

Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	2	Florence Nightingale and Edith Carvell	
Term	Autumn term		
National Curriculum	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.		
Prior knowledge	Know some similarities and differences between things in the past and now Neil Armstrong and Christopher Columbus topic (significant individuals), children will know things that happened before we were born can impact on the way we live today.		
Links to other subjects			
Enrichment			
Skills progression	<u>Chronological Understanding</u> Recognise and make some distinctions between the past and present in my own and other people's lives. Know where some people and events fit into a chronological framework and begin to use common words and phrases to describe the passing of time.	<u>Historical knowledge of events of people and changes in the past</u> Talk about significant individuals and events, beyond living memory, that are significant nationally or globally. Use evidence to explain reasons why people in the past acted as they did.	<u>Historical enquiry</u> Look carefully at pictures or objects to find out information about the past and ask and answer questions such as: What was it like for a...? What happened in the past? How long ago did... happen?
	<u>Interpretations of History</u> Use a range of sources (books, eye witness accounts, photos, artefacts, buildings, visits, internet) to help me understand why some people or events happened in the past.	<u>Organisation and communication</u> Describe objects, people and events. Write simple stories/ recounts about the past. Draw labelled diagrams about the past.	
Topic specific (Sticky) vocabulary	Crimea/Crimean War, Nurse/Nursing, Hygiene, Unhygienic		

<p>End points</p>	<p>Children can place Nightingale and Carvell on a timeline (chronology)</p> <p>Children know who Nightingale and Carvell are and what they achieved e.g. Nurses during war, changes to standards of hospitals and care of soldiers. (cause and consequence, significance)</p> <p>Children know that Nightingale and Carvell are significant as the changes they made have helped develop modern hospitals. (significance, similarity and difference)</p> <p>Children know that by making hospitals more hygienic then hospitals are safer. (significance, similarity and difference, cause and consequence)</p> <p>Children can communicate their knowledge about Nightingale and Carvell in a variety of ways. (interpretation)</p>
<p><i>Additional topic specific knowledge</i> <i>Non-end point</i></p>	<p><i>Children know the location of where they worked Brussels and Scutari</i></p> <p><i>Children know that nightingale opened a school for nurses to train in London.</i></p> <p><i>Children know that Florence Nightingale was treated unfairly but after her nursing was seen as an important profession</i></p> <p><i>Children know that Florence Nightingale was awarded the Royal Cross by the queen.</i></p>
<p>Final Question</p>	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p>Encourage children to talk to relatives during the unit about hospital visits.</p> <p>How are hospitals different today?</p> <p>Possible follow up questions.</p> <p>Would you describe the two ladies as brave?</p> <p>Why?</p>