



1. Can I place Mary Seacole, Florence Nightingale, and Edith Cavell on a timeline?

- **Vocab:** Chronological order, timeline, place, sequence,
- **Prior learning (Spring):** Sequenced the Great Fire of London on a timeline
- Know that this term, learning will be focused around 3 women who were brave nurses 100-200 years ago. They showed kindness, courage and care and changed the way nurses work today.
- Know the time period of focus (1800s and early 1900s). Recap concept that this was a long time ago
- Know birth dates: Mary Seacole (1805), Florence Nightingale (1820) and Edith Cavell (1865)
- Know that as historians, we can use dates to place events/people on a timeline
- **Chronology:** Place significant women of 1800s on a timeline

Significant Individuals (women in 1800s) (page 1)

2. Can I use a primary and secondary sources to learn information about hospitals during the 1800s?

- **Vocab:** source, primary source, secondary source, historian, Crimean War
- **Prior learning (Spring):** used primary sources to learn information about the Great Fire of London
- Know that as historians, we need to look at information from the past to learn about events, people and what life was like—these are called sources.
- Know that a primary source is taken at the time (photo, drawing at the time, object/artefact) and a secondary source is made after the event (website, book, painting)
- Know: this is a drawing of a hospital during the Crimean War (nearly 200 years ago).
- Know that it is a primary source as it was drawn at the time. We know this as the war was from 1853-1856, and this was painted in 1854. There were no cameras to take photos, so people relied on drawings to see what things were like.

Primary Source:

- Know as historians, we can take useful information from this primary source to help us learn about hospitals in the past, for example:
- Hospital ward is very large and open, with high ceilings and rows of beds along the walls.
- Lanterns hanging down (no electric lights) so it would be difficult to see clearly
- No curtains between beds, so no privacy for patients.
- People (maybe nurses) next to beds and walking around giving care to patients
- No equipment (like in hospitals today)

Secondary Source:

- Know a secondary source is made after the event and by someone who wasn't there. Know that a website is a secondary source. (Note for teachers: <https://www.imagininghistory.co.uk/post/florence-nightingale-in-scutari-info-for-kid>) Focus on subheading 'What was Scutari Hospital Like when Florence Arrived?')
 - It is a secondary source as it was made a long time after the historical events
 - It is explaining about conditions in Scutari hospital in a way children understand (it is not original information e.g. drawing, diary entry)

(Suggested task: provide written questions on a sheet for children to answer in book linked to the **primary source**, for example, List 5 things you can see in the hospital? Do patients look comfortable? What are the nurses doing? Why is this a primary source? **secondary source:** Was Scutari hospital clean? What happened because the hospital was dirty? Is this information on this website written by someone who was there, or later? Is a website a primary/secondary source?

- **Historical Enquiry:** Use sources to learn about the past



3. Can I compare the similarities and differences between Mary Seacole, Florence Nightingale and Edith Cavell?

- **Vocab:** similarity, difference, compare, nurse, war, brave
- **Prior learning (Spring):** Compared similarities and differences between London in 1666 (Great Fire of London) and today
- Know that when historians learn about important people and their impact in history, they will have some things in common (similarities) and some differences.

Florence Nightingale:

- Born in England in 1820
- Volunteered during the Crimean War (war between the Russian Empire and Britain, France, Ottoman Empire from 1853-1856) and led a team of nurses to care for wounded soldiers
- Improved hygiene in hospitals, trained nurses (more info next lesson)
- Known as "The Lady with the Lamp" as she walked through the wards at night with a lamp to check on patients.

Mary Seacole:

- Born in Jamaica, worked in the Crimean War (like Florence Nightingale).
- She was rejected by the British Army (maybe due to her race/background) when she offered to join Florence Nightingale's team so she used her own money to set up 'British Hotel' near the battlefield soldiers could access food and medicine. She treated all hurt/sick soldiers from all sides of the war and also went out onto the battlefield to help them
- Famous for using herbal remedies and traditional medicines that she from Jamaica. She believed in natural treatments and often made her own mixtures from herbs to help soldiers with illnesses like cholera and dysentery.

