

FLORENCE NIGHTINGALE



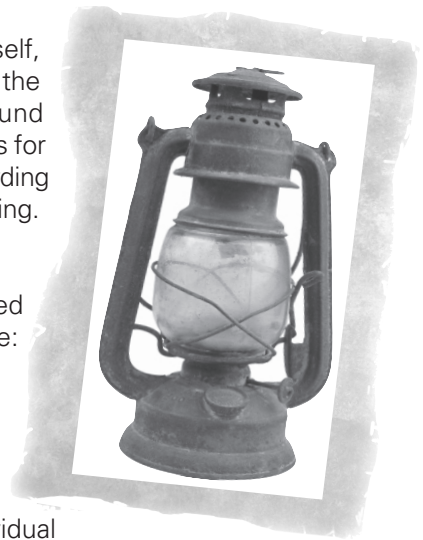
Content, skills and concepts

This chapter relates to unit 4 in the QCA Scheme of Work for history at Key Stage 1, 'Why do we remember Florence Nightingale?', and can be used to assist teachers in planning, resourcing and meeting the objectives of the unit. Together with the Florence Nightingale Resource Gallery on the CD-ROM, it introduces a range of mainly visual sources that focus on this significant person from a time beyond living memory. It also looks at the background to her work – the Crimean War – and provides material to support the teaching of similarities and differences between nursing today and in the past.

At Year 1, children will already have gained experience in sequencing, using time-related vocabulary, and using pictures and written sources. Recounting parts of stories about the past, and comparing past and present are other activities that will have introduced the relevant skills and concepts needed in order to progress to this unit. Suggestions for the further development of these skills form part of this chapter.

Resources on the CD-ROM

A map of Europe at the time of the Crimean War and pictures of Florence herself, of Queen Victoria, of a battlefield and of nurses and hospitals in the past and the present are provided on the CD. Teacher's notes containing background information about these sources are included in this chapter, along with ideas for activities. Also on the CD is a sound recording of Florence speaking. This recording provides the children with first-hand experience of a Victorian person speaking.



Photocopiables pages

Photocopiable resources can be found within the book and are also provided in PDF format on the CD-ROM from which they can be printed. They include:

- ▶ a timeline
- ▶ word cards which highlight the essential vocabulary of this topic
- ▶ the story of Florence Nightingale's life
- ▶ an extract from a soldier's journal at the time of the Crimean War.

The teacher's notes that accompany the photocopiable pages include suggestions for ways of using the pages for whole class, group or individual activities.

History skills

Skills such as observing, describing, using time-related vocabulary, sequencing, using a timeline, comparing, inferring, listening, speaking, reading, writing and drawing are all involved in the activities suggested, for both the resources on the CD and the photocopiable pages. For example, there is an opportunity to develop sequencing skills through the use of the timeline of Florence Nightingale's life, which is on a small enough scale for children to comprehend. Children can learn to use descriptive vocabulary to describe the pictures of battle scenes and hospitals. They will listen to a recording and make recordings of events in their own lives. They will also write their own newspaper articles, diary entries and letters.

Historical understanding

In the course of the suggested tasks, a further aim is for children to begin to develop a more detailed knowledge of the past and to sequence events independently, through their understanding of the context and content of the factual information they use. They will begin to give reasons for Florence Nightingale's actions, use sources to find further information about her and be able to recount her life story. They will also develop an awareness that in some ways things are different in the past, but in other ways the same. Some of the more formal vocabulary related to history and chronology, such as *Victorian*, is introduced in this chapter.

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