts:</b></p> <p>Evidence Source Past/present A long time ago</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Describe what is meant by the term significant and give an example?</li> <li>- Identify features from a source and describe differences to their life?</li> <li>- Place when Nightingale lived on a timeline?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>Pupils could first of all start with thinking about what is meant by the term 'famous' and who are famous and why? They could then look at some pictures of famous people and think about why they are famous. Pupils could think about if they can name any famous people from the past. <i>Link: Encourage pupils to link in Edith Cavell.</i></p> <p>Next, pupils should be introduced to the famous Florence Nightingale - look at a photograph(s) of Nightingale - pupils could then answer some simple questions - eg. What is she wearing? Is this similar/different from what women wear today? Does this picture show someone who is alive today or someone who was alive a long time ago? Why? How can we tell? What do you think her job was? Why do you think she is famous? What questions would they like to ask Nightingale? These can be added to the Enquiry Wall.</p> <p>Finally, tell pupils that Nightingale lived in Victorian times and mark it on the class timeline (NB. Remember toilet rolls and spacing out events so that pupils get a sense of time!) <i>Link: Make a comparison with where Edith Cavell is on the timeline - before/after or earlier/later.</i></p>		<p>Pictures of famous people pupils know.</p> <p>Photograph of Florence Nightingale in a nurse's uniform.</p> <p>Class timeline.</p>	<p>For background information on Florence Nightingale: <a href="https://www.history.org.uk/primary/resource/4478/florence-nightingale">https://www.history.org.uk/primary/resource/4478/florence-nightingale</a></p> <p>For background reading on the use of timelines in the classroom and building chronology: Mansell 'The potty timeline: an effective way of using timelines', <i>PH 80</i> (Autumn 2018).</p> <p>For a range of photos of Florence Nightingale: <a href="https://www.gettyimages.co.uk/photos/florence-nightingale?mediatype=photography&amp;phrase=florence%20nightingale&amp;sort=best">https://www.gettyimages.co.uk/photos/florence-nightingale?mediatype=photography&amp;phrase=florence%20nightingale&amp;sort=best</a></p>	

## Enquiry 2: What did Florence Nightingale do?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Pupils will know that Nightingale was a Victorian nurse who lived a long time ago.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) Florence Nightingale was a famous nurse who helped soldiers. She lived in the Victorian period which was a long time ago. Life in the Victorian period was different from our own for example Victorian ladies were not meant to work.</p> <p><b>Second order concepts:</b> (What the children should understand) Similarity and difference Chronology</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Range &amp; depth - recount stories from the past, recognising difference between past and present in their own lives.</li> <li>- Chronology - sequence events in chronological order.</li> </ul> <p><b>Key concepts:</b> War Past/present A long time ago Before/after</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Retell the 'story' of Nightingale?</li> <li>- Identify ways in which life in Victorian Britain was similar/different to their own?</li> <li>- Sequence some events in chronological order?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>		<b>Useful links:</b>
<p>Pupils should learn about who Nightingale was in more detail - as a class, they could watch a video or read a book about Nightingale. Pupils could create a simple biography of Nightingale/annotate a picture of her with key features of her life or even put together a simple timeline.</p> <p>Next, pupils should learn about the period in which Nightingale lived - pupils could be shown some pictures of the Victorian era - houses, transport, clothing, jobs, women etc - How is life similar/different to our own? What might it have been like to live in this period? What questions would you like to ask? <i>NB. Emphasise what was expected of a Victorian lady like Florence Nightingale. What did she do that was unusual/different to other Victorian ladies?</i></p> <p>Finally, pupils could then be given cards based upon what they have learnt. Pupils could place the card in chronological order to retell the story of Nightingale's life - pupils' could highlight the things she did which were unusual.</p>		<p>Video clip/book retelling the story of Nightingale's life.</p> <p>Pictures depicting Victorian Britain - housing, people, transport, jobs etc.</p> <p>Card outlining key events in Nightingale's life.</p>		<p>For background information on Florence Nightingale: <a href="https://www.history.org.uk/primary/resource/4478/florence-nightingale">https://www.history.org.uk/primary/resource/4478/florence-nightingale</a></p> <p>For a timeline of Nightingale's life: <a href="https://www.theschoolrun.com/homework-help/florence-nightingale">https://www.theschoolrun.com/homework-help/florence-nightingale</a></p> <p>For the story of Nightingale including why she was unusual: <a href="https://learnenglishkids.britishcouncil.org/short-stories/florence-nightingale">https://learnenglishkids.britishcouncil.org/short-stories/florence-nightingale</a></p> <p>For age appropriate video on Nightingale from the BBC: <a href="https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39">https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39</a></p> <p>Please note that there is a more detailed video from the BBC but it needs to be carefully checked as it may not be deemed age appropriate: <a href="https://www.history.org.uk/primary/resource/4478/florence-nightingale">https://www.history.org.uk/primary/resource/4478/florence-nightingale</a></p>

