



**NC Content:**

British History – Significant Individuals

**Enquiry Questions:**

How did these historical figures change how we are cared for today?

**Key Objectives:**

To know who Edith Cavell was and why she was important.

To know why FN, MS or EC are significant

To know how nursing is different now from then.

**Key Themes:**

Historical sources and evidence  
Migration

**Significant Historical Figures:**

Florence Nightingale (1820-1910)  
Mary Seacole (1805 – 1881)  
Edith Cavell (1865 – 1915)

**Significant Historical Events/Periods:**



- FN & MS - Crimean War (1853 – 1856)
- FN took her nurses to the Scutari Barracks to care for British soldiers fighting in the Crimean War (1854).
- MS wanted to help Florence but was not allowed so set up her own 'British Hotel' to care and treat soldiers.
- The Nightingale Training School Opened (1860)

**Phase:** KS1

**Term:** Autumn C1

**Key Vocabulary:**

Knowledge - Substantive	Skills - Disciplinary
Soldier First World War Battlefield Patient Nurse Extn: Patriotism pioneer sacrifice Executed	Source Primary Source Secondary Source Evidence Racism Migration
	Source Primary Source Secondary Source Evidence

EC – WWI (1914 – 1918)		
<b>Knowledge Acquisition</b> What do you want the children to know? 	<b>Enhancement of knowledge</b> Make links to the key themes and ensure a deeper understanding of the knowledge. 	<b>Application of Skills/ Disciplinary Knowledge:</b> What key questions will you ask the children to give them opportunity to apply their knowledge to skills?  Explain, Summarise, Reason, Reflect, Challenge, Evaluate, Think Critically
<b>1. <u>To know who Edith Cavell was and what she did.</u></b>  <b><u>To know when Edith Cavell was a nurse and compare to FN and MS</u></b>	See BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zpqphcw">https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zpqphcw</a> Twinkl:  To understand that Edith Cavell was also trained as a nurse during wartime (like FN and MS) but in a different war after FN and MS. (compare her life on a timeline).  To understand key knowledge about Edith’s life: <ul style="list-style-type: none"> <li>• Edith went to <b>Belgium</b> in 1907. She trained <b>nurses</b> for hospitals, schools and nurseries.</li> <li>• In 1914, Edith was in Belgium when the German army invaded at the start of <b>World War One</b>.</li> <li>• Edith looked after injured <b>British</b> and <b>French soldiers</b> she thought it was more important to care for people no matter what country they were from.</li> </ul>	Explain who Edith Cavell was and what she did.  Begin to reason about the different ways the nurses studied have helped people.
<b>2. Chronology/Using Sources</b>  <b><u>LG: To know how Edith Cavell also helped soldiers in a different war - the first world war.</u></b>	To understand key knowledge about Edith’s life cont.: Background Information:	Explain the key events of Edith’s life

<p><b><u>To know the challenges Edith faced trying to help in the First World War.</u></b></p>	<p><a href="https://www.natgeokids.com/uk/discover/history/general-history/edith-cavell/#:~:text=An%20important%20figure%20in%20European,side%20they%20were%20fighting%20for.">https://www.natgeokids.com/uk/discover/history/general-history/edith-cavell/#:~:text=An%20important%20figure%20in%20European,side%20they%20were%20fighting%20for.</a></p> <ul style="list-style-type: none"> <li>• She secretly took 200 soldiers out of Belgium. This <b>broke the law</b>.</li> <li>• When she was found out, she was <b>arrested</b> by the <b>Germans</b>.</li> <li>• She spent ten weeks in <b>prison</b>.</li> <li>• The <b>British Government</b> could not do anything to stop her execution.</li> </ul> <p>To understand what Edith did and the sacrifice she made – she helped soldiers no matter which country they came from and it cost her life to do this.</p> <p><i>“Patriotism is not enough. I must have no hatred or bitterness to anyone.”</i></p>	<p>Reason why Edith is significant.</p> <p>Begin to reason about the differences between the nurses studied.</p>
<p><b>3. <u>Enquiry/using sources</u></b></p> <p><b><u>LG: To know what makes a person form history significant So I can explain why FN, MS or EC is significant.</u></b></p> <p><b><u>To know some of the similarities and differences between FN, MS, and EC.</u></b></p> <p><b><u>To know and compare why FN, MS and EC migrated and how it helped them and others.</u></b></p>	<p>To understand what is meant by significant:</p> <ol style="list-style-type: none"> <li>1. <b>Changed events</b> at the time they lived.</li> <li>2. <b>Improved</b> lots of people’s lives (or made them worse).</li> <li>3. <b>Changed</b> people’s ideas.</li> <li>4. <b>Had a long-lasting impact</b> on their country or the world.</li> <li>5. <b>Had been a really good (or very bad) example</b> to other people on how to live or behave</li> </ol> <p>To understand the different ways in which FN, MS, EC changed the way in which we are cared (improve lives) changed the way in which people think (race – protected characteristic) or have been a good example/long lasting impact.</p> <p>FN – changed Nursing MS – bravery and changed people’s ideas about race EC – bravery and sacrifice</p> <p>To understand that Edith Cavell <b>migrated</b> to help others. Children understand the qualities all the women needed to migrate, to make changes and help others, making links to our school values.</p>	<p>Explain why FN, MS or EC is significant and summarise their achievements.</p> <p>Compare the impact made by the different nurses.</p> <p>Extn: Reason about who was the most significant and why.</p>