

**Florence Nightingale, Mary Seacole and Edith Cavell**  
**(Local Link) Medium Term Plan**

**Key Questions**

**Learning Objectives**

**Classroom Activities**

**Resources**

<p><b>1. Why is Florence Nightingale remembered today and what did she do in her life?</b></p>	<p>Children grasp that she is principally remembered as a nurse, a long time ago and was connected with a major war.</p> <p>Children can sequence at least 4 events and can grasp that Florence had a long life helping soldiers and then developing nursing after the war</p>	<p>Children look at slow reveal picture of Florence and try to work out what job she did from the clues as they reveal, working from the more obscure through to the obvious. Discuss each clue and how it helped to establish the meaning of the whole - good thinking skills part/whole relationship activity.</p> <p>Children compare nurses today with those in Florence’s time. Explain her pivotal role in setting up nursing as a profession</p> <p>Lively teacher-told story of Florence’s life</p> <p>Sequence 6 images on washing line timeline. Children In groups create their own ‘event cards’ collaboratively and pass them to another group to sequence. Return to the washing line. Children close their eyes, you remove one event, which is it? Is there any other event from the story they have heard that is not shown on the timeline?</p>	<p><a href="#">BBC Teach – Florence Nightingale</a></p> <p><a href="#">KQ1 - Sequencing images from the PowerPoint</a></p>
--	--	---	--

<p><b>2. Why do you think Florence took the brave steps to go to the Crimea and who influenced her?</b></p>	<p>Children understand the key moments of Florence’s early life. They understand features of her character.</p> <p>Children can give two valid reasons for her decision to go to the Crimea.</p> <p>Children can explain the influence of individuals on her decision.</p>	<p>Children select from a list of adjectives the ones they think fit Florence’s character best and can use evidence from pictures or actions she took to back up their views.</p> <p>Teacher-in-role. Children fire questions at teacher in role as Florence (or one of her parents) to find out her motivation for going to the Crimea.</p> <p>Ripple diagram/concentric circles, showing Florence in the middle. Ch. Have to work out who else should feature in the diagram, the more important in circle next to Florence, the least important on the furthest circle.</p>	<p>Concentric circle/Ripple activity template</p> <p><a href="#"><u>KQ2 - Outstanding Lesson: Why did Florence make the brave decision to go to the Crimea?</u></a></p>
---	--	--	---

<p><b>3. What did Florence do to help the soldiers and did everyone have the same opinion of her?</b></p>	<p>Children can describe the main changes she introduced.</p> <p>Children understand that not all people welcomed her with open arms</p>	<p>Children compare before and after pictures and can label 3 problems with the hospitals when she arrived.</p> <p>Role-play doctors, soldiers, nurses. <b>Outstanding Lesson: What did people really think of Florence</b> with full detail on how to run the role-play. Who Wants to Be a Millionaire activity on why doctors did not welcome her.</p>	<p>Clear 'before and after' pictures of hospital at Scutari. <a href="#">PowerPoint Outstanding Lesson: Fighting Fit</a></p> <p>Speech bubble template</p> <p>Props for role play</p>
		<p>Children match quotations to the right group of people (soldiers/doctors/nurses) before completing speech bubbles of their own choice.</p>	
<p><b>4. What were the most important achievements of Florence's life?</b></p>	<p>Children understand what Florence Nightingale did during the Crimean War and after.</p>	<p>Prioritise Florence's actions using Diamond 4 – see 100 great teaching ideas</p> <p>Odd one out activity (things she did and didn't do).</p>	<p><a href="#">KQ4 - What was Florence Nightingale's greatest achievement?</a></p>

	<p>They can make judgments about which of her achievements they think are the most important.</p> <p>They realise that much of her work was to do with organisation.</p> <p>They can create a timeline showing different phases of her life, more able producing to scale using strips of contrasting coloured paper.</p>	<p>Children decide if she deserves a proper medal with four 'arms' to the cross. Do they think she deserves all 4 or just 3 or 2?</p> <p>Children write a letter to show that they understand what was lacking in the hospitals in Scutari</p> <p>Numeracy, number lines</p>	
--	---	--	--

	<p>They can use phrases that show passage of time, e.g. 'when she returned', 'after the war', 'the most important'</p> <p>Children evaluate a video</p>	<p>Dear producer: Children evaluate Watch or Magic Grandad, writing a letter to the producer saying what they liked and what they thought could have been better.</p>	<p>Beads</p> <p>100 square scissors and coloured paper</p> <p>Odd one out cards</p>
<p><b>5. Why have we learnt so much about Florence and so little about Mary Seacole?</b></p>	<p>Children can differentiate between the actions of both women.</p> <p>Children are able to explain how Mary Seacole's contribution to nursing has not been so well known</p>	<p>Prioritising activity which were the most important achievements of Mary Seacole. Children work out why Mary has been so badly treated using Who Wants to be a Millionaire technique, selecting from a range of possible answers (see PowerPoint)</p> <p><a href="#"><u>Smart Task Florence Nightingale and Mary Seacole: Who said it? / Who am I?</u></a> Pupils work out who is being referred to in the statements given</p>	<p><a href="#"><u>Mary Seacole achievement cards</u></a> <i>Why have we remembered so much about Florence and less about Mary Seacole</i> cards</p> <p><i>Who said it/did it</i> cards/speech bubbles</p>

**6. Why have we learnt so much about Florence and so little about Edith Cavell too?**

**LOCAL LINK** – Edith received part of her education at Peterborough Cathedral and the city was the former site of the Edith Cavell Hospital, which was built in 1988 but closed in 2010 at the site of Peterborough City Hospital.

Children can differentiate between the actions of the three women.

Children are able to explain how Edith Cavell's contribution to

nursing has not been so well known but know that this applies to the local area

to discuss the *similarities and differences*.

Present information about

Edith Cavell Pupils to summarise the achievements and link to

where our pupils of Edith Weston live

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z92m2nb> as she went to school in the playing short video. cathedral quarters.

Link to yesterday's

prioritization

task and

groups

<p><b>6. How should we remember Florence Nightingale and Mary Seacole?</b></p>	<p>Children understand that there are different ways of commemorating They can simply evaluate each one in terms of appropriateness and personal choice</p>	<p>Children brainstorm different ways of showing her achievement. They then select from a range of examples the one they like most, before coming up with a creative idea of their own, which they then design. Museum Curator: which three objects would you put in a museum to Florence and which 3 for Mary?</p> <p>Draw in Links from below linking to our local link of Edith Cavell and her memorial</p>	<p><a href="#"><u>KQ6 - Should Florence Nightingale rather than Mary Seacole have her statue at St.Thomas' hospital?</u></a></p> <p>PowerPoint showing different ways in which she had been commemorated e.g. stamps, statues, coin, stained glass</p> <p>Template with background and attractive boxes in which pupils draw their images.</p>
--	---	--	--

**Edith Cavell Local Links and Legacy**

- Edith Cavell at age 19 attended Laurel Court School opposite Peterborough Cathedral as a pupil/teacher.
- The city was the former site of the Edith Cavell Hospital, which was built in 1988 but closed in 2010. This was on the site of Peterborough City Hospital.
- Peterborough Cathedral has a memorial of Edith Cavell.
- In London, just outside of Trafalgar square, stands the Edith Cavell Memorial.

