

KS1 History – Famous People

Using pictures to find out about Florence Nightingale

This lesson will highlight to children some of the main events in Florence Nightingale's life. They will use pictures from the past to obtain as much information about her life as possible, and put them in sequence. They will also learn about the limitations of looking at pictures for obtaining historical information.

Learning Objectives:

- To use pictures to help answer questions about Florence Nightingale
- To recount the main events in a person's life
- To know what information can and cannot be obtained from looking at pictures

Success Criteria:

- Children should be able to:
- Select appropriate pictures to illustrate the main events in Florence Nightingale's life
- Discuss the main events of Florence Nightingale's life
- Explain why pictures can only tell an historian so much

KS1 National Curriculum Links:

History – 1a: place events and objects in chronological order, 2a: recognise why people did things, why events happened and what happened as a result, 4a: how to find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources].

Resources:

- Powerpoint
- Pictures of Florence Nightingale's life

Introduction:

Show the children some pictures of modern day nurses. Tell the children that they are going to play the game 'Who Am I?' Explain to them that they have to answer the question with sentences beginning with 'I am a person who.....' For example, the

children reply with sentences like; 'I am a person who wears a uniform', 'I am a person who works in a hospital', 'I am a person who wears a face mask' etc. Explain to them that they can only answer with sentences that can be proved by looking at the pictures.

Explain to pupils that historians examine pictures carefully to gather information about the past.

Teacher Led Activity:

Show the children a picture of a British soldier from the Crimean War. Ask the children to play the 'Who Am I?' game again. Demonstrate to them how to fill in a table at the front of the class with the heading; 'Information obtained' using all their ideas. Then ask them to think about all the things the picture didn't tell them and help them fill in another table with the heading; 'Cannot be obtained'.

Ask the children to reflect on the usefulness of pictures for historical research. Explain to them that they are going to examine pictures to find out information about Florence Nightingale.

Development:

Paired Work:

Show the children pictures of Nightingale. Ask the children to choose one picture and talk about all the things it does and doesn't tell them. Ask the children to think about whether each picture was about the beginning, middle or end of her life.

Independent work:

Briefly recap the main events of Nightingale's life (possibly learned from a previous lesson). Ask the children to recount her life's story by choosing the most appropriate pictures and putting them in sequence. Ask them to write a sentence under each picture describing what is happening.

Differentiation:

G&T – Ask the children to add questions under each picture. For example, they might write 'Why did Florence Nightingale need a lamp?' and then get them to think of possible answers to the questions.

SEN/ EAL – Give the children less pictures to put into sequence.

Plenary:

Ask the children to sequence the pictures of Nightingale's life as part of a whole class activity. Ask them to justify why they put them in a particular order. What clues did the pictures give them?

Explain to the children that they are going to end the lesson with another game called 'Before and After'. Using some of the pictures of Nightingale, ask the children to turn the images into video clips by saying what they think happened immediately before and after each image. Collect a few ideas. Ask the children to think of ways they could prove their ideas using historical sources other than pictures.

Homework / Extension:

Ask the children to find a picture/photo of another Victorian woman (or an older female relative from their families). Ask them to use these to write down three things the pictures tells them about the past.

Possible Follow-Up Lesson:

Ask the children to find pictures of Mary Seacole and/or Betsi Cadwaladr and compare them to pictures of Florence Nightingale. What similarities and differences between these women's experiences do the pictures reveal?

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