

Chestnut

The History of Nursing



About this unit

Children are introduced to the idea of significance, and how this might change over time. Florence Nightingale, Mary Seacole and Edith Cavell -Who were they? Why were they significant? Why is one more well-known potentially than the others? This unit explores their lives and times to try to answer some of these questions. It is split into separate enquiries-each one taking around two weeks.

Unit Structure

Retrieval vocab: historian, modern, monument, past, travel

New vocab: privilege, profession, superstition, significance,

Key concepts: change & continuity, community & culture (inspiration, nation, story), conflict & disaster (peace, war), exploration & invention (migration, progress), hierarchy & power (prejudice, protection), similarity & difference, evidence & interpretation (source), significance

Overarching enquiry questions: What is nursing, and what famous nurses have lived in Britain?

How this unit links to the new national curriculum for primary history

Events from beyond living memory that are significant nationally or globally

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

Enquiry 1: What is Nursing and what was the significance of these famous nurses?	
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS
<u>What is nursing?</u>	<ul style="list-style-type: none"> ● Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval) ● Know that people sometimes need medical care when they are not well or when they been injured ● Know that a key part of this medical care is performed by doctors and nurses; know that doctors tend to have a greater role in making decisions while nurses have more contact with patients, ensuring that they get better ● Know that for much of history, helping people to heal has involved lots of superstition and guesswork, but that now modern science ensures that sensible treatments are used to help people get better ● Know that there have been particularly important nurses in history who are famous today because of the significant impact on many people's lives <p>Know that Florence Nightingale is a famous person from history who had a significant impact on nursing</p> <ul style="list-style-type: none"> ● Know that Nightingale was born in Florence, Italy in 1820 (hence her first name); she came from a very wealthy family and had a privileged upbringing ● Know that at the age of 16 she believed she heard the voice of God telling her to help the suffering; she decided to become a nurse; her parents were not happy as they considered nursing to not be a respectful profession and they thought hospitals were dirty places ● Know that she studied in Germany, learning the importance of hospital cleanliness; she began running her own hospital in 1853 where she improved conditions for patients and the other nurses ● Know that in 1854 Nightingale went to nurse soldiers in Turkey where Britain was fighting in the Crimean War; by making the war hospitals clean and by taking care of the soldiers' wounds, many fewer soldiers died from disease ● Know that Nightingale cared for soldiers all through the night and was gained the nickname 'the lady of the lamp' ● Know that Nightingale pushed for changes to all war hospitals, saving many lives ● Know that after the war, the Nightingale Training School for Nurses was created that provided training for nurses and helped make nursing a respectable career ● Know that Nightingale died in 1910 and is thought of as the founder of modern nursing ● Know that Mary Seacole is a famous person from history who had a significant impact on nursing ● Know that Seacole was born in Jamaica in 1805 as Mary Jane Grant; she was interested in nursing from a young age as her mother ran a boarding house where many sick and injured soldiers stayed ● Know that at that time it was not common for women to travel, but Mary did it anyway, travelling to England twice, to the Bahamas, Haiti and Cuba ● Know that she married a man called Edwin Seacole who died shortly after; she dedicated herself to nursing and helping people, which was especially needed when there was an outbreak of cholera in Jamaica ● Know that when Seacole heard about the Crimean War she wanted to help, but she was turned down; instead she travelled with her friend Thomas Day with medical supplies to Turkey and set up the "British Hotel" where soldiers could buy hot food, drinks and equipment; Seacole spent the money raised to treat and care for sick and wounded soldiers ● Know that Seacole even rode onto the battlefields under fire to care for soldiers from both sides; she was very brave
Who was Florence Nightingale, and why is she well-known?	
<u>Who was Mary Seacole, and why is she well-known?</u>	

