



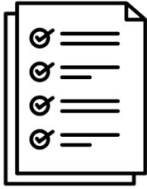
**Holy Trinity**

Church of England Primary Academy

**An Authentic Approach  
to Black History**

**BLACK  
HISTORY**





## Our Rationale

At **Holy Trinity CE Primary Academy**, we believe that Black History is not a topic to be confined to a single month, but a vital and continuous part of the story we tell about our world, our nation and our community. Rooted in our Christian ethos and guided by our commitment to *cura personalis*—care for the whole person—we are dedicated to nurturing every child’s understanding of themselves and others through a curriculum that is inclusive, ambitious, and reflective of the diverse society in which we live.

// **Which works of literature? Which historical stories? Which art?...**

**No matter how redemptive of former injustice, no holy grail of content selection will be reached.** //

Christine Counsell

We do not take a tokenistic approach to Black History. Instead, we embed it meaningfully across the curriculum, ensuring that children encounter the lives, legacies, and contributions of Black individuals and communities throughout the year. From ancient African civilisations to contemporary Black British changemakers, we explore Black History as an essential perspective within both British and World History.

This approach is deeply connected to our **core values**:

- **Community:** We celebrate the rich cultural heritage of our local area, Handsworth, and the wider world. Our curriculum reflects the lived experiences of our pupils and their families, fostering a sense of pride, belonging, and shared identity.
- **Aspiration:** We introduce children to a wide range of Black role models—past and present—who have shaped history, science, the arts, and social justice. These stories inspire our pupils to dream big and believe in their own potential.
- **Respect:** We teach children to value difference, challenge stereotypes, and understand the impact of inequality and injustice. Through critical thinking and open dialogue, we nurture empathy and global citizenship.
- **Excellence:** We hold high expectations for all learners. Our teaching of Black History is rigorous, reflective, and rooted in high-quality texts, historical enquiry, and meaningful discussion.

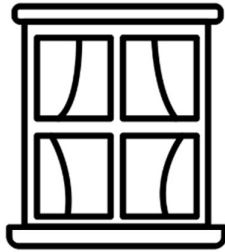
Our **curriculum drivers—Windows, Mirrors, and Doors**—are central to how we approach Black History:

- **Windows:** We provide children with windows into the lives, cultures, and histories of others, helping them to understand experiences beyond their own. Through Black History, pupils gain insight into the richness and complexity of the global human story.
- **Mirrors:** We ensure that all children see themselves reflected in the curriculum. For our pupils of African and Caribbean heritage, this means seeing their histories, cultures, and contributions represented with dignity and depth.
- **Doors:** We open doors to new possibilities, encouraging children to imagine a more just and inclusive future. By learning about those who have challenged injustice and made a difference, pupils are empowered to become changemakers in their own communities.

Curriculum Drivers which underpin our curriculum:

// It's about making sure that children are academically challenged and ensuring they see themselves and others experiences outside of their own lives. I think that's particularly important when we're talking about children with additional needs.

- Cassie Young, Inclusion in the Mainstream Primary Classroom - SEND Huh.



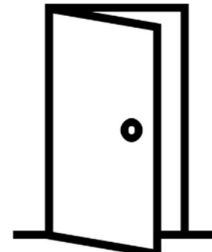
windows

*'A curriculum that allows us to see into the lives of others.'*



mirrors

*'A curriculum that allows us to see ourselves.'*



doors


*'A curriculum that opens up doors of opportunity.'*

At Holy Trinity, we understand that children thrive when they feel seen, heard, and valued. Our approach to Black History is one way we ensure that every child knows their story matters. We are proud to be a school where diversity is not just acknowledged but celebrated—where every child is empowered to flourish, and where education is a tool for justice, understanding, and hope.

This is **Handsworth**. This is the **Holy Trinity** way.


# Humanities

Foundation Curriculum



History  
Year Six  
The Aksumite Empire:  
Ancient African Civilisation  
What is the story of Aksum?


Name: \_\_\_\_\_



## Year 6: The Aksumite Empire – Ancient African Civilisation

- **Why it matters:** This unit introduces pupils to the Aksumite Empire—an advanced, literate, and Christian African civilisation that flourished alongside the Roman Empire. It offers a *window* into a rich and often overlooked chapter of global history.
- **Contribution:** By exploring Aksum, pupils encounter African agency, innovation, and influence, challenging Eurocentric narratives that marginalise Africa’s historical significance.
- **Beyond tokenism:** Positioning Aksum within the same historical frame as other ancient civilisations affirms African excellence and complexity, moving beyond simplistic or isolated portrayals.


