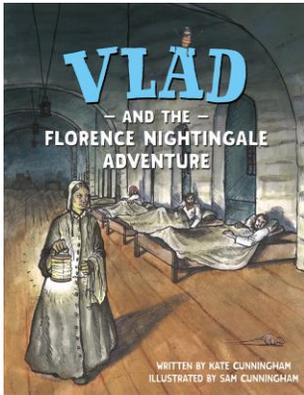


History Planning – Florence Nightingale

This is a set of 6 lesson plans for the Florence Nightingale history topic. **Highlighted powerpoints and worksheets for the work outlined in the lessons are available as free downloadable resources.**



A full colour illustrated story about Vlad flea, Loxtan the rat and their encounter with Florence Nightingale.

The story and pictures show what it looked like inside Scutari Hospital, how it was transformed and what the staff and patients looked like. It introduces other important people encouraging further research and opportunities to write extensively around the topic.

All this is shared through the power of story which encourages the children to engage with the real people in history.

As well as other free teaching resources you can buy additional Reading Riddle resources that support the topic:

Vlad and the Florence Nightingale Adventure Teacher's Guide

Increase your own understanding of the topic and get a deeper insight into the wider pictures to guide you in providing quality first teaching with:

- a comprehensive overview of the **historical context** for teaching this unit
- page-by-page notes explaining how the illustrations incorporate artefacts, information from **primary sources** and knowledge, so it can be drawn out through the story
- **Big Questions** about the people and events – take the pupil's thinking to the next level with wider discussion points about the consequences and impact

Vlad and the Florence Nightingale Adventure Activity Book

- fun activities
- games suitable for homework or short lesson fillers

How to find or communicate with Vlad or Kate:



Click [here](mailto:readingriddle@gmail.com) to email me
readingriddle@gmail.com



@vlad_flea
[Click to visit](#)



@reading_riddle [Click to visit](#)
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National Curriculum:

Aims

- All pupils know how people's lives have shaped this nation
- All pupils understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.

Subject content

- Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.

Detailed aims of the Topic:

The overall target is to understand the direct actions and ongoing legacy of Florence Nightingale

Substantive knowledge – to know key dates in Florence's life, when she went to the Crimea and Scutari Hospital, what changes she made to the hospital and what she did on her return to Britain.

Second order knowledge – to discuss what impact Florence had both in the Crimea and in medicine since then up to the current day; including attitudes to cleanliness, training of nurses, care of the sick, studying the causes of illness and statistics.

Outcome

To learn some basic first aid skills.

Curriculum links:

- Science – germ investigation
- Maths – number line linked to timeline
- RE – The Good Samaritan
- PSHE – keeping healthy and first aid skills
- DT – design a healthy hospital
- Literacy – persuasive writing: posters on why to wash hands (see separate planning)

Opportunities for independent research and extended writing: Mary Seacole and Alexis Soyer.

Planning – Florence Nightingale

<u>Learning Objectives and Success Criteria</u>	<u>Teaching Sequence</u>	<u>Vocabulary & Resources</u>
<p>Lesson 1</p> <p><u>We are learning</u> what Florence Nightingale did.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> I understand that hospitals have changed dramatically in the last 150 years and can describe these changes I understand that Florence Nightingale was responsible for these changes 	<p><u>Guiding Questions:</u> Why is Florence Nightingale's work significant? What are the differences between hospitals now and in the Victorian era? (1950s/150 years ago) How was Florence Nightingale involved in these changes?</p> <p><u>Introduction/Minds on:</u> Read Vlad and the Florence Nightingale Adventure.</p> <p><u>Activities:</u> Look at the Hospital powerpoint.</p> <p>To understand how much hospitals have changed children compare pictures: A photograph of a modern hospital/modern military field hospital and a painting of Scutari Hospital when Florence Nightingale arrived in 1854. [Ensure children understand that although there are some photographs at this time they were a lot less common]</p> <p>In groups ask children to discuss what is similar and different about these pictures? - how can you tell that these are both hospitals? [large wards/full of patients (people with illness or injury) - which hospital would you rather be treated in? Why? [talk about cleanliness, tidiness, lighter, modern equipment] - what can you see about the people in the pictures? [nurse in uniform in the modern picture/writing down and recording information] - what is different about the furniture? [beds, clean bedclothes, chairs to sit on, table to eat food at]</p> <p>Record ideas in columns on white boards or in books according to similarities and differences.</p> <p><u>Consolidation:</u> Look at a picture of the ward once Florence Nightingale had improved it and discuss that some things she could change directly (cleanliness, mended beds); but some things have come later due to improved technology and different materials (plastic gloves, heart monitors)</p>	<p><u>Vocabulary:</u></p> <p>similar different significant change campaign</p> <p>hospital ward nurse doctor uniform records clean/dirty organised/ disorganised</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> Hospitals powerpoint

