**Draft Unit Plan**

History: Key Stage 1

**Florence Nightingale (Little People, BIG DREAMS)**

By Maria Isabel & Sanchez Vegara

**KS1 History Programme of Study**

Pupils should be taught about:

* the lives of significant individuals in the past who have contributed to national and international achievements.
* how the significant individuals can be used to compare aspects of life in

different periods

*Key question: how does this unit build on prior knowledge and where might it lead?*

This unit builds on:

* the early years foundation stage (EYFS) understanding the world.
* listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

The unit will lead to:

* Key Stage 2 History Programme of Study
* pupils continuing to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
* noting connections, contrasts and trends over time and developing the appropriate use of historical terms.
* understanding how our knowledge of the past is constructed from a range of sources.
* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.

|  |  |
| --- | --- |
| **What are the key concepts for this unit?**  That Florence Nightingale was a significant British individual who contributed to both national and international achievements around standards in nursing and hospitals. To be able to compare nurses, nursing and hospitals today with those at the time of Florence Nightingale.  Key Concept Terms:  Significance  Achievements  Nursing  Hospitals  Compare | **How will we introduce it?**   * Pupils will have a discussion about what they know already about nurses, nursing and hospitals. Picture stimuli can be used to help stimulate the discussions. * Pupils will them be introduced to the individual of Florence Nightingale (picture stimuli can be shared as teacher gives an overview of who she was) and shown a timeline to show when she lived and how long ago that was. * Share the KO with pupils and read the keywords together * Pupils will also be shown 2 maps – one of where she lived and grew up in England and one of where she went to look after soldiers in war in the Crimea. Ask pupils if they know anything else about the Ukraine/Russia to make links to current events. |
| **Is it worth summarising what we want pupils to know on a knowledge organiser? If so what should be included?**  Yes please see the KO which will include an explanation of the following terms:  Author  Biography  Comapre  Hospitals  Illustrator  Lady of the Lamp  Nursing  Queen Victoria  Significance  Soldier  War | **How are we going to take pupils through this unit?**  After the initial introduction lesson to the unit you could:   * Read the story to the class first. The teacher could stop at key moments and ask pupils to think about why that is happening or predict what they think might happen next and why. At the end ask pupils for their thoughts on the book and get them to ask you questions about it. Teacher to clarify any keywords as they encounter it. * Re-read the story but this time stop every few pages to get pupils to tell you what the pictures of each page tell you about the history at the time. Could Q&A pupils about how that compares to today. Pupils have opportunities to complete a table on what is similar and different between nursing, hospitals and life for now and at the time of Florence Nightingale. BBC teach have also produced several video clips and resources on how nursing has changed which can be made use of here: [KS1 Topic Resources: Nurturing Nurses - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/ks1-topic-resources-nurturing-nurses-index/z7hf3j6) * Check retrieval of the story by copying key pictures from the book and getting pupils to sequence the story correctly. Pupils could then turn this into a storyboard and write a sentence explaining each picture * Read pupils the overview of the book on the back cover. Talk to pupils about what summaries are and what they should look like. After seeing the modelled example pupils could be asked to write a paragraph summarizing the book. They are to be told, “imagine you are the author trying to sell the book, how would you sum her story up?” Get pupils to share their own examples with the class and improve on them after hearing other pupils. * Further video clips about Florence and resources can be found at: [Florence Nightingale - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/true-stories-florence-nightingale/z68fcqt) |
| **How will we know if our children have learnt what we have taught them?**  Key areas of learning from the topic can be turned into a multiple choice quiz. Pupils can use mini-whiteboards to show what they think the correct answer is. The teacher can use pupils answers to check for any misnconcpetons and re-explain where necessary. Plus ongoing teacher questioning of pupils will reveal if pupils are learning what has been intended. | |