Mantle of the Expert Planning Template

Stage 1
Foundations
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1. Theme	Florence Nightingale

2. Overview of the Students' Learning

History

1. Florence Nightingale as a significant historical figure
2. Her role in transforming nursing and hospitals
3. How the Crimean War influenced her work
4. Comparisons between Victorian healthcare and today
5. The work of Mary Seacole in contrast to FN.

Geography

6. Key locations in the story: Mediterranean, Black Sea, Crimea, Scutari, Turkey, Russia, etc

English

7. Writing diary entries or letters inspired by Florence's experiences
8. Reading biographies and recounts of her life

PSHE (Personal, Social, and Health Education)

9. Learning the importance of hygiene and health care
10. Reflecting on how Florence's actions demonstrate empathy and care.

Science

11. **Human Anatomy and Organs**: Understanding the function of key organs (e.g., heart, lungs) and how proper care, nutrition, and hygiene support their health, linking to Nightingale's focus on patient care.
12. **Systems of the Body**: Exploring how systems like the circulatory and respiratory systems are affected by infections and how Florence's hygiene practices helped reduce these risks.

3. Inquiry questions – social, political, philosophical, environmental, historical, religious, etc.

Social

1. How did Florence Nightingale improve the social status of nurses?
2. How did her work impact the lives of soldiers and ordinary people?

Cultural

3. How did Victorian culture influence Florence's career and choices?
4. How did her work challenge cultural norms about women at the time?

Political

5. How did Florence convince governments to support healthcare reforms?
6. What political challenges did she face during the Crimean War?

Historical

7. What was healthcare like before and after Florence's contributions?
8. Why is Florence Nightingale still remembered as a significant historical figure?

Environmental

9. How did Florence improve hospital environments for patients?
10. How did the physical conditions of the Crimean War hospitals affect her work?

Critical

11. Were there any limitations or criticisms of Florence's methods?
12. How might her work be viewed differently today?

Ethical

13. What ethical principles guided Florence's decisions?
14. How did she balance individual care with systemic change?
17. ?

Transformational

19. How did Florence's work transform nursing and healthcare?
20. What lessons from her life can inspire personal and societal change today?

Stage 2
Context
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4. The narrative – characters, location, events, time, tension

Florence Nightingale, an experienced nurse, and her team arrive at the military hospital in Scutari. The hospital conditions are appalling, infections are rampant, and the role of nurses is poorly valued by doctors, who regard them as little more than servants. Florence's mission is to improve the hospital's conditions, retrain the nurses in modern methods, and enhance their status among the medical staff.

5. Expert Team – powers, responsibilities, and values

Team of nurses working under Florence Nightingale's supervision.

Powers: Administering care and improving hygiene practices.

Responsibilities: Treating patients, maintaining cleanliness, and reducing infections.

Values: Compassion, dedication, teamwork, and a commitment to improving health and dignity in care.

6. Client – role, purpose, and authority

Role: Florence Nightingale is a pioneering nurse and healthcare reformer.

Purpose: Her mission is to improve hospital conditions, reduce infections, and establish nursing as a respected profession.

Authority: She has a high status among the nurses, but has to gain influence with the doctors through her expertise, leadership, and use of evidence-based practices to advocate for systemic change.

	7. Commission – the jobs for the team	8. Other points of view
	• Cleaning and disinfecting the hospital wards. • Washing and dressing patients' wounds. • Ensuring proper ventilation in the wards. • Preparing and distributing nutritious meals for patients. • Washing and changing patients' bedding and clothing. • Organising and managing medical supplies. • Supporting patients emotionally through care and conversation. • Monitoring patients' conditions and reporting to doctors. • Implementing hygiene protocols, including handwashing. • Training other nurses in effective care methods.	• **Doctors' Viewpoint:** Initially sceptical, seeing nurses as unskilled helpers, but later recognising their value in improving patient outcomes. • **Patients' Viewpoint:** Grateful for the care, cleanliness, and compassion provided, which boosted morale and recovery. • **The British Government's Viewpoint:** Concerned about public opinion, they saw the team as a response to criticism of poor military healthcare. • **The Soldiers' Families' Viewpoint:** Relieved to know their loved ones received better care. • **Critics' Viewpoint:** Some doubted the impact of her methods or resisted her reforms. • **Local Staff's Viewpoint:** Mixed feelings, with some appreciating help and others resenting external interference. • **The Public's Viewpoint:** Praised Florence and her team as heroes, boosting the image of nursing.
Stage 3 Activities & Curriculum Links ↓	9. Curriculum Links – subjects and content	10. Literacy Links – reports, letters, newspaper, note-taking, directions, instructions, etc.
	History 1. **Create a timeline** of Florence Nightingale's life and key historical events. 2. **Compare past and present healthcare systems** influenced by her contributions. 3. **Research significant figures** from the Victorian era alongside Florence Nightingale. **Geography** 5. **Map key locations** associated with Florence Nightingale's work (e.g., Scutari, Crimea). 6. **Explore the geography** of the Crimean War and how it impacted healthcare. **PSHE** 9. **Discuss empathy and teamwork** inspired by Florence's leadership and care for others. 10. **Reflect on the importance** of hygiene and its role in improving health and wellbeing.	• **Reports** – Writing reports on the team's achievements and impact. • **Letters** – Creating fictional letters from Florence Nightingale, soldiers, and nurses during the Crimean War. • **Newspaper Articles** – Reporting on Florence Nightingale's work in transforming healthcare. • **Diary Entries** – Journals reflecting daily life and challenges faced by nurses and patients. • **Instructions** – Writing step-by-step instructions on hygiene practices used in hospitals. • **Persuasive Writing** – Writing to the British Govt persuading them to support Florence Nightingale's reforms against opposition from the doctors. • **Fact Files** – Compiling factual information about Florence Nightingale's life and career. • **Note-taking** – Summarising information from research on Florence Nightingale's impact.

