

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School History

<p>Nicky Nook Class Spring 2 Year A</p>	<p>N.C. LINKS: Pupils should be taught about: Events beyond living memory that are significant nationally or globally.</p>			
<p>Etymology – nursing - 1530s, verbal noun from nurse (v.) in any sense. Specific meaning "profession of one who nurses the sick or injured" is from 1860 (Florence Nightingale).</p>	<p>Vocabulary:</p>			
 <p>Picture Book of Florence Nightingale by David A Alder Vlad and the Florence Nightingale Adventure by Kate Cunningham</p>	<p>Subject Specific</p>	<p>Chronological Understanding</p>	<p>Knowledge & Interpretation</p>	<p>Historical Enquiry</p>
<p>Key Concept: <i>SIGNIFICANT INDIVIDUAL</i> – <u>Florence Nightingale</u></p> <p>Key Question: Why is Florence Nightingale one of the most significant figures in nursing?</p>	<p>Florence Nightingale</p> <p>Nursing</p> <p>NHS</p>	<p>Date, timeline, later, earlier, events, era</p>	<p>Differences, similarities, compare,</p>	<p>Old, new, arefacts, sources, Who? Why? When? Where? Research,</p>
<p>Unit Overview: Who was Florence Nightingale, what did she do and why was this such an achievement. What is her legacy today.</p>				

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<p>Chronological Context:</p> <p>Florence Nightingale 1820-1910</p> <p>Queen Victoria ruled Britain at the time of the Crimean War.</p> <p>Crimean War 1853-1856</p> <p>NHS founded in 1948</p>	<p>Crimean War</p> <p>Significant</p> <p>Care</p> <p>Legacy</p>			<p>evidence, experts</p>
<p>New Knowledge Progression:</p> <p>Understand what a significant person in history is.</p> <p>Sequence events that happened during Florence Nightingale’s life.</p> <p>Explain the impact Florence Nightingale had on the nursing world.</p> <p>Understand why Florence Nightingale is significant.</p> <p>Make links to Florence’s work that is still present in the NHS today.</p> <p>Understand where Florence Nightingale fits into the chronology of history.</p>	<p>Building on Prior learning from EYFS: Key Learning linked to Historical Development</p> <p>Communication – talk about key events in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest insignificant events and experiences in the lives of others, including friends and family members.</p> <p>Describe – features of objects, people, places at different times, make comparisons</p> <p>Research – find out about people, places, events, objects, ask questions, use different sources to find answers.</p> <p>Chronology – order simple experiences in relation to themselves and others, including stories, events, experiences.</p>	<p>Building on Prior learning when B follow A:</p> <p>Understand what a significant person in history is.</p> <p>Sequence events that happened during Neil Armstrong’s life.</p> <p>Understand why Neil Armstrong is significant.</p>		

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Vocabulary – language of time when talking about past/present events in their own lives.

Key Skills (Disciplinary)

- **Chronology**
 - Order and sequence events and objects.
 - Recognise that their own lives are similar and / or different from the lives of people in the past.
 - Recognise the distinction between past and present.
 - Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.
 - Identify some similarities and differences between ways of life at different times.

- **Events, People and Changes**
 - Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
 - Develop awareness of significant historical events, people and places in their own locality.
 - Retell some events from beyond their living memory which are significant nationally or globally.

- **Interpretation, Enquiry and Using Sources**
 - Ask and answer simple questions about the past through observing and handling a range of sources.
 - Consider why things may change over time.
 - Use sources to answer simple questions about the past.
 - Identify some of the basic ways in which the past can be represented.
 - Choose parts of stories and other sources to show what they know about the past.
- **Communication**
 - Talk about what / who was significant in simple historical accounts.

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- Demonstrate simple historical concepts and events through role-play, drawing and writing.
- Use a variety of simple historical terms and concepts.
- Describe special or significant events.
- Retell simple stories or events from the past.
- Use simple historical terms.

Sequence of Lessons:

1. **LO: To find out about Florence Nightingale.**
2. **LO: To ask questions of a significant individual.**
3. **LO: To sequence the life story of Florence Nightingale.**
4. **LO: To use historical sources to find out why Florence Nightingale was significant within nursing.**
5. **LO: To understand the impact Florence Nightingale had on nursing today.**

Enhancements:

Hospital role play within provision

End of Unit Outcome:

Write a story with Florence Nightingale as the hero.

Oral Assessment:

Why is Florence Nightingale one of the most significant figures in nursing?

To find out about Florence Nightingale?

Can you sequence the life story of Florence Nightingale?

What do historical sources tell us about why Florence Nightingale was significant within nursing?

Can you explain the impact Florence Nightingale had on nursing today?