



Y1 – Healthcare and medical science



Which pioneering women have shaped healthcare and medical science?

Overview of learning

This unit looks at the changes in hospitals and healthcare over the years, and the significant people involved. Our initial lessons focus on four pioneering women and their contributions to medical science: Mary Seacole, Florence Nightingale, Edith Cavell and Rosalind Franklin. The children will begin by finding out about the past through pictures of old and new hospitals and healthcare workers. The children will build their chronological understanding of the past by using timelines and constructing one themselves. The lessons then move on to look at how the past has been represented. The children will compare the past and present by looking at similarities and differences between hospitals and healthcare over the years. At the end of the unit, the children will give a final response to the main historical enquiry question.

Knowledge and understanding objectives

NC KS1:
Children will:

- be taught about the lives of significant individuals in the past who have contributed to national and international achievements
- be taught about changes within living memory - where appropriate, these should be used to reveal aspects of change in national life
- be taught about significant historical events, people and places in their locality

Key vocabulary

Tier 1 – better, dirty, worse

Tier 2 – doctor, hospital, kitchen, matron, nurse, past, present, professional, scientist, vicar

Tier 3 – genes, microscope, molecules, operating theatre

Possible misconceptions

Children may think that hospitals are for emergencies only; clarify that hospitals also help people stay healthy and recover. Children may also believe that hospitals have always looked the same, whereas there have been many changes throughout history. Children may think that only doctors and nurses work in hospitals; however, there are lots of other healthcare professionals who help too. Doctors and nurses can also work in many places, not just hospitals. Some children may think that everyone gets the same treatment when they go to hospital. Explain that each person gets different treatment, depending on what's wrong with them. The doctors examine the patient to decide the best way to help them.

Videos

Lesson 1 - <https://www.bbc.co.uk/teach/class-clips-video/articles/zpb48hv>

Lesson 2 - <https://www.bbc.co.uk/teach/class-clips-video/articles/z4sxp9q>

Lesson 3 - <https://www.youtube.com/watch?v=lqYvDh2qEOU>

Lesson 6 - <https://www.bbc.co.uk/teach/class-clips-video/articles/zwhf3j6>

Lesson 7 - <https://www.bbc.co.uk/teach/class-clips-video/articles/z42tn9q>



Previous learning

EYFS – Understanding the world

Children will have talked about the lives of people around them and their role in society. They should be able to identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They may have developed an understanding of the past through settings, characters and events encountered in books and storytelling.

Future learning

Year 2 – Children will look at a range of historical sources, asking and answering questions based on class discussions and what they have seen.

Year 3 – Children will observe evidence to ask about the past and come to conclusions based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history.

Year 4 – Children will explain the concept of change over time, represent this with evidence and begin to discuss the reliability of sources.

Year 5 – Children will discuss whether the evidence is reliable, explain why and will identify periods of rapid change in history.

Year 6 – Children will use sources of information to form conclusions about the past.

How are key historical skills and supporting enquiry skills developed in this unit?

Key historical skills

-  Looking at a range of photos and deciding whether they are from the past or present
-  Learning about historically significant people who have helped shape the way our hospitals and healthcare look today
-  Understanding key events in the history of our National Health Service and how it has developed over time
-  Thinking carefully about how things have changed, and what has stayed the same
-  Identifying similarities and differences in medicine, hospitals and healthcare from the past and the present

Supporting enquiry skills

-  Asking and answering questions about evidence from the past and the present
-  Studying image evidence of monarchs and royal residences to infer purpose, importance and for comparison
-  Creating a timeline which shows how healthcare and the NHS have developed
-  Looking at and discussing different primary and secondary sources



Unit overview



Which pioneering women have shaped healthcare and medical science?