SEQUENCE – STEPS IN

Step 1: Introducing the context
[i] Show the class the engraving of Scutari hospital. [slide 2].
Task: "Please take a look at this picture and see what you notice. Talk to the person next to you."
Allow time for discussion.
[ii] Talk to the class about what they've seen. Aim to delve deeper, ask for explanation, strive to make connections. For example - "Could you say a bit more… What was your thinking… Do you imagine… I wonder if…"

Step 2: Exploring the context
[i] Explain: "This hospital is in a part of the world called Scutari. These soldiers have been brought in from the front where the war is happening. The war is called The Crimea War, the year is 1854. At this time in history many things are different, but some are the same."

[ii] Task: "What kinds of sounds do you think might be in a place like this?"
Discussion. Support the class to imagine the sounds and then to make full sentences. For example, "The sound of soldiers moaning in their sleep. The shuffle of feet as the nurses moved between the beds." Etc.
(Note: The students will need support for this task depending on their age. Younger children will rely heavily on the teacher's input and you may need to do much of the work for them. While older children could manage not only sounds but the other dimensions of dramatic imagination - Sound/Silence; Light/Darkness; Movement/Stillness.) (See the book *'Try This'* for more guidance – www.trythisbook.org).

[iii] "This image is called an engraving. What other engraving do you think there might there be of the hospital?"
Task: Enact the engraving. The students work in groups to create other engravings that might appear as part of the same sequence.
Give them time to formulate their ideas and then take time to look at some of them for meaning, following the format. (See Key 13 from *'Try This'* for more guidance.

Step 3: Developing the narrative
[i] "I have to tell you this hospital was not always as clean and well organised as it appears in this image. In 1853, a year earlier, conditions were terrible. Filth and waste lay everywhere, bloody bandages scattered the floor, buckets of infected water were left next to beds, disease was rife, and the soldiers were as likely to die from infection as they were from their injuries. More likely!"
[ii] Show the class slide 3: the map of Europe and narrate the following, pointing out the places on the map as you go: *"News got back to England of a disaster happening in the hospitals of Crimea, especially one called Scutari on the Turkish coast."*
[iii] Continue: *"A team of journalists from the newspapers was sent to find out what was going on… They set of from England and sailed to the Scutari. When they got there they visited the hospital and interviewed the doctors and nurses."*

[iv] Task: "If you were the journalists, what would you want to ask?"

Give the students time to draft their questions. Encourage them to write them down, explaining that the journalists would have kept notes so they could use them in their news stories.
Discuss the questions.

[v] Explain that the journalists are going to meet one of the doctors and one of the nurses. The doctor is not pleased to be interrupted. The nurse has only agreed to talk to the journalists if her identify is kept secret, she is very afraid to speak openly.

[vi] Teacher in role - Doctor. The doctor is a captain in the army, he is loyal and proud. He is reluctant to talk to the journalists and is very guarded about what he says. The journalists will have to work hard to get anything meaningful out of him. He will be abrupt and forthright, without being rude. He will tell them that everything is being done to care for the soldiers in the proper manner. Conditions are testing, but nothing the army cannot deal with."

[vii] Teacher in role - Nurse. The nurse has only agreed to meet the journalists if her identity is kept secret. She has a very different tale to tell, the conditions in the hospital are awful, rats infest the wards, soldiers are dying from infections, and there is very little the nurses can do other than hold their hands and reassure them as they die. She is desperate for help. The relationship between the doctors and nurses is very bad, the doctors rarely listen to them and consider them as little more than servants."

