### Unit 4 Why do we remember Florence Nightingale?

**Colour key:** pre-visit, on-site visit, post-visit

### ABOUT THE UNIT

This unit looks at the life of Florence Nightingale, why she went to Turkey to help soldiers injured in the Crimean War, and what happened as a result of her work, in the uniquely placed venue of Fort Nelson, a Victorian fort whose hospital and dispensary were built to specifications set by Florence Nightingale herself. *The approach could also suit the study of Mary Seacole.*

### WHERE THE UNIT FITS IN

This builds on Units 1–3 by focusing on the way of life of a famous person who lived at a time before living memory. It could contribute to cross-curricular work on ‘people who help us’.

### PRIOR LEARNING

It is helpful if the children have:
- ordered events in time and used everyday terms about the passing of time
- answered questions about people/events in the past using pictures and written sources
- recounted episodes from stories about the past
- looked for similarities and differences between today and the past

### VOCABULARY

In this unit, children will have opportunities to use:
- words associated with the passing of time, *e.g.* Victorian, a very long time ago, before, after, when
- words associated with the Crimean War, *e.g.* war, Crimea, Scutari, Russia, soldier
- words associated with hospitals, *e.g.* nurse, doctor, ward, hygiene, disease, germs, wounds
- a range of adjectives to describe human qualities, *e.g.* kind, caring, patient, hard-working, brave

### RESOURCES

- The Royal Armouries Museum Fort Nelson, Portsmouth.
- Images of Florence Nightingale, the inside of the hospital at Scutari, modern hospitals, famous people, modern and historical clothing, wounded soldiers.
- Florence Nightingale Costume and Victorian medicine chest.
- Soldier’s uniforms.
- Artillery & artefacts: cannon, cannon ball, musket & musket ball, swords etc.
- Storytelling in the atmospheric Main Magazine at Fort Nelson.

### EXPECTATIONS

at the end of this unit

*most children will:*
- know some of the main events in Florence Nightingale’s life and be able to sequence them correctly; give at least one reason for her actions; recount the story of Florence Nightingale; know some facts about Fort Nelson as a local historical site.
- be able to sequence some of the events in Florence Nightingale’s life correctly; recount episodes from the life of Florence Nightingale
- provide a detailed account of the life and work of Florence Nightingale; identify a number of reasons for her actions; understand how we know about Florence Nightingale from the evidence available, understand that Florence Nightingale’s actions directly influenced the building of Fort Nelson’s hospital.

*some children will not have made so much progress and will:*

*some children will have progressed further and will:*

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<td>CHILDREN SHOULD LEARN</td>
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<td>• to identify people from the present and past who are famous</td>
<td><strong>Who was Florence Nightingale?</strong> Using material/activities at Fort Nelson, children will think about what the word ‘famous’ means and identify people from their present and past who are famous. Who do they know who is famous? Why is he or she famous? What other famous people from the past do they know about? What did they do to become famous? How do we find out about famous people? Tell the children they will find out about a famous person who lived a long time ago, before even their parents/carers and grandparents were alive. Using physical involvement and photographs, children will look at the face and body language of Florence Nightingale. What is he or she wearing? What is he or she doing? Does the picture show what is happening today or something that happened a long time ago? Ask the children to look at the clothes they and the teacher’s are wearing and compare them to the clothes Florence Nightingale is wearing. What can they find out about her from this picture? Are the clothes like the clothes women wear now? How are they different? What is the person in the picture doing? What work might the person in the picture do? How can we tell that this person lived a very long time ago? What sort of person do you think she is?</td>
<td>• identify present and past people who are famous, and explain why they are famous</td>
<td>Using Fort Nelson, its hospital and dispensary, built after the reforms Florence Nightingale brought into effect; children will use a range of primary and secondary sources to investigate Florence Nightingale’s work with nursing. Resources include: Dowloadable images of Florence Nightingale, Images of famous people</td>
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<td>• to identify how people became famous</td>
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<td>• to infer information from pictures of the past</td>
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<td>• to recognise similarities and differences between what people wear today and what people wore a long time ago</td>
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- to use pictures and familiar objects to identify when they have been sick and who makes them feel better
- to link how they felt and identify how soldiers would have felt away from home and wounded
- to select information from pictures about conditions in the hospital in Scutari

**Who makes you feel better?**
Using creative techniques children will identify times of sickness in their own lives. Communicate how they felt better and who helped their recovery, using the school’s modern "medicine cabinet" will help to stimulate reminiscence within the children’s memories.

Children will look at large format images of past and modern hospitals and "secret pictures" to create an empathy frame about how it would feel to be wounded and away from home.

- Communicate a variety of thoughts and feelings relating to themselves and others.

Children will use:
- Specialist imagery Images of Scutari Hospital & modern hospital
- Modern medicine chests
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| • about the life of a famous person from the past and why she acted as she did  
• to infer information from authentic artefacts and written or visual account of a person’s life  
• to locate the site of a historical event on a map | **Why did Florence Nightingale go to Scutari?**  
Using what the children already know about the current wars in the world we introduce the reasons why Florence Nightingale went to Scutari.  
Children will dress as soldiers and participate in drill formation before looking at real cannon from the Crimea, with cannon ball, muskets, musket balls and swords; they will discover what conditions were like for soldiers who were wounded.  
Using a painting from the period children make observations and use relevant words and language to describe what they see. | • extract some information about the life of a solider during war.  
• identify some reasons why Florence Nightingale became a nurse and went to the Crimea  
• identify the difference between real and replica artefacts | Using the Royal Armouries collection of artillery and its related paraphernalia, including:  
Real cannon and cannonball from the Crimea  
Musket and musket ball from the period  
Replica swords  
Soldier uniforms  
A1 painting of soldiers in the Crimea. |
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<td>about conditions in the Crimea</td>
<td>What was it like for Florence Nightingale working in the Crimean War and how did she make things better? Children will meet Florence Nightingale! She will show the children the hospital at Fort Nelson. Encourage them to identify differences between the hospital before Florence Nightingale arrived and after she made her changes. Investigate Florence Nightingale’s Medicine chest, encourage the children to discuss the differences between the old medicine and the new, see if they can identify why improvements were made.</td>
<td>• identify features of life in the hospital in Scutari that were not hygienic • identify why conditions at Fort Nelson were very good • select statements about Florence Nightingale’s work that show understanding of how she improved conditions for soldiers and nurses</td>
<td>This work could be linked to health education by talking more generally about hygiene and its connection to health. The need for hospitals to be clean and free of germs could then be explained. Children will see and use: Meet Florence Nightingale herself. Fort Nelson’s Hospital and Dispensary Florence Nightingale’s Medicine chest</td>
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<td>how Florence Nightingale’s reforms helped develop Fort Nelson’s designs for modern hospital and dispensary.</td>
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<td>about some of the improvements made by Florence Nightingale</td>
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<td>to identify some reasons for her actions</td>
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Children will see and use:
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- Fort Nelson’s Hospital and Dispensary
- Florence Nightingale’s Medicine chest
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<td>• to sequence events related to the life of a person</td>
<td>What was Florence Nightingale’s story? Set in Fort Nelson’s atmospheric main magazine complete with lamplight, Florence Nightingale will tell her story in her own words. The children will have the opportunity to ask questions to Florence Nightingale. The teacher should take notes on who asked the questions and what the answers were so that this can be taken back to school for further work.</td>
<td>• order the events in Florence Nightingale’s life correctly • Use enquiry to ask and answer specific questions relating to Florence Nightingale and her work.</td>
<td>Using the uniquely placed resources at Fort Nelson, the children will enjoy an audience with Florence Nightingale in an underground tunnel reminiscent of Crimean hospital facilities pre-Florence Nightingale’s reforms. The children will see and hear: Florence Nightingale herself Lamplight The Main underground Magazine</td>
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<td>• to ask specific questions that can be used back in the classroom for further work.</td>
<td>Why do we remember Florence Nightingale? This session will involve the children using their own skills to sum up the days activities. The children will have the opportunity to write a letter back to the Florence Nightingale; The class can take on the role of an injured soldier who has returned home to Britain and construct a letter to be posted to Florence Nightingale about how she made them feel better… etc. By using drawn and written accounts of their own creation, appropriate to their personal levels they will create a personal and unique record of their day that can be taken back to school for further study. In particular the children will focus on what conditions were like before Florence Nightingale’s reforms and afterwards.</td>
<td>• identify at least one reason why Florence Nightingale is remembered today</td>
<td>Using the answers gained from interviewing Florence Nightingale the children can work as a whole class to write ONE letter back to Florence Nightingale. The children can draw together what they have learnt from different sources of information and communicate their learning in a different way. For example, if children word-process the story, this activity can be linked to Unit 2A ‘Writing stories: communicating information using text’ in the QCA information technology scheme of work.</td>
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