Lessons 2 – 2 parts

We are learning why it is important to wash and keep things clean.

What I'm looking for:

- I can carry out an investigation to test a theory
- I can record and plan the investigation
- I can observe and discuss what happens in the investigation and apply it to what Florence Nightingale did

Note:

As this investigation needs to be given time to develop it has been split into 2 parts. Effectively part 1 is setting up the lesson and can be combined with the Big Question. Part 2 is then observing and concluding the investigation and following up with the literacy lesson writing a persuasive poster about hand-washing. The literacy lesson has been written up and uploaded separately so it can be accessed as a stand-alone lesson.

Guiding Questions: Part 1

What is an investigation?
What are germs?
How do we know that they exist and what effects they have?

Introduction/Minds on:

Why are you told to wash your hands before eating food?
How do we know about germs and what they do to us?
Can we see germs? So how do we know they are there?

Activities:

Investigation into the difference between holding food before washing hands and after washing hands.

This investigation would be best carried out after playtime. Ask them to hand around a slice of bread from the loaf and touch their hand to it. Ensure that they are just touching not breaking it up. Put the bread into a sandwich bag, seal and label "dirty hands". This could be done in small groups or as a class, but the advantage of small groups is that the bread will get less damaged and the children will be able to compare the outcome of other groups.

Remind the children that this bread has been touched by hands after playing in the playground. Discuss what is needed to compare with bread touched by clean hands.

Children all wash hands thoroughly using soap and clean towels.

Repeat with another slice of bread, put in new sandwich bag and label "clean hands"

How can we tell that it is touching the bread that is making the difference?
[Encourage the children to suggest having a slice of bread that hasn't been touched by anyone to compare what that slice does]

Put final slice of untouched bread into a sandwich bag labelled "untouched". Complete investigation format recording what was done and make a prediction about what will happen to each slice of bread.

Vocabulary:

