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# Cross-curricular links

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Chapter	History SoW	PSHE/Citizenship SoW	Literacy framework	D&T SoW	ICT SoW
1	Unit 4	Unit 4	Y2, Term 1: W10 Y2, Term 2: S9		Units 1B, 1C, 2C
2	Unit 4		Y2, Term 1: W10 Y2, Term 2: S9	Unit 1D	Units 1C, 2B
3	Unit 4	Unit 5	Y2, Term 2: S9		Unit 2A
4	Unit 4	Unit 5	Y2, Term 2: S9		Units 1C, 1F, 2A, 2C

# Introduction

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One of the most important ways laid down for Key Stage One children to be introduced to history is through the study of the lives of significant men, women and children drawn from the history of Britain and the wider world.

History is made by people and studying them can help children to learn the vocabulary of the past, highlight the differences between then and now, and teach them how we know about what has happened before. Furthermore, it challenges them to think about the questions people ask about the characters of the past and assists them to understand the key concepts of chronology and change.

The purpose of this comprehensive resource – one of the *Curriculum Focus: History* series – is to incorporate all these elements and to inspire teachers, especially non-specialists, to teach history with confidence.

The four people covered in the book are Florence Nightingale, Isambard Kingdom Brunel, Louis Braille and Pocahontas. The first of these is featured in the QCA's Scheme of Work for History Unit 4. The others have been specially chosen for the links they have with mathematics, science and design technology (Brunel) and the PSHE and citizenship curriculum (Braille and Pocahontas).

The book is intended to be flexible enough to integrate into any school's own scheme of work or to be dipped into as and when required.

- Each chapter contains extensive background information about the topic, written at the teacher's level. Essential information is also presented in a question and answer format pitched at the children's level, along with photocopiable resources providing stimulating pictures, maps, diagrams and charts.
- This is followed by detailed lesson plans on the theme, each based on clear historical objectives. Resources are listed and starting points for the whole class are outlined.
- The group activities that follow are based on highly practical differentiated photocopiable tasks at three ability levels that reinforce and develop the content of the lesson. Guidance is given about how children can be prepared for these activities and how they might be organised and supported.
- The main points of the lesson are revisited in plenary sessions that are interactive and often include drama and role play.
- At the end of each chapter there are ideas for support and extension and suggestions are made for linking aspects of ICT into the work.

# Florence Nightingale

TEACHERS' NOTES

## Early life

David and Victoria Beckham's decision to name their first son Brooklyn after a place connected with his birth seemed novel but William and Frances Nightingale beat them to it by some 180 years when they christened their second daughter Florence after the famous Italian city in which she was born on 12 May 1820.

In fact, it was not the first time they had used the idea. One year earlier they had named Florence's elder sister Parthenope – the ancient Greek name for Naples – to celebrate her birthplace (though she was usually known as Parthe or Pop).

The fact that both girls were born to English parents in a foreign country had much to do with the Nightingales' social position and wealth. Money was plentiful. Neither of the adults needed to work so the family travelled extensively abroad, sometimes staying away for years at a time.

Florence's father was born William Edward Shore but at the age of 21 he inherited a fortune from his great uncle Peter Nightingale and to honour his rich and generous relative he changed his name. Frances Nightingale, Florence's mother, known to everyone as Fanny, was the daughter of a politician and despite being one of ten children was also used to a privileged lifestyle.

When they were in England the Nightingales divided their time between their two main homes at Lea Hurst near Matlock in Derbyshire and Embley Park at Romsey in Hampshire. Like most wealthy families of the time, the Nightingales had their daughters educated at home. A governess taught them music and drawing and their father instructed them in foreign languages, English grammar, mathematics, history and philosophy. Florence proved to be an able student who paid great attention to accuracy and neatness but she could also be inclined to 'dream'. As a teenager she soon became disenchanted with the endless round of parties, balls and dinners that she attended as her parents began to plan her future as a high society wife and mother.

## The call to nursing

A significant turning point in Florence's life came when she was 16. In February 1837, while at Embley Park, she claimed to have heard voices in her head telling her that God had chosen her for a special purpose. It was not made clear at the time what this purpose was but it became evident to Florence that in order to carry out God's wishes she would need to remain unmarried.

As she grew older Florence continued to visit friends and relatives and entertain guests. She went to dances and the theatre and showed her love of music. But she also became interested in the welfare of the poor and the sick. Sometimes, while staying at Lea Hurst, she would visit the homes of poor people in the nearby villages, taking them food, clothes and medicines. Through these experiences she slowly began to form an idea of what God's purpose might be: she could devote her life to nursing the sick and needy.

