

<u>Curriculum Rationale</u>	Curriculum Big Question: Women in History (Florence Nightingale and Mary Anning)	Targeted phase: LKS2 (Year 1)
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What prior knowledge needs to be used?	Curriculum Content	
Mary Anning - Pupils will need to know what a fossil is and understand that dinosaurs lived millions of years ago. Pupils may know the names and traits of some dinosaurs. Florence Nightingale – Pupils will know what a hospital is and that hospitals today are clean places. They will know the role of a nurse in caring for sick and injured people.	Chronology	Communicating History
About the Unit	<ul style="list-style-type: none"> Know where Mary Anning and Florence Nightingale fit chronologically Understand some aspects of the time in which they lived and how this influenced their lives. Understand that Mary Anning studied history and science of life on earth much further in the past. Sequence the narrative of their lives and be able to identify key events. Know when the Crimean War was, and where this fit chronologically within the life of Florence Nightingale. 	<i>(Including tier 2 vocabulary and tier 3 vocabulary)</i> <ul style="list-style-type: none"> Describing achievements of Mary Anning and Florence Nightingale Explaining how and why these women are remembered. Explaining and giving their own reasons why each of these women were significant and are remembered today. Asking and answering historical questions related to the lives of the two women being studied Using key vocabulary to describe, explain, summarise and compare.
What knowledge and procedures need to be learnt by the end point? Children will be able to: <ul style="list-style-type: none"> Identify who Mary Anning was, when and where she lived, and what her key discoveries were. Sequence events from her lifetime. Describe the key discoveries made by Mary Anning during her lifetime, identifying what was important about each of these and ordering them according to their significance. Identify how Mary Anning was recognised for her discoveries during her lifetime, and how Mary Anning is remembered for her achievements today. Explain and give own reasons why Mary Anning should be remembered today. Identify who Florence Nightingale was, when she lived, and know some key details about the time period in which she lived. Describe how Florence Nightingale changed conditions for soldiers and recognise the benefit that these had. Identify ways in which Florence Nightingale was and is remembered and why. Summarise the key achievements of both women, recognising that these achievements have been influential. Make a judgement on who they believe was the most ‘influential’ and give reasons for this opinion based on knowledge of the lives of these two women in history. 	Investigating the past	Thinking like a historian
Why are these important? <ul style="list-style-type: none"> Pupils will be able to ask and answer questions, choosing and using parts of stories to show they understand key features of events. Pupils will develop understanding of ‘significance’ in relation to Mary Anning’s discoveries, and interpret for themselves by framing historically valid questions (i.e. Which discovery was most important? Why should Mary Anning be remembered 	<ul style="list-style-type: none"> Exploring and comparing what paintings can tell us about people and events in the past What can newspapers tell us about the past? (i.e. how Florence Nightingale was celebrated during her lifetime) Developing understanding of the achievements of significant individuals and how these have impacted Britain/the wider world today. 	<ul style="list-style-type: none"> Ordering Mary Anning’s discoveries according to their significance. Comparing Mary Anning and Florence Nightingale (e.g. their early life, the recognition they received during/after their life, the impact of their achievements. Cause and consequence i.e. how Florence Nightingale changed conditions in hospitals and how these changes have lasted today. Making a judgement on which

