History – Year 1

Spring 2	Nurturing nurses					
Prior learning	Concepts of past, present and future covered.					
Lesson objective	To understand what "significant" means and what makes a person "significant".	To learn who Florence Nightingale was and why she is famous.	To learn who Mary Seacole was and how she helped soldiers.	To learn who Edith Cavell was and why she is remembered.	To understand that history is learned from evidence.	To compare nursing in the past and present.
Key vocabulary	Significant, change, Crimean war, important	Crimean war, hygiene, nurse, modern, lamp	Jamaica, Crimean war, hotel, herbs, medicine	British, WW1, hero, courage	Sources, evidence, past, historian, equipment	Hospital, nurse, doctor, technology
Creative context		Update WW timeline Role play Who was Florence Nightingale? - BBC Bitesize	Update WW timeline Our Black History Heroes - Series 1: 1. Mary Seacole - BBC iPlayer Florence Nightingale Hospital Hotspots | Twinkl Go!	Update WW timeline Who was Edith Cavell? - BBC Bitesize	Pictures/newspapers	Video of nurse or parent (nurse) come in to do a talk about their work
Substantive knowledge		I can explain the importance of Florence Nightingale, Edith Cavell and Mary Seacole during war.	I can explain the importance of Florence Nightingale, Edith Cavell and Mary Seacole during war.	I can explain the importance of Florence Nightingale, Edith Cavell and Mary Seacole during war.		
Disciplinary knowledge	I can talk and write about things from the past using some historical vocabulary.	I can start to compare two versions of past events. I can know and recount episodes from stories	I can start to compare two versions of past events. I can know and recount episodes from stories	I can start to compare two versions of past events. I can know and recount episodes from stories	I can observe and use pictures, photographs and artefacts to find out about the past.	I can observe and use pictures, photographs and artefacts to find out about the past.

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		and significant events in history; I can understand that there are reasons why people in the past acted as they did; I can describe significant individuals from the past.	and significant events in history; I can understand that there are reasons why people in the past acted as they did; I can describe significant individuals from the past.	and significant events in history; I can understand that there are reasons why people in the past acted as they did; I can describe significant individuals from the past.	I can explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. I can use words and phrases to show the passing of time.	I can sort some objects/artefacts into new and old and then and now. I can use words and phrases to show the passing of time.
Recorded learning	Chn draw someone they think is significant and write a sentence to explain why.	Chln make paper lanterns and re-enact the "Lady with the Lamp" scene (blurb).	Chln fill in a speech bubble imagining what Mary Seacole might have said (e.g. "Come to my hotel", "I will help the soldiers.", "Here is some medicine.")	Chln create a 'Hero badge' for Edith Cavell (labelled "brave" "kind" "hero") and finish sentence stem: Edith was a hero because….	Chln sort "old" vs "new" nursing equipment.	Chln fill out table of comparison: comparing old with modern hospitals.
Future learning	Conflicts and wars learnt about across MPA curriculum. Significant individuals learnt about across MPA (e.g. explorers in Year 2).					