Religious Education



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Rastafari: Repatriation  
Who is Ras Tafari?  
Year Five

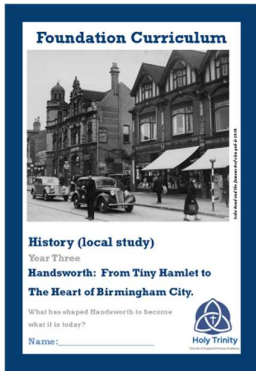
Name: \_\_\_\_\_



## Year 5: Rastafari – Who Was Ras Tafari?

- **Why it matters:** This unit explores the spiritual, political, and cultural roots of Rastafari, grounded in resistance to colonialism and the legacy of slavery. It opens a *window* into Black diasporic identity and belief systems.
- **Contribution:** Pupils connect with themes of Pan-Africanism, resilience, and cultural pride, recognising the global impact of African heritage through music, faith, and activism.
- **Beyond tokenism:** Rather than reducing Rastafari to stereotypes, this unit offers a *door* to deeper understanding of Black resistance, spirituality, and identity.

### Year 3: Handsworth – Local Study



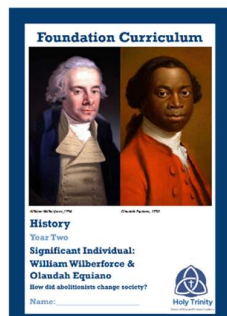
- **Why it matters:** This local history unit brings Black British history to life by exploring migration and community formation in Handsworth. It acts as both a *mirror* and a *window*—reflecting pupils’ lived experiences and connecting them to wider national narratives.
- **Contribution:** It highlights the Windrush generation, post-war rebuilding, and the enduring contributions of Black Britons to British society.
- **Beyond tokenism:** By rooting Black history in the local context, this unit ensures it is not an add-on but a vital part of our shared story.

### Year 4: The Romans – Movement of People in the Roman Empire



- **Why it matters:** Pupils discover that people of African descent lived in Britain nearly 2,000 years ago, such as the Beachy Head Lady and Ivory Bangle Lady. This provides a *window* into the diversity of the ancient world.
- **Contribution:** It challenges the misconception that Black presence in Britain is recent, highlighting the longstanding multicultural nature of British history.
- **Beyond tokenism:** Embedding African presence within mainstream Roman history normalises diversity and disrupts exclusionary narratives.

### Year 2: William Wilberforce & Olaudah Equiano – The Abolition of the Transatlantic Slave Trade



- **Why it matters:** This unit explores the history of slavery and abolition, a pivotal part of British and global history. It opens a *door* to understanding justice, resistance, and human rights.
- **Contribution:** By centring voices like Olaudah Equiano and Mary Prince, pupils gain a fuller picture of the abolition movement and the role of Black individuals in shaping history.
- **Beyond tokenism:** Teaching this unit critically avoids the “white saviour” narrative and instead highlights the courage, resilience, and leadership of enslaved Africans.

## Year 6: Geography: Africa is Not a Country



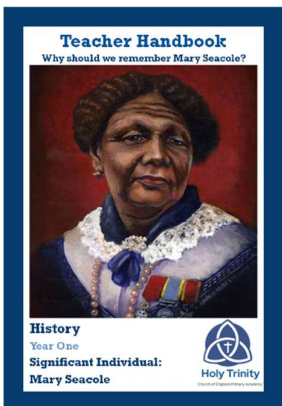
- **Why it matters:** This unit challenges stereotypes by exploring the vast diversity of African countries, cultures, and environments. It provides a *window* into the continent's richness and complexity.
- **Contribution:** Pupils develop a more accurate and respectful understanding of Africa, moving beyond monolithic or deficit-based views.
- **Beyond tokenism:** The unit fosters curiosity and critical thinking, ensuring Africa is studied with the same depth and dignity as other regions.

## Year 2: Geography: The Caribbean



- **Why it matters:** Pupils explore the geography, culture, and environment of Caribbean nations, many of which have deep historical ties to Britain. This unit acts as both a *mirror* and a *window* for many of our pupils.
- **Contribution:** It lays the foundation for understanding Caribbean migration and its impact on British society, connecting geography to identity and heritage.
- **Beyond tokenism:** By embedding Caribbean studies into the core curriculum, we affirm the cultural backgrounds of our pupils and their families.

## Year 1: Mary Seacole – Significant Individual



- **Why it matters:** Mary Seacole's story introduces pupils to a pioneering Black British nurse who overcame racism to serve during the Crimean War. Her life is a *mirror* of courage, compassion, and resilience.
- **Contribution:** Seacole's legacy offers an early role model who embodies our school values of service, excellence, and justice.
- **Beyond tokenism:** Teaching Seacole alongside Florence Nightingale ensures equitable representation and challenges the marginalisation of Black contributions in British history.

## Literature

### **Africa, Amazing Africa – Country by Country by Atinuke**

- **Why it matters:** This beautifully illustrated book offers a *window* into the diversity, richness, and vibrancy of the African continent, challenging narrow or stereotypical views.
- **Contribution:** Pupils explore the geography, culture, languages, and traditions of over 50 African countries, gaining a deeper appreciation for Africa’s complexity and global significance.
- **Beyond tokenism:** Rather than presenting Africa as a single story, this text celebrates its multiplicity, encouraging curiosity, respect, and pride in African heritage.

### **Journey to Jo’burg by Beverley Naidoo**

- **Why it matters:** Set during apartheid in South Africa, this novel provides a *window* into the lived experiences of children navigating injustice, separation, and resilience.
- **Contribution:** It introduces pupils to themes of inequality, family, and courage, while offering a *mirror* for children whose lives have been shaped by migration, struggle, or systemic barriers.
- **Beyond tokenism:** By centring the voices of young Black protagonists, the story fosters empathy and critical thinking, moving beyond simplified narratives of victimhood to highlight agency and hope.

### **Black and British: An Illustrated History by David Olusoga**

- **Why it matters:** This accessible and engaging history book offers both *windows* and *mirrors*—revealing the long, rich presence of Black people in Britain and reflecting the identities of many of our pupils.
- **Contribution:** It reframes British history to include the contributions, struggles, and triumphs of Black Britons, from Roman times to the present day.

- **Beyond tokenism:** By embedding Black history within the national story, this text challenges the idea of Black history as separate or supplementary, affirming it as central to understanding Britain today.

### **Queens: 3,000 Years of the Most Powerful Women in History by Victoria Crossman**

- **Why it matters:** This vibrant and accessible book offers a *window* into the lives of powerful women from across the globe and throughout history, many of whom have been overlooked or forgotten.
- **Contribution:** Featuring queens such as Queen Nzinga, Queen Nanny of Jamaica, and Yaa Asantewaa, the book celebrates the leadership, resilience, and cultural impact of Black and global female monarchs, offering *mirrors* for pupils to see themselves in stories of strength and influence.
- **Beyond tokenism:** By placing these women alongside more widely known figures like Cleopatra and Elizabeth I, the book challenges narrow historical narratives and opens *doors* to a more inclusive understanding of global leadership.

### **Sympathy by Paul Laurence Dunbar**

- **Why it matters:** This powerful poem uses the metaphor of a caged bird to express the pain of oppression and the longing for freedom. It provides a *window* into the emotional and psychological impact of systemic racism and historical injustice.
- **Contribution:** Dunbar's work connects deeply with the Black experience in post-slavery America, offering a *mirror* for those who have felt silenced or confined, and a *door* to empathy and understanding for others.
- **Beyond tokenism:** Rather than presenting suffering in isolation, the poem invites critical reflection on resilience, voice, and the enduring human spirit, making it a timeless piece for exploring identity and justice.

### **The Black History Book: Big Ideas Simply Explained by DK, foreword by David Olusoga**

- **Why it matters:** This comprehensive and visually engaging book provides a *window* into the global history of Black communities, from ancient African empires to contemporary movements like Black Lives Matter.
- **Contribution:** It highlights the achievements, struggles, and contributions of Black individuals and societies across time and place, offering *mirrors* for pupils to see their heritage reflected and *doors* to deeper historical understanding.

- **Beyond tokenism:** By embedding Black history within the broader human story, this book affirms that Black history is not a sidebar—it is central, interconnected, and essential to understanding the world we live in.



# Holy Trinity

Church of England Primary Academy

To reflect the heart of God by showing compassion and caring for all.

**C**ommunity - **A**spiration - **R**espect - **E**xcellence