

	<p>Year group: Year 2</p>	<p>Area/topic: The History of Nursing (Summer 2)</p>
<p>(objectives from NC/ELG/Development matters)</p> <p>Pupils to be taught:</p> <ul style="list-style-type: none"> <li>• The lives of significant individuals who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Mary Seacole, Florence Nightingale and Edith Cavell).</li> <li>• Significant historical events, people and places in their own locality (Edith Cavell).</li> </ul>		

Prior learning	Future learning
<ul style="list-style-type: none"> <li>• Children would have acquired the understanding of the vocabulary 'medicine' and 'nurses' in reception.</li> <li>• In Year 1 (Summer 2) the children would have completed their 'Explorers unit' where they learn three significant people and compare them. Children will use these skills to begin to compare Florence Nightingale, Mary Seacole and Edith Cavell in Year 2.</li> </ul>	

## What pupils need to know or do to be secure

### Key knowledge and skills

- To learn about the life of Edith Cavell, when she was alive and what she did that makes her a significant historical person. Children to also learn about her local connections to Norfolk.
- To learn about the life of Mary Seacole, when she was alive and what she did that makes her a significant historical person.
- To learn about the life of Florence Nightingale, when she was alive and what she did that makes her a significant historical person.
- To develop chronology, look at when these inspirational women lived compared to previous learnt historical events (The Great Fire of London, WW2, The Gunpowder Plot, The King's coronation and The Moon Landing).
- To use historical sources (photographs, extracts) to gather information about the conditions at the time and the impact these women had.
- To use my knowledge of the period of times and the impact the women had to consider who I think was most significant and why.

### Possible evidence

- Children to learn about the life of Florence Nightingale by listening to the story 'Little People Big Dreams: Florence Nightingale' and then drawing and sequencing her life events.
- To use historical photographs and sources such as extracts to learn about what the conditions of hospitals were like and what impact she had.
- Children to learn about the life of Edith Cavell and her local connections through an immersive experience at Norwich Cathedral.
- Children to learn about the life of Mary Seacole through a virtual interactive Q&A session.
- Children to have a class debate over

### Key vocabulary

- **Edith Cavell** - A British nurse who helped hundreds of British, French and Belgian soldiers escape the Germans during WWI.
- **Mary Jane Seacole** - A nurse who helped the sick and wounded particularly during the Crimean War.
- **Florence Nightingale** - A British nurse who was the founder of modern nursing.
- **Lady of the lamp** - A phrase which was used to describe Florence Nightingale.
- **Legacy** - Something left behind after the person has died.
- **Conditions** - How good or bad a place is.
- **Insanitary** - Unclean.

- **Order of the merit** - A special mark of honour presented in the form of a medal. Florence Nightingale received one by Queen Victoria.
- **Crimean War** - A war that occurred between 1853 and 1856.
- **Chronology/chronological**- Ordering events in the order that they happened.

which nurse they think was most significant.

### Common misconceptions

- Children will learn that Florence Nightingale and Mary Seacole both were famous for their work during the Crimean war however they may have the misconception that they worked in the same hospital.
- Children may have the misconception that all nurses are female.

### Books linking to this area

- Little People Big Dreams: Florence Nightingale - Isabel Sanchez Vegara
- The life of Florence Nightingale - Liz Gogerly
- Brave nurses - Charlotte Gullian

### Memorable first hand experiences

- Meet Matron Edith Cavell at Norwich Cathedral - trip to Norwich cathedral to meet WWI nurse Edith Cavell and take a journey around the cathedral with her as she shares her journey, shows you her grave and learn what inspired her. Complete a craft activity as a way of remembering Edith and key aspects of her story and character. Workshop includes comparison with the life of Florence Nightingale and/or Mary Seacole.
- Arrange a virtual visit from Florence Nightingale and/or Mary Seacole - A live, interactive performance followed by Q&A (Website: [www.virtualschoolvisits.com](http://www.virtualschoolvisits.com)).

### Opportunities for communication

- Q&A session with Thomas Farriner
- Hot seating - Stepping into the role of Florence Nightingale, Edith Cavell or Mary Seacole.
- Conscience alley - to share opinions on who was most significant.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none"><li>• Visual aids</li><li>• Pre-teaching the vocabulary</li><li>• Picture timelines</li><li>• Consider alternative ways of recording the information</li><li>• Role play opportunities</li></ul>	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none"><li>• Picture word banks</li><li>• Writing frames</li><li>• Videos to support understanding and learning</li><li>• Additional thinking time</li><li>• Opportunities to verbalise rather than write their ideas and responses</li><li>• Consider alternative ways of recording the information e.g. talk tiles</li><li>• Use a visualiser to enlarge images and text</li><li>• Thicker lines on sheets for writing responses</li><li>• Role play opportunities.</li><li>• Opportunities to handle real artefacts to support learning.</li></ul>
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none"><li>• Now and next boards</li><li>• Allow a quiet space</li><li>• Give a special role to increase self esteem</li><li>• Provide visual support - what to do if you are stuck</li><li>• Movement breaks</li></ul>	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none"><li>• Consider carpet space position during input</li><li>• Reduce background noise</li><li>• Enlarge images and writing</li><li>• Consider alternative ways of recording the information</li><li>• Where possible, use artefacts rather than images to allow the child to be more hands on</li></ul>