<p>today?) and making their own judgements.</p> <ul style="list-style-type: none"> ● Pupils will be able recognise where these women ‘fit’ in time and explored some aspects of the time period in which they lived. ● Pupils will develop their understanding of how changes made in history have had consequences today. They will explore what is the same and what is different (continuity and change over time.) ● Pupils will be able to describe the achievements of both women in history, and compare the significance of these achievements. <p>Which threshold concepts need to be emphasised?</p> <ul style="list-style-type: none"> ● Chronology ● Communicating history ● Investigating the past ● Thinking like an historian <p>How will you assess if the knowledge and procedures have been secured?</p> <p>Pupils will Summarise the significance of the lives of Florence Nightingale and Mary Anning and reflect on actions during the lives of these two individuals which were ‘influential.’ By the end of this unit, they will be able to make a judgement on who they believe was the most ‘influential’ and give reasons for this opinion based on knowledge of the lives of these two women in history.</p> <p>How will this create readiness for subsequent units?</p> <p>Pupils will have extended their knowledge of the lives of significant individuals from the past. They will have continued to gain historical perspective, using appropriate terms and discussing chronological narratives. Pupils have developed their ability to compare, make judgements, answer historical questions and give their own reasons. Pupils have developed understanding of historical concepts i.e. similarity, difference, significance, influence, cause and consequence.</p>		woman was the most influential.
	Wider Curriculum Links:	
	Career: geologist/scientist curator/historian archaeologist/palaeontologist nursing and medicine	PHSE: British Values Living in the Wider World Personal health
	British Values: Individual liberty Respect and tolerance	Virtues: Justice and responsibility Respect and self-belief Confidence and Resilience

<u>Sequential components of learning</u>	Who was Mary Anning and what was her life like?	What was Mary Anning’s most important discovery?	How and why is Mary Anning remembered?	Who was Florence Nightingale and when did she live?	How did Florence improve the lives of soldiers?	How and why is Florence Nightingale remembered?	Who was the most influential of these two women? (Assessment Task)
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Sequential components	Big Question and Key Ideas	Suggested Teaching Tips	Resources
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<p>Who was Mary Anning and what was her life like?</p>	<ul style="list-style-type: none"> ● Identify who Mary Anning was and when she lived. ● Know where Mary Anning lived and why this was key to her later discoveries. ● Sequence events from Mary Anning's life. 	<p>Starter: Show pupils fossil photographs and ask children 'Do we know what these are?' Establish that these are fossils, and they are the remains of creatures or plants preserved in rock. Fossils take thousands of years to form, so they can tell us about life on Earth a very long time ago. Explore prior knowledge of dinosaurs and life on Earth in the past. Explain that we wouldn't know as much as we do today about dinosaurs, if it wasn't for the work of a lady who lived in the past, called Mary Anning.</p> <p>Watch Science for Kids video. (https://www.youtube.com/watch?v=koota_lwU_4)</p> <p>Main Teaching: Establish that Mary Anning was born over 200 years ago, in 1799. She lived in Lyme Regis (show images of hometown now and then). Share the story of Mary Anning's life in more detail, by reading the story of her life.</p> <p>After story, ask class to recall important events from Mary Anning's life. As they do, issue a corresponding picture card (Resource 1) and ask them to stand at the front. Then together as a class, discuss and place these events in order, so that pupils are now stood in a timeline of events. This could be added to a 'washing line' or used to create a display for learning.</p> <p>Task: Issue pupils with blank storyboards templates and images of Mary Anning's life. Children can sort and stick images into the correct spaces on the storyboard and write captions underneath each picture to match to explain what is happening in each one.</p> <p>LA children to be provided with images and captions to match and stick into the storyboard sequence to establish the narrative of Mary Anning's life.</p> <p>Plenary: Using drama pupils to recreate key scenes from the life of Mary Anning, using images to support.</p>	<p>Resource 1- Mary Anning Picture Cards</p>
<p>What was Mary Anning's most important discovery?</p>	<ul style="list-style-type: none"> ● Describe the key discoveries made by Mary Anning during her lifetime. ● Identify what was important about each of Mary Anning's major discoveries. ● Order discoveries in order of 	<p>Starter: Recall key events from Mary Anning's life looked at last session. Could refer to 'washing line' with ordered picture cards, or photos/clips from drama task which could be presented in order.</p> <p>Main Teaching: In small groups, give pupils picture cards of the different discoveries made by Mary Anning (ichthyosaurus skull, 1811; four ichthyosaurus skeletons, 1812 and 1821; complete plesiosaurus skeleton, 1823; ink bag, 1828; fossilised poo, 1828; pterosaur, 1828; another plesiosaur, 1829; and a complete plesiosaurus macrocephalus, 1830) This activity could be made into a 'fossil hunt' with cards</p>	<p>Resource 1: Fossil Cards</p> <p>Resource 2: Matching Activity LA</p> <p>Resource 3: Matching Activity with pyramid for HA.</p>

	<p>importance, and give reasons for these decisions.</p>	<p>hidden in trays of sand or the outdoor area.</p> <p>Once pupils have all the cards, ask them in their groups to think about what these discoveries might be. <i>Do they recognise any from the video or story last session? What might be important about these discoveries?</i></p> <p>Allow pupils time to discuss and share ideas. Coming back together as a class, look at each discovery in turn. Discuss what it is, and why these were important discoveries.</p> <p>Task: Pupils complete matching activity, to match up each discovery with the reason it was significant. Pupils then make a judgement, on which they think was the most important of Mary’s discoveries, giving reasons for their choice. (Resource 3) More able pupils can arrange discoveries in pyramid, to show their importance, explaining their reasons (Resource 4).</p> <p>Plenary: Ask children to report back and explain which find of Mary Anning’s they think is the most important. What were their reasons? Pose the question: ‘What kind of life do you think Mary lived because of her discoveries?’ Pupils may discuss ideas such as whether Mary became rich, famous, celebrated or an important scientist. This will lead into the next session, on how/why Mary Anning is remembered.</p>	
<p>How and why is Mary Anning remembered?</p>	<ul style="list-style-type: none"> Describe how Mary Anning was recognised for her discoveries during her lifetime. Describe how Mary Anning is remembered for her achievements today. Write a letter identifying reasons why Mary Anning should be remembered today. 	<p>Starter: Introduce the name ‘Jurassic coast’ for the area of Lyme Regis where Mary Anning made her discoveries. Why do pupils think it is called this?</p> <p>Watch video to recap the story of Mary Anning, and guide pupils to begin to recognise that Mary was not fully recognised for her achievements in her time. <i>Why do you think it mattered that Mary was a woman? Would this matter now?</i> Help pupils to understand that at this time, ‘scientist’ was seen as a male job.</p> <p>Main Teaching: Share the information on the slides with pupils. Explain that Mary was not celebrated for her amazing discoveries, because of her poor background and the fact she was a woman. Mary struggled for money for most of her life, even after her famous fossil finds. Mary was not allowed to join the Geological Society (a group for people who studied rocks like her). Sometimes the wealthy men who bought Mary’s fossils were mentioned, but not Mary herself. Mary did become famous amongst scientists of her day. Her discoveries were very well known. They would visit her for advice and to discuss their scientific ideas about fossils. Her discoveries proved the idea that animals can become ‘extinct’ and she showed the world</p>	<p>Resource 1: Youtube video</p> <p>Resource 2: Letter scaffold</p> <p>Resource 3: Word bank to support writing</p>

had once been the home to very different creatures than people knew at the time. Use slides to discuss how Mary Anning is remembered and celebrated today.

Task: Pose scenario for pupils: ‘In Lyme Regis they are going to improve their Museum dedicated to Mary Anning. It will cost a lot of money and the Council are not sure she deserves all this money being spent on her.’

You have been asked by the locals to write a letter explaining just why she was SO important, and should be remembered. Ask pupils to work in mixed ability pairings, to jot down separate ideas on sticky notes.

- Give pupils the opportunity to visit other pairs (one moving round the room, one staying to answer questions from other groups) to share their ideas and come back with any extra ideas they have found.
- Come back together as a class and identify main points that pupils have come up with for their letter.
- Model beginning a letter with the class, and including their ideas in full sentences.
- Pupils then write their own letter (using scaffold and word bank provided if necessary)

Who was Florence Nightingale and when did she live?

