

Year 2 – Autumn Term – Learning Challenges



Big Question

Why do we remember Florence Nightingale and Mary Seacole?

Learning Challenges

	1) Who are Florence Nightingale and Mary Seacole? 3 weeks	2) What were Mary Seacole's achievements? 2 weeks	3) What did Florence and Mary do to improve the lives of others? 3 weeks	4) Why was Mary Seacole less famous than Florence Nightingale? 2 weeks	5) Who would you build a statue of and why? 2 weeks
English	-What does it mean to be famous? Who/Why?	-Rules for the British hotel.	-Letter home to family or government asking for funds.	-For and against their role in the Crimean War.	
Geography	-Where were they born? (Map)	-Journey to Scutari.			
History	-How are women's roles different? Then and now.		-Then and now medicine and health care.	-Question and answer – historical text about how Mary and Florence are represented (letter of recommendation).	-Balanced view point – writing to the Queen.
Art/DT and Music	-Learn a song linked to Mary Seacole and Florence Nightingale. DESIGN AND MAKE BAG FOR SUPPLIES	-Plan a herb garden (link to Mary Seacole's traditional medicine). DESIGN AND MAKE BAG FOR SUPPLIES	-Design a lamp or a cart. DESIGN AND MAKE BAG FOR SUPPLIES	 DESIGN AND MAKE BAG FOR SUPPLIES	-Make a statue using clay. DESIGN AND MAKE BAG FOR SUPPLIES
British Values/Wellbeing	Tolerance and respect - Debate women's roles (story time)	Individual liberty	Tolerance and respect – Debate between Mary Seacole and Florence Nightingale.		Democracy

Year 2 – Autumn Term – Compulsory Objective Guidance



Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell

Hi1/1.3 significant historical events, people and places in their own locality.

Ge1/1.4 Geographical Skills and Fieldwork

Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Ar1/1.1 to use a range of materials creatively to design and make products

Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music

Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music