



KS1 Hospitals and Healthcare



How did Florence Nightingale and Mary Seacole help to improve hospitals?

Overview Of Learning

This unit looks at the changes in hospitals and healthcare over the years and the significant people involved. Our lessons focus on Florence Nightingale and Mary Seacole. Children will begin by finding out about the past through pictures of old and new hospitals and healthcare workers. The lessons explore who Florence Nightingale and Mary Seacole were and why they were significant. The children will build on their chronological understanding of the past by using timelines and constructing one themselves. They will have the opportunity to consider which of the British Values were displayed by Mary and Florence. The lessons then move on to looking at how the past has been represented. The children will compare the past and present and spot the difference between hospitals and healthcare over the years. At the end of the unit, the children will give a final response to the main historical enquiry question.

Previous Learning

EYFS- Understanding the world

- Talk about the lives of people around them and their role in society.
- Know some similarities and differences between things in the past and now. Draw on their experiences and what has been read in class.
- Understand the past through settings, characters and events in books and storytelling.

Knowledge and Understanding Objectives

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- **The lives of significant individuals in the past who have contributed to national and international achievements.**

Future Learning

Y3 Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history.

Y4 Children will explain the concept of change over time, represent this with evidence, and discuss the sources' reliability.

Y5 Children will discuss whether the evidence is reliable, explain why, and identify periods of rapid change in history.

Y6 Children will use sources of information to form conclusions about the past.

Key Vocabulary To Explain

after, before, century, **compare**, decade, different, **discrimination**, **modern**, new, now, old, **past**, pioneer, **present**, same, similar, then, **timeline**, today

Words in bold relate to the themes, concepts and skills throughout the history curriculum. Children will need to know the meanings of these words and have examples of them in context. The lessons will build these concepts throughout the rest of the history curriculum.

Themes and Concepts

Themes & Concepts:

Conflict and Disaster

Substantive concepts explicitly taught:

Empire, Industry

Misconceptions

Florence Nightingale and Mary Seacole weren't the first nurses. They were significant because of how they acted and their changes.



Unit Overview

How did Florence Nightingale and Mary Seacole help to improve hospitals?

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Key question: How can we find out about the past?	Key question: Who was Florence Nightingale, and why was she important?	Key question: Who was Mary Seacole, and why was she important?	Key question: When did Florence and Mary become significant?	Key question: Why did Florence and Mary act the way they did?	Key question: How has the past been represented?	Key question: <u>Final Response</u> How did Florence and Mary change our hospitals?
Historical Skill: Evidence and Interpretation	Historical Skill: Historical Significance	Historical Skill: Historical Significance	Historical Skill: Chronology	Historical Skill: Cause and Consequence	Historical Skill: Similarity and Difference	Historical Skill: Change and Continuity
Substantive concepts to build on: Industry	Substantive concepts to build on: Industry, Empire	Substantive concepts to build on: Industry, Empire	Substantive concepts to build on: Industry	Substantive concepts to build on: Industry	Substantive concepts to build on: Industry	Substantive concepts to build on: Industry, Empire

'Hands-On' History

These lessons would benefit from being as practical as possible. Any opportunity for the children to look at images, watch video clips, talk to people about the past and ask questions would be a great experience and further enrich the planned lessons' content.

Below are some practical ideas you could include in addition to the planned content available.

- If the children have doctors, nurses, or healthcare workers in their family, they could ask them about their job and what they know about Florence Nightingale and Mary Seacole.
- Children could carry out a handwashing experiment to understand the significance of Florence Nightingale. (a quick online search of the soap and pepper experiment is simple and effective for children)
- Children could carry out simple craft activities like making a paper lantern (included in our DT unit) or making a paper nurse's hat like Mary Seacole's.
- If you have parents/grandparents that are/were healthcare workers, they could be invited in to talk to the children.

Stretch and Challenge ideas across the unit.

Children could:

- Reason about the reliability of sources presented to them.
- Compare sources and evaluate them, coming up with their own historical interpretation.
- Compare different periods in time and say what is the same and what is different.
- Consider how the events of the past might impact the future.
- Make statements which are justified by historical evidence.

Assessment

- You can use the knowledge organiser to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
- The post-unit test can assess the knowledge and understanding of objectives taught throughout the unit. This can be done independently or in small groups with a teacher. These are based on 'I can' statements.