Edith Cavell:

- Born in England, worked in Belgium during World War I (1914-1918).
- She helped all wounded soldiers, no matter which side they fought for. She secretly helped many soldiers escape from danger by hiding them and showing them safe ways out. She cared for people as she believed everyone should be treated kindly.
- She was caught by the enemy for helping soldiers escape and was killed. People remember her as a hero as she was brave and helped others even when dangerous.

Similarities:

- All were nurses who cared for the sick and injured.
- All showed bravery and kindness.
- All are remembered as heroes for helping others.

Differences:

- Florence and Mary worked in the Crimean War; Edith worked in WWI.
- Florence made hospitals clean and safe; Mary used herbal medicine; Edith helped soldiers escape.
- Mary was from Jamaica; Florence and Edith were from England.
- Edith was killed for helping soldiers; Florence was given medals and awards and even met the Queen!
- Mary returned to Britain and people raised money to help her because they were so thankful. She wrote a book about her life and was invited to parties and events as a hero.
- **Compare similarities and differences:** people in the past



Knowledge and Skills Mind Map (History): Year 2 Summer Term

Significant Individuals (women in 1800s) (page 2)

Disciplinary Concept:

4. Can I explain why Florence Nightingale, Mary Seacole, and Edith Cavell became famous (the cause) and what happened as a result (the consequence)?

- **Vocab:** historian, cause, consequence, World War 1, Crimean War,
- **Prior learning (Spring):** Cause and consequence of Great Fire of London
- Know that as historians, it is important we look at cause (why something happened in history) and the consequence (what happened as a result).
- Know that the actions of individual people can have a large impact on the future.,

Causes

Florence Nightingale

- Recap (lesson 2): During the Crimean War, she noticed that more soldiers were dying from infections and disease than from injuries
- Noticed that hospitals were dirty, overcrowded, and lacked clean water and proper food.
- She felt that cleanliness, fresh air, and good food could save lives.
- She wanted to help soldiers and teach nurses how to look after soldiers
- She trained as a nurse in Germany before the war and took 38 nurses to Crimea to help.

Mary Seacole

- (Recap from lesson 2) Mary was born in Jamaica and learned traditional herbal medicine from her mother, who ran a boarding house for sick people.
- She had experience treating cholera and tropical diseases.
- When the British Army refused her help, she paid her own way to Crimea and set up the “British Hotel” near the battlefield, where she provided food, medicine, and care for soldiers.
- She was known for her bravery and kindness, often going onto the battlefield to help the wounded.

Edith Cavell

- Edith was a nurse during World War I (1914–1918) in Belgium.
- She believed nursing was about helping anyone in need, no matter which side they fought for.
- She secretly helped over 200 soldiers escape from German-occupied Belgium.
- Edith knew this was dangerous but felt it was her duty to save lives.
- She was arrested by the Germans and killed in 1915, which shocked the world.

Consequences

Florence Nightingale

- She introduced strict hygiene rules in hospitals during the Crimean War.
- As a result, death rates dropped from 42% to 2% in the hospitals she managed.
- She wrote a book, “Notes on Nursing”, and started the first nursing school in London.
- Florence is remembered as the founder of modern nursing.

Mary Seacole

- She cared for soldiers on the battlefield and used herbal remedies and practical treatments.
- Soldiers loved her for her warm personality and bravery.
- After the war, she ran out of money but people helped to fundraise as they were so thankful.
- Today, she is remembered alongside Florence Nightingale for her contribution to nursing.

Edith Cavell

- Her actions saved many soldiers’ lives but led to her being killed by the enemy.
- Her death caused anger across the world and made her a symbol of bravery.
- Edith is remembered as a war hero

• **Cause and Consequence:** Understand that actions can impact the future

5. Can I explain how nursing has changed because of Florence Nightingale and Mary Seacole, and what stayed the same (continuity)?

