

Mary Seacole : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand who Mary Seacole was and the main events of her life	In this lesson, children will learn all about Mary Seacole's life. They will find out that she was born and grew up in Kingston to a Jamaican nurse and Scottish soldier. Children will learn about how her early experiences inspired a lifelong love of nursing and how her medical skills helped her treat patients in Kingston's cholera epidemic. They will explore how, despite her help being refused by the War Office in London, she made her way to Crimea to help sick and injured soldiers and where she affectionately became known as 'Mother Seacole'. Children will create fact files of Mary Seacole's life using a detailed information text about her, or, alternatively will work in groups to find out about her.	<ul style="list-style-type: none"> Can children explain who Mary Seacole was and why she is remembered? Can children identify some key facts about Mary Seacole's life? Do children understand that we know about the life of Mary Seacole from different sources? 	<p>Slides</p> <p>Fact Cards</p> <p>Fact File 1A/B/C</p> <p>Information Sheet</p> <p>Jigsaw Sheet 1A/B/C (FSD? activity only)</p> <p>Worksheet 1A (FSD? activity only)</p>
Lesson 2	To create a timeline of Mary Seacole's life	A game of True or False is used to help children recall learning about Mary Seacole from the previous lesson. Understanding chronological order is the focus of this lesson. Children will practise putting events from Mary Seacole's life in chronological order on a timeline. Children will then be tasked to order a set of event cards chronologically to create a timeline of the main events from Mary Seacole's life. Alternatively, children will use drama to create a visual timeline of her life.	<ul style="list-style-type: none"> Can children explain what chronological order means? Can children put events in chronological order? Can children infer how Mary Seacole's early experiences may have influenced the choices she made in her later life? 	<p>Slides</p> <p>Event Cards, string and pegs (optional)</p> <p>Timeline Cards 2A/B/C</p> <p>Worksheet 2A/B/C</p> <p>Drama Cards (FSD? activity only)</p>
Lesson 3	To explore how racism affects people now and in the past	In this lesson, children will begin by discussing what they understand by the term 'racism'. After establishing that it is the unfair treatment of someone because of their skin colour or background, children will learn how Mary Seacole experienced racism on many occasions throughout her lifetime. Children will be encouraged to empathise with how Mary Seacole may have felt when she was the subject of racist abuse. They will write in role as Mary Seacole in reply to a speech by an American gentleman in which several racist comments were made. Alternatively, children will create a SAY NO TO RACISM poster.	<ul style="list-style-type: none"> Do children know what racism is? Can children ask and answer questions about Mary Seacole's experience of racism, using information from sources to support their ideas? Can children suggest how the racism Mary Seacole experienced made her feel? 	<p>Slides</p> <p>Speech Sheet 3A/B</p> <p>Sentence Starter Card</p> <p>Poster Sheet 3A/B (FSD? activity only)</p> <p>Racism Information Sheet (FSD? activity only)</p>
Lesson 4	To understand how Cholera was treated during the lifetime of Mary Seacole	In this lesson, children will find out what cholera is and how an outbreak of this deadly disease killed many people in Kingston in 1851. Children will learn how Mary Seacole became famous for helping treat patients suffering from cholera and the remedies which she used, including mustard plasters and mercury chloride. Children will create a guide in role as Seacole to help other nurses spot the symptoms and treat patients with the disease. Alternatively, children will compare how Seacole treated cholera to how the disease is treated today. At the end of the lesson, children will learn how cholera is still a problem in many areas of the world and will reflect on what Seacole would do were she still alive today.	<ul style="list-style-type: none"> Can children describe what cholera is? Can children describe what Mary Seacole did during the Kingston cholera epidemic and suggest the impact of her work on others? Can children describe the similarities and differences between how cholera was treated in Victorian Britain with how it is treated today? 	<p>Slides</p> <p>Diary Extract</p> <p>Worksheet 4A/B/C</p> <p>Sorting Cards (FSD? activity only)</p> <p>Worksheet 4D (FSD? activity only)</p>