- Identify who Florence Nightingale was and when she lived.

Know some details of Florence Nightingale’s life.
- Know that Florence Nightingale carried out important work in hospitals during the Crimean War
- Discuss similarities and differences between the lives of Florence Nightingale and Mary Anning.

Starter: Display painting of Florence Nightingale. Ask: *Do pupils think she is rich or poor? How long ago did she live? How can they tell this? Does the painting give us any clues about what she did for a living?* Introduce who she was.

Main Teaching: Explain we are going to find out more about when Florence lived. Display timeline on working wall or washing line in classroom. Show children picture cards (Resource 1) of Queen Elizabeth II. This is our current monarch. Where should she go on the timeline? Place on the far right. This is Queen Elizabeth I. She reigned in the 1500s. Place on far left of the timeline. Show image of Queen Victoria. She reigned in the 1800s. Decide together where to place on timeline. Now show Mary Anning. Where should she go? (just before Queen Victoria). Lastly, show pupils image of Florence Nightingale and explain that she lived at the same time as Queen Victoria. Florence was born in 1820. Was this before or after Mary Anning? Agree where Florence should go on the timeline. Do children know anything about what life was like during Queen Victoria’s reign? Share some aspects of Florence’s early life: that she was from a rich family and was well-educated. Is this similar or different to Mary Anning?

- Resource 1: Picture cards for timeline
- Resource 2: Sentences Task with word bank (LA)
- Resource 3: Sentences Task with word bank (HA)

		<p>Explain that during Queen Victoria’s reign, and Florence Nightingale’s life, England went to war with Russia. They were fighting over some countries which Britain didn’t want Russia to have control over. Lots of soldiers fighting in this war lost their lives. Florence was a nurse, and she took care of many sick and injured soldiers during this war.</p> <p>Watch: BBC Life of Florence Nightingale video: https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39</p> <p>Task: Pupils match the information to the correct sentences, to describe details of Florence Nightingale’s life and the time she lived in. As an extension, ask pupils to consider similarities/differences they have noticed so far between Florence and Mary Anning. (Resources 3 and 4)</p> <p>Plenary: As a class, discuss differences/similarities between Florence and Mary Anning that pupils have noticed so far. E.g both had unusual jobs for the time, Mary was poor whereas Florence was rich, Florence was more educated etc.</p>	
<p>How did Florence improve the lives of soldiers?</p>	<ul style="list-style-type: none"> ● Compare the conditions in hospitals before and after the work of Florence Nightingale. ● Identify ways in which Florence Nightingale changed conditions in hospitals. ● Understand why the changes made by Florence Nightingale made hospitals better. 	<p>Starter: Show pupils a painting of the Crimean war. <i>What can they see in the picture?</i> Recall that many people were injured, and that Florence was called to help in the hospitals during the Crimean War. Explain that Florence travelled to a place called Scutari.</p> <p>Main Teaching: Show image 1 of hospital. Agree that Florence had a difficult job to do when she arrived. The rooms where the injured soldiers were put were nothing like hospitals today. Discuss what pupils can see in the image and what problems there were in the army hospitals when Florence arrived. Ask the children to work in pairs to see if they can find 3 things that Florence would want to make better.</p> <p>Show image 2. Discuss what differences pupils can see, and then explain the changes Florence introduced to make things better.</p> <p>Task: Pupils sort statements into those that were true before Florence arrived in the Crimea, and those that were true after (Resource 1). More able pupils to write sentences to go with the two paintings, making a comparison of ‘before’ and ‘after’ Florence Nightingale (Resource 2).</p> <p>Plenary: Display quote from Florence ‘A hospital should do the sick no harm.’ Discuss what Florence meant by this. In pairs ask pupils to</p>	<p>Resource 1: Sorting activity – LA</p> <p>Resource 2: Comparison activity – HA</p>