- **Vocab:** past, present, change, continuity, hygiene, infection, nurse
- **Prior learning (Spring):** what’s changed/stayed the same when firefighting since Great Fire of London
- Know that as historians, it is important we look at how things change over time and through history. This is called ‘change and continuity’.
- Recap: Hospitals were dirty, floors muddy, beds close together. Nurses had little or no training. Soldiers often died from infection, not injuries.

Continuity (what’s stayed the same):

- Nurses still care for sick people today.
- Nurses still need kindness and compassion to help patients feel safe and looked after.
- Nurses still work very hard to keep people healthy

Change:

Florence Nightingale:

- She introduced cleanliness: washing hands, clean sheets, and fresh air to stop germs spreading.
- She trained nurses properly, so they knew how to care for patients.
- She improved hospital design: more light and ventilation to keep hospitals healthy.

Mary Seacole:

- She used herbal medicine and practical care to help soldiers.
- She set up the British Hotel near the battlefield to feed and treat soldiers during the Crimean War.
- She showed bravery, travelling to dangerous places to help.

Nursing Today:

- Nurses have modern equipment, like thermometers, machines, and medicines.
- Nurses now have training in hospitals and universities, not just learning by experience.
- **Continuity and Change:** Identify what has changed and stayed the same, including personal experience



Knowledge and Skills Mind Map (History): Year 2 Summer Term

Significant Individuals (women in 1800s) (page 3)

Disciplinary Concept: 

6. Can I explain the historical significance of Mary Seacole, Florence Nightingale, and Edith Cavell?

- **Vocab:** significance, Florence Nightingale, Mary Seacole, Edith Cavell
- **Prior learning (Spring):** Historical significance of Great Fire of London
- Know that historians decide if people are significant (important) in history if they helped many other people, changed things for the better and if we still remember/celebrate them today.
- Know that Florence Nightingale is significant because:
 - She made lasting changes to hospitals (became cleaner and safer), nursing (it is an important profession/job today) and is a symbol of care (she walked through hospitals at night with a lamp and her determination helped save thousands of lives)
- Know that Mary Seacole is significant because:
 - She is remembered for helping soldiers and showing that women and people of colour could make a big difference.
 - She was brave, kind and independent (women in the 1800s had less independence than today)
- Know that Edith Cavell is significant because:
 - She is remembered as a hero of World War 1 and hospitals and memorials are named after her
 - She was brave by risking her life and was caring by helping everyone, no matter which side they were on
 - When she was killed, the news shocked the world. It encouraged others to fight for fairness.
- **Historical Significance:** learn about famous people and events

7. Can I explain how historians can have different interpretations of a source?

- **Vocab:** historian, interpretation, primary source
- **Prior learning (Spring):** compared two different interpretations (paintings) of Great Fire of London
- Recap that a source (primary or secondary) gives us information or clues about the past.
- Know that this primary source is a drawing of a hospital in 1871. This is 20 years after Florence Nightingale so there had been some improvements as a result of her,
- Know that historians can take different information from a source (e.g. drawing) and will make their own opinion. This is called interpretation.
- Know that historians' interpretations/opinions are often different



Nursing

- **Historian 1:** Nurses appear caring. They are looking after the patients by bringing food and medicine.
- **Historian 2:** There are only a few nurses for many patients, which might mean they couldn't look after everyone as much as they wanted.

Hospital

- **Historian 1:** The hospital looks bright and airy with large windows for light and ventilation. Beds are arranged neatly, showing it is well organised.
- **Historian 2:** The beds are very close together, which could spread infection. Even with windows, ventilation might not have been enough.

Patients:

- **Historian 1:** Patients seem calm and comfortable, some are reading. This could mean they were well looked after and happy.
- **Historian 2:** Patients look weak and stuck in bed, showing that illnesses were serious and recovery was slow.

Equipment

- **Historian 1:** There are bottles and items on the table, suggesting medicine was available for poorly patients.
- **Historian 2:** Equipment looks basic, suggesting treatments were limited.
- **Interpretation of the Past:** Notice that pictures tell us about the past. Understand that historians can have different opinions