

The Abbey Hill CURRICULUM

*Why should we
thank Florence
Nightingale?*

Achieving our dreams together





Why should we thank Florence Nightingale?



Key Idea:



Florence Nightingale, born in 1820 and raised in Derbyshire, is a true hero who changed healthcare forever. During the Crimean War, she cared for soldiers and became known as "The Lady with the Lamp" because she visited patients at night. She made hospitals cleaner and better organised, helping to save many lives. Florence also opened the first-ever Training School for Nurses, inspiring future nurses to follow in her footsteps. Her amazing work still impacts healthcare today.

We will:



Create our very own training day for other children in KS1 and Reception to learn how to be nurses!

Core Text:



The Hospital Dog
Julia Donaldson



Core Knowledge



1. Florence Nightingale was born in 1820 and grew up in Derbyshire.
2. She became a nurse and helped soldiers during the Crimean War.
3. She improved hospitals by keeping them clean and organised.
4. Florence Nightingale was called "The Lady with the Lamp" because she checked on patients at night.
5. She opened a Training School for Nurses

Disciplinary Knowledge










Being a Historian:

- Know why people did things
- Know what happened as a result of the actions of others.
- Know that some things happened within living memory but that many things happened beyond this.
- Know that artefacts are objects that were made and used in the past and that they give us clues about life long ago.
- Know that asking questions about people and artefacts helps us to know and remember more.
- Know the difference between fact and fiction.












Lesson 1: Who was Florence Nightingale?

 Learning Intention	To understand who Florence Nightingale was and why she is important. (NC: Know why people did things)
 Disciplinary Knowledge	Know why people did things. Know that some things happened within living memory but many happened beyond this.
 Key Knowledge	Florence Nightingale was born in 1820 and grew up in Derbyshire.
 What the Teacher Does	Introduce Florence Nightingale through a simple biography and pictures. Use scaffolded sentence starters to help pupils create a short biography. Ask: “What do you already know about Florence?” and “Why might she be important?”
 What the Pupils Do	Create a short biography about Florence using sentence starters and pictures. Share ideas verbally and listen to others.
 How the Lesson Will Be Evidenced	Completed simple biography page with sentences and pictures. Could be produced digitally using PicCollage.
 Adaptation (Resources and Aids)	Provide sentence starters and picture prompts to support writing or adult support in groups.








Lesson 2: What was Florence’s role in the Crimean War?

 Learning Intention	To understand what Florence Nightingale did during the Crimean War. (NC: Know what happened as a result of the actions of others)
 Disciplinary Knowledge	Know what happened as a result of the actions of others. Know the difference between fact and fiction.
 Key Knowledge	She became a nurse and helped soldiers during the Crimean War.
 What the Teacher Does	Explain Florence’s role in the war through storytelling and simple role-play. Model scenarios like helping sick soldiers. Prompt pupils with questions: “How do you think Florence helped?” “What would you do to help?”
 What the Pupils Do	Take part in role-play acting as nurses helping soldiers, supported by adults. Discuss feelings and actions.
 How the Lesson Will Be Evidenced	Photographic evidence displayed.
 Adaptation (Relational Approaches)	Support from an adult during role-play activities.










Lesson 3: Why did Florence Nightingale improve hospitals?

 Learning Intention	To understand why hospitals needed improving and how Florence helped. (NC: Know what happened as a result of the actions of others)
 Disciplinary Knowledge	Know what happened as a result of the actions of others.
 Key Knowledge	She improved hospitals by keeping them clean and organised.
 What the Teacher Does	Discuss why cleanliness in hospitals matters. Show pictures of old and new hospitals. Ask: “Why do you think clean hospitals are important?” Guide pupils to make a poster about keeping places clean.
 What the Pupils Do	Create simple posters about why hospitals must be clean and organised, using pictures and words. Use pre-given pictures for pupils to cut and arrange/select from.
 How the Lesson Will Be Evidenced	Completed posters on hospital cleanliness.
 Adaptation (Chunking)	Break down poster-making into steps with clear instructions and examples. Pictures can be pre-provided rather than drawn.

Lesson 4: What was a nurse’s role – a day in the life?

 Learning Intention	To understand what nurses do and how Florence changed nursing. (NC: Know that artefacts give clues about life long ago)
 Disciplinary Knowledge	Know that artefacts are objects made and used in the past that give clues about life. Know that asking questions helps us learn more.
 Key Knowledge	Florence Nightingale was called “The Lady with the Lamp” because she checked on patients at night. She opened a Training School for Nurses.
 What the Teacher Does	Show artefacts/images of nursing equipment Introduce idea of training new nurses (link to Florence’s school) Model a simple explanation: “A nurse helps people by...” Begin introducing language pupils will use in outcome: “Today we will teach you...” Guide pupils to generate questions and ideas about what nurses do.
 What the Pupils Do	Draw or write a simple ‘day in the life of a nurse’ and prepare questions for the training day.





How the Lesson Will Be Evidenced	Drawings and simple notes reflecting nurse's roles and routines.
Adaptation (Preteaching)	Pre-teach vocabulary related to nursing and hospital routines.





● Lesson 5: Florence Nightingale Nursing Training Day

Section	Content
Learning intention	To run a nurse training day teaching others about Florence Nightingale and nursing.
Disciplinary Knowledge	Know that asking questions helps us learn and remember more. Know the difference between fact and fiction.
Key Knowledge	Florence Nightingale opened a Training School for Nurses.
What the teacher does	<p>Set up three or four clearly defined training stations before the lesson, such as a cleaning station, a caring station, a Florence Nightingale facts station and, if appropriate, an equipment station.</p> <p>Introduce the session by explaining that pupils will take on the role of nurses training adults, linking this to Florence Nightingale’s training school.</p> <p>Model a short and repeatable spoken structure for pupils to use, such as “Welcome to our training... Florence Nightingale was... We will show you... This is important because...”.</p> <p>Assign pupils to small groups and allocate each group to a station.</p> <p>Provide time for short, structured rehearsal so pupils practise using the modelled sentences and prompts.</p> <p>Circulate to support pupils, prompting them to explain clearly and add simple reasons.</p> <p>Facilitate the training event by inviting staff or other adults and organising a simple carousel where visitors move between stations or pupils remain in place.</p> <p>Support smooth transitions and maintain a clear structure throughout.</p> <p>Lead a short reflection at the end by asking pupils what they taught and what they learned.</p>
What the pupils do	<p>Work in small groups to run a nurse training station for visiting adults.</p> <p>Welcome visitors and introduce their station.</p> <p>Share simple facts about Florence Nightingale.</p> <p>Demonstrate a nursing action such as caring for a patient or keeping spaces clean.</p> <p>Guide adults through a short activity at their station.</p> <p>Explain what they are doing and why it is important.</p> <p>Answer simple questions using prompts if needed.</p> <p>Reflect on what they taught and learned.</p>
Evidence	Observations of the training day and pupil reflections.
Adaptation	Environments – Arrange space to support smooth running and engagement.