[viii] Task: the students, operating as the journalists, interview the doctor and nurse (represented by the teacher-in-role) and make notes. Remember, the teacher can come out of role at any time to support the students and give them guidance - "What do you make of that doctor? Do you think he might be hiding something? Did you notice the way he was twitching his hand while he was answering? Would you like to see that again?" And so on. The doctor and the nurse are effectively 'text' for the class to examine and as the teacher you can help them to 'read' the text in any way they can.
[ix] Extension task: the students write up the story as a newspaper report, including details of events and reported speech. All the time being careful to protect the identity the nurse. (See Keys 20 'Interacting with someone'; 26 'Take some notes'; and 29 'Write a newspaper article' in *'Try This'* for more guidance.)

Step 4: Introducing Florence
[i] Narration: "Back in London a nurse was preparing to leave for Scutari, she and her team of nurses were determined to make a difference.
Task: Show the class slides 4 and then 5. "Look at these photographs, what do you make of her? Remember, photography was still in its early days…" Give the class some background history.
[ii] Talk to the class about Florence, who she was before she went to Scutari, her background, and why she was sent to the hospital.

Step 5: Adult-in-role representing Florence
(See Key 28 'Overhear someone writing' in '*Try This'* for more guidance).
[i] Narration: "Florence arrived in Scutari and wrote a letter to her mother."
[ii] Task: to 'build' the role. Explore 'signs' such as the desk in her room, her paper and pen, and her shawl (a present from her mother).
Use a real table and chair, real paper and pen, and a real shawl.
[iii] Teacher-in-role (TIR) representing Florence is introduced to the class. She picks up the shawl, wraps it around her shoulders, brushes it against her cheek and sniffs, then sits at the table and takes up the pen.

[iv] The teacher pauses the action and asks the class to consider what they have seen using 'Action, Motivation, Investment, Models, Reflection.' For example, "Did you notice the way she put on her shawl? Why did she do it that way do you think? Who might have given it to her? I wonder if it was handmade?" Etc
[v] Narration: "*Florence begins to write: 'Dear Mother, I have arrived safely. The voyage was long, but uneventful. Tomorrow I will visit the hospital for the first time. I am very apprehensive about what I will find. All of the nurses I have spoken to describe terrible conditions, infections, disease, and death. I hope I am up to the task, it sounds as difficult as the labour of Hercules! I will continue this letter tomorrow evening after my visit and tell you all about what I see. Hopefully, it will not prove to be as bad as I fear.*"
[vi] Spend time reflecting with the class on what they have heard and seen.

Step 6: Florence's first visit
[i] "I wonder what Florence saw when she visited the hospital for the first time?"
[ii] Task: "Shall we have a go? It'll mean moving the tables and chairs around. Some people will have to be the doctors and nurses, some the wounded soldiers. I expect there will be people moving around, there might be treatment of different kinds happening. Here's some paper if you want to draw things that Florence might see around the hospital - bloody bandages, buckets, severed limbs. etc. - you can use this."
[iii] Support the students as they set the scene. You might need to focus them once or twice, perhaps using particular groups as models: "Sorry to stop you, but could everyone just gather round, there is something going on here that deserves particular attention… Can you see the way the doctors are working as fast as they can to save this man's life? Back at this time in history there was very little in the way of anaesthetic (to ease the pain and put people to sleep during an operation) so the surgeons were taught to work as fast as possible to spare the suffering of the patient." Etc.
[iv] Once everything is ready and all the students know what they are doing in the fiction, the TIR representing Florence is brought into the story through narration: "Florence stood for a moment outside, apprehensive about what she might find. Gathering her courage, she walked up the steps of the hospital and stepped inside for the first time. The sights and sounds that greeted her left an indelible mark, one that would stay with her for the rest of her life."
[v] The TIR now walks around the hospital talking to the doctors, nurses, and patients about conditions in the hospital.
[vi] After this step the teacher gathers the children on the carpet. The TIR representing Florence sits on a chair in her room. The children now hear her reflecting on her experiences as if she was talking herself.

Step 7: Florence's letter
[i] "I wonder what Florence will write in her letter tonight?"
[ii] Task: with appropriate support and resources, the children draft a continuation of Florence's letter starting with the paragraph introduced to them in step 5.

Further steps
From here the teacher can take the work in a number of different directions, here are some possibilities:

- Other letters written at the time from doctors, nurses, and patients.
- Further newspaper reports, following on from the ones written before Florence's arrival.
- Signs, poster, instruction manuals, guides, and reports written by Florence and her team to reform the hospital.
- Maps and plans.
- Paintings, drawings, and other graphic representations.

- Maths - data collection and processing, orders of materials, etc.
- Science - life processes, internal organs, medical terms, blood, bones, and other aspects of the body, etc.
- If the teacher wants to extend the work further they could create a further ‘expert frame’ as a team of people telling the history of Florence and her team. This could be represented in the form of an exhibition, or a pamphlet, or a book, or a documentary, etc. and would involve the children in more curriculum work.