

## Year 2- What have we learnt from the work of Florence Nightingale?

<p>Week 1 Why is Florence Nightingale a significant figure in history?</p> <p>Can I use words and phrases such as past, then, present and now?</p> <p>Can I sequence events from the life of a famous person?</p>	<p>Week 2 Why is Harriet Tubman a significant figure in history?</p> <p>Can I sequence events from the life of a famous person?</p>	<p>Week 3 Why is Edith Cavell a significant figure in history?</p> <p>Can I use appropriate words and phrases to describe the past?</p> <p>Can I sequence events from the life of a famous person?</p>	<p>Week 4 What do , Mama Lynn, Florence Nightingale, Edith Cavell and Harriet Tubman have in common? (care, compassion, influencers, brave, pioneering)</p> <p>Can I find out about the past by talking to an older person?</p>	<p>Week 5 What if we didn't have the NHS?</p> <p>Can I sequence events in chronological order?</p> <p>Can I work out how long ago an event happened?</p> <p>Can I explain why Britain has a special history?</p>	<p>Week 6 Why do people become a doctor or nurse?</p> <p>Can I answer questions using a specific source?</p>
<p>Chronology Cause and consequence</p>	<p>Chronology Cause and consequence</p>	<p>Chronology Cause and consequence</p>	<p>Compare and contrast</p>	<p>Continuity and change</p>	<p>Evidence Interpretations</p>
<p>1837- calling from God to go and help people. 1844- became a nursing student 1851- she became a nurse 1853- she was made superintendent at a medical centre for women in London during the same year the Crimean war broke out. 1854- she went to turkey to care for wounded soldiers. 1854- Florence Nightingale insisted the level of cleanliness in hospitals was improved and in return saved lots of lives. 1857- she returned to England a heroine. 1859- Florence Nightingale traingin school for nurses was opened. 1883- she was awarded the Royal Red Cross for her work with Nursing by Queen Victoria.</p>	<p>Harriet Tubman 1861- Start of the American civil war. 1862- Harriet Tubman recruited as a nurse to help back soldiers 1865- end of civil war.</p>	<p>Edith Cavell- 1886- Edit becomes a Governess (nanny) in Essex. 1895- caring for her dad made her want to become a nurse. 1897- goes to Kent to help with a typhoid outbreak. Out of the 1700 people who contracted it only 132 died (not even a trained nurse, just had a desire to help). 1896- decided to train as a nurse. 1907- returns to Belgium. 1912- sets up a training programme to help other nurses. 1914 WW1 begun She helped allied soldiers escape German occupied Brussels. 1915: She was arrested, trialled and executed. Today is regarded as an icon of courage and compassion (like Florence)</p>	<p>Calling from God for Florence and Mama Lynn. Caring for dad for Edith Cavell. Racism/ slavery for Harriet Tubman. Links to war: Crimean, American Civil and WW1. Won awards for their efforts. Set up training schools- Edith Cavell and Florence Nightingale</p>	<p>1948- Anueurin Bevan starts the NHS  1952- prescription charges are introduced  1958- First vaccinations  1960- first transplant (kidney)  1972- first scan (CT)  1980- Firt MRI scan  1991- NHS trusts established for more localised care  1994- Organ donor regiter set up  1998- 24 hour advice line set up</p>	<p>Visitor to school. Work on expert outcome.</p>
<p>Art: practice pencil dictionary: smooth shading, hatching and stippling, pattern and texture. ( keep to make card for someone special)</p>	<p>Look at a variety of portraits of different artist. Discuss different styles. Show FN portrait in pencil. Discuss pencil dictionary. Take photo of each child on iPad and print ready for next lesson.</p>	<p>Step by step self- portrait.</p> <ul style="list-style-type: none"> <li>• Draw face shape</li> <li>• Draw eyes &amp; eyebrows</li> <li>• Draw nose</li> <li>• Draw mouth</li> <li>• Draw ears and hair</li> </ul>		<p>Use pencil dictionary, smooth shading, hatching and crosshatching skill to add detail to the self portrait</p>	

## Year 2- What have we learnt from the work of Florence Nightingale?

### Vocabulary:

nurse, doctor, war, pioneer, courage, heroine, influence, significant, training, applicant, qualities, characteristics, compassion, civil war, church, enemy, freedom, peace, rights, slave

Smooth Shading: Outline, Shade, Smooth, Lines, Curves,

Tone, Lighter, Darker, Pressure, Tonal value, HB – H- hardness B – Blackness, Form

Stippling & Hatching: Overlapping, Pattern, Texture, Positional Language when looking at a picture or object, Comparative language to explain lines and circles: long lines, short lines, spiky lines, big circles, small circles.

Pattern & Texture: Develop an ongoing artistic vocabulary that links things in the environment to drawn pattern and texture

Incidental comments e.g. you see the bark on the tree – if we were drawing that what marks would we have to make?

How would you describe the pattern you can see on the roof over there? – It's made up of rectangles that fit together in rows

What does that pattern remind you of?

What texture is this stone – hard, rough, bumpy – how could we make that texture with our pencils

### Resources and actions:

Get in touch with the school nurse/ Sandra's doctor friend.  
See about visiting class for Q+A around week 5/ 6.

Email Mama Lynn, ask her about what made her want to go and help the children in Africa, when did she set up her orphanage, and what does she enjoy about her role.

iPad to take photos of children for self-portrait.

### Expert

#### Outcome:

What qualities make a good doctor or nurse and why?

Brainstorm job spec

Letter of application.

To draw a frontal self-portrait

Previous Learning: In the Early Years, children talk about the lives of the people around them and their roles in society

Preparing for: Embedding the foundations of children's understanding that significant individuals are those that incited change

Bespoke to us: As a church school, children can begin to understand that sometimes people feel that they have an epiphany and a calling from God. They build on this understanding when they study Mama Lynn's epiphany as part of their Geography study of Tanzania later in Year 2, a charity which is supported across the school.

### Intended outcomes:

- To be able to vary pressure to achieve 4/5 tonal values with a HB pencil.
- Know that the dark and light areas are known as tone.
- Understand that tone gives form to an object –e.g. gets darker at the edges to show a curve.
- To be able to identify in work of other artists where tonal values change and the effect it has on the depth and impact of the finished piece.
- To recognize the impact that the direction of the shading has when colouring in a shape.
- Can independently vary the pencil grip to impact pressure
- Understand that lines can go in different directions. Explore straight lines - Hatching and Simple cross hatching
- Be able to talk about the tonal values between these – the simple hatching make a lighter tone than the cross hatching and the complex hatching is even darker.
- Can use a combination of lines to fill in an image – paying attention to the type of line according to the subject.
- To follow and copy modelled abstract shapes of increasing complexity and repeat to make patterns and textures.
- To develop fine motor control to create shapes and patterns of fine detail, small intricate patterns.
- To generate own patterns and textures from imagination
- To use language to interpret what the shapes and patterns made could represent in real life drawing on surround environment and experiences.
- (Pencil dictionary)