

Remembering Mary Seacole

National Curriculum Objectives:

English Year 2: Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done. [More resources with this objective.](#)

History KS1: The lives of significant individuals in the past who have contributed to national and international achievements - Mary Seacole. [More resources with this objective.](#)

Differentiation:

Section A Complete the chart using information from the text.

Section B Tick the correct answer to complete quotes from the text.

Section C Decide whether statements from the text are true or false.

Section D Use the information in the text to explain why we should always remember Mary Seacole.

Did you like this resource? Don't forget to review it [here](#).



Remembering Mary Seacole

S: (Q9) Why do you think the information is split into small chunks of text? (T2/1b) To make it easier to read and more eye catching.

WATCH

We will be sharing a special film about the life of Mary Seacole. You won't want to miss it!

LISTEN

Special guest speakers from the British Army and The London Nursing College will tell you all about Mary Seacole and her incredible work.

M: (Q14) What questions might you want to ask the guest speakers to find out more about Mary Seacole? (P4) Personal response.

S: (Q10) What adjective is used to describe Mary's work? (C3) Incredible

TRAVEL

Learn about Mary's travels to Cuba, the Bahamas and England. Learn more about Jamaica, where Mary was from.

D: (Q8) What do you think you would enjoy most at this event? (R2) Personal response.

The History of Nursing Museum would like to invite you to a very special event.

M: (Q13) Why do you think The History of Nursing Museum is hosting the event? (P3/1d) Mary Seacole was a famous nurse and is important to the history of nursing.

D: (Q5) What type of text is this? (T2/1b) Invitation

Please join us at:

The History of Nursing Museum in the Grand Hall

D: (Q6) In what room will the event take place in the museum? (C2) The Grand Hall

14th May
12:30 – 3:30

D: (Q7) How long is the event on for? (C3) 3 hours

On the anniversary of Mary's death, we will remember all that she did for Britain.

E: (Q1) Why is the event on the 14th May? (C2) It is the anniversary of Mary's death.

In the Crimean War, Mary helped Britain's sick and injured soldiers. During these hard times, she gave out food and water along with clothes and blankets. She was called 'Mother Seacole' by the soldiers.

E: (Q2) What is Mary Seacole remembered for? (C2) She helped Britain's sick and injured soldiers in the Crimean War.

S: (Q11) Why do you think the soldiers called Mary 'Mother Seacole'? (P3/1d) She looked after them and gave them food, water, clothing and blankets.

Mary was a very kind and caring woman and we hope to share our love for her with you.

E: (Q3) Do you think Mary Seacole was a nice person? Why? (P3/1d) Personal response.

EAT

Try some stew and rice pudding, just like the food Mary served to the soldiers.

DONATE

Help us to raise money for the British Army.

M: (Q16) Why do you think they are raising money for the British Army at the event? (P3/1d) Mary helped soldiers in the army when she was a nurse.

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Remembering Mary Seacole – Year 2 – Teacher Version

VISIT

Come and see our special exhibition while you are here. Learn all about The British Hotel that Mary opened to look after the soldiers. Take a look at the replica we have built to get a better idea of what it was like.

M: (Q15) What do you think the word 'replica' means? (C1/1a) An exact copy

REMEMBER

Take a look at the artwork, stories, news reports and poems about Mary. She was loved by many people as she was so caring and kind.

S: (Q12) Can you name three headings on the invitation?

(T2/1b) Watch, Listen, Travel, Eat, Donate, Visit, Remember

E: (Q4) Would you like to go to this event? Why? (R2) Personal response.

Like this? Find More differentiated Mary Seacole resources [here](https://www.classroomsecrets.com/remembering-mary-seacole-resources/)

Remembering Mary Seacole



WATCH

We will be sharing a special film about the life of Mary Seacole. You won't want to miss it!

LISTEN

Special guest speakers from the British Army and The London Nursing College will tell you all about Mary Seacole and her incredible work.

TRAVEL

Learn about Mary's travels to Cuba, the Bahamas and England. Learn more about Jamaica, where Mary was from.

The History of Nursing Museum would like to invite you to a very special event.

Please join us at:

**The History of Nursing
Museum**
in the Grand Hall

14th May
12:30 – 3:30

On the anniversary of Mary's death, we will remember all that she did for Britain.

In the Crimean War, Mary helped Britain's sick and injured soldiers. During these hard times, she gave out food and water along with clothes and blankets. She was called 'Mother Seacole' by the soldiers.

Mary was a very kind and caring woman and we hope to share our love for her with you.

EAT

Try some stew and rice pudding, just like the food Mary served to the soldiers.

DONATE

Help us to raise money for the British Army.

VISIT

Come and see our special exhibition while you are here. Learn all about The British Hotel that Mary opened to look after the soldiers. Take a look at the replica we have built to get a better idea of what it was like.

REMEMBER

Take a look at the artwork, stories, news reports and poems about Mary. She was loved by many people as she was so caring and kind.