Washing
Soap
Cleanliness
Germs
Microscopic

Evidence
Demonstrate
Investigate
Predict

Observe
Record
Results
Conclusion

<p>The bread that was touched should grow mould within a few days.</p> <p>Part 2 – Ideally take photos each day to record the changes or look at the bread at the end of the week, or one week later and record what the different slices of bread look like.</p> <p>Do they all look the same? What is different? Was your prediction correct? Why do they look different (consider what we did to each slice)? What can we infer?</p> <p>Record results and conclusion. Discuss why this result is important and what it teaches us about washing our hands before eating food.</p> <p>Ensure all the bread is disposed of and that children do not open the tainted bread.</p> <p>Consolidation: Watch the handwashing song https://www.youtube.com/watch?v=8Q2WlDd0OjM and learn the steps for washing hands thoroughly including between fingers, palms of hands etc. For a longer version showing washing without all the actions/soap etc https://www.youtube.com/watch?v=LfTYojl3M_8</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none">• Investigation sheet to record each stage of the activity and the outcomes• Materials for investigation: loaf of pre-sliced bread, ideally still sealed so the children can see that it has not been tampered with; sealable sandwich bags, soap and paper towels/clean towel• Handwashing videos
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<p>Lessons 3</p> <p><u>We are learning</u> about when Florence Nightingale lived and worked.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I will understand a timeline • I will be able to put key events in a sequence to show what order they happened in • I will be able to discuss how events changed how people worked and what they understood 	<p><u>Guiding Questions:</u> How do we arrange a timeline in the correct (chronological) order? How did events before and after affect what other people did? (what were the consequences of understanding germs etc)</p> <p><u>Introduction/Minds on:</u> Explain that a timeline is when we put dates in order and this shows us which events came first. Dates are numbers and deciding the order is like ordering any number on a line. Put up the interactive timeline on the board https://vladflea.co.uk/timeline-game/ Challenge children/teams to come up and complete a timeline together on the board. Emphasise that the smallest number goes first. Note: The ancient Egypt cards are the equivalent of minus numbers as most of the dates are BCE/BC. Therefore these numbers get larger as move to the left from the dividing point when dates change.</p> <p>(This activity might be easier if it follows a maths lesson about numberlines eg the free resource available on https://www.tes.com/teaching-resources/shop/cunning1)</p> <p><u>Activities:</u> Use Vlad flea Timeline game cards, or own resources: Give groups a set of cards and piece of string. Ask children to put the cards in order using the dates at the top. Compare the order of different groups by making a human timeline at the front with groups contributing by placing them correctly and checking their table timeline. Fine tune the timeline by grouping and spacing events to reflect different gaps in the timeframe ie 1665 is directly before 1666 but there is a larger gap between 1666 and 2012.</p> <p>Teach the sequence of events in Florence Nightingale's life Use the Florence Nightingale timeline cards (available as a resource) We want to put them into the order in which they happened. What can we do to decide the correct order? Discuss how her birth and death must be at the start and end of her life. But how do we put the remaining cards in order. Look at the year written each card. The lowest number/year comes first. Get the children to work in pairs/small groups and put cards in order discussing it with their partner.</p>	<p><u>Vocabulary:</u></p> <p>Timeline Order (chronological order) Number line</p> <p>more recent longer ago between years century</p> <p>x happened because of.....</p> <hr/> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • https://vladflea.co.uk/timeline-game/ • Vlad flea timeline game (available to purchase from the Reading Riddle website or your own alternative date cards • Florence Nightingale timeline activity
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Compare and check the order and consider if it makes sense (ie she becomes a trained nurse before she goes to the Crimea).

Add the additional cards with other events putting her life into a larger context. Put the new cards into the timeline.

Do any of the events seem to be connected?
[ideas about germs and better microscopes increase knowledge about importance of being clean]

Record ideas in writing with dates in chronological order.

Consolidation:

Look for other date related material in class eg birthdays, calendars, timetables, displays relating to key annual events etc. Ensure children understand how we record events by day, month, year and times we commonly use this in our lives eg birthdays.

Think about what the next recorded events would be in medicine and what order they would happen in eg new vaccines, better ways to treat patients, robots to diagnose illness and treat people.

<p>Lesson 4</p> <p><u>We are learning</u> about nursing.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I understand the type of work a nurse does • I understand that there are a wide range of different nurses • I understand that nursing has changed a lot since Florence Nightingale was alive and continues to change now 	<p><u>Guiding Questions:</u> What does a nurse do? Are all nurses the same? [backgrounds, specialisms, training] How has nursing changed over the years?</p> <p><u>Introduction/Minds on:</u> Does anyone in the class have experience of nurses through family or their own treatment? What do pupils think nurses do?</p> <p><u>Activities:</u> If you have a nursing contact this is a perfect opportunity to invite a visitor to connect in person or online to answer questions about being a nurse.</p> <p>Watch this film by the RCN (Royal College of Nursing) about being a children's nurse. https://www.youtube.com/watch?v=O81ZY9wHhHw [There is written text that the children may not be able to read or understand but the images and variety of settings with modern nurses are really useful]</p> <p>What questions would you ask a nurse? What questions would you ask Florence Nightingale? Think about if some of the questions would be the same and if so would the answers be the same or very different now.</p> <p>If you have a visitor the children can ask the questions, and teacher can take role of Florence Nightingale. If no visitor just focus on Florence Nightingale questions.</p> <p>If you do not have a nurse visitor watch www.youtube.com/watch?v=jauAPkDeSg8 a video made by Year 2 children in Hull interviewing nurses about their jobs</p> <p>Children can record questions and answers on speech bubbles that could be used for a display and working wall for the topic.</p> <p><u>Consolidation:</u> Share some responses.</p>	<p><u>Vocabulary:</u></p> <p>What Why Where When How Who</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Speech bubbles to record questions and answers
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Lesson 5

We are learning to consider how individuals can change things

What I'm looking for:

- I understand that Florence Nightingale's actions changed the lives of patients both directly when she cared for them and indirectly by training other nurses
- I can explain how to keep myself safe and healthy
- I can help others who have hurt or injured themselves with first aid skills

Guiding Questions:

What can we do to help others?
What skills are useful to prepare ourselves for emergencies?