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Lesson 5	To understand why Mary Seacole's journey to Crimea was difficult	In this lesson, children will watch a video which teaches them how, when discovering British soldiers in Crimea were becoming ill with cholera, Mary Seacole travelled to the War Office in London to ask if she could join Florence Nightingale in Scutari. Children will use drama to explore how she felt when her help was refused by both the War Office and then the Crimean Fund. Children will then explore how she used her wealth to buy tickets aboard the Hollander with her friend, Thomas Day, and made her own way to Crimea. They will produce a diary in role as Seacole to show her thoughts and feelings in the different stages of her journey to Crimea.	<ul style="list-style-type: none"> Can children describe some of the reasons why Mary Seacole's journey to Crimea was difficult (e.g. racism, money, transport, conditions of battlefield, suffering soldiers)? Can children use relevant information to show they understand the difficulties Mary Seacole faced on her journey to Crimea (while writing in role)? Can children compare and contrast the transport available to Mary Seacole with transport available today? 	<p>Slides</p> <p>Drama Conventions Guide (Teaching Input)</p> <p>Worksheet 5A/B/C</p> <p>Worksheet 5D (FSD? activity only)</p> <p>Transport Cards (FSD? activity only)</p> <p>Transport Information Sheet (FSD? activity only)</p>
Lesson 6	To know about the work of Mary Seacole and the impact it had	In this lesson, children will learn the conditions Seacole discovered when she finally arrived in Crimea. They will find out why she became affectionately known as 'Mother Seacole' and how she set up the British Hotel. They will create a persuasive advert which encourages soldiers to visit the British Hotel, in role as Mary Seacole. Alternatively, children will write in role as an injured soldier rescued from the battlefield by Seacole. They will write a postcard home detailing their experience. In the plenary, children will look at the achievements of both Florence Nightingale and Mary Seacole.	<ul style="list-style-type: none"> Can children describe what the British Hotel was? Can children describe the work Mary Seacole did in Crimea and the impact it had? Can children identify similarities and differences in the work of Florence Nightingale and Mary Seacole during the Crimean War? 	<p>Slides</p> <p>Poster Sheet 6A/B/C</p> <p>Persuasive Language Help Sheet</p> <p>Model Persuasive Text</p> <p>Postcard Writing Frame (FSD? activity only)</p> <p>Picture Sheet (FSD? activity only)</p>
Lesson 7	To remember and celebrate the achievements of Mary Seacole	In this final lesson, children will look at how Mary Seacole returned to England as a poor woman since she was unable to find a buyer for the British Hotel. They will look at how a fundraising event raised money for her but after she died, Seacole became lost to history for over 100 years. Children will find out how a group of Caribbean nurses helped reignite interest in her story and how a statue was built to commemorate her life in 2016. The fact that there has never been a black person on a British bank note will be used inspire children to design a new bank note which honours Mary Seacole's memory. At the end of the lesson, children will reflect on what they have learnt in this unit about Mary Seacole.	<ul style="list-style-type: none"> Can children recall key events in Mary Seacole's life? Can children describe the key achievements of Mary Seacole's work? Can children explain why Mary Seacole should still be remembered today? 	<p>Slides</p> <p>Worksheet 7A/B/C</p> <p>Ideas Cards</p> <p>Board Game Template (FSD? activity only)</p> <p>Question Cards Template, Counters Template, Board Game Instructions, Information Sheet (FSD? activity only)</p>

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KS1 Aims and Objectives:

Objectives

- Pupils should be taught about the lives of significant individuals in the past who have contributed to national & international achievements

Aims

- use common words and phrases relating to the passing of time
- use a wide vocabulary of everyday historical terms
- develop an awareness of people, events and changes of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- understand some of the ways in which we find out about the past
- ask and answer historical questions use stories and other sources

Vocabulary

Mary Seacole, Crimea, Crimean war, conflict, Jamaica, Kingston, soldier, nurse, cholera, racism, overt racism, harassment, discrimination, timeline, empire, Victorian period, achievement, contribution, source, medicine, century, chronological, then, now, similar, different, society

Teacher notes