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Remembering Mary Seacole – Year 2 – Text

Like this? Find More differentiated Mary Seacole resources [here](https://www.classroomsecrets.com)

Section A

1. Why is the event on the 14th May? (C2)

2. What is Mary Seacole remembered for? (C2)

3. Do you think Mary Seacole was a nice person? Why? (P3/1d)

4. Would you like to go to this event? Why? (R2)

Section B

5. What type of text is this? (T2/1b)

6. In what room will the event take place in the museum? (C2)

7. How long is the event on for? (C3)

8. What do you think you would enjoy most at this event? (R2)

Section C

9. Why do you think the information is split into small chunks of text? (T2/1b)

10. What adjective is used to describe Mary’s work? (C3)

11. Why do you think the soldiers called Mary ‘Mother Seacole’? (P3/1d)

12. Can you name three headings on the invitation? (T2/1b)

Section D

13. Why do you think The History of Nursing Museum is hosting the event? (P3/1d)

14. What questions might you want to ask the guest speakers to find out more about Mary Seacole? (P4)

15. What do you think the word ‘replica’ means? (C1/1a)

16. Why do you think they are raising money for the British Army at the event? (P3/1d)

Remembering Mary Seacole – Challenge Activity

Section A

Complete the chart using information from the text.

Mary Seacole	
Nickname	
Place of birth	
Job	
Name of her hotel	
Date of death	

Section B

Tick the correct answer.

The 'Remembering Mary Seacole' event is being held by The History of Nursing...

College ☐ Museum ☐ Gallery ☐ Library ☐

The event begins at...

12:30 ☐ 1:30 ☐ 2:30 ☐ 3:30 ☐

Mary helped sick and injured British soldiers in the...

Cuban War ☐ English War ☐ Crimean War ☐ Jamaican War ☐

Mary gave the soldiers food and water, along with clothes and...

money ☐ jewels ☐ houses ☐ blankets ☐

Section C

Decide whether the following statements are true or false.

Statement	True	False
Mary travelled to different places around the world including Cuba, the Bahamas and England.		
The event takes place on the 24 th May.		
Mary made food such as stew and rice pudding for the soldiers.		
There will be a special film about Mary Seacole’s life at the event.		
People can make donations to the Crimean Army at the event.		
There will be a special guest speaker from the Jamaican Nursing College at the event.		

Section D

Use the information in the text to explain why we should always remember Mary Seacole.

Remembering Mary Seacole – Challenge Activity

Section A

Complete the chart using information from the text.

Mary Seacole	
Nickname	Mother Seacole
Place of birth	Jamaica
Job	Nurse
Name of her hotel	The British Hotel
Date of death	14 th May

Section B

Tick the correct answer.

The 'Remembering Mary Seacole' event is being held by The History of Nursing...

College ☐ Museum ☒ Gallery ☐ Library ☐

The event begins at...

12:30 ☒ 1:30 ☐ 2:30 ☐ 3:30 ☐

Mary helped sick and injured British soldiers in the...

Cuban War ☐ English War ☐ Crimean War ☒ Jamaican War ☐

Mary gave the soldiers food and water, along with clothes and...

money ☐ jewels ☐ houses ☐ blankets ☒

Remembering Mary Seacole – Challenge Activity

Section C

Decide whether the following statements are true or false.

Statement	True	False
Mary travelled to different places around the world including Cuba, the Bahamas and England.	✓	
The event takes place on the 24 th May.		✓
Mary made food such as stew and rice pudding for the soldiers.	✓	
There will be a special film about Mary Seacole's life at the event.	✓	
People can make donations to the Crimean Army at the event.		✓
There will be a special guest speaker from the Jamaican Nursing College at the event.		✓

Section D

Use the information in the text to explain why we should always remember Mary Seacole. **The following is an example only.**

Mary Seacole was a very caring and kind person. She helped sick and injured soldiers during the Crimean War by giving them food and water, clothes and blankets and caring for them. She even opened The British Hotel to look after those in need. She achieved so much and did some incredible work and we should never forget how much she helped Britain during those difficult times. She was a remarkable lady and deserves to be remembered for her selfless acts.

Whole Class Guided Reading – Teaching Guide

- The text is for the children to read. Give each pair a copy of the text (without questions) to read individually or as a whole class. This text has been aimed at Year 2 Secure.
- The teacher should use the teacher version. It shows you where to pause after each section and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.).
 - Beginner – Year 2 Emerging (Red)
 - Easy – Year 2 Developing (Blue)
 - Tricky – Year 2 Secure (Orange)
 - Expert – Year 2 Mastery (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Year 2 Emerging
 - Section B – Year 2 Developing
 - Section C – Year 2 Secure
 - Section D – Year 2 Mastery
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Comprehension

Year 1/2	C1/1a	Discussing word meanings, linking new meanings to known vocabulary
	C2	Answer simple, information retrieval questions about texts*
	C3	Drawing on what they already know from background information and vocabulary provided by the teacher
	C4	Discussing and expressing views about a wide range of texts
	C5/1c	Discussing the sequence of events in texts and how items of information are related
Year 3/4	C1/2a	Explaining the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve and record information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
Year 5/6	C1/2a	Exploring the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve, record and present information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
	C8/2h	Making comparisons within and across texts
	C9	Distinguish between statements of fact and opinion

Predictions and Making Inferences

Year 1/2	P1	Link the text to their own experiences
	P2/1e	Predicting what might happen on the basis of what has been read so far
	P3/1d	Making inferences on the basis of what is being said and done
	P4	Answering and asking questions
Year 3/4	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 5/6	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1/2	L1	Recognising and joining in with predictable phrases
	L2	Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
Year 3/4	L3	Using dictionaries to check the meaning of words they have read
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	L2	Learning a wider range of poetry by heart
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	L5/2g	Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
	L6/2f	Identify and explain how content is related and contributes to meaning as a whole
		*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices