



eMendell Primary School


Aspire Challenge Achieve

Medium Term Plan History



Year Group: 2	Term: Autumn #1 2021	Teacher: Sarah Bride	Subject lead: Dionne Sanati	Overview: Significant Individuals: the lives of significant individuals in the past who have contributed to national and international achievements Chronological narrative Using historical sources to learn about the lives of significant people and how they contributed to national and international achievements Comparing and contrasting their lives and their achievements	Key End Points: By the end of this unit children will be able to: - Use timelines to sequence events, people or objects in chronological order. - Use a source to answer questions about the past on the basis of simple observations. - Identify why certain people are significant in the wider context of history and how they have had an impact locally, nationally and internationally.
Links to other learning: PSHE – empathy and perspectives	Relevant Prior Learning: Chn will have begun to use timelines to sequence chronologically beyond living memory and will have looked at internal narrative chronology (Yr 1- The Great Fire of London)	Relevant Future Learning: In Y3 chn will develop chronological understanding further beyond living memory into the prehistoric period with Stone Age to Iron Age.	High Quality Text: Brave Nurses by Collins Big Cat Mary Seacole, Florence Nightingale and Edith Cavell (Comparing People from the Past) by Nick Hunter	Risk Assessment: Visitor to school lesson 7	Teacher CPD: https://www.mrtdoeshistory.com/post/a-purposeful-timeline-in-key-stage-1 https://www.mrtdoeshistory.com/significance https://www.mrtdoeshistory.com/key-stage-1-1 https://www.teachwire.net/teaching-resources/significant-people https://www.teachwire.net/uploads/resource/GoneButNotForgotten.pdf https://www.history.org.uk/secondary/resource/2732/edith-cavell Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1 Mr T Does Primary History Login dionneh@hotmail.co.uk shaian85

<u>Learning Intention</u>	<u>Lesson Outline</u> (Key Questions in colour)	<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
1 I can use timelines to sequence events, people or objects in chronological order	<p>Introduce overarching enquiry question for the unit of work: Who made the most significant contribution to nursing?</p> <p>Today you are going to explore the idea of significance and what makes a person or event significant. We will be using timelines to sequence events in chronological order and we will start to look at overlap in periods of time.</p> <p>Words of the week: significant/ significance <i>A person or event can be significant for good or bad reasons. It is someone that did something important that changed people's lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future.</i></p> <p>Who are the significant people in our lives? Why are they significant/ important to you? Do you know of any significant people in History (living memory or beyond living memory)? Do you know why they are significant?</p> <p>Hook: Whole Class Task: Show chn a range of real life photographs (with a brief outline of the person and their achievements under each). Ensure that those chosen show diversity and are from different eras – see resources sheet.</p>	Lesson 1 Resources Sheet	<p>significance significant sequence chronological order</p> <p>here, now, then, yesterday, last week, last year, years ago and a long time ago, changes, before I was born, within living memory, beyond living memory</p> <p>decade (10 years)</p>	

	<p>Based on the information you know, do you think the person is significant or famous? Make sure chn are clear on the difference – use Ian Dawson’s criteria for significance as guidance for the chn to make their choices.</p> <p>Chn could write two sentences with reference to individuals mentioned to show that they understand the difference between famous and significant.</p> <p>Hook: Relate to their recent experiences using a news article about Nightingale hospitals, why they were named so and why were they built. https://www.bbc.co.uk/newsround/56331358</p> <p>Whole Class Task: Show chn comparative timelines in chronology ppt to recap prior learning and to introduce where this unit fits into overall historical narrative. The scale of the timeline is sequenced in decades (10 years). Display enlarged version of timeline on WW for reference during unit of work. What have we learnt so far in EYFS/ KS1 History?</p> <p><i>In History this half term we are going to be studying four significant nurses to answer the question... Who made the most significant contribution to nursing?</i></p> <p>What do nurses do? Based on their images and the objects they used, when do you think these nurses lived? Why do you think that? Now, yesterday, last week, last year, years ago and a long time ago, before I was born, before my__ were born.</p> <p>What do nurses do? What do you notice about the chronological order of Florence, Mary, Kitty and Edith’s lives? Where would we place their lives on our timeline? Did they live within living memory or beyond?</p> <p>Independent/ guided task: Chn to sequence chronological prior learning (e.g. now/ their lifetime, duration of Mendell Primary & Great Fire of London) and new learning (when Florence, Mary and Edith lived) on their own timelines. They can cut out time periods to place as modelled on ppt.</p> <p>Extension: Images of nurses and equipment used now and then could also be included on their timelines for chn to make inferences e.g. ‘I think this item belong to... because...’</p>	<p>Ian Dawson’s criteria for significance: -Changed people’s lives (this can be for the better or worse). -Changed events at the time they lived. -Had a lasting impact on their country or the world. -Had been a really good/bad example to people of how to live and/or behave.</p> <p>Lesson 1 chronology ppt</p> <p>Timeline outline for chn to use as a basis for independent task.</p> <p>Extension images for inferences to be taken from ppt and include some modern day images of nurses and equipment.</p> 		<p>Teacher led group work to complete collaborative timeline.</p>
<p>2 I can investigate and analyse historical sources (photographs and paintings) to find out about a</p>	<p>Enquiry question: Why is Florence Nightingale one of the most significant figures in nursing? Today we are going to investigate and analyse historical sources, using photographs and paintings, to find out about significant individual.</p> <p>Words of the week: investigate & analyse</p> <p>Who was Florence Nightingale? What do we know about her already? How could we find out more?</p>	<p>Twinkl planning ‘Nurturing Nurses’ – saved in google drive</p>	<p>Investigate analyse Historical source Written source</p>	