### Enquiry 3: Why was Florence Nightingale significant?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Pupils know that Florence Nightingale was a nurse who helped soldiers during the Crimean War. They should understand that this was unusual for a Victorian lady.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) The journey to the Crimea would have been long and difficult for Nightingale. In the Crimea, Nightingale cleaned the hospital and helped the soldiers. She was known as the 'lady with the lamp'. After Nightingale came back to Britain she wrote a book on nursing and set up a school to train nurses. Nightingale helped to improve hospitals and nursing in Britain.</p> <p><b>Second order concepts:</b> (What the children should understand) Significance Change</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Range &amp; depth - know and recount episodes from stories about the past.</li> <li>- Enquiry - find answers to questions about the past.</li> </ul> <p><b>Key concepts:</b> War Change Evidence Before After</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- With support find the Crimea on a map and describe that it is a long way from Britain and how Nightingale would have got there?</li> <li>- Identify changes made by Nightingale to the hospital at Scutari?</li> <li>- Review the changes made by Nightingale and identify which they think was the most important and why?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p> <p>Pupils could first of all locate the Crimea on a map and answer a series of questions as a class eg. How far away is it? How do you think Nightingale would have got there? How long do you think it would have taken her?</p> <p>Next, pupils should learn about the changes that Nightingale made to the hospital at Scutari. Pupils could look at two interpretations/sources - before and after - and spot the differences. Why did so many more soldiers live after Nightingale arrived? <i>NB. Death rate went down from 42% to 2%.</i></p> <p>Then pupils could move onto looking at what Nightingale did when she returned home. Why would writing books on nursing and setting up training schools be so important?</p> <p>Finally outline 'significant' to pupils - Nightingale was not only famous she was also significant. Pupils should then be given the three things which Nightingale did and decide which they think was the most significant and why.</p>		<p><b>Resources:</b></p> <p>Large map of Europe.</p> <p>Picture of a boat used by those travelling to the Crimea.</p> <p>Before and after pictures of the hospital at Scutari.</p> <p>Cards showing Nightingale's achievements - these could be done as pictures.</p>	<p><b>Useful links:</b></p> <p>For background information on Florence Nightingale: <a href="https://www.history.org.uk/primary/resource/4478/florence-nightingale">https://www.history.org.uk/primary/resource/4478/florence-nightingale</a></p> <p>For a range of sources on Nightingale: <a href="https://www.nationalarchives.gov.uk/education/resources/florence-nightingale/">https://www.nationalarchives.gov.uk/education/resources/florence-nightingale/</a></p> <p>For a 'before' pictures of the hospital at Scutari: <a href="http://www.bitesizehistory.net/wp-content/uploads/2017/03/Before-Florence.gif">http://www.bitesizehistory.net/wp-content/uploads/2017/03/Before-Florence.gif</a></p> <p>For an 'after' picture of the hospital at Scutari: <a href="http://www.nationalarchives.gov.uk/wp-content/uploads/2014/03/scutari-ward-s11.jpg">http://www.nationalarchives.gov.uk/wp-content/uploads/2014/03/scutari-ward-s11.jpg</a></p> <p>For a summary of Nightingale and why her work was important: <a href="https://www.bbc.co.uk/bitesize/guides/z27nqhv/revision/3">https://www.bbc.co.uk/bitesize/guides/z27nqhv/revision/3</a></p>	