In Victorian England in the 1840s, hospitals were cramped, untidy places. Hundreds of people were crammed into small wards, bedding was dirty and walls and floors were rarely cleaned. The fact that germs would thrive in dirty conditions and could be carried in the air and on hands and clothes was not understood. Sick people often had to queue outside hospitals waiting for a place. Even after queuing the seriously ill were usually turned away in case they spread the infection to other patients. Nursing was carried out by what were usually described as 'uneducated women'. Most were old, from working class backgrounds and had no training. They slept on the wards, treated the hospital as their home and often tried to cope with the harsh conditions by drinking heavily.

Florence was determined to find out more about nursing. She collected all the available government reports on the subject and studied them in detail. In early morning sessions, kept secret from her family, she made detailed notes from the reports and showed her aptitude for mathematics by making tables of important statistics.

In 1842 Florence was introduced to Christian Bunsen, the Prussian ambassador to London. He told her about the Institution of Deaconesses in the German town of Kaiserswerth near Düsseldorf. The institution was a school, hospital and orphanage, where women from good backgrounds were trained as nurses. The idea appealed to Florence and she longed to make a visit. But hospitals at this time were considered to be no place for a respectable woman and Florence knew her parents would strongly oppose the plan. Instead she asked them for permission to work at Salisbury Hospital near her home in order to learn more about the day-to-day organisation of nursing. William and Frances Nightingale were horrified at the prospect. After a period of illness in 1847, Florence was packed off to Europe with friends, to recover and forget about her wild notions.

While staying in Prussia, Florence persuaded her companions to let her visit Kaiserswerth where some 27 nurses cared for patients in the 100-bed hospital. When Florence's parents found out about the two-week visit they were furious. As a punishment, and despite the fact that Florence was 30 at the time, they forced her to act as her sister's servant for six months. In 1851, when the punishment was over, Florence returned to Kaiserswerth alone. She stayed for three months and proved to her parents that she was determined to make a career in nursing with or without their approval.

A further breakthrough came two years later: Florence was asked to take over the running of a small private women's hospital in Harley Street, London. Although she would not be paid a wage, she would be able to live at the hospital as long as she worked there. More family disputes followed but eventually William Nightingale granted his daughter an allowance of £500 a year to support her and on 12 August 1853 Florence's life in nursing began in earnest. She stayed at the hospital for 14 months, during which time she not only refined her nursing skills but also proved to be an excellent motivator and organiser.

## The Crimean War and the hospital at Scutari

The Crimean War broke out in March 1854. Britain and France joined Turkey in attempting to prevent Russia from gaining more control in the Balkans. The war was named after the location of most of its important battles: a large peninsula called the Crimea surrounded by the Black Sea on one side and the Sea of Azov on the other. It is now in the Ukraine. (See the map on Generic sheet 2 on page 11.)

British soldiers were hit with killer diseases like cholera as soon as they arrived in the war zone and even early successes like the victory at the battle of the River Alma were overshadowed by the dreadful conditions sick and injured troops had to endure. News of these appalling conditions soon reached Britain, especially as the war was one of the first to be witnessed and reported first-hand by newspaper journalists and photographers. William Russell, the war correspondent of 'The Times', was able to reveal that no real care of the wounded was taking place. There were not enough army surgeons to cope, no nurses at all, few medicines and in some cases not even sufficient linen to make proper bandages.

In England Florence Nightingale read these reports with alarm. People were shocked into action and 'The Times' immediately set up a fund to raise money to buy medical supplies. One angry letter to the newspaper wanted to know why no nurses had been sent to care for the soldiers. Britain's secretary of war, Sidney Herbert, read the letter. He was an old friend of Florence's and in October 1854 he wrote to her, asking her to take charge of the army hospitals that were being set up in Turkey to care for the sick and wounded. She gave up her job in Harley Street, took up the challenge and began to plan for the arduous task ahead. Within a week 38 women, a mixture of nurses and nuns, had been gathered together. They were provided with uniforms and promised a small wage. After crossing the English Channel they travelled through France to Marseille. Here they boarded a ship called 'Vectis' and after a difficult journey, during which many of them, including Florence, suffered badly from seasickness, they arrived at the Turkish village of Scutari near the Black Sea. (See Generic sheet 2 on page 11.)

# Florence Nightingale

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## Written when young

'I craved for some regular occupation, for something worth doing instead of frittering time away on useless trifles.'

## An important moment

'On February 7th, 1837, God spoke to me and called me to His service.'

## Determination

'You don't think that I'm going to stay dangling around my mother's drawing room all my life? I shall go out to work, to be sure.'

## Hoping to visit Kaiserswerth

'Kaiserswerth is my home, there are my brothers and sisters all at work. There my heart is and there, I trust, will one day be my body.'

## From *Notes on Nursing*

'The fidget of silk and crinoline, the rattling of keys, the creaking of stays and of shoes, will do a patient more harm than all the medicines in the world will do him good.'