significant individual

Introduce some key facts about Florence and her life (Twinkl ppt slides 5-6) or use some of the video in <https://www.bbc.co.uk/teach/class-clips-video/true-stories-florence-nightingale/z68fcqj>
Was that the real Florence Nightingale on the video? Obviously not because video cameras weren't invented when she lived!

Find out more about the work that Florence Nightingale did.
Show the children a Watch video, in which a man magically takes his grandchildren back in time. He moves from a modern hospital to the hospital in Scutari, before Florence Nightingale was able to help, and then he takes the children a little forward in time to when Florence Nightingale had made many improvements.
<https://www.youtube.com/watch?v=XkoaMawiZ-o>

Task 1: Chn to look at images below (additional written source opposite could be included for HA chn but would need T support for reading). *Which image do you think was painted during the same time that Florence lived? Why do you think that?* Imagine and discuss what they would be able to sense if they were at the hospital at Scutari. Chn to note responses under images – what they would see, hear, feel and smell before Florence Nightingale began to change things



Task 2: Chn to look at images of hospital after and to note changes they saw.



Plenary/ reflection/ conclusion: Relate back to enquiry question. Teacher to model response. Chn to record verbal or written responses to answer. Sentence starters to support.

Following the lesson...

The three CPD videos (5mins) can be used after lessons to help reinforce teaching: Who she was? How did she change lives? Legacy today? Use talk partners frequently during clips to relate back to key questions and recap key information.

Why do we remember Florence Nightingale?

Why did Florence Nightingale act as she did?

How has nursing changed since her days?

What was she like as a person?

What did she achieve within her lifetime? Where can we see her legacy today?

Did she change lives at the time?

Has her work continued to change lives since then?

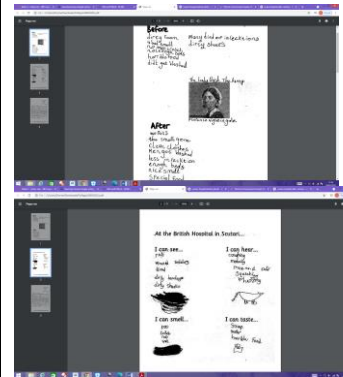
Additional written source for HA if appropriate to be used teacher led.

“All were swarming with vermin, huge lice crawling all about their persons and clothes. Many were grimed with mud, dirt, blood and gunpowder stains. Several were completely prostrated by fever and dysentery.

The sight was a pitiable one and such as I had never before witnessed...

“There has been somehow unaccountable neglect in the arrangements for this hospital. Until some hours after the arrival of the men there were neither stores, attendants nor the necessary refreshments on the spot. During this afternoon I attended single handed to the wounds and wants of seventy-four helpless men.”

- Assistant Surgeon Henry Bellew describing Scutari hospital in 1855



Sentence starters


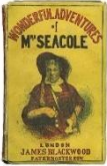








Florence Nightingale was a...





She lived...(when)

During her lifetime she...



I would describe her as... because...

She was significant because...