Introduction/Minds on:

Look at Red Cross symbol
Does anyone know what this is?
What do they do?

Activities:

Get involved and make a difference:

Reflect on the discussions about what Florence Nightingale changed including both hospitals and the staff in them.

Florence's parents did not want her to be a nurse as they did not think it was a nice job for a wealthy young lady. However, she was determined and wanted to know that she had had a purposeful life. During her life she wrote literally thousands of letters, she became ill in the Crimea working in difficult conditions and she had faith that she was doing an important piece of work. This was linked to her strong religious belief. She was a Christian and all other religious beliefs have important lessons about helping other people.

If we ignore problems then nothing will change, but we can all be prepared to help others in small ways that may make a big difference.

Look at <https://lifeliveit.redcross.org.uk/> for information about practical first aid skills that can help save a life if you see someone that is ill or injured.
[This website includes videos and lesson plans]

There are 3 first aid skills included in **Vlad and the Florence Nightingale Adventure Activity Book**.

Children can learn some skills and link to literacy lesson on writing instructions for first aiders.

Consolidation:

Discuss what skills they could share with families to help increase first aid skills.

Vocabulary:

Direct action
Volunteering
Helping

Determination
Courage
Belief

First aid

Resources:

- Red Cross website
- Vlad and the Florence Nightingale Adventure Activity Book available to buy

<p>Lesson 6</p> <p><u>We are learning</u> about the way Florence Nightingale recorded information.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I understand why information was important • I understand how Florence Nightingale changed records 	<p><u>Guiding Questions:</u> Why do doctors and nurses keep records when we have treatment?</p> <p><u>Introduction/Minds on:</u> In Vlad and the Florence Nightingale Adventure do you think the quartermasters and doctors knew exactly how many patients were in the hospital and how many medical supplies were there?</p> <p><u>Activities:</u> Florence Nightingale knew that if you kept accurate information the hospital would be more efficient. As well as managing the cleaning and care of patients Florence spent many hours every day keeping records and writing letters.</p> <p>In particular, she wanted to know if specific treatments were really helping patients recover. She carefully recorded all the patients, what was wrong with them and whether they got better or not.</p> <p>She used a diagram called a coxcomb which is a bit like a pie chart. The more people in a section the bigger it was.</p> <p>Use coxcomb powerpoint and examples.</p> <p>In 1858 Florence Nightingale was the first woman to be elected as a member of the Royal Statistical Society.</p> <p>*create own coxcombs using separate worksheet*</p> <p><u>Consolidation:</u> Can we think of examples of how numbers help decide on medical treatment? During the pandemic numbers of cases were recorded to decide on lockdowns.</p>	<p><u>Vocabulary:</u></p> <p>Diagram Pie chart Coxcomb</p> <p>Greater than Less than Difference (in sense of subtraction)</p> <p>Statistics</p> <hr/> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Statistics powerpoint • Data sheet
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Lessons 7

We are learning to debate what is important

What I'm looking for:

- I can remember what Florence Nightingale did to improve hospitals
- I can decide what was the most important change and explain why

Guiding Questions:

What changes did Florence Nightingale make? [cleanliness and hygiene, care of all patients, keeping accurate records, trained nurses]
Which change was the most important?

Introduction/Minds on:

Recap and remind everyone what changes Florence Nightingale made.

- Ensured hospitals were cleaned and had fresh air
- Looked after all patients regardless of how sick they were
- Kept records and wrote down patient details and treatments
- Set up training for nurses

Activities:

Explain what a debate is.

What was the most important change made by Florence Nightingale?

Ask the children to vote for the thing that they consider to be most important. Count the votes.

Put the children into groups according to their opinion, so that they are working with children that chose the same major contribution.

In these groups ask the children to discuss and record their reasons for this choice on a big sheet of paper or whiteboard.

Consider:

- why this contribution was so important?
- Was it more important in 1854 or now?
- What is different because of this contribution?

Each group share their ideas with the rest of the class.

Repeat the vote and see if anyone has changed their view.

Consolidation:

Final point: Remind the children that all these things are very important and this was a way of discussing them.

Vocabulary:

Debate
Contributions
Most important
Vote

Personality

Resources: