
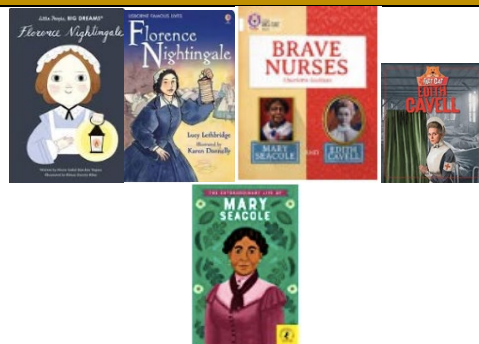


History Learning Journey – Muck, Mess and Mixtures			Year 2	
Key Question : Why are these nurses so famous and what are the similarities and differences between them?			Spring Term 1	
Theme Overview			Project Outcomes	
In this history unit, the children will be exploring significant events beyond living memory and the lives of significant individuals. Children will learn about how the work of Florence Nightingale, Mary Seacole and Edith Cavell has influenced life today. They will make comparisons between the three nurses.			To create an interview, showcasing what they know about one of the nurses which we will be learning about in this unit, with some comparisons drawn.	
Educational Visits to support learning : None this half term				
Skills Focus	Key vocabulary	Books to read within lessons	Timeline of Events	
<p><b>Main Skills Focus:</b></p> <ul style="list-style-type: none"><li>• To know how the people and events they study fit into a chronological framework</li><li>• To look at evidence from the past and talk about what it shows</li><li>• To be taught about the lives of significant individuals in the past who have contributed to national or international achievements</li></ul> <p><b>Linked Skills Focus:</b></p> <ul style="list-style-type: none"><li>• Can talk about 'the past' and 'the present'</li><li>• Understand what a timeline is and how it is used</li><li>• To draw conclusions from historical sources</li></ul>	Nurses, Florence Nightingale, Crimean War, soldiers, Scutari, qualities, caring, brave, determined, Victorian, medal, source, Mary Seacole, Edith Cavell, discrimination, skin colour, World War,		<p><b>Florence Nightingale Timeline</b></p> <p>1820 FN was born</p> <p>1853 She became a nurse</p> <p>1854 She went to Scutari, Turkey to help nurse soldiers in a military hospital during the Crimean War</p> <p>1856 The Crimean War ended and FN returned to GB as a hero</p> <p>1860 The Nightingale Training School was opened in St. Thomas' Hospital, London</p> <p>1883 FN was awarded the Royal Red Cross by Queen Victoria</p> <p>1910 Died</p> <p><b>Mary Seacole Timeline</b></p> <p>1805 MS was born in Jamaica</p> <p>1854 MS travelled to England and offers to be a nurse but is turned down</p> <p>1855 MS travels to the Crimea and starts her own hospital</p> <p>1857 MS writes her autobiography</p> <p>1881 Died</p> <p><b>Edith Cavell Timeline</b></p> <p>1865 EC was born</p> <p>1895 She became a nurse</p>	

<p><b>The intent behind teaching history skills at Mrs Bland's Infant School.</b></p> <ul style="list-style-type: none"> <li>• To ignite children's curiosity and enthusiasm about the past</li> <li>• To develop knowledge about the past</li> <li>• To ask perceptive questions, think critically and weigh evidence</li> <li>• To understand and talk about similarities and differences between the past and present</li> </ul>			<p>1907 she became the matron of a nursing school in Belgium  1914 she started to shelter British and French soldiers and help them escape to the Netherlands  1915 she was shot by the Germans for helping Allied soldiers</p>
<b>Sequence of Learning</b>			
	<p><b>Lesson 1</b>  <b>LI: To use historical sources to make inferences about the past</b>  <b>To learn about a significant person from the past</b></p> <p>Look at a painting of Florence Nightingale in the hospital, which is a historical source telling us about the past. What can you say about this picture? Are there any questions you want to ask? What would you like to find out?</p> <p>Give a brief overview of who Nightingale was, a nurse from the past who we learn about today. Do we learn about all nurses? Why do you think we learn about <b>her</b>?</p> <p>Put Nightingale on the class timeline.</p>	<p><b>Lesson 2</b>  <b>LI: To use historical sources to make inferences about the past</b>  <b>To learn about a significant person from the past</b></p> <p>Watch a video with someone in role as Florence Nightingale, explaining her life and achievements. Children will complete a comprehension based on what they have seen, which draws out why she was so special – she defied the expectations of what Victorian women were supposed to do (get married) and through sheer determination she became a fantastic nurse who has positively influenced nursing today.</p>	<p><b>Lesson 3</b>  <b>LI: To use historical sources to make inferences about the past</b>  <b>To learn about a significant person from the past</b></p> <p>Look at a contemporary newspaper sketch of Mary Seacole, which is a historical source telling us about the past. What can you say about this picture? Are there any questions you want to ask? What would you like to find out?</p> <p>Use video clips and books to find out some information about Mary Seacole and share as a class. Again ask, why do we learn about her today?</p> <p>Summarise that Mary Seacole was a mixed race woman who came up against lots of discrimination because of her skin colour. Through sheer determination, she travelled to Crimea and set up her own establishment to heal the sick.</p> <p>Put Seacole on the class timeline.</p>

	<p><b>Lesson 4</b>  <b>LI: To use historical sources to make inferences about the past</b>  <b>To learn about a significant person from the past</b></p> <p>Look at a painting of Edith Cavell and discuss. Use video clips and books to find out information about Cavell and discuss her achievements.</p> <p>Put Cavell on the class timeline.</p>	<p><b>Lesson 5</b>  <b>LI: To compare and contrast the life and achievements of the nurses in the past</b></p> <p>Recap the life and achievements of the three nurses we have studied in this unit.</p> <p>Children will discuss and sort statements into a three part Venn diagram, which will enable comparisons to be drawn. Children will also see the differences between the nurses.</p>	<p><b>Lesson 6</b>  <b>LI: To show their understanding of the achievements of one of the nurses, and to draw some comparisons</b></p> <p>Write and record a short interview where one child is in character as a nurse, asking them to explain why they were famous. Children will be challenged to talk in role, comparing themselves to one of the other nurses we study in this unit.</p>
--	---	--	--