

ABOUT THE UNIT

This unit looks at the life of Florence Nightingale, why she went to Turkey to help soldiers injured in the Crimean War, and what happened as a result of her work. The approach could also suit the study of other famous people, *eg George Stephenson, Grace Darling, Tutankhamen, Rosa Parks, Pocahontas, Mary Seacole*.

WHERE THE UNIT FITS IN

This builds on Units 1–3 by focusing on the way of life of a famous person who lived at a time before living memory. It could contribute to cross-curricular work on 'people who help us'.

PRIOR LEARNING

It is helpful if the children have:

- ordered events in time and used everyday terms about the passing of time
- answered questions about people/events in the past using pictures and written sources
- recounted episodes from stories about the past
- looked for similarities and differences between today and the past

VOCABULARY

In this unit, children will have opportunities to use:

- words associated with the passing of time, *eg Victorian, a very long time ago, before, after, when*
- words associated with the Crimean War, *eg war, Crimea, Scutari, Russia, soldier*
- words associated with hospitals, *eg nurse, doctor, ward, hygiene, disease, germs, wounds*
- a range of adjectives to describe human qualities, *eg kind, caring, patient, hard-working, brave*

RESOURCES

- story books about the life of Florence Nightingale
- pictures of Florence Nightingale, the inside of the hospital at Scutari, and Victorian ships
- sets of cards with sentences on them describing aspects of Florence Nightingale's life and work
- a simple, large-scale map of Europe, on which the British Isles and the location of Scutari can be easily identified
- school texts and picture packs could be used to provide picture and reference collections
- a class time line

EXPECTATIONS

at the end of this unit

most children will:

know some of the main events in Florence Nightingale's life and be able to sequence them correctly; give at least one reason for her actions; use pictures, books or video to find out about Florence Nightingale; recount the story of Florence Nightingale

some children will not have

made so much progress and will:

be able to sequence some of the events in Florence Nightingale's life correctly; recount episodes from the life of Florence Nightingale

some children will have

progressed further and will:

provide a detailed account of the life and work of Florence Nightingale; identify a number of reasons for her actions; understand how we know about Florence Nightingale from the evidence available; use a wider range of sources, *eg CD-ROMs or children's encyclopedias*, to find out about her life; use ICT to make their own interpretations of her life

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> to identify people from the present and past who are famous to identify how people became famous to infer information from pictures of the past to recognise similarities and differences between what people wear today and what people wore a long time ago 	<p>Who was Florence Nightingale?</p> <p>Encourage the children to think about what the word ‘famous’ means. <i>Who do they know who is famous? Why is he or she famous? What other famous people from the past do they know about? What did they do to become famous? How do we find out about famous people?</i></p> <p>Tell the children they will find out about a famous person who lived a long time ago, before even their parents/carers and grandparents were alive.</p> <p>Work with children to make a list of questions that they could answer by looking at a picture, <i>eg What is he or she wearing? What is he or she doing? Does the picture show what is happening today or something that happened a long time ago?</i></p> <p>Give groups of children a picture of Florence Nightingale at work in the hospital in Scutari. <i>What can they find out about her from this picture? Are the clothes like the clothes women wear now? How are they different? What is the person in the picture doing? What work might the person in the picture do? How can we tell that this person lived a very long time ago? What sort of person do you think she is?</i></p> <p>Tell the children that Florence Nightingale lived in Victorian times and help them place her correctly on a time line.</p>	<ul style="list-style-type: none"> identify present and past people who are famous, and explain why they are famous describe clothes worn a long time ago suggest what is different about Florence Nightingale’s clothes from clothes worn by women of all generations today 	<p>Reading information books about other famous people living in Victorian times would provide a useful context for this unit.</p> <p>Teachers could encourage the children to talk about what they know about nurses, doctors and hospitals today, before looking at the pictures of Florence Nightingale.</p> <p>Enlarging a picture of Florence Nightingale to A3 or A2 size and mounting it on card, or projecting a slide, would make it easy to point out items of clothing.</p>