		<i>If she hadn't lived then we wouldn't have...</i>	
<p>3 I can investigate and analyse historical sources (artefacts and images) To find out about a significant individual</p>	<p>Enquiry question: What were the challenges that Mary Seacole faced?</p> <p>Today we are going to investigate and analyse historical sources, using artefacts and images, to find out about a significant individual.</p> <p>Words of the week: racial & prejudice</p>  <p>Partner Talk: Look at the image of Mary Seacole on her book below. <i>Does it give you any clues about Mary's personality?</i></p> <p>Watch one of the clips below to find out more about her... https://www.youtube.com/watch?v=FZDfibPtBII (this is a 3 part video) https://www.museumoflondon.org.uk/schools/learning-resources/mary-seacole</p> <p><i>Why do you think Mary faced problems trying to board the first ship to Crimea? Who inspired Mary to go to the Crimean War and help? Why do you think Mary was denied the chance to work with Florence Nightingale? (perhaps because of her race or her gender. Mary used her own money to set up the 'British Hotel' – her very own hospital on the front line.) What personal qualities do you think Mary needed to keep going and set up her own hospital?</i></p> <p>Task: Investigate the artefacts (see opposite) and make written inferences related to the enquiry question. <i>What do they tell you about who Mary Seacole was? What do they tell you about the challenges she faced? What do they tell you about what she achieved in her lifetime? Where can we see her legacy today?</i></p> <p>Plenary/ reflection/ conclusion: Relate back to enquiry question. Teacher to model response. Chn to record verbal or written responses to answer. Sentence starters to support.</p>	<p>Artefacts and images for analysis:</p>        <p>Her three medals of bravery When the Crimean War ended, Mary was given three medals of bravery: one from France, one from Great Britain and one from Turkey.</p>   <p>Sentence starters Mary Seacole was a... During her lifetime she faced challenges... I would describe her as... because... She was significant because...</p>	<p>Investigate analyse Race Racial Prejudice</p> <p>Artefacts Inspired Healer Challenges Overcome Equality</p>

4	<p>I can investigate and analyse historical sources (verbal and written sources) to find out about a significant individual</p>	<p>Enquiry question: Why is Kitty Wilkinson a local hero in nursing?</p> <p>Today we are going to investigate and analyse historical sources, using verbal and written sources, to find out about a significant individual.</p> <p>Words of the week: migrant/ migrated What does migrated mean? What do you do when you migrate?</p> <p>Introduction: Video of teacher and school chn acting in role can be used to introduce Kitty and her background: https://www.youtube.com/watch?v=NgJRQNK5dpc</p> <p>Use ppt in resources to be adapted by teacher to recap key information with following questioning: What is an epidemic? Have we experienced an epidemic/ pandemic recently? Why do you think she was the only one with a boiler? Why did the clothes need to be washed in a boiler? Why do you think this was important to the people of Liverpool? Why did Kitty help?</p> <p>Main task: Chn to gather evidence and write a short profile of Kitty (similar to slide 16). Teacher to adapt to include enquiry question. Make sure you include: who she was, where she was born and when, why she did for the people of Liverpool and what makes her an inspiration. You will need to stick the picture of Kitty into your book. Remember your headings and presentation.</p> <p>Reflection/ Conclusion/ Plenary:</p>	<p>Kitty Wilkinson ppt in resources to be adapted by teacher</p> <p>http://www.theheroinecollective.com/kitty-wilkinson-saint-of-the-slums/</p> <p>https://www.liverpoolpicturebook.com/2012/02/liverpools-wash-houses.html</p> <p>Give chn copies of ppt or teacher to create information page for chn to read to extract information during main task. Photos of Kitty for chn to stick in books</p>	<p>Investigate analyse Migrant Migrated Migration</p> <p>Epidemic Cholera infected</p>	<p>Chn can be give a template to guide writing</p>
5	<p>I can debate the actions of a significant individual to develop my understanding</p>	<p>Enquiry question: Was it right that Edith cared for ALL soldiers no matter who they fought for?</p> <p>Today we are going to investigate and analyse sources and debate why a person and their actions are considered significant.</p> <p>Words of the week: empathy</p> <p>Revisit timeline from lesson 1 to emphasise that Edith lived during a different period than Florence and Mary. Do we think her experiences would have been different as a nurse? Do you think she would have faced the same challenges as Florence and Mary?</p> <p>What can you infer about Edith Cavell from the sources below?</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p>Watch the clip below to find out more about her.. https://www.bbc.co.uk/bitesize/clips/z8dqmp3 Why was the Bible significant to her?</p>	<p>https://edithcavell.org.uk/edith-cavell-in-her-own-words/</p>	<p>Debate Empathy</p> <p>World War One Invaded Allied soldiers Execution</p>	