## Enquiry 4: How were they similar/different?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Pupils have previously learnt about Cavell in the unit on Remembrance. They also know who Nightingale was and what she did.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) Edith Cavell was a nurse in the First World War. She was British but nursed both German and British soldiers. Like Nightingale, she was brave and kind. Nightingale and Cavell both helped soldiers in different wars at different times.</p> <p><b>Second order concepts:</b> (What the children should understand) Chronology Similarity and difference</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Chronology - sequence events in chronological order.</li> <li>- Range and depth - they know and recount stories from the past.</li> </ul> <p><b>Key concepts:</b> War Before/after In the past A long time ago</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Place some events in chronological order?</li> <li>- Identify which event they think was the most important and give a reason why?</li> <li>- Identify similarities and differences between Nightingale and Cavell.</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Pupils could start with a brief re-cap of Cavell - they could start by watching the clip on the life of Cavell.</p> <p>Next pupils could put a series of cards in order chronological order showing the key events in Cavell's life. Pupils could then select the event which they think was most important in Cavell's life? Why have they chosen that event?</p> <p>Pupils could then compare Nightingale and Cavell's life - look again at the pictures of Nightingale and Cavell, how were their lives similar/different?</p> <p>Pupils could think about when and where they lived, their background, what they did, the reasons for their actions and their personal qualities including bravery, knowledge, kindness and willingness to take risks. <i>NB. Remember that although Nightingale had the bigger impact on nursing long term, Cavell had an immediate impact on the soldiers she helped.</i></p> <p>Finally, pupils could make a list of similarities and differences between Nightingale and Cavell.</p> <p><i>NB. A nurse could be invited into school to speak to the children about how nursing has changed and what nurses do today.</i></p>		<p>Clip about Cavell.</p> <p>Cards showing key events from Cavell's life.</p> <p>Pictures of Cavell and Nightingale.</p> <p>Worksheet with key events from Nightingale's life on which pupils can compare Cavell to.</p>	<p>For background reading on Edith Cavell: <a href="https://edithcavell.org.uk/">https://edithcavell.org.uk/</a> Or: <a href="https://www.cavellnursestrust.org/what-we-do/who-was-edith-cavell/">https://www.cavellnursestrust.org/what-we-do/who-was-edith-cavell/</a> Or: <a href="https://www.thehistorypress.co.uk/articles/10-things-you-didn-t-know-about-edith-cavell-nurses-mary-lindell/">https://www.thehistorypress.co.uk/articles/10-things-you-didn-t-know-about-edith-cavell-nurses-mary-lindell/</a> For a range of photos of Edith Cavell (including the mountain!): <a href="https://www.gettyimages.co.uk/photos/edith-cavell?mediatype=photography&amp;phrase=edith%20cavell&amp;sort=best">https://www.gettyimages.co.uk/photos/edith-cavell?mediatype=photography&amp;phrase=edith%20cavell&amp;sort=best</a> For facts about Cavell's life: <a href="https://www.natgeokids.com/uk/discover/history/general-history/edith-cavell/">https://www.natgeokids.com/uk/discover/history/general-history/edith-cavell/</a> For the BBC Bitesize video on Edith Cavell: <a href="https://www.bbc.co.uk/bitesize/clips/z8dqmp3">https://www.bbc.co.uk/bitesize/clips/z8dqmp3</a></p>	

## Enquiry 5: Who was the most significant?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Pupils have learnt about who Nightingale and Cavell were and what they did. They have also thought about what makes a person famous. In the unit on Remembrance, pupils have also investigated a local war memorial and thought about why it is important to remember.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) Nightingale and Cavell both have memorials, statues etc to remember them by. Significant means 'important'. Both Nightingale and Cavell are both significant.</p> <p><b>Second order concepts:</b> (What the children should understand) Significance</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Range and depth - know stories about the past.</li> <li>- Enquiry - find answers to questions about the past.</li> </ul> <p><b>Key concepts:</b> Memorial Remember Before/after In the past A long time ago</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Recall the stories of Nightingale and Cavell?</li> <li>- Describe what is meant by 'significance'?</li> <li>- Identify ways in which both were significant?</li> <li>- Describe who they think was the most significant and why?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>		<b>Useful links:</b>
<p>Pupils could start by being shown ways in which we still remember Nightingale today - memorials, Covid 19 hospital in London, she appeared on a ten pound note, stamps and even a Barbie doll! Why even 200 years after her birth is she still famous/significant? Why is it important that we still remember her? Next, remind pupils that Cavell also has monuments, memorials and even a mountain named after her - they could look at the PowerPoint slides from the unit on Remembrance. Why do we continue to remember Cavell even though she died over 100 years ago? NB. In 2105 there was a ceremony in Norwich Cathedral to remember Cavell - pupils could be shown footage of this and the song that was sung in her honour.</p> <p>Pupils could then go onto considering why someone is significant - they could use a simplified version of Dawson's or Partington's criteria for significance to compare the two women - which do they think was the most significant? Finally, pupils could decide who they think was the most significant and write a few sentences explaining why.</p>		<p>Powerpoint slides showing examples of how both Nightingale and Cavell have been remembered.</p> <p>Tick list showing criteria for significance - this could be completed as a class.</p> <p>Writing frame for judging who was the most significant.</p>		<p>For some monuments and memorials to Nightingale: <a href="https://commons.wikimedia.org/wiki/Category:Monuments_and_memorials_to_Florence_Nightingale">https://commons.wikimedia.org/wiki/Category:Monuments_and_memorials_to_Florence_Nightingale</a></p> <p>For a list of monuments for Cavell: <a href="https://peace.maripo.com/m_cavell.htm">https://peace.maripo.com/m_cavell.htm</a></p> <p>There is also a song about Edith Cavell: Anto Morra - 'Patriotism is not enough'</p> <p>For Partington's criteria for significance: <a href="https://archive.uea.ac.uk/~m242/historypgce/signif/partington.htm">https://archive.uea.ac.uk/~m242/historypgce/signif/partington.htm</a></p> <p>For Dawson's criteria for significance: <a href="http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html">http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html</a></p>