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<ul style="list-style-type: none"> about the life of a famous person from the past and why she acted as she did to infer information from a written or visual account of a person's life to locate the site of a historical event on a map 	<p>Why did Florence Nightingale go to Scutari?</p> <p>Show the children an extract from a video about Florence Nightingale and ask them to look for clues as to who she was, what her life was like as a child, and what work she did. Ask them what they found out. Talk about why she wanted to be a nurse and about what nurses do.</p> <p>Tell the children about Florence Nightingale's invitation to go to Turkey to help look after British soldiers wounded in the Crimean War. Show the British Isles and Scutari on a map. Discuss how long a journey it is and how Florence Nightingale would have travelled there.</p> <p>Encourage the children to suggest adjectives that describe people who went on long journeys by boat in those days, eg <i>brave, patient, healthy</i>, and add relevant words to a word bank.</p>	<ul style="list-style-type: none"> extract some information about the early life of Florence Nightingale from a video identify how Florence Nightingale travelled explain that journeys in the past used to take longer and were dangerous 	<p>The word bank will help children appreciate that people are famous for their qualities as well as their actions. This idea could be developed in the context of spiritual, moral, social and cultural education, by considering the contribution made to society by individuals with certain qualities.</p>
<ul style="list-style-type: none"> to use pictures to help them ask and answer questions about Florence Nightingale to recount the main events in the life of a famous person 	<p>Which pictures help us tell Florence Nightingale's story?</p> <p>Show the children pictures of Florence Nightingale's life. Help them recount her story by choosing the most appropriate pictures and putting them in sequence. Encourage them to discuss their choices.</p>	<ul style="list-style-type: none"> select appropriate pictures to illustrate the main events in Florence Nightingale's life 	<p>This activity makes sure that the children know the main events of Florence Nightingale's story.</p> <p>Including pictures of nurses today and modern hospitals will help children to develop criteria for recognising events today and events in the past.</p> <p>This activity could be extended by asking the children to discuss what information can and cannot be obtained from pictures and stories.</p>

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<ul style="list-style-type: none"> • about conditions in the Crimea • to select information from pictures about conditions in the hospital in Scutari 	<p>What was it like for Florence Nightingale working in the Crimean War?</p> <p>Explain simply why there were British soldiers fighting in the Crimean War. Describe to the children what soldiers do and why they might end up in hospital. Also tell them about the wounded soldiers journey from the Crimea to Scutari.</p> <p>Show the children a picture of Florence Nightingale working in the hospital at Scutari. Ask them what they can see in the picture that will help them work out what it was like in the hospital. Encourage them to complete 'I can see...' statements and to use a range of adjectives to describe what it would have been like in the hospital. Add these to the word bank.</p>	<ul style="list-style-type: none"> • identify features of life in the hospital in Scutari that were not hygienic 	<p>This work could be linked to health education by talking more generally about hygiene and its connection to health. The need for hospitals to be clean and free of germs could then be explained.</p> <p>This activity could be adapted by mounting the picture in the middle of a large sheet of paper. The children fill out cards/slips of paper with 'I can see...' statements and attach these around the picture or draw pictures on their cards to show what they noticed.</p> <p>The home corner could be set out as Florence Nightingale's hospital ward.</p>
<ul style="list-style-type: none"> • about some of the improvements made by Florence Nightingale • to identify some reasons for her actions 	<p>How did Florence Nightingale make things better for soldiers in the Crimean War?</p> <p>Read a story dealing with Florence Nightingale's achievements in the Crimean War. <i>What did she change? Why did these things make it better for the soldiers?</i></p> <p>Divide the children into groups. Give each group five or six statements about things Florence Nightingale did to improve life for soldiers in the hospital at Scutari. Ask them to select the three statements they think are the most important and talk about why they have chosen these.</p> <p>Ask the children to consider why Florence Nightingale and the nurses made these changes. Give them a picture of her with a speech bubble containing a sentence stem ending with 'because...'. Ask the children to complete the sentence by giving reasons for the changes.</p>	<ul style="list-style-type: none"> • select statements about Florence Nightingale's work that show understanding of how she improved conditions for soldiers and nurses 	<p>This could be a class activity where the teacher creates a 'web' on a large sheet of paper with the word 'Why?' in the centre and a circle of arrows pointing outwards. Children suggest answers.</p>

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<ul style="list-style-type: none"> to sequence events related to the life of a person why Florence Nightingale is remembered today 	<p>Why do we remember Florence Nightingale?</p> <p>Give the children a very simple version of the story of Florence Nightingale. This should use few, if any, adjectives and be broken into separate chapters. Ask the children to put the chapters into sequence.</p> <p>Work with the children to make the chapters more interesting by using words from the word bank, as well as their own ideas. Ask them to give each chapter a title.</p> <p>With the children's help, create the final chapter of her story called 'Why we remember Florence Nightingale'.</p>	<ul style="list-style-type: none"> order the events in Florence Nightingale's life correctly identify at least one reason why Florence Nightingale is remembered today 	<p>The children can draw together what they have learnt from different sources of information and communicate their learning in a different way.</p> <p>For example, if children word-process the story, this activity can be linked to Unit 2A 'Writing stories: communicating information using text' in the QCA information technology scheme of work.</p> <p>This activity can be used to develop children's written composition skills. Children could be asked to create their own stories about Florence Nightingale on the computer using a word bank to improve their account.</p> <p>The story could be made into a book and be the basis of a class assembly or a school display.</p> <p>This activity could be extended by asking the children to use a CD-ROM encyclopedia or other reference sources to find additional information about Florence Nightingale.</p>