		<p>identify three ways (one/two for less able or younger pupils) Florence changed conditions in hospitals during the Crimean War. Then can pupils pick one of these changes and explain to their partner <i>why</i> it made hospitals better. Share ideas together.</p>	
<p>How and why is Florence Nightingale remembered?</p>	<ul style="list-style-type: none"> ● Describe how Florence Nightingale was recognised for her achievements during her lifetime. ● Describe how Florence Nightingale is remembered for her achievements today. ● Give reasons why Florence Nightingale was an influential woman in history. 	<p>Starter: <i>Ask pupils, what is a celebrity? Do they have a favourite celebrity? What makes someone famous? Do you know anyone who has been in the newspaper (and why)?</i></p> <p>Watch https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39 again, focusing from 1m32s on.</p> <p>Use slides to explain that Florence was famous when she returned from Crimea. Show pupils newspaper article from the time: discuss why pupils think she was so admired by people. Can they compare this with anyone from modern times? (e.g. Captain Tom)</p> <p>Main Teaching: Explain that Florence was remembered for all the good changes she had made. Remember when someone makes a difference to something they are <i>influential</i>. Display images of hospital today and during Crimean War. <i>Can pupils identify similarities? What changes made by Florence do hospitals still do today?</i></p> <p>Agree that today, nurses are recognised as important, skilled professionals. Before Florence Nightingale, nurses often had no training and weren't well respected. In 1859, Florence published a book called 'Notes on Nursing' and founded a school for nurses in 1860 called The Nightingale School of Nursing. Explain how Florence was given a special award by Queen Victoria, called the Royal Red Cross and that today this award is given to nurses who have given exceptional care to others. International Nurses Day is celebrated on Florence's birthday, 12th May.</p> <p>Task: Pupils complete task sheet 'How is Florence Nightingale Remembered?' (Resource 1)</p> <ol style="list-style-type: none"> 1) Pupils write words/phrases around the picture of Florence to describe her. 2) They then sort statements into 'During her lifetime' and 'Today' to complete the table. 3) Lastly, pupils shade appropriate responses to the statement 'Florence Nightingale is remembered because ...' 	<p>Resource 1: 'How is Florence Nightingale Remembered?' Task sheet</p>

<p>Who was the most influential of these two women?</p> <p>(Assessment task)</p>	<ul style="list-style-type: none"> Summarise the significance of the lives of Florence Nightingale and Mary Anning Reflect on actions during the lives of these two individuals which were <i>'influential*'</i> Make a judgement on who they believe was the most 'influential' and give reasons for this opinion based on knowledge of the lives of these two women in history. (*pupils will develop understanding of this term throughout the unit.) 	<p>Starter: Together play 'Who Am I?' game. Pupils decide whether the statement shown is about Mary Anning, or Florence Nightingale. Extra statements included that apply to <i>both</i> women. Teacher could display large images in the classroom for children to attach statements to or this could be completed in table groups. (Resource 1)</p> <p>Main Teaching: Write the word 'influential'. Recall together its meaning (covered throughout the unit i.e. a person who is important, significant, remembered for doing something, making a change to something). Give pupils sufficient opportunity to recall previous learning including specific examples of each woman's achievements.</p> <p>In the table (Resource 2) discuss and write down ways in which Mary Anning and Florence Nightingale were important/ influential. Complete this as a class and children can use it for support during the assessment task.</p> <p>Assessment Task: Pupils are given a photo of Mary Anning and Florence Nightingale and asked to complete statements about each individual using word-bank to support.</p> <p><i>E.g. Mary Anning was influential because... Florence Nightingale was influential because...</i></p> <p>Pupils then complete the statement, <i>'I think Mary Anning/ Florence Nightingale was the most influential because ...'</i></p> <p>Statements could be pre-prepared for LA children/ given as a missing words exercise to populate.</p>	<p>Resource 1: 'Who Am I?' game statements.</p> <p>Resource 2: Table to compare achievements of Mary Anning and Florence Nightingale.</p>
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