	<p>Where did she grow up? What inspired her to train as a nurse? Do you think Edith faced the same challenges as Florence and Mary being a nurse during a time of war? Why was Edith punished to be shot to death?</p> <p>Read the written sources as a class and discuss: Edith Cavell wrote to her cousin Eddy Cavell: 'Someday I am going to do something useful – something for people.'</p> <p>To her nurses as the German forces approached Brussels: 'Any wounded soldier must be treated, friend or foe. Each man is a father, husband or son. As nurses you must take no part in the quarrel – our work is for humanity.'</p> <p>She famously said the day before her execution: "Patriotism is not enough, I must have no hatred or bitterness towards anyone."</p> <p>Class debate: Was it right that Edith cared for ALL soldiers no matter who they fought for? Give chn time to consider their thoughts. Show final slide of Twinkl ppt if needed as prompt.</p> <p>Plenary/ reflection/ conclusion: Relate back to enquiry question. Teacher to model response. Chn to record verbal or written responses to answer. Sentence starters to support.</p>			
6	<p>I can compare the lives of significant individuals identifying similarities and differences</p> <p>Enquiry question: Did Florence, Mary, Kitty and Edith have anything in common?</p> <p>Today we are going to compare and contrast, thinking about the similarities and differences of the significant individuals we have been looking at.</p> <p>Words of the week: similarities & differences</p> <p>Partner talk followed by group discussion/ modelling of comparisons table: Chn to reflect on learning over the past lessons. Look through their books/work to support answers to questions below. Can you think of any similarities between Florence Nightingale, Mary Seacole and Edith Cavell? Can you think of any differences?</p> <p>Task: Chn to split page in two and complete similarities and differences table.</p> <p>Plenary/ reflection/ conclusion: How do Florence Nightingale, Mary Seacole and Edith Cavell compare with nurses today? (slide 8 Twinkl lesson 5 can be used to support discussion).</p>		<p>Similarities Differences</p> <p>Compare Equality Change Impact</p>	
7	<p>I can begin to ask simple questions to develop my understanding of how some aspects of everyday life from the past may be similar or different to today</p> <p>Enquiry question: Did their work influence modern day nursing?</p> <p>Today we are going to ask questions to develop our understanding of how nursing has changed and how the significant individuals we have studied have impacted on it.</p> <p>Invite a modern day nurse in to be interviewed by the chn. This is an ideal opportunity for the chn to recall their learning so far verbally to the visitor. Chn to compose their own lines of questioning in advance of lesson using deeper thinking grid. Encourage questioning that is open 'how' and 'why' and also follows a key concepts e.g. change & continuity, similarities and differences.</p> <p>Possible lines of questioning: What does NHS stand for? Can you tell us about your everyday job in the NHS? What are some of the challenges you face?</p>	<p>Visitor to school</p> <p>Ipad to film and turn into QR code</p>	<p>Empathy Perspective Change continuity</p>	

	<p>Do you know who...are and when they lived? (chronology – chn could even explain this to the visitor) Do you know what they did for nursing? (cause and effect/ continuity – chn could explain to the visitor) Do you think it would have been easier or harder to be a nurse during their time periods or today? (empathy/ perspectives) What challenges do you face that are similar to what Florence, Mary, Kitty and Edith faced? (empathy/ perspectives, similarities and differences) Can you see any of the impacts of their work today (cause and consequence) How do you think they changed nursing? (change and continuity/ significance) If they hadn't have existed what do you think your job would be like today (change and continuity/ significance)</p> <p>Teacher to record interview. Interview could be saved as a QR code in books for chn to playback later.</p> <p>Reflection: Chn to revisit enquiry question and write one summary sentence(s) to answer.</p>			<p>Group write or scribed reflection sentence(s)</p>
<p>8 I can present my findings verbally, pictorially or in a written way to persuade others to remember a significant individual</p>	<p>Revisit overarching enquiry question for the unit of work: Who made the most significant contribution to nursing Mary Seacole, Florence Nightingale, Kitty Wilkinson or Edith Cavell?</p> <p>Today we are going to think about everything we have learnt in this unit to answer our overarching enquiry question. We will be explaining to persuade others that our chosen nurse is significant and should be remembered.</p> <p>Words of the week: memorial & commemorate</p> <p>Task: Persuasive write or debate</p> <p>Option 1: Look at photographs of memorials to commemorate each. <i>Kitty's memorial is more hidden than the others (inside St George's Hall in Liverpool)? Does that mean she is less significant?</i></p> <p>Chn then design their own memorial for their chosen nurse (Florence, Mary, Kitty or Edith) and write a plaque to go underneath explaining the achievements of their chosen figure and why they made the most significant contribution to nursing</p> <p>Option 2: Write in role as one of the nurses to persuade that you made the most significant contribution to nursing or debate in role.</p>	 <p>Edith Mary Florence</p>  <p>Kitty</p>	<p>Significant Persuade Memorial Commemorate</p>	