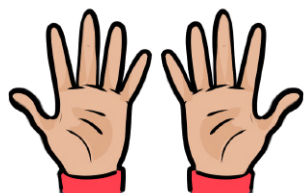
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Key question: How can we find out about the past?	Key question: Who was Mary Seacole and why was she important?	Key question: Who was Florence Nightingale and why was she important?	Key question: Who was Edith Cavell and why was she important?	Key question: Who was Rosalind Franklin and why was she important?	Key question: What is the NHS and how does it help people?	Key question: How has the past been represented?
Learning objective: I can name different ways I can learn about the past.	Learning objective: I can explain who Mary Seacole was and why she was important.	Learning objective: I can explain who Florence Nightingale was and why she was important.	Learning objective: I can explain who Edith Cavell was and why she was important.	Learning objective: I can explain who Rosalind Franklin was and why she was important.	Learning objective: I can talk about our National Health Service and explain ways that it helps people.	Learning objective: I can talk about how the past has been represented.
Success criteria: By the end of this lesson, children will be able to name different ways they can learn about the past.	Success criteria: By the end of this lesson, children will be able to explain who Mary Seacole was and why she was important.	Success criteria: By the end of this lesson, children will be able to explain who Florence Nightingale was and why she was important.	Success criteria: By the end of this lesson, children will be able to explain who Edith Cavell was and why she was important.	Success criteria: By the end of this lesson, children will be able to explain who Rosalind Franklin was and why she was important.	Success criteria: By the end of this lesson, children will be able to talk about our National Health Service (NHS) and explain ways that it helps people.	Success criteria: By the end of this lesson, children will be able to explain how the past has been represented.
Cumulative quiz: Q1 – Q3	Cumulative quiz: Q4 – 6	Cumulative quiz: Q7 – 9	Cumulative quiz: Q10 – 12	Cumulative quiz: Q13 – 15	Cumulative quiz: Q16 – 18	Cumulative quiz: Q19 – 21
Historical skill:  Evidence and interpretation	Historical skill:  Historical significance	Historical skill:  Historical significance	Historical skill:  Historical significance	Historical skill:  Historical significance	Historical skill:  Chronology	Historical skill:  Change and continuity
Supporting enquiry skills:  Asking and answering questions	Supporting enquiry skills:  Thinking critically	Supporting enquiry skills:  Thinking critically	Supporting enquiry skills:  Thinking critically	Supporting enquiry skills:  Thinking critically	Supporting enquiry skills:  Understanding timelines	Supporting enquiry skills:  Studying evidence
Substantive concepts to build on:  Industry	Substantive concepts to build on:  Industry  Empire	Substantive concepts to build on:  Industry  Empire	Substantive concepts to build on:  Industry  Empire	Substantive concepts to build on:  Industry	Substantive concepts to build on:  Industry	Substantive concepts to build on:  Industry



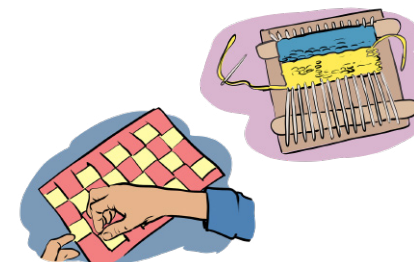
Unit overview



Hands-on history



Children would also benefit from a visit to a museum that includes medical equipment from the past and a range of engaging interactive displays and exhibits; for example, Thackery's Medical Museum.



Stretch and challenge ideas

Children could:

- reason about the reliability of sources; for example, the photographs of the hospital ward, and think carefully about what historians have learnt over time
- compare different periods in time, and think about how key figures (Mary Seacole, Florence Nightingale, Edith Cavell and Rosalind Franklin) caused change
- consider how the events of the past might impact the future, particularly with developments in medicine and healthcare
- make statements which are justified by historical evidence

Assessment

The **knowledge organiser** can be used to support children. It could be on display, on the tables, sent home, or used to pre-teach key vocabulary or concepts.

The **post-unit test** can assess the knowledge and understanding of objectives taught throughout the unit. It can be done independently or in small groups with a teacher and is based on 'I can' statements.

The **cumulative quiz** can be used to check knowledge and understanding after each session.

Each lesson also includes small '**pit stop**'- style activities, such as true-or-false or let's discuss.

Historical skills key



Chronology



Evidence and interpretation



Similarity and difference



Cause and consequence



Change and continuity



Historical significance

Supporting enquiry skills key



Understanding timelines



Studying evidence



Sifting arguments



Developing perspective and judgement



Thinking critically



Asking and answering questions