<p><u>Who was Edith Cavell, and why is she well-known?</u></p>	<ul style="list-style-type: none"> • Know that after the war, many soldiers wrote to newspapers about what Seacole had done and she received medals; she wrote a book about her adventures (a historical source), which was very popular; know that Seacole's story was forgotten for a long time before historians became interested in her story again in the 1970s • Know that a historical source can provide evidence relating to the events of the past (retrieval) • Know that as a woman of mixed heritage, she overcame social prejudices to travel the world, run businesses and help those in need - even in very dangerous places; she died in 1881 • Know that Mary Seacole is remembered as an inspiring role model • Know that Edith Cavell is a famous person from history who had a significant impact on nursing • Know that Cavell was born in Norwich in 1865 and was partly educated in Peterborough where she was a student teacher; she moved to Brussels, Belgium to be a governess (someone who looks after children and teaches them) • Know that Cavell returned to England in 1895 as her father fell ill; she nursed him back to health and this inspired her to become a nurse; she trained in London and nursed people in England who had typhoid fever before returning to Belgium to work for a family who had a sick child • Know that Cavell was put in charge of Belgium's first nurse training school; when the World War 1 began, she encouraged the staff at her hospital to treat injured soldiers from both sides; she also hid hundreds of British and French soldiers and helped them escape to the Netherlands using a secret tunnel beneath the hospital; eventually this was discovered by a Belgian spy and Cavell was arrested • Know that she was executed by the German army in 1915, though she bore them no ill will and expressed forgiveness for having to do this • Know that after the war ended, her body was returned to England to be buried in Norwich Cathedral and a monument to her was erected in Trafalgar Square, a statue
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<p>How will this enquiry help children to make progress in history?</p> <p>The activities address a number of historical and broader concepts as well as an expanding database of knowledge. These skills and concepts include:</p> <ul style="list-style-type: none"> • Acquisition of specialised vocabulary and terminology; • Key features of historical periods and situation including making summaries, judgements and generalisations and being able to discuss the typicality of situations and events; • Historical enquiry including research and organising material; • Making inferences and imagining historical situations and choices; • Understanding significance;
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<p>How this enquiry might be adapted for children of different ages and different abilities?</p> <p>There are certain key ideas it is important that children of all ages and abilities acquire, namely: Older and/or more able children could demonstrate a more in-depth understanding of this society by:</p> <ul style="list-style-type: none"> • More independence in carrying out investigations including posing • their own questions and organising their work; • Greater familiarity with specialist vocabulary; • Knowing about a greater database of relevant and precise local • and national information including the significant features and • issues, chronology and changes and vocabulary/terminology • including recognising the finer nuances; • Being better at explaining why things were as they were; • Better recognition of alternative views and the tentative nature of • conclusions; • Showing greater insights when making comparisons and contrasts • within and outside the theme and the ability to make links and

- Cause, consequence and motivation including reactions to changes and developments;
- Comparison and contrast, similarity and difference, variety;
- An understanding of the nature and use of evidence;
- Communicating historical understanding in different ways.

This enquiry will challenge their stereotypes of Britain in the past, and identify how significant individuals can have an impact and leave a legacy.

- connections;
- Knowing about the evidence used to produce conclusions and the
- usefulness of that evidence;

Enquiry 2: Comparing Significant Figures in History	
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS
What were the similarities and differences between Florence Nightingale, Mary Seacole and Edith Cavell?	<ul style="list-style-type: none"> • Know that the lives and actions of Florence Nightingale, Mary Seacole and Edith Cavell have similarities and differences; recognise the ways in which their lives were similar (e.g. nurses going to great lengths to help people, involved in conflicts, etc) and different (birthplace, upbringing, privilege, recognition, etc) • Know that though nursing in the past was mainly undertaken by women, modern nursing is a career for people of all genders; know that, as an essential part of the NHS (National Health Service), the UK's nurses were celebrated for their work during the Covid-19 pandemic that began in 2019.

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- Acquisition of specialised vocabulary and terminology;
- Key features of historical periods and situation including making summaries, judgements and generalisations and being able to discuss the typicality of situations and events;
- Historical enquiry including research and organising material;
- Making inferences and imagining historical situations and choices;
- Understanding significance;
- Cause, consequence and motivation including reactions to changes and developments;
- Comparison and contrast, similarity and difference, variety;
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This enquiry will challenge their stereotypes of Britain in the past, and identify how significant individuals can have an impact and leave a legacy.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

Older and/or more able children could demonstrate a more in-depth understanding of this society by:

- More independence in carrying out investigations including posing their own questions and organising their work;
- Greater familiarity with specialist vocabulary;
- Knowing about a greater database of relevant and precise local and national information including the significant features and issues, chronology and changes and vocabulary/terminology including recognising the finer nuances;
- Being better at explaining why things were as they were;
- Better recognition of alternative views and the tentative nature of conclusions;
- Showing greater insights when making comparisons and contrasts within and outside the theme and the ability to make links and connections;
- Knowing about the evidence used to produce conclusions and the usefulness of that evidence;
- Wider but focused structured imagination;
- Understanding how the local situation is typical of the wider picture;