## Enquiry 6: How has our local area cared for the sick in the past?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>In the previous unit on Remembrance, pupils have thought about why it is important to remember. They should also have an understanding of famous and significance.</p>	<p><b>Substantive knowledge:</b> (<i>What the children should know.</i>) Some people are significant but not famous. It is important to remember and say thank you to people who are significant to us. There are lots of people from our local area who have been/are significant in caring for us.</p> <p><b>Second order concepts:</b> (<i>What the children should understand</i>) Significance</p>	<p><b>Historical skills:</b> - Enquiry - find answers to questions about the past using different sources of information.</p> <p><b>Key concepts:</b> Memorial Remember Before/after In the past A long time ago</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify people who are from our local area who were significant in caring for people?</li> <li>- Describe what they did?</li> <li>- Identify and describe a way in which they should be remembered?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>		<p><b>Useful links:</b></p>
<p>Pupils could re-cap what it means to be famous/significant - you can be both but some people are famous and not significant and significant but not famous. Explain to pupils that Nightingale and Cavell were both famous and significant but there are plenty of nurses and doctors who are significant but not famous.</p> <p>As a class, pupils could research some local nurses and doctors from their local area - in 2014, the University of Sheffield held an exhibition on medical professionals who contributed to the First World War which could be used as a basis - what did they do?</p> <p>Pupils could then consider ways in which we could remember our local medical heroes who may not be famous but were/are significant. This could lead to a display/mini-museum exhibition.</p> <p><i>NB. The people of Wakefield have recently erected a memorial and named a road after a local WWI nurse - Nellie Spindler. This could be used as an example. Also, it might be worth replacing individual with a place - are there any local buildings which were once used as hospitals for example?</i></p>		<p>Examples of individuals or places in the local area who have been significant in caring for people.</p> <p>Photos, artefacts, stories etc.</p> <p>Materials to produce a museum display for their local study.</p>		<p>For information about First World War nurses from Sheffield: <a href="https://www.sheffieldhistory.co.uk/forums/topic/5586-sheffield-nightingales/">https://www.sheffieldhistory.co.uk/forums/topic/5586-sheffield-nightingales/</a></p> <p>For a list of British auxiliary hospitals during the First World War: <a href="http://www.vad.redcross.org.uk">www.vad.redcross.org.uk</a></p> <p>An Internet search will provide lots of examples of local history - many individuals and groups have researched nurses in the First World War and have shared their findings online. War memorials can also be a good starting point for research.</p>

## END POINTS:

### Knowledge and second order concepts:

#### Substantive knowledge:

*(What the children should know)*

- Nightingale and Cavell were both famous nurses who lived a long time ago.
- Nightingale and Cavell both helped soldiers but in different wars.
- Nightingale helped soldiers before Cavell.
- Nightingale lived in the Victorian period which was a long time ago - her life was different to our own.
- Both Nightingale and Cavell are significant and both have been remembered in lots of ways.
- There are people from our local area who have been significant helping the sick but they are not necessarily famous.
- It is important to remember and say thank you to people who are/have been significant in helping the sick.

*NB. This is not a definitive list but is an outline.*

#### Second order concepts:

Children should start to have an understanding of:

Chronology

Change

Similarity and difference

Significance

### Key concepts developed:

A long time ago	In the past	Remember
Before/after	Memorial	Source
Change	Past/present	War
Evidence		

### Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:

- sequence events in chronological order.
- place events on a timeline (with support).
- investigate a range of source pictures from the past.
- learn about stories from the past.
- use criteria to judge the significance of an individual.
- devise and answer simple questions about the past.

### The next step ...

In the next unit, pupils will move onto looking at a 'Change within living memory'. Through their study of toys and childhood, pupils will gain an understanding of change which has happened within the lifetime of their family. They will continue to develop their skills of chronology and use of language to describe the past. Pupils will also have the opportunity to investigate artefacts from the past and devise, and ask questions about the past and how life was similar/different to their own experiences. The use of second order concepts will continue to be used as a basis for the enquiry led questions.