## Writing from Scutari

'As I went on my night-rounds among the newly-wounded that first night, there was not one murmur, not one groan.'

'No one can feel for the army as I do. People must have seen that long dreadful winter to know what it was. I can never forget.'

## From a sound recording made in 1890

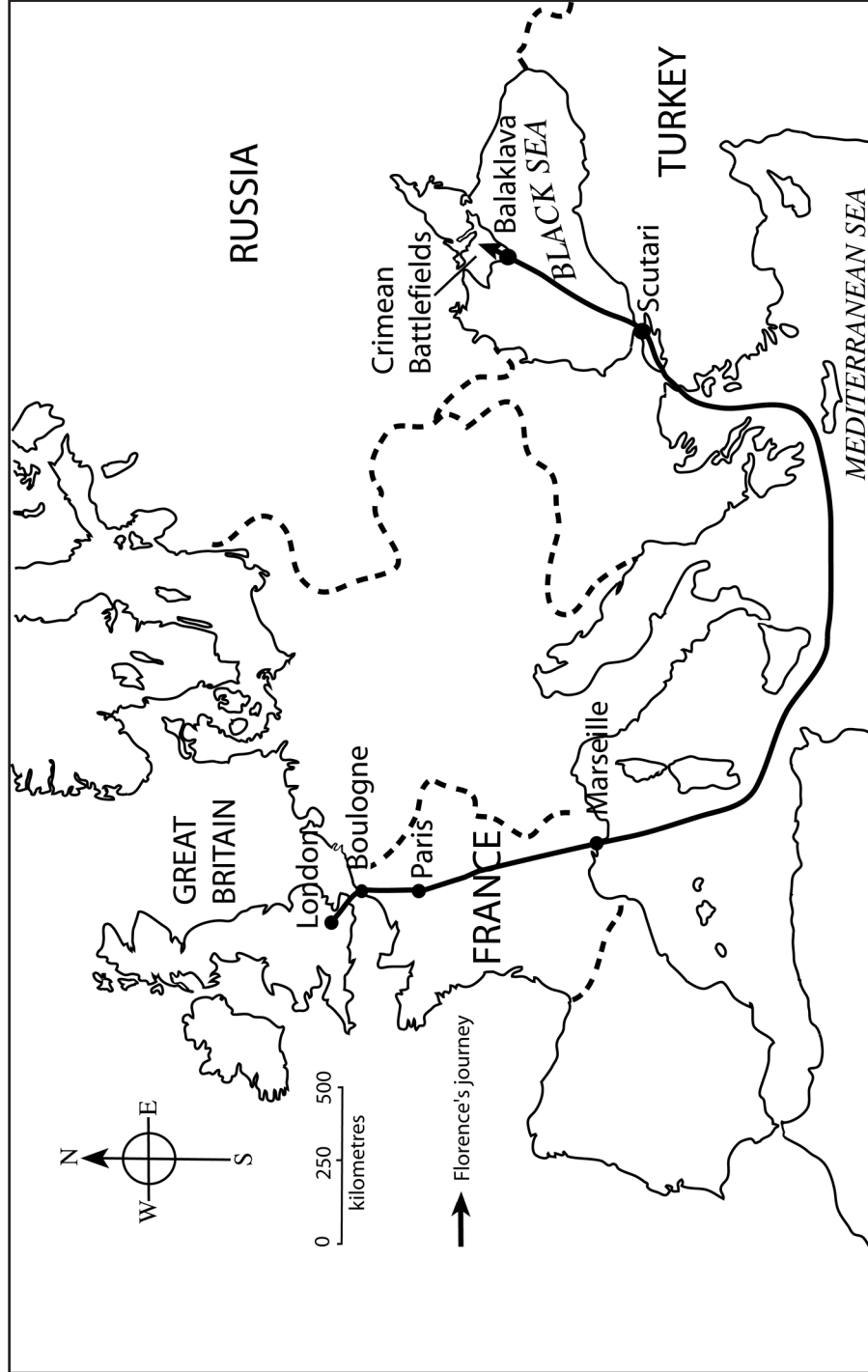
'When I am no longer even a memory, just a name, I hope my voice may perpetuate the great work of my life. God bless my dear old comrades of Balaclava and bring them safe to shore.'

## From a poem about Florence Nightingale written by the American Henry Longfellow

'Lo! In that house of misery  
A lady with a lamp I see  
Pass through the glimmering gloom  
And flit from room to room.'

# The route to the Crimean War

PHOTOCOPIABLE



The journey through France and the Mediterranean to the hospital at Scutari and the battlefields at Balaklava

# Florence Nightingale

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Florence Nightingale meeting Queen Victoria  
when